

REPORT TO: Education Committee

MEETING DATE: 23 November 2021

BY: Executive Director for Education & Children's Services

SUBJECT: Education Service Progress Report and Improvement Plan 2021/2022

1. PURPOSE

- 1.1. To seek the Committee's approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2020/21 and identification of key improvement priorities planned for session 2021/22.

2. RECOMMENDATIONS

- 2.1. The Committee is asked to:
- i. Note the overall positive progress made by the Education Service in delivery of the Council's Plan and the priorities within the National Improvement Framework.
 - ii. Note the ongoing impact of the COVID-19 pandemic on the progress of the 2020/21 priorities and the steps being taken to secure continuous improvement in session 2021/22.
 - 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 2020/21, 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 2021/22. 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 2022/23.
- 3.6 While in the past the report has also included a data pack summarising the range of data that informs our improvement actions, this data is not publicly available at this point.
- 3.7 **Key Successes, Summary of Progress and Next Steps**
 - 3.7.1 A summary of the progress made with the main priorities for the Education Service between August 2020 and June 2021, is outlined below alongside the key areas where further progress is required.
 - 3.7.2 **Attainment and achievement** – Work is well underway to take forward the actions set out in the Raising Attainment Strategy approved by Education Committee in June 2021. For example, data directed discussions with Head Teachers at Associated School Group (ASG) meetings and on an individual basis are ensuring that there is a robust focus on raising attainment overall, and within targeted groups. All schools have a specific focus on raising attainment and closing the poverty related attainment gap in their School Improvement Plan. The use of the SEEMIS module Progress and Achievement is now established across the Broad General Education (BGE) in all schools with all schools having received teacher professional learning sessions on its use in 2020-21, and the majority of schools now using it. This is becoming more robust within Early Learning and Childcare settings.

Use of the Early Learning and Childcare Quality Assurance Guidance, along with schools' use of the Quality Indicator Toolkit, have ensured a continued focus on evaluated outcomes leading to informed improvements in most Early Years settings.

The Digital Learning and Teaching Strategy is being reviewed to take into consideration the positive impact of COVID upon digital learning and practitioner professional learning.

- 3.8 **Ensuring Wellbeing, Equality and Inclusion (GIRFEC)** – Getting it Right for every East Lothian child continues to be at the heart of all of our work. This is particularly important given the impact of the pandemic on children's wellbeing and learning. The Child's Planning Framework guidance and documentation has been updated.
- 3.8.1 In addition, an updated draft *Included, Engaged & Involved: A Positive Approach to Promoting School Attendance* that includes updated guidance on home education and flexi-schooling has been developed. This document has been distributed for consultation and is being presented to Education Committee today for approval.
- 3.8.2 A school-based counselling service is now in place for children aged 10 and above. This service is delivered by MYPAS and to date, 140 children and young people, across all schools, have been accepted for support. Remote drop-in sessions are in place.
- 3.8.3 A Mental Health Youth Work team is in place and is working closely with schools and colleagues to deliver a range of interventions and projects. A one door, single point of access is now in place to accept requests for assistance from professionals who have concerns about a child or young person's mental health and wellbeing.
- 3.8.4 Support for schools continues in developing nurturing pedagogy and relational approaches through the delivery of a range of professional learning opportunities including Learn Pro modules, nurture network and conferences.
- 3.8.5 Support for the wellbeing, learning and attainment of our care experienced young people is being provided through an increased collaboration with Children's Services and the development and professional learning of a new network of Designated Managers for care experience in every school. This is leading to increased inclusion and opportunities for care experienced young people to ensure good progress in their learning and attainment. Their voice has been increased through opportunities for self-directed support in relation to learning and through further development of younger Champs Groups in partnership with Who Cares Scotland. Alternative education programmes have been created with a small number of care experienced young people who have been disengaged from mainstream school. Almost all of these young people have achieved national qualifications, which have enabled them to move forward into positive destinations.

- 3.9 **Employability** – East Lothian Works (ELW) has continued to support employability for both young people and adults throughout the pandemic. Additional SG funding has helped to support a range of important interventions. For example, ELW was successful in bidding for the KickStart contract and became both a Gateway Organisation and an Employer. This contract awarded 55 fully-funded places. ELW has also developed and introduced a ‘Workforce for the Future’ strategy, which will support a range of training and apprenticeships opportunities. Education Support Officers in Literacy and Numeracy have been appointed to lead innovative approaches to Family Learning, in collaboration with Children’s Services.

ELW is now offering an extensive School to College Partnership (SCP) programme and a portfolio of Foundation Apprenticeships has been developed in line with labour market intelligence for the region. There are currently 50 Foundation Apprentices, which is an increase from the 2019-20 figure of 43. All 12 Foundation Apprentices from the 2019-20 who were studying Scientific Technologies successfully completed their courses. Two fully funded staff are now in post to deliver Partnership Action for Continuing Employment (PACE), which provides support for vulnerable businesses and those at risk of redundancy.

- 3.10 **Leadership** – We have continued to develop a programme of joint professional learning for senior leaders across Education and Children’s Services. Our management teams are increasingly working together and having a positive joint impact.

Schools are increasingly working together in Associated School Groups and School Team Groups to lead and support improvement and an increasing number of schools and practitioners have engaged in the work of the South East Improvement Collaborative (SEIC).

- 3.11 **Finance and Resources**- The review of the Learning estate has continued, with Phase 1 including an online survey completed in the first half of 2021. Phase 2 of the review, (informal community consultation sessions) is scheduled for November 2021. A new Learning Estate Senior Managers’ Group was formed that reviews progress with the Learning Estate on a fortnightly basis. The COVID-19 pandemic has had an impact on construction work in East Lothian. Whilst work did stop during both lockdowns, work has resumed and we have recently completed the largest programme of summer works designed to improve aspects of the condition and suitability of the estate. In addition, due to continued population growth, we are in the process of extending 17 schools and building a number of new schools across the county.

- 3.11.1 We are undertaking a full review of the Devolved School Management (DSM) scheme for both primary and secondary schools as part of the review being undertaken by the Scottish Government. In addition, we have established a working group that will focus on reviewing approaches to ASN funding including predictable and exceptional needs funding to ensure resources are targeted to better meet children’s needs.

3.11.2 Of particular note is the success of the Instrumental Music Service which maintained provision in all current East Lothian schools throughout the school session, offering weekly lessons for 857 pupils. Throughout the session it once again expanded to offer instrumental provision in **all** East Lothian schools and promote equitable access to music making.

3.12 Key challenges and opportunities

3.12.1 The first part of the Progress Report and Improvement Plan also sets out the key challenges and opportunities facing the Education Service for 2021/22 and beyond. It also seeks to align these with the key areas of focus for our teams.

3.12.2 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 school estate. We are committed to continuing 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.

3.12.3 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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East Lothian
Council

EDUCATION PROGRESS REPORT & IMPROVEMENT PLAN 2021/22



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Introduction

Welcome to the East Lothian Education 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**
- **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 and learn.**



Our approaches will ensure that we 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, Achieving, Nurtured, Active, Respected, Responsible and Included.

This Progress Report highlights our evaluation of Education priorities from 2020/21, and also sets out our improvement priorities for Session 2021/22.

COVID-19 in East Lothian

At the start of the new school session 2020/21, our schools successfully reopened. School staff, children and families adapted very well to the 'new normal', albeit that the required mitigations to ensure the health and safety of all users remained challenging. School staff remained mindful that our children and young people each had very different experiences and have worked hard to assess children's progress and to support them to move on in their learning.

The subsequent further period of lockdown post-Christmas signalled to us that the pace of improvement and change was disrupted and we had to reassess our priorities and refocus on what matters for all children and young people. Our aim is always to progress with all of our

improvement priorities but there remains no doubt that our focus changed, with recovery being at the heart, and the pace of change has been adapted to suit the circumstances.

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 2020/21 there were:

- 8,557 pupils in East Lothian Council's 34 primary schools
- 6,325 pupils in six secondary schools
- 2,449 children accessing 600 hours of early learning and childcare across 33 Local Authority settings and 18 private and voluntary sector partnership centres
- 148 Eligible 2's
- Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 2 mainstream secondary schools with 62 primary and 58 secondary pupils attending during this academic session
- 26.7% of all pupils had an additional support need (up from 24.0% in 2019/20)
- 1.4% of all pupils were recorded as care experienced, in line with the previous year

- 5.9% of pupils were recorded as living in the 20% most deprived areas compared with 20.2% in the 20% least deprived areas. This was broadly in line with the previous academic session
- The Pupil Teacher Ratio (PTR) was maintained at 15.1.
- The Average primary class size decreased slightly to 23.6 (down from 24.2 in 2019/20).
- 76% of our primary school buildings were reported as in 'good' or 'satisfactory' condition
- 100% of our secondary school buildings were reported as in 'good' or 'satisfactory' condition

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

Progress during session 2020/21 with our priorities

This next section of this report describes the progress made with the main priorities for the Education Service between August 2020 and June 2021. 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 2021/22 which takes account of our progress to date, what the data is telling us and the impact of the COVID-19 pandemic.

The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. This Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the National Improvement Framework Improvement Plan and those identified by the Council. The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of August, annually.



This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2020 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 2021/22 is 'Getting it Right for Our Children – Living and Learning in East Lothian'.

Our aim is to continue to develop an 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, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

Overall, progress has been made to deliver on most of the key priorities and objectives set out in the Education Service Plan, however this has been adversely affected by the pandemic. Quality Frameworks such as How Good is Our School? (4th edition) and the East Lothian How Good is our Service Framework continue to support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

We continue to make use of a range of data and evidence to inform progress made with current priorities and inform future areas for improvement. In line with national expectations, this includes pupil, parent and staff surveys. Further evidence gathered to inform this progress report would usually include the following, however Education Scotland inspections were on hold all year and in-school visits have not been permitted due to COVID guidance restrictions:

- Education Scotland and Care Inspectorate reports on schools and services
- School validation/review visits
- Attainment and achievement data, including Local Government Benchmarking Framework data (though there are limitations in the use of SQA data for both years due to the cancellation of the examination diets)

Attainment data previously published is accurate up until 2018/19. Following that, alternative assessment arrangements as a result of the pandemic meant that data collected either wasn't published or could not be meaningfully compared to previous years. All the most up to date data and projections are contained within the Raising Attainment Strategy which was agreed at Council in June 2021.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2021, and Insight data will be published in February 2022. We are not permitted to share this data until that time.

Education Service Improvement Priorities 2020/21: Evaluation of progress and next steps

PRIORITY 1 : Attainment and Achievement

In Session 2020/21 we aimed to:

- Continue to embed the self-improving schools model.
- Develop and trial new school review methodology.
- Strengthen curricular transitions and progression in learning from 3-18 years.
- Develop a consistent approach for assessing, monitoring and tracking learning to deliver optimum levels of attainment and achievement.
- Finalise our Raising Attainment Strategy and develop further schools' own approaches to raising 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.
- 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.

Evaluation of Progress

- Progress has been made in terms of data directed discussions with Head Teachers at Associated School Group (ASG) meetings. Each ASG met five times throughout the session and these meetings have informed wider improvement areas including raising attainment, digital learning, school improvement planning, standards and quality reporting and Pupil Equity Funding evaluation and planning for 2021-22. Use of the Early Learning and Childcare Quality Assurance Guidance, along with schools' use of the Quality Indicator Toolkit, have ensured a continued focus on evaluated outcomes leading to informed improvements in most schools.
- A short-life working group was established comprising Head Teachers, Quality Improvement Officers, Education Scotland and SEIC Associate Assessors but this area of improvement was paused in April 2020 as a result of school closures. It will be resumed in October 2021.
- Curricular transitions formed part of the wider Raising Attainment Strategy with a focus on P7 to S1 transition and progression into third and fourth levels of the BGE. This is still at an early stage but will inform future test for change work, leading to wider improvements across secondary schools in the future .The Early Learning and Childcare transition project has strengthened transition arrangements at early level. Schools have developed new and innovative ways to strengthen the transition experience of pupils as a result of recent COVID restrictions such as virtual 'meet the teacher' sessions, online video tours of secondary schools, and the use of Google Classroom for P7-S1 transition activities.
- The use of the SEEMIS module Progress and Achievement is established across the Broad General Education (BGE) in all schools with all schools having received teacher professional learning sessions on its use in 2020-21, and the majority of schools now using it. This is becoming more robust within Early Learning and Childcare settings. Our aspiration is that 100% of settings will be using this by the end of Session 2021/22. Information contained within Progress and Achievement is used by schools as part of their data informed tracking and monitoring of pupil progress at individual pupil, class and whole school level. Through their self-evaluation procedures, schools have identified the need for further moderation in relation to the quality of assessment information entered into Progress and Achievement to ensure accuracy. The Progress and Achievement Analysis Tool has been developed for school leadership teams to work with the data to produce gap analysis and inform discussions internally with classroom teachers.
- Sharing of a variety of data at ASG level, for example attainment at and within BGE, SIMD, pupil ASN, school context, EAL, etc for each session and comparison of trends over time has resulted in greater awareness and shared understanding of the barriers to attainment for learners across East Lothian schools. In response, work streams were established to focus on five attainment areas; Early Level attainment, Writing attainment, attainment of boys, closing the poverty related attainment gap and BGE curriculum transitions. There is a high level of ownership and shared professional commitment to affect change and improvement through each work stream involving head teachers, deputes, principal teachers, secondary, primary and ELCC practitioners and other partners. Additional strategic support focussing on quality improvement has been provided by the Children and Young People's Improvement Collaborative (Scottish Government) and our Education Scotland Attainment Advisor, through the

delivery of high quality professional learning to those involved in each work stream. This has supported each work stream to better identify clear priorities for improvement in their designated area. The awareness raising of the attainment agenda through the development of the strategy can be seen in 12 primary schools' participation in the Early Level Literacy Pilot project: Building Strong Foundations, as well as every school identifying a key raising priority in their improvement plan for 21-22, based upon their own attainment data. A Head Teacher Development Day in May 2021 outlined the need for a relentless focus on raising attainment and developed Head Teachers' skills in identifying their gaps with robust use of data.

- Stemming from the Raising Attainment Strategy work and linked to the overall Raising Attainment Strategy, a working group is being established to take forward a Literacy Strategy in session 2021-22.
- In response to the Alternative Certification Model for NQ21, all schools were involved in identifying consistent approaches to assessment and quality assurance and moderation. Aspects of these practices will continue next session to support high quality consistent professional understanding of national qualification standards. A new East Lothian Council Quality Assurance and Moderation Support Officer (QAMSO) group was re-established in March 2020 and a QAMSO improvement plan for 20-21 was identified. Many of these priorities were paused as a result of COVID school closures, but will be taken forward in Session 21-22. This includes a series of virtual national training opportunities led by Education Scotland and in partnership with SEIC, Midlothian and Scottish Borders representatives beginning in September 2021. This opportunity is open to established QAMSOs and all classroom probationers across ELC schools.
- The Education Service developed further Remote Learning Guidance to schools based upon the experiences of learners during the first lockdown. This guidance to schools provided clarity in terms of vision and expectation in relation to improvements in the quality of the remote learning experience during the second lockdown. Practitioners were also supported by our SEIC Digital Lead in areas of professional development required to enhance the remote learning experience. Evaluation data showed an increase in pupil engagement and the variety of approaches used by schools through digital and remote learning means. This included examples of live teaching, recorded lessons and feedback to pupils on next steps in learning.
- The combined Attendance and Home Education Policy has been drafted and finalised, and is now ready for consultation with stakeholders in 2021-22.
- The Digital Learning and Teaching Strategy is being reviewed to take into consideration the positive impact of COVID upon digital learning and practitioner professional learning. We have currently reviewed version one of the strategy document which in its updated format addresses 4 priorities within the Digital Learning and Teaching Strategy. These are;

- Infrastructure
- Professional Learning
- Learning and Teaching
- Digital Distance Learning

A range of partners have been involved in the update of this document from QIOs to IT officers, ASN teams and Early Years staff with a further aim being to involve school staff and children in the finalising of the document. Feedback on how this may be impact and be rolled out across all East Lothian schools is paramount to the success of embedding the strategy across East Lothian. Through the updating of the document we have also strengthened a range of partnerships with external providers for East Lothian and we will ensure that the Strategy is a sustainable model that will support all schools in their digital journey. It is also essential that this is embedded within an overall Learning, Teaching and Assessment Strategy.

There has been a huge upskill of all Instrumental Music Instructors to ensure successful digital delivery to maximise opportunities for our young people. Training sessions delivered by the Music Education Partnership Group for staff and sharing of best practice was regularly encouraged and undertaken at both local and national levels.

PRIORITY 2 : Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

In Session 2020/21 we aimed to:

- Finalise and launch our new combined Attendance and Home Education 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 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.
- Review and improve the Health & Wellbeing and Personal and Social Education 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.
- 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
- 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.
- Finalise the Inclusion Policy and provide appropriate professional development opportunities that will allow schools to provide high quality, inclusive learning environments.
- Consider and take forward the recommendations from the national ASL review by establishing a ASL forum involving parents and children/young people.
- Review the deployment of Classroom and ASN Auxiliaries to take into account the recommendations from the Education Endowment Fund (2018)

- 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.

Evaluation of Progress

- The draft Attendance and Home Education Policy that includes updated guidance on home education and flexi-schooling has been completed. This document has been distributed for consultation in Aug 21 and presented to Education Committee in November 21 for approval. The policy includes a new tracking and monitoring process for schools that will allow earlier identification and intervention to support children, young people and families to attend and engage in school.
- We have improved support for the wellbeing, learning and attainment of our care experienced young people through an increased collaboration with Children's Services and the development and professional learning of a new network of Designated Managers for care experience in every school leading to 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 and through further development of younger Champs Groups in partnership with Who Cares Scotland.
- Alternative education programmes have been created with a small number care experienced young people who have been disengaged from mainstream school. Almost all of these young people have achieved national qualifications, which have enabled them to move forward into positive destinations.
- We have refreshed and updated our Child's Planning Framework guidance and documentation. Professional learning activities have taken place and a Learn Pro module has been developed with an associated expectation that all staff understand their responsibilities in meeting the needs of children and young people.
- We have re-established the multi-agency GIRFEC implementation group comprising key partners from social work, health and communities. The focus on this group next session will be developing a measurement framework to demonstrate impact.
- We have continued to support schools to develop nurturing pedagogy and relational approaches through the delivery of a range of professional learning opportunities including Learn Pro modules, nurture network and conferences. The continued focus on nurture as a key tenet of recovery from COVID is visible across schools and commented on positively by a range of stakeholders. This was evidenced through evaluation of Career Long Professional Learning and the increase in nurturing approaches in place across schools.

- A school-based counselling service is now in place for children aged 10 and above. This service is delivered by MYPAS and to date 140 children and young people, across all schools, have been accepted for support. Remote drop in sessions are in place.
- The majority of primary schools are using the Building Resilience Programme to support the mental health and wellbeing of their pupils. We expect that all schools will be using this by the end of Session 21/22. We continue to support this programme through providing professional learning opportunities and networking.
- A Mental Health Youth Work team is in place and is working closely with schools and colleagues to deliver a range of interventions and projects. The youth workers are linked to an associated school group and aim to:
 - raise awareness and understanding of mental health and wellbeing and the importance of prevention and early intervention
 - support whole school policy and practice in schools to build capacity in pupils and staff to manage mental health and wellbeing concerns
 - coordinate and signpost pupils and staff to relevant support
 - deliver targeted interventions to pupils requiring additional support for anxiety (e.g. Low Intensity Anxiety Management (LIAM)), resilience (e.g. Blooms resilience group work) and bereavement (e.g. Seasons for Growth).
- A one door, single point of access is now in place to accept requests for assistance from professionals who have concerns about a child or young person's mental health and wellbeing. To date, 407 requests have been made to the Single Point of Access with associated advice and support provided. Interventions and services accessed in this way include school counselling, LIAM, NHS art therapies, or support from a mental health youth worker, which is adapted to meet individual needs. Within the next few weeks, sessions with school staff and GPs to increase understanding of this new process, the services involved and how best to access them.
- The Inclusion Policy and Accessibility Strategy was approved by Education Committee in November 2020. A multi-agency working group has been established to take forward the actions within the strategy. Professional learning opportunities have been provided with an associated expectation that 90% of children and young people can have their needs met within their catchment school.

PRIORITY 3 - Employability

In Session 2020/21 we aimed to:

- 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 UK Government's Furlough Scheme. This will include access to the UK Government Kickstart (KS) scheme and The Scottish Government No-One Left Behind (NOLB) Employability Strategy. The strategy includes The Young Person's Guarantee (YPG), No-one Left Behind (NOLB) and The Parental Employability Support Fund (PESF) grant funding.
- Develop integrated interventions and programmes, using a family centred approach through PESF (Parental Employability Support Fund) /DESF (Disability Employability Support Fund (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 (GT), Prevocational Training (PT), Mission Ambition (MA), as well as literacy and numeracy support.
- Be responsive to Labour Market Analysis and work with partners to create sustainable pathways, including new courses by Edinburgh College and The Ridge (e.g. Winter Leavers, Dual Qualifications in Care).
- Continue to build Foundation Apprenticeship frameworks, in line with labour market intelligence and our young people's needs.
- 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 (DEC) qualifications in two pilot secondary schools, maintenance of the School to College Partnership (DYW).
- Develop programmes for Phase 2 of NOLB, the devolvement of Employability Fund (EF) and Community Jobs Scotland (CJS), to Local Authorities.
- Create a NOLB Paid Work Experience programme, specifically for individuals at Stage 1/2 of the Strategic Skills Pipeline (SSP)- including school leavers.
- Expand the 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 and ongoing monitoring of 'unknown' destinations.
- Support post-school employability - European Social Fund (ESF): Pipeline to Employment - support for participants with multiple barriers to employment who are far from the labour market & require intensive support: key worker support; core skills, basic ICT & ESOL; intensive package of personal & social development; work based training; work placements; vocational skills training; job search & brokerage; and a wage subsidy scheme.
- Utilise the Challenge Fund - Grant funding scheme for 3rd sector organisations. Projects fit the 5-stage employability pipeline & complement existing provision. Targeting: unemployed males over 50 years old; criminal justice background; mental health issues; long term unemployed (both male & female); and care experienced.

Evaluation of Progress

- ELW has developed the draft 'Workforce for the Future', which has been endorsed by CMT and has been updated to include greater connection to and emphasis on:
 - Health and Social Care Plan.
 - LAC, Care Leavers and Corporate Parenting.
 - The Council's Workforce Development Plan

ELW is now putting in place 30 apprenticeship, internships and traineeships across ELC. These posts need to be recruited to before March 2022.

ELW was successful in bidding for the KickStart contract and we became both a Gateway Organisation and an Employer. This contract awarded 55 fully funded places.
- During the information gathering phase of the ELW Service Review, it became evident that resources needed to be re-aligned to the updated national priorities. It also became clear, as we moved into the COVID 19 pandemic that a more flexible, collaborative staffing structure, with additional capacity, would be required for us to be able to work at pace. Guidance pertaining to NOLB promoted a single team and partnership approach. Performance data also suggested that we required additional post school Employability programmes and that the existing Adult Learning

Programme was not producing sufficient Employability outcomes. Regional Literacy and Numeracy attainment was also a priority area for improvement and research from Glasgow College and The University of Strathclyde promoted a family centred approach to raising attainment. As a result the following teams have been established:

1. **School** (NOLB (Steps to Employment), DYW, Foundation Apprenticeships, Transitions, Work Experience, ESOL for Schools, Leaver Programs and Transition support, School to College Partnership, Jobs Kingdom Live, Disability Support, Vocational Skills College, bespoke offers)
 2. **Post-School** (ESOL, Adult Literacy and Numeracy, Skills for Work, Syrian Refugee Program , Paid Work Experience, Adult Certification and Skills Development Courses)
 3. **Family Learning** (Parental Employability Support Fund (PESF), Literacy and Numeracy Support, Family Learning, Disability Employability Support Fund (DESF), Oxford Program, Mission Ambition, Growing Together, Parental Employability Support: with a focus on in-work poverty and unemployment)
 4. **Funding, Compliance, Customer Services and Data** (Procurement, Community Benefits, Customer Services, Business Engagement, Online Presence and Social Media, Stakeholder feedback, Data Analysis, Grants)
- Education Support Officers in Literacy and Numeracy have been appointed to lead innovative approaches to Family Learning, in collaboration with Children's Services, with a view to improving attainment and educational outcomes (monitoring and evaluating using data). This will involve working with Employability colleagues on projects that will deliver the Key performance Indicators detailed within PESF. This involves projects that will improve the following outcomes for parents:
 1. The individual's participation has increased their hourly or annual wage
 2. Achievement of a qualification or certification
 3. Achievement of Employment, Self-Employment or Sustained Employment
 4. Progression along the Strategic Skills Pipeline
 - ELW offers an extensive School to College Partnership (SCP) programme and our portfolio of Foundation Apprenticeships were developed in line with labour market intelligence for the region. In 2020-21 we offered 47 SCP courses that were taken up by 232 pupils. 185 pupils completed the courses (80%) and 47 pupils were withdrawn with agreement between the home school and Edinburgh College (20%). Currently we have 140 pupils enrolled in 39 courses.

- ELW currently has 50 Foundation Apprentices, which is an increase from the 2019-20 figure of 43. Attainment/completion on these courses. All 12 Foundation Apprentices from the 2019-20 who were studying Scientific Technologies successfully completed their courses.
- Musselburgh Grammar School and Ross High School are the IRES City Deal Pilot Schools for Design Engineer Construct. A review of the regional Technologies Curriculum, was undertaken through engagement between Education Scotland and Faculty Leads. It was agreed that curriculum pathways and skills development would become better aligned to the college curriculum entry points (Engineering, DEC and Trades). A significant investment of £330,000 per year, over a period of 5 years (£1.5 million) is being invested by East Lothian Council (through the approved Capital Budget) into curriculum resources, to modernise the curriculum and raise attainment. We are in year 3 of this funding.
- ELW has a strong relationship with The Ridge, who are training our pupils in Stonemasonry and Construction. Schools refer appropriate S3 (level 4 units in Construction Crafts) and S4-S6 (Level 5 Construction Crafts). We also have a Rural Skills S4-6 Level 4 cohort. Entry to the courses are based upon competitive interviews, involving staff from ELW, The Ridge and Schools. Care Experienced pupils are prioritised. We are also preparing to deliver multi-skilled trade qualifications in partnership with the Building Engineering Services Association (BESA), at the new Wallyford Learning Campus. In addition to this we are developing rural skills qualifications on this site with the support of the Scottish Rural College (SRUC) and Morrison's Construction, through the Hub Social Value Contract.
- ELW has implemented Phase 1 of the adult phase of NOLB, through the creation of a dedicated team and the creation single point of triage referral. We have also updated our website and improved our customer facing online presence, as part of COVID19 recovery and in preparation for the end of furlough. In addition 'Steps to Employment' has been implemented, as a targeted paid work experience program.
- ELW has two fully funded staff in post to deliver Partnership Action for Continuing Employment (PACE), which provides support for vulnerable businesses and those at risk of redundancy.
- As a result of the ELW Service Review the Local Employability Partnership Group (LEP) was re-established. A Transitions Task Force (TTF) (made up of ELW, SDS, DWP and Edinburgh College) was formed as a subgroup of the LEP, as it was recognised that existing processes could be improved to better meet the needs of vulnerable cohorts and those at most at risk of disengagement. The LEP will become the decision making group for NOLB phase 2. Our initial Positive Destinations Report (SLDR), prior to the pandemic was 95.8% (2018-19). For the 2019-20 cohort the initial snapshot result was 92.5% (below the National Average of 93.3%), as a result of COVID19. The follow up report, after all individuals were tracked and supported into positive destinations by the Partnership Transitions Task Force, was 93.5%, which placed us 10th out of 32 local authorities (LAs) and above the national average. We have guaranteed every school leaver a nominated key worker, in partnership with SDS, to track and support young people to the age of 19.

- Our Participation Measure (the statistic which records positive destinations 3 years after the school leave date) is currently 94% (August 2021) and 5th out of 32 local authorities. . Prior to the pandemic, we had reached a peak of 95.8% and recovery to this point and then continued improvement becomes our target. The Participation Measure tracks the current status of 16-19 year olds. ELW and SDS have identified and allocated a key worker to all leavers and will support them until the age of 19, regardless of their status (red, amber, green).
- Under the previous ELW structure The 'Transitions Team' in 2019/20 had 23 young people under the age of 20 years and 7 young people over the age of 20 years receiving a service. Since March 2021, until September 2021 (under the new NOLB Team structure) there have been 23 engagements for individuals under the age of 20 years and 11 engagements for those over the age of 20 years.

PRIORITY 4 - Leadership

In Session 2020/21 we aimed to:

- 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, development days and working groups. As a result, we have been able to demonstrate an overall improvement in the quality of leadership.

	Primary 2021 Actual				Primary 2022 Target			
QI	Satisfactory	Good	Very Good	Excellent	Satisfactory	Good	Very Good	Excellent
1.3	12	18	3	1	9	20	4	1
2.3	12	18	3	0	10	20	4	0
3.2	19	13	1	0	17	15	2	0
	Secondary 2021 Actual				Secondary 2022 Target			
	Satisfactory	Good	Very Good	Excellent	Satisfactory	Good	Very Good	Excellent
1.3	0	4	2	0	0	4	2	0
2.3	0	5	1	0	0	4	2	0
3.2	0	5	1	0	0	5	1	0

- 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 MSTeams 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 2021/22.
- 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).

5. Finance and Resources

In Session 2020/21 we aimed to:

- 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 continued with our review of the Learning estate with Phase 1 which included an online survey completed in the first half of 2021. Phase 2 of the review, (informal community consultation sessions) is scheduled for October 2021.
- A new Learning Estate Senior Managers' group was formed that reviews progress with the Learning Estate on a fortnightly basis.
- The COVID-19 pandemic has had an impact on construction work in East Lothian. Whilst work did stop during both lockdowns, work has resumed and we have recently completed the largest programme of summer works designed to improve aspects of the condition and suitability of the estate. In addition, due to continued population growth, we are in the process of extending 17 schools and establishing 5 new build schools across the county.
- 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 are almost complete.
- 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.
- Of particular note is the success of the Instrumental Music Service which maintained provision in all current ELC schools throughout the school session, offering weekly lessons for 857 pupils. Throughout the session it once again expanded to offer instrumental provision in **all** ELC schools and promote equitable access to music making. Currently c1000 registrations have been received for session 2021/22 and there requires now to be planning around the implications of no charging for 1 year as announced by Scottish Government.

The IMS remained committed to improving outcomes for learners and raising attainment through PEF Funded Musician in Residence Schemes – Pilots at Windygoul PS and Dunbar PS - Working with QIOs and school teams to address the gender based attainment gap, poverty related attainment gap and assist with curriculum transitions. A targeted intervention for 35-40 identified pupils in each school will be part of our new ensembles with a focus on pupils in deciles 1&2.

There has been collaboration with the Youth Music Initiative to encourage equitable access to Instrumental Tuition and for those who would not normally engage in instrumental music to enjoy the benefits – RHS Pilot with Oi Musica – 48 identified pupils will form the RHS Street Band in the new school session.

Community links will be further developed with local performances, connections with care homes and local organisations through local amateur music groups and the charity Together with Music.

Continued impact of COVID-19 and implications for improvement planning 2021/22

Whilst Education has continued to progress key areas of development during session 2020/21, 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. We remain, however ambitious for our children and young people which is reflected in the improvement priorities below.

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 2021/22.

Priority	High Level Actions	Lead Person Timescale	2020-21 Baseline Measure	Expected impact and measurable outcomes for learners
PRIORITY 1 A Relentless Focus on Raising Attainment Closing the Poverty Related Attainment Gap	<p>1.1 Improve attainment within the broad general education stages, by implementing the Raising Attainment Strategy</p> <p>1.2 Improve attainment within the senior phase by maximising opportunities through curriculum planning, consortium arrangements and partnership delivery</p> <p>1.3 Identify and reduce the attainment gap between the most and least deprived children</p> <p>1.4 Continue to focus on improving the attainment and</p>	<p>Quality Improvement Team</p> <p>By June 2022</p>	<p>2020-21 Levels of Attainment (P1, P4, P7):</p> <p>Boys' Level of Attainment / Girls – Boys % gap P1, P4, P7 Reading: 67.0% / 6.1% Writing: 55.1% / 11.2% Talking and Listening: 75.6% / 9.1% Literacy: 52.2% / 11.6% Numeracy: 66.7% / -1.3%</p> <p>Boys' Level of Attainment / Girls – Boys % gap S3 Third Level 2018-19 Reading: 86.2% / 5.3% Writing: 84.0% / 6.7% Talking and Listening: 87.7% / 4.2% Literacy: 81.8% / 7.0% Numeracy: 89.5% / 1.7%</p> <p>Boys' Level of Attainment / Girls – Boys % gap S3 Fourth Level 2018-19 Reading: 45.4% / 15.5%</p>	<p>Raise boys' level of attainment by 2% per annum to continue to close the gender attainment gap</p> <p>Raise levels of writing attainment in P1, P4, P7, S3 by 2% per annum in line with stretch aim of 85%</p> <p>Raise levels of attainment in Primary 1 by 2% per annum in line with stretch aim of 85%</p>

	<p>achievement of Looked After children and young people.</p> <p>1.5 Continue to support our looked after children and young people to achieve by implementing the corporate parenting plan.</p>	<p>Virtual Head Teacher By June 2022</p>	<p>Writing: 39.7% / 16.0% Talking and Listening: 46.9% / 6.7% Literacy: 45.4% / 15.5% Numeracy: 61.1% / 3.8%</p> <p>Writing Attainment Levels: P1: 64.2% P4: 58.9% P7: 58.9% S3 (2019): 87.1% (Third Level) 47.2% (Fourth Level)</p> <p>Primary 1 (Early Level) Attainment Levels: Reading: 72.6% Writing: 64.2% Talking and Listening: 84.0% Literacy: 62.0% Numeracy: 70.6%</p> <p>Poverty Related Attainment Gap (Q5-Q1) (P1, P4, P7): Q5-Q1= PRAG (% gap 2020-21) Reading: 29.6% Writing: 32.7% Talking and Listening: 24.0% Literacy: 31.2% Numeracy: 30.4%</p> <p>S3 Q5-Q1=PRAG (% gap 2018-19)</p> <table border="1"> <thead> <tr> <th></th> <th>Third Level</th> <th>Fourth Level</th> </tr> </thead> <tbody> <tr> <td>Reading:</td> <td>49.6%</td> <td>45.7%</td> </tr> <tr> <td>Writing:</td> <td>47.5%</td> <td>47.2%</td> </tr> <tr> <td>Talking and Listening:</td> <td>41.9%</td> <td>56.1%</td> </tr> <tr> <td>Literacy:</td> <td>49.3%</td> <td>45.7%</td> </tr> <tr> <td>Numeracy:</td> <td>46.7%</td> <td>59.6%</td> </tr> </tbody> </table>		Third Level	Fourth Level	Reading:	49.6%	45.7%	Writing:	47.5%	47.2%	Talking and Listening:	41.9%	56.1%	Literacy:	49.3%	45.7%	Numeracy:	46.7%	59.6%	<p>Reduce the poverty related attainment gap (Q5-Q1) by 2% per annum</p> <p>100% of Education and children’s Services staff are aware of their responsibilities under the Corporate Parenting Plan</p>
	Third Level	Fourth Level																				
Reading:	49.6%	45.7%																				
Writing:	47.5%	47.2%																				
Talking and Listening:	41.9%	56.1%																				
Literacy:	49.3%	45.7%																				
Numeracy:	46.7%	59.6%																				

Priority	High Level Actions	Lead Person Timescale	2020-21 Baseline Measure	Expected impact and measurable outcomes for learners
PRIORITY 2 Getting it Right for Every East Lothian Child Ensuring Wellbeing, Equality and Inclusion	2.1. Improve the attendance, participation and engagement of all learners and especially those who are living in poverty, are care experienced or have other protected characteristics	Lynne Binnie QIOs June 2022	Attendance LAC/ASN/SIMD Exclusion Alternative learning pathways % of schools evaluated good or above for 3.1	Continued improvement in average pupil attendance % compared to the average for the three previous sessions (2018-2021) = June 2022 average % pupil attendance 92.7% or better. A 10% reduction in numbers of pupil exclusions compared to the average for the three previous sessions (2018-2021) = June 2022 number of pupil exclusions of 230 or less, with 0% exclusions for care experienced children and young people, and those on the child protection register All learners have appropriate full time learning pathways Increase in schools evaluated as 'good' for QI 3.1 to 100%
	2.2. Improve the mental health and wellbeing of our children and young people	Lynne Binnie June 2022	% of young people accessing SPA % of referrals to CAMHS No of bullying incidents recorded on SEEMIS	Children accessing SPA Reduced referrals to CAHMS reduce the number of children and young people reporting they experience bullying and/or racist behaviour
	2.3 Embed the principles of UNCRC and The Promise across all aspects of the Education Service <ul style="list-style-type: none"> HTs will have a strategic overview of the attendance, attainment and exclusions of care experienced children and young people and support 	Lynne Binnie June 2022	Number of schools signed up to the Rights Respecting School Award See baseline data above for attendance and exclusion	100% of schools achieving RRS at bronze, silver and gold See measures above for attendance and exclusion

	<p>schools to ensure they receive all they need to thrive at school.</p> <ul style="list-style-type: none"> • UNCRC training programme for staff is rolled out to schools to ensure a clear focus to the teaching of children's rights as part of the curriculum. This will include a specific focus at HT Meetings. • Through training, all Designated Managers, Teachers and school staff will be supported to be aware of the issues facing care experienced pupils so they can best engage and encourage. • All Designated Managers will receive training to ensure language around care experienced children and young people is easily understood, positive and does not create or compound stigma. 			<p>All schools in East Lothian will have a clear understanding of the rights of children and how to uphold them. All children, whatever their educational setting, will learn about their rights in a developmentally appropriate way.</p> <p>All Designated Managers and HTs have and engage actively with the most up to date data around their care experienced learners and have articulated their targeted plans to Quality Improvement Officers. Expected outcomes are contained in Priority 1.</p>
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Priority	High Level Actions	Lead Person Timescale	2020-21 Baseline Measure	Expected impact and measurable outcomes for learners
<p>PRIORITY 3</p> <p>Employability</p>	<p>3.1 Clear communication of the ELC Employability offer.</p> <p>3.2 Progress the Workforce for the Future plan (attached)</p> <p>3.3 Parental Employability Support Fund (PESF) and Family Learning.</p> <p>3.4 Implementation of No-one Left Behind Phase 2 (NOLB). Transition Support.</p>	<p>N. Craik-Collins ELW LMT</p> <p>A Hood ELW LMT</p>	<p>SLDR 94.5% Participation Measure 94% PPRC Engagement 28/32 of Scottish LAs 51 negative status (regional) 4 Unknowns (August 2021)</p> <p>32/55 Kickstart Engagements (End December)</p> <p>Incorporated within the Employability targets contained within Workforce for the Future</p> <p>Awaiting confirmation from Scottish Government with regards to Key Performance Measures, funding and associated timeline.</p> <p>Introduction of NPA6 Target of 100 engagements</p>	<p>Stakeholder feedback confirms that there is an understanding of the key performance measure:</p> <ul style="list-style-type: none"> • Increase in the number of how many youths/adults have been supported to engage with Council Employability Programs or who have moved into a positive and sustained destinations. • SLDR target 95.5% • Participation Measure 95.5% • PPRC Engagement 25/32 of Scottish LAs • 30 negative status (regional) • 0 Unknowns <p>100% of ELW, Education and Children’s Services staff are aware of their responsibilities and the opportunities contained within the Employability Service Improvement Plan.</p> <p>Transition to Workforce for the Future- continued support for Kickstart Placements and a target of 30 additional internal opportunities under the Workforce for Future (NOLB, YPG, ESF,PESF)</p> <p>PESF and Family Learning Pilot Projects.</p> <p>New programmes to replace Employability Fund and Community Jobs Scotland provision, utilising localised delivery model.</p>

3.5 Co-ordination and support for 3-18 Developing Scotland Young Workforce.

- Scientific Technologies NPA 6 Chemistry Pilot Project.
- Development and Support of IRES City Deal Design Engineer Construct pilot projects.
- Development of Social Value Community Agriculture Pilot Project and STEAM Education, in partnership with SRUC, BESA and Morrison's Construction.
- Development of Enterprise programmes.
- Development of Disability Support through Career Education and Work Placement Standards.

3.6 Development of a pilot Vocational Skills College programme.

Pilot Projects agreed

Develop qualifications and pathways in rural skills, Engineering, Construction and multi-skills trades.

School engagement with new Enterprise qualifications and pathways.

Introduction of supported pathways. Enhancement of a person centred approach.

Introduction of supported pathways and qualifications. Partnership approach towards improving engagement, attendance and attainment. Access to BGE in further education. Greater levels of family engagement.

Improved attainment in Chemistry and increased S6 SVQ uptake in Foundation Apprenticeships.

Improved attainment opportunities within Technologies

Improved attainment and progression for adults and youths. Evidence of multigenerational and community based learning.

Improvement in Enterprise activities and business start-up opportunities.

Improved access to higher levels of progression and attainment. Evidence to suggest greater levels of choice, better matching of needs and equity/quality of access to skilled pathways.

Improved attendance in line with measures above
Improved attainment in line with measures above

Improved engagement with young people and families
Improved progression to FE, HE, training and Employment

<p>3.7 Development of a post school training and upskilling partnership programme.</p> <ul style="list-style-type: none"> • Identification of and support for Care Experienced adults (working with Children’s Services) 	<p>ELW LMT Post School and Family Learning Teams</p> <p>Local Employability Partnership.</p>	<p>Introduction of supported pathways and qualifications. Partnership approach towards improving engagement. Courses will be aligned to LMI, regional skills assessments and relevant data provided by partners such as DWP.</p> <p>Actual 463 (2018/19) 554 (2019/20) 557 (2020/21)</p>	<p>EDU 03 ‘number of people participating in ELW operated or funded employability programmes:</p> <p>Target 600</p>
<p>3.8 Progress the implementation of no-one Left Behind (NOLB)</p> <p>Developing a range of innovative qualifications pathways in partnership with the IRES City Deal</p> <ul style="list-style-type: none"> • Stakeholder Engagement and feedback • Impact Dashboards • Data Analysis • Online Presence • CBIP and Social Value • Procurement Framework • Grant Claims • Finance • Administration • Single point of referral and triage 	<p>ELW LMT DWY Co-ordinators Schools Team D. Dickson Economic Development</p> <p>N.Craik-Collins ELW LMT Schools Team Edinburgh College SDS Pilot Schools</p> <p>Post School Team</p> <p>Finance, Compliance, Data, Customer Service Team (FCDCS)</p>	<p>EDU01 ‘percentage of people involved in Council operated Employability programs, progressed into employment’:</p> <p>Actual 22.7% (2018/19) 14.4% (2019/20) 21.18% (2020/21)</p>	<p>EDU01 ‘percentage of people involved in Council operated Employability programs, progressed into employment’:</p> <p>Target 23%</p> <p>Ranking 28/32 LAs</p>

Priority	High Level Actions	Lead Person Timescale	2020-21 Baseline Measure	Expected impact and measurable outcomes for learners
<p>PRIORITY 4</p> <p>Finance and Resources</p>	<p>4.1 Develop and maintain a school estate strategy.</p> <ul style="list-style-type: none"> Continue to develop the learning estate strategy and improvement plan through a pre-consultation during 2021 that will seek to gather the views of East Lothian stakeholders <p>4.2 Continue to deliver a Best Value efficient and effective service at a time of diminishing resources and growing demand.</p> <ul style="list-style-type: none"> Implement the removal of charging for the Instrumental Music Service Implement the removal of charging for curriculum resources Continue to progress and finalise the DSM review and the approaches to funding ASN in our schools. 	<p>Neil Craik-Collins By November 2021</p> <p>Richard Parker Jonathan Gawn By October 2021</p> <p>Richard Parker Bev Skirrow By October 2021</p> <p>Richard Parker Session 2021/22</p>	<p>We currently have 11 schools with Condition rating C and 14 schools with Suitability rating C.</p> <p>Government Funding allocated: 21/22 Allocation £71,000 22/23 Allocation £35,000</p> <p>Government funding allocated: 21/22 Allocation £85,000 22/23 Allocation £42,000</p>	<p>The creation of a strategic Learning Estate Improvement Plan, which will address the existing context and place all schools into a Condition and Suitability rating of B+.</p> <p>None of the 1324 young people engaged in our Instrumental Music Service will be charged to participate in the service</p> <p>No young person in East Lothian is charged to participate in any of the 8 CfE curriculum areas</p>

Glossary

ASG	Associated Schools Group	GIRFEC	Getting it Right for Every Child
ASL	Additional Support for Learning	HWB	Health and Wellbeing
BGE	Broad General Education	NOLB	No-One Left Behind
CAMHS	Child and Adolescent Mental Health Service	PEF	Pupil Equity Funding
CFE	Curriculum for Excellence	PESF	Parental Employability Support Fund
CLPL	Career Long Professional Learning	PSE	Personal and Social Education
DESF	Disability Employability Support Fund	QAMSO	Quality Assurance and Moderation Support Officer
DSM	Devolved School Management	QIO	Quality Improvement Officer
DYW	Developing the Young Workforce	SDS	Skills Development Scotland
EAL	English as an Additional Language	SEIC	South East Improvement Collaborative
ELCC	Early Learning and Childcare	SIMD	Scottish Index of Multiple Deprivation
ELW	East Lothian Works	STEAM	Science, Technology, Engineering, Arts and Maths
EPS	Educational Psychology Service	UNCRC	United Nations Convention on the Rights of the Child
ESOL	English for Speakers of Other Languages		

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)	<p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none"> • 33 early learning and childcare centres within primary schools • 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup) <p>Additional early learning and childcare is provided through:</p> <ul style="list-style-type: none"> • Playgroups of which there are 14 in East Lothian. <ul style="list-style-type: none"> • 5 Tots and Teens Playgroups.
School Years	<p>Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools</p>

Additional Support Needs	<p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> • inclusive practices and support in all schools; • specialist provision in 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	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.
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