

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Service Standards and Quality Report 2018-2019

1. PURPOSE

- 1.1. To seek the Committee's approval of the Education Service Standards and Quality Report 2018-2019 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 2018-2019 (Appendix 1) and agree the improvements contained in the Standards and Quality Report; and
 - iii. note that this draft Standards and Quality Report will be 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 2019-2020.
- 3.4 The Standards and Quality Report 2018-2019 (Appendix 1) is a summary of the Education Service's performance and achievement in the academic session 2018-2019.
- 3.5 The Standards and Quality Report 2018-2019 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 2018-2019 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 continued to implement the East Lothian Council 1140 hours Expansion Plan. We also increased the number of applications for 600 hours for children aged 3-5 years. 101% of the estimated 3 to 4 year old population in East Lothian attended a funded early learning and childcare provision in 2018/19.
- 3.10 In our **Primary Schools**, there was a further reduction in the number of primary exclusions compared to the previous year. The primary exclusion rate shows an improving trend since 2015. The gap in rates of exclusion per 1,000 pupils for primary pupils living in the 20% most deprived areas reduced from **37.4 per 1,000** in 2017/18 to **23.4 per 1,000** in 2018/19, compared with **1.1 per 1,000** pupils living in the 20% least deprived areas. Elphinstone Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, the work of the staff team in improving the school and the warm and inclusive ethos. Innerwick Primary School also received a positive inspection. Education Scotland highlighted the highly effective and supportive leadership of the head teacher, the committed nursery team, the school staff who were committed to improving children's experiences and outdoor learning. Prestonpans Primary School was inspected at the end of session 2017/18. Inspectors highlighted strengths in the school team who knew children well, the promotion of health and wellbeing across the school and the friendly children who were proud of their 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 since 2015. Results from certificated SQA National Courses in August 2019 show that pupils from across East Lothian Council's six secondary schools have improved their performance in SQA National 5 courses. Education Scotland conducted no secondary inspections in session 2018/19. 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.

Key challenges and opportunities

- 3.12 Section 3.2 of the Standards and Quality report sets out the key challenges and opportunities facing the Education Service for 2019-20 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.

- 3.13 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 2017-2022.

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.

Appendix 1: Report to Education Committee 20 November 2018 Education Service Improvement Plan 2018-2019 and Standards and Quality Report 2018-2019

AUTHOR'S NAME	Lesley Brown
DESIGNATION	Chief Operating Officer - Education
CONTACT INFO	E-mail – lbrown@eastlothian.gov.uk Telephone number – 01620 827647
DATE	25 October 2019

EDUCATION SERVICE STANDARDS & QUALITY REPORT 2018-19





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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 2018/19 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.

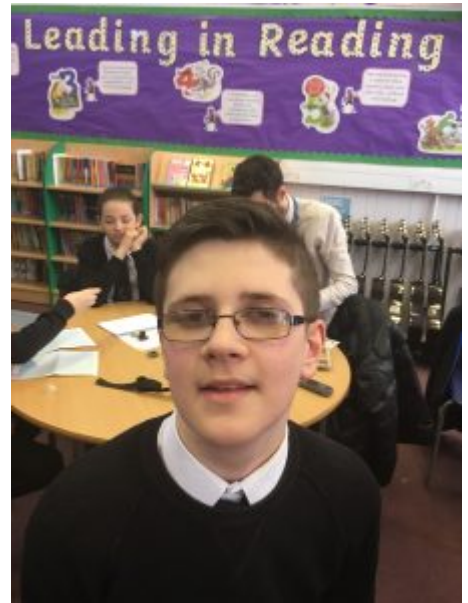
To everyone who has contributed to this report, your efforts are making a real difference to the lives of children and young people and I thank you for that.

Councillor Shamin Akhtar
Chairperson, Education Committee

A Message from Fiona Robertson, Head of Education and Children's Services

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 2018-2019.

Fiona Robertson
Head of Education and Children's Services

2. Introduction

2.1 Information about the Standards and Quality Report 2018- 2019

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 2018-2019.



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 continue to be reflected in the Service Improvement Plan for 2019/20. Children and young people also provided feedback to inform the review of better meeting the needs of those who require additional support for learning. We were also delighted with the response to our parental engagement survey and digital learning and teaching survey. The findings from the analysis of stakeholder responses have informed our key priorities for 2019/20.

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

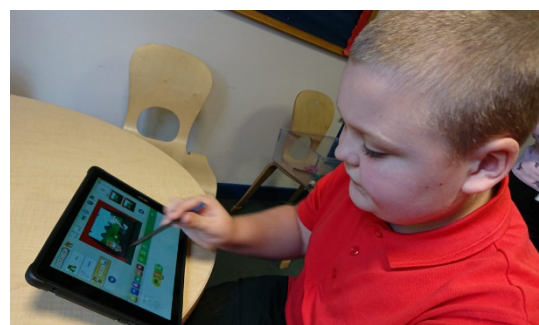
- School validation / review visits
- Education Scotland and Care Inspectorate reports on schools and services
- External audits by, for example, Investors in People (IIP)
- Audits and validation activities carried out by the Quality Improvement Team
- Attainment and questionnaire data, including evidence for the National Improvement Framework reporting
- Schools' Standards and Quality Reports.

2.2 Overview of the Education Service

2.2.1 Profile

In 2018/19 there were:

- 8,661 pupils in East Lothian Council's 34 primary schools;
- 5,807 pupils in six secondary schools; and
- 2,042 children accessing 600 hours of early learning and childcare across 33 Local Authority settings and 19 private and voluntary sector partnership centres.
- 478 children accessing 1140 hours of early learning and childcare trials across East Lothian.
- Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools with 60 primary and 50 secondary pupils attending during this academic session.
- 25.1% of all pupils had an additional support need (up from 22.8% in 2017/18).



- 1.5% of all pupils were recorded as care experienced, in line with previous years.
- 4.2% of pupils were recorded as living in the 20% most deprived areas (SIMD Q1) compared with 21.8% in the 20% least deprived areas (SIMD Q5). This was in line with previous academic sessions.
- The Pupil Teacher Ratio (PTR) reduced to 15.1 (down from 15.2 in 2017/18).
- The Average primary class size increased very slightly to 24.5 (up from 24.3 in 2017/18).
- 79% of our school buildings were reported as in 'good' or 'satisfactory' condition (down 7 percentage points on the previous year).
- 83% of our school buildings were reported as of a 'good' or 'satisfactory' suitability (in line with 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



Early Learning and Childcare (ELCC)	<p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none"> ➤ 33 early learning and childcare centres within primary schools ➤ 19 partner providers and childminder provision <p>Additional early learning and childcare was provided through:</p> <ul style="list-style-type: none"> ➤ 16 playgroups ➤ Tots and Teens
School Years	<p>Delivers the statutory duty to provide primary and secondary education through provision in 34 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	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. As the Education Service prepares for full implementation of 1140

hours programme, Officers have been working across both local authority and partner provider provision to build capacity and improve quality.

The Education Service’s focus on early learning and childcare 2018/19 also included:

- Continuing to implement the **East Lothian Council 1140 hours expansion programme** within the financial envelope provided.
- **Increasing the number of applications for 600 hours for children aged 3-5 years:** 98% of the estimated 3 to 4 year old population in East Lothian attended a funded early learning and childcare provision in 2018/19. Of those, 77% attended a local authority provision.
- The latest published Child Health 27-30 Month Review statistics as at February 2019 shows that 71.5% of children in East Lothian had reached all of their developmental

milestones at the time of their 27-30 month review, compared to 76.5% the previous year. 71.1% of children living in SIMD Q1 that were reviewed had no concerns compared to 74.5% of children living in SIMD Q5. The gap between those in SIMD Q1 and SIMD Q5 reduced from 7.3 to 3.5 percentage points between 2016/17 and 2017/18. This continues to be an area of priority within the Children's Strategic Partnership Plan and a Getting Right for Babies multi-agency working group has been established to take forward key actions to improve support at the early stages of childhood.

3.1.2 Primary Education

Attendance and Exclusions 2018/19 – Primary Pupils

- Primary attendance rate in 2018/19 - 95.2%
- Incidents resulting in exclusion from primary school – 38 exclusions
- The number of pupils excluded from primary school – 26 pupils
- Education lost to pupils as a result of exclusion from primary school – 128 x ½ days of education



Compared to previous session overall

- There was a slight increase in the primary attendance rate of 0.2% on the 2017/18 rate of 95.0%. The primary attendance rate in 2018/19 is very similar to previous years.
- There was a further reduction in the number of primary exclusions compared to the previous session with the length of exclusion dropping slightly from 6 openings to 5 openings on average.
- There was also a reduction in the number of primary pupils excluded from school compared to the previous session.
- The primary exclusion rate shows an improving trend since 2015.

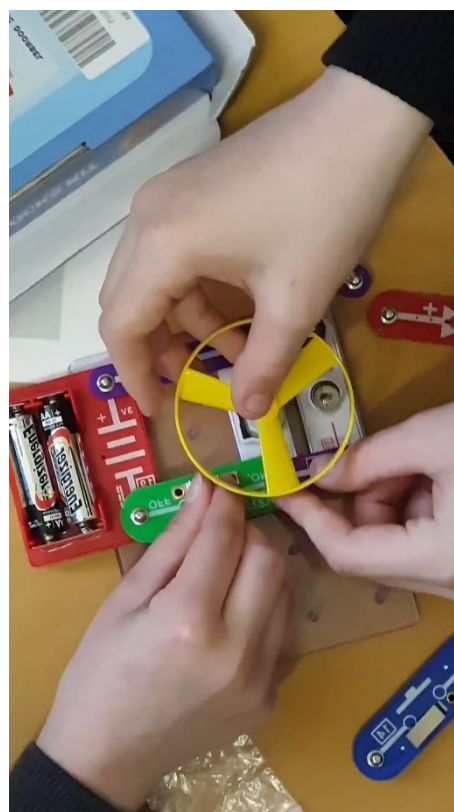
Closing the Primary Attendance & Exclusions Gap 2018/19

- Primary pupils living in the 20% most deprived areas had an attendance rate that was 2.5 percentage points lower than primary pupils living in the 20% least deprived areas. This is similar to the previous year.
- Rates of exclusion per 1,000 pupils for primary pupils living in the 20% most deprived areas were **24.5 per 1,000** pupils compared with **1.1 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **37.5 per 1,000** in 2017/18 to **23.4 per 1,000** in 2018/19.

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 2018 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 2018/19 statistics are not directly comparable to Achievement of CFE Levels in 2017/18.



The following tables set out the experimental statistical data for East Lothian Council for 2017/18 and 2018/19:

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

Achievement of CfE Levels - 2018/19

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	80% Most	75% Majority	86% Most	79% Most
First level by the end of Primary 4	78% Most	71% Majority	86% Most	76% Most
Second level by the end of Primary 7	79% Most	72% Majority	88% Most	75% Majority

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

As with previous years, the 2018-19 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 Writing and Listening & Talking at the P4 stage and at the P7 stage for Reading and Numeracy. The largest gap was at P7 in Writing (30 percentage points) and the smallest gap at P1 and P7 in Listening & Talking (11 percentage points). The gap in 2018/19 across the four curriculum components at P1 was greater than in 2017/18. At P4 and P7, the gap was in line with or smaller than in 2017/18 with the exception of P4 Listening & Talking and P7 Numeracy.



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.

A key focus for 2019/20 will be on improving pedagogy and continuing to support assessment and moderation. We will also work with practitioners and partners to develop a Raising Attainment and Achievement Strategy which will focus on improving attainment in both the Broad General Education and Senior Phase and closing the poverty related

attainment gap. Intervention strategies will be targeted where schools are below the national average and children and young people are not meeting nationally expected stretch aims.

Primary School Inspections

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

Elphinstone Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, the work of the staff team in improving the school and the warm and inclusive ethos. All Quality Indicators were evaluated as good across the school and nursery.

Innerwick Primary School also received a positive inspection. Education Scotland highlighted the highly effective and supportive leadership of the Head Teacher, the committed nursery team, the school staff who were committed to improving children's experiences and outdoor learning. Leadership of improvement and change was evaluated as very good with the remaining quality indicators in the school evaluated as good. The nursery was evaluated as very good across all areas.



Prestonpans Primary School was inspected at the end of session 2017/18 and the report published at the start of the 2018/19 school session. This was a 'short model' inspection which lasted two days and focused on two quality indicators. Inspectors highlighted strengths in the school team who knew children well, the promotion of health and wellbeing across the school and the friendly children who were proud of their school. The school was evaluated as satisfactory for self-evaluation for self-improvement and weak for raising attainment and achievement. East Lothian Council approved the closure of both Prestonpans Infant School and Primary School and established a nursery to P7 school. The local community was involved in determining the name of the new school, Preston Tower Primary School and the new Head Teacher is working closely with central officers and all stakeholders to improve the quality of education across the school.

Macmerry Primary School

Macmerry Primary School and Nursery Class was inspected in June 2019. Inspectors praised the welcoming environment and positive relationships between staff and families, as well as the partnership working across the school and community to enrich learning. The nursery

team's commitment to improving the quality of provision for the children was also highlighted. Inspectors also identified a number of areas for improvement. These included developing strategic leadership across the school and nursery class to quickly bring forward improvements with improved self-evaluation to chart progress. Inspectors recommended that the school develops and ensures consistency in high quality learning, teaching and assessment to raise children's attainment. Awareness of wellbeing measures will be improved so that children can discuss their wellbeing with confidence, and feel respected, responsible and included. Inspectors evaluated learning, teaching and assessment and raising attainment and achievement as satisfactory and leadership of change and ensuring wellbeing equality and inclusion as weak in the school. In the nursery, learning, teaching and assessment and securing children's progress were evaluated as satisfactory and leadership of change and ensuring equality and inclusion were evaluated as weak.

Whitecraig Primary School

Whitecraig Primary School and Nursery Class was inspected in June 2019 as part of Education Scotland's programme of 'short model' inspection. Strengths identified in the school's work included happy, welcoming children who feel cared for and enjoy coming to school. Parents, they added, value the pastoral support staff provide for the children. The inspection team also highlighted that staff in the nursery and across the primary school have a commitment and enthusiasm for professional learning and improvement. Areas for improvement identified included developing children's knowledge of themselves as learners and their skills of working independently, as well as a need to improve approaches to learning, teaching and assessment leading to raised attainment in literacy and numeracy. Inspectors also identified a need to improve approaches and outcomes for the wellbeing of children and staff and to ensure that planning, tracking and monitoring of learning and teaching leads to planned tasks and activities that meet children's needs. Staff have developed a School Improvement Plan that addresses the inspection findings while the council's Education Service is also providing additional resources to the school, including enhanced staffing. The school was evaluated as weak in learning, teaching and assessment and raising attainment and achievement. The nursery was evaluated as satisfactory.

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	most
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 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.

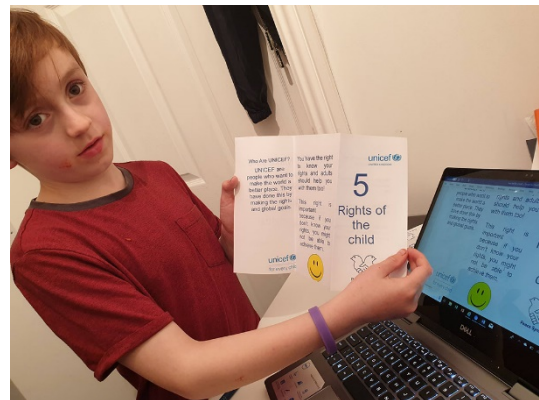
Individual school achievements 2018/19

Innerwick Nursery Class was selected as a setting of Innovation and Impact 2018 by The Scottish Government. The nursery was recognised for its approach to play-based learning, introducing loose parts play and developing creative ways that make positive impacts on children's learning.



St Gabriel's Primary School and **Longniddry Primary School** received a Rights Respecting Schools gold award in recognition of their outstanding work in relation to the UNCRC

At the Scottish Recognition Awards 2019, **Sanderson's Wynd Primary School** received a 'highly commended' award for promoting achievement and attainment in education as part of the intergenerational work undertaken at the school.



The **'Play Friendly Schools'** initiative was launched in June in partnership with East Lothian Play Association. East Lothian Council are the first local authority in Scotland to promote this approach, leading to increased play opportunities for children in their day-to-day learning.



3.1.3 Secondary Education

Attendance and Exclusions 2018-19 – Secondary Pupils

- Secondary attendance rate in 2018/19 – 89.9%
- Incidents resulting in exclusion from secondary school - 205 exclusions
- The number of pupils excluded from secondary school – 123 pupils (83 males/40 females)
- Education lost to pupils as a result of exclusion from secondary school – 853 x ½ days of education

Compared to previous session overall

- There was a slight drop in the secondary attendance rate of 0.3% on the 2017/18 rate of 90.2%. The secondary attendance rate in 2018/19 is similar to previous years.
- There was a significant reduction in the number of secondary exclusions compared to the previous session with the length of exclusion dropping slightly from 8 openings to 7 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 since 2015.

Closing the Secondary Attendance & Exclusions Gap 2018/19

- Secondary pupils living in the 20% most deprived areas had an attendance rate that was 9.8 percentage points lower than secondary pupils living in the 20% least deprived areas (an increase of 1.1% on the previous year).
- Rates of exclusion per 1,000 pupils for secondary pupils living in the 20% most deprived areas were **49.0 per 1,000** pupils compared with **9.0 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **87.1 per 1,000** in 2017/18 to **40.0 per 1,000** in 2018/19.
- Attendance and exclusions continues to be an area of focus within the Children's Strategic Partnership Plan and a Getting it Right for Teens multi-agency group has been established to take forward intervention strategies to improve attendance and reduce exclusions of young people.



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 for 2017/2018 and 2018/2019.

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

Achievement of CfE Levels - 2018/19

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Third level or above by the end of S3	89% Most	87% Most	90% Almost all	90% Almost all

Closing the S3 Achievement of CfE Levels Gap

As with previous years, the 2018-19 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 Reading (50 percentage points) and the smallest gap in Listening & Talking (42 percentage points). The gap in 2018/19 across the four curriculum components was greater than in 2017/18.

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. A key focus for 2019/20 will be on improving pedagogy and continuing to support assessment and moderation. We will also work with practitioners and partners to develop a Raising Attainment and Achievement Strategy which will focus on improving attainment in both the Broad General Education and Senior Phase and closing the poverty related attainment gap.

Attainment in the Senior Phase

2019 SQA National Course Awards – Results from certificated SQA National Courses in August 2019 show that pupils from across East Lothian Council’s six secondary schools have improved their performance in SQA National 5 courses. 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 2018/19 include:

- The number of Course entries for National Qualifications is 11,051 representing an increase of 370 compared to 2018 (10,681) with 2,356 pupils presented for SQA awards (an increase of 3.3% on 2018).
- Overall pass rates for all qualifications and year groups in 2019 are in line with the previous year at 81.4%.
- 78.3% of candidates who sat National 5 qualifications passed with an A-C award (in line with the national average), an increase of 3% on last year’s rate of 75.4% with 34% achieving a Grade A (an increase of 2% on the previous year).
- The percentage of pupils passing Highers across East Lothian dropped by 5.5% from 79.1% last year to 73.6% in 2019 (one percentage point below the national average).
- The number of pupils sitting Advanced Highers in S6 was up 6% on the previous year to the highest percentage sitting across the 5 year period. The percentage of pupils passing Advanced Higher increased by 3.3% from 74.9% in 2018 to 78.2% in 2019 (one percentage point below the national average).
- The pass rate in East Lothian at A-C for National 5 English (90%) is above the national pass rate (86%) and for National 5 Maths (62%) is below the national pass rate (65%).
- The pass rate in East Lothian at A-C for Higher English (76%) is above the national pass rate (73%) and for Higher Maths (69%) is below the national pass rate (75%).

Senior Phase Qualifications 2018

The percentage of school leavers gaining one or more qualifications at SCQF Levels 3 to 7 in 2017/18 and the percentage point change on the previous year are shown below:

- 97.5% of school leavers left with one or more passes at SCQF Level 3 or better (-0.5%)
- 96% of school leavers left with one or more passes at SCQF Level 4 or better (-0.5%)

- 87.1% of school leavers left with one or more passes at SCQF Level 5 or better (no change)
- 65.8% of school leavers left with one or more passes at SCQF Level 6 or better (-1.3%)
- 25.6% of school leavers left with one or more passes at SCQF Level 7 or better (+1.1%)

The percentage of school leavers attaining SCQF Levels 3 to 6 or better in literacy and numeracy in 2017/18 and the percentage point change on the previous year are shown below:



- 95.2% (-1.0%) of leavers attained literacy at SCQF Level 3 or above, with 95.1% (-0.3%) achieving numeracy. Both show a relatively static trend since 2014.
- 93.0% (-0.2%) of leavers attained literacy at SCQF Level 4 or above, with 89.2% (-0.1%) achieving numeracy. Literacy shows a relatively static trend since 2014 with Numeracy increasing 4% overall.
- 77.6% (-2.4%) of leavers attained literacy at SCQF Level 5 or above, with 63.1% (-1.4%) achieving numeracy. Both show an overall increase of 7% since 2014.
- 55.4% (+1.9%) of leavers attained literacy at SCQF Level 6 or above, with 27.6% (+1.7%) achieving numeracy. The percentage of school leavers attaining Literacy shows an overall improved trend since 2014 of 10%, with Numeracy showing a drop of 2% over the same period.

Senior Phase Qualifications: Closing the Gap 2018

Deprivation (SIMD)

School leavers living in the 20% most deprived areas typically have lower attainment compared to those living in the 20% least deprived areas. The attainment gap between school leavers living in the most deprived areas and those in the 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 48 percentage points on average at SCQF Level 6. Overall the gap shows a slight decrease over the last five years across SCQF Levels 3 to 5.

- 97% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2018, (+ 4% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 decreased by 4% points on the previous year.
- 72% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2018 (+6% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 decreased by 7% points on the previous year.

- 33% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2018 (-2% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 increased slightly by 2% points 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 19 percentage points on average at SCQF Level 4 to 52 percentage points on average at SCQF Level 5.



- 82% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2017/18 (+7% on 2018). The gap between leavers who are care experienced and those who are not decreased from 22.2 points in 2017 to 14.5 points in 2018.
- 27% of care experienced school leavers gained 1 or more qualifications at SCQF Level 5 in 2018 (-19% on 2017). The gap between leavers who are care experienced and those who are not increased from 41.0 points in 2017 to 58.5 points in 2018.

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 27 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 2018, in line with the previous year. The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 1.3 percentage points on the previous year.
- 69% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2018 (+0.3% on 2017). The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 2.6 percentage points on the previous year.

- 41% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2018 (+0.8% on 2017). The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 4.4 percentage points on the previous year.

Next Steps

The key areas of focus for raising attainment in the senior phase are:

- Continue to improve the attainment of the lowest 20% and middle 60% attaining groups to raise their performance above the virtual comparator.
- Continue to improve the attainment of Literacy & Numeracy at SCQF Levels 5 and 6, with a real focus at SCQF Level 5 to bring the performance in line with the Virtual Comparator.
- Improve the attainment of school leavers in breadth & depth measures, particularly in:
 - 1 or more at SCQF Levels 3 and SCQF Levels 4 or better; and
 - 1 or more, 3 or more and 5 or more awards at SCQF Level 5 or better.
- Continue to improve the attainment outcomes for young people in SIMD Quintile 1, care experienced and with additional support needs at higher levels of qualifications (SCQF Levels 5 and 6).

The Education Service will continue to work with key stakeholders to improve the quality and design of the curriculum, the analysis and use of data and planning learning, teaching and assessment to ensure that all children and young people attain and achieve as well as they can. A Raising Attainment Strategy will be developed for East Lothian over the next academic session by the Quality Improvement Team. Improving attainment and achievement and closing the attainment gap is also a key focus of the South East Improvement Collaborative (SEIC). The Education Service will continue to work with staff from across the SEIC to support continuous improvement in learning and teaching and raising attainment.

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 2019 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 2018, approximately three months after leaving school.

Post school participation in East Lothian shows an improving trend since 2008/09 with almost all young people (95.4%) in a positive destination in 2017/18, its highest rate over the last nine years, and one percentage point above the national average. The main findings for East Lothian in 2017/18 are as follows:

- 95.4% of 2017/18 school leavers were in a positive destination approximately three months after leaving school compared to 94.1% in 2016/17.
- The percentage of leavers in positive initial destinations has increased 3 percentage points over the five year period from 2013/14 when 92.4% of pupils were in a positive destination
- 61.1% of school leavers continued their education within Higher or Further Education establishments in 2017/18 compared to 63.6% in 2016/17.
- The percentage of leavers entering employment increased from 25.7% in 2016/17 to 29.3% in 2017/18.
- The percentage of leavers in training has decreased slightly by 0.7 percentage points (1.6% in 2017/18 compared to 2.3% in 2016/17).
- In 2017/18 90.9% of East Lothian care experienced young people went into a positive destination compared to 80.4% nationally.
- In 2017/18 92% of East Lothian school leavers with additional support needs went into positive destinations compared to 90.4% nationally.
- The percentage of East Lothian school leavers living in the most deprived areas in a positive initial destination increased by 7.9 percentage points (85.2% in 2016/17 to 93.1% in 2017/18) above the national average (90.4%) and Virtual Comparator (87.6%).

As with the national average there are typically fewer school leavers living in the most deprived areas entering an initial positive destination than those from the least deprived areas. Overall the gap in positive destinations between East Lothian leavers from the most deprived areas and the least deprived areas remained reduced from 13 percentage points in 2017 to 6 percentage points in 2018.

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 2017/18 follow-up destinations performance (published on 18th June 2019) is as follows:

- The percentage of all 2017/18 school leavers in a positive follow-up destination was 94.8 per cent, compared to 93.2% nationally. This was higher than the East Lothian proportion in 2016/17 (94.2 per cent) and slightly lower than the percentage of 2017/18 East Lothian school leavers in a positive initial destination (95.4 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 8.9 percentage points from 85.9% in 2009/10.
- The data also shows that in March 2019, 54.2 per cent of the 2017/18 leavers were in Higher or Further Education, higher than that for 2016/17 leavers (53.1 per cent). The 2017/18 East Lothian follow-up stats show a drop of 6.9 per cent from the 2017/18 initial destinations stats for those in Higher or Further Education. The most notable change is in the percentage in Further Education which dropped from 22.2 per cent in the initial destinations stats to 17.5 per cent in the follow-up stats. The proportion in Higher Education dropped from 38.9 per cent to 36.8 per cent in the follow-up stats.
- The proportion in employment shows a slight drop from 37.3 per cent in 2016/17 to 35.8 per cent for 2017/18 leavers. The 2017/18 East Lothian follow-up stats show an increase of 6.5 per cent from the 2017/18 initial destinations stats for those in employment.
- The percentage unemployed reduced from 5.1 per cent in 2016/17 to 2.9 per cent for 2017/18 leavers. The 2017/18 East Lothian follow-up stats show a drop of 1.7 per cent from the 2017/18 initial destinations stats for those unemployed.

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 2017/18, 6.0% of school leavers in East Lothian left with one or more vocational qualifications at SCQF Level 5 or better, compared with 9.6% in 2016/17 and has fluctuated each year since 2013/14. Nationally the percentage has increased year on year over the same period from 7.3% in 2013/14 to 14.8% in 2017/18.



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 2019 showed that of the 4,066 16-19 year olds in East Lothian 94.0% were in education, employment or training and personal development compared to 91.6% nationally. This represents a 0.7% point decrease on the previous year. 2.1% were not participating (a 0.4% decrease on 2018), compared to 3.1% nationally. 3.9% had an unconfirmed status (a 1.1% increase on 2018), compared to 5.3% nationally.

Next Steps 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. The initial school leaver destinations data will be used to inform each school's and the local authority annual Standards and Quality Report which is published each session. The Education Service 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. The Lead Officer School Estate and Curriculum is working closely within East Lothian Works and external partners to improve the range of pathways post-school and other related activity set out within the East Lothian DYW Strategy.



In particular, a key focus is the successful expansion of Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships, as pathways into work.

The focus is to deliver more employability activity for school pupils through colleges, whilst further strengthening partnerships between education and employers. An East Lothian Partnership Strategic DYW Group is well established

comprising representation from all key sectors and reports on progress towards key performance measures within both the East Lothian Connected Economy Partnership (CEP) strategy and also the



East Lothian Children’s Strategic Partnership (CSP). A 3-18 DYW Employer Engagement Framework is being developed in line with the recommendations set out within the Commission on Widening Access report to develop programmes for action in a coherent and collaborative learner journey approach to widening access to Higher Education. Recruitment of a Service Manager of Curriculum, Employability and Estates Development has helped to build our capacity and help drive and accelerate the pace towards full strategy implementation. East Lothian Works is currently undergoing a full structural review, following this service area being aligned with Education. The review is designed to create a more strategic approach to employability and align the service with improvement priorities within Education further enhancing impact, employability outcomes and improved attainment.



Foundation Apprenticeships

Since 2018 East Lothian Council developed a region offer of three Foundation Apprenticeships, to all secondary schools, through their employability hub, East Lothian Works. Foundation Apprenticeships enable young people to access work based learning, with support of industry specialists. As this programme has developed, we have grown the offer to five frameworks, available to all young people in East Lothian:

1. Accountancy
2. Business Skills
3. Financial Services
4. Scientific Technologies
5. Social Services Children and Young People
6. Social Services and Healthcare

We have received national recognition from Education Scotland for the quality of our Scientific Technologies Framework, which is considered as sector leading.

We will endeavour to further strengthen our exciting partnerships with businesses, Further and Higher Education. These networks include stakeholders such as Charles River, Social Investments Scotland, Edinburgh University, Skills Development Scotland, DYW, The SRUC, Queen Margaret University, Napier University and Heriot Watt University. We are currently exploring further expansion into Engineering (STEAM), as well Creative and Digital Media and Textiles frameworks. Our vision includes embedding learning into the school curriculum, to broaden access to vocational qualifications at SCQF Level 5 and above and to meet the requirements of Developing Scotland’s Young Workforce. We are also developing pathways into post school destinations such as Modern and Graduate Apprenticeships, as well as

training facilities to attract business, promote economic growth and create highly skilled workforce within the region.

Secondary School Inspections

East Lothian Council receives relatively few inspections by Education Scotland given the number of establishments and current proportionate approach to inspection. There were no secondary inspections in session 2018/19.

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	Almost all
2.3 – Learning, Teaching and Assessment	Most
3.2 – Raising Attainment and Achievement	Most

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.



Duke of Edinburgh

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

	2014-15	2015-16	2016-17	2017-18	2018-19	3 yr. average
Achievement rate	46%	69%	65%	42%	48%	52%

- East Lothian has had another very positive year in the delivery of the Award. A significant increase in participation and completions along with the increase of young people with barriers to participation, are considerably up and many have achieved full Awards.
- The support offered by the local authority to groups is excellent and there is real ambition to grow the Award further.
- Key challenges ahead, include developing sustainable models at each of the Secondary Schools. A priority is to have reviews with Head Teachers and the Duke of Edinburgh Coordinators to evaluate Duke of Edinburgh delivery and to put in place action plans for the coming year.
- A Local Authority wide presentation of Awards would also be a key element for increasing completions.

Individual school achievements 2018/19

Dunbar Grammar School's Mock Court Team swept to glory in the USA, beating stiff competition to become the new Transatlantic Moot Champions 2018. At the Scottish Recognition Awards 2019, **Dunbar Grammar School** received a 'highly commended' award in the most improved project category.

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



North Berwick High School received the GTCS award for Excellence for Learning due to their approach to professional learning and practitioner enquiry. They are the first high school in East Lothian to receive the award.

Knox Academy Following a successful application to Eco Schools Scotland, Knox Academy's Eco-Committee has earned its first Green Flag! Last year, they ran a variety of initiatives including an annual Eco-Week, a clothing collection for Rock Trust, collecting litter and doing some gardening with a local nursery and a campaign to place recycling bins in most classes.



A team of five Knox Academy pupils attended the International Trade Summer School on Tuesday 25 June in Edinburgh. The event was organised by the Department for International Trade and Liam Fox, the Minister for this Department, sent a personal message to all the teams, wishing them luck.

The team were up against six other schools from East Lothian, Edinburgh and Fife. Knox Academy won and they have been rewarded with a visit in July to the Foreign and Commonwealth Office in London where they will have the opportunity to meet school teams from England and present their winning ideas. They will also have the chance to find out about the role of the DIT and career opportunities in the civil service.



Oxford University Exchange - Twelve S3 pupils from across East Lothian spent a week at Exeter College – undertaking a range of classes, tutorials and other activities. All of the pupils who attended, completed a tough selection process, with very taxing tasks.



Preston Lodge High School – Pipe band success at the UK Championships in Lurgan, Northern Ireland. The Novice Juvenile Band finished in 2nd place, winning the Drumming and the Juvenile Band finished in 4th place.



Ross High School and Musselburgh Grammar School – Both schools achieved Tobacco-Free Schools status as part of a project led by NHS Lothian.

3.1.4 Policy Development and Statutory Duties

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. A statutory school consultation was carried out on:

- the closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of a new primary school, Preston Tower Primary School, and its associated catchment area, for Prestonpans

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 2016-19, 71% of East Lothian residents were satisfied in line with the National Average.



Pupil Equity Funding

The Pupil Equity Funding (PEF) for 2018/19 was announced in February 2018 with a total amount of £1,565,160 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

2019/20 was announced in February 2019, with a total amount of £1,560,600 allocated to East Lothian schools.

Use of PEF Funding

The majority of schools have chosen to appoint additional staffing to provide a range of support and targeted interventions. This has included additional teachers, pupil support assistants and other support staff. 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 found it challenging to implement the range of interventions planned for 2018/19. In most cases, these relate to difficulties recruiting appropriate staff to fulfil specific roles resulting in many of our schools revising their plans mid-year to take account of the difficulties with recruitment. Four schools have not yet been able to spend their full PEF allocation but meet the Scottish Government guidelines to carry forward the unspent PEF to the end of the academic year. Three of these schools are due to exceptional circumstances.

Impact of PEF

During session 2018/19, the Quality Improvement team have been engaging with individual schools and groups of schools on arrangements for evidencing the impact of PEF. Schools are currently reflecting on the use of PEF across 2018/19 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 2019/20. Where Head Teachers have reported some success with their interventions, they are looking to build on these and also to build sustainability. Where there have been challenges, for example through staffing, Head Teachers are revising their plans, supported by their Quality Improvement Officer, to ensure their interventions can have the greatest chance of success for children, young people and their families.

Early examples of improving outcomes for young people within our secondary schools include:

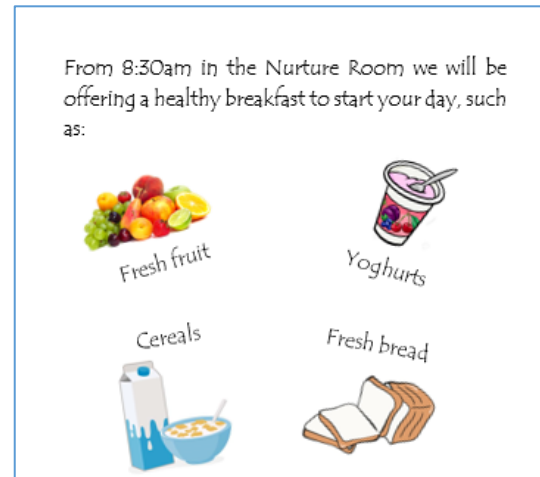
- Successful introduction of nurturing approaches within a secondary school has ensured that young people are engaging more positively in their learning in class.
- A strong focus on young people's health and wellbeing in another secondary school is beginning to have a positive impact on their engagement in their learning and also in their self-esteem.
- A range of positive interventions to raise attainment in numeracy and literacy and improve health and wellbeing are in place in another secondary school. In numeracy,

additional staff time is targeted at young people who require additional support and includes those who could move from National 4 to National 5. There has been a documented increase in the number of pupils presented for National 5.

Early examples of improving outcomes for children within our primary schools include:

- One primary school has worked extensively on analysing their data to understand their attainment gap better. Staff have put in place a wide range of literacy, numeracy, health and wellbeing and nurture interventions and to date, have noted good progress in children's learning overall.

- In another primary school they have used their funds to provide a nurture base and have more recently set up breakfast club. Funds have been used to redeploy or extend the hours of existing staff to support these initiatives. Staff working closely with children report that attendance and punctuality have improved as a result of the breakfast club. Staff in a focus group advised that the nurture provision and literacy intervention are having a positive impact on children in classes.



- A primary school is using PEF to support and consolidate learning within literacy and numeracy in response to data analysis. This is also happening in another small school where there has been significant progress demonstrated through tracking and professional dialogue.
- In a larger primary school, PEF has been used to develop a lunch time club supporting vulnerable children alongside the development of a foodbank and a community fridge. The community have reported stronger relationships with the setting. Partnerships with the school have been enhanced to improve outcomes for many children.

Reporting on the impact of PEF continues to be a challenge for Head Teachers, especially where there is no data to reliably measure progress across all intervention strategies and improvement may be due to a range of factors. 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 2019/20.

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.

Education Scotland has recently introduced inspections of those Local Authorities who are 'Attainment Challenge Authorities'. These inspections have a strong focus on how local authorities are closing the poverty related attainment gap. While these start with the aforementioned Challenge Authorities there is an understanding that they may be extended to all 32 local authorities. The Education Service Chief Operating Officer is a Professional Associate and may be deployed as a team member on a local authority inspection later this year.

Additional Support Needs

Professional learning and capacity building has been a key focus for the work of the ASN service. Priority has been on providing guidance and professional learning opportunities that promote the development of inclusive practice that places positive and nurturing relationships at the heart of all interactions. 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. The inclusive practice CIRCLE resource has been further embedded across a number of schools and, supported by a multi-agency training team, school staff from across all sectors have been engaging in learning and coaching with regards to making their classroom practice inclusive for all learners.

Following the development of a new policy and guidance on preventing school exclusions in 2018 further support has been provided to school staff to further embed a consistent approach across all schools. Data is showing a reduction in exclusions in primary schools and a significant reduction in secondary schools. Policy and guidance has been refreshed to ensure that all schools are aware and operating with the statutory legislation regarding meeting the needs of learners with Additional Support Needs and take into account the updated legislation in relation to the extension of children's rights.

An ASN review has been carried out over the course of the session and will inform Service Improvement Activities for session 2019/20.

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 deliver a range of professional learning opportunities on topics such as nurturing approaches, all behaviour is communication, attachment and trauma informed practice, restorative approaches, literacy and mental health first aid.

Building on the improvement focus from last year, the service has been further developing and embedding nurture and restorative practices across 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.



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



1000 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.

On Line School Payments

On line school payments (known in East Lothian as Schoolpay) was introduced in September 2018 across all schools to offer parents the convenience and flexibility to pay on line, and in primary schools to pre-order school meals up to 6 weeks in advance. 80% of families are now using Schoolpay to pay for meals, school trips, uniform etc. with a target for academic year 2019/20 of 95%. From October 2019 the decision was taken for our schools to be completely “cashless” based on realising best value from our resources. Schools are actively supporting parents to sign up and use the system, and continue to support families who have barriers to paying on line with alternative arrangements.

Modern languages – 1+2 strategy



Following the review of the 1+2 Modern Languages Strategy undertaken in session 2016/2017, the service has continued to make 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

The international trend towards Masters Level qualifications and desire at a national level to “*increase the range of quality professional learning at SCQF Level 11 (Masters)*” is being addressed locally through the Coaching for Success Diploma, First Steps into Leadership and Next Steps into Leadership programmes. Each programme has been recognised by the GTCS as professional learning which reflects SCQF 11 characteristics and awarded Professional Recognition by the GTCS.

Engagement with Masters Level learning continues to grow across the local authority with a total of 20 participants from across the three in-house leadership programmes mentioned above achieving Professional Recognition. At a national level SCEL have been supporting Local Authorities by providing places for head teachers and depute head teachers to attend the Columba Head Teacher Leadership Academy (HTLA). Participants complete a self-assessment of their learning with a focus on how they will maintain a cycle of personal and school improvement and development. Feedback from head teachers and deposes has been positive with a number of head teachers encouraging their deposes to attend. The reason for this is found in the Columban values which enable school senior leadership teams

to; focus on their culture and identity as a school, creative a unique vision, reaffirming their core vocation as leaders of education, while “committing to a spirit of education that is never content unless it is making an effective and measureable difference”.

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.

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 2018-19, we developed a ‘self-improving schools’ approach in East Lothian. This new approach will enhance the ways in which our schools work together to continuously improve. The Education Service continued to carry out a number of primary school and secondary school peer review visits involving senior school leaders and officers from across the Education Service. A complete baseline of all schools will be complete by autumn 2019.

During session 2018/19, we introduced a new approach to working with Elected Members to scrutinise the data and information we hold on our schools. Our Quality Improvement Team met with Ward Councillors in three of the six cluster areas to look at school performance. These reviews will form part of our planned approach to scrutinising school performance from session 2019 onwards.

School Reviews including specialist provision

We continued to undertake school reviews across our primary and secondary schools during session 2018/19. 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 2019-2020 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 in June 2018. 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. We will complete our baseline of all schools during session 2019/20 along with a number of follow up reviews. We will also develop a new approach to validating school's self-evaluation in line with our Self-improving schools work.

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.
- Capital investment of £1.5M to refresh practical curricular facilities across our secondary school estate.
- Using government funding to provide all schools with provisions to address period poverty with dignity.
- Impact of increased MIS costs over the next 5 years for the development and implementation of the new SEEMiS Schools and SEEMiS Early Years products.

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.
- Collaborate with partners and stakeholders to raise awareness of the impact of Child Poverty, Cost of the School Day and Period Poverty.
- Implement phase 1 of the new SEEMiS Early Years and SEEMiS Schools systems in parallel alongside the ongoing maintenance of existing SEEMiS Click & Go and other systems.

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
- Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021
- Education Scotland: Engaging parents and families – A toolkit for practitioners
- 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