



East Lothian
Council

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

**TUESDAY 20 NOVEMBER 2018
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

1

Committee Members Present:

Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor J Findlay
Councillor A Forrest
Councillor N Gilbert
Councillor J Goodfellow (Items 2 – 10)
Councillor W Innes
Councillor S Kempson
Councillor K Mackie
Councillor P McLennan
Councillor J Williamson
Ms G Gillan

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Dr L Binnie, Principal Educational Psychologist
Mr R Parker, Service Manager – Education
Ms L Brown, Chief Operating Officer (Education)
Ms P Smith, Principal Officer (Information and Research)
Ms L Grant, Education Support Officer ASN
Ms J Allen, Communications Adviser

Clerk:

Ms F Currie, Committees Officer

Apologies:

Councillor B Small
Ms E Malcolm

Declarations of Interest:

None

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 19 JUNE 2018 FOR APPROVAL

The minutes of the Education Committee meeting on 19 June 2018 were approved.

Item 1 - Councillor Fiona Dugdale referred to the Scottish Government's decision not to bring forward an Education Bill and asked what this meant for East Lothian.

Fiona Robertson, Head of Education, said that this would be addressed in Item 10 but that the Scottish Government had published a document in June 2018 - Education Reform Joint Agreement – to support local authorities in moving forward with the school empowerment agenda.

2. EDUCATION SERVICE LOCAL IMPROVEMENT PLAN 2018-2019

A report was submitted by the Depute Chief Executive (Resources and People Services) seeking the Committee's approval of the Education Service Local Improvement Plan 2018-19.

Ms Robertson presented the report summarising the background to the Plan and the statutory duty placed on local authorities. She advised that as well as focussing on the Education Service's own identified areas for improvement, the Plan also set out the Service's contribution to the delivery of the Council's strategic plan. Ms Robertson explained that progress with improvement actions would be monitored through a range of means including Key Performance Indicators and that an update on progress would be provided to the Committee at a later date.

Ms Robertson responded to questions from Members on the reasons for the increase in the number of pupils with additional support needs, how the Plan reflected the priorities for action outlined by the Best Value Assurance Report and the Education Service's commitment to moving forwards with improvement actions. She also explained how the Service was contributing to other areas of the Council such as the Strategic Plan on Poverty.

Responding to further questions Ms Robertson provided details on the promotion, funding and uptake of free school meals, the arrangements for monitoring and measuring progress with the Plan, and maximum class sizes and the planning for projected school roles. She also outlined some of the work being done to tackle childhood obesity and partnership working to encourage learning and to provide positive destinations for disengaged young people.

The Convener commented on the Council's vision for education set out in the Plan and acknowledged the importance of measuring progress and of working closely with external partners to deliver key outcomes.

Decision

The Committee agreed to:

- i. To approve the Education Service Local Improvement Plan 2018-2019; and
- ii. To note a pupil and parent friendly version of the Education Service Local Improvement Plan 2018-2019 will be produced.

3. EDUCATION SERVICE STANDARDS AND QUALITY REPORT 2017-18

A report was submitted by the Depute Chief Executive (Resources and People Services) seeking the Committee's approval of the Education Service Standards and Quality Report 2017-2018 and providing a summary of the quality of education provision and standards of attainment and achievement across schools in East Lothian.

Ms Robertson presented the report outlining the statutory background and the range of evaluative activities which had taken place. She summarised the main findings of the report in relation to policies, attainment, achievement and external scrutiny. She highlighted several projects which were also referenced in the report and added that the Service would continue to focus on pupil empowerment and attainment.

Ms Robertson responded to questions from Members providing further details on the capacity of partnership providers to meet the increase in early learning and childcare to 1140 hours and the potential role of childminders. She also outlined changes to in-year assessment of the National 5 qualification and the arrangements being put in place to manage this and to address the dip in results.

In reply to further questions, Ms Robertson confirmed that attendance rates in areas of deprivation were closely monitored along with the intervention strategies used by individual schools. She also outlined some of the interventions being used to address exclusion rates, such as restorative practice and the inclusive classroom.

Dr Lynne Binnie, Principal Educational Psychologist, added further detail on the approaches being used to manage pupils with significant complex needs and the work being undertaken with CAMHS and the Children's Strategic Partnership.

Councillor Jim Goodfellow congratulated staff on what he considered to be a phenomenal change in the performance of 'care experienced' school leavers.

Councillor Willie Innes welcomed the report which he said showed a continued improvement over a wide range of measures. He was particularly pleased to see the work on exclusions and absences and the work of officers in the centre to support schools across the county.

Councillor Dugdale also welcomed the report and echoed Councillor Innes' comments. She referred to the challenges posed by East Lothian's growing population and said she was especially pleased to see the level of partnership working.

Councillor Katie Mackie thanked officers for an interesting and thorough report. She noted the good work on exclusions but expressed concern about the drop in National 5 results.

The Convener said that the report demonstrated the continuing improvement within the Education Service. She referred to some of the recent work including the Youth Summit and the feedback this had provided. She said that, overall, the Committee should be heartened by the progress and she hoped to see further details in the coming year on the impact of poverty on learning and how this was being addressed.

Decision

The Committee agreed 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 and agree the improvements contained in the Standards and Quality Report; and
- 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.

4. EDUCATION SCOTLAND INSPECTION OF PINKIE ST. PETERS PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted to the Committee by the Depute Chief Executive (Resources and People Services) on the Education Scotland inspection of Pinkie St. Peters Primary School and Nursery Class.

Lesley Brown, Chief Operating Officer (Education), presented the report outlining the inspection model, framework and details of the Quality Indicators (QIs) assessed during Education Scotland's visit. She summarised the findings and informed Members that all QIs were assessed as 'good', except one which was assessed as 'very good'. She explained that there had been a delay in the publication of the results due to further discussions with Education Scotland and the presentation of additional evidence.

Responding to a question from Councillor Andy Forrest, Ms Brown confirmed that the areas for improvement identified in the report had been included in the school's improvement plan and would be followed up by the Quality Improvement Officer.

Councillor Mackie said that she was impressed by the relationship between the parents and teachers at the school who worked well together to support the school. She also noted the use of Pupil Equity Fund monies to recruit a social worker into the school.

Councillor John Williamson concurred with Councillor Mackie's comments. He welcomed the report and congratulated the school on a good report.

Councillor Forrest said that it was an excellent report which showed that the school continued to go from strength to strength. He was particularly pleased that the inspectors had highlighted the school's positive ethos and its commitment to support the needs of its children.

The Convener acknowledged the contributions of current and former staff and expressed the hope that the good practice identified in the report would be taken up by other schools.

Decision

The Committee agreed to:

- i. Note the content of the Education Scotland letter;
- ii. Note the content of the Summary of Inspection Findings (SIF);
- iii. Congratulate the Head Teacher and staff on a positive inspection and on the good practice identified by Inspectors; and
- 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. Peters 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.

5. EDUCATION SCOTLAND INSPECTION OF ELPHINSTONE PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted to the Committee by the Depute Chief Executive (Resources and People Services) on the Education Scotland inspection of Elphinstone Primary School and Nursery Class.

Ms Brown presented the report outlining the inspection model, framework and details of the QIs assessed during Education Scotland's visit. She summarised the findings and informed Members that all QIs were assessed as 'good'. She said that there had been very positive feedback on the school's work with parents and families in the community and that the Head Teacher had only been in post four days when the inspection was announced.

In response to questions from Members, Ms Brown provided further information on the length of the inspection, the process for self-evaluation and the discussions that should take place prior to the school choosing a QI to be assessed as part of the inspection.

Councillor Dugdale said that she was delighted with the report and in particular the positive feedback regarding family learning. She looked forward to seeing further positive developments.

The Convener welcomed the report and concurred with Councillor Dugdale's remarks. She acknowledged the contributions of the staff and said she looked forward to seeing further progress.

Decision

The Committee agreed to:

- i. Note the content of the Education Scotland letter;
- ii. Note the content of the Summary of Inspection Findings (SIF);
- iii. Congratulate the Head Teacher and staff on a positive inspection and on the good practice identified by Inspectors; and
- 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.

6. EDUCATION SCOTLAND INSPECTION OF PRESTONPANS PRIMARY SCHOOL

A report was submitted to the Committee by the Depute Chief Executive (Resources and People Services) on the Education Scotland inspection of Prestonpans Primary School.

Ms Brown presented the report advising Members that Education Scotland had undertaken a short inspection lasting two days and assessing only two QIs - self-evaluation for self-improvement and raising attainment and achievement. She informed Members that both the letter to parents and the Summary of Inspection Findings (SIF) had now been published, although the SIF was delayed due to an error in the original text. She outlined the main findings indicating that the self-evaluation QI had been assessed as 'satisfactory' and raising attainment was assessed as 'weak'.

Ms Brown informed the Members that the areas identified for improvement were being taken forward through the School Improvement Plan with support from the Education Service. She confirmed that Education Scotland would make a return visit in due course to review progress. Ms Brown also reminded Members that a report would be presented to Council in December regarding the recent consultation exercise on the future of Prestonpans Infants School and Primary School.

Ms Brown responded to questions from Councillor Neil Gilbert regarding progress since the inspection, the timescale for implementation of the improvement plan and the likely timing of the return inspection visit.

Councillor Innes said that this was clearly a disappointing report which needed to be taken seriously and the necessary support given to the school to help it make improvements. He acknowledged the dedication of the staff and noted that the report had highlighted some positives within the school. He referred to the consultation on the future structure of the school and its impact on future development. He concluded by saying that Prestonpans Primary was a good school where the staff were committed to doing their best for the children in their care.

Councillor Gilbert echoed Councillor Innes' remarks and noted that there was some good and excellent practice within the school which should not be brushed aside. He said that the solutions lay within the school and with proper support and direction it would improve.

Councillor Mackie concurred with her colleagues but expressed concern about some of the findings. She welcomed the package of measures being put in place and said she hoped that all parties would work together to make improvements.

The Convener agreed with all of the comments and asked that Members have an update on progress in due course.

Decision

The Committee agreed to:

- i. Note the content of the Education Scotland letter;
- 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; and
- iii. Note the steps being taken by the Education Service to improve the quality of provision at Prestonpans Primary School.

7. INCLUDED ENGAGED AND INVOLVED: IDENTIFYING, ASSESSING AND PROVIDING FOR ADDITIONAL SUPPORT NEEDS OF CHILDREN AND YOUNG PEOPLE

A report was submitted by the Depute Chief Executive (Resources and People Services) seeking the Committee's approval of the draft policy Included, Engaged and Involved: Identifying, Assessing and providing for Additional Support Needs of Children and Young People.

Dr Binnie presented the report informing Members that the new policy was designed to ensure a consistent approach across East Lothian and to ensure that the local authority complied with legislation and the Scottish Government's 'National Approach'. The new policy would replace four existing policies which were now out of date.

Responding to questions from Members, Dr Binnie provided further details on the funding available to schools for reasonable adjustments for disabled students, teacher training on additional support needs and the procedures for assessing when extra support staff are required in a school.

In response to further questions she explained the Education Service's approach to flexi-schooling and outlined the local authority's responsibilities in relation to children who were home-schooled. Dr Binnie also provided further detail on the training and professional development of support staff.

Decision

The Committee agreed to:

- i. Approve the draft policy Included, Engaged and Involved: identifying, Assessing and Providing for Additional Support Needs of Children and Young People; and
- ii. Note specifically the guiding principles, legislative context, and procedures for assessing and providing for the additional support needs of children and young people.

8. INCLUDED ENGAGED AND INVOLVED: MANAGING DISTRESSED AND CHALLENGING BEHAVIOUR

A report was submitted by the Depute Chief Executive (Resources and People Services) asking the Committee to consider and approve the draft Included, Engaged and Involved: Managing Distressed and Challenging Behaviour following initial consultation.

The report also made 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.

Dr Binnie presented the policy and advised Members that a year-long implementation plan had been agreed with the Trade Unions.

She responded to questions from Members providing further details of the strategies in place to develop positive relationships between staff and pupils. She also confirmed that Parent Councils had been involved in the consultation on the draft policy.

Dr Binnie also responded to questions on the issue of seclusion. She informed Members that the Education Service was taking a strong stance and would not tolerate the use of seclusion in East Lothian's schools. She acknowledged the recent media reports and said she was not aware of it being used in other areas of Scotland. She confirmed that the new policy was fully compliant with Scottish Government guidance.

Ms Robertson added that representatives from the Scottish Government would be visiting in December and were pleased with East Lothian's focus on inclusion.

Gael Gillan commented that challenging behaviour was increasingly a major concern for teachers at all levels. She welcomed the policy and her very positive discussions with officers regarding the approach and timescale for implementation.

Councillor Jeremy Findlay referred to the media reports on the use of seclusion and said he hoped that East Lothian would continue to fight against the practice.

Councillor Innes welcomed the policy which he said covered a complex and sensitive area. He commented on the importance of having procedures in place to keep staff and pupils safe and was pleased to hear that the Trade Unions were supportive of the policy.

The Convener also welcomed the policy and the positive engagement with the EIS.

Decision

The Committee agreed to:

- i. Approve the draft policy Included, Engaged and Involved: Managing Distressed and Challenging Behaviour; and
- 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.

9. HEAD TEACHER APPOINTMENTS

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

Richard Parker, Service Manager – Education, presented the report inviting the Members to note the recent appointments.

The Chair welcomed all of the new Head Teachers and thanked all of the parents and Councillors who had been involved in the appointments process.

Decision

The Committee agreed to note the Head Teacher appointments.

10. SOUTH EAST IMPROVEMENT COLLABORATIVE

A report was submitted by the Depute Chief Executive (Resources and People Services) providing the Committee with an update on progress with the South East Improvement Collaborative (SEIC); and asking the Committee to approve the SEIC Phase 2 Plan and the steps taken to support improvement between schools and local authorities and strengthen the support for school improvement.

Ms Robertson presented the report outlining the background to the development of the SEIC and its Phase 1 Plan which had received positive feedback from the Chief Inspector, Education Scotland, was submitted to the Scottish Government in June 2018. She advised Members that the Phase 2 Plan, presented for approval today, had also received a positive response from Education Scotland and that the priority actions it contained had been informed by local and school improvement plans. She added that a request for financial resources had been submitted and approved by the Scottish Government.

Responding to questions from Members, Ms Robertson providing further information on how East Lothian could make the most of its involvement with the SEIC and the importance of engaging with partner authorities to ensure that it adds value to work already taking place in the county's schools. She also outlined the impact on staff hours and explained that the funding which had been granted would last only until June 2019; further funding arrangements would form part of future Steering Group discussions.

She advised Members that the Phase 2 Plan was being presented to the Education Committee for approval, as a result of a previous agreement by Council, and that other local authorities each had their own approval process.

Councillor Goodfellow said that he was still concerned that the benefits of the SEIC might not outweigh the resource implications of staff being taken away from their core duties within East Lothian.

Councillor Innes concurred with his colleague and added that he feared that the control of schools would move further away from the Council. However, he was pleased that local authorities and CoSLA were involved in shaping the policy. He supported the Plan but stressed that the Council must ensure that their primary concern remained schools in East Lothian.

Ms Gillan thanked officers for keeping the Trade Unions updated on progress. She indicated that her counterparts in other areas had received very little information and she appreciated being kept informed.

Councillor Paul McLennan welcomed the document which he said was about shaping best practice and which he believed would improve the quality of education in East Lothian.

The Convener commented on the need to ensure a level of scrutiny and accountability, and to monitor how the SEIC impacts on schools and staff. She also agreed that funding needed to continue in the longer-term.

Decision

The Committee agreed to:

- i. Note the ongoing commitment to and progress with enhancing support for our schools through the South East Improvement Collaborative;
- ii. Approve the SEIC Phase 2 Plan 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 SEIC Plan; and
- iv. Agree that the Head of Education provides further reports on progress with the SEIC Plan and its impact to future Education Committee meetings.

Signed

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Councillor Shamin Akhtar
Convener of the Education Committee

DRAFT

REPORT TO : Education Committee

MEETING DATE: 12 March 2019

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Reserving Places in Schools for Catchment Pupils Who Move Into the Catchment Area during the Academic Year 2019/20

2

1 PURPOSE

- 1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the schools detailed in 2.1 for session 2019/20.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2019/20 in the following schools:

i. Primary Schools

We recommend that the Committee reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Campie Primary School	2	2	2	2	2	2	2
Cockenzie Primary School	2	2	2	2	2	2	2
Dunbar Primary School	5	5	5	5	5	5	5
East Linton Primary School	1	0	0	0	0	0	0
Gullane Primary School	2	2	2	2	2	2	2
Haddington Primary School	4	4	4	4	4	4	4

Law Primary School	6	6	6	6	6	6	6
Longniddry Primary School	2	2	2	2	2	2	2
Loretto RC Primary School	2	2	2	2	2	2	2
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Pencaitland Primary School	1	1	1	1	1	1	1
Pinkie St Peter's Primary School	5	5	5	5	5	5	5
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Gabriel's RC Primary School	2	0	0	0	0	0	0
St Martin's RC Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	1	1	1	1	1	1	1
Wallyford Primary School	5	5	5	5	5	5	5
Windygoul Primary School	2	2	2	2	2	2	2
Yester Primary School	2	2	2	2	2	2	2

We recommend that the Committee reserve the number of places detailed below in each composite class within the school.

School	Number of reserved places per class
Humbie Primary School	2
Innerwick Primary School	1
Letham Mains Primary School	ALL*
Macmerry Primary School	1
Saltoun Primary School	2
St Mary's RC Primary School	ALL*
Stenton Primary School	2
Whitecraig Primary School	2

*All available places within the school are reserved for incoming catchment pupils

ii Secondary Schools S1 and S2

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S1 including reserved places	Number of reserved places in S1	Maximum number of places in S2 including reserved places	Number of reserved places in S2
Dunbar Grammar School	220	5	220	5
Knox Academy	160	6	140	6
Musselburgh Grammar School	240	6	240	6
North Berwick High School	200	10	180	8
Preston Lodge High School	210	5	200	5
Ross High School	270	5	260	5

iii Secondary Schools S3 and S4

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S3 including reserved places	Number of places reserved in S3	Maximum number of places in S4 including reserved places	Number of places reserved in S4
Dunbar Grammar School	210	5	180	5
Knox Academy	160	6	140	6
Musselburgh Grammar School	200	6	220	6
North Berwick High School	200	8	180	8
Preston Lodge High School	180	5	200	5
Ross High School	240	5	220	5

Details of the factors considered when determining the appropriate number of reserved places for both primary and secondary schools are detailed in 3.2.1 of the report.

- 2.2 We request that the Committee delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

3.1 Acts and regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, “so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents”. This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that “reserved places” means those “places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates”.

Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.2.1 to 3.2.3.

3.2 Factors influencing the decisions on reserving places

3.2.1 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2019/20:

- a) The proposed level of capping at the school and number of expected pupils
- b) Local development plans
- c) Current and planned house builds within those plans
- d) Projected school rolls
- e) Projected migration into the catchment area
- f) Information about reserved places from previous years
- g) School capacities
- h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.2.2 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.2.3 The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

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 None

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DATE	19 February 2019

REPORT TO: Education Committee

MEETING DATE: 12 March 2019

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Roll Capping in East Lothian Secondary Schools – Session 2019/20

3

1 PURPOSE

- 1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for our secondary schools for Session 2019/20.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2019/20 in the schools listed below. The reasons for this are set out in section 3.

School	Maximum S1 intake level	Maximum S2 intake level	Maximum S3 intake level	Maximum S4 intake level
Dunbar Grammar School	220	220	210	180
Knox Academy	160	140	160	140
Musselburgh Grammar School	240	240	200	220
North Berwick High School	200	180	200	180
Preston Lodge High School	210	200	180	200
Ross High School	270	260	240	220

- 2.2 The only increases/decreases that have been requested for June 2019 is for Dunbar Grammar School to increase the current S3 from 160 to 180 for S4, Musselburgh Grammar to decrease the current S2 from 220 to 200 for S3 and increase the current S3 from 200 to 220 for S4, North Berwick High School to increase the current S3 from 160 to 180 for S4.
- 2.3 We request that the Committee delegate any changes to the maximum intake level in S1 – S4 to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease.

3 BACKGROUND

- 3.1 The main principles for managing secondary school rolls in East Lothian are to:
- provide high quality education at local schools for local pupils;
 - ensure equality of resources throughout East Lothian;
 - commit to a real choice of education inside our schools and not between our schools.
- 3.2 As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as “capping”.
- 3.3 When considering how to cap school rolls, East Lothian Council as an education authority, must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools’ situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.
- 3.4 Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils’ needs for a high level of education. Capping prevents detrimental impacts on pupils’ education, and ensures effective and efficient management of resources by the authority.

Note: Practical classes, such as science subjects, are set in multiples of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils and those classrooms are furnished to

accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated in multiples of 20 and 30, as per practical and non-practical class maximum.

3.5 S1 August 2019 – School Roll

Based on the number of catchment pupils expected in S1 and the current S1-S5 pupils progressing into S2-S6, the pupil numbers for next session 2019/20 are:

School	<u>S1</u>	<u>S2</u>	<u>S3</u>	<u>S4</u>	<u>S5</u>	<u>S6</u>	<u>TOTAL</u>
Dunbar Grammar	201	203	196	155	146	102	1003
Knox Academy	146	132	154	121	127	88	768
Musselburgh Grammar	232	231	187	199	179	107	1135
North Berwick High School	184	163	186	156	153	120	962
Preston Lodge High School	198	183	160	180	144	114	979
Ross High School	270	242	218	217	164	84	1195

- 3.6 The total roll includes pupils who are expected to transfer to S1 in August 2019 and the number of pupils expected to move up into S2 and so on, to S6.
- 3.7 The process is complex owing to pupils moving to and leaving East Lothian late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.
- 3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications in this report.

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 None

AUTHOR'S NAME	Fiona Brown
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DATE	19 February 2019

REPORT TO: Education Committee

MEETING DATE: 12 March 2019

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: School Session Dates (2020-2021 and 2021-2022)

1 PURPOSE

1.1 The purpose of this report is to obtain the Committee's approval for School Session dates for 2020-2021 and 2021-2022.

2 RECOMMENDATIONS

2.1 The Committee is asked to:

- (i) Approve the school session dates for 2020-2021 and 2021-2022 as outlined in Appendix A and Appendix B.
- (ii) Authorise the Head of Education to notify Head Teachers, Teachers' Professional Associations, Heads of Establishments and Parent Councils.
- (iii) Authorise the Head of Education to notify the Scottish Government.

3 BACKGROUND

3.1 East Lothian has prepared school session dates for two academic years, 2020-2021 and 2021-2022.

3.2 In preparing the draft school session dates for 2020-21 and 2021-2022 the following points were taken into consideration:-

- 190 pupil and 195 staff days which is in accordance with the Schools General (Scotland) Regulations 1975 (as amended);
- A fixed one week break in the third week of October;
- The school session ending before the first full week of July
- 5 fixed in-service days; and
- Flexibility with the Easter break to allow for a natural end to Term 2.

3.3 In preparing the draft school session dates for 2020-2021 and 2021-2022 the five points in 3.2 were taken into account as outlined in the attached draft proposed dates (Appendix A and B). Cognisance of the City of Edinburgh Council's session dates were taken into account in an attempt to align the dates, as far as possible, and this has been achieved in relation to the main holiday periods. Consultation with Midlothian Council has also been undertaken but at the time of writing this report they are still considering their dates and have yet to go to consultation on them. They have, however, advised that their dates will also align very closely with City of Edinburgh Council's dates and the dates presented in this report for East Lothian Council.

3.3 As advised at Education Committee on 19 June 2018 City of Edinburgh Council have already set and published their session dates for academic session 2020-2021 and 2021-2022. Therefore it was decided there would be no formal consultation undertaken through the Council's Consultation Hub, however, we welcomed comments on the draft proposed dates from Head Teachers, Teachers' Professional Associations, UNISON, Educational staff and Parent Councils. These comments were taken into consideration when finalizing the draft session dates.

4 POLICY IMPLICATIONS

4.1 None.

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Appendix A and B draft school session dates 2020-21 and 2021-2022.

AUTHOR'S NAME	Richard Parker
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DATE	22 February 2019

**EAST LoTHIAN COUNCIL
RESOURCES AND PEOPLE SERVICES
SCHOOL SESSION DATES 2020-2021**

TERM 1	Staff In-service Day 1	Monday	17	August	2020
	Staff In-service Day 2	Tuesday	18	August	2020
	Pupils Resume	Wednesday	19	August	2020
	Autumn Holiday (schools closed)	Friday	18	September	2020
	Autumn Holiday (schools closed)	Monday	21	September	2020
	All Return	Tuesday	22	September	2020
	All Break	Friday	16	October	2020
	Staff In-service Day 3	Monday	26	October	2020
	Pupils Resume	Tuesday	27	October	2020
	Term Ends	Wednesday	23	December	2020
	<i>Term 1 = 83 pupil days Term 1 = 86 staff days</i>				
TERM 2	All Resume	Thursday	7	January	2021
	All Break	Friday	5	February	2021
	Staff In-service Day 4	Monday	15	February	2021
	Pupils Resume	Tuesday	16	February	2021
	All Break	Thursday	1	April	2021
	Good Friday – 2 April 2021 Easter Monday – 5 April 2021 <i>Term 2 = 55 pupil days Term 2 = 56 staff days</i>				
TERM 3	All Resume (Staff and Pupils)	Tuesday	20	April	2021
	May Day (Schools closed)	Monday	3	May	2021
	All Resume	Tuesday	4	May	2021
	Staff In-service Day 5 (pupils off)	Monday	24	May	2021
	Pupils Resume	Tuesday	25	May	2021
	Term Ends	Friday	2	July	2021
	<i>Terms 3 = 52 pupil days Terms 3 = 53 staff days</i>				

School Session Dates 2020/2021

Appendix A

Teaching Day	Green
In Service Day	Yellow
School Holiday	Red

August 2020						
Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26*	27	28	29	30	31

*holiday for pupils

November 2020						
Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2021						
Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15*	16	17	18	19	20
21	22	23	24	25	26	27
28						

*school holiday

March 2021						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2nd Good Friday/5th Easter Monday

May 2021						
Su	M	T	W	T	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24*	25	26	27	28	29
30	31					

*holiday for pupils

June 2021						
Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July/August 2021						
Su	M	T	W	T	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
1	2	3	4	5	6	7
8	9	10	11	12	13	14

**EAST LOTHIAN COUNCIL
RESOURCES AND PEOPLE SERVICES
SCHOOL SESSION DATES 2021-2022**

TERM 1	Staff In-service Day 1	Monday	16	August	2021
	Staff In-service Day 2	Tuesday	17	August	2021
	Pupils Resume	Wednesday	18	August	2021
	Autumn Holiday (schools closed)	Friday	17	September	2021
	Autumn Holiday (schools closed)	Monday	20	September	2021
	All Return	Tuesday	21	September	2021
	All Break	Friday	15	October	2021
	Staff In-service Day 3	Monday	25	October	2021
	Pupils Resume	Tuesday	26	October	2021
	Term Ends	Thursday	23	December	2021
	<i>Term 1 = 84 pupil days Term 1 = 87 staff days</i>				
TERM 2	All Resume	Monday	10	January	2022
	All Break	Friday	11	February	2022
	Staff In-service Day 4	Monday	21	February	2022
	Pupils Resume	Tuesday	22	February	2022
	All Break	Friday	8	April	2022
	Good Friday - 15 April 2022 Easter Monday – 18 April 2022 <i>Term 2 = 59 pupil days Term 2 = 60 staff days</i>				
TERM 3	All Resume (Staff and Pupils)	Monday	25	April	2022
	May Day (Schools closed)	Monday	2	May	2022
	All Resume	Tuesday	3	May	2022
	Staff In-service Day 5 (pupils off)	Monday	23	May	2022
	Pupils Resume	Tuesday	24	May	2022
	Term Ends <i>Terms 3 = 47 pupil days Terms 3 = 48 staff days</i>	Thursday	30	June	2022

School Session Dates 2021/2022

Appendix B

Teaching Day	
In Service Day	
School Holiday	

August 2021						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2021						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25*	26	27	28	29	30
31						

November 2021						
Su	M	T	W	T	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

*holiday for pupils

December 2021						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	M	T	W	T	F	Sa
					1	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28					

*school holiday

March 2022						
Su	M	T	W	T	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	T	W	T	F	Sa
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15th Good Friday/18th Easter Monday

May 2022						
Su	M	T	W	T	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23*	24	25	26	27	28
29	30	31				

*holiday for pupils

June 2022						
Su	M	T	W	T	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July/August 2022						
Su	M	T	W	T	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6
7	8	9	10	11	12	13

REPORT TO: Education Committee

MEETING DATE: 12 March 2019

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Educational Psychology Service Validated Self Evaluation:
Follow-through Evaluation by Education Scotland

5

1 PURPOSE

- 1.1 To report to Committee on the Educational Psychology Service Validated Self Valuation follow-through evaluation by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Note the key strengths and next steps as outlined by Education Scotland following their follow-through evaluation visit to the Educational Psychology Service (Appendix 1).
 - ii. Note the action taken by Educational Psychology Service to address the next step identified by Education Scotland.

3 BACKGROUND

- 3.1 Validated self-evaluation (VSE) is an evaluative activity that supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively with inspectors from Education Scotland to identify strengths and areas for improvement.
- 3.2 An initial visit in March 2016 found a number of key strengths:
- Good relationships between Educational Psychologist's and educational establishments that were highly valued by school staff.
 - Building capacity in staff and partners through bespoke training and targeted follow up resulting in improved outcomes for children and young people in the classroom.

- Offering objective and reflective input to multi-agency teams resulting in improved planning, decision making and outcomes for Looked after Children and young people.
 - Highly valued research skills and knowledge used effectively to build capacity and develop training packages.
- 3.3 The following areas for improvement were identified:
- Extend the role of the Educational Psychology Service beyond the traditional Additional Support Needs population and resource allocation process.
 - In partnership with the authority, align service delivery more fully and appropriately with a GIRFEC approach.
 - Initiate dialogue with the newly appointed Head of Education to review the balance of service delivery, releasing time for the Educational Psychology Service to utilise its psychological knowledge and expertise to make a stronger strategic contribution to local and national policy initiatives and strategic priorities.
 - Ensure that the Educational Psychology Service builds on opportunities to support the authority’s vision, values and aims.
- 3.4. A follow-through visit took place in January 2018 to review progress and to further identify the areas of service delivery that should be prioritised to secure continuous improvement (Appendix 1).
- 3.5 The key strengths identified were:
- Trusting relationships between schools and their link Educational Psychologist. Their understanding of the school context increased the effectiveness of embedding practice, for instance, following training.
 - Increased capacity across the team to support key strategic priorities and an increased consistency of practice across the Service.
 - Learning and development work within schools and across the Authority in a range of topics is highly valued and more aligned to strategic priorities of the Local Authority and Education Service. Training was valued, particularly when knowledge of the school is used to create an individually tailored programme. This includes embedding the work through further development within the school or partner agencies to build capacity.
 - The capacity to use our unique psychological skills and knowledge to build a holistic, contextualised picture of the children/ young person and then distil the information down to identify how an individual’s needs can be met. All partners find this contribution helpful and evidence of increased capacity to take forward this aspect of service delivery.
 - The collaborative approach including using the “Plan, Do, Review” framework was valued by schools and partner agencies. It supported partners to think in a reflective and focused manner and helped create more consistency of practice.
- 3.6 The following areas for improvement were identified:

- Consider the use of data to determine whether EPS involvement has improved outcomes in the short, medium and longer term for children and young people. This includes better use of data already gathered by the Authority and closer collaboration with Quality Improvement Officers. Embedding reflective practice within our Request for Assistance process and Service Level Agreement with schools are further steps in this endeavour.
- Ensuring positive Mental Health and Wellbeing outcomes for children and young people across the Authority by continuing to deliver Mental Health First Aid training to school staff and contributing to the development of the Health and Wellbeing curriculum.
- Increasing our research function by considering the team's role in supporting practitioner enquiry.

3.7 Action taken to address the next steps include:

- Closer collaboration and liaison with the Quality Improvement Officers through the school review process.
- Service self-evaluation now takes into account existing data regarding the outcomes for children and young people and initial plans are in place to use this data to make decisions regarding the focus of our future service delivery.
- Changes have been made to the Request for Assistance and Service Level Agreement forms to more clearly capture data and evidence on the impact on outcomes of involvement with the Service.
- Every member of the team are trained in Scottish Mental Health First Aid. This training has been and continues to be offered to all school staff and embedded within our work.
- A member of the team has been significantly involved in the East Lothian Council Mental Health Strategy and will be a member of the steering group that will be set up. The Educational Psychology Service is key to taking forward the actions set out in the strategy.
- In recognition of the importance of the Educational Psychology Service role in early intervention, a two year development post focusing on the Early Years has been created.

3.8 Education Scotland were satisfied with progress made from the initial visit and were confident in the capacity of the Service to make continuous improvement under the leadership of the Principal Educational Psychologist and the Head of Education. No further scrutiny activity is planned.

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 - None
6.2 Personnel - None
6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Appendix 1 – East Lothian Educational Psychology Service Validated Self-Evaluation Follow-through Report (May 2018).

AUTHOR'S NAME	Dr Lynne Binnie
DESIGNATION	Principal Educational Psychologist/Acting Service Manager Additional Support Needs
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DATE	12 February 2019



East Lothian Educational Psychology Service

Validated Self-Evaluation

Follow up Report (May 2018)

Validated self-evaluation (VSE) is an evaluative activity that supports and challenges the work of Educational Psychology Services (EPS) by working collaboratively with inspectors from Education Scotland to identify strengths and areas for improvement.

An initial visit in March 2016 found the following key strengths:

- Good relationships between Educational Psychologist's and educational establishments that were highly valued by school staff.
- Building capacity in staff and partners through bespoke training and targeted follow up resulting in improved outcomes for children and young people in the classroom.
- Offering objective and reflective input to multi-agency teams resulting in improved planning, decision making and outcomes for LAC and young people.
- Highly valued research skills and knowledge used effectively to build capacity and develop training packages.

The following areas for improvement were identified:

- Extend the role of the Educational Psychology Service beyond the traditional ASN population and resource allocation process.
- In partnership with the authority, align service delivery more fully and appropriately with a GIRFEC approach.
- Initiate dialogue with the newly appointed Head of Education to review the balance of service delivery, releasing time for the Educational Psychology Service to utilise its psychological knowledge and expertise to make a stronger strategic contribution to local and national policy initiatives and strategic priorities.
- Ensure that the Educational Psychology Service builds on opportunities to support the authority's vision, values and aims.

A follow up visit took place in January 2018 to review progress and to further identify the areas of service delivery that should be prioritised to secure continuous improvement.

The council appointed a new permanent Head of Education in December 2016, with the new post-holder previously occupying the post on secondment from Education Scotland since March 2016. The new Head of Education has a clear vision of strengths and areas for improvement across the education sector in East Lothian and has developed an ambitious change agenda. This has been a key factor that has facilitated significant improvement for the Educational Psychology Service across all areas identified by the initial VSE.

The Head of Education and the newly formed senior management team, including the Principal Educational Psychologist, had realigned the vision, values and aims of the Education service and within this the role of the Educational Psychology Service. Service priorities were clearly linked to the Education Service Improvement Plan and the Children's Strategic Partnership plan and clear synergy was evident across all planning documents. This has provided clarity for the Educational Psychology Service and has allowed greater involvement in strategic initiatives and priorities.

An external review of ASN provision within the Authority facilitated the Educational Psychology Service to realign their role in relation to resource allocation. This has increased capacity to support school improvement and improve outcomes for children and young people. Evidence and feedback from school staff demonstrated an increased capacity to respond to children and young people's additional support needs with recommendations providing strategies and curricular adaptations that lead to improved outcomes.

A strategic focus on developing positive relationship approaches and inclusive practice across the Authority had allowed the Educational Psychology Service to promote evidence based practice and Implementation Science to support school improvement (e.g. Nurture Groups, Restorative Approaches). There was a clearer focus on how service delivery linked to whole school improvement. The focus on a smaller number of approaches and interventions has allowed the Service to provide greater depth of knowledge and understanding and a greater consistency across the team. School staff valued the links the Educational Psychologist could make between the school improvement activities and casework thereby supporting them to embed practice via the on-going role in the school.

A range of evidence was available to demonstrate the role of the Service in building capacity across schools to understand the needs of young people with attachment difficulties and the strategies and supports needed to settle them to learn. Clear evidence of impact included increased inclusion, children more settled, improved staff well-being and lower exclusions.

Key Strengths:

- Trusting relationships between schools and their link Educational Psychologist. Their understanding of the school context increased the effectiveness of embedding practice, for instance, following training.
- Increased capacity across the team to support key strategic priorities and an increased consistency of practice across the Service.
- Learning and development work within schools and across the Authority in a range of topics is highly valued and more aligned to strategic priorities of the Local Authority and Education Service. Training was valued, particularly when knowledge of the school is used to create an

individually tailored programme. This includes embedding the work through further development within the school or partner agencies to build capacity.

- The capacity to use our unique psychological skills and knowledge to build a holistic, contextualised picture of the children/ young person and then distil the information down to identify how an individual's needs can be met. All partners find this contribution helpful and evidence of increased capacity to take forward this aspect of service delivery.
- The collaborative approach including using the "Plan, Do, Review" framework was valued by schools and partner agencies. It supported partners to think in a reflective and focused manner and helped create more consistency of practice.

Next steps:

- Consider the use of data to determine whether EPS involvement has improved outcomes in the short, medium and longer term for children and young people. This includes better use of data already gathered by the Authority and closer collaboration with Quality Improvement Officers. Embedding reflective practice within our Request for Assistance process and Service Level Agreement with schools are further steps in this endeavour.
- Ensuring positive Mental Health and Wellbeing outcomes for children and young people across the Authority by continuing to deliver Mental Health First Aid training to school staff and contributing to the development of the Health and Wellbeing curriculum.
- Increasing our research function by considering the team's role in supporting practitioner enquiry.
- In recognition of the importance of the EPS role in early intervention, a two year development post focusing on the Early Years has been created.

Education Scotland were satisfied with progress made from the initial visit and were confident in the capacity of the Service to make continuous improvement under the leadership of the Principal Educational Psychologist and the Head of Education. No further scrutiny activity is planned.

Dr Lynne Binnie

Principal Educational Psychologist

May 2018