East Lothian Council

REPORT TO:	Education Committee
MEETING DATE:	17 November 2020
BY:	Depute Chief Executive (Resources and People Services)
SUBJECT:	Education Service Progress Report and Improvement Plan 2020/21

1. PURPOSE

1.1. To seek the Committee's approval of the Education Service progress report on key improvement priorities achieved for session 2019/20 and identification of key improvement priorities planned for session 2020/21.

2. RECOMMENDATIONS

2.1. The Committee is asked to:

    i. Note the overall positive progress made by the Education Service in delivery on the Council's Plan and the priorities within the National Improvement Framework.

    ii. Note the impact of the COVID-19 pandemic on the progress of the 2019/20 priorities and the steps being taken to secure continuous improvement in session 2020/21.

    iii. Approve the Progress Report and Improvement Plan (Appendix 1)

    iv. Note that this Progress Report and Improvement Plan will be submitted to the Scottish Government in line with the Local Authority's statutory duty pending Committee approval.

3. BACKGROUND

3.1 The Standards in Scotland's Schools etc. Act 2000 places a duty on the education authority to annually prepare and publish a report as to its success in meeting the objectives set out in the most recently published Education Local Improvement Plan.

3.2 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc. Act 2000 placing new duties on education authorities in to the preparation and publication of annual plans and reports linked to the National Improvement Framework.

3.3 As a result of the impact of the COVID-19 pandemic, the Scottish Government has noted that all education authorities will have experienced an impact in relation to their capacity to respond to the emergency situation, to support the safe reopening of schools and to continue with existing plans to secure continuous improvement. In addition, the Scottish Government has encouraged education authorities to prioritise the emergency response and recovery and where possible to streamline ongoing improvement priorities.

3.4 The Education Service has reviewed progress from last session as part of a range of ongoing methods of self-evaluation. In addition, officers have reviewed school standards and quality reports and school improvement plans in order to ascertain where further improvement is required.

3.5 In session 2019/20, Education and Children's Services brought together their previous improvement plans in to one document. This was intended to support the ongoing work in integrating education and children's services. Given the significant pressures on both services it has not been possible to produce a joint plan for session 2020/21. However, work is already underway to support the ongoing integration agenda and this work, will in turn support the development of a meaningful plan for session 2021/22.

3.6 In recognition of the fact that previous Standards and Quality reports did not fully review previous improvement priorities, we have sought to bring together the Standards and Quality reporting aspect as a progress report and a 'look back' alongside what this is telling us, including our data on what now needs to be improved.

3.7 This streamlined planning format is a vital component of our recovery plan and the ways in which we plan to improve further the quality of our work. The report also includes a data pack at Appendix 2 which summarises the range of data that informs our improvement actions.

3.8 **Key Successes, Summary of Progress and Next Steps**

3.8.1 A summary of the progress made with the main priorities for the Education Service between August 2019 and March 2020, immediately prior to the COVID-19 pandemic are outlined below alongside the key areas where further progress is required.

3.8.2 <u>Attainment and achievement</u> – we have made good progress towards embedding a self-improving system to improve outcomes for learners. Development of structures and systems have allowed increased collaboration and support within and across schools to raise attainment and achievement through improved learning, teaching and assessment. This has included specific work on improved approaches to tracking and

monitoring of children's achievement. We now plan to continue our work with the development of a Raising Attainment strategy and associated professional learning that promotes evidence based practice and a sharper focus on identifying and closing the poverty related attainment gap. Work is already progressing in this area and a working group has been established that will drive this work forward. In addition, we will continue to embed the self-improving system to raise attainment and achievement through increased analysis of all aspects of school performance, use of evidence based approaches to teaching and learning and clearer and consistent approaches for assessing, monitoring and tracking learners' progress. We have increased the use and engagement with digital learning across as schools as a result of COVID-19. We have also had a significant increase in the numbers of children and young people accessing Google Classroom to very good effect and we are committed to building on this very positive progress across all schools.

3.8.3   Ensuring Wellbeing, Equality and Inclusion (GIRFEC) – we have continued to make improvements in the quality of early learning and childcare provision as we work towards full implementation of 1140 hours in due course. We have increased support for the wellbeing, learning and attainment of our care experienced young people that has demonstrated increased inclusion and opportunities for care experienced young people to ensure good progress in their learning and attainment. Our schools have continued to implement positive relational approaches primarily through the delivery of nurture principles. The focus on nurture and nurturing approaches was developed further during COVID-19 as we developed our recovery plan based on the principles of nurture, recovery and reconnection. We have made significant progress in the range of interventions available to support the mental health and wellbeing of children and young people including training to support staff, mental health youth work including specific projects for LGBT children and young people, and the commencement of school counselling across the region. We now plan to take forward our planned launch of the refreshed GIRFEC framework and approaches and seek to embed this in our work across education and children's services. This will include a focus on joint training and developing greater shared understanding of our collective endeavors across service and partners to support our children, young people and families. We will continue to work with multi-agency colleagues and partners to develop effective approaches to supporting the mental health and wellbeing of children and young people.

3.8.4   Employability – we have strengthened and improved flexible pathways to employability for young people throughout Primary, the Broad General Education S1–S3 and the Senior Phase making use of labour market intelligence. We have also increased support to enable effective transitions for young people at risk of a negative destination including the offer of one to one support and further learning for care experienced young people and; the development and delivery of new models to inspire positive career choices. Some of this activity has been impacted by COVID-19. We have continued to implement the common school day to harmonise with partner delivery and enhance our senior phase offer that

builds on the range of vocational and academic opportunities that meet the needs of all learners. Looking forward, we will continue to respond to the impact of COVID-19 including being responsive to labour market analysis and work with partners to create sustainable pathways to employment for young people. We will also continue to expand the links between local employers and schools to continue to improve positive destinations and enhance the quality of vocational options offered including the creation of a 'No-one Left Behind' Paid Work Experience programme.

3.8.5   Leadership – We have continued to improve the quality and leadership capacity across the education service through targeted Quality Improvement engagement, staff development opportunities, developments days and working groups. We have also sustained and continue to build on the highly effective collaborative culture throughout our learning communities and increased connections to effective networks within and outwith the authority. In addition, we have continued development of a programme of joint professional learning for senior leaders across education and children's services. Looking ahead, we plan to continue to build strong leadership through our high quality professional learning programme and the use of coaching and mentoring across the broader education and children's service.

3.9   **Key challenges and opportunities**

3.9.1   The first part of the Progress Report and improvement plan also sets out the key challenges and opportunities facing the Education Service for 2020/21 and beyond. It also seeks to align these with the key areas of focus for our teams.

3.9.2   We continue to be firmly focused on improving outcomes for all of our children and young people and ensuring they have a very high quality education service. Our county is rapidly expanding and this presents a range of exciting opportunities as we continue with our work to expand our early learning and childcare provision and our wider school estate. We are committed to continue to improve our approaches for children and young people who require additional support to ensure that the right support is being provided at the right time, in the right place to those who need it most. We will continue to work in partnership with our head teachers and staff through our ongoing support, and the next stages of the development of our Self-Improving schools system.

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

4. POLICY IMPLICATIONS

4.1 The reporting of performance and the planning for improvement is a statutory duty placed on the education authority. The annual publication of a Progress Report and Improvement Plan demonstrates the Council's commitment to fulfilling this duty.

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

6.2 Other - none

7 BACKGROUND PAPERS

7.1 Education Service Progress and Improvement Plan 2020/21 (Appendix 1)

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DATE	1 November 2020

Education and Children's Services

Progress Report and Improvement Plan

East Lothian Council

2020/2021

Introduction

Welcome to the East Lothian Education and Children's Services Progress Report and Improvement Plan. Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. During 2019, Education and Children's Services came together as one integrated service. We are now working together to ensure everything we do, starts with the child and family and builds the right support and services around them.

Working together, we:

- Share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people
- Are ambitious for our children and young people
- Promote and prioritise early intervention and prevention
- Take a relationship-based approach with each other, our children, young people and their families
- Promote creativity and innovation
- Want East Lothian to be an inclusive place to live.

Our approaches will ensure that support our children and families to have the very best start in life and that they can go on to have fulfilling lives, better health and living longer. Our vision and values also align closely with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and Delivering Excellence and Equity in Scottish Education (*Scottish Government, June 2016*):

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all.

We will continue to have a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included.

This Progress Report highlights our many achievements and also sets out our improvement priorities for the coming year.

COVID-19 in East Lothian

As a result of the ongoing COVID-19 pandemic and the process of Scotland going in to lockdown, the Scottish Government required all local authorities to close all schools on Friday 20th March 2020. From then, all local authorities have been providing emergency childcare for children of keyworkers and for vulnerable children and those with severe and complex needs who can't be looked after at home.

In East Lothian, we quickly established six childcare hubs, one in each locality, which provided emergency childcare during lockdown including extended day provision from 8am until 6pm. In addition, five of our partner provider nurseries remained open and provided emergency childcare in line with the Scottish Government guidelines.

All other partner providers closed and furloughed their staff. Considerable work has been undertaken to support those children who are considered vulnerable including provision of a place in one of the hubs if appropriate and regular contact from a known adult. In addition, evening provision has been established for around 60 older young people who can now access small group support with staff from Community Learning and Development, East Lothian Works and Third Sector partners.

Since the start of the new school session 2020/21, our schools have successfully reopened. School staff, children and families have adapted very well to the 'new normal', albeit that the mitigations we need to have in place to ensure the health and safety of all users are challenging. There is no doubt that the impact of lockdown is being seen across all of our schools. Our children and young people have each had very different experiences and our schools are working hard to assess children's progress and to support them to move on in their learning.

The period of lockdown and the few months that have passed since the start of the new school session, has signalled to us that the pace of improvement and change has been disrupted and we have had to reassess our priorities and refocus on what matters for all children and young people. Our aim is to progress with all of our improvement priorities that span education and children's services but there is no doubt that our pace is different and may yet alter further as we see the transmission of the virus increase during the winter months.

Context of East Lothian

East Lothian's population is projected to grow by about 1% a year over the next 19 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children with the 0-16 year group projected to grow by almost a third.

In 2019/20 there were:

- 8,626 pupils in East Lothian Council's 34 primary schools;
- 6,026 pupils in six secondary schools; and
- 2,375 children accessing 600 hours of early learning and childcare across 32 Local Authority settings and 19 private and voluntary sector partnership centres.
- Eligible 2's.
- Specialist provision in enhanced learning centres is provided within 4 mainstream primary schools and 2 mainstream secondary schools with 54 primary and 46 secondary pupils attending during this academic session.
- 24.0% of all pupils had an additional support need (down from 25.1% in 2018/19).
- 1.4% of all pupils were recorded as care experienced, in line with the previous year.

- 4.2% of pupils were recorded as living in the 20% most deprived areas compared with 21.3% in the 20% least deprived areas. This was in line with the previous academic session.
- The Pupil Teacher Ratio (PTR) was maintained at 15.1.
- The Average primary class size increased very slightly to 24.2 (down from 24.5 in 2018/19).
- 77% of our school buildings were reported as in 'good' or 'satisfactory' condition (down 2 percentage points on the previous year).
- 3,210 referrals to children's services.
- 850 allocated cases.
- Total of 234 looked after children.
- 64 children looked after at home.
- 93 children looked after in foster care.
- 39 children looked after in formal kinship care.
- 35 children looked after in residential care.
- 3 young people in secure accommodation.
- 42 children on the child protection register.
- 90 young care leavers accessing after care support.
- 167 children and young people receiving a disability service.

Further information on our services and teams is contained at Appendix 1.

Progress during session 2019/20 with our Priorities

This next section of this report describes the progress made with the main priorities for the Education Service between August 2019 and March 2020, immediately prior to the COVID-19 pandemic. The reports sets out what we have achieved and areas where further progress is needed. In the second section of the report, we set out our key priorities for session 2020/21 which takes account of our progress to date, what the data is telling us and the impact of the COVID-19 pandemic.

Our aim is to continue to develop our integrated service that seeks to Get it Right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools. Our aim is to improve the quality of the experiences we provide for children, young people and families in East Lothian.

This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2019 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan and the East Lothian Council Plan. The focus for session 2020/21 is 'Getting it Right for Our Children – Living and Learning in East Lothian'
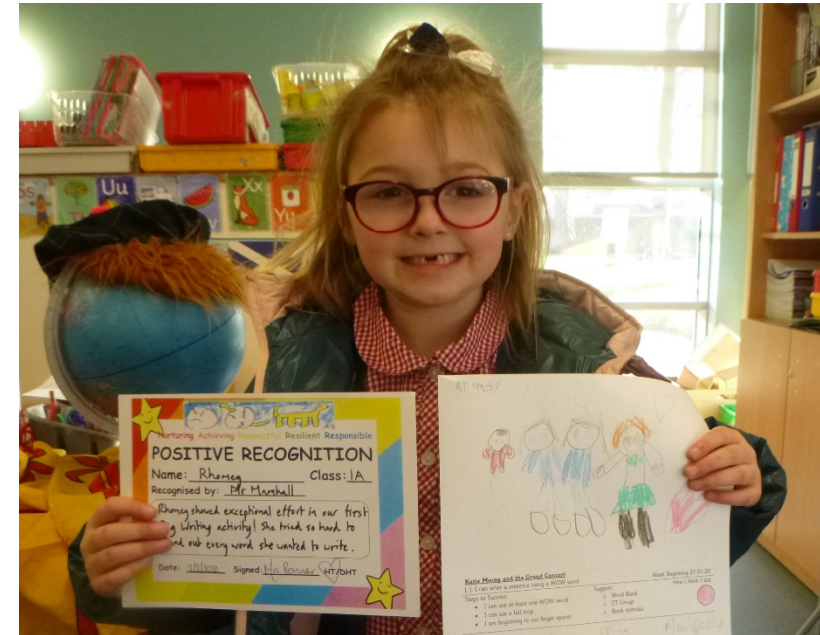
Education Service Improvement Priorities 2019/20 – Evaluation of Progress and Next steps

1. Attainment and Achievement
- Continue to embed a self-improving system to improve outcomes for learners and raise attainment and achievement through improved learning, teaching and assessment.   - Develop and embed strategies to close the poverty related attainment gap.   - Improve curricular and digital transitions to meet the needs of all children and young people to ensure they make progress in their learning.
Evaluation of Progress
- We have made good progress in continuing to embed the self-improving system across all schools in East Lothian. Our new approaches in associated school groups and smaller school team groups have become more established, facilitating greater school to school collaboration and empowerment at a local level.   - We have worked with practitioners to develop new guidance on learning, teaching and assessment through the development of the East Lothian 'pedagogy sails'. Our schools have been trialling these as a means of improving both the quality and consistency of learning, teaching and assessment.   - We have developed new approaches to tracking and monitoring of children's achievement that have been trialled across most schools.   - Work has begun on a new Raising Attainment Strategy for East Lothian that seeks to build on lessons learned about what works from elsewhere in Scotland and from other international countries.   - We have continued to place a strong emphasis on strategies that seek to close the poverty related attainment gap. Our schools have benefitted from dedicated support from our Education Scotland Attainment Advisor which has resulted on a sharper focus on the nature of the gap and successful interventions to close it.   - We have begun to develop professional learning on raising attainment, use of data and moderation and assessment.   - We have made important progress in our work on digital transitions brought about by COVID-19. We have had significant success in the numbers of children and young people accessing Google Classroom and we now need to learn the lessons about different models of curriculum delivery that best meets the needs of our children and young people.

Next steps

We will:
- Continue to develop self-improving schools systems to improve the quality of learning, teaching and assessment.
- Develop and trial new school review methodology to rigorously analyse all aspects of school performance.
- Continue to put in place approaches to improve attainment and achievement across all schools.
- Finalise and implement a Raising Attainment strategy that includes a focus on closing the poverty related attainment gap.
- Develop a consistent approach across all schools for assessing, monitoring and tracking learners' progress in literacy, numeracy and health & wellbeing building on local and national practice and ensuring continuous progression in learning.
- Place a greater emphasis on curricular transition and continuous progression in learning from ages 3-18 years with a continued focus on key transition stages, building on prior learning and achievements on the way through the use of reliable data about learners' progress.
- Finalise and implement a new Attendance policy and develop new approaches that increases all children and young people's engagement and attendance at school.
- Continue to collaborate with other local authorities and Edinburgh College to develop a STEM strategy across the South East Improvement Collaborative
- Implement the Digital learning and teaching strategy

2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

- Develop and implement a GIRFEC / Inclusion Policy and Strategy that supports all practitioners to meet children's needs.
- Continue to improve integrated service delivery to meet the needs of all children and families.
- Improve the health and wellbeing and PSE curriculum to better support the wellbeing of all children and young people.

Evaluation of Progress

- We have made good progress in working with practitioners to improve the quality of early learning and childcare provision. New Early Learning and Childcare Quality Assurance guidance has been developed to assist settings in interpreting and demonstrating the National Standards. Settings are supported by the Early Years Team to use the document to self-evaluate and identify areas for improvement, training and support.
- Until the COVID-19 pandemic, work was progressing well towards full implementation of 1140 hours across East Lothian.
- We launched an online resource to support early learning and childcare settings and practitioners to plan for the reopening of their settings in line with Scottish Government's guidance during the COVID-19 pandemic.
- A full review of Family Support has been completed across the county. Work is underway to establish a new service that will provide improved and coherent support to families across each community focussing on early and preventative interventions.
- We have improved support for the wellbeing, learning and attainment of our care experienced young people through increased collaboration with Children's Services, the development and professional learning of a new network of Designated Managers for care experience in every school, and through a range of focussed wellbeing and learning initiatives, which have increased inclusion and opportunities for care experienced young people to ensure good progress in their learning and attainment. Care experienced young people's voice has been increased through opportunities for self-directed support in relation to learning, the development of Mini Champs support group and a successful Making Your Voice Heard event in collaboration with East Lothian Champs Board.
- East Lothian's new Inclusion Policy is currently in draft and through ongoing consultation with stakeholders the amalgamation of this policy with the Accessibility Strategy is being explored. This amalgamation would still meet the statutory duty of having a clear three-year accessibility action plan. The policy will detail the actions required by all learning establishments to ensure the ongoing development of inclusive practices within East Lothian Council, and it complements and is integrated within a suite of policies and guidance which align with the local authority's vision for all its children and young people.
- We have refreshed our staged intervention process in line with GIRFEC principles and aims. This will be taken forward in due course in the new school session. A GIRFEC oversight board has been re-established to ensure the planning process is established

- across agencies and further develops multi-agency collaboration. This group will take forward self-evaluation activity to inform next steps.
- We have continued to support schools to develop positive relational approaches primarily through the delivery of nurture principles. Nurture and trauma informed approaches were the key focus for the support staff conference. Nurture training has taken place across all schools and the impact of this work can be identified within school improvement plans and school review evaluations. The focus on nurture and nurturing approaches was developed further during COVID as we developed our recovery plan 'nurture, recovery and reconnect' on the nurture principles and developed guidance for all schools to help them shape learners experiences and outcomes on the return to full time schooling. Nurture continues to be an area of development for all schools and is included in the working time agreement for 2020/21.
- All education staff participated in managing distressed and challenging behaviour training as part of the implementation of a policy in this area. Positive Support Plans are now in place for all children and young people who need additional and targeted support to regulate their social and emotional behaviour. As a result of this work there has been a significant reduction in the use of physical restraint in schools and all schools have in place a positive relationship policy.
- We have made some good progress in reviewing our use of PEF and also in determining the interventions that make the biggest difference, through support from our Attainment Advisor. With the impact of COVID-19, schools are now reviewing their use of PEF to ensure it supports the impact of COVID-19 on those children who are already disadvantaged.
- We continue to promote the uptake of free school meals. We have provided free school meals to those suffering hardship over the summer term and automatically renewed applications for those in receipt to extend to end of school session. We have actively encouraged families to use the online application process as this expedites their application which has shown more positive engagement from families thus ensuring completion and provision of free meals is dealt with in a shorter period of time. As at the 2020 Health Living Survey in February 10.6% of the P4-S6 school population were registered for free school meals (an increase of 1.1 percentage points on the previous year). A total of 1,773 pupils across the P1-S6 stages were registered for free school meals during the 2019-20 session compared with 1,559 during 2018-19. Between March and June 2020 there were 1,646 pupils attending East Lothian schools and registered for free school meals across the P1 to S6 stages. Applications for 144 of these pupils were approved during this period: 60 of these were renewals and 84 were new registrations.
- Prior to the COVID-19 pandemic, a short life working group was established of senior school leaders to take forward a review of the Health and Wellbeing curriculum. The progress of this group has been impacted and this work will be continued in the new school session and will take account of the impact of COVID-19 and also the progress of the mental health strategy.
- As part of the Children's Strategic Partnership, a mental health and wellbeing work-stream has identified 3 priorities that have been progressed and will continue to be taken forward. This work includes a focus of the development of early and preventative

supports in schools and has initiated the implementation of a wellbeing academy across the region and the school counselling initiative. Scottish Mental Health First Aid has been delivered to pastoral and guidance staff in all secondary schools. Short-term evaluations indicated all staff felt more confident asking about suicide and their knowledge of child development, signs of distress and how best to offer support had increased.

- In collaboration with a third sector partner, group work and individual work has been put in place to support LGBT children and young people. This has led to an increase in numbers of LGBT children and young people feeling they are being supported. Two secondary schools have been successful in gaining the LGBT bronze charter mark

Next steps

We will:
- Continue to progress our expansion plans towards 1140hrs across all settings offering children the best start in life and a greater level of choice and flexibility in of child care for working parents and carers.
- Carry out a programme of annual evaluation visits across all Early Learning and Childcare settings to ensure the provision of high quality early learning and childcare for all children aged 3 and 4-years and 2-year-olds from eligible households.
- Launch our refreshed GIRFEC framework and approaches and seek to embed these in our work. This will include a focus on joint training and developing greater shared understanding of our collective endeavours to support our children, young people and families.
- Continue to focus on Nurture and the nurture principles across all schools as part of our revised approaches to inclusion.
- Finalise and launch our Inclusion policy and accessibility strategy.
- Progress the review of the Health and Wellbeing and PSE curriculum frameworks.
- Continue to develop our approaches to supporting mental health and wellbeing including implementing our wellbeing academy focussed on providing support to our children and young people when they need it.
- Provide continued and targeted support to care experienced children and young people to increase their attainment, achievement and positive outcomes.
- Provide continued and targeted support to care experienced children and young people to increase their attainment, achievement and positive outcomes through improving the tracking, monitoring and raising of attainment of all Looked After young people through SMARTER target setting in relation to education outcomes in Child's Plans, improve targeted support to the education of our most vulnerable Looked After young people, improve education transitions for Looked After young people through placement

moves and improve staff and pupil understanding of care experience to ensure positive outcomes for care experienced young people.
- Work across education and children's services to develop a new strategic approach to family, parenting and wellbeing support.

3.	**Employability**
	• Continue to strengthen flexible pathways to employability and other positive destinations for young people.
	• Continue to improve attainment in the senior phase, particularly at N5 and build on the range of vocational and academic opportunities that meet the needs of all learners.
	Develop further the range of pathways to employability through East Lothian Works, focussed on those furthest away from employment.
	Evaluation of Progress

- We continue to work in partnership with Skills Development Scotland increase positive and sustained destinations for young people across the county.
- We continue to ensure the (3-18) Work Experience and the Career Education Standard are embedded in all schools. There still remains a challenge around the embedding of the flexible Work Experience Standard.
- We have broadened the flexible pathways for young people throughout Primary, the BGE and Senior Phase making use of labour market intelligence. Our planned Jobs Kingdom Live for Primary 5 pupils had to be cancelled due to COVID 19.
- We have increased the portfolio of Foundation Apprenticeship pathways to 6, Accountancy being new. We have embedded 2 of the Foundation Apprenticeships in schools for year 1, Business Skills at Musselburgh Grammar School and Accountancy at North Berwick High School.
- We have developed a strategic approach to support effective transitions for young people at risk of a negative destination. 1:1 support has been provided to a range of school pupils with mixed results.
- We have increase employment and further learning for Looked after Children.
- We have developed and delivered new models to inspire positive career choices for example, we have introduced Growing2Gether, a programme for LAC BGE pupils to mentor nursery pupils. This has been impacted by COVID 19 as delivery had to cease a third of the way through the programme.
- We continue to work with Edinburgh College and other partners to develop Winter Leavers courses and PAVE programmes however this has been impacted by COVID 19.
- We have reviewed the 3-18 vocational experiences across the educational journey and explore creative ways for pupils to engage with DYW activities. We are developing on a tracker which will record engagement with employers within key labour market sectors. This was based on Pre COVID 19 sectors and will need to be reviewed.
- In response to the Scottish Government's 'No One Left Behind' Employability Funding stream (NOLB), European Social Fund priorities and the Council Plan to reduce 'inequalities within and across our communities' we are preparing for the devolvement of Phase 2 NOLB.

In addition to this the service review has been shaped to create a flexible staff team to respond to the planned devolvement of employability services over the coming years.

- Respond to the 2018 Enable Scotland Report: 'Decreasing the Disability Participation- a call to action for effective Industry and Education partnerships'. Data collated from SEEMIS proved to be unhelpful (too broad) and further work needs to be undertaken to clearly identify the number of pupils concerned. Discussions have taken place with partners (Fort Kinnaird and FUSE- Edinburgh) around a supported employment/work taster/placement programme for individuals with disabilities, including school pupils. In addition research is being undertaken to identify good practice in other local authority areas. It is expected that this project will be significantly impacted by COVID 19.

- Implementation of common school day to harmonise with partner delivery and enhance senior phase offer. The delivery of vocational learning has been significantly impacted by COVID 19, for example all June tasters for SCP were cancelled, Oxford Explained has been postponed until September/October 2020.The delivery of the work based learning element of Foundation Apprenticeships continues to be a concern as a result of COVID 19 but we continue to work with SDS to try and find alternative means of pupils gaining practical experience.

Next steps

We will:
- Continue to be responsive to Labour Market Analysis and work with partners to create sustainable pathways, including the development of new courses by Edinburgh College (e.g. Winter Leaver).
- Continue to assess the suitability of new Foundation Apprenticeship frameworks, in line with labour market need.
- Create a pilot project to address the needs of pupils with disabilities (based on findings in the Enable report).
- Start to prepare for Phase 2 of NOLB, the devolvement of Employability Fund and Community Jobs Scotland to local authorities.
- Expand the links between local employers and schools to continue to improve positive destinations and enhance the quality of vocational options offered.
- Creation of a NOLB Paid Work Experience programme, specifically for individuals at Stage 1 / 2 of the Strategic Skills Pipeline including school leavers.
- Conclude the East Lothian Works service review, including the recruitment of 2 Education Support Officers for literacy and numeracy.

4. Leadership

- Improve the quality and impact of strategic leadership and leadership development at other levels within our schools.
- Build on and further develop a collaborative culture across education and children's services.

Evaluation of Progress

- We have continued to strengthen leadership capacity across the education service through targeted Quality Improvement engagement, staff development opportunities, developments days and working groups. As a result, we have been able to demonstrate an overall improvement in the quality of leadership.

Leadership of Change QI1.3	Graded Good, Very Good or Excellent based on School's Self-Evaluation		
Session	2017-18	2018-19	2019-20
Primary Schools	77%	79%	82%
Secondary Schools	Almost all	Almost all	Almost all

- We have continued the development and support of our teams through more frequent team meetings and communication. The COVID-19 pandemic has presented new opportunities for our teams to engage differently using Skype and this has resulted in more frequent and focussed team meetings.
- We have continued to develop a programme of joint professional learning for senior leaders across education and children's services. Whilst our progress has been slower in this area, this will continue to be a shared priority in 2020/21.
- Through our self-improving schools work, we have continued to embed a highly effective collaborative culture throughout our learning communities and build effective networks within and outwith the authority. Schools are increasingly working together in Associated School Groups and School Team Groups to support improvement and an increasing number of schools and practitioners have engaged in the work of the South East Improvement Collaborative (SEIC)

Next Steps
We will: - Continuing commitment to build strong leadership through quality Career Long Professional Learning and the use of coaching and mentoring across the broader education and children's service. - Continue to embed new ways of collaborating and working together with a strong focus on supporting our children, young people and families. This will have our new GIRFEC framework at the heart of our work. - Develop team learning opportunities that develops further agile and flexible leadership approaches. - Build coherent and robust self-evaluation approaches that determine service effectiveness and agile planning where a shift in priority may be required. - Develop new approaches to school reviews that develop leadership capacity in school leaders to support the self-improving schools approach.

5. Finance and Resources
• Develop and maintain a school estate strategy.   • Develop a Workforce Strategy that ensures the service can meet the needs of the community now and in the future.   • Continue to deliver an efficient and effective service within the principles of Best Value at a time of diminishing resources and growing demand.
Evaluation of Progress
• We have put plans in place to review the Learning Estate, including setting up a new team. Whilst our progress has been delayed due to COVID-19, we have been planning a full pre-consultation which will take place in the first part of 2021.   • A new Learning Estate Senior Managers group has been formed that reviews progress with the Learning Estate on a fortnightly basis.   • Until March 2020, work was underway to improve the condition of our existing estate. Due to continued population growth, we are in the process of extending 17 schools and establishing 5 new build schools across the county. Construction work was halted throughout COVID-19 and planned work is beginning to restart.   • We have continued with our plans to extend and develop our early learning and childcare facilities to meet the needs of our families and to support the expansion of early learning and childcare to 1140 hours.   • We have begun to review our Devolved School Management (DSM) scheme as part of the review being undertaken by the Scottish Government. We have established a working group that will focus on reviewing approaches to ASN funding including predictable and exceptional needs funding to ensure children's needs are better met.

Next Steps
We will: • Continue to develop the learning estate strategy through a pre-consultation in the first half of 2021 that will seek to gather the views of East Lothian stakeholders • Review the location, suitability, condition and resources of our specialist provisions to ensure they meet the needs of our growing population and changing needs of children and young people. • Continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. • Develop a workforce plan to ensure the service has quality, experienced staff to support its work.

Other key achievements:

- Successful introduction of nurturing approaches across all schools ensuring that children and young people are engaging positively in their learning in class.
- The successful delivery of online instrumental music tuition has helped sustain the service during the COVID19 pandemic with new ways of working and the successful remote delivery being recognised within and beyond East Lothian.
- Innerwick Early Years achieved Setting of Innovation recognition in Sept 2019, 1 of 5 awards across the country.
  East Lothian primary teacher awarded "Teacher of the Year" in Edinburgh Evening News Local Heroes Awards in recognition of her work with her pupils during lockdown. This included giving live lessons, scheduling pastoral chats with parents and carers and ensuring the emotional well-being of her pupils.
- 'Go the Extra Mile' is an approach to celebrate achievement designed for all the Musselburgh Cluster schools. This is an online platform where children can celebrate and share any achievements out with school and be recognised. They are also able to share their achievements on their own Google Classroom. Business and community based organisations were given slips to recognise positive behaviour and attitudes which could be shared through the online platform. This would be looking at good manners, community spirit and generally going the extra Mile.
- Preston Lodge High School achieved a Gold School Sport Award and have the highest participation rate for piping and drumming in any Scottish state school cluster – over 200 pipers and drummers. Their S6 Charities Committee raised over £5,000 for local and national charities.
- North Berwick schools secured a grant to train and resource staff in the wellbeing tool 'Building Resilience'. This approach is supported through partnership working with our Educational Psychology teams and NHS colleagues. This resource is now being embedded in all primary schools across East Lothian Council in 2020-2021. The resource supports schools to deliver the authority's nurture approaches and mental wellbeing approach.
- The new Wallyford Primary School building won the Scottish Property Award 2020 for Development of the Year (Public Buildings) and is one of the largest Primary Schools in Scotland, providing 28 classrooms and four nursery classes, offering up to 120 pre-school places, as well as resources for wider use by the community, including a new library.

Continued impact of COVID-19 and implications for improvement planning 2020/21

Whilst Education and Children's Services has continued to progress key areas of development during session 2019/20, COVID-19 has had a significant impact on the delivery of key improvement priorities for the service. In addition, the impact of COVID-19 on children, young people, families and communities in not yet fully known. Looking ahead, the service will require to take stock and assess what can be reasonably achieved whilst still ensuring key improvement priorities are progresses.

The remainder of this document, takes account of the progress to date, the impact of COVID-19 and sets out the key priorities for the service for session 2020/21.

EDUCATION AND CHILDREN'S SERVICES ACTION PLAN – 2020/21		
Continue to improve attainment and achievement **We will:**	Who?	By when?
• Continue to embed the Self-improving schools model.	Quality Improvement Team	June 2021
• Develop and trial new school review methodology.	Quality Improvement Team	June 2021
• Strengthen curricular transitions and progression in learning from 3-18 years.	Quality Improvement Team	June 2021
• Develop a consistent approach for assessing, monitoring and tracking learning to deliver optimum levels of attainment and achievement.	Quality Improvement Team	June 2021

	• Finalise our Raising Attainment strategy and develop further school's own approaches to raise attainment and closing the poverty related attainment gap.	Nick Trussler	June 2021
	• Develop a literacy strategy and approaches to improve literacy outcomes across schools	Quality Improvement Team	June 2021
	• Develop robust approaches to assessment and moderation to further enhance assessment of children's progress at school level and to support continued learning and achievement.	ELC QAMSO Group Quality Improvement Team and ES AA	June 2021
	• Review lessons learned in terms of service provision as a result of COVID closure of schools and how these can contribute to more effective approaches to raising achievement and meeting learners needs.	Karen Haspolat	June 2021
	• Finalise and launch our new Attendance policy and develop new approaches that increases all children and young people's attendance and engagement at school. Review our approaches to Home education and update our policy to reflect Scottish Government guidance and best practice.	Lynne Binnie / Karen Haspolat	June 2021
	• Continue to seek ways to implement the Digital Learning and Teaching Strategy	Richard Parker	June 2021

	• Continue to focus on improving the attainment and achievement of Looked After children and young people.	Sheila Laing	June 2021
	• Continue to support our looked after children and young people to achieve by implementing the corporate parenting plan.	Sheila Laing	June 2021
2	**Getting it Right for Every Child in East Lothian - Ensuring Inclusion, Wellbeing and Equality** **We will:**	**Who?**	**By when?**
	• Continue to implement our expansion plans towards 1140hrs of ELCC	Pauline Homer	August 2021
	• Continue to improve the quality of all ELCC settings as we work towards all achieving the National Standard.	Gill Whitford	June 2021
	• Review and improve the H&WB and PSE curriculum frameworks and approaches used in our schools.	Lynne Binnie / Quality Improvement Team	June 2021
	• Refresh our focus on the principles of GIRFEC by implementing new Child's Planning guidance and training and re-establishing a GIRFEC implementation group to drive improvements in multi-agency collaboration and early and effective intervention.	Lynne Binnie	December 2020

	• Establish a family wellbeing support service to provide consistent and high quality support and intervention to families across all 3 stages of intervention.	Judith Tait / Lesley Brown	June 2021
	• Continue to promote and develop the use of nurturing approaches in school and ELCC settings through professional development sessions, nurture network and school improvement activities	Lynne Binnie / Anita Harrison	June 2021
	• Continue to support the mental health and wellbeing of children and young people through the actions identified in the CSP including: development of the ELC wellbeing academy; roll out of the building resilience programme and the implement school counselling service for children over the age of 10-years.	Lynne Binnie	June 2021
	• Finalise the inclusion policy and provide appropriate professional development opportunities that will allow schools to provide high quality, inclusive learning environments using CIRCLE.	Clare McGarr	December 2020
	• Consider and take forward the recommendations from the national ASL review by establishing a ASL forum involving parents and children/young people	Lynne Binnie	June 2021

	• Review the deployment of Classroom and ASN Auxiliaries to take into account the recommendations from the Education Endowment Fund (2018)	Lynne Binnie	June 2021
3	**Employability:** **We will:** • Develop a new ELC Workforce for the Future strategy, to enable recovery following COVID19 and support 16-24 year olds who are at risk of unemployment, at the end of the British Government's Furlough Scheme. This will include access to Kickstart funding support, The Youth Guarantee, NOLB, DWP Grant Funding)	Neil Craik-Collins	October 2020
	• Develop interventions and programmes, using a family centred approach (in partnership with schools, ASN, Education, Community Learning Development and Children's Services) to ensure that our most vulnerable families are supported to achieve. This will include Growing Together, Prevocational Training, Mission Ambition, as well as literacy and numeracy support.	Neil Craik-Collins Lynne Binnie Judith Tait	June 2021
	• Continue to be responsive to Labour Market Analysis and work with partners to create sustainable pathways, including the development	Neil Craik-Collins	June 2021

	of new courses by Edinburgh College and The Ridge (e.g. Winter Leavers, Dual Qualifications in Care).		
	• Continue to build Foundation Apprenticeship frameworks, in line with labour market intelligence and our young people's needs.	Neil Craik-Collins	June 2021
	• Continue to support increased access to vocational training and qualifications, through curriculum review, in partnership with schools. This will include the development of Design, Construct and Engineer qualifications in two pilot secondary schools and maintenance of the School to College Partnership.(DYW)	Neil Craik-Collins Quality Improvement Team	June 2021
	• Disability Employability Support Fund: Construct a pilot project to address the needs of pupils with disabilities (based on findings in the Enable report).	Neil Craik-Collins Lynne Binnie	June 2021
	• Develop programmes for Phase 2 of No-one Left Behind, the devolvement of Employability Fund and Community Jobs Scotland, to local authorities.	Neil Craik-Collins Lynne Binnie	June 2021
	• Creation of a NOLB Paid Work Experience programme, specifically for individuals at Stage 1/	Neil Craik-Collins	June 2021

	2 of the Strategic Skills Pipeline including school leavers.		
	• Expand the Developing Scotland's Young Workforce (DYW) links between local employers and schools to continue to improve positive destinations and enhance the quality of vocational options offered. This will include the appointment of 3 DYW Co-ordinators.	Neil Craik-Collins	June 2021
	• Continue to support schools to increase sustained positive destinations and participation measures, utilising partnership support. Ongoing monitoring of 'unknowns'.	Neil Craik-Collins Neil Craik-Collins	June 2021 June 2021

4	**Improve leadership capacity** **We will:**	**Who?**	**By when?**
	• Continue to develop our leadership capacity as a service and across the broader education and children's service.	Lesley Brown / Judith Tait	June 2021
	• Continue to embed new ways of collaborating and working together across education and children's services with a strong focus on supporting our children, young people and families through GIRFEC.	Education and Children's Services management team	June 2021
	• Develop team learning opportunities that develops further agile and flexible leadership approaches across the broader service.	Education and Children's Services management team	June 2021
	• Build coherent and robust self-evaluation approaches that determine service effectiveness and agile planning where a shift in priority may be required.	Education and Children's Services management team	June 2021

5	Finance and Resources	Who?	By when?
	We will:		
	• Continue to develop the learning estate strategy through a pre-consultation that will seek to gather the views of East Lothian stakeholders.	Neil Craik Collins	June 2021
	• Continue to progress any expansions/ improvements and new school builds in line with the Council Capital plan.	Neil Craik Collins	June 2021
	• Review the location, suitability, condition and resources of our specialist provisions to ensure they meet the needs of our growing population and changing needs of children and young people.	Lynne Binnie	June 2021
	• Continue to progress the DSM review and the approaches to funding ASN in our schools.	Richard Parker	June 2021
	• Develop a workforce plan to ensure the service has quality, experienced staff to support its work.	Richard Parker	June 2021

Appendix 1 – Background Information

Our Service and Teams

East Lothian Council's Education Service has the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Learning and Childcare
- Education Management and Review
- Quality Improvement and Service Planning
- Schools Services Support
- Specialist Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services
- East Lothian Works

Early Learning and Childcare (ELCC)	Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in : • 33 early learning and childcare centres within primary schools • 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup) Additional early learning and childcare is provided through: • Playgroups of which there are 14 in East Lothian. Four of whom have chosen to remain unregistered meaning that they will not be able to apply for funded provider status with the Council to provide 1140 hours of early learning and childcare. • 5 Tots and Teens Playgroups. Two are currently registered with plans underway to register the remaining three.
School Years	Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools

Additional Support Needs	Delivers the statutory duty to ensure additional support needs are met through: • inclusive practices and support in all schools; • specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and • specialist professionals supporting children and young people who require additional support.
Quality Improvement Team	Delivers the following services to fulfil the duties set out in statute: • support and challenge of schools to improve the quality of education; • support for quality assurance and self-evaluation; • support for the development of the curriculum and learning, teaching and assessment; • liaison with national and local organisations and bodies; and • development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people: • consultation • assessment • intervention • training • research
Education Business Support Team	Delivers the following services, including those required to fulfil duties set out in statute: • strategic resource planning; • strategic planning and delivery of career long professional learning; • leadership development; • support for newly qualified teachers, student teachers and supply teachers; • recruitment of education service staff; • national and local policy relating to education; • support for the use of assistive technologies; • development of the Digital Learning and Teaching Strategy; • support for financial stewardship in all schools; • the use of technology to enhance learning and teaching, online services and learning portals;

	- specialist music and drama provision; - physical activity and education; - data analysis and performance; - pupil placement and admissions; - school estate projection planning; - staffing allocations; - scheme of devolved school management; - Improved employee relations through collaborative working with Trades Unions.
East Lothian Works	East Lothian Works, East Lothian's employability hub, brings together all employability-related services under the East Lothian *One Council Approach.* East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.

Education Service: Key Performance Measures to 2019/20   Appendix 2

1. Attainment and Achievement

1.1 Broad General Education: Primary and Secondary CFE Levels

1.1.1   Achievement of Expected CfE Level or Better

From August 2016, the Scottish Government will collect on an annual basis, teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3. Achievement in literacy data is provided for reading, writing, listening, and talking. In previous years these statistics have been labelled as 'Experimental Statistics' reflecting that they were new statistics in development meaning they could not be used for benchmarking performance or as a baseline to track improvements in performance over time. The Experimental Statistics label was removed from the 2018/19 statistics. As a result, the 2018/19 statistics are not directly comparable to Achievement of CFE Levels in previous years.

Due to the ongoing COVID-19 pandemic and the process of Scotland going in to lockdown, the Scottish Government required all Local Authorities to close all schools on Friday 20th March 2020. As a result, SG took the decision not to collect the ACEL data for session 2019-20. As a result, the data that follows summarises data up until the end of session 2018/19.

Table 1 below shows the percentage of pupils across East Lothian achieving the expected Curriculum for Excellence (ACEL) levels or better in reading, writing, listening and talking and numeracy over the three-year period since 2016/17. *Note: to be classed as having achieved a level in literacy overall, the pupil must achieve reading, writing, and listening and talking at that level.*

Table 1: Percentage of pupils achieving the expected CfE Level or better for their stage in P1, P4, P7 and S3

	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 & P7 combined	S3 Third Level	S3 Fourth Level
Literacy						
2016/17	74.4	65.9	62.3	67.7	86.3	39.9

	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 & P7 combined	S3 Third Level	S3 Fourth Level
2017/18	77.7	66.8	68.0	70.9	86.7	51.1
2018/19	72.1	68.1	69.5	69.9	85.1	40.0
Reading						
2016/17	81.1	75.5	74.7	77.2	89.5	47.9
2017/18	86.3	77.0	76.2	79.9	89.5	58.8
2018/19	79.7	77.6	78.6	78.6	88.7	52.7
Writing						
2016/17	77.0	69.8	64.9	70.8	86.8	44.2
2017/18	79.3	69.8	72.5	73.9	88.5	55.0
2018/19	74.5	71.0	71.7	72.4	87.1	47.2
Listening & Talking						
2016/17	89.1	84.6	83.0	85.7	90.9	48.6
2017/18	89.3	85.6	84.2	86.4	86.7	54.4
2018/19	86.1	85.6	88.2	91.7	89.7	50.0
Numeracy						
2016/17	80.9	70.7	68.8	73.7	83.9	54.8
2017/18	84.8	72.9	71.1	76.3	76.9	53.4
2018/19	79.4	76.1	75.2	76.9	90.4	62.9

- Across the primary stages, the gap is widest for Writing and Listening & Talking at the P4 stage and at the P7 stage for Reading and Numeracy. The largest gap was at P7 in Writing (30 percentage points) and the smallest gap at P1 and P7 in Listening & Talking (11 percentage points). The largest gap at S3 was in Reading (50 percentage points) and the smallest gap in Listening & Talking (42 percentage points). The gap in 2018/19 at S3 across the four curriculum components was greater than in 2017/18

1.1.2 Closing the gap between the most and least disadvantaged children

Table 2 below shows the percentage point gap between pupils living in the most deprived and least deprived areas achieving the expected levels or better in reading, writing, listening and talking and numeracy since 2016/17. On average, only 4% of the total stage cohorts each year live in SIMD Quintile 1, while 22% live in SIMD Quintile 5. As a result the percentage achieving in the most deprived areas at each stage is likely to fluctuate more widely each year.

Table 2: Percentage Point Gap between children and young people living in most deprived and least deprived areas

	P1 Early Level	P4 First Level	P7 Second Level	P1, P4 & P7 combined	S3 Third Level	S3 Fourth Level
Literacy						
2016/17	37.9	41.4	29.3	36.4	19.9	22.0
2017/18	19.2	32.6	31.6	26.6	9.6	31.5
2018/19	27.5	26.5	32.5	28.9	49.3	46.5
Reading						
2016/17	33.2	36.1	23.6	30.8	11.0	27.8
2017/18	16.4	28.4	24.4	22.2	8.2	35.1
2018/19	19.4	14.6	24.5	19.6	49.6	45.7
Writing						
2016/17	34.9	37.0	27.7	33.5	19.9	24.7
2017/18	17.5	31.1	30.8	25.2	10.9	36.5
2018/19	25.1	27.7	30.2	27.7	47.5	47.2
Listening & Talking						
2016/17	23.5	22.9	10.9	18.8	15.7	25.1
2017/18	9.2	15.7	26.0	16.4	7.3	35.2
2018/19	11.2	17.5	10.6	13.1	41.9	56.1
Numeracy						
2016/17	31.7	35.5	29.7	32.6	36.8	45.2
2017/18	21.2	28.2	22.1	22.8	21.7	34.7
2018/19	25.3	20.4	26.7	24.2	46.7	59.6

- As with previous years, the 2018-19 data shows that a higher proportion of P1, P4 and P7 pupils and S3 pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas. The gap in 2018/19 across four of the curriculum components at P1 was greater than in 2017/18. At P4 and P7, the gap was in line with or smaller than in 2017/18 with the exception of P4 Listening & Talking and P7 Numeracy.

1.1.3 Closing the gap – care experienced children and young people

Table 3 below shows the percentage point gap between pupils who are care experienced and those who are not care experienced. On average, only 2% of the total stage cohorts each year are care experienced. As a result the percentage achieving in the care experienced cohort at each stage is likely to fluctuate more widely each year. Due to the small numbers involved the gap data is only presented for the combined primary stages and for S3 at Third Level.

Table 3: Percentage Point Gap between care experienced and those who are not care experienced

	2016/17	2017/18	2018/19
Literacy			
P1, P4 & P7 combined	29.4	33.9	35.4
S3 Third Level	44.3	35.7	33.9
Reading			
P1, P4 & P7 combined	27.7	35.2	21.3
S3 Third Level	40.8	34.8	25.3
Writing			
P1, P4 & P7 combined	32.5	30.4	36.4
S3 Third Level	44.9	33.8	23.7
Listening & Talking			
P1, P4 & P7 combined	20.8	25.9	18.0
S3 Third Level	42.2	20.8	26.3
Numeracy			
P1, P4 & P7 combined	28.4	34.2	31.0
S3 Third Level	34.9	31.3	51.6

- The gap between those who are care experienced and those who are not in primary schools shows an overall reduction for Reading and Listening & Talking while Writing and Numeracy shows a slight increase. In secondary schools, the gap has reduced for the three Literacy organisers and has increased slightly for Numeracy.

1.2 Attainment in the Senior Phase

1.2.1 Improving Attainment for All

This measure groups school leavers according to their whole-school attainment as measured by their complementary tariff points into three attainment groups. The three groups are: the lowest-scoring 20 per cent of pupils, the highest-scoring 20 per cent and the middle 60 per cent. The complementary tariff score uses a fixed volume of learning to allow a fair comparison between learners/cohorts when the number of courses undertaken may vary. Course choice and personalisation has an impact on the total number of tariff points a young person can achieve. Decisions are based on what is best and most achievable for each young person in keeping with their interests and aspirations and some awards will not necessarily result in the allocation of tariff points or be included in the figures below.

Table 4: Average complementary tariff score of all school leavers within each attainment group since 2014/15

	2014/5	2015/16	2016/17	2017/18	2018/19
Lowest attaining 20%					
East Lothian	132	137	135	118	124
Virtual Comparator	132	137	145	134	138
National	142	145	148	143	134
Middle attaining 60%					
East Lothian	592	657	665	648	666
Virtual Comparator	632	663	675	666	680
National	610	631	634	646	623
Highest attaining 20%					
East Lothian	1274	1310	1290	1320	1351
Virtual Comparator	1285	1300	1309	1309	1308
National	1255	1266	1269	1281	1267

- All three attainment groups show a slight improvement in the average complementary tariff score in 2018/19 on the previous year. The 2018/19 Middle 60% score in East Lothian is roughly in line with the Virtual Comparator while the Highest 20% score is greater. The Lowest 20% score has been lower than the Virtual Comparator for the last two years.

- Both the Middle 60% and Highest 20% attainment groups in East Lothian show a fluctuating but overall improved trend over the last five years while the Lowest 20% attainment group shows a slight drop in trend. As a result, the gap between the Lowest 20% and Highest 20% attainment groups has increased over the five-year period.

1.2.2   Literacy & Numeracy

Literacy & Numeracy rates of school leavers show an overall improved trend in East Lothian over the last five years. *Table 5* below details the percentage of school leavers that achieved literacy and/or numeracy since 2014/15 to at least SCQF Level 5.

Table 5: Percentage of school leavers attaining Literacy & Numeracy combined or separately at SCQF Level 5 or better to 2018/19

	2014/5	2015/16	2016/17	2017/18	2018/19
Literacy & Numeracy					
East Lothian	51.7	60.9	63.2	61.3	63.5
Virtual Comparator	59.3	64.7	68.3	67.4	69.5
National	58.6	64.2	66.5	67.1	66.6
Literacy					
East Lothian	69.9	76.9	80.1	77.6	79.7
Virtual Comparator	74.1	78.7	80.8	80.9	82.9
National	74.6	79.0	80.9	81.7	81.7
Numeracy					
East Lothian	55.7	62.4	64.4	63.1	65.0
Virtual Comparator	62.8	67.1	70.3	69.5	71.5
National	62.5	66.8	68.8	69.2	68.8

- 64% of school leavers attained both literacy & numeracy at SCQF Level 5 or above in 2018/19, an increase of 2% on the previous year and an overall increase of 12 percentage points since 2014/15.

- Literacy and Numeracy rates separately were both at their highest level since 2014/15 increasing by 10 and 9 percentage points respectively since 2014/15.

- While the tables above demonstrate an improvement, Literacy & Numeracy rates in East Lothian remain below the Virtual Comparator and National average and improving literacy and numeracy outcomes across our schools remains a key focus.

1.2.3   Percentage of school leavers by attainment at SCQF levels 3 to 7

Table 6 below shows the percentage of East Lothian school leavers attaining one or more awards at SCQF Levels 3 to 7 since 2014/15.

Table 6

	2014/15	2015/16	2016/17	2017/18	2018/19
SCQF Level 3					
East Lothian	98.0	98.2	98.0	97.3	98.0
Virtual Comparator	97.8	97.9	98.0	97.6	98.0
National	97.9	98.1	98.1	98.0	98.0
SCQF Level 4					
East Lothian	95.9	97.4	96.7	96.0	96.8
Virtual Comparator	96.1	96.0	96.4	96.0	96.4
National	96.5	96.7	96.6	96.4	96.3
SCQF Level 5					
East Lothian	85.4	86.4	85.9	84.5	86.1
Virtual Comparator	85.5	86.9	87.3	87.1	88.5
National	86.7	87.2	87.7	88.0	88.0
SCQF Level 6					
East Lothian	62.5	64.5	66.3	64.2	65.7
Virtual Comparator	63.6	66.4	67.1	66.1	68.9
National	63.2	65.0	64.8	66.2	66.2
SCQF Level 7					
East Lothian	21.2	24.2	25.9	26.5	29.4
Virtual Comparator	23.2	24.1	24.9	25.4	26.1
National	20.9	21.7	22.0	23.2	22.1

- East Lothian's performance at SCQF Levels 3 and 4 has been relatively consistent in line with the virtual comparator and national average. At SCQF Levels 5 and 6, the performance has fluctuated more, typically below the virtual comparator and national average but shows an overall improved trend, particularly at SCQF Level 6 which has increased 3 percentage points since 2014/15. At SCQF Level 7, the percentage achieving has increased 8 percentage points since 2014/15 and has been consistently above both the virtual comparator and the national average for the last 3 years.

1.2.6   Percentage of school Leavers attaining 3 or more awards at SCQF Level 6

Chart 1: Percentage of school leavers achieving 3 or more awards at SCQF Level 6 or better

	2015	2016	2017	2018	2019
National	46.6	48.6	48.9	50.3	50.9
Virtual Comparator	48.6	51.9	52.7	52.2	55.5
East Lothian	45.8	50.7	50.4	50.4	54.0
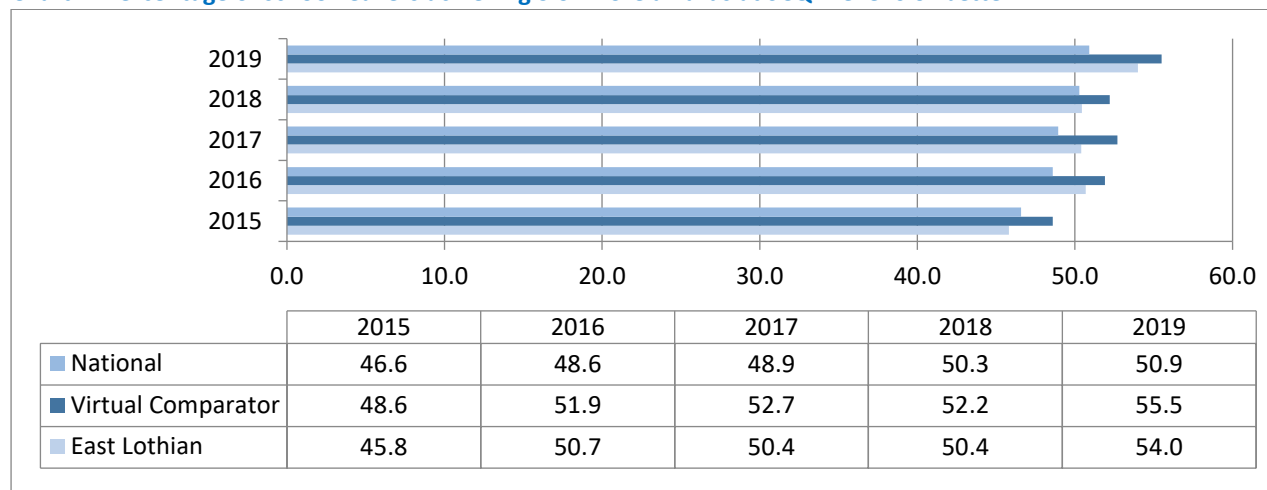
- East Lothian's performance in this measure shows an overall improvement since 2014/15, consistently above the national average. In 2018/19 54% of school leavers achieved 3 or more awards at SCQF Level 6 or better, an increase of 8 percentage points since 2014/15.

1.2.7   Closing the gap between the most and least disadvantaged children

School leavers living in the 20% most deprived areas typically have lower attainment compared to those living in the 20% least deprived areas. The attainment gap between school leavers living in the most deprived areas and those in the least deprived areas is wider at higher levels of qualifications. The attainment gap increases from 3 percentage points on average at SCQF Level 3 to 48 percentage points on average at SCQF Level 6. Overall the gap has reduced over the last five years across the SCQF Levels with the most significant reduction at SCQF Level 5.

	2015	2016	2017	2018	2019
1 + SCQF Level 5 - SIMD Q1	57.1	78.0	66.7	72.4	77.6
1 + SCQF Level 5 - SIMD Q5	95.6	96.7	95.2	94.3	93.5
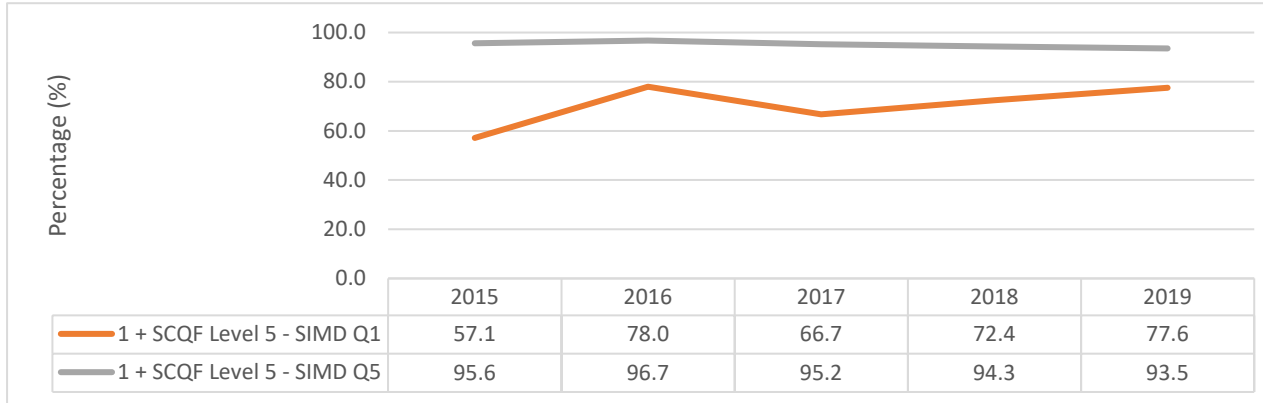
- 78% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2019, an increase of 5% on 2018. The gap between East Lothian leavers from the most and least deprived areas in 2019 decreased by 6 percentage points on the previous year and shows an overall reduction of 23 percentage points since 2015.

Chart 3: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by deprivation (SIMD) status

	2015	2016	2017	2018	2019
1 + SCQF Level 6 - SIMD Q1	30.6	45.8	35.2	32.8	30.6
1 + SCQF Level 6 - SIMD Q5	85.3	85.3	82.2	81.9	80.6
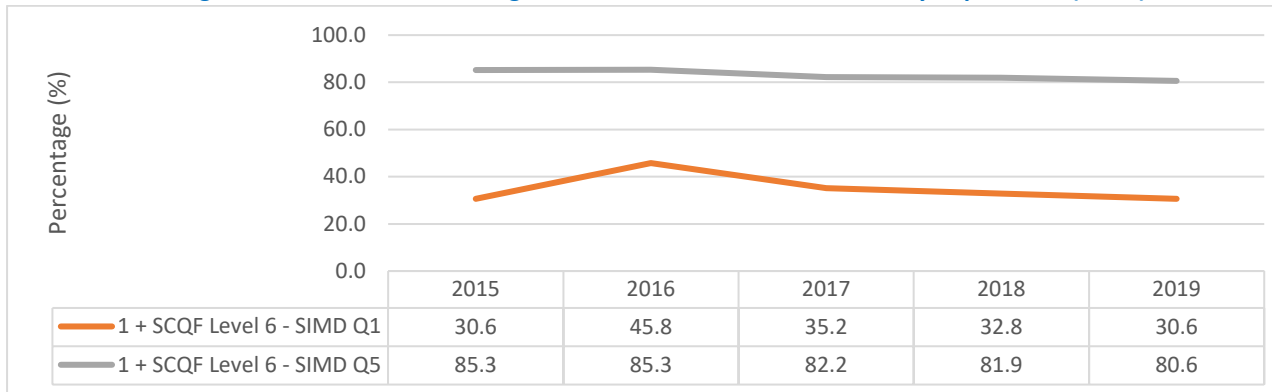
- 31% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2019, a decrease of 2% on 2018. The gap between East Lothian leavers from the most and least deprived areas in 2019 increased by 1 percentage point on the previous year and shows an overall reduction of 5 percentage points since 2015.

1.2.8   Attainment of Care Experienced School Leavers

School leavers who are care experienced typically have lower attainment compared to those who are not care experienced. Similar to the SIMD trends, the attainment gap between school leavers who are care experienced and those that are not care experienced is wider at higher levels of qualifications. The attainment gap increases from 25 percentage points on average at SCQF Level 4 to 58 percentage points on average at SCQF Level 5.

Chart 4: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by care experienced (LAC) status

	2015	2016	2017	2018	2019
1 + SCQF Level 4 - LAC	76.5	61.1	75.0	81.8	66.7
1 + SCQF Level 4 - Non LAC	96.2	98.0	97.2	96.3	97.5
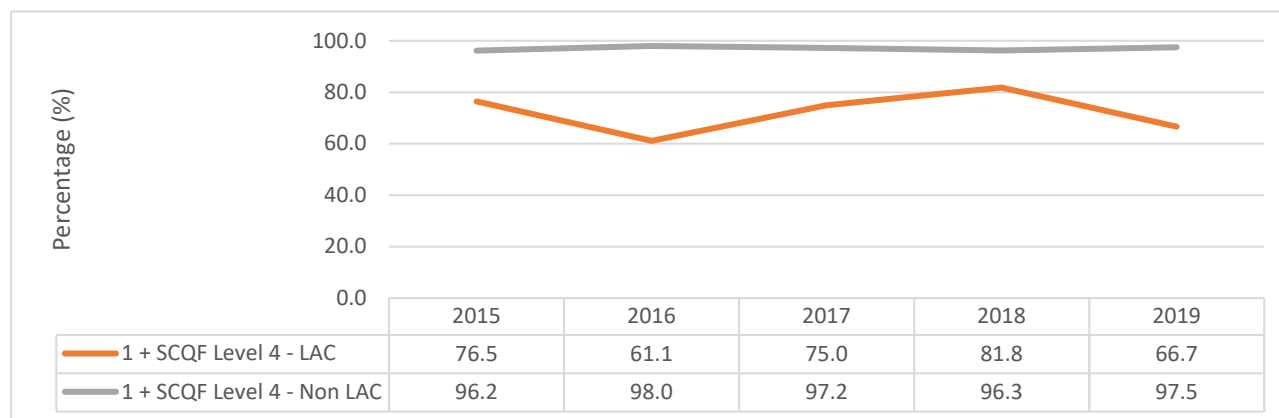
- 67% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2018/19, a drop of 15 percentage points on 2018. The gap between leavers who are care experienced and those who are not has fluctuated over the five year period due to the small numbers involved. On average, only 2% of the total school leavers' cohort each year are care experienced.

1.2.9 Attainment of School Leavers with Additional Support Needs (ASN)

The proportion of school leavers who have additional support needs has risen from 26.2% of the total school leavers' cohort in 2014/15 to 33.3% in 2018/19. School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. Again, similar to the SIMD trends, the attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 8 percentage points on average at SCQF Level 4 to 25 percentage points on average at SCQF Level 5 and 39 percentage points at SCQF Level 6.

Chart 5: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by Additional Support Needs (ASN) status

	2015	2016	2017	2018	2019
1 + SCQF Level 5 - ASN	66.0	66.6	68.1	68.5	72.6
1 + SCQF Level 5 - Non ASN	92.3	95.0	94.0	91.7	92.8
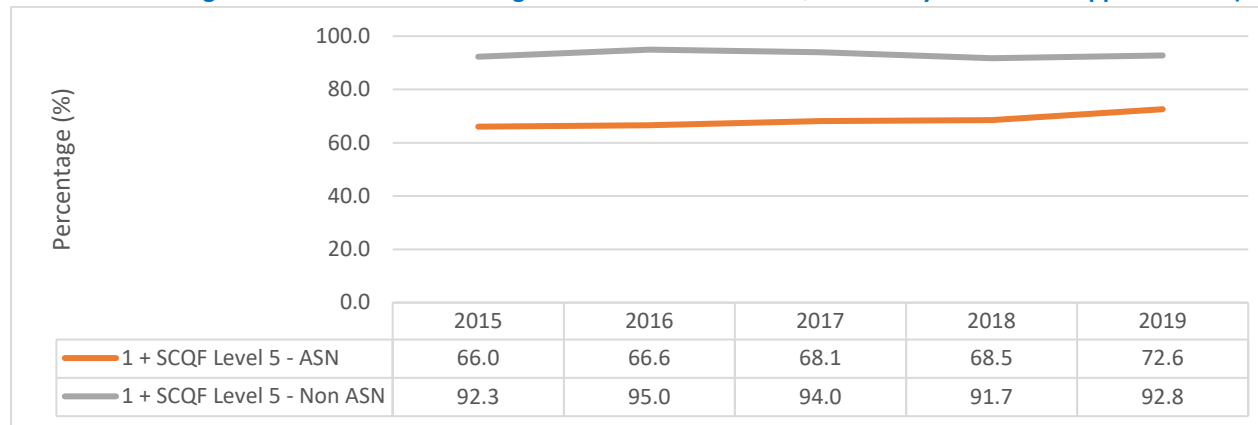
- 73% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2019, an increase of 4% on 2018. The gap between East Lothian leavers with an additional support need and those without in 2019 decreased by 3 percentage points on the previous year and shows an improving trend.
  The following stage cohort measures also feature as key performance indicators in East Lothian:

1.3 Percentage of S4 pupils achieving a National 5 A-C Grade

Chart 6: Percentage of S4 pupils achieving 1 or more National 5 awards at grades A-C

	2015	2016	2017	2018	2019
National	77.7	78.8	80.5	78.3	79.4
Virtual Comparator	77.9	79.9	81.5	79.5	82.4
East Lothian	78.8	79.3	77.2	72.4	74.3
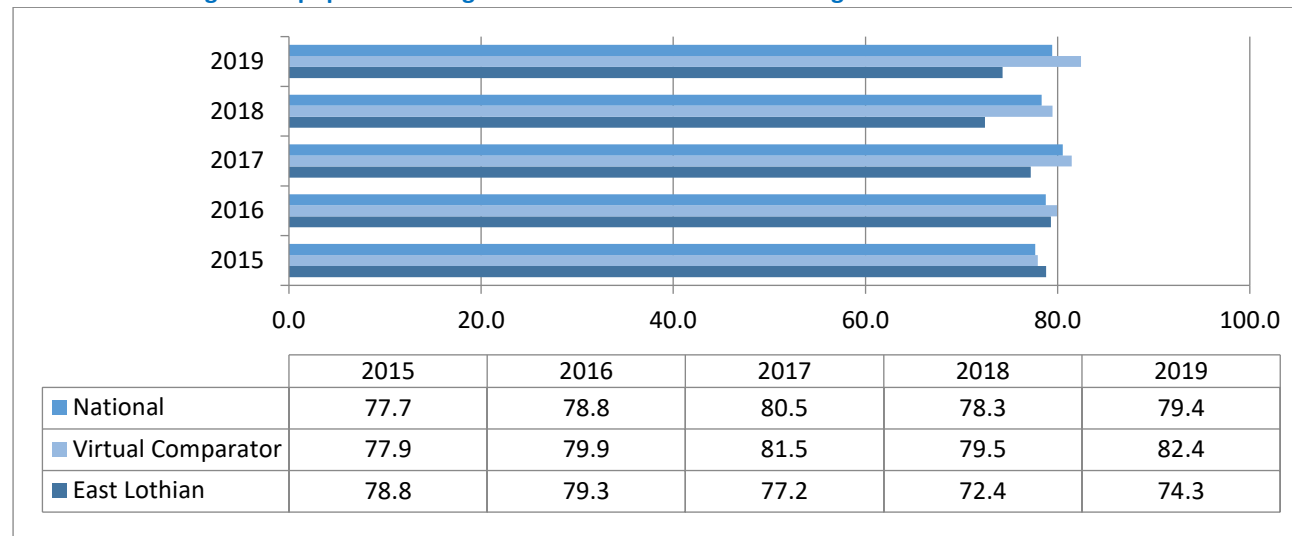
- In 2018/19 74% of S4 pupils achieved 1 or more awards at National 5 (A-C grades), an increase of 1.8 percentage points on the previous year and a drop of 4.5 percentage points since 2014/15. Since 2016/17 East Lothian's performance has been lower than the virtual comparator and national average.

1.4 Percentage of S4 pupils achieving 3+ Highers by end of S5

Chart 7: Percentage of S4 pupils achieving 3 or more Higher awards by the end of S5

	2015	2016	2017	2018	2019
National	33.1	34.3	34.7	34.9	33.9
Virtual Comparator	35.1	35.8	38.4	38.0	36.6
East Lothian	34.9	35.1	38.6	37.0	31.6
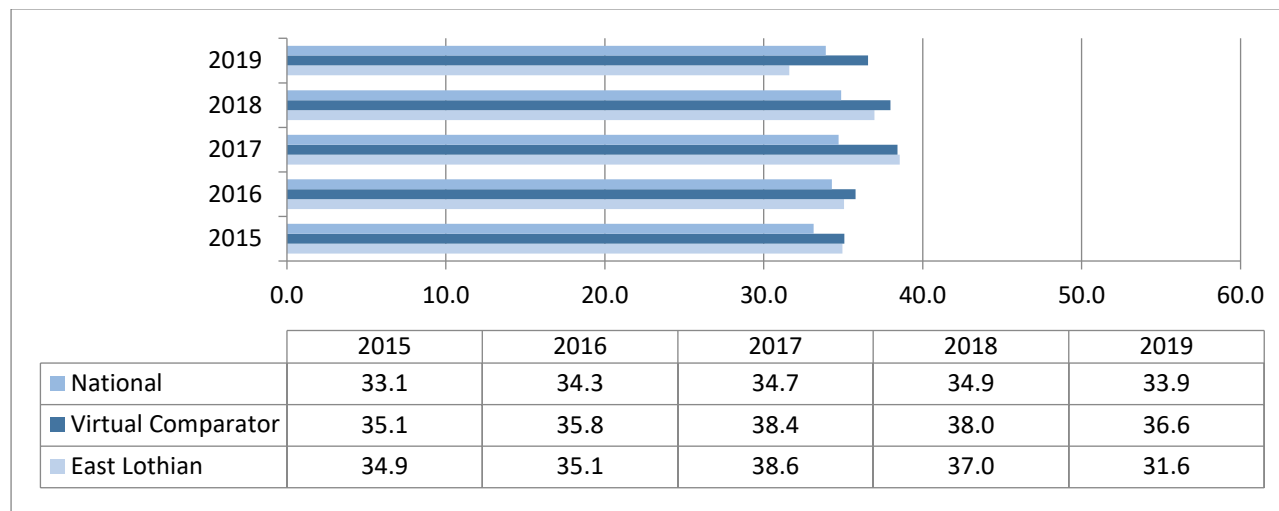
- In 2018/19 32% of S5 pupils achieved 3 or more awards at Higher, a drop of 5.4 percentage points on the previous year, compared to 33.9% nationally. Over the five-year period, East Lothian's performance has fluctuated and shows an overall drop of 3.3 percentage points since 2014/15 and has typically been above the national average.

1.5 Percentage of schools evaluated as good or better in 'Raising attainment & achievement' and 'Learning, Teaching & Assessment'

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

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

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

Table 7: Percentage of East Lothian schools graded as good or better in 'Learning, Teaching & Assessment'

Learning, Teaching and Assessment QI 2.3	Graded Good, Very Good or Excellent based on School's Self-Evaluation		
Session	**2017-18**	**2018-19**	**2019-20**
Primary Schools	Most	Majority	Most
Secondary Schools	Most	Majority	Almost All

Table 8: Percentage of East Lothian schools graded as good or better in 'Raising Attainment & Achievement'

Raising Attainment and Achievement QI 3.2	Graded Good, Very Good or Excellent based on School's Self-Evaluation		
Session	**2017-18**	**2018-19**	**2019-20**
Primary Schools	Most	Majority	Majority
Secondary Schools	Almost all	Majority	Almost All

Explanation of terms of quality used by Education Scotland

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

2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

2.1 Early Years

2.1.1 Child Development - 27-30 Month Child Health Review

The latest published Child Health 27-30 Month Review statistics as at February 2020 shows that 78.5% of children in East Lothian had reached all of their developmental milestones at the time of their 27-30 month review, compared to 71.5% the previous year (see table 9).

Table 9: Percentage of eligible children reviewed in East Lothian, 2014/15 to 2018/19

	2014/15	2015/16	2016/17	2017/18	2018/19
Number of children becoming eligible for 27-30 month review	1,179	1,182	1,120	1,149	1,179
% of all eligible children reviewed	82.7	87.5	87.1	88.9	86.7
% of all children reviewed with no concerns across **all** domains	82.2	84.8	76.5	71.5	78.5

There is a difference in the number of eligible children and uptake of the 27 – 30 month developmental review in deprived areas. Table 10 below shows the number and proportion of eligible children in each SIMD group in 2018/19:

Table 10: Breakdown of East Lothian children eligible for a 27-30 month child health review in each SIMD Quintile in 2018/19

	SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Total
Number of eligible children in each SIMD Group in East Lothian	87	368	286	265	173	1179
Percentage of all eligible children in East Lothian	*7.4%*	*31.2%*	*24.3%*	*22.5%*	*14.7%*	

Table 11 and Table 12 below show the percentage of reviews completed and the percentage of reviewed children in each SIMD Quintile group with no concerns across all domains since 2014/15.

Table 11: Percentage of reviews completed with eligible East Lothian children in the most and least deprived areas

SIMD Quintile	2014/15	2015/16	2016/17	2017/18	2018/19
SIMD Q1 (Most deprived)	84.7	78.2	82.7	90.5	80.5
SIMD Q5 (Least Deprived)	86.8	92.0	89.8	94.0	92.5

Table 12: Percentage of reviews completed with eligible East Lothian children in the most and least deprived areas where there were no concerns across all domains

SIMD Quintile	2014/15	2015/16	2016/17	2017/18	2018/19
SIMD Q1 (Most deprived)	70.0	76.7	72.1	71.1	60.0
SIMD Q5 (Least Deprived)	86.4	84.8	79.4	74.5	80.0
Percentage Point Gap between SIMD Q1 v SIMD Q5	*16.4*	*8.0*	*7.3*	*3.5*	*20.0*

- In 2018/19 60% of children living in SIMD Q1 that were reviewed had no development concerns compared to 80.0% of children living in SIMD Q5. The gap between those in the most and least deprived areas increased in 2018/19 following a period of reduction between 2014/15 and 2017/18. This continues to be an area of priority.

2.1.2 Number of 3 and 4 year old registrations for Early Learning and Childcare as a percentage of the estimated eligible population

Table 13

	2017/18	2018/19	2019/20
East Lothian	96.0	94.0	102.0
Scotland	99.0	99.0	98.0

2.1.3 Percentage of funded early years' provision which are graded good/better

Table 14

	2014/15	2015/16	2016/17	2017/18	2018/19
East Lothian	87.0	90.0	88.9	82.8	83.9
Scotland	93.5	91.9	91.7	91.0	90.6

2.2 Attendance in Schools

Due to the ongoing COVID-19 pandemic and the process of Scotland going in to lockdown, the Scottish Government required all Local Authorities to close all schools on Friday 20th March 2020. As a result, the attendance relating to 2019/20 only covers the period from the start of the 2019/20 academic session to 20th March 2020. Rates for previous years have been re-calculated to include attendance from the start of each session to the third Friday in March only to provide a more meaningful comparison.

Chart 8: Pupil Attendance Rates in East Lothian Schools by Sector

	2016/17	2017/18	2018/19	2019/20
Primary	95.5	95.0	95.2	94.4
Secondary	91.3	90.4	90.0	88.7
Total	93.8	93.2	93.1	92.0
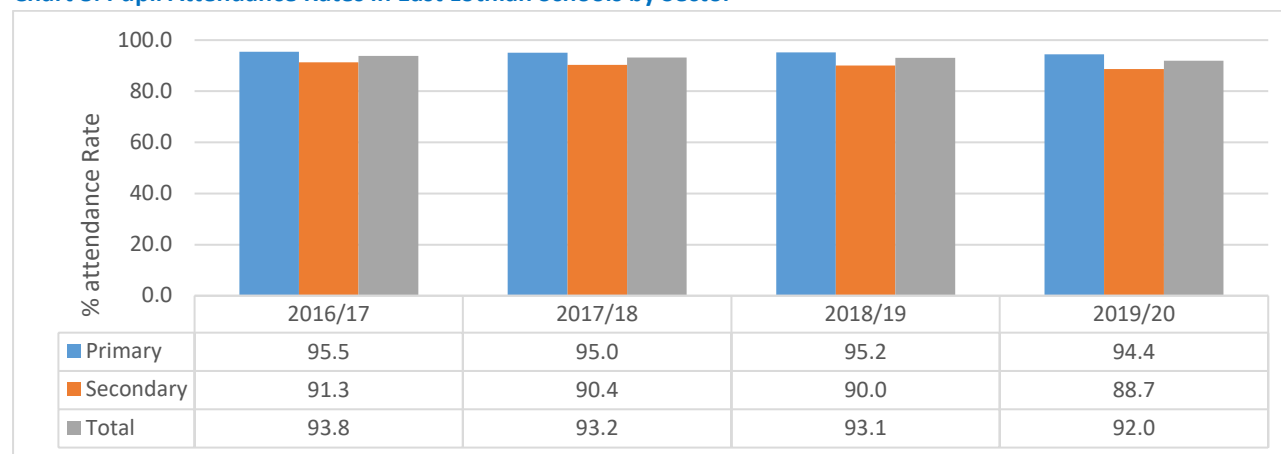
- There was a slight drop in the attendance rates in 2019/20 with the 2019/20 rates sitting approximately one percentage point below the previous 3 years average.

Chart 9: Attendance Rates by Scottish Index of Multiple Deprivation (SIMD) status

	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap
	Primary			Secondary			All sectors		
2016/17	94.1	96.3	2.2	87.2	93.3	6.1	91.2	95.0	3.8
2017/18	93.6	95.9	2.3	84.9	92.9	8.0	90.2	94.6	4.4
2018/19	93.7	95.9	2.2	83.0	92.8	9.8	89.7	94.6	4.9
2019/20	92.6	95.4	2.8	81.7	91.7	10.0	88.6	93.8	5.2

■2016/17 ■2017/18 ■2018/19 ■2019/20
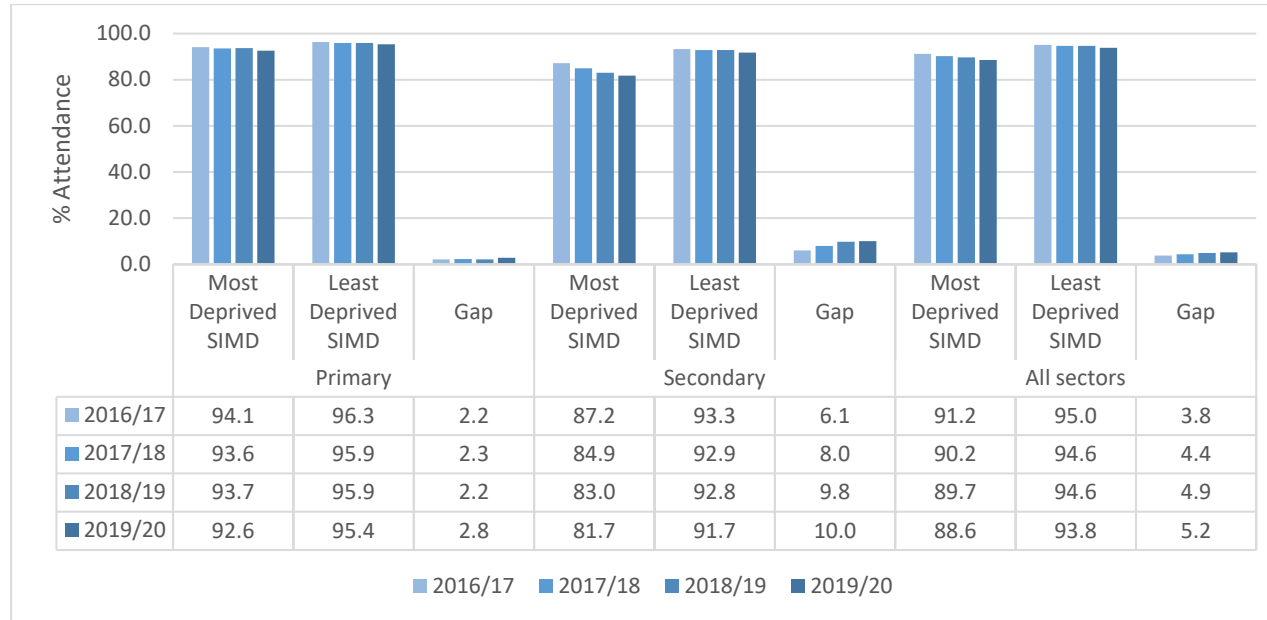
- Pupils living in the 20% most deprived areas (based on Scottish Index of Multiple Deprivation (SIMD) had lower attendance rates each year than those pupils living in the 20% least deprived areas.

- In primary schools, pupils living in the most deprived areas had an attendance rate between 2 and 3 percentage points lower than pupils living in the least deprived areas each year. In secondary schools, the gap is wider with pupils living in the most deprived areas having an attendance rate 10 percentage points lower in 2019/20. The gap in secondary schools has increased by 3.9 percentage points since 2016/17.

Chart 10: Attendance Rates by Care Experienced (LAC) status

	Primary			Secondary			All sectors		
	Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap
2016/17	93.9	95.5	1.6	81.5	91.4	9.9	88.7	93.9	5.2
2017/18	94.3	95.1	0.8	80.5	90.5	10.0	87.6	93.3	5.7
2018/19	94.0	95.2	1.2	80.6	90.0	9.4	87.8	93.2	5.4
2019/20	94.7	94.4	-0.3	78.2	88.6	10.4	87.6	92.0	4.4

2016/17   2017/18   2018/19   2019/20
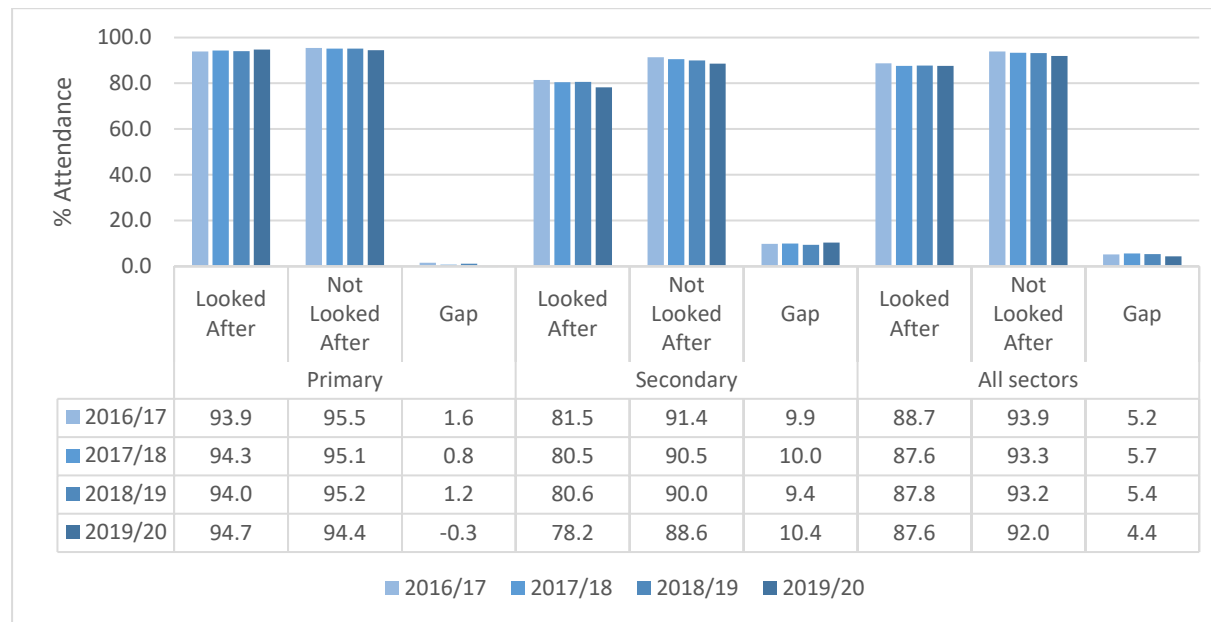
- The attendance rate for pupils who are looked after is typically between 4 and 5 percentage points lower than pupils who are not looked after. Since 2016/17 the overall attendance rate for both pupils who are looked after and those who are not looked after shows a slight drop.
- The gap in primary school attendance rates between those pupils who are looked after and not looked after has reduced since 2016/17 with the 2019/20 looked after attendance rate in line with the rate for those not looked after. In secondary schools the gap has increased from 9.9 to 10.4 percentage points over that same time period.

Chart 11: Attendance Rates by Additional Support Needs (ASN) status

	With ASN	No ASN	Gap	With ASN	No ASN	Gap	With ASN	No ASN	Gap
	Primary			Secondary			All sectors		
2016/17	94.0	95.8	1.8	87.9	92.5	4.6	90.9	94.6	3.7
2017/18	93.6	95.5	1.9	87.4	91.6	4.2	90.8	94.0	3.2
2018/19	93.5	95.7	2.2	86.6	91.3	4.7	90.2	94.0	3.8
2019/20	92.6	94.9	2.3	84.9	90.0	5.1	88.8	93.0	4.2
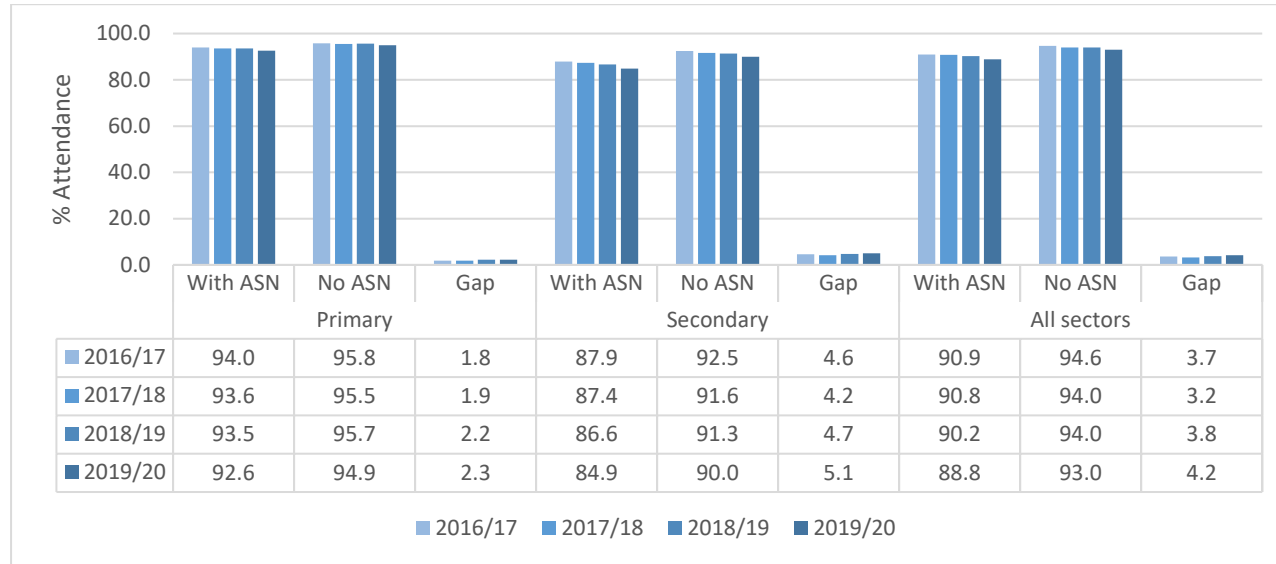
- The attendance rate for pupils with ASN is typically between 3 and 4 percentage points lower than pupils with no ASN. Since 2016/17 the overall attendance rate for both pupils with ASN and those without ASN shows a slight drop.

- The gap in primary school attendance rates between those with ASN and those without ASN has increased slightly from 1.8 to 2.3 percentage points since 2016/17 while the secondary gap has increased from 4.6 to 5.1 percentage points.

2.3 Exclusions from school

Chart 12: Number of Exclusion Incidents in East Lothian Schools by sector expressed as a rate per 1,000 pupils

	2016/17	2017/18	2018/19	2019/20
Primary	8.5	4.6	3.3	6.0
Secondary	48.9	41.0	28.3	16.4
All sectors	24.6	19.2	13.4	10.3
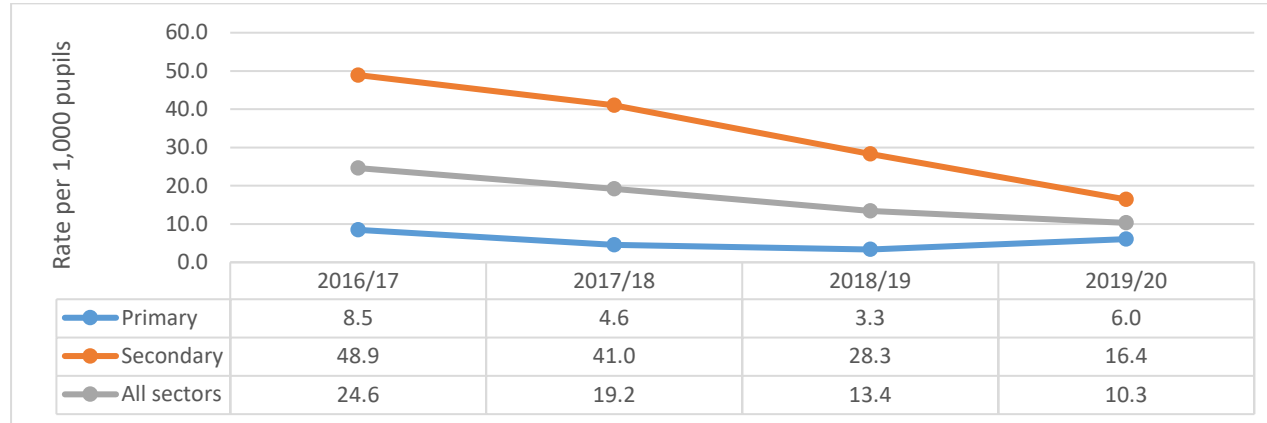
- Overall, exclusion incidents in East Lothian in 2019/20 are at their lowest rate since 2016/17. Over the four-year period there were no permanent exclusions from schools in East Lothian.

- In the primary sector, the temporary exclusion rate increased slightly in 2019/20 to 6.0 per thousand pupils from 3.3 in 2018/19 but shows an overall drop since 2016/17. The largest decrease in rates has been in the secondary sector, with the temporary exclusion rate dropping from 48.9 per thousand pupils in 2016/17 to 16.4 per thousand in 2019/20.

Chart 13: Number of Exclusion Incidents by Scottish Index of Multiple Deprivation (SIMD) status

	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap
	Primary			Secondary			All sectors		
2016/17	26.6	3.9	22.7	126.1	21.2	104.9	67.7	11.1	56.6
2017/18	27.6	2.3	25.4	89.1	21.6	67.5	52.5	10.4	42.1
2018/19	21.8	0.5	21.2	36.7	8.2	28.5	27.8	3.8	24.0
2019/20	29.7	0.0	29.7	61.5	8.2	53.3	42.3	3.6	38.8
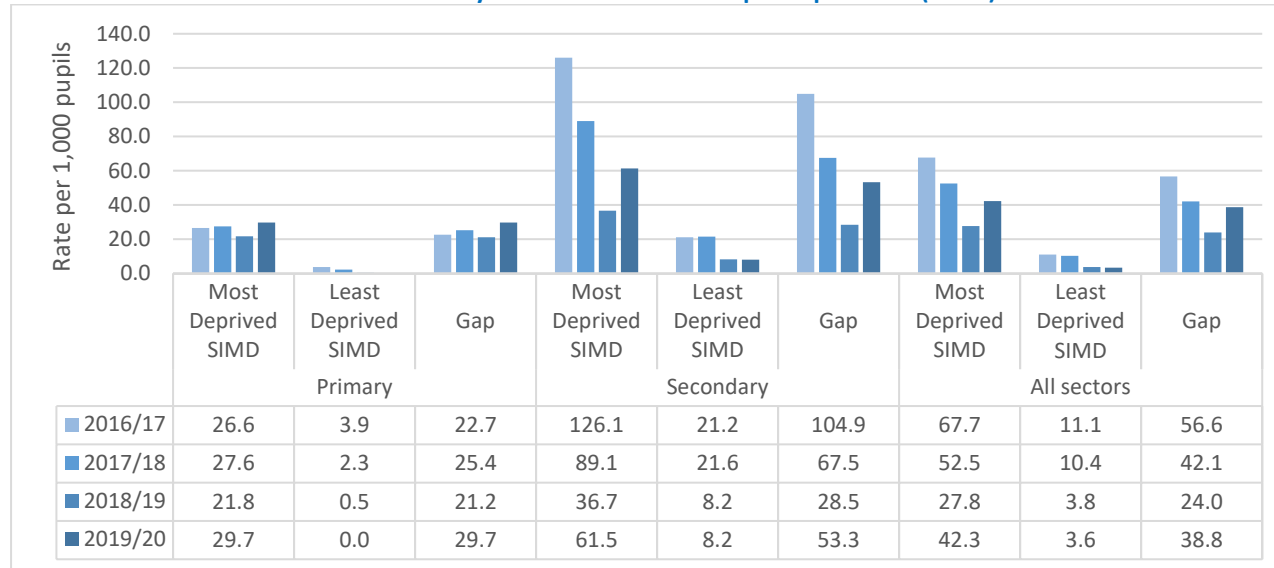
- The exclusion rate for pupils living in the 20% most deprived areas in 2019/20 is almost twelve times higher than for pupils living in the 20% least deprived areas. Since 2016/17 the gap in the exclusion rate between pupils from the most and least deprived areas has reduced from 56.6 points in 2016/17 to 38.8 points in 2019/20. The gap in the exclusion rate between primary pupils from the most and least deprived areas has increased since 2016/17 while the gap in the secondary sector has reduced.

Chart 14: Exclusion Incidents by Care Experienced (LAC) status

	Primary			Secondary			All Sectors		
	Looked After	Not Looked After	LAC Gap	Looked After	Not Looked After	LAC Gap	Looked After	Not Looked After	LAC Gap
2016/17	81.8	7.5	74.3	426.8	43.4	383.5	229.2	21.8	207.4
2017/18	9.4	4.5	4.9	479.2	33.5	445.6	232.7	16.1	216.6
2018/19	62.5	2.6	59.9	250.0	24.3	225.7	152.8	11.3	141.5
2019/20	88.5	4.9	83.6	114.9	15.0	100.0	100.0	9.1	90.9
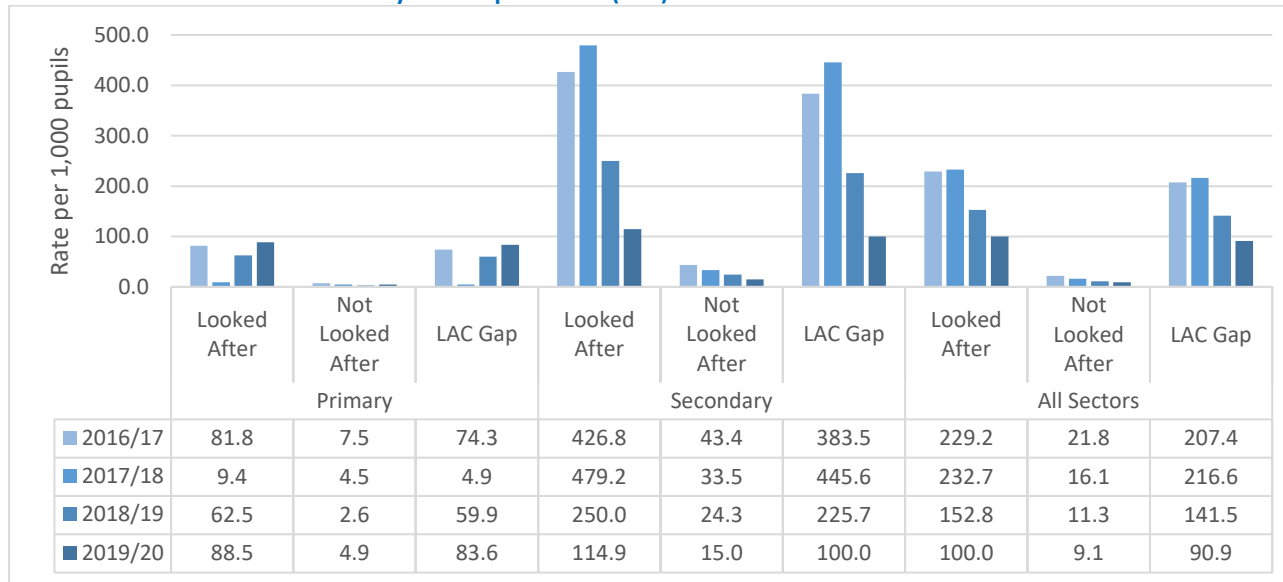
- The exclusion rate in 2019/20, for pupils who are looked after, is more than 11 times higher than those who are not looked after. Since 2016/17 the overall exclusion rate for both pupils who are looked after and those who are not looked after has reduced with the gap in exclusion rates between the two groups of pupils also reducing.

- The gap in exclusion rates between those who are looked after and not looked in the primary sector has fluctuated and increased overall from 74.3 points in 2016/17 to 83.6 points in 2019/20 while in the secondary sector the gap has reduced from 383.5 points in 2016/17 to 100 points in 2019/20.

Chart 15: Number of Exclusion Incidents by Additional Support Needs (ASN) status

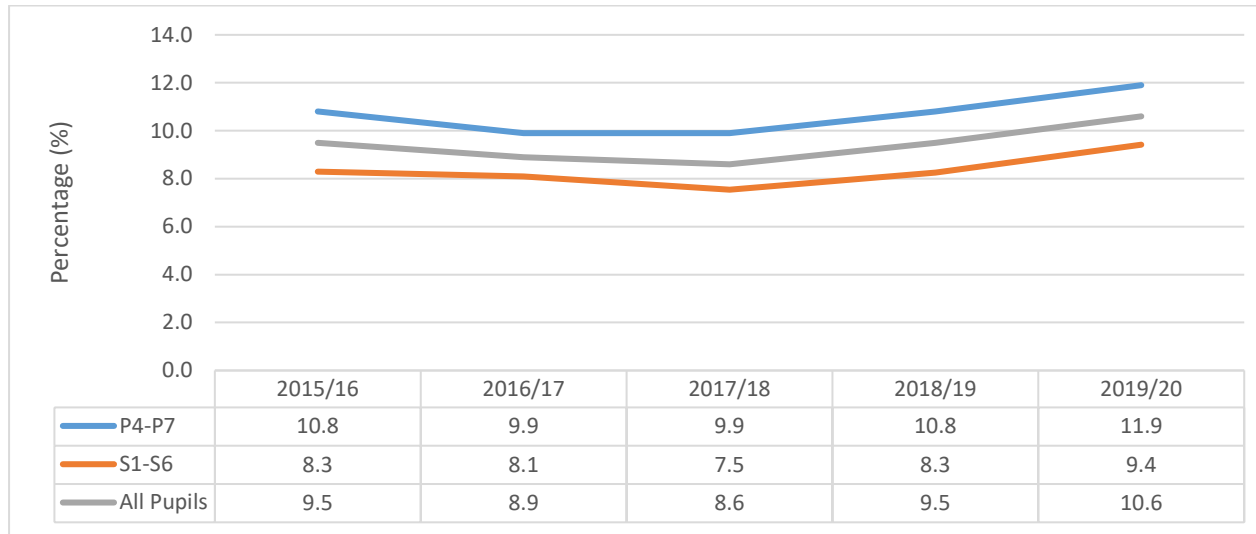|	With ASN	No ASN	Gap	With ASN	No ASN	Gap	With ASN	No ASN	Gap
	Primary			**Secondary**			**All sectors**		
■2016/17	31.4	3.6	27.9	113.2	24.7	88.5	73.0	11.4	61.6
■2017/18	21.4	0.6	20.8	95.5	19.0	76.5	58.6	7.4	51.2
■2018/19	14.2	0.3	13.9	59.0	15.4	43.7	35.5	6.0	29.5
■2019/20	24.5	1.4	23.0	31.5	10.0	21.6	28.1	4.7	23.4
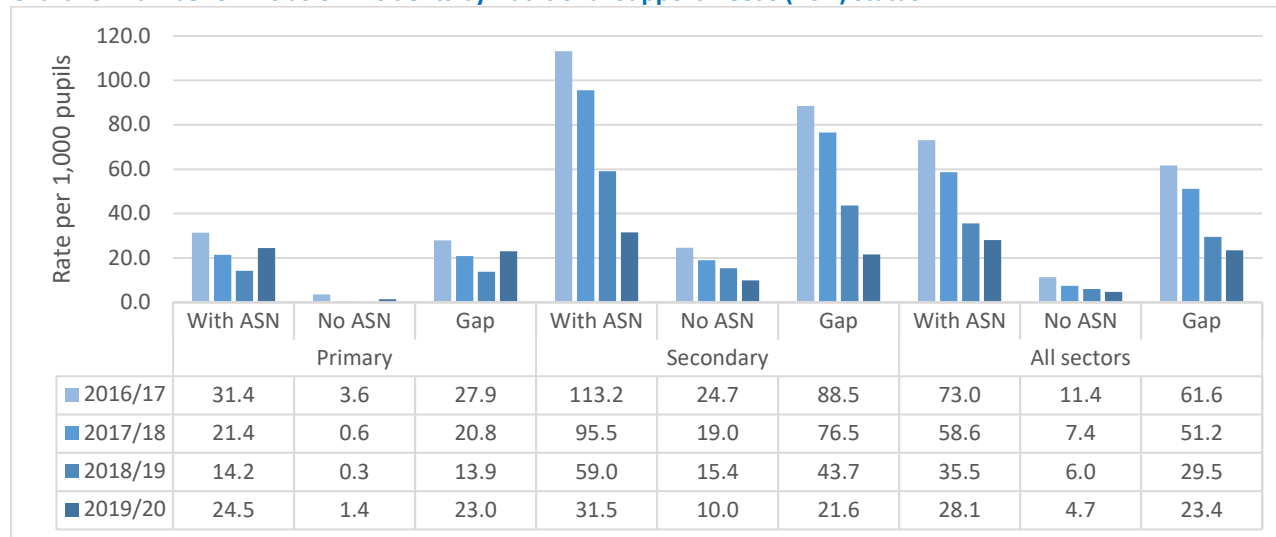
- The East Lothian exclusion rate in 2019/20, for pupils with ASN, is six times higher than those pupils who have no ASN. Since 2016/17 the overall exclusion rate for pupils with ASN has dropped each year from 73.0 per thousand in 2016/17 to 28.1 per thousand in 2019/20.

- The exclusion rate gap between those with ASN and with no ASN in the primary sector has fluctuated but reduced overall from 27.9 points in 2016/17 to 23.0 points in 2019/20 while the secondary sector has reduced each year from dropping 88.5 points in 2016/17 to 21.6 points in 2019/20.

2.4   Free School Meals

Following an initial drop in 2016/17, the number of children registered for a free school meal in East Lothian as a proportion of the total cohort has increased since 2017/18. On 5 January 2015, free school meals eligibility was extended to include all children in primary 1-3. As a result the primary rate is displayed for the primary 4 to primary 7 pupils only. As at the 2020 Health Living Survey in February 10.6% of the P4-S6 school population were registered for free school meals (an increase of 1.1 percentage points on the previous year). Chart 15 below shows the breakdown between P4-P7 and S1-S6 pupils in East Lothian since 2015/16 and as a total P4 to S6 cohort.

Chart 15: Percentage of P4-P7 and S1-S6 pupils registered for free school meals in East Lothian

	2015/16	2016/17	2017/18	2018/19	2019/20
P4-P7	10.8	9.9	9.9	10.8	11.9
S1-S6	8.3	8.1	7.5	8.3	9.4
All Pupils	9.5	8.9	8.6	9.5	10.6

2.5 Primary and S1-S4 pupils benefitting from 2 periods of PE a week

East Lothian schools have consistently met the PE target for primary and S1-S4 pupils with all schools providing 2 hours of PE a week over the last five years.

2.6 Student Evaluation of Experience in Schools

All P6, S2 and S4 pupils in East Lothian schools are invited to take part each year in the Student Evaluation of Experience (SEE) survey between January and March to gather their views in relation to a range of matters including teaching and learning, community issues, child protection and physical/sports activities grouped under the SHANARRI headings. The following measures are included in this survey:

2.6.1 Percentage of pupils that perceive themselves as being safe

- 88% of all pupils surveyed in 2019/20 perceive themselves as being safe, an increase of 1 percentage point on the previous year.

2.6.2 Percentage of pupils agreeing that most pupils behave well in their school

- 56% of all pupils surveyed in 2019/20 agreed with the statement that most pupils behave well in their school, a drop of 4 percentage points on the previous year. The percentage agreeing in primary schools is typically higher than in secondary schools with 69% of P6 pupils agreeing compared to 44% in S2 and 51% in S4.
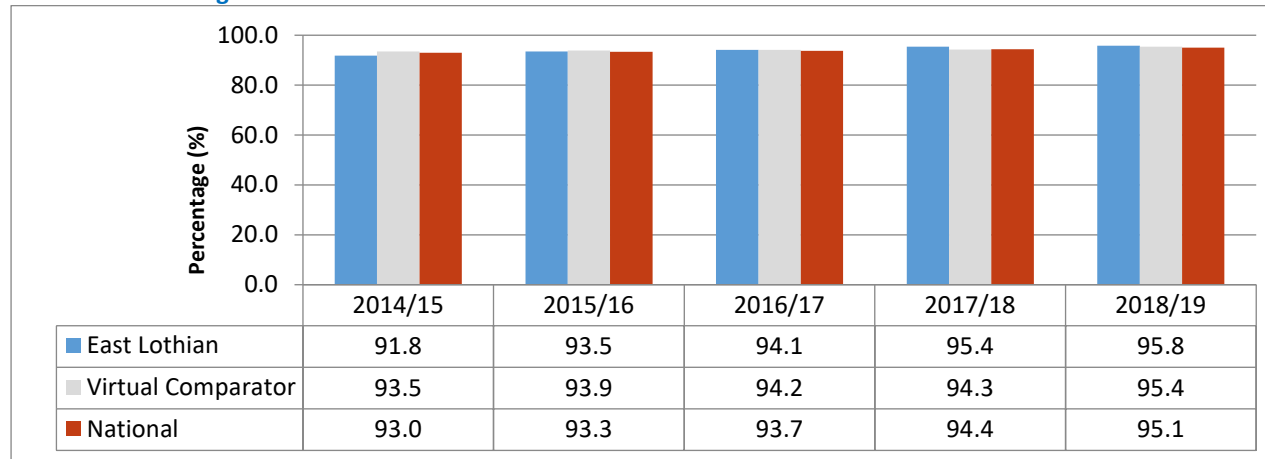
3. Employability

3.1 Increasing Post-School Participation

Initial School Leaver Destinations

Information on the initial destinations of school leavers is provided from the 'Opportunities for All' shared dataset managed by Skills Development Scotland (SDS). The data on initial post school destinations is taken from the February 2020 release of the senior phase benchmarking tool, 'Insight' and forms one of the four National Benchmarking measures. The data provides information on the outcomes for young people as recorded in October 2019, approximately three months after leaving school.

Chart 16: Percentage of School Leavers in a Positive Destination

	2014/15	2015/16	2016/17	2017/18	2018/19
■ East Lothian	91.8	93.5	94.1	95.4	95.8
■ Virtual Comparator	93.5	93.9	94.2	94.3	95.4
■ National	93.0	93.3	93.7	94.4	95.1

- Post school participation in East Lothian shows an improving trend since 2008/09 with almost all young people (95.8%) in a positive destination in 2018/19, its highest rate over the last ten years.

Destinations of School Leavers

Table 15 below shows the percentage of school leavers by their initial destination category in 2018/19 compared with the Virtual Comparator and National average. Chart shows the breakdown of initial destinations in East Lothian in 2018/19 compared with 2017/18.

Table 15: Percentage of school leavers by their initial destination category in 2018/19

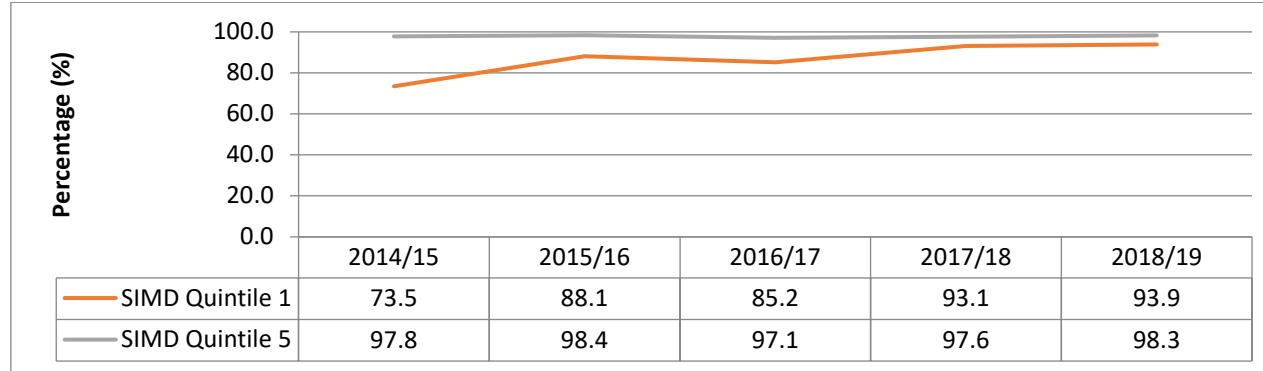| 2018/19	Higher Education	Further Education	Training, Personal Skills Development or voluntary Work	Employment	Unemployed
East Lothian	40.4	21.6	5.2	28.6	4.2
Virtual Comparator	44.4	25.0	4.0	21.9	4.2
National	40.4	27.3	4.0	22.9	4.5

- The majority of our young people continue in either Further or Higher Education on leaving school. In 2018/19 a higher percentage of our leavers moved on to Employment than the Virtual Comparator or National average, consistent with previous years. The percentage of leavers who moved on to Higher Education and Further Education was lower than the Virtual Comparator and in line with the National average.

Chart 17: Breakdown of East Lothian School Leaver Initial Destinations 2017/18 and 2018/19
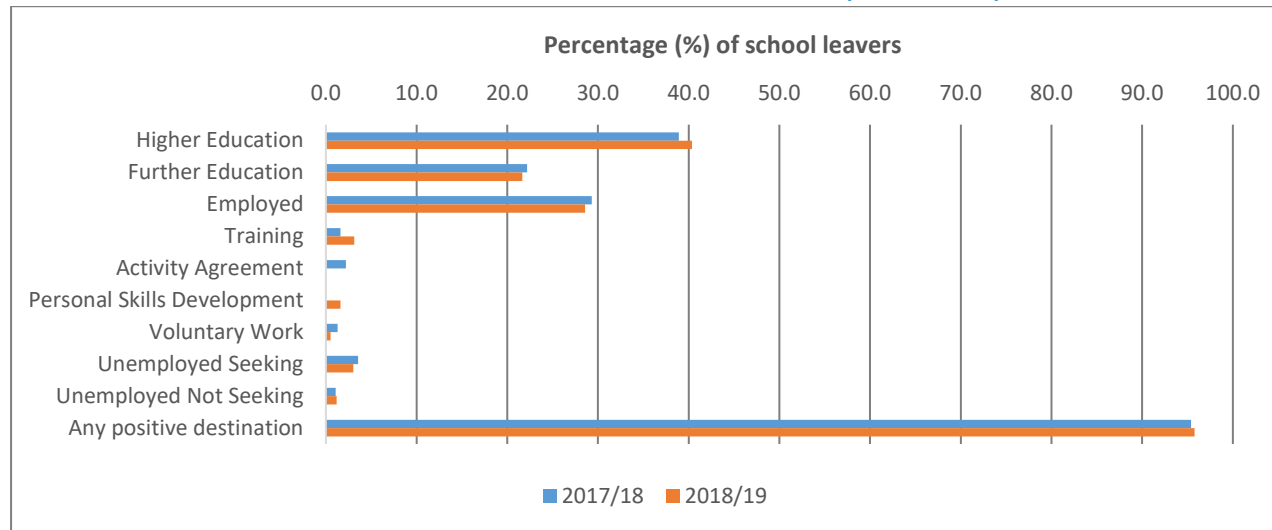

- The chart above shows that 62.0% of school leavers continued their education within Higher or Further Education establishments in 2018/19 compared to 61.1% in 2017/18.

- The percentage of leavers entering employment decreased from 29.3% in 2017/18 to 28.6% in 2018/19.

- The percentage of leavers in training has increased from 1.6% in 2017/18 to 3.1% in 2018/19.

Closing the gap between the most and least disadvantaged young people

Chart 18: Percentage of East Lothian school leavers in positive destinations, living in most and least deprived areas, since 2014/15

	2014/15	2015/16	2016/17	2017/18	2018/19
SIMD Quintile 1	73.5	88.1	85.2	93.1	93.9
SIMD Quintile 5	97.8	98.4	97.1	97.6	98.3

- The percentage of East Lothian school leavers living in the most deprived areas in a positive initial destination has increased by 20 percentage points over the last five years (73.5% in 2014/15 to 93.9% in 2018/19) above the national average (92.4%) and Virtual Comparator (91.0%).

- As with the national average there are typically fewer school leavers living in the most deprived areas entering an initial positive destination than those from the least deprived areas. Overall the gap in positive destinations between East Lothian leavers from the most deprived areas and the least deprived areas has reduced from 24 percentage points in 2014/15 to 4 percentage points in 2018/19.

Chart 19: Percentage of East Lothian school leavers in positive destinations by LAC status since 2014/15

	2014/15	2015/16	2016/17	2017/18	2018/19
LAC	52.9	66.7	83.3	90.9	95.8
Non LAC	92.5	94.0	94.4	95.5	95.8
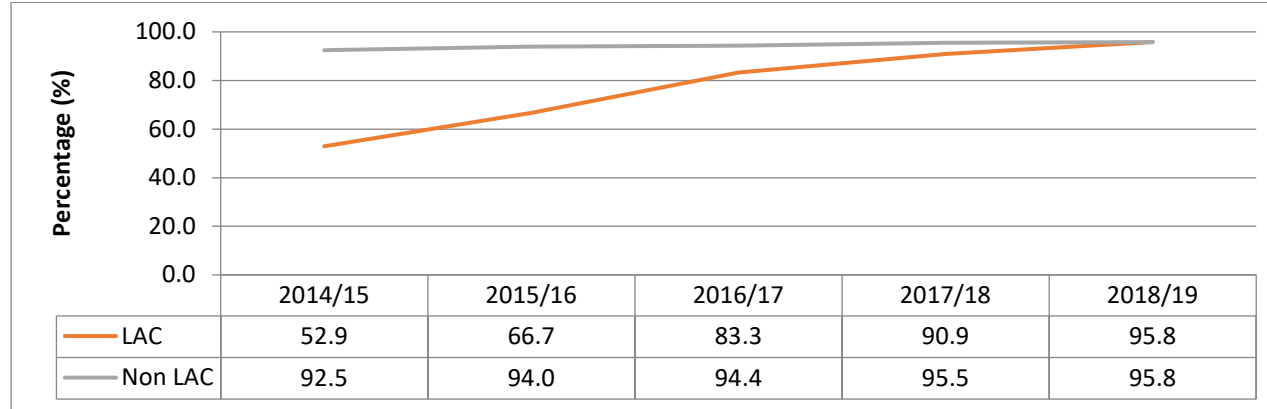
- In 2018/19 95.8% of East Lothian care experienced young people went into a positive destination compared to 82.4% nationally. The gap between those who are care experienced and those who are not has reduced significantly each year since 2014/15 and in 2018/19 the percentage of care experienced going into a positive destination is in line with those are not care experienced.

- In 2018/19 45.8% of care experienced school leavers were accessing places at further and higher education in line with the previous year (45.5%), an increase of 16 percentage points since 2014/15.

School Leavers with Additional Support Needs (ASN) in Positive Destinations

Chart 20: Percentage of East Lothian school leavers in positive destinations by ASN status since 2014/15

	2014/15	2015/16	2016/17	2017/18	2018/19
ASN	81.1	85.9	90.6	92.0	92.5
Non ASN	95.6	96.8	95.7	96.9	97.5
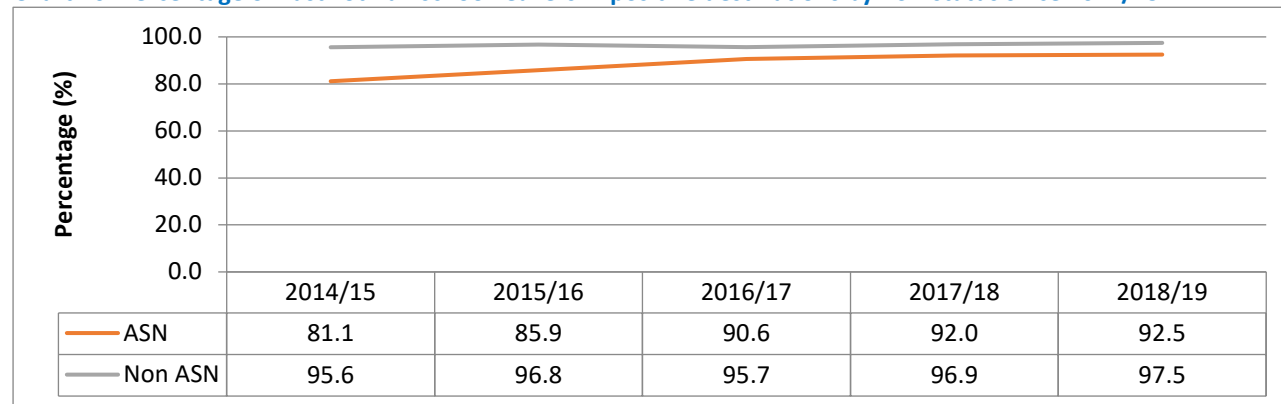
- In 2018/19, 92.5% of school leavers with additional support needs in East Lothian went into positive destinations compared to 91.9% nationally. This continues an improving trend over the last 5 years with the gap between those with ASN and without ASN in East Lothian reducing by almost ten percentage points during that five-year period.

Follow-up School Leaver Destinations

Each year, Skills Development Scotland (SDS) collects further information on the destination of school leavers (follow up destination), approximately nine months after the end of the school year. This information is presented in a Scottish Government publication in June. The figures for 2018/19 relate to early April 2020 and therefore will not reflect the full impact of the ongoing **Coronavirus (COVID-19)** pandemic. The table below shows the East Lothian and National follow-up destinations by category for 2018-19:

Table 16: Percentage of school leavers by Follow-up Destination Category, 2018/19

2018/19	Higher Education	Further Education	Training, Personal Skills Development or voluntary Work	Employment	Unemployed	Unknown
East Lothian	38.2	18.3	3.7	34.6	4.2	1.0
National	38.4	23.3	3.1	28.0	5.8	1.3

- The percentage of all 2018/19 school leavers in a positive follow-up destination was 94.8 per cent, compared to 92.9% nationally. This was lower than the East Lothian proportion in 2017/18 (95.7 per cent) and lower than the percentage of 2018/19 East Lothian school leavers in a positive initial destination (95.8 per cent).

- East Lothian's follow-up destinations statistics show an improving trend year on year since 2009/10 with the % in a positive destination increasing by 8.7 percentage points from 86.1% in 2009/10.

Chart 21 below shows the breakdown of East Lothian follow-up destinations performance compared with the East Lothian initial destinations for 2018/19.

Chart 21: Breakdown of East Lothian School Leaver Initial and Follow-up Destinations 2018/19
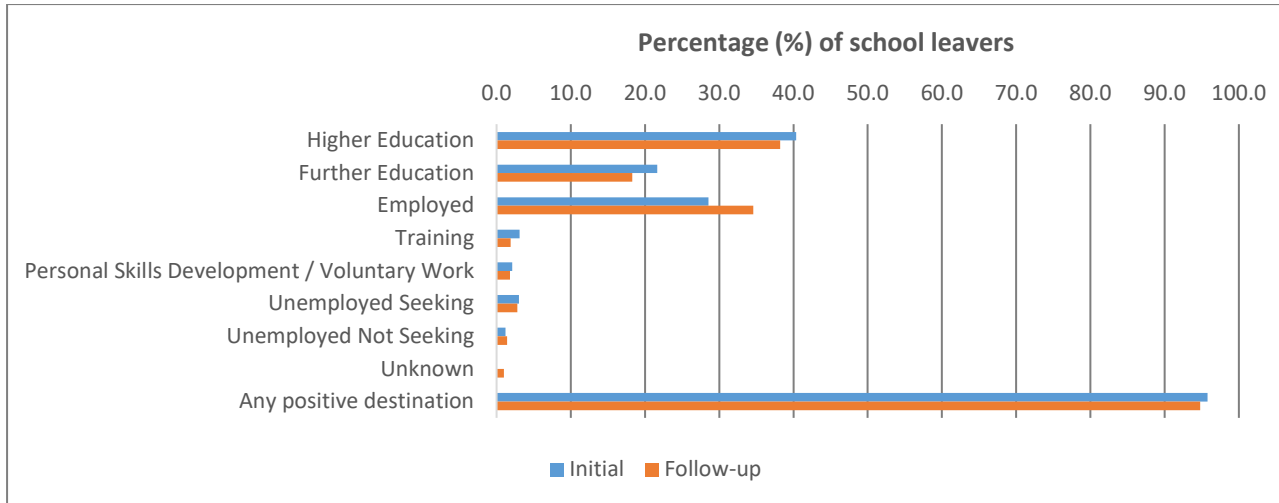
- The chart above shows that in early April 2020, 56.4 per cent of the 2018/19 leavers were in Higher or Further Education, higher than that for 2017/18 leavers (54.2 per cent). The 2018/19 East Lothian follow-up stats show a drop of 5.6 per cent from the 2018/19 initial destinations stats for those in Higher or Further Education.

- The proportion in employment shows a slight drop from 35.8 per cent in 2017/18 to 34.6 per cent for 2018/19 leavers. The 2018/19 East Lothian follow-up stats show an increase of 6 per cent from the 2018/19 initial destinations stats for those in employment in line with the previous year.

3.2 Developing the Young Workforce

The DYW Key Performance Indicator (KPI) 3 is to "increase the percentage of school leavers attaining vocational qualifications at SCQF Level 5 and above by 2021".
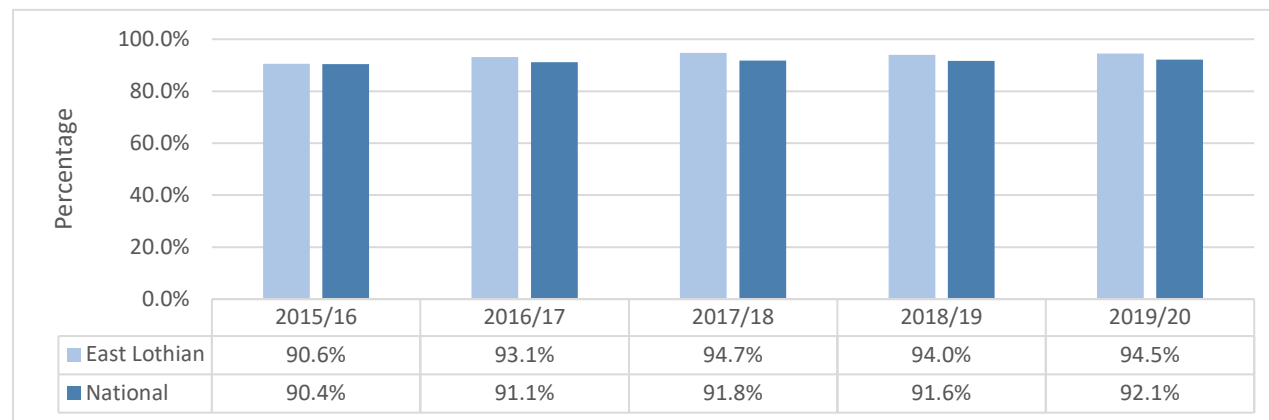
In 2018/19, 8.7% of school leavers in East Lothian left with one or more vocational qualifications at SCQF Level 5 or better, compared with 6.0% in 2017/18 and has fluctuated each year since 2013/14. Nationally the percentage has increased year on year over the same period from 7.3% in 2013/14 to 17.1% in 2018/19.

3.3 Annual Participation Measure (APM)

SDS also reports on the Annual Participation Measure (APM) which takes account of an individual's status over a whole year and reports the proportion of 16-19 year olds participating in education, training or employment. This measure is the data source for the 'Increase the proportion of young people in learning, training and work' indicator in the Scottish Government's National Performance Framework.

Chart 22 below shows the percentage of 16-19 year olds participating in education, employment or training across East Lothian and nationally since 2015/16.

Chart 22: Participation Rate of 16-19 year olds in Education, Employment or Training

	2015/16	2016/17	2017/18	2018/19	2019/20
East Lothian	90.6%	93.1%	94.7%	94.0%	94.5%
National	90.4%	91.1%	91.8%	91.6%	92.1%

- The latest APM data published at the end of August 2020 showed that of the 4,082 16-19 year olds in East Lothian 94.5% were in education, employment or training and personal development compared to 92.1% nationally. This represents a 0.5 percentage point increase on the previous year. 2.2% were not participating (a 0.1% increase on 2019), compared to 2.8% nationally. 3.3% had an unconfirmed status (a 0.6% decrease on 2019), compared to 5.1% nationally.

Chart 23 below shows the annual participation rate by young people living in the 20% most and 20% least deprived areas.

Chart 23: Participation Rate of 16-19 year olds in the most and least deprived areas

	2016	2017	2018	2019	2020
Most Deprived	81.2%	88.3%	88.7%	89.9%	89.1%
Least Deprived	96.0%	97.1%	97.4%	97.3%	98.2%
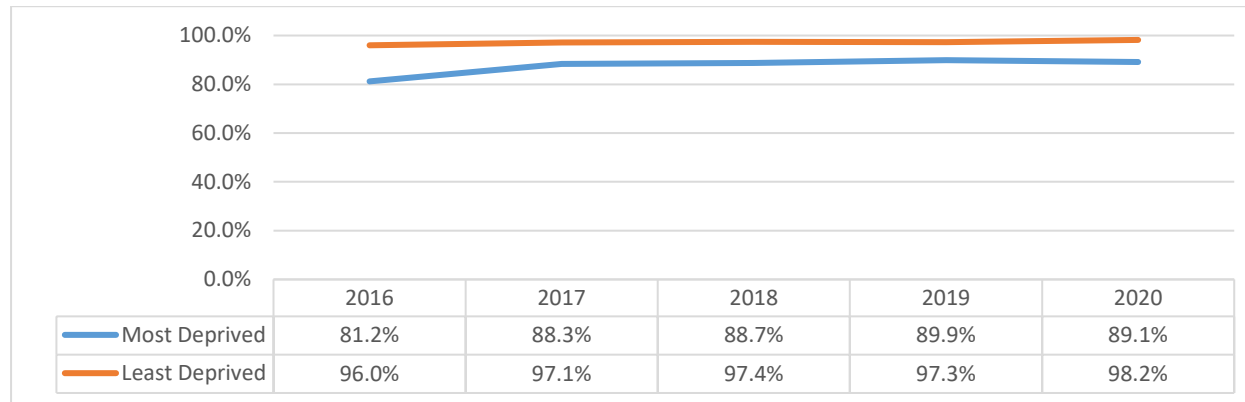
- The percentage of 16-19 year olds living in the most deprived participating in education, employment or training has increased by 8 percentage points over the last five years and has been above the national average for the last four years. As with the national average there are typically fewer 16-19 year olds participating in education, employment or training living in the most deprived areas than those from the least deprived areas.

- Overall the gap in the participation rate of 16-19 year olds from the most deprived areas and the least deprived areas has reduced from 15 percentage points in 2015/16 to 9 percentage points in 2019/20.

4. Leadership

4.1 Percentage of schools self-evaluating as good or better for QI 1.3 Leadership of Change

Table 17: Percentage of East Lothian schools graded as good or better in 'Leadership of Change'

Leadership of Change QI1.3	Graded Good, Very Good or Excellent based on School's Self-Evaluation		
Session	2017-18	2018-19	2019-20
Primary Schools	77%	79%	82%
Secondary Schools	Almost all	Almost all	Almost all

5. Finance & Resources

5.1 Condition of the School Estate

Each year the Scottish Government collects information on the condition, suitability and capacity of all local authority schools open on 1st April. 73% of primary schools and 100% of secondary schools were in a good or satisfactory condition in April 2020, in line with the previous year.

Tables 18 and 19 below show the condition of the primary and secondary school estate in East Lothian for financial years 2015/16 to 2019/20.

Table 18: Percentage of Primary Estate in each condition rating, 2015/6 to 2019/20

Condition	2015/16	2016/17	2017/18	2018/19	2019/20
A: Good	29%	11%	11%	14%	16%
B: Satisfactory	66%	58%	58%	61%	57%
C: Poor	6%	31%	31%	25%	27%
D: Bad	0%	0%	0%	0%	0%

Table 19: Percentage of Secondary Estate in each condition rating, 2015/6 to 2019/20

Condition	2015/16	2016/17	2017/18	2018/19	2019/20
A: Good	0%	0%	0%	0%	0%
B: Satisfactory	100%	100%	100%	100%	100%
C: Poor	0%	0%	0%	0%	0%
D: Bad	0%	0%	0%	0%	0%

73% of primary schools and 100% of secondary schools were in a good or satisfactory condition in April 2020, in line with the previous year.

Average Number of Days Lost to Sickness Absence (Teachers)

The sickness absence rate for teachers dropped slightly in 2018/19 and shows an overall improved trend since 2014/15. As with the national picture, teacher sickness absence rates are lower than for other local government employees.

Table 20: Average Number of Sickness Absence Days per teacher

	2014/15	2015/16	2016/17	2017/18	2018/19
East Lothian	8.27	6.98	7.41	6.98	6.40
Scotland	6.28	6.09	6.06	5.93	6.21

Parental Engagement: Satisfaction with Schools

Each year, the Scottish Household Survey asks all residents how satisfied they are with a number of local services including the quality of their local schools. The percentage of residents satisfied with local schools in East Lothian has shown a drop in trend over the last five reporting periods. Over the current reporting period 2016-19, 72% of East Lothian residents were satisfied in line with the national average.

Table 21: Percentage of residents satisfied with local schools in East Lothian

	2012-15	2013-16	2014-17	2015-18	2016-19
East Lothian	87.3	82.0	80.0	73.7	71.9
Scotland	81.0	78.0	75.3	72.3	71.8

Education Service - Key Performance Measures - See attached Appendix 1

EDUCATION SERVICE LOCAL IMPROVEMENT PLAN: KEY PERFORMANCE MEASURES

Priority Area	Council Plan Indicator	LGBF Indicator	Measure	2017-18	2018-19	Latest Position (2019-20)	Target
ESP-1A			QI 3.2 - % of schools evaluated as good or better in 'Raising attainment & achievement'	80%	71%	68%	75%
ESP-1A			QI 3.2 - 'primary schools evaluated as good or better in 'Raising attainment & achievement'	80%	74%	67%	75%
ESP-1A			QI 3.2 - 'secondary schools evaluated as good or better in 'Raising attainment & achievement'	91%-99%	50%-74%	91%-99%	95%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Reading relevant for their stage	P1 - 86%; P4 - 77%; P7 - 76%; S3 - 90%	P1 - 80%; P4 - 78%; P7 - 79%; S3 - 89%	--	P1 - 82%; P4 - 80%; P7 - 81%; S3 - 91%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Writing relevant for their stage	P1 - 79%; P4 - 70%; P7 - 73%; S3 - 89%	P1 - 75%; P4 - 71%; P7 - 72%; S3 - 87%	--	P1 - 78%; P4 - 72%; P7 - 73%; S3 - 89%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Listening & Talking relevant for their stage	P1 - 89%; P4 - 86%; P7 - 84%; S3 - 92%	P1 - 86%; P4 - 86%; P7 - 88%; S3 - 90%	--	P1 - 87%; P4 - 87%; P7 - 89%; S3 - 91%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in Numeracy relevant for their stage	P1 - 85%; P4 - 73%; P7 - 71%; S3 - 90%	P1 - 79%; P4 - 76%; P7 - 75%; S3 - 90%	--	P1 - 81%; P4 - 78%; P7 - 77%; S3 - 91%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Reading	P1 - 72%; P4 - 56%; P7 - 62%; S3 - 89%	P1 - 67%; P4 - 70%; P7 - 61%; S3 - 49%	--	P1 - 74%; P4 - 80%; P7 - 70%; S3 - 85%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Writing	P1 - 66%; P4 - 42%; P7 - 51%; S3 - 84%	P1 - 58%; P4 - 54%; P7 - 49%; S3 - 49%	--	P1 - 71%; P4 - 63%; P7 - 62%; S3 - 84%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Listening & Talking	P1 - 83%; P4 - 71%; P7 - 66%; S3 - 89%	P1 - 79%; P4 - 75%; P7 - 81%; S3 - 56%	--	P1 - 85%; P4 - 85%; P7 - 85%; S3 - 85%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Numeracy	P1 - 67%; P4 - 51%; P7 - 60%; S3 - 73%	P1 - 60%; P4 - 64%; P7 - 54%; S3 - 50%	--	P1 - 70%; P4 - 74%; P7 - 66%; S3 - 82%
ESP_1C			By end of S4 % achieving a National 5 A-C Grade	72.4%	74.3%	--	79%
ESP_1C			By end of S5 % achieving 3+ Highers	37.0%	31.6%	--	34%
ESP_1C	Top 10 No.3 (CP14 T3)		% of school Leavers attaining 3 or more awards at SCQF Level 6	50.4%	54.0%	--	56%
ESP_2D	CP12	CHN6	% of pupils from deprived areas gaining 5 + awards at SCQF Level 5 by the end of S6	31%	27%	--	44%
ESP_2B			% of looked after school leavers attaining 1 or more awards at SCQF Level 4	81.8%	66.7%	--	83%
ESP_2C			% of school leavers with ASN attaining 1 or more awards at SCQF Level 5	68.5%	72.6%	--	74%
ESP_1C			% of school leavers achieving literacy at SCQF Level 5 or above	77.6%	79.7%	--	82%
ESP_1C			% of school leavers achieving numeracy at SCQF Level 5 or above	63.1%	65.0%	--	69%
ESP_1C	CP 13		% of school leavers attaining literacy and numeracy at SCQF Level 5 or above	61.3%	63.5%	--	67%
ESP_1C			Ave Complementary Tariff Score - highest attaining 20% school leavers	1320	1351	--	1308
ESP_1C			Ave Complementary Tariff Score - lowest attaining 20% school leavers	118	124	--	138
ESP_1C			Ave Complementary Tariff Score - middle attaining 60% school leavers	648	666	--	680
ESP_1C			QI 2.3 - % of schools evaluated as good or better in 'Learning, Teaching & Assessment'	78%	71%	70%	75%
ESP_1C			QI 2.3 - % of primary schools evaluated as good or better in 'Learning, Teaching & Assessment'	80%	74%	70%	75%
ESP_1C			QI 2.3 - % of secondary schools evaluated as good or better in 'Learning, Teaching & Assessment'	75%-90%	50%-74%	91%-99%	95%
ESP_3B		CHN11	Proportion of Pupils Entering Positive Destinations	95.4%	95.8%	--	96%
ESP_3B	CP16	CHN21	APM - % of young people in learning, training & work (participation rate for 16-19 year olds)	94.7%	94.0%	94.5%	95%
3B			DYW - % of school leavers attaining vocational qualifications at SCQF Level 5 and above	6.0% (NA = 14.8%)	8.7% (NA = 17.1%)	--	17%
	Top 10 No.4 (CP4)		Number of people participating in EL Works operated or funded employability programmes	384	463	418	400
	CP5		% of people involved in Council operated employability programmes progressed into employment	19.0%	22.7%	18.1%	22%
ESP_4A-C			QI 1.3 - % of schools evaluated as good or better in 'Leadership of Change'	74%	81%	80%	85%
ESP_2C			% attendance in primary schools	95.0%	95.2%	94.4%	96%
ESP_2D			% attendance of primary pupils in most deprived areas	93.5%	93.4%	92.6%	94%
ESP_2C			% attendance in secondary schools	90.2%	89.9%	88.7%	91%
ESP_2D			% attendance of secondary pupils in most deprived areas	84.0%	83.0%	81.7%	88%
ESP_2B			% attendance of care experienced children and young people	88.2%	87.9%	87.6%	90%
ESP_2C			% attendance of pupils with additional support needs	90.6%	90.3%	88.8%	91%
ESP_2C	CP15	CHN20a	School exclusion rate per 1,000 pupils - Secondary & Primary	27.6	16.8	10.3	16.0
ESP_2C			Exclusion Incident Rates per 1000 pupils (primary)	5.7	4.4	6	4.0
ESP_2D			Exclusion Incident Rates per 1000 pupils (primary) - most deprived areas	41.4	24.5	29.7	23.3
ESP_2C			Exclusion Incident Rates per 1000 pupils (secondary)	60.4	35.3	16.4	33.5
ESP_2D			Exclusion Incident Rates per 1000 pupils (secondary) - most deprived areas	113.4	49.0	61.5	46.6
ESP_2B			Exclusion Incident Rates per 1000 pupils (care experienced)	277.2	166.7	100	150.0
ESP_2C			Exclusion Incident Rates per 1000 pupils (pupils with ASN)	74.4	42.9	28.1	40.8
ESP_2C			Number of children and young people in external placements	--	--	42	40
ESP-2			% of pupils that perceive themselves as being safe (P6, S2 & S4)	90%	87%	88%	92%
ESP-2			% pupils agreeing that most pupils behave well in their school (P6, S2 & S4)	63%	60%	56%	68%
ESP-3			% of looked after school leavers in positive destinations on leaving school	90.9%	95.8%	--	95%
ESP-3			% of care experienced young people that access and sustain places at further and higher education	45.5%	45.8%	--	48%
ESP-3			% of school leavers with ASN in positive destinations	92.0%	92.5%	--	93%
ESP-3C			Number of applicants for Level 6 Foundation Apprenticeships	--	--	83	150

Priority Area	Council Plan Indicator	LGBF Indicator	Measure	2017-18	2018-19	Latest Position (2019-20)	Target
ESP-3			% of people achieving a Modern Apprenticeship	--	67%	77%	70%
ESP_5D			PTR is maintained or improved	15.2	15.1	15.1	15.1
ESP_5D		CORP6a	Sickness Absence Days per Teacher	6.98	6.4	--	6.21
ESP_2A			% of funded early years provision which are graded good/better	82.8%	83.9%	--	90%
ESP_2A		CHN17	% of children who have reached all of their developmental milestones at the time of their 27-30 month Child Health Review (no concerns across all domains)	71.5%	78.5%	--	85%