



**NOTICE OF THE MEETING OF THE
EDUCATION COMMITTEE**

**TUESDAY 17 MARCH 2020, 10.00AM
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

Agenda of Business

Apologies

Declarations of Interest

Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

1. Minutes of the meeting of the Education Committee on 19 November 2019 for approval **(pages 1-10)**
2. Further Inspection of Knox Academy by Education Scotland **(pages 11-18)**
3. Education Scotland Inspection of Sanderson's Wynd Primary School and Nursery Class **(pages 19-48)**
4. Reserving Places in Schools for Catchment Pupils Who Move into the Catchment Area during the Academic Year 2020/21 **(pages 49-56)**
5. Roll Capping in East Lothian Secondary Schools – Session 2020/21 **(pages 57-60)**
6. South East Improvement Collaborative Update **(pages 61-120)**
7. Head Teacher Appointment **(pages 121-122)**

All reports submitted by the Depute Chief Executive (Resources and People Services)

**Monica Patterson
Chief Executive
John Muir House
Haddington**

10 March 2020



East Lothian
Council

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

**TUESDAY 19 NOVEMBER 2019
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
Councillor J Henderson
Councillor C Hoy
Councillor W Innes
Councillor S Kempson
Councillor P McLennan
Councillor J Williamson
Rev. G Sheridan
Ms Elizabeth Malcolm

Council Officials Present:

Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Mr R Parker, Service Manager – Education
Ms L Brown, Chief Operating Officer – Education
Ms P Smith, Principal Officer (Information & Research)
Mr N Trussler, Quality Improvement Officer
Ms J Allen, Communications Adviser
Ms B Crichton, Committees Officer
Mr J Revell, Head Teacher, Macmerry Primary School
Ms F Macartney, Head Teacher, Whitecraig Primary School

Others Present:

Mr S Gilmour-Jack, EIS Representative

Clerk:

Ms F Currie, Committees Officer

Apologies:

Ms G Gillan, EIS Representative

Declarations of Interest:

None

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 11 JUNE 2019 FOR APPROVAL

The minutes of the Education Committee meeting on 11 June 2019 were approved.

2. EDUCATION & CHILDREN'S SERVICES LOCAL IMPROVEMENT PLAN 2019-2020

The Convener began by making a presentation to Fiona Robertson in thanks for her work as Head of Education at East Lothian Council before she moved onto a new post.

A report was submitted by the Depute Chief Executive (Resources and People Services) to seek the Committee's approval of the Education & Children's Service Local Improvement Plan 2019-2020.

Fiona Robertson, Head of Education and Children's Services, presented the report outlining specific areas for improvement in Education and in Children's Services. She noted that this was the first joint Local Improvement Plan between Education and Children's Services, and provided examples of ways in which the services worked collaboratively.

In response to questions from Councillors Forrest and Dugdale, Ms Robertson explained that the local authority would consider what needed to be put in place to enable a child to thrive in their own family; Children's Services staff focused on early intervention and family support to ensure children could stay in the community. She advised that Education and Children's Services were now identifying priorities from available data to take to partners to inform the Children's Strategic Partnership Plan, which would be scrutinised at a future committee meeting.

Councillor Gilbert requested information on improvements to be made to school buildings that had not been rated *good* or *satisfactory*, and questioned what would constitute a poor school building. Ms Robertson raised that Council had recently approved a move forward in the Learning Estate Review, the results of which would be brought back to Council; this would detail capital investment required to make improvements. She gave examples such as the need to replace windows, or repairs to a roof or heating system; the condition (fabric of the building), suitability (whether the building supported the delivery of Curriculum for Excellence), and sufficiency (capacity) would all be taken into account.

Councillor Goodfellow asked about the Scottish Government's plans for putting support staff in every secondary school area. Ms Robertson advised that the Scottish Government had now decided that, given the range of support already available in schools and communities, this would no longer be going forward; she advised that the local authority had submitted responses to raise that East Lothian families would have greatly benefitted from such support, and noted that schools identified as Scottish Attainment Challenge schools may well have spent Pupil Equity Fund (PEF) money on home-school link workers.

Responding to questions from Councillor Findlay, Ms Robertson advised that Curriculum for Excellence levels were still considered experimental data for key performance measures for achievement, and therefore should not be compared; the Education service would reflect on the data, but would remain aware of its experimental nature. On the subject of staff absence rates, she advised that schools were focused on staff wellbeing, and an afternoon had been built into the working time agreement.

She advised that sickness absence was being monitored across schools; although it was high, figures were improving. She stated that officers would continue to track and monitor the underlying reasons for absence to look after the wellbeing of staff.

Councillor Henderson questioned how close services were to meeting targets, given the time of year Committee were seeing the plan. Ms Robertson advised the process of self-evaluation began in May/June, with school improvement plans submitted in July, and key priority areas planned over the summer. She advised that at this stage, services sought to seek Councillors' agreement, and to allow them to scrutinise anything that may have been missed in terms of priority.

Councillor Hoy questioned the attainability of improvements in nursery provision in terms of the introduction of 1140 hours. Ms Robertson commented that quality was always a key area of focus in nursery provision, and unannounced Care Inspectorate visits took place to monitor this. Partners in the private sector also received support from the local authority, who made expectations clear in terms of provision and staffing. She noted that a new career progression route had been developed since the introduction of 1140 hours, and East Lothian had not seen problems with staffing rural nurseries.

Councillor Forrest welcomed the report and the work put in by the services; he noted that support was still needed from the Scottish Government, and even more could have been achieved had there been the provision of home-school link workers.

The Convener welcomed the report, which set out a vision for collaborative working with partners and clear targets aimed to increase opportunities and outcomes for East Lothian's young people. She noted that the local authority were continually lobbying the Scottish Government to access support afforded to Scottish Attainment Challenge schools.

Decision

The Committee approved the Education & Children's Service Local Improvement Plan 2019-2020.

3. EDUCATION SERVICE STANDARDS AND QUALITY REPORT 2018-2019

A report was submitted by the Depute Chief Executive (Resources and People Services) 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.

Lesley Brown, Chief Operating Officer – Education, presented the report outlining key successes and progress made by the Education Service, as well as key challenges and opportunities facing the service for 2019-20 and beyond. She highlighted closing the poverty-related attainment gap as being a key priority for Education Services, as well as delivering on the Scottish Government's Digital Learning and Teaching Strategy, and reviewing how money was spent to support children and young people with additional support needs (ASN).

In response to a question from Councillor Williamson, Ms Brown confirmed that all of the estimated population of 3-4 year old children in East Lothian had accessed a funded early learning and childcare place in 2018/19.

Councillor Akhtar asked how East Lothian would ensure that play was promoted. Ms Brown stated that East Lothian continued to implement its play strategy, and noted that East Lothian had been the first local authority in Scotland to look at how to incorporate the benefits of play; some schools were beginning to become accredited as 'play-friendly schools'.

Councillor Goodfellow reiterated comments made at previous Education Committee meetings. He highlighted the Council's good use of PEF monies, but noted that it was approximately half of the amount that would have been received had Scottish Attainment Challenge funding been shared with greater equity.

Councillor Williamson highlighted the good work of ASN and outdoor education staff at Ross High School and Musselburgh Grammar, and thanked them for the difference they were making in the lives of young people.

The Convener commented that the improving trends noted in the report were the culmination of the hard work of staff. She remarked that there was much to learn from schools who had received positive inspections. She also highlighted the positive destinations achieved by school leavers and the favourable comparison to be made with other local authorities. She wished for the message to be passed on that the Committee appreciated the hard work of staff.

Decision

The Committee agreed to:

- (i) note the positive progress 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 and agree the improvements contained in the Standards and Quality Reports; and
- (iii) note that the draft Standards and Quality Report would be submitted to the Scottish Government in line with the Local Authority's statutory duty pending Committee approval.

4. EDUCATION SCOTLAND INSPECTION OF MACMERRY PRIMARY SCHOOL AND NURSERY CLASS

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

Lesley Brown, Chief Operating Officer – Education, presented the report outlining the inspection findings and work being undertaken to improve outcomes at Macmerry Primary School, and gave information on the inspection process.

Ms Brown and Mr Jonathan Revell, head teacher at Macmerry Primary School, answered questions from Members.

Councillor Gilbert questioned whether the result of the inspection could have been predicted based on the knowledge East Lothian Council held of its schools. Ms

Robertson outlined evaluation procedures of the local authority and stated that the outcome had been predicted accurately by Education Services; although not proud of the inspection result itself, she voiced her pride in the staff taking forward work to improve the situation at Macmerry Primary School. She confirmed that work to improve standards was already being undertaken at the school prior to the inspection.

Referring to the leadership of change being evaluated as *weak* in the inspection report, Councillor Findlay questioned whether the nursery was ready to deliver 1140 hours. Mr Revell stated that the nursery had made a good start to the term and had a clear improvement plan; he was very confident that the nursery would be in a stronger position by the following year.

Responding to a question from the Convener, Mr Revell advised that additional help had been provided by the local authority, which was both needed and appreciated. He commented on the high proportion of the school population with additional support needs, particularly Autism Spectrum Disorder, and also noted that improvements were being made and a calmer learning environment had been established in the school.

Councillor Goodfellow commented that Mr Revell had created a caring environment within the school, which had been reflected in parental responses. He stated that staff knew children and families well, and PEF money had been used effectively by the school.

The Convener remarked that the school was the heart of the community in Macmerry, and commented on the importance of reporting to Committee on the school's 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 for the Primary School and Nursery Class (SIF);
- (iii) note the content of the Summary of Inspection Findings for the Nursery Class (SIF);
- (iv) note the change in Head Teacher and the significant steps taken by the Education Service and the school to implement planned improvements since the beginning of the academic session; and
- (v) note that Education Scotland would carry out a further inspection of the school within one year of the publication of the letter.

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

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

Nick Trussler, Quality Improvement Officer, presented the report outlining the inspection reporting arrangements and inspection findings. He advised Members that Ms Fiona Macartney had taken on the role of interim head teacher as part of a whole-school strategy to improve consistency at Whitecraig Primary School.

Mr Trussler, Ms Macartney, Ms Robertson, and Ms Brown answered questions from members. On the subject of pace of change, Ms Macartney advised that excellent support had been provided by the local authority. She reported that staff remained committed to new approaches, as they were able to see the rationale and the impact; she passed on staff comments that the school was quite different now to when it was inspected. Mr Trussler added that the school had seen a change in culture under the leadership of Ms Macartney. Ms Robertson also provided Members with information about different inspection models used.

In response to a question from Councillor Williamson, Ms Brown advised that Ms Macartney would return to her substantive post as head teacher of Stoneyhill Primary School at the end of the school session and a recruitment campaign would be run to appoint a new head teacher. Ms Macartney advised that staff at Whitecraig had been able to plan and team teach alongside staff from Stoneyhill Primary School; staff had been upset by the inspection report and were taking opportunities to improve outcomes for pupils. Ms Robertson explained that comment was not provided around safeguarding and a general statement was used due to sensitivities around the subject; further discussion took place with the local authority.

Councillor Dugdale welcomed the pace of progress and the work being done to improve outcomes for pupils at Whitecraig Primary School Primary School, and requested that Members be kept updated of progress. Ms Robertson committed to taking forward the continuation of meetings to make Members aware of information held on schools within their wards.

The Convener asked Ms Macartney to pass on the Committee's thanks to staff for their hard work in ensuring better outcomes for pupils at Whitecraig Primary School, and welcomed further updates and reports on progress being made.

Decision

The Committee agreed to:

- (i) note the content of the Education Scotland letter;
- (ii) note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF);
- (iii) note the content of the Summary of Inspection Findings for the Nursery Class (SIF);
- (iv) note the change in Head Teacher and the significant steps taken by the Education Service and the school to implement planned improvements since the beginning of the academic session; and
- (v) note that Education Scotland commended the accuracy of the East Lothian school review carried out in February 2019 and as a result indicated they would carry out a joint return visit with East Lothian Council within one year of the publication of the letter.

6. ATTENDANCE, ABSENCE AND EXCLUSIONS TO 2018/2019

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of trends in school attendance and exclusion rates and to outline strategies and next steps to improve attendance and reduce absence and exclusions from schools in East Lothian.

Lesley Brown, Chief Operating Officer – Education, presented the report outlining trends in pupil attendance, absence and exclusion rates in East Lothian Schools. She highlighted that East Lothian had used Scottish Government funding to fund a Virtual Head Teacher for care-experienced young people. She also highlighted the work of the exclusion and attendance monitoring group; particular focus was being placed on children and young people with ASN, including care-experienced young people.

Responding to a question from Councillor Goodfellow, Ms Brown confirmed that East Lothian's definition of care-experienced young people matched that which the Scottish Government had set out, and all therefore qualified for the benefits afforded to care-experienced young people.

Councillor Gilbert questioned the consistency of authorising absence for family holidays across the county. Ms Robertson advised that the local authority's guidance to schools was to follow procedure, although extended periods of absence would come to the Head of Education for consideration of exceptional circumstances.

Councillor McLennan requested that data from individual schools be sent to ward members. Ms Robertson confirmed this would be possible.

In response to a question from Councillor Forrest, Ms Brown stated that young people needed to be in school to be able to achieve and attain; she noted that creative solutions had been seen to engage young people, and best practice would be shared.

The Convener thanked officers for the report. She remarked that a key message was that young people had to attend to achieve, and advised that more work was being done with the East Lothian Association of Parent Councils regarding attendance.

Decision

The Committee agreed to consider and note the reduction in exclusions and school days lost through exclusion.

7. SUMMARY OF ASN DATA IN EAST Lothian

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of trends in data relating to children and young people with additional support needs in mainstream schools in East Lothian schools.

Fiona Robertson, Head of Education and Children's Services, presented the report. She highlighted the increase in number of children who received a 27-30 month child health review, but decrease in the percentage of children being reviewed with no concerns. She noted that the highest rates of recorded ASNs were for children with social, emotional, and behavioural concerns. She also advised that work was

underway in a number of areas, including a GIRFEC refresh, a review of specialist provision for children with ASN, and engagement with stakeholders.

Responding to a question from Councillor Findlay regarding the differences in dyslexia figures between primary and secondary pupils, Ms Robertson advised that quality assurance, an audit, and a staff survey were about to take place for ASN to establish how well-equipped staff felt to support children with ASN.

Councillor McLennan questioned parental and wider engagement and whether information could be provided on a ward-to-ward basis. Ms Robertson advised that activities were underway to obtain the views of parents, children, and young people to review the delivery of support. She advised that workforce development was taking place to support the needs of learners. Councillor McLennan also questioned whether there would be additional demand for funding; he urged Education Services to ask for additional funding required to support children and young people with ASN. Ms Robertson advised that a number of actions were ongoing, such as professional development for staff and ensuring that all schools had access to support for learning teachers. She advised that although the service would not turn down additional funding, financial modelling had indicated that some aspects of the plans were likely to be relatively cost-neutral.

Councillor Dugdale questioned what work and interventions were being carried out to improve speech when this was an area of concern, particularly amongst boys, being identified at the 27-30 month child health review. Ms Robertson advised that the Getting it Right for Babies group was established with partners to help with the concerns being picked up at 27-30 month child health reviews, and work was being done with partners in health to put in place early intervention and prevention. She stated that the service would look at a strategic approach to ensure engagement with the most vulnerable.

Responding to a question from Councillor Henderson, Ms Smith advised that the table referred to discrete characteristics, but 3633 was the total number of pupils for whom there was at least one reason they required additional support.

Councillor Gilbert questioned how the condition of the school estate impacted on learners with ASN. Ms Robertson confirmed that all schools were assessed to ensure they were DDA-compliant in terms of accessibility, and advised that funding was in place to improve facilities at The Cove at Dunbar Primary School.

The Convener thanked officers for the report and highlighted the importance of early intervention with partners, and the development of a school equity profile dashboard.

Decision

The Committee agreed to consider and note the content of the report.

8. 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.

The Convener offered her congratulations to the successful candidates.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed

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Councillor Shamin Akhtar
Convener of the Education Committee

DRAFT

REPORT TO: Education Committee

MEETING DATE: 17 March 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Further Inspection of Knox Academy by Education Scotland

2

1 PURPOSE

- 1.1 To report to Committee on the further inspection of Knox Academy by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. note the content of the Education Scotland report (Appendix 1);
 - ii. note the progress made by the school since the original inspection of November 2016 and congratulate the Head Teacher and staff on the good practice identified in the letter to parents; and
 - iii. note that Education Scotland has expressed confidence in the school's capacity to continue to improve and will make no more visits in connection with the original inspection of 2016. As a result, the Education Service has been asked to inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

3 BACKGROUND

- 3.1 Knox Academy was inspected by Education Scotland in November 2016, with a letter to parents published in March 2017. The letter set out a number of areas for improvement which Education Scotland had agreed with the school and East Lothian Council. Education Scotland subsequently returned to the school to look at how it had continued to improve its work, and published another letter in June 2018. Inspectors noted the

improvements the school had made and committed to a further inspection visit within 18 months of publication of the letter.

3.2 Education Scotland revisited Knox Academy from Monday 9 December 2019 to Thursday 12 December 2019. The purpose of this visit was to find out about the progress the school had made since their last visit in 2018 and how well the school is supporting young people's learning and achievements.

3.3 The letter to parents, published on 25 February 2020, noted key strengths and improvements since the previous inspection in 2018:

- The new Head Teacher has led important improvements in the work of the school. She is providing clear strategic direction for change and improvement.
- The school's vision firmly embeds the values and underpins a climate in which young people are valuing their learning opportunities.
- The school has placed a high priority on promoting respectful relationships and providing a positive learning environment for all young people.
- Most young people feel the feedback they get on their work helps them to improve their learning.
- The senior leadership team has ensured a strong focus on high quality learning and teaching through the key improvement priorities and the focus for evaluating practice.

3.4 As a result of their visit in December 2019, Education Scotland has noted some areas for continued improvement:

- Staff should continue to develop a consistent approach to planning to meet the needs of young people requiring additional support, including those on adapted timetables. They should ensure that plans consistently record needs, identify next steps and monitor progress in individual young people's learning.
- Senior leaders should continue to review the curriculum to ensure that all young people attending Meadowpark receive their entitlement to a broad general education.
- The school should continue to extend opportunities for learner participation, particularly in S1 to S3, as it seeks to ensure high quality learning and teaching across all classes.
- More frequent, formal conversations would support young people to understand better their strengths across their learning and how to improve their attainment.

4 POLICY IMPLICATIONS

4.1 None.

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial – none.

6.2 Personnel – none.

6.3 Other – none.

7 BACKGROUND PAPERS

7.1 None.

Appendix 1: Education Scotland report on Knox Academy, dated 25 February 2020

AUTHOR'S NAME	Nick Trussler
DESIGNATION	Quality Improvement Officer
CONTACT INFO	01620 827953 ntrussler@eastlothian.gov.uk
DATE	17/03/2020

25 February 2020

Dear Parent/Carer

In March 2017, HM Inspectors published a letter on Knox Academy. The school includes Meadowpark, a local authority provision catering for young people with a range of language and communication needs. The letter in 2017 set out a number of areas for improvement which we agreed with the school and East Lothian Council. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in June 2018. Recently, as you may know, we visited the school again. During our visit, we talked to young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work, as proposed by the headteacher. As a result, we were able to find out about the progress the school has made and how well this is supporting young people's learning and achievements. This letter sets out what we found.

The school should involve all stakeholders in revisiting the vision and values of Knox Academy to ensure that there is a shared understanding of respect and the value of learning. This work should underpin improvements in collaborative self-evaluation and school improvement planning.

Since her appointment in August 2018, the new headteacher has led important improvements in the work of the school. She has won the confidence and respect of staff and parents. She is providing clear strategic direction for change and improvement. The senior leadership team are working well together and providing effective leadership for guiding and managing the pace of change.

The values of ambition, respect and community continue to inform the life and work of the school. The school has a relentless focus on the value of respect, resulting in improvements in daily interactions in and beyond classrooms. Staff, young people and parents have worked together in recent months to develop a new vision statement for the school. This was finalised in early November 2019 and launched through assemblies, headteacher updates, Meadowpark Matters and the use of social media. The vision firmly embeds the values and underpins a climate in which young people are valuing their learning opportunities. Improvement priorities are now informed by a range of evidence gathered from surveys, 'walk through' classroom visits and faculty reviews. The school improvement plan is now more focussed and staff are working well together to take forward changes which will benefit young people.

A new re-invigorated whole school approach to equalities and inclusion is required. The school should review policies and procedures to ensure a clear focus on ensuring wellbeing entitlements and high-quality support.

Senior leaders have developed a range of policies relating to equality, wellbeing and inclusion. The new aspirational statement for inclusion encapsulates the school's vision for all young people to be valued and respected. A range of stakeholders were consulted during the development of the equality and diversity policy. This work is helping support children's rights

and staff are now able to monitor incidents more effectively, including bullying. Staff are increasingly aware of their key role in getting it right for every young person in their classroom so that all learners achieve as well as possible. Senior leaders are continuing to develop effective systems to enable them to record, monitor and track the progress of individuals and groups of young people, including those with protected characteristics.

All staff have participated in a range of professional learning opportunities relating to meeting the needs of young people. They now feel more confident in supporting young people with a wider range of additional support needs within the mainstream learning environment. Further improvements are needed to the sharing of specific strategies, which would support learners requiring additional support.

Staff need to continue to develop a consistent approach to planning to meet the needs of young people requiring additional support, including those on adapted timetables. They should ensure that plans consistently record needs, identify next steps and monitor progress in individual young people's learning. Staff seek and record the views of young people and their parents about the content of plans. Across the school and in Meadowpark, the targets for young people are not yet specific, measurable, achievable, and realistic or time bound.

Senior leaders should continue to review the curriculum to ensure that all young people attending Meadowpark receive their entitlement to a broad general education. Work to improve progression pathways in the senior phase has led to a few young people enjoying a supported transition, working with partners from Edinburgh College. Senior leaders should continue to explore a range of flexible pathways available for young people in Meadowpark.

The school has consulted widely to develop a very helpful learning and teaching policy. While implementing this policy, the school should continue to focus on ensuring young people experience consistently high-quality learning that meets their needs.

The school has placed a high priority on promoting respectful relationships and providing a positive learning environment for all young people. Senior and curriculum leaders have supported teachers well to reach a shared understanding of approaches which establish positive relationships for learning. In most lessons, the ethos is now calm and purposeful. This is an important improvement since previous inspection visits. Young people relate well to each other and to their teachers.

Across the school, helpful routines are being established. Young people have contributed meaningfully to the revised Promoting Positive Relationships and Behaviour policy. Teachers value the wide range of professional learning opportunities on relationships for learning. Most teachers now feel better equipped and empowered to manage behaviour that is more challenging. This has lessened disruption in lessons and the number of calls for promoted staff intervention has reduced significantly. The number of young people out of class without good reason has dropped significantly.

The senior leadership team has ensured a strong focus on high quality learning and teaching through the key improvement priorities and the focus for evaluating practice. For example, the 'walkthroughs' where lessons are observed and the robust faculty reviews with the spotlight on learning. These examples allow teachers to engage in helpful professional dialogue and to share effective practice. The school's improved planned programme for

career-long professional learning for teachers has placed emphasis on approaches to ensuring high quality teaching and learning. The pace of learning, notably in S1 to S3 should be increased further. Too many lessons are overly teacher-led as evidenced through the school's own self-evaluation analysis. Teachers should continue to improve approaches to ensuring all young people have learning tasks with appropriate levels of challenge.

The pupil learning team makes a valuable contribution to faculty reviews, which are shaping improvement priorities. Teachers are now using feedback from learners more regularly to make learning more effective. The school should extend opportunities for learner participation, particularly in S1 to S3, as it seeks to ensure high quality learning and teaching across all classes.

Staff should build on the approach to discussing progress with learners in S4 to S6 to support all young people across the school to know their own strengths and next steps in learning.

Staff now gather information on the Curriculum for Excellence levels which young people have attained in all curricular areas across the broad general education. Teachers are using experiences and outcomes to plan learning, and must now ensure a consistent application of National Benchmarks to assess progress. This will lead to a better understanding of how young people in S1 to S3 are progressing in their learning. Most young people feel the feedback they get on their work helps them to improve their learning. They also have opportunities for learner conversations with their class teacher and with their guidance teacher. More frequent, formal conversations would support young people to understand better their strengths across their learning and how to improve their attainment.

What happens next?

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

Carol McDonald
HM Inspector

REPORT TO: Education Committee

MEETING DATE: 17 March 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Education Scotland Inspection of Sanderson's Wynd Primary School and Nursery Class

3

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Sanderson's Wynd Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. note the content of the Education Scotland letter (Appendix 1);
 - ii. note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2);
 - iii. note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3); and
 - iv. note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.

3 BACKGROUND

Inspection model

- 3.1 The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Sanderson's Wynd Primary School and Nursery Class.
- 3.2 The inspection included the specialist local authority provision for severe and complex needs, the Hub. The team used HGIOS?4 to evaluate the quality of the provision.

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

HGIOS?4:

- 2.3 Learning, Teaching and Assessment
- 3.2 Raising Attainment and Achievement

HGIOELC?:

- 2.3 Learning, Teaching and Assessment
- 3.2 Securing Children’s Progress

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

National Improvement Framework

- 3.5 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government, with the next report due to be published in December 2020.

Inspection Findings

- 3.6 Sanderson’s Wynd Primary School and Nursery Class was inspected in December 2019. A letter to parents and carers summarising the key findings was published on 3 March 2020. The quality indicators were evaluated as follows:

Quality Indicator		Sanderson’s Wynd Primary	Sanderson’s Wynd Class
HGIOS?4 and HGIOELC?		Primary 1 to Primary 7	Early Learning and Childcare
2.3	Learning, teaching and assessment	Satisfactory	
3.2	Raising attainment and achievement	Satisfactory	
2.3	Learning, teaching and assessment		Satisfactory
3.2	Securing children’s progress		Satisfactory

Improvement Actions

- 3.6 Mrs Lynsey Blair has been in post as Head Teacher of the school since November 2017. Her work to foster a school community where children are valued, respected and included was highlighted positively in the inspection report.
- 3.7 A local authority review and follow-up progress visit were undertaken prior to the inspection to support the school's self-evaluation and capacity for improvement. The senior leadership team and school staff engaged well with this process and they were able to demonstrate improvements made throughout the inspection. The outcomes of the review were validated by Education Scotland.
- 3.8 The Education Service has provided additional resource to the school through the Early Learning and Childcare support teacher to support the improvements in the nursery. The principal teacher is non-class committed in order to support the Head Teacher to lead improvement.
- 3.9 The school's Quality Improvement Officers, Mrs Karen Haspolat and Ms Clare McGarr, work closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

- 4.1 None.

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

- 6.1 Financial – none.
- 6.2 Personnel – none.
- 6.3 Other – none.

7 BACKGROUND PAPERS

- 7.1 None.

Appendix 1: Education Scotland report on Sanderson's Wynd Primary School and Nursery Class

Appendix 2: Summary of Findings, Primary School and Nursery Class

Appendix 3: Summary of Findings, Nursery Class

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DATE	3 March 2020

3 March 2020

Dear Parent/Carer

In December 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Sanderson's Wynd Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The positive steps taken by the headteacher to foster a school community where children are valued, respected and included. This is leading to a calm and purposeful learning environment across the school.
- Creative approaches to outdoor learning, providing rich opportunities for children to learn in a real-life context.
- The quality provision of The Hub which supports children well with additional support needs and contributes positively to the inclusive whole school ethos. Children across the school benefit greatly from their engagement with their peers across the nursery, primary classes and The Hub.

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

- Improve children's attainment in literacy and English and numeracy and mathematics.
- Continue to improve whole school approaches to monitor and track children's progress to better meet the learning needs of all children.
- Improve the quality of learning and teaching across the nursery and school to ensure all children are suitably challenged across all curriculum areas.

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

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

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

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

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

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

Requirements/recommendations made by Care Inspectorate for the nursery class

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

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

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=4282>

What happens next?

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

Marion Carlton
HM Inspector

Donna Conroy
Care Inspector



Summarised inspection findings

Sanderson's Wynd Primary School and Nursery Class

East Lothian Council

3 March 2020

Key contextual information

Sanderson's Wynd is a non-denominational school in the town of Tranent. Currently, the school has a roll of 324 children across 14 classes and a large nursery class offering a range of provision. The school has provision, known as The Hub, for children with Autism Spectrum Disorders and severe and complex additional support needs. The Hub has one class for children aged two to those not yet attending school, and four classes for children of school age.

The leadership team has changed significantly over the last few years. The current leadership team has brought much needed stability to the school, nursery class and The Hub.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

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

- The headteacher and staff are committed to creating a learning environment where all children are valued, respected and included. Over the last two years, they have taken significant steps to create an environment where all children feel valued, included, respected and safe. The positive relationship policy has been updated to ensure any incidents of misbehaviour are dealt with appropriately. The headteacher should continue to work with parents and children to ensure the whole school community has a shared understanding of the school's positive relationships policy and approaches to supporting children.
- Most children articulate confidently the school values 'safe, respected and ready to learn'. These values underpin the work of the school. Class charters linked to the school values and ongoing work on the United Nations Convention on the Rights of the Child are supporting children to be ready to learn. Most children are keen to do well and engage positively in their learning. A few children require further support to engage in their learning.
- Children across the school value the opportunities they have to work with children from other classes and The Hub. This is developing their sense of the wider school community and their place within it. Teachers use consistent visual supports and shared language on expectations this is beginning to help create a calm learning environment. The headteacher and staff should continue to plan meaningful opportunities for children to work together across the school.
- The school has taken steps to improve the quality of learning and teaching. Teachers have agreed the key features of a quality lesson. They have used this to create a 'lesson blueprint' and a 'building brilliance' tool. Although these are at the early stages of implementation, they are already leading to a more consistent approach across the school. Currently, the quality of teaching is still too variable. Teachers should build on this positive start to ensure high-quality learning experiences for all children.
- Most teachers provide clear and effective instructions and explanations. They set tasks and activities that meet the needs of the majority of children. While there are examples of teachers

sharing the purpose of learning with children, this is not yet consistent. A few teachers share learning intentions and success criteria that are not easily understood by children.

- Learning assistants and support for learning staff provide effective support for most children who require additional support with their learning. Seniors leaders should continue to improve this support to ensure the needs of all children are met. They should include support for higher attaining children who require further challenge in their learning. Teachers should develop further approaches to learning and teaching ensuring all children experience an appropriate level of pace and challenge.
- Most staff make effective use of digital technologies in their teaching. Children benefit from the use of laptops and tablets in their learning to create digital presentations and carry out research. Children who have English as an additional language use translation software well with peer support. Children across the school would benefit from increased opportunities to use a wider range of digital technologies across the curriculum.
- Children talk with enthusiasm about outdoor learning experiences. They participate in high quality outdoor learning such as 'Teepee Tuesdays' and 'Welly Wednesdays'. This provides them, with well-planned opportunities to apply their learning in creative ways in a relevant, real-life context. For example, younger children participate in numeracy activities in the 'Secret Garden'. Older children develop their orienteering skills well in the school grounds.
- In a majority of lessons, teachers use questioning to check children's understanding. In a few classes, they do so to extend and deepen children's thinking. Teachers are beginning to use feedback to help children understand what they are doing well and what they need to do to improve. As a result, children are at the early stages of reflecting on themselves as learners. Teachers should continue to develop approaches to involve children in planning and evaluating their learning.
- Teachers use a range of summative assessments well in literacy and numeracy to inform their planning. Teachers update class tracking on a termly basis. They use the East Lothian Council (ELC) Frameworks to support planning for children's learning, as they develop approaches to ensuring pace, challenge and progression in learning for all children.
- The school has developed a useful model of moderation on which they are now building. Teachers participate in 'numeracy trios' with colleagues across the school. They value the growing culture of trust and peer support and are keen to share practice and learn from each other. Teachers are becoming increasingly confident at supporting and challenging colleagues. They are continuing to develop their understanding of how to make high quality assessment judgements. They have taken positive steps to moderate standards with colleagues in the associated schools group. They should moderate across other curricular areas and with colleagues in the associated schools group.
- Senior leaders are developing their approaches to monitoring and tracking. This includes teachers having a greater involvement in developing approaches to planning and assessment. Teachers recognise that increasingly robust assessment information will help to plan and evaluate the impact of interventions on children's learning.
- Senior leaders and teachers should now develop an effective whole school overview of children's progress. This should help them to monitor the attainment of targeted groups and make appropriate adaptations to learning experiences and teaching.

2.1 Safeguarding and child protection

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

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- Overall, children's attainment in literacy and English and numeracy and mathematics is satisfactory. Most children with additional support needs make appropriate progress from prior levels of learning in line with individualised targets. There are early signs of increased attainment in aspects of literacy and numeracy. Whilst the school is taking action to begin to improve the accuracy of teachers' judgements, this remains an area for further development.

Attainment in literacy and English

- The majority of children make satisfactory progress in writing and listening and talking. Most children make good progress in reading.

Listening and talking

- The majority of children across the school are confident when speaking to adults and each other, and share ideas and opinions clearly. Across the school, a few children talk well, suggesting solutions and presenting arguments articulately. A minority of children are not yet confident when speaking to larger groups. At early level, the majority of children listen well to stories and a few ask and answer relevant questions. At first and second level, the majority of children listen and respond appropriately when talking to a partner. They articulate their learning confidently when presenting at assemblies. At second level, the majority of children identify the features of effective talking and listening. A minority of children, in most classes, talk over each other in class or group situations and do not listen well to instructions or explanations from staff. Children are not yet sufficiently skilled at building on the ideas and opinions of others.

Reading

- Across the school, most children enjoy reading and engage well with a range of texts. Most children at early level recognise initial sounds and simple blends. They are less confident when identifying sounds at the end of words. At first level, most children use strategies to support their reading. They know the key features of books and talk about the authors they enjoy. By the end of first level, children make notes of relevant information when researching in order to create their own texts. They cannot explain the difference between fiction and non-fiction. Across second level, most children skim and scan texts for information. They summarise effectively and identify the main ideas within a text. They are not yet confident in asking and answering inferential questions.

Writing

- Across the school, children write well for a range of purposes. At early level, the majority of children write using lower case letters and a few capital letters. They know there should be spaces between words but do not always apply this to their writing. At first level, the majority of children use simple punctuation accurately in their writing. They write simple personal accounts and create diary entries for characters from class novels. The majority of children use

interesting vocabulary in their writing. A few use descriptive language well to engage the reader. At second level, the majority of children apply their writing skills appropriately across the curriculum. The majority of children, with support, use paragraphs, headings and bullet points to structure their writing. They are beginning to use persuasive language to support an argument. Older children are not yet confident in producing extended pieces of imaginative writing.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory.

Number, money and measure

- Across the school, children are not confident when recalling number facts. This is impacting on their ability to solve problems mentally. The majority of children at early level double numbers to ten, with a few able to double to 20. Most identify numbers to 20 and understand place value to ten. The majority identify real-life contexts for using money. By the end of first level, most children order simple fractions and describe what a fraction is. A few are not confident in working with fractions. They use digital and analogue clocks to tell the time to quarter and half past the hour. The majority of children at second level simplify fractions and understand the link between fractions, decimals and percentages. Children at second level are beginning to solve more complex number problems. They cannot yet apply their numeracy skills confidently in unfamiliar contexts.

Shape, position and movement

- The majority of children at early level identify symmetrical shapes with one line of symmetry. They identify and draw basic two-dimensional shapes with increasing confidence. The majority describe basic properties of two-dimensional shapes. The majority of children at first level recognise more complex two-dimensional shapes and three-dimensional objects. They discuss their properties using appropriate mathematical language. The majority of children name acute, obtuse and right angles and label compass points. At second level, a few children know the diameter and radius of a circle. The majority calculate complementary and supplementary angles. They use protractors to draw acute and obtuse angles. Children across the school are not yet confident in applying their knowledge to solve problems involving shape and angles.

Information handling

- Children at early level collect and display information using a Venn diagram, a few discuss the information on display. At first level, the majority use tally marks appropriately to collate information and present it on simple bar graphs. They complete surveys and discuss the results. Children are not yet sufficiently skilled at recording and interpreting data using digital technologies. They cannot present information in increasingly complex diagrams, tables and graphs.

Attainment over time

- Current whole-school data shows overall improvements in attainment in literacy and English and numeracy and mathematics over recent years. Senior leaders are increasing the rigour of professional dialogue at tracking and progress meetings to increase the focus on improving attainment for all. Senior leaders now need to improve further approaches to ensure the data gathered reflects incremental progress towards achievement of a level more accurately. This is required to enable senior leaders and teachers to identify trends and to track the attainment of groups of children, as well as classes, more effectively.

Overall quality of learners' achievement

- Children have increasing opportunities to develop a range of skills, and experience success through planned activities which support wider achievement. High quality outdoor learning experiences support children to manage risk effectively and allow them to apply their learning successfully in a different context. Children develop a responsible attitude towards sustainability and caring for the environment through participation in the Eco-Schools Scotland programme and the John Muir Award. Staff work closely with Active Schools to provide a range of clubs and activities which help children develop a sense of teamwork and build their confidence. Children increasingly contribute to the life of the school and wider community well through leadership roles. For example, as prefects, digital leaders, buddies and house captains. They develop their communication skills effectively through learning to sign as part of the school's inclusive approach and implementation of total communication.
- Staff celebrate and share children's achievements in a range of ways including in class, at assemblies and on social media. There is an increasing focus on skills within learning and teaching, this is supporting children well to make links between learning and the world of work. Senior leaders need to track children's achievements to ensure each individual has opportunities for success.

Equity for all learners

- All staff have an understanding of the socio-economic context of the school and potential barriers impacting on children's attainment and participation. Senior leaders offer discrete and appropriate supports to children and families to ensure all children participate fully in the life of the school. Interventions such as the nurture base and holiday lunch club are funded through the Pupil Equity Fund. These interventions are leading to increased engagement, but as yet, these interventions are not leading to increased attainment. Senior leaders need to track and evaluate these interventions to measure their impact on raising attainment.

Quality of provision of Special Unit

Context

The Hub supports children from across East Lothian Council. There are four classes in total, two classes for children with Severe and Complex Needs (SCN) and two classes for children with Autistic Spectrum Disorder (ASD). Twenty five children currently attend on full time basis. Children in The Hub require intensive support from a multi-disciplinary team of teachers, additional support needs assistants (ASNAs) and allied health professionals. Each class has a dedicated teacher and a small team of ASNAs.

QI 2.3 Learning, teaching and assessment

- Overall, in The Hub, the quality of learning, teaching and assessment is good. The Hub has a nurturing and welcoming ethos. Children from mainstream classes work meaningfully alongside those with ASD and SCN. When their peers are supporting them, children are enthusiastic and engaged. Across the school, almost all children understand the signs used within The Hub. Almost all children in the school benefit from the consistent use of standardised picture communication cards.
- Senior leaders are developing an environment where communication is achievable for all. They actively encourage all children to be independent. Children make effective use of high and low technology devices such as switches, communication mats and communication software. This aids choice and encourages children to take an active role in learning. Children learn to use motorised wheelchairs using the smart platform. This helps children to be more independent and mobile. Occupational therapists offer comprehensive advice on how best children can learn to master this technology.
- The majority of children work on appropriate, enjoyable tasks that match their learning needs. Allied health professionals support children to overcome physical barriers to learning. On occasions, a few children are not fully engaged in learning. This mainly occurs when children are learning to take turns and, as a result, the tasks take too long. Staff now need to review the appropriateness of these tasks. In the majority of lessons, teachers use creative approaches and well-chosen resources to support the development of children's communication skills.
- Staff use National Milestones effectively to plan for children with complex additional support needs. Teachers keep track of incremental progress effectively and illustrate a child's learning journey and next steps in learning. Teachers use Milestones, alongside National Benchmarks, to facilitate multi-level assessments. Staff document children's progress using photographs and written evidence. Varied assessment approaches allow children to demonstrate progress in many ways. Senior leaders have taken positive steps to develop approaches to moderation.
- Planning for learning is highly individualised and takes account of Curriculum for Excellence experiences and outcomes. A minority of children have coordinated support plans. These are comprehensive in nature and link well with individualised education plans. All children have a child's plan. Teachers undertake additional support needs profiling and each child has an individualised tracking and monitoring document for Milestones and/or National Benchmarks. They have 'learning journey' files. Reports and profiles identify 'strategies to help' and the quadrant system captures an overview of The Hub's attainment. Senior leaders should review the volume and timing of recording and documentation to avoid unnecessary bureaucracy.

QI 3.2 Raising attainment and achievement

Attainment in literacy and numeracy

- All children make appropriate progress from their prior levels of attainment in literacy and numeracy.
- The majority of children establish and maintain concentration for short periods and enjoy storybooks. Children listen attentively and show interest in illustrations. A minority of children identify initial sounds. A few are beginning to use a pencil without support. The majority of children set their own timetable daily and enjoy inclusive activities with mainstream peers. A minority of children with ASD say and read numbers to 30 and count in twos and fives. A few children working at early level order the months of the year and tell the time to the hour.
- As a result, of recently introduced assistive technology, communication and mobility aids, children are increasingly engaged in their learning. They are clear about what they need and want. They use switches and the mobility platform to move their wheelchairs. As a result, children have more autonomy and independence.

Overall quality of learners' achievement

- Children attend and participate in weekly whole school assemblies. They lead learning using sign and assistive technologies. Children go to the supermarket weekly to gain experience in the community and to develop skills for learning and life. They work together to develop communication methods. Peers who are normally taught in the mainstream part of the school record their voices on communication switches. This gives the children a realistic child's voice, which encourages effective use of this tool. Children use switches to make choices, ask questions and make statements.

Equity for all learners

- The majority of children are non-verbal. They express themselves with pictorial aids and through assistive technology. This works very well and almost all children communicate opinions and preferences in this way. Staff remove obstacles where possible. Allied health professionals work closely with school staff. As a result of this effective partnership working, children participate more fully. Class teachers provide effective support for children to develop strategies that make them more resilient and independent. Those children who are new to the school have improved attendance compared to prior levels. There are also improvements in listening, focused attention and a heightened tolerance to regular classroom activities.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Sanderson's Wynd Primary School Nursery Class

East Lothian Council

3 March 2020

Key contextual information

The nursery class is a self-contained wing within Sanderson's Wynd Primary School. Registration allows children aged two years to those not yet attending primary school to attend. Ninety four children are able to attend at any one time. The setting has four playrooms with a fifth playroom forming part of The Hub. Catchment includes the local town of Tranent with children attending the special provision, The Hub, from across East Lothian. Over the course of a week, 82 children attend the different parts of the nursery for their sessions and extended days. This includes five children aged two who access their entitlement to early learning and childcare. Eleven children attend the special provision, the 'green room'.

Staffing has changed significantly over the last 18 months. This includes the creation of new senior practitioner roles and changes within the practitioner team, including the appointment of an Excellence and Equity Lead. The nursery has been on a significant journey of improvement following a local authority review in November 2018 and Care Inspectorate inspection in January 2019. Currently, the setting has a number of separate playrooms, each providing a different provision including extended hours and enhanced provision. The setting is moving towards being one Early Years Centre, within Sanderson's Wynd Primary School, which successfully meets the range of needs of children attending.

2.3 Learning, teaching and assessment

satisfactory

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

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

- Practitioners have created a nurturing and inclusive learning environment. They welcome children individually and respond sensitively to their needs with care and respect. As a result, children are safe and secure in the setting and families are welcomed and included. Children are motivated and engage enthusiastically in their play. They enjoy playing with their peers, often seeking out children from other rooms and are developing friendships in a developmentally appropriate way. Most children engage well in the range of learning opportunities on offer, both indoors and outdoors. Real-life experiences such as visiting local shops and the library provide meaningful contexts for learning.
- The majority of practitioners use questions to help extend children's thinking. Practitioners now need to develop this further through an increased and consistent use of commentary and questions that promote higher order thinking. This will help ensure that there is a sharper focus on promoting depth, challenge and progress in learning. Practitioners working with the youngest children need to deepen their understanding of developmental stages to allow them to best support children's particular needs.
- Practitioners have reviewed and refreshed learning environments over the last year. As a result, they have created calm and stimulating playrooms. This supports the learning needs of most children. As practitioners continue to review and reflect on the quality of learning environments, they should include ongoing evaluation of the quality of learning opportunities

and consistency of experience that all children access in their playrooms. As planned, practitioners should continue with the development of the increasingly attractive outdoor learning spaces. Practitioners do not yet make sufficient use of digital technologies to support and extend children's learning.

- Practitioners have improved the quality of their observations of children at play. Recent professional learning, delivered by the visiting teacher, has supported this well. Practitioners make regular observations and these are beginning to inform judgments about the progress children are making in their learning. To improve the quality of observations further, practitioners need to ensure a consistently sharp focus on the significant learning of individual children. This will help identify next steps in learning for children. Sharing next steps more explicitly with children will help them understand what they need to do to be successful in their learning. Practitioners record their observations in children's individual learning story journals. Children are proud to share their journals as they recall their nursery experiences. Parents readily access journals and have opportunities to contribute, for example, sharing their child's achievements from outwith nursery.
- Practitioners have developed, and continue to refine, approaches to planning children's learning. This is helping them to be more responsive to children's interests and increasingly, to plan more effectively for individual learning needs. This is beginning to develop a consistent approach across playrooms. Practitioners are at the early stages of involving children fully in the planning process. The developing use of floorbooks will be helpful in taking this forward.
- Practitioners have recently introduced new approaches to track the progress children make in their learning in literacy and numeracy. They recognise that these new approaches need time to better inform planning and children's experiences. As planned, this should include the tracking of children's progress in health and wellbeing and the progress the youngest children make in their learning. As this embeds, practitioners will be able to identify when to intervene to improve outcomes for children. The introduction of whole school approaches, such as children's progress meetings, should be extended to support staff in evaluating the effectiveness of interventions.

2.1 Safeguarding and child protection

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

3.2 Securing children's progress

satisfactory

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

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

- Children are making satisfactory progress in communication and early language. Children aged two enjoy listening to stories, learning rhymes and engaging in conversations. They are developing vocabulary at their own developmental stage. The majority of older children are able to identify their name and recognise and name some letters. They enjoy opportunities to copy familiar words and letters. A few children are able to write their name. They are beginning to identify and suggest words that rhyme. Children could be developing and applying their early writing skills through a wider range of mark making. The majority of children enjoy exploring books, both independently and with an adult, with most listening attentively. They are keen to share them with adults and visitors. Children are developing vocabulary and can express their thoughts and ideas with practitioners. They are confident, communicate well with each other and engage in conversation during play. A few children require support to engage in discussion while others need support to follow the rules of conversation.
- In numeracy and mathematics, children are making satisfactory progress. Children aged two are able to recognise and name different colours and are starting to count. The majority of older children can match, sort and count to ten. A few children can count and order numbers up to 20 and are beginning to 'add on'. They have opportunities to explore the concepts of time through the routine of the day and are learning about the days of the week. Older children understand the concept of size and use the language of measurement as they measure and compare their heights. They are beginning to use real money in play. Children need to apply their developing understanding of numeracy and mathematics in a wider range of interesting and stimulating situations.
- Children are making satisfactory progress in health and wellbeing. They show respect to each other and are beginning to form friendships. Children learn about healthy eating through the provision and preparation of healthy snacks and discussions with practitioners on how to keep themselves healthy. All children benefit from and have access to the outdoors. They enjoy the physical challenge of using wheeled toys and bikes. Children enjoy walking to and exploring the 'secret garden' and nearby woods. They discuss their feelings when they register in the morning. Practitioners should build on this practice to allow children more opportunities to develop their emotional literacy.
- Children are making satisfactory progress in their learning over time. Their progress is captured in learning journals and new approaches to track children's learning. Practitioners

need to build consistently on what children already know and have achieved, to ensure they make the best possible progress.

- Practitioners promote positive attitudes by recognising children's individual achievements through the effective use of praise and encouragement. Examples include children developing skills in food preparation and simple cookery and awareness of safety while out in the local community. Practitioners display examples of children's work and share these more widely using social media. Whole school approaches, such as recognition boards, could provide another way for children's achievements to be recognised. Parents share children's wider achievements from home through children's learning story journals.
- Staff promote equity through creating a supportive and inclusive ethos and identifying potential barriers to children's progress. Practitioners have a well-developed understanding of the individual circumstances of children and families and readily identify strategies to support children. This includes sensitive and subtle changes to practice. Practitioners work with a range of partners to plan and deliver appropriate support, including additional staffing within the setting.

Quality of provision of Special Unit (contributes to nursery class evaluations)

QI 2.3 Learning, teaching and assessment

- The green room has a supportive, nurturing culture and ethos with a strong emphasis on positive, high quality relationships. This enables all children to feel safe and cared for, which prepares them to be ready and be engaged in learning.
- There is a strong focus on the promotion of different communication strategies to help ensure that children with complex needs engage well in their learning. Children use visual timetables, which helps them focus on their learning activities. Their learning experiences match very well to their needs and interests.
- With high levels of support and direct intervention from practitioners, most children work well on tasks. Practitioners are skilled at managing challenging behaviour when it occurs. They are able to re-engage children swiftly into an appropriate learning activity. Children engage well in purposeful activities during less structured times such as snack and outdoor play. Practitioners should continue, as planned, to increase the opportunities for children to participate in spontaneous interactions with each other.
- Children use the wide range of resources well which helps meet their varied learning needs. They benefit from physical exercise, group activities and individual play when using the soft playroom, sensory room and well-resourced, safe outdoor area. Children use tablets, talkers and switches well to access learning. Practitioners use a wide range of contexts and learning environments to enhance children's learning such as the local supermarkets, café and library. They should continue to use more community resources. Children also benefit from access the mainstream nursery when appropriate.
- Practitioners and other professionals work seamlessly together to provide consistently high quality learning experiences. They ensure that children are settled and ready to learn. Almost all children work on tasks supported by a high level of direct staff intervention. Practitioners use body language and eye contact as well as tone, pace, rate and volume of spoken communication, to support learning needs well. Children move well between tasks, supported by well-managed transitions. Practitioners make effective use of questioning, which in most cases involves concrete prompts, to check for understanding and skills development.
- Practitioners make sound professional judgements about children's progress. They use a range of assessments to determine how well children are learning. They assess robustly children's progress at regular intervals using their effective early development and learning document and other appropriate tools. Each child also has an individual learning story, which documents progress and next steps. Practitioners are beginning to use the authority tracking and milestones for learners with complex additional support needs.

QI 3.2 Securing children's progress

- Almost all children are working on individual milestones and making good progress from their prior learning. All children have long and short-term targets for literacy and communication, numeracy and mathematics and health and wellbeing in their individual educational plan. They incorporate relevant success criteria and next steps. Practitioners review these regularly and effectively to ensure that children are making the best possible progress.
- In early language and communication, almost all children are making good progress. Children have a real interest in looking at books and enjoy listening to stories. Practitioners are very skilled at incorporating rhyme and songs in the nursery unit. Children enjoy mark making in a range of contexts using different textures. They particularly enjoy using sensory materials.

- In numeracy and mathematics, children are investigating shapes and objects through a range of activities. A few children are learning to touch count.
- In health and wellbeing, children are developing turn taking and sharing skills. They are developing the skills to use appropriate utensils for eating and drinking.
- Children benefit from a wide range of high-quality experiences over time that supports them to make good progress over time. Practitioners promote equity for all children by making appropriate adaptations and ensuring access to suitable resources.

1. Quality of care and support

Children were happy, confident and they enjoyed their time at nursery. Staff were caring and respectful in their interactions. Parents and children were warmly greeted by staff on arrival to the service, supporting them to feel welcomed and included.

Children were supported to be independent and we saw that some children were engaged and busy in their play. They made full use of the toys and activities on offer. Children enjoyed showing us their learning stories and were able to talk about the photographs in their folders. Some progress had been made as next steps had been identified for some children and planning was in place. Further development needs to continue for children's next steps, as they were not always consistent and meaningful for all children. This would improve the depth and challenge of children's learning.

Personal plans were in place for each child and they contained relevant information. Strategies had been identified for some children who required additional support. However, these were not always consistent and should be reviewed and the impact measured to ensure children are supported fully. We also discussed that medication forms should be updated every six months to keep them relevant to individual needs.

Staff had reviewed the lunch time routine for the children. Children now eat in the school dining room and were happy and most ate their lunch. We observed some improvements. However, the dining room was large, noisy and some children were distracted by other children in the room. Staff have agreed to review this routine to ensure that children receive a calm and nurturing experience.

Children's independence and self-help skills were promoted by helping to buy, choose and prepare snack. They self-selected from the range on offer and helped wash and clear their dishes away. It was a social time and children enjoyed sitting and chatting to their friends whilst staff encouraged social conversations that promoted learning opportunities.

Staff were knowledgeable about safeguarding the procedure for keeping children safe. Regular online training was undertaken by staff. It would be beneficial to discuss safeguarding scenarios during team meetings, this would deepen staff's understanding. Staff worked in partnership with outside agencies when necessary.

Care Inspectorate grade: good

2. Quality of environment

The environment was warm and welcoming across all the playrooms and they offered a balance of active, cosy and quiet spaces. Children benefitted from the free flow access to the garden meaning they had the freedom to choose where and when they wanted to play. Some children were engaged in their play and enjoyed their time exploring and investigating. There was some availability of loose part materials inside and outside which helped children's curiosity and inquiry. The environment was divided into different rooms some of these spaces provided children with positive play experiences. However, some of the environment limited children's opportunities for uninterrupted creative play. The service should now consider reviewing the rooms to ensure all children receive a service that meets their individual needs.

Children throughout the nursery had good links with the local community with regular visits to the library and walks to the local park. Some children were confident in the wider school environment especially those who stayed for lunch. Opportunities should be made available to all children to become familiar with the wider school environment.

Children were kept healthy and active by accessing regular physical exercise and fresh air. We saw them having fun outside using a variety of push/pull toys, balancing equipment and practicing their basketball skills. Staff spoke of their plans for the garden this included more numeracy and literacy opportunities, an improved mud kitchen and a growing area for fruit and vegetables. We agree with this area for improvement. Teepee Tuesdays were held weekly which meant children accessed a local wooded area, where they were developing an appreciation for the natural world and the environment around them.

Care Inspectorate grade: adequate

3. Quality of staffing

Staff were warm, caring and had positive relationships with the children. Respectful and nurturing interactions supported children and staff were responsive to their individual needs. Staff were supportive to parents and were building up their confidence. Opportunities for stay/play sessions, seasonal crafts along with having a brew and blether with staff, ensured staff were engaging with parents and working in partnership with them.

Staff had worked hard since the last inspection and were working as a team to improve outcomes for all children. Staff were positive about the changes and we saw supportive relationships and a caring ethos towards each other. Staff meetings were being used productively and staff assigned tasks with agreed timescales which could be monitored, and action documented. Senior staff also met regularly; this was beginning to have some impact on consistency across the rooms.

Staff were taking on leadership roles to support children's experiences and we saw this having some impact on the outcomes for children. Staff were undertaking relevant training opportunities and they could discuss the impact this was having on their practice. Staff also shared learning from relevant training courses and practice visits from other nurseries. Senior staff have identified that staff still need support in providing children with challenge to progress their learning and will continue to review children's planning, observations and next steps to ensure that relevant and significant learning is identified.

Monitoring of staff's practice had been started. This varied in detail and content. We have asked the management team to ensure monitoring systems have a purpose and impact should be measured to ensure outcomes and experiences for children continue to improve.

Care Inspectorate grade: good

4. Quality of management and leadership

Senior management team had a clear vision for the service and were enthusiastic and committed to its improvement and development. They demonstrated their understanding of the strengths of the service and the areas to develop and improve on. At the last inspection, we recommended that an effective monitoring and quality assurance system be introduced to improve outcomes for children. An action plan based on the previous inspection report was in place and it identified clear targets for staff. We saw that this was beginning to have some positive impact within the setting.

The service should now ensure a robust quality assurance system is in place that considers all aspects of the service and ensures experiences for children continue to develop and improve. Monitoring systems should be embedded to identify any gaps in quality of the service. This should include experiences for children, the environment, and staff practice.

Staff were confident and were fully engaged throughout the inspection. They felt supported by the senior management team and were motivated and committed to providing positive experiences for children.

Staff and the management team understood the importance of trusting relationships with families. They had developed a range of opportunities to involve them in the life of the nursery. Stay and play days, craft sessions and staying to take part in "brew and blether" days encouraged families to spend time in the nursery. Parents spoke appreciatively of these times and enjoyed seeing their children enjoying themselves at nursery.

Care Inspectorate grade: adequate

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

Explanation of terms of quantity

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

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

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

REPORT TO : Education Committee

MEETING DATE: 17 March 2020

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 2020/21

4

1 PURPOSE

1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the schools detailed in 2.1 for session 2020/21.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2020/21 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	1	1	1	1	1	1
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
Macmerry Primary School	1	1	1	1	1	1	1
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Ormiston Primary School	1	1	1	1	1	1	1
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 class within the school.

School	Number of reserved places per class
Aberlady Primary School	2
Athelstaneford Primary School	1
Elphinstone Primary School	1
Humbie Primary School	2
Innerwick Primary School	1
Letham Mains Primary School	ALL*
St Mary's RC Primary School	ALL*

Stenton Primary School	2
West Barns Primary School	1
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	160	6
Musselburgh Grammar School	260	6	240	6
North Berwick High School	180	10	200	10
Preston Lodge High School	210	5	210	5
Ross High School	260	5	270	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	220	5	210	5
Knox Academy	140	6	160	6
Musselburgh Grammar School	240	6	200	6
North Berwick High School	180	8	200	8
Preston Lodge High School	200	5	180	5
Ross High School	260	5	240	5

Details of the factors considered when determining the appropriate number of reserved places for both primary and secondary schools are detailed in 3.6 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

Acts and regulations

- 3.1 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.
- 3.2 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 outwith 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.

3.3. 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.

3.4 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”.

3.5 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 3.6 to 3.8.

Factors influencing the decisions on reserving places

3.6 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 2020/21:

- 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.

3.7 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.

- 3.8 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.

AUTHOR'S NAME	Calum Murray
DESIGNATION	Business Support Officer, Education Business Unit
CONTACT INFO	Tel: 01620 827599 Email: cmurray2@eastlothian.gov.uk
DATE	19 February 2020

REPORT TO: Education Committee

MEETING DATE: 17 March 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Roll Capping in East Lothian Secondary Schools – Session 2020/21

5

1 PURPOSE

1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for East Lothian secondary schools for Session 2020/21.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2020/21 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	220	210
Knox Academy	160	160	140	160
Musselburgh Grammar School	260	240	240	200
North Berwick High School	180	200	180	200
Preston Lodge High School	210	210	200	180
Ross High School	260	270	260	240

- 2.2 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; and
- 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 2020 – 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 2020/21 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	202	204	206	195	137	122	1066
Knox Academy	141	149	134	148	111	103	786
Musselburgh Grammar	255	231	229	186	174	130	1205
North Berwick High School	161	191	169	193	159	137	1010
Preston Lodge High School	198	194	176	159	150	89	966
Ross High School	256	252	248	222	176	105	1259

- 3.6 The total roll includes pupils who are expected to transfer to S1 in August 2020 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	Calum Murray
DESIGNATION	Business Support Officer, Education Business Unit
CONTACT INFO	Tel: 01620 827599 Email: cmurray2@eastlothian.gov.uk
DATE	19 February 2020

REPORT TO: Education Committee

MEETING DATE: 17 February 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: South East Improvement Collaborative Update

6

1 PURPOSE

- 1.1 To provide the Committee with an update on the work of the South East Improvement Collaborative (SEIC) including the SEIC Improvement Plan, last updated September 2019.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note:
- i. The priority areas for improvement being taken forward in partnership with members of the SEIC.
 - ii. The progress made towards improving professional collaboration and school empowerment across the SEIC.

3 BACKGROUND

- 3.1 East Lothian Council has continued to contribute towards the SEIC during this academic session. Education portfolio holders, Chief Executives, Heads of Education and Head Teachers continue to work together to develop and build on existing partnership arrangements to take forward the areas for improvement set out within the SEIC Plan. Members will be aware that the SEIC Oversight Group was established, including the five Conveners for Education from each partner Council ensuring political oversight of the partnership's work.
- 3.2 By working collaboratively, the partners within the SEIC, have agreed a shared vision: "working together, empowering all, improving outcomes". This renewed vision is underpinned by the priority actions set out within the SEIC Phase 2 Plan, updated September 2019.

- 3.3 The revised Plan has a focus on the key areas that have been identified from the analysis of Children’s Services plans, local authority education plans, school improvement plans, the data set related to the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.
- 3.4 Six workstreams have been identified and are well established and these are being supported by officers from East Lothian. The workstreams are:
- Mathematics and numeracy;
 - Equity;
 - Quality Improvement Approaches;
 - Data and Analysis;
 - Professional Learning / Leadership; and
 - Emotional wellbeing (led by children and young people from across the Collaborative).
- 3.5 A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on key areas of their work and many of these groups existed prior to the introduction of Regional Improvement Collaboratives. The Secondary Subject Networks have supported the appointment of subject leads in East Lothian. Sixteen staff now lead subject areas across the authority for both East Lothian collaboration afternoons and SEIC wide events, such as assessment and moderation training in May 2020. Networks established to encourage collaboration include:
- Additional Support Needs;
 - Early Learning and Childcare;
 - Community Learning and Development;
 - Educational Psychologists;
 - 1+2 Languages;
 - ICT/Digital Network;
 - Subject Networks (Secondary); and
 - Depute Head Teachers.

- 3.6 The SEIC Oversight Group was successful in its application to the Scottish Government for £1,122,935 to support the successful delivery of the Plan for the period up to August 2020. Funding is subject to the criteria specified by the Scottish Government. The SEIC Board have worked together to successfully use this funding to recruit to the posts required to support the delivery and impact of each of the workstreams and build capacity for improvement across our schools (Appendix 1 – Organogram of SEIC and Education Scotland Team). Education Scotland staff have now been appointed to support the delivery of the SEIC plan.
- 3.7 All workstreams are moving forward with their planned improvement priorities (Appendix 2 – SEIC Plan Sept 2019) with the first phase of improvement activity focused mainly on establishing strong networks at all levels of the education system to support the improvement activity. As stated within the SEIC Plan improvement workstreams will change over time as practitioners are more engaged in the planning process and as more data analysis and information becomes available. A review of data, including staff and pupil surveys, indicate a need to undertake a research and development project to inform strategies to improve outcomes for children and young people with additional support needs.
- 3.8 On 21 October 2019 (In-Service Day), the SEIC created a wide variety of collaborative professional learning opportunities across all five local authorities. East Lothian hosted a number of events including the Data and Analysis training and young people gathered in the Brunton Hall to begin the creation of a Wellbeing Charter.
- 3.9 East Lothian schools have engaged well with the work of the SEIC and benefited from a variety of collaborative professional learning activities. (See Appendix 4 – Engagement Data for East Lothian.)

Next Steps

- 3.10 The SEIC Board is required to submit an updated Plan to the Scottish Government in June 2020. The SEIC Plan can only be delivered subject to the funding provided by the Scottish Government and it is anticipated that the revised SEIC Plan will secure the requisite funding required to support the identified priority areas for improvement.
- 3.11 SEIC Learning Schools and Pedagogy Pioneers are the latest phases in the development of the SEIC Empowered System (Appendix 3 – SEIC Empowered System). These two initiatives have now been approved by the board to create planned and supported collaboration, encouraging effective self-improving schools within an empowered system. We are now in the process of working alongside the SEIC team and Education Scotland support team to identify two learning schools and up to five pedagogy pioneers in East Lothian. These schools and individuals will work across all five local authority areas to support improvement by practitioners for practitioners.

4 POLICY IMPLICATIONS

4.1 There are no policy implications associated with this report.

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial – the SEIC Phase 2 Plan sets out the funding request submitted to and approved by the Scottish Government to support the delivery of the Plan.

6.2 Personnel – various Education Service officers of the council will continue to support the SEIC either as members of the governance groups and workstream groups.

6.3 Other – none.

7 BACKGROUND PAPERS

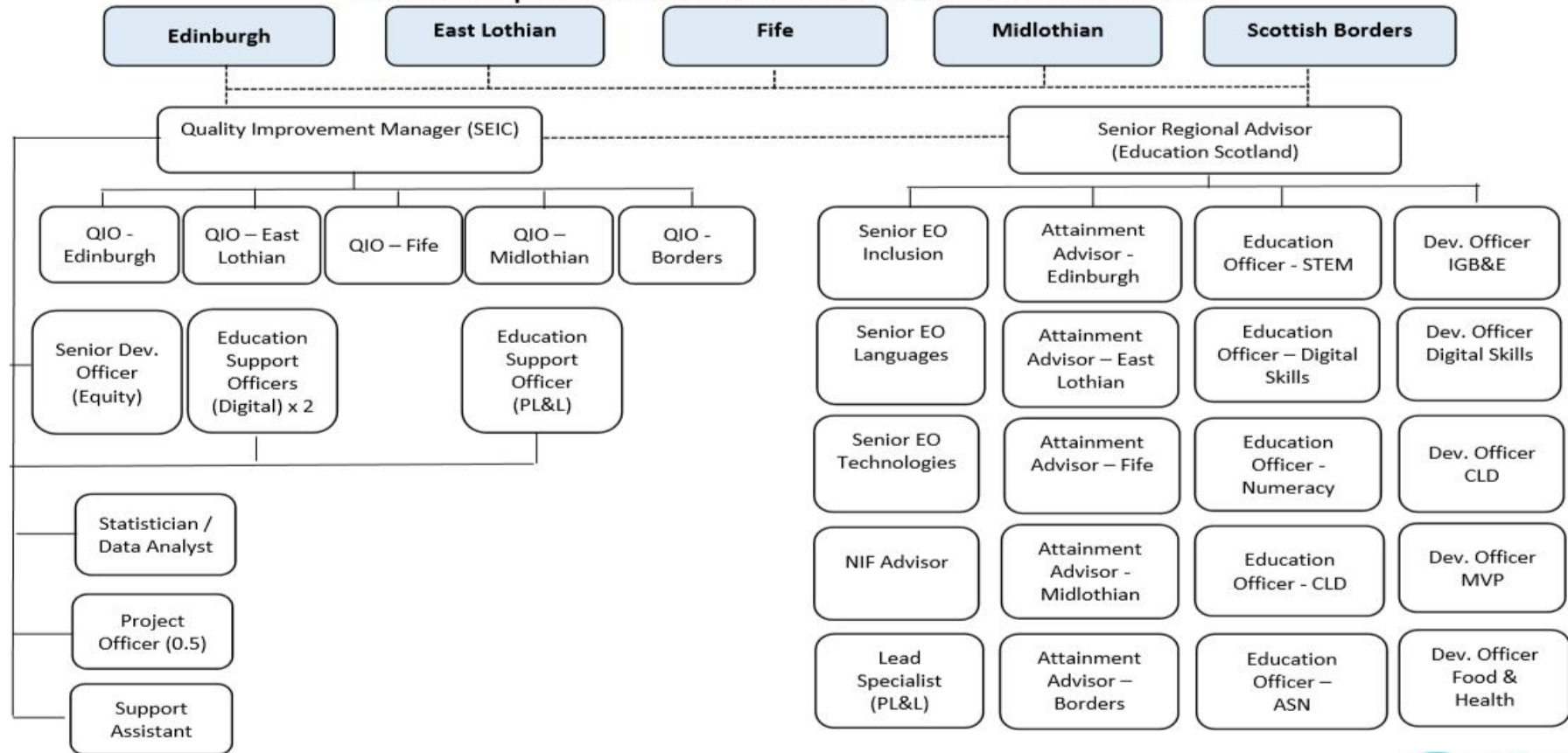
7.1 Education Governance – Next Steps Executive Summary June 2017
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7.2 Education Bill policy ambition: joint agreement June 2018
<https://beta.gov.scot/publications/education-bill-policy-ambition-joint-agreement/>

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DATE	17 February 2020



South East Improvement Collaborative Team and Education Scotland Team





SOUTH EAST IMPROVEMENT COLLABORATIVE REGIONAL IMPROVEMENT PLAN

SEPTEMBER 2019



Note

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.
- When using the term 'practitioner' we are referring to all staff working in schools and early learning and childcare settings.
- Getting it right for every child (GIRFEC) is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people by offering the right help at the right time from the right people.

Feedback/comments can be sent to each local authority using the following email addresses:

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**This draft South East Improvement Collaborative Plan has been noted
by the Oversight Group (Conveners and Chief Executives) on 30 August 2019
but is still subject to political approval in each of the constituent local authorities.**



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Rationale for Regional Collaboration

A report published in 2015 'Improving Schools in Scotland: An OECD Perspective' recognised Scotland's high regard for education, trust towards teachers' professional judgment and their widespread engagement with Curriculum for Excellence. The report noted that its implementation was varied and recognised a need to strengthen "middle" operating through networks and collaboratives among schools, and in and across local authorities. It highlighted the need to address the gaps between the high and low-performing authorities. A number of other key points were made in relation to improvement through collaboration.

A developing body of research is also now available to support the need for collaboration and how impactful it can be by producing system-wide change, ensuring greater consistency, creating a culture open to change and improvement, developing a strong sense of self-efficacy and collective responsibility to improve attainment for all.

In their report in June 2018, the International Council of Education Advisers recognised that "Scotland has a strong track-record of collaboration and consensus in implementing education policy" and that Regional Improvement Collaboratives (RICs) have a potentially significant role to play in further developing this tradition.

"We believe in reinforcing the 'middle' through fostering the mutual support and learning across local authorities, together with schools and networks of schools." (OECD 2015)

"The quality of teacher collaboration positively influences teacher performance and student achievement." (Ronfeldt et al, 2015)

"OECD Countries that have higher rates of and stronger support for professional collaboration get stronger results." (Fullan and Hargreaves 2016)

"The RICs are emerging as a new and potentially powerful infrastructure to build professional capacity and to instigate pedagogical change." (International Council of Education Advisers Report June 2018)

The South East Improvement Collaborative recognises that the accountability for improvement remains with each local authority and that the regional improvement collaborative exists to provide added value or additionality. By working collaboratively at establishment, local authority, Regional Improvement Collaborative and national level we believe that we can accelerate progress in our priority areas giving the best chance for us to achieve excellence and equity for all of our children.

Our Collaborative recognises that as the International Council of Education Advisers noted the "collaborative imperative should be the central focus of system improvement." Our goal as a collaborative is to develop a culture of learning from each other, looking outwards to partners and ensuring the conditions are right to generate whole system change. For this to be successful we must empower our teachers, practitioners and leaders to have the freedom to innovate and the confidence to share their learning. Our plan sets out the next stage in our journey together, towards achieving this goal.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. It will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

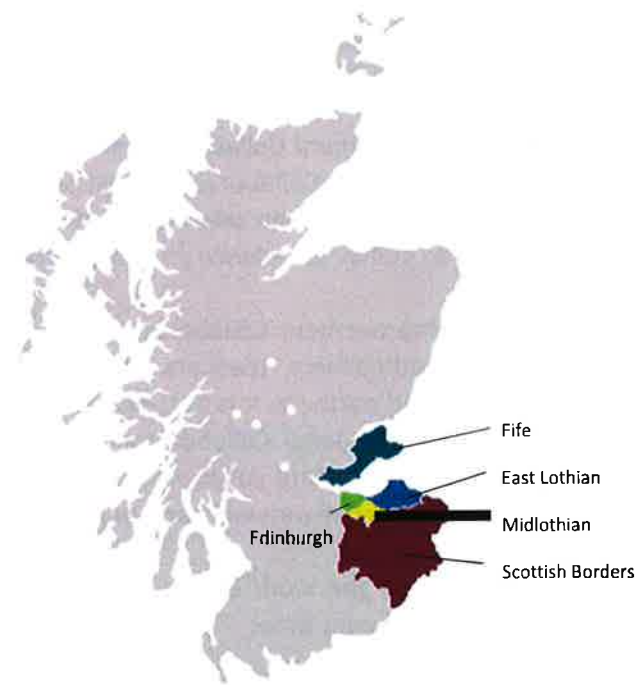
- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers

Context of South East Improvement Collaborative

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows. The region includes: Scotland’s second largest city (Edinburgh), three of the ten largest settlements in Scotland (Kirkcaldy, Dunfermline and Glenrothes), other large urban areas (particularly in Midlothian), small towns and large rural areas (particularly in East Lothian and Scottish Borders).



Local Authority	Rural areas <i>settlements of</i> <i><1,000 people</i>	Small towns etc <i>settlements of</i> <i>1,000-10,000</i>	Urban areas <i>settlements of</i> <i>>10,000 people</i>
East Lothian	11.0%	35.2%	53.7%
Edinburgh (Cityof)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	10.8%	14.3%	74.9%

Source:

- Scottish Governments Grant Aided Expenditure 2019-20

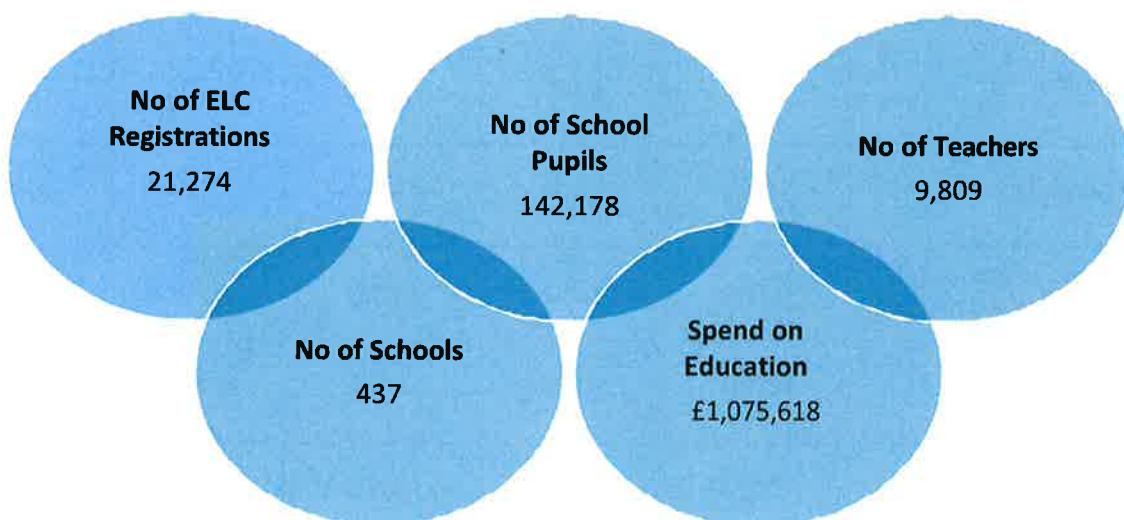
The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high unemployment.

There is a need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

Our Local Context

The collaborative region covers almost 3,000 square miles with a population in excess of 1.1 million people.

The region's school system is also large, as is shown in the infographic below.



The table on the following page provides an overview of some key statistics that are currently available, regarding geography, demography, social context and service provision for the South East Collaborative region. In addition to the challenges recognised by currently available social context data (e.g. SIMD and free school meal registrations) the region has significant populations: living in conditions of hidden social disadvantage – particularly rural poverty and facing multiple barriers to participation and learning. These are particularly challenging issues given the sheer scale of rurality in Scottish Borders (32.2%) and across significant areas of East Lothian, Fife and Midlothian.

A key goal of this plan is to develop improved ways of identifying, targeting and addressing these significant regional and national challenges. This will involve a collaborative approach to using digital skills, technology and other innovative approaches to reduce barriers arising from rurality, which SEIC recognises will be needed if all children, young people and families in the region are to benefit from the added-value provided by SEIC.

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	518,500	105,790	371,910	91,340	115,270
No of CYP aged 0-17	88,866	21,590	72,088	19,500	21,434
Area	102 square miles	262.2 square miles	512 square miles	137 square miles	1,827 square miles
% of Children Living in Poverty	13.1%	10.1%	17.9%	15.4%	11.9%
% of School Pupils Living in SIMD deciles 1 & 2	20.9%	4.2%	22.7%	11.1%	7.6%
% of Children meeting developmental milestones	71.6%	71.5%	71.1%	83.4%	73%
FMR P4-P7	13.9%	9.9%	20.5%	15.3%	12%
FMR Secondary	11.5%	7.5%	16.4%	13.1%	10.1%
Funded registrations for Early Learning & Childcare	8,583	1,852	6,888	2,118	1,833
No. of Pupils	50,607	14,468	49,660	12,854	14,589
No. of Schools	122	41	161	40	73
No. of Teachers	3,346	960	3,503	930	1,070
Spend on Education (£:000's)	£391,739	£100,911	£362,741	£97,979	£122,248

Sources:

- National Records of Scotland: Mid -2018 population estimates Scotland
- HMRC: Personal Tax Credits: Children living in low income family's local measures (snapshot as at 31 August 2016)
- Improvement Service: Local Government Benchmarking Framework (2017-18)
- Scottish Government: School Education Statistics
- Scottish Government: School Local Government Financial Statistics 2018- 2019- total spend across all sectors.

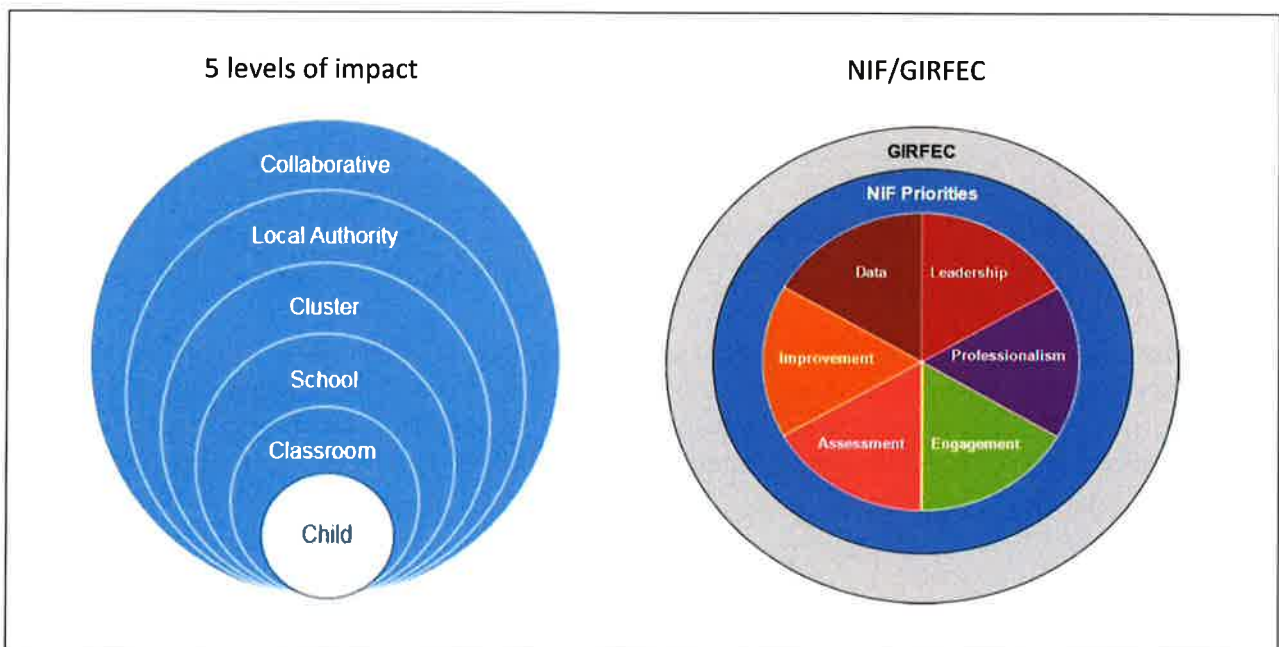
Vision for South East Improvement Collaborative (SEIC)

By working collaboratively, the partners within the South East Improvement Collaborative, have agreed a **shared vision**:

“working together, empowering all, improving outcomes”

As a South East Improvement Collaborative our work is based on the National Improvement Framework and GIRFEC, taking account of how we will improve outcomes and close the attainment gap by having impact at the 5 levels below.

Figure 1



The South East Improvement Collaborative is committed to getting to know each other’s contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and priorities going forward.

Our plan has a focus on the key areas that we have identified from our analysis of Children’s Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff, parents and children and young people are telling us.

The aims of the South East Improvement Collaborative are:

1. **Improving our attainment and achievement, including closing the attainment gap;**
2. **Improving quality in our schools and early years’ settings.**

Our Regional Improvement Plan

Local authorities play a key role in the support system for Scottish schools. They have the overarching legal responsibility for managing the local school system and for ensuring that schools improve. They are also lead partners within the statutory arrangements for community planning in Scotland, providing accountability and a strong alignment between:

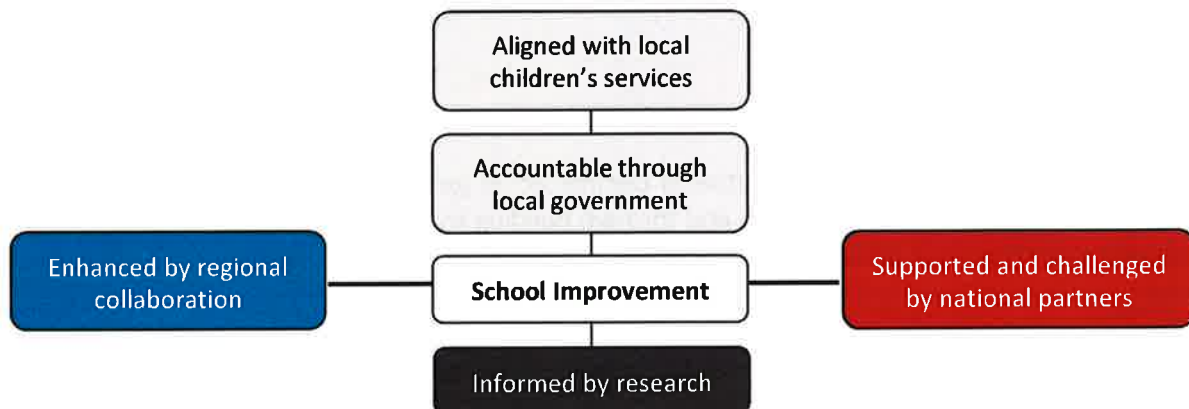
- School improvement planning in schools across the local authority area;
- Improvement planning under the National Improvement Framework at local authority area
- Strategic planning of children’s services;
- The development of Local Outcomes Improvement Plans (LOIPs) as part of the community planning process;

The national system supports improvement at each level of the local system, through arrangements for inspection and assessment to support self-evaluation and improvement.

Regional Improvement Collaboratives have a key role to play in supporting improvement between schools and local authorities in the collaborative region, strengthening the support for school improvement within the National Improvement Framework. This will directly benefit the local authority and local schools but will also help to strengthen the capacity of children’s services partnerships for improvement too.

Research underpins all parts of this system of support, from professional enquiry and practitioner research, through research activity within schools and local authorities, to academic research at national and international level. The knowledge and experience gained from this evidence base and its application in a classroom setting is shared via resources like the National Improvement Hub.

An overview of this support is given in detail in appendix 1 and summarised below.



The South East Improvement Collaborative has a key role to play within this system of support for school improvement, facilitating mutual support between schools and local authorities across the region, and enhancing the capacity within the region to support school improvement. By adding value through collaborative working it will: raise attainment and achievement; help to deliver excellence and equity; develop work related to GIRFEC and tackling attainment inequity; share expertise across the Collaborative to effect change; maintain local democratic accountability; contribute to the growth of the regional economy; and contribute to relevant Edinburgh City Deal outcomes

Current Strategic Priorities

During development of the initial Improvement Plan for SEIC in late 2017, an analysis was undertaken of the key strategic priorities in the strategic plans for education of the five local authorities in the collaborative. The plans analysed during this exercise were National Improvement Framework improvement plans for the school session 2017/18. This analysis was used to inform planning from 2017-2019. A further analysis of plans will take place to inform the 2020-2023 SEIC Plan.

Summary of analysis previously undertaken

The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

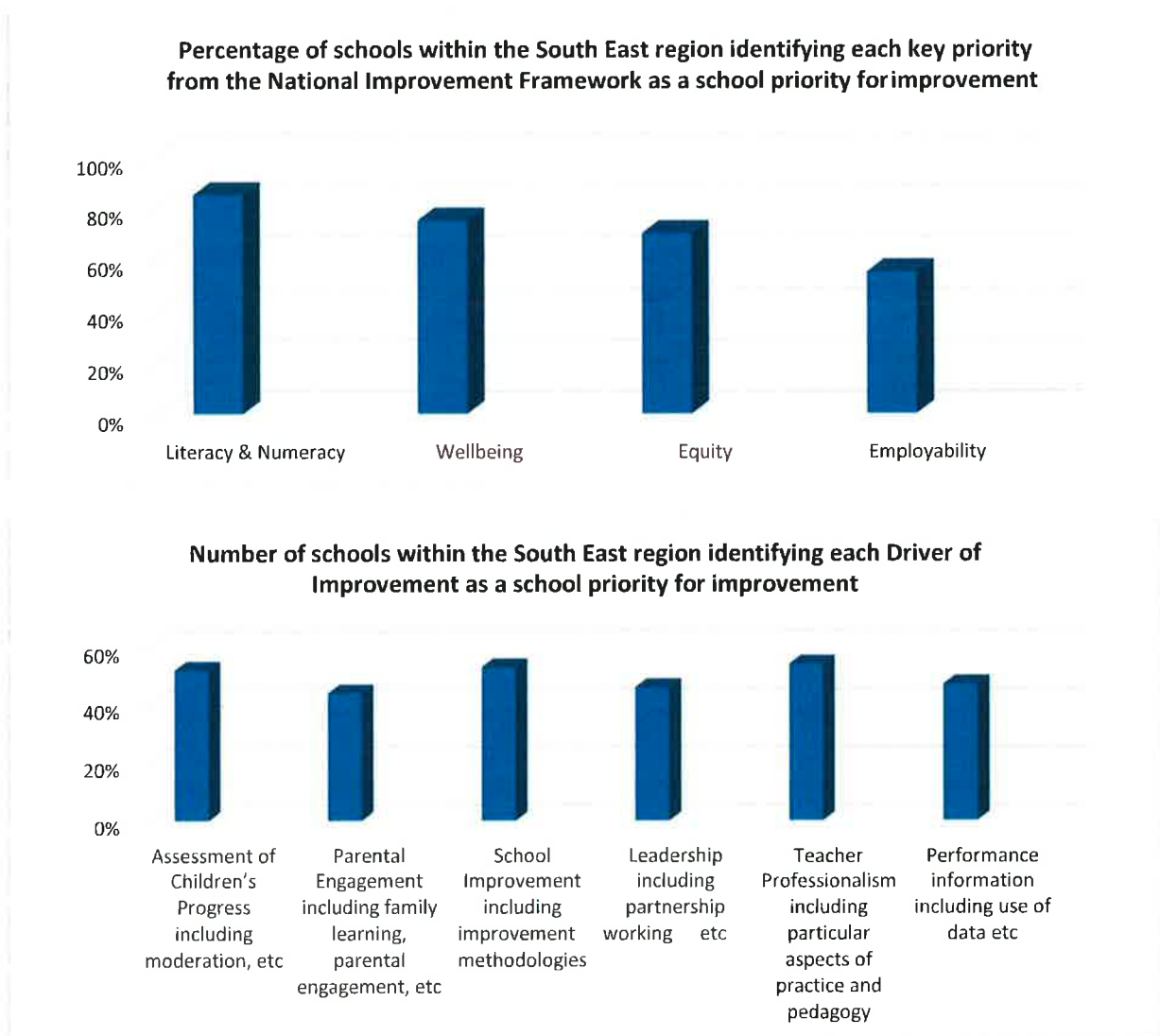
All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

School Priorities

As with the strategic priorities of the SEIC local authorities, no additional analysis has been possible to provide an updated view of school priorities. However, feedback gained during the development of this plan (including from engagement with headteachers) has corroborated the view gained from the initial analysis. The figures below summarise the key findings gained from the initial analysis of school priorities. Further analysis will take place for 2020-2023 SEIC Plan.



As may be noted from the figures above schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

The current workstreams of the Improvement Collaborative have been informed by the areas of highest demand identified through this exercise.

Current Performance

Analysis Undertaken

A key task in working together and empowering all, is understanding the current performance of the schools and local authorities within the South East region. In order to achieve this a review of current performance within the South East Improvement Collaborative was undertaken during the preparation of the initial Improvement Plan. To do this, we have developed two comprehensive scorecards which reflect the Scottish Governments score cards from the 2018 NIF plan. Both scorecards were formed by looking at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes were benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes). The analysis helped to identify areas of strength and areas for improvement, where data was available to support like-for-like comparisons across the region and nationally. It also helped to confirm areas where further work is required to improve the consistency of data, e.g. by improving the support for moderation of CfE levels across local authorities.

The analysis included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old and positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and wider attainment
- Achievement of CfE levels across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing
- Attendance, absence and exclusion

The measures that were reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular outcomes from school inspections

Since the initial analysis was undertaken updated data has become available for a number of measures, including: positive destinations from school. For other key measures – most notably SQA attainment for year groups – no additional/new data has been published since the initial SEIC improvement plan was published.

Analysis of the data has focused on key messages from trends in the data, particularly where SEIC performance differs consistently from the national pattern. The high-level messages below relate to these areas of performance.

Review of Current Outcomes – high level messages for the South East Region

School leavers

- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment

- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.
- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education

- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as **experimental statistics**. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years

- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance

- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Inspection outcomes

- General strengths identified across the Collaborative region include: the positive attitude of children and young people to learning and their contribution to school life; the professionalism and dedication of staff; teamwork and partnership working within and between schools and with parents and the wider community; the inclusive and nurturing approach seen within many schools.
- Areas for improvement identified across the Collaborative region include: improving the consistency of learning and teaching; improving the use of data for tracking and monitoring the progression of learning; improving the use of performance information to support improvement; strengthening self-evaluation.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during the next phase will focus on developing the capacity within the Collaborative to:

- Identify key cohorts within the region for which outcomes particularly need improved.
- Assure the quality of data available (particularly at school level).
- Develop an evidence-base to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.

Stakeholders' Views

The Views of Our Staff

During the development of the initial SEIC Improvement Plan, a staff survey was undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and received more than 1,300 responses across all sectors. The views obtained from the survey indicated that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

Further details about the survey – and its results – can be found in the initial SEIC Improvement Plan.

The feedback derived from the SEIC staff survey highlighted a range of issues that have also been identified through other channels of staff engagement within each local authority, which are part of their established planning processes. This includes a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities of each local authority.

The feedback gathered from staff through the staff survey and other sources of evidence informed the initial choice of workstreams within the Improvement Collaborative.

Feedback from Engagement Sessions with Headteachers and Officers

During the development of the current Improvement Plan a number of engagement sessions were undertaken with staff, to verify that the approach being taken by SEIC was focused on the right area for improvement and that the current workstreams were appropriate to schools' needs.

10 Secondary Headteachers, 12 Headteachers from nursery, primary and special schools and 8 Officers from across the five local authorities met to comment on and give their views on phase 2 of the plan. The feedback gained from these engagement sessions is summarised below.

Do you think that the five current workstreams provide an appropriate starting point for sharing practice and better supporting school improvement across the collaborative region?
Yes - 100%

Staff said ...

- These are areas that I would be expecting my own school and others across my cluster/authority to be focused on.
- They are current and relevant and will help to enhance what we are working on in schools.
- It will be good to continue to share learning and progress across the workstreams. It would be beneficial to deliberately link all workstreams to classroom practice.

Do you agree with the introduction of a workstream to address issues related to Emotional Wellbeing?
Yes - 100%

- This is an area that is of significant importance if we are serious about improving outcomes for learners.
- Absolutely, we need to ensure we include the pupil voice. This is something which needs to be addressed across the whole of Scotland.
- Totally – so many staff, young people, parents, leaders are asking for support and guidance with this.

What steps can we take to get closer to the classroom?

- Collaborative learning opportunities, professional learning partnerships across authorities, including ASL support services.
- Win the 'why' – clearly outline why it is important, the difference it will make to teachers ability to leave an impact. Also define what is 'distinct' about SEIC.
- Branding, communication, development plan sharing.

What impact would you expect to see as a result?

- Moderation through RIC will lead to revised attainment. Sharing practice always improves outcomes for children in my experience.
- Staff have a greater understanding of what SEIC is, what it is aiming to do and how it can make a difference in the classroom.
- A shared understanding of the role of the SEIC and how every teacher can contribute to or learn from work across the area.

Do you have any other suggestions for how SEIC can better support school improvement?

- Ensuring there is 2-way communication at all levels. Fantastic to hear Business Manager and PSA involvement on the group you mentioned.
- Main thing is to get message across and keep it straightforward. Start small to grow big!
- Professional learning events across authorities.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers.* Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People.* Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners.* Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

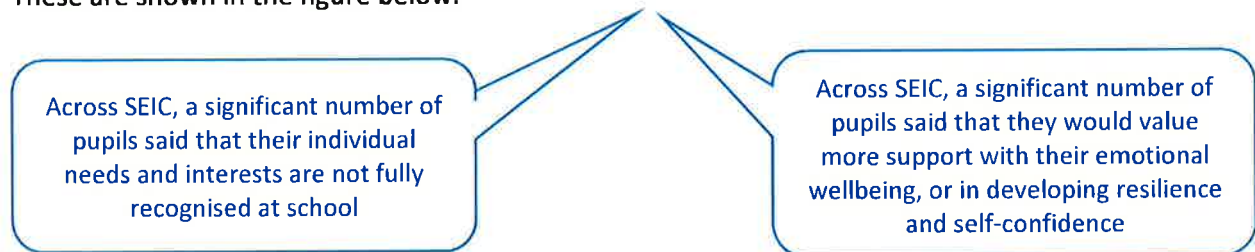
These sources of feedback have informed the development of the local strategic priorities in each local authority and informed the development of the initial SEIC Improvement Plan.

Evidence from local surveys of children and young people

During the development of the current SEIC Improvement Plan an analysis was made of the feedback received from school pupils across the SEIC collaborative region, as gathered by local authority pupil

surveys. Although the particular questions asked varied between local authorities, all of the surveys asked questions that covered the different aspects of wellbeing, and all of the surveys asked about key aspects of the pupil experience, including learning and teaching, pupil support, etc.

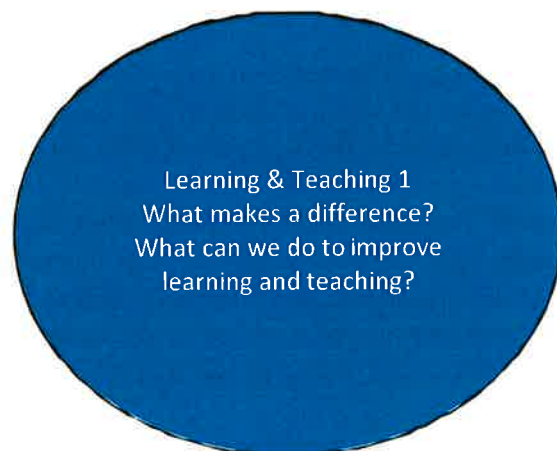
Generally, feedback was positive across many areas covered by the survey. However, there was some variation in the specific areas of strength suggested between local authorities. In addition, there were some areas where the surveys suggested a common area for improvement across the collaborative. These are shown in the figure below.



Feedback from Engagement Sessions with Children and Young People

The South East Improvement Collaborative held a pupil engagement event on 13 June 2018 which was attended by 20 young people. The event was facilitated by two Headteachers from the SEIC Board.

The feedback gathered from the engagement session is summarised below.



Young people said...

- When teachers show genuine interest it increases pupil enthusiasm.
- Understand different types of learning e.g. learning by reading, practical, listening.
- Buddy system for new S1 pupils carried out by S6 pupils.
- Build confidence of pupils in BGE as much as learning things from the curriculum.
- Teachers need to give more robust feedback.
- Study/non-contact periods encourage responsibility for learning.
- Encouragement – personal deadlines.
- Structured help is needed as well as improved communication.
- More control for children over their learning to make them enjoy it.
- Educate parents on the different pathways as well as the kids.

Health & Wellbeing
 What makes a difference?
 What can we do to improve
 health and wellbeing including
 emotional and mental health
 wellbeing?

- Reward improvement rather than simply attainment.
- Awards evening not just academic but also volunteering to include wider achievements.
- Frequent sessions with Guidance Teachers are vital.
- Mental Health support in all schools.
- Awards and praise not at the end of the year but throughout the year.
- More lessons surrounding finance and life skills are very important.
- Alternative pathways have to be the same quality as University.

Successes & Achievement
 What makes a difference?
 How can we develop and improve
 opportunities for pupils to develop
 skills, talents and interests in the
 classroom and beyond?
 How do we ensure pupils
 understand why skills are important
 now and for jobs in the future?

- Funds for pupils who cannot afford trips, uniform etc.
- Normalising issues: don't discriminate between pupils who are eligible or are struggling.
- Hall of Fame covering sports and beyond.
- Older pupils advising younger pupils.
- Enforce the idea that if you have a learning disability such as Dyslexia does not mean you can't be good at certain subjects.
- School puts a restriction on self-expression.
- Range of opportunities for everyone.

Evaluation and Further Stakeholder Views – July 2019

A number of pieces of evaluation and feedback have been undertaken to help us review our plan and refocus certain pieces of work. These have included:

- The National Regional Improvement Collaborative evaluation
- Staff survey from 2017
- Feedback from events held over 2018/19
- Feedback from stakeholder groups
- Evaluation of Phase 1 of SEIC (University of Edinburgh)

All of the above sources have been really helpful in us shaping the direction of travel for 2019/20.

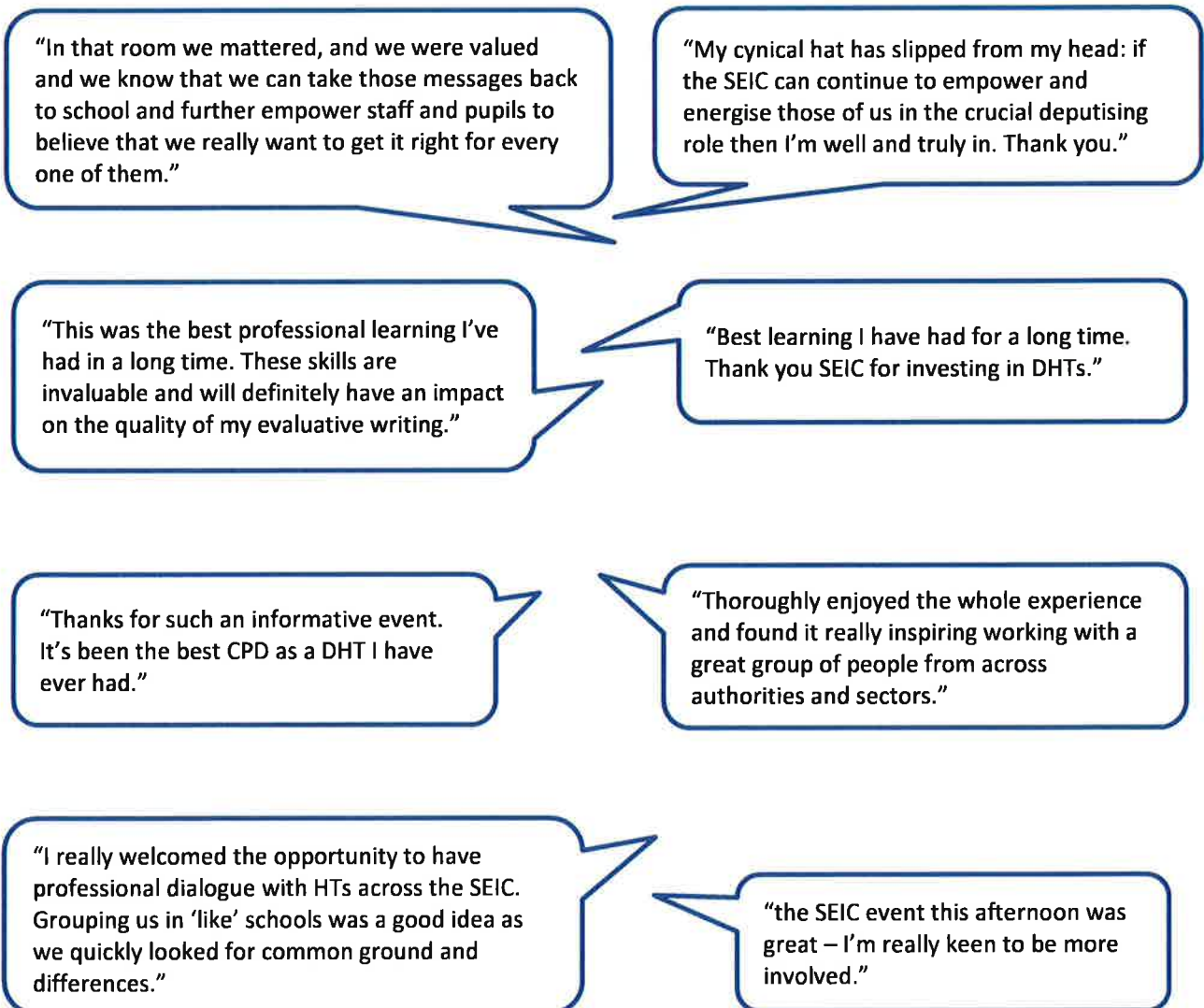
We know that we have successfully raised the profile of SEIC with those in leadership positions across all of our local authorities. We know that those who have attended our events have appreciated the quality of input and have felt that they want to be part of the SEIC collaborative culture. Benefits have been

identified by large numbers of staff feeling that professional development, sharing good practice and opening up collaborative possibilities has impacted on their learning.

We are also very aware that practitioners across our schools are yet to fully experience what SEIC can offer. Our focus for session 2019/20 will be specifically on classroom teachers and to that end we have a joint SEIC in-service day on 21 October 2019 where a number of events will run across our 5 local authorities that will be targeted at practitioners.

We will continue to debate and discuss what ‘meaningful and effective’ collaboration looks like and will develop a focused communication strategy to support our plan.

Those who have been involved in our events have commented positively on their experiences.



“In that room we mattered, and we were valued and we know that we can take those messages back to school and further empower staff and pupils to believe that we really want to get it right for every one of them.”

“My cynical hat has slipped from my head: if the SEIC can continue to empower and energise those of us in the crucial deputising role then I’m well and truly in. Thank you.”

“This was the best professional learning I’ve had in a long time. These skills are invaluable and will definitely have an impact on the quality of my evaluative writing.”

“Best learning I have had for a long time. Thank you SEIC for investing in DHTs.”

“Thanks for such an informative event. It’s been the best CPD as a DHT I have ever had.”

“Thoroughly enjoyed the whole experience and found it really inspiring working with a great group of people from across authorities and sectors.”

“I really welcomed the opportunity to have professional dialogue with HTs across the SEIC. Grouping us in ‘like’ schools was a good idea as we quickly looked for common ground and differences.”

“the SEIC event this afternoon was great – I’m really keen to be more involved.”

Quotes from Young People

“good being able to put forward ideas as a young person and that young people need to be heard.”

“great to share opinions with other young people that understand more than adults.”

“it is good knowing that mental health is getting more recognition.”

Recommendations from Evaluation undertaken by University of Edinburgh

Recommendation 1: The next stage for the SEIC has to be a clear focus on classroom teachers. This involves looking into removing barriers that currently prevent classroom teachers from engaging in collaborative events, networks and initiatives.

Recommendation 2: Consideration to be given to hosting some events outwith urban areas. While the argument can be made that it would be easier to hold the event in a location most people can get to easily, there is an equity message about the importance of inclusion of rural schools and communities.

Recommendation 3: Consideration should also be given to enhancing the SEIC’s website, communication strategy and online presence. Suggestions made include publishing monthly or quarterly e-circulars which could be sent to all practitioners circulating examples of practice or events. The SEIC should also consider better use of the website to establish communities of practice, providing online CPD through webinars and generally developing accessible routes for classroom teachers to engage with the SEIC.

Recommendation 4: Consideration to be given to extend the work of SEIC to include those who are not teachers but who play a key role in pupil learning, attainment and achievement. Some of these include groups such as school librarians, community learning staff, family learning and family support workers, career officers, additional support needs staff and so on.

Recommendation 5: To provide an organogram of SEIC on the website, including a synopsis of what partners, particularly non-authority partners bring to the table. To set out more clearly, the role of the SEIC officers and their links with local authority officers of similar job roles e.g. quality improvement officers.

Recommendation 6: To continue to debate and discuss what ‘meaningful and effective’ collaboration means and to draw up a charter of principles of what the SEIC’s understanding of collaboration means.

Recommendation 7: To consider the enablers and challenges identified in this report and to provide a route map on how to address each of these.

Our Planned Actions

The initial workstreams identified within the key theme of Improving Attainment and Achievement, including closing the attainment gap will continue. They are:

- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

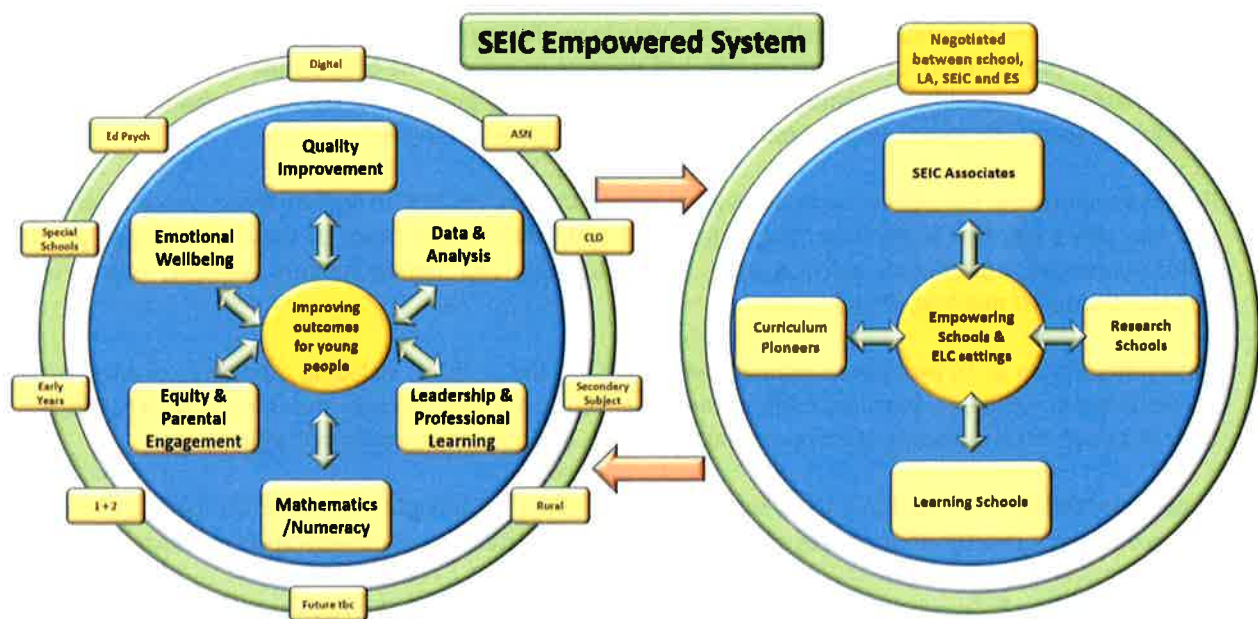
The other workstreams identified within the key theme of Quality Improvement in Schools and Early Years settings are:

- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

An additional workstream on Emotional Wellbeing was added in 2019.

Workstreams will change over time as practitioners are more engaged in the planning process as more data analysis and information becomes available. The current workstreams and networks are outlined in the following section.

SEIC Empowered System



Work has begun on developing a way of bringing together a number of groups whose improvement planning will help achieve the main aims of the SEIC as outlined on page 7. Such a system, that we have called the SEIC Empowered System, would allow schools, local authorities, Education Scotland and the SEIC to work collaboratively to improve outcomes for young people. The SEIC Empowered System would clarify the roles of each, identify common priorities, create plans for improvements built on well informed research and develop focused workstreams and networks strengthening middle leadership. The workstreams and networks priorities are all included in this plan. The other strands of the

empowered system will provide a structure to support schools and early years settings. Four specific strands include: SEIC Associates; Research schools; Learning schools and Curriculum Pioneers. They are as follows:

SEIC Associates

Rationale and criteria have been generated through the Quality Improvement workstream. SEIC Associates will work with schools and local authorities on school reviews and capacity building. SEIC Associates will remain in their substantive posts and work on specific projects. These will be highly skilled leaders in their field. They will receive high quality professional learning. Training of the first cohort of seventeen Headteachers took place over the summer. Applications were considered against strict criteria. This development will contribute to an empowered school-led system where schools will be at the heart of supporting other schools.

Research Schools

Rationale and criteria have been generated through the leadership and professional learning workstream. A research school will be recognised for a particular area of expertise. The school will display experience and evidence of using research in practice. It will have capacity to deliver a programme of activities for other schools. These schools will take forward a piece of practitioner enquiry within a tight focus or use the model for improvement to show evidence of impact where change has been implemented. There will be a commitment to share lessons learned with other schools with an evidence base to show impact.

Learning Schools

This development will be based strongly on peer support. A Learning School will be a school which has shown that it can potentially support others. Schools will apply for this status. A rigorous selection of Learning Schools and clarity that they had the capacity to support without detriment to their own standards will take place. There will be a clear process for capturing impact in the short and medium term. A prototype will be set up over session 2019-20 which will then be evaluated before being trialled more widely.

Curriculum Pioneers

As part of the SEIC Empowered System we will include an identification of those who are leading the way in the development of pedagogy. Such practice can be identified against National benchmarks. Work is being done on the practical ways in which we could identify and quality assure examples of 'best', 'interesting', 'emergent' practice which could then be shared.

The SEIC Empowered System will be underpinned by robust data, professional learning, self-evaluation and a commitment to supporting others.

Improving Attainment and Achievement, including closing the attainment gap

The following pages set out an overview of the work planned within each workstream over the coming year and beyond. Each section contains an outline of progress to date. A further impact evaluation for each workstream and network will be carried out in session 2019-20.

Workstream Overview: Maths and Numeracy	
<p>Progress to date: Professional learning sessions have been offered across the 5 local authorities in Developing the Understanding of Conceptual numeracy; the importance of Reasoning and Numeracy Academies. Moderation has been a focus for engagement with a network of class teachers based around the moderation cycle. Successful progression pathways in the Senior Phase have been explored with guidance from SQA. Work has taken place in collaboration with attainment advisors to identify gaps in attainment in numeracy and mathematics and support has been created to use improvement methodology to examine success and share intervention strategies. Professional learning materials suitable for 3-18 have been provided for each SEIC school.</p>	
Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development. Outcome Measures: Improved confidence and greater consistency in the learning and teaching approaches for numeracy and mathematics. Improved outcomes in numeracy and mathematics.</p> <p>Evidence base: Identified school performance measures Local authority and SEIC quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations.</p>	<p>We will share professional learning opportunities and professional learning materials on the National Numeracy & Mathematics Hub. Provide places for SEIC staff on professional learning opportunities. Develop shared professional learning opportunities based on needs identified through LA self-evaluation processes.</p> <p>Short-term Measure of Progress. Increased professional learning opportunities and opportunities to share practice across the five local authorities. More staff trained in conceptual number approaches. An increase in shared approaches to pedagogy based on research and practice including: interleaving, and assessment and moderation. CPA (Concrete, Pictorial, Abstract) approaches in secondary schools</p> <hr/> <p>We will share each Local Authority progression framework and continue to engage with pedagogical research. Short-term Measure of Progress. The continued review and development of progression frameworks and approaches to professional learning within individual local authorities based on shared practice and sound research.</p>
<p>Priority 2 Improve confidence and expertise in assessment and moderation of numeracy and mathematics to develop a shared understanding of standards across all 5 LAs and ensure learners make appropriate progression in relation to the national benchmarks.</p> <p>Outcome Measures: Improved confidence in professional judgements of pupil progress.</p>	<p>We will provide opportunities for cross-authority assessment and moderation professional learning events with a focus on the BGE and transition from Primary to Secondary.</p> <p>Short-term Measure of Progress. Shared approaches to assessment and moderation using the moderation cycle. Increased confidence in the quality and range of moderation evidence for numeracy and mathematics. A plan in place for moderation activities for session 2019-20 (Feb 2019).</p>

<p>Improved attainment in numeracy and mathematics.</p> <p>Evidence base: Identified school performance measures Local authority quality improvement processes e.g. school reviews, standards and quality reports, staff evaluations, school and local authority attainment data.</p>	<p>Increased moderation opportunities and opportunities to share practice across the five local authorities (June 2020).</p>
<p>Priority 3 To improve attainment in numeracy for school leavers</p> <p>Outcome Measures: Improved packages for achievement ensuring meaningful qualifications for all Improved pathways for learners through the senior phase Target% of school leavers to achieve minimum of SCQF level 4 Numeracy Improved outcomes for targeted cohorts Improved access to high quality learning and teaching</p> <p>Evidence base: SQA attainment data Local authority quality improvement processes e.g. school reviews, standards and quality reports. Learner pathways and presentations in the senior phase</p>	<p>We will establish networks to: share interesting practice in improving attainment in numeracy and mathematics for school leavers learn from departments with a track record of raising attainment and closing the attainment gap in mathematics support the effective delivery of the following courses/units: Personal Finance (SCQF Levels 4&5) Applications of Mathematics (SCQF Levels 4&5) Higher Statistics Unit (SCQF Level 6) Nat 3 applications Nat 5 numeracy</p> <p>Short-term Measure of Progress. Network in place by Oct 2019. Improved planning and resources in place for courses 2020/2021 (Apr 2020).</p> <p>We will establish an e-school digital solution to provide improved flexibility and access to teaching and learning of mathematics in the BGE and senior phase, particularly for courses where there are smaller numbers. Through this development, we will enhance the learning and teaching of mathematics through the use of technology.</p> <p>Short-term Measure of Progress. Small pilot of new ways of working leading to increased attainment.</p>
<p>Priority 4 To share and develop targeted strategies to support schools to address the poverty related attainment gap.</p> <p>Outcome Measures: Improved outcomes for targeted cohorts</p> <p>Evidence base: Local authority attainment data Test of change data</p>	<p>Work with schools who have identified addressing this gap in numeracy/mathematics as a school priority in order to: Identify and share effective strategies Develop shared improvement methodologies Develop tests of change Develop cross-authority improvement networks Share practice widely across all five authorities.</p> <p>Short-term Measure of Progress. Tests of change established (June 2019). Follow-up session (Oct 2019). Reporting outcomes (Mar 2020). Sharing practice roadshows (May 2020).</p> <p>Second cohort of schools identified February 2020. Tests of change established (Apr 2020). Follow-up session (Oct 2020). Reporting outcomes (Mar 2021). Sharing practice roadshows (May 2021).</p>

Workstream Overview: Equity: Improve the outcomes for children living in poverty: Parental Involvement & Engagement

Progress to date: 290 Practitioners from schools across SEIC have engaged in workshops and the sharing of emerging practice around pedagogy and partnerships, early level pedagogy, collaborative professional enquiry, closing the gap with numeracy, improving learning and engagement, using data and whole school approaches to pedagogy. A post has now been established to help progress this work.

Priorities are focused around four key areas:
 Career - Long Professional Development - Developing and Delivering on Parental Engagement & Equity Leadership Course
 Probationer Teacher Training – Developing & Delivering on Equity and Parental Engagement
 Research & Development – access to, and communication of, key research documents and policy developed in an accessible way to support schools to become a research led profession and to increase awareness of role and offer from SEIC.
 Facilitating effective school - school and cross-authority support through collaboration events and networks.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1: To provide clear strategic guidance and support to schools on parental involvement and engagement, in line with National frameworks and improvement advice.</p> <p>Outcome Measure: By December 2019, 100% of local authorities and clusters within the SEIC will have offered a leadership opportunity by identifying an officer, teacher or professional with responsibility for promoting parental, family and community engagement in-line with the Learning Together National Action Plan.</p> <p>The skills associated with parental involvement, parental engagement and family learning amongst practitioners will have increased. 15% of school based Parental Engagement leads within the SEIC will have attended Professional Learning to support implementing a school-based parental engagement strategy.¹ These schools will show a 5% increase in engagement in 1 of Epstein’s 6 types of Parental Engagement, or an alternative appropriate base-line measure and will have implemented a parental engagement strategy in their school. ²</p> <p>HGIOS 4 Quality Indicator: 2.5 Family Learning; 2.7 Partnership working, 1.3 Leadership of Change, 3.2 Equity for all learners</p>	<p>In-line with statutory guidance, raise awareness of the need for an identified person within schools to promote parental, family and community engagement (Dec 2019)³</p> <p>Short-term Measure of Progress Identified person will receive, complete and return an evaluation audit, which will be collated and analysed by the SEIC to inform future support and create individual and cross authority outcome measures (Dec 2019).</p> <p>In-line with Goal A of Learning Together: National Action Plan, develop networks of schools & parental engagement leads in Local Authorities and provide CLPL to: Engage with the evidence base Identify and share effective strategies Develop shared improvement methodologies Introduce tests of change Evaluate long and short-term impact of change Share practice widely across all five authorities Aggregate data across Local Authorities to formalise cross-authority improvement networks to support school self-evaluation and improvement.</p> <p>Work with Professional Learning Workstream, Quality Improvement Workstream, Attainment Advisors and other bodies within Local Authorities to triangulate support and provide access to appropriate CLPL in order to embed strategies to support parental engagement, Inc. raise awareness of the Scottish Government national online</p>

¹ No current baseline on % of schools that run CLPL on Parental Engagement in Scotland (England is 10% based on 2017 Teachers Survey). Schools will establish their own baseline through evaluation activities.

² Work with comms team to assess viability of establishing electronic self-evaluation tool that schools can use to track their journey/progress and allow SEIC to identify pockets of excellent practice and areas of development. In long-term this will allow the SEIC to aggregate information from across the 5 authorities to inform future support on effective practice and provide school-school support networks.

	<p>professional learning modules for practitioners.</p> <p>In-line with Goal J of Learning Together: National Action Plan, provide a tailored Parental Engagement professional learning program for probationer teachers.</p> <p>Short-term Measure of Progress Probationer training developed & delivered to probationers within the SEIC (Jan 2020). 60% of Local Authorities within the SEIC will include as part of their probationer training offer. Probationer knowledge of the importance of, and how to increase parental engagement, improves.</p> <p>Parental Engagement CLPL developed & delivered in collaborative events focusing around key themes of the Learning Together Framework. The skills associated with parental involvement, parental engagement and family learning amongst practitioners will have increased and identified leads say they feel confident in implementing strategy (Dec 2019).</p> <p>A framework for sharing good practice across the authority will have been developed to support identified PE leads to drive & measure change in their own setting and widen impact of CLPL.</p>
<p>Priority 2: To increase awareness of the national & local context about Equity to improve understanding of improvement methodology & effective practice to mitigate the effects of poverty.</p> <p>Outcome Measure⁴: Practitioner engagement with, and knowledge of, SEIC communication will have increased by 10% from July 2019-July 2020. Measured through SEIC survey⁵. Practitioner knowledge of research relating to, and strategies to improve, Equity and Parental Engagement increases.</p> <p>10% of practitioners within the SEIC will have been reached by the communication. 5% of schools will show high-level engagement with communication.</p> <p>HGIOS 4 –Quality Indicator: 1.2 Leadership of Learning, 2.5 Family Learning, 2.7 Partnerships 3.2 Raising attainment and achievement</p>	<p>Embed a digital presence to communicate national priorities and bridge the gap between policy and practice. Use the digital platform to share good practice within SEIC relating to matters of equity.</p> <p>Establish SEIC as a Research ‘go to base’ to increase awareness and access to evidence- based approaches to closing the attainment gap, including parental engagement, to schools and practitioners through creation of an Education Research Bulletin. The SEIC will communicate quarterly the research that identifies the most effective interventions and strategies that support parental engagement and student learning to mitigate the effects of poverty (sketch notes/animations).</p> <p>Develop visual communication to highlight the impact of unconscious poverty bias in education. A training tool to prompt reflection and professional dialogue with the aim of reducing UB and improving outcomes.</p> <p>Use Google Analytics to assess impact of communication and inform direction based on this.</p> <p>Support communication networks between clusters and local authorities.</p> <p>To work with the Leadership & Professional Learning workstream to ensure that all staff, including support staff,</p>

⁴ Work with Comms team within SEIC or out with to assess best way to measure impact of communication strategy/high-level engagement.

⁵ Outcome set depending on SEIC survey 2019 baseline.

	<p>access regular, appropriate training, professional reading & established professional development programs.</p> <p>Short-term Measure of Progress</p> <p>Practitioner knowledge of research relating to, and strategies to improve, Equity and Parental Engagement increase. All local authorities will have included SEIC communication in their authority communication.</p> <p>Web analytics will allow workstream to further measure impact of this.</p>
	<p>We will support schools to ensure that more parents have access to support and advice to help them engage in their children’s learning. We will encourage schools to actively listen and adapt to the needs of parents and be aware of the impact of the home environment.</p> <p>Short-term Measure of Progress. Analysis of the ‘Learning Together’ audit indicating awareness of and action to address this theme.</p>

Quality Improvement in Schools and Early Years settings

Workstream Overview: Leadership and Professional Learning

Progress to date: Through an audit of leadership opportunities professional learning gaps across SEIC were identified. Collaborative working with Education Scotland and the University of Edinburgh Teacher Education Partnership has been established. Joint work has begun on a SEIC specific Excellence in Depute Headship programme. All authorities are delivering a shared Leadership Matters course to middle leaders. The range of professional learning is encompassed in the SEIC Leadership Opportunities directory, highlighting opportunities from Early Years through to Systems Leadership. Senior Leaders have taken part in cross authority school reviews as a means of professional learning.

Our Strategic Priorities

Priority 1

To empower practitioners to develop aspects of leadership, through the use of the SEIC Leadership Pathway, which underpins the PRD process and supports reviewers and reviewees in career conversations.

To ensure all 10,000 practitioners know of the purpose, progress and impact of Leadership and Professional Learning Work stream

Outcome measure

Every practitioner across the SEIC has a copy of Leadership Pathway used to inform PRD & Career conversations

Every practitioner across SEIC receives Quarterly Bulletin which raises awareness, informs on progress and increases reach of L&PL Work stream

Our Workstream Actions to Help Achieve These

Each practitioner to receive a copy of the Leadership Pathway

- Quarterly Leadership and Professional Learning Bulletin (stats on attendance numbers and patterns)
- Provision and communication of guidance to all reviewers using pathway
- Baseline Survey to evaluate use of pathway
- Session 19/20 Participatory Survey comparisons with Baseline 18/19 participatory Survey
- Each Authority work stream representative to complete a needs analysis from CLPL needs arising from PRD, SIFs and SIPs, in order to ensure the work stream remains responsive to practitioner needs

Short-term Measure of Progress. By In-service Day on 21 October practitioners aware of Leadership Opportunities

First Learning Bulletin issued by end October 2019

Guidance regarding Opportunities issued

Baseline survey completed by end January 2020

Completed participatory survey completed by April 2020

By November 2019 CLPL needs analysis completed

<p>Each Authority workstream representative has undertaken and collated a CLPL needs analysis</p>	
<p>Priority 2 To ensure practitioners' learning needs are met across the SEIC and address the NIF priorities of Teacher Professionalism and School Leadership: increase the number and quality of leadership opportunities for practitioners.</p> <p>Outcome measures Compare NIF Baseline information of number of opportunities available 18/19 with 19/20.</p> <p>SEIC CLPL evaluations will confirm that participants needs have been met.</p>	<p>We will collate NIF Leadership and Professional Learning data baseline (each LA to collate and provide to Workstream Lead)</p> <ul style="list-style-type: none"> -Identify areas where participation could be increased -Identify areas where quality could be improved -Identify gaps in current provision - Establish electronic means of gathering professional learning needs identified during the PRD process. -Provision of additional practitioner professional learning opportunities -Consistent evaluation of SEIC CLPL <p>Short term measure of progress Collation, evaluation and analysis of complete baseline by May 2020 work stream meeting Electronic format agreed by January 2020 workstream meeting DHT programme residential 25–26 October 2019 Ongoing – through events/PRD/PL</p>
<p>Priority 3 To streamline and avoid duplication across the SEIC, formally link with each work stream and network to establish professional learning needs and requirements of the Leadership and Professional Learning Work stream</p> <p>Outcome measures Link with every network and work stream has been established and agreement reached on provision of related professional learning.</p> <p>Priority 3 <i>Link with Quality Improvement Workstream to achieve the following:</i></p> <p>Increase the number of quality applicants for leadership posts across the collaborative.</p> <p>Build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</p>	<p>We will link with every network and work stream has been established and agreement reached on provision of related professional learning.</p> <p>Short term measure of progress Creation of a Directory by end November 2019 In-service day 21 October 2019</p>

<p>Priority 4 To ensure that outcomes for learners in Schools and Early Years’ settings are improved through the development, showcasing and sharing of high quality research-based practice</p> <p>Outcome Measure Concept of Research School embedded within CLPL approaches across SEIC High Quality learning and teaching approaches identified and shared Increase in attainment and achievement in identified curricular areas</p>	<p>We will establish the rationale for a ‘Research School’ Establish criteria for ‘Research School’ status Create a directory of SEIC ‘Research Schools’</p> <p>Short term measure of progress Mid-September 2019 Research Paper to SEIC Board End Sept 2019 Application Forms circulated Beg–Mid October 2019 Research schools identified (directory creation) October 2019 Research Training commences April/May 2020 - Reports of Impact, research Shared and disseminated</p>
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Workstream Overview: Quality Improvement

Progress to date: Work has been undertaken around BGE transitions, Developing Collaborative Leadership, Evaluative Writing, Leading Quality Improvement and Wellbeing, Inclusion and Equality. Views have been sought from headteachers of Primary, Secondary and Special schools as well as Early Years settings on future priorities. The development of a SEIC Empowered System has been progressed to include SEIC Associates, Research schools, leaning schools and Curriculum Pioneers sitting alongside the work of the existing and developing identified workstreams and networks. Self-directed professional learning peer support groups have been established as a pilot arising from the Developing Collaborative Leadership programme.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 To facilitate and encourage effective collaboration in the BGE across the SEIC. This will enable practitioners to reflect on current practice in order to inform better learner experiences, leading to improvements in outcomes for all.</p> <p>Outcome Measures Through both visits to other establishments and use of a digital platform, practitioners become more confident in knowing how to develop and improve their practice. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 2.3 and 3.2 for schools.</p>	<p>We will establish a digital platform to share examples of practice within the BGE. This will result in classroom practitioners contacting and networking with other classroom practitioners and a possible event to share good practice.</p> <p>Short-term Measure of Progress Digital platform established by January 2019, used by practitioners and deemed to be useful and effective.</p> <p>Short-term Measure of Progress By April 2019, we will have established a professional sharing exercise which will be positively evaluated by participants.</p>
<p>Priority 2 To involve young people in helping secure improvement in aspects of the BGE through their involvement in teams to help identify high quality practice within the SEIC.</p> <p>Outcome Measures.</p>	<p>We will develop an agreed, high quality training programme to support young people in identifying high quality practice (essentially, what they would view as very good experiences for children). By April 2019, the initial phase of the training programme will be undertaken and evaluated by staff and the young people themselves. The young people report that they are well-prepared to undertake these activities.</p>

<p>Feedback to indicate both use of young people in these activities and the impact of their observations and engagement. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1 and 2.3 for schools.</p>	<p>Our Short-term Actions We will ensure that identified schools in all five authorities establish a team of children to undertake this work and a member of staff to oversee it. They will work to themes identified by the QI Workstream Group.</p> <p>Short-term Measure of Progress Planning and groundwork for this preparatory phase undertaken by December 2018.</p>
<p>Priority 3 To build leadership capacity in middle leaders across the SEIC by establishing planned opportunities for sharing, moderating and improving practice.</p>	<p>Our Short-term Actions We will establish a leadership steering group with representatives from each of the SEIC local authorities. The group will devise a project plan with clear aims, actions, timelines and success measures. This will be finalised and agreed by the SEIC QI Workstream Group.</p>
<p>Outcome Measures As a result of support and challenge through the SEIC, practitioners report that they are more empowered to make changes to help develop and improve their practice, resulting in better outcomes for learners. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.2, 1.3 and 3.2 for schools.</p>	<p>Short-term Measure of Progress By November 2018, the rationale and groundwork for this development will have been agreed and communicated more widely. By January 2019, middle leaders from across the five authorities will engage with colleagues on an agreed basis and in areas which they themselves identify as priority in terms of their professional development. Feedback from participants will be positive.</p>
<p>Priority 4 To build capacity for self-evaluation and relevant evaluative skills in an identified group of practitioners.</p> <p>Outcome Measures As a result of the work to be undertaken, colleagues will develop skills and confidence in this important aspect of leadership and evaluation. This will contribute to sustained improvement in outcome measures for all of the National Improvement Framework key priorities and for QIs 1.1, 1.2 and 1.3 for schools.</p>	<p>Our Short-term Actions We will develop activities designed to build capacity for evaluation across the five SEIC Authorities. We will also look to develop skills in evaluative writing. Approaches to improvement planning are another area where we will target our development and resource. We will agree on target audiences for these developments.</p> <p>Short-term Measure of Progress At this stage, and in the short term, we will want to be assured that we have identified areas that are obviously beneficial to colleagues across the SEIC. Measures of success will include that we have identified appropriate areas of development and that the initial response from both colleagues, and the Workstream Core Group, is positive.</p>

Workstream Overview: Data and Analysis

Progress to date: Work has been undertaken to bring together views of headteachers regarding data which will support progression. Priorities have been identified regarding what data schools require to support improvement particularly around Insight and the BGE toolkit. Information has been collated to enable a collective approach to using data to support moderation of teacher judgement. Evidence has been brought together about the key challenges facing the South East such as rural poverty and barriers to participation in learning. A key strategic evidence pack supports this plan.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 Improving the evidence base for strategic decision making by SEIC.</p> <p>Outcome Measures Effective identification of areas for improvement by SEIC leaders, contributing to sustained improvements in outcome measures for all National Improvement Framework key priorities and for QIs 3.1, 3.2 and 3.3 for SEIC schools.</p>	<p>We will further develop the Performance Pack used by SEIC Leadership groups, including feedback/survey evidence from key stakeholders (e.g. pupils, staff) and information on the relative performance of key cohorts.</p> <p>Short-term Measure of Progress. A more comprehensive performance pack is available taking into account the views and needs of schools.</p>
<p>Priority 2 Improving the use of available information (e.g. BGE Toolkit, Insight) to support school improvement</p>	<p>We will share training opportunities and materials, to ensure that schools have access to a wider range of support in the use of data and performance information.</p> <p>Short-term Measure of Progress. During 2019-20, information and materials will be shared between SEIC authorities and opportunities for joint training and materials will be scoped.</p>
<p>Outcome Measures Feedback showing improved staff confidence and understanding, contributing to sustained improvements in QI 1.1 for SEIC schools. CfE declarations data show a greater consistency across the SEIC region.</p>	<p>We will develop a joint approach to the quality assurance of CfE declarations to better support the moderation of teacher judgement across SEIC schools</p> <p>Short-term Measure of Progress. CFE declarations in June 2020 show a greater degree of consistency across SEIC schools, between SEIC authorities, and relative to national declarations.</p>
<p>Priority 3 Improving school level data and performance information to better support school improvement</p> <p>Outcome Measures Improved performance at course/subject level in High Schools, contributing to</p>	<p>We will undertake a collaborative project, across the SEIC region, to develop improved subject/course level information in the senior phase of CfE.</p> <p>Short-term Measure of Progress. By June 2020, proof of concept measures will be available for numeracy/maths. By June 2020, pilot measures will be available for all major subject areas and courses.</p>

sustained improvements in Q1.1 and 3.2. Evidence of more effective collaborative working between schools across the SEIC region, contributing to a sustained improvement in QIs 1.2 and 3.2.

We will develop improved “like-for-like” benchmarking information to support more effective collaborative working between schools across the SEIC region. This will include improved measures to identify, and monitor outcomes for, hidden and hard-to-reach social disadvantage (e.g. rural poverty, rurality and those facing multiple barriers to participation and learning)

Short-term Measure of Progress. By June 2019, pilot benchmark information will be available to inform collaborative working across SEIC schools.

Workstream Overview: Emotional Wellbeing

Progress to date: A baseline assessment has been collated from a Young People’s conference and a pupil voice questionnaire. Learner views, initially from senior pupils, are being collated from schools across the SEIC. This workstream is being led by young people. The views of Young Carers and care experienced young people have been sought through joint initiatives with Young Scot. Engagement has been sought from each authority to identify a practitioner at strategic level with an overview on emotional wellbeing to work with young people on what we can do to support young people’s wellbeing.

Our Strategic Priorities	Our Workstream Actions to Help Achieve These
<p>Priority 1 To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools</p> <p>Outcome Measures Young people will engage in a variety of universal and bespoke activities that will lead to the gaining of the SEIC Wellbeing Charter</p>	<p>We will create opportunities to capture the voice of young people and to work with them to develop priorities for development in the area of emotional wellbeing.</p> <p>This workstream will be developed and led by a group of our young people to add value to the work already underway. This workstream will focus on achievable short-term outcomes.</p> <p>Short-term Measure of Progress. All secondary schools are invited to send 2 pupils to the SEIC in-service day on 21 October to engage in a series of workshops that will support their leadership in schools.</p> <p>The young people emotional wellbeing workstream group will be set up and they will work alongside a group of adults to create the criteria for the charter status.</p> <p>This will be a process whereby the existing programmes and opportunities already in place for each authority will be included in achieving the charter status alongside some new criteria (to be agreed).</p>

Networks within SEIC

A number of key networks have been established within the SEIC. These networks have mostly been generated through staff wishing to collaborate on a given theme. The SEIC board are supportive of this approach and feel it gives permission for collaboration where it feels right. We would continue to encourage Networks to be established where appropriate.

Networks established to encourage collaboration		
Additional Support Needs	To work together to provide support and guidance that helps to ensure equality with a particular focus on identifying good inclusive practice.	Leads on ASN in each LA
Early Learning and Childcare	To work collaboratively where appropriate in order to ensure quality provision for ELC 1140 hours for 2020.	Leads on ELC in each LA
Community Learning and Development	This network has existed for some time but with a different membership. They have a focus on training staff with the delivery of the new CLD standards. Fife will now join the SEIC CLD group. CLD representatives from the 5 local authorities are now linked with SEIC workstreams.	CLD rep from each LA
Educational Psychologists	To collaborate on areas of work relating to additional support needs, inclusion, research and professional development.	Principal Educational Psychologist from each LA
1 + 2 Languages	To collaborate on sharing and developing resources and practice across SEIC.	Leads on 1 + 2 in each LA
ICT / Digital Network	To collaborate on ensuring systems and platforms are designed to support the work of SEIC as well as each local authority. To identify emerging practice and develop digital literacy and e-learning solutions.	Leads on ICT/Digital in each LA
Subject Networks (secondary)	Each local authority has opened up its subject networks for secondary schools and is working to provide further collaboration in subject areas. Subject SEIC groups are being established.	Subject Principal Teachers / Curriculum Leaders
Depute Headteachers	To ensure that we continue to strengthen the middle, this network would allow a support network for DHTs and a place to drive systems leadership.	Depute Headteachers from each Local Authority
QAMSOs	QAMSOs already exist and a SEIC network to develop moderation, particularly for mathematics has already taken place. We'll continue to use QAMSOs as appropriate.	QAMSOs as already identified in each Local Authority
Special Schools	A Special Schools network has been established as a direct request from Headteachers. Collaborative practice, challenges and opportunities are the key drivers for the network.	Special School HTs from each Local Authority

Planned leadership opportunities to develop collaborative culture across SEIC

To be able to successfully develop our collaborative approach across the SEIC it is important to invest in those that will lead our systems change work. A number of leadership opportunities have been planned and led by Headteachers as well as Officers.

Ensuring a clear focus on systems leadership and collaboration at Officer and Headteacher level will allow us to embed a collaborative culture at all levels of the SEIC.

SEIC Collaborative Leadership

Three cohorts of headteachers and depute headteachers have engaged in SEIC Columba 1400 Headteacher Leadership Academy. The SEIC team co-produced a bespoke programme with a clear focus on collaborative professionalism.

A group of Local Authority Officers will also engage in a SEIC Columba 1400 experience in February 2020 to establish shared values across authorities to open further opportunities of collaboration for improvement.

Two cohorts of depute headteachers engaged with a shared programme between Drummond International and the SEIC QI Workstream to Develop Collaborative Leadership where all participants supported each other through identified challenges. Impact continues to be evaluated and shared more widely.

A targeted group of depute headteachers worked across authorities to develop leadership processes and procedures in Quality improvement. They continue to network and collaborate on impact driven outcomes.

Cross sector cluster team came together to discuss the challenges and opportunities the BGE holds and collectively made pledges for shared work to improve outcomes.

SEIC Systems Leadership Development (SCEL / ADES / Staff College / Scottish Government)

17 members of SEIC have attended the SCEL systems leadership sessions. SEIC are working with SCEL to look at how best to use this expertise in systems leadership and how to use the individual projects that participants have undertaken to benefit SEIC further.

13 Quality improvement Officers/Managers attended the ADES summer school and are engaging more widely with other Regional Improvement Collaboratives to do some shared scenario planning for future RIC developments.

Secondary Headteacher Collaboration Event

A secondary headteacher engagement conference was held in June in collaboration with Education Scotland. The focused outcome was around Ensuring Wellbeing, Equality and Inclusion. Pledges were made by secondary schools with a follow up to look at initial impact of this in October 2019. Schools were set up using the BGE toolkit to facilitate collaborative partnerships, many of which are now self-sustaining collaborative networks.

Cluster Headteacher Representative Collaboration Event

A primary, nursery and special schools engagement group met with the SEIC team. As an outcome of the engagements session there are now many self-sustaining partnerships, collaborative projects and emerging networks.

Through an Education Scotland and SEIC partnership an evaluative writing training took place where practitioners worked to support one another on live relevant SIP/SQR and reports. There was representation from almost all clusters across SEIC.

SEIC Board Development Session

The SEIC board invited their Heads of Service, senior managers, the SEIC team and Education Scotland to participate in an engagement session. This was to allow full participation and shared ownership of the development of the SEIC Empowered System and to help see how SEIC and Education Scotland will add value to the work of our five local authorities.

A Workforce and Resource Plan to Support Delivery detailing resources to lead workstreams from Local Authorities, Education Scotland and SEIC Team

Quality improvement in school and early years settings

Workstream Title:		Quality Improvement Approaches	
Workstream Overview:		The workstream will: encourage and facilitate effective collaboration in the BGE (priority 1), ensure that young people are involved in improvement within the BGE (priority 2), build the capacity of middle leaders to support improvement (priority 3) and the capacity of practitioners to engage in effective self-evaluation and improvement (priority 4). For further details, see page 28	
Workstream Sponsor	Workstream Lead	Additional ES resource requested	Additional resource for SEIC provided
Carrie Lindsay Executive Director for Education and Children's Services (Fife)	Peter McNaughton Head of Education and Children's Services (Fife)	ES Regional Advisor (SEIC) ES core team Senior Education Officer Support from relevant ES colleagues	Short-term secondments for specific projects
Expected outcome for additional resource		Resource would facilitate planning and delivery to ensure a positive impact for practitioners across SEIC.	
Workstream Title:		Data and Analysis	
Workstream Overview:		The workstream will ensure that data and analysis have a greater impact on improvement by improving: the strategic evidence base for improvement (priority 1), the understanding and effective use of available data by practitioners (priority 2); the scope and coverage of data and performance information that is available at school level to support school improvement (priority 3). For further details, see page 30	
Workstream Sponsor	Workstream Lead	Additional ES resource requested	Additional resource for SEIC provided
Carrie Lindsay Executive Director (Fife)	Stuart Booker Quality Improvement Officer – Strategy & Knowledge Management (Fife)	Analyst support for high level data relating to SEIC Support from Scottish Attainment Challenge (SAC) team	Data analyst to be able to analyse data at cohort level and provide analysis of surveys, performance etc.
Expected Outcomes for additional resource		Correct areas targeted for workstreams and networks informed by robust data. Use of data to identify participants in SEIC Empowered System.	

Workstream Title:	Professional Learning / Leadership		
Workstream Overview:	The workstream will strengthen the leadership of change within schools (priority 1), by improving the number and quality of opportunities for teachers to develop as leaders (priority 2) and building the leadership capacity of middle leaders (priority 3). For further details, see page 26		
Workstream Sponsor	Workstream Lead	Additional ES resource requested	Additional resource for SEIC provided
Maria Lloyd Head of Education (Midlothian)	Nicola McDowall School Group Manager (Midlothian)	ES support for leadership programmes delivery for middle leaders ES Professional Learning and Leadership Officer	Education Support Officer Digital x 2 Capacity building post to support/promote e-learning modules and distance learning for ITE SEIC Support Officer
Expected outcome for additional resource	Applicants of DHT/HT posts increase and quality of middle leaders improves as well as teacher recruitment improving.		

Improving attainment and achievement, including closing the attainment gap

Workstream Title:	Equity: improving outcomes for children living in poverty		
Workstream Overview:	The workstream will help to improve outcomes for children living in poverty by: ensuring that clear strategic guidance is in place to support headteachers (priority 1), sharing effective strategies and improvement methodologies (priority 2), and defining and addressing barriers to cultural change (priority 3). For further details, see page 24		
Workstream Sponsor	Workstream Lead	Additional ES resource requested	SEIC resource provided
Andy Gray Head of Service (Edinburgh)	Lorna Sweeney Service Manager (Edinburgh)	Attainment Advisors linked to SEIC ES lead on parental engagement to support workstream ES CLD link person	Senior Development Officer
Additional resource for SEIC provided	Improvement Advisors linked to SEIC to support schools in developing parental engagement.		
Expected outcome for additional resource	To work across clusters, schools and with parents to ensure positive engagement with parents that impacts on closing the poverty related attainment gap.		
Workstream Title:	Mathematics and Numeracy		
Workstream Overview:	The workstream will help to improve attainment in numeracy for school leavers (priority 3) and close the attainment gap in numeracy, via: support for high quality staff development (priority 1), strengthening of assessment and moderation (priority 2), and sharing of effective, targeted strategies (priority 4). For further details, see page 22		

Workstream Sponsor	Workstream Lead	Additional ES resource requested
Fiona Robertson Head of Education (East Lothian)	Karen Haspolat Quality Improvement Officer (East Lothian)	Attainment Advisors linked to SEIC NIF Education Officer ES officer with responsibility for mathematics ES officer with responsibility for numeracy
Expected outcome for additional resource	Improved confidence and greater consistency in the moderation of numeracy and mathematics. Improved outcomes for targeted cohorts of learners to address the attainment gap. Enhanced learning and teaching through the use of digital technologies Informed practice around closing the poverty related attainment gap.	
Workstream Title:	Emotional Wellbeing	
Workstream Overview:	To improve the emotional wellbeing of our young people by providing them with the tools to lead and improve the Emotional Wellbeing opportunities within their own schools. For further details, see page 31	
Workstream Sponsor	Workstream Lead	Additional ES resource requested
Michelle Strong Chief Officer - Education (Scottish Borders)	Michelle McLean Quality Improvement Officer (SEIC - Edinburgh)	Attainment Advisors linked to SEIC Support from relevant ES colleagues
Expected outcome for additional resource	To support the work of the emotional wellbeing workstream and produce a Wellbeing Charter for use in schools that assesses how well a school provides for the young people's wellbeing.	

SEIC and Education Scotland Team

The following table outlines the SEIC team that will provide the support to drive forward the key aims within our plan. The appointment of posts has taken some time mostly due to backfill challenges but a team now exists to deliver on our key aims.

The table also outlines the newly formed Education Scotland SEIC team where identified staff will support workstream and network activity as well as other elements within the SEIC Empowered System. The Education Scotland team will also support work within individual local authorities.

SEIC Team to support SEIC Empowered System	
Quality Improvement Manager Quality Improvement Officer (Borders) – Vacant Quality Improvement Officer (East Lothian) Quality Improvement Officer (Edinburgh) Quality Improvement Officer (Fife) Quality Improvement Officer (Midlothian) – Vacant	Education Support Officer (Professional Learning) Education Support Officers (Digital) x 2 Senior Development Officer (Equity) Statistician/Data Analyst Project Officer (0.5) Support Assistant
Education Scotland Team to support SEIC	
Senior Regional Advisor Senior Education Officer - Inclusion & Equalities Senior Education Officer – Technologies Senior Education Officer - Languages Senior Education Officer - NIF Advisor – Vacant Lead Specialist - Professional Learning & Leadership Attainment Advisor (Borders) Attainment Advisor (East Lothian) – Vacant Attainment Advisor (Edinburgh) Attainment Advisor (Fife) Attainment Advisor (Midlothian) – Vacant	Education Officer – Inclusion & Equalities Education Officer - STEM Education Officer - Digital Skills Education Officer – Numeracy Education Officer – CLD Development Officer - Mentors in Violence Prevention Development Officer - Food & Health Development Officer - Improving Gender Balance & Equalities Development Officer – Digital Skills Development Officer – CLD

Resource Request outwith Workstreams

Purpose	Resource
SEIC Empowered System	SEIC Associates to support identified reviews/schools and development of Research Schools to test improvement. Implement 'Learning Schools' approach by selecting schools with very good practice to work with schools needing support.

Effective use of data training	Using Model for Intervention Framework to provide data training targeted at school leaders.
Maths and Numeracy Support	Pilot 'Learning Practitioners' who have evidence-based good practice in Maths.
External Speakers	Use of external speakers at events to motivate and inspire across SEIC raising awareness of the benefits of collaboration.
Columba 1400 Follow Up	Further develop the Columba 1400 network of DHT/HTs to help support collaboration across SEIC.
Family learning	Develop materials to support family learning based on the film previously created.
Wellbeing for young people	Take forward the views of young people in focused project/using technology and develop an emotional wellbeing SEIC charter.
Rural Solutions	Further develop support for schools in rural settings to improve learner pathways through the use of e-learning.
Local Authority Allocation	Travel, backfill, workstream lead costs distributed to each local authority. This is half of the amount from last year as the SEIC team will be picking up some tasks previously undertaken by local authority staff.
Professional learning of SEIC team	Identified training for QIOs and development of work with local authority QIOs and Education Scotland SEIC team.
Network Projects supported as approved by SEIC Board	Continue to support the development of the new networks in rural schools, teaching HTs, Executive HTs, special schools as identified by schools as well as supporting existing networks.
SEIC Website	Further develop SEIC website to include information on workstreams for practitioners.
SEIC Evaluation	Continue to work with Edinburgh University to evaluate the work of SEIC and its impact.

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

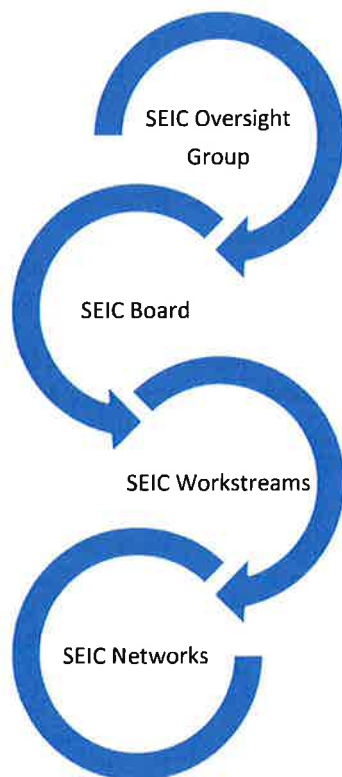
Key Risks	Mitigating Actions
<ul style="list-style-type: none"> Differing political views and understanding of SEIC at local level 	<ul style="list-style-type: none"> Ensuring effective communication Input locally and regionally for elected members
<ul style="list-style-type: none"> Sharing data sets 	<ul style="list-style-type: none"> Data sharing agreement Use of data already publicly available
<ul style="list-style-type: none"> Data on CfE still experimental 	<ul style="list-style-type: none"> Moderation exercises to have confidence in CfE declarations
<ul style="list-style-type: none"> Capacity of workforce across SEIC to deliver actions in SEIC Plan 	<ul style="list-style-type: none"> Agree equitable resource allocation relative to scale of local authority Ensure clarity of roles and responsibilities Effective use of SEIC budget
<ul style="list-style-type: none"> Trade Union agreements – LNCT/SNCT and working time agreements 	<ul style="list-style-type: none"> Develop an agreed way of working across SEIC through the professional associations group
<ul style="list-style-type: none"> Further legislative changes in future 	<ul style="list-style-type: none"> Flexibility in SEIC plan to allow for any required changes Clarity on communication regarding changes
<ul style="list-style-type: none"> Accountability at local authority and SEIC levels 	<ul style="list-style-type: none"> Clear governance structures agreed for SEIC Clear reporting mechanisms in place at a local level
<ul style="list-style-type: none"> Difficulty in releasing staff to appointment on SEIC team 	<ul style="list-style-type: none"> Regularly review to ensure equity in added value across all 5 local authorities Flexibility in team deployment

Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groupings have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.



The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative’s work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Senior Regional Adviser from Education Scotland, Edinburgh University and Skills Development Scotland. The SEIC Board meets at least quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads.

SEIC Workstreams accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate.

SEIC Networks the networks are empowered to take forward common identified priorities across the local authorities. By creating the conditions for collaboration these groups self-direct their initiatives which link in to the overall aims of the SEIC plan.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children’s services in Scotland.

SEIC recognises the importance of self-evaluation and the role played by the *Framework for Evaluating the Quality of Services and Organisations* in supporting effective self-evaluation at all levels of the

school system. During the next phase of its improvement journey, SEIC will agree on an appropriate framework/approach for evaluating the impact of its work and the progress that is being made against the objectives of the Improvement Plan, including the impact that is being achieved at classroom level.

SEIC Group Members

Group Title	Group Participants
SEIC Oversight Group	Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener Fife: Chief Executive Executive Director of Education and Children’s Services Education Convener Education Vice Convener Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener
SEIC Board	Edinburgh: Head of Schools & Lifelong Learning East Lothian: Head of Education Fife: Executive Director of Education and Children’s Services Midlothian: Head of Education Borders: Chief Officer – Education Education Scotland: Senior Regional Adviser Skills Development Scotland: Area Manager University of Edinburgh: Head of Moray House School of Education 5 Head Teachers from all 5 local authorities representing each sector Quality Improvement Manager, SEIC
Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children’s Services, Fife Council
Education Scotland	Senior Regional Adviser, Education Scotland

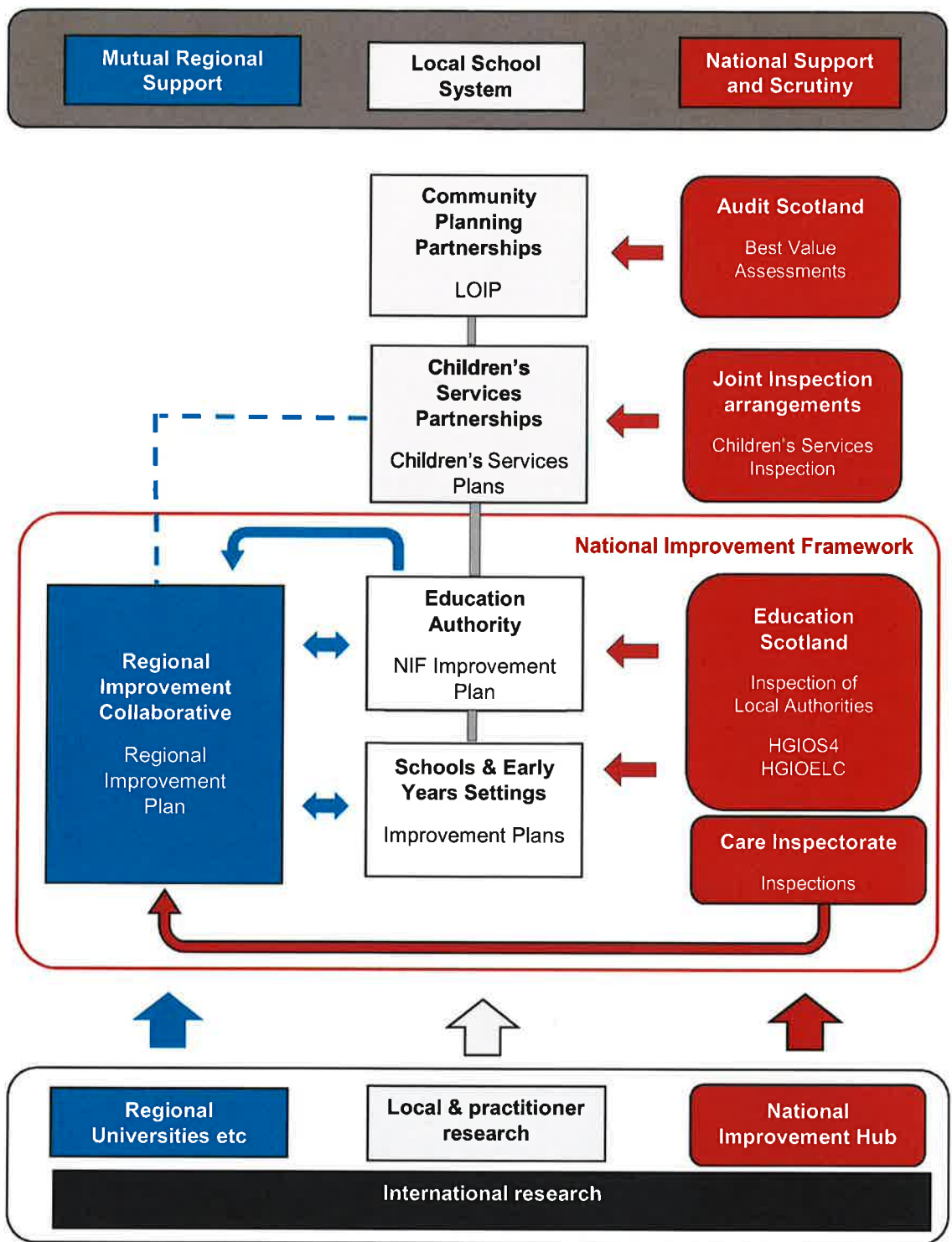
Engagement Groups

These are the current engagement / consultation groups that we have in place both to inform and support developments. We will review and add to these on a regular basis as we develop our model of delivery to add value across the SEIC.

Parent Group	A group of representative parents selected from the national parent forum reps to ensure a parent voice. The group meets with the SEIC lead.
Professional Associations	Representatives from EIS, NASUWT, AHDS, SLS, SSTA and UNISON have already met to ensure that the Professional Associations are engaged in the development of SEIC plan and its implementation.
Secondary HTs	Secondary Headteacher event held to gather views on next steps.
Primary, Nursery and Special School HTs	Event held
Officers	Officers event held to discuss and take feedback on proposals.
Collaborative Staff Panels – Fife & Borders	All local authorities are developing a SEIC liaison group that will be used as a two-way method of communication.
City Deal Skills Group	We have made links with the City Deal Skills Group and look to maximise these links over the coming months.
Children & Young People Group	Children and Young People events held to gather views on mental and emotional wellbeing workstream.
Practitioner Forum	Looking to establish a digital practitioner forum to gather views of practitioners.

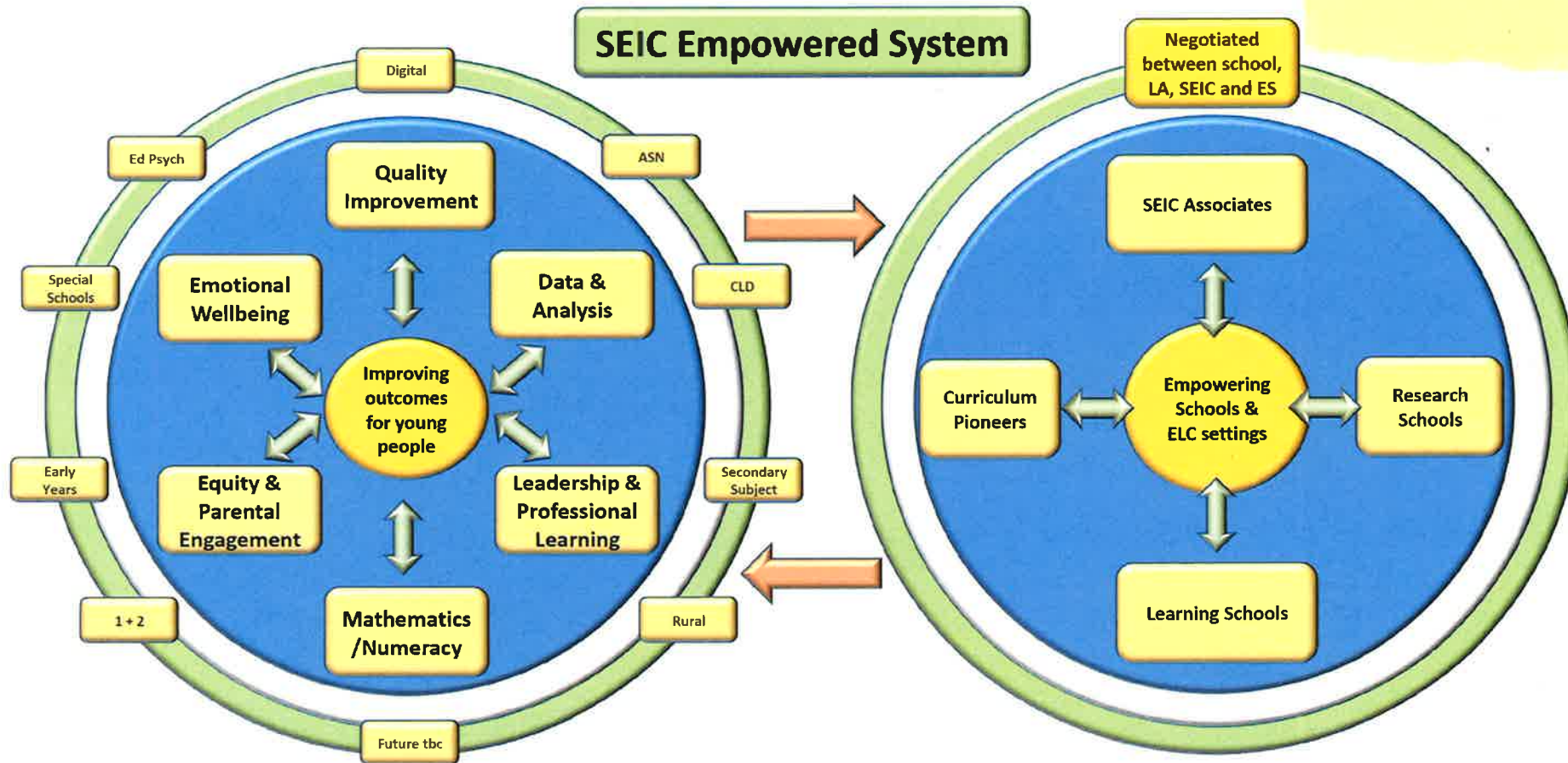
There will be further engagement for the fully revised plan 2020-2023.

Appendix 1 – Systems of support for local authority and school improvement





SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes



School Name	Sector	LA	Number of events attended	Name of event(s) attended
Knox Academy	Secondary	East Lothian	14	Subject networks, SEIC Associates, Priority 4, Maths moderation event, Leading Quality Improvement, DCL, Evaluative Writing, BGE transitions, 3.1 Wellbeing, Chris McGrane, Inservice- Data and Analysis, Equity, ASN, Leadership and Professional Learning,
Musselburgh Grammar School	Secondary	East Lothian	10	Subject networks, Maths Moderation event, BGE transitions, Chris McGrane, Inservice- Data and Analysis, Equity, Maths and Numeracy, Leadership and Professional Learning and Emotional Wellbeing.
Dunbar Grammar School	Secondary	East Lothian	9	Subject networks, Chris McGrane, SEIC Associates, Priority 4, Leading Quality Improvement, 3.1 Wellbeing, Inservice- Data and Analysis, 1+2, Leadership and Professional Learning,
Dunbar Primary School	Primary	East Lothian	9	Priority 4 (2x), Maths Moderation event, Leading Quality Improvement, DCL, BGE transitions, Inservice- Data and Analysis, Equity, ASN,
Preston Lodge High School	Secondary	East Lothian	9	Subject networks, Chris McGrane, Priority 4 (2x), Maths Moderation event, Evaluative Writing, 3.1 Wellbeing, Inservice- Data and Analysis, Leadership and Professional Learning.
Cockenzie Primary School	Primary	East Lothian	8	Priority 4 (2x), Head teacher conference, Evaluative Writing, Inservice- Data and Analysis, 1+2, Maths and Numeracy, ASN
North Berwick High School	Secondary	East Lothian	8	Subject networks, SEIC Associates, Maths Moderation event, Head teacher Moderation, 3.1 Wellbeing, Inservice- Data and Analysis, Equity, ASN
Innerwick Primary School	Primary	East Lothian	7	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- Data and Analysis, 1+2, Quality Improvement, Leadership and Professional Learning,
Athelstaneford Primary School	Primary	East Lothian	6	Maths Moderation event, Head teacher conference, Columba 1400, Inservice day- 1+2, Maths and Numeracy, Leadership and Professional Learning,
Macmerry Primary School	Primary	East Lothian	6	Priority 4, Maths Moderation event, Columba 1400, BGE transitions, Inservice day- Maths and Numeracy, ASN
Prestonpans Primary School	Primary	East Lothian	6	Priority 4 (2x), Maths Moderation event, Head teacher conference, DCL, Inservice day- Quality Improvement.
West Barns Primary School	Primary	East Lothian	6	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- 1+2, Maths and Numeracy, ASN.

Windygoul Primary School	Primary	East Lothian	6	Evaluative Writing, Inservice day- Data and Analysis, 1+2, Maths and Numeracy, Quality Improvement, Leadership and Professional Learning.
Pinkie St Peter's Primary School	Primary	East Lothian	6	The Power of Parental Engagement to Improve Outcomes, Columba 1400, DCL, BGE transitions, Inservice day- 1+2, Maths and Numeracy,
Musselburgh Burgh Primary School	Primary	East Lothian	6	BGE Transition, Evaluative Writing, Inservice- Leadership and Professional Learning, (two maths events?), DHT Connect,
Dirleton Primary School	Primary	East Lothian	5	Priority 4, Maths Moderation event, Columba 1400, Inservice day - Equity, Maths and Numeracy,
Pencaitland Primary School	Primary	East Lothian	5	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- Maths and Numeracy, Quality Improvement,
Ross High School	Secondary	East Lothian	5	Subject networks, BGE transitions, 3.1 Wellbeing, Inservice- Data and Analysis, 1+2.
St Gabriel's RC Primary School	Primary	East Lothian	5	Priority 4 (2x), Maths Moderation event, Inservice- Data and Analysis, Maths and Numeracy.
Wallyford Primary School	Primary	East Lothian	5	Headteacher conference, BGE transitions, Inservice day- Data and Analysis, Equity, Quality Improvement.
Campie Primary School	Primary	East Lothian	4	Priority 4, Maths Moderation event, Inservice day- Maths and Numeracy, Quality Improvement,
Elphinstone Primary School	Primary	East Lothian	4	Equity and Excellence Conference, Inservice- Data and Analysis, Equity, Quality Improvement,
Law Primary School	Primary	East Lothian	4	Maths Moderation event, DCL, Inservice day- Equity, Quality Improvement,
Longniddry Primary School	Primary	East Lothian	4	Priority 4 (2x), Maths Moderation event, Inservice day- Maths and Numeracy, Equity and Excellence Conference, Priority 4 (2x), Inservice day- Quality Improvement.
Sanderson's Wynd Primary School	Primary	East Lothian	4	Maths Moderation event, Head teacher conference, Evaluative Writing, Inservice day- Data and Analysis,
Stenton Primary School	Primary	East Lothian	4	Maths Moderation event, Columba 1400, Inservice day- Data and Analysis, Equity.
Yester Primary School	Primary	East Lothian	4	
East Linton Primary School	Primary	East Lothian	4	The Power of Parental Engagement to Improve Outcomes, Priority 4, Maths Moderation event, Inservice- Equity,
Aberlady Primary School	Primary	East Lothian	3	Priority 4, Evaluative Writing, Inservice- Data and Analysis

Stoneyhill Primary School	Primary	East Lothian	3	Leading Quality Improvement, Evaluative Writing, DHT/HT engagement for DHT.
Whitecraig Primary School	Primary	East Lothian	3	Equity and Excellence Conference, Maths Moderation event, Evaluative writing.
St Mary's RC Primary School	Primary	East Lothian	2	Maths Moderation event, Inservice- Equity,
Haddington Primary School (Upper campus)	Primary	East Lothian	2	The Power of Parental Engagement to Improve Outcomes, Inservice day- Quality Improvement,
Loretto RC Primary School	Primary	East Lothian	2	Maths Moderation event, The Power of Parental Engagement to Improve Outcomes
Ormiston Primary School	Primary	East Lothian	2	Maths Moderation event, Research Schools
Gullane Primary School	Primary	East Lothian	1	Maths Moderation event,
Humbie Primary School	Primary	East Lothian	1	Inservice day- Data and Analysis,
Letham Mains Primary School	Primary	East Lothian	1	Inservice day- Equity,
Olivebank Childcare & Family Centre	Early Years	East Lothian	1	Equity and Excellence Conference,
Saltergate School	Special	East Lothian	1	Inservice day- Leadership and Professional Learning.
Saltoun Primary School	Primary	East Lothian	1	Inservice day- Data and Analysis.
St Martin's R C School	Primary	East Lothian	1	Maths Moderation event,
Aberlady Nursery	Early Years	East Lothian	0	
Athelstaneford Nursery	Early Years	East Lothian	0	
Campie Nursery	Early Years	East Lothian	0	
Cockenzie Nursery	Early Years	East Lothian	0	
Dunbar Nursery	Early Years	East Lothian	0	
Dunbar Wraparound Centre	Early Years	East Lothian	0	
East Linton Nursery	Early Years	East Lothian	0	
Elphinstone Nursery	Early Years	East Lothian	0	

Gullane Nursery	Early Years	East Lothian	0
Haddington Infant School	Primary	East Lothian	0
Haddington Nursery	Early Years	East Lothian	0
Humbie Nursery	Early Years	East Lothian	0
Innerwick Nursery	Early Years	East Lothian	0
King's Meadow Primary School	Primary	East Lothian	0
Law Primary School Nursery	Early Years	East Lothian	0
Longniddry Nursery	Early Years	East Lothian	0
Loretto RC Nursery	Early Years	East Lothian	0
Macmerry Nursery	Early Years	East Lothian	0
Musselburgh Nursery	Early Years	East Lothian	0
North Berwick Nursery School	Primary	East Lothian	0
Ormiston Nursery	Early Years	East Lothian	0
Pencaitland Nursery	Early Years	East Lothian	0
Pinkie St Peters Primary School	Early Years	East Lothian	0
Prestonpans Nursery	Early Years	East Lothian	0
Saltoun Nursery	Early Years	East Lothian	0
Sandersons Wynd Nursery	Early Years	East Lothian	0

Spark of Genius Musselburgh Learning Centre	Special	East Lothian	0
St Gabriel's RC Nursery	Early Years	East Lothian	0
St Martin's RC Nursery	Early Years	East Lothian	0
St Mary's RC Nursery	Early Years	East Lothian	0
Stoneyhill Nursery	Early Years	East Lothian	0
Wallyford Nursery	Early Years	East Lothian	0
West Barns Nursery	Early Years	East Lothian	0
Whitecraig Nursery	Early Years	East Lothian	0
Windygoul Nursery	Early Years	East Lothian	0
Yester Nursery	Early Years	East Lothian	0

REPORT TO: Education Committee

MEETING DATE: 17 March 2020

BY: Depute Chief Executive (Resources and People Services)

7

SUBJECT: Head Teacher Appointment

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The following Head Teacher appointment is intimated:

School	Appointee	Commencement Date	Previous Post and School
Athelstaneford Primary School	Stewart Brown	21 April 2020	Education Support Officer (Digital Learning) South East Improvement Collaborative (previously Depute Head Teacher, Denholm and Howdenburn Primary Schools)

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

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

6. RESOURCE IMPLICATIONS

6.1 Financial – none.

6.2 Personnel – none.

6.3 Other – none.

7. BACKGROUND PAPERS

7.1 None

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DATE	24 February 2020