



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

**TUESDAY 25 JUNE 2020
VIA VIDEO CONFERENCING FACILITIES**

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Committee Members Present:

Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor J Findlay
Councillor A Forrest
Councillor N Gilbert
Miss G Gillan, EIS
Councillor J Goodfellow
Councillor J Henderson
Councillor C Hoy
Councillor W Innes
Councillor S Kempson
Councillor P McLennan
Councillor J Williamson

Council Officials Present:

Mrs M Patterson, Chief Executive
Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Mr J Lamond, Head of Council Resources
Mr T Reid, Head of Infrastructure
Ms L Brown, Chief Operating Officer – Education
Dr L Binnie, Principal Educational Psychologist
Mr S Cooper – Team Manager, Communications
Mr N Craik-Collins, Education Service Manager
Ms K Haspolat, Quality Improvement Officer
Ms J Holland, Senior Solicitor
Mr R Parker, Service Manager – Education (Strategy and Operations)
Mr N Trussler, Quality Improvement Officer

Clerk:

Ms J Totney, Team Manager – Democratic and Licensing

Apologies:

Ms E Malcolm
Rev. G Sheridan

Declarations of Interest:

None

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 17 MARCH 2020 FOR APPROVAL

The minutes of the Education Committee meeting held on 17 March 2020 were approved.

2. LOCAL DELIVERY PHASING PLAN – REOPENING OF SCHOOLS IN EAST Lothian

Councillor Akhtar, Convener of the Education Committee, opened the meeting and recorded her thanks to parents, carers, head teachers, school staff and Council staff for their exceptional efforts in relation to home learning during the difficult circumstances of the Covid-19 lockdown. All committee members fully supported these comments.

A report was submitted by the Depute Chief Executive (Resources and People Services) providing the Committee with an update on the impact of COVID-19 on schools and the provision of learning throughout the lockdown phase of the pandemic; and for the provision of critical childcare over the summer. The report also sought to provide an update on the planning and preparation work underway to support schools to reopen for children and young people in session 2020/21, and on the Local Delivery Phasing Plan for East Lothian Council as required by Scottish Government, including associated financial implications.

The Chief Operating Officer – Education, Lesley Brown, presented the report. She began by referring to the briefing which John Swinney, Scotland's Depute First Minister (DFM), had delivered to Parliament on 23 June 2020 where he stated that it is now Scottish Government's aim that all pupils return to school full time in August if it is safe to do so, conditional upon ongoing scientific and health advice. Ms Brown pointed out that Mr Swinney had acknowledged that blended learning is now to be considered a contingency that may still be required, and she therefore stressed that the Council's Local Delivery Phasing Plan (the plan) for the reopening of schools continues to be essential and is now to be regarded as the Council's contingency plan for the reopening of schools in East Lothian.

Ms Brown summarised that the main impacts of COVID-19 on education, since all schools closed on 23 March, had been the provision of critical childcare, online and distance learning and collaboration and cross-service working to deliver a wide range of supports to children and young people. She talked about the vast amount of work that had taken place in preparation for the new school session, 2020/21, which included engagement with the trade unions and school staff, and weekly meetings of the Education Recovery Group. She advised that Scottish Government guidance is awaited on the implications of using 1140 hours nursery funding to cover the unavoidable additional costs of implementing the Local Delivery Phasing Plan, and set out the statutory obligations on the Education Authority in terms of the Coronavirus Act 2020, adding that two further Scottish Government updates on legal obligations are expected.

Ms Brown further reported on the ongoing commitment to communication and engagement with staff and parents and advised that the Local Delivery Phasing Plan had already been submitted to Scottish Government, but that there is no requirement to review the plan following the announcement from the DFM on 23 June. She stated that the Education Service are now actively planning for all pupils to return to school

full time, but reiterated the need to have contingency plans in place should the virus not be suppressed and a full safe return to schools is therefore not possible. She reported that schools would notify parents of their contingency plan before the end of the week so that they are aware of the arrangements should the situation change during the school holidays. Referring to the financial aspects of delivering the Local Delivery Phasing Plan, she highlighted the significant financial challenges associated with implementing the contingency plan model of blended learning, especially in relation to staffing, school cleaning and home to school transport. In addition, she indicated that there would likely also be significant additional costs associated with a full and safe return to school.

In concluding her presentation, Ms Brown advised that in light of the announcement from the DFM, the wording at recommendation 2.4 in the report should be amended to read: “The committee is asked to approve the plan, if required - given the Scottish Government announcement, as submitted to Education Scotland as required by Scottish Government, and to note that the implementation of this plan will be dependent upon additional financial resources, as outlined, being made available.”

Councillor Dugdale asked questions about the support available in relation to the health and wellbeing of pupils returning to school; the engagement that had taken place with parents, carers and parent councils during the pandemic, particularly in relation to the Education Committee’s policy on Parental Engagement; and the plans for continuing communication over the summer holidays.

The Principal Educational Psychologist, Dr Lynne Binnie, advised that Nurture is the foundation of the Recovery and Reconnection plan for children returning to learning and that guidelines have already been issued to staff, and have been well received. She added that the Nurture, Recovery and Reconnection in Schools approach has been informed by research and training both nationally and globally and that further online learning will be available for staff over the summer. Dr Binnie also informed the committee that it is anticipated that the school counselling service will be in place by the end of August; that all school support and guidance staff are trained in mental health first aid; and that specialist support would be provided by CAMHS.

Ms Brown expanded on the response by adding that parental engagement has been at the heart of the activity during the pandemic and that there has been a very high response rate to a parental engagement survey, which evidenced very positive feedback about the communication from the Education Service and from individual schools. She further outlined other communication forums such as Parent Council meetings and commended school staff for their role in parental engagement.

Councillor Hampshire thanked staff in the Education Service for the long and challenging hours they had been working on producing the Local Delivery Phasing Plan. He stated that the plan comes with a huge price tag which is of massive concern. Given that East Lothian Council does not have discretionary funding such as Scottish Attainment Challenge, Pupil Equity nor significant uncommitted 1140 hours funding to draw on, he sought information as to what funding would be available from Scottish Government to deliver the plan as the costs could not be fully met by the Council alone.

Ms Brown confirmed that the Scottish Government has provided flexibility in the use of the funding sources which Councillor Hampshire referred to but that East Lothian Council has no Scottish Attainment Challenge funding. She advised that Pupil Equity Funding has already been fully committed and urged caution in committing any remaining 1140 hours funding, stating that two-thirds of the original 1140 hours budget has already been committed and this would likely increase. She advised that the Scottish Government has made it very clear that the Education Services must return

all pupils to school on a full time basis in the coming school year as soon as it is safe to do so. She commented that sufficient funding is needed to ensure the Scottish Government's objectives could be met.

The Head of Council Resources, Jim Lamond, informed the committee that there is no specific funding to support the Local Delivery Phasing Plan, should it be implemented, and that as outlined in the report, an estimated additional £10 million is required to do so. He highlighted that even if the plan is not implemented, there will still be an additional cost associated with the safe return to full time schooling. He stated that the only potential flexibility is to use any remaining balance of uncommitted 1140 hours funding; however, there is some uncertainty regarding future calls on this funding as Scottish Government, despite setting aside the August 2020 delivery date, is still instructing Local Authorities to be ready to deliver the 1140 hours early learning and childcare policy. Mr Lamond also advised that Scottish Government are still considering the provision through councils of further supplier hardship relief to the supply chain of early learning and childcare providers and there is also an expectation of further support through the summer period to childcare for critical/key workers.

In response to a further question from Councillor Hampshire, Ms Brown advised that there had been no further information received from the Scottish Government in response to the bid made for additional IT equipment for children and young people as part of the Connecting Scotland Fund.

Answering Councillor Forrest's question about measures to prevent and deal with an outbreak of COVID-19 in schools, Ms Brown advised that, as required by the Scottish Government Strategic Framework, public health advice would be followed.

Councillor Gilbert asked if school transport would remain as it had been previously, when schools return full time. Ms Brown advised that further advice is awaited from Scottish Government in relation to physical distancing. The Head of Infrastructure, Tom Reid, reported that various scenarios are currently being modelled in anticipation of what might be required and stated that a robust analysis of costs would be done with a view to recovering these from the Scottish Government.

Councillor McLennan asked what would happen if COVID-19 is confirmed in a school, or if there is a local outbreak. Ms K Haspolat, Quality Improvement Officer, described what would be put in place for school cleaning and self-isolation and explained that Public Health Scotland advice would be sought.

Councillor Innes asked how the implementation of the plan would be funded; would there be enough buses for all children to get to school; is there a point when it would become evident that the plan is undeliverable and would require to be replaced; and if there would be sufficient room in classrooms if one metre or two metre distancing is in place. He also sought information on the legal powers the Council has to take a different approach to the one being set out by the Scottish Government.

Ms Brown advised that due to the uncertainty of the last few months, a number of scenario planning activities had been carried out and advised that if social distancing is required, all children could not be accommodated in schools, but that this varies by school. She indicated that Scottish Government will provide greater clarity on requirements and it is anticipated that a definitive view would be available by 30 July at which time the Education Service would know which plan to put in place to operate at the start of the school session.

Jackie Holland, Senior Solicitor, advised that the Scottish Government decisions are being taken in line with the Covid-19 Act and that the Council is obligated to follow Education Continuity Directions which very clearly state that the Council has to do all it can to make sure that schools can reopen safely.

Councillor Hoy asked about the impact on the safety and wellbeing of pupils and families, especially those that are vulnerable, if there is a further period of blended learning, and enquired if the 10-day window between the anticipated Scottish Government announcement on 30 July and schools reopening on 12 August, was adequate time for plans to be rolled out.

Ms Brown advised that a blended learning work stream had been set up and that the approach, if required, when schools reopen would have to be different from the distance learning that had been in place for the last three months. She fully acknowledged parental anxieties and assured members that the Education Service is doing everything in its power to plan ahead and to mitigate the impact on children and families regardless of the model that is put in place. She explained that officers have been working closely with head teachers and school staff, and that there would be further meetings during the summer holidays to continue to plan and prepare for schools reopening.

Councillor Hoy recognised the mandate from Scottish Government to come up with a plan for all pupils to return to school but questioned the competency of the Local Delivery Phasing Plan. He stated that it was not in the Council's power to achieve the required funding and suggested that the plan should be reworked, to include a more ambitious effort for Scottish Government to deliver funding.

Mr Lamond commented that the issue of competency is a complex one but that if the Council had comments about the competency of the plan, these would have been reflected in the report. He referred members to the sections in the report that highlight the dependence on funding assurance and stated that even if there is no further Scottish Government funding provided, the Council's legal obligation still stands and it would need to look at shifting funding currently allocated to other services. He explained that the report recommendations at 2.4 and 2.5 had been written in such terms in order to seek early financial assurances, regardless of the return to school plan that the Council implements. He advised that the Council's submission to Education Scotland (submitted yesterday) also highlighted the financial implications and key dependency upon further funding being made available.

Councillor Williamson asked if there is any Scottish Guidance about extending school childcare provision beyond just the children of keyworkers. Ms Brown advised that this has been the subject of ongoing discussions with Scottish Government; demand for places is increasing rapidly; keyworker categories are being reviewed by Scottish Government; and a plan is being developed by the Education Service to cover the summer holidays from within existing resources.

Councillor Goodfellow asked if there would be full staffing to support a return to school for all pupils; suggested that the contingency plan should include the use of every available public space for schooling; sought information on the collaboration that had taken place with trade unions regarding getting all pupils back to school in August; and wondered if screens would be installed to help protect teaching staff if there is a total return to schooling.

Richard Parker, Service Manager – Education (Strategy and Operations) advised that there would be a requirement to increase staff numbers for a full return to schooling. He explained that the Education Service is looking to appoint temporary additional

primary and secondary teaching staff up to Christmas 2020 and outlined the plans with regard to employing newly qualified and probationary teachers. Replying to another question from Councillor Goodfellow, Ms Brown advised that there is a healthy pool of supply teachers, but this gets more challenging as the school session progresses. Mr Parker advised that it is not guaranteed that all teacher absences can be covered if there is a full return to school in August.

Addressing the matter of public spaces, Ms Brown advised that this had been considered as a possible strategy but had not been progressed as an impact analysis on using other buildings concluded that additional teaching and cleaning staff would be required and noted that there can be no lone working for teachers. In relation to the trade unions, Ms Brown advised that a significant amount of work had been done with the trade unions, although there are some outstanding questions regarding personal protective equipment (PPE) should physical distancing be reduced or removed.

Gael Gillan, EIS, confirmed that there had been a lot of collaborative working with the trade unions and that the EIS were very happy with the level of engagement locally. However, at a national level, there has not been trade union collaboration about a full time return to school for all children. She informed the committee that the EIS has critical criteria for returning to schools which includes demonstrable evidence that the Covid-19 virus is under control and that assurances have been met regarding PPE and other health protection issues.

Councillor McLennan acknowledged that 30 July appears to be the key date for further information and asked about the next steps. He suggested that there should be a briefing for Elected Members shortly after 30 July, which Ms Brown committed to organising.

Moving onto comments from members, Councillor Dugdale remarked on the excellent support there had been for home schooling and the importance of getting children and young people safely back to school. She reflected that there is currently little guidance for the return to full time schooling in August and that no additional funds are being provided to facilitate this. She thanked all staff for the planning work that is going on and welcomed the fact that nurture is at the heart of getting pupils back to school.

Ms Gillan reiterated that East Lothian Council had included the trade unions in all discussions and that the EIS had been represented on working groups and work streams. She commented that EIS members had embraced digital working but are somewhat deflated by the lack of national guidance for schools reopening in August. While the aspiration is to get back to face to face teaching, she stated that East Lothian Council can only do that if financial support is made available to get children and teachers back to school.

Councillor Hoy expressed his concerns about the blended learning plans that has been presented in the report which had been issued prior to the Scottish Government announcement on 23 June and acknowledged that these are now the Council's contingency plans if all pupils cannot safely return to school at the start of the August session. However, he still has some concerns about the lack of Scottish Government guidance and that fact that the Council needs to look to Scottish Government for £10 million of funding. He therefore suggested that the Local Delivery Phasing Plan should be withdrawn with a view to re-planning for 70/80% of pupils returning to school with a lesser amount of Government funding. Councillor Hoy also commented that school closure plans should be put in place in the event of a Covid-19 outbreak, along with an online offering for children whose parents are shielding. Given the teaching resource and funding impacts of a full return to school in August, he suggested that the

committee pause the current contingency plans and that a revised plan be developed. He stressed that the Council needs to tell the Scottish Government that the Education Service cannot address the education needs without their funding. He stated that he would not be supporting the contingency plan.

In response to Councillor Akhtar, Ms Holland advised that she would look into the legal implications should the Council withdraw the current version of the Local Delivery Phasing Plan.

Councillor Innes also thanked and praised staff for their support during Covid-19. He stated that the Council is in a difficult position regarding the reopening of schools, and that he is not confident that Scottish Government will deliver on the funding required to achieve that. He expressed extreme concern that the Council had a legal responsibility for all children to return to school in August, even if that means that the Council has to divert funding from existing services, a route that he would be extremely reluctant to go down. He added that even if the Council received a share of the proposed £100M Scottish Government funding and utilised their 1140 hrs unspent funding, there would still be a shortfall in the region of £5.5 million to meet the costs of all pupils returning to school full time in August. He indicated his support for the contingency plan and urged in accordance with recommendation 2.5, that the Council write a strongly worded letter to the Scottish Government demanding that they uphold their responsibility in leading education in Scotland and provide the required level of financial resources. He supported a briefing for Elected Members at the earliest opportunity.

Councillor Kempson added her thanks to staff in Education Services. She stated that she is concerned that blended learning will fail disadvantaged children the most; will have a great impact on working parents; and that all children do not have access to online learning.

Councillor McLennan supported Councillor Innes' view that the Council should write to Scottish Government asking for full funding and hoped that all committee members would work together to support the full time return to school and contingency planning.

Councillor Goodfellow passed on the thanks from a Parent Council for the work being done by Council staff, commented on the difference between the return to school position and timing in Scotland and England; stated that contingency plans are required and that he supported the plans set out in the report. However, it was his view that immense financial support is required from Scottish Government.

Ms Holland reported back to the meeting that, being cognisant of medical advice and health and safety measures, the Council had a statutory duty to implement the measures as set out by the Scottish Government.

Councillor Akhtar acknowledged the enormity of the situation and noted that further Scottish Government guidance is awaited by the end of July. She moved to vote on the report recommendations by roll call.

The Education Committee members unanimously agreed the recommendations as set out at 2.1, 2.2, 2.3 and 2.5 of the report.

Regarding recommendation 2.4 (as amended), members voted as follows:

For: 9 (Councillors Akhtar, Dugdale, Forrest, Gilbert, Goodfellow, Innes, McLennan, Williamson and Ms Gillan)

Against: 4 (Councillors Findlay, Henderson, Hoy, Kempson)

Decision

The Committee agreed to:

- i. note the steps taken by the Education Service in response to the COVID-19 Pandemic, including the provision of continuing education through distance learning and the provision of emergency childcare and the arrangements for the summer holidays.
- ii. note the extensive planning that is underway to support staff to reopen schools from June in preparation for the new school session.
- iii. note the Local Delivery Phasing Plan that sets out the steps that East Lothian Council will take in reopening schools throughout each phase of the lifting of restrictions.
- iv. approve the plan, if required - given the Scottish Government announcement, as submitted to Education Scotland as required by Scottish Government, and to note that the implementation of this plan will be dependent on additional financial resources, as outlined, being made available.
- v. agree that a letter is issued to the Scottish Government setting out the significant financial consequences of reopening schools in excess of the Council's budget provisions and seeking reassurance that all additional measures taken, will be fully funded.

Signed

Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

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

SUBJECT: COVID-19 – Update on the Ongoing Operation of Schools and Impact of COVID-19 on Session 2020/2021

1 PURPOSE

- 1.1 To provide the Committee with an update on the reopening of schools for session 2020/2021 and the ongoing mitigations in place to ensure the health and safety of all children, young people and staff.
- 1.2 To provide an update on the systems and processes in place for dealing with positive COVID-19 cases in schools and new guidance issued by the Scottish Government on 30 October 2020.
- 1.3 To provide an update on the impact of the pandemic on the wider Education service.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - i. Note the steps being taken by the Education Service and schools in response to the COVID-19 Pandemic, including the ongoing mitigations in place to ensure the health and safety of all children, young people and staff.
 - ii. Note the systems and processes in place for dealing with positive COVID-19 cases in schools.
 - iii. Note the impact of the pandemic on the wider Education Service.

3 BACKGROUND

- 3.1 Towards the end of July 2020, the Depute First Minister announced that, following the period of lockdown through the COVID pandemic and the

subsequent closure of all schools throughout the last term of session 2019/20, all local authorities and schools should prepare to reopen schools for the new school session, from 11 August 2020. In East Lothian, the new school session commenced with two in-service days for staff on the 10 and 11 August with children and young people starting on 12 August 2020. This was one week earlier than the intended start of the new school session.

3.2 Planning for the reopening of schools was well underway both before and during the summer break. The Education Steering Group was realigned as an Education Recovery Group and has representation from across relevant Council service areas, from Head Teachers and from the Trade Unions. The group has had oversight of the development of any necessary operational guidance based on the guidance issued by the Scottish Government. The group has continued to meet throughout term 1 of session 2020/2021.

3.3 All schools across East Lothian have fully implemented the requirements of the Scottish Government. This has included ensuring the appropriate risk assessments are in place and that they are regularly updated, appropriate physical distancing between adults and between adults and children is in place and consideration of measures to support those children and young people who are more vulnerable. We have in place enhanced hygiene measures, including enhanced cleaning, hand sanitisation, wiping down of desks during the day and appropriate use of PPE including the wearing of face coverings by pupils and staff as required.

3.5 **COVID-19 and protocols for dealing with positive cases in East Lothian schools**

3.5.1 Infection rates continue to rise across Scotland and the Scottish Government continue to apply further restrictions. On 29 October 2020, the First Minister announced that East Lothian Council would be placed in **tier 3** of the Scottish Government Strategic Framework. Updated guidance on *reducing the risks of COVID 19 in schools* was published on 30 October 2020 which provides further measures to be put in place by local authorities and schools and enhanced mitigations for those in tiers 3 and 4. Local Authorities and schools have been asked to implement this new guidance from Monday 2 November 2020. The Head of Education and Children's Services has written to parents and carers to provide them with a further update on the new guidance.

3.5.2 The NHS Health Protection Teams (HPT) routinely scrutinise school mitigations in place and to date have provided positive feedback in respect of the ways in which schools across East Lothian, are implementing the guidance and ensuring the risk to ongoing transmission is reduced. Notification of a positive case tends to come from the parent/carer or staff member to the Head Teacher of the school. There can be a delay in the timing of when our schools are notified about a positive case and the information reaching the HPT. Through working together on the positive

cases thus far, we have put in place new systems and protocols that ensure the Head Teacher and staff can progress the risk assessment process and avoid any delay in identifying close contacts of the positive case. The Education Service and Communications team have also worked closely with the NHS HPT to better understand the communications requirements and to streamline systems and processes for informing parents timeously of a positive case. The Education Service and school is very limited in terms of the information that can be disclosed about a positive case and where there are staff or pupils identified as a close contact. This is in order to protect patient confidentiality.

3.5.3 The Education Service and schools have continued to update and improve our approaches to blended learning. This takes account of the need for schools to provide learning for any child or young person identified as a close contact and who needs to self-isolate, to ensure that their education can continue. It also ensures that we are prepared for any possible future local or national restrictions where either a partial or full return to blended learning may be needed. In addition, the Education Service and all schools regularly update Business Continuity Plans to ensure that we are well prepared in the event of a change to the current situation.

3.5.4 East Lothian Council received £401,000 of capital funding and £69,000 of revenue funding to support provision of digital devices for children and young people as part of the Connecting Scotland initiative. This has enabled us to purchase 1,407 Chromebooks to date, which will be distributed to pupils according to free school meal entitlement, those who are care experienced and those with siblings where there is only one device in the family. In addition, we have also purchased 400 Mifi devices to support children's connectivity to the Internet. The additional devices will be invaluable in supporting children and young people to engage in learning both within the classroom and at home. Our IT service will also be providing additional laptops that will ensure that all teachers have access to a laptop for use in school and at home as required.

3.6 **Conclusion and ongoing challenges of response**

3.6.1 There is no doubt that the ongoing COVID-19 pandemic and the more recent resurgence of rates of the virus has had a significant impact on the work and workload of schools and on the wider Education Service. Our staff have risen to the challenge admirably, putting the health and wellbeing of our children, young people and staff at the heart of their work. However, the ongoing impact of this pandemic cannot be underestimated. We continue to be strongly committed to maintaining a relentless focus on improving outcomes for all children and young people through the core business of learning and teaching and raising attainment. The Scottish Government has encouraged all local authorities and schools to streamline plans for this year in recognition of the many additional pressures. As a result, we have worked with schools to support them in refining their improvement plans to ensure our work is achievable and manageable. We will continue to keep this under close review in the coming months.

- 3.6.2 We continue to build on our earlier successes in communication and engaging with staff, parents/carers and communities. Regular school and local authority communications are in place and have been very well received. In addition, our work on social media has received positive feedback and continues to ensure our stakeholders have the information they need when they need it. The Head of Education and Children's Services and Education Management Team also meet regularly with the East Lothian Association of Parent Council Members to provide updates and to answer any questions they have.

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 Equalities – the impact of COVID-19 has had and continues to have an impact on the wellbeing and learning of children, families and communities. Work continues to seek to mitigate this impact in all schools.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – The Scottish Government has provided some funding to support the re-opening of schools including an initial £20m national funding, and a national £50m which is split across the academic year to support new Teachers and support staff. A national £30m to support the re-opening of schools remains unallocated and will be subject to demonstration of need. In addition, the Scottish Government has indicated that local authorities should use all of available resource available including providing flexibility to divert any discretionary funding including Scottish Attainment Challenge funding, Pupil Equity Funding and Grant funding for the implementation of the expansion of early learning and childcare to 1140 hours. As well as the additional costs of teaching and support staff, there are also indications that there will be significant pressures in cleaning and school transport with costs in excess of available resources. This remains subject to change and work is ongoing to confirm the level of additional costs being incurred.
- 6.2 Personnel – Funding for additional staffing for schools has been allocated by Scottish Government to compensate for any loss of learning suffered by pupils during the COVID-19 lockdown. We have appointed 14 teachers (6 Primary and 8 Secondary) on a temporary contract until the end of this school session to provide additionality in our schools. We are currently undertaking a recruitment campaign to appoint an additional 22 teachers (18 Primary and 4 Secondary) to further enhance this in-school additionality. These additional teachers will be in place until the end of the current school session, June 2021. Additional staff have also been

required in Facilities Management to ensure adequate cleaning and catering for schools.

6.3 Other – none.

7 BACKGROUND PAPERS

7.1 Scottish Government Strategic Framework. Updated guidance on *reducing the risks of COVID 19 in schools*
<https://www.gov.scot/publications/coronavirus-covid-19-guidance-on-reducing-the-risks-in-schools/>

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DATE	1 November 2020

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

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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 Attainment and achievement – 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 all 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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Education and Children's Services

Progress Report and Improvement Plan



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 Q1.3	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 is 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 progressed.

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?
<ul style="list-style-type: none"> • Continue to embed the Self-improving schools model. 	Quality Improvement Team	June 2021
<ul style="list-style-type: none"> • Develop and trial new school review methodology. 	Quality Improvement Team	June 2021
<ul style="list-style-type: none"> • Strengthen curricular transitions and progression in learning from 3-18 years. 	Quality Improvement Team	June 2021
<ul style="list-style-type: none"> • Develop a consistent approach for assessing, monitoring and tracking learning to deliver optimum levels of attainment and achievement. 	Quality Improvement Team	June 2021

	<ul style="list-style-type: none"> • Finalise our Raising Attainment strategy and develop further school’s own approaches to raise attainment and closing the poverty related attainment gap. • Develop a literacy strategy and approaches to improve literacy outcomes across schools • 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. • 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. • 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. • Continue to seek ways to implement the Digital Learning and Teaching Strategy 	<p>Nick Trussler</p> <p>Quality Improvement Team</p> <p>ELC QAMSO Group Quality Improvement Team and ES AA</p> <p>Karen Haspolat</p> <p>Lynne Binnie / Karen Haspolat</p> <p>Richard Parker</p>	<p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p>
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	<ul style="list-style-type: none"> Continue to focus on improving the attainment and achievement of Looked After children and young people. Continue to support our looked after children and young people to achieve by implementing the corporate parenting plan. 	Sheila Laing Sheila Laing	June 2021 June 2021
2	<p>Getting it Right for Every Child in East Lothian - Ensuring Inclusion, Wellbeing and Equality</p> <p>We will:</p> <ul style="list-style-type: none"> Continue to implement our expansion plans towards 1140hrs of ELCC Continue to improve the quality of all ELCC settings as we work towards all achieving the National Standard. Review and improve the H&WB and PSE curriculum frameworks and approaches used in our schools. 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. 	<p>Who?</p> Pauline Homer Gill Whitford Lynne Binnie / Quality Improvement Team Lynne Binnie	<p>By when?</p> August 2021 June 2021 June 2021 December 2020

	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> 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	<p>Employability:</p> <p>We will:</p> <ul style="list-style-type: none"> 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) 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. Continue to be responsive to Labour Market Analysis and work with partners to create sustainable pathways, including the development 	<p>Neil Craik-Collins</p> <p>Neil Craik-Collins Lynne Binnie Judith Tait</p> <p>Neil Craik-Collins</p>	<p>October 2020</p> <p>June 2021</p> <p>June 2021</p>

	<p>of new courses by Edinburgh College and The Ridge (e.g. Winter Leavers, Dual Qualifications in Care).</p> <ul style="list-style-type: none"> • Continue to build Foundation Apprenticeship frameworks, in line with labour market intelligence and our young people’s needs. • 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) • Disability Employability Support Fund: Construct a pilot project to address the needs of pupils with disabilities (based on findings in the Enable report). • Develop programmes for Phase 2 of No-one Left Behind, the devolvement of Employability Fund and Community Jobs Scotland, to local authorities. • Creation of a NOLB Paid Work Experience programme, specifically for individuals at Stage 1/ 	<p>Neil Craik-Collins</p> <p>Neil Craik-Collins Quality Improvement Team</p> <p>Neil Craik-Collins Lynne Binnie</p> <p>Neil Craik-Collins Lynne Binnie</p> <p>Neil Craik-Collins</p>	<p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p>
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	<p>2 of the Strategic Skills Pipeline including school leavers.</p> <ul style="list-style-type: none"> 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. Continue to support schools to increase sustained positive destinations and participation measures, utilising partnership support. Ongoing monitoring of 'unknowns'. 	<p>Neil Craik-Collins</p> <p>Neil Craik-Collins</p> <p>Neil Craik-Collins</p>	<p>June 2021</p> <p>June 2021</p> <p>June 2021</p>
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4	Improve leadership capacity We will: <ul style="list-style-type: none"> • Continue to develop our leadership capacity as a service and across the broader education and children’s service. • 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. • Develop team learning opportunities that develops further agile and flexible leadership approaches across the broader service. • Build coherent and robust self-evaluation approaches that determine service effectiveness and agile planning where a shift in priority may be required. 	Who?	By when?
		Lesley Brown / Judith Tait	June 2021
		Education and Children’s Services management team	June 2021
		Education and Children’s Services management team	June 2021
		Education and Children’s Services management team	June 2021

5	Finance and Resources	Who?	By when?
	<p>We will:</p> <ul style="list-style-type: none"> • Continue to develop the learning estate strategy through a pre-consultation that will seek to gather the views of East Lothian stakeholders. • Continue to progress any expansions/improvements and new school builds in line with the Council Capital plan. • 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 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. 	<p>Neil Craik Collins</p> <p>Neil Craik Collins</p> <p>Lynne Binnie</p> <p>Richard Parker</p> <p>Richard Parker</p>	<p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p> <p>June 2021</p>

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 : <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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	<p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> • inclusive practices and support in all schools; • specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and • specialist professionals supporting children and young people who require additional support.
Quality Improvement Team	<p>Delivers the following services to fulfil the duties set out in statute:</p> <ul style="list-style-type: none"> • support and challenge of schools to improve the quality of education; • support for quality assurance and self-evaluation; • support for the development of the curriculum and learning, teaching and assessment; • liaison with national and local organisations and bodies; and • development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	<p>The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people:</p> <ul style="list-style-type: none"> • consultation • assessment • intervention • training • research
Education Business Support Team	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> • strategic resource planning; • strategic planning and delivery of career long professional learning; • leadership development; • support for newly qualified teachers, student teachers and supply teachers; • recruitment of education service staff; • national and local policy relating to education; • support for the use of assistive technologies; • development of the Digital Learning and Teaching Strategy; • support for financial stewardship in all schools; • the use of technology to enhance learning and teaching, online services and learning portals;

	<ul style="list-style-type: none"> • 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	<p>East Lothian Works, East Lothian’s employability hub, brings together all employability-related services under the East Lothian <i>One Council Approach</i>. East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.</p>

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.

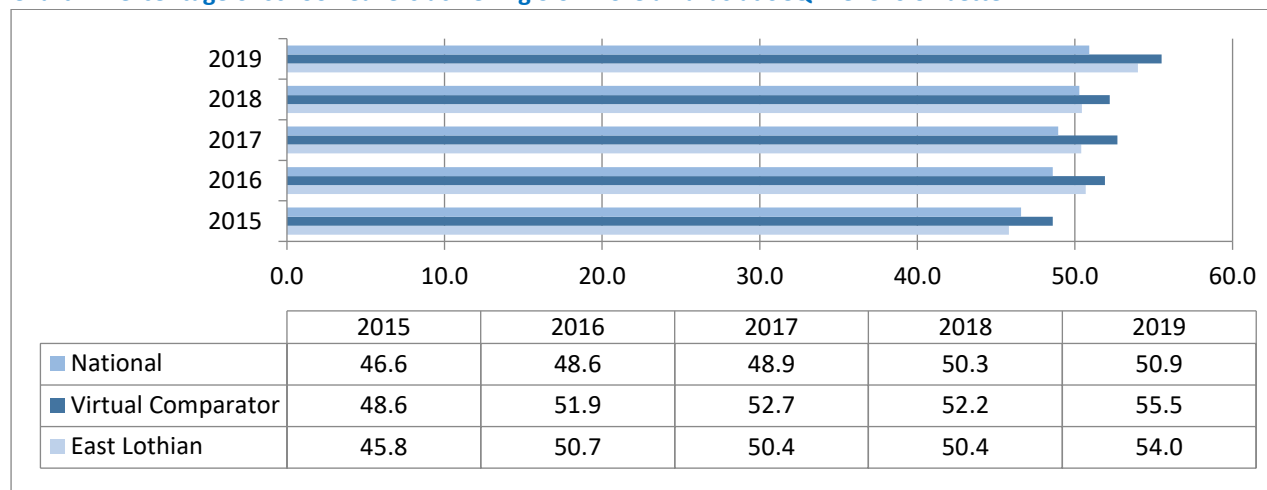
Table 6

	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

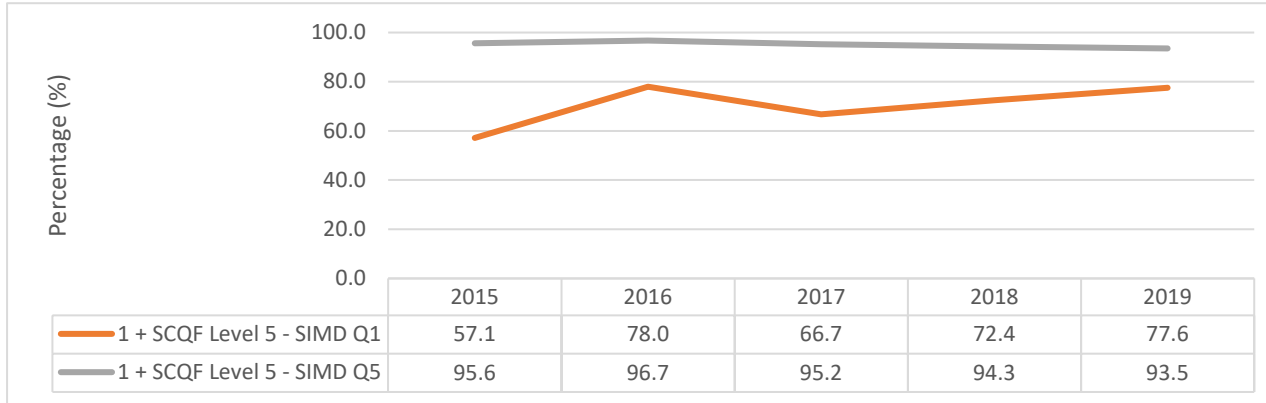


- East Lothian’s performance in this measure shows an overall improvement since 2014/15, consistently above the national average. In 2018/19 54% of school leavers achieved 3 or more awards at SCQF Level 6 or better, an increase of 8 percentage points since 2014/15.

1.2.7 Closing the gap between the most and least disadvantaged children

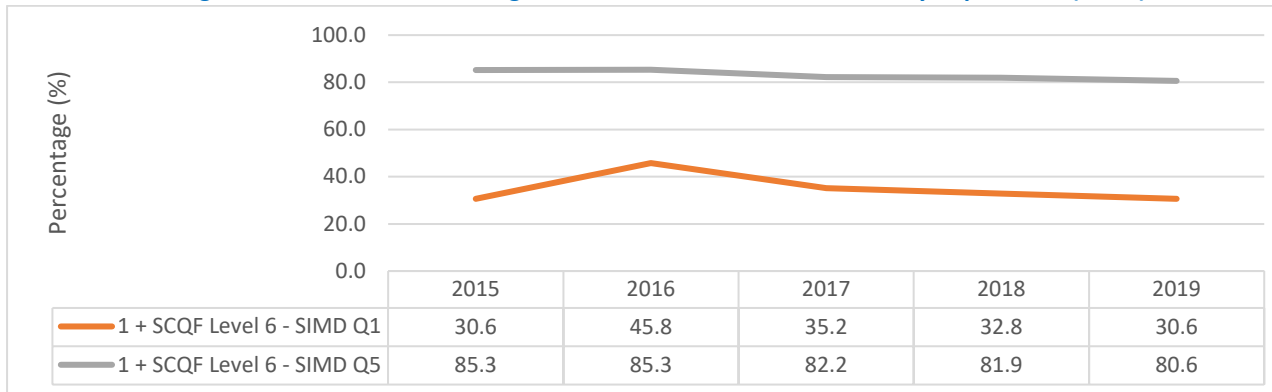
School leavers living in the 20% most deprived areas typically have lower attainment compared to those living in the 20% least deprived areas. The attainment gap between school leavers living in the most deprived areas and those in the least deprived areas is wider at higher levels of qualifications. 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.

Chart 2: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by deprivation (SIMD) status



- 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

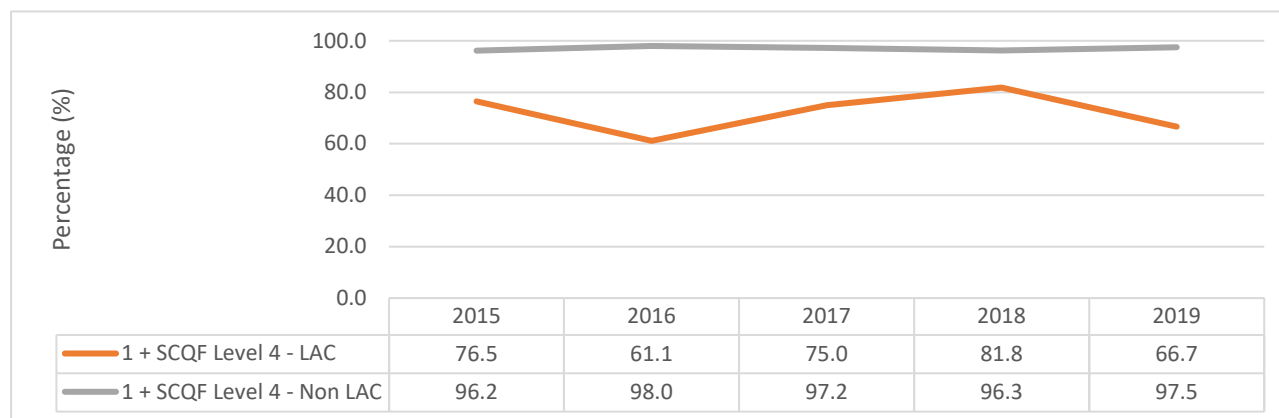


- 31% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2019, a decrease of 2% on 2018. The gap between East Lothian leavers from the most and least deprived areas in 2019 increased by 1 percentage point on the previous year and shows an overall reduction 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

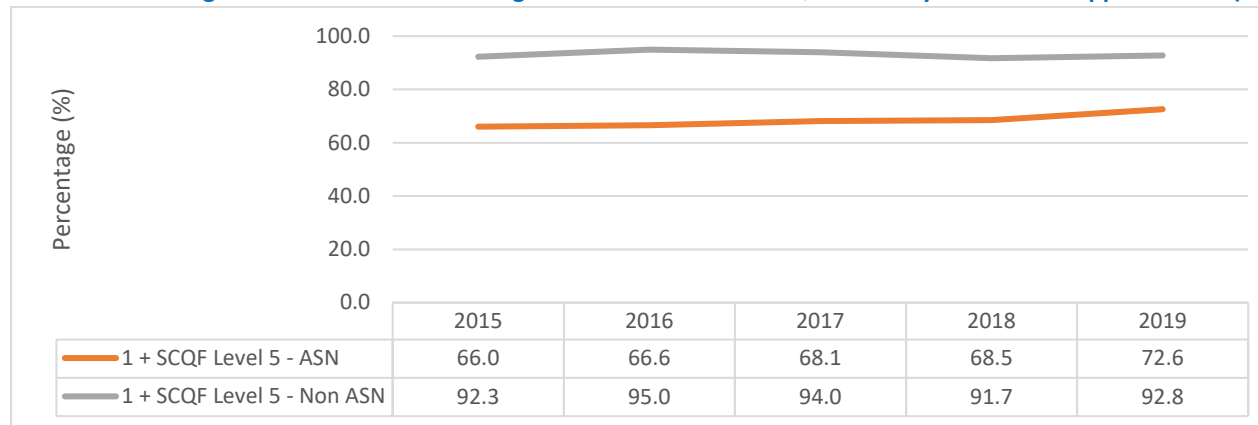


- 67% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2018/19, a drop of 15 percentage points on 2018. The gap between leavers who are care experienced and those who are not has fluctuated over the five year period due to the small numbers involved. On average, only 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

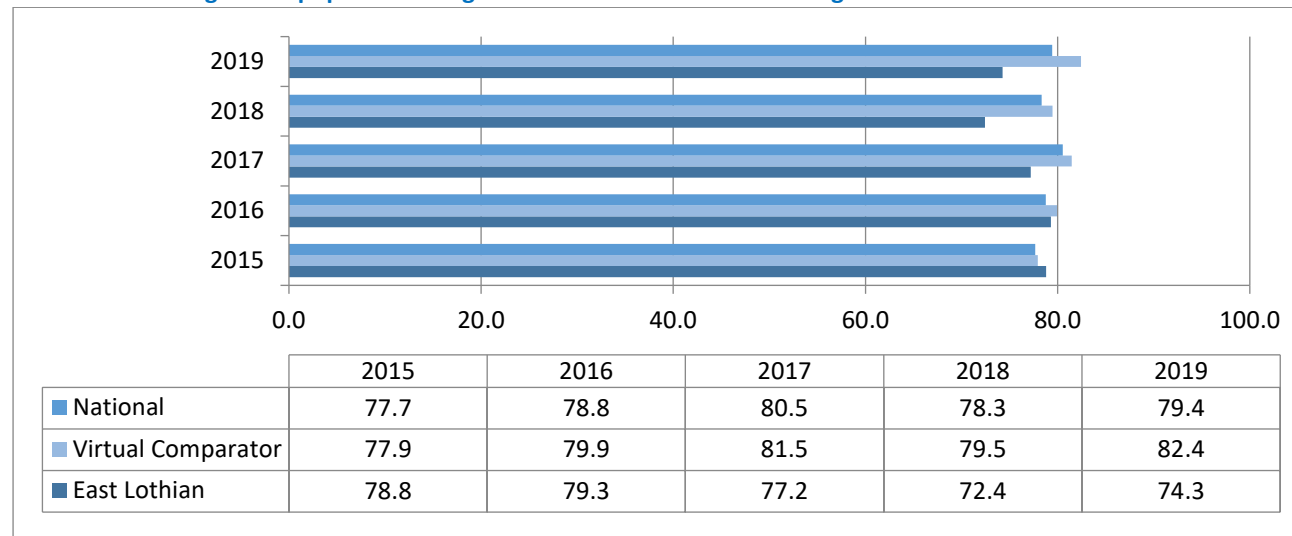


- 73% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2019, an increase of 4% on 2018. The gap between East Lothian leavers with an additional support need and those without in 2019 decreased by 3 percentage points on the previous year and shows an 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

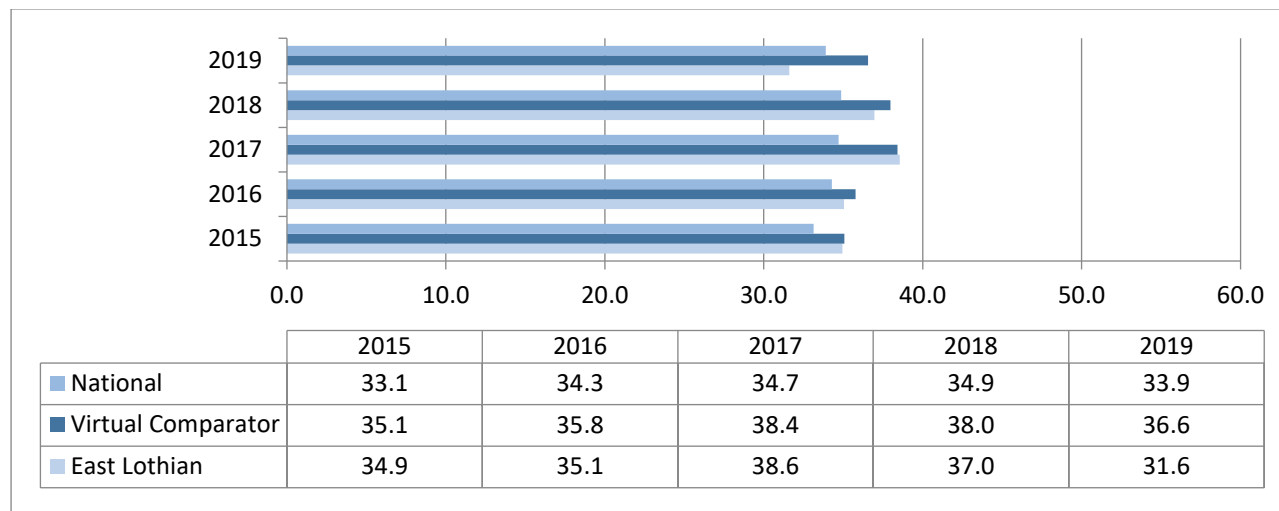
Chart 6: Percentage of S4 pupils achieving 1 or more National 5 awards at grades A-C



- 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



- 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
<i>Percentage of all eligible children in East Lothian</i>	<i>7.4%</i>	<i>31.2%</i>	<i>24.3%</i>	<i>22.5%</i>	<i>14.7%</i>	

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
<i>Percentage Point Gap between SIMD Q1 v SIMD Q5</i>	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

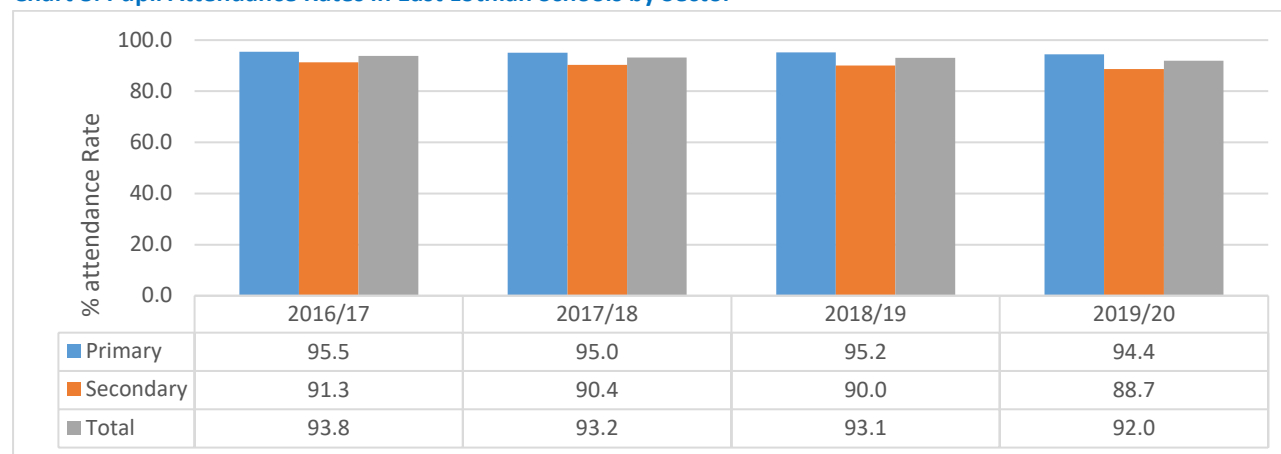
Table 14

	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

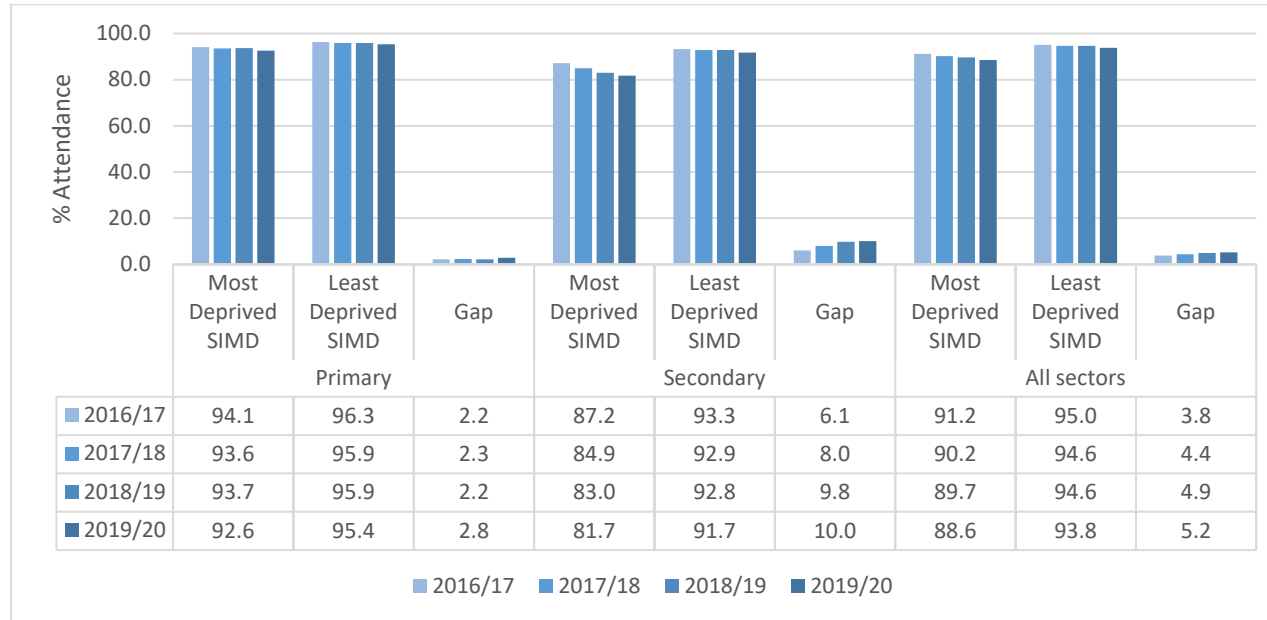
Due to the ongoing COVID-19 pandemic and the process of Scotland going in to lockdown, the Scottish Government required all Local Authorities to close all schools on Friday 20th March 2020. As a result, the attendance relating to 2019/20 only covers the period from the start of the 2019/20 academic session 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



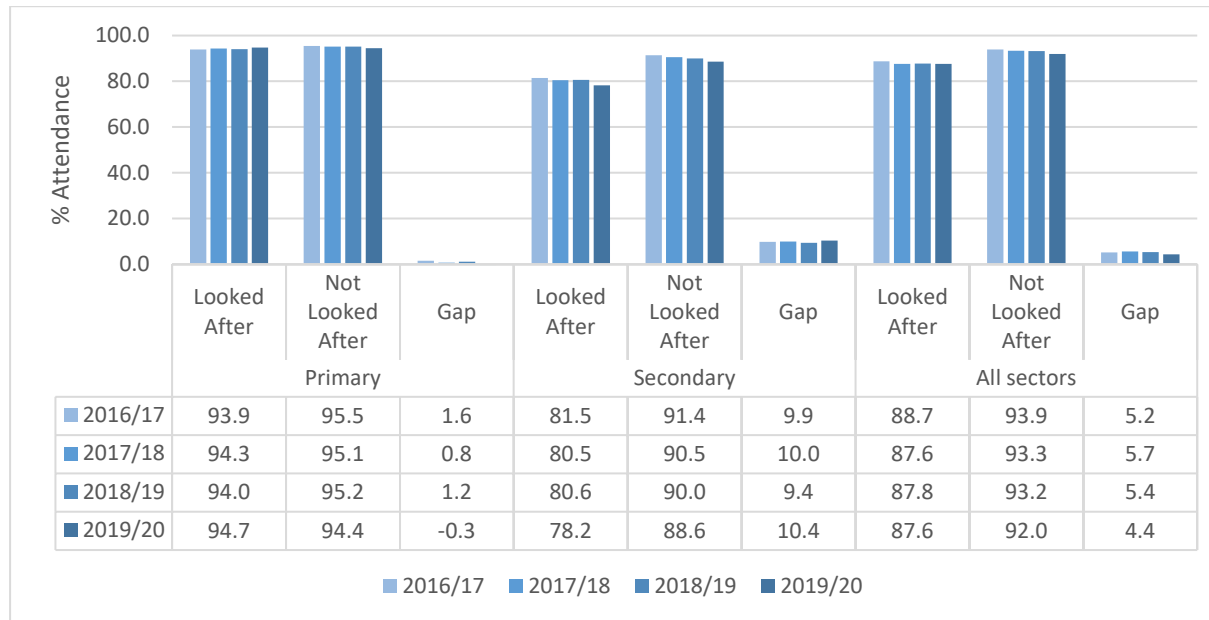
- There was a slight drop in the attendance rates in 2019/20 with the 2019/20 rates sitting approximately one percentage point below the previous 3 years average.

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



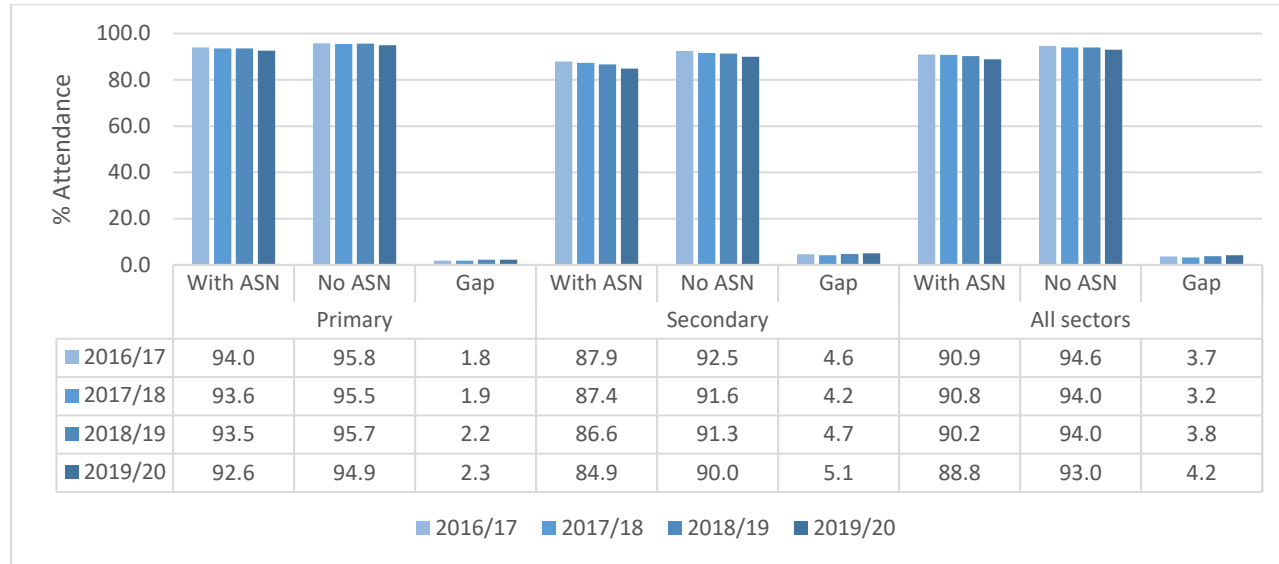
- Pupils living in the 20% most deprived areas (based on Scottish Index of Multiple Deprivation (SIMD)) had lower attendance rates each year than those pupils living in the 20% least deprived areas.
- In primary schools, pupils living in the most deprived areas had an attendance rate between 2 and 3 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



- 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.

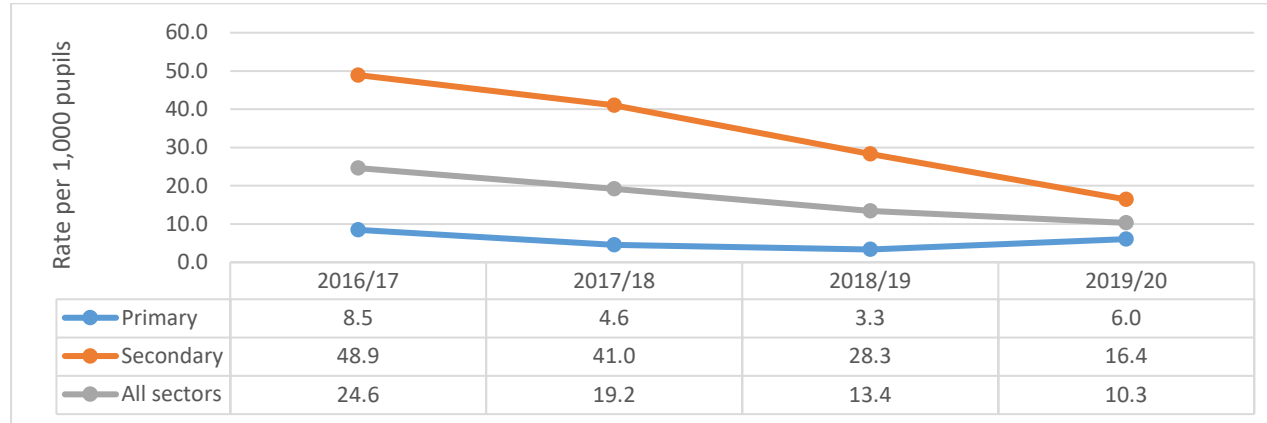
Chart 11: Attendance Rates by Additional Support Needs (ASN) status



- 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.

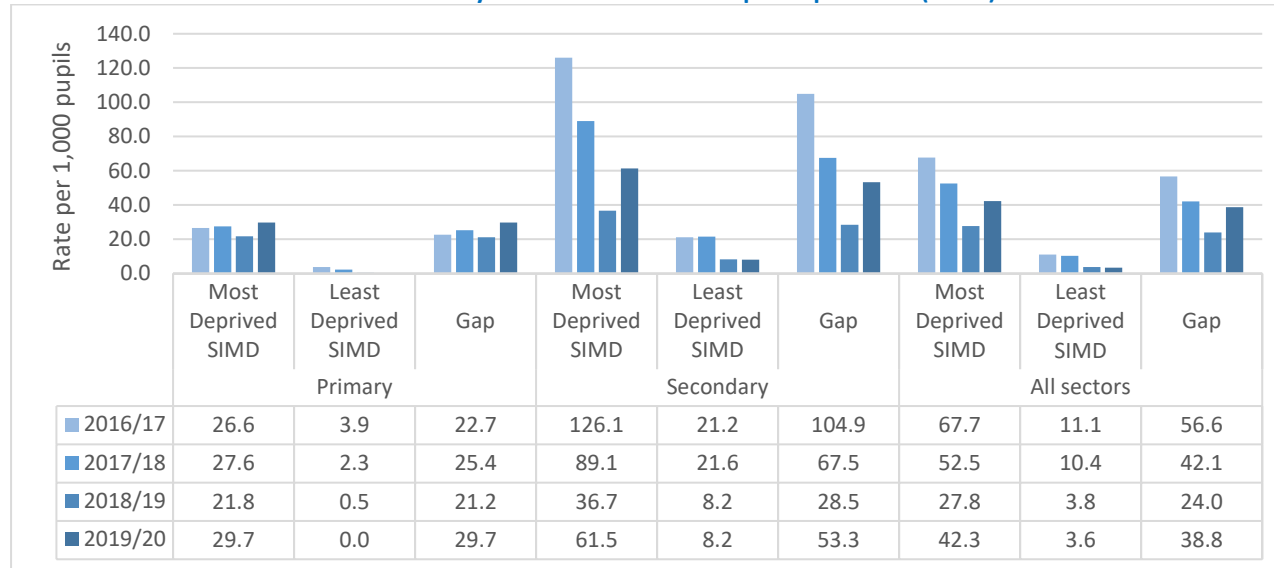
2.3 Exclusions from school

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



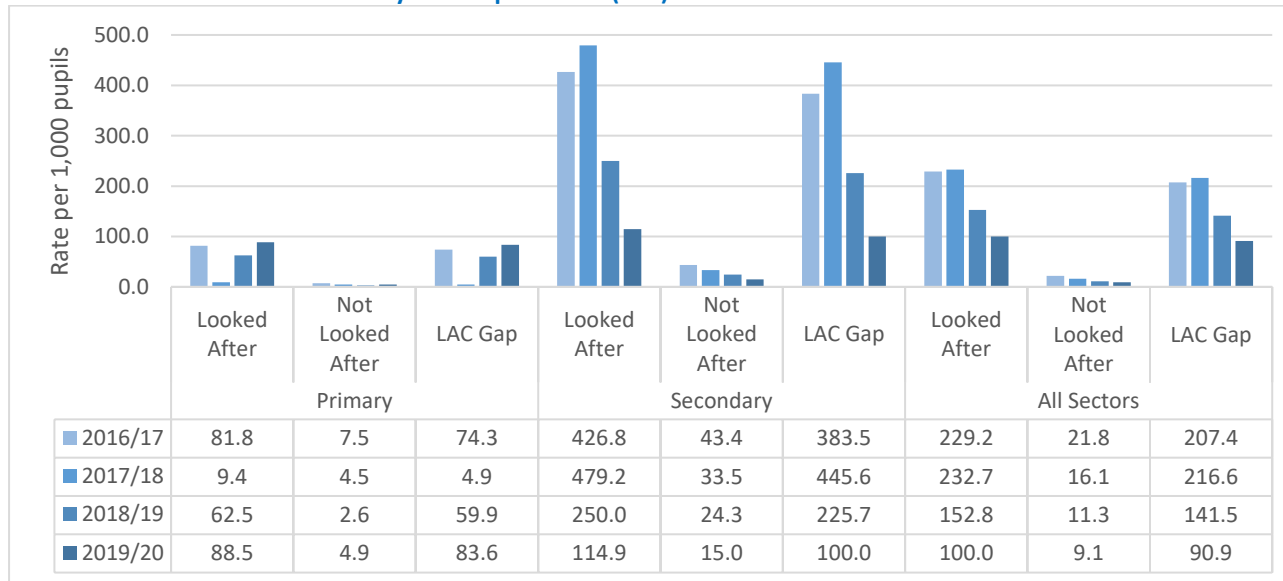
- Overall, exclusion incidents in East Lothian in 2019/20 are at their lowest rate since 2016/17. Over the four-year period there were no permanent exclusions from schools in East Lothian.
- In the primary sector, the temporary exclusion rate increased slightly in 2019/20 to 6.0 per thousand pupils from 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



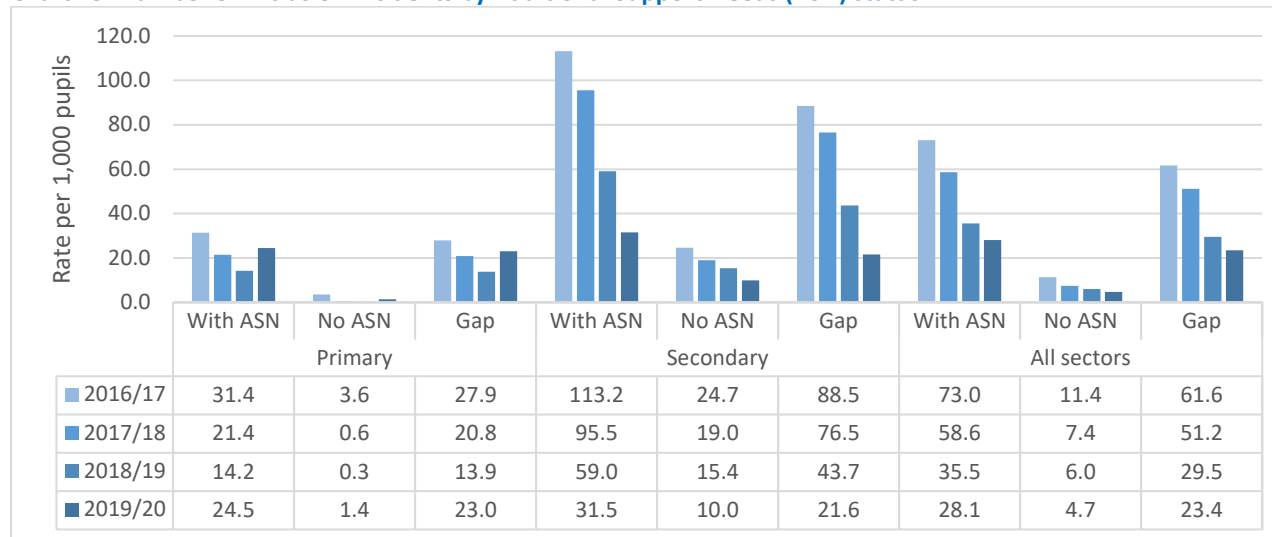
- The exclusion rate for pupils living in the 20% most deprived areas in 2019/20 is almost twelve times higher than for pupils living in the 20% least deprived areas. Since 2016/17 the gap in the exclusion rate between pupils from the most and least deprived areas has reduced from 56.6 points in 2016/17 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



- 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

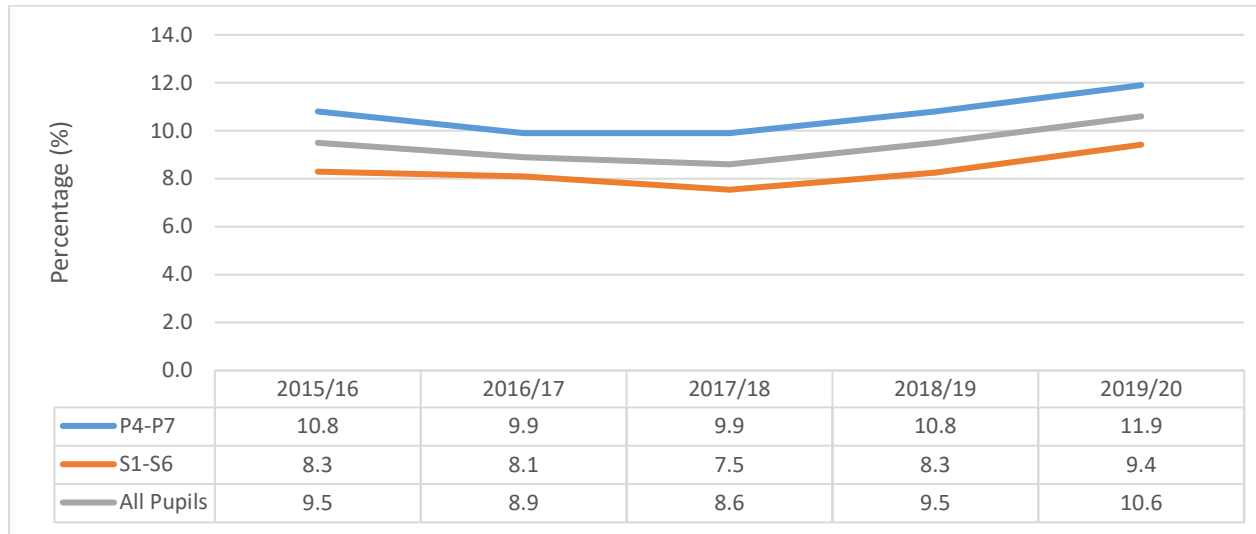


- The East Lothian exclusion rate in 2019/20, for pupils with ASN, is six times higher than those pupils who have no ASN. Since 2016/17 the overall exclusion rate for pupils with ASN has dropped each year from 73.0 per thousand in 2016/17 to 28.1 per thousand in 2019/20.
- The exclusion rate gap between 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



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.

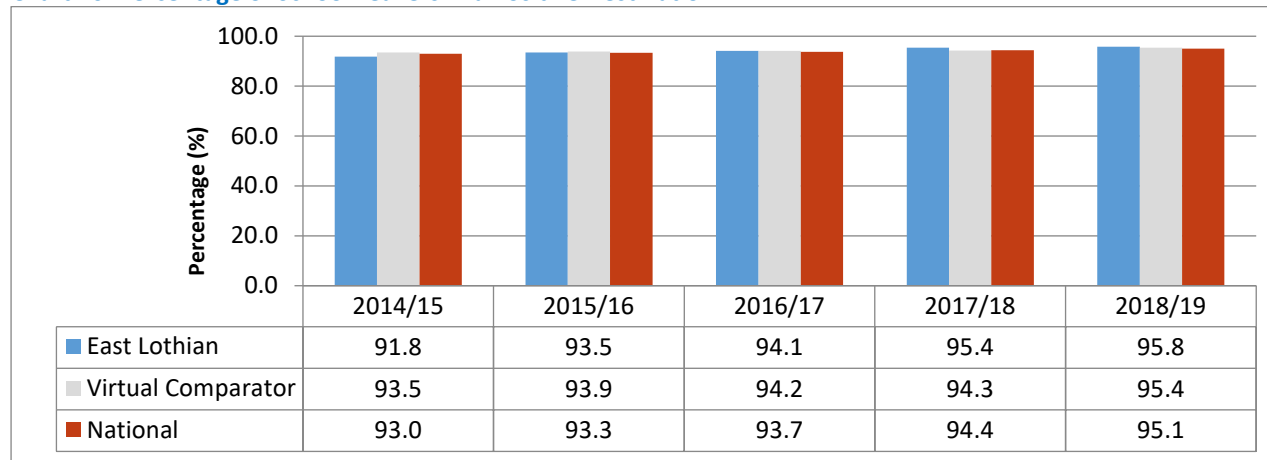
3. Employability

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



- 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

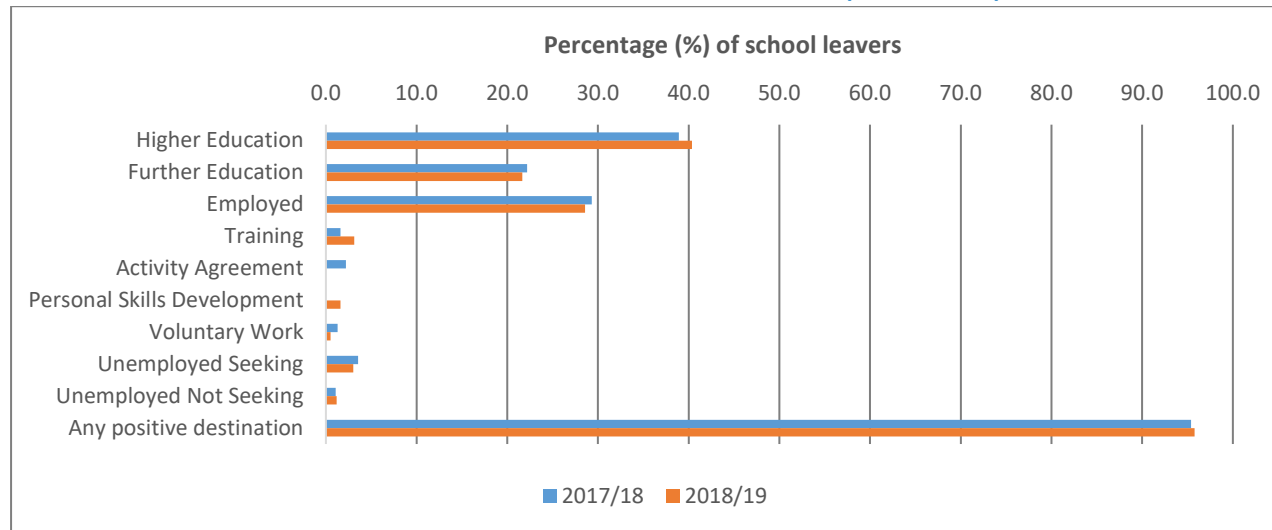
Table 15 below shows the percentage of school leavers by their initial destination category in 2018/19 compared with the Virtual Comparator and National average. Chart shows the breakdown of initial destinations in East Lothian in 2018/19 compared with 2017/18.

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

	Higher Education	Further Education	Training, Personal Skills Development or voluntary Work	Employment	Unemployed
2018/19					
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

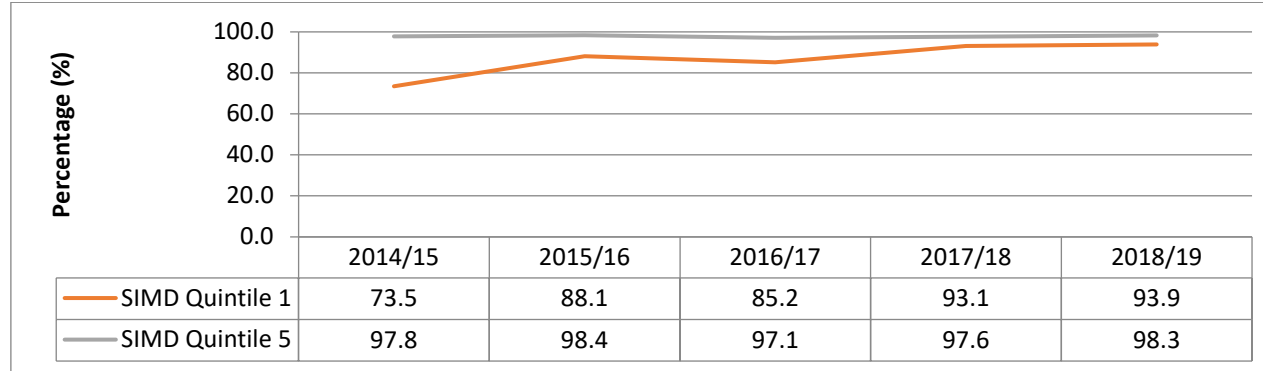
- The majority of our young people continue in either Further or Higher Education on leaving school. In 2018/19 a higher percentage of our leavers moved on to Employment than the Virtual Comparator or National average, consistent with previous years. The percentage of leavers who moved on to Higher Education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



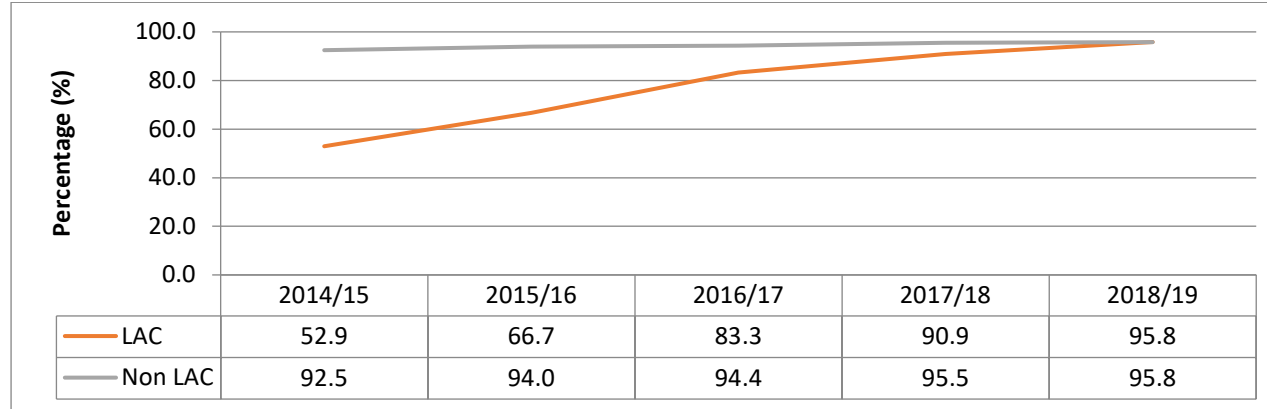
- The chart above shows that 62.0% of school leavers continued their education within Higher or Further Education establishments in 2018/19 compared to 61.1% in 2017/18.
- The percentage of leavers entering employment decreased from 29.3% in 2017/18 to 28.6% in 2018/19.
- The percentage of leavers in training has increased from 1.6% in 2017/18 to 3.1% in 2018/19.

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



- 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.

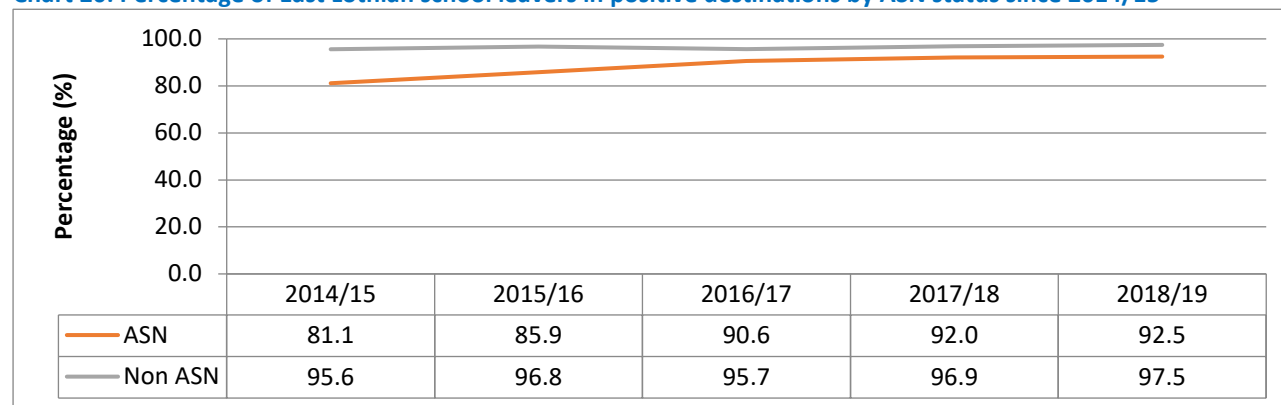
Chart 19: Percentage of East Lothian school leavers in positive destinations by LAC status since 2014/15



- 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



- 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:

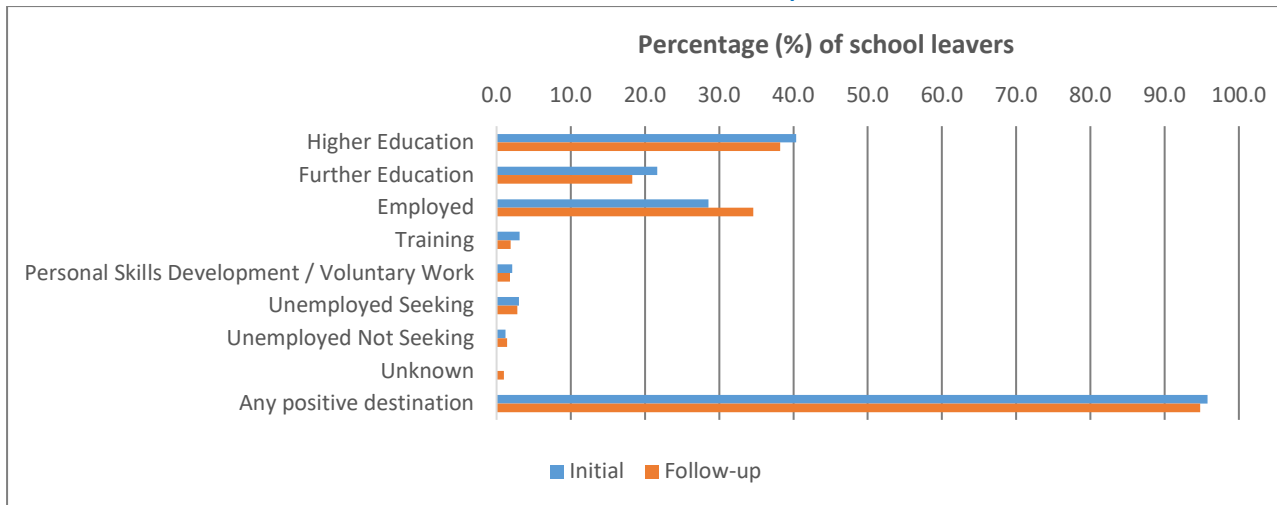
Table 16: Percentage of school leavers by Follow-up Destination Category, 2018/19

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”.

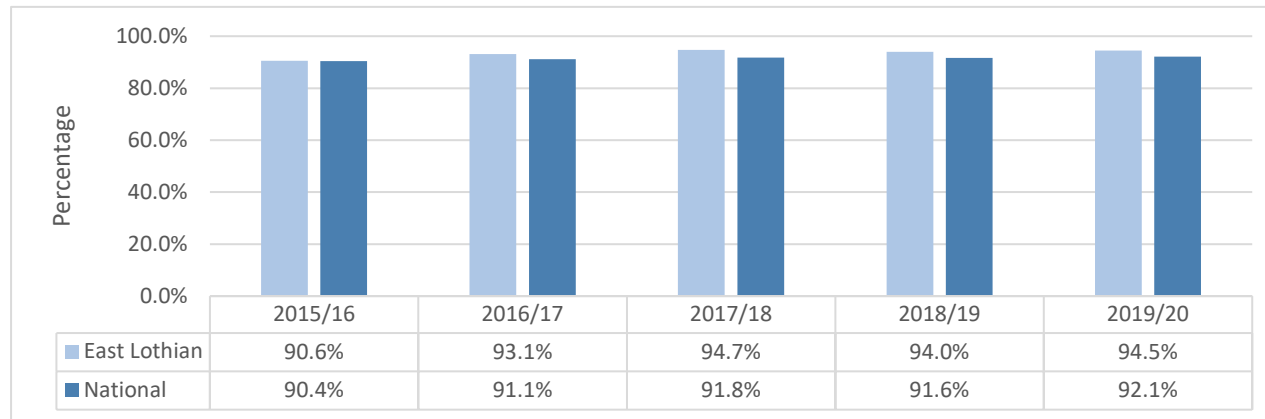
In 2018/19, 8.7% of school leavers in East Lothian left with one or more vocational qualifications at SCQF Level 5 or better, compared with 6.0% in 2017/18 and has fluctuated each year since 2013/14. Nationally the percentage has increased year on year over the same period from 7.3% in 2013/14 to 17.1% 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

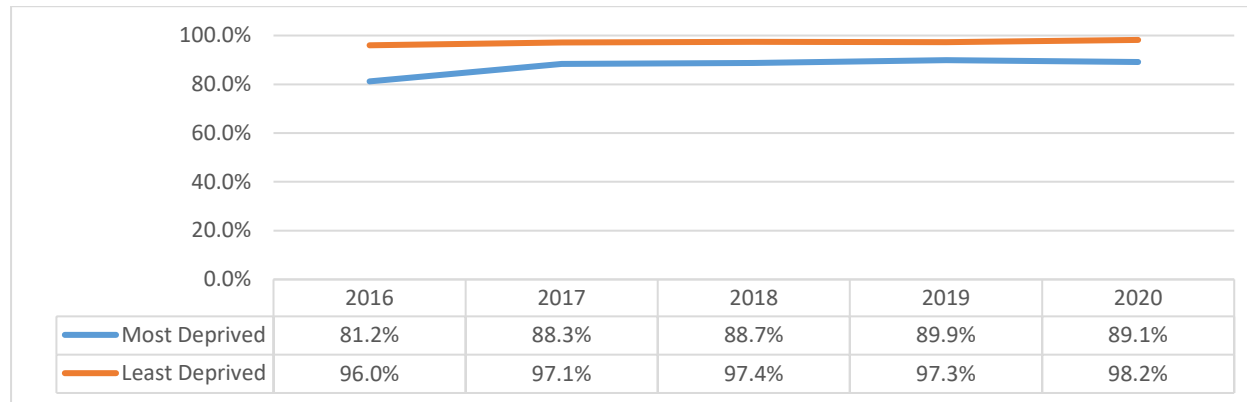


- The latest APM data published at the end of August 2020 showed that of the 4,082 16-19 year olds in East Lothian 94.5% were in education, employment or training and personal development compared to 92.1% nationally. This represents a 0.5 percentage point increase on the previous year. 2.2% were not 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.

Closing the gap between the most and least disadvantaged young people

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



- 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%

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of North Berwick High School by Education Scotland

4

1 PURPOSE

- 1.1 To report to Committee on the inspection of North Berwick High School by Education Scotland.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- (i) Note the content of the Education Scotland report (Appendix 1) and note the Summarised Inspection Finds (Appendix 2) dated 23 June 2020.
 - (ii) Congratulate the Head Teacher and staff on the good practice identified in the Education Scotland report published on 23 June 2020.
 - (iii) Acknowledge that, as a result of the inspection findings, Education Scotland are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. East Lothian Council will inform parents about the school's progress as part of its arrangements for reporting on the quality of its schools.

3 BACKGROUND

- 3.1 North Berwick High School was inspected in February 2020 and the Education Scotland inspection report was published in June 2020. The purpose of the Education Scotland visit was to evaluate the quality of the school's self-evaluation processes, the impact of the school's improvement

work, and the quality of learners' experiences both in the Broad and General Education (BGE) and Senior Phase.

3.2 The report dated 23 June 2020 noted key strengths in the work of the school. These were:

- *The Head Teacher is a highly effective leader who is well respected by young people, staff, parents and partners. Her leadership is characterised by openness and trust, promoting empowerment in a supportive ethos. The senior leadership team provides clear direction and extensive opportunities for staff to work well together. The quality of leadership at all levels is strong with staff using effective research activities to support increasingly creative learning and teaching.*
- *The developing range of well-informed and innovative approaches to learning and teaching and assessment are supporting young people at all stages to take responsibility for their own learning.*
- *A range of targeted strategies are supporting young people to respond effectively to personal challenges. In particular, young people, with support from the school and partners, are creating an open climate to discuss mental health.*
- *Young people's attainment, particularly at S5 and S6.*

3.3 During the inspection, Education Scotland gathered evidence to enable the evaluation the school's work using four quality indicators. These quality indicators were graded as follows:

Quality indicators	Evaluation
Leadership of change	very good
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Ensuring wellbeing, equality and inclusion	good

3.4 Education Scotland discussed the following areas for improvement with the Head Teacher and a representative from East Lothian Council:

- *To continue with the improvements to the planning of learning, teaching and assessment from S1 to S3.*
- *To review the approaches used for checking the progress of young people's wellbeing.*

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
6.2 Personnel - None
6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 North Berwick High School inspection report dated 23 June 2020 (Appendix 1), North Berwick High School summarised inspection findings (Appendix 2) and North Berwick High School additional inspection evidence.

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DATE	17/11/2020

23 June 2020

Dear Parent/Carer

In February 2020, a team of inspectors from Education Scotland visited North Berwick High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The headteacher is a highly effective leader who is well respected by young people, staff, parents and partners. Her leadership is characterised by openness and trust, promoting empowerment in a supportive ethos. The senior leadership team provides clear direction and extensive opportunities for staff to work well together. The quality of leadership at all levels is strong with staff using effective research activities to support increasingly creative learning and teaching.
- The developing range of well-informed and innovative approaches to learning and teaching and assessment are supporting young people at all stages to take responsibility for their own learning.
- A range of targeted strategies are supporting young people to respond effectively to personal challenges. In particular, young people with support from the school and partners, are creating an open climate to discuss mental health.
- Young people's attainment, particularly at S5 and S6.

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

- Continue with the improvements to the planning of learning, teaching and assessment from S1 to S3.
- Review approaches for checking the progress of young people's wellbeing.

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

Here are Education Scotland's evaluations for North Berwick High School

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

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

<https://education.gov.scot/education-scotland/inspection-reports/reports-page/?id=3875>

What happens next?

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

Marie McAdam
HM Inspector

Summarised inspection findings

North Berwick High School

East Lothian Council

23 June 2020

School name North Berwick High School
 Council: East Lothian Council
 SEED number: 5556031
 Roll (Feb 2020): 972

Attendance is generally above the national average.
 Exclusions are generally below the national average and have shown a decline over the latest two years.

In February 2019, 4.4% of pupils were registered for free school meals, which is significantly below the national average of 15%.

In September 2018, no pupils lived in the 20% most deprived datazones in Scotland.

In September 2018, the school reported that 29% of pupils had additional support needs.

Key contextual information

North Berwick High School is a non-denominational secondary school with five associated primary schools. The senior leadership team consists of a headteacher and three deputy headteachers and two business managers who share a post. The roll is predicted to increase considerably by 2025 and an extension is planned to cater for this increase.

1.3 Leadership of change	very good
<p>This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:</p> <ul style="list-style-type: none"> ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change 	

- School leaders, staff and young people understand and model very well the school's agreed values of curiosity, diligence, kindness and belonging. Young people fully understand the importance of aspiring to achieve their best.
- The headteacher has been in post for seven years and is a highly effective leader who is well respected by staff, parents and learners. She provides very clear direction. Her leadership is characterised by openness and personal trust, promoting empowerment and strong collaboration within a supportive ethos. The three deputy headteachers have complementary skills and work very well together. They are clear about their roles and the expectation that they will demonstrate clear impact in their areas of responsibility. Almost all staff and most parents who responded to the pre-inspection questionnaire feel that the school is led well. Leadership and distributed leadership is a strength across the school with the leadership team often asked to share their successful practice across the local authority.
- The headteacher, senior leaders and staff use self-evaluation well to inform improvement. This includes using the results of thorough analysis of data, focused departmental reviews and well-planned agreed learning and teaching observations. Strong evaluative activities are leading to improvements in learning and teaching. Collegiate work using 'How good is our school? (4th edition)' supports senior, middle leaders and staff to provide accurate evaluations

of the school's strengths and the areas for improvement. All staff have a clear understanding of the social and cultural context of the school and can refer to this data easily to inform their classroom planning. The faculty review approach, with an emphasis on learning structure and goals, is supporting teachers and middle leaders to be evaluative with regard to learning and teaching and is supporting improvement.

- School planning links well into priorities identified in the National Improvement Framework and local authority plans. The school improvement plan is set out clearly with three key development priorities. These are learning and teaching to raise attainment, equity to close the gap and curriculum development to meet the needs of all learners. These priorities reflect well the improvement analysis from effective engagement with staff, pupils, partners and parents. Faculty improvement plans are clear and link well with the school improvement plan. Key to planning for continuous improvement is the school's robust faculty review process. This demonstrates clear improvements in attainment with staff becoming more robust in articulating learner progress. Young people participate well in improvement work through completion of pupil surveys and from commenting in focus groups on their classroom experiences. The headteacher recognises that closer tracking of school improvement plan actions, with the addition of agreed dates for completion, can improve the present pace of change.
- The strong collegiate work between senior leaders, middle leaders and non-promoted staff ensures a clear flow of intelligence across subject departments. This supports senior leaders and staff to lead the ongoing development of effective learning and teaching. This includes the use of agreed visible classroom routines, which support ongoing improvements in learning and teaching. Middle leaders lead their teams very well and are encouraged to be innovative and creative. They support and challenge their staff well. The faculty review process is explicitly linked to professional review and development (PRD) and General Teaching Council for Scotland (GTCS) Standards. The leadership and empowerment of every member of staff to make a significant contribution to the holistic development of all young people is a strong feature of the school's work.
- Senior leaders offer a high-quality career-long professional learning (CLPL) programme. This supports staff development and is appreciated by staff. Senior leaders use PRD sessions well to enable staff to feel comfortable in being challenged and questioned about their professional learning, and confident in discussing the decisions and next steps. Staff comment that senior leaders empower them with the latest in educational research materials and regular in-house training and coaching to support them to develop strong enquiry skills. Practitioner enquiry is integral to developing teachers' professional learning. A very positive report from the GTCS Excellence in Professional Learning Award Panel highlights and recognises the "strong leadership of learning culture". Staff are rightly proud of how their efforts have been recognised and shared.
- Teachers undertake strong relevant professional development opportunities including, for a few, success in achieving the qualification for 'Into headship'. Almost all faculties have staff who benefit from working with the Scottish Qualifications Authority (SQA) in a variety of roles such as markers, depute principal assessors, verifiers and subject writers. In addition, staff are achieving a range of Masters accreditation linked to improving pedagogy.
- The curriculum rationale is clear and continues to be developed and refreshed. The present curriculum supports the school's vision and values of producing learners who demonstrate well the skills and attributes of the four capacities within Curriculum for Excellence (CfE). The strong attainment and achievement, particularly at S5 and S6 in the latest two years, is a positive endorsement of the curriculum development.

- Leaders in the school are committed to embedding the national priorities of Developing the Young Workforce (DYW), Career Education Standards (CES) and Work Place Standards (WPS). A wide range of activities is taking place across the school and progress has been made over the last two years in implementing them. A clear strategy with targets and timelines would help to drive the work forward this work and help to monitor better the progress being made and impact. A useful DYW register has been developed to capture the totality of the work carried out across curricular areas. There is no analysis yet of what the information collected tells the school. DYW priorities need to be more explicitly mentioned in improvement plans, and Standards and Quality Reports.
- The school seeks the views of young people to inform planning for improvement. At whole school level, young people's views are sought on areas of school life such as learning and teaching, curriculum and equity. This is done in various ways such as the pupil council, and recently introduced youth strategy groups. A very wide range of opportunities is on offer to develop the leadership of young people. This includes for example, serving on the wellbeing committee, the charities group, or as an inclusion ambassador.
- Partners have a very clear understanding of the social, economic and cultural context of the school and this knowledge is used well to plan provision locally. There is a reciprocal arrangement around professional learning, where some community learning and development staff and volunteers have attended training arranged by the school and vice versa. This helps to strengthen further relationships with partners and develops a shared understanding of approaches to supporting young people's learning. The school has an effective partnership with the North Berwick Youth Project (NBYP) who have strong links with guidance staff resulting in a range of well-targeted activities. A deputy headteacher attends regularly the long-established North Berwick Coastal Children and Youth Network. This connection helps to maintain effective relationships with partners and connects to wider community and area priorities, such as a shared focus on mental health. Whilst the school is well connected to community partners, there is scope to increase their involvement more systematically in school improvement planning and evaluation. For example, partners can be engaged more in new developments such as the use of the recently developed skills framework.
- The Parent Council participates in discussions on identifying school priorities for improvement and this gives it an input to shaping the work of the school. Parent Council members assist with teacher interviews. This session, plans are in place to enable parents be more involved in the quality assurance of learning and teaching in partnership with senior leaders. The Parent Teacher Association work to raise funds, which provide helpful financial support for additional events to enhance the wider learning provision.
- The completion of a well-crafted annual, school Standards and Quality report provides a useful summary of outcomes, learning developments and positive impact achieved throughout the year. The local council provides strong support within its service level agreement, as well as acting as a critical friend. The success of year-on-year improvement reflects the detailed knowledge classroom staff have of the young people.

2.3 Learning, teaching and assessment

very good

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

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

- The ethos and ambition of the North Berwick High School community is underpinned by the school motto: 'Aim Higher'. The ethos of the school is also characterised by very positive relationships between young people and staff, and young people and their peers, based on mutual respect and support. The school values of curiosity, diligence, kindness and belonging underpin young people's learning experiences. Young people can talk about how they are demonstrating these values in their learning experiences. Their achievements in this respect are celebrated through the school's policy to promote positive behaviour at school events.
- Young people have opportunities to evaluate their learning experiences in faculties through learning conversations, questionnaires and discussion groups. The results of these findings inform improvement planning at school and faculty level. Most young people believe they have opportunities to influence what and how they learn. They would, however, welcome more opportunities to be involved in evaluating, planning and leading their own learning in classrooms, and working more closely with staff, as partners in school improvement.
- Young people are engaged and motivated by their learning in most contexts. Where learning activities are appropriately challenging and enjoyable, and well matched to their needs and interests, young people are particularly diligent, creative and highly motivated. Planning learning to meet the wide range of needs within a classroom is a feature of learning in most lessons but particularly well developed in a few faculties. Staff should continue to develop planning to ensure learning is meeting the needs of all young people across all subjects. They have appropriately identified the need to continue to improve the consistency of pace, challenge and progression in learning in the broad general education (BGE) in particular.
- Teachers are highly committed to professional learning which has had a positive impact on the learning experiences of young people in most faculties. Staff have regularly undertaken enquiry-based action research, they share their findings across the school and this informs planning for improvement. This work contributed to the school gaining the GTCS Excellence in Professional Learning Award in May 2019. From June 2019, partnership work with the University of Edinburgh has enhanced further the practitioner enquiry work previously undertaken. All staff now regularly apply the findings from educational research to inform their planning to improve learning and teaching. To date, the focus of this work has included improvements in approaches to critical literacy, effective feedback, cognitive science in building long-term knowledge, and conducting high-quality learner conversations. The school's capacity to continue to improve learners' experiences has been considerably enhanced as a result.
- In almost all lessons, teachers' explanations and instructions are clear. Most lessons are well structured. Lessons can often be predominantly teacher directed. However, through practitioner enquiry, teachers are developing a deeper understanding of highly effective direct instruction, resulting in improvements to learners experiences in this respect. For example, in

most classrooms, high-quality questioning ensures that learners interact very well during lessons and develop higher order thinking skills. In a few contexts, where their curiosity is developing, young people are also asking good questions. Teachers should now continue, as planned, to extend the range of teaching and learning approaches.

- Young people have good awareness of their progress in learning. They are also being well supported to take responsibility for their own learning in most faculties. For example, almost all staff share the purpose of learning with young people, and the criteria required to be successful. Young people subsequently have opportunities to self- and peer- assess against these criteria in almost all classes, which deepens their understanding of their strengths and next steps. When this is combined with high-quality teacher feedback, including learner conversations, young people can talk about the skills they are developing, and the steps they need to take to improve their progress. Well-developed approaches to profiling strengths and next steps in learning in the BGE in a few departments are also helping young people to set targets to improve their learning and progress. In the senior phase, almost all young people receive high-quality feedback through learning conversations with their subject teachers. Young people at these stages are confident in discussing their working grade and target grades. They are very clear about their strengths and next steps in learning and almost all take responsibility for their own learning and progress.
- Almost all teachers are using digital technology effectively to share the purpose of learning. Teachers have engaged in several useful professional learning opportunities to develop their skills in digital technology. Staff use a variety of digital platforms to provide resources for young people and to give feedback on their work. Young people value this. In a few lessons, digital aids such as visualizers are used to help develop young people's understanding of new ideas. The school should continue with planned approaches to use digital technology to support and enrich learners' progress.
- There is an extensive range of opportunities for young people to develop their interests and skills through lunchtime and after school clubs and activities outwith the classroom. They have very good opportunities to experience wider personal achievement, and can talk confidently about the skills they are developing in these contexts. For example, they have opportunities to lead learning in a range of activities including the Youth Philanthropy Initiative, the eco school group, the health and wellbeing committee and the LGBT club. There is now scope for the school to consider how to ensure that young people experience progression in their personal achievements, and continue to seek ways to accredit these experiences as they progress through the school.
- Staff are increasingly confident when making their assessment judgements in the BGE. They are developing their use of a range of assessment evidence to inform their judgements and moderate them against the National Benchmarks. They have worked with colleagues in associated primary schools to agree shared expectations and standards in literacy and numeracy. All staff have also had opportunities to moderate standards of literacy. There is now scope for the school to develop a more consistent and rigorous approach to moderation across faculties. This should include the moderation of course planning as well as standards of learning, teaching and assessment. Staff would also benefit from opportunities to moderate standards within their own subject area in the BGE with teachers in other schools. In the senior phase, staff make very confident assessment judgements based on the expertise provided by the large number of staff who undertake assessment duties for the SQA.
- Approaches to planning, tracking and monitoring are developing in the BGE and senior phase, with evidence of positive impact on outcomes for young people. In almost all classes, teachers closely monitor the progress of individual learners during each lesson and provide well-timed

interventions to ensure they make progress in their learning. Staff closely monitor the progress of young people requiring additional support and intervene to address underachievement where this is detected. Monitoring and tracking data from faculties is collated centrally and provides senior and middle leaders with a strategic overview of young people's progress. This is being used well by staff to inform discussion about the progress of individuals and groups of learners and plan appropriate learning and targeted interventions, at school, faculty and classroom level.

2.2 Curriculum: Learning pathways

- There has been a recent review of the curriculum as well as a proposed change to the structure of the school day. A new 32 period common school day is to be implemented in line with the other local authority secondary schools in June 2020. This should support a more coordinated approach to college options for young people in the senior phase.
- The school has a programme of support for children moving from primary school. There is a calendar of activities, which supports children socially and emotionally and an enhanced transition from P6 for a few children. Information on achieved levels in literacy and numeracy as well as aspects of wellbeing, is transferred from the five primary schools. Faculty heads have access to this information to support them in planning learning. Helpful work has begun with the business education faculty and associated primaries, which is supporting curricular transitions. It would be helpful to build on this very positive start across other curricular areas.

Broad General Education

- Almost all young people from S1 to S3 currently experience learning across all eight curriculum areas. Courses are designed using the experiences and outcomes of CfE. This should stay the same with the proposed new structure of the school day starting in June 2020. Senior leaders need to ensure that all young people receive their entitlement to a BGE until the end of S3. Currently, a few young people are not experiencing a modern language until the end of S3. In addition, the current arrangement is not sufficient for young people to receive their entitlement to a meaningful experience of a third language. Teachers should ensure that learning at S3 across all curriculum areas remains focussed on the experiences and outcomes of CfE and does not prioritise the requirements of National Qualifications (NQs). Senior and middle leaders should ensure that learning experiences in S3 provides those young people specialising at fourth level with appropriate depth in their learning to provide successful progression to the senior phase. There is also a need to ensure that there is an appropriate learning pathway for the few in S3 who require further consolidation of third level experiences and outcomes.
- Senior and middle leaders have carried out reviews of S1 and S2 courses and have identified some common areas for focus across subject areas. They are developing a shared plan for how these areas for focus can be taught in a consistent way across faculties. The planning of this work is now also supporting the school's development of interdisciplinary learning. Learners across the BGE also have experiences of outdoor learning in the outdoor classroom as well as through learning experiences beyond the school. The school is at an early stage of using the 'Sustainable Development Goals' adopted by all United Nations Member States. There are a few examples of using these to raise young people's awareness of learning for sustainability. This good practice could be developed and shared across the school.
- The plans for developing literacy across the curriculum are more progressed than those for numeracy and health and wellbeing. Senior leaders are planning to include numeracy, and health and wellbeing through the school improvement planning process. Middle leaders are developing approaches well to improving young people's literacy skills across the BGE. The principal teacher of literacy, supported by staff in the English department, has planned approaches to improve writing, listening and talking in all curricular areas. Collaboratively, they have developed a literacy tracking tool, which is used effectively in almost all departments. Young people benefit from a wide variety of literary events, and the school library is used effectively to support young people to research their learning, and also to access texts.

Senior Phase

- S3 learners are offered a free choice of courses for the senior phase. In most classes, young people are aiming for the same level of qualification. In a few classes, there are learners aiming for qualifications at two different levels. These include physics, chemistry and biology classes with young people studying for National 4 and National 5 being successfully taught together.
- The current curriculum arrangement offers a combined senior phase from S4 to S6 with all courses available to all learners. The new curriculum framework from August 2020 includes a plan to offer seven courses instead of six, to all S4 learners. Young people will then continue with an offer of up to five courses in S5 and S6. Parents, young people and staff were consulted on the proposals to move to seven course choices and the change was viewed favourably. The rationale for the new curriculum framework is currently being finalised. The overall aim is that the change will improve progression, offer further flexible pathways and continue to raise attainment.
- A few young people at S4 are able to take up college options as part of their learning pathway. It is anticipated that there will be an increase in the college offer following the introduction of the common school day. It should enable a more streamlined provision with the local college and other local authority secondary schools. The school has also increased the range of courses and diversity of learning pathways for young people moving through the senior phase. This has offered greater choice beyond NQs, in line with the needs, interests and aspirations of young people. The increasing number of vocational pathways being developed for the senior phase enhances choice for young people. There would be benefit in senior leaders considering the Labour Market Information and the Regional Skills Assessment when developing the future curriculum offer.
- Young people are given good advice to support them in making informed choices about choosing appropriate courses to meet their needs. They talk with guidance staff and class teachers through both personal and social education (PSE) and careers interviews with Skills Development Scotland (SDS) staff. There is a need to ensure that every young person has easy access to the relevant information and for staff to support such decision-making. Young people value the guidance they receive in school and generally find the content of their PSE sessions useful. A few feel more information about a broader range of careers would be useful. Parents have opportunities to be involved in course choices if they wish. They are kept well informed of decision-making and have a clear calendar outlining key dates for young people.
- The school works well with East Lothian Works and Edinburgh College to ensure a range of Foundation Apprenticeships (FA) are being offered to young people. Where specialist vocational areas are identified by individual young people, guidance staff work hard to ensure that a personalised curriculum can be arranged.
- During 2019-20, 15% of S4, 34% of S5 and 58% of S6 are undertaking work experience. Many young people secure placements through their own family contacts. Other young people regard experiencing the world of work from S4 as a voluntary activity rather than an opportunity, which the school promotes for everyone. The school is trying to capture and monitor all work experiences that young people may be involved in.
- Staff in a few curriculum areas make useful links between their classroom teaching and employability or career opportunities. Most curriculum areas have developed good quality noticeboard information, which highlights the range of career opportunities in particular subject areas, together with more general inspirational material.

- Information provided by faculties for the course choice booklets varies, with a few providing very useful skills and possible careers clearly outlined.
- The school has developed a very strong relationship with SDS Careers Advisers and the Work Coach. All have worked well together to develop knowledge and understanding of Career Management Skills (CMS) and more general employability.

2.7 Partnerships: Impact on learners – parental engagement

- Parents are highly supportive of the school. They are represented through the Parent Council and also the Parent Teacher Association (PTA). The PTA are mainly a fundraising group. Both parent groups are well organised and work very well with the headteacher and staff. Minutes of meetings are available on the school website.
- Members of the Parent Council are kept well informed of school events by briefings from the headteacher at each meeting. There are also parental events across the school calendar to update parents on key issues such as curriculum changes and eco school information. Senior leaders are committed to increasing the number of events for parents to support family learning. These events will be an important next step to empower parents to support their child's learning at home. A successful numeracy event was held for a few parents recently. Most parents would welcome opportunities to participate in, and contribute to, activities where parents and their children can learn together.
- The school has been working with parents to support their request for better organisation of parent meetings. In a positive move, the school has planned an online system for booking appointments. The parental request to ensure the availability of all staff for appointments and for the organisation of the timings should be kept under review. A few parents are concerned that they are not able to make appointments with all of their child's teachers.
- The school regularly consults with parents, for example, regarding the common school day, the new school extension and the planned dates of parents meetings. These have led to improvements for example, in the change to the dates of the parents meeting for S1. The PTA also helped to secure funding towards support for young people's mental health and wellbeing. The Parent Council is keen for more members of the broader parent forum to become involved in its work. This will be helpful to support continuing strengths in parental engagement.

2.1 Safeguarding

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

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Young people benefit from positive relationships with staff, which support them to achieve. There are positive peer-to-peer relationships that support the wellbeing of almost all young people. Senior leaders should amend the school's 'positive behaviour policy' to reflect the increasing emphasis placed on developing a positive whole school ethos and culture which better reflects the school's approach. There is a need to ensure that restorative strategies are applied consistently across the school, as a few young people feel that they are not treated in a fair and just manner.
- The work on Getting it Right for Every Child 'GIRFEC at NBHS' is a useful document. It provides a starting point to clarify roles and responsibilities of staff in relation to health and wellbeing. Senior leaders should build on this work by developing a whole school strategic approach to universal support, including the role of registration. A majority of young people feel that the school helps them develop their confidence. This could be further strengthened if all staff take greater accountability for promoting all aspects of wellbeing for young people.
- Recent adaptations to the S1 PSE programme and course are beginning to help staff to have a more consistent focus on wellbeing. There are early indications that young people in S1 are engaging with and reflecting on their wellbeing by using the common language around GIRFEC. Extending the use of the wellbeing indicators across all year groups will support young people to reflect on their progress and development in wellbeing. In addition, it will allow senior leaders and pupil support staff to consider and demonstrate improved outcomes for young people more easily.
- Young people are very positive about their accessibility to a wide range of support measures, including a diversity of services delivered by partners. Referrals to the specialist mental health agency have reduced. Young people's self-assessment of how they feel about aspects of their mental health shows improvement. They value and have evaluated positively the Guided Self-Help service that supports them with anxiety. Commendably, the service has been nominated for national recognition. The wellbeing committee, led by young people, is raising awareness of mental health issues through posters, assemblies and 'I'm here to talk about anything' system. Young people feel more confident to speak about their emotional wellbeing with a range of teachers.
- There are strengths in the way the school targets specific groups of young people to ensure that they are achieving and feel well supported. There are a number of well-led initiatives that are benefiting young people. The guidance department has a close working relationship with the NBYP. Staff from NBYP attend the monthly-extended pupil support meeting, helping them to plan together and identify resources for young people facing barriers to learning. This partnership is leading to a range of targeted provision, including the Prince's Trust achieve group and a NBYP residential trip, for a few young people to build their resilience.

- Senior leaders and middle leaders of support recognise the need for a streamlined set of support plans. The work on creating individualised education plans and a pupil support matrix are early attempts at bringing a coherence to planning for support. Plans need to be clear with specific, measurable, achievable, relevant and time-related outcomes. This would make it easier for appropriate support staff to evaluate more rigorously and robustly the extent to which young people are overtaking their targets. This has the potential to support fully integrated working between inclusion staff, support for learning and guidance.
- The school's core value of 'belonging' resonates with almost all young people who feel part of the community of North Berwick High School. Young people who require additional support, do not always feel fully included in a minority of mainstream classes. This happens when tasks and activities are not set at the right level of difficulty. Meeting their needs more effectively in class would allow them to feel a greater sense of success. The recently introduced inclusion ambassadors are well placed to identify young people's barriers to feeling included and valued across the school.
- Young people who access the support base speak very highly of the work undertaken to support their wellbeing. Support staff have a positive relationship with young people and understand their needs. Young people feel safe and secure, highly nurtured and have a strong sense of attachment to the base. Staff should continue to consider the balance of providing support and building young people's resilience, independence and coping skills.
- The school maintains high levels of attendance and sets ambitious targets for improvement. These are clearly understood and principal teachers of guidance understand their role in promoting attendance. Attendance is discussed regularly at house meetings. Principal teachers of guidance offer customised care, support and guidance to pupils where attendance is an issue. They would welcome greater involvement from partner agencies to 'get it right for every child'. Senior leaders should review the planning of flexible arrangements such as part-time timetables, involving partner agencies where necessary to ensure young people's needs are met. The school should continue with approaches to ensure rigorous arrangements to monitor period-by-period anomalies.
- Exclusion rates have decreased overall from 14/15 to 18/19. In the current year, there have been no exclusions.
- Care-experienced young people are well supported by principal teachers of guidance. Their needs are considered, including the requirement for a coordinated support plan. Their attendance, progress, and effort are monitored routinely to support positive outcomes. As a result, care-experienced young people speak positively about the support they receive. They are included in the life and work of the school through their involvement in after-school activities and committee work.
- Young carers would benefit from all staff having an appropriate understanding or better appreciation of issues associated with caring responsibilities. They would welcome greater flexibility in meeting deadlines, completing homework or being punctual. In line with the Carers (Scotland) Act 2016, it is important that young carers are considered for having a young carer statement that contains information about their caring role and support available to them. Young carers are very appreciative of opportunities provided to them by the local authority.
- A minority of young people feel that bullying is not dealt with effectively by the school. Although they know where to go for support, they feel that issues related to bullying are not always effectively resolved and followed up. The school should undertake a review of approaches to tackling bullying in line with national guidance 'Respect for All'. An agreed understanding of

what constitutes a reportable incident of bullying and bullying based on protected characteristics would be helpful across the school community.

- Young people would welcome increased opportunities to develop their understanding of equality and diversity. There is potential to capitalise on young people's cultural heritage, their rich, diverse experiences and for this to be reflected more fully in the life and work of the school. There are a few areas where there is a need for staff to understand, and successfully counter, unconscious bias, which is impacting on young people's uptake of subjects, and opportunities within the class. Staff should continue to develop strategies to address anti-stereotyping and promote gender balance in subject choices. There is innovative practice within the computing department that has redressed the gender imbalance and improved uptake amongst girls.

3.2 Raising attainment and achievement

very good

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

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

Attainment in literacy and numeracy in the BGE

- The school reports that by the end of S3, almost all young people achieved third CfE level in literacy and numeracy from 15/16 to 18/19. Young people's attainment in numeracy at fourth level has been improving since 2016 with almost all achieving this in 18/19. The majority of young people achieved fourth level literacy in 18/19.

Attainment of leavers in literacy and numeracy

- The percentage of leavers achieving literacy at SCQF level 5 or better through a unit has improved from 14/15 to 18/19. In 18/19 almost all young people left school having achieved literacy at this level or better. This brings attainment at this level back in line with the virtual comparator (VC) where it had been since 14/15. It had fallen to significantly lower in 17/18. The percentages achieving literacy at SCQF level 5 or better through a course award has improved from 2013-18.
- Most young people have achieved numeracy at SCQF level 5 or better through a unit from 16/17 to 18/19, whereas it had been the majority in the two years prior to this. Although there was a decline in 18/19, the percentages achieving at this level show an overall improving trend over the five-year period. Attainment at this level is in line with the VC from 16/17 to 18/19, having been significantly lower in the two years prior to this. There has been a year-on-year improvement from 2013-18 in the percentage of young people achieving numeracy at SCQF level 5 or better through a course award. Most young people left school in 17/18 having achieved numeracy at SCQF level 5 or better through a course award. This is the highest attainment recorded by the school at that level in the five-year period.
- The percentage of leavers with additional support needs achieving literacy and numeracy at SCQF level 5 or better through course awards has been improving from 2013-18 with most achieving literacy at this level in 17/18 and the majority doing so in numeracy.

Attainment over time at the BGE

- Each faculty has its own system for tracking the progress of young people through the BGE and transfers information to the school-wide tracking system. This new whole-school system enables senior leaders to gather and analyse data for all curriculum areas at set times across the year. Attainment data for cohorts of young people in S1, S2 and S3 across all curriculum areas indicates overall, attainment is strong at these stages. There is variability in attainment between a few subject areas. Senior leaders and staff are now better placed to identify underperformance or any attainment issues in the BGE. The improved systems are helping staff to target support for young people more effectively. Senior leaders now need to work with staff to ensure that information recorded in the tracking system is grounded in sound professional judgements. This new approach also enables staff to view performance of young

people across their subjects in the school and is helping to raise expectations. As the new system develops, the school should be able to gather attainment data over time and monitor trends over time.

Attainment over time at the Senior Phase

- The average complementary tariff scores of the lowest attaining 20% of leavers improved in 18/19 from the previous year. This brings the attainment of this band of leavers back in line with the VC as it had been from 14/15 to 16/17. It had fallen to significantly much lower in 17/18. The scores of the middle attaining 60% of leavers improved in 18/19 from the previous year and are now significantly higher than the VC. Similarly, the average complementary tariff scores for the highest attaining 20% of leavers also improved in 18/19 from the previous year and are significantly higher than the VC. The scores for this band of learners has been significantly higher or much higher than the VC in four out of five years from 14/15.
- From 14/15 to 18/19, most young people at S4 have been presented for six or more NQs. Over this period, most young people achieved six or more qualifications at SCQF level 4 or better. From 14/15 to 18/19 a majority of young people have achieved five or more qualifications at SCQF 5C or better. This is significantly higher than the VC in 15/16 and 16/17 but in line in the following two years. The percentage of young people achieving two or more to five or more awards at SCQF 5C or better and 5A or better was overall significantly higher than the VC in 16/17. This was a particularly strongly attaining S4 cohort. The percentages achieving one or more to five or more awards at SCQF 5C or better and 5A or better declined in 17/18 and improved in 18/19. These measures have been almost always in line with or very occasionally significantly higher than the VC in each of these two years. The school reports that a contributory factor to the increase in the percentage of young people achieving qualifications in the latest year is the success of a mentoring programme for targeted groups in the senior phase.
- From 16/17 to 18/19, the majority of young people have been presented for five courses at S5. By S5, the percentages of young people achieving qualifications at SCQF 6C or better and 6A or better has decreased from 17/18 to 18/19. This can be partly explained by the high attaining S4 cohort in 16/17 maintaining a strong performance in S5 in 17/18. However, overall the percentages are significantly higher than the VC for those achieving two or more to five or more awards by S5 at SCQF 6C or better or 6A or better in the latest two years. In the latest two years, senior leaders have analysed post prelim data in greater depth and as a result, presentation levels for qualifications are improving.
- In 16/17 young people in S6 were most commonly presented for four courses. However, in 17/18 and 18/19, young people in S6 were most commonly presented for three courses. The percentages taking four courses over this three-year period has decreased and in 17/18 and 18/19. Young people in S6 choose from an increasing variety of qualifications or awards on offer. When they are not doing courses leading to qualifications they undertake learning which develops attributes and skills further, and will serve them well for life beyond school. The school should develop with young people and parents, a clear rationale about the purpose of S6 for different groups of learners. The percentages of young people achieving National Qualifications by S6 at SCQF 6C or better and SCQF 6A or better have improved in 2018/19. Again, this is the high attaining S4 cohort in 16/17 maintaining a strong performance as they move through the senior phase to S6. The percentages achieving one or more to six or more at SCQF 6C or better in 2018/19 is significantly higher or much higher than the VC. The percentages achieving one or more to four or more at SCQF 6A or better in 2018/19 is significantly higher or much higher than the VC. There is strong attainment at Advanced Higher. The percentage of young people achieving one or more to four or more qualifications at

SCQF level 7C or better has been significantly higher or much higher than the VC from 14/15 to 18/19.

Overall Quality of Learners' Achievements

- Young people enjoy participating in an extensive range of well-promoted and inclusive opportunities to develop their skills and personal achievement during lunchtimes and outside of school. Sports, such as rugby and hockey, and music activities are particularly popular across all year groups. This is improving physical wellbeing, confidence enhancing team-working skills and leading to success for individuals and teams in a range of competitions and festivals. In addition to traditional bands and orchestras, the music department organises a battle of the bands and young people regularly present on a local radio station. This is helping young people to showcase their talents, develop interests and skills for work.
- Young people from S1 to S3 particularly enjoy 'activities week', which offers them a choice of activities to suit their interests. Overall, young people are gaining in confidence and self-esteem, making new friends and developing their teamwork and communication skills. The Model United Nations conferences are a good example of young people developing their confidence, resilience and analytical skills. Young people in S5 and S6 also demonstrate their well-developed leadership abilities and time-management skills across the range of activities.
- There are several opportunities for young people to develop leadership skills across the school. These include the pupil council, eco and charity committees. Young people also lead several of the clubs such as the drama club, soul band and ukulele orchestra. There are currently more opportunities for young people to develop their leadership skills in S5 and S6 than there are for younger peers. Such opportunities include serving in the senior council, becoming a peer mentor or a sports ambassador. There is scope to increase leadership opportunities for young people from S1 to S4.
- The school uses a wide range of approaches to recognise and celebrate achievement. Increasingly it is recognising and celebrating wider aspects of achievement in addition to attainment. The increasing use of social media and the new summer ceilidh is supporting this.
- The identification of non-participation across the full range of school and community-based achievement opportunities is currently quite informal. Although Active Schools do track young people's participation in sport, the school recognises that it needs to develop systems to better track young people's wider achievements. The use of recognised and accredited achievement through a wider range of qualifications and awards is beginning to develop, but is currently limited. As the school extends its offer, such as introducing the Junior Awards Scheme Scotland, it should consider how to plan for appropriate progression from S1 to S6.

Equity for all learners

- Staff have a sound understanding of the socio-economic context of the school, which includes an understanding of barriers faced by young people. All pastoral staff have a good knowledge of young people, their families and personal circumstances. They work in collaboration with senior leaders to ensure that personal circumstances are not a barrier to attainment and achievement. Almost all young people leaving school from 2014/15, including those requiring additional support with their learning, attained literacy and numeracy at SCQF level 4 or better.
- The school uses its Pupil Equity Fund (PEF) well to support young people access a range of activities such as residential trips. A PEF plan with clear priorities and strategies is in place to support targeted young people to make progress in their learning in the areas of literacy, numeracy and health and wellbeing. Data shows that almost all targeted young people's literacy skills have improved as a result of literacy interventions. In addition, across two years,

young people's attendance and aspects of wellbeing across targeted groups have also improved.

- The Scottish Index of Multiple Deprivation (SIMD) profile indicates that almost all young people attending North Berwick High School live in deciles 6 to 10. The highest proportion of young people live in deciles 8 and 10, which are among the least socio-economically disadvantaged datazones in Scotland. The average total complementary tariff scores for leavers living in SIMD 6, 7, 8, 9 and 10 in 2018/19 are significantly higher than those of young people living in the same deciles across Scotland.
- Almost all young people have moved on to initial positive destination in each of the years from 2014/15 to 2018/19. In the latest year, the school recorded its highest figure of 99.4%, which is above its VC, local authority and national average. The majority of young people move on to higher education.

School Empowerment

■ Empowering Teachers and Practitioners

Empowering teachers and practitioners through developing leadership of learning

- Staff are proud of the very strong culture of professional learning they are building with the clear aim of achieving long-term impact on classroom practice. They work very well together to create effective learning opportunities for all staff. Senior leaders are establishing a strong culture of enquiry, innovation and growing leadership of learning. They are developing effective systems for collecting and exchanging knowledge. Each faculty benefits from well-planned strategy days to shape their focus on how they will take forward enquiry-based learning. This is completed in conjunction with effective faculty reviews. In addition, classroom teachers have opportunities to lead the development of new coursework and this is providing them with additional responsibilities to help prepare them for middle leadership roles.

The development of professional learning to include critical enquiry

- Professional learning is supported well through the addition of recommended and directed reading information, inspiring research articles and video talks, shared regularly by senior leaders and peers. Impact from this work includes an improved focus by staff on the overall quality of learning. Teachers have planned, and quality time to take responsibility for an agreed educational development. This links well into the school improvement plan and annual PRDs. Most faculties have a useful digital platform for sharing information and the use of a whole-school learning and teaching HUB. This repository supports further the wide sharing of educational research.

Empowerment through developing strong professional learning communities

- Senior leaders streamline the work of the school strategy groups to reflect well the actions for the school improvement plan. Middle leaders work together very well to share departmental ideas to improve teaching and learning. Collegiate activity time and additional informal meetings, enable staff to work well to achieve a variety of educational outcomes. These include improving the quality of GIRFEC activities, enhancing devolved leadership, looking inwards at the quality of classroom learning and the use of new learning strategies and styles of learning.

Professional learning as Critical Enquiry (PLaCE)

- Staff are developing strong critical enquiry skills through partnership with a nearby university. This project is focused on developing a collaborative school-wide approach to improving learning and teaching, whilst capacity building at all levels. Senior leaders have identified the role of the middle leader as pivotal in taking forward this initiative. Class teachers volunteer to be trained as enquiry leads. They will use the second phase of the project, to work with existing teacher learning communities. This initiative, to empower staff, is developing teachers' research skills well. Teachers appreciate the opportunities to focus deeply on an aspect of learning and teaching, observing the developing success of a few learners. They enjoy leading and supporting staff in mixed subject groups, participating in meaningful discussions and sharing effective strategies to support learner success. Teachers involved in the project are now focussing on a detailed analysis of how they can meet selected young people's learning needs.

Building up middle leadership and developing distributed leadership

- Middle leaders are supported and empowered to be confident leaders. They take overall responsibility for a variety of faculty led, and for a few, whole school initiatives to improve the quality of learning and teaching. Staff benefit from middle leader courses to share ideas and good practice. Middle leaders meet with the headteacher individually to set professional goals and overcome staffing challenges. They value and appreciate the effective challenge and

support they get from this. Classroom teachers are supported well to improve their skills or teaching qualifications through, for example, working with the SQA or through achieving Master level credits from educational projects. Staff appreciate opportunities to gain temporary promoted posts, which help them to be better ready to take on more permanent promoted positions.

Career-long professional learning to support empowerment

- CLPL is a key element of school's empowerment agenda. Identified courses and programmes linked to developing an empowered school are beneficial for staff. Coaching and mentoring with university partners and school leaders has been particularly beneficial. Teachers have developed confidence through this work. They share their developing research enquiry skills with colleagues both within school and from across the local authority.

Practice worth sharing more widely

- The developing range of well-informed and innovative approaches to learning, teaching and assessment, which are supporting young people at all stages to take responsibility for their own learning and progress to improve their attainment.
- The positive impact that the wide range of professional learning activities have had on the quality of leadership for learning at all levels in the school. In particular, the focus on critical engagement with professional reading and a programme of action research has empowered all teachers to develop their practice to meet their unique individual professional needs as well as the needs of the learner.

Explanation of terms of quantity

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

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

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

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: New Policy and Accompanying Accessibility Strategy (2020-2023): Included, Engaged & Involved: Inclusion, Equality and Accessibility for all

5

1 PURPOSE

- 1.1 To seek the Committee's approval of the new policy and updated accessibility strategy: 'Included, Engaged & Involved: Inclusion, Equality and Accessibility for All' (Appendices 1 and 2).
- 1.2 To highlight for the Committee that the Council's updated accessibility strategy (2020-2023) now sits within a new inclusion policy rather than as a separate document.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - i. Approve the draft policy: 'Included, Engaged & Involved: Inclusion, Equality and Accessibility for All' (Appendix 1).
 - ii. Approve the accompanying draft accessibility strategy (2020-2023) (Appendix 2).
 - iii. Note the amalgamation of the accessibility strategy with the new inclusion policy.

3 BACKGROUND

- 3.1 East Lothian Council believes that inclusion, equality and accessibility are essential components for schools to achieve equity and excellence in education for all our children and young people.
- 3.2 East Lothian Council has developed a suite of policies to promote our commitment to inclusion, equality and accessibility under the heading 'included, engaged and involved'. The proposed draft inclusion policy is a

key addition to this collection and outlines the key principles and values we will drive forward in our endeavour to get it right for all our children and young people.

- 3.3 The Education (Disabilities Strategies and Pupil's Educational Records) (Scotland) Act 2002 places a duty on local authorities to prepare and implement an accessibility strategy to cover a 3 -year period.
- 3.4 The purpose of the Accessibility Strategy is to ensure improvements in the following areas:
- **Curriculum** - increase disabled pupils' participation in the curriculum;
 - **Physical Environment** - improve the physical environment of schools to enable better access to education and associated services provided; and
 - **Communication** - improve communication with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats and taking account of any preferences expressed by them or their parents that would be provided in writing to pupils who do not have a disability.

These are referred to as *planning duties* in associated legislation.

- 3.8 During consultation on the development of the inclusion policy and accessibility strategy, we found consensus for the amalgamation of the two documents due to the crossover in legislation, key principles and focus on universal inclusive practice.
- 3.9 Consultation thus far has included the accessibility strategy steering group and internal education colleagues. Wider public consultation via the authority's consultation hub will be complete by the 17 November 2020. Officers will take account of this feedback in finalising the policy.
- 3.10 This policy is designed to ensure a consistent approach across East Lothian in line with the suite of existing Included, Engaged & Involved policies, previously approved by Education Committee.
- 3.11 The policy will be introduced within all East Lothian education settings by the end of the academic term 2020/21. All partner agencies and colleagues will be informed of the policy and invited to attend awareness raising and engagement sessions.

Monitoring and Review

- 3.12 East Lothian Council's Inclusion & Wellbeing Service will monitor and review the development of inclusive practice in schools and the implementation of the policy and strategy.
- 3.13 There is a statutory duty to have an accessibility strategy which is monitored annually and reviewed formally every three years.

4 POLICY IMPLICATIONS

- 4.1 This policy and strategy takes account of the duties set down by the Equality Act 2010, the Education Disability Strategies and Pupils Educational Records (Scotland) Act 2002, the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009; 2017) and the Children and Young People (Scotland) Act 2014.
- 4.2 This policy is designed to ensure a consistent approach across East Lothian which is in line with the Education (Additional Support for Learning) (Scotland) Act 2004 (and subsequent amendment in 2009).
- 4.3 The implementation of this policy and strategy will ensure the local authority complies with the legislation noted above.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - Current legislation and policy on Equalities and Accessibility requires the Authority to make reasonable adjustments where required to provide access for pupils to the curriculum, extra-curricular activities, built environment and communication.
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 'Included, Engaged & Involved: Inclusion, Equality and Accessibility for All' (Appendix 1) and Accessibility Strategy (Appendix 2)

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DATE	28 October 2020

Included, Engaged & Involved

Inclusion, Equality and Accessibility for All

POLICY: NOVEMBER 2020

**getting
it right**
for every child

Preface

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1 Introduction and Rationale

East Lothian Council believes that inclusion, equality and accessibility are essential components for schools to achieve equity and excellence in education for all our children and young people. An inclusive approach, with a celebration of diversity and an ambition for all to achieve is essential to getting it right for every child and raising attainment for all.

Inclusion

An inclusive education aims to ensure the full participation of learners in the curriculum and the wider community, to enable the highest achievements and attainments of all and promote a sense of belonging. This ethos will impact on the cultures, policies and practice of every establishment and service, and in particular, promote the learning and participation of vulnerable children and young people. It is vital that barriers to learning are challenged and East Lothian Council is committed to continuing improvement.

Equality

Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. The Equality Act (2010) provides legislative protection to the seven protected characteristics namely: race, disability, gender, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity, and places duties on local authorities related to these protected characteristics.

Accessibility

In East Lothian, the Education & Children's Service's approach to celebrating and supporting diversity is demonstrated in our day to day work and our commitment to providing high quality education that is accessible to all. The Service aims to actively promote equality of opportunity for all learners. In order to ensure accessibility for all, reasonable adjustments may be required to support individual learners.

Challenge Question –

'To what extent are our approaches improving learning for all?'

(How Good Is Our School 4, 1.2 Leadership of Learning)

This policy details the actions required by all learning establishments, and aspires to ensure the ongoing development of inclusive practices within East Lothian Council. It complements and is integrated within a suite of policies and guidance (see Appendix 2) which align with the local authority's vision for all its children and young people – *Living and Learning in East Lothian*.

These policies provide a framework for education services to address the additional support and wellbeing needs of children and young people in partnership with other agencies and the wider community. They are more than a statement of good intentions; guidance must be acted upon, embedded in practice, and regularly monitored to ensure that barriers to learning are reduced. We want, and expect the best for and from our children and young people.

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Challenge Question –

‘Do all staff have sufficiently high aspirations and expectations for all children and young people?’

(How Good Is Our School 4, 1.1 Self-Evaluation for Self-Improvement)

2 Legislative Context

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

- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all children in mainstream schools, except under certain circumstances. In addition, it places a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person, and to involve them in decisions which will affect them significantly.
- The *Education (Disability Strategies and Pupil Records)(Scotland) Act 2002*. Schools must make reasonable adjustments for the needs of disabled children and schools must not discriminate against disabled children. The Education Authority must prepare and implement an accessibility strategy covering consecutive three year periods to increase the access of its disabled pupils to the curriculum, extra-curricular activities, to school buildings and to information.
- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the Getting It Right for Every Child (GIRFEC) National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people at its centre.
- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendments in 2009 and 2018) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs.
- *Supporting Children's Learning: Code of Practice (third edition) 2017* which explains the duties on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.
- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability. The Equality Act 2020 states that a person has a disability if they have a "physical or mental impairment, and that impairment has a substantial or long term adverse effect on the ability to carry out normal day to day activities".
- The *Curriculum for Excellence* aims to provide a coherent, more flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises the totality of experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as

much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.

- The National Improvement Framework for Scottish Education sets out the Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of *the Education (Scotland) Act 2016*, is key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.
- *How good is our school? (4th Edition)*. HGIOS4 is the national guidance for school self-evaluation. The quality indicators and supporting toolkit assist schools in the process of self-improvement. Quality Indicators 3.1 (Ensuring wellbeing, equality and inclusion) and 3.2 (Raising attainment and achievement) provide schools with the means to engage in evidence-based analysis of what is working well and what needs to improve, including support for pupils with a disability.
- *Getting it Right for Every Child*. GIRFEC is designed to support families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected. It informs our planning practices in East Lothian through a staged intervention framework focusing on Universal, Additional or Targeted support.

Taken together, these require local authorities to consider a wide range of issues facing children and young people, and put in place processes and supports to:

- Identify and provide support to allow children and young people to overcome any barriers to learning;
- Prevent discrimination of pupils with disabilities/protected characteristics and provide reasonable adjustments to ensure equality of opportunity in learning;
- Plan for accessibility of the curriculum, school information and physical environment;
- Consider the wellbeing of children and young people.

3 Key Principles for Inclusion, Equality and Accessibility

East Lothian Council promotes the following key principles:

- All children and young people have a right to education; and East Lothian Council has a duty to provide this education.
- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment.
- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships, learning and behaviour.
- All children and young people need to be included, engaged and involved in their learning.
- All children and young people have the right to get the support they need to benefit fully from their education.
- All children and young people should have access to an environment that promotes respect, celebrates difference, and promotes positive relationships and behaviours.
- A commitment to the United Nations Convention on the Rights of the Child should be demonstrated and developed at all times.
- Children and young people have a universal and inalienable right to an education. It is the duty of East Lothian Council, all schools, learning establishments and every member of staff to create the relationship and environments within which every child and young person can realise this right.

“The central message is simple: every learner matters and matters equally.” (UNESCO, 2017)

4 An Inclusive Education in East Lothian

UNESCO's 2017 'A guide for ensuring inclusion and equity in education' guidance informs us of four principles of Inclusion:

- **Inclusion is an ongoing process.** It is a never-ending search to find better ways of responding to learner diversity. It is about respecting diversity and the different needs, abilities and characteristics of learners. It is both about learning how to support difference, and, learning how to learn from difference. In this way, differences come to be seen more positively as a stimulus for fostering learning among children and adults.
- **Inclusion is concerned with the identification and removal of barriers.** Inclusion means taking positive action in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult. Barriers may take different forms, some of which are to do with the way schools are organised, the pedagogy of the teaching provided, and the ways in which children's progress is evaluated.
- **Inclusion is about the presence, participation, achievement and support of all learners.** 'Presence' is concerned with where children are educated, and how reliably and punctually they attend; 'participation' relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; 'achievement' is about the outcomes of learning across the curriculum and 'support' is about ensuring appropriate and adequate support when required.
- **Inclusion involves a particular emphasis on those learners who may be at risk of marginalization, exclusion or at risk of underachievement.** This indicates the moral responsibility to ensure particular groups of learners, who may be most at risk, are carefully monitored, and where necessary steps are taken to ensure they are present, participating, achieving and supported within schools. Every learner matters and matters equally.



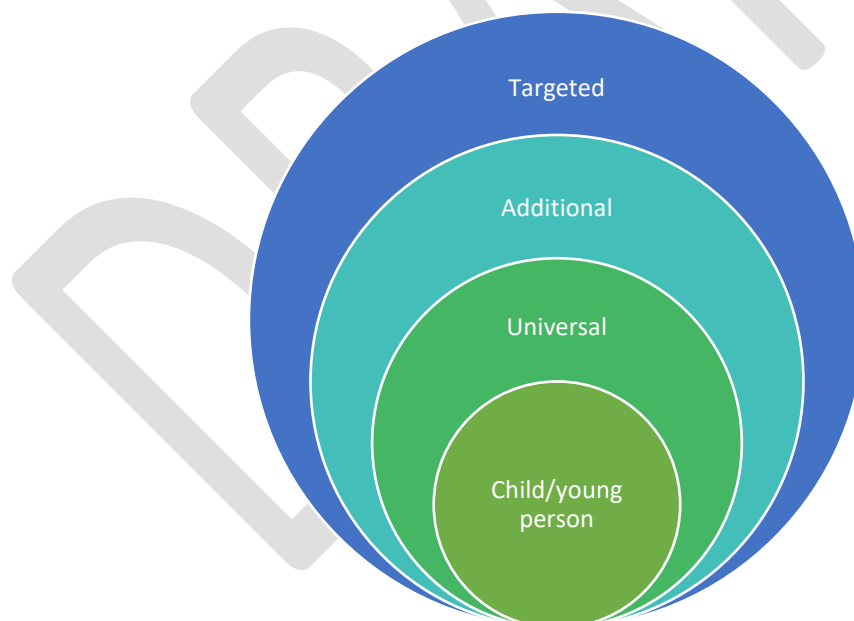
Education in East Lothian Council is based on this inclusive ethos which supports all learners being treated fairly, having equality of opportunity and having a sense of belonging in their learning environment.

Education & Children’s Services aims to ensure that:

- Barriers to learning will be identified and reduced;
- Children and young people will be educated within their own community, except in exceptional circumstances;
- Children and young people will be involved in planning to meet their needs;
- Children and young people will be educated in mainstream schools wherever possible.

“Inclusion is a process that helps overcome barriers limiting the presence, participation and achievement of learners. Equity is about ensuring that there is a concern with fairness, such that the education of all learners is seen as having equal importance.” (UNESCO 2017)

Driven by ‘Getting It Right for Every Child’, East Lothian uses a three-staged intervention framework to meet all learners’ needs at either Universal, Additional or Targeted Level as appropriate:



East Lothian is committed to strengthening our offer of universal support and building capacity within our schools and Early Learning and Childcare settings in order to facilitate a truly inclusive education. We expect every child or young person to experience universal inclusive practice whether they have an identified need or not as is indicated by its very name, universal practice benefits everyone.

4.1 CIRCLE

Curriculum for Excellence provides the national curricular framework, and this is supplemented within East Lothian by the use of the CIRCLE primary and secondary inclusive practice resource. This resource focuses on four key areas: *Skills, Motivation, Structures and Routines*, and *Environment* to meet the needs of all learners and complements our authority-wide commitment to a nurturing approach. These inclusive practices support all staff within education to develop positive, respectful relationships with children and young people and take account of the needs of individuals whilst planning for all.



CIRCLE's Inclusive Classroom Scale, can be used to review, reflect on and develop a positive learning environment for all and is the starting point for all practitioners as part of our universal practice.

The following strategies should always be considered:

Physical Environment

- Ensure the classroom is well organised with everything consistently and well labelled.
- Arrange the class to promote good interaction. Consider learners who have additional support needs - do they need to sit close to the door to enable them to leave quickly; do they need to sit away from the window to reduce distractions; do they need to sit near the teacher to maximise attention and concentration or to ensure they can hear or access resources?
- Some learners find elements of the physical environment overwhelmingly distracting e.g. lighting, noise levels, visual stimulation, and proximity to peers. Sometimes further adaptations over and above seating arrangements may be required e.g. individual work station, "safe space", and alternative learning environment.
- Where visual supports are in place, ensure that these support, are consistent and don't add to the distraction.
- Some learners may require the use of agreed sensory supports e.g. fidget supports or move and sit cushions. Others may require specialist equipment. Further guidance and support can be provided by East Lothian Council's Access Officer.

Social Environment

- Aim to develop a classroom culture where everyone feels valued and secure and individual differences are respected.
- Be aware that some learners can feel anxious about performing in front of the class. Take this into consideration.
- Be aware of peer relationships and take these into consideration when planning seating and groupings.
- Be aware of how language is being used and consider differentiating language and instructions as a routine part of your practice.
- All behaviour is communication so reflect on what message might lie behind the behaviour.

- Teach learners how to recognise, understand their emotions.
- Model appropriate social and emotional skills during interactions.
- Teach social skills through providing specific interaction activities.

Structures and Routines

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

Motivation

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

Values

- Listen to and value learners' views, thoughts and ideas.
- Involve learners in target setting and self-assessment.
- Model respectful relationships and restorative approaches.

Abilities

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

Interests

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

Challenge Question –

'Have we successfully established an inclusive learning environment? How do we know?'

(How Good Is Our School 4, 3.1 Ensuring Wellbeing, Equality and Inclusion)

Further detail of how the needs of learners are identified and assessed, and the specific systems East Lothian has in place for *Additional* and *Targeted* support, can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

4.2 Nurture

In alignment with these inclusive practices, East Lothian recognises that good teaching and learning begin with positive relationships. Relationships fulfil our most fundamental needs as humans – social connectedness. A nurturing approach recognises that positive relationships are central to both learning and wellbeing.

“Nurturing approaches are underpinned by an understanding of attachment theory, which recognises the importance of early relational experiences in shaping children’s social, emotional and cognitive development.” (Golding et al, 2016)

Nurture is underpinned by *six guiding principles* and there is an expectation that these will be understood and fully embedded in practice across all of our schools and Early Learning & Childcare settings.



1. Learning is understood developmentally

The impact of settings closures on children will be extremely individual and will have had a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level will be essential. Catching up should not be the priority, we need to give children time to make the transition, share their experience and reconnect.

2. The setting offers a secure base

The change, uncertainty and impact of setting closures will have affected children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever, we need to ensure that our settings offer a secure emotional base for children. We need to prioritise and support children's social and emotional development to enable them to feel safe enough to recover and reconnect.

3. Nurture is important for wellbeing

On welcoming our children back to school it will help to demonstrate that we kept them in mind while we were not together. We need to help them see that connections and relationships are still in place and can be renewed and strengthened. We have an opportunity to build resilience by modelling mentally healthy responses to the disruption and change whilst not minimising the adversities faced during this time by some children.

4. Language is a vital means of communication

Children will look to those around them for language to describe our shared experiences and also to understand and put into words their individual experiences. We need to think carefully about the words we choose to describe the changes we have all experienced. We need to encourage children to use different ways to explore what has happened to them and how they feel about it.

5. All behaviour is communication

We acknowledge that how children behave is communication and we are used to asking ourselves "*What is this telling me?*" We may observe some confusing or concerning behaviours from children when settings return. It is important to remember that any behaviour makes sense to the person displaying it given their unique experiences. It is through our relationships with them that we will be able to interpret their behaviour and work out how best to support them with what has happened allowing them to recover and reconnect.

6. The importance of transitions

Everyone is making a transition to new circumstances and we need to take time to adjust to our new situation. Some children will cope with these transitions with minimal support and others will find this more challenging and we will need to be flexible and responsive to individual needs. Staff, children and families will need time to meet, share and reconnect. Establishing a key adult, maintaining routines and the use of familiar environments, experiences and transitional experiences will help to support this.

East Lothian Council is fully committed to a positive relational and nurturing approach in all of our educational settings. Further detail can be found in both the Respect for All: Promoting Positive and Respectful Relationships in All our Schools, and Included, Engaged & Involved: A Positive Approach to Preventing and Managing School Exclusions policies.

4.3 Accessibility

East Lothian is committed to working collegiately with all relevant stakeholders to identify and remove barriers to learning. There is an ongoing duty incumbent on all to promote equality of opportunity, and celebrate diversity including disabilities and additional support needs. Everyone should strive to create inclusive environments in which the needs of all pupils can be met and in which children and young people can flourish in a safe and nurturing environment.

Current legislation protects people with different types of disabilities including, but not limited to, the following broad groups:

- Communication Difficulties
- Hearing Impairments
- Specific Learning Difficulties, such as dyslexia
- Visual Impairments
- Developmental Language Disorders
- Physical Difficulties/Motor Impairments
- Neurodevelopmental disorders, such as Autism

A person has a disability if they have a physical or mental impairment, which has a substantial and long-term adverse effect on their ability to carry out 'normal' day-to-day activities. These activities may include:

- Mobility
- Manual Dexterity
- Physical Co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, Hearing or Eyesight
- Memory or ability to concentrate, learn or understand
- Perception of Risk of physical danger
- Social interactions
- Participation in social activities

“Long term” is defined as lasting or likely to last for at least 12 months, or for the rest of the person’s life.

Challenge Question –

‘How well are we removing barriers to learning and ensuring equity for all?’

(How Good Is Our School 4, 3.2 Raising Attainment and Achievement)

4.4 Accessibility Strategy

The Accessibility Strategy is a statutory duty for local authorities, and schools and Early Learning and Childcare settings must take the Strategy into account in any management decisions and improvement planning. This policy includes the authority's Accessibility Strategy which covers consecutive three year periods.

The purpose of the Accessibility Strategy is to:

- increase disabled pupils' participation in the **curriculum**;
- improve the **physical environment** of schools to enable better access to education and associated services provided;
- improve **communication** with disabled pupils. In particular, relating to the provision of information in appropriate alternative formats, taking account of any preferences expressed by them or their parents/carers.

These are referred to as *planning duties* in associated legislation.

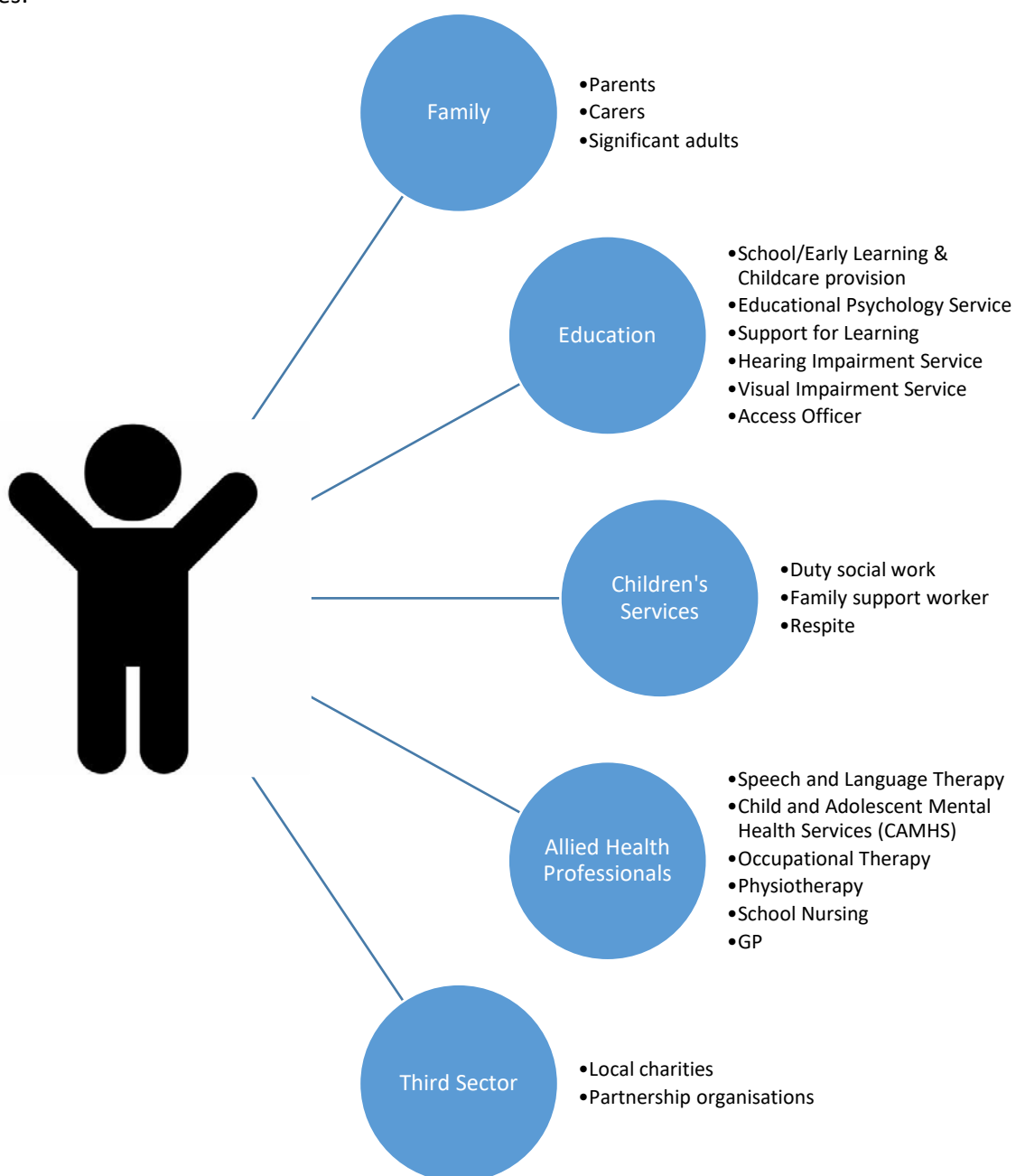
The Accessibility Strategy includes a detailed Action Plan (see Appendix 3) which is monitored and reviewed annually over a 3 year period by a multi-agency Steering Group. As part of our commitment to partnership working, the steering group will include children/young people and their families as valued participants in the monitoring process. An interim report is completed following each review.

"School is a part, and preparation for, life. Being with people with disabilities/differences is a better way of building understanding and respect than learning about them from a book. Everyone benefits from the inclusion of people with differences." (East Lothian parent, 2020)

5 Partnerships

“The development of an empowered system is dependent on generating and sustaining high levels of relational trust and authentic collaboration. Relational trust supports the development of challenging conversations which are key to developing authentic collaboration.”
(Association of Directors of Education in Scotland, 2019)

East Lothian recognises the importance of *authentic collaboration* with all stakeholders in order to facilitate truly inclusive learning experiences for all our children and young people. An individual may have a complex network of support which can include but is by no means limited to, the following examples:



Authentic collaboration across a range of services such as those noted above whilst maintaining the inclusion of the child/young person in decision making, requires commitment to a common goal and the means to communicate effectively. The independent review of the implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 carried out in 2019, substantiated our conviction to collaboration with a particular focus on parents and families.

The following recommendations were made:

Recommendation 6.1 Relationships between schools and parents

- Schools and local authorities must work in partnership with parents and carers to develop, and deliver, ways of working together that support and promote positive relationships, communication and co-operation.
- This must include clear pathways on transitions for children and young people with additional support needs, in the context of learning for life, allowing parents, carers, children, young people and professionals to be informed and supported at key transition points.
- Parents and carers must be involved as equal partners in the development of key guidance, to contribute their knowledge and lived experience.
- Further investment is needed to strengthen support services for families; allowing these services, and the support that they provide, to be embedded.
- The benefits of the use of mediation must be widely promoted at a national, regional and local level and consideration should be given to how mediation can be developed through professional learning, to support the workforce.

We recognise that there is certainly more to be done in this area and welcome the recommendations from the 2019 ASL Review. Progress has been made within East Lothian with regards to ensuring children and young people have a voice in decisions that affect their education such as the promotion of the UNCRC's Rights Respecting Schools programme, Education Scotland's establishment of 'Inclusion Ambassadors', and our GIRFEC aligned Child's Planning process which seeks the child/young person's views as well as the family's and relevant service(s)' input at every stage of the process.

East Lothian is committed to continually improving our service with regards to working with parents/families as valued partners. Further detail regarding current East Lothian practices for working with children, young people and parents can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

5.1 Recognising and Realising Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation.

A rights respecting school is an environment where children's rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this.

All of East Lothian's schools are being encouraged to register with UNICEF's Rights Respecting School Award (RRSA) programme. The benefits of this programme should go beyond the school and into the community as a whole:

- All children and adults learn about the UNCRC and the overarching set of values which should bring change to the whole school character and atmosphere improving the climate for learning;
- Positive relationships between learners and staff reducing the hierarchical divide due to the rights respecting language;
- Learners' self-esteem and feelings of being valued improve;
- Increased levels of respect for each other with a better understanding of religions, cultures and abilities which are different to their own;
- Improved attainment, attendance and a reduction on exclusions;
- The school develops a rights respecting ethos and children are empowered to become active citizens and learners;
- It strengthens a consultative approach and a platform for better parental engagement and discussion as well as collaborative working;
- A feeling of empowerment for both adults and learners.

It should also be noted that children over 12 years of age now, broadly speaking, have similar rights to parents and young people with respect to their additional support needs. The extension to children's rights is accompanied by safeguards in the form of assessments of capacity and consideration of impact on a child's wellbeing. Further detail of this legislation can be found in the Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People policy.

"The true measure of inclusion is not through external and objective criteria, it is in the child or young person's own experience and how they feel." (Support for Learning: All our Children and All their Potential, 2020)

5.2 Solution Oriented Approaches

Solution oriented approaches provide staff with opportunities to explore aspects of their working environment and relationships within it, by visualising the desired outcome rather than focusing on the problem. When difficulties arise, solution oriented approaches enable an individual or group of people to identify the skills, strengths and resources that they already have which can help them to reach a solution.

The approach helps individuals/groups identify what is working well, and how positive experiences can be built upon in the future. At the same time, by visualising in great detail what the desired outcome is, individuals/groups are more able to identify the next small steps needed in order to make progress. As progress is the key factor, sometimes the steps are very small. Those setting goals are encouraged to think about how others will know they are making progress. In this way, it facilitates reflective thinking and the capacity to see situations from different perspectives. Moreover, the persistent evaluation of goals, often on a 0 – 10 scale, encourages the same evidence based approach to monitoring progress that schools are asked to implement in an academic context. Initially, an individual or group is supported to use a solution oriented approach, but they then internalise the way of thinking which in turn supports the development of resilience.

Key principles include:

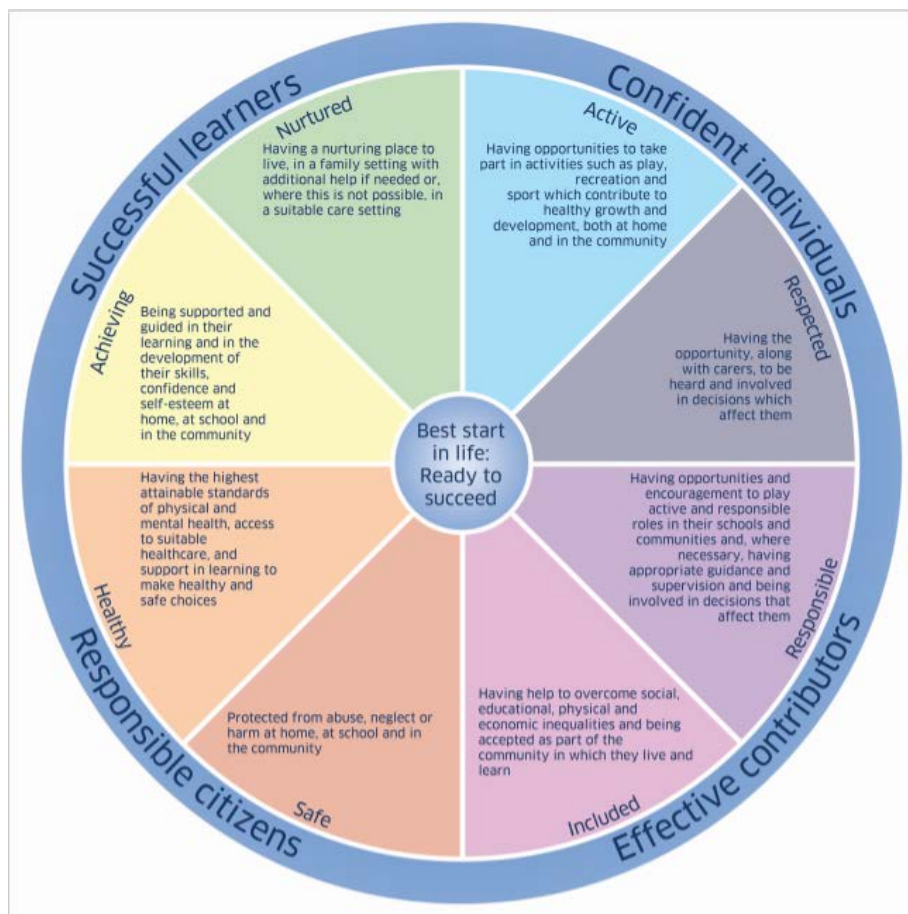
- If it's not broken, don't fix it
- If it works, do more of it
- If it's not working, do something different
- Small steps can lead to big changes
- The solution is not necessarily directly related to the problem
- The language for solution development is different from that needed to describe a problem
- No problems happen all the time, there are always exceptions that can be utilised
- The future is both created and negotiable

There is an underlying belief that people have the necessary resources to make changes; everyone has their own ways of solving problems; collaboration enhances change; and people need to be engaged in the process of change to want it to happen. It is the role and responsibility of the adult/facilitator to find a way to engage the young person.

The solution oriented approach can often be seen in other methodology widely used in schools, such as visual planning. It can be used as a framework for meetings including Child's Planning Meetings, pre-and post-exclusion meetings and professional development reviews.

In East Lothian's Children's Services, the Signs of Safety framework to assess safeguarding and child protection issues is based on a solution oriented approach.

5.3 Our Roles and Responsibilities



It is everyone’s responsibility to ensure that our children/young people are safe, healthy, achieving, nurtured, active, respected, responsible and included in line with Getting It Right for Every Child. In addition to this, all education staff have a vital role to play to realise East Lothian’s aspiration for all our learners to be present, supported, participating and achieving without exception.

School and Early Learning & Childcare Settings

There are a range of key adults across our education settings and the term ‘school staff’ here refers to any significant adult that a child/young person will come across during their school day, however infrequently. For example, classroom assistants, early years practitioners, visiting specialists, administrative staff, volunteers etc. It is the duty of *all* to create an inclusive and welcoming learning environment for all our children and young people in order for them to feel safe and nurtured. Furthermore, there is a responsibility for school staff to learn about the specific practices in place within one’s own setting to enable a respectful, inclusive school culture.

Challenge Question –

‘How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community?’

(How Good Is Our School 4, 3.1 Ensuring Wellbeing, Equality and Inclusion)

In addition to this, all teaching staff should meet the Standard for Full Registration regulated by the General Teaching Council (Scotland). This includes but is not limited to, the following:

- have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners;
- know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners, and demonstrate a commitment to raising all learners' expectations of themselves;
- have secure knowledge and understanding of the methods and underlying theories for effective teaching of literacy, numeracy and health and wellbeing; and effectively select the most appropriate methods to meet all learners' needs;
- have knowledge and understanding of the GIRFEC National Practice Model and how to apply this to support teaching and learning;
- have an understanding of current, relevant legislation and guidance such the Standards in Scotland's Schools etc Act (2000), Education (Additional Support for Learning) (Scotland) Act 2004, the Equality Act 2010 and GIRFEC;
- have secure knowledge and detailed understanding of the stages of learners' cognitive, social and emotional development which they are able to use to take an holistic account of all learners' needs;
- plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.
- use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;
- justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners;
- ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;
- identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;
- demonstrate a secure knowledge and understanding of the wellbeing indicators;
- recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.
- systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;

Challenge Question –

To what extent does our curriculum promote equity and raise attainment for all children and young people?

(How Good Is Our School 4, 2.2 Curriculum)

The Standard for Full Registration stipulates that teachers wishing to maintain their professional status must “demonstrate care and commitment to working with all learners” indicating that inclusive practice is now an intrinsic part of education in Scotland.

Headteachers and Senior Leadership Teams

It is the duty of senior staff in schools to lead their school in developing an ethos in which all children and young people are nurtured and included. There is also an expectation that they will contribute to the development of inclusion in both principle and practice across the local authority.

Senior Leadership Teams must lead and model the best possible practice in relation to inclusion, and challenge and support any who do not meet those standards and expectations. It is their responsibility to ensure that East Lothian's policies relating to children's safety and wellbeing are fully and effectively implemented, and that planning to meet individual needs through the Child's Planning Framework is embedded in practice.

They must evaluate their own professional development and keep up to date with thinking and research on inclusion, communicating any changes in policy and legislation to their staff ensuring that everyone understands their roles and responsibilities. A culture of authentic collaboration should be modelled and promoted to enable effective partnership working.

Educational Psychology Service

East Lothian's Educational Psychology Service provides additional support and challenge to develop an ethos of inclusion throughout schools and across the local authority.

It is an Educational Psychologist's role to work within the agreed structures for staged intervention and support schools in relation to the Child's Planning Framework. They must advise and guide Senior Leadership Teams regarding any considerations of alternative pathways, and use their professional skill and expertise to guide and support assessment, developing the capacity of schools and staff to meet the needs of children and young people.

It is their responsibility to support staff in understanding both policy and practice in relation to key aspects of inclusion and work effectively with colleagues, enabling collaborative working across the school and East Lothian.

Education & Children's Services

It is the duty of the local authority to ensure that across East Lothian, policies and processes are relevant, in line with current legislation, and are communicated effectively.

At strategic and operational level, authority staff must take forward the commitment of East Lothian to develop as a nurturing and inclusive authority. It is their role to monitor and evaluate the ways in which schools are using agreed East Lothian policy and practice to ensure that the needs of children and young people are met. Authority staff must respond appropriately to concerns schools raise and to referrals for possible alternative pathways.

Authority staff also have a responsibility to evaluate their own professional development, work collaboratively with all stakeholders, and model best possible practice in relation to inclusion.

All professionals working within East Lothian Council must keep children and their wellbeing at the heart of all decisions that are made, working collaboratively to find solutions to any challenges that arise.

Appendix 1: Relevant Legislation and National Guidance

- *The Education (Additional Support for Learning) (Scotland) Act 2009 amendment*
- *The Children (Scotland) Act 1995*
- *The Standards in Scotland's Schools etc. (Scotland) Act 2000*
- *The Education (Disability Strategies and Pupil Records) (Scotland) Act 2002*
- *The Equality Act (2010)*
- *The Children and Young People Act (2014)*
- *The Carers (Scotland) Act 2016*
- *The Education (Scotland) Act 1980*
- *The Education (Scotland) Act 2016*
- *Supporting Children's Learning: Code of Practice (third edition) 2017*
- The *National Improvement Framework for Scottish Education*
- GTCS Standards for Registration <http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf>
- How Good Is Our School? 4
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Appendix 2: Relevant East Lothian Council Policy and Guidance

- Child's Planning Framework guidance (2020)
- Included, Engaged & Involved: Identifying, Assessing and Providing for Additional Support Needs of Children and Young People (2018)
- The Handbook of Procedures for the Management of Pupils with Healthcare Needs in Educational Establishments (2019)
- Admission to Specialist Educational Provision guidance (2017)
- Allocation of Resources to Support Children and Young People with Additional support needs (2017)
- Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (2018)
- Included, Engaged and Involved: Managing Distressed and Challenging Behaviour (2018)
- Included, Engaged and Involved: Safeguarding Policy (2018)
- Respect for All: Promoting Positive and Respectful Relationships in All our Schools (2020)
- Attendance policy (2020)
- Nurture, Recovery and Reconnection (2020)

Appendix 3: Accessibility Strategy Priorities

From the information gathered through multi-agency stakeholder consultation, the following overarching priorities have been identified for the Accessibility Strategy (2020 – 2023):

- Use a Range of Relevant Data to Identify Priorities and Inform Next Steps
- Develop Inclusive Practice Across All East Lothian Schools
- Improve Participation by Empowering Children and Young People to Communicate

Below are areas which were highlighted through the consultation process but are either outside the scope of the Accessibility Strategy or being addressed through other strategies, reviews etc:

- Promoting the UNCRC Rights Respecting Schools programme
- Offering British Sign Language as part of the curriculum
- Roll out and monitoring of the Progress & Achievement tracking tool to raise attainment for all and encourage positive destinations
- Transitions to positive destinations for children and young people with additional support needs
- Monitoring of school estate

A more detailed Accessibility Strategy Action Plan is available from the local authority upon request.

Appendix 4: References and Useful Links

- [CIRCLE](#)
- [Presumption to provide education in a mainstream setting: guidance \(2019\)](#)
- [Review of additional support for learning implementation: report \(2020\) - Support for Learning: All our Children and All their Potential](#)
- [Rights Respecting Schools - UNICEF](#)
- [A guide for ensuring inclusion and equity in education \(2017\)](#)
- Chapman, C (2019) Making sense of education reform: Where next for Scottish education? Manchester, UK: Association of Directors of Education in Scotland/The Staff College

Appendix 5: 5th Accessibility Strategy Action Plan (2020-2023)

1. Use a Range of Relevant Data to Identify Priorities and Inform Next Steps				
<i>Action</i>	<i>Evidence of Improvement</i>	<i>Lead</i>	<i>Sub-groups (to be established)</i>	<i>Timescale</i>
1.1 Re-establish steering group membership including children/young people and family representation. 1.2 Establish annual monitoring and progress reporting timeline. 1.3 Identify required data for monitoring of all current action plan points.	<ul style="list-style-type: none"> Increased awareness within steering group of members' individual roles and deadlines Timeline aims agreed and met Specific measures will be detailed throughout action plan Range of qualitative and quantitative data across action plan Established leads and sub-groups Increased awareness of ongoing monitoring process across the whole steering group 	Education - steering group chair	n/a	By April 2021
1.4 Produce Accessibility Standards to inform future mainstream and specialist provision school estate development.	<ul style="list-style-type: none"> Agreed Accessibility Standards document Accessibility Standards document shared and reviewed by partners e.g. Wallyford secondary campus stakeholders Access evident in plans resulting in fewer individual adaptations Specialist equipment e.g. Soundfield systems, guiding handrails etc evident in planning stage Further data methods to be identified by sub-group as per Action 1.3 	Education - school representative	Access Officer Children/young people Parents/carers Health & Safety Officer Hearing Impairment Service Visual Impairment Service School representatives including specialist provisions	By April 2022

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2. Develop Inclusive Practice Across All East Lothian Schools

Action	Evidence of Improvement	Lead	Sub-groups (to be established)	Timescale
<p>2.1 Audit sample of schools' professional learning and current implementation of the CIRCLE document.</p> <p>2.2 Develop implementation plan to target identified schools.</p> <p>2.3 Support identified settings so that all primary and secondary schools embed the CIRCLE document at whole school and individual level.</p>	<ul style="list-style-type: none"> • Audit completed through use of Implementation Framework • Analysis of audit informs next steps • Timeline aims agreed and met • Requests for Assistance to Educational Psychology Service will include CIRCLE assessments • Requests for assistance to other agencies e.g. S&LT/OT can be directed to children and young people who require support at additional/targeted levels • Reduction in pupil exclusion from learning environments, evidenced through SEEMiS • Reduction in distressed behaviour, evidenced through Sphera recordings • Improvement reflected in internal school reviews and Education Scotland inspections with regards to HGIOS4 QIs • Further data methods to be identified by sub-group as per Action 1.3 	Education - Educational Psychology	School representatives Children/young people Parents/carers Speech & Language Therapy Occupational Therapy	By April 2023
2.4 Develop implementation plan to introduce the SCERTS framework to specialist provisions.	<ul style="list-style-type: none"> • Agreed Implementation Plan • Timeline aims agreed and met 	Education – specialist provision representative	Educational Psychology School representatives including specialist provisions	By April 2023

<p>2.5 Enable stakeholders to participate in multi-agency small tests of change to inform cycle of improvement.</p> <p>2.6 Support specialist provisions to embed SCERTS in Action in practice for identified individuals.</p>	<ul style="list-style-type: none"> • Requests for Assistance to Educational Psychology Service will include initial SCERTS in Action assessment • More targeted interventions and actions in IEPs • Tracking and monitoring informed through IEPs • Reduction in distressed behaviour, evidenced through Sphera recordings • Improvement reflected in internal school reviews and Education Scotland inspections with regards to HGIOS4 QIs • Further data methods to be identified by sub-group as per Action 1.3 		<p>Children/young people Parents/carers Speech & Language Therapy Occupational Therapy CAMHS</p>	
<p>2.7 Develop introductory Deaf Awareness course for all school staff to be facilitated through LearnPro platform.</p> <p>2.8 Monitor engagement and completion of course data.</p>	<ul style="list-style-type: none"> • Deaf Awareness course uploaded to LearnPro and accessible by all those with a log in • Course promoted through CLPL team • Collated data regarding how many staff have completed the course, their role and where they are based available to inform next steps • Increased attendance numbers at more specialist training facilitated by HIS • Further data methods to be identified by sub-group as per Action 1.3 	<p>Hearing Impairment Service</p>	<p>School representatives Children/young people Parents/carers CLPL team</p>	<p>By April 2022</p>
<p>2.9 Develop a tiered framework outlining the offer of mental health training across East Lothian to improve the consistency of workforce development.</p>	<ul style="list-style-type: none"> • Agreed framework shared with relevant stakeholders • Increased engagement with targeted CLPL • Collated data from CLPL feedback process • Further data methods to be identified by sub-group as per Action 1.3 	<p>Education - steering group chair</p>	<p>School representatives Educational Psychology CLPL team</p>	<p>By April 2022</p>

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3. Improve Participation by Empowering Children and Young People to Communicate

<i>Action</i>	<i>Evidence of Improvement</i>	<i>Lead</i>	<i>Sub-groups (to be established)</i>	<i>Timescale</i>
<p>3.1 Audit Early Learning & Childcare settings to establish current implementation of Signalong.</p> <p>3.2 Develop implementation plan to target identified settings.</p> <p>3.3 Support identified settings so that all Early Learning and Childcare settings embed Signalong as part of their universal inclusive practice.</p>	<ul style="list-style-type: none"> • Staff in ELCCs will have access to an introductory Signalong session with scope for a full course where required • Courses promoted through CLPL team • Staff have the appropriate level of confidence and skills to use a relevant number of signs in an ELCC in order to support children to understand and express themselves • Reduction in distressed behaviour, evidenced through Sphera recordings • Reduction in referrals to Education Resource Group for specialist ELCC provision • Improvement reflected in internal school reviews and Education Scotland inspections with regards to HGIOELCC QIs • Further data methods to be identified by sub-group as per Action 1.3 	Education - steering group chair	<p>Early Years representatives</p> <p>Parents/carers</p> <p>Speech & Language Therapy</p> <p>Communication Support</p> <p>CLPL team</p>	By April 2023
3.4 Establish a multi-agency partnership group to monitor and improve access to Assistive Technology	<ul style="list-style-type: none"> • Engagement with CALL Scotland's ATLAS forum • Piloting of specific equipment offered to specialist provisions 	Education - specialist provision representative	<p>Learning Technology</p> <p>KeyComm</p> <p>Speech & Language Therapy</p> <p>Children/young people</p>	By April 2022

<p>including but not limited to, Augmentative and Alternative Communication.</p>	<ul style="list-style-type: none"> • Leadership opportunities for specialist provision staff evident in PRDs • Appropriate professional learning identified and facilitated • Further data methods to be identified by sub-group as per Action 1.3 		<p>Parents/carers School representatives including specialist provisions CALL Scotland & ATLAS Network (consultative basis)</p>	
<p>3.5 Audit current methods for gathering views with particular reference to the voice of children, young people, parents and carers. 3.6 Develop partnership working through parent mentoring programme and children/young people forum in line with the ASL review recommendations (2020).</p>	<ul style="list-style-type: none"> • Views have been sought from children and young people using a range of tools ensuring accessibility • Children and young people with communication/physical/sensory needs have had equal opportunity to express their views using evidence based tools • School-based staff have participated in professional learning to enable a range of methods to gather views for example, Talking Mats • Children, young people, parents and carers' voice is evidenced in Child's Planning • Reduction in distressed behaviour, evidenced through Sphera recordings • Improvement reflected in internal school reviews and Education Scotland inspections with regards to HGIOS4 QIs • Reduction in pupil exclusion from learning environments, evidenced through SEEMiS • Children, young people, parents and carers' voice is evidenced in policy making • Further data methods to be identified by sub-group as per Action 1.3 	<p>Education - Educational Psychology</p>	<p>Speech & Language Therapy Children/young people Parents/carers School representatives including specialist provisions KeyComm Hearing Impairment Service Visual Impairment Service</p>	<p>By April 2022</p>

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Policy: Respect for All: Promoting Positive and Respectful Relationships in our Schools

6

1 PURPOSE

- 1.1 To seek Committee's approval of the updated anti-bullying policy: 'Respect for All: Promoting Positive and Respectful Relationships in our Schools' (Appendix 1).

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- i. Approve the updated anti-bullying policy: Respect for All: Promoting Positive and Respectful Relationships in our Schools (Appendix 1).
 - ii. Note specifically the guiding principles, legislative context, and procedures for recording bullying incidents.

3 BACKGROUND

- 3.1 East Lothian Council is committed to providing the best education service in Scotland driven by a relentless focus on inclusion, achievement, ambition and progress for all. The most successful anti-bullying interventions are embedded within a positive ethos and inclusive culture rather than just focusing on individual incidents as and when they occur. We are committed to creating and sustaining a safe, positive and inclusive learning environment. All children, young people, staff, parents, carers and partners should feel welcomed and supported within our schools in a culture that is inclusive and respectful to all.
- 3.2 As a result of changes to national guidance, East Lothian Council were required to update their anti-bullying policy in consultation with stakeholders.
- 3.3 The most notable change to national guidance is that *alleged* incidents must now also be recorded on the Education Management Information

System (SEEMiS). This includes information regarding the investigation and resolution.

- 3.4 Consultation thus far has included children and young people, and internal education colleagues. Wider public consultation via East Lothian Council's Consultation Hub will be complete by 17 November 2020. Officers will reflect this feedback in finalising the policy.
- 3.5 Consultation with children and young people took the form of focus groups at Longniddry Primary School and Knox Academy. Additional sessions were cancelled as a result of the COVID-19 lockdown.
- 3.6 This policy is designed to ensure a consistent approach across East Lothian, in line with the suite of existing Included, Engaged & Involved policies, previously agreed by Education Committee.
- 3.7 This updated policy builds on existing good practice in our school including the use of SEEMIS for recording purposes.
- 3.8 The updated policy will be introduced and implemented within all East Lothian Education Settings by January 2021. All partner agencies and colleagues will be informed of the policy and invited to attend awareness raising and engagement sessions.

Monitoring and Review

- 3.9 East Lothian Council's Inclusion & Wellbeing Service will monitor and review the development of inclusive practice in schools and the implementation of this updated policy.
- 3.10 SEEMiS will provide information and data regarding bullying incidents in schools and will allow outcomes to be measured through our ongoing review process.

4 POLICY IMPLICATIONS

- 4.1 This policy takes account of the duties set down by the Equality Act 2010, the Education Disability Strategies and Pupils Educational Records (Scotland) Act 2002, the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009; 2017) and the Children and Young People (Scotland) Act 2014.
- 4.2 This policy is designed to ensure a consistent approach across East Lothian which is in line with the *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendment in 2009).
- 4.3 The implementation of this policy will ensure the local authority complies with legislation and Scottish Government's 'National Approach' to anti-bullying.

5 INTEGRATED IMPACT ASSESSMENT

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
- 6.2 Personnel - None
- 6.3 Other - Information regarding the changes to recording processes on SEEMiS (see 'Respect for All: Promoting Positive and Respectful Relationships in All our Schools' policy Appendices D & E) will be highlighted to ensure a realignment of current practices.

7 BACKGROUND PAPERS

- 7.1 'Respect for All: Promoting Positive and Respectful Relationships in our Schools' policy (Appendix 1).

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DATE	28 October 2020

Respect for All

Promoting Positive and Respectful Relationships in All our Schools

POLICY: NOVEMBER 2020

Preface

Versions of this guidance can be supplied in Braille, large print, audiotape or your own language. Please phone the Public Information Officer on 01620 827199.

Disclaimer

The Council cannot be held responsible for the safety, data policies, procedures or contents of any external websites.

DRAFT

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1 Introduction

“Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as their sense of ‘agency’. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online” (Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People, 2017)

East Lothian Council is committed to providing the best education service in Scotland driven by a relentless focus on inclusion, achievement, ambition and progress for all. We know that the most successful anti-bullying interventions are embedded within a positive ethos and inclusive culture rather than just focusing on individual incidents as and when they occur, and are committed to creating and sustaining a safe, positive and inclusive learning environment. All children, young people, staff, parents, carers and partners should feel welcomed and supported within a school which is inclusive and respectful for all.

It is important that schools develop a culture of co-operation between teachers, support staff, parents, carers, children and young people and the wider learning community. East Lothian Council’s aim is to create safe and secure environments where bullying is openly acknowledged, discussed and challenged as unacceptable behaviour, resulting in the reduction of incidents. The strengths and assets of children and young people should be recognised by staff, and an ethos of participation and decision making by young people should be seen as a core part of how the school is managed.

This commitment is consistent with every child and young person’s right to feel safe and to be listened to, as stated in the UN Convention on the Rights of the Child (UNCRC, 1989). It also adheres to the Scottish Government’s policy as outlined in Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People (2017) which is supported by the work of **respectme**, Scotland’s national anti-bullying service. Further information regarding **respectme** can be accessed at <https://respectme.org.uk/>

In addition to ensuring this guidance is in line with National Policy, the views of children and young people, parents/carers and staff across East Lothian have been sought, throughout this policy’s development, to identify and act on key issues.

This policy will enable schools to support East Lothian Council's commitment by:

- Reducing and wherever possible, preventing the instances of bullying behaviour in all our educational establishments through evidence-based practice.
- Ensuring that all those who play a role in the lives of children and young people are enabled to promote positive relationships and respond effectively to all forms of bullying behaviour.
- Promoting inclusive practice through effective learning and teaching and a positive learning environment for all children and young people.
- Ensuring that the wellbeing of all our children and young people is integral to everything that we do.
- Embedding the rights and voices of children and young people, e.g.
 - *Article 2: The convention applies to every child without discrimination, whatever their ethnicity, sex, religion, languages, abilities, or any other status.....*
 - *Article 28: Every child has the right to an education..... Discipline in schools must respect children's dignity and their rights.*
- Ensuring electronic recording on SEEMiS Module (Bullying and Equalities section) is used to report and record all alleged bullying incidents. Children and young people can report incidents in the knowledge that they will be dealt with promptly and effectively.
- Actively seeking the involvement of children, young people, parents/carers and staff in the continuing development of social behaviour and emotional literacy which supports the growth of a positive ethos.
- Ensuring that there is an effective system of recording incidents of bullying behaviour and prejudice-based bullying within all educational establishments.
- Using information concerning bullying incidents to monitor, evaluate and report on the effectiveness of this policy.
- Ensuring compliance with all legislation which supports the holistic wellbeing and safety of all children and young people. See appendix F.

2 Key Principles

In response to the policy context and the priorities of National and Local Government, this policy is based on the following key principles:

- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment. The UNICEF Rights Respecting Schools Award Programme (RRSA) supports this. All East Lothian schools are encouraged to be part of this.
- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships, learning and behaviour.
- All children and young people need to be included, engaged and involved in their learning.
- All parents and carers have the right to, and should be involved in, the support of the learning and wellbeing of their children and young people. Unless there is a legal reason for no involvement.
- All children and young people have the right to get the support they need to benefit fully from their education.
- All children and young people should have access to an environment that promotes respect, celebrates difference, and promotes positive relationships and behaviours.
- A commitment to the United Nations Convention on the Rights of the Child should be demonstrated and developed at all times.

3 What is Bullying?

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. It affects families, relationships as well as a child or young person's education and participation. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour can happen face-to-face and/or online.

3.1 Prejudice-based Bullying

Under the Equality Act 2010, certain types of prejudiced behaviour and attitudes are deemed to be unlawful. Bullying behaviour may be a result of prejudice that relates to a perceived and/or actual difference. Prejudice-based bullying can be motivated by any characteristics unique to an individual's actual or perceived identity or circumstances, such as their appearance, sexual orientation, being care experienced, additional support needs, being a young carer, a Gypsy/Travellers or socio-economic background. See Appendix B for the full list Protected Characteristics included in the Equality Act 2010.

"Bullying occurs every year to young people and older people for lots of different reasons." Lily, East Lothian pupil

East Lothian supports *Addressing Inclusion - Effectively challenging Homophobia, Biphobia and Transphobia* Guidance

<https://education.gov.scot/nih/Documents/inc65AddressingInclusion.pdf>

Homophobic, biphobic and transphobic bullying is when a young person's actual or perceived sexual orientation/transgender identity is used to exclude, threaten, hurt or humiliate them.

It advises educational establishments on how to create inclusive learning environments through the use of appropriate language, the curriculum, knowledge and understanding of the values of inclusion and respect, and that these are applied to all learners and their families.

The Guidance supports the principles of the UNCRC and The Children & Young People (Scotland) Act 2014. Also, the Standards for Registration with the General Teaching Council in Scotland support and show a clear commitment to respect for young people and to improving social justice.

3.2 Online Bullying

“Online bullying shouldn’t be treated differently. Online bullying, or ‘cyberbullying’ as it is often referred to, is the same type of bullying behaviour but it takes place online, usually on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. Online is where the bullying is happening, it is not what is happening. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.” (respectme, 2016)

East Lothian Council recognises that new digital technologies (such as smart phones, computers and tablets) and online applications (such as gaming and social networks) are constantly being developed. Therefore, the authority wants to see all appropriate policies and practice include advice on online bullying. East Lothian is committed to:

- Supporting children and young people to use electronic technology and the internet, safely and responsibly.
<https://www.gov.scot/publications/national-action-plan-internet-safety-children-young-people/pages/9/>
- Help children and young people understand the implications and potential criminality of displaying bullying behaviour and/or images via social media or electronic communication.
- Providing training and support to children and young people on what to do if they experience bullying behaviour online. This is carried out via programmes on the safe and positive use of digital technologies in schools. Similar programmes are also available to parents in East Lothian.
- Remaining up to date with the latest changes and trends of how digital technology is being used by children and young people, in order to be able to provide relevant support.
- Working with and supporting parents/carers to learn about and have an understanding of the opportunities and risks which exist on the online world.

“[The bully] might be doing it because they have something going on at home that they don’t want other people to know about.” Ellie, East Lothian pupil

“I don’t think it’s just calling other people names and threats online that’s the problem. It could be sending links to inappropriate websites and pictures.” Struan, East Lothian pupil

4 Strategic Approaches for Developing Positive Relationships and Behaviour

East Lothian Council continues to invest significantly in a wide range of evidence-based approaches that focus on improving positive relationships and behaviour. These include the development of whole school solution oriented approaches, restorative approaches and nurture approaches; and programmes aimed to develop social, emotional and behavioural skills.

4.1 Recognising and Realising Children's Rights

The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation. <https://beta.gov.scot/publications/un-convention-rights-child-guide-children-young-people/>

A rights respecting school is an environment where children's rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this.

All of East Lothian's schools are being encouraged to register with of UNICEF's Rights Respecting School Award (RRSA) programme. <https://www.unicef.org.uk/rights-respecting-schools/>.

4.2 Seven Golden Rules for Participation

To ensure that we actively involve children and young people in the recording of and subsequent restorative conversations following a bullying incident, we should refer to the 7 Golden Rules for Participation which is a resource developed by The Children and Young People's Commissioner Scotland. They provide advice on how best to plan and deliver participation rights for children and young people. A core principle of the United Nations Convention on the Rights of Children is the ongoing information sharing and dialogue between children and young people built on mutual respect where their views are taken into account and help shape processes.

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

4.3 Nurturing Schools

At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.
(Education Scotland, 2017)

Nurturing approaches are underpinned by an understanding of attachment theory, which recognises the importance of early experiences in shaping children’s social, emotional and cognitive development (Golding et al, 2016). When children and young people experience consistent safety, security and comfort from key adults, they develop the skills and desire to explore their environment and engage in learning opportunities.

Children develop cognitive models of how relationships work (called internal working models) based on their earliest attachment experiences. Internal working models guide behaviour and development in all future relationships. They help children to evaluate, predict and choose (what they think are) appropriate behaviours based on their previous expectations. These models are not consciously available to the child – the child may not know that this is how they feel about themselves the world and others – but they demonstrate their experience through behaviours.

East Lothian’s Educational Psychology Service has produced their own suite of materials [Nurture, Recovery and Reconnection](#) which provides a key framework to support school staff and professionals. It also informs parents/carers children and young people on the approach using the six nurture principles:

-
- Children's learning is understood developmentally
 - The classroom offers a safe base
 - The importance of nurture for the development of wellbeing
 - Language is a vital means of communication
 - All behaviour is communication
 - The importance of transition in children's lives

Education Scotland's [Applying Nurture as a Whole School Approach](#) also provides a key framework to support schools to embed whole school nurture. Through a set of quality indicators and challenge questions, this framework supports schools to self-evaluate all areas of practice (e.g. leadership, learning and teaching, partnership working etc).

4.4 Restorative Approaches

'Restorative Approaches have come to be used in education to mean restoring good relationships where there has been conflict or harm; and developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm occurring.'
(McCluskey et al, 2011)

Restorative approaches are *values* led and *needs* based. They can be seen as part of a broader ethos or culture that identifies strong, respectful relationships and a cohesive community as the foundation on which good learning and teaching can take place. In such a community, the rights of children and young people are paramount, and they are given responsibility for decision-making in issues that affect their lives, their learning and their experience of school.

Restorative Approaches can be viewed as a whole school ethos and culture underpinned by the following principles and values:

- Strong, mutually respectful relationships and a cohesive community provide the foundations for good learning and teaching
- Children and young people's rights are paramount, and they should be involved in making decisions
- Children and young people change – and their behaviour can change
- The way adults work with and relate to children and young people can influence their thoughts, feelings, and actions
- Mistakes are an important learning tool
- All pupils should be viewed with positive regard – it's the person that counts, not the behaviour.

4.5 Solution Oriented Approaches

If communities are genuinely involved in shaping solutions to their own problems, those solutions will be enduring and effective.

(Sir Harry Burns)

Solution oriented approaches provide staff with opportunities to explore aspects of their working environment and relationships within it, by visualising the desired outcome rather than focusing on the problem. When difficulties arise, solution oriented approaches enable an individual or group of people to identify the skills, strengths and resources that they already have which can help them to reach a solution.

The solution oriented approach can often be seen in other methodology widely used in schools, such as visual planning. It can be used as a framework for meetings including multi-agency meetings, pre- and post-exclusion meetings and professional development reviews. Some schools use this approach for the setting of all behavioural targets, describing the behaviour they would like to see (the outcome), rather than the unwanted behaviour (the problem). This has found to be a more facilitative and encouraging way to support successful change. It is also more in keeping with the maintenance of positive relationships between staff and learners. In East Lothian's Children's Services, the Signs of Safety framework to assess safeguarding and child protection issues is based on a solution oriented approach.

Solution oriented approaches have been used in schools for a number of years with regard to supporting day-to-day practice and can also be used to support whole school strategic change. More recently, solution oriented practice has also been used effectively to actively support positive relationships and culture at the classroom level with a growing evidence base for its use at this level.

5 Our Responsibilities

Being able to recognise and meet the social and emotional needs of our children and young people is a core responsibility of all staff and a duty of care. It is vital that staff develop the necessary skills and approaches to support a child or young person who is vulnerable, at risk or distressed in some way, and appropriate professional development is essential for these interventions to be successful.

For further detail regarding this core responsibility, learning establishments should refer to the professional registration codes of practice:

- the GTCS Code of Professionalism and Conduct <http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf> for teachers
- the SSSC Code of Practice <http://www.sssc.uk.com/> for early years workers

However, it should be noted that it is the responsibility of *all* to ensure that every child in East Lothian feels safe and secure. See Appendix C for wider roles and responsibilities.

5.1 Recording Bullying (including alleged) Incidents Using the Bullying & Equalities Module on SEEMiS

The recording and monitoring of bullying incidents within an educational establishment is essential and can provide valuable information on the scope and scale of the issue. This process is vital to be able to guide improvements in policy and practice, and inform anti-bullying interventions. East Lothian Council uses the electronic system, SEEMiS Click & Go - *Recording and Monitoring Bullying Incidents in Schools*, to record all incidents of bullying. This now includes recording alleged incidents which should be investigated and concluded, even if unfounded.

Click & Go uses a step-by-step guide to record:

1. the children and young people involved, as well as staff or other adults
2. where and when the bullying has taken place
3. the type of bullying experienced e.g. name-calling, rumours, threats etc.
4. any underlying prejudice including details of any protected characteristic(s)
5. the impact of the bullying incident, including consideration of personal or additional support needs and wellbeing concerns
6. actions taken including resolution at an individual or organisational level

It should be noted that this system is for recording and monitoring pupil to pupil incidents only and there are separate systems in place for other types of bullying i.e. young person to adult, adult to adult, adult to young person.

The recording of this data can help identify numeric trends, specific issues around equality and diversity, and other relevant data/patterns which may help schools and local authorities address bullying incidents efficiently. As part of their annual census, the Scottish Government may ask for data on bullying.

See Appendix D for the 'Dealing with a Bullying Incident' Flowchart.

Appendices

Appendix A: Examples of Reasons for Bullying (as listed in alphabetical order on SEEMiS Bullying & Equalities Module)

Actual or perceived sexual orientation (e.g. homophobic, bi-phobic)
Additional Support Needs
Asylum seekers or refugee status
Body Image and Physical appearance
Disability
Gender identity or Trans identity
Gypsy/travellers
Care Experienced
Marriage/civil partnership of parents/carers or other family members
Mental Health
Pregnancy and maternity
Race and racism including culture
Religion or belief
Sectarianism
Sexism and gender
Socio-economic prejudice
Young Carer
Not known
Other: please specify

Appendix B: Protected Characteristics

The Equality Act 2010 sets out that it is unlawful to discriminate against a person because of the following personal characteristics –

1. Age *
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Marriage and civil partnership *
6. Race: this includes colour, ethnic/national origin or nationality.
7. Sex
8. Religion or belief. The Act covers any religion, religious or non-religious beliefs
9. Sexual orientation

*Not relevant to school settings.

A child or young person can be bullied because of certain real or pre-judged circumstances over which they have no control. Steps must be taken to support their needs. This can take a number of forms including adjusting their environment, their learning, offer emotional support, the teaching and learning of, and celebration of differences, promotion of respect and positive relationships. This can all be done through a clear anti-bullying policy and information age appropriate to the learning establishment as well as regular training for all adults who work with children and young people and information being available to parents/carers and the wider community.

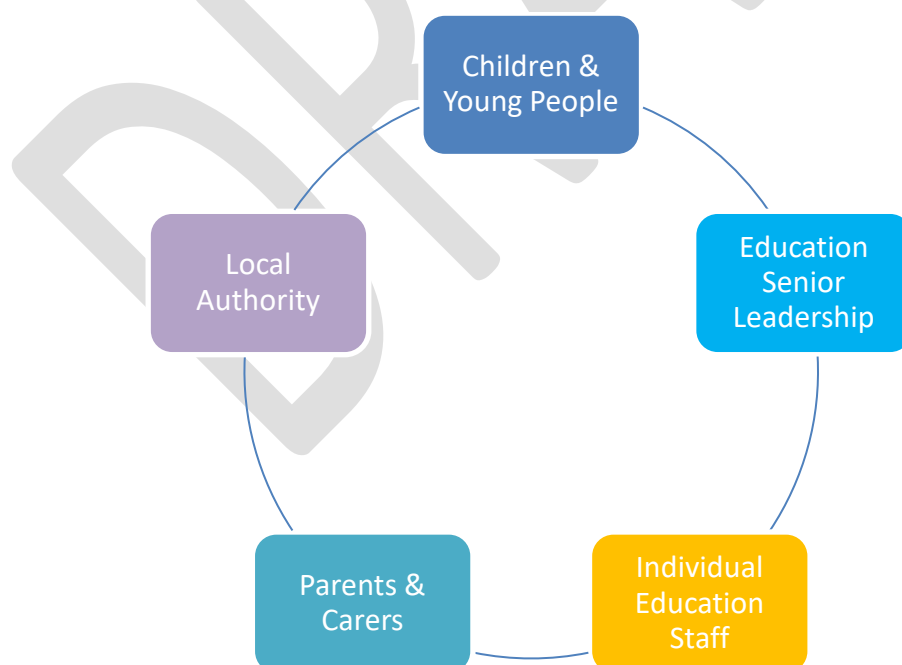
Respectme.org.uk describes prejudice-based bullying as follows (some details have been summarised):

Additional Support Needs (ASN)	ASN can be short or long term. They can arise from the learning environment, health or disability, family circumstances, social or emotional factors. Bullying itself can lead to a child or young person having an ASN.
Age (PC)	Unwanted behaviours towards a child or young person (or adult) which has the purpose or effect of violating their dignity or intimidating them. It can lead to their environment becoming hostile, degrading, humiliating or offensive for the person.
Asylum Seekers and Refugees	A child or young person whose family is asylum seekers or refugees may be at greater risk of bullying behaviours both directly and indirectly. The stigma due to lack of knowledge and understanding of the child, young person or family or a reluctance to burden their parents with extra worries, can allow bullying to go undetected and ongoing.
Body Image and Physical appearance	Body image can be hugely important to children and young people. This is an easy target for bullying behaviours and can have a serious effect on young people's wellbeing.
Disability (PC)	A child or young person who is disabled can be an easy target for bullying behaviours as they are perceived to be less able to defend themselves and/or less able to tell an adult about it. The bullying is likely to focus on their particular disability.
Gypsy/Travellers	This group of children and young people are often discriminated against and marginalised by other children or young people particularly in secondary schools. As a result and due to their parents' own experience, many young travellers do not enrol or exit early from formal education.
Gender Identity and Transphobic Bullying	The term 'transgender' is an 'umbrella term' for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two. Transgender people face significant social prejudice and bullying because they do not conform to gender stereotypes, expectations and norms. Transgender children and young people are particularly vulnerable to bullying behaviours. This can result in homophobic name calling or deliberately 'mis-gendering' them. Children and young people whose parent or relative is transgender are also vulnerable to bullying.
Intersectionality	A lack of understanding of differences and unequal social and economic outcomes based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity can lead to children and young people being bullied, as well as inequality in attainment and wellbeing.
Care experienced Children and Young People	Children and young people who are care experienced at home or accommodated are more vulnerable to bullying. They may have moved school often because of care placements which then creates challenges in forming peer friendships and relationships with adults due to earlier adversities.

Marriage/Civil Partnership (PC)	Although this might not affect children and young children directly, marriage and civil partnership discrimination and prejudice can affect family in a variety of other settings, for example, in workplaces, further and higher education and in wider society.
Racism & Race (PC)	Children and young people from minority ethnic groups often experience bullying behaviour based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.
Religion and Belief (PC)	Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying behaviour. People who have no religion or belief are also protected under the Equality Act.
Sectarianism	Sectarianism is sometimes associated with religion. Family background, the football team supported, the community lived in, the school attended and even the colour of clothing can mark a child or young person out for sectarian abuse - whatever their beliefs. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.
Sexism and Gender	Derogatory language and the spreading of malicious rumours can be used to regulate children and young people's behaviour e.g. suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people, who are not perceived to conform to these notions, vulnerable to indirect and direct bullying behaviour. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying behaviour because of their perceived difference.
Sexual Orientation & Homophobic, Biphobic and Transphobic Bullying (PC)	This is motivated by a prejudice against lesbian, gay or bisexual (LGBT) people. It is commonly referred to as 'homophobic bullying' and takes place when a child or young person's actual or perceived sexual orientation is used to exclude, threaten, hurt or humiliate them.

	Any young person can be homophobically bullied whether they are LGBT or not. It could be because they have a family member or friend, or because they seem different or not conforming to traditional gender stereotypes. Transgender children and young people can also experience homophobic bullying.
Young Carers	The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying behaviour for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.
Socio-economic Prejudice	Bullying behaviour due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings and clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying behaviour towards children who endure parental substance misuse can also be prevalent.

Appendix C: Roles and Responsibilities

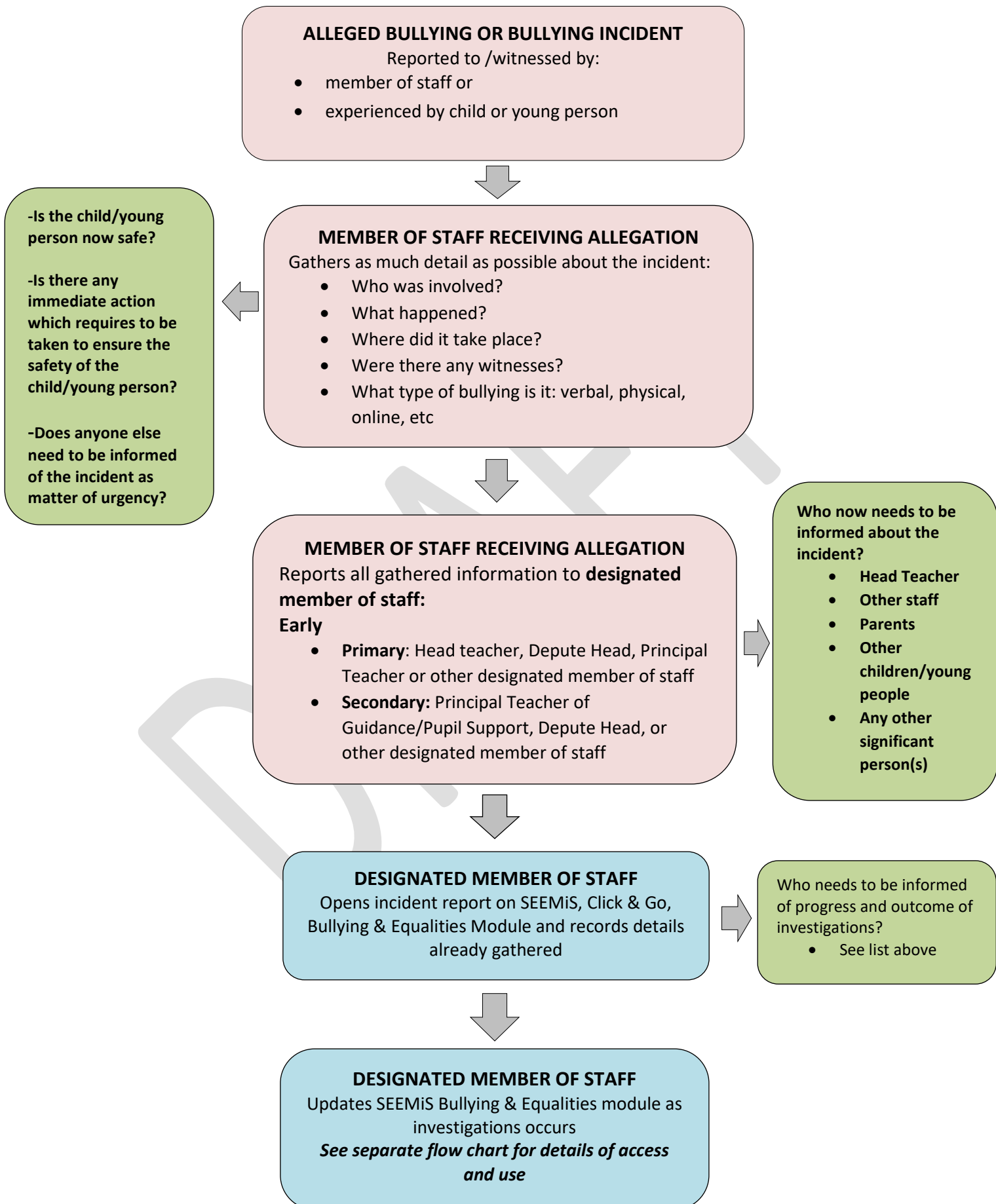


Responsibilities for Key Stakeholders	Local Authority	Education Senior Leadership	Individual Education Staff	Children & Young People	Parents & Carers
Listen to concerns and explore thoughts and feelings.	x	x	x	x	x
Embed this policy through training and monitoring.	x	x			
Consult with stakeholders about the effectiveness and further development of the policy.	x				
Share good practice.	x	x			
Ensure initial training for Senior Leadership.	x	x			
Provide advice to Senior Leadership.	x	x			
Work with partner agencies to support the prevention and reduction of bullying behaviour and prejudice-based bullying.	x	x	x		
Provide clear guidelines on recording and reporting of incidents.	x				
Regularly review the policy to take into account new developments in technology or legislation at a minimum of every 3 years.	x	x			
Ensure the policy is implemented and is communicated to all staff, students, parents/carers and partners.	x	x			
Ensure the policy is embedded and reviewed in the School Improvement Plan and is linked with targets for the school's Health and Wellbeing framework.		x			
Ensure staff development activities are available.	x	x			
Ensure staff are fully aware of the importance of the policy and create a climate of respect and positive relationships and a culture where bullying behaviour is not accepted.		x			
Ensure bullying incidents are recorded and monitored in line with council policy.		x	x		

Provide appropriate training and support on anti-bullying to all staff, students, parents/carers and partners.	x	x	x		
Contribute to a positive school ethos through modelling appropriate behaviour (online and offline) and actively supporting and celebrating diversity.		x	x	x	
Be aware of the policy and understand the procedures for managing incidents and supporting and managing children and young people who have been involved in bullying incidents.		x	x		
Keep relevant colleagues informed of significant information concerning individual pupils as appropriate.		x	x		
Deal promptly and effectively with all allegations of bullying.		x	x		
Promote digital citizenship and the appropriate, responsible and positive use of digital technologies as an integral part of maintaining positive relationships.		x	x		
Self-evaluate practice in relation to the anti-bullying policy within the Professional Review and Development process.		x	x		
Communicate with parents/carers promptly where possible and appropriate.		x	x		
Through the curriculum and related activities, build the capacity of children and young people to understand and challenge bullying behaviour.		x	x		
Continue to learn about and develop positive relationships and attitudes and challenge bullying behaviour and prejudice-based bullying if they feel able to do so.				x	
Tell a trusted person if they have any worries about bullying behaviour.				x	

Keep themselves and others safe with the support of adults if needed.				x	
Actively engage in learning about bullying behaviour and prejudice-based bullying and consider the role they can play in preventing it and supporting those who may be impacted by it.				x	x
Engage in safe, responsible use of social media and digital technologies such as smart phones, computers and tablets to build a clear understanding of how we should act online.				x	x
Continue to promote and model positive social skills and emotional literacy for their children and young people.		x	x		x
Encourage and model safe and responsible use of social media and digital technologies such as smart phones, computers and tablets.			x		x
Communicate respectfully any concerns to relevant staff.					x
Work in partnership with other stakeholders to implement policy.	x	x			x

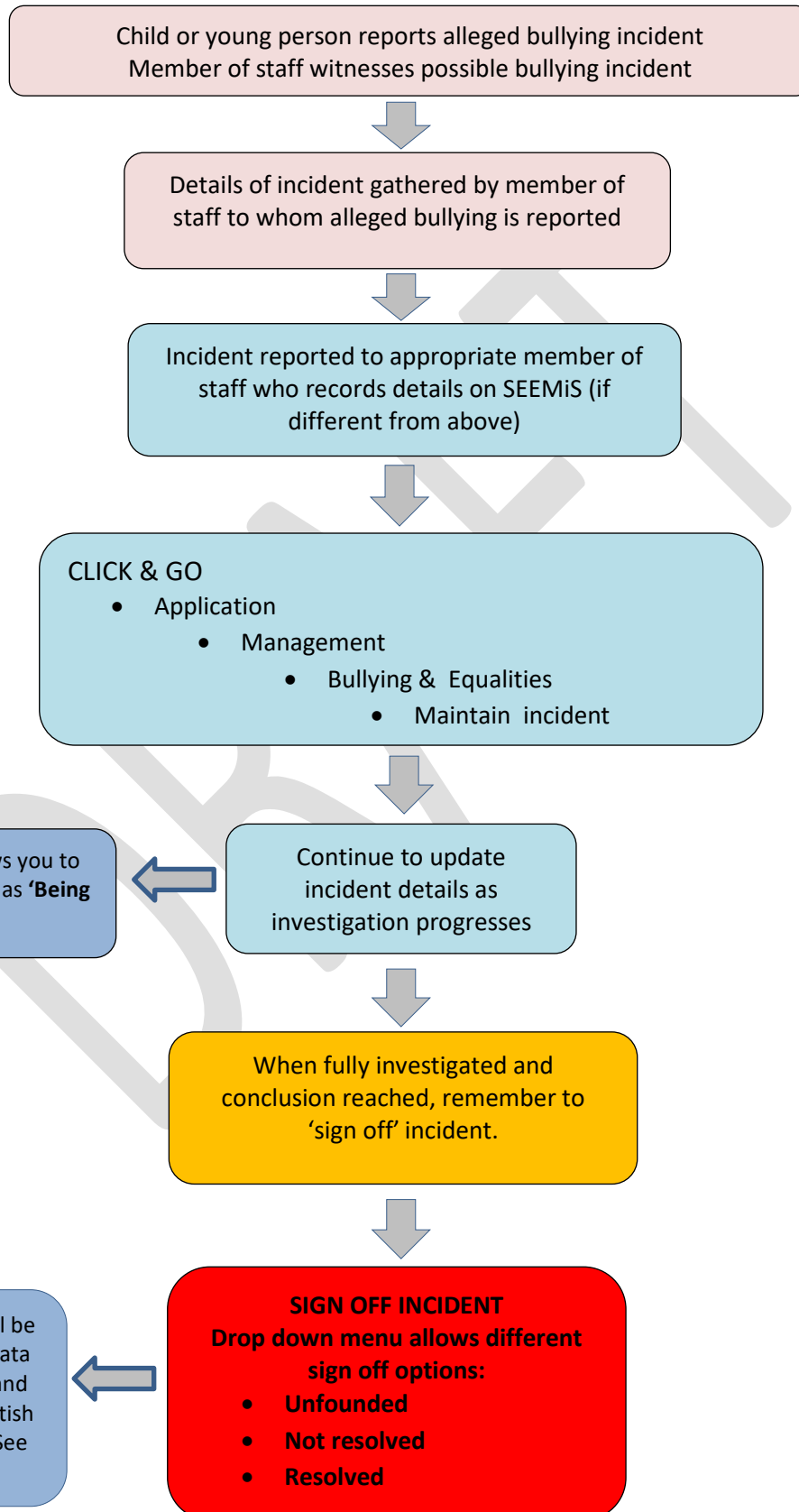
Appendix D: Flowchart for Dealing with a Bullying Incident



Appendix E: Using SEEMiS Click & Go Recording & Monitoring Bullying Flowchart

PLEASE REFER TO SHORT TRAINING VIDEO IF REQUIRED

CLICK & GO OPENING PAGE/ SEEMIS HELP PAGES/LOG IN DETAILS



Appendix F: Policy Context and References

Education (Scotland) Act(s) (2016)

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

The National Guidance for Child Protection in Scotland (2014)

<https://www.gov.scot/publications/national-guidance-child-protection-scotland/>

Equality Act (2010)

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Standards in Scotland's Schools etc. Act 2000

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

Additional Support for Learning Acts

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

Getting it Right for Every Child

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

Children and Young People (Scotland) Act (2014)

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

We Can and Must Do Better

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

Building the Ambition

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

United Nations Convention on the Rights of a Child

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

How Good is Our School 4 (HGIOS 4)

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

How Good is Our Early Learning and Childcare

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

Curriculum for Excellence

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/What%20is%20Curriculum%20for%20Excellence](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/What%20is%20Curriculum%20for%20Excellence)

Included Engaged and Involved Part 2 2017

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

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

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/>

Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying Behaviour in Scottish Schools <https://www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf>

Respectme: Scotland's Anti-bullying Service offers information and advice to children and young people, professionals and parent/carers <http://respectme.org.uk/>

Scottish Government National Approach to Anti-bullying
<http://www.gov.scot/Publications/2010/11/12120420/0>

Guidance on developing policies to promote the safe and responsible use of mobile technology in school <http://www.gov.scot/Resource/0043/00438214.pdf>

Advice on keeping children and young people safe online <https://www.internetmatters.org>

Digital Parenting Magazine <https://parentzone.org.uk/Digital-Parenting-Magazine-order-here>

Guide to internet safety for children and young people <https://www.thinkuknow.co.uk>

Addressing Inclusion: Effectively challenging homophobia, biphobia and transphobia
<https://www.education.gov.scot/nih/Documents/inc65AddressingInclusion.pdf>

Appendix F: Useful Organisations

respectme

<http://respectme.org.uk/>

0844 800 8600

Childline

<https://childline.org.uk>

0800 1111

LGBT Youth Scotland

<https://www.lgbtyouth.org.uk>

National Society for the Prevention of Cruelty to Children

<https://www.nspcc.org.uk/>

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Update on Expansion of Early Learning and Childcare to 1140 Hours

7

1 PURPOSE

- 1.1 To provide a further update on the impact of COVID-19 on the implementation of 1140 hours of early learning and childcare in East Lothian.
- 1.2 To update the Committee on the implications of the flexible use of 1140 hours revenue funding for COVID-19 related expenses on the programme.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
 - i. Note this further update on progress with reinstating those settings previously offering 1140 hours as part of the implementation of the expansion plan.
 - ii. Note the financial implications arising from the flexible use of the 1140 hours revenue funding for COVID-19 related expenses on the programme.
 - iii. Note that, as previously agreed, the Council will be unable to introduce any further 1140 hours settings beyond those already mentioned in this report, in financial year 2020/2021. All future developments will be closely monitored, to ensure no detrimental impact on the delivery of the plan which was previously costed and achievable within the funding provided by the Scottish Government.

3 BACKGROUND

- 3.1 As a result of the ongoing COVID-19 pandemic, the Scottish Government set before Parliament a Bill to remove the duty on local authorities to provide 1140 hours of early learning and childcare from August 2020. To

date, no new date for statutory implementation has been set by the Scottish Government.

- 3.2 Throughout lockdown, all local authorities provided emergency childcare for children of keyworkers and for vulnerable children and those with severe and complex needs who couldn't be looked after at home. In East Lothian, we established six childcare hubs, one in each locality. In addition, five of our partner provider nurseries and three partner childminders remained open and provided emergency childcare, in line with the Scottish Government guidelines. All other partner provider nurseries closed and furloughed their staff. During the course of summer 2020, the Scottish Government permitted early learning and childcare settings to begin to reopen and put in place specific guidance that set out the expectations on operation of settings in order to mitigate the possible transmission of the virus.
- 3.3 In order to ensure ongoing business sustainability and support, all local authorities were asked to continue to pay all partner providers for the number of children they would have routinely provided places for in term 4 of session 2019/20. In addition, as part of wider flexibility in the use of the 1140 revenue grant, it was possible to offer to support to providers through this challenging time. As a result, East Lothian Council provided an additional payment to those partner providers who remained open, to support the provision of emergency childcare and to ensure their ongoing ability to provide this essential service during the pandemic. This also supported their ongoing business sustainability in recognition of their considerable contribution to the overall deliverability of the expansion of early learning and childcare across East Lothian. A decision is expected to be taken before the end of calendar year.

Update

- 3.4 The COVID-19 outbreak is significantly delaying the plans for full implementation of 1140 hours. Whilst no new date for the statutory implementation of the expansion has yet been set, the Scottish Government has asked all Local Authorities to consider how they can make available 1140 hours for the academic year 2020/2021 where practical and possible to do so. The Scottish Government Delivery Assurance Team are currently engaging with all local authorities in order to determine progress and to gather evidence that will support decisions to be taken by Scottish Ministers on the new statutory implementation date.
- 3.5 Following a meeting of Group Leaders in May as part of the Council's Emergency Recess procedures, East Lothian Council committed to reinstating as many of those settings that had been offering 1140 hours pre-COVID019 as possible, as soon as it was possible to do so. The Education Service has begun to reinstate almost all of those settings to 1140 hours and is currently liaising with staff on the practical implications of this and engaging with parents on their intention to take up this offer. For a very small number of settings, it has not yet been possible to reinstate the 1140 hours provision at this time, due to the overall availability of staffing and availability of nursery places. The Education Service continues to keep this under review in light of any updated COVID-19 guidance from the Scottish Government.

- 3.6 The closure of the construction industry and knock on impact to school and nursery expansions and building work continues to have a significant impact on the readiness and ability of some settings to implement the expansion. The Scottish Government and Improvement Service are reviewing this as they seek to determine a new statutory implementation date in the future. Officers in the Early Learning and Childcare team are actively planning contingency arrangements.
- 3.7 It is also important to note that local authority settings represent only a part of the totality of 1140 provision across the local authority area. In addition, 42 funded providers are also offering 1140 hours. Taking all of this in to account, the full complement of local authority and funded provider settings operating across the county and the fact that many children access their 1140 hours through blended placements across settings, this represents just under 70% of the total available 1140 provision available in East Lothian.
- 3.8 East Lothian Council has committed revenue funding from the 1140 hours budget for the provision of extended hours in these settings. As a result of the significant additional costs incurred by the Council in order to safely reopen schools, the uncommitted 1140 hours revenue funding has been redirected to COVID-19 children and families expenses as permitted by the direction provided by the Scottish Government offering full financial flexibility in the use of this grant to support COVID-19 expenses. As a result, the Council will be unable to introduce any additional 1140 hours settings beyond those already mentioned in this report, in this financial year. Notwithstanding the fact that many of these COVID-19 related expenses are recurring in nature, flexibility in the use of 1140 grant beyond 31 March 2021 cannot be assumed.
- 3.9 Should the new statutory date be set at August 2021, East Lothian Council will reassess plans for the full implementation of 1140 hours at the start of the new financial year (April 2021), with a view to ensuring that all children are able to access their entitlement by the statutory implementation date.
- 3.10 The Early Learning and Childcare Support Team continued to support all settings in East Lothian during the pandemic, supporting distanced learning and staff professional development during lockdown. Since children have returned to all settings, the team has worked with all providers to support them in becoming compliant with Scottish Government's regulations for reopening ELC provision and continue to work on quality improvement, with the aim of supporting all settings to be at National Standard when they begin to offer the extended hours.

Conclusion

- 3.11 East Lothian Council remains fully committed to introducing the expansion of Early Learning and Childcare to 1140 hours as soon as it is safe and financially possible to do so. There is no doubt that the COVID-19 pandemic has had a significant impact on our plans relating to both practical issues and also the significant financial pressures the Council faces. We will continue to engage fully with the Scottish Government Delivery and Assurance Team and provide a further update to the

Committee once the Statutory implementation date is known and our plans reviewed in accordance with the new date.

4 POLICY IMPLICATIONS

4.1 None

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial – Implementation of the 1140 hours programme is directly funded through a specific grant from Scottish Government. In May of this year, Scottish Government provided flexibility in the use of the 1140 hours grant funding in order to support the overall COVID-19 response in support of children and families. Any uncommitted resource has been redirected to these costs and any new areas for development will be delayed until the start of the next financial year.

6.2 Personnel – We have recruited additional Senior Early Years Practitioners and Early Years Practitioners to ensure we can maintain existing delivery and to prepare for full implementation. We will continue to have a rolling programme of recruitment to ensure we have sufficient staffing to meet the demand for places.

6.3 Other – none.

7 BACKGROUND PAPERS

7.1 None

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DATE	29 October 2020

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

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SUBJECT: Head Teacher Appointments

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The following Head Teacher appointments are intimated:

School	Appointee	Commencement Date	Previous Post and School
Humbie Primary School & Saltoun Primary School	Deborah Crossan	30 November 2020	Depute Head Teacher Newtongrange Primary School, Midlothian
Gullane Primary School	Ronnie Taylor	7 January 2021	Head Teacher Innerwick Primary School and Stenton Primary School
Musselburgh Burgh Primary School	Jon Doyle	26 October 2020	Depute Head Teacher Musselburgh Burgh Primary School
St Gabriel's RC Primary School	Alexander Buchanan	30 November 2020	Acting Head Teacher/Depute Head Teacher St Mary's RC Primary School, Edinburgh
Whitecraig Primary School	Fiona Macartney	To be confirmed	Head Teacher Stoneyhill Primary School

4 POLICY IMPLICATIONS

- 4.1 None

5 INTEGRATED IMPACT ASSESSMENT

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

6. RESOURCE IMPLICATIONS

- 6.1 Financial – None
6.2 Personnel – None
6.3 Other - None

7. BACKGROUND PAPERS

- 7.1 None

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DESIGNATION	Education Service Manager
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DATE	26 October 2020

REPORT TO: Education Committee

MEETING DATE: 17 November 2020

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Revision to School Session Dates 2020/21

1 PURPOSE

- 1.1 To seek approval to make a change to the dates for the current school session 2020/21 to align the dates for the festive period closure with our neighbouring authorities, namely City of Edinburgh Council and Midlothian Council. The revision of dates also helps address any potential issues that may arise in relation to possible positive COVID19 cases and the requirement to carry out contact tracing amongst pupils and staff once schools have closed.

2 RECOMMENDATIONS

- 2.1 Committee is asked to approve the change to the school session dates for the festive break in the current school session, 2020/21, with the last day of this term being brought forward by one day to Tuesday 22nd December 2020 and for the start of the new term to be brought forward by one day to Wednesday 6th January 2021. This aligns East Lothian dates with those of our neighbouring authorities, City of Edinburgh Council and Midlothian Council.

3 BACKGROUND

- 3.1 The school session dates for 2020/21 were approved by Education Committee at its meeting on 12 March 2019.
- 3.2 With the current COVID19 pandemic having a significant impact on the daily operation of schools and the effects on our pupils and staff, the end

date for schools finishing for the festive break this year is very late, currently being Wednesday 23 December 2020.

- 3.3 Should we be notified of a positive COVID19 case in a school that week, the Health Protection Team require us to trace and contact all those who have been in close contact with the positive case up to 48hrs prior to the onset of symptoms. With this in mind, and with schools currently operating until Wednesday 23rd December, we then face a potential issue of being notified of a positive case on Christmas Day. This would then require access to management information systems within the central department as well as in schools together with the need to contact staff in order to carry out tracing on a Public Holiday.
- 3.4 A change to the term date to enable schools to close on Tuesday 22nd December will allow any positive cases arising up to and including Christmas Eve to be responded to directly by central Education officers during the working day and whilst there is access to the relevant management information systems.
- 3.5 This change further ensures that any person who may become COVID19 symptomatic on Christmas Day will not have been in contact with anyone in a school setting in the preceding 48hrs and therefore will reduce the need to undertake tracing and notification of any schools' staff.
- 3.6 The views of Head Teachers, Trade Unions and representatives of Parent Councils have been sought on this change with most being supportive of it.

4 POLICY IMPLICATIONS

- 4.1 There are no policy implications as a result of this report.

5 INTEGRATED IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

- 6.1 Financial - None
- 6.2 Personnel - None
- 6.3 Other - None

7 BACKGROUND PAPERS

7.1 None

AUTHOR'S NAME	Richard Parker
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DATE	12 November 2020