



East Lothian
Council

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

**TUESDAY 19 JUNE 2018
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

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Committee Members Present:

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

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Mr F Parkinson, Principal Inclusion and Equality Officer
Dr L Binne, Principal Educational Psychologist
Mr R Parker, Service Manager – Education (Strat. & Ops.)
Ms L Brown, Quality Improvement Manager
Ms P Smith, Principal Officer (Information and Research)
Mr S Cooper, Team Manager Communications

Clerk:

Ms F Currie, Committees Officer

Apologies:

Councillor W Innes
Mr S Bunyan

Declarations of Interest:

None

The Convener advised Members that Stephen Bunyan was standing down from his role as religious representative on the Committee. She wished to formally express the Committee's thanks to Mr Bunyan for his many contributions over the years.

The Convener also noted the retirement of Val McIntyre who had had considerable involvement in the Parental Engagement Strategy.

Councillor Small raised the issue of requesting reports for the agenda and whether it would be possible to have more scrutiny reports coming forward. Councillor McLennan supported this request and also suggested the creation of a work plan to schedule reports for future meetings.

Alex McCrorie, Deputy Chief Executive, reminded Members that the Council already had two scrutiny committees and any reports for the Education Committee had to sit within its existing policy remit.

Fiona Robertson, Head of Education, also indicated that potential issues could be addressed as part of the new cluster attainment meetings, involving Elected Members, planned for next year.

The Convener noted the points raised and agreed to take these into consideration and respond to the Members in due course.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 13 MARCH 2018 FOR APPROVAL

The minutes of the Education Committee meeting on 13 March 2018 were approved.

Councillor Dugdale asked if there was any update on the Regional Improvement Collaboratives. Ms Robertson reported that a number of workstreams had been agreed with the Partners and the Council was making good progress in working with other local authorities. She said that feedback at the recent Head Teacher conference had been positive and the next stage of the work would be to take things to classroom level.

Councillor Findlay asked if any further clarification had been provided on the statutory duties to be placed on Councils as a result of the new Bill. Ms Robertson advised that the Cabinet Secretary for Education was to make an announcement the following day regarding the Bill and she agreed to update Members on the content of that statement.

2. ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE (CfE) LEVELS IN LITERACY AND NUMERACY 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of achievement in the Broad General Education (BGE) in schools across East Lothian through Curriculum for Excellence (CfE) levels in literacy and in numeracy in 2016/17.

Ms Robertson presented the report outlining the background to the gathering and assessment of Achievement of CfE Level statistics and summarising the key results. She stated that, although pleased with the improvement, the Education Service was not complacent and was taking steps to address the gaps in attainment. She advised that she would shortly be appointing an officer to undertake further work on literacy across the county and she highlighted a CfE Data Analysis tool which the Service had

developed, at the request of local schools, is being used to assist senior management teams in analysing their data using a range of pupil characteristics.

Ms Robertson responded to a number of questions from Members providing further information on the range and reliability of the statistics, comparability with other local authorities and the frequency of assessments. She outlined some of the work currently underway to further improve attainment, to address areas where additional support was required and to share good practice with other schools. She added that at the recent Head Teacher conference it had been noted that a 'one size fits all' approach was not always appropriate and that different schools tackled the attainment gap in different ways.

In response to further questions, Pauline Smith, Principal Officer (Information and Research) explained the development of the CfE Data Analysis Tool and said that it could be expanded to look at other areas of assessment.

Ms Robertson acknowledged the need to intervene at the transition between early learning and Primary 1 and advised Members of proposals to recruit an additional officer to look at this area and address gaps not just in learning but also in children's readiness to learn. She also confirmed that, at present, East Lothian schools did not qualify for support from the Scottish Government's Attainment Fund but they did have access to Pupil Equity Funding (PEF).

Councillor Goodfellow welcomed the report and congratulated teaching staff that they had closed gaps in attainment in primary schools across the county without access to additional funding when, nationally, the gap continued to widen.

The Convener echoed her colleague's remarks and looked forward to seeing further progress through the steps outlined in the report.

Decision

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

3. INSIGHT NATIONAL BENCHMARKING MEASURES TO 2017

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

Ms Robertson presented the report outlining the background to the benchmarking tool and summarising the performance of East Lothian schools, which had improved since the previous year and were in line with the Virtual Comparator. She advised that Lesley Brown, Quality Improvement Manager, was meeting with Head Teachers to discuss how individual schools could make improvements. She reminded Members that Insight did not quantify all awards and qualifications, such as those related to vocational courses, so not all pupil information would be included in the data.

Ms Robertson concluded that overall schools were making progress in closing the gap between pupils in the least and most deprived areas. However, there was no room for complacency and she outlined further steps for improvement.

The Members asked a number of questions: querying the statistics and their implications for performance across schools; seeking reassurance that proposed improvement actions would deliver as intended; and asking about the impact of pupils moving to private school and the absence of additional Government funding.

Ms Robertson agreed that performance did affect the quality of school leavers' destinations and she stated that only by understanding the data and knowing its pupils could the Service develop measures to improve opportunities for young people.

She advised that the Virtual Comparator did not take account of whether schools had additional funding and that some of the data could be coming from schools with access to such funding. With regard to pupils leaving to attend private schools, she indicated that the numbers were declining and she believed that this demonstrated an increased confidence in the quality of local schools.

Ms Robertson said she was confident that the steps being taken would address the gaps in attainment but that this action had to begin at the early learning stage and progress through to the Senior Phase. In addition, next year would see the introduction of cluster meetings to look at ways of further improving attainment and these would involve Elected Members.

The Convener welcomed the report and the overall improving trend in performance. She said that the Committee would closely monitor progress with the next steps.

Decision

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

4. POSITIVE SCHOOL LEAVERS DESTINATIONS 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of trends in the initial destinations of pupils who left East Lothian schools using the 'Increasing post-school participation' measure from Insight.

Ms Robertson presented the report summarising the background to data gathering, the results for East Lothian in 2016/17 and the next steps. She explained that the results would be used to inform both the schools' and the authority's annual Standards and Quality Reports, and that positive school leaver destinations remained a key target within the Education Service Improvement Plan.

Ms Smith responded to questions on data gathering and advised the Members that follow up data would be published in August 2018. Several Members raised the issue of tracking information on the number of young people who drop out of employment or college courses, as well as those who maintain their positive destination. Ms Robertson advised that the Service did follow up on everyone and continued to look at the reasons behind drop outs. She said that they had identified work to be done on resilience, building confidence and encouraging young people to be independent and that within some communities PEF money had been set aside for work at P7 level.

Councillor Goodfellow said it would be useful if a report could be brought to the Committee providing further information regarding sustained participation at FE college courses.

Ms Robertson outlined work that was being done in partnership with Edinburgh College and other partners on supporting young people with Additional Support Needs (ASN) as well as supporting individual students to maintain their college courses and go on to access either further learning or employment opportunities.

In response to further questions, Ms Robertson disagreed with the suggestion that young people may go on to Higher Education simply because they didn't have the qualifications to gain employment. She said that Higher Education often improved employment prospects and, while Members were right to question the figures, she was confident that schools were working to identify appropriate pathways for their pupils. She accepted that terminology was important and that there was work to do on improving the perceptions and parity of esteem in relation to vocational qualifications.

Councillor Small observed that the length of time young people stay in positive destinations was an important issue. He agreed with his colleagues that further information was needed to show if these were being maintained. He added that the quality of the destination was also key and that the Council should be aspiring young people to get to a higher level.

The Convener thanked officers for the report and noted that this was just one piece of a wider jigsaw which was coming together to increase opportunities for young people to achieve positive destinations.

Decision

The Committee agreed to consider and note the contents of the report and to endorse the steps being taken to improve further school leavers' positive destinations.

5. INCLUDED ENGAGED AND INVOLVED: A POSITIVE APPROACH TO PREVENTING AND MANAGING SCHOOL EXCLUSIONS

A report was submitted by the Depute Chief Executive (Resources and People Services) asking the Committee to consider the draft 'Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions' following further consultation.

The report was also to make the Committee aware of the updated East Lothian Council Policy for the prevention and management of exclusion from school in line with Scottish Government guidance and the legislative framework.

Lynne Binnie, Principal Educational Psychologist, presented the report outlining the background to the policy and summarising the responses to the recent consultation exercise.

In reply to a question from Councillor Goodfellow, Dr Binnie confirmed that the consultation had sought views from young people who had been excluded from school.

Councillor Small asked about the costs incurred by exclusions and when officers expected to see a reduction in East Lothian's exclusion rate. Dr Binnie advised that costs, such as parents taking days off work and pupils missing school days and opportunities for learning, had been reflected in the policy. She hoped to be able to report a reduction in exclusion rates in a year's time.

Councillor Forrest asked if information was available showing the impact on those pupils who were not excluded. Dr Binnie said that it was very difficult to gather that data but that the policy was a 'whole school' policy which included support for pupils who were affected by incidents but not directly involved.

Responding to a question from Councillor Dugdale, Dr Binnie outlined the key principles of the nurturing approach which had been introduced in the last 12 months and which was now seen to be delivering benefits for pupils.

Councillor Findlay agreed that any policy needed to take into account the views and the impact on those young people who were not excluded, and to ensure that their voices were heard. He referred to recent issues within schools in North Berwick as an example.

Councillor Forrest welcomed the report but reiterated the importance of taking the views of the children into account to ensure that the policy would benefit them in the longer term.

Councillor Goodfellow said that it was a testament to the quality of the policy that there had been so much positive feedback.

The Convener concurred with the views of her colleagues and said that the Committee would look again at the statistics in a year's time.

Decision

The Committee agreed to:

- i. Approve the draft Policy 'Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions'; and
- ii. Note specifically the guiding principles, legislative context, exclusion procedures, procedures prior to exclusion and procedures for appeals against exclusions.

6. SCHOOL SESSION DATES (2019/2020)

A report was submitted by the Depute Chief Executive (Resources and People Services) to obtain the Committee's approval for School Session dates for 2019/2020.

Richard Parker, Service Manager – Education (Strat. & Ops.), presented the report summarising the discussions which had taken place with neighbouring local authorities and the responses to the Education Service consultation. He advised that the draft dates for 2019/2020 aligned with both Edinburgh and Midlothian in relation to the main holiday periods. For session 2020/2021, discussions would take place with Scottish Borders and Midlothian over proposed dates and cognisance would be taken of those dates already set for Edinburgh and Fife.

Mr Parker responded to questions from Councillor Goodfellow and Councillor Williamson regarding in-service days and the slight variance in dates between authorities.

Councillor Kempson commented that to say there were 190 pupil days was misleading as a significant number were half days. Mr Parker suggested changing the wording to '190 openings'.

Councillor Small noted the problems with discussions between authorities and the inability to align all dates. Referring to the Regional Improvement Collaborative, he said he would be concerned if this was a sign of things to come.

Councillor Goodfellow welcomed the calendar format included in the report and recommended that this be placed on the website alongside the list of dates.

The Convener thanked officers for their efforts but she too registered her disappointment that it had not been possible to coordinate the dates across all five local authorities.

Decision

The Committee agreed to:

- i. Approve the school session dates for 2019/2020;
- ii. Authorise the Head of Education to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils; and
- iii. Authorise the Head of Education to notify the Scottish Government.

7. ROLL CAPPING INCREASE – SECONDARY 1 (S1) AT NORTH BERWICK HIGH SCHOOL

A report was submitted by the Depute Chief Executive (Resources and People Services) asking the Committee to approve an increase in the S1 capping level at North Berwick High School for school session 2018/19.

Ms Robertson presented the report outlining the background and reasons for the requested increase in the S1 capping level. She confirmed that the school was able to revise the timetable to accommodate 180 pupils.

Replying to a question from Councillor Gilbert, Ms Robertson indicated that there would be a need for additional staff but not more than 3 full-time equivalent posts.

Councillor Goodfellow asked about the costs of the increase in school roll and whether the decline in pupils going to private schools was a factor. Ms Robertson advised that there was investment available for school expansion and that the number of pupils was expected to increase gradually throughout the year rather than the full 180 starting in August. She added that families moving into the catchment area and the size of the current P7 roll were the main factors for the increase.

Councillor Findlay asked about increases in other years within the school and whether Ms Robertson anticipated coming back to the Committee next year seeking a further increase. He also raised the issue of capacity in the catchment primary schools and whether sufficient space existed for pupils entering these schools.

Ms Robertson stated that it was difficult to predict the exact numbers of pupils moving into catchment but spaces were reserved at other levels. She said that the Education Service brought forward reports to the Committee every year regarding roll capping and reserving places. She confirmed that they would continue to track growth in key areas such as North Berwick and Haddington and plan accordingly. She acknowledged that primary schools in North Berwick had seen pressures but she

referred to recent expansion work and confirmed that the Service would continue to monitor the situation and respond as necessary.

Councillor Small commented that it was be interesting to see the impact of the new housing in the months and years to come. He said that the impact may be quite stark but that remained to be seen.

Councillor Goodfellow observed that the increase in demand may be a reflection of the quality of education in East Lothian.

Decision

The Committee approved an increase in the S1 capping level at North Berwick High School for session 2017/18 from 160 to 180 pupils; and to continue to hold 12 places in reserve for incoming catchment pupils.

8. HEAD TEACHER APPOINTMENTS

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

Ms Robertson presented the report inviting the Members to note the recent appointments and advising them that a replacement had already been found for the resulting vacant Head Teacher post at Elphinstone Primary School.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed

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Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services) **2**

SUBJECT: Education Service Local Improvement Plan 2018-2019

1 PURPOSE

- 1.1 To seek the Committee's approval of the Education Service Local Improvement Plan 2018-2019.

2 RECOMMENDATIONS

- 2.1 The Committee is asked:-
- i. To approve the Education Service Local Improvement Plan 2018-2019 (Appendix 1).
 - ii. To note a pupil and parent friendly version of the Education Service Local Improvement Plan 2018-2019 will be produced.

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 provide a copy of the Education Service Local Improvement Plan to Scottish Ministers. This is East Lothian Council's second plan under these new legislative duties.

- 3.4 The Education Service Local Improvement Plan 2018-2019 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:

Attainment and achievement

- Develop a self-improving system to drive forward improvement and raise attainment
- Improve learning, teaching and assessment
- Close the poverty related attainment gap in the broad general education

Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

- Better targeting of resources in order to achieve a greater impact on children and families.
- Improving integrated service delivery to better meet the needs of children and families.
- Supporting the physical, social and mental wellbeing of all children and young people, particularly those most at risk.

Employability

- Strengthen transition and pathways to employability and other positive destinations for young people.
- Offer a range of vocational and academic opportunities and experiences that meet the needs of all learners.
- Increase attainment of key qualifications set within the senior phase.

Leadership

- Improve the quality and impact of leadership at all levels
- Further develop a collaborative culture throughout our learning communities

Finance and Resources

- Consider how best to maintain and increase the service workforce to continue to raise attainment and achievement.
- Develop and maintain a school estate strategy.

- 3.7 The Education Service Improvement and Evaluation Group reviews 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.

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 East Lothian Education Service Local Improvement plan 2018-2019
(Appendix 1)

AUTHOR'S NAME	Fiona Robertson
DESIGNATION	Head of Education
CONTACT INFO	Telephone Number – 01620 827834 E-mail – frobertson@eastlothian.gov.uk
DATE	1 November 2018

A Message from Councillor Shamin Akhtar, Convener, Education Committee

I welcome the revised Education Service Local Improvement Plan for 2018/19. 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 2017-18 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

Introduction

The Education Service Local Improvement Plan is both a forward planning document and part of the Council's public reporting framework. The report facilitates communication to staff, communities and partners about the role and priorities of council services.

The Council agreed its new strategic plan in June 2017 setting out its priorities and commitments over the next 5 years. This Education Service Local Improvement Plan reflects and reports on the priority themes related to education. Through this Plan we are provided with the opportunity to detail how the education service is supporting the delivery of the Council's Strategic Plan by setting out the following:

- How the Education Service will deliver the strategic priorities set out in the Council's Strategic Plan for the period 2018/19
- How the Education Service is demonstrating that it is providing Best Value and ensuring that it provides value for money through the use of benchmarking or other external service comparison exercises
- Progress in implementing priorities identified through self-evaluation, external audit and inspection or equality impact assessments

Information about the service we provide and our performance is provided in a variety of documents, including the following:

- Education Service Standards and Quality Report 2017-2018
- East Lothian Partnership Children and Young People Services Plan 2017 to 2020
- Inspection Reports (Education Scotland and the Care Inspectorate)

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'

Context of East Lothian

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 with 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).

Section 1 Resources and Organisation

Purpose of Education Services

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:

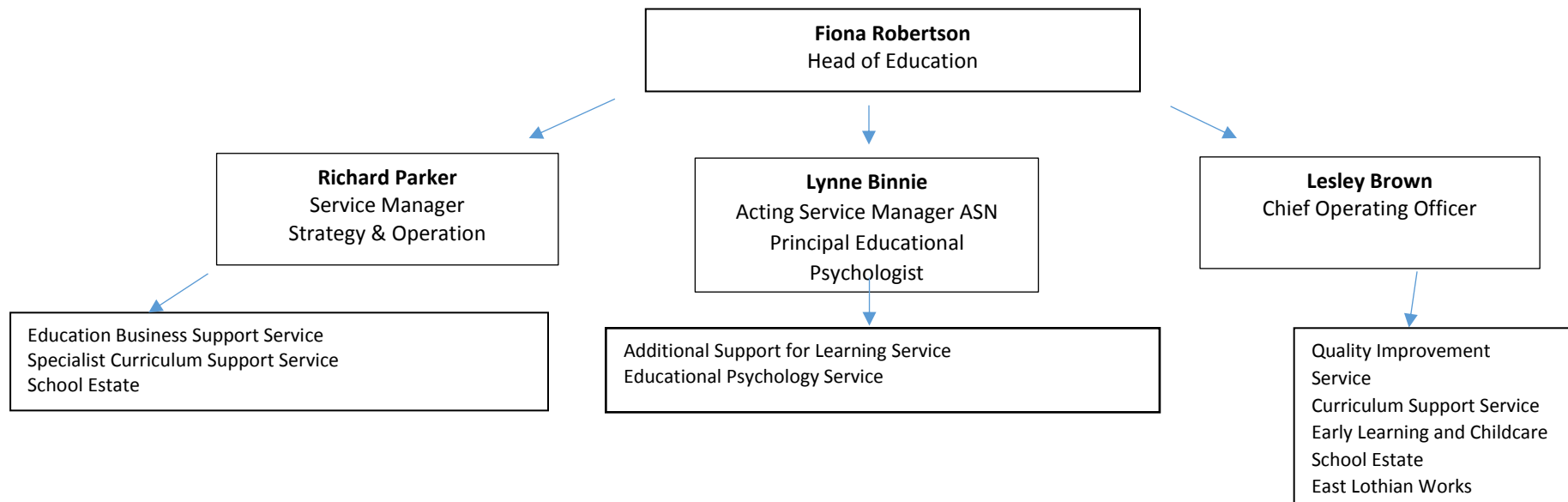
- Act with ambition and integrity to open minds to the rights and values of education and help everyone to achieve their potential;
- Work together to nurture all our children and young people.
- Demonstrate a community working together to make that difference for every child
- Collectively strive for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

Our theme, session 2018-2019, 'Driving Improvement – Inwards, Outwards, Forwards' 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.

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
- 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>

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 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	<p>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.</p>

Section 2: Meeting Strategic Plan Commitments

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

Strategic Council Plan Overarching Objective – Reducing inequalities within and across communities				
Strategic Council Plan Goal: Improve the life chances of the most vulnerable people in our society				
East Lothian Poverty Action Plan 2017-2019 – Educated				
East Lothian Council Corporate Parenting Plan 2017 to 2020 – Education and Training				
Council Plan Priority	Actions	Key Milestone(s)	Year of Completion	Named Lead
Develop a whole school approach to raising awareness of the impact of poverty and develop clear policies to reduce inequality in schools	Review and consider options to address the cost of the school day and holiday hunger within the Child Poverty Action Group and Hunger Poverty Action Group Share good practice in removing barriers to learning through the provision of support both within and out-with the school academic session	Development of Child Poverty Action Plan	2018/19	L Binnie
	Promote uptake of free school meals	Increase in % of children registered for FSM Increase in the use of online payment systems		R Parker
	Promote the use of digital technology to develop digital skills	Publication of Digital Learning and Teaching Strategy 2018 – 2019		R Parker

Supporting and developing breakfast, after-school and summer lunch clubs in schools.	With partners consider options for developing activities out-with the school academic term	Viable sustainable options identified and piloted within our communities		L Binnie
Develop a range of options for childcare for working parents and carers	Implementation of 1140 Plan in collaboration with key partners to deliver expansion programme and provide the support resources required	Ensure the necessary steps are in place to deliver the expansion plan. Involve parents/carers in evaluating 1140 hours offer.	By 2020	L Brown (CSP Theme 1)
Supporting wellbeing to improve attainment and progress of care experienced young people	Deliver a training programme for teachers and staff in all East Lothian schools about how best to support care experienced young people and the importance of relationship based practice	Care experienced young people reporting that they have a more positive experience of education (Viewpoint)	End of 2019	L Binnie (CSP Theme 3)
	Develop and deliver awareness raising sessions for pupils in East Lothian about care	Reduced incidents of bullying recorded by care experienced children and young people Improvement in attendance of care experienced children and young people	End of 2019	L Binnie (CSP Theme 3)
	Promote achievement of a positive destination for all looked after children and young people on leaving school	Improvement in attainment of care experienced children and young people Increased numbers of care experienced young people in a positive destination on leaving schools	Ongoing	L Binnie (CSP Theme 3)

Supporting wellbeing to improve attainment and progress of care experienced young people	Continue to work with our FE and HE partners to ensure that the specific needs of our looked after young people are identified and supported	Increased numbers of care experienced young people that access and sustain places at further and higher education	Ongoing	L Binnie (CSP Theme 3)
	Care experienced young people remain a priority for receiving services from East Lothian Works, whilst at school and after leaving school	Increased numbers of care experienced young people receiving a service from East Lothian Works	Ongoing	L Binnie A Hood (CSP Theme 3)

Strategic Council Plan Goal – Reduce unemployment and improve the employability of East Lothian’s Workforce				
Theme: Growing our Economy				
East Lothian Local Plan Theme: Prosperous				
Council Plan Priority	Actions	Key Milestone(s)	Year of Completion	Named Lead
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.	Improve the participation of 16-19 year olds in education, training or work through new skills pathways	Participation rates of 16-19 year olds will have improved Increase in career pathways for young people i.e. Foundation Apprenticeships	2018-2019	L Brown (CSP Theme 2)
	Increase employment and further learning for Looked After Children	Increase in positive destinations for care experienced young people		L Binnie (CSP Theme 3)
	Liaise with City Deal Skills Development Project to increase progression pathways for young people			L Brown (CSP Theme 2)

Strategic Council Plan Goal – Reduce the attainment gap and raise the attainment and achievement of our children and young people				
Theme: Growing our people				
Council Plan Priority	Actions	Key Milestone(s)	Year of Completion	Named Lead
Continue to prioritise improving educational attainment and achievement and reducing the attainment gap at all stages	Continue to prioritise improving educational attainment and achievement and reducing the attainment gap at all stages	Gather and use qualitative and quantitative data to ensure actions lead to improved attainment for all	2018-2019	R Parker
Ensuring secondary school curriculum meets the needs of young people	Consult on common school day to harmonise with partner delivery and enhance senior phase offer	Implementation of common school day enhances senior phase offer	By 2020	L Brown
	Review of secondary school curriculum design	Implementation of action plan to deliver on improvements identified by review	2019-2020	L Brown
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	Develop an early intervention strategy for literacy	Production of early intervention strategy for literacy.	2018-2020	L Binnie (CSP Theme 1)

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.	Implementation of 1140 Plan in collaboration with key partners to deliver expansion programme and provide the support resources required	Ensure the necessary steps are in place to deliver the expansion plan. Involve parents/carers in evaluating 1140 offer.	By 2020	L Brown (CSP Theme 1)
	Review the family support offer across the county	Audit carried out based on Education Scotland Family Learning effective practice guidance and advice	By 2018	L Binnie (CSP Scoping)
	Develop and implement Play Strategy	Delivery of actions set out in Play Strategy	By 2019	L Brown
Meet stretching positive destinations targets and continue to develop the positive partnerships with Edinburgh College and Queen Margaret University	Continue to build employer and school connections and opportunities Increase the opportunities for vocational training	Set up formal school/business partnerships.	Ongoing	L Brown (CSP Theme 2)

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	<p>Develop the links between Youth employability programmes and schools to ensure a seamless service</p> <p>Develop a Digital Skills Strategy in partnership with City Deal Digital Data Innovation Project</p>	<p>Monitor and evaluate the capacity for maximising the opportunities for business partnerships.</p> <p>Review and continue to improve school/partnership links and vocational pathways</p> <p>Digital Skills Strategy developed and links with City Deal Project progressed</p>	By 2018	R Parker
Work with other local authorities to develop common approaches to improve practice and share educational resources and facilities where possible	Continue to develop and implement South East Improvement Collaborative Plan	South East Improvement Collaborative Plan Phase 2	2018-2019	F Robertson
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.	School Estate Strategy Board established and review of school estate to be undertaken to ensure school buildings are fit to deliver excellence and equity in education	School Estate Strategy	2018-2019	F Robertson

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.	QMU research project P1 Obesity Child Poverty Action Group Plan	QMU research report Development of Child Poverty Action Plan Increase in % of children registered for FSM	2018-2019 2018-2019	L Binnie (CSP Theme 1) R Parker
Prioritise actions to reduce mental ill-health in our community, particularly amongst young people.	Children and Young People Strategic Partnership Plan – Theme 4 Mental Health	Development and implementation of Action Plan to address mental health amongst young people	2018-2019	L Binnie (CSP Theme 4 group)
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.	Continue to deliver integrated PEPASS to promote out of school hours activity	PEPASS report	Ongoing	L Brown

Council Plan Strategic Goal– Improving the life chances of the most vulnerable people in our society				
Theme: Growing our Communities				
Council Plan Priority	Actions	Key Milestone(s)	Year of Completion	Named Lead
Continue to support the development of the Area Partnerships with devolved funding to implement priorities identified in their Area Plans.	Implement the new Guidance Area Partnerships Raising Attainment Fund	Review and audit of impact of Raising Attainment Fund	2018-2019	L Brown

Education Service Local Improvement Plan 2018/19

This section describes the main priorities for the Education Service that are not specifically identified as strategic but are major priorities for the service. 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.

Our priorities and context

The Education Service Local Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2018 National Improvement Framework and Improvement Plan and East Lothian Children and Young People's Services Plan.

The focus for session 2018/19 is 'Driving Improvement: Inwards, Outwards, Forwards'

In order to secure specific and achievable improvement within our 5 Priority Areas, we have identified 13 Priorities for Improvement. These are the outcomes where, current evidence shows, improvement is **most** urgently needed.

Five Priority Areas

1. Attainment and achievement
2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)
3. Employability
4. Leadership
5. Finance and Resources

The work required to achieve our vision is set out in the Education Improvement Plan, summarised below. The following pages give a more detailed account of our actions for each individual area of improvement.

1. Attainment and Achievement
Develop a self-improving system and its effectiveness in driving forward improvement and raising attainment
Improve learning, teaching and assessment
Close the poverty related attainment gap in the broad general education
2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)
Better targeting resources in order to achieve a great impact on children and families
Improving integrated service delivery to meet the needs of children and families better
Supporting the physical, social and mental wellbeing of all children and young people, particularly those most at risk
3. Employability
Strengthen transitions and pathways to employability and other positive destinations for young people
Offer a range of vocational and academic opportunities and experiences that meet the needs of all learners
Increase attainment of key qualification sets within the senior phase
4. Leadership
Improve the quality and impact of leadership at all levels
Further develop a collaborative culture throughout our learning communities
5. Finance and Resources
Consider how best to maintain and increase the service workforce to continue to raise attainment and achievement
Develop and maintain a school estate strategy

1. Attainment and Achievement				
Develop a self-improving system and its effectiveness in driving forward improvement and raising attainment				
Improve learning, teaching and assessment				
Close the poverty related attainment gap in the broad general education				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
1A	Develop an agreed strategy for Raising Attainment and Closing the Gap in partnership with schools, parents, pupils and partners	Establish a short life working group to agree the strategy for raising attainment and closing the gap	Improvement in key performance measures Positive feedback in employee surveys and professional learning opportunity evaluations Effective tracking and monitoring system in all schools.	L Brown
1B	To improve pupil and parental participation in learning and the life and work of the school	Strengthen delivery of Parental Engagement Strategy and Pupil Voice and approaches to evaluating how well parents and pupils feel involved in the life and work of our learning communities	Increase in SEE survey measures and adult satisfaction with schools measure.	R Parker
1C	Strengthen the overall approach to self-	Develop collaborative networks within the county, the South East Improvement Collaborative and beyond	LAN report identifies improved	F Robertson L Brown

	evaluation for self-improvement	Further develop the work of the Education Quality Improvement and Self-evaluation Steering Group to improve data and evidence about the impact of the service	progress in raising attainment and the quality of education provision Education Quality Improvement and Self-evaluation Steering Group take the lead in empowering schools	
1D	Improve the consistency of high-quality learning, teaching and assessment across all establishments	<p>Improve learning progression across the early years</p> <p>Ensure that the learning, teaching and assessment strategy is embedded in practice and used by practitioners across all establishments.</p> <p>Support and share effective approaches to learning, teaching and assessment that are closing the attainment gap and improving attainment overall</p> <p>Ensure a clear link to priorities in professional learning and availability of high quality staff</p>	<p>Increase in CfE Achievement of a level P1</p> <p>Increase in CfE achievement of a level at P1, P4, P7 and S3 and within the senior phase</p> <p>Professional learning and development opportunity evaluations Education Scotland evaluation QI2.3 are good or better</p>	<p>L Brown</p> <p>R Parker</p>

2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)				
Better targeting resources in order to achieve a greater impact on children and families				
Improving integrated service delivery to meet the needs of children and families better				
Supporting the physical, social and mental wellbeing of all children and young people, particularly those most at risk				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
2A	Deliver 1140 hours expansion plan offering flexibility, choice and high-quality early learning and childcare across our communities	In line with the allocated revenue and capital budget, extend provision for all children Early Years officers will use national quality improvement frameworks to support practitioners and partners to improve the quality of early learning and childcare across all settings.	Increased flexibility and choice meeting the needs of families across our communities LGBF measure Increase in number of establishments receiving good or better evaluations in Education Scotland inspections Increase in number of children reaching developmental milestones	L Brown (CSP Theme 1)

2B	Improve support for care experienced children and young people to ensure good progress in their learning and attainment	Implement a mentoring and support programme for care experienced children and young people	Improvement in attainment of care experienced children Improvement in attendance and reduction in exclusions	L Binnie (CSP Themes 3 and 5)
2C	Fully implement the recommendations set out in the ASN External Review Report and impact of new policies	Develop the range of policies and practice to support children and young people who require additional support for learning Extend school's capacity for meeting all learners' needs. Review support staff roles and effective use of support staff to meet learners' needs better	Improved attendance Reduced exclusions Reduction in number of external placements Improved progress of children and young people with additional support needs Short-life working group report positively on impact of new role in supporting learners effectively	L Binnie (CSP Theme 5) R Parker
2D	Ensure PEF funding improves outcomes for disadvantaged and vulnerable children and	Evaluate impact of PEF interventions to close the attainment gap in line with the principles	Evidence of improved outcomes for disadvantaged and	L Brown (CSP Themes 1-5)

	young people and closes the poverty related attainment gap.	associated with the funding	vulnerable children and young people	
2E	Review and re-design the health and wellbeing curriculum to ensure it fully meets the needs of children and young people	Improve curriculum framework, ensuring appropriate continuity and progression. Improve school approaches to personal, social education including promoting and supporting healthy lifestyles	Evidence of improved outcomes for young people Views of young people from SEE survey	L Binnie (CSP Theme 4)

3. Employability				
Strengthen transitions and pathways to employability and other positive destinations for young people				
Offer a range of vocational and academic opportunities and experiences that meet the needs of all learners				
Increase attainment of key qualification sets within the senior phase				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
3A	The DYW Plan and the Career Education Standard are embedded within the curriculum across all schools	Schools are supported to deliver the aims of the DYW plan and ensure the curriculum takes cognisance of Career Education Standards	Positive CIAG inspection An increase in the uptake of vocational qualifications available to those in the senior phase	L Brown
3B	Broaden the flexible pathways for young people in the BGE and senior phase	Work in partnership with business partners, DYW Regional Board, Edinburgh College and other providers to maintain and increase the senior phase offer	Young people have improved positive and sustained destinations	L Brown (CSP Theme 2)
3C	To increase the range of Foundation Apprenticeship pathways	Work in partnership with schools and FA providers to develop new FAs	Increase the number of young people achieving FAs Increase the uptake of FAs and access to further	L Brown (CSP Theme 2)

			learning, skills and development	
3D	To develop a strategic approach to support effective transitions for young people at risk of a negative destination	Establish an integrated team to develop an intervention programme to identify and provide support pre-and post-16 to young people at risk. Establish effective and sustainable models for joint working with schools and partners to re-engage disaffected young people	Improve the engagement of and sustainable outcomes for young people participating in the intervention programme	L Brown (CSP Theme 2)

4. Leadership				
Improve the quality and impact of leadership at all levels				
Further develop a collaborative culture throughout our learning communities				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
4A	Improve the quality and impact of leadership at all levels within Education Services and schools	Enhance the quality and impact of leadership at all levels within schools through targeted QIT visits, Staff Conferences and Events and professional learning opportunities. Develop a programme of professional learning for existing head teachers using feedback from the June 2018 conference	Education Scotland inspections Q11.3 Leadership of Change evaluated as good or better Evidence from school standards and quality reports, school review visits and SEIC reports	F Robertson
4B	Further develop an effective collaborative culture throughout our learning communities and build effective networks within and out with the authority	Further develop learning communities locally, within the Regional Improvement Collaborative and more widely	Education Scotland inspections Q11.3 Leadership of Change evaluated as good or better Evidence from school standards and quality	F Robertson

			reports, school review visits and SEIC reports	
4C	Continue to build the capacity of education service staff and senior school leaders to be agile and flexible and able to respond to the range of national and local policy, initiatives and programmes (CfE, NIF, HGIOs4, Named Person, GIRFEC, 1140 Programme, 1+2, Scots, Gaelic, STEM)	Develop team learning opportunities that develops further agile and flexible leadership approaches. Build coherent and robust self-evaluation approaches that determine service effectiveness and agile planning where a shift in priority may be required.	Effectiveness of Education Service delivery of Statutory Duties and national policies Improvement in evaluation of leadership of change QI at school and LA level.	F Robertson

5 - Finance and Resources				
Consider how best to maintain and increase the service workforce to continue to raise attainment and achievement				
Develop a school estate strategy to meet the needs of our growing communities				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
5A	<p>Ensure children and young people are learning in environments that are fit for purpose.</p> <p>Design and build modern learning communities which puts children and young people and learning at the centre.</p>	<p>Improve the suitability, condition and sustainability of the school estate.</p> <p>Develop a school estate strategy that sets out the needs of the curriculum and learning offer for young people which underpins decisions of the school estate.</p>	<p>Sustainable school estate with schools fit for purpose.</p> <p>Local Development Plan Expansion and Build Programme is delivered</p>	F Robertson
5B	Build and expand provision to deliver on the 1140 hours early learning and childcare expansion programme	Design and build modern early learning and childcare facilities to meet the needs of our families	1140 hours expansion plan delivered	L Brown
5C	Fully implement the recommendations set out in the ASN External Review Report	Improve the location, suitability, condition and resources of our specialist provisions to ensure they meet the	Meet the needs of children and young people with complex and enduring additional support needs	L Binnie

		needs of our growing population and changing needs of children and young people		
5D	To develop a workforce plan to ensure the service has quality, experienced staff to support its services	Establish a workforce development group, including relevant partners, to develop the plan.	Highly-qualified and experienced workforce in place to deliver current and future service provision within our growing communities Improve Pupil:Teacher Ratio PTR	R Parker

Achieving the Priorities for Improvement identified within the Education Improvement Plan 2018-2019 will contribute to delivery of the priorities set out in the National Improvement Framework as follows:

	School Leadership and Teacher Professionalism	School Improvement	Parental Engagement and Partnership working	Assessment of children's progress	Performance Information
Attainment and achievement	1D	1C	1B	1A	1C
Ensuring employability, inclusion and wellbeing (GIRFEC)	2D 2E	2A; 2E	2A; 2B	2B 2C 2D 2E	
Employability	3A		3A;3D	3A;3B 3C 3D	3A 3B
Leadership	4A; 4B; 4C		4A;4B		
Finance and Resources	5D	5A 5C 5D			5A;5B;5C

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

3

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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DATE	1 November 2018

East Lothian Council

Standards and Quality Report 2017- 2018



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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.

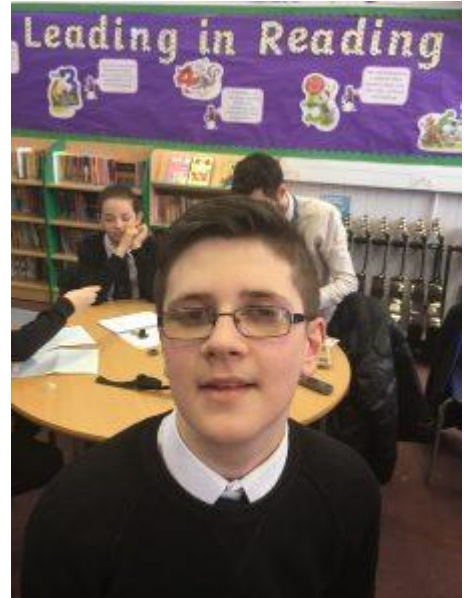
To everyone who has contributed to this report, your efforts are making a real difference to the lives of children and young people and I thank you for that.

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 aware – 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 form 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

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Pinkie St Peter's Primary School and Nursery Class

4

1 PURPOSE

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

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings (SIF) (Appendix 2).
 - (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 Pinkie St Peter's Primary School 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

Inspection model

- 3.1 The inspection team used How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Pinkie St Peter's Primary School and Nursery Class.

- 3.2 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

- 3.3 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. Pinkie St Peter's Primary School chose QI 2.4 Personalised Support. Inspectors provided positive feedback to the school in relation to this aspect of the school's work.
- 3.4 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

- 3.5 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 2018.
- 3.6 Pinkie St Peter's Primary School and Nursery Class was inspected in September 2017. A letter to parents and carers summarising the key findings was published in June 2018. All of the quality indicators were evaluated as **good** with the exception of QI 3.1 Ensuring wellbeing, equality and inclusion which was evaluated as **very good** in the primary stages. In the nursery class all the quality indicators were evaluated as **good**.

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

School Review Validated Self-evaluation (VSE) visit

- 3.8 As part of its statutory duties to secure adequate and efficient provision of school education, the Local Authority, working with the school, carried out a School Review (VSE) visit. A copy of the report is attached (Appendix 3). School Review (VSE) reports are provided to Education Scotland as part of the inspection process.

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 Pinkie St Peter's Primary School and Nursery Class Report (Appendix 1), Summary of Findings (Appendix 2) and School Review (Appendix 3).

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DATE	7 November 2018

19 June 2018

Dear Parent/Carer

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

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

- Strong relationships exist between staff and children across the school and nursery, which are based on shared values.
- In the nursery, children are motivated and confident and are able to make choices about their play, particularly outdoors. Across the primary stages, children are committed to and proud of being part of their school community.
- The committed staff team, led by the headteacher, work well together in their goal to secure positive outcomes for children. Wellbeing is central to the whole school community, and staff provide a nurturing learning environment where children receive effective support.

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

- Increase the opportunities for children to be more active and independent in their learning.
- Continue to improve attainment, ensuring that the pace and challenge of learning meets the needs of all children.
- Continue to develop the opportunities for leadership at all levels to support school improvement. Increase the scope for all members of the school community, including parents, partners and children, to be involved in discussions about aspects of the life and work of the school.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare?. Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Pinkie St Peter's Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good
Descriptions of the evaluations are available from <u>How good is our school? (4th edition)</u> , Appendix 3: The six-point scale.	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from <u>How good is our early learning and childcare?</u> Appendix 1: The six-point scale.	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-lothian/5550521>

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.

Charles Rooney
HM Inspector

Summarised inspection findings

Pinkie St Peter's Primary School Nursery Class

East Lothian Council

19 June 2018

Key contextual information

From May 2015, Levenhall Nursery School was accommodated within Pinkie St Peter's Primary School under the leadership of the school's headteacher. Since August 2017, the nursery school has been re-designated as Pinkie St Peter's Primary School Nursery Class and provides early learning and childcare (ELCC) for children aged 3 - 5 years.

The setting is registered for 50 children in morning and afternoon sessions. At the time of the inspection, the roll was 75.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The vision, values and aims of the school are shared with the nursery class. Practitioners within the nursery bring these to life in a way that is meaningful to young children. The nurturing and respectful ethos demonstrates the values in action. When reviewing the vision, values and aims, consultation, with all stakeholders will be important. This will ensure they continue to reflect the provision of ELCC within the school community.
- The setting reports that all senior managers take responsibility for the nursery. Currently, there are three nursery teachers deployed to the setting over the period of a week. We would suggest that this is reviewed to provide greater consistency to the team. It would be helpful for clear roles and remits to be identified to ensure a coherent approach and clear strategic guidance for the nursery practitioners. Observations of learning and teaching are carried out by senior managers to support nursery teachers in their practice. There will be benefit in extending this to all practitioners to support continuous improvement for all.
- Practitioners undertake professional learning to build knowledge and support their practice. As a result, practitioners were able to demonstrate how this had positively impacted on children's learning. This included woodland visits and a project to support children's skills in using balance bikes.
- Practitioners are aware of the priorities within the school improvement plan that directly affect the nursery. Together, with nursery teachers, they discuss the progress being made. As demonstrated as part of the inspection, practitioners are motivated and committed to improvement. They see the benefit of having a role in leading change and being involved in decisions that affect them including shaping the school improvement plan. However, they have had limited involvement in self-evaluation activity using How good is our early learning and childcare?. They engage informally with each other to discuss what is working well in their daily activities and what could be improved. Practitioners will benefit from regular opportunities to evaluate their work using tools appropriate to ELCC. There will be benefit in the team considering how they will look, inwards, outwards and forwards as part of a continuous improvement cycle.

- While a few practitioners are taking responsibility for specific areas, there is scope to strengthen distributed leadership by recognising and maximising the skills and expertise of all practitioners within the nursery class.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Children come to nursery motivated to explore the range of interesting and stimulating experiences. Most, confidently make choices and decisions about their play and benefit from opportunities to flow freely between indoors and outdoors. They engage well and can sustain an interest in spontaneous play situations as well as adult-directed activities. The open-ended play opportunities outdoors, enable children to develop their independence and creativity. Practitioners recognise that children will benefit from increased use of open-ended resources and natural materials indoors.
- Positive relationships are evident between practitioners and children. As a result, most children are happily settled into the nursery. Children who are new to the setting are provided with effective and sensitive support to help them make the transition from home to nursery. Children are observed to be valued and respected. Their views are listened to and acted upon. This includes children making decisions about resources within specific areas of the nursery and the development of the garden.
- Practitioners interactions are warm and caring. They are responsive to children and support them very well during play. Their skilled interaction and use of questions to scaffold children's learning is supporting children very effectively.
- During the inspection the use of digital technology to support learning was limited. Children access a digital library where they listen to familiar stories. Computers and interactive whiteboards are available, however, were not used regularly during the inspection. Practitioners recognise this is an area for improvement. We discussed with staff ways to increase the use of digital technology to support learning and teaching.
- The setting has correctly identified that the process for observation, planning and assessment requires to develop further. We discussed with nursery teachers, ways to streamline this process to be more coherent.
- Planning is becoming more responsive to children's ideas and interests. However, observations of children's learning as they play are limited and are often focused on activities and experiences. A sharper focus on learning will enable practitioners to identify more clearly, relevant next steps in learning for individual children. Practitioners may find it useful to make use of resources on the National Improvement Hub, particularly in relation to developing observation skills. Monitoring of forward plans has identified the need for practitioners to ensure differentiation when planning for children's learning and assessment. They are now taking steps to address this. It will be important to take account of children's prior learning, particularly for those who are returning for a second year in nursery.

- Children's skills within literacy and numeracy and more recently health and wellbeing are being tracked. Practitioners should now consider how they will use this information more effectively to improve planning and children's learning.
- We have asked practitioners to consider ways to give children greater ownership of their learning. Consideration should be given to developing an effective tool that enables children to reflect on and talk about their learning. This will also support children to talk to practitioners about what they might learn next. This tool should also be able to demonstrate the progress children are making over time.

2.2 Curriculum: Learning and development pathways

- Practitioners have begun to use a recently introduced curriculum framework provided by East Lothian Council. The curriculum within the nursery is firmly based on play and active learning. The balance of adult-directed and child-led experiences supports children's confidence, independence and enables them to lead their play. Literacy, numeracy and health and wellbeing feature highly within curriculum planning. As a team, there will be benefit in revisiting the seven design principles of Curriculum for Excellence. This will support practitioners to reach a shared understanding of how these principles influence planning and the evaluation of learning. Increasingly, floorbooks are being used to demonstrate children's involvement and learning in relation to a specific context. We discussed with staff ways to develop these books further to demonstrate children's depth of learning and experiences across the curriculum.
- All practitioners take responsibility for developing literacy and numeracy across the curriculum. This is evident through interactions and experiences in both the outdoor and indoor environments. As recognised, opportunities for children to learn through real-life contexts within their community or through visits could be increased. This will promote and develop skills for learning and life and an awareness of the world of work.
- The recent development of individual personal plans is enabling practitioners to engage with parents to gather information on children's prior experiences. This has not yet been completed for all children. We discussed with practitioners ways to involve children in this process.
- Transition arrangements for children settling into the nursery are managed sensitively to meet the needs of children and families. Children are involved in a range of school events. This is helping children to become familiar with the school environment. As children move onto primary 1, assessment information is shared with teachers to support continuity and progression. As identified, increased collaborative working across the early level will further support continuity in the curriculum.

2.7 Partnerships: Impact on children and families – parental engagement

- Practitioners have created a welcoming and nurturing atmosphere for families. The team work well with families to provide appropriate support. Parents to whom we spoke to during the inspection spoke highly of the practitioners finding them caring and approachable. Parents help with issuing story book sacks as a home link resource. Parents attend the nurture group both for individual support and targeted parenting groups.
- To develop children's early awareness of the world of work, a few parents/grandparents have given their time to share their experiences. Practitioners are keen to encourage other parents to share their experiences. Visits to the local community, for example the local park, are made possible with the willing support of parents and carers. Building stronger links with the wider community is a priority of the setting. This will support them to build on the relationships already in place and integrate opportunities for learning partnerships across the curriculum.
- The setting has parents evening twice a year to discuss children's progress. Parents also receive communication through newsletters, texts and digital technology. As discussed, practitioners should look at ways to improve the communication with parents in order to share achievements and keep parents informed about their children's progress and what they can do to support it.
- There are opportunities for parents to engage in their child's learning. This includes 'stay and play' sessions and involvement in supporting their children during specific physical activities.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority

3.1 Ensuring wellbeing, equity and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- There are strong caring relationships in the setting and the wellbeing of children is paramount. Practitioners know each child well. They model a restorative approach to children promoting positive behaviour. Children are beginning to use the language of this approach to resolve conflicts. They use a wide range of appropriate materials like puppets to discuss with children the importance of feelings. They speak and listen to children in an inclusive way which helps them to feel valued and included. Practitioners work effectively with parents in a variety of ways both individually and in groups to support their children's wellbeing. Parents and children attend the nurture group to receive individualised appropriate support which has had a positive impact on their lives. Parents we engaged with during the inspection spoke very positively about the high level of support they have received.
- Practitioners have a shared understanding of wellbeing. In the playrooms and outside, practitioners are beginning to incorporate the wellbeing indicators in relevant activities. Practitioners are planning to continue to introduce all of the wellbeing indicators by tying each of the indicators to a 'Superhero'. They now need to continue this work further to help parents to develop an awareness of the wellbeing indicators. Practitioners should also consider ways to encourage the children to be aware of their rights by promoting the United Nations Convention on the Rights of the Child (UNCRC). This could be implemented in conjunction with the continuing development of the wellbeing indicators.
- Practitioners are aware of their responsibilities in relation to statutory studies. There is detailed planning using the local authority staged intervention process for children with additional support needs. Almost all individual plans are effectively monitored and reviewed to ensure each child makes appropriate progress. However, as appropriate, the contents of these plans should be made more widely accessible to all practitioners in order to ensure that relevant interventions are carried out consistently. As identified within the Care Inspectorate report June 2017, all practitioners should ensure that personal plans are established for each child within 28 days of starting the service. As yet, these plans are not fully embedded into practice. All new children to the setting now have a personal plan. However, those children returning to the setting still require to have personal plans created. The setting has organised, in the near future, dates for meetings with parents to establish these. As discussed, practitioners should involve children in planning meaningful targets.
- Practitioners are proactive in seeking appropriate help at an early stage from other agencies for children with additional support needs. Positive partnership working with other agencies has been established to support children within the setting. Practitioners have used information and guidance from other professionals to better meet the needs of all children,

particularly in language and communication. Practitioners have also attended appropriate external training, such as working with children with autism spectrum disorder, in order to ensure they have the skills they need to support all their children.

- Inclusion and equality is promoted throughout the work of the setting. Practitioners are ensuring in a developmentally appropriate way that children have a growing awareness of gender equality. They have a clear understanding of the families that attend the setting and how this influences the work they do. To build on this information, there would be benefit in maximising the use of available data to further support early intervention.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Evidence from observing children's learning and play, individual trackers and speaking with children and practitioners suggests that most children are making good progress in their learning
- In health and wellbeing children are making good progress in their learning. The culture of the setting supports children to be aware of their feelings and emotions. Children are developing an awareness of sharing and understand what it means to take turns during their play. Most children are familiar with the nursery routine. They are developing their physical skills well during gym sessions and outdoor play. Children have an appropriate awareness of how to keep healthy. A few children can describe the effect exercise has on their bodies. A range of interesting experiences supports the development of fine motor skills. Children's early leadership skills could be developed further through a wider variety of tasks such as risk assessors.
- Children are making good progress in early literacy. Most are confident to engage in conversations with adults. Most listen well during story/group time. They talk about events and characters in stories. There is scope to develop and deepen children's higher order thinking skills during story time. Most children mark-make using a variety of media in different contexts. A few children explore letter sounds in their name and can identify other words beginning with the same sound. Most children are beginning to identify their name. A few can identify the names of some others.
- In numeracy and mathematics, children are making good progress, with a few children making very good progress. They develop their counting skills naturally through play and nursery routines. A few count forwards and backwards from different starting points. Most children recognise 2D shapes and explore more complex shapes through their play. Most use appropriate mathematical language as they explore natural materials and everyday objects during outdoor play. Children are beginning to develop skills in information handling as they display the result of a survey on favourite colours. As recognised, children will benefit from increased opportunities to develop their awareness of money through real-life opportunities.

- Through specific learning contexts and outdoor learning children are developing early science skills. This includes experiments with colour, planting and growing and learning about wildlife.
- While trackers are in place and used to demonstrate what children have achieved, these alone did not provide sufficiently robust evidence to demonstrate the progress children were making over time.
- Practitioners use praise appropriately and consistently to recognise children's achievements. They are supported to develop positive self-esteem through the vision of 'I think, I will, I can'. Celebrating achievements is important to the setting. Children are encouraged to share their achievements when in nursery and from home.
- A supportive and inclusive ethos exists within the setting. Practitioners are aware of families different, cultural, socio-economic and linguistic backgrounds. Where barriers to learning may exist, practitioners are responsive to ensure appropriate early interventions.

Setting choice of QI: 2.4 Personalised support

- **Universal support**
- **Targeted support**
- **Removals of barriers to learning**

- Practitioners know children and their families well and are sensitive to their needs. They work together effectively as a team to consider children's needs. Increasingly, they match learning activities and resources to the age, needs and abilities of individual children. They now need to consider appropriate learning targets for individual children in consultation with the children. This will consolidate the children's view of themselves as learners who make progress. These learning targets should build on prior learning and be reviewed and evaluated as part of the personal planning process. This should include parents and children. Practitioners have a good understanding of the wellbeing indicators. It will be important for them to continue to develop children's awareness of the indicators through meaningful activities.
- Practitioners are very committed and keen to develop their skills by taking part in professional learning to ensure that they are able to support the children in the best possible way. They work within a staged intervention approach to provide support for children who require targeted intervention. They identify needs timeously and are proactive in delivering agreed support strategies in consultation with other professionals. Practitioners involve parents from an early stage and they ensure that effective partnerships are sustained. Parents benefit from support from the nurture setting both individually and in groups.
- Practitioners work closely with key partners to remove barriers to learning and provide an inclusive, nurturing and learning environment. They should continue with their plans to work closely with other relevant partners such as health visitors. Practitioners have close relationships with families which allow them to be responsive to the family circumstances of all children. They should continue to ensure that they communicate with those parents who are not at the setting frequently so they are able to support them to help remove any barriers to learning, for example, as discussed, evening workshops.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

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

Other quantitative terms used in this report are to be understood as in common English usage.

School Review Visit Record

Appendix 3

Establishment	Pinkie St Peters	Cluster: Musselburgh
HGIOS 4 Leadership and Management		
1.3 Leadership of Change	Theme 3 – Implementing improvement and change	
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>There is a positive welcoming ethos within the school where staff feel valued and motivated to bring about change</p> <p>The vision for the school is ambitious and focuses on improvements for all in the school community. It is well supported by the school leadership team have worked hard to motivate and inspire others to sustain a collective commitment to continuing school improvement. All staff are committed to change which is starting to impact on improvements for learners. This, however, has been a challenge to the team due to significant staff absence and other factors. Nevertheless, there has been a change in mindsets within the school community. There is clear ownership of the vision, values and aims of the school which have been shaped by the context in which the school is based. There is strong ethos of professional learning and collegiate working which is starting to lead to improved outcomes for children. These are visible across many aspects of the school and are embedded in policy, guidance and practice and there is clear evidence that the school is on a sound footing to move forward more rapidly in future.</p> <p>Senior leaders have started to create the conditions for creativity. Practitioner enquiry forms a regular feature of approaches to continuous improvement. This can be seen in the individual and collaborative projects which staff are undertaking, e.g. Play on Pedals, Making Thinking Visible. This has been supported by a Scottish Government improvement advisor. She is supporting staff to reflect on their professional learning and the impact of this development work.</p> <p>The school plans to develop MTV more widely next session. Every member of staff has been trained. The school will provide in-service sessions- this will be led by two members of the teaching staff. Using the methodology and strategies encapsulated by MTV provide a sound basis to develop the pupil voice supporting children to structure ideas and thoughts more effectively and reflect on their learning.</p> <p>The Senior Management Team are clear on the school's strengths and areas for development and it is using this information to create a rationale for future improvement.</p>	

	<p>The overarching aim for school improvement is to raise attainment and achievement. The methodologies utilised to realise this aim is clearly articulated through a driver diagram which has been shared across the school community.</p> <p>The school has set ambitious targets for raising attainment . This work is underpinned by the secondary drivers which are the 4 main priorities drawn from the SIP.</p> <p>The school uses a range of approaches to quality assurance to inform improvement work.</p> <ul style="list-style-type: none"> • Moderation is undertaken over two weeks in the session • SMT review and respond to forward plans • Audit written work • Shared classroom practice. This usually has a specific focus. The feedback is generally very positive but with key points for action. <p>The School improvement plan is firmly linked to the NIF.</p> <p>The Positive behaviour policy has had an impact in reducing the number of high tariff incidents. The development of the nurture room has made a significant contribution in this area and pupils are more ready to learn.</p> <p>The school is now looking to improve its work further by:</p> <ul style="list-style-type: none"> • Developing tracking and monitoring- joined up and accessible for staff can use and, would support good professional dialogue • Further development in assessment <p>In addition to those areas for improvement the school should consider ways in which it can improve outcomes for learners in the middle years in terms of improvement in learning and teaching. The school has a number of strong practitioners, it now needs to consider to best utilise their skills to support the professional development of other colleagues.</p>
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HGIOS 4 Learning Provision

<p>2.3 Learning, teaching and assessment</p>	<p>Theme 1 - Learning and engagement Theme 2 - Quality of teaching Theme 3 - Effective use of assessment Theme 4 - Planning, tracking and monitoring</p>
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<p>How well does the school motivate and engage all learners in all aspects of school life?</p> <p>How well is the school enabling learners to become independent learners and develop the four</p>	<p>The review team sampled a range of lessons from nursery to P7. Overall, 25 episodes of learning were observed and two nursery playrooms visited. In the main, the school has a positive, purposeful and stimulating learning environment.</p> <p>In almost all lessons observed, relationships between children and with staff are very positive. The team observed some strong lessons where questioning was used effectively to motivate learners working together in</p>
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<p>capacities?</p> <p>How consistently do teachers ensure all learners experience activities which are varied, differentiated, active and provide effective support and challenge?</p> <p>How well do teachers communicate the purpose of learning and give effective explanations for all learners?</p> <p>How well do teachers use questioning strategies to enhance the learners' experience and enable higher-order thinking skills?</p> <p>How well do teachers deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?</p> <p>How well does the school apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>How well does the school make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</p> <p>How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p> <p>How effective are the school's approaches to involve learners and parents in planning and evaluating learning?</p>	<p>small groups. Overall, most children are engaged well with what they are asked to do by their teachers. In the most effective lessons, children are motivated and engaged through challenging learning activities that match their needs well. The school should consider ways in which the best practice can be shared more widely and lead to increased consistency in high quality learning and teaching. In this connection, the school's self-evaluation has correctly identified the following aspects for continued focus.</p> <ul style="list-style-type: none"> • Use feedback effectively and consistently across the school to inform and support progress in learning. • Extend the use of differentiation to meet the needs of all learners. <p>In a majority of lessons, children worked well in pairs but fewer lessons involved children learning cooperatively in groups. Most staff are effectively supporting children to share their learning and to understand what they are trying to achieve. While there are examples of effective use of questioning these are occasionally directed as whole class lessons which are at times too teacher directed. In the main, teachers responded well to children's answers to questions but there are missed opportunities where children's responses could be explored more to allow them to lead learning. A promising start has been made to involving children in co-creating success criteria and using the interactive whiteboards to enhance teaching. Staff are making progress in providing differentiated lessons to suit individuals and groups. Sharing the best practice and developing this further will help ensure learning engages and motivates all learners. Differentiation was observed at the early level through the use of varied play activities and learning groups. However, this is not yet consistent enough as there is occasionally insufficient support and challenge for some individual children. Some children are unable to follow written instructions or do the task while others are not sufficiently challenged. The review team confirms that the school should take forward its plans to further develop</p> <ul style="list-style-type: none"> • Practice which fully engages and motivates children in their learning. • Independent learners, personalisation and choice. <p>Higher order thinking skills are less evident since staff have had a more recent focus on Making Thinking Visible. Growth mindsets underpin the school's values and are supporting children in understanding themselves as learners and what strategies they can use to succeed. A focus group of the highest attaining P7s talked articulately and demonstrated their understanding of 'growth mindsets' particularly in their leadership roles and preparation for high school. This is an aspect of the school's work that could be developed further to engage children more in their learning and higher order thinking skills.</p> <p>There is some good evidence of the use of plenary to check for children's understanding in their learning. These are most effective when children have understood the clear success criteria. Most classes make regular references to learning intentions and this is reflected in the environment. In working towards improving consistency in high quality learning and</p>
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	<p>teaching, staff should continue to develop approaches to formative assessment. The use of learning stories is a positive step towards ensuring children are meaningfully engaged in reflecting on their learning and understanding their progress. There now needs to be further development in the use of reflective language to identify next steps. This needs to be part of everyday conversations in class.</p> <p>The school rightly identified similar improvements and plans to further develop the use of reflections on learning</p> <ul style="list-style-type: none"> • Develop practice from the nursery to P7 which enables children to become more independent in their learning and exercise greater personalisation and choice. <p>There are some examples of effective feedback and reflections in P6/7. The school should continue to build on this as children develop skills in knowing themselves as learners.</p> <p>Teachers plan ahead for assessment through their medium term plans. Commendably children’s individual progress and achievements are traffic lighted. The SLT plan to make the use of assessment a greater focus of professional dialogue at regular ‘stage’ planning meetings. Staff are becoming confident in their assessment of literacy skills. Moderation activities in assessment of writing has helped build teacher confidence in their professional judgements about children’s progress.</p> <p>Science is taught as a discreet subject in the upper stages and children are developing their skills and understanding.</p> <p>Use data to further improve attainment and inform next steps in children’s learning</p> <p>The staff should continue to work together to develop a framework for assessment across the curriculum.</p> <p>The school should take forward the implementation of the benchmarks to develop robust assessment evidence.</p>
<p>HGIOS 4 Successes and Achievements</p>	
<p>3.2 Raising Attainment and Achievement</p>	<p>Theme 1 – Attainment in literacy and numeracy</p>
<p>How well are the school’s approaches to raising attainment improving outcomes for children and young people?</p>	<p>Literacy and numeracy:</p> <p>The school has an appropriate range of assessment data related to literacy and numeracy. This includes INCAS and single word spelling assessments and on-going summative assessments in numeracy. Standardised INCAS scores averaged across all stages shows the school is broadly aligned with the Musselburgh cluster group of schools but below the average for the authority. Generally scores in reading are above the scores for arithmetic and maths. By P7 the arithmetic and maths scores are well below average</p>

How well is the school's focus on literacy and numeracy leading to raising attainment across the curriculum?

for age. Children's developed ability scores averaged across the school are higher and signify that there is capacity for children's attainment to improve. The introduction of plotting children's progress using quadrants has helped support dialogue amongst staff. This should be developed further to ensure a strong focus on assessment information to support robust teacher judgements.

A review of jotters, focus groups at P4 and P7 and lessons observed, has informed the overview for attainment in literacy and numeracy overall. The school makes use of PIPS information and recognises a need to improve the value added particularly for the most capable learners at the early level. The school's focus on learning through play is an approach to support achievements at the early level. (As already outlined above, improved consistency in support and challenge will lead to improved attainment and achievements.)

The highest attaining children at P4 are very capable of increased challenge and raised expectations. The staffing changes and identified improvement needs in the quality of teaching, have resulted in children achieving less well than expected.

Overall, the quality of writing in jotters is too variable. At each stage there is varying quality in jotter work and over-reliance in worksheets. However, there are strengths in the quality of written feedback at P6/7 that should be shared and used as a helpful benchmark for others. The best writing is seen in a predominantly female group at second level. However, boys are achieving better in numeracy overall. Broadly, the range of writing skills is restricted through insufficient application of writing skills in a range of contexts. Children at P4 and P7 talk well about applying their numeracy and maths skills in real life contexts. On looking at IDL for application of writing skills, there is an over reliance on worksheet activities. Overall, children are not sufficiently skilled in writing extended pieces for a variety of purposes by the end of P7. The staff team should continue to moderate writing and promoted staff continue to challenge progress through well-focused professional dialogue about standards in both numeracy and maths. A strong focus on P5 achievements next session will be essential in raising this cohort of children's attainment.

At P4, children read for a variety of purposes and most access other curricular areas through their reading skills. The school should ensure it develops children's skills and strategies in problem solving. The highest attaining readers at first level read fluently and expressively and with good understanding. They show very good awareness of genre, blurb, author and access books systematically in the school library. Events such as book fairs encourage children to read. The school should look at consistent approaches to developing reading. (One class at P4 has been introduced to accelerated reader but not yet the other.)

The weekly pod casting clubs enable children to work together creatively, problem solve and adapt when necessary to produce podcasts to the whole community. This in turn has had a very positive impact on pupil

	<p>voice.</p> <p>The school has correctly identified continuing with peer observations and developing the use of data to monitor and track progress effectively.</p>
<p>3.2 Raising Attainment and Achievement</p>	<p>Theme 4- Equity for all learners</p>
<p>How effective are the school's systems to promote equity of success and achievement for all children and young people.</p> <p>How well has the school raised the attainment of the most disadvantaged children and young people.</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p> <p>How well are we capturing the impact of children and young people's achievements on the community?</p>	<p>The pastoral support for pupils is a strength of the school. Staff know the community well and the range of challenges many children are supported to overcome on a day-to-day basis. A breakfast club is offered to provide children with a nourishing and calm start to their school day.</p> <p>Transitions from one year to the next has been improved to ensure information about progress in learning is shared more clearly and acted upon at the start of a new session.</p> <p>Staff are committed to CLPL and speak with sound professional knowledge about the various initiatives being developed across the school. This includes nurture and MTV, for example. Staff are less clear, however, about how these initiatives are impacting on attainment. The SLT should consider the ways in which teachers gather evidence on how well children are achieving. This should link closely to the ways in which the school develops a framework for assessment.</p> <p>The school are highly aware of their community and the challenges this can bring. They work well with families and partner agencies to develop a positive welcoming ethos and a nurturing environment for all.</p> <p>East Lothian's Staged Assessment and Intervention framework is used to identify and support children with Additional Support Needs. For children with the highest level of need, meetings are arranged at key times and action is identified to remove barriers and progress learning. Overall, staff spoken to about children with additional needs were knowledgeable about their needs and of the importance of communication with each other, parents and other agencies. The school should ensure children are involved in setting targets and that these are shared and understood between staff, parents and children. For some children, an increased level of challenge and progression could be introduced to their learning targets. A greater emphasis on the wellbeing and the wellbeing indicators is required when considering interventions to ensure equity for all.</p> <p>The nurture provision within the school delivers both planned and flexible support to meet the social and emotional needs of children across the</p>

	<p>school. Children, parents and staff talk positively about this support and the impact it has had at an individual and school level. There is clear impact on the difference this has made to individual families. There are plans to increase family learning opportunities; this would be a positive development and should be linked to school improvement plans to raise attainment.</p> <p>There is a whole school positive relationships and behaviour policy based on strong principles of inclusion and restorative justice. This is linked to the schools aims and values and is well understood by the children. As part of this approach, the school talk to children about their rights but may wish to consider implementing the Rights Respecting school framework.</p>
<p>HGIOS 4 Learning Provision</p>	
<p>2.6 Transitions</p>	<p>Theme 3- Continuity and progression in learning</p>
<p>To what extent does the school's processes for involving children and young people; parents, carers and families; and partners and other agencies, ensure effective transitions for all learners?</p> <p>To what extent does the school's curriculum provide opportunities for support and induction into the next phase of learning?</p> <p>To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way?</p> <p>How effectively is the school ensuring learners achieve sustained positive destinations when they leave school?</p>	<p>Across Early Level, parents/carers and children (where appropriate) are involved with practitioners to sensitively plan and effectively manage transitions to meet children's emotional and learning needs. Clear, shared processes are in place for the exchange of relevant information about children's care and support needs, skills, learning and achievements across the curriculum. Information about children's learning, achievements, particularly in key areas of early literacy, numeracy and health and wellbeing, is used effectively to ensure continuity in learning across the curriculum for all children.</p> <p>There are planned opportunities enable practitioners to come together to develop a shared understanding of progress and pedagogy at all stages and across the early level. There are objective evaluations that seek and respond to the views of parents/carers, children and partners are used to develop and improve transition arrangements and programmes. There is effective communication and planning enables continuity of care and learning for children accessing more than one ELC setting.</p> <p>Beyond Early Level, there are clear , shared processes in place for the transfer of information about all children and young people's learning across the curriculum. The school strives to support all pupils at key points in transition. In recent years the school has placed much more emphasis on ensuring that pupils moving from one stage to another within the school are better supported. Teachers meet for 4 hours over 2 sessions to pass on information about class, groups and individuals Teachers do not just talk about, as before, social and emotional needs , but there is more time taken to focus on progress in learning, specific learning needs, preferred learning styles etc. The data around class cohort is part of the transition process. This allows teachers to plan learning much more effectively at the beginning of an academic session.</p> <p>The school works well with its feeder secondary to plan a smooth transition between sectors. Work with the English Support for learning and science departments is particularly strong. Commendably the school is working with MGS on a more nurtured based approach through transition.</p> <p>The school works with parents partners and other agencies to support children with specific needs. Planning for transitions for these pupils usually</p>

	is started in the academic session prior to moving to secondary. The school with other stakeholders should review this timescale with a view to planning starting in P6.
2.4 Personalised Support	Theme 4- removal of barriers to learning
<p>How effectively do staff involve parents and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning, changes and choices?</p> <p>How does the school know if personalised support is having the desired impact of improving outcomes for learners?</p> <p>To what extent is the school an inclusive learning environment?</p>	<p>The school considers each child as an individual with his/her own needs, risks and rights. There is a strong ethos of inclusion, participation and positive relationships. Staff and partners are working well together to increase the schools capacity to meet the needs of a diverse range of learners via universal, additional and targeted support. There are well planned and flexible interventions in place to raise attainment and achievement for all as part of a Universal offering. The school should continue to develop their practice in identifying and tracking appropriate targets to ensure progress is being made and impact can be measured.</p>
Other Comments or Details	
<p>Key Strengths</p> <ul style="list-style-type: none"> • The positive school ethos and values based leadership of the headteacher. • The quality of the pastoral care. • Shared leadership and commitment to CLPL. • The school knows itself well and the direction its needs to take to secure positive outcomes for its community • The nurture provision within the school delivers which delivers both planned and flexible support to meet the social and emotional needs of children across the school. • The quality of the outdoor environment. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Increase the rigour of self-evaluation and use of data to improve and inform next steps in children's learning. • Continue to develop a framework of assessment and extend the use of differentiation to meet the needs of all learners. • Devise a strategic overview of equity and the focus for PEF. (Susan Gow to visit 8.00 am, 6th June) • Develop practice from the nursery to P7 which enables children to become more independent in their learning and exercise greater personalisation and choice. • Develop Children's Rights- the school should consider the RRSA 	

School QIO _____

Date of visit: _____

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Elphinstone Primary School and Nursery Class

5

1 PURPOSE

- 1.1 To report to Committee on the Education Scotland inspection of Elphinstone Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings (SIF) (Appendix 2)
 - (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 Elphinstone Primary School 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

Inspection model

- 3.1 The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Elphinstone Primary School and Nursery Class.

- 3.2 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

- 3.3 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. Elphinstone Primary School chose QI 2.5 Family Learning. Inspectors provide the school with positive feedback in relation to their work with families.
- 3.4 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

- 3.5 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 2018.
- 3.6 Elphinstone Primary School and Nursery Class was inspected in September 2018. A letter to parents and carers summarising the key findings was published on 6 November 2018. All of the quality indicators were evaluated as good in both the primary school and nursery class.
- 3.7 Following the inspection, the areas for improvement identified in the report are being taken forward through 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 Elphinstone School and Nursery Class Report (Appendix 1) and Summary of Findings (Appendix 2).

AUTHOR'S NAME	Lesley Brown
DESIGNATION	Chief Operating Officer (Education)
CONTACT INFO	Tel: 01620 827647 or email – lbrown@eastlothian.gov.uk
DATE	7 November 2018

6 November 2018

Dear Parent/Carer

In September 2018, a team of inspectors from Education Scotland and the Care Inspectorate visited Elphinstone Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- Kind and articulate children who make the most of their learning. They are developing a genuine sense of responsibility and leadership through learning for sustainability and by leading their popular skills clubs.
- The strong sense of collegiality across the nursery and primary staff team. All staff play an important role in the life of the school and feel valued for their efforts. Together, they are making a difference for children and families.
- The warm, inclusive ethos that creates a family feel. Children thrive as a result of the very positive relationships within the nursery and school.
- The dynamic and astute leadership of the headteacher. She has made a positive impact and contribution to the life of the school, and to families, in a very short space of time.

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

- As planned, develop a strategic, joined-up approach to self-evaluation to ensure that all children can achieve the best possible outcomes.
- Continue to develop the curriculum, ensuring progressive pathways are in place in all areas of learning for children as they move through the nursery and school.
- Continue to explore ways to involve parents in their children's learning by developing family learning approaches.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#) Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Elphinstone Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale.	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale.	

Here are the Care Inspectorate’s gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	good
Quality of environment	good
Quality of staffing	good
Quality of management and leadership	good

During the previous Care Inspectorate inspection, the setting had no requirements and one recommendation. From this, the one recommendation has been met. As a result of this inspection, there are no requirements and no recommendations.

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/east-lothian/5553229> and the [Care Inspectorate website](#).

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.

Lesley A Johnstone
HM Inspector

Sarah Hermiston
Care Inspector

Summarised inspection findings

Elphinstone Primary School and Nursery Class

East Lothian Council

06 November 2018

Key contextual information

Elphinstone Primary School nursery class operates on a morning only basis. At the time of inspection there were 11 children registered to attend. The headteacher and nursery practitioner had taken up post just a few weeks prior to the inspection.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Practitioners strive to do their best for children and their families. Working with practitioners, parents and the community, the school is developing a clear rationale and vision for the improvement of the whole school, which incorporates the development of the early learning and childcare (ELC) class. The committed, supportive and reflective headteacher has quickly established her commitment to leading with a clear focus on embedding values and supporting improvement. She has a very good understanding of the strengths and aspects for development in the nursery.
- Practitioners report the newly appointed headteacher takes a very keen interest in the work of the ELC class. Relationships of mutual respect and trust are being developed swiftly. The ELC team are reflective practitioners and are keen to develop and improve their practice. For example, they use knowledge gained from professional learning opportunities to reflect on how they use questions and interactions to support children's learning. This approach has helped to develop effective pedagogy within the ELC class and improve outcomes for children and families.
- The headteacher has assumed responsibility for developing and monitoring the work of the nursery. She has correctly identified the need to review procedures to monitor the work of the ELC class and children's learning and progress more formally. This session the headteacher, together with practitioners, plans to review how the team use national indicators of performance. This will provide helpful support to practitioners in order to evaluate and monitor the quality of the work of the nursery. The headteacher should continue to develop this approach to support a more focused approach to improvement. This will allow aspects for change to be monitored more effectively. Practitioners would benefit from focused visits to other ELC settings to review best practice.
- Regular meetings are used to evaluate the quality of provision and children's learning. Parents are asked to provide feedback at events, meetings and through regular informal contact with the ELC class. It would be beneficial to formalise approaches to gathering parents' views to provide useful evidence to support the development of the nursery's improvement agenda.

- The school improvement plan includes priorities that impact on the nursery class. Practitioners are involved in reviewing the quality of the curriculum and developing approaches to family learning. They confidently assume responsibility for taking forward aspects of the school's improvement agenda. They should continue to be involved in sharing developments in the nursery with school staff, to ensure continuity and progression for children in their learning as they move on to P1.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- Individual children receive a warm welcome into the ELC class. They are well supported by practitioners who know them and recognise their individual emotional and developmental needs. Children are happy, safe, secure and are developing confidence within nursery. They engage well and enjoy learning through child-led play. They are developing their independence and take responsibility for aspects of their learning. Children make choices and select materials to develop their creativity and play from the quality resources both indoors and outside.
- The compact outdoor play area is accessed daily by children, with a focus on the development of high-quality learning experiences, planned in context. Children confidently access the outdoor play space and have recently benefited from regular access to the school playing field. Effective use has been made of local woodland areas during 'Nature Nurture' sessions. Practitioners plan to use this approach to provide further challenge for children outdoors this session. Good use is made of computers to support learning indoors. Practitioners should explore how to best use digital cameras and similar resources when children are playing outside.
- The ELC class is structured to provide a wide range of learning experiences that reflect children's enquiries and help to challenge and sustain their interest. Children's views are listened to and support the development of the playroom provision. This gives children opportunities to develop curiosity, deepen their learning and make play more purposeful. There is an appropriate balance between the time children spend choosing activities and time spent in adult-directed groups. Generally, practitioners are sensitive to children's engagement in their play and use a flexible approach to avoid disrupting quality play for more adult-led activities. Practitioners should review the organisation of the end of the session, as children do not have sufficient opportunities to choose activities at this time or to access outdoor play.
- Practitioners engage effectively with children using high quality questioning skills and building on children's prior knowledge. Children share their knowledge and experiences, talking with increasing confidence to practitioners and each other. They are well supported to find out more about topics that interest them and to develop their ideas. In a few activities, children would benefit from increased challenge.
- Individual children's 'learning stories' include detailed observations of children's learning, photographic evidence and a few samples of their work. Children enjoy looking at their 'learning stories'. As a next step, practitioners should explore how children can more fully

contribute to them. Practitioners identify appropriate next stages in children's learning. Parents regularly contribute to children's 'learning stories' using 'star moment' sheets. Practitioners should continue to support parents to share their children's learning and achievements from home.

- Practitioners use a variety of planning formats, including floor books, to plan and record children's learning. They effectively use children's interests to plan responsively. Practitioners engage in regular professional dialogue to discuss the progress children are making in their learning. They have identified the need to review and improve how they formally track and monitor children's progress.

2.2 Curriculum: Learning and development pathways

- Planning takes account of national guidance and delivers all essential aspects for early learning, including an emphasis on literacy, numeracy and health and wellbeing. Practitioners use children's interests to plan for their learning and use the experiences and outcomes to provide a broad range of learning contexts for children. The approach used to record responsive planning is useful and highlights the importance placed on using children's voice to shape the curriculum offered.
- Practitioners plan for daily outdoor learning experiences and evaluate how they use this space to support learning across the curriculum. This environment is inviting to children and engages them purposefully in a range of learning experiences. Effective use is made of planned community visits to support children's opportunities to learn about the world of work. Children make use of the digital technologies available to extend their learning but this could be improved. The continued use of real life experiences should be maximised to support children to apply and develop further their skills in a progressive way in new contexts.
- Transitions from home into the nursery are managed very well. For the youngest children, this is further supported by developing early relationships through positive links with the adjacent playgroup. A range of effective activities ensures a smooth transition from nursery into P1 for all children. This includes sharing of information on children's learning, visits to P1 classrooms and sharing resources. The headteacher and practitioners are aware of the importance of building on the use of play-based approaches to learning across the early stages of school. As this develops, continuity and progression in children's learning as they move to P1 will be supported more effectively.

2.7 Partnerships: Impact on children and families – parental engagement

- Families are made to feel very welcome in the nursery. Through a range of opportunities, including stay and play sessions and coffee mornings, parents are contributing to children's learning experiences. Practitioners encourage parents to be involved in their children's learning through taking home story bags and games to share. This approach has been positively received by parents. Parents have identified they would benefit from a wider range of home learning opportunities and plans are in place to facilitate this. Practitioners value parents' views of their children's achievements and encourage these to be shared in children's 'learning stories'. By working closely with families, practitioners should continue to identify ways they can increase the range of opportunities for involving parents in their child's development of literacy and numeracy skills.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Relationships across the setting are built upon mutual respect and trust, leading to a warm, welcoming ethos for all families. Practitioners know children and families very well, resulting in continuity of care within the nursery. Parents we spoke with felt that they could easily approach practitioners if they had any concerns.
- Children were observed to be happy, confident and increasingly secure in an environment that was safe and supportive. Children's behaviour was positive and in line with their age and stage of development. As children move about the playroom, they are sociable and confidently share their views and make their wishes known. Children could be supported better to tidy toys and games away after they have played with them rather than tidying up at the end of the session. Practitioners are patient and supportive of children's emotional and social needs. They should now explore how best to support children to develop their awareness of the national wellbeing indicators to support planning for children's emotional and mental development. Practitioners should continue to develop approaches to incorporate respect and rights into learning and support children to learn about the United Nations Convention on the Rights of the Child.
- Outdoor learning opportunities encourage children to be active and to work together to explore their own solutions in their play. Children benefit from sessions in a local woodland area. They risk assess their play and challenge themselves when balancing on tyre swings and clambering on the school climbing frame. Children are developing a good understanding of how to support their own health and wellbeing through daily routines. Children can talk about foods that are healthy and the importance of hand washing. Opportunities for children to prepare their own snack could be further explored to develop children's responsibility for these tasks.
- Practitioners listen carefully to what children say and act upon children's views in their daily interactions. Practitioners should now provide appropriate opportunities to formalise their consultation with children. For example, children could be supported to share their views, at a developmentally appropriate stage, as members of the pupil council and eco committee.
- There are appropriate arrangements in place to comply with statutory requirements. The headteacher works closely with practitioners and other agencies to ensure that they are proactive in fulfilling their legislative duties. Practitioners engage in professional training which helps them improve the way they support and care for children.

- The leadership team and practitioners have a good understanding of legislative requirements for children who face additional barriers to their learning or require additional support. They have made positive links with a range of other support agencies to help plan to meet individual children's needs. The headteacher has identified the need for the creation of individual child learning plans as appropriate. These should be created in partnership with parents, clearly outline children's learning needs and be regularly reviewed.

- All children are welcomed and included in the life of the nursery. Equality and diversity is celebrated and families are supported in a non-judgemental, inclusive and appropriate way. Practitioners are attentive and respectful of children's backgrounds. They should now consider how they could promote further children's awareness of equality issues and the diversity that exists within their local and wider community. Children are developing an understanding that there are those less fortunate than themselves through participating in national fundraising events and harvest festival collections.

3.2 Securing children's progress

good

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Children are making good progress in early literacy. Practitioners interact well with children during free play to extend children's communication and early language skills. They make effective use of signing to support children who require additional help to communicate their needs. Commendably, practitioners use this approach to support all children. They should now consider using symbols to support early communication development. Most children show a keen interest in mark making and enjoy sharing their 'writing' with adults and each other. They are developing skills in writing their name on the whiteboard as they enter nursery and by creating labels for playroom equipment. We have asked practitioners to ensure children continue to develop these skills through a wider range of meaningful contexts indoors and during outdoor learning.
- Children are progressing well in early numeracy and can count when playing with increasing confidence. Children are developing good early mathematical skills through the range of toys and resources available. They are learning about shapes as they build with blocks and loose parts and learn to solve problems. A wide selection of natural materials encourage children to sort, match and group, thus embedding early numerical and mathematical skills. Children are beginning to use appropriate mathematical language as they fill containers with water. Practitioners should to continue to support children to develop early numeracy and mathematical skills through real life contexts and outdoors.
- In health and wellbeing, children are making good progress. Practitioners provide a supportive ethos in the nursery and encourage children to be caring, kind and respectful to others. The emphasis on relationships and inclusion is helping children settle and develop friendships. Children are learning about healthy lifestyles through discussions about healthy snacks and daily active play outdoors. Children climb confidently and are agile when balancing on tyre swings. A few older children are skilled at kicking and throwing balls. Children should now develop skills at managing risks across a wider range of learning contexts, for example using woodwork tools.

- Children enjoy investigating with water and mud outdoors and observing the changes in materials when baking. They plan and create tall structures using bricks and loose parts. They follow instructions to mix powder paints well and use them expressively at the easel. They are developing skills at creating imaginary play scenarios at the house corner and they enthusiastically use the drums to tap out rhythms. They confidently use the interactive whiteboard to self-register and use a range of simple computer programs independently.
- Children are keen to learn and enthusiastically explore the learning environment. It will be important for practitioners to ensure the developing extended outside spaces are numeracy and literacy rich. Practitioners should continue to support children to make choices and decisions about their play and learning in a supportive environment. The headteacher has identified that reviewing playroom organisation would support children to access the outdoor area more freely and further enrich their on-going learning experiences.
- Children's individual achievements within the ELC are captured and celebrated well. Praise is used effectively to support and encourage children and to celebrate their success. Achievements from home are shared well in children's 'learning stories'.
- Practitioners work hard to develop a supportive and inclusive ethos. They are proactive in identifying potential barriers to learning.

Choice of QI: 2.5 Family Learning

- Engaging families in learning
- Early intervention and prevention
- Quality of family learning programmes

- The quality of relationships between parents and practitioners is a strength of the nursery and school. The headteacher and practitioners are fully committed to engaging families in learning and in providing support to families. They have a sound knowledge of the local context in which children live and possible challenges and barriers they may encounter. Universal support is offered to all families, through ongoing communication with practitioners; through the open-door policy; the welcoming, non-judgemental ethos; and through social media. Parents are invited to attend regular, whole-school learning events that celebrate children's learning and the culture of the local community. Almost all parents, across the primary school and nursery class who responded to the Education Scotland questionnaire, stated that the school gives advice on how to support their child's learning at home.
- In the nursery class, practitioners have been successful in building positive and trusting relationships with families. A range of home-link learning resources are utilised across the year, including take-home story sacks and games. Parents are invited to stay and play sessions and for coffee mornings. As parents themselves have identified through the nursery's own questionnaire, there is scope to involve further parents and carers in the learning within the nursery class. This will support the development of a shared understanding of early learning pedagogy.
- Practitioners have carried out a thorough audit of the range of ways that they encourage parents to participate in the life of the nursery and school, and increasingly, as partners in their children's learning. This audit includes the range of universal support for all, and more targeted interventions to support families. The headteacher has identified the need to take a more pro-active, solution-focused approach to identifying barriers that may exist and by offering the types of targeted support that will best meet the needs of families.
- The development of family learning programmes is at an early stage. As practitioners have identified, there is considerable scope for families to be more engaged in this area, and to participate in co-designing and delivering high-quality learning programmes. For example, practitioners could explore ways to ask parents and families what would support them best to help their children in literacy and numeracy. This could enable parents to gain a deeper and more relevant understanding of what is taught at the school and the methodologies deployed. This would support the next step of moving from parental involvement towards family learning, and in fostering even stronger home-school links.
- With the dedication of all practitioners, and the significant experience of the headteacher in this area, the school is well placed to progress the development of family learning. Practitioners should continue with plans to develop a shared understanding, rationale, vision and aims for family learning at Elphinstone Primary School and nursery. This should be developed with parents and partners, to determine what families would find useful and to ensure successful implementation.

Care Inspectorate evidence

1. Quality of care and support

Children and families were welcomed warmly into nursery by staff. Secure attachments were seen as a result of the calm, warm and nurturing interactions between adults and children. Children were sociable and keen to speak to us and ask questions. Timely assistance and the appropriate physical affection was given to children, which was important in making them feel safe and secure. Consequently, the children appeared happy, engaged and content. Children's learning stories provided a record of children's progress and illustrated a range of activities children had experienced. This coupled with an individual plan to note pastoral care needs ensured that staff recorded and acted on information on children's overall well-being. An 'I had a good idea' system demonstrated that responding to children's interests and needs was at the heart of planning. We were told about plans to further develop the tracking of children's learning and were in agreement that this would enhance the outcomes for children. We spoke about how the wellbeing indicators should be referred to in planning and personal plans. With an enabling attitude and belief in children's potential, children were given the opportunity to direct their own learning during free play and to solve problems for themselves with support, if needed, from staff. However, we did note occasions when staff restricted children's play, for example, they didn't always allow them to move toys and resources from one area to another and children could only participate in baking on certain days. In addition, moving forward, consideration should be given to the length of time children are participating in group/adult led activities throughout the session.

Staff had a shared determination to provide children with the care and support that is right for them. As a result, staff had been instrumental in working with other professionals for support and guidance in meeting needs of children who required additional support. All children were learning to sign which helped increase their life skills and supported inclusion. Parents were complimentary of the way in which their child was cared for and supported in the setting. The manager and staff shared their plans to further support children which instilled us with confidence that outcomes will continue to improve. In embracing the school ethos of valuing parents as significant partners, parental involvement was important in the setting. Staff knew children and their families well and provided them with regular opportunities to be involved in their child's learning and the life of the nursery. The manager had clear plans to further develop parental participation through a more holistic approach to support inclusion and further foster positive relationships and outcomes for families. For example Peers Early Education Partnership (PEEP) and a Raising Children with Confidence programme.

Care Inspectorate grade: good

2. Quality of environment

The nursery provided a bright, welcoming, organised and safe environment. Children were able to move around the play space, independently and safely. Children were learning about the importance of personal hygiene and how to keep healthy as they washed their hands after using the toilet and before having their snack. The service was clean and free from hazards; main exits were secured. A robust medication system ensured children's health and well-being.

It was clearly important to staff that playrooms were organised and well planned, thus providing children with fun activities that sparked interest. The layout of resources supported choice and independence, and impacted positively on the learning experiences. A good selection of loose parts and natural resources in the learning environment promoted children's creativity. We did suggest further opportunities to invent and create situations using open-ended resources were needed in the home corner.

Snack time was a sociable time for children where they could sit with their friends and have a chat. We noted limited opportunity for children to be involved in experiences such as preparing snacks, washing dishes. We discussed how including these opportunities would further encourage independence, teach life skills and build children's self-esteem.

Recent improvements to the nursery garden provided children with a learning environment that created a sense of wonder for children. Outdoors, in the school playground we saw children experiencing play which challenged them physically and developed their strength and confidence. Skilled staff stepped into these experiences only when they were invited to do so or when they saw that their input would add value to the experience. We discussed that further opportunities should be available for children to develop the skills to assess and manage risk in their play, for example, two wheeled bikes and woodwork.

We discussed that children's should be able to access the nursery garden for most of the session. The manager was in agreement that children's wellbeing would be further enhanced if the door to the garden was open for the whole session and that children were able to access the school playground more regularly.

Planned 'Nature Nurture' sessions to a nearby woodland area gave children the opportunity to participate in activities such as outdoor cooking, tree climbing and den building. This gave children further opportunities to learn about the natural world and develop new skills. Children's experiences were recorded in a floor book, which meant they could revisit this learning in nursery.

Care Inspectorate grade: good

3. Quality of staffing

The two nursery staff were warm, kind and compassionate in how they supported and cared for the children. It was apparent from the quality of their interactions that staff had a genuine regard and respect for the children in their care and wanted them to have a positive experience at nursery. The relationship they had with each other helped to create a friendly, professional, happy place for staff to work and children to be cared for.

The nursery teacher was motivated and professional in her role. She met with other professionals in the local area which created an opportunity for good practice to be shared in group discussions and through visiting other settings. The newly appointed practitioner brought a wealth of experience to the setting which was clearly having a positive impact on the outcomes for children.

Parents told us they felt staff were approachable and had made positive relationships with their children; contributing to children being keen to come to the nursery.

Albeit that the small setting had its advantages, staff felt restricted in what they could do in the session when there were only two staff on duty. The manager was well aware of this and shared there was currently a review of staffing requirements to meet needs, group times, snack arrangements, free flow between the indoors. Developing this would help staff gain confidence in offering a more relaxed and free flow session.

Staff demonstrated that they had a good understanding of their role and responsibility in safeguarding the children in their care. They spoke confidently of what action they would take if concerned about a child's health, wellbeing and protection. Regular child protection training helped keep their knowledge up to date.

Staff had established positive relationships with children and families, showing great respect and empathy. They were clearly familiar with the individual needs of each child and ensured personalised care and support was provided. Staff worked well with other professionals and used their knowledge of the children and their families to meet the needs of individual children.

From our conversations with staff, it was evident that they felt valued and motivated to improve their skills and knowledge with positive outcomes for themselves and the children they looked after. They could describe informal evaluation and the impact of changes they had implemented in the environment. Staff were motivated to take forward relevant improvements.

Care Inspectorate grade: good

4. Quality of management and leadership

The manager was very new in their role as headteacher of the school. However, over this short period of time they had established close relationship with children and families. They clearly had a visual presence within the nursery which supported children and staff. This also meant she was able to observe staff practice and offer praise and guidance for continuous improvement.

The nursery engaged in support and challenge visits from the Local Authority Standards Quality Improvement Officer (QIO). This ensured that staff were given continued support to identify strengths and areas for improvement. Many systems and processes were beginning to evolve along with the introduction of new strategies to make sure there was a systematic approach to evaluation, reflection and assessment of quality.

Throughout the inspection, it was clear that the manager was inspirational, knowledgeable, motivated and determined with high but realistic expectations of herself, staff and pupils. We were confident that there was very good capacity for improvement in this setting.

Care Inspectorate grade: good

During the previous Care Inspectorate inspection, the setting had no requirements and one recommendation. From this, the one recommendation has been met. As a result of this inspection, there are no requirements and no recommendations.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

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

Other quantitative terms used in this report are to be understood as in common English usage.

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Prestonpans Primary School

6

1 PURPOSE

- 1.1 To report to Committee on the inspection of Prestonpans Primary School by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note that as a result of the inspection findings Education Scotland think that the school needs additional support and more time to make necessary improvements. Education Scotland will liaise with East Lothian Council regarding the school's capacity to improve. Education Scotland will return to carry out a further inspection of the school within one year of the publication of the report.
 - (iii) Note the steps being taken by the Education Service to improve the quality of provision at Prestonpans Primary School.

3 BACKGROUND

Short Inspection model

- 3.1 From August 2017, Education Scotland introduced a short visit inspection model for schools following a wide ranging consultation.
- 3.2 The inspection involved a visit lasting for a total of two days from Monday lunchtime to Wednesday lunchtime. The short school inspection model

used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections. Inspectors focussed on two selected Quality Indicators (QIs) from HGIOS? 4 and evaluated these using the six-point scale from Excellent to Unsatisfactory. These were:

QI 1.1 Self-evaluation for self-improvement, and

QI 3.2 Raising attainment and achievement

- 3.3 As with all inspections, Education Scotland also had a focus on safeguarding.
- 3.4 At the end of the inspection process, the outcomes were published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provided a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work and that the school required additional support and time to achieve this. This letter 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 two days of the inspection. This document is intended to be used by staff in progressing school improvement.

National Improvement Framework

- 3.5 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 2018.
- 3.6 Prestonpans Primary School was inspected in May 2018. A letter to parents and carers summarising the key findings was published in October 2018. The quality indicator self-evaluation for self-improvement was evaluated as satisfactory and raising attainment and achievement was evaluated as weak.
- 3.7 Specifically, to raise attainment and achievement, the inspection team identified that:
- staff should continue to improve approaches to self-evaluation to ensure rigorous and well planned activities have an impact on children's learning and achievement;
 - staff should work collegiately to make effective use of assessment information and data to improve children's experiences and progress across the school;
 - staff should further develop a shared understanding of standards, expectations and levels of attainment and achievement.

- 3.8 Following the inspection, the areas for improvement identified in the Summary of Findings are being taken forward through the School Improvement Plan, supported by the Quality Improvement Team. Education Scotland will return to inspect the school within a year of the publication report. The inspection team will write to parents/carers informing them of the progress the school has made.

School Review

- 3.9 Working with the school, the Local Authority carried out a School Review of Prestonpans Primary School in December 2016 and also Prestonpans Infant School in November 2016. A copy of the reports are attached (Appendices 2 and 3). A number of areas for improvement were identified both individually and collectively for these schools, in terms of improving learning teaching and assessment and improving curricular transitions with the aim of improving attainment. Although staff from both schools have worked together and in partnership with Local Authority Officers and the Local Authority Attainment Advisor to improve the curriculum and to reduce the gap in attainment, more needs to be done, especially in relation to curricular transitions.
- 3.10 The Education Service has undertaken a statutory school consultation on the proposal to close Prestonpans Infant & Nursery School and Prestonpans Primary School and establish a new non-denominational primary school structure and its associated catchment area for Prestonpans. The outcome of the statutory school consultation will be taken to Council, December 2018.
- 3.11 There are clear educational benefits arising from the establishment of a new non-denominational primary school structure especially in relation to the key areas for improvement identified across both schools including:
- Consistency in approaches to planning learning, teaching and assessment, particularly at key milestones is vital for learner progression, effective transition and raising attainment for all.
 - Transition and continuity in learning across the stages from Early Level through to Second Level is enhanced by strong, consistent leadership across Early Level through to Second Level.
 - Communication between teachers and between parents and teachers is more likely to be improved and will support much smoother and improved pastoral and curricular transitions across the stages from Nursery through to Primary 7 with staff and management who know them well.

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 Prestonpans Primary School Letter dated 30 October 2018 (Appendix 1), Prestonpans Primary School and Prestonpans Infant School School Review Reports (Appendices 2 and 3).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 or e-mail-dscott2@eastlothian.gov.uk
DATE	7 November 2018

30 October 2018

Dear Parent/Carer

In May 2018, a team of inspectors from Education Scotland visited Prestonpans Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children's achievements.

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

- The staff team know the children and families well. There is a welcoming, caring ethos in the school.
- The promotion of health and wellbeing which is developed through a range of clubs, activities and opportunities for wider achievement which is accessible to all.
- The friendly children who are proud of their school, in particular their accreditation in The John Muir Award.

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

- Raise attainment in literacy and English language and numeracy and mathematics.
- Led by the senior leadership team, staff should continue to improve approaches to self-evaluation to ensure rigorous and well planned activities have an impact on children's learning and achievement. Staff should work collegiately to make effective use of assessment information and data to improve children's experiences and progress across the school.
- To further develop a shared understanding of standards, expectations and levels of attainment and achievement. There is a need for staff teams to work collaboratively, within school and with partner schools in the community.

We gathered evidence to enable us to evaluate some quality indicators from [How good is our school? \(4th edition\)](#). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland’s evaluations for Prestonpans Primary School

Quality indicators for the primary school	Evaluation
Self-evaluation for self-improvement	satisfactory
Raising attainment and achievement	weak
Descriptions of the evaluations are available from How good is our school? (4th edition) , Appendix 3: The six-point scale .	

This letter and a more detailed document called the Summarised Inspection Findings (SIF) will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/east-lothian/5554721>.

What happens next?

As a result of our inspection findings, we think that the school needs additional support and more time to make necessary improvements. We will liaise with East Lothian Council regarding the school’s capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with East Lothian Council the details of this inspection. Following our return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

Mary McLean
Managing Inspector

School Review Visit Record

Appendix 2

Establishment Cluster	Prestonpans Primary
HGIOS 4 Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>In his short time in post, the new headteacher has set a new improvement agenda for the school. There is a commitment from the headteacher and staff to take forward improvements in the school. The provision of positive learning experiences and the desire to improve outcomes for children was evident within our discussions and engagement with staff.</p> <p>The headteacher is beginning to develop with staff new approaches to self-evaluation to inform improvements. Staff have some opportunities to lead developments through the SIP working groups and through the development of pedagogical approaches such as numeracy and Making Thinking Visible. Staff spoke positively informal approaches to self-evaluation such as sharing practice. The approaches to school improvement now need to be more systematic to ensure changes are well-informed, developed collegiately and that impact can be evidenced across the whole school.</p> <p>The focus of the improvement agenda now needs to shift to the development of the curriculum and the planning of learning, teaching and assessment. This should then support the school's improvement priority to raise attainment and close the poverty related attainment gap. Given the recently established SMT, it is timely to review and share with staff the remits of each member of the SMT and clarify their roles and responsibilities which will take account of improvement plan priorities.</p> <p>There was evidence in classes of pupils being articulate and able to contribute fully to the life and work of the school and they should be given the opportunity to meaningfully collaborate in school improvements. The role of the pupil council and approaches to ensure children have a voice need to be developed further.</p>
HGIOS 4 Learning Provision	
2.3 Learning, teaching and assessment	Theme 3 – Effective use of assessment

<p>How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>How well does the school make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</p> <p>How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p>	<p>In most lessons observed children were motivated and engaged in their learning. Relationships between pupils and between staff and pupils are positive and respectful and this was evident in almost all classes. Learning intentions were evident in classes and in children's work and these were shared and understood by children. In some cases these were revisited and children were encouraged to reflect on whether they were successful in their learning. There now needs to be more effective feedback on learning to inform next steps.</p> <p>Overall the quality of teachers' questioning was good and there was some evidence of questioning being used to encourage greater depth of thinking and the development of ideas. This needs to be consistent across all classes.</p> <p>Teachers' know their children well. In most classes there was evidence of differentiation to meet the needs of different learners through the use of 'spicy tasks' or by outcome. Some children were able to give a rationale for their selection of tasks.</p> <p>In many of the lessons, teachers led the learning and sometimes questioning did not enable children to fully participate in the responses or to effectively engage in learning conversations with peers. There needs to be more opportunities for children to lead their learning and for more enquiry based approaches to be used in classes. Generally children need to be able to reflect more on their learning in order to fully evidence and understand their progress and next steps.</p> <p>The school needs to review the curriculum and develop a clear rationale which reflects the context of the school. The principles of the curriculum need to be revisited to ensure the curriculum has relevance, challenge, enjoyment and opportunities for personalisation and choice. Breadth is addressed through the current format of the planning however teachers are unable to describe what progression looks like across the school. Learning pathways need to facilitate planning for progression and enable children to have a greater understanding of their own progress and their next steps.</p> <p>Holistic assessments of children's progress need to be developed to reflect breadth, challenge and application. These need to be planned and to be integral to the learning and teaching process and inform next steps. Staff and children need to think critically about the most appropriate assessments to evidence progress in learning especially at key milestones. There needs to be a greater range and variety of assessment approaches.</p> <p>More effective approaches to profiling should be developed to involve children fully in the planning, learning teaching and assessment cycle to enable them to have an overview of their learning.</p>
<p>HGIOS 4 Successes and Achievements</p>	

3.2 Raising Attainment and Achievement	Theme 1 – Attainment in literacy and numeracy
<p>How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</p>	<p>Staff continue to reflect on the range of approaches and resources used to support the delivery of literacy and numeracy.</p> <p>For example, the school has moved away from maths setting to class maths to ensure children do not lose valuable time moving between classes and their teacher maintains an overview of their progress.</p> <p>Staff use the numeracy and literacy progression frameworks to inform their planning and recognise the need to implement the new National benchmarks to inform learning, teaching and assessment. Those trained in SEAL are supporting the development of children’s numeracy skills, including the identification of gaps in children’s knowledge, skills and understanding. The problem solving resource purchased to support children’s mathematical problem solving skills needs to be balanced with planned opportunities for children to apply their problem solving skills in other contexts and situations.</p> <p>In literacy, programmes such as RWI and accelerated reader are used to develop children’s literacy skills. There is a need to evaluate how well these are leading to improvements in children’s literacy skills.</p> <p>Overall, the delivery of the curriculum and approaches to planning learning, teaching and assessment are not impacting fully on raising attainment. The school should build on the good practice within the school to develop a more consistent understanding of planning learning, teaching and assessment. Children are not aware of their strengths or next steps in learning. Topics are already planned for within the yearly plans leading to very little engagement with children about what they would like to learn about out with these topic choices. A shift in approach will increase further children’s engagement and enjoyment in learning. Children are not applying sufficiently their literacy and numeracy skills within a range of interesting or relevant contexts.</p> <p>Assessment evidence does not provide relevant or reliable information on which to base judgements of children’s achievements. As a result, children are not building on prior attainment or progressing at an appropriate pace.</p>
3.2 Raising Attainment and Achievement	Theme 4- Equity for all learners
<p>How effective is the school’s systems to promote equity of success and achievement for all children and young people.</p>	<p>There are 90 children on Staged Assessment. There are a few Looked After and Accommodated pupils in the school. All have been excluded at least once this term and they account for half of the overall days of exclusion so far. The school should ensure that LAAC pupils are recorded appropriately</p>

<p>How well has the school raised the attainment of the most disadvantaged children and young people.</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p>	<p>on the SAI system. There is a lack of consistency around how regularly review meetings are held, with priority currently being given to higher tariff behavioural cases. It is unclear how much the pupils are included in the process and the meetings. Review meetings are scheduled to take place on a Wednesday but in reality this is not working for a number of reasons. The school would benefit from assigning priority to Staged Assessment meetings in order to meet the needs of the children. The views of classroom assistants and support for learning teachers should be represented at all meetings. Clarity is needed regarding who will have overall responsibility for Staged Assessment moving forwards. Closer focus could be given to preventing the exclusion of LAAC pupils in the future.</p> <p>There are some pupils with IEPs in the school. The quality of IEPs is generally high with helpful guidelines to ensure consistency. Targets are mostly SMART and there is comprehensive information under the “who/what/how?” section. There is evidence of strategies identified in the IEP being implemented in the classroom. There could be more evidence that children are involved in setting, monitoring and reviewing their targets. The idea of including evidence of work selected by pupils is very positive but not evident across all IEPs sampled. The school would benefit from putting in place a mechanism by which an up to date list of pupils with an IEP is maintained.</p> <p>Support for learning is primarily delivered through Read Write Inc and P7 maths groups. Diagnostic tests are also carried out as necessary. There is room to extend the role of the SfL team to incorporate the 5 roles of support. There are plans to move the responsibility for IEPs to SfL staff which would be appropriate. SfL staff are unable to commit all of their time to their role due to cover issues.</p> <p>There is scope for developing the role of classroom assistants moving forward. On occasion, it appeared that children were withdrawn from classes too soon and unnecessarily to avoid potential disruption. It was positive to note that all had been trained in-house in RWI. A clearer system for informing classroom assistants of their specific role on a daily basis would be beneficial.</p> <p>There is a real sense that staff know and care about the pupils and that there is mutual respect within the school environment. The children are extremely accepting of each other and demonstrated their willingness to help and support their peers on many occasions.</p> <p>Differentiation could be developed further by task in order to fully support learners with additional support needs. There was evidence of some explicit rationale for children choosing differentiated tasks and this good practice could be extended across the whole school.</p> <p>Chronologies are being kept within a comprehensive system. Content is extremely detailed but this level of information is unnecessary and time consuming. The names of other pupils should only be included if necessary in the form of initials. It would be helpful to mention the roles of teachers</p>
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	<p>rather than names.</p> <p>In order to fulfil statutory duties, the school should keep a log of all bullying incidents and complaints.</p>
<p>HGIOS 4 Learning Provision</p>	
<p>2.6 Transitions</p>	<p>Theme 3- Continuity and progression in learning</p>
<p>To what extent does the school's processes for: involving children and young people; parents, carers and families; and partners and other agencies ensure effective transitions for all learners?</p> <p>To what extent does the school's curriculum provide opportunities for support and induction into the next phase of learning?</p> <p>To what extent do transition arrangements offer children and young people opportunities</p> <p>How effectively are we ensuring learners achieve sustained positive destinations when they leave school?</p>	<p>Pastoral arrangements support children, particularly those who require additional support in their learning, to transfer from the Infant School into the school and onto the secondary school with confidence. Relevant information is transferred to the receiving school or teacher to ensure a continuing focus on children's wellbeing.</p> <p>The headteacher is engaging proactively with the Infant School to improve continuity and progression in learning. He has made a positive start to working with senior managers in the Infant School to progress work related to determining one wider learning community across the two schools. Currently, curriculum transition arrangements do not lead to continuity and progression in learning. Due to accessibility issues, the P3 transition profiles were not used to inform continuity and progression in learning in P4.</p> <p>Within the primary school, arrangements are in place to transfer information from stage to stage. The school should now develop this aspect further, particularly the range of assessment evidence underpinning teacher's judgements across all curriculum areas. Clearer individual learning targets will support children to take ownership of their learning and improve future learning. As a result children will be able to articulate their strengths and achievements as they move from stage to stage and to profile their learning, particularly at key transition stages.</p>
<p>Key Strengths and Areas for Improvement</p>	
<p>Key Strengths</p> <ul style="list-style-type: none"> • Staff willingness to engage with and take ownership of school improvement. • Polite, well-behaved children who are happy to engage with their learning. • Staff know and care about the pupils and there is mutual respect across the school community. • Pastoral transition arrangements into P4 and on to secondary school are positive. <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Revise the remits of the senior management team to provide clarity to staff on their respective roles and responsibilities. • Develop a clear rationale for the curriculum which reflects the context of the school. • Improve approaches to assessment to support teacher professional judgement on children's progress and achievement. • To ensure equity and inclusion, review current arrangements for exclusion. 	

School QIO _____

Date of visit: _____

School Review Visit Record

Appendix 3

Establishment Cluster	Prestonpans Infant School
HGIOS 4 Leadership and Management	
1.3 Leadership of Change	Theme 3 – Implementing improvement and change
<p>How effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning?</p> <p>How effective are the school's approaches to planning for continuous improvement?</p> <p>How does the school ensure a continued focus on improvements in outcomes for learners?</p> <p>To what extent are the school's tools for change impacting positively on staff and improving outcomes for all learners?</p>	<p>The senior management team and staff are committed to securing improved outcomes for all learners and their families. The headteacher has created a culture of reflection within which staff engage regularly with educational research and enquiry. As a result, staff are involved in the process of change. Members of staff are undertaking external leadership opportunities (SCEL, First Steps) and staff talk positively about the opportunities for leadership in the school.</p> <p>The headteacher and staff are focused on improving outcomes for the lowest achieving 20% and those who experience barriers to their learning. Staff undertake a range of initiatives to support families, including Bairns in the Wood, Raising Children with Confidence, and the P1 Summer transition programme. This work is commendable as it targets the most vulnerable and strives to deliver equity. Parent/Carers feel well supported by the school and feel that the school is responsive to their needs.</p> <p>The SMT are now providing opportunities to develop a more consistent understanding of learning and teaching with the regular teachers' meetings. The agenda of these meetings should be influenced from information derived from school Quality Assurance processes.</p> <p>The school is working with its stakeholders to develop a shared vision, values and aims. These should be explicitly referenced within the school's approaches to evaluating its work and underpin the rationale for the design and delivery of the curriculum.</p> <p>The school should strengthen its place within the 3-18 learning community and seek to work more closely with Prestonpans Primary School . This will support continuity and progression from the early stages through to P7 and beyond. Senior managers recognise the need to plan further opportunities for staff from both schools to work more closely together and to develop a shared understanding in a number of key areas i.e. continuity and progression in learning; assessment evidence underpinning teacher judgement.</p> <p>The school should consider to what extent identified whole school improvement priorities and actions to take these forward are impacting positively on developing teacher's practice and improving outcomes for</p>

	<p>leaners. Senior managers also need to consider the nature and range of evidence to determine progress with these priorities, especially with regard to literacy, numeracy and Closing the Gap.</p>
<p>HGIOS 4 Learning Provision</p>	
<p>2.3 Learning, teaching and assessment</p>	<p>Theme 3 – Effective use of assessment</p>
<p>How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?</p> <p>How well does the school make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?</p> <p>How well does the school record, analyse and use assessment information to identify development needs for individual learners and specific groups?</p>	<p>The staff are highly aware of their local community and the context within which they work. Staff are working well with families and the wider community to develop a positive, nurturing environment for all. This is evident through the positive relationships in school and nursery. Nursery staff have very good relationships with families and the soft start to the nursery day enables staff to have discussions with parents when they drop their children off.</p> <p>Staff work collegiately on their planning to try and promote consistency across the year group; teachers say they are benefitting from sharing ideas and reducing their workload.</p> <p>Through observation and discussions staff take account of pupils interests in their planning. Nursery and older pupils, in particular, are able to articulate how they have contributed to the direction of learning in their work. Pupils in nursery enjoy planning the snack area daily, writing up the menu and setting up the name cards and utensils.</p> <p>Staff in the early years carry out regular observations of children's learning and systems are in place to ensure all staff are able to contribute ideas to the planning. The observation records now need to be developed so that next steps are recorded. Staff in school talked about the good transitions between nursery and school.</p> <p>All staff talked about the journey the school is currently on with regard to assessment and there is clear evidence of action linked to expectation, particularly for the children with poverty indicators. However, many of the assessment procedures are new and need further time to embed and have the desired impact in terms of achievement for all pupils. The school needs to be mindful of assessing the needs of all pupils, not just those in the poverty indicators.</p> <p>Children are active participants in the lessons but not all children engage fully. The carousel systems do not always allow for deep learning or provide enough challenge which can lead to time wastage and off task behaviour. Equally some children are asked to move to a new task before they have completed the first. In maths there appears to be an imbalance between maths and numeracy, with children being given limited opportunity to use and apply skills in 'real life' situations or through word problems. In some classes, support staff could be better planned for to strengthen the differentiation and this needs to be written into the planning. There needs to be an increased focus on differentiation by task as opposed to differentiation by outcome. Teachers need to immerse the children more clearly in the language of learning so that they can articulate what they are learning and why. How is that lesson going to help them in their future life? What is it preparing them for? In some classes the pupils are very</p>

effectively writing their own success criteria – this is something that could be developed into consistent practice across the whole school. Planning needs to link more strongly to assessment outcomes to show how the learning is progressed.

Consideration needs to be made of children’s prior knowledge to take learning forward e.g. on transition from nursery staff are given information about achievement but all children start from the same point in phonics in P1 – new assessments from RWI will help to better inform this so planning for phonics can be differentiated from the start.

In Nursery, the staff pick up well on interests shown and guide and involve the children in setting up areas of learning e.g. the reading area outside, but more needs to be made of tracking the children in their daily activities across the nursery provision. How are records kept of where the children have visited to ensure they are accessing all areas of the nursery provision? How do the children know what is expected of them at each area of the provision? It might be useful have some signing in or Velcro photo boards in each area so children can register their presence. It may be helpful to consider introducing a key worker group earlier within the session, after the soft start, to talk to the children about what is on offer and how they can access it. Consider enriching the learning opportunities by having key questions on display in each area of provision alongside the planning for that area to assist some staff in engaging with the expectations for the children. Outside it might be helpful for the children to come up with their own set of expectations about how to use the bicycles so that they don’t interfere with the other activities taking place.

In some classes planning and teaching needs to take more account of prior knowledge and information from transition. e.g. baseline assessments with regard to phonics knowledge, do all the children need to start at the same place? The new RWI resources could be helpful in moving this forward.

Feedback on planning from the senior leadership team is constructive but needs to take more account of progression and planned learning over time looking at consistency in expectation across a year group as well as progression and expectation across the school. There needs to be stronger discussions in terms of planning and how this is leading to effective learning in the classroom.

Work is taking place to improve assessment procedures in school and all staff are aware that they should be looking at data to inform their forward planning. The new assessment folders contain a wealth of information but as yet there are still some inconsistencies in content e.g. writing assessment/tracking sheets. There seems to be some duplication between the assessment sheets in the folder and the target sheets stuck in the jotters – do the P1 & P2 children need both? A number of assessment processes are being used e.g. AR, SWST, Pips, moderated writing and this now needs to be developed into a consensus about what constitutes a holistic judgement about the level a child has achieved. Work needs to be carried out to ensure assessment activities are differentiated to match the level the children are working at, what makes a good piece of assessment? Staff have knowledge of the new Benchmarks and these now need to be used to help underpin the judgements.

Staff tell us they set pupil targets through their marking and feedback but the jotters show there is a lack of consistency in marking across the school. It may be useful for staff to look at jotters across the school and agree a consistent approach for marking so that the children experience consistent

	and meaningful feedback. Consider working in partnership with Prestonpans Primary School to ensure consistency of approach.
HGIOS 4 Successes and Achievements	
3.2 Raising Attainment and Achievement	Theme 1 – Attainment in literacy and numeracy
<p>How well are our approaches to raising attainment improving outcomes for children and young people?</p> <p>How well is our focus on literacy and numeracy leading to raising attainment across the curriculum?</p>	<p>Processes for monitoring and tracking children’s progress in literacy and numeracy have been strengthened and provide senior managers and teachers with relevant information on the progress of individuals and groups. Staff recognise the need to raise attainment in literacy and numeracy and the school improvement plan sets out priority actions to improve attainment in reading and writing. Overall, there is capacity to raise children’s attainment through improving planning learning, teaching and assessment and the balance of the curriculum.</p> <p>In order to raise attainment in literacy and numeracy, there is a need to focus on planning learning, teaching and assessment to ensure children are suitably challenged, provided with tasks and activities at the right level and opportunities to learn independently. Curriculum design and delivery is imbalanced towards discrete literacy and numeracy sessions. During the team’s observations and review of pupil work and teacher folders there was little evidence of delivering literacy and numeracy across the curriculum or of planning application of literacy and numeracy across the curriculum. Children would benefit from further opportunities to learn within relevant contexts.</p> <p>Scrutiny of a sample of writing jotters and numeracy work highlighted a need to focus on how teachers are planning assessment in the short, medium and longer term using the national benchmarks to support whilst not constrain this planning. Teachers would benefit from professional discussions on how they are planning for breadth, challenge and application to know that the assessment informing teacher professional judgement is robust and valid. Assessment evidence available did not provide a sense of any rich tasks being planned to assess a body of knowledge, skills and understanding or retention.</p>
3.2 Raising Attainment and Achievement	Theme 4- Equity for all learners
How effective is the school’s systems to promote equity of success and achievement for all children and young people.	<p>There are 39 children with Additional Support Needs in the school, and a number of LAAC across the stages.</p> <p>There are a number of children with IEPs in the school, written by the Support for Learning Teacher in conjunction with the Class Teacher. The Support for Learning Teacher writes these in May/June so the subsequent</p>

<p>How well has the school raised the attainment of the most disadvantaged children and young people.</p> <p>How well is the school removing barriers to learning and ensuring equity for all?</p>	<p>teacher (from August of that year) knows the needs, approaches and targets of this child coming into their class. This demonstrates thoughtful planning and consideration of the importance of transition across academic year groups for children with ASN.</p> <p>It is a strength that parents have the opportunity to contribute to IEP planning and review at the November Staged Assessment meeting. The IEPs are then formally reviewed and updated in December with the class teacher. It is recognised that the Support for Learning Teacher puts time and thought into writing IEPs and thinks carefully about review timescales.</p> <p>Alongside the IEP, the child also has a one-page, colourful 'Learning Targets' document, which is displayed in their classroom and some children receive laminated cue-card versions of these targets to keep with them. These are intended to be child friendly and used to help the child self-assess where they are, in achieving their targets (by circling faces). This demonstrates the staff's recognition of the importance of visible learning strategies by involving children in target setting and self evaluation. Staff spoken to felt that these targets are useful, as they can record progress and the child can use them as reminders of what they are working on. One pupil used his card to remind him how to stay calm.</p> <p>With regard to IEPs, the school should consider ensuring that all long term targets include associated, short term targets. The Learning Outcome/ Success Criteria for each target needs to be specific, achievable and measurable in the review timescale stipulated. It is important to ensure that the 'Who/ What/ How' sections are completed, as these can then be translated into classroom strategies and approaches. The 'Evaluation/ Next Steps' sections should also be completed to evidence progression or reasons why a particular target may need continued.</p> <p>It was noticed that sometimes the short term targets had different review dates throughout the year. The school could consider setting the same date/s to review short term targets as this may save time and a need for fewer meetings with Support for Learning.</p> <p>The IEP targets and associated strategies should be shared with Support Staff working with that child.</p> <p>The format of the IEPs is comprehensive, including a photo of the child, their Profile, Factors Giving Rise to Additional Support Needs and Approaches. The school should ensure that these sections are also updated when the targets are being reviewed.</p> <p>With regard to the child-friendly Learning Targets used in class, the staff should consider making these targets directly linked to the IEP targets, and that they are measurable and meaningful to the child (e.g. they know the success criteria and how this target is helping them in class with learning or health and wellbeing).</p>
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With these points taken into consideration, the continued hard work that staff put into the IEP process will enable the school to capture the progress these children are making and demonstrate the hard work and dedication of the school staff working with these children to achieve their targets.

The school's predictable needs and exceptional needs budget is used to meet the needs of pupils with ASN and to reduce barriers to learning by employing Additional Support Needs Auxiliary (ASNA) Workers (including 1 the nursery). In addition to this they share a Communication Support Worker with another school, to work with the hearing impaired.

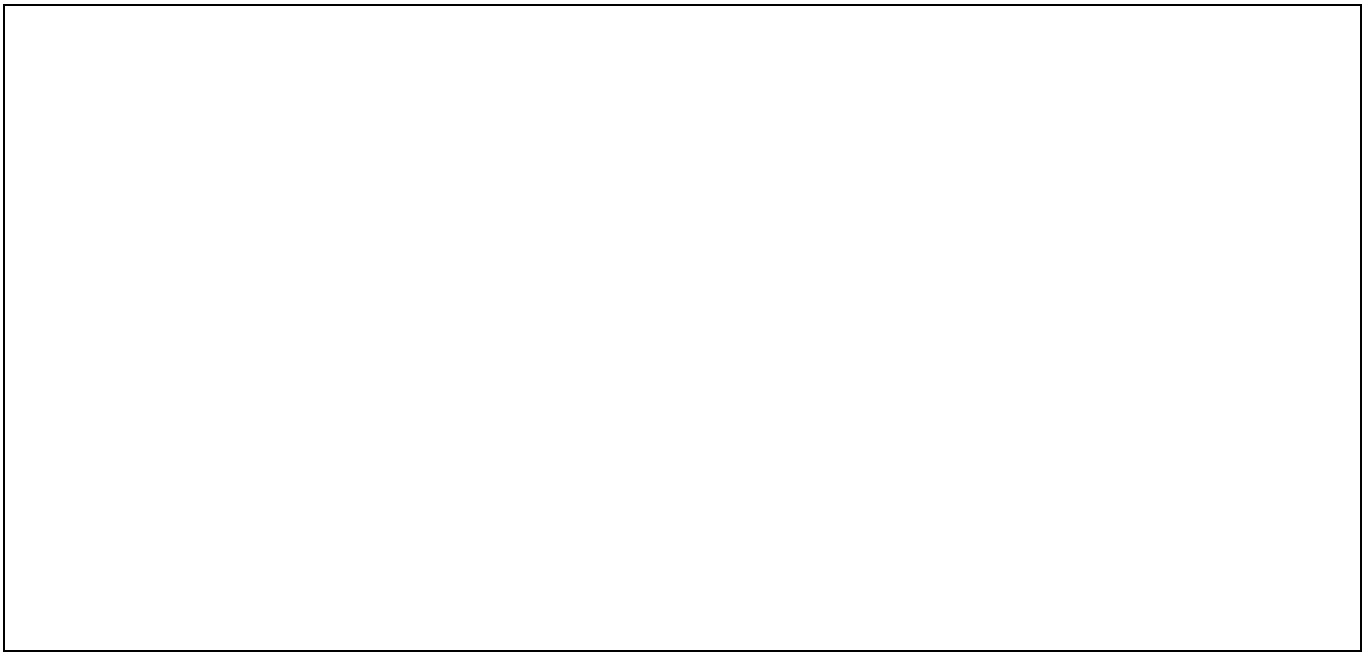
One of these ASNAs and one of the Nursery Nurses operate the Nurture Group which runs 4 days a week, 1-3pm. There are 10 children who can attend this, for a maximum of 4 terms. Evidence of progress is measured through the Boxall Profile; staged assessment minutes and through teacher and parent observation. Staff generally report positive outcomes, and successful reintegration back into mainstream with children being more 'ready to learn.' Some of these children can still find the classroom challenging and are monitored and supported by the Support for Learning teacher. Many of the staff have completed the Creating Confident Kids programme and continue to support these children using this at a whole class level.

These staff are also used to support children moving from nursery to P1 through an extremely comprehensive transition programme which includes 3 visits a week for 6 weeks at the end of the school year (May/June). This is also available to children transitioning from partnership nurseries.

Overall, the staff spoken to with children with ASN demonstrated knowledge of their needs, and a recognition of the importance of communication with parents, support for learning, and outside agencies. It is also commendable that the staff take the time to support these children, for example to meet with Support for Learning for IEP review and planning, to be involved in their tutoring programme and running various clubs e.g. the summer lunch club.

With regard to Nursery staff, they arrange their pupils in groups so each child has a keyworker, and try to have an equal spread of children with ASN across the groups. They have PRD and CPD time on Fridays where they share information about children's needs and strategies; professional reading or courses they have attended; and share information from SAI Meetings. Nursery staff also adapt the nursery session to the needs of their children to ensure they have positive experiences, for example pupils can attend a shorter session, with frequent review and planning to build their time up as appropriate, in partnership with their parents. Staff also run Talking Time Groups for children who need this type of input, and work closely with visiting specialists. All of this demonstrates the proactive steps taken to reduce barriers to learning in nursery, and the responsive nature of their approach to children with ASN.

	<p>The Support for Learning Teacher works across the 5 Roles at the following proportions this year: Consultancy (20%), Cooperative Teaching (0%), Direct Tuition and Tutoring (60%), Services to Individual Children (10%), Staff Development (10%). She felt that this was appropriate (the balance changes yearly, depending on the needs and priorities of the school). She no longer attends SAI Meetings, to enable her to spend more time carrying out direct interventions and assessments with groups. There is a big focus on literacy and raising attainment, and has found the Write, Write, Inc program (that she uses for group work) and POLAAR useful and effective.</p>
<p>2.6 Transitions</p>	<p>Theme 3- Continuity and progression in learning</p>
<p>To what extent does the school's processes for: involving children and young people; parents, carers and families; and partners and other agencies ensure effective transitions for all learners?</p> <p>To what extent does the school's curriculum provide opportunities for support and induction into the next phase of learning?</p> <p>To what extent do transition arrangements offer children and young people opportunities to learn about change in a positive way?</p>	<p>The school is very responsive to the pastoral needs of children as they move from stage to stage. Appropriate and effective transition processes and activities are in place for entering nursery, nursery to P1 and P3 to P4 to support children to move to the next stage with confidence. Families are involved fully in transition activities building on the school's strong ethos of inclusion and partnership working. Engaging families in learning and the range of family programmes is a real strength within the school.</p> <p>Within the school, profiling and more effective planning of all curriculum areas will support transition from stage to stage. Whilst teachers have a handover meeting and continuing informal conversations support the transfer of known strategies and interventions for particular children, strengthening assessment approaches will provide more informative evidence on children's progress and achievements.</p> <p>Curriculum transition could be strengthened within the school and with Prestonpans Primary School (See Above). Recent changes in the leadership of the primary school presents the ideal opportunity for further collaboration on curriculum pathways and a sharing of standards and expectations to ensure continuity and progression in children's learning.</p>
<p>Strengths and areas for improvement</p>	
<p>Strengths</p> <ul style="list-style-type: none"> • Commitment to professional learning and development to improve outcomes for all children • Partnerships with families and the wider community • Addressing barriers to children's learning • Happy children who feel safe and cared for by all staff <p>Areas for improvement</p> <ul style="list-style-type: none"> • Planning learning, teaching and assessment • Curriculum transitions stage to stage and into the Primary School • Evidencing the impact of approaches to self-evaluation for self-improvement 	



School QIO _____

Date of visit: _____

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People

7

1 PURPOSE

- 1.1 To seek the Committee's approval of the draft policy Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- i. Approve the draft policy Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People (Appendix 1)
 - ii. Note specifically the guiding principles, legislative context, and procedures for assessing and providing for the additional support needs of children and young people.

3 BACKGROUND

- 3.1 The Additional Support for Learning (Scotland) Act 2004 as amended) confers various functions and imposes duties on education authorities in connection with the provision of school education for children and young people with additional support needs belonging to their area. As a result East Lothian Council must:
- make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible, subject to certain exceptions

- make arrangements to identify additional support needs
- keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person
- provide appropriate additional support for certain disabled children under school age (in this case, generally children under 3 years of age) belonging to their area who have been brought to the attention of the authority as having additional support needs arising from their disability
- presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education
- presume that all looked after children and young people require a coordinated support plan unless the authority determine that they do not meet the requirements for having one
- publish, review and update, as necessary, specified information about their policy and arrangements in relation to provision for identifying, addressing and keeping under consideration such provision for each child or young person with additional support needs for whose school education the authority are responsible
- provide parents of children with additional support needs (eligible children and young people with additional support needs), for whose school education the education authority are responsible with all of the information they are required to publish under the Act
- ensure that a summary of the information published under the Act is available, on request, from each place in the authority's area where school education is provided, regardless of whether the school is under the management of the education authority
- provide the above summary in any handbook or other publications provided by any school in the authority's area or by the authority for the purposes of providing general information about the school or, as the case may be, the services provided by the authority, and on any website maintained by any such school or the authority for that purpose
- assess the capacity and impact on wellbeing of a child over the age of 12 years to be able to exercise their rights in respect of additional support for learning, where a child of this age seeks to exercise any right under the Act
- provide those children or young people who need one with a coordinated support plan and keep this plan under regular review
- provide independent and free mediation services for those parents and young people who want to use such services and publish information on these services
- have in place arrangements for resolving disputes
- at least 12 months prior to the expected school leaving date, request and take account of information and advice from appropriate agencies likely to make provision for the child or young person when he or she leaves school
- no later than 6 months before the child or young person is expected

to leave school provide information to whichever appropriate agency or agencies, as the authority think appropriate, may be responsible for supporting the young person once he or she leaves school, if the child (where the child has attained the age of 12 and has capacity), child's parent or young person agrees.

THE POLICY

- 3.2 This policy is designed to ensure a consistent approach across East Lothian which is in line with the *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009)
- 3.3 The policy outlines the concept of additional support needs and the functions and duties that are placed on education authorities to identify and support those needs in line with the principles of Getting it Right for Every Child (GIRFEC).
- 3.4 The policy states that East Lothian must provide education for all children in mainstream schools, except under certain circumstances. In addition East Lothian must ensure 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 and to involve them in decisions, which will affect them significantly.
- 3.5 The policy requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. East Lothian Council must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra-curricular activities, school buildings and information.
- 3.6 The Policy will be introduced within all East Lothian Education Settings. All partner agencies and colleagues will be informed of the Policy.
- 3.7 A process of consultation on this draft policy was undertaken involving all Head Teachers, Depute Head Teachers, Unions, Quality Improvement Team, Principal Educational Psychologist and Educational Psychologist Team, Children's Wellbeing Management Team, Champion's Board and Parent Council Chairs.

MONITORING AND REVIEW

- 3.8 East Lothian Council's Head of Education and Education Officers will monitor and review the procedures for assessing and providing for the additional support needs of children and young people.
- 3.9 The Education Management Information System (SEEMIS) will provide valuable data which will allow outcomes to be measured through a review process.

4 POLICY IMPLICATIONS

- 4.1 The implementation of this Policy will ensure the local authority complies with legislation and the Scottish Government's 'National Approach'.
- 4.2 East Lothian Council will continue to develop policies that promote integrated approaches with other services which will support the additional support needs of children and young people.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified. The policy will have a positive impact on equalities for all.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – none
- 6.2 Personnel – none
- 6.3 Other - A programme of training will be provided to ensure a realignment of current practices and embedding of support to meet the needs of children and young people with additional support needs. This will be provided through existing budgets.

7 BACKGROUND PAPERS

- 7.1 The Education (Additional Support for Learning) (Scotland) Act 2004 and subsequent amendment in 2009.

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Included, Engaged & Involved

Identifying, Assessing and Providing for Additional Support Needs of Children and Young People

POLICY: AUGUST 2018

**getting
it right**
for every child

Preface

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1 Introduction

East Lothian Council believes that inclusion is the cornerstone that will help schools to achieve equity and excellence in education for all our children and young people. An inclusive approach, with an appreciation of diversity and an ambition for all to achieve their full potential is essential to getting it right for every child and raising attainment for all.

The purpose of this document is to outline the ways in which East Lothian Council will meet the needs of children and young people who experience barriers to learning as a result of additional support needs, disability or factors impacting on their wellbeing.

The legislative and policy landscape includes, but is not limited to, the following:

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009) outlines the concept of additional support needs and the functions and duties that are placed on education authorities to identify and support those needs (see Appendix 1: The duties of the Authority under the ASL Act).
- The *Children (Scotland) Act 1995* represented a fundamental shift in emphasis from parents having rights over children to the principle that parents have responsibilities towards their children. The Act also made it essential that local authorities, NHS Health Boards and all professionals and agencies work in collaboration to provide integrated services for children and families.
- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it placed a new duty: 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 and to involve them in decisions, which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records) (Scotland) Act 2002* requires schools to make reasonable adjustments for the needs of disabled children and ensure they must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy to increase the access of its disabled pupils to the curriculum, extra-curricular activities, to school buildings and to information.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* explains the duties placed on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual

orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability.

- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting It Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people being paramount. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included, collectively known as SHANARRI) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.
- The Carers (Scotland) Act 2016 (implemented in April 2018) states that each Local Authority has a duty to prepare an overarching young carer statement plus prepare for each young carer an individual statement which identifies personal outcomes, identified needs and any support to be provided to meet those needs.
- *Curriculum for Excellence* aims to provide a coherent, more flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises the totality of experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.
- The National Improvement Framework for Scottish Education sets out the Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of the Education (Scotland) Act 2016, is key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.

Taken together, each requires Education Authorities to consider a wide range of issues facing children and young people and put in place processes and supports to:

- identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential
- prevent discrimination of pupils with disabilities and protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning
- plan for accessibility of the curriculum, school information and physical access
- consider the wellbeing of children and young people

2 Identifying and Assessing Additional support needs

This section sets out the guidance for identifying, assessing and providing for the needs of Children with additional support needs. The guidance is considered against a background of East Lothian's approaches to assessment and provision for meeting children's needs. It reflects the values and principles of Curriculum for Excellence and the national approach of Getting It Right for Every Child (GIRFEC).

2.1 Child's Planning Framework

East Lothian's Child's Planning Framework builds on existing processes for meeting learner's needs, but also takes account of the National Practice Model within the legislation of the Children and Young People (Scotland) 2014 Act. It is child-centered, holistic and integrated in its approach to ensure that children and young people with additional support needs or wellbeing concerns, and their families, receive the earliest, most effective and least intrusive response.

The Child's Planning Framework is a dynamic framework where assessment is directly linked to intervention. Key to its success is parents, carers, children and young people, and agencies working together observing and recording, gathering information, carrying out interventions and evaluating progress.

The Framework is a staged intervention model with three levels under which the additional support needs of children and young people are identified, assessed, planned for and met. The additional support needs and wellbeing needs of children and young people at Level 1 (Universal) and Level 2 (Additional) will generally be met in mainstream schools. Children and young people who require Level 3 (Targeted support) often have needs that are required to be met in specialist provisions.

The three levels of the Child's Planning Framework are as follows:

Level 1 - Universal	Additional support/ wellbeing needs are met in classroom by the class teacher. Differentiation/modification to the curriculum/environment may be required. Advice and support may be provided by Support for Learning staff or school nurse.
Level 2 - Additional	A higher level of intervention required is over a sustained or planned period and may require support from other agencies out with the school e.g. Speech and Language Therapy, Children's Services, Educational Psychology Service. Detailed planning is required and recorded in a Child's Plan and/or Individualised Education Plan.
Level 3 - Targeted	Children and Young People with significant and continuing level of need requiring multi-agency support e.g. Exceptional Needs in place; educated within a specialist provision; children looked after by Local Authority. Detailed planning is required and recorded in a Child's Plan and Individualised Education Plan. A Co-ordinated Support Plan may also be required.

See Child's Planning Framework Practice Guidelines August 2017 for further information.

2.2 Identifying Additional support needs

Children and young people may have additional support needs if they are unable to benefit from their school education without help beyond that which is normally given to children or young people of the same age. Children and young people may have additional support needs at any time during their school life. It is not possible to list all the circumstances where this is necessary because every learner is different and one thing that affects one child's learning could have little or no effect on the learning of another.

The following are examples of situations that may give rise to Additional support needs:

- learning environment - access to an appropriate curriculum, English as an additional language
- family circumstances – family breakdown, being a young carer, being looked after, housing issues
- disability or health need – autism, mental health problems, temporary or longer term physical condition
- social or emotional problems – bereavement or loss, misuse of drugs or alcohol by the young person and/or parents/carers

All children and young people who are 'looked after' by the Local Authority are considered to have additional support needs, unless assessment concludes that they do not.

East Lothian Council is responsible for making arrangements to identify additional support needs and this happens by working in close cooperation with parents/carers and other services and agencies in contact with children and young people through the Child's Planning Framework.

It is important to identify additional support needs as early as possible, as early action is helpful in its own right and can help to prevent further difficulties developing later.

2.3 Children under 3-years

East Lothian Council works closely with colleagues from other agencies and services who have contact with children in the first few years of life (e.g. family or hospital Doctor, a Health Visitor or a Social Worker).

When information is received about a child who may have a disability and/or complex additional support need we will use this information to plan and support an appropriate transition into an Early Learning and Childcare (ELCC) setting at least 6-months before they are due to start.

When a child has been identified as having a disability or complex additional support needs before the age of 3 years they should be referred to the pre-school outreach teacher and/or the appropriate specialist service (see Appendix 5). With consent, the pre-school outreach teacher or relevant specialist service will arrange to visit the family at home to assess the child's needs and put in place appropriate support. In these cases, the pre-school outreach teacher will be involved in supporting the transition to an ELCC setting and may continue to offer support until the child fully transitions into school.

2.4 Pre-school and School Age Children and Young People

All East Lothian Council ELCC settings and educational establishments have staff who are able to recognise whether a child has an additional support need. If a parent thinks their child may have an additional support need they should speak to the staff working with their child. Staff will listen carefully, record the parent's concerns, and will be able to give advice and/or take the necessary action. All educational establishments use the Child's Planning Framework which clearly outlines the path they should take to identify and meet the additional support need or wellbeing concern. All educational establishments have access to advice from a wide range of services and agencies to support them in this process such as the Educational Psychology Service (see Appendix 5).

2.5 Assessment of Additional support needs

Assessment helps to identify whether a child or young person has an additional support need and determines what kind of support should be put in place. Assessment is a key feature of education and children's needs should be assessed informally and formally as part of nursery and school staff's day-to-day work with a child. It should involve gathering evidence of progress, giving feedback on their strengths and identifying areas of improvement. The assessment should involve all those who know the child or young person well and take into account all aspects of their wellbeing. The National Practice Model should be used in all cases.

Specialist assessments are often required when a child or young person's needs are more complex. Assessments will be requested from any person or agency who have been identified as necessary. Education staff and other agencies will always gain consent from parents/carers and children over 12-years to share information.

2.6 Parental Request for Assessment

A parent or a young person over the age of 12-years can request an assessment to identify additional support needs, as well as requesting a specific type of assessment. In the first instance, the parent or young person will be encouraged to discuss their request with relevant school staff. Alternatively, they can make their request directly to the Service Manager additional support needs (see Appendix 5).

If East Lothian Council have arranged to place a child or young person in an establishment in another Education Authority, a parent or young person should make their request by contacting the Service Manager additional support needs. However, if the parent has chosen to send the child or young person to an establishment in another Local Authority, then the parent or young person must make their request to the Local Authority in question.

Any request made must include a reason/reasons for making the request and should be made in writing, by e-mail or other written form that can be kept and referred to later.

If East Lothian Council agrees to a request, we are still responsible for deciding which professional should carry out the assessment(s). A parent or young person can request that it be carried out by a particular professional but we do not have to agree to this. However, the parent or young person could take action themselves to obtain an assessment from a particular professional and then pass this assessment onto us, which we would then have to take into account.

If we decide a request is unreasonable, we must give clear reasons for this decision and the parent or young person can appeal against this decision (see section 9 – Resolving Disagreements).

For children and young people who are educated by their parent(s) at home, or in an independent nursery or school funded by their parent(s), the parent or young person or nursery/school staff can request East Lothian Council to provide support by contacting the Service Manager Additional support needs. In this situation it is general practice to provide advice but no other form of support, as East Lothian Council can provide support more efficiently in a placement which is managed and funded by the authority.

3 Providing for Additional support needs

East Lothian Council is required to provide adequate and efficient provision to meet the additional support needs of each child and young person for whom they are responsible. When providing support the authority is not required to do anything out-with our powers or anything that would result in unreasonable public expenditure. Judgements with regard to this can only be made when considering the needs and circumstances of individual children and young people.

The Standards in Scotland's Schools Act (2000) states that children should attend mainstream schools unless there are exceptional circumstances that prevent this. The Additional support needs of almost all children and young people who require universal, additional and targeted support are met through the range of provision available within mainstream schools. In East Lothian Council, all schools receive a predictable needs budget based on school roll and level of deprivation. In many cases this is used to fund Support for Learning (SfL) staff who can assist class teachers to identify and address additional support needs through a range of support and intervention strategies through their five nationally recognised roles:

1. co-operative teaching

2. consultancy
3. staff development and training
4. tutoring and teaching pupils
5. providing specialist services

A Nursery Nurse, Classroom Assistant or Auxiliary may also provide support for pupils; they work with individuals or small groups of children and young people as required. The support given will be designed to achieve the maximum independence for the child or young person and to facilitate access to the curriculum as unobtrusively as possible. In secondary schools, guidance staff play a crucial role in supporting pupils, particularly those with social, emotional and behavioural needs.

In every school, a member of the management team has the responsibility for overseeing and coordinating matters relating to additional support needs. In each secondary school a promoted member of staff is responsible for allocating and managing support to staff and parents. Information about how services are delivered and managed in each school should be outlined in the school's handbook.

In addition to predictable needs funding schools can apply for Exceptional Needs funding for children and young people who have additional support needs that are so complex and of relatively low incidence. Further information can be found in East Lothian Council's Allocation of Resources to Support Children and Young People with Additional Support Needs guidance 2017.

A wide range of services offer support to establishments in meeting the additional support needs of their children and young people (see Appendix 5).

4 Planning for Additional support needs

Planning for learning is an ongoing process subject to continuous review, through early learning and childcare, school and beyond into lifelong learning. Almost all children and young people who have Additional support needs will have their learning and wellbeing met by day-to-day nursery or classroom practice. This practice is subject to normal planning processes such as curriculum planning and monitoring, self-evaluation, quality assurance and external professional monitoring.

Planning for individual learners is not just about writing a document. It offers opportunities for everyone involved to develop increased knowledge and understanding of the child or young person, by learning about how they cope across contexts. It encourages parents, professionals and the child or young person to develop joint commitments to achieving shared and agreed aims and targets. It enables parents to develop their understanding of how staff in school are working with their child. It enables children and young people to have a better understanding of the purposes and outcomes of the activities they do in school. It ensures that members of the school team identify and own their responsibilities to the child or young person.

The key partners involved in planning are school staff, the parents, any other professionals involved and - wherever possible - the child or young person. All should be involved in identifying and

agreeing the targets and in implementing, monitoring and reviewing the plan. It is essential that everybody involved in contributing to and/or reviewing a plan has access to a shared information and knowledge base. Designated time for education staff to meet and share information with other professionals and with families is also key to achieving this.

Every plan should build on the outcomes of targets/goals identified previously. Have targets been achieved? If not, why not? Are the targets previously identified still relevant and/or appropriate? Are there other targets that have a greater priority/relevance? What assessment is required to support the identification of new targets?

Monitoring and evaluation of the achievement of targets should be 'built in' and ongoing. A child or young person's 'failure' to achieve targets is primarily the responsibility of the adults involved in identifying targets and in carrying out the intervention aimed at helping them achieve the targets agreed. It is important that all those involved have ownership of the plan and evaluate, on an ongoing basis, the appropriateness of targets agreed and adapt/change strategies and resources identified as necessary.

Where a child or young person is likely to have significant lifelong additional support needs the plan should be a document which co-ordinates action inside and outside school to develop the child or young person's social, life and independence skills. For these children and young people some targets may be set for longer than one year (i.e. continue throughout their time in school education) and may need to be broken down into targets achievable within the school year.

4.1 The Child's Plan

The Child's Plan is a key document where the 'team around the child' records the interventions and outcomes to improve a child's wellbeing, including meeting their Additional support needs. Using the wellbeing indicators, it should outline the agreed actions that professionals will take to meet the Additional support needs and/or improve the child's wellbeing. The complexity and detail in the plan will be proportionate to the level of need and support identified.

Please see East Lothian Council's Child's Planning Framework guidance 2017 for more details.

4.2 Individualised Educational Plan

An Individualised Education Plan (IEP) is for children who require extensive modifications to the curriculum to allow them to access appropriate learning activities, i.e. a higher level of intervention over a sustained or planned period which may require support from other agencies out with the school. An IEP describes in detail the nature of the child's or young person's Additional support needs, the ways in which these are met, the learning outcomes to be achieved and specifies what additional support is required. Any specialist agencies involved will be included in the planning stage so that supports and targets can be included.

The process of preparing the IEP is not just about writing a document. It offers opportunities:

- to help school staff and parents to develop increased knowledge and understanding of a child or young person by learning about him or her in other contexts;
- for parents and professionals to develop joint commitments to working to achieve shared and agreed aims and targets on behalf of the child or young person;
- for parents to develop their understanding of the different agencies working with their child or young person;
- for members of the school team to identify and own their responsibilities to the child or young person;
- for all involved to monitor, review and evaluate the effectiveness of provision for additional support needs.

The IEP should detail:

- basic information about the child or young person (name, date of birth, class)
- a brief outline of the learners strengths and additional support needs and the support that will be provided to meet those needs.
- a list of relevant staff involved in supporting the plan (with contact details). It is essential to clarify who will facilitate, co-ordinate and manage the overall process.
- long Term targets, to be reviewed at least once a year. Long -term targets will usually be achievable over one school session and be addressed by being broken down into a number of short-term targets.
- short-term targets, to be reviewed at least termly. These are usually steps towards meeting each of the long-term targets. They should be SMART (Specific, Measurable, Achievable, Relevant, Timed), and detail, as appropriate, the methodology and resources to be used and the member of staff who will co-ordinate. Review of these does not necessarily require a face to face meeting. A telephone discussion, letter or discussion at parent's evening is sufficient. What is key is that the child or young person and parents are given an opportunity to comment on progress.
- adaptations to the school curriculum which will be made to help the learner achieve their targets.
- IEP implementation date and IEP Review date.

Consideration of whether an IEP is appropriate for a pupil, should be placed within the context of a staged approach with various support strategies being implemented within the classroom in relation

to differentiation of materials, groupings or adaption of classroom environment before considering the need to individualise the curriculum.

When deciding on whether to write an IEP for a pupil staff should consider the **identified priority needs** of the pupil in relation to educational progress. They should consider:

- the extent to which these needs can be met through the curriculum planning for the whole class. If they can be met, there is no need for an IEP.
- the extent to which these needs may be met through the planned differentiation for groups within the class. If they can be met, there is no need for an IEP.
- which needs, if any, remain unmet. The pupil will require planned intervention to address these, and the unmet needs will form the core of the IEP.

IEPs are required for those pupils whose needs cannot be met by classroom differentiation, or those who require **significant** elaboration to their curriculum provided by another service (e.g. Speech & Language Therapy, Occupational Therapy etc.) in practice:

- IEPs will be required for children and young persons with additional support needs who require **significant, planned, and individualised** intervention to support their progress within an educational context.
- IEPs are likely to be required for those children or young persons with whom support for learning or other specialist support staff are frequently involved, and who perhaps require tutorial support and/or co-operative teaching, or direct intervention by another agency to deliver part of their curriculum e.g. additional or targeted level within the Child's Planning framework.

A child in a specialist provision will not necessarily require an IEP. Taking account of individual circumstances, a pupil might require an IEP in one school or class, because individual differentiation is required within the class environment, but not require an IEP in a school or class where many other pupils also have similar needs.

It is possible to take forward targets from an IEP through group and class activities, and wherever appropriate teachers should do this. It is not always necessary to address targets through individual activities and learning should be rooted within the planning for all of the children in the group or class. It is important to remember that an IEP should be inclusive in context, positive in tone and take each of the wellbeing indicators into account. It should not be treated as a separate planning document from the rest of the class, nor should it concentrate on the child or young person's additional support needs as weaknesses.

Wherever possible the child or young person should be involved in identifying and agreeing the targets, and in implementing, monitoring and reviewing the plan. It may not always be appropriate for the child or young person to be involved in a meeting with parents and other adults. However, every effort should be made to ensure that the child/young person has contributed to the targets and goals identified and how these are to be achieved. Their views should always be represented and taken account of and there are various formats that can be used to do this

Where a pupil is likely to have significant lifelong needs it is imperative to view the IEP as a planning document which coordinates action inside and outside school to develop the child or young person's social, life and independence skills.

IEPs should be reviewed annually by means of a meeting involving school staff, parents and other professionals. One of the key functions of an annual review is to review the long-term targets for the year just ended and to revise and up-date them as necessary.

East Lothian Council establishments should use the IEP module on SEEMIS for recording purposes.

4.3 Co-ordinated Support Plans

A Co-ordinated Support Plan (CSP) is a statutory document drawn up for children and young people with the most complex and enduring Additional support needs. A CSP is a planning document that aims to help co-ordinate the role and the degree of involvement of other agencies in meeting educational targets.

A CSP can be considered for a child or young person if two pre-conditions exist:

1. The child or young person is over 3-years of age and;
2. The Education Authority is responsible for providing their education.

On receiving a request to open a CSP, and the child or young person meets the pre-conditions, East Lothian Council have eight weeks to make a decision on whether or not to assess the child or young person. It should take no more than 16 weeks to complete the assessment process and if required, open the plan. If these timescales are not met, the parent/carer(s) or young person can appeal through the Health and Education Chamber of the First-tier Tribunal for Scotland – further details on how to do this can be found in section 11.4.

The following circumstances permit the process to take longer:

- when a parent or young person requests a specific type of assessment which is in some way unusual and this causes a delay;
- when the Education Authority has asked another agency, such as the health service, for help and the agency has not responded in time;
- when information is required from a school but this information cannot be obtained in time because the request has been made during a school holiday period of 4 weeks or more.

To qualify for a CSP the following three criteria must be met:

1. The child or young person has additional needs arising from complex or multiple factors;

2. The needs are likely to endure beyond a year;
3. Significant additional support is required from the Education Authority as well as one or more other agencies.

A complex factor is one that has, or is likely to have, a significant adverse effect on the school education of the child or young person. A complex factor could arise from severe learning difficulties, a sensory impairment such as blindness, or a physical disability such as cerebral palsy. However, these factors wouldn't require a CSP in all cases. It is the impact on the child or young person's learning that is important and this needs to be considered individually for each learner.

Multiple factors are factors which are not by themselves complex but, taken together, have or are likely to have, a significant adverse effect on the school education of the child. One example might be a child who is experiencing problems at school due to the combined effects of a mild sensory impairment and the pressures of being a young carer at home. The joint impact of these factors may have a significant adverse effect on their education.

The professionals who do the assessments must make a judgement about whether the additional support needs are likely to continue for more than one year.

In addition to support from staff within Education (e.g. school staff, Educational Psychology Service, Hearing Impaired Service) the child or young person must require support from at least one other agency (e.g. Social Work, Speech and Language Therapy) to enable them to meet their educational objectives. In making a decision, the Authority must have regard to the frequency, nature, intensity and duration of the support and the extent to which the support needs to be coordinated.

East Lothian Council must consider on an annual basis whether a looked after child needs a Co-ordinated Support Plan.

Wherever possible the child or young person should be involved in considering the content of a CSP. It may not always be appropriate for them to attend meetings however, every effort should be made to ensure that the child or young person has contributed to the document including the educational objectives and how these are to be achieved.

A CSP must contain:

- the education authority's conclusions as to the factor or factors from which the additional support needs of the child or young person arise
- the educational objectives sought to be achieved taking account of those factors
- the additional support required to achieve these objectives
- details of those who will provide this support

- the name of the school the child or young person is to attend
- the details of the person who will co-ordinate the additional support identified in the plan, or details of any person nominated by the education authority to carry out the coordinator function
- the details of a contact person within the local authority from whom the parents or young person can obtain advice and further information

The CSP should also contain:

- specified biographical and contact details of the child or young person
- specified contact details for their parent(s) or those adults who have, or share, responsibility for the care of the child or young person
- a profile – the purpose of this is to build a holistic pen picture of the child or young person. It should focus on the positive aspects of the child or young person’s life, for example, their skills, capabilities, interests.
- parents’ and child’s/young person’s comments on any aspects of the coordinated support plan process as well as the plan itself
- a review timetable

The child or young person will be working towards achieving a number of learning outcomes but the CSP is concerned only with the learning outcomes that require the direct involvement of other agencies and the co-ordination of this support.

The ‘Educational Objectives’ component is intended to be clear and succinct, and focus only on needs that will or are likely to continue for more than a year. Shorter-term objectives should be contained within an IEP or some other plan. In cases where there is an IEP or other planning mechanism in place, the CSP should refer to this, but not duplicate the content of the plan unless required to meet the statutory requirements.

The CSP coordinator is the person responsible for monitoring that the services required to deliver the additional support identified in the plan are in place for the child or young person, and for taking action to secure services when necessary. Once a plan has been agreed, the coordinator should ensure that parents, children and young people and all those involved in providing additional support, know what is required of them by the plan.

A CSP must be kept under ongoing consideration and the plan must be formally reviewed at least every 12 months, making appropriate amendments, as necessary. The review must be completed within 12 weeks of the expiry date (which is the anniversary of the date on which the plan was prepared).

Ongoing monitoring and the arrangements to review the CSP should be agreed amongst the professionals working with the child or family. Consideration should include what, if any, updated assessment information is required and from which agencies, whether or not it would be helpful to identify one of the team to help the child and/or family to get most out of the process, and the role of the coordinator for the CSP in the review process.

When the CSP is to be reviewed, the child or young person and parents/carers will be asked for their views and given information about what is likely to happen during the review, such as consideration of:

- whether the aims and goals set out in the CSP have been achieved
- any changes to the child's or young person's Additional support needs
- the setting of new educational objectives, the support required and the agencies responsible for providing it
- the continued need for a CSP

The Education Authority can review the plan sooner than 12 months after the last review, if there has been a significant change in the child's needs. A parent or young person may also request this for the same reason.

Further guidance and exemplar CSP's are available.

4.4 Other Planning Formats

There are a range of other planning formats that are used to support children and young people and it is important that they are integrated with each other and cross-refer. They may include:

- Child Protection Plan – for children and young people who require to be kept safe and may be on the Child Protection Register.
- Looked After and Accommodated Care Plan – for children and young people who are subject to a compulsory supervision order that determines where they live.
- School Health Care Plan - for children and young people with a medical condition that may require medical treatment in school. See The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2017) for further information.
- Positive Support Plan – for children and young people who have previously exhibited distressed or challenging behavior. This plan identifies potential triggers, preferred de-escalation and support strategies and key information on how best to positively engage the

pupil. For further information see East Lothian Council Guidance on Managing Challenging and Distressed Behaviour (May 2018).

- Risk Assessment – for children and young people who may engage in behaviour that has the potential to cause injury to themselves or others. For further information see East Lothian Council Guidance on Managing Challenging and Distressed Behaviour (May 2018).

5 Transitions

All children and young people go through a number of transition stages in their school education when they move from one setting to another. Children and young people with additional support needs will need different levels and types of support. In East Lothian, we manage this through the Child's Planning Framework and by adhering to the Principles of Good Transitions (further details in section 5.3). Effective planning helps to promote shared understanding and close communication among all relevant persons and above all helps to ensure that any required action is co-ordinated appropriately. The team working with the child or young person and their parents are best placed to decide on the level of planning and the nature of intervention needed.

In all East Lothian's ELCC settings and schools one member of staff is responsible for coordinating transitions and working with the child or young person, their families and other agencies to ensure this happens smoothly. It is essential that there is good communication between the child or young person, parents and all supporting agencies.

As part of any transition, the views of children and young people and their parents/carers will be taken into account. In addition, we will ask the permission of parents and young people to obtain advice from any other agencies that may be of help. School staff must ensure that arrangements are clear so that the child or young person and all those involved know what is happening, when it is happening and who is responsible. With consent, we will pass this information on to wherever the child or young person is moving to and to other agencies that may provide support.

Where there is disagreement between a child or young person and their parents, for example, where a child's wishes about their educational placement differs from their parents, the school must consider the best interests of the child or young person. They must also consider the child's or young person's capacity to express a view and act accordingly.

5.1 Statutory Timescales

Please see Appendix 4 for an overview of the statutory and local timescales in place for supporting children and young people with Additional support needs.

Schools must seek and take account of relevant advice and information from other agencies **no later than 12 months** before a child or young person, who has Additional support needs, is expected to

have a change in school education or move on to post school provision. For a **pre-school child**, the timescale is **six months**.

Schools must identify the agencies (for example, receiving school, therapist services, colleges) that need information to meet the additional support needs of the child or young person as they move on. Schools must pass on this information to them **no later than six months** before the transition. For a **pre-school child**, the timescale is **three months**.

If a child or young person is leaving or moving from a school and the school is unable to meet the above timescales, they must take necessary action as soon as is reasonably practicable.

Where a child or young person has a CSP, there is a legal requirement that the CSP must be reviewed by everyone involved **at least every 12 months** and all relevant information in the CSP must be included in the transition planning process.

Where a child or young person has a CSP, the current CSP co-ordinator must discuss any anticipated change of statutory co-ordinator with the child, or young person and parents. This must be done as far in advance of the change as possible. Any agencies involved must also be informed by the school.

5.2 Progressing Beyond School

East Lothian Council must help young people with additional support needs make the transition from school to adulthood. For most young people, this support will come from within their school and may include:

- advice and guidance from careers advisory services in schools
- personal learning planning – this may involve them setting and achieving goals that help them develop skills they will need after school, such as managing money or learning to travel independently
- providing accessible information about relevant college or higher
- education courses, national training programmes, community-based programmes or work placements
- organising visits to colleges or universities
- organising a work placement
- organising a phased entry to college, training placement or workplace for one or two days a week while continuing at school for the rest of the week
- offering alternative curricular programmes such as literacy and numeracy, IT skills training, personal and social development, outdoor education or community-based programmes

If a young person needs support from other agencies such as health, social work or a voluntary organisation, schools have a duty to ask them for advice and information on any support that may be appropriate 12 months before school leaving date.

Six months before leaving school staff must share the following information to the relevant agencies:

- the date a young person is expected to leave school
- any services the local authority may provide when the young person leaves school (for example social work services or housing)
- any other information they think will help the agencies provide their services.

5.3 Transitions - Good Practice

Transition planning should be embedded within school practice and should encourage early consultation, collaboration and communication between child/young person, school and other agencies as appropriate.

ARC Scotland published the 'Principles of Good Transitions 3' framework in 2007 to inform, structure and encourage national good practice in transitions for children and young people. East Lothian Council staff should take account of the following principles of good practice whenever a child or young person with additional support needs is approaching a transition point in their school education:

- transition planning should be embedded within the schools policies and procedures for supporting children and young people with additional support needs
- other agencies, such as health and social work services, Skills Development Scotland, East Lothian Works, further education colleges and institutions of higher education should also be involved in transition planning as appropriate
- the child's or young person's views should be sought and taken into account
- parents should be part of the planning process, and their views should be sought, and taken account of, and they should receive support, as required, during the transition process
- early consultation should take place with the school or post-school provision, which the child or young person will be attending
- schools should plan to ensure that the necessary support is in place for children and young people who have additional support needs to help them through the transition phase to their new school or provision
- professionals from all agencies working with the child, young person and family should plan in good time for transition to post school destinations.
- transition should be co-ordinated by a relevant person known to the child or young person and their family

- where a child or young person has a CSP then any anticipated change in the statutory co-ordinator should be discussed with the child or young person, and parents, as far in advance of the change as possible
- arrangements for transition to post-school should be clear so that the leaver, and all those involved, know exactly what is happening, when it is happening, and who is responsible

6 School Placements

6.1 Mainstream Schools

East Lothian Council are an inclusive authority and in accordance with the duties outlined in the Standards in Scotland's Schools Act (2000), the authority presumes that, unless exceptional circumstances exist, children and young people will be educated within a mainstream school wherever possible.

Every mainstream primary and secondary school has a catchment area that is determined by the Education Authority and every child that lives within the catchment area of a primary and secondary school will be automatically allocated a place at that local school before the child is due to begin primary or secondary education.

However, there may be situations when parents or young people prefer a mainstream school which is not their local school. In these situations parents and young people have the right to make a placing request for the school or schools of their choice. For more information on making mainstream placing requests please email schoolplacements@eastlothian.gov.uk

6.2 Specialist Education Provisions

The additional support needs of almost all children and young people who require universal, additional and targeted support are met through the range of provision available within mainstream schools. However, it is recognised that a small number of children and young people, with enduring, significant complex needs, may require access to a specialist provision.

East Lothian Council have a number of specialist provisions. These specialist provisions do not have a catchment area and each has a provision profile that outlines the additional support needs that are typically supported in each establishment. Please see Appendix 2 for details.

Places in our specialist provisions are allocated by the Authority's Education Resource Group (ERG).

6.3 Education Resource Group

The Education Resource Group (ERG) make decisions after careful consideration of assessment information presented to the panel. Membership of the panel may vary but will always include a range of education professionals with expertise in additional support needs and will be chaired by the Service Manager for additional support needs; it will also include senior representatives from Children's Wellbeing and Health, who also have expertise and experience in understanding the needs of children and young people.

Children and young people who may require Specialist Educational Provision will have been supported and assessed through the Child's Planning Framework. All support and interventions at Level 1 and 2 (including Exceptional Needs funding) should have been implemented and exhausted prior to a referral to the ERG.

To allow appropriate transitions to be planned, the ERG will consider referrals of children and young people at key transition stages of entry to Pre-school, Pre-school to P1; P7 to S1 in November each year. It is important to note that not all children/young people referred to ERG will be given a specialist place. For this reason, parents/carers must also apply for a place at a mainstream school and, only when a specialist place has been offered and accepted the mainstream place will be withdrawn.

Further details of this process can be found in East Lothian Council – Admission to Specialist Education Provision guidance 2017.

6.4 Placing Requests

Parents of children with additional support needs, or a young person with additional support needs (with capacity) can make a placing request to East Lothian Council for a place in one of our specialist educational provisions or an independent special school we do not manage. Placing requests should be made to the Service Manager for additional support needs and will be considered by the Education Resource Group (ERG).

It should be noted that any placing request for an independent special school can only be made if the managers of the school are willing to admit the child or young person. This confirmation should accompany the placing request.

A placing request for a specialist educational provision or special school under the management of another Local Authority must be made directly to the managing authority in question.

Placing Requests must:

- be made in writing which includes e-mail, or some other form that can be kept and referred to at a later date

- name at least one specific specialist provision – there is no limit to the number of special schools or special classes that may be named, but only one provision will be considered at a time
- must give a statement of reasons for the request.

If agreed, East Lothian Council will place the child or young person in the school requested or meet those responsible fees and other reasonably necessary costs, including transport, in relation to the special school not managed by the Council.

If the ERG refuses a placing request we must provide a legal ‘ground of refusal’ that complies with the Education (Additional Support for Learning) (Scotland) Act 2004 and there is a right of appeal to the additional support needs jurisdiction within the Health and Education Chamber of the First-tier Tribunal for Scotland.

The Health and Education Chamber of the First-tier Tribunal for Scotland is independent of East Lothian Council and the letter informing the parent/carer or young person of the refusal will outline how to make an appeal. The grounds under which East Lothian Council can refuse a placing request are set out in Appendix 3.

Further details of this process can be found in East Lothian Council – Admission to Specialist Education Provision guidance 2017.

6.5 Children and Young People Moving into East Lothian

It is expected that information on any additional support needs of a child or young person moving into an East Lothian Council school will be provided by the parents and the school last attended by the child or young person. In the first instance this information should be given to the Head Teacher of the East Lothian mainstream catchment school for consideration and planning.

Information on children and young people with significant and complex additional support needs should also be presented to the Service Manager for additional support needs. Following the confirmation of an East Lothian address, the young person will be allocated an Educational Psychologist who will coordinate an assessment of need. Should the assessment indicate the need for Specialist Educational Provision then the evidence will be presented to the ERG for consideration and decision.

6.6 Home and Private Education

The parents of children of school age have a legal duty to provide a suitable education for that child by ensuring that the child attends a public school which is a school managed by the Education Authority or by other means.

In practice, other means refers to parents who choose to pay for their child to attend an independent school or who choose to educate their child at home. The Education Authority has very few duties in relation to these children or young people.

Parents may choose to fund their children to attend independent schools without the need for any discussion with the Education Authority. It is the responsibility of the Scottish Government to ensure that independent schools are registered as an Independent school and that they are properly managed.

The situation is a little different regarding home education. If the child has already started attending a primary or secondary school, then the parent(s) must seek the permission of East Lothian Council to educate their child at home.

East Lothian Council will ask the parent(s) to produce an outline proposal for how they would educate the child at home. If we agree to the request, we will normally contact the parent(s) once a year to check that the home education is providing a suitable education. However, East Lothian Council is not under a legal duty to do this.

If East Lothian Council is not satisfied with the proposed or actual arrangements for home education, we can issue a notice requiring the parent(s) to provide more information about the arrangements. If the parent(s) fail to provide this information or if the parent(s) provide this information but we remains dissatisfied with the arrangements, we may refuse consent for home education and parents have no statutory right of appeal against this refusal. The parent(s) would then have to ensure their child attends a public or independent school. If the parent(s) fail to do this, East Lothian Council can issue an attendance order requiring the parent(s) to ensure their child attends a public school. If the parent(s) fail to comply with an attendance order, we can take the parent(s) to the District or Sheriff Court. East Lothian Council or the Courts can also refer the matter to the Children's Panel. The Children's Panel is a government body which investigates cases where a child may be at risk of harm.

If the child has never started at primary public school – or if the child attended a public primary school but has not yet started at a public secondary school – then the parent(s) do not need any permission from East Lothian Council to educate at home. However, the parent(s) still have a legal duty to provide a suitable education for their child.

In all cases where parents are considering home education, East Lothian Council recommends that parents contact the Quality Improvement Officer for their child's current school for advice as early as possible.

If East Lothian Council agreed to place a child or young person in an ELCC setting or a school in another Education Authority, we retain responsibility for delivering services to the learner. However, if a parent or carer has chosen to send their child or young person to another Local Authority (effectively a placing request), despite having a place in an East Lothian establishment, then responsibility is passed to the other Education Authority in question.

7 Looked After Children and Young People

The term 'Looked After' refers to children and young people who are subject to compulsory supervision orders or voluntary arrangements, mutually agreed between parents or carers and local authority social work services. These orders are put in place at a Children's Hearing held in the child or young person's home local authority. Responsibility for implementing and monitoring these orders rests with the young person's home local authority usually through the home local authority social work. Looked After children and young people can be living with their family at home or with friends and relatives. They may also be living with foster carers or in residential schools or homes.

The following sub groups make up the full group of Looked After pupils enrolled in East Lothian schools:

- **East Lothian children and young people who are 'Looked After at home':** This is when a child or young person is subject to a Compulsory Supervision Order with no condition of residence and continue to live in their regular place of residence (i.e. the family home). This can also be when an East Lothian child or young person is involved in a voluntary supervision arrangement (where there is no statutory order) with East Lothian Council.
- **East Lothian Children and Young People who are 'Looked After away from home':** This is when a child or young person has been through the Children's Hearing system and is subject to a Compulsory Supervision Order with a condition of residence. In these cases the child or young person is cared for away from their normal place of residence (e.g. foster/kinship carer, prospective adopters, residential care homes, residential schools or secure units) This can also be when an East Lothian child or young person is involved in a voluntary supervision arrangement with East Lothian Council where the child or young person is living away from their home. The term Kinship Care falls into the category of Looked After away from home. It is where a child or young person is subject to a Compulsory Supervision Order and placed by a local authority in the care of family or friends, for either a short or long period of time.
- **Children and Young People who are 'looked after' by another local authority and attend an East Lothian school:** The child or young person is subject to a Compulsory Supervision Order (implemented by a local authority other than East Lothian Council) or the child or young people is in involved in a voluntary supervision arrangement to live in East Lothian.

The Additional Support for Learning Act (2004) presumes that all looked after children and young people have additional support needs, unless the Education Authority has completed an assessment and decided otherwise based on this information.

East Lothian Council must consider on an annual basis whether a looked after child needs a Co-ordinated Support Plan.

7.1 Children and Young People 'looked after' by another Local Authority enrolling in an East Lothian School

East Lothian Council should be made aware of any intention to place a looked after child or young person in an East Lothian school well in advance of the placement commencing. This allows time to organise any relevant supports or resources. The practice of carers arriving at an East Lothian school to enroll a child with no previous notification by the placing authority should be reported to East Lothian Education Services, Principal Officer Inclusion and Equality. Enrolment must not take place at this stage.

A transition meeting, should be held prior to any pupil starting at school. Health, education and social work information will be shared at this meeting to allow the East Lothian school time to prepare and put in place all necessary arrangements to support a successful start for the pupil. These meetings should be attended by a social work representative from the placing authority who holds responsibility for the Compulsory Supervision Order and an education representative from the previous school or Educational Psychologist from the placing authority. This transition meeting should be convened by the Head Teacher of the school where the enrolment is going to take place. If a decision has not yet been made as to where the child will be enrolled because of exceptional issues, the Principal Officer Inclusion and Equality will convene the meeting.

East Lothian Council considers the decision around additional support needs to be ours rather than the placing authority. Any additional support resources should be in place prior to a child or young person starting at the school to ensure a positive start. It is the responsibility of the placing local authority for the provision of any additional resources and must be agreed in advance of enrollment.

8 Young Carers

East Lothian Council have a statutory duty to offer to prepare a young carer statement for young carers (see The Carers (Scotland) Act 2016).

A young carer is someone who is 18-years or under who provides or intends to provide care for another individual.

Due to the individual nature of each young carer's role and responsibilities, the challenges of caring may manifest itself in many ways. There are however, some indicators that a young person is fulfilling this caring role including:

- late or missing days or weeks
- leaving school early
- tired, anxious or withdrawn due to home circumstances
- defensive or secretive about home
- homework or coursework not completed
- little or no involvement in after school activities or social events.

East Lothian Council must offer each young carer, either self-identified or identified through a wellbeing need, a holistic assessment which incorporates the National Practice Model. The child or young person can decline this offer. If the offer is agreed, it will produce an assessment that covers:

- the extent and nature of the caring role (including who is being cared for)
- the ability and willingness of the young carer to provide this role/support
- the impact of the caring role on the child or young person

The assessment will produce a statement which identifies personal outcomes and needs, plus any support that needs to be considered to meet those needs.

East Lothian Children's Services and East Lothian Young Carers are currently carrying out a pilot with young carers using an assessment pro forma which will capture all the necessary details in order to create statements. When the pilot has been reviewed and an assessment process agreed, it will be rolled out to all schools.

9 The Rights of Children over 12 Years

Children over 12 years of age now, broadly speaking, have similar rights to parents and young people with respect to their additional support needs. The extension to children's rights is accompanied by safeguards in the form of assessments of capacity and consideration of impact on a child's wellbeing.

Under the Act, as amended, children who are 12 years of age with capacity now have rights to:

- request East Lothian Council to establish whether they have additional support needs
- receive advice and information about their Additional support needs
- request, **at any time**, a specific type of assessment and/or examination for the purpose of considering their additional support needs as well as when East Lothian Council propose to establish whether the child has additional support needs or requires a CSP (or where a plan is being reviewed)
- have their views sought and taken into account as part of the process of mediation
- make use of dispute resolution arrangements for matters about additional support needs that are specified in regulations
- be informed of the outcome of requests under the Act, reasons why a request is refused and any applicable rights to have a decision reviewed, for example, through mediation or dispute resolution, or referred to a Tribunal
- request East Lothian Council to establish whether the need for a CSP or to review an existing plan, receive a copy of the plan and, in any amended plan, be asked for their views and have them taken into account and noted

- refer to the Tribunal specified matters relating to CSP, appeals against the refusal of placing requests and failures by East Lothian Council in relation to the duties regarding school to post-school transitions
- have a supporter with them or an advocate to present their case at any meeting with the school or East Lothian Council, in connection with the exercise of the our duties and functions under the Act and at Tribunal hearings
- have access to a free advocacy service in Tribunal proceedings
- have access to a support service for children and their parents that provides advice, support in discussions with East Lothian Council and advocacy services

Rights that parents and young people have within the Act that are not extended to children include:

- to request the use of mediation services
- to make a placing requests

The extension of these rights to children over 12 years of age is subject to safeguards. The safeguards take the form of an assessment of capacity and a consideration of adverse impact on wellbeing of an individual child. These assessments require an evidence-based decision to be made in relation to both of these aspects. East Lothian Council has to be satisfied that the child has the capacity to carry out such actions under the additional support for learning legislation and that assessment will be used to decide on a child’s capacity as well as whether exercising such rights will have an adverse impact of their wellbeing. Parents and children should be involved and informed about the assessments carried out.

9.1 Assessment of Capacity and Adverse Effects on Wellbeing

The new rights for children are conditional on their having capacity which is defined broadly as “sufficient maturity and understanding”. This is different from adults and young people who are presumed to have capacity unless assessed as lacking capacity.

East Lothian Council staff including teachers are well placed to decide on a child’s capacity as they work with and know the child well. They will, as a result of their skills, experience and understanding of the needs of the child, be able to consider and provide evidence as to whether or not a child has capacity in relation to the specific rights that the child is proposing to use.

When carrying out an assessment of a child’s maturity and understanding East Lothian Council will take into account:

- **the child’s age and stage:** to exercise their rights, a child will have to be 12 years of age whether at primary or secondary stages

- **sufficient maturity:** a child's maturity will be evidenced by progress within health and wellbeing and its key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making
- **sufficient understanding:** a child's level of achievement can be used to provide robust and credible assessment, for example, children who have achieved across Second level and working towards Third level experiences and outcomes across literacy and numeracy will have sufficient understanding to exercise their rights; and
- **personal support from an adult who knows the child well.** The judgement of the teacher who knows the child will be based on a wide variety of sources of evidence including observing day-to-day learning, learning conversations and/or planned periodic holistic assessment.

The Supporting Children's Learning Code of Practice (Third Edition) 2017 sets the questions to be decided upon in respect of capacity in each of the areas where new rights are enacted. The assessment of capacity is in the context of the particular right a child is exercising.

Children's maturity and understanding will change and/or progress over time and education authorities will take account of such changes towards capacity and adverse impact and wellbeing as children make further progress within Curriculum for Excellence.

A child or young person should not be treated as lacking capacity because of a communication need which can be overcome by human, electronic or mechanical aid (whether of an interpretive nature or otherwise).

When a child requests to exercise a particular right, the Act also requires those who have responsibilities in respect of that right to assess the child's capacity and also any potential adverse impact on wellbeing that the use of the particular right may cause. The child's wellbeing is as defined by the wellbeing indicators in Getting It Right for Every Child and focuses on the child being Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included. The impact on child's wellbeing will be considered in terms of the indicators as and may be informed by the progress within the experiences and outcomes within Curriculum for Excellence's Health and Wellbeing.

There is no requirement to consider whether there may be adverse impact on wellbeing in relation to young people age 16 or over

The child and their parents or carers must be informed of the conclusions of these considerations. In the circumstances where the child or their parents does not agree with the outcome of these considerations they may refer this to the Tribunal for consideration.

10 Working with Children, Young People and Parents

East Lothian Council is determined to create a safe, positive and inclusive environment where respect is shown to and is given by all its children, young people, staff and parents/carers.

East Lothian Council fully respect the rights of children and young people and, wherever possible, we will seek and take account of their voice of children in decisions that affect their education. As a general rule, children aged 12 or over will be considered to have enough understanding to express views which must be taken account of. However, some younger children will be able to express views and some older children will be unable to for example because of a learning disability. In all cases, we have to make reasonable efforts to help a child express their views if we think they have enough understanding.

While we have to consider the views of the child, the authority does not have to agree with everything a child asks for and needs to take account the degree of their understanding. We have to try and explain to the child the reasons behind our final decision.

We recognise that parents have unique personal knowledge of their children and strongly believe in making use of this knowledge by engaging parents and seeking their views at every stage.

Additional support needs are often complicated and sometimes stressful for parents and young people and they may want help to express their views. Any of the professionals providing support for the child or young person will be able and willing to offer this help. They should also be encouraged to identify a supporter or an advocate. A supporter is most often a friend, relative, befriender or worker from a voluntary organisation. A supporter may speak for the parent or child but is more likely to give them private advice and support which they use to help them speak for themselves. An advocate will speak for the parent or child, particularly at meetings with the school staff and any meetings or hearings to do with resolving disagreements.

In most circumstances, we will always agree to the parent or child bringing a supporter or advocate to a meeting or other form of discussion. However, there may be situations where we do not have to agree to this because it would be unreasonable. If we do not agree, we must give a clear reason for our decision.

10.1 Involving Children and Young People

In 2015, Education Scotland established the role of 'Inclusion Ambassadors' who are young people with additional support needs who represent their Local Authority in a range of events and discussions on inclusion. The table below outlines the advice these young people offer regarding the best way to involve and hear the views of children and young people.

What works?	What doesn't?
Friendly speaking, less formal and comfortable sitting, colourful	Don't like to talk to people unknown
Ask for views/receive information before meetings	People patronising
Options: giving of views before the meeting	Formal speaking, boring colour
Prefer talking to people they know	Timing
Photos, videos or visiting the room beforehand	Too much talk
Good advice-easy to follow	Fair settings
Do not have to attend the whole time-can I attend as much as I want to	Not really being included - adults can take over the meeting
Choice	Do not always understand why we are meeting
It is important we are able to attend	Only attend the last 10 minutes
If our views are written down or captured, if we don't want to be there at the meeting	Feel pressurised to attend
Time out space	Mixed experience of views gathered before the meeting
Feel like we are treated like an age appropriate person	The rooms we meet in are not always good - not child centred or friendly
When kids get to get their own point across	When there is a lot of talking
Knowing what is going to happen -preparation for questions	Too many people there
1 to 1 interview	Adults don't always listen
When confidence is built up	Misunderstanding
Understanding views	
Knowing who is going to be there	
Someone who can help explain the questions	
If someone could come with you to meetings	
Tranquillity	
Staff try and support us	

To ensure that we actively involve children and young people and support them in expressing their views, we should refer to the 7 Golden Rules for Participation which is a resource developed by The Children and Young People's Commissioner Scotland. They provide advice on how best to plan and

deliver participation rights for children and young people. A core principle of the United Nations Convention on the Rights of Children is the ongoing information sharing and dialogue between children and young people built on mutual respect where their views are taken into account and help shape processes.

Each East Lothian school has a set of 7 Golden Rules for Participation and they are encouraged to use them to facilitate engagement and discussion with learners. They are accessible at <https://www.cypcs.org.uk/ufiles/Golden-Rules-young-people.pdf>

10.2 Communicating with Children, Young People and Parents

We aim to take account of the following good practice when working with parents.

Professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- consider the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support and are given documents to be discussed well in advance of meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- cater for the differing needs parents may have, such as those arising from a disability, or communication and linguistic barriers

Information should be:

- clear and understandable and avoid jargon
- provided easily in accessible formats
- readily available and provided automatically without a charge and without a fuss

Communication works well when:

- people have the interpreters they need
- someone in authority takes responsibility for keeping parents up-to-date
- people are told what has been happening between meetings
- any information provided by parents is acknowledged
- formal references to statutory procedures are avoided

Effective working relationships develop when:

- contact with parents is sensitive, positive, helpful and regular
- parents feel included and are encouraged to contribute to discussions

- positive, clear and easily understood language is used
- parents are involved and processes and roles are explained from the beginning
- parents are told what to expect and the next steps
- times of meetings take account of parents' availability

Meetings work best when:

- parents are asked what times and places suit them best, taking account of any access need or family responsibilities
- notes from meetings and any other papers to be considered are sent out in good time
- parents are invited to add points to the agenda at the same time as everyone else
- people attending are aware of their roles and the roles of others and they understand the child's or young person's additional support needs there are no hidden issues and no last-minute surprises
- decisions are made when the parents are at the meeting or agreed with them before the meeting takes place – not after the meeting has closed unless further consultation takes place with them
- ample time is given to allow people to raise concerns so that decisions are not rushed

Identifying the way forward works well when:

- all views are taken on board – including those of the child or young person
- people are interested in learning from each other
- people show an interest in general family priorities and take them on board
- services are identified in agreement with the family and are responsive to individual needs

Accountability and involvement:

- who is responsible for what is clearly defined and understood
- parents' concerns are responded to quickly
- decisions are open to scrutiny
- parents have a clear point of contact who can answer questions, make decisions and ensure that agreed actions are taken
- people do what they agreed within the timescale committed to – if a decision is likely to take time, parents are told and given some idea of when a decision is likely

11 Resolving Disagreements

East Lothian Council aim to work in partnership with children, young people and parents. In this way, we intend to come to an agreement on what is the best way to meet needs. However, we understand that at times there may be disagreement about how a child or young person is supported.

East Lothian Council aim to resolve complaints quickly and close to where we provided the service and in the majority of cases this would be at the school. We encourage children, young people and parents to discuss any concerns that may lead to a disagreement with one of the various professionals providing support in the school – for example a class teacher or a member of the school’s management team.

Around this time, the child, young person or parent might want to seek information and advice – for example to help them organise their thoughts before speaking to one of the local professionals about their concerns.

The Scottish Government have set up an advice service for additional support for learning, Enquire, who can be contacted:

Tel: 0345 123 2303
Email: info@enquire.org.uk
Website: www.enquire.org.uk

Information and advice is also available from the Services listed in Appendix 5.

If agreement cannot be reached at this stage, there are more formal methods of dispute resolution that a parent or young person can make use of and these are detailed in the following sections.

11.1 Complaints

Anyone has the right to make a formal complaint if they are unhappy about our action or lack of action, or about the standard of service provided by East Lothian Council or on our behalf.

More information on the complaints process can be found on the council’s website at https://www.eastlothian.gov.uk/info/210560/your_council/12166/comments_complaints_and_comments/2

There are times when we are unable to handle complaints through the process above as there are some disagreements which the law says can be resolved in different ways. We anticipate that most disagreements to do with additional support needs would be covered by these other processes and these are described next.

11.2 Mediation

If a disagreement occurs, East Lothian Council may offer mediation to the parent or young person. Mediation is provided by an entirely independent service. The purpose of mediation is to help both sides to understand each other’s point of view in order to prevent a disagreement from becoming more serious and to give another chance to reach agreement.

The parent or young person can request mediation before it is offered by contacting the mediator directly. Compared to dispute resolution and tribunal, mediation is faster and has very few formalities. The meeting is confidential and it is likely to take place somewhere convenient for the parent or young person and somewhere they feel comfortable – for example the school attended by the child or young person or a community centre near to where they live. The mediator will not offer advice to either side but will help them to express their views and understand each other's perspectives to try and find a positive way forward.

Parents and young person do not have to accept the offer of mediation and this does not stop them from going down another route of dispute resolution. It is also the case that mediation can be used at any time, including during dispute resolution and tribunal.

Common Ground Mediation are East Lothian Council's appointed service.

Tel: 0131 553 5200 / 07507 511502
Email: info@commongroundmediation.co.uk
Website: <https://www.commongroundmediation.co.uk/>

11.3 Dispute resolution

Dispute resolution can be used for disputes about most matters to do with assessing and meeting a learner's additional support needs. For example, it could be used for a disagreement about what are the additional support needs, what is a reasonable assessment request, or what support the child/young person requires to meet their additional support needs.

The dispute will be considered by an independent adjudicator. They will have experience of working in the field of additional support needs and will be appointed by the Ministers of the Scottish Government, ensuring they have no connection to the East Lothian Council.

An application for dispute resolution must be made to the Scottish Ministers containing the following information:

- the name and address of the applicant
- the matter at dispute and a summary of circumstances giving rise to the application
- a copy of any advice, information or request relevant to the subject matter of the dispute and a copy of any decision of the education authority which the applicant wishes the education authority and the independent adjudicator to take account of in considering the application
- the legal grounds for the application, referring to the relevant part of the Additional Support for Learning Act
- the views of the applicant as to how the dispute could be resolved

- where known to the applicant, any views expressed by the child regarding the dispute

The application should be addressed to the Scottish Ministers at the following address:

The Scottish Ministers
 Support and Wellbeing Unit
 Area 2 C South
 Victoria Quay
 Edinburgh
 EH6 6QQ

Dispute Resolution is normally a paper exercise and the adjudicator will reach a decision based on reports and papers provided by the parent or young person and East Lothian Council. In exceptional circumstances the adjudicator may decide there is the need for a meeting.

The Scottish Ministers expect that both sides will accept any recommendation made by the independent adjudicator, although neither side have to do this. We intend to accept all recommendations – unless there are exceptional circumstances which at this time we are unable to predict.

Dispute resolution does not cover:

- disagreements relating to a coordinated support plan. These can be taken to the Additional support needs Tribunal.
- disagreements relating to the refusal of a placing request for a particular nursery or school. These can be taken to the additional support needs jurisdiction within the Health and Education Chamber of the First-tier Tribunal for Scotland
- disagreements relating to exclusions. These can be taken to East Lothian Council's Appeal Committee.
- disagreements about the general conduct of the Education Authority which go beyond additional support needs – for example allegations of failing to meet all of a child's educational needs including those which have nothing to do with their need for additional support; or allegations of incompetence against a member of our staff. Some disagreements of this kind can be taken to the Scottish Ministers under the terms of Section 70 of the Education (Scotland) Act 1980 or to the Scottish Public Services Ombudsman.

11.4 Health and Education Chamber of the First-tier Tribunal for Scotland

The additional support needs jurisdiction within the Health and Education Chamber of the First-tier Tribunal for Scotland considers two types of references (appeals) from parents and young people

against the decisions of Local Authorities regarding the provision of educational support under the ASL (2004) Act and, claims in respect to the Equality Act (2010).

Young people aged between 12 and 15 years who have capacity to make a reference (and where their wellbeing will not be adversely affected) can make two types of references, regarding a CSP or the education authority's assessment of their capacity or wellbeing.

Typically, a reference to the Health and Education Chamber of the First-tier Tribunal for Scotland would involve one or more of the following:

- a decision about a Co-ordinated Support Plan (CSP);
- a placing request for a specialist provision;
- a placing request for a mainstream school, where the child has a CSP (or is being considered for one) or;
- the transition process from school to post-school provision.

The main features of the additional support needs jurisdiction within Health and Education Chamber of the First-tier Tribunal for Scotland are:

- It is made up of three people – a Chairperson who has legal training and two members who have expertise in additional support needs;
- It will take evidence on everything to do with the disagreement;
- There will normally be a hearing where the East Lothian Council and the parent(s) or young person get to speak to the tribunal and explain their views;
- The jurisdiction will make a decision which both sides must accept – unless the parent or young person or the East Lothian Council believe there has been a mistake in interpreting the law. They then have the right to appeal the decision to the Court of Session;
- There is no right of appeal against the tribunal's decision on what the facts of the case are.

With regard to the Equality Act 2010, the jurisdiction can hear claims of alleged disability discrimination when this happens in an education setting in Scotland. Under the Equality Act 2010 it is unlawful for a school to discriminate against a disabled applicant or pupil in relation to:

- admissions
- the provision of education

- access to any benefit, facility or service (this and provision of education covers all aspects of school life and the teaching of disabled pupils)
- exclusions
- any other detriment

The Education Authority has a duty to make reasonable adjustments to support disabled pupils and to prevent them from being discriminated against.

A parent or young person who wants to resolve a disagreement at the jurisdiction can request this by contacting the Service Manager for additional support needs – or by contacting the tribunal directly.

The contact details for the jurisdiction are:

Health and Education Chamber
First-tier Tribunal for Scotland

Glasgow Tribunals Centre
20 York Street
Glasgow
G2 8GT

Tel: 0141 302 5860
Email: ASNtribunal@scotcourtribunals.gov.uk
Website: <https://www.healthandeducationchamber.scot/>

11.5 Let's Talk ASN

Let's Talk ASN is a free advocacy service for parents and young people with additional support needs who may require support in relation to a dispute with a Local Authority. The Service can be used by anyone who has the right to make a reference to the Health and Education Chamber of the First-tier Tribunal for Scotland.

The contact details for this advocacy service are:

Let's Talk ASN
c/o Govan Law Centre
18–20 Orkney Street
GLASGOW
G51 2BZ

Tel: 0141 445 1955
Email: letstalkasn@edlaw.org.uk
Website: <http://www.edlaw.org.uk>

11.6 My Rights My Say

In support of children and young people using their rights the Scottish Government have established the My Rights, My Say service. This service offer advice and information, advocacy, legal advice and an independent children's views service.

Email: help@myrightsmysay.scot

Appendix 1: Duties of the Education Authority under the Additional Support for Learning (Scotland) Act 2004 (as amended)

The Additional Support for Learning (Scotland) Act 2004 as amended) confers various functions and imposes duties on education authorities in connection with the provision of school education for children and young people with additional support needs belonging to their area. Education authorities must:

- make adequate and efficient provision for the additional support required for each child or young person with additional support needs for whose school education they are responsible, subject to certain exceptions
- make arrangements to identify additional support needs
- keep under consideration the additional support needs identified and the adequacy of support provided to meet the needs of each child or young person
- provide appropriate additional support for certain disabled children under school age (in this case, generally children under 3 years of age) belonging to their area who have been brought to the attention of the authority as having additional support needs arising from their disability
- presume that all looked after children and young people have additional support needs unless the authority determine that they do not require additional support to enable them to benefit from school education
- presume that all looked after children and young people require a coordinated support plan unless the authority determine that they do not meet the requirements for having one
- publish, review and update, as necessary, specified information about their policy and arrangements in relation to provision for identifying, addressing and keeping under consideration such provision for each child or young person with additional support needs for whose school education the authority are responsible
- provide parents of children with additional support needs (eligible children and young people with additional support needs), for whose school education the education authority are responsible with all of the information they are required to publish under the Act
- ensure that a summary of the information published under the Act is available, on request, from each place in the authority's area where school education is provided, regardless of whether the school is under the management of the education authority
- provide the above summary in any handbook or other publications provided by any school in the authority's area or by the authority for the purposes of providing general information about the school or, as the case may be, the services provided by the authority, and on any website maintained by any such school or the authority for that purpose
- assess the capacity and impact on wellbeing of a child over the age of 12 years to be able to exercise their rights in respect of additional support for learning, where a child of this age seeks to exercise any right under the Act
- provide those children or young people who need one with a coordinated support plan and keep this plan under regular review
- provide independent and free mediation services for those parents and young people who want to use such services and publish information on these services
- have in place arrangements for resolving disputes

- at least 12 months prior to the expected school leaving date, request and take account of information and advice from appropriate agencies likely to make provision for the child or young person when he or she leaves school
- no later than 6 months before the child or young person is expected to leave school provide information to whichever appropriate agency or agencies, as the authority think appropriate, may be responsible for supporting the young person once he or she leaves school, if the child (where the child has attained the age of 12 and has capacity), child's parent or young person agrees.

Appendix 2: Specialist Provisions and Special Schools

East Lothian Council Early Learning Childcare Setting for complex ASN

The Green Room

Sanderson's Wynd Primary School
Sanderson's Wynd
Tranent
EH33 1DA

Tel: 01875 610275

Website: <https://www.edubuzz.org/nurseryblog/green-room>

The needs of learners are associated with a level and pace of development significantly below that of their peers. This is likely to be across all developmental areas.

These needs are complex and require a highly individualised and highly adapted approach to access play and learning; and access to specialist resources, facilities and technology not ordinarily available in a mainstream learning environment.

East Lothian Council Primary provisions

Campie Primary School – Enhanced Cluster Support Base

Campie Primary School
Campie Road
Musselburgh
EH21 6QS

Tel: 0131 665 2045

Website: <https://www.edubuzz.org/campie>

The needs of learners are associated with a level and pace of learning significantly below that of their peers (across some areas of the curriculum). In addition they may have other needs including autism, physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

The Cove

Dunbar Primary School
Lammermuir Crescent
Dunbar
EH42 1DG

Tel: 01368 863773

Website: <https://www.edubuzz.org/dunbarprimary/the-cove>

The needs of learners are primarily associated with Autism Spectrum Disorder (ASD) and may have needs that are associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum). These needs are complex and require a significantly modified learning environment.

The Hub

Sanderson's Wynd Primary School
Sanderson's Wynd
Tranent
EH33 1DA

Tel: 01875 610275
Website: <https://www.edubuzz.org/thehub>

The needs of learners are primarily associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum). In addition they may have a range of complex needs including physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs are complex and require a highly individualised and highly adapted approach to teaching and learning; and access to specialist resources, facilities and technology not ordinarily available in a mainstream learning environment.

Law Primary School – Enhanced Cluster Support Base

Law Primary School
Haddington Road
North Berwick
EH39 4QZ

Tel: 01620 893775
Website: <https://www.edubuzz.org/law>

The needs of learners are associated with a level and pace of learning significantly below that of their peers (across some areas of the curriculum). In addition they may have other needs including autism, physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

Wallyford Primary School - Enhanced Cluster Support Base

Wallyford Primary School
39 Salters Road
Wallyford
EH218LB

Tel: 0131 665 2865
Website: <http://wallyford.edubuzz.org>

The needs of learners are associated with a level and pace of learning significantly below that of their peers (across some areas of the curriculum). In addition they may have other needs including autism, physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

Windygoul Primary School - Enhanced Cluster Support Base

Windygoul Primary School
Brotherstone's Way South
Tranent
EH33 2QF

Tel: 01875 619739
Website: <https://www.edubuzz.org/windygoul>

The needs of learners are associated with a level and pace of learning significantly below that of their peers (across some areas of the curriculum). In addition they may have other needs including autism, physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs require a highly individualised and highly adapted approach to teaching and learning and access to specialist resources and facilities.

East Lothian Council Secondary Provisions

The Base

Ross High School
Well Wynd
Tranent
EH33 2EQ

Tel: 01875 610433
Website: <https://www.edubuzz.org/rhsasn>

The needs of learners are primarily associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum). In addition they may have a range of complex needs including physical and/or mental health needs, sensory impairment and/or behaviour support needs.

These needs are complex and require a highly individualised and highly adapted approach to teaching and learning; and access to specialist resources, facilities and technology not ordinarily available in a mainstream learning environment.

Meadowpark

Knox Academy
Victoria Road
Haddington
EH41 4DH

Tel: 01620 824541
Website: <https://www.ka-net.org.uk/meadowpark>

The needs of learners are primarily associated with Autism Spectrum Disorder (ASD) and may have needs that are associated with a level and pace of learning significantly below that of their peers (across all areas of the curriculum). These needs are complex and require a significantly modified learning environment.

Managed by City of Edinburgh Council

Braidburn School

107 Oxbgangs Road North
Edinburgh
EH14 1ED

Tel: 0131 312 2320
Email: admin@braidburn.edin.sch.uk
Website: <https://braidburnedinburgh.wordpress.com>

Nursery, Primary and Secondary age. Complex, long term additional support needs learners require a significantly modified learning environment. Needs of learners are primarily associated with learning disability and significant visual/sensory, health and medical needs.

Kaimes School

140 Lasswade Road
Edinburgh
EH16 6RT

Tel: 0131 664 8241
Email: admin@kaimes.edin.sch.uk
Website: <http://www.kaimeschool.com>

Primary and Secondary age. Complex, long term additional support needs. Needs of learners are primarily associated with social and pragmatic communication needs associated with autism spectrum disorder.

Pilrig Park School

Balfour Place
Edinburgh
EH6 SDW

Tel: 0131 467 7960
Email: admin@pilrigpark.edin.sch.uk
Website: <https://pilrigparkschool.org.uk>

Secondary age. Complex, long term additional support needs. Needs of learners are primarily associated with learning disability and autism spectrum disorder.

Woodlands School

36 Dolphin Gardens

Edinburgh
EH14 SRD

Tel: 0131 449 3447
Email: admin@woodlands.edin.sch.uk
Website: <https://woodlandssite.wordpress.com>

Secondary age. Complex, long term additional support needs. Needs of learners are primarily associated with learning disability and autism spectrum disorder.

Managed by Midlothian Council

Saltersgate School
Cousland Road
Dalkeith
Midlothian
EH22 2PS

Tel: 0131654 4703
Email: saltersgate@midlothian.gov.uk
Website: <http://saltersgate.mgfl.net>

Primary and Secondary aged pupils with a wide range of additional support needs.

Independent Schools

Aberlour Sycamore Service

West Bridge Mill
Bridge Street
Kirkcaldy
KY1 1TE

Tel: 01592 591500
Email: sycamore@aberlour.org.uk
Website: www.aberlour.org.uk

Offers residential places for vulnerable children and young people who have experienced disadvantage and trauma as a result of early childhood experiences.

Action for Children Scotland

368 Alexandra Parade
Glasgow
G31 3AU

Tel: 0141 550 9010
Website: www.actionforchildren.org.uk

Action for Children offer a number of residential placements for children and young people.

Balnacraig School

Fairmount Terrace
Perth
PH2 7AR

Tel: 01738 636456
Email: admin@balnacraig.net
Website: <http://balnacraig.org.uk>

Offers day and residential places for children and young people with social, emotional and behavioural needs.

Camphill School Aberdeen

Central Office
Murtle Estate
Bielside
Aberdeen
AB15 9EP

Tel: 01224 868420
Email: office@crss.org.uk
Website: www.camphillschools.org.uk

Offers day and residential places for children and young people aged between 6-18 with Additional support needs including Autism Spectrum Disorder.

Care Visions Residential

Bremner House
Castle Business Park
Stirling
FK9 4TF

Tel: 01786 477810
Email: info@carevisions.co.uk
Website: www.carevisionsresidential.co.uk

Offers residential places for children and young people who have experienced abuse and trauma.

Donaldson's School

Preston Road
Linlithgow
EH49 GHZ

Tel: 01506 841900
Website: www.donaldsons.org.uk

Offering day and residential places, Donaldson's is Scotland's national school for children who are deaf, hearing impaired or have communication difficulties.

Dunedin School

Liberton Bank House

5 Nether Liberton Lane
Edinburgh
EH16 5TY

Tel: 0131672 2638
Website: www.dunedinschool.org

Offers day places for Secondary age pupils with social, emotional and behavioural needs.

East Park School
1092 Maryhill Road
Glasgow
G20 9TD

Tel: 0141 946 2050
Email: enquiries@eastpark.org.uk
Website: www.eastpark.org.uk

Offers day and residential places for children and young people aged between 5 and 19. All pupils have a significant learning disability coupled with additional disabilities including physical disability, sensory impairment, ADHD and Autism Spectrum Disorder.

Falkland House School
Falkland Estate
Falkland
Fife
KY15 7AE

Tel: 01337 857 268
Email: secretary@falklandhouseschool.org
Website: www.falklandhouseschool.org

Offers day and residential places for boys from early Primary to 18, specializing in Autistic Spectrum Disorder, social, emotional and behavioural needs, ADHD and Tourette's syndrome.

Harmeny School
Mansfield Road
Balerno
Midlothian
EH14 7JY

Tel: 0131 449 3938
Website: www.harmeny.org.uk

Offers day and residential places for children aged 5-14 years with social, emotional and behavioural needs.

Hillside School
Aberdour

Fife
KY3 OR

Tel: 01383 860731
Email: Enquiries@hillside.co.uk
Website: <https://hillsideschool.co.uk>

Offers residential places for boys with aged 10-18 years social, emotional and behavioural needs.

Kibble Education and Care Centre

Goudie Street
Paisley
PA3 2LG

Tel: 0141 889 0044
Website: <https://www.kibble.org/>

Offers day and residential places for children and young people aged 5 and over, with complex social, emotional and educational needs.

New Struan School

100 Smithfield Loan
Alloa
FK10 1NP

Tel: 01259 222 0000
Email: newstruan@scottishautism.org
Website: www.newstruanschool.org

Offers day and residential places for children and young people aged between 5 and 19 with Autism Spectrum Disorder.

Royal Blind School

43 Canaan Lane
Edinburgh
EH10 4SG

Tel: 0131 446 3120
Website: www.royalblind.org/education

Offers day and residential places for Nursery, Primary and Secondary age pupils who are visually impaired or blind.

Spark of Genius

Trojan House
Phoenix Business Park
Paisley
Renfrewshire
PA1 2BH

Tel: 0141 587 2710

Email: admin@sparkofgenius.com
Website: www.sparkofgenius.com

For secondary aged young people with a range of social, emotional, behavioural and learning needs. Spark of Genius operate a day placement school in Musselburgh as well as residential services.

St Phillip's School

Beachwood House
Plains
Airdrie
MLG 7JE

Tel: 01236 765407
Email: admin@stphillipsschool.org.uk
Website: www.stphillipsschool.org.uk/

For children and young people aged 10-17yrs with social, emotional and behavioural difficulties.

Starley Hall

Aberdour Road
Burntisland
Fife
KY3 OAG

Tel: 01383 860314
Email: info@starleyhall.co.uk
Website: www.starleyhall.co.uk

Offers day and residential places for children and young people aged between 10-18 year with social and emotional needs. These may be coupled with ADHD, Autism Spectrum Disorder, Attachment Disorder and mild to moderate learning difficulties.

Appendix 3: Grounds for Refusing a Placing Request

The grounds of refusal are set out in the Education (Additional Support for Learning) (Scotland) Act 2004 (as amended). They are as follows:

- Where placing the child in the specified school would make it necessary for the Education Authority to take an additional teacher into employment.
- Where placing the child in the specified school would give rise to significant expenditure on extending or otherwise altering the accommodation or facilities provided there.
- Where placing the child in the specified school would be seriously detrimental to the continuity of the child's education.
- Where placing the child in the specified school would be likely to be seriously detrimental to order and discipline in the school.
- Where placing the child in the specified school would be likely to be seriously detrimental to the educational well-being of pupils attending the school.
- Where the education normally provided at the specified school is not suited to the age, ability or aptitude of the child.
- Where the Education Authority have already required the child to discontinue attendance at the specified school.
- In a case of a special school not managed by the Education Authority, where the child does not have additional support needs requiring the education or special facilities normally provided there.
- In a case where the specified school is a single sex school, where the child is not of the sex admitted there.
- Where, assuming that pupil numbers remain constant, placing the child in the specified school would make it necessary at the commencement of a future stage of the child's primary education for the authority to elect either to create an additional class (or an additional composite class) in the specified school or to take an additional teacher into employment at that school.
- Where, although neither 1 nor 2 above apply, the capacity of the school would be exceeded in terms of pupil numbers.
- In a case where:
 - the specified school is not a public school;

- the authority are able to make provision for the additional support needs of the child in a school (whether or not a school under their management) other than the specified school
 - it is not reasonable, having regard both to the respective suitability and to the respective cost (including necessary incidental expenses) of the provision for the additional support needs of the child in the specified school and in the school referred to in paragraph ii to place the child in the specified school
 - the authority have offered to place the child in the school referred to in paragraph ii.
- In a case where the specified school is a special school and placing the child in the school would breach the requirement in section 15(1) of the Standards in Scotland's Schools etc Act 2000 to provide education in a mainstream school unless there are the following exceptional circumstances:
 - placing the child in a mainstream school would not be suited to the ability or aptitude of the child.
 - placing the child in a mainstream school would be incompatible with the provision of efficient education for the children with whom the child would be educated.
 - placing the child in the mainstream school would result in unreasonable public expenditure being incurred which would not ordinarily be incurred.

Appendix 4: Transition Timeline

Key dates and timescales

The tables below contain key dates and timescales for the various stages of transition. In addition to the key activities/processes detailed in the tables, a wide range of other activities/processes will be ongoing depending on the individual child or young person's needs.

Nursery to Primary 1

year	Month	activity/process
Preschool year	Sept	Identify pupils with additional support needs who will transfer from nursery to P1 at the end of the next academic year
	Jan	Schools must seek and take account of relevant advice and information from pupil, parent and relevant agencies no later than six months prior to transition
	May	Schools must pass on information about a pupil to infant school/provision and relevant agencies no later than three months prior to transition
P1	Sept/Oct	Settling in reviews for identified pupils

Primary to Secondary

year	month	activity/process
P6	Sept	Identify pupils with additional support needs who will transfer from P7 to S1 at the end of the next academic year
P7	Aug	Schools must seek and take account of relevant advice and information from pupil, parent and relevant agencies no later than 12 months prior to transition
	Feb	Schools must pass on information about a pupil to secondary school/provision and relevant agencies no later than six months prior to transition
S1	Sept/Oct	Settling in reviews for identified pupils

Secondary to Post School

year	month	activity/process
S3 or penultimate year at school	Sept	Identify pupils with additional support needs who intend to leave school at the end of next academic year
	Jan	Start preparations for identified pupils
final year at school	Aug	Schools must seek and take account of relevant advice and information from pupil, parent and relevant agencies no later than 12 months prior to transition
	Feb	Finalise preparations for identified pupils
	Feb	Schools must pass on information about a pupil to the post school provision and relevant agencies no later than six months prior to transition

Appendix 5: Services and Other Useful Contacts

East Lothian Council Services

East Lothian Council

Service Manager for Additional support needs

East Lothian Council
John Muir House
Haddington
EH41 3HA.

Tel: 01620 827648

Educational Psychology Service

East Lothian Council
John Muir House
Haddington
EH41 3HA.

Tel: 01620 827648

Email: educationalpsychologyservice@eastlothian.gov.uk

Pre-School Home Visiting Teacher

Sandersons Wynd Primary School
Sanderson's Wynd
Tranent
EH33 1DA

Tel: 01875 610275

Hearing Impaired Service

Longniddry Primary School
Kitchener Crescent
Longniddry
EH32 0LR

Tel: 01875 853161

East Lothian Vision Impairment Education Service

John Muir House
Haddington
EH41 3HA

Tel: 01620 827961

Email: asl@eastlothian.gov.uk

NHS Services

Child and Adolescent Mental Health Service (CAMHS)

The Esk Centre
Ladywell Way
Musselburgh
EH21 6AJ

Tel: 0131 446 4880/4872

Speech and Language Therapy Department

Musselburgh Primary Care Centre
Inveresk Road
Musselburgh
EH21 7BP

Tel: 0131 446 4009

Paediatric Occupational Therapy Team

Musselburgh Primary Care Centre
Inveresk Road
Musselburgh
EH21 7BP

Tel: 0131 446 4013

Children's Physiotherapy Service

Musselburgh Primary Care Centre
Inveresk Road
Musselburgh
EH21 7BP

Tel: 0131 446 4009

Community Child Health

Musselburgh Primary Care Centre
Inveresk Road
Musselburgh
EH21 7BP

Tel: 0131 446 4009

East Lothian Learning Disabilities Team

Dunpender
Herdmanflat Hospital
Aberlady Road
Haddington
EH41 3BU

Tel: 0131 5368542

School Nursing

Musselburgh Primary Care Centre
Inveresk Road
Musselburgh
EH21 7BP

Tel: 0131 536 8107

Music Therapy Department

Herdmanflat Hospital
Aberlady Road
Haddington
EH41 3BU

Tel: 0131 536 8300

Other Services

The Action Group

Norton Park Centre
57 Albion Road
Edinburgh
EH7 5QY

Tel: 0131475 2315

E-mail: info@actiongroup.org.uk

Website: www.actiongroup.org.uk

The Action Group provide an information service, in addition to running a wide range of support services for children with additional support needs and their families.

Action on Hearing Loss

1-3 Highbury Station Road
London
N1 1SE

Information line: 0808 8080123

Tel: 0141 341 5330

Email: scotland@hearingloss.org.uk

Website: www.actiononhearingloss.org.uk

A charity connected to the Royal National Institute for Deaf People. Offer services and support to people with hearing loss.

Afasic

20 Bowling Green Lane
London
EC1R 0BD

Afasic Helpline: 0300 6669410

Tel: 0207 4909410

Website: www.afasic.org.uk

A charity providing support to children and young people with speech and language impairments and their families.

Barnardo's Scotland (Edinburgh)

111 Oxfords Road North
Edinburgh
EH14 1ED

Tel: 0131 446 7000

Website: www.barnardos.org.uk

Provide support to children, young people, parents and carers.

Capability Scotland

Osbourne House
1 Osbourne Terrace
Edinburgh
EH12 5HG

Tel: 0131 337 9876

Textphone: 0131 346 2529

Website: www.capability-scotland.org.uk

Provides care, education and employment services for disabled children and adults across Scotland.

Carers of East Lothian

94 High Street
Musselburgh
EH21 7EA

Tel: 0131665 0135

Email: centre@coel.org.uk

Website: www.coel.org.uk

Carers of East Lothian support adults in a caring situation in East Lothian with information and services.

Childline Scotland

11 Thistle Street
Edinburgh
EH2 1DF

Tel: 0800 1111 (Helpline)

0844 8920280 (Office)

Website: www.childline.org.uk

Provides online and telephone support to children and young people.

Children 1st

83 Whitehouse Loan
Edinburgh
EH91AT

Tel: 0131 446 2000
Email: cfs@children1st.org.uk
Website: www.children1st.org.uk

Children 1st are Scotland's National Children's Charity and offer practical advice and with support for children and families.

Children and Young People's Commissioner Scotland

Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 SEZ

Tel: 0800 0191179 (Young people's Freephone)
0131 346 5350 (Office)
Website: www.cypcs.org.uk

The Commission works to ensure children and young people are aware of their rights and their rights are respected.

Citizens Advice Scotland (National)

Website: www.cas.org.uk

Citizens Advice Bureau Haddington
46 Court Street
Haddington
EH413NP

Tel: 01620 824471
Website: www.haddingtoncab.co.uk

Musselburgh and District Citizens Advice Bureau
141 High Street
Musselburgh
EH21 7DD

Tel: 0131 653 2748
Website: www.musselburghcab.org.uk

Citizens Advice Scotland form Scotland's largest independent advice network

Contact (National)

Tel: 0808 808 3555
Email: helpline@cafamily.org.uk
Website: www.cafamily.org.uk

Contact (Scotland Office)

Craigmillar Social Enterprise and Arts Centre
11/20 Harewood Road
Edinburgh
EH16 4NT

Tel: 0131 6592930
Email: Scotland.office@contact.org.uk

Contact provides support, advice and information for families with disabled children.

Cystic Fibrosis Trust

One Aldgate
Second Floor
London
EC3N 1RE

Tel: 0300 3731000
Email: helpline@cysticfibrosis.org.uk
Website: www.cysticfibrosis.org.uk

A charity providing support to support to those with Cystic Fibrosis and their families.

Down's Syndrome Scotland

Riverside House
502 Gorgie Road
Edinburgh
EH11 3AF

Tel: 0131 442 8840
Email: info@dsScotland.org.uk
Website: www.dsScotland.org.uk

A charity proving through life support to people with Down's Syndrome and their families.

Dyslexia Scotland

2nd Floor - East Suite
Wallace House
17-21 Maxwell Place
Stirling
FK8 1JU

Helpline: 0344 800 8484
Tel: 01786 446650
Email: info@dyslexiascotland.org.uk
Website: www.dyslexiascotland.org.uk

A charity providing and promoting services to people with dyslexia.

Dyspraxia Foundation

8 West Alley
Hitchin
Hertfordshire
SG51EG

Helpline: 01462 454986
Tel: 01462 455016
Email: info@dyspraxia.org.uk
Website: www.dyspraxiafoundation.org.uk

A charity providing a helpline to people with dyspraxia and their families.

East Lothian Special Needs Playscheme

Community Centre
8 Law Road
North Berwick
EH39 4PN

Tel: 01620 893 056
Email: elsnp@eastlothian.gov.uk
Website: www.elsnp.com

ELSNP provides full day playschemes during school holidays for East Lothian children aged 5-16 years with a wide range of special needs/ disabilities.

ELCAP

Website: <http://www.elcap.org>

ELCAP provide services and advice for people with learning disabilities and their families.

Enable Scotland

INSPIRE House
3 Renshaw Place
Eurocentral
North Lanarkshire
ML1 4UF

Tel: 01698 737000
Email: enabledirect@enable.org.uk
Website: www.enable.org.uk

A charity who aim to enable every person who has a learning disability to have the choice and control to live the life they choose.

Enquire

Children in Scotland
Rosebury House
9 Haymarket Terrace
Edinburgh

EH12 5EZ

Tel: 0345 123 2303
Email: info@enquire.org.uk
Website: www.enquire.org.uk

Enquire is the Scottish advice service for additional support for learning. Managed by Children in Scotland and funded by the Scottish Government they offer independent and impartial advice and information to parents, carers, practitioners, children and young people.

Epilepsy Scotland

48 Govan Road
Glasgow
G511JL

Tel: 0808 800 2200
Email: enquiries@epilepsyscotland.org.uk
Website: www.epilepsyscotland.org.uk

A charity, Epilepsy Scotland works with people living with epilepsy.

Equality Advisory and Support Service

FREEPOST EASS HELPLINE FPN6521

Tel: 0808 800 0082
Website: www.equalityadvisoryservice.com

Provides a helpline advising and assisting individuals on issues relating to equality and human rights.

Equality and Human Rights Commission (Scotland)

151 West George Street
Glasgow
G2 2JJ

Tel: 0141 2285910
Website: www.equalityhumanrights.com/en/commission-scotland

Provides advice and guidance to individuals and private, public sector and voluntary organisations on equality and human rights.

Forth One Cash for Kids

Cash for Kids
Radio Forth
Forth House
Forth Street
Edinburgh
EH1 3LE

Tel: 0131 475 1332
Email: cashforkids@radioforth.com
Website: <http://planetradio.co.uk/forth>

Cash for Kids is the official charity of the Forth 1 radio station and help children in Edinburgh, The Lothians and Fife who are disadvantaged through poverty, and who are sick or disabled.

Govan Law Centre - Education Law Unit

18-20 Orkney Street
Glasgow
G512BZ

Tel: 0141 445 1955
Email: advice@edlaw.org.uk
Website: www.edlaw.org.uk

Provided by the charity, Govan Law Centre, provides an education law helpline and legal representation to parents and young people in appropriate cases.

Keycomm

1c Pennywell Road
Edinburgh
EH4 4PH

Tel: 0131 311 7130
Website: <http://keycomm.weebly.com/>

Keycomm provide a multi-disciplinary service for people with communication disorders through recommending appropriate technology and support and providing training and information for professionals, carers and users about the use and application of technology.

Kindred

7 Rutland Court Lane
Edinburgh
EH3 8ES

Tel: 0800 0315793 (option 1)
Email: enquiries@kindred-scotland.org
Website: www.kindred-scotland.org

A charity providing information, advocacy and support to parents and carers of children with additional support needs aged 0 - 18 years.

Lothian Autistic Society

Davidson House
57 Queen Charlotte Street
Leith
Edinburgh
EH6 7EY

Tel: 0131 6613834
Email: office@lothianautistic.org
Website: www.lothianautistic.org

A charity providing services, information and practical support to individuals on the autistic spectrum, their families and carers in Edinburgh and the Lothians.

Lothian Centre for Inclusive Living (LCIL)

Norton Park Centre
57 Albion Road
Edinburgh
EH7 5QY

Tel: 0131 475 2350
Website: www.lothiancil.org.uk

The Lothian Centre for Inclusive Living (LCiL) is a user-led not-for-profit organisation who work with disabled people, people with long-term conditions and older people, parents and carers.

Muirfield Riding Therapy

The Indoor Arena
West Fenton
North Berwick
EH39 SAL

Tel: 01620 842 502
Email: admin@muirfieldridingtherapy.co.uk
Website: www.muirfieldridingtherapy.org.uk

A charity offering children and adults of all ages with various disabilities, the opportunity to ride free of charge.

National Autistic Society (Scotland)

Central Chambers
1st Floor
109 Hope Street
Glasgow
G2 6LL

Tel: 0141 2218090
Email: scotland@nas.org.uk
Website: www.autism.org.uk

The National Autistic Society are the UK's largest provider of specialist autism services.

National Deaf Children's Society

131 West Nile Street
Glasgow
G1 2RX

NDCS Helpline: 0808 800 8880
Tel: 0141 332 6133
Email: ndcs.scotland@ndcs.org.uk
Website: www.ndcs.org.uk

A charity providing support and advice to children, young people and their families.

Partners in Advocacy (Edinburgh)

2nd Floor
27/5 Beaverhall Road
Edinburgh
EH7 4JE

Tel: 0131 478 7723/7724
Email: Edinburgh@partnersinadvocacy.org.uk
Website: www.partnersinadvocacy.org.uk

Provides free and confidential independent advocacy.

Recharge (Tranent)

3A Church Street
Tranent
East Lothian
EH33 1AA

Tel: 01875 611288
Website: www.rechargenow.co.uk

A charity which aims to support young people aged between 11-18 with any issues that they may be facing, who live in the Fa'side area of East Lothian.

Royal National Institute for the Blind

12-14 Hillside Crescent
Edinburgh
EH7 5EA

RNIB Helpline : 0303 123 9999

Tel: 0131 6523140
Email: rnibscotland@rnib.org.uk
Website: www.rnib.org.uk

A national charity providing support to blind and partially sighted people.

SAMH (Scottish Association for Mental Health)

Tel: 0141 5301000
Email: enquire@samh.org.uk
Website: www.samh.org.uk/

SAMH currently operates over 60 services in communities across Scotland providing mental health social care support, homelessness, addictions and employment services, among others.

Schoolhouse Home Education Association

1 Victoria Road

Dundee
DD11EL

Email: contact@schoolhouse.org.uk
Website: www.schoolhouse.org.uk

A charity offering information and support related to home-based education.

Scottish Autism

Hilton House
Alloa Business Park
Whins Road
Alloa
FK10 3SA

Tel: 01259 720044
Email: autism@scottishautism.org
Website: www.scottishautism.org

A charity and the largest provider of autism-specific services in Scotland.

Scottish Child Law Centre

54 East Crosscauseway
Edinburgh
EH8 9HD

Tel: 0131 667 6333
Email: enquiries@sclc.org.uk (General enquiries)
advice@sclc.org.uk (Legal advice)
Website: www.sclc.org.uk

Offers free legal advice for and about children and young people.

Scottish Independent Advocacy Alliance

Mansfield Traquair House
15 Mansfield Place
Edinburgh
EH3 6BB

Tel: 01315241975
Email: enquiry@siaa.org.uk
Website: www.siaa.org.uk

SIAA can provide information on independent advocacy.

Scottish Network for Able Pupils (SNAP)

St Andrew's Building
University of Glasgow
11 Eldon Street
Glasgow
G3 6NH

Tel: 0141 330 3071
Email: snap@educ.gla.ac.uk
Website: www.gla.ac.uk/schools/education/ablepupils

SNAP work to raise awareness about highly able pupils and work with teachers and schools.

Sense Scotland

43 Middlesex Street
Glasgow
G41 1EE

Tel: 0300 3309292
Email: info@sensescotland.org.uk
Website: www.sensescotland.org.uk

A charity supporting disabled people and their families throughout Scotland.

SKILL Scotland

Norton Park
57 Albion Road
Edinburgh
EH7 SQY

Tel: 0800 3285050 (Information Service)
0131 475 2348 (Office)
Email: admin@skillscotland.org.uk
Website: www.skill.org.uk

A charity promoting opportunities for young people and adults with any kind of disability in post- 16 education, training and employment across the UK.

Sleep Scotland

8 Hope Park Square
Edinburgh
EH8 9NW

Tel: 0131 651 1392
Website: www.sleepscotland.org

A charity which promotes healthy sleep in children and young people through sleep awareness, sleep counselling and education

Appendix 6: Links to Legislation and Local/National Guidance

Legislation

- [The Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)
- [The Education \(Additional Support for Learning\) \(Scotland\) Act 2009 amendment](#)
- [The Children \(Scotland\) Act 1995](#)
- [The Standards in Scotland's Schools etc. \(Scotland\) Act 2000](#)
- [The Education \(Disability Strategies and Pupil Records\) \(Scotland\) Act 2002](#)
- [The Equality Act \(2010\)](#)
- [The Children and Young People Act \(2014\)](#)
- [The Carers \(Scotland\) Act 2016](#)
- [The Education \(Scotland\) Act 1980](#)
- [The Education \(Scotland\) Act 2016](#)

National Guidelines and Practice Documents

- [Supporting Children's Learning: Code of Practice \(third edition\) 2017](#) explains the duties placed on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The [National Improvement Framework for Scottish Education](#) sets out the Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of the Education (Scotland) Act 2016, is key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.
- The [Curriculum for Excellence](#) aims to provide a coherent, more flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises the totality of experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.
- The [UN Convention on the Rights of the Child](#) or UNCRC, is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

East Lothian Council Policy, Guidance and Practice Documents

- Child's Planning Framework guidance (2017)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2017)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional support needs (2017)
- A Positive Approach to Preventing and Managing School Exclusions policy (2018)
- Managing Challenging and Distressed Behaviour policy (2018)

REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Included Engaged and Involved: Managing Distressed and Challenging Behaviour

8

1 PURPOSE

- 1.1 To ask the Committee to consider and approve the draft Included Engaged and Involved: Managing Distressed and Challenging Behaviour following initial consultation.
- 1.2 To make the Committee aware of the updated East Lothian Council Policy for the management of distressed and challenging behaviour in line with Scottish Government guidance and the legislative framework.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
 - i. Approve the draft Policy Included Engaged and Involved: Managing Distressed and Challenging Behaviour (Appendix 1).
 - ii. Note specifically the guiding principles, legislative context, links with East Lothian Council's Child's Planning Framework and guidance on the use of restrictive physical intervention, seclusion, withdrawal and managing incidents involving weapons.

3 BACKGROUND

- 3.1 East Lothian Council is committed to providing the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We are committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given by all its children, young people, staff and parents and carers.
- 3.2 It is recognised by Education Scotland and Scotland's Commissioner for Children and Young People that a school's culture, ethos and values are

fundamental to promoting positive relationships and behaviour. Schools with a positive ethos promote pupil and staff participation, encourage achievement, celebrate success and have high expectations of every learner. These schools are shown to have lower exclusion rates and experience less disruptive behaviour. <https://www.cypcs.org.uk/ufiles/achievement-and-attainment.pdf>

- 3.3 This Policy supports our school communities to keep learners included, engaged and involved in their education and to improve outcomes for all East Lothian children and young people. This forms part of East Lothian's stronger focus on approaches that can be used to prevent the need for exclusion through positive relationships in East Lothian Schools.
- 3.4 A programme of Staff training on CIRCLE (Child Inclusion Research into Curriculum, Learning Education), Attachment, Restorative Approaches and Nurturing Approaches has been established throughout East Lothian schools led by the Educational Psychological Service and ASN Team to support schools and staff to build the necessary skills to meet the needs of children and young people.

THE POLICY

- 3.5 This 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)'*.
- 3.6 This policy will support our school communities to keep learners included, engaged and involved in their education and will improve outcomes for all East Lothian children and young people by;
- Supporting schools to focus on developing positive relationships and a whole school ethos where children and young people feel included, respected, safe and secure
 - Supporting staff to deploy effective strategies which support pupils who may be exhibiting distressed or challenging behaviour
 - Clarifying the position for all staff working in schools regarding the use of approved strategies for managing challenging or distressed behaviour
- 3.7 It is important to recognise that all behaviour is a form of communication. Staff and schools should always seek to use their knowledge of the child or young person to plan strategies and approaches to meet their learning, health and wellbeing needs. This may be in collaboration with or supported by other agencies. The following principles should be upheld:

- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships;
- Key stakeholders including children, young people and parents will be involved in the development of policies, approaches and strategies to create and promote a school culture and ethos underpinned by positive relationships and behaviour;
- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment;
- All children and young people need to be included, engaged and involved in their learning;
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential;
- Planning should take account of potential triggers, the use of strategies which have previously proven effective and de-escalation strategies;
- The use of physical intervention methods should be restricted to those rare situations where there is immediate danger of personal injury to staff or pupils, including self-injury;
- Any use of restrictive physical intervention should be used **as a last resort** and should be the least intrusive for the shortest time.

3.8 The Policy will be introduced within all East Lothian Education Settings. All partner agencies and colleagues will be informed of the Policy.

3.9 A process of consultation on this draft policy was undertaken involving all Head Teachers, Depute Head Teachers, Trade Unions, Quality Improvement Team, Principal Educational Psychologist and the Educational Psychologist Team.

MONITORING AND REVIEW

3.10 East Lothian Council's Head of Education and Education Officers will monitor and review the development of positive approaches and inclusive practice in schools.

3.11 At Authority Level, Quality Improvement Officers, Education Officers and Health and Safety Officers will meet on a monthly basis to monitor and review incidents, identify and provide support to schools to address any highlighted patterns or concerns in regard to their compliance with this guidance.

4 POLICY IMPLICATIONS

- 4.1 The implementation of this Policy will ensure the local authority complies with legislation and Scottish Government's 'National Approach'.
- 4.2 East Lothian Council will continue to develop policies that promote integrated approaches with other services which will support pupils to maintain their school placements.

5 EQUALITIES IMPACT ASSESSMENT

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified. The policy will have a positive impact on equalities for all.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – none
- 6.2 Personnel – none
- 6.3 Other - A programme of training will be provided to ensure a realignment of current practices and embedding of positive approaches to managing distressed and challenging behaviour. This will be provided through existing budgets and staffing.

7 BACKGROUND PAPERS

- 7.1 The Health & Safety at Work Act 1974
- 7.2 The Support of Health & Safety at Work Regulations 1999
- 7.3 The Education (Scotland) Act 1980
- 7.4 The Standards in Scotland's Schools etc. (Scotland) Act 2000 Act
- 7.5 Included, Engaged and Involved, Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)

AUTHOR'S NAME	Dr Lynne Binnie
DESIGNATION	Principal Educational Psychologist/Acting Service Manager Additional Support Needs
CONTACT INFO	Tel Number – 01620 827998
DATE	1 November 2018

Included Engaged & Involved Managing Distressed and Challenging Behaviour

Policy: August 2018

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1 Introduction

East Lothian Council is committed to providing the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We are committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given by all its children, young people, staff and parents and carers.

This policy will support our school communities to keep learners included, engaged and involved in their education and will improve outcomes for all East Lothian children and young people by;

- Supporting schools to focus on developing positive relationships and a whole school ethos where children and young people feel included, respected, safe and secure
- Supporting staff to deploy effective strategies which support pupils who may be exhibiting distressed or challenging behaviour
- Clarifying the position for all staff working in schools regarding the use of approved strategies for managing challenging or distressed behaviour

This guidance should be read in conjunction with the following East Lothian Council documents:

- A Positive Approach to Preventing and Managing School Exclusions policy (2018)
- Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy (2018)
- Child's Planning Framework guidance (2017)

2 Guiding Principles

It is important to recognise that all behaviour is a form of communication. Staff and schools should always seek to use their knowledge of the child or young person to plan strategies and approaches to meet their learning, health and wellbeing needs. This may be in collaboration with or supported by other agencies. The following principles should be upheld:

- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships;
- Key stakeholders including children, young people and parents will be involved in the development of policies, approaches and strategies to create and promote a school culture and ethos underpinned by positive relationships and behaviour;

- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment;
- All children and young people need to be included, engaged and involved in their learning;
- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential;
- Planning should take account of potential triggers, the use of strategies which have previously proven effective and de-escalation strategies;
- The use of physical intervention methods should be restricted to those rare situations where there is immediate danger of personal injury to staff or pupils, including self-injury;
- Any use of restrictive physical intervention should be used **as a last resort** and should be the least intrusive for the shortest time.

This guidance has been developed in line with the following:

Education (Scotland) Act(s) (2016)

http://www.legislation.gov.uk/asp/2016/8/pdfs/asp_20160008_en.pdf

Standards in Scotland's Schools etc. Act 2000

<http://www.gov.scot/Resource/0051/00515736.pdf>

Additional Support for Learning Acts

<http://www.gov.scot/Publications/2009/11/03140104/0>

Getting it Right for Every Child

<http://www.gov.scot/Topics/People/Young-People/gettingitright>

Children and Young People (Scotland) Act

<http://www.gov.scot/Topics/People/Young-People/gettingitright>

We Can and Must Do Better

<http://www.wecanandmustdobetter.org/>

Building the Ambition

<https://education.gov.scot/improvement/Pages/elc1buildingtheambition.aspx>

United Nations Convention on the Rights of a Child

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

How Good is Our School 4 (HGIOS 4) /

<https://education.gov.scot/improvement/Pages/frwk2hgios.aspx>

How Good is Our Early Learning and Childcare

<https://education.gov.scot/improvement/Pages/frwk1hgioearlyyears.aspx>

Included Engaged and Involved Part 2 2017

<http://www.gov.scot/Publications/2017/06/8877>

Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)

<http://www.gov.scot/publications/2018>

3 Legislative Context

Legislation and Scottish Government guidance governing the Health & Safety responsibilities with regard to managing distressed and challenging behaviour is outlined below:

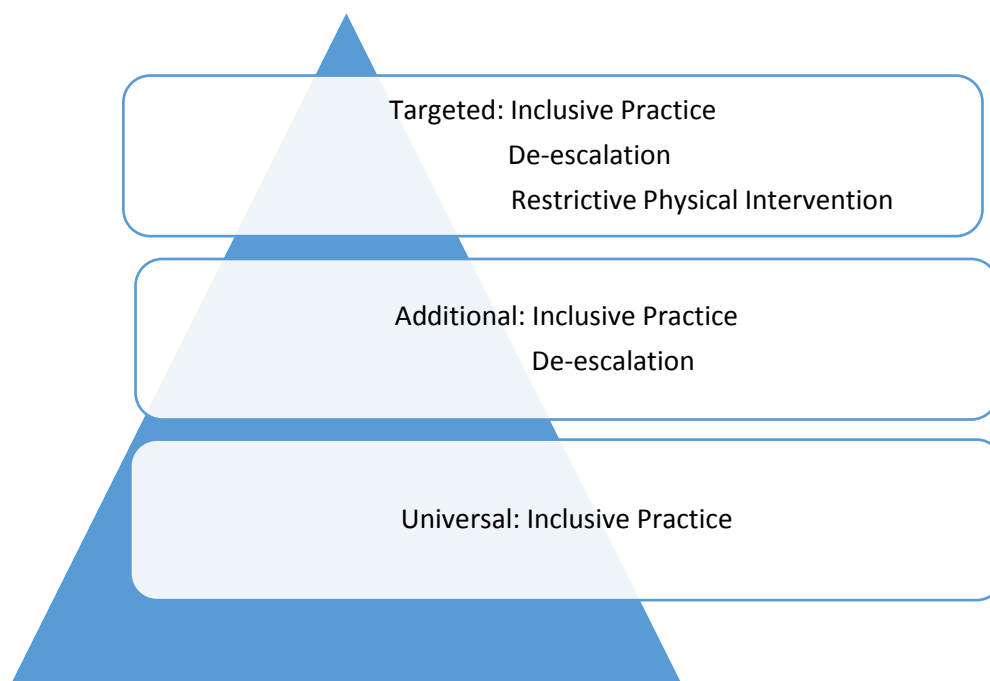
- The **Health & Safety at Work Act 1974** requires “every employer to ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees” and “the provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable, the health and safety at work of his employees”.
- The **Support of Health & Safety at Work Regulations 1999** requires every employer shall make a suitable and sufficient assessment of the risks to the health and safety of his employees to which they are exposed whilst they are at work.
- **The Education (Scotland) Act 1980** recognises that there may be occasions when staff may have to use “such force as is reasonable” to prevent a pupil causing injury to themselves or others. Despite using preventative strategies, it is recognised that in certain situations pupils may continue to exhibit distressed or challenging behaviour to a degree where restrictive physical intervention becomes necessary as a last resort to prevent a pupil injuring themselves or others. These provisions apply not only to school premises but to any other place where a teacher has responsibility for a pupil concerned e.g. a field trip, or other approved out of school excursion. There is no legal definition of “reasonable force”. It will always depend on the circumstances of the case.
- **The Standards in Scotland’s Schools etc. (Scotland) Act 2000 Act** states that teachers or other people working in a school may not use corporal punishment on pupils. Section 16 states that actions taken to prevent immediate danger of injury to self or others is not corporal punishment.
- **Included, Engaged and Involved, Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)** states that “it is only acceptable to physically intervene where the member of staff reasonably believes that if they do not physically intervene, the child or young person’s actions are likely to cause physical damage or harm to that pupil or to another person”.

In practice the above means that employers must assess risks to employees and make arrangements for their health and safety by **effective planning, organisation, control, monitoring and review**. This includes protecting employees from the risk of violence and ensuring staff understand their responsibilities in terms of planning to meet needs and the use of inclusive practice, de-escalation and physical intervention.

4 Approaches to Managing Distressed and Challenging Behaviour

There are three levels of meeting children and young people’s needs – universal, additional and targeted, distressed and challenging behaviour can be a presenting feature in any of these levels. The additional support needs of children and young people at universal and additional will generally be met in mainstream schools. Head teachers have responsibility for the relevant deployment of staff and resources to meet the needs of children and young people in their schools. Ongoing guidance, support and training can be provided by East Lothian Councils Additional Support Needs Service, Educational Psychology Service and the Health and Safety Officer.

It is expected that the provision to meet the needs of children and young people will be made in line with East Lothian Council’s Child’s Planning Framework and progression to a proceeding level will only take place when all planned interventions and outcomes have been reviewed and not met. In accordance, it is expected that children and young people for whom targeted support and intervention is required will have exhausted the supports on offer at the lower levels.



Level	Approaches	Resources
Universal	Additional support needs are met in the classroom by the class teacher. Differentiation/modification to the curriculum/environment may be required. Advice and support can be provided by Support for Learning staff or school nurse.	Inclusive Practice CIRCLE Resources Education Scotland Inclusion Hub Autism Toolkit Applying Nurture Principles
Additional	A higher level of intervention required over a sustained period. Often requiring support from other agencies out-with Education. Detailed planning required and may be recorded in a positive support plan. As and when coordination of support is required a child's planning meeting will be held and the outcome recorded on a Child's Plan.	De-escalation strategies Positive Support Plan Individualised Education Plan Child's Plan Educational Psychology Service
Targeted	Children and young people with significant and continuing level of need requiring multi-agency support e.g. Exceptional Needs funding in place; educated within a specialist provision or enhanced support base.	Exceptional Needs Specialist Provision Multi-agency Co-ordinated Support Plan considered

4.1 Universal: Inclusive Practice

All schools must have a positive relationship and behaviour policy. This must be known and implemented by all staff and regularly reviewed and discussed. The policy should be easily understood and shared with learners and their parents/carers. The policy should promote inclusion and a whole school ethos based on positive relationships and behaviour and the development of clear classroom support and positive role modelling.

An inclusive classroom environment is the starting point for positive relationships and behaviour. The inclusive practice CIRCLE document, CIRCLE Inclusive Classroom Scale, can be used to review, reflect on and develop a positive learning environment for all. The following should be considered:

Physical Environment

- Ensure the classroom is well organised with everything consistently and well labelled.
- Arrange the class to promote good interaction. Consider learners who have additional support needs - do they need to sit close to the door to enable them to leave quickly; do they need to sit away from the window to reduce distractions; do they need to sit near the teacher to maximise attention and concentration or to ensure they can hear or access resources?

- Some learners find elements of the physical environment overwhelmingly distracting e.g. lighting, noise levels, visual stimulation, and proximity to peers. Sometimes further adaptations over and above seating arrangements may be required e.g. individual work station, “safe space”, and alternative learning environment.
- Where visual supports are in place, ensure that these support, are consistent and don’t add to the distraction.
- Some learners may require the use of agreed sensory supports e.g. fidget supports or move and sit cushions. Others may require specialist equipment. Further guidance and support can be provided by East Lothian Council’s Access Officer.

Social Environment

- Aim to develop a classroom culture where everyone feels valued and secure and individual differences are respected
- Be aware that some learners can feel anxious about performing in front of the class. Take this into consideration
- Be aware of peer relationships and take these into consideration when planning seating and groupings
- Be aware of how language is being used and consider differentiating language and instructions as a routine part of your practice
- All behaviour is communication so reflect on what message might lie behind the behaviour
- Teach learners how to recognise, understand their emotions
- Model appropriate social and emotional skills during interactions
- Teach social skills through providing specific interaction activities

Structures and Routines

- Consider structures and routines in terms of how the lesson/day/week is structured
- Approaches such as consistent seating plans can help reduce anxiety or distraction for learners.
- Where possible advise of any changes to the routine or environment in advance
- The regular use of active learning and multi-sensory learning should help ensure that learners know that their particular learning style is likely to be met during the lesson
- Use a consistent approach to behaviour and set clear and specific class rules and routines in collaboration with class members
- Assign positive roles to class members to promote positive views of themselves
- Preparing individual children and whole classes for changes – big or small- can be crucial in supporting them to feel safe and lower anxiety levels

Motivation

- A learner-centred approach is crucial to engaging learners
- Values, abilities and interests are useful themes for encouraging motivation

Values

- Listen to and value learner’s views, thoughts and ideas
- Involve learners in target setting and self-assessment

- Model respectful relationships and restorative approaches

Abilities

- Differentiate work so that goals are realistic and achievable whilst still providing enjoyment and challenge

Interests

- Utilise learners' interests or experiences when designing lessons
- Allow learners an element of personalization and choice
- Use experiential learning, multi- sensory approaches and/or technology to motivate

Staff should recognise that all behaviour is communication and endeavour to identify, as far as possible the triggers that may lead to a child or young person acting in a distressed or challenging way. It is important to gain a clearer understanding of the factors underlying behaviour and the following may help:

- The inclusive practice CIRCLE pupil participation scale can be used to look at pupil engagement within the classroom and consider if there are any individual unmet needs requiring targeted supports and strategies
- Using a tool such as Antecedent, Behaviour, Consequence (ABC) or Setting, Trigger, Action, Result (STAR) charts can be helpful in identifying patterns or triggers
- Partner agencies such as Educational Psychology Service can provide support and advice in the use of approaches to behavioural analysis and identification of additional support needs.

4.2 Additional: De-escalation

In every situation, staff should use the positive relationships they have developed with children and young people to help to de-escalate the situation.

Staff should always use their professional judgement and knowledge of individual children to seek the least intrusive and most effective measures to de-escalate a situation - one size doesn't fit all – the following de-escalation techniques should be considered:

- Self-monitoring – when dealing with a situation that may escalate staff should self-monitor with a focus on how they can present in a calm and controlled way
- Proximal praise –praise /positive feedback is given to a neighbouring pupil who is modelling the desired behaviour or reference is made to a time when they were demonstrating the desired behaviour e.g. “remember yesterday when you showed me the work you completed”
- Use non-threatening verbal and body language – side stance, open palmed hands held low and visible
- Facial expressions - non-threatening

- Personal space – staff should be aware of when they might be entering into the inner or outer circle of danger i.e. getting so close to a pupil that the pupil may find this threatening or invasive and as such, the member of staff could be placing themselves at risk of injury.
- Distraction- the use of unconnected topics of conversation or a different focus of attention to distract the pupil from whatever may be triggering distress or challenge.
- Redirection- to change the direction or focus of: He redirected the children's energies toward building a sand castle instead of throwing sand at each other.
- Partial agreement- e.g. if a pupil is asked to stop talking but they say they weren't the only person talking, a response such as "that may be so but I need everyone to stop talking now, thank you."
- Keep verbal communication calm, minimal and clear
- Withdrawal – involves allowing or assisting a person to move away from a situation which they are struggling to cope with to a safer, quieter or more comfortable place where they have a better chance of regulating their emotions or behaviour.
- Change adult
- Use of a help script e.g. "I can see something has happened, I'm here to help, Talk and I'll listen."

Advice, support and training on strategies and approaches for de-escalation can be provided by the Educational Psychology Service and the Additional Support Needs Service.

4.3 Targeted: Restrictive Physical Intervention

East Lothian Council defines restrictive physical intervention as an intervention which is used with the intention of preventing a child or young person causing harm to themselves or others by holding or physically intervening to restrict their movement. This includes:

- TEAM TEACH physical intervention techniques
- the use of 'reasonable force' to prevent injury to self or others
- hand-holding or other physical guidance if the intention is to restrict movement
- mechanical restraints (e.g. wheelchair straps) except those used during the course of normal activities or transportation (e.g. seatbelts or wheelchair harnesses)

It is the responsibility of Head Teachers to ensure that staff have access to required training and are following the correct procedures in regards to de-escalation strategies and appropriate use and recording of restrictive physical intervention. The following points should always be considered:

- Restrictive physical intervention of any kind **must always be seen as a last resort.**
- The use of restrictive physical intervention can be regarded as reasonable **only** if the circumstances of the particular incident warrant it.
- While the use of restrictive physical intervention may be appropriate in order to prevent a pupil causing an injury to themselves or others, it is expected that other appropriate strategies will have been attempted first.

- The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent.
- The child or young person's individual circumstances must be taken into consideration and it should be recognised that for some children and young people, physical intervention can escalate their emotional state and prove counterproductive.
- There is also recognition that, on occasions, a teacher or other members of staff, in the course of his or her duty, may need to use restrictive physical intervention. Staff who intervene physically to avert an immediate danger will be supported by East Lothian Council provided they use reasonable force and follow the guidance in this policy.
- The law requires that restrictive physical intervention should be used only when every other approach has been tried and all practical methods to de-escalate the situation, including retreat, have been attempted. Where the use of restrictive physical intervention was unreasonable or excessive, the adult may leave themselves liable to disciplinary, civil or criminal proceedings.
- The rights of all children and young people must be a key consideration where restrictive physical intervention is being considered.
- Damage to property must only be considered as relevant justification for the use of restrictive physical intervention when such damage to property could endanger people's lives or result in serious injury.
- Parents and carers are more likely to support the actions of staff in restrictive physical intervention when staff can demonstrate that they acted in a professional, considerate and informed manner and their actions can be seen as being reasonable, justifiable and in a pupil's best interest.

All incidences of restrictive physical intervention must be recorded using the **Sphera** recording system. Parents and carers must be informed of all incidents of restrictive physical intervention and the strategies which were used prior to the use of this without delay. Parents and carers should be given the opportunity to engage in a discussion following the incident to put in place plans to reduce the subsequent use of physical intervention. See section 9 for more details.

Every effort should be made to ensure that the child or young person's safety or the safety of others can be restored in another practicable way (e.g. by the removal of other children or young people to a safe place). These provisions apply not only to school premises but to any other place where a teacher has responsibility for the pupil concerned e.g. a field trip, or other approved out-of-school excursion.

Staff must not act in a way that might reasonably be expected to cause injury, in particular by:

- Dragging a child or young person
- Holding a child or young person by the hair or ear
- Holding a child or young person face down (prone) on the ground
- Holding a pupil around the neck or collar, or in any other way that might restrict the child or young person's ability to breathe
- Slapping, punching or kicking a child or young person
- Twisting or forcing limbs against a joint
- Tripping a child or young person

East Lothian Council uses the TEAM-TEACH approach which provides a framework to equip services and individuals with the attitudes, skills, and knowledge to facilitate environments that are safe from harm. TEAM-TEACH promotes a broad range of positive behaviour support approaches and strategies to address the needs of children and young people who present distressed and challenging behaviour. It provides a continuum of support and guidance designed to intervene in the least intrusive way and in the best interest of the child or young person.

East Lothian Council will provide TEAM-TEACH training for staff supporting children and young people with significant and continuing level of need requiring multi-agency support. This will include key staff in specialist provisions and enhanced support bases and some staff who work closely with children and young people who have Exceptional Needs. This training would not typically be available to staff in mainstream schools.

Head Teachers should maintain a record of staff trained in TEAM-TEACH within their establishment.

Only staff who have undertaken training provided by TEAM-TEACH, and are within their period of accreditation, are permitted to employ TEAM-TEACH techniques of restrictive physical intervention.

Staff must consider the following points when dealing with a crisis situation:

- Staff will communicate calmly with the child or young person
- Use non-threatening verbal and body language – side stance, open palmed hands held low and visible
- Use of a help script e.g. "I can see something has happened, I'm here to help, talk and I'll listen."
- Keep dialogue to a minimum
- Encourage the child or young person to accompany a staff member to a quiet space away from bystanders or other children to provide a calm focus and an opportunity to listen.
- Children and Young people in distress pick up on body language. Look as confident as you can, keep your head up and speak slowly.
- Take care not to block an exit – this can further upset a distressed child or young person
- Take deep breaths and use pauses to organise your thoughts
- Use diversion or distraction strategies
- If assistance has been requested, until further staff arrive, continue to attempt to defuse the situation engaging calmly but meaningfully with the child to try to prevent the situation from escalating. Sometimes being able to contain the situation in silence can help.

- Do not compromise your own safety by engaging in escalated physical contact if the use of presence or de-escalation methods is not working

5 Planning

Staff's knowledge and detailed assessment of a child or young person should be used to predict and plan for the type of situation which may cause or contribute to that child or young person experiencing severe stress or frustration that can lead to challenging and distressed behaviour.

Planning for individual learners is not just about writing a document. It offers opportunities for everyone involved to develop increased knowledge and understanding of the child or young person, by learning about how they cope across contexts. It encourages parents, professionals and the child or young person to develop joint commitments to achieving shared and agreed aims and targets. It enables parents to develop their understanding of how staff in school are working with their child. It enables children and young people to have a better understanding of the purposes and outcomes of the activities they do in school. It ensures that members of the school team identify and own their responsibilities to the child or young person.

The key partners involved in planning are school staff, the parents, any other professionals involved and - wherever possible - the child or young person. All should be involved in identifying and agreeing the targets and in implementing, monitoring and reviewing the plan. It is essential that everybody involved in contributing to and/or reviewing a plan has access to a shared information and knowledge base. Designated time for education staff to meet and share information with other professionals and with families also is key to achieving this.

Every plan should build on the outcomes of targets/goals identified previously. Have targets been achieved? If not, why not? Are the targets previously identified still relevant and/or appropriate? Are there other targets that have a greater priority/relevance? What assessment is required to support the identification of new targets?

Monitoring and evaluation of the achievement of targets should be 'built in' and ongoing and should involve the child or young person at all stages. A child or young person's 'failure' to achieve targets is primarily the responsibility of the adults involved in identifying targets and in carrying out the intervention aimed at helping them achieve the targets agreed. It is important that all those involved have ownership of the plan and evaluate, on an ongoing basis, the appropriateness of targets agreed and adapt/change strategies and resources identified as necessary.

There are a range of planning formats that are used to support children and young people and it is important that they are integrated with each other and cross-refer too. They may include:

- Child's Plan – a document where the 'team around the child' records the interventions and outcomes to improve a child's wellbeing, including meeting their Additional Support Needs. Using the wellbeing indicators, it should outline the agreed actions that professionals will take to meet the Additional Support Needs and/or improve the child's wellbeing. For further details see East Lothian Council Child's Planning Framework guidance (2017)

- Individualised Education Plan - for children who require extensive modifications to the curriculum to allow them to access appropriate learning activities. An IEP describes in detail the nature of the child's or young person's Additional Support Needs, the ways in which these are met, the learning outcomes to be achieved and specifies what additional support is required. For further details see East Lothian Council Assessing, Planning and Meeting the Needs of Children with Additional Support Needs policy (2018)
- School Health Care Plan - for children and young people with a medical condition that may require medical treatment in school. Support of Pupils with Healthcare Needs in Educational Establishments guidance (2017)
- Positive Support Plan – for children and young people who have previously exhibited distressed or challenging behaviour. This plan identifies potential triggers, preferred de-escalation and support strategies and key information on how best to positively engage the pupil. For further details see Section 7.
- Risk Assessment – for children and young people who may engage in behaviour that has the potential to cause injury to themselves or others. For further details see Section 8.

6 Positive Support Plan

A positive support plan aims to provide all staff, including supply or new staff working with a child or young person with sufficient knowledge to assist them in reducing the risk of a child or young person's behaviour escalating to crisis point.

A positive support plan is developed to support all staff working with the child or young person to be aware of:

- bridge builders e.g. strengths, interests which may help the member of staff engage the child or young person positively;
- potential triggers;
- early warning signs of anxiety or distress;
- de-escalation strategies and;
- strategies/key tasks/language which should be avoided.
- any agreed restrictive physical intervention (TEAM TEACH) techniques.

Examples are provided in Appendix 1 and 2.

6.1 Criteria for Initiating a Positive Support Plan

Putting in place a positive support plan should be considered when a child or young person has previously exhibited distressed or challenging behaviours which require to be carefully managed by staff.

In all situations, where an incident with a child or young person has required the use of physical intervention, school staff have duty to plan for the possibility of the behaviour recurring and should in all circumstances develop or update a Positive Support Plan.

See flowchart in Appendix 4.

6.2 How to Complete a Positive Support Plan

A positive support plan should be developed with involved partnership agencies, parents and child/young person where possible. It should take into account the combined knowledge of the child or young person and any specific factors which may need to be considered e.g. sensory issues, medical diagnoses.

Parents and carers should be fully involved in discussions, give their agreement to the plan and receive a copy of the positive support plan. This is particularly important when there is any element of restrictive physical intervention contained within the plan.

Following any incident where restrictive physical intervention has been used, the positive support plan should be reviewed to identify whether there are any further strategies which could have been tried to prevent the escalation.

7 Risk Assessments

A risk assessment is a planning format that should be used for children and young people who may engage in behaviour that has the potential to cause injury to themselves or others. It involved a careful consideration and assessment of the behaviours that could cause harm and identifies interventions and precautions that should be put in place to limited this harm.

Risk assessments should be used in **rare** circumstances where it is identified that a risk assessment and positive support approach would help school staff manage exceptional situations through detailed assessment, planning and intervention.

The use of a risk assessment does not replace the application of preventative positive behaviour approaches, de-escalation techniques and positive support plans.

Risk assessments should be completed with input from a wide range of people including:

- Parents / Carers
- Children and young people
- School Staff

- Medical Professionals
- Educational Psychologists
- Education Support Officers
- Health and Safety Officer
- Other specialists as appropriate

Headteachers or their designated member of staff are responsible for completing risk assessments.

They must have:

- Knowledge of the context and those involved
- Sufficient authority to ensure required control measures are implemented
- Training in risk assessment and knowledge of health and safety requirements

7.1 Criteria for Initiating a Risk Assessment

A risk assessment should be put in place in the following situations:

- Where there is evidence that a pupil's future behaviour may endanger their safety or the safety of others e.g. bringing weapons or drugs into school
- Where there is evidence that a learner's future behaviour may involve a risk of subjecting staff or pupils to sexually offensive behaviour
- Where a child or young person has been charged with a crime and pending the charge there may be a risk to staff or pupil safety

In all circumstances the decision to undertake a risk assessment must be based on evidence and individual circumstances.

7.2 How to Carry Out a Risk Assessment

Risk assessments must be recorded and signed off using the East Lothian Council system **Sphera** recording system. Training and support in this process can be provided by East Lothian Council's Health and Safety Officer.

Where it is agreed that it would be beneficial and appropriate to have a risk assessment the following steps should be taken:

➤ Step 1 - Identify the Hazards

The first step is to identify the hazards e.g. behaviours which may cause harm or vulnerabilities to staff or pupils e.g. spitting, kicking, biting, undressing etc.

These can be identified using a number of sources of information:

- Talking to staff who work with the young person
- Talking to staff who have previously worked with the young person

- Previous incident reports
- Information from professionals
- Monitoring sheets
- Critical Incident Protocols

➤ Step 2 - Assess the Risk and Level of Risk

Once hazards and behaviours have been identified, staff must assess the risk which they may present taking into account the likelihood and potential severity of an incident. Some behaviours may be frequent but not cause injury or only minor injury - these would be classed as low risk. Others may only happen occasionally but have the potential to cause severe injury, and would therefore be judged as high risk.

➤ Step 3 - Identify Control Measure

Control measures are actions or interventions that should be put in place to reduce either the likelihood of the behaviour occurring or the severity of injury resulting, and should be compiled with all staff involved following identification of behaviours and associated risks.

These may take the form of:

- De-escalation strategies
- Positive Support Plan
- Individual Education Plan
- Changes to the environment
- Accessibility to curriculum/alternative curriculum
- Staffing
- Protective clothing such as bite proof sleeves
- Strategies such as ensuring child has short nails, wears slippers etc.

Control measures should be based on an analysis of behaviour which is causing concern and should be personal to each individual child or young person and context.

➤ Step 4 - Implement Control Measures

Once control measures have been identified and agreed, they should be implemented **effectively and consistently** by all staff.

Some of the things to consider are:

- Information is shared with all relevant parties
- Ensuring staff have a clear understanding of the control measures, strategies and approaches.
- Training in regard to this may be required e.g. De-Escalation Training, TEAM TEACH
- Make any necessary physical changes to the environment

➤ Step 5 – Monitor and Review

Risk assessments should be kept under constant review to ensure they are still appropriate. As a minimum they should be reviewed annually.

The following may prompt a review:

- The occurrence of a serious incident (or a series of minor incidences)
- If the child or young person's behaviour changes
- If staff/location etc. change
- Any other reason to think that the assessment is no longer valid

See flowchart in Appendix 4.

8 Dealing with Incidents

The risk assessment and planning processes should mean that staff are generally well prepared to deal with situations which arise.

Occasionally an unpredicted incident may occur and staff may need to call on additional assistance. Schools must put in place systems to enable this to happen quickly and effectively. This may involve calling for assistance from a member of the support team or additional support staff.

Staff should reflect on the potential emotional impact on children, young people and staff during any incidents of distressed or challenging behaviour. In the light of this, consideration should always be given to the individual circumstances of the child or young person.

8.1 De-Escalation Phase

The first phase of dealing with any incident will be the de-escalation phase. Where any risk assessments or positive support plans are already in place, these must be followed.

Successful de-escalation will depend on the positive relationships which have been established with the child or young person and the adult's knowledge of the child/young person.

On occasion, it may be necessary to either direct the child or young person to a suitable quiet space or remove the rest of the children/young people to another space in order to create the conditions necessary for the child or young person to be helped to regulate the distressed or challenging behaviour.

8.2 Crisis Phase

If a child or young person's distress has escalated to such a point that they are at risk of harming themselves or others, then **only as a last resort**, physical intervention may need to be considered. The purpose of any physical intervention would be to ensure the safety of the child/young person or others. Any physical intervention or restraint must be the least intrusive, using the minimum force for

the shortest time and must only be carried out by staff trained and accredited in the use of TEAM TEACH unless in an emergency situation.

Where an incident has been a first incident and unpredicted, staff have a duty of care to manage the situation and may use “reasonable force” to respond. However, plans must then be developed to address the future de-escalation of and support of possible further incidents.

It is important to consider and plan low level activities for the child or young person following the crisis phase , as it has been widely recognised that it can take up to 90 minutes for a child or young person to ‘cool off’ following an incident.

8.3 Following an Incident

Following any incident, it is important to take time to debrief staff, review the antecedents to the incident, consider whether plans have been followed and make any adjustments required to the plan in the light of the incident.

There are two key elements to consider during debriefing; the emotional impact and the learning in regard to future risk reduction.

If there has been a severe or prolonged incident, it is important that staff involved are given the opportunity to have a break from the classroom.

Depending on the age and capacity of the young person, the opportunity to meet with staff to have a restorative meeting should be offered.

Similarly, when parents or carers are informed of the incident, the opportunity to participate in a discussion with staff should also be offered.

9 Recording of Incidents

All incidents of restrictive physical intervention or incidents of a violent nature (e.g. where intentionally, or whilst in a distressed state, a child or young person has attempted to or actually cause physical harm to themselves, other pupils or a member of staff) should be recorded on Sphera recording system.

Incident reports must clearly indicate that:

- A real danger was perceived by the staff involved
- Means, other than force, were attempted or were found to be insufficient
- When restrictive physical intervention was used, it was the minimum necessary to address the danger and used for the shortest amount of time
- In every case, the record should demonstrate how children’s rights have been taken into account in reaching the decision to physically intervene

Incident reports should include information on:

- Any information in regard to the pupil/pupils which may be relevant *e.g. Pupil X has recently been diagnosed with Autism.*
- The antecedents to the incident. This is to allow for the identification of possible triggers *e.g. Prior to the incident, Pupil X was excited and expressed that his team were going to win the game.*
- Factual information on where the incident occurred, who was involved, control measures in place and de-escalation strategies employed *e.g. the incident took place in the gym hall, Mr Y was leading the lesson and Mrs Z was there to support Pupil X. Pupil X has a Positive Support Plan in place which indicates early warning signs of distress. Visuals are provided to prompt Pupil X to exit the gym hall if it is becoming too much for him however when Pupil X 's team lost the game, his behaviour escalated rapidly and he began to hit out at members of the opposing team causing injury.*
- If any form of restrictive physical intervention was used, the physical intervention technique employed should be recorded along with length of time for which this was used and the reason for use *e.g. To ensure that Pupil X was unable to continue hitting other pupils and to allow Mr Y to gather the class in an area away from Pupil X, Pupil X was held in a T wrap for 5 minutes whilst calm talking and previous success reminders continued.*
- What happened immediately following the incident? *e.g. Mrs Z accompanied Pupil X to his safe area, where he spent 15 minutes listening to his calming music through the headphones.*
- De briefing and information sharing re the incident i.e. parents/lead professional informed *e.g. Mrs Z, Mr Y and Mrs V, class teacher met to review the incident. Mrs Z was concerned that she felt she had no option but to restrain Pupil X in the circumstances as he did not respond to his usual visual prompts on this occasion. Mr Y confirmed that the escalation had been rapid. It was agreed that Mrs V and Mrs Z would carry out some work using a Social Story with Pupil X on winning and losing and what was OK and not OK to do. Mrs V informed the parents of Pupil X that physical intervention had been used, gave details of the antecedents to the incident and the steps to be taken to reduce the likelihood of recurrence.*

In addition, the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (as amended) (RIDDOR) requires employers to notify, to the Health and Safety Executive, any act of violence which leads to incapacity of staff for more than 7 consecutive days.

Any notifications to the Health & Safety Executive under RIDDOR will be done by the Health & Safety Team. If an incident results in or is likely to result in either an absence of 7 days or over, or a fracture, amputation or loss of consciousness please notify the Health & Safety Team H&S@eastlothian.gov.uk

10 Seclusion and Withdrawal

Seclusion is defined as “the confinement of a child, without their consent, by shutting them alone in a room or other area which they are prevented from leaving”. Seclusion is not the same as withdrawal. Seclusion should never be used in East Lothian Council educational establishments.

Withdrawal involves allowing or assisting a person to move away from a situation which they are struggling to cope with to a safer, quieter or more comfortable place where they have a better chance of regulating their emotions and behaviour. Withdrawal may be used for a child or young person who has requested time out with their environment whilst in a high state of anxiety or who is presenting a very high level of physical threat or danger to themselves or others. Withdrawal should never be used as a punishment.

Unless requested by the child or young person withdrawal should only be used when other strategies detailed within the positive support plan have been attempted and escalation is still continuing. Withdrawal spaces should be seen as areas which are designed to keep pupils safe in a supportive and reassuring way.

As a general rule, the most effective way to monitor and support a person is to be in the same room with them. There are however exceptions to general rules. For example if a child or young person asks to be left alone or the proximity of another person is clearly distressing them, it might be more effective to allow them some space. It is important to consider that some people with Autism Spectrum Disorders may find the close proximity of other people to be an additional and unnecessary cause of stress.

Even if not physically in the room with the individual, the adult(s) responsible must remain close enough to monitor the situation and offer immediate assistance if required.

Examples of effective withdrawal:

- Where the individual accesses a low stimulation environment which the individual uses to support self- regulation as part of an agreed plan.
- Where an individual is removed with their agreement in a planned way from a difficult situation that has caused distress; accompanied to a place where they can be continuously monitored until they are ready to resume their usual activities. This may be in order to help to reduce the incident of crisis behaviour situations arising.
- To assist children or young people who are able to articulate that they are becoming overwhelmed by, for example, noise and would benefit from somewhere to get away or quieten down for a short period.

If a crisis situation occurs, withdrawal provides a less restrictive option than physical intervention to prevent physical injury to others from a distressed child.

Any planned use of withdrawal for children or young people **must be fully documented** as an integrated part of the child plan describing the reasons and likely situations arising for use.

The level and form of help should always be determined by an assessment of the child's needs.

Good practice emphasises the involvement of the individual and their family in the consideration of and planning for the use of withdrawal.

Withdrawal must not be used with any intent to punish a child. It must be seen as a planned responsive or proactive strategy to support the child's self- regulation.

If the use of withdrawal is considered, it is important to review the effectiveness of this on a regular basis.

- Does this approach offer a lower level of intrusion?
- Does it help the child to calm more effectively than other strategies?
- Does it offer improved safety for those around?

11 Contact with Police Scotland

The Headteacher or a designated manager of a school, as an officer of East Lothian Council, has the authority to contact Police Scotland where they judge this to be the appropriate course of action.

Generally, although not exclusively, the Headteacher may consider contacting Police Scotland where the school staff are unable to implement strategies to manage a situation. This may relate to a criminal act taking place or having taken place. It may relate to a situation where significant harm is being caused or has been caused to an individual. In some situations Police Scotland may be contacted where there is a significant risk of harm to one or more individuals.

The Headteacher will make a judgement whether to call the police based on the presenting factors and the circumstances. Part of this judgement will be based on whether the matter can be dealt with using internal and available strategies.

12 Managing Incidents Involving Weapons

A knife or offensive weapons incident would be any incident in which East Lothian Council staff become aware of a pupil or pupils who have or are believed to have on their possession an article which meets the following definitions, without lawful authority:

“An article which has a blade or is sharply pointed” which covers the standard understanding of a knife. Whilst the same act similarly defines an offensive weapon as “Any article (a) made or adapted for use for causing injury to a person, or (b) intended, by the person having the article, for use for causing injury to a person by (i) the person having it, or (ii) some other person”
Criminal Law (Consolidation) (Scotland) Act, 1995

Where school staff suspect that a child or young person is in possession of a weapon in school, such as a knife, this should be referred to the Head Teacher or a senior member of staff immediately. Staff should not directly challenge the child or young person.

Staff should use their judgement on what would constitute a knife or weapon incident, although in the event of doubt it would be encouraged that police should be informed, rather than not, given that even minor incidents can inform a pattern of behaviour which may prove more concerning.

A member of school staff, in the presence of another member of senior staff, where possible, may, if they believe it is safe to do so, ask the child or young person to disclose and display the contents of pockets or bags, to ascertain if there is a weapon. This is a voluntary process where the pupil is given the opportunity to co-operate with staff to resolve concerns.

Before approaching a child or young person the following points should be considered:

- The evidence that is suggesting they may have a weapon
- The wider context and previous behaviour pattern
- The arousal level of the pupil
- The current level of co-operation from the pupil
- Knowledge of any threats made to members of the school community
- The quality of relationship between key staff and the pupil

If the child or young person will not co-operate, the child or young person should be asked to remain where they are and the police should be called immediately.

For circumstances in which staff are responding to a knife or other offensive weapons incident within school, it is expected that **in each and every incident** they will report this to police via the following appropriate channels:

- 1) Utilising the 999 emergency call service in the event of an ongoing emergency
- 2) Utilising the police non-emergency number 101 if there is no immediate danger

- 3) Reporting to a Youth Community Officer if such an individual is on site and this is deemed more expedient or appropriate than either of the above two methods

These methods are highlighted in order to clarify that it is up to the professional judgement of staff to identify the seriousness of the incident and therefore utilise the most appropriate method of reporting accordingly.

If the school has had to request a voluntary search or involve police due to a suspected weapon, parents should be alerted at the earliest opportunity. This should only be delayed if it is felt that early communication may in some way increase risk to the school community e.g. a distressed parent suddenly arriving at school, concerns re use of social media, there is not an appropriate member of staff available who can communicate the situation sensitively to the parent. In all situations the parent must be fully informed **by the end of the school day**.

Any incident where a decision is made to undertake a search of a child or young person and/or where a weapon is suspected or found, must be recorded on Sphera. Information that would be considered relevant would be the details of youths involved in carrying a knife: name, date of birth, address, corresponding guardian's details, as well as full circumstances of the specific incident.

Please see Flowcharts in Appendix 3.

13 Using Information and Statistics

Recording and Monitoring of Incidents is primarily the responsibility of the Headteacher and their Senior Leadership team. They should use records of incidents to inform the planning for and support of children and young people.

Statistics can be collated from the Sphera recording system and patterns identified together with the information on what interventions and strategies work and what does not.

At Authority Level, Quality Improvement Officers, Education Officers and Health and Safety Officers will meet on a monthly basis to monitor and review incidents, identify and provide support to schools to address any highlighted patterns or concerns in regard to their compliance with this guidance.

Appendix 1: School Positive Support Plan (Blank)

Child's Name:

Date of Birth:

Date of Plan:

Created By:

Positive Support Plan – Proactive strategies

Cues that I am calm and relaxed	Green Support Strategies Proactive strategies that help to kept me within my environment and a system that meets my needs
<i>What do I look and sound like when I am calm and relaxed?</i>	Likes/ Interests/ Bridge Builder i.e what adults can talk to me about or distract me with? Communication Needs i.e. use of visuals or objects, understanding and use of verbal language, how I make my needs known and how adults should communicate with me. Sensory Needs i.e. my preferences and needs in terms of my environment, light, sound, and touch. Developmental Level i.e. what level am I working at within class? Where am I developmentally, as well as chronologically? Support of known Triggers i.e. what proactive strategies are in place to keep me calm and relaxed?

Positive Support Plan – Intervention Strategies

Green	Amber – Signs of Escalation	Red – Peak of Behaviour /Crisis	Blue – Signs of Calming Down
	Adult’s Response at Amber	Adult’s Response at Red	Adult’s Response at Blue

At all levels and before any restrictive physical intervention, involved staff must have made every effort to manage the situation using agreed de-escalation approaches and strategies appropriate to the individual. Only if these have proven to be unsuccessful and there is a clear risk of harm to the individual or others should restrictive physical intervention be considered at red level. The child or young person's individual circumstances must also be taken into consideration as for some children and young people, restrictive physical intervention can escalate their emotional state and prove counterproductive. Only staff who have undertaken Training provided by TEAM TEACH and are within their period of accreditation are permitted to employ TEAM TEACH techniques of Physical Intervention.

Please indicate which physical intervention strategies have been included in this positive support plan

Friendly Hold	<input type="checkbox"/>	Double Elbow Hold (Kneeling)	<input type="checkbox"/>	Single Elbow Hold (Kneeling)	<input type="checkbox"/>	Wrap (Standing)	<input type="checkbox"/>
Small Child Escort	<input type="checkbox"/>	Double Elbow Hold (Standing)	<input type="checkbox"/>	Single Elbow Hold (Sitting/Chairs)	<input type="checkbox"/>		
Help Hug	<input type="checkbox"/>	Figure of Four (Kneeling)	<input type="checkbox"/>	Single Elbow Hold (Standing)	<input type="checkbox"/>		
Cradle Hug	<input type="checkbox"/>	Figure of Four (Sitting/Chairs)	<input type="checkbox"/>	Wrap (Kneeling)	<input type="checkbox"/>		
Shield (fight separation)	<input type="checkbox"/>	Figure of Four (Standing)	<input type="checkbox"/>	Wrap (Sitting/Chairs)	<input type="checkbox"/>		

Appendix 2: School Positive Support Plan (Worked Example)

Child's Name: Child A **Date of Birth:**
Date of Plan: **Created By:** Class Teacher and ASNA

Positive Support Plan – Proactive strategies

Cues that I am calm and relaxed	Green Support Strategies Proactive strategies that help to keep me within my environment and a system that meets my needs
I am happy, smiling and laughing. I will talk about football, ask what about you and take an interest in what others are doing. I am having fun. My voice is level and calm. I am taking part in all of the class activities with minimal support.	<p>Likes/ Interests/ Bridge Builder i.e. what adults can talk to me about or distract me with?</p> <ul style="list-style-type: none"> - I love football and support Hearts. I like to talk about recent games I have attended or watched. - I enjoy hearing about what staff have been doing outside school and asking lots of questions about this - I enjoy being outside and working on practical tasks like building - I work well when I am given responsibilities, including supporting younger children and carrying out jobs around the school <p>Communication Needs <i>i.e. use of visuals or objects, understanding and use of verbal language, how I make my needs known and how adults should communicate with me.</i></p> <p><i>Child A uses</i> Individual visual timetable, use of first and next board (task then motivator, whereby he chooses motivator to work towards before task begins), use of Choice Board to make requests during special time, use of speech and gesture to chat and interact with adults and children.</p> <p><i>Adults should use</i> visuals to support language, reduced language using key words and familiar phrases, a calm, supportive and quiet tone of voice, one voice when communicating and minimal distraction.</p> <p>Sensory Needs <i>i.e. my preferences and needs in terms of my environment, light, sound, and touch.</i></p> <ul style="list-style-type: none"> - Movement breaks built into timetable at key times of day, including outdoor walk first thing and before home time. - As quiet and calm of an environment as possible (Child A will become over stimulated by 'the feeling' in the room whether it is very excitable in a positive or negative way)

	<ul style="list-style-type: none"> - Access to 'Chill Basket' freely throughout day, including ear defenders squeeze ball and calming/distraction items personally chosen by Child A. <p>Developmental Level <i>i.e. what level am I working at within class? Where am I developmentally, as well as chronologically?</i> Child A is working at early and aspects of first level within all areas of the curriculum. He is 9 years old but operates developmentally as a much younger child.</p> <p>Support of known Triggers <i>i.e. what proactive strategies are in place to keep me calm and relaxed?</i></p> <ul style="list-style-type: none"> - Child A should be well prepared for any changes by the use of social stories, supportive transitions, a lot of reassurance and the support of a familiar adult. - Staff need to ensure that they pick their battles with Child A. He needs to know that staff are on 'his side' and benefits from a supportive key adult. - Child A should use a visual timetable every day in order to understand what is expected, what is coming next and to reduce his anxiety. - Staff should use minimal language with the support of visuals when giving instructions. Avoid getting into 'confrontation' with Child A. - Child A needs access to regular movement breaks that are built into his timetable, and to have lots of planned and structured choices built into his day to give an element of control.
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Positive Support Plan- Intervention Strategies

<p>Green</p>	<p>Amber – Signs of Escalation I will seek the one to one attention of an adult, will usually cling onto the adult. I will seek extra reassurance by asking lots of questions in quick succession. I become a little red in my face and look a little panicked. I might drop down to the floor I might start to nip or bite a little while being reassured. I might run towards other children and grab, nip or bite them. I might shout at the person or try to throw the thing that is making me anxious.</p>	<p>Red – Peak of Behaviour /Crisis My tone of voice will change to being quite high pitched. I will scream/cry. I will become very red and hot. I will nip and bite. I will bite my hands. I will pull my own hair. I will bang my head against the ground. I will be very over stimulated by any noise or demands placed on me. I will run towards other children and nip/bite or grab them. I will continue to seek reassurance for different things which are not necessarily related to the situation.</p>	<p>Blue – Signs of Calming Down I am beginning to look visibly calmer. I am not trying to hurt myself or others. I will want to get up and walk around. I will begin to engage with you My voice will be quieter, although I might still be upset/emotional. I may still nip a little to relieve a sensory need.</p>
	<p>Adult’s Response at Amber Use reduced language and visuals at all times. Give me the attention that I need at the time. Reassure me that I am okay and tell me what is happening first and next. Answer my questions and calmly and positively tell me what is happening. Give me time to process what is happening. Use a calm and comforting tone. Hold hands and allow close physical contact. Give me a cuddle or some deep pressure. Try to move me on to the next thing. Ask me about football or distract me by talking about something you have been doing at home. Ask me if I would like to help me with a job or do something outside the room.</p>	<p>Adult’s Response at Red Reduce language to a very minimum of responding to my questions only. Reassure me at all times. Stay very calm and keep a calm and quiet tone. Reduce all stimulus in the environment, where possible remove other children, switch off any smartboards, music, extra noise and lights if possible. Allow me to leave the room. Give me space and monitor from a distance. Alert other staff but discourage people from approaching me as long as I am safe.</p>	<p>Adult’s Response at Blue Allow me space to move around the room. Offer me some juice or my favourite sensory items – you are distracting and calming me by doing this, this should not be seen as ‘rewarding’ challenging behaviour. If possible allow me 15-30 minutes on my own before other children returning to the class or before introducing any more stimulation. Give me a cuddle if I would like one. Continue to reassure me if I am asking questions. After 15-30 minutes, show me my timetable/Now and Next and tell me what is happening next. If you feel next activity will be challenging, please change it to something with minimal demands</p>

	<p>Try to make me laugh. Try not to respond to any nipping or biting directly, just reassure me that I'm okay and tell me what is happening. If I am anxious about an event/visitor or new situation, use a timer to tell me how long this will be happening and use my first and next timetable to show me what I will be moving onto next. Make the next activity a highly preferred activity such as Smartboard, sensory, bubbles, playtime or PE. Stay with me and distract me until I feel more calm and ready to carry on with the rest of my day.</p>	<p>Move away from me if I am hitting or biting, give me space whilst staying within supportive reach. If I am hurting myself (biting, hair pulling, head banging) hold my hands firmly and give me deep pressure in my arms. Do not put yourself at risk and move away if I begin to target you. In the event of physical intervention, as a last resort following risk of real harm to myself or others, indicate which TEAM TEACH Technique is likely to be used e.g. T Wrap. Give me lots of time. Do not ask me any questions or offer any distractions at this stage.</p>	<p>Have reduced expectations of what I will be able to do or participate in after the event as I will be very tired and may still feel anxious.</p>
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At all levels and before any restrictive physical intervention, involved staff must have made every effort to manage the situation using agreed de-escalation approaches and strategies appropriate to the individual. Only if these have proven to be unsuccessful and there is a clear risk of harm to the individual or others should restrictive physical intervention be considered at red level. The child or young person's individual circumstances must also be taken into consideration as for some children and young people, physical intervention can escalate their emotional state and prove counterproductive. Only staff who have undertaken Training provided by TEAM TEACH and are within their period of accreditation are permitted to employ TEAM TEACH techniques of Physical Intervention.

Please indicate which physical intervention strategies have been included in this positive support plan

Friendly Hold	<input type="checkbox"/>	Double Elbow Hold (Kneeling)	<input type="checkbox"/>	Single Elbow Hold (Kneeling)	<input type="checkbox"/>	Wrap (Standing)	<input type="checkbox"/>
Small Child Escort	<input type="checkbox"/>	Double Elbow Hold (Standing)	<input type="checkbox"/>	Single Elbow Hold (Sitting/Chairs)	<input type="checkbox"/>		
Help Hug	<input type="checkbox"/>	Figure of Four (Kneeling)	<input type="checkbox"/>	Single Elbow Hold (Standing)	<input type="checkbox"/>		
					<input type="checkbox"/>		
					<input type="checkbox"/>		

Cradle Hug

Figure of Four (Sitting/Chairs)

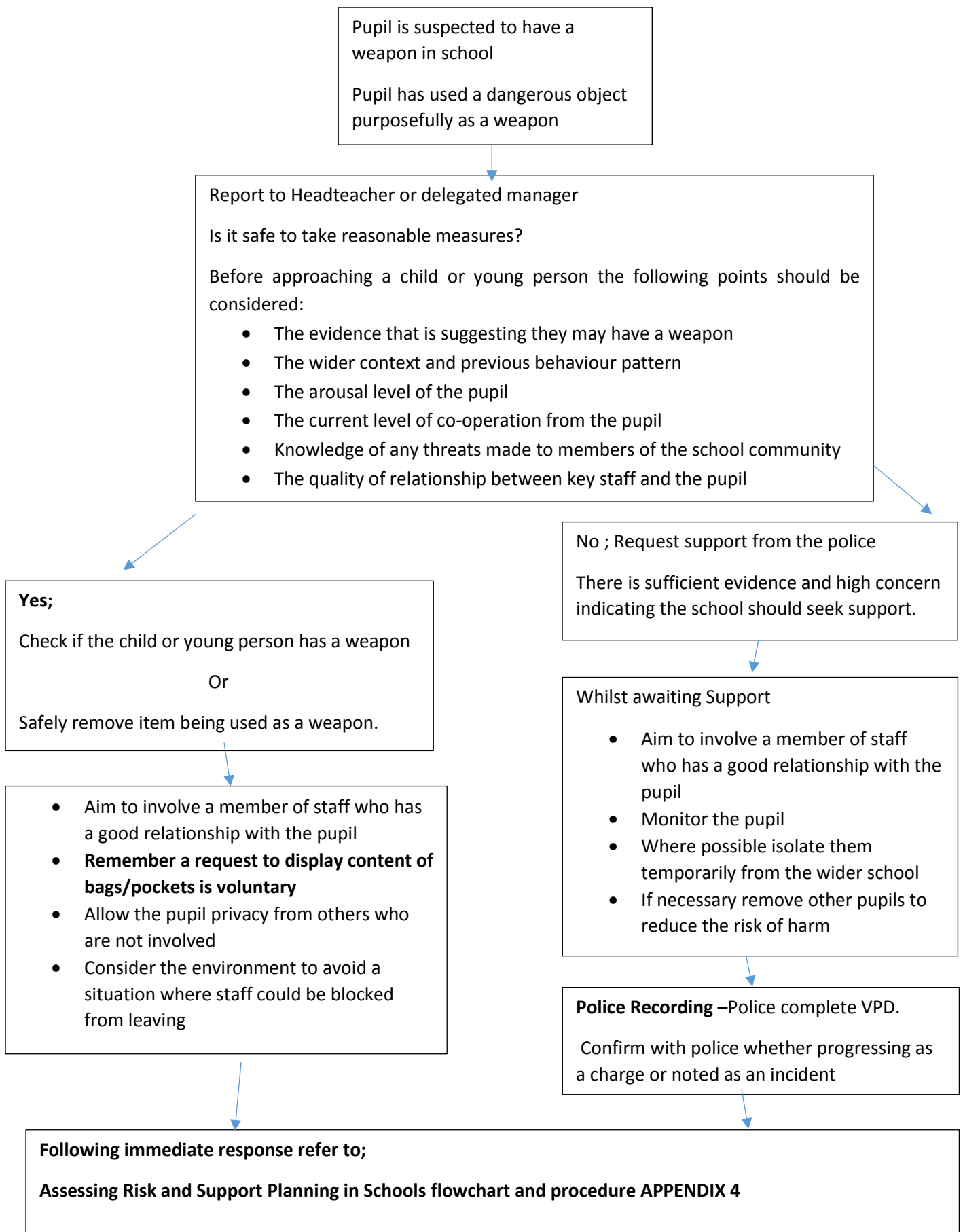
Wrap (Kneeling)

Shield (fight separation)

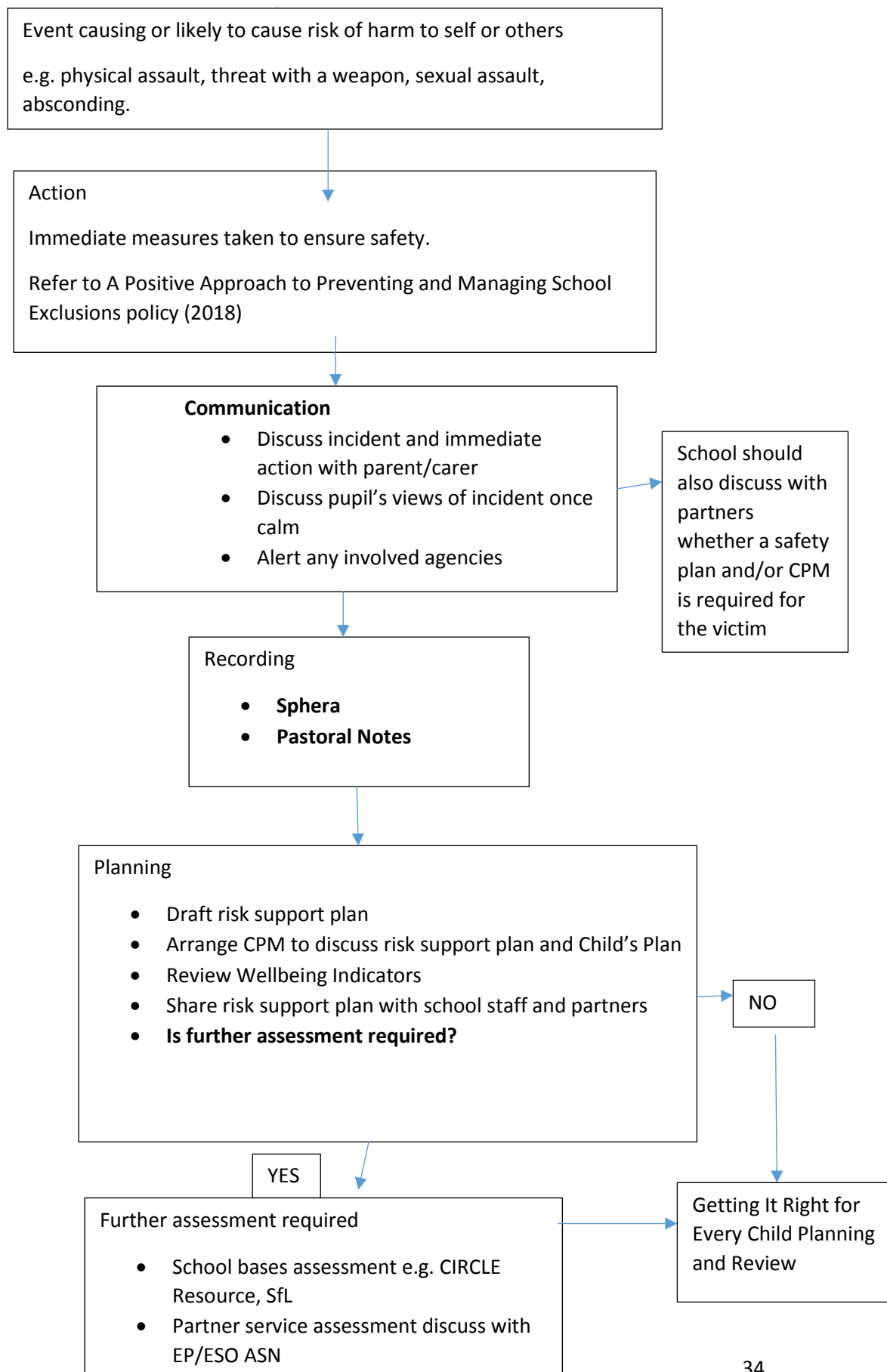
Figure of Four (Standing)

Wrap (Sitting/Chairs)

Appendix 3: Weapon in School Flowchart



Appendix 4: Assessing Risk and Support Planning in Schools



REPORT TO: Education Committee

MEETING DATE: 20 November 2018

BY: Depute Chief Executive (Resources and People Services)

9

SUBJECT: Head Teacher Appointments

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Elphinstone Primary School	Alison Cameron	13 August 2018	Acting Head Teacher, Prestonpans Infant School
New Haddington School	Willie French	26 November 2018	Head Teacher The Royal High Primary School, Edinburgh
Yester Primary School	Heather Williams	13 August 2018	Head Teacher Elphinstone Primary School
Dunbar Grammar School	Claire Slowther	13 August 2018	Depute Head Teacher Dunbar Grammar School
Knox Academy	Susan Cook	13 August 2018	Acting Head Teacher Trinity Academy, Edinburgh

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

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DESIGNATION	Education Service Manager
CONTACT INFO	Tel:- 016207494 Email:- rparker@eastlothian.gov.uk
DATE	18 September 2018

REPORT TO: Education Committee
MEETING DATE: 20 November 2018
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: South East Improvement Collaborative

10

1 PURPOSE

- 1.1 To provide the Committee with an update on progress with the South East Improvement Collaborative (SEIC).
- 1.2 To ask the Committee to approve the South East Improvement Collaborative Phase 2 Plan and the steps taken to support improvement between schools and local authorities and strengthen the support for school improvement.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - i. Note the ongoing commitment to and progress with enhancing support for our schools through the South East Improvement Collaborative;
 - ii. Approve the South East Improvement Collaborative Phase 2 Plan (Appendix 1) given that the planned actions set out within the Plan enhance the support to schools through engagement and collaboration;
 - iii. Note the positive feedback from the Chief Inspector, Education Scotland in relation to the South East Improvement Collaborative Plan (Appendix 2);
 - iv. Agree that the Head of Education provides further reports on progress with the SEIC Plan and impact to future Education Committee meetings.

3 BACKGROUND

- 3.1 The Scottish Government's Education Governance: Next Steps report, June 2017, set out a number of changes to Scottish Education, including the establishment of Regional Improvement Collaboratives to add value to work ongoing within education authorities to improve outcomes for children and young people and the quality of education provision.
- 3.2 A Scottish Government and Local Government Steering Group was established to scope out the design and development of Regional Improvement Collaboratives based on the policy direction outlined in the Education Governance: Next Steps report.
- 3.3 More detail on the roles and functions of Regional Improvement Collaboratives was provided in a steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.
- 3.4 East Lothian Council approved membership of the South East Improvement Collaborative at full Council 31 October 2017. Education portfolio holders, Chief Executives, Head of Education and Head Teachers worked in partnership to develop and build on existing partnership arrangements to inform the South East Improvement Collaborative Plan. A draft South East improvement Collaborative Phase 1 Plan was approved by the Education Committee 13 March 2018. Members will be aware that the South East Improvement Collaborative Oversight Group was established, including the five Conveners for Education from each partner Council ensuring political oversight of the partnership's work, thus ensuring regional and local democratic accountability.
- 3.5 The Chief Inspector, Education Scotland provided feedback on the SEIC Phase 1 Plan at end of February 2018. The Chief Inspector reviewed the Plan using the criteria developed by Education Scotland and the Scottish Government. Members of the SEIC Oversight Group and Board have worked together to develop further the SEIC Plan in line with the feedback provided by the Chief Inspector. The SEIC Phase 2 Plan has received a positive response from the Chief Inspector, Education Scotland as set out in her letter to the SEIC Lead 17 October 2018.
- 3.6 By working collaboratively, the partners within the SEIC, have agreed a shared vision: "working together, empowering all, improving outcomes". This renewed vision is underpinned by the priority actions set out within the SEIC Phase 2 Plan (Appendix 1).
- 3.7 The revised Plan has a focus on the key areas that we have identified from our analysis of Children's Services plans, local authority education plans, school improvement plans, the data set related to the National

Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

- 3.8 The aims of SEIC are:
- Improving our attainment and achievement, including closing the attainment gap;
 - Improving quality in our schools and early years' settings.
- 3.9 Two initial workstreams have been identified within the first key theme of Improving attainment and achievement. They are:
- Mathematics and numeracy
 - Improve outcomes for children living in poverty
- 3.10 Three initial workstreams have been identified within the second theme of Quality improvement in schools and early years' settings. They are:
- Quality Improvement Approaches
 - Data and Analysis
 - Professional Learning/Leadership
- 3.11 A 6th workstream planned on improving emotional wellbeing will be led by children and young people from across the Collaborative.
- 3.12 A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on key areas of their work and many of these groups existed prior to the introduction of RICs. Networks established to encourage collaboration include:
- Additional Support Needs
 - Early Learning and Childcare
 - Community Learning and Development
 - Educational Psychologists
 - 1+2 Languages
 - ICT/Digital Network
 - Subject Networks (Secondary)
 - Depute Head Teachers
 - QAMSOs
- 3.13 The specific action and workforce plans are included within the SEIC Phase 2 Plan and outline the priority actions being taken forward by each

of the workstream leads who are supported by Directors/Heads of Education/Chief Education Officers from each of the partner authorities.

- 3.14 Elected members will note that workstreams are supported by officers and senior school leaders from each local authority, indicating our commitment to the partnership and its improvement plan activities. Education Scotland has also indicated that it will support the workstreams once it has the resources in place to do so.
- 3.14 The Scottish Government indicated in June 2018 that funds will be made available to support each of the RIC's improvement plan. The SEIC Oversight Group submitted an additional local government resource request of £1 122 935 to the Scottish Government to support the successful delivery of the Plan for the period September 2018 – August 2019, in line with the criteria specified by the Scottish Government. This request was approved by the Scottish Government and work is now underway to use this funding to recruit to the posts required to support the delivery and impact of each of the workstreams (Appendix 3).

4 POLICY IMPLICATIONS

- 4.1 There are no 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 – The SEIC Phase 2 Plan sets out the funding request submitted to and approved by the Scottish Government to support the delivery of the Plan. The Council will continue to absorb costs associated with officers attending SEIC meetings albeit travel costs will be recovered.
- 6.2 Personnel - Various officers of the Council will continue to support the SEIC either as members of the governance or workstream groups. East Lothian Council will recruit on a temporary seconded basis the following fully funded posts to support the delivery of the SEIC Phase 2 Plan- Quality Improvement Officer; Education Support Officer (Digital Learning); Education Support Officer (Mathematics and Numeracy). These posts will be appointed subject to the finance being in place.
- 6.3 Other – None

7 BACKGROUND PAPERS

- 7.1 Education Governance – Next Steps Executive Summary June 2017
<http://www.gov.scot/Resource/0052/00521038.pdf>
- 7.2 Education Bill policy ambition: joint agreement June 2018
<https://beta.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

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DATE	8 November 2018



SOUTH EAST IMPROVEMENT COLLABORATIVE REGIONAL IMPROVEMENT PLAN

PHASE 2 SEPTEMBER 2018



Note

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.
- When using the term 'practitioner' we are referring to all staff working in schools and early learning and childcare settings.
- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

Feedback/comments can be sent to each local authority using the following email addresses:

- SEIC@edinburgh.gov.uk
- SEIC@eastlothian.gov.uk
- SEIC@fife.gov.uk
- SEIC@midlothian.gov.uk
- SEIC@scotborders.gov.uk

**This draft South East Improvement Collaborative Plan has been noted
by the Oversight Group (Conveners and Chief Executives) on 30 August 2018
but is still subject to political approval in each of the constituent local authorities.**

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Rationale for Regional Collaboration

A report published in 2015 'Improving Schools in Scotland: An OECD Perspective' recognised Scotland's high regard for education, trust towards teachers' professional judgment and their widespread engagement with Curriculum for Excellence. The report noted that its implementation was varied and recognised a need to strengthen "middle" operating through networks and collaboratives among schools, and in and across local authorities. It highlighted the need to address the gaps between the high and low-performing authorities. A number of other key points were made in relation to improvement through collaboration.

A developing body of research is also now available to support the need for collaboration and how impactful it can be by producing system-wide change, ensuring greater consistency, creating a culture open to change and improvement, developing a strong sense of self-efficacy and collective responsibility to improve attainment for all.

In their report in June 2018, the International Council of Education Advisers recognised that "Scotland has a strong track-record of collaboration and consensus in implementing education policy" and that Regional Improvement Collaboratives (RICs) have a potentially significant role to play in further developing this tradition.

"We believe in reinforcing the 'middle' through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD 2015)

"The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)

"OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)

"The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

The South East Improvement Collaborative recognises that the accountability for improvement remains with each local authority and that the regional improvement collaborative exists to provide added value or additionality. By working collaboratively at establishment, local authority, Regional Improvement Collaborative and national level we believe that we can accelerate progress in our priority areas giving the best chance for us to achieve excellence and equity for all of our children.

Our Collaborative recognises that as the International Council of Education Advisers noted the "collaborative imperative should be the central focus of system improvement." Our goal as a collaborative is to develop a culture of learning from each other, looking outwards to partners and ensuring the conditions are right to generate whole system change. For this to be successful we must empower our teachers, practitioners and leaders to have the freedom to innovate and the confidence to share their learning. Our plan sets out the next stage in our journey together, towards achieving this goal.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. It will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers

Context of South East Improvement Collaborative

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows. The region includes: Scotland’s second largest city (Edinburgh), three of the ten largest settlements in Scotland (Kirkcaldy, Dunfermline and Glenrothes), other large urban areas (particularly in Midlothian), small towns and large rural areas (particularly in East Lothian and Scottish Borders).



Local Authority	Rural areas settlements of <1,000 people	Small towns etc settlements of 1,000-10,000	Urban areas settlements of >10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

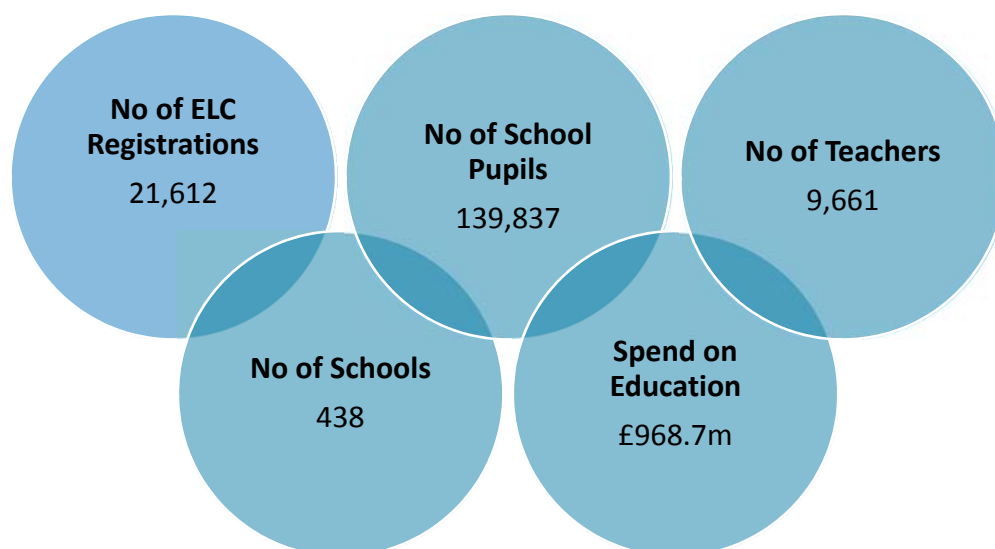
The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high unemployment.

There is a need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region’s most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region’s most disadvantaged and vulnerable young people.

Our Local Context

The collaborative region covers almost 3,000 square miles with a population in excess of 1.1 million people.

The region’s school system is also large, as is shown in the infographic below.



The table on the following page provides an overview of some key statistics that are currently available, regarding geography, demography, social context and service provision for the South East Collaborative region. In addition to the challenges recognised by currently available social context data (e.g. SIMD and free school meal registrations) the region has significant populations: living in conditions of hidden social disadvantage – particularly rural poverty, and facing multiple barriers to participation and learning. These are particularly challenging issues given the sheer scale of rurality in Scottish Borders (32.2%) and across significant areas of East Lothian, Fife and Midlothian.

A key goal of this plan is to develop improved ways of identifying, targeting and addressing these significant regional and national challenges. This will involve a collaborative approach to using digital skills, technology and other innovative approaches to reduce barriers arising from rurality, which SEIC recognises will be needed if all children, young people and families in the region are to benefit from the added-value provided by SEIC.

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (snapshot as at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

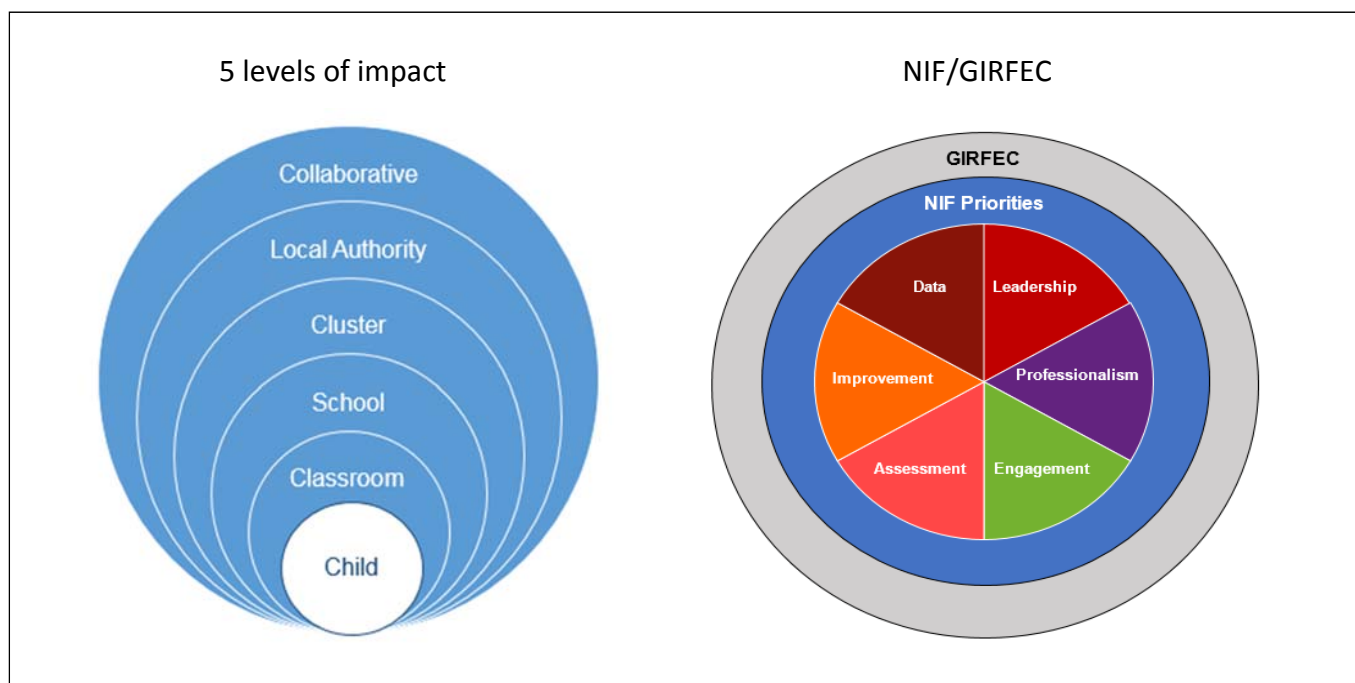
Vision for South East Improvement Collaborative (SEIC)

By working collaboratively, the partners within the South East Improvement Collaborative, have agreed a **shared vision**:

“working together, empowering all, improving outcomes”

As a South East Improvement Collaborative our work is based on the National Improvement Framework and GIRFEC, taking account of how we will improve outcomes and close the attainment gap by having impact at the 5 levels below.

Figure 1



The South East Improvement Collaborative is committed to getting to know each other’s contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and priorities going forward.

Our plan has a focus on the key areas that we have identified from our analysis of Children’s Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

The aims of the South East Improvement Collaborative are:

- 1. Improving our attainment and achievement, including closing the attainment gap;**
- 2. Improving quality in our schools and early years’ settings.**

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:

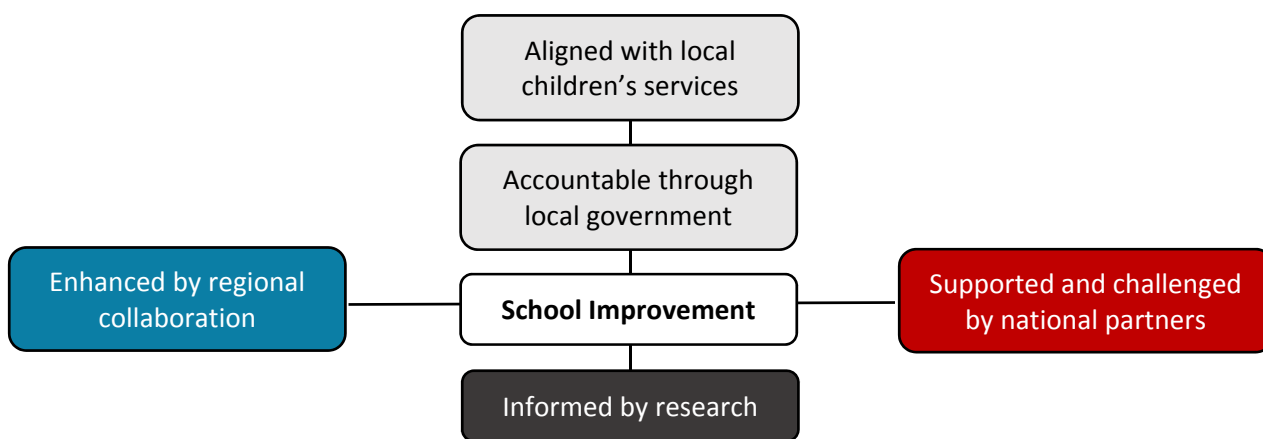
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children’s services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

The national system supports improvement at each level of the local system, through arrangements for inspection and assessment to support self-evaluation and improvement.

Regional Improvement Collaboratives have a key role to play in supporting improvement between schools and local authorities in the collaborative region, strengthening the support for school improvement within the National Improvement Framework. This will directly benefit the local authority and local schools, but will also help to strengthen the capacity of children’s services partnerships for improvement too.

Research underpins all parts of this system of support, from professional enquiry and practitioner research, through research activity within schools and local authorities, to academic research at national and international level. The knowledge and experience gained from this evidence base and its application in a classroom setting is shared via resources like the National Improvement Hub.

An overview of this support is given in detail in appendix 1 and summarised below.



The South East Improvement Collaborative has a key role to play within this system of support for school improvement, facilitating mutual support between schools and local authorities across the region, and enhancing the capacity within the region to support school improvement. By adding value through collaborative working it will: raise attainment and achievement; help to deliver excellence and equity; develop work related to GIRFEC and tackling attainment inequity; share expertise across the Collaborative to effect change; maintain local democratic accountability; contribute to the growth of the regional economy; and contribute to relevant Edinburgh City Deal outcomes

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. Improvement plans for the school session 2018/19 are due to be finalised and published during August 2018 and have not been analysed for the purposes of this update to the SEIC plan. However, from feedback received during completion of the current SEIC plan, it is clear that the priorities originally identified remain key priorities for each local authority.

Summary of analysis previously undertaken

The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

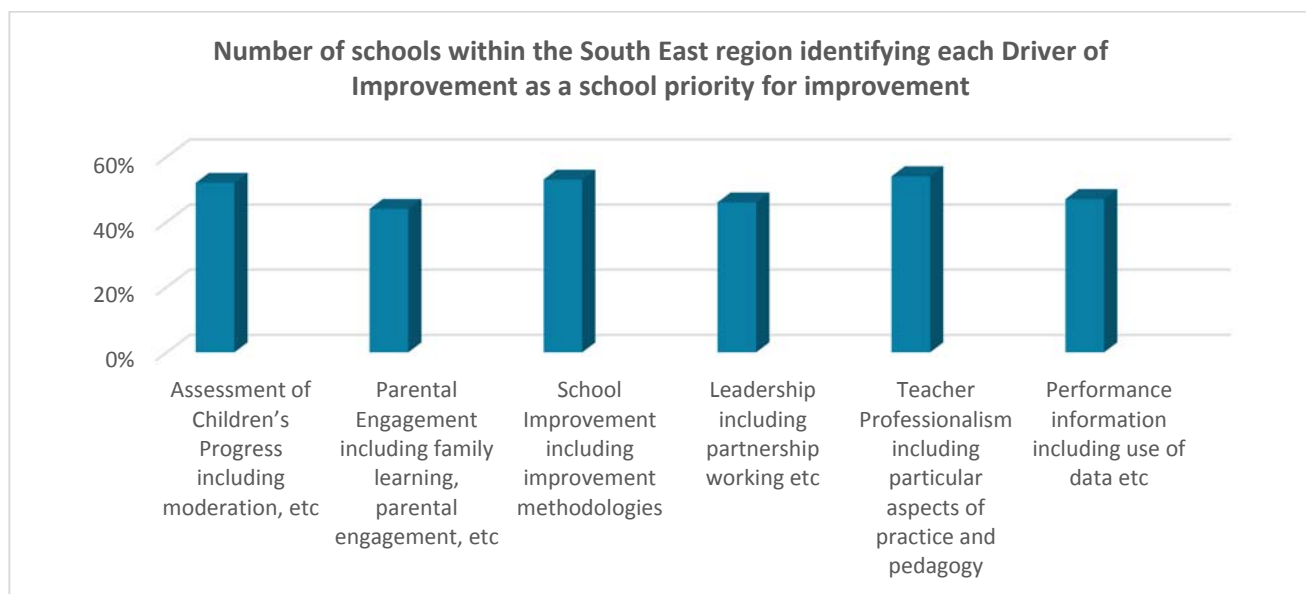
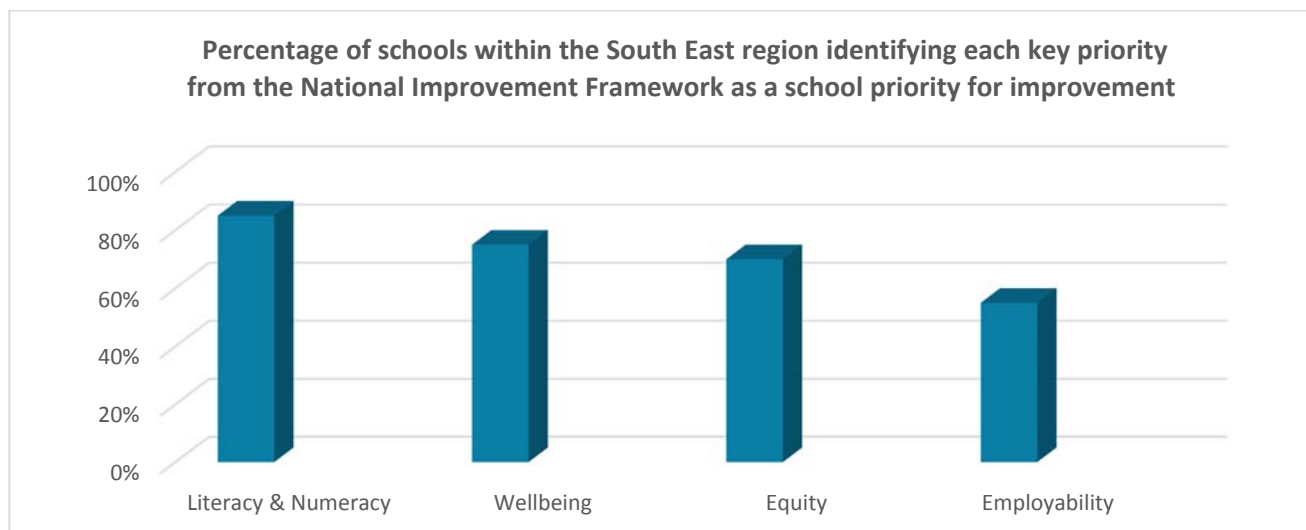
All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities for the school session 2018/19. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities.



As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

The current workstreams of the Improvement Collaborative have been informed by the areas of highest demand identified through this exercise.

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. This looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

The analysis included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old and positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and wider attainment
- Achievement of CfE levels across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that were reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular outcomes from school inspections

Since the initial analysis was undertaken updated data has become available for a number of measures, including: positive destinations from school. For other key measures – most notably SQA attainment for year groups – no additional/new data has been published since the initial SEIC improvement plan was published.

Analysis of the data has focussed on key messages from trends in the data, particularly where SEIC performance differs consistently from the national pattern. The high-level messages below relate to these areas of performance.

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.
- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as **experimental statistics**. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Inspection outcomes

- General strengths identified across the Collaborative region include: the positive attitude of children and young people to learning and their contribution to school life; the professionalism and dedication of staff; teamwork and partnership working within and between schools and with parents and the wider community; the inclusive and nurturing approach seen within many schools.
- Areas for improvement identified across the Collaborative region include: improving the consistency of learning and teaching; improving the use of data for tracking and monitoring the progression of learning; improving the use of performance information to support improvement; strengthening self-evaluation.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during the next phase will focus on developing the capacity within the Collaborative to:

- Identify key cohorts within the region for which outcomes particularly need improved.
- Assure the quality of data available (particularly at school level).
- Develop an evidence-base to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.

Stakeholders' Views

The Views of Our Staff

During the development of the initial SEIC Improvement Plan, a staff survey was undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and received more than 1,300 responses across all sectors. The views obtained from the survey indicated that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

Further details about the survey – and its results – can be found in the initial SEIC Improvement Plan.

The feedback derived from the SEIC staff survey highlighted a range of issues that have also been identified through other channels of staff engagement within each local authority, which are part of their established planning processes. This includes a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities of each local authority.

The feedback gathered from staff through the staff survey and other sources of evidence informed the initial choice of workstreams within the Improvement Collaborative.

Feedback from Engagement Sessions with Headteachers and Officers

During the development of the current Improvement Plan a number of engagement sessions were undertaken with staff, to verify that the approach being taken by SEIC was focussed on the right area for improvement and that the current workstreams were appropriate to schools' needs.

10 Secondary Headteachers, 12 Headteachers from nursery, primary and special schools and 8 Officers from across the five local authorities met to comment on and give their views on phase 2 of the plan. The feedback gained from these engagement sessions is summarised below.

Do you think that the five current workstreams provide an appropriate starting point for sharing practice and better supporting school improvement across the collaborative region?
 Yes - 100%

Staff said ...

- These are areas that I would be expecting my own school and others across my cluster/authority to be focused on.
- They are current and relevant and will help to enhance what we are working on in schools.
- It will be good to continue to share learning and progress across the workstreams. It would be beneficial to deliberately link all workstreams to classroom practice.

Do you agree with the introduction of a workstream to address issues related to Emotional Wellbeing?
 Yes - 100%

- This is an area that is of significant importance if we are serious about improving outcomes for learners.
- Absolutely, we need to ensure we include the pupil voice. This is something which needs to be addressed across the whole of Scotland.
- Totally – so many staff, young people, parents, leaders are asking for support and guidance with this.

What steps can we take to get closer to the classroom?

- Collaborative learning opportunities, professional learning partnerships across authorities, including ASL support services.
- Win the ‘why’ – clearly outline why it is important, the difference it will make to teachers ability to leave an impact. Also define what is ‘distinct’ about SEIC.
- Branding, communication, development plan sharing.

What impact would you expect to see as a result?

- Moderation through RIC will lead to revised attainment. Sharing practice always improves outcomes for children in my experience.
- Staff have a greater understanding of what SEIC is, what it is aiming to do and how it can make a difference in the classroom.
- A shared understanding of the role of the SEIC and how every teacher can contribute to or learn from work across the area.

Do you have any other suggestions for how SEIC can better support school improvement?

- Ensuring there is 2 way communication at all levels. Fantastic to hear Business Manager and PSA involvement on the group you mentioned.
- Main thing is to get message across and keep it straightforward. Start small to grow big!
- Professional learning events across authorities.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People.* Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners.* Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

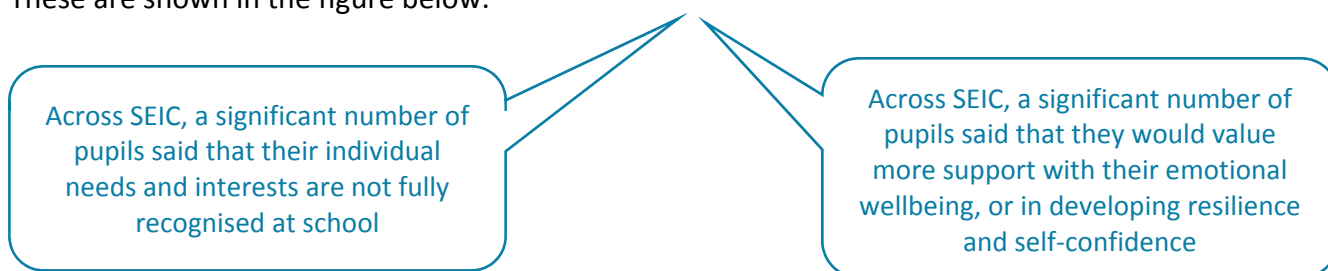
These sources of feedback have informed the development of the local strategic priorities in each local authority and informed the development of the initial SEIC Improvement Plan.

Evidence from local surveys of children and young people

During the development of the current SEIC Improvement Plan an analysis was made of the feedback received from school pupils across the SEIC collaborative region, as gathered by local authority pupil

surveys. Although the particular questions asked varied between local authorities, all of the surveys asked questions that covered the different aspects of wellbeing, and all of the surveys asked about key aspects of the pupil experience, including learning and teaching, pupil support, etc.

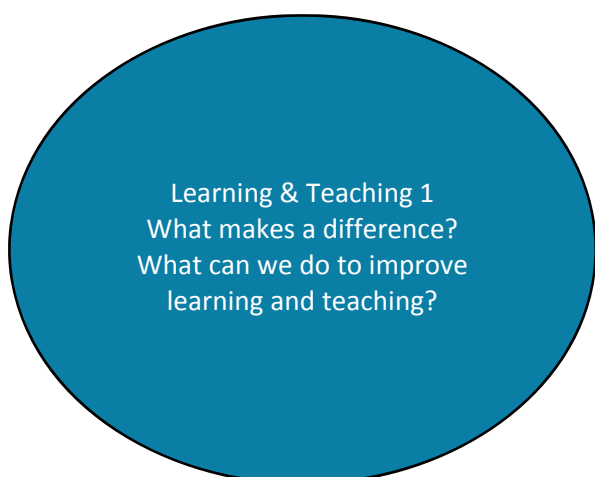
Generally, feedback was positive across many areas covered by the survey. However, there was some variation in the specific areas of strength suggested between local authorities. In addition, there were some areas where the surveys suggested a common area for improvement across the collaborative. These are shown in the figure below.



Feedback from Engagement Sessions with Children and Young People

The South East Improvement Collaborative held a pupil engagement event on 13 June 2018 which was attended by 20 young people. The event was facilitated by two Headteachers from the SEIC Board.

The feedback gathered from the engagement session is summarised below.



Young people said...

- When teachers show genuine interest it increases pupil enthusiasm.
- Understand different types of learning e.g. learning by reading, practical, listening.
- Buddy system for new S1 pupils carried out by S6 pupils.
- Build confidence of pupils in BGE as much as learning things from the curriculum.
- Teachers need to give more robust feedback.
- Study/non-contact periods encourage responsibility for learning.
- Encouragement – personal deadlines.
- Structured help is needed as well as improved communication.
- More control for children over their learning to make them enjoy it.
- Educate parents on the different pathways as well as the kids.

Health & Wellbeing
 What makes a difference?
 What can we do to improve health and wellbeing including emotional and mental health wellbeing?

- Reward improvement rather than simply attainment.
- Awards evening not just academic but also volunteering to include wider achievements.
- Frequent sessions with Guidance Teachers are vital.
- Mental Health support in all schools.
- Awards and praise not at the end of the year but throughout the year.
- More lessons surrounding finance and life skills are very important.
- Alternative pathways have to be the same quality as University.

Successes & Achievement
 What makes a difference?
 How can we develop and improve opportunities for pupils to develop skills, talents and interests in the classroom and beyond?
 How do we ensure pupils understand why skills are important now and for jobs in the future?

- Funds for pupils who cannot afford trips, uniform etc.
- Normalising issues: don't discriminate between pupils who are eligible or are struggling.
- Hall of Fame covering sports and beyond.
- Older pupils advising younger pupils.
- Enforce the idea that if you have a learning disability such as Dyslexia does not mean you can't be good at certain subjects.
- School puts a restriction on self-expression.
- Range of opportunities for everyone.

New Workstream on Emotional Wellbeing led by Children and Young People

It is recognised that all local authorities across the South East Improvement Collaborative already have work underway in the area of emotional wellbeing. This new workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes.

Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Two initial workstreams have been identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Three initial workstreams have been identified within the key theme of Quality Improvement in Schools and Early Years settings. They are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available.

The following pages set out an overview of the work planned within each workstream over the coming year and beyond.

Improving Attainment and Achievement, including closing the attainment gap

Workstream Overview: Maths and Numeracy	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development.</p> <p>Outcome Measures: Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics. Wider access to a variety of pedagogy in numeracy and mathematics.</p> <p>Evidence base: Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.</p>	<p>We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub. Provide places for SEIC staff on professional learning courses.</p> <p>Short-term Measure of Progress. Increased professional learning opportunities and opportunities to share practice across the five local authorities (Dec 2018).</p>
	<p>We will share each Local Authority progression framework and continue to engage with pedagogical research.</p> <p>Short-term Measure of Progress. The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.</p>

<p>Priority 2 Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks.</p> <p>Outcome Measures: Improved confidence and greater consistency in the moderation of numeracy and mathematics.</p> <p>Evidence base: Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.</p>	<p>We will create a SEIC QAMSO network in order to develop opportunities to improve the effectiveness of the moderation cycle across local authorities. The network will identify and share good practice, including support and training for new QAMSOs.</p> <p>Short-term Measure of Progress. Network in place by Oct 2018. A plan in place for moderation activities for session 2019-20 (Feb 2019). Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).</p>
<p>Priority 3 To improve attainment in numeracy for school leavers</p> <p>Outcome Measures: Improved packages for achievement ensuring meaningful qualifications for all Improved pathways for learners through the senior phase Target% of school leavers to achieve minimum of SCQF level 4 Numeracy Improved outcomes for targeted cohorts Improved access to high quality learning and teaching</p> <p>Evidence base: SQA attainment data Local authority quality improvement processes e.g. school reviews, standards and quality reports. Learner pathways and presentations in the senior phase Pupil feedback survey (digital solution)</p>	<p>We will establish networks to:</p> <ul style="list-style-type: none"> • share interesting practice in improving attainment in numeracy and mathematics for school leavers • learn from departments with a track record of raising attainment and closing the attainment gap in mathematics • support the effective delivery of the following courses/units: <ul style="list-style-type: none"> • Personal Finance (SCQF Levels 4&5) • Applications of Mathematics (SCQF Levels 4&5) • Higher Statistics Unit (SCQF Level 6) <p>Short-term Measure of Progress. Network in place by Oct 2018. Improved planning and resources in place for courses 2019/2020 (Apr 2019).</p> <p>We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology.</p> <p>Short-term Measure of Progress. Small pilot of new ways of working leading to increased and attainment.</p>

<p>Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap.</p> <p>Outcome Measures: Improved outcomes for targeted cohorts</p> <p>Evidence base: Local authority attainment data Test of change data</p> <p>Note: requires support from Attainment Advisor(s) and Education Scotland Numeracy/Mathematics leads. Possible involvement of University of Edinburgh for research projects.</p>	<p>Work in collaboration with the Data Workstream to identify families of schools developing effective approaches that address the poverty related attainment gap.</p> <p>Short-term Measure of Progress. Interested schools identified (Oct 2018). Families of schools identified by Data Workstream (Dec 2018).</p> <hr/> <p>Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to:</p> <ul style="list-style-type: none"> • Identify and share effective strategies • Develop shared improvement methodologies • Develop tests of change • Develop cross-authority improvement networks • Share practice widely across all five authorities. <p>Short-term Measure of Progress. Tests of change established (Apr 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020).</p>
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Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Provide clear strategic guidance for HTs on ensuring equity and raising attainment for all, in line with National frameworks and improvement advice.</p> <p>Outcome Measures By March 2019 100% of local authorities and 90% of schools within the SEIC will have identified an officer, teacher or professional with responsibility for promoting parental, family and community engagement in line with the Learning Together action plan. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37.</p> <p>HGIOS 4- Quality Indicator: 1.2, 2.5, 3.2</p>	<p>We will provide collaborative opportunities that enable sharing and learning of good practice on closing the poverty related attainment gap.</p> <p>Short-term Measure of Progress. During 2018/19 teachers & professionals will be able to attend sessions provided by the SEIC authorities and partners that develop skills and knowledge around the equity agenda.</p> <hr/> <p>We will raise awareness of the need for an identified person within schools to promote parental, family and community engagement.</p> <p>Short-term Measure of Progress. Schools will have identified an appropriate professional and be aware of the professional learning opportunities related to the position both and local and regional level.</p>

<p>Priority 2 In line with Learning Together Goal H ‘Equalities and Equity’ we will share good practice of effective strategies, use of improvement methodologies and the way we measure impact</p> <p>Outcome Measures By March 2019 there will be a 5% increase of parents who are satisfied with their engagement and involvement with the schools evidenced in the pre inspection questionnaires and local authority data. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 37. HGIOS 4-Quality Indicator::2.5,2.7, 3.2</p>	<p>We will identify practice from across the collaborative on effective parent and family engagement. Head teachers will be given the opportunity to evaluate their current practice prior to the event. Practical examples will be provided to support Head teacher to develop more effective and strategic parent and family engagement in line with the actions.</p> <p>Short-term Measure of Progress. Schools opting to attend will receive, complete and return the ‘Learning Together’ audit, which will be collated and analysed by SEIC. Attendees will reflect on the learning and use this to create a personalised targeted pledge.</p> <hr/> <p>We will support schools to ensure that more parents have access to support and advice to help them engage in their children’s learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment.</p> <p>Short-term Measure of Progress. Analysis of the ‘Learning Together’ audit indicating awareness of and action to address this theme.</p>
<p>Priority 3 To define and develop the barriers and enablers which impact of effective cultural change</p> <p>Outcome Measures The SEIC is able to support schools in measuring the impact of family learning on outcomes for children and young people and their families. Engaging with National Improvement Framework, Annex A: Sub section-Parental engagement pg. 36. HGIOS 4-Quality Indicator: 1.3, 2.5,2.7, 3.2</p>	<p>SEIC will use the ‘Learning Together’ event organised by the SEIC workstream 2 group as an opportunity to identify barriers and areas of concern. SEIC will analyse and develop links to support schools across the collaborative based on the pledges created by the attendees. The collaborative opportunities will have a clear focus of the moral imperative to change the hearts and minds</p> <p>Short-term Measure of Progress. Head Teachers will be encouraged to connect across the collaborative with schools using similar targeted interventions.</p> <hr/> <p>We will develop a system in which schools are able to access support via the National Improvement hub.</p> <p>Short-term Measure of Progress. Schools will have access to and have used the toolkit developed by Education Scotland to identify and address areas of improvement.</p>

Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Increase in number of schools evaluated as good or better QI 1.3 Leadership of Change.</p> <p>Outcome Measures Through development of a common leadership pathway with opportunities for high quality leadership training and development, knowledge and understanding of 1.3 and capacity to deliver this will increase. This will contribute to sustained improvement and a grading of <i>Good</i> or above in QI 1.3 across the collaborative.</p>	<p>Each authority will deliver a presentation to the group on their leadership and professional learning programmes. Opportunities to share will be identified and implemented. The workstream SCEL representative will outline opportunities from SCEL and supports available to the collaborative, and these will form an integral part of the programme.</p> <p>The workstream will work in collaboration with the University of Edinburgh Teacher Education Partnership (UoE TEP) to help develop leadership capacity and understanding of leadership of change.</p> <p>Each authority will continue to deliver the joint Leadership Matters course to middle leaders, then evaluate impact.</p> <p>Short-term Measure of Progress. Leadership Matters will be delivered by December 2018 and evaluated positively by participants. A plan for sharing will be identified and shared.</p>
<p>Priority 2 Increase the number and quality of opportunities for teachers to participate in leadership programmes, and the number of teachers participating.</p> <p>Outcome Measures A common leadership pathway will be identified and a baseline measure of percentage of participants taken.</p>	<p>We will create the Leadership Pathway and agree how this will be promoted and delivered within each authority, with support from SCEL and the UoE Teacher Education Partnership. UoE TEP can work in collaboration with SEIC local authorities to help enhance and further develop the quality of provision through course and programme development, delivery and assessment underpinned by current research and literature informed practices.</p> <p>Short-term Measure of Progress. The SEIC Leadership Pathway will be created and communicated by December 2018. A baseline measure will be taken of participation in leadership courses and professional learning opportunities, and clear aims, actions, timelines and success measures will be communicated. The UoE TEP can support critical evaluation of professional learning.</p>
<p>Priority 3 Link with Quality Improvement Workstream to achieve the following:</p> <p>Increase the number of quality applicants for leadership posts across the collaborative.</p> <p>Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and</p>	<p>We will establish a middle leadership steering group with representatives from each of the SEIC local authorities and University of Edinburgh Teacher Education Partnership. The group will then devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p> <p>Short-term Measure of Progress. By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely.</p>

improving practice.

Outcome Measures

As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.

We will facilitate opportunities for middle leaders & managers to collaborate and share practice, learning from each other as they do this. In partnership with the UoE TEP develop a model for school improvement and leading professional learning through critical enquiry and understanding data literacy to inform professional judgement and pedagogical expertise, developing teacher and middle leadership capacity. This could include seminars, organised by subject area, for middle leaders to discuss and present practice, and to underpin moderation. Suggested programmes and activities are:

- Programme of training for Acting PTs created from PEF Developing Leadership through Closing the Gap
- Teacher Leadership for Small Schools
- Create menu of content for PT/DHT Courses
- Early Phase opportunities
- PTs in Small Schools
- Pre PT courses (teacher leadership and aspiring. Secondary guidance) – deconstruct courses to identify common themes
- Common content for PT/DHT courses
- Make links with other workstreams
- CLPL provision offered by the UoE TEP such as Leading from the Middle; Leading Practitioner Enquiry & Supporting Teacher Learning in and Through Practice
- New CLPL course from UoE TEP focusing on ‘thinking and communicating critically’ to help develop capacity of those leading professional learning (Pilot run to begin October 2018)
- Connections to masters level provision from UoE that aligns with teacher leadership; middle leadership and Into Headship
- UoE TEP Scottish Government funded CLPL ‘Whole School Improvement Through Critical Enquiry’ for 6 schools/clusters across the SEIC

Short-term Measure of Progress. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.

The number of quality applicants for leadership posts across the collaborative will increase, with no posts having to be re-advertised.

Workstream Overview: Quality Improvement	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.</p> <p>Outcome Measures Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.</p>	<p>We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.</p> <p>Short-term Measure of Progress Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.</p> <hr/> <p>Short-term Measure of Progress By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.</p>
<p>Priority 2 To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.</p> <p>Outcome Measures. Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.</p>	<p>We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.</p> <hr/> <p>Our Short-term Actions We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group.</p> <p>Short-term Measure of Progress Planning and groundwork for this preparatory phase undertaken by December 2018.</p>
<p>Priority 3 To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</p>	<p>Our Short-term Actions We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p>

<p>Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.</p>	<p>Short-term Measure of Progress By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.</p>
<p>Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners.</p> <p>Outcome Measures As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.</p>	<p>Our Short-term Actions We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments.</p> <p>Short-term Measure of Progress At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.</p>

Workstream Overview: Data and Analysis	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improving the evidence base for strategic decision making by SEIC.</p> <p>Outcome Measures Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.</p>	<p>We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts.</p> <p>Short-term Measure of Progress. A comprehensive Performance Pack is available by June 2019.</p>
<p>Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement</p>	<p>We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information.</p> <p>Short-term Measure of Progress. During 2018-19, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.</p>

<p>Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.</p>	<p>We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools</p> <p>Short-term Measure of Progress. CFE declarations in June 2019 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.</p>
<p>Priority 3 Improving school level data and performance information to better support school improvement</p> <p>Outcome Measures Improved performance at course/subject level in High Schools, contributing to sustained improvements in QI1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.</p>	<p>We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE.</p> <p>Short-term Measure of Progress. By June 2019, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.</p> <hr/> <p>We will develop improved “like-for-like” benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning)</p> <p>Short-term Measure of Progress. By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.</p>

Networks within SEIC

A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on a given theme. The SEIC board are supportive of this approach and feel it gives permission for collaboration where it feels right. We would continue to encourage Networks to be established where appropriate.

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group.	CLD rep from each LA

Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority will open up its subject networks for secondary schools and develop a proposal for further collaboration in subject areas.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow us to take information for this group on what support is required and for them to build a support network for each other.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and we would support a network as part of SEIC to develop moderation, particularly for mathematics initially.	QAMSOs as already identified in each Local Authority

Areas of interest available across SEIC

Practitioners in school told us through our survey and focus groups that they would appreciate knowing areas of work that would be available for them, to contact / visit. Each local authority has identified a number of areas that they feel may be of interest beyond their own local authority.

Area of interest	Local Authority	School/Team	Contact details
Digital School Awards	Scottish Borders	Kingsland PS	Susan.ward@scotborders.gov.uk
	Fife	Wormit PS	jennifer.cunningham-mo@fife.gov.uk
	Fife	Tulliallan PS and Blairhall PS	elspeth.gow@fife.gov.uk
	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	East Lothian	Ormiston PS	hgardyne@ormiston.elcschool.org.uk
Digital Literacy	Midlothian	Newbattle HS Centre of Excellence	M.Davidson@mgfl.net
GTCS Excellence in Professional Learning Awards	Scottish Borders	Kelso HS	JLothian1@scotborders.gov.uk
	Fife	Education Manager	Angela.Logue@fife.gov.uk
	East Lothian	Dunbar PS	hgillanders@dunbarprimary.elcschool.org.uk

Professional Learning	East Lothian	Training and Development Officer	mcunningham@eastlothian.gov.uk
	Midlothian	Visible learning at Roslin	J.Wilson3@mgfl.net
	Midlothian	OTI	J.Taylor2@mgfl.net
One in Five Professional Learning	Edinburgh	Senior Manager	David.bruce2@edinburgh.gov.uk
LGBT Awards	Scottish Borders	Peebles HS	Pfagan2@scotborders.gov.uk
	Fife	Queen Anne HS	ruth.mcfarlane@fife.gov.uk
	Fife	Kirkcaldy HS	derek.allan@fife.gov.uk
Equity Framework	Edinburgh	Senior Manager	Maria.plant@edinburgh.gov.uk
Early Years (Forest Kindergarten)	Edinburgh	Early Years Team Cramond PS	Tracey.shaw@edinburgh.gov.uk Helen.donaldson@Cramond.edin.sch.uk
	Fife	Early Years Team	Clark.Graham@fife.gov.uk
	Midlothian	FROEBEL	S.Richardson2@mgfl.net
Early Years and Father Friendly Schools	East Lothian	Preston Pans PS	slaing@prestonpansinfant.elcschool.org.uk
Froebelian Practice	Edinburgh	Group of Early Years Headteachers	Catriona.Gill@greengables-nur.edin.sch.uk
Closing the Gap	Borders	Earlston Cluster	Justin.sinclair@scotborders.gov.uk
	Midlothian	Newbattle Learning Community	Heather.Ritchie@midlothian.gov.uk
	East Lothian	Musselburgh Grammar School	cgerrie@musselburghgrammar.elcschool.org.uk
Edinburgh Learns Framework for Raising Attainment	Edinburgh	Senior Manager	Lorna.sweeney@edinburgh.gov.uk
Gold Sports Award	Fife	Torbain PS	torbainps.headteacher@fife.gov.uk
	Fife	Inverkeithing PS	caroline.gardiner@fife.gov.uk
	Fife	Beath HS	stephen.ross@fife.gov.uk
	Fife	Queen Anne HS	Ruth.mcfarlane@fife.gov.uk
ECO Flags	Midlothian	Cornbank PS - 6 Eco flag	L.Cameron@mgfl.net
Employability Education Scotland Award	Fife	Caskiberran PS	Elaine.Smith@fife.gov.uk
	Fife	Dalgety Bay PS	laura.spence-bx@fife.gov.uk
Parental Engagement Strategy	East Lothian	Service Manager (Education)	rparker@eastlothian.gov.uk

Parent and Carers Framework	Edinburgh	Senior Manager	Maria.Plant@edinburgh.gov.uk
Thera pet	Midlothian	Sacred Heart PS	A.Chidgey@mgfl.net

A directory is to be developed from across schools to share what they have on offer directly with each other, leaving schools to take the lead for practitioner to practitioner contact. This will be made available early in 2019.

Planned leadership opportunities to develop collaborative culture across SEIC

To be able to successfully develop our collaborative approach across the SEIC it is important to invest in those that will lead our systems change work. A number of leadership opportunities are planned and led by Headteachers as well as Officers.

Through ensuring a clear focus on systems leadership and collaboration at Officer and Headteacher level will allow us to embed a collaborative culture at all levels of the SEIC.

SEIC Collaborative Leadership Model (Columba 1400)
<p>One of the SEIC board members (headteacher) has developed a collaborative leadership programme with Columba 1400 that will be delivered early in 2019 over three cohorts to 48 headteachers and depute headteachers from our 5 local authorities.</p>
SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)
<p>17 members of SEIC have attended the SCEL systems leadership sessions. SEIC is working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.</p>
Secondary Headteacher Collaboration Event
<p>A secondary headteacher engagement group met with SEIC lead and are now developing a session for all secondary headteachers across SEIC to come together before the end of 2018.</p>
Cluster Headteacher Representative Collaboration Event
<p>A primary, nursery and special schools engagement group met with the SEIC lead and are now developing a session for a representative from each cluster across SEIC to come together before the end of 2018.</p>
SEIC Board Development Session
<p>The SEIC board are discussing with SCEL any opportunities for support to consolidate and develop their collaborative work as a group. This SEIC Board is key to driving engagement and implementation of the SEIC plan.</p>

A Workforce and Resource Plan to Support Delivery

Quality improvement in school and early years settings

Workstream Title:		Quality Improvement Approaches	
Workstream Overview:		The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 24	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director for Education and Children's Services (Fife)	Peter McNaughton Head of Education and Children's Services (Fife)	Quality Improvement Manager (Edinburgh) Quality Improvement Manager (East Lothian) Senior Education Manager (Midlothian) Quality Improvement Manager (Borders) Depute Head Teachers from all 5 LAs.	
Additional ES resource requested	<ul style="list-style-type: none"> • ES Regional Advisor (SEIC) • ES core team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues 		
Additional resource for SEIC requested	Quality Improvement Officer		
Expected outcome for additional resource	Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Workstream Title:		Data and Analysis	
Workstream Overview:		The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 25	
Workstream Sponsor	Workstream Lead	Workstream Core Group	
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	QI Education Manager / Data, Planning and Insight Officer (Edinburgh) Principal Officer (East Lothian) Senior Education Manager / Performance Group Leader (Midlothian) Business Services Officer (Borders)	

Additional ES resource requested	<ul style="list-style-type: none"> Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team 	
Additional resource for SEIC requested	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.	
Expected Outcomes for additional resource	Correct areas targeted for workstreams and networks informed by robust data.	
Workstream Title:	Professional Learning / Leadership	
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3). For further details, see page 22	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	Quality Improvement Manager (Edinburgh) Principal Officer (East Lothian) Education Manager (Fife) School Group Manager (Midlothian) Quality Improvement Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> SCEL support for leadership programmes delivery for middle leaders ES core team members e.g. HMI or Senior Education Officer 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> Education Support Officer Quality Improvement Officer capacity building post to support/promote e-learning modules and distance learning for ITE 	
Expected outcome for additional resource	Applicants of DHT/HT posts increases and quality of middle leaders improves as well as teacher recruitment improving.	

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty	
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 20	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Education Manager (Fife) Head Teacher (East Lothian)

		School Group Manager (Midlothian) Attainment Officer (Borders)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • ES lead on parental engagement to support workstream • ES CLO link person 	
Additional SG resource required	<ul style="list-style-type: none"> • Improvement Advisors linked to SEIC 	
Additional resource for SEIC requested	Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools and clusters, develop ways to share work in this area across SEIC.	
Expected outcome for additional resource	To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.	
Workstream Title:	Mathematics and Numeracy	
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 18	
Workstream Sponsor	Workstream Lead	Workstream Core Group
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Borders) To be Advised (Midlothian) Professional Learning Development Officer (Fife)
Additional ES resource requested	<ul style="list-style-type: none"> • Attainment Advisors linked to SEIC • NIF Education Officer • ES officer with responsibility for mathematics • ES officer with responsibility for numeracy 	
Additional resource for SEIC requested	<ul style="list-style-type: none"> • Education Support Officer (Mathematics & Numeracy) Post holder would: <ul style="list-style-type: none"> • Support the work on moderation across SEIC in BGE for numeracy • Lead and support strategies identified to raise attainment and address the poverty related attainment gap 	
Expected outcome for additional resource	<ul style="list-style-type: none"> • Improved confidence and greater consistency in the moderation of numeracy and mathematics. • Improved outcomes for targeted cohorts of learners to address the attainment gap. • Enhanced learning and teaching through the use of digital technologies • Informed practice around closing the poverty related attainment gap. 	

Budget Request outwith Workstreams

Purpose	Resource
To co-ordinate and drive engagement and implementation of the SEIC plan across all 5 local authorities with a focus on our 2 key priorities.	Establish seconded post of SEIC Co-ordinator at level of QIM (1 FTE)
To enhance and embed collaborative approaches to improvement in raising attainment. This resource would allow rural authorities/smaller authorities to have capacity to be full partners and increase the pace of implementation.	Second 5 QIO posts to be used across the 5 local authorities to drive collaboration across SEIC (5 x 1 FTE)
To ensure the smooth running of all SEIC events, meetings, publications and communications.	Establish Project Officer x (1 FTE)
To provide admin support for all SEIC authority.	Second 1.0 FTE admin support
To develop further our regional capacity for improvement events to ensure school leaders and practitioners have the opportunity to participate at local and regional events.	Costs of venue hire and associated costs for workstream events, workshops and larger scale events.
To ensure participation of practitioners in rural areas and from rural schools.	Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.
To promote the work of SEIC and ensure the message is communicated to school practitioners about where to go across support development opportunities and materials.	To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.
To allow full participation in workshops / events related to workstreams / priorities.	Cover budget for backfill of teachers attending events where backfill is required.
To work with schools and local authorities to deliver e-learning where possible.	Digital Support Officer
Virtual Forum to be developed to share specialist subject knowledge and teachers.	IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.
Evaluation support from Edinburgh University.	Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

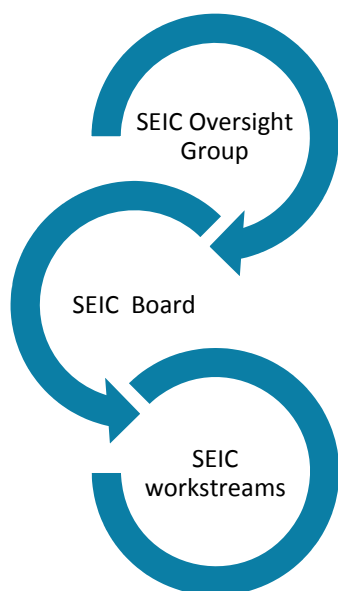
Key Risks	Mitigating Actions
<ul style="list-style-type: none"> Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> Ensuring effective communication Input locally and regionally for elected members
<ul style="list-style-type: none"> Sharing data sets 	<ul style="list-style-type: none"> Data sharing agreement Use of data already publicly available
<ul style="list-style-type: none"> Data on CfE still experimental 	<ul style="list-style-type: none"> Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> Agree equitable resource allocation relative to scale of local authority Ensure clarity of roles and responsibilities Effective use of SEIC budget
<ul style="list-style-type: none"> Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> Further legislative changes in future 	<ul style="list-style-type: none"> Flexibility in SEIC plan to allow for any required changes Clarity on communication regarding changes required
<ul style="list-style-type: none"> Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> Clear governance structures agreed for SEIC Clear reporting mechanisms in place at a local level

Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groupings have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland, Edinburgh University and Skills Development Scotland. The SEIC Board meets at least quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

SEIC Workstreams accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children’s services in Scotland.

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

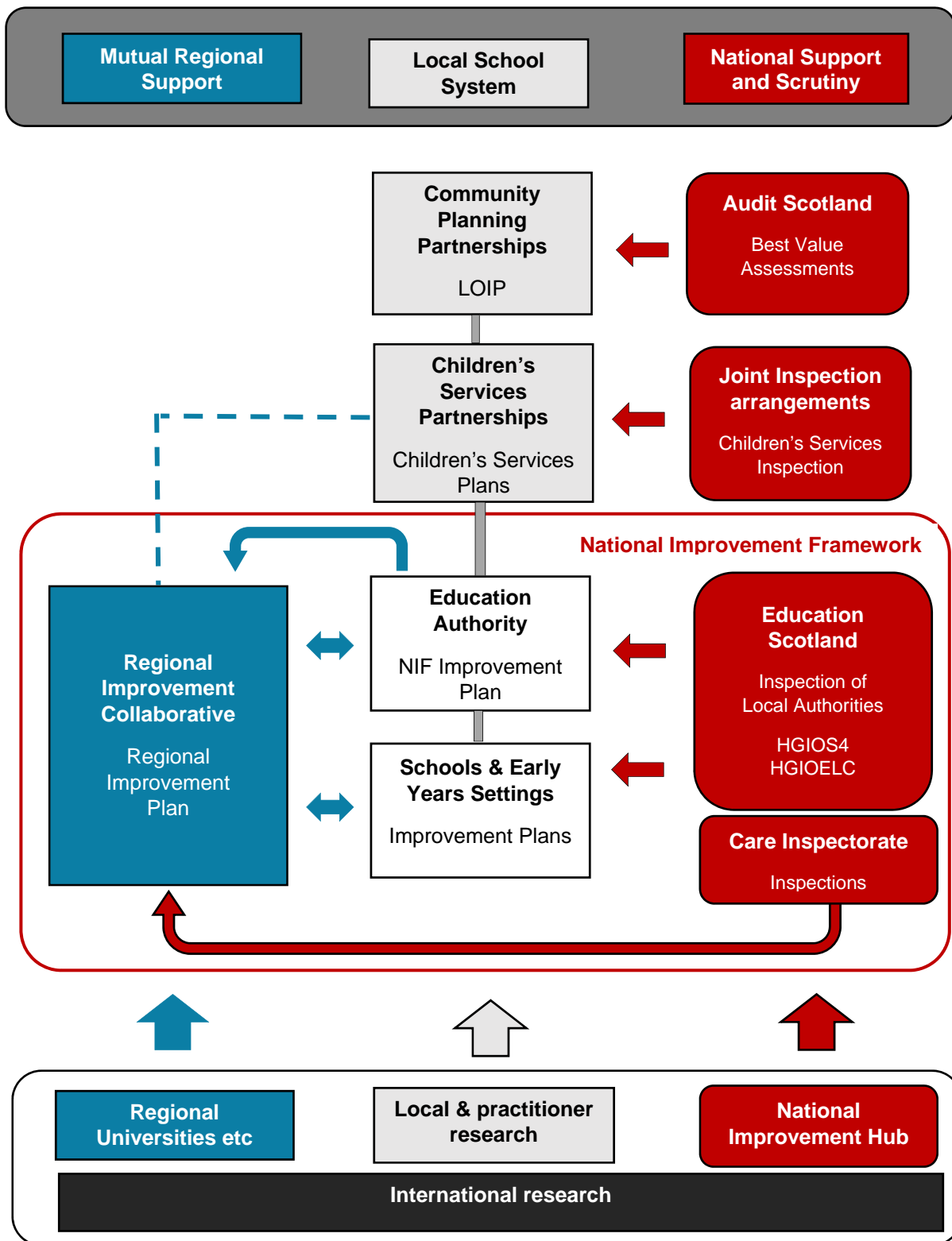
Group Title	Group Participants
SEIC Oversight Group	<p>Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener</p> <p>East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Fife: Chief Executive Executive Director of Education and Children’s Services Education Convener Education Vice Convener</p> <p>Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener</p> <p>Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener</p>
SEIC Board	<p>Edinburgh: Head of Schools & Lifelong Learning</p> <p>East Lothian: Head of Education</p> <p>Fife: Executive Director of Education and Children’s Services</p> <p>Midlothian: Head of Education</p> <p>Borders: Chief Officer – Education</p> <p>Education Scotland: Regional Adviser</p> <p>Skills Development Scotland: Area Manager</p> <p>University of Edinburgh: Head of Moray House School of Education</p> <p>5 Head Teachers from all 5 local authorities representing each sector</p>
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children’s Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

Engagement Groups

These are the current engagement / consultation groups that we have in place both to inform and support developments. We will review and add to these on a regular basis as we develop our model of delivery to add value across the SEIC.

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	10 Secondary Headteachers from across the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Primary, Nursery and Special School HTs	12 Headteachers from the 5 local authorities met to comment on and give their views on phase 2 of the plan.
Officers	8 officers from across the 5 local authorities met to comment on and give their views on phase 2 of the SEIC plan.
Collaborative Staff Panels – Fife & Borders	Both Fife and Scottish Borders have established staff panels to help inform the work of SEIC and advice on communication routes at a local authority and regional level.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	20 young people came together with 2 members of the SEIC Board to give their views on phase 2 of the plan.

Appendix 1 – Systems of support for local authority and school improvement





SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes



SOUTH EAST IMPROVEMENT COLLABORATIVE KEY STRATEGIC EVIDENCE

AS AT 31 AUGUST 2018



Note

This document provides an overview of key strategic evidence that has been used to inform the development of the South East Improvement Collaborative (SEIC) improvement plans. It includes a range of quantitative and qualitative evidence, including:

- Data relating to performance and quality improvement
- A summary of evidence relating to stakeholder views gathered during the development of previous improvement plans

The Data and Analysis workstream includes plans to further develop the “Key Strategic Evidence” document, as a key working document to support strategic decision making by collaborative leadership teams. Further details can be found in the SEIC Improvement Plan, Phase 2 – September 2018.

For further information, please contact Stuart Booker, the Data and Analysis Workstream lead for the South East Improvement Collaborative (stuart.booker@fife.gov.uk).

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The Context of the South East Collaborative Region

Key facts about the SEIC local authorities

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

Performance and Quality Improvement Information

School leaver destinations

The data below relates to the proportion of school leavers in a positive destination amongst the 2016/17 school leaver cohort, at the time of the follow-up survey in March (sustained destinations).

Key messages

- The proportion of school leavers entering and sustaining a positive destination from school across the South East Collaborative region as a whole are close to the national average (92.5% for SEIC vs 92.9% for Scotland)
- The level of positive destinations from school vary within the SEIC region. This is evident at both local authority level and at school level.

Local Authority	No of leavers	% Post school destinations
Outcomes		
East Lothian	1,018	94.2
Edinburgh, City of	3,231	92.3
Fife	3,753	90.9
Midlothian	918	94.4
Scottish Borders	1,094	95.4
SEIC	10,014	92.5
Benchmarks		
Highest LA outcome		97.2
Scotland	51,172	92.9
Lowest LA outcome		88.9
Ranking position of 32 local authorities		
East Lothian		12
Edinburgh, City of		23
Fife		27
Midlothian		9
Scottish Borders		6

Additional comments

A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Source

Attainment and Leavers Destinations, supplementary data, 2016/17 (Scottish Government, June 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat>

Senior Phase Outcome: Highest level of qualification achieved

The data below relates to the attainment of school leavers from the 2016-17 cohort of leavers.

Key messages from the data

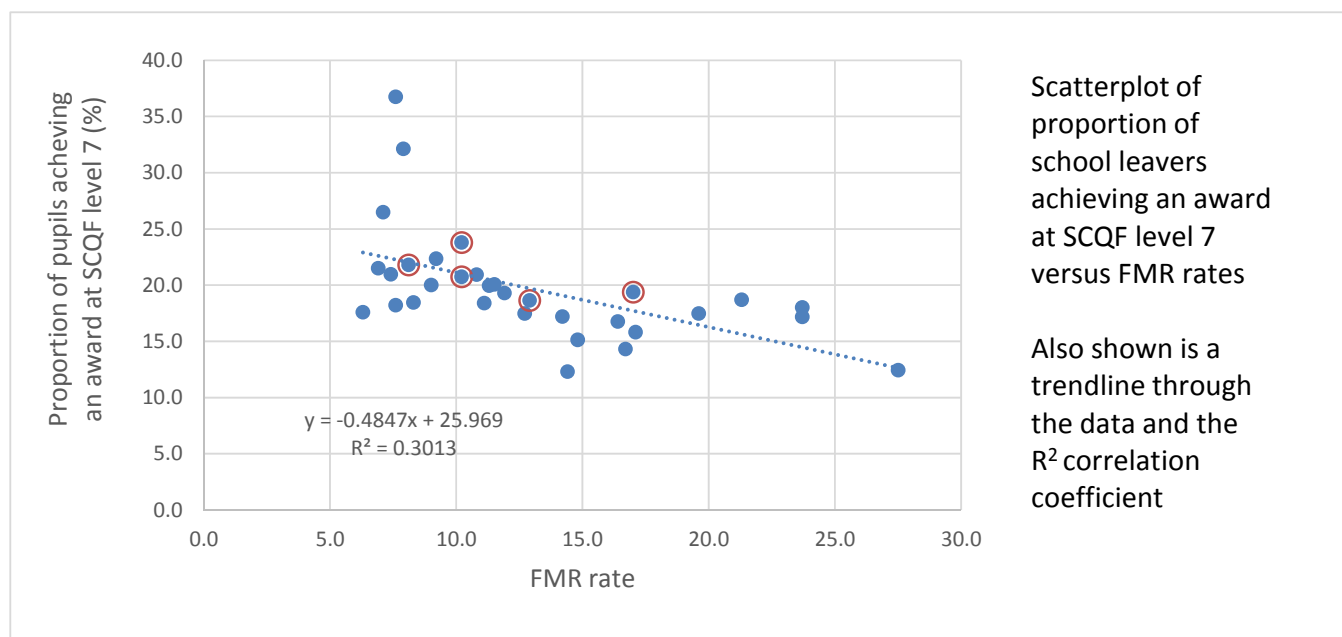
The table below shows the proportion of school leavers in each SEIC authority who achieved an award at SCQF level 4, level 5, level 6, level 7, or better.

Outcomes at authority level vary from year to year and also reflect differences in social context (e.g. levels of child poverty and FMR rates).

However, the following points are worth noting about attainment at a regional collaborative level:

- Outcomes for leavers achieving awards at SCQF level 7 vary but are better across the Collaborative overall than are seen nationally. This has been an area of relatively strong performance relative to national over recent years. These outcomes relate to the **20% highest attaining** school leavers.
- Outcomes for leavers achieving awards at SCQF level 5 are generally lower across the Collaborative than are seen nationally. Outcomes at this level have been generally lower than national over recent years. These outcomes equate to the **lowest attaining 15-40%** of pupils nationally.
- Outcomes for leavers achieving awards at SCQF level 4 and SCQF level 6 vary somewhat between authorities and over years, but have been broadly similar to national over recent years.

Local Authority	Number of leavers	1+ at SCQF Level 4 or better	1+ at SCQF Level 5 or better	1+ at SCQF Level 6 or better	1+ at SCQF Level 7
Outcomes					
East Lothian	1,018	96.5	84.7	63.7	21.8
Edinburgh, City of	3,239	95.3	84.6	62.8	22.8
Fife	3,761	94.7	82.1	55.6	16.9
Midlothian	919	97.0	84.4	56.3	16.3
Scottish Borders	1,102	96.3	83.9	63.1	21.8
SEIC	10,039	95.4	83.6	59.6	19.8
Benchmarks					
Highest LA outcome		99.5	96.6	83.5	38.9
Scotland	51,300	96.3	86.1	61.2	19.3
Lowest LA outcome		92.5	79.4	53.5	13.7
Ranking position of 32 local authorities					
East Lothian		17	21	12	8
Edinburgh, City of		27	23	15	6
Fife		29	30	31	24
Midlothian		12	24	28	27
Scottish Borders		19	26	14	9



There is, generally, a relatively strong correlation between the achievement of school leavers and measures of social context at local authority level. This is evident in the scatter plot, above, which shows the proportion of school leavers in the 2015-16 cohort achieving an award at SCQF level 7 versus FMR rates.

Similar correlations are evident for other levels of achievement and are a consistent feature of the data over time.

For reference, the R² correlation coefficient between the attainment of 2015-16 school leavers and FMR rates at a local authority level was: 0.26 for SCQF level 5, 0.27 at SCQF level 6, and 0.30 at SCQF level 7.

Additional Comments

Staying on rates influence the level of award achieved by school leavers. In addition, there is evidence of a general trend towards earlier leaving over the most recent years.

Further work will be undertaken to better understand how this issue affects outcomes reported for SEIC.

Source

Attainment and Leavers Destinations, supplementary data, 2016/17 (Scottish Government, June 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat>

CfE declarations: English reading

Key messages from the data

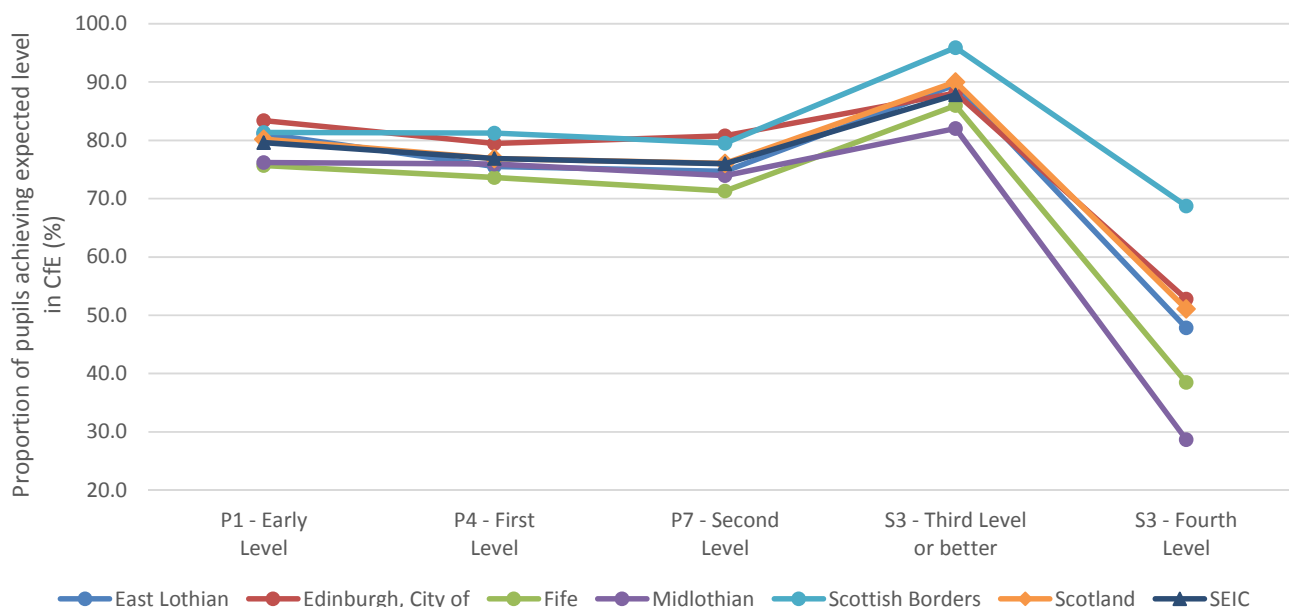
These data are currently classified as **experimental statistics** by the Scottish Government.

The data suggests that Scottish local authorities have developed an effective system for moderating teacher judgement of CfE achievement. This is clearly evident given the strong similarity in the profile seen across stages for different local authorities (see the figure below).

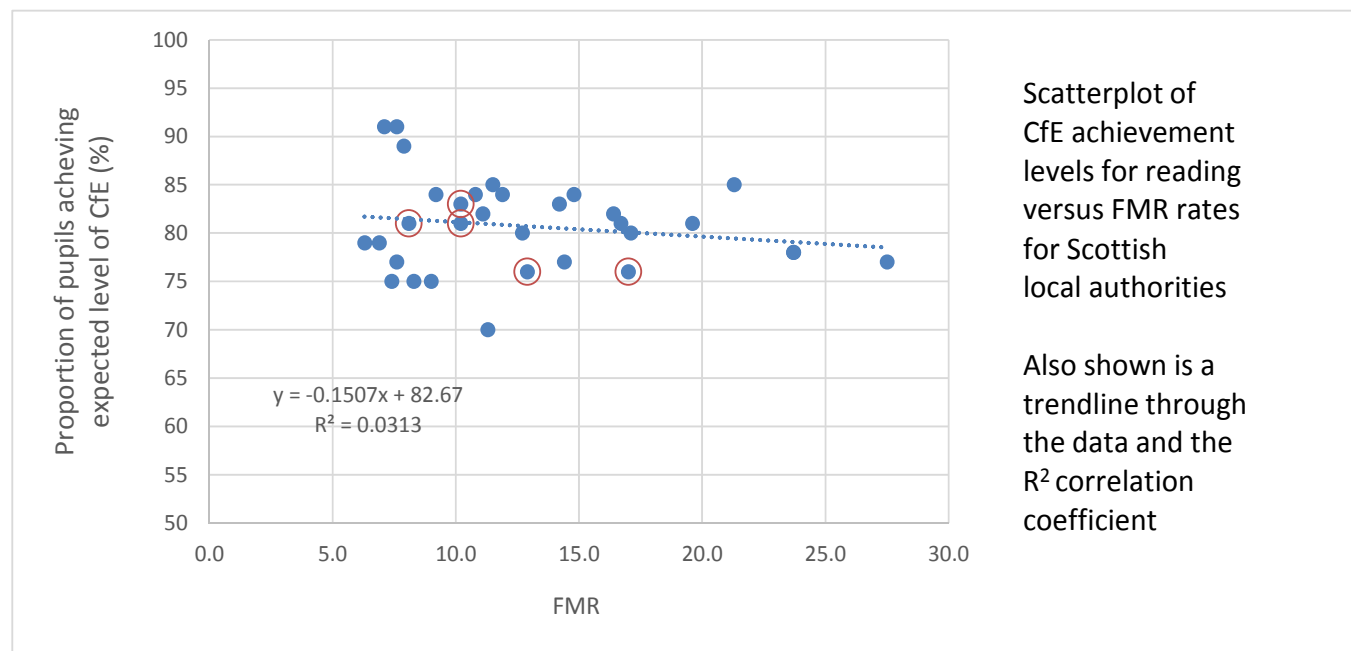
However:

- A greater level of consistency is being achieved within the primary sector than in stages S1-S3 of secondary.
- Further work is needed to improve the consistency of teacher declarations for achievement of a CfE level.

These key messages are what would be expected given the national framework within which local approaches to moderation of CfE achievement have developed over earlier years.



It is clear that further work is required to moderate achievement of a CfE level between different local authorities. This is evident from the figure below, which shows a scatter plot of achievement of CfE in reading versus FMR rates for P1 pupils.



As may be noted from the figure, there is little or no correlation between CfE achievement levels for reading and FMR rates at local authority level.

In particular, the R² correlation coefficient between achievement of reading and FMR rates at a local authority level is: 0.03 for P1, 0.14 for P4, 0.08 for P7, 0.02 for third level in S3, 0.04 for fourth level in S3.

The lack of a correlation between achievement and social context stands in contrast to the pattern seen for other educational outcomes (e.g. SQA attainment).

Source

Achievement of Curriculum for Excellence (CfE) Levels, by Local Authority and Deprivation (SIMD), 2016/17 (Scottish Government, January 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/ACELTrenddatasets>

CfE declarations: numeracy

Key messages from the data

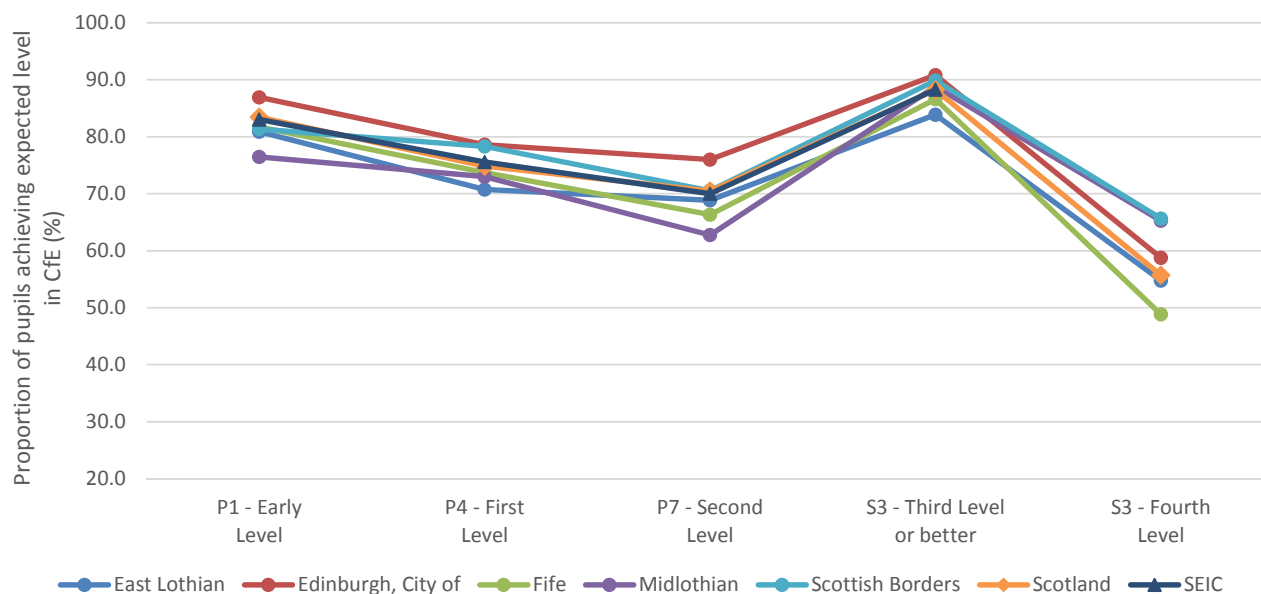
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The data suggests that Scottish local authorities have developed an effective system for moderating teacher judgement of CfE achievement. This is clearly evident given the strong similarity in the profile seen across stages for different local authorities (see the figure below).

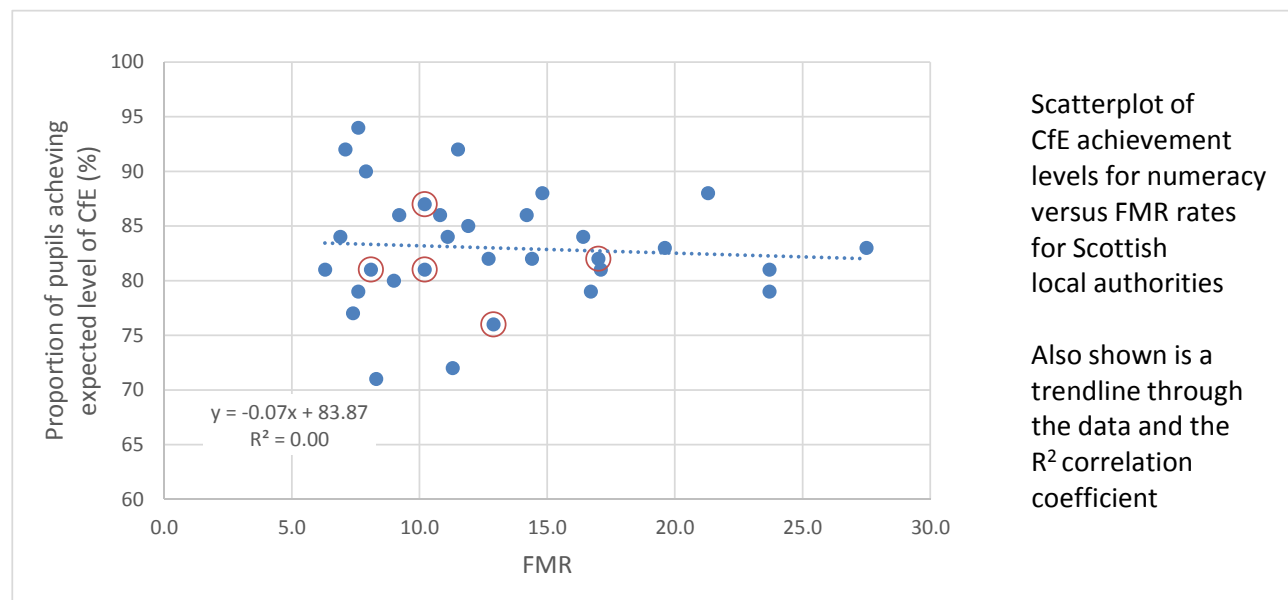
However:

- A greater level of consistency is being achieved within the primary sector than in stages S1-S3 of secondary.
- Further work is needed to improve the consistency of teacher declarations for achievement of a CfE level.

These key messages are what would be expected given the national framework within which local approaches to moderation of CfE achievement have developed over earlier years.



It is clear that further work is required to moderate achievement of a CfE level between different local authorities. This is evident from the figure below, which shows a scatter plot of achievement of CfE in numeracy versus FMR rates for P1 pupils.



As may be noted from the figure, there is little or no correlation between CfE achievement levels for numeracy and FMR rates at local authority level.

In particular, the R² correlation coefficient between achievement of reading and FMR rates at a local authority level is: 0.00 for P1, 0.04 for P4, 0.05 for P7, 0.05 for third level in S3, 0.18 for fourth level in S3.

The lack of a correlation between achievement and social context stands in contrast to the pattern seen for other educational outcomes (e.g. SQA attainment).

Source

Achievement of Curriculum for Excellence (CfE) Levels, by Local Authority and Deprivation (SIMD), 2016/17 (Scottish Government, January 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/ACELTrenddatasets>

27-30 month developmental milestones

Key messages

Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland.

Across the SEIC region: the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland; and the proportion of children for whom there were no concerns recorded was higher than in the rest of Scotland.

Local Authority	Number of reviews	% No concerns
Outcomes		
East Lothian	1,034	88.9
Edinburgh, City of	4,466	83.2
Fife	3,515	84.8
Midlothian	945	89.1
Scottish Borders	989	84.7
SEIC	10,949	84.9
Benchmarks		
Highest LA outcome		90.3
Scotland	50,102	82.2
Lowest LA outcome		66.5
Ranking position of 32 local authorities		
East Lothian		4
Edinburgh, City of		14
Fife		10
Midlothian		3
Scottish Borders		11

Note

During 27-30 month reviews, the health professional (normally a health visitor) assesses children’s developmental status and records the outcome (e.g. no concern, concern newly suspected as a result of the review, or concern or disorder already known prior to the review) against each of nine developmental domains (social, emotional, behavioural, attention, speech language & communication, gross motor, fine motor, vision and hearing).

Source

Child Development, 27-30 month review (ISD Scotland)

<http://www.isdscotland.org/Health-Topics/Child-Health/Child-Development/>

Attendance – all school sectors

The data below relates to attendance across all school sectors (primary, secondary and special). It relates to attendance for 2016/17 school year, as published by the Scottish Government in March 2018.

Key messages

- The rate of attendance across the South East Collaborative region as a whole are close to the national average (91.0% for SEIC vs 91.1% for Scotland)
- There is a significant variation in attendance within the SEIC region. This is evident at both local authority level and (in particular) at school level.
- There is a relationship between levels of attendance and social context / deprivation. This partially explains some of the variation in levels of attendance within and between local authorities within the South East region.

Local Authority	% Attendance
Outcomes	
East Lothian	91.6
Edinburgh, City of	90.9
Fife	90.8
Midlothian	89.9
Scottish Borders	92.2
SEIC	91.0
Benchmarks	
Highest LA outcome	94.2
Scotland	91.1
Lowest LA outcome	88.8
Ranking position of 32 local authorities	
East Lothian	15
Edinburgh, City of	23
Fife	24
Midlothian	27
Scottish Borders	10

Source

Attendance and absence, background data, 2016/17 (Scottish Government, March 2018)
<https://www.gov.scot/Topics/Statistics/Browse/School-Education/AttendanceAbsenceDatasets>

Quantitative overview of inspection outcomes for 2016/17

Sample sizes are still small, particularly at Collaborative level. At this stage, quantitative evidence from inspection outcomes should only be used to corroborate or contextualise qualitative evidence from inspection reports. The evidence base will be refined as further inspections results become available.

National data - proportion of QIs evaluated at each level, by QI (%)

	1.1	1.3	2.3	3.1	3.2	All QIs
Unsatisfactory or better	100.0	100.0	100.0	100.0	100.0	100.0
Weak or better	100.0	98.4	100.0	99.2	99.3	99.3
Satisfactory or better	95.2	86.3	96.0	90.3	92.4	91.4
Good or better	76.2	52.4	52.4	68.5	51.7	56.9
Very Good or better	28.6	14.5	7.3	24.2	9.7	14.3
Excellent or better	0.0	2.4	0.8	0.8	0.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of QIs reported	21	124	124	124	145	538

No. of Inspections	
2016-17	
24	SEIC
145	National

SEIC data - proportion of QIs evaluated at each level, by QI (%)

	1.1	1.3	2.3	3.1	3.2	All QIs
Unsatisfactory or better	100.0	100.0	100.0	100.0	100.0	100.0
Weak or better	100.0	100.0	100.0	100.0	100.0	100.0
Satisfactory or better	100.0	90.9	100.0	81.8	100.0	93.5
Good or better	100.0	45.5	40.9	59.1	54.2	51.1
Very Good or better	0.0	9.1	0.0	22.7	8.3	9.8
Excellent or better	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of QIs reported	2	22	22	22	24	92

Some high level messages

- At a **national level**, the sample size is still relatively small, especially for evaluations of QI 1.1 (self-evaluation for self-improvement). However, the evidence to date suggests that QI 1.1 is achieving better evaluations than QI 1.3 (leadership of change).
- Evaluations for SEIC schools tend to appear generally stronger than national at the level of Satisfactory or better, but weaker than national at the level of Good or better.
- QI 3.1 (ensuring wellbeing, equality and inclusion) tends to appear weaker for SEIC.
- QI 3.2 (raising attainment & achievement) tends to appear slightly stronger for SEIC.

Source. Education Scotland data on inspection outcomes under HGIOS 4 for 2016/17.

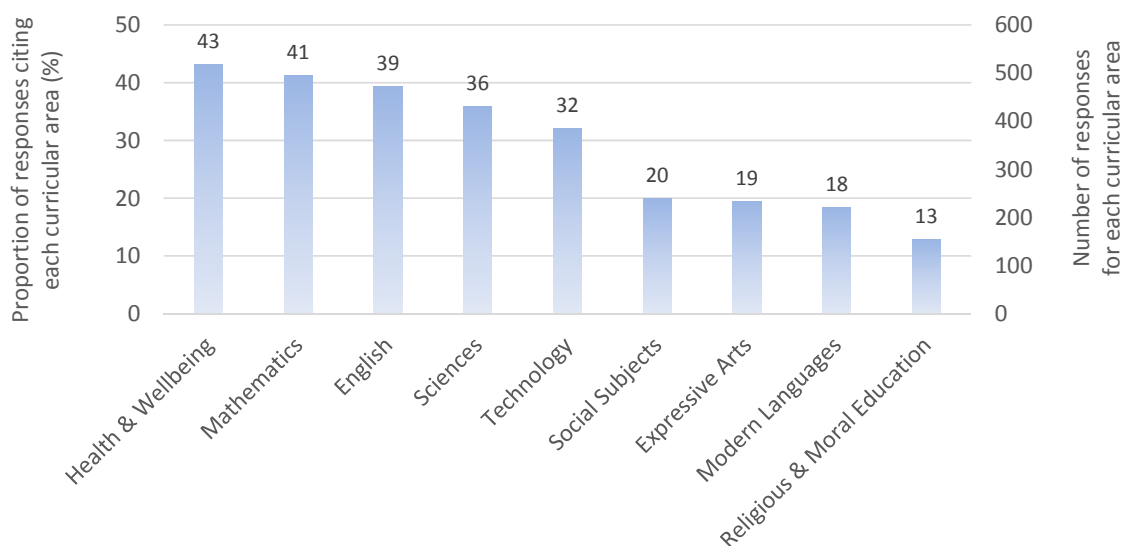
The Views of SEIC Stakeholders

The views of our staff

A staff survey was undertaken by SEIC staff during the development of the first Improvement Plan. This section summarises the feedback received. In total, there were 1,325 responses to the survey across all sectors.

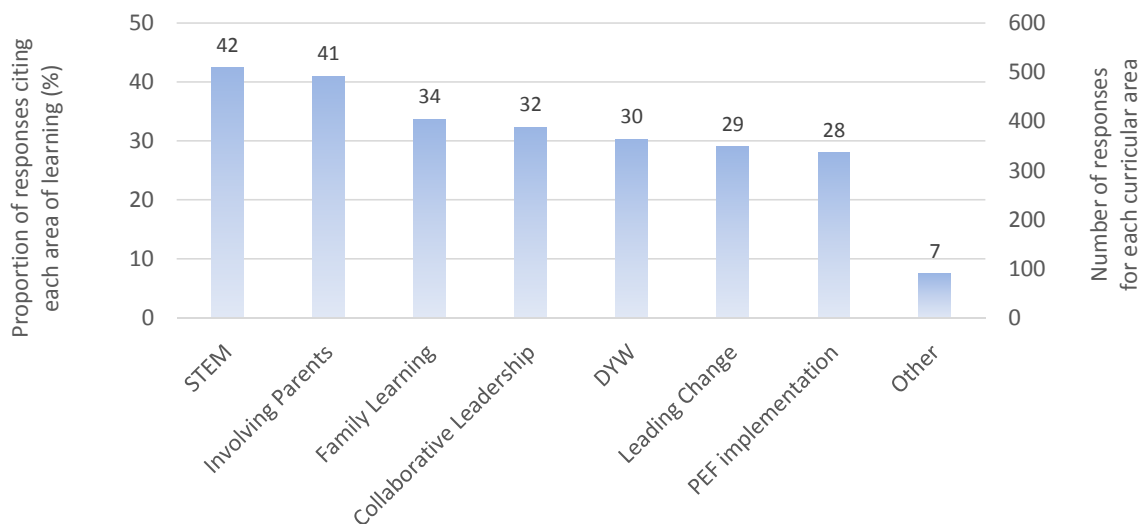
Responses to question 1

What curricular area(s) would you hope to access support for from the South East Improvement Collaborative?



Responses to question 2

Please indicate the areas of professional learning that you would hope to seek support for from the South East Improvement Collaborative.

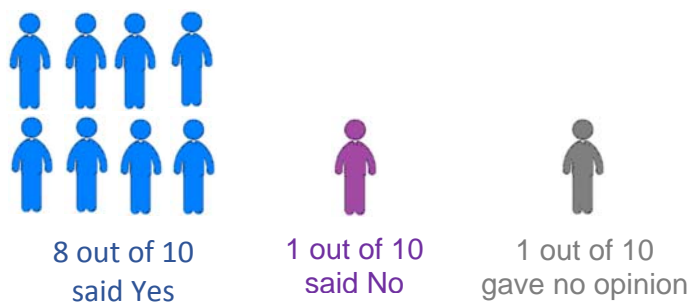


A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:

- Early years
- Inclusion / inclusive practice / nurturing approaches
- Support for learners with particular needs (e.g. autism, dyslexia, complex ASN, etc)
- Mental health awareness and support
- Curriculum design and IDL

Responses to question 3

The initial 4 workstreams identified are looking to focus on Maths, Pupil Equity Fund, Use of Data and Quality Improvement approaches. Do these seem an appropriate focus to start planning our work?

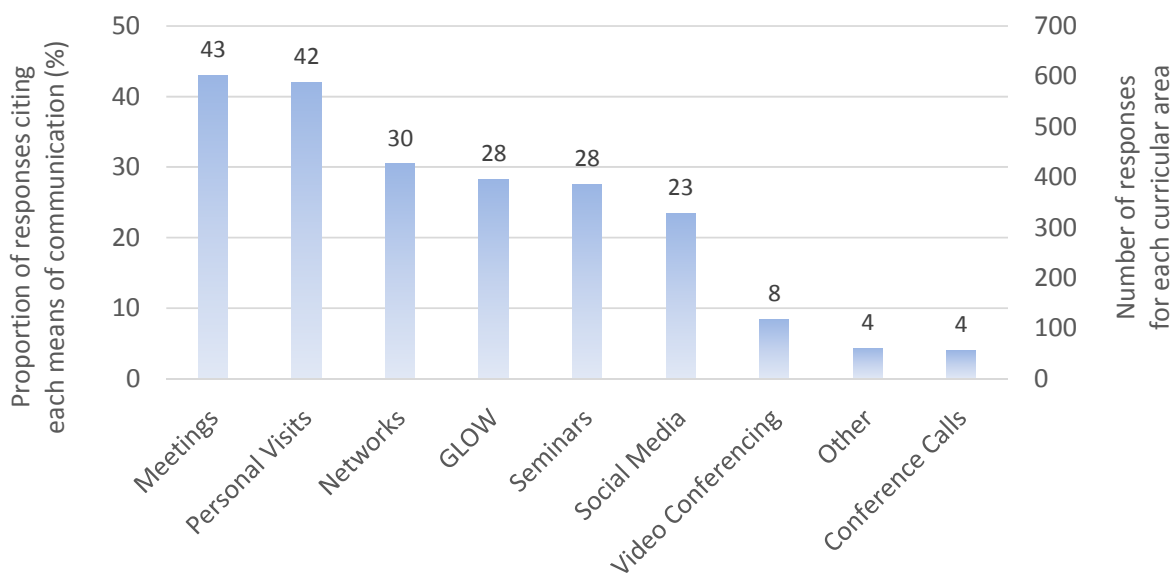


Comments received highlighted the need to ensure that the following aspects were not neglected:

- Health and wellbeing
- Literacy
- Early years
- Family learning and family engagement
- STEM

Responses to question 4

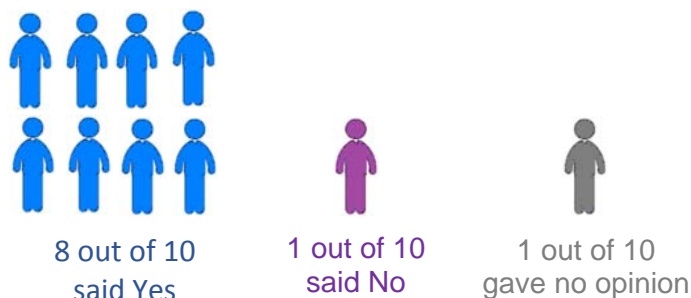
What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?



Comments under the category of “other” highlighted the importance of online communication (e.g. email) and training delivery (e.g. webinars).

Responses to question 5

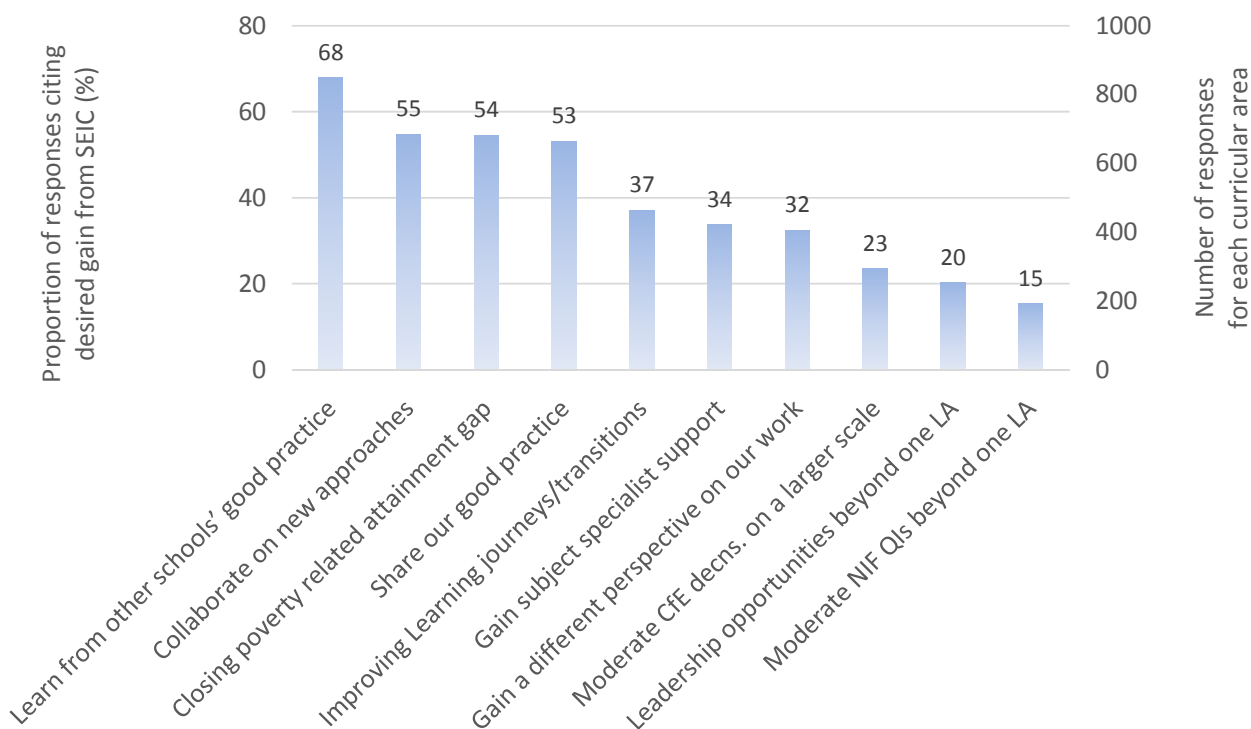
Should early learning and childcare be included in the work we develop across the South East Improvement Collaborative?



The overwhelming majority of comments offered on this question were strongly supportive of the inclusion of early learning and childcare within the work of SEIC. For example, typical comments highlighted: the 3-18 nature of the curriculum, the importance of the early years as a foundation for later educational and life outcomes, the need for early intervention to improve outcomes, etc.

Responses to question 6

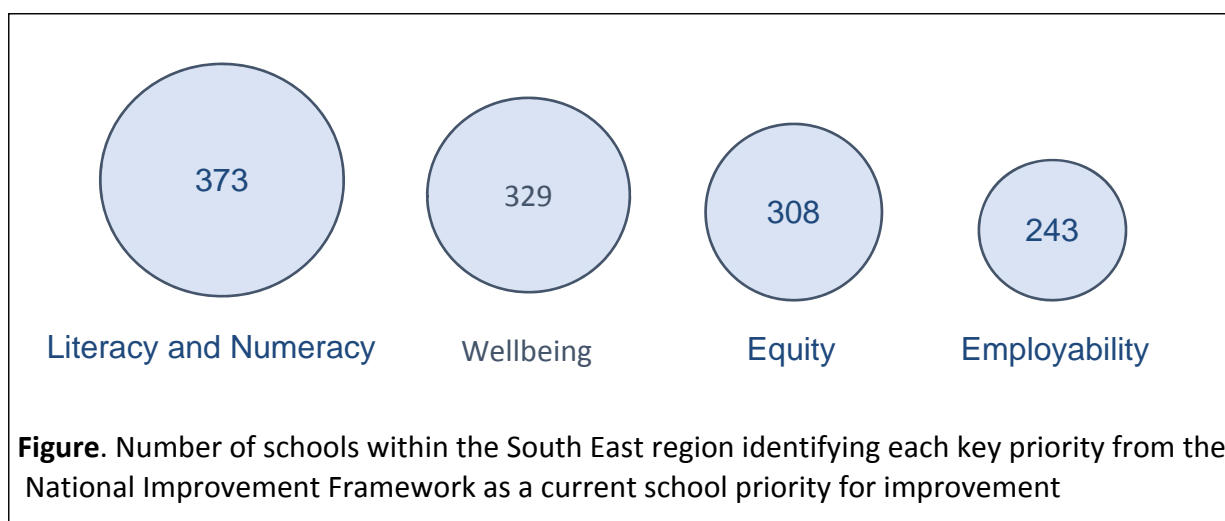
What would you want your school to gain from being part of the South East Improvement Collaborative?



Strategic priorities identified within SEIC

School priorities

During development of the initial SEIC improvement plan work was undertaken to identify the current key priorities of schools across the South East region, as identified within current School Improvement Plans and by headteachers at engagement events. The figure and table below show the results of schools' key priorities.



Driver for Improvement	No of Schools
Assessment of Children's Progress <i>including moderation, etc</i>	229
Parental Engagement <i>including family learning, parental engagement, etc</i>	195
School Improvement <i>including improvement methodologies</i>	233
Leadership <i>including partnership working, etc</i>	203
Teacher professionalism <i>including particular aspects of practice and pedagogy</i>	239
Performance information <i>including use of data, etc</i>	207

Table. Number of schools within the South East region identifying each Driver of Improvement as a current school priority for improvement

The strategic priorities of SEIC local authorities

An analysis was undertaken of the strategic plans of the 5 SEIC local authorities. The table below summarises the strategic priorities that were identified in these plans.

Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	<ul style="list-style-type: none"> • Analysis of Data • Tracking & Monitoring • Literacy Strategy • Close vocabulary gap • Numeracy Strategy 	<ul style="list-style-type: none"> • Mental health and wellbeing interventions • Training on ACEs • Anti-bullying 	<ul style="list-style-type: none"> • Use of data to provide equity of access • Attendance • Pilot of 1140hrs • Poverty proof the school day • Engaging parents in Learning • Review Exclusion policy • Equity strategy
East Lothian	<ul style="list-style-type: none"> • Improve attainment and achievement • Implement curriculum frameworks • Continue to improve tracking and monitoring 	<ul style="list-style-type: none"> • Continue to improve inclusion • Implement H&WB Framework • P1 obesity • Mental Health • Child's Planning 	<ul style="list-style-type: none"> • Improve attendance and reduce exclusions • Inclusion policy and support for children with ASN • Readiness to learn • Closing attainment gap
Fife	<ul style="list-style-type: none"> • Effective learning & teaching • Quality of learning environment • Professional Learning matched to need • Using evidence based approaches to L&T 	<ul style="list-style-type: none"> • Supporting families • Child's Plan • Improving physical health and reducing obesity • Opportunities for play and physical activity • Our Minds Matter – emotional wellbeing Framework 	<ul style="list-style-type: none"> • Closing the gap in the BGE • Responding to families in need • Pupil and Parental Participation • Supporting Learners Strategy • Use of PEF/SAC • Greater equity in health outcomes • Improve attendance
Midlothian	<ul style="list-style-type: none"> • Improve attainment • EY focus on L&N • Planning, tracking, monitoring • Work of QAMSOs • Data analysis, measure with meaning 	<ul style="list-style-type: none"> • Improvement in H&WB • Inclusion review • Teenage pregnancy • Mental health & wellbeing • Promote Healthy Lifestyles 	<ul style="list-style-type: none"> • Closing gap • Family Learning Models • SAC / PEF monitoring
Scottish Borders	<ul style="list-style-type: none"> • Improving attainment • CfE, National Qualifications • Improved L&T 	<ul style="list-style-type: none"> • Improve inclusive practices • Mental wellbeing strategy • Parenting programmes • CP/neglect 	<ul style="list-style-type: none"> • Closing gap • School engagement • Included & engaged
Common themes across most or all SEIC plans	<ul style="list-style-type: none"> • Improving attainment, including literacy & numeracy 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing • Physical health and activity 	<ul style="list-style-type: none"> • Attendance / exclusion / inclusive approaches • Closing the gap

Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	<ul style="list-style-type: none"> • STEM • Digital Learning • Audit Careers progression • Deliver DYW Plan • Career pathways for ELC 	<ul style="list-style-type: none"> • Teaching & Learning Strategy • Self-evaluation/VSE • Leadership • Review assessment policy 	<ul style="list-style-type: none"> • LAC Plan • Corporate Parenting Plan • Parental engagement strategy 	<ul style="list-style-type: none"> • Needs of Syrian refugees • Gaelic Medium education
East Lothian	<ul style="list-style-type: none"> • Access to vocational qualifications • Improving employability skills 	<ul style="list-style-type: none"> • Leadership • Moderation • School Reviews and VSE • Family Learning 	<ul style="list-style-type: none"> • Family Learning 	<ul style="list-style-type: none"> • School Estate Resources
Fife	<ul style="list-style-type: none"> • Senior phase attainment • DYW Strategy • Key worker for those at risk of negative destinations • School leaver destinations • Increasing attainment of key qualification sets • Improve school leaver destinations 	<ul style="list-style-type: none"> • Self-evaluation • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments 	<ul style="list-style-type: none"> • 1140hrs ELC • GIRFEC • Prevention & early intervention • ACEs • Better parenting skills through family engagement 	<ul style="list-style-type: none"> • Person-centred & collaborative services
Midlothian	<ul style="list-style-type: none"> • Improvement in employability skills and PSD • Promote Midlothian employability skills • DYW 9 priorities • Centres of Excellence 	<ul style="list-style-type: none"> • Transitions • Moderation 	<ul style="list-style-type: none"> • Referral Processes • Focus on 3.1 	<ul style="list-style-type: none"> • Visible learning
Scottish Borders	<ul style="list-style-type: none"> • Embrace DYW • Improve positive destinations • Increased partnership working 	<ul style="list-style-type: none"> • Leadership • Partnership with families 	<ul style="list-style-type: none"> • Partnership with families 	
Common themes across most or all SEIC plans	<ul style="list-style-type: none"> • DYW / employability 	<ul style="list-style-type: none"> • Self-evaluation and evidence-based approaches to quality improvement • Effective use of data and evidence to inform improvement • Leadership 	<ul style="list-style-type: none"> • Family engagement / parenting skills • Vulnerable children / children with needs • Early intervention & prevention 	



SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

Ms Carrie Lindsay
Executive Director for Education and Children's Services
Fife Council
Rothesay House
Rothesay Place
Glenrothes
Fife
KY7 5PQ

17 October 2018

Dear Carrie

South East Regional Improvement Collaborative Phase Two Improvement Plan and Workforce Plan

Thank you very much for submitting the phase two and workforce plans for South East Regional Improvement Collaborative (RIC) and for your participation in the recent roundtable and peer review process.

It is clear that the South East Regional Improvement Board is making sound progress and that the RIC has continued to benefit from strong leadership and direction. The phase two plan makes it clear that you have placed a strong emphasis on ensuring that research underpins system-wide support and the performance pack which the RIC has prepared is helping to ensure that the interventions you identify are based on sound evidence.

The RIC's work to agree its shared vision-*working together, empowering all, improving outcomes* is helping to strengthen its identity and aiding clarity around decision-making processes. I realise that it has, as yet, not been practical to analyse school improvement plans for session 2018/19. However, I note that feedback you have sought and received during the development of the phase two plan highlights that those priorities originally identified remain key for each local authority.

I am keen to ensure that Education Scotland continues to support the further development of the RIC and my office shall be in touch to arrange a meeting to discuss South East Regional Improvement Collaborative's next steps in more detail. I understand that colleagues from Learning Directorate will be in touch with you separately in relation to funding bids.

Many thanks for your continued work to strengthen collaboration in order to improve outcomes across the region and across the wider system.

I understand that your Regional Advisor has shared the updated review template with you and will be in touch to discuss this in more detail.

I look forward to Education Scotland continuing to work in partnership with you.

Yours sincerely



Gayle Gorman
HM Chief Inspector of Education/Chief Executive

Regional Improvement Collaborative – 2018/19 Resourcing Template

This template should be used to set out the additional local government resource request to the Scottish Government for the period September 2018 – August 2019, in respect of the following RIC activities:

- To establish and embed collaborative approaches to improvement across each region;
- To support region-wide activities which lead to improved outcomes for children and young people;
- To support region-wide activities which tackle the poverty related attainment gap, including mitigating the impact of rural poverty;
- To embed leadership development and empowerment of a sector led system across each RIC; and
- To put in place the necessary infrastructure to enable RICs to increase their reach and impact across the region.

The quantum of funding for Scotland is set for the current academic year at a total of £10 million, of which: £4 million is to enhance regional capacity for collaboration and embed collaborative approaches to improvement; £4 million is to support regional activities and strategies to close the poverty related attainment gap in schools; and £2 million is to support region-wide approaches to address poverty-related disadvantage in rural areas. Please summarise the total resourcing request for your RIC below and provide further detail using the template on page 2, including on how these workstreams relate to the funding breakdown above.

Information on request from South East Improvement Collaborative

Within the SEIC Plan there is further information on workstream requests (pages 30-33). There is also further data that outlines the resource to put in place the infrastructure to enable SEIC to increase its reach and impact outlined on pages 33-34.

Summary of Resource Request

Regional Improvement Collaborative South East Improvement Collaborative					
Workstream	Staff	FTE	Cost	Non-staff	Cost
Quality Improvement	Quality Improvement Officer	1.0	£72,296		
Data and Analysis	Data Analyst	1.0	£37,918		
Professional Learning / Leadership	Education Support Officer	1.0	£60,000		
	Quality Improvement Officer	1.0	£72,296		

Improving Outcomes for Children Living in Poverty	Parental Engagement Officer	1.0	£44,085		
Mathematics & Numeracy	Education Support Officer	1.0	£60,000		

Infrastructure to Support the Work of the SEIC					
Workstream	Staff	FTE	Cost	Non-staff	Cost
	SEIC Co-ordinator (QIM level)	1.0	£82,775		
	5 Quality Improvement Officers	1.0	£361,480		
	Project Officer	1.0	£44,085		
	Administration Assistant	1.0	£28,000		
	Digital Support Officer	1.0	£60,000		
				Costs of venue hire and associated costs for workstream events, workshops and larger scale events.	£100,000
				Travel and supply cover budget for teaching headteachers and to cover rural barriers to participation.	£10,000
				To communicate through a series of films to engage practitioners and forums to allow two-way exchange of information.	£10,000
				Cover budget for backfill of teachers attending events where backfill is required.	£10,000
				IT infrastructure to allow use of e-learning and to make use of Digital Centre of Excellence for all SEIC.	£50,000
				Support from Edinburgh University to work alongside SEIC to help evaluate impact at classroom level.	£20,000
Total			£922,935		£200,000
Overall total (staff & non-staff):					£1,122,935

For each workstream or activity where additional resource is requested, please also provide the following information:

<u>Workstream Overview</u>		
Generally, the use of data and performance information is an area for improvement across the collaborative. The workstream will: improve the understanding and effective use of available data by practitioners; improve the scope and coverage of data and performance information that is available at school level to support school improvement.		
<u>Workstream Leadership</u>		
Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)		
<u>ADDITIONAL RESOURCES REQUIRED</u>		
Please provide the following information for the additional resources requested:		
Additional resource requested from Education Scotland:		
<ul style="list-style-type: none"> Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team 		
Additional resource requested for SEIC:		
<ul style="list-style-type: none"> Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc. 		
Anticipated Impact		
Correct areas targeted for workstreams and networks informed by robust data.		
Staff	(FTE)	£ (incl on-costs)
Data Analyst (Assistant Statistician B2)	1.0 FTE	£37,918
Other/Non-Staff Costs		£0
Total Resource Requested (Sept 2018 – August 2019)		£37,918

<u>Workstream Overview</u>		
The work stream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4).		
<u>Workstream Leadership</u>		
Peter McNaughton Head of Education and Children’s Services (Fife)		
<u>ADDITIONAL RESOURCES REQUIRED</u>		
Please provide the following information for the additional resources requested:		
Additional resource requested from Education Scotland:		
<ul style="list-style-type: none"> • ES Regional Advisor (SEIC) • ES team members e.g. HMI or Senior Education Officer • Support from BGE from relevant ES colleagues 		
Additional resource requested for SEIC:		
<ul style="list-style-type: none"> • Quality Improvement Officer 		
Anticipated Impact		
Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.		
Staff	(FTE)	£ (incl on-costs)
Quality Improvement Officer	1.0 FTE	£72,296
Other/Non-Staff Costs		£0
Total Resource Requested (Sept 2018 – August 2019)		£72,296

<u>Workstream Overview</u>		
The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2), and building the leadership capacity of middle leaders (priority 3).		
<u>Workstream Leadership</u>		
Nicola McDowall Schools Group Manager (Midlothian)		
<u>ADDITIONAL RESOURCES REQUIRED</u>		
Please provide the following information for the additional resources requested:		
Additional resource requested from Education Scotland:		
<ul style="list-style-type: none"> • SCEL support for leadership programmes delivery for middle leaders • ES team members e.g. HMI or Senior Education Officer 		
Additional resource requested for SEIC:		
<ul style="list-style-type: none"> • Education Support Officer • Quality Improvement Officer capacity building post to support/promote e-learning 		
Anticipated Impact		
Applicants of DHT/HT posts increases and quality of middle leaders improves.		
Staff	(FTE)	£ (incl on-costs)
Education Support Officer	1.0 FTE	£60,000
Quality Improvement Officer	1.0 FTE	£72,296
Other/Non-Staff Costs		£0
Total Resource Requested (Sept 2018 – August 2019)		£132,296

Workstream Overview

The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3).

Workstream Leadership

Lorna Sweeney
Service Manager (Edinburgh)

ADDITIONAL RESOURCES REQUIRED

Please provide the following information for the additional resources requested:

Additional resource requested from Education Scotland:

- Attainment Advisors linked to SEIC
- ES lead on parental engagement to support workstream
- ES CLO link person

Additional Scottish Government resource:

- Improvement Advisors linked to SEIC

Additional resource requested for SEIC:

- Funding for post to support schools in developing parental engagement – post holder would deliver training based on agreed SEIC guidance, support individual schools & clusters, develop ways to share work in this area across SEIC.

Anticipated Impact

To work with clusters and individual school staff and parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.

Staff	(FTE)	£ (incl on-costs)
Parental Engagement Officer	1.0 FTE	£44,085

Other/Non-Staff Costs	£0
Total Resource Requested (Sept 2018 – August 2019)	£44,085

Workstream Overview

The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4).

Workstream Leadership

Karen Haspolat
Quality Improvement Officer (East Lothian)

ADDITIONAL RESOURCES REQUIRED

Please provide the following information for the additional resources requested:

Additional resource requested from Education Scotland:

- Attainment Advisors linked to SEIC
- NIF Education Officer
- ES officer with responsibility for mathematics
- ES officer with responsibility for numeracy

Additional resource requested for SEIC:

- Education Support Officer (Mathematics & Numeracy)

Post holder would:

- Support the work on moderation across SEIC in BGE for numeracy
- Lead and support strategies identified to raise attainment and address the poverty related attainment gap

Anticipated Impact

- Improved confidence and greater consistency in the moderation of numeracy and mathematics.
- Improved outcomes for targeted cohorts of learners to address the attainment gap.
- Enhanced learning and teaching through the use of digital technologies
- Informed practice around closing the poverty related attainment gap.

Staff	(FTE)	£ (incl on-costs)
Education Support Officer (Mathematics & Numeracy)	1.0 FTE	£60,000
Other/Non-Staff Costs		£0
Total Resource Requested (Sept 2018 – August 2019)		£60,000