



East Lothian
Council

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

**TUESDAY 20 JUNE 2023, 10:30am
VIA VIDEO CONFERENCING FACILITIES**

1

Committee Members Present:

Councillor Bennett
Councillor Bruce
Councillor Findlay
Councillor Gilbert
Councillor Hampshire
Councillor McFarlane
Councillor McIntosh
Councillor Menzies
Councillor Yorkston - Convener
Ms G Gillan (EIS)
Rev G Sheridan (External Rep)

Council Officials Present:

Ms L Brown - Executive Director of Education and Children's Services
Ms N McDowell - Head of Education
Dr L Binnie – Service Manager, Inclusion and Wellbeing
Mr N Craik-Collins - Education Service Manager
Ms B Skirrow - Principal Officer (Education Service)
Ms J Allen - Communications Adviser
Ms J Boyle – Quality Improvement Officer (Equity)
Ms A Cameron – Service Manager – Early Years and Childcare
Ms L Byrne – Head of Children's Services, Children's Wellbeing
Mr N Trussler – Quality Improvement Officer, Education
Ms K Haspolat – Quality Improvement Officer, Education
Ms A Hood – Team Manager, Education & Employability

Teachers Present:

Ms S Penman – Head Teacher, Law Primary School
Ms K Vines – Principal Teacher (Equity)
Ms L Blair – Head Teacher, Sanderson's Wynd Primary School
Ms J Hannan – Head Teacher, Musselburgh Grammar School
Ms M Bertram – Principal Teacher (Pedagogy)
Ms L Davies – Head Teacher, St Martins Primary School

Clerk:

Ms M Scott, Committee Officer

Other Elected Members present:

Councillor A Forrest

Apologies:

Councillor F Dugdale
Councillor B Ritchie
Councillor T Trotter

Declarations of Interest:

None

Prior to the commencement of business, the Clerk advised that the meeting was being held remotely in accordance with the Scottish Government's guidance on physical distancing; that the meeting would be recorded and live streamed; and that it would be made available via the Council's website as a webcast, in order to allow public access to the democratic process in East Lothian. She stated that the Council is the data controller under the Data Protection Act 2018; that data collected as part of the recording would be retained in accordance with the Council's policy on record retention; and that the webcast of the meeting would be publicly available for up to six months from the date of the meeting.

The Clerk recorded attendance of committee members by roll call.

Councillor Yorkston extended a welcome to the Head Teachers who were present at the meeting.

Councillor Yorkston noted the sad passing of John Mclean who worked within Pinkie St Peter's Primary School and sent his condolences to his family and the community of Pinkie St Peters Primary School. Further condolences were sent to Councillor Dugdale on the passing of her father.

Councillor Yorkston congratulated Dr Lynne Binnie on her promotion and upcoming move to Edinburgh Council and wished her all the best for the future as this would be her last attendance at the Education Committee.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 21 MARCH 2023

The minutes of the Education Committee meeting of 22 November 2022 were approved.

2. EDUCATION SCOTLAND INSPECTION OF LAW PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted by the Executive Director, Education and Children's Services to report to Committee on the outcomes of the Education Scotland inspection of Law Primary School and Nursery Class.

Mr Nick Trussler, Quality Improvement Officer for Education noted the inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Law Primary School and Nursery Class.

At the end of the inspection process, the outcomes were published in a short letter to parents and carers outlining the key strengths and areas for improvement. The letter provided a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work which meant inspectors would not return to Law Primary School as a result of the inspection.

Mr Trussler stated the summary of inspection findings could be found within the report and this professional document is intended to be used by staff in progressing school improvement. Law Primary School secured gradings of 3 or satisfactory for both quality indicators inspected in the school, and in the nursery class both related quality indicators were graded as 4 or good. Mr Trussler highlighted the key strengths and areas for improvement found during the inspection.

Mr Trussler confirmed he would continue to work closely with the Head Teacher and staff to provide professional advice and support and challenge in the areas for improvement. He assured Members that the Education Service is confident in the plans for continued improved that are in place for the next session in the primary school and nursery classes. He added that the service recognised professional relationships across the school were strong and would facilitate capacity for improvement in the future. Mr Trussler was delighted that the hard work of all involved had been recognised.

Councillor Findlay asked what extra resources would be given to Law Primary School in order to improve the current situation and when open vacancies within the school would be filled. Mr Trussler stated that although the grading of satisfactory was given the feedback from Education Scotland was they were extremely positive about the planned development for improvement within the school and the capacity the school has to fulfil those improvements in the future. He added that feedback from Education Scotland was that they wholeheartedly supported the school's own self-evaluation for its current position and that capacity was present within the school in order to fulfil the planned improvement. In terms of the Education Service, Law Primary had been selected to take part in the National Writing Improvement Programme which will help the school to develop approaches to leader improvement within writing. Mr Trussler confirmed the Senior Leadership Team vacancies had now been filled and from the session starting in August the Senior Leadership Team would be operating at full capacity. Councillor Findlay asked if any extra resources would be directed towards Law Primary. Mr Trussler stated he would look at what additional resources would be needed but Education Scotland identified the capacity for improvement did currently lie within the school and the abilities and resources within the school would fulfil those improvements going forward but he would continue to support the school with this too.

In response to a question from Councillor Bruce, Mr Trussler explained follow-up inspections were dependent on the school but return visits would be completed if the school did not have the capacity to fulfil improvements or were graded as being unsatisfactory.

Councillor Hampshire asked if there was assessment done by inspectors regarding the impact on children from COVID in terms of effects to their learning or was it not considered as part of the inspection. Mr Trussler confirmed the inspectors did pick up on aspects of awareness of the pandemic upon the learning and the teaching that been able to happen during the period of school closure and the impact that had. Sally Penman, Acting Head Teacher at Law Primary School reported the inspectors were interested in the impact of COVID and recognised we had put various things in place to counter the gaps created by the pandemic. Extra interventions, particularly in writing over the last few years and was pleased to say attainment figures show an improvement in literacy and numeracy. She added that staff have also refreshed their approach to the teaching of spelling and reading and improvements have been recognised. Ms Penman stated the inspectors felt the things that have been put in place within the school were going to show improvements in the longer term and there is significant focus on increasing the teacher's capacity in terms of teaching and learning.

Councillor Findlay asked if there had been any feedback from parents after receiving the letter with the results of the inspection. Ms Penman reported parents had been supported the approach the school were taking for further improvements.

Councillor Findlay asked for a copy of the last inspection report completed at Law Primary but was told as this completed under How Good Is Our School? 3 it was not possible so there is no way to compare the school's position since the last inspection. Councillor Findlay felt it wasn't acceptable there was no way to track progress between reports.

Councillor McFarlane praised the Acting Head Teacher and staff on a positive inspection and said she was sure the planned improvements would make the school even better in the future.

Councillor Hampshire stated he was disappointed that Law Primary School did not get good for all areas and when looking at the areas for improvement, reflected that children from the school are a feeder to North Berwick Secondary School which is one of the best performing secondary schools in Scotland and he had no doubt the learning and teaching taking place within Law Primary would make sure every child tries to achieve their highest potential. He reflected that parents in North Berwick are very strong on the achievement of their children and put a lot of pressure on the school to ensure their child is achieving as high as they can but they sometimes feel this should be even higher. Councillor Hampshire said he felt the teachers within Law Primary School were doing a great job within that school and he was sure the department would ensure any improvements that could be within the school would be done. He hoped in the future the school would be graded good for all areas.

Councillor Yorkston echoed the comments of Councillor McFarlane and highlighted that all inspections will come up with areas for improvement and is the challenge of the school to ensure any areas for improvement were worked on.

Decision

The Committee agreed to:

- (i) Note the content of the Education Scotland letter (Appendix 1).
- (ii) Note the content of the Summary of Inspection Findings for the Primary School (SIF) (Appendix 2).
- (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).
- (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
- (v) Congratulate the Acting Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3. RAISING ATTAINMENT IN THE BROAD GENERAL EDUCATION

A report was submitted by the Executive Director for Education and Children's Service to report to the Committee on the improvement measures implemented by the Education Service's Quality Improvement Team to provide support and challenge to East Lothian schools in improving levels of pupil attainment in the Broad General Education and closing the poverty related attainment gap.

Ms Nicola McDowell, Head of Education reported a comprehensive briefing was delivered to Members last Thursday to give more details of the progress made and the interventions in place and a further briefing will be made to a future committee on Senior Phase Performance and our progress towards meeting our stretch aims.

Ms McDowell spoke to her report and drew Members attention to the key points which included; the pre and post-pandemic levels of attainment for both P1, 4 and 7, the response to COVID related school closures and planned interventions to address pandemic related gaps in pupil learning, how schools will track the professional judgement of a pupil's progress to ensure appropriate pace of progress continues to be made based on the needs of individual learners, the introduction of the Strategic Equity Fund which will assist East Lothian to close the poverty related attainment gap, how the Quality Improvement Team support and challenge to schools and how the establishment of the Pedagogy Team and how they support recovery and to build capacity in schools in order to help raise attainment. In addition she reported in order to support schools with the gap in writing attainment East Lothian have engaged two cohorts of primary schools with the National Writing Improvement Programme.

Ms McDowell concluded by stating as a team they were constantly updating and evaluating their priorities and she hoped it was evident to Members that we have a very clear focus on raising attainment and achievement for all through excellence and equity.

In response to questions from Councillor Yorkston, Ms McDowell explained it was very important to make sure teacher judgements were robust and based on all the right evidence and they were moderated. Mr Trussler stated in terms of professional judgement there were similar challenges across all three contexts although the approaches used to address these may vary. He highlighted the main challenges faced when forming a professional judgement of a learner's progress and explained the different approaches to moderation within schools.

Councillor Bruce asked what we haven't been doing or have been doing wrong within East Lothian to cause us to fall behind the national average. Ms McDowell stated she shared the same concern about our performance in writing and we are taking a close look at why our attainment isn't where it should be at certain stages, especially within writing. She added that it was important we had all the correct interventions in place to take us forward with this. Ms McDowell added it was important we recognised where we are and that we have the right interventions in place to move us forward. Over the last year our schools had writing training from a national training provider but we are now also involved in the National Writing Programme and the Pedagogy Team are also supporting the teaching of writing so they are delivering professional learning to teachers in our schools whose attainment levels show they require support with that. Mel Bertram from the Pedagogy Team gave an update on the interventions taken which have been successful within East Lothian which included implementing the National Writing Improvement Programme and working with staff to better their understanding of professional learning. Ms Bertram gave an update of work completed in an East Lothian school with second level pupils to increase their understanding of writing and one pupil quoted "before I started doing this I used to dread writing, you would have found me in the corridor instead of in my classroom" which showed through this work pupils were much more engaged and over 90% of the children involved in the survey said they were aware of their improvements. Ms Bertram stated the team had also worked with schools to help with numeracy and had a really positive experience within Macmerry Primary School.

In a follow up question Councillor Yorkston asked for timescales. Ms McDowell explained all schools had their own targets they would be looking to achieve in all attainment areas which are being tracked monthly and yearly so we would be expecting to see very regular improvements. She added that schools were being challenged if these improvements were not good enough and the reasons why. Mr Trussler confirmed the current National Writing Improvement Programme projections were very positive when compared to last year. He confirmed the programme would continue next school session with a new two cohorts of schools.

Councillor Hampshire stated as well as the impact of COVID and children living in poverty we also have the cost of living crisis which is causing both parents in a household to have to work longer hours which will have an impact on children. He asked if we were doing any recognition of that situation. Ms McDowell stated we remained very mindful of the challenges families are experiencing and equity work was ongoing at the moment that is supporting us to address that as well as working with colleagues across the Council on supporting with poverty, not just within the most deprived areas but also experiencing in-work poverty. Ms McDowell explained the Council had been looking at the cost of the school day to make sure our families don't have to spend money for their children to get good experiences at school. This includes looking at the cost of school trips. Jennifer Boyle, Quality Improvement Officer for Equity stated the Strategic Equity Fund was money given to local authorities with the specific aim of closing the poverty related attainment gap. She noted that we were not just looking at children living in the most deprived data zones and were also looking at children impacted by care experience, by additional support needs and in work poverty. Ms Boyle confirmed through that fund four Family Support Workers had been employed to work with schools that had the highest number of families living in poverty and are able to offer support all year round, including during the school holidays. Lynsey Blair, Head Teacher at Sanderson's Wynd Primary School confirmed her school had been allocated a Family Support Worker and explained each month they are sent an equity data tracker which gives a snapshot of where learners are attainment wise, which children receive free school meals, children who are care experienced and children with additional support needs. She explained they are able to use their Family Support Worker in a bespoke way and gave an example of them helping families getting their children into school in the mornings by collecting them from home and bringing them to school. Ms Blair explained the work of the FSW is solution focused and they put strategies in place to support families as well as looking at barriers and helping to break these down by ensuring families are getting benefits they are entitled to and that they can are getting access to supports they require. She added they will also support wellbeing, learning and take intervention groups.

In response to a question from Councillor McFarlane, Ms McDowell stated the Pedagogy Team provide support to schools but also provides professional learning opportunities for those appointed into the team as it gives class teachers a career boost to act up as Principle Teachers in a promoted post. Ms McDowell confirmed it was a competitive interview process and then staff were selected due to them being excellent class teachers who are now supporting other class room teachers to improve their practice. She added that they will be in post for a year with further opportunities to be reappointed or for them to be able to go into Principal Teacher posts of their own.

Councillor McIntosh asked how we are learning from other local authorities or giving our staff the chance to do professional development in partnership with other local authorities. Ms McDowell advised other local authorities had been delighted to learn from us and Ms Boyle had presented at several conferences on the work of the

Principal Teachers of Equity and the use we have made of our strategic equity fund and several local authorities have wanted to meet with her to discuss this further. She added that we do need to look outwards to see what other local authorities are doing too to continue to learn. Ms Boyle explained that we could also learn from looking inward as a Council in terms of our tracking and monitoring procedures and tackling in school attendance.

In response to a second question from Councillor McIntosh, Ms McDowell stated we do not believe longer hours in primary 1 and 2 would have a significant impact on children's progress and confirmed we have a wide range of class sizes within East Lothian and it could be said that children in very small classes do not get as good as an experience due to not having more peers to learn from or people to challenge them. She added that research showed it was the quality of learning and teaching that made the difference in the classroom and that is what we were working hard to achieve.

Councillor McIntosh asked how we are striking the balance in schools to ensure our workforce and pupils are not getting caught up in seeing themselves as statistics. Ms McDowell agreed the importance of not stressing out our children and young people but said research showed by children knowing their next steps in their learning it helped them to make more progress as they love to achieve. She added this is looked at as a three way process between the child, their parent or carer and the teacher to make sure everyone is clear on what the next steps are for that child.

Councillor Yorkston asked Ms Vines in her role as Principal Teacher for Equity what her role has been and what benefits she had experienced whilst in the role. Katie Vines, PT Equity explained since starting the role in February this year the biggest area of progress she had seen was ensuring all children left school with five qualifications as it is more likely they will move onto a positive destination if they secure these. She added that this year they are currently on target for all quintile one pupils to achieve this which is a massive achievement. Ms Vines felt she had really connected with the children in this role and they know there is someone looking out for them and noted she has a data tracking system in place for 1st, 2nd and 3rd year pupils that was allowing her to target interventions a lot earlier particularly with regards to literacy and numeracy.

Councillor Hampshire commented that we are in the top quarter share of our budget in Scotland so we give as much as we can afford from our Council budget to Education here in East Lothian and the fact that we get the third lowest level of grant funding from the Scottish Government means that is as much as we can afford to give. He added that if we received the same level of grant funding as other local authorities we would be able to put a lot more money into Education.

Councillor Menzies responded to Councillor Hampshire's comment by saying it was not the Scottish Government who set our budget it was COSLA through the floor system which is not doing East Lothian a justice at the minute and this needed to be looked at. She added she would like to praise the whole Education team as within her ward she has had parents raise real concerns in regards to school and the turnaround within a very short time has been amazing due to the hard work of the teachers and staff within our schools. Councillor Menzies said she had full confidence all the children and staff within East Lothian schools will bounce back after a horrible time over COVID far sooner than any of us imagined.

Councillor Hampshire welcomed Councillor Menzies' praise of the staff within the Council but wanted to clarify on the funding. He explained the pot that COSLA has

available to spread across the local authorities in Scotland comes from the Scottish Government and is not big enough and our share of that is the third lowest in Scotland. Councillor Hampshire added the tables which show much we spend per pupil within schools was not always accurate to look across all local authorities as others add lots of other things in as if it was the education budget which we don't.

Decision

The Committee agreed to:

- (i) Note the improvement in Achievement of a Curriculum for Excellence Level (ACEL) in Literacy and Numeracy at key learner stages for June 2022 when compared to post-pandemic ACEL data for June 2021.
- (ii) Commend the use of Progress and Achievement data by schools and the Education Team to track and monitor continued improvements in the rate of learner progress in Literacy and Numeracy, and thereby inform ongoing improvements for learners across East Lothian schools.
- (iii) Acknowledge the impact of additional resources and interventions used by schools to address data informed learner attainment gaps in Literacy and Numeracy at school, Associated School Group and local authority level.

4. POSITIVE SCHOOL LEAVER DESTINATIONS 2021/22

A report was submitted by the Executive Director – Education & Children's Services to update the Committee on the current School Leaver Destination Return report (SLDR) and Participation Measure, including an overview of the interventions implemented to sustain and improve East Lothian Council (ELC) positive destinations.

Mr Neil Craik-Collins, Education Service Manager spoke to his report and drew Members' attention to how East Lothian had performed during the three year period from 2019-2022 in relation to the national average and the Virtual Comparator. Mr Craik-Collins gave a summary of the results for East Lothian from 2021-2022 and highlighted our initial positive destinations report for 2021/22 cohort was 95.6% which was in line with the national average, that all young people had been offered a range of support from East Lothian Works in order to help them identify an appropriate onward positive destination and there had been an 0.8% increase in the 16-19 year old annual participation measure which meant East Lothian remains above the national average in this area. He also summarised the education plans to review curriculum pathways and qualifications from 2-18 plus in partnership with a range of stakeholders and organisations. Mr Craik-Collins also highlighted a range of partnership interventions and achievements including the Aspire Pilot Programme, Foundation Apprenticeships and implementation of the East Lothian Workforce for the Future Strategy.

Mr Craik-Collins gave a breakdown of the funding East Lothian Works has received and noted these incentives positively touched the lives of 120 people. He also highlighted notable achievements which included 37 work experience placements within East Lothian schools which resulted in 23 positive transitions to work, Income Maximisation service assisted 91 clients with a cumulative gain of £173,478 and a new Employability+ programme to support pupils with additional support needs.

Councillor Bruce asked for further information on how virtual comparators were pulled together and managed. He also asked if it was possible to get the figures within this section of the report in figures instead of percentages. Mr Craik-Collins explained the virtual comparators were put together using a range of information

drawn together such as free school meals to make a direct comparison between pupils within an actual school and the statistical data across a number of different schools. He agreed to send Councillor Bruce the data in figures instead of percentages after the meeting. In a follow up question Councillor Bruce asked if the figures we had by school could be broken down by demographic background. Mr Craik-Collins stated that pupils within school were choosing to go directly into employment as a result of the cost of living crisis and explained he was working closely with Jennifer Boyle on looking closer into the data to break down specific cohorts and quintiles.

In response to another question from Councillor Bruce, Mr Craik-Collins stated the Curriculum Deputies Group were looking at the learning from COVID and how we use those common structures to reduce travel and increase digital learning and how we can further enhance use of the structure moving forward.

Councillor Bruce asked what discussions we have had with Edinburgh College around their budget situation and if we were confident we would be able to continue our programmes with them. Mr Craik-Collins confirmed negotiations took place earlier this year and Edinburgh College remain committed to the funding and the ideas behind the Aspire Programme.

Councillor Forrest asked if there had been additional enquiries made about the construction and food and hospitality skills that would be needed and is that being used to its best advantage. Mr Craik-Collins explained the Head Teacher Curriculum Development Team were looking at the 2-18 frameworks and pathways within each of those sectors and confirmed there were already a number of courses in engineering and construction as well as Foundation Apprenticeships available. He added we had a range of industry partners and we continue to engage with them to understand what skills they need in the workforce and that will then be fed in to the Wallyford Learning Campus. Mr Craik-Collins stated we have a pilot project in partnership with Archerfield and we have plans to develop the Foundation Apprenticeship within hospitality but the aim is to help pupils build transferable skills instead of preparing them for specific jobs.

In response to a question from Councillor McIntosh, Mr Craik-Collins explained the Council had been engaging with a range of people in terms of how funding could be utilised going forward as well as the funding for modern apprenticeships. He anticipated we would look for senior phased qualifications that are work based and don't involve an exam but still have the esteem of academic qualifications which is what the Foundation Apprenticeships currently do for East Lothian. Mr Craik-Collins added that 67 pupils within Preston Lodge High School were taking place in a pilot project to engage in a one year Foundation Apprenticeship which will give them a double Higher by the end of the year plus industry experience which will lead to raised levels of attainment.

Councillor Hampshire asked if officers had the percentage of young people who were finding employment within East Lothian or if most were having to travel out with to find work. Mr Craik-Collins and Alison Hood, Team Manager for Education and Employability were happy to provide these figures after the meeting as they did not have them to hand.

Councillor Yorkston asked what relationships had been developed with companies and when do we approach them to try and build up these relationships to provide opportunities for our young people. Mr Craik-Collins confirmed officers had already been in touch with these companies for a number of years and had been working

with the British Engineering Services Association throughout the design of the Wallyford Steam Centre and a range of large construction companies and we are convening industry sector groups including businesses co-designing qualifications with the college and education. He added that the voice of young people would also be included in terms of what they want to get from curriculum qualifications.

Councillor Yorkston thanked Mr Craik-Collins for his report and Ms Hood for her contribution.

Decision

The Committee agreed to note the significant proactive work currently underway to support improved outcomes for learners leading to positive destinations.

5. POLICY: INCLUDED, ENGAGED & INVOLVED: CHILD PROTECTION & SAFEGUARDING

A report was submitted by the Executive Director for Education and Children's Services to seek the Committees approval of the draft Child Protection and Safeguarding policy.

Dr Lynne Binnie, Service Manager for Inclusion and Wellbeing spoke to her report and highlighted this was a new policy that combined different pieces of guidance that had been issued to staff over the past few years and takes into account the new national policy on Child Protection and the new Lothian procedures for Child Protection. She stated consultation had already taken place with a wide range of partners and a wider public consultation had also been completed. Dr Binnie explained the policy was designed to ensure a consistent approach across all East Lothian schools and is in line with other policies previously agreed at Education Committee. This updated policy, if agreed today would be implemented within all East Lothian education settings throughout session 23/24.

Councillor Bruce asked what effect the drop in school attendance has had in us undertaking our role of protecting and safeguarding children. Dr Binnie agreed that having eyes on children and building relationships with them are a key aspects of child protection and safeguarding. She explained that last year the Education Committee approved an updated attendance policy which outlined procedures to help staff support positive attendance and also reporting non-attendance which has been very successful in helping our schools engage with children and families post pandemic and to also monitor the attendance of children and young people. Dr Binnie noted that this policy linked in with the work Ms Boyle is doing on our Strategic Equity approach in East Lothian. Dr Binnie was confident East Lothian has robust procedures in place for to continue to support attendance. Replying to a follow up question from Councillor Bruce, Dr Binnie explained we have a large number of children who will be supported through the Child's Planning framework and for some attendance will be one of the concerns that the this framework will allow for agencies to come together to plan how best to meet the child's needs, put supports in place and review that on an ongoing basis. She added this is an established staged intervention model in East Lothian schools and is supported by class teachers, guidance teachers and deputy heads and she is confident we have the capacity to work with the framework to support the needs of our children and young people.

Councillor Bruce asked for clarification on a section within the new policy. Dr Binnie explained that in Scotland we have a Health and Wellbeing curriculum and our denominational and nondenominational schools having different approaches to taking this forward and are set on exceptions that have been made in regards to

denominational schools which means the curriculum and the teaching and learning within certain aspects of that are taught differently. Ms McDowell confirmed that our denominational schools deliver a programme called Gods Loving Plan which puts a different slant on some of the aspects of health and wellbeing that are delivered through the curriculum particularly in terms of parenthood, sexual health and relationships and she was happy to send Councillor Bruce further information on this if he would like. Councillor Bruce stated that the policy reads that every pupil should have access to the health and wellbeing curriculum and he would be concerned if pupils were receiving different curriculums on such an important area based on which school they are attending. Ms McDowell reassured Councillor Bruce that every child within East Lothian schools were being delivered their entitlements.

Councillor McIntosh asked if any record keeping would be included in information a child was allowed to access about themselves at a later date and given that was there any training to ensure that anyone entertaining information was trauma informed and sensitive to how the young person might feel about that if they access it later on in life. Dr Binnie confirmed young people and parents can submit free public access request information that we hold and we have recently updated our guidance and we work with schools very closely in regards with how they record information. Dr Binnie added that we use trauma informed language and we are mindful information should be written in a way that children and young people may access in the future.

Councillor McFarlane congratulated Dr Binnie on a detailed report which will assist all staff to ensure that a consistent approach is applied throughout East Lothian.

Decision

A roll call vote was taken for:

- (i) Approve the draft Child Protection and Safeguarding policy: 'Included Engaged and Involved: Child Protection and Safeguarding'

This was approved unanimously by Committee Members.

The Committee agreed to note:

- (ii) Specifically the key legislative, guiding principles and staff roles and responsibilities for managing Child Protection concerns and Safeguarding within Education Establishments.

6. SCOTTISH GOVERNMENT CONSULTATION ON LEARNING HOURS

A report was submitted by the Executive Director, Education and Children's Services to seek Committee approval of the East Lothian Council response to a Scottish Government consultation on prescribing learning hours in statute for primary and secondary schools.

Ms Nicola McDowell reported the Scottish Government launched a public consultation on the 21st March 2023 via the Citizen Space which set out Ministers' proposals to set in law the minimum number of learning hours provided in public and grant aided schools and invited views on this proposal and its implementation. Ms McDowell noted that East Lothian primary schools currently operate on a 22.5 hour week for P1 and P2 pupils and a 25 hour week for P3-P7 pupils therefore the school day for young pupils would be impacted. She added that East Lothian secondary schools already operated at the prescribed minimum of 27.5 hours so there would be no impact to them. Ms McDowell outlined the concerns of this proposal from the Education Service which included there was no evidence that 25 hours was optimal or more beneficial than 22.5 hours for P1 and P2 children with the key focus being on the quality of learning and teaching, not the quantity. Ms McDowell made Members

aware there were many variations across other local authorities and the definition of learning hours remained ambiguous and the Education Service had reflected in its response that local authorities should be trusted and empowered to design and deliver the service flexibly.

Councillor Yorkston asked if this was to proceed would it be for 2024/25. Ms McDowell confirmed that was correct and this had been reflected in the response to the Scottish Government that local authorities would require a longer period to introduce the change.

In response to several questions from Councillor Bruce, Ms McDowell stated there was no proof that 25 hours increased educational attainment but we do have proof that quality learning and teaching is what supports us to raise attainment. Ms McDowell noted that from contact with other local authorities she is aware they are not using those additional 2.5 hours per week for children to be with the teacher but some time is taken up through periods of play and not learning and teaching. She stated we would be seeking to assure through this consultation and through our response is that East Lothian deliver 22.5 hours quality learning and teaching with a teacher. Ms McDowell explained if hours increased to 25 per week then the teachers of those classes would be entitled to 150 minutes per week of non-class contact time so we would only need teachers to cover those which could be difficult to recruit.

Councillor Gilbert asked how many hours per week nursery children attended. Ms McDowell explained nursery children were entitled to up to 1140 hours per year however that is not all structured learning time so it works different to a primary school hours. Alison Cameron, Service Manager for Early Years and Childcare explained across a 38 week provision 30 hours of early learning and child care was provided per week and across a 48 week setting it was 23 hours over a 2 week period. Ms McDowell confirmed nursery pupils would spend more hours within the building but all of their time would not be doing structured learning but instead their time would include snack, lunch and other things so you couldn't compare like for like with a primary school setting.

In response to a second question from Councillor Gilbert, Ms McDowell stated there was not a definitive list of local authorities who are or are not providing structured 25 hours learning and teaching for P1 and P2 pupils. Bev Skirrow, Principal Officer for Education confirmed that 5 other local authorities do a similar model to East Lothian's hours but there are many variations and no definitive list due to how learning and teaching is perceived in each school. She also confirmed that the majority of schools in Scotland provided 25 hours in school time for P1 and P2 children.

Councillor Yorkston asked if any work was being done to make comparisons more appropriate. Ms Skirrow confirmed we are seeking clarification in our response to the Scottish Government on this consultation is the ambiguity around the terminology.

Councillor Menzies agreed clarification was definitely needed however she had concerns about working families and asked what provisions could we offer them for their children to have longer time at school to allow them to work. Ms McDowell explained in many schools P1 and 2 children do not finish earlier but instead have longer breaks during the school day. She added we try to reach out to communities to encourage more after school provision so although this would not be managed by our school, the school buildings could facilitate this and this is something that offices will continue to do.

Councillor McIntosh said that younger children finishing at the same time as older pupils was not the case at all schools so she shared the same concerns as Councillor Menzies about the amount of hours parents are able to work. She was happy to support the consultation as she felt it was something we should have the power to decide ourselves but a wider conversation should be had after the decision is made.

Councillor Hampshire stated the education of the children in East Lothian should be a decision for the professional officers and Councillors as we know what is best for the people in East Lothian and we are elected to represent them. He added that East Lothian schools do really well in our performance across Scotland. Councillor Hampshire agreed there were issues around child care and if there are ways we could encourage the schools who finish earlier to tie up their finishing times for all pupils but this is something that can be taken up by officers.

Decision

The Committee agreed to:

- i) Note the Education Service position that the minimum learning hours for pupils in Scotland should not be set in statute.
- ii) Note the response (Appendix 1) to the consultation questions and approve the submission to the Scottish Government.
- iii) Note the deadline for submission is 13 June 2023. A request for an extension to the deadline to 20 June 2023 has been granted to allow Education Committee the opportunity to review and approve the submission. The final response will be submitted if and when members of Education Committee approve it.

7. HEAD TEACHER APPOINTMENTS

A report was submitted by the Executive Director for Education and Children's Services to inform the Committee of the Head Teacher appointments made by the Appointments Sub-Committee.

Ms Nicola McDowell reported that Jacqui Mackinnon had been selected as the preferred candidate for Head Teacher of Dunbar Primary School and Viv Short had been selected as the preferred candidate for Whitecraig Primary School with both of these posts commencing on the 14th August. Ms McDowell added that Zena Diggle was the preferred candidate for Head Teacher of Wallyford Primary School and the commencement date for this was still to be confirmed. Ms McDowell confirmed that since the report was submitted Stephen McBride had been selected as the preferred candidate for the post of Head Teacher at Elphinstone Primary School.

Ms McDowell wished all the preferred candidates the best of luck in their new posts.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed

Councillor Colin Yorkston
Convener of the Education Committee

DRAFT

REPORT TO: Education & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director, Education & Children's Services

SUBJECT: Education Scotland Inspection of Humbie Primary School and Nursery Class

2

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Humbie Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
 - (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3)
 - (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
 - (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Humbie Primary School and Nursery Class.

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

HGIOS?4:

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

HGIOELC?:

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

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

3.4 National Improvement Framework

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

3.5 Inspection Findings

Humbie Primary School and Nursery Class was inspected in June 2023. A letter to parents and carers summarising the key findings was published on 12 September 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1 to 7	HGIOS?4	2.3 Learning, teaching and assessment	good
		3.2 Raising attainment and achievement	good
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	very good
		3.2 Securing children’s progress	very good

3.6 Key Strengths

- The highly effective headteacher, who is providing clear leadership of learning across the school and nursery. She is building a staff team who are committed to improving outcomes for children.
- The successful approaches staff are taking to support children's wellbeing and develop positive relationships across the school and nursery. These approaches are improving children's readiness to learn and helping them to be resilient, happy and caring.
- The effective whole school approaches staff use to improve the teaching of reading. These approaches are raising children's attainment and closing identified gaps in this area.
- The very responsive and high-quality experiences children have in the nursery. This is helping children to make very good progress in their learning.

3.7 **Areas for improvement**

- Continue to improve approaches to delivering high-quality learning, teaching and assessment across the school and nursery. Staff should look to share effective practice with each other and with colleagues in other schools.
- Continue to raise children's attainment in literacy and numeracy. This should help all children to make the best possible progress.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 **POLICY IMPLICATIONS**

4.1 None

5 **EQUALITIES IMPACT ASSESSMENT**

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

6 **RESOURCE IMPLICATIONS**

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Education Scotland report on Humble Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email khaspolat@eastlothian.gov.uk
DATE	21 November 2023

12 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Humbie Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The highly effective headteacher, who is providing clear leadership of learning across the school and nursery. She is building a staff team who are committed to improving outcomes for children.
- The successful approaches staff are taking to support children's wellbeing and develop positive relationships across the school and nursery. These approaches are improving children's readiness to learn and helping them to be resilient, happy and caring.
- The effective whole school approaches staff use to improve the teaching of reading. These approaches are raising children's attainment and closing identified gaps in this area.
- The very responsive and high-quality experiences children have in the nursery. This is helping children to make very good progress in their learning.

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

- Continue to improve approaches to delivering high-quality learning, teaching and assessment across the school and nursery. Staff should look to share effective practice with each other and with colleagues in other schools.
- Continue to raise children's attainment in literacy and numeracy. This should help all children to make the best possible progress.

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

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

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

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

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

[Details](#) | [Find an inspection report](#) | [Find an inspection report](#) | [Inspection and Review](#) | [Education Scotland](#)

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.

Helen Mulholland
HM Inspector

Summarised inspection findings

Humbie Primary School

East Lothian Council

12 September 2023

Key contextual information

Humbie Primary School and Nursery Class is situated in the village of Humbie in East Lothian Council. The headteacher has been in post since 2021. She is also the headteacher of Saltoun Primary School and Nursery Class in East Lothian. The two schools work closely in partnership with each other whilst retaining their own unique identities. There is one principal teacher, who is class committed for four days a week. A class teacher works in class one day per week and provides support for learning one day per week. There is another principal teacher who works across both schools. The school has one learning support assistant who works four days per week and a business manager.

The roll of the school is 13 children working in a P1 to P7 multi-composite class. In session 2021-2022 the school had no children living in the Scottish Index of Multiple Deprivation (SIMD) zones 1 and 2. The school did not receive any Pupil Equity Funding (PEF) for session 2022-2023.

2.3 Learning, teaching and assessment

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

- All staff develop positive relationships with children to create a strong sense of community and a nurturing culture in Humbie Primary School. Staff and children demonstrate the school values well in their interactions with each other. Staff should continue to help children make connections between the school values, their learning and children's rights. This will help children to understand and use the values in more meaningful ways.
- The headteacher has been in post for two and a half years and is bringing highly effective leadership and stability to the school community. Parents appreciate the positive changes she is making to improve children's learning experiences. The staff team describe the positive impact she is having in helping them to improve their professional skills and knowledge. This is helping staff to be clear about their aspirations for children and what high-quality learning and teaching looks like.
- Staff provide children with meaningful opportunities to have a voice in the school. For example, children are involved in 'Decision Making Groups' where they work on the themes of the environment, digital learning, play and citizenship. Children are clear that these groups help them to be active participants in the life and work of the school. This session, children had worthwhile opportunities to talk about and celebrate their learning with their families. For example, they shared their learning during a 'Book and Breakfast' event. Parents describe how these experiences help them feel included in their child's learning.

- Staff are at the early stages of implementing play pedagogy. As planned, teachers should engage with national guidance and research to develop their understanding of highly effective play pedagogy. This should help them to provide experiences which promote children's curiosity.
- Children have useful opportunities to learn outdoors. For example, older children recently participated in a highly motivating 'night under the stars' session. Children developed their problem-solving and teamworking skills well through the range of interesting activities offered. The school grounds are well-appointed for outdoor learning. As planned, staff should continue to provide children with opportunities to explore and make creative use of the school grounds.
- Children support each other well during tasks and activities when working in pairs or groups. They have some choice in their learning to match their interests. For example, children chose the focus areas during a topic about ethical food. Children access digital technology throughout the school day. This is supporting them well to learn independently and lead aspects of their learning. Teachers very recently introduced a digital skills passport. This is supporting teachers well to develop children's digital skills progressively and is beginning to help children identify the skills they are acquiring.
- Senior leaders and teachers rightly identified the need to prioritise children's wellbeing following the COVID-19 pandemic. They provide children with consistent routines and have developed calm classroom environments to make them more inclusive. Children feel that staff treat them fairly and with respect. Teachers and classroom assistants provide sensitive support to children when required. They use a shared vocabulary well which encourages children in their learning and enables them to discuss their emotions. This is supporting children effectively to be ready to learn and be more resilient when they find their learning hard.
- The headteacher has a strong focus on improving the quality of learning and teaching. She supports staff well to plan and organise the delivery of differentiated tasks and activities. This takes good account of children's different stages within classes and is increasing the time that children spend on purposeful learning. Teachers should now ensure that all children spend maximum time on purposeful learning and that they are challenged sufficiently in their learning. This will enable all children to make the best possible progress.
- This session, staff implemented a whole school approach to teaching reading. This work is improving children's learning experiences and there is evidence it is raising attainment in reading. Staff should continue to work together to implement consistent approaches to high-quality learning and teaching across all curricular areas to raise attainment for all.
- All teachers received useful professional learning on using learning intentions and measures of success with children during lessons. They continue to develop and implement these approaches consistently. This is helping children to better understand the purpose of their learning. Teachers should share effective practice with each other in this area. All teachers provide children with clear explanations and instructions during lessons. They intervene appropriately to help children understand tasks and activities. Teachers provide children with oral feedback during lessons to encourage children's thinking. Building on this, teachers should now involve children more fully in peer and self-assessing their work and setting targets for learning. This would help children to identify clearly their next steps in learning and set themselves ambitious goals.

- The headteacher introduced a helpful assessment calendar which is improving teachers' approaches to assessment. Teachers use a range of summative assessments which are supporting them effectively to make professional judgements about children's attainment. They also plan a range of ongoing assessments to measure children's progress through Curriculum for Excellence (CfE) levels. They recognise there is a need to ensure that these ongoing assessments are planned as an integral part of planning of learning and teaching. This will help teachers to be sure that their assessment evidence is robust and links clearly to learning.
- Teachers engage in valuable moderation sessions with staff from another local school. This collaborative approach is helping them to understand the cycle of planning, teaching and assessing children's learning. They are developing their understanding of national standards using the National Benchmarks. As planned, senior leaders should continue to provide teachers with further opportunities to use the moderation cycle with colleagues from other schools.
- Teachers use progressive planning formats in literacy and numeracy and a helpful four-year planning format to plan learning that links different areas of the curriculum. These ensure that children receive a broad and progressive education. Teachers plan targeted learning well for children who require additional support. They set specific and measurable targets which is helping them to identify clearly the progress children are making. They involve children in reviewing their progress towards identified targets. As a result, children requiring additional support experience success, make good progress and are more confident and resilient learners.
- Last session, staff improved processes to track and monitor children's progress and attainment. The headteacher meets with staff termly to discuss children's progress and attainment. They review attainment data and a range of evidence carefully. This enables them to measure the impact of interventions successfully and agree on specific action points for children.

2.1 Safeguarding and child protection

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

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

- Humbie Primary School is a small school. At the time of the inspection, no children were in P3 or P4. Therefore, levels of attainment are expressed in overall statements rather than for individual stages or CfE levels.
- Overall, attainment in literacy and English, and numeracy and mathematics is good. Children, including those who require additional support, make good progress from prior levels of attainment.
- The school provided accurate data which shows that for session 2021-2022, most children achieved national levels of attainment in literacy and English. Almost all children achieved national levels of attainment in numeracy and mathematics. For session 2022-2023, most children are on track to meet national standards in literacy and English and, numeracy and mathematics.

Attainment in literacy and English

- Overall, children's progress in literacy and English is good.

Listening and talking

- Across the school, children have a well-developed vocabulary and speak clearly. They listen respectfully to the views of others in small groups. A few children need support to listen to others in larger groups. At all stages, children enjoy listening to stories and books. They ask and answer literal and inferential questions in an age-appropriate way to support their understanding. Older children create and refer to their notes successfully during debates. They take turns to respond confidently to others' views and persuade them to their viewpoint. Teachers should continue to ensure children build on their talking and listening skills as they move through the school. They would benefit from opportunities to talk to a wider range of audiences.

Reading

- At all stages, children read a variety of texts for different purposes. The school library is well resourced with a diverse range of reading material. Children borrow books regularly, which is fostering their love of reading.
- Younger children use their knowledge of letters and sounds to decode words successfully. They use picture clues in texts to support their understanding. They know what the author and illustrator do although they are less confident about the purpose of the blurb. Older children read with fluency and expression, decoding familiar and unfamiliar words well. They use a dictionary successfully to find the meaning of new words. Children use reading skills such as

prediction and summarising to deepen their understanding of texts. They make relevant comments about features of language in texts, such as punctuation. They identify accurately the features of non-fiction texts such as glossary and index.

Writing

- Across the school, children use picture clues to write descriptive language about characters and settings. Younger children are developing their independent writing skills well. They know when to use capital letters and full stops. They use their knowledge of sounds and letters to spell out simple words. Older children write sentences at length and create texts for a range of reasons. They enjoy writing for real-life purposes within their 'Decision-Making Groups'. For example, the Digital Pro Team wrote persuasive letters to request more digital devices. Children need further support to improve their presentation of extended texts. They would like more opportunities to write creatively on a subject of their choice.

Numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics. Children have regular opportunities to use digital technologies in numeracy and mathematics lessons. This enhances their learning and increases their engagement in learning.

Number, money and measure

- Across the school, children have a good understanding of number processes. They complete number calculations accurately at an age-appropriate level, explaining the strategies they use. Children identify amounts of money using notes and coins and can calculate change accurately. They apply their knowledge of algebraic equations to calculate speed, distance and time. Children use mathematical instruments accurately to measure units of length. Children need regular practical experiences working with a range of mathematical instruments to measure units of weight and capacity.

Shape, position and movement

- Children identify and describe accurately the properties of two-dimensional shapes and three-dimensional objects. Younger children use positional language to give and follow directions using programmable robots. Older children apply their mathematical knowledge of compass points and directions successfully during orienteering activities.

Information handling

- Across the school, children use a range of charts and graphs to classify and sort information. Children interpret information from graphs to draw conclusions about data. They would benefit from regular revision of these concepts. Children have opportunities to apply their information handling skills in their 'Decision-Making Groups'. For example, Team Green carried out a survey to agree on the most popular flower seeds to plant.

Attainment over time

- Staff work with the headteacher to analyse a range of data about children's attainment and progress during tracking meetings. This is helping them to have a clear picture of each child's individual progress over time.
- The school provided attainment data which shows the impact of COVID-19 on children's levels of attainment. Staff implemented a whole-school approach to reading which is closing attainment gaps in this area. As planned, teachers should continue to implement and measure the impact of literacy and numeracy interventions carefully. This will support them to raise children's attainment further.

- Teachers continue to work with colleagues from other schools using the moderation cycle. This is increasing their confidence in making accurate professional judgements about children's attainment.
- The headteacher follows local authority and national guidance carefully to monitor attendance levels. Children's attendance is above the national average.

Overall quality of learner's achievements

- Children's achievements are displayed throughout the school and celebrated on the school online platform. Staff encourage children and their families to share their out of school achievements. This is building children's sense of pride in their achievements. Staff have started to track children's achievements to ensure no child is at risk of missing out. As planned, staff should now support children to talk about the skills for learning, life and work they are developing through their wider achievement activities.
- All children are members of a school 'Decision-Making Group' which helps them to be effective contributors and make a difference to their school. For example, the Digital Team Pro support their peers to develop their digital skills. The Pro Players assessed playground hazards, which is helping them to be responsible citizens.
- Children and staff have positive relationships with the supportive local community. Children have meaningful opportunities to participate actively in community life. For example, the Community Kids Club entertain residents in the 'Toasty Tuesday' community lunch. Team Green organised a village litter pick. These activities are developing children's citizenship skills well.

Equity for all learners

- Staff know children and families well. They have a good understanding of the school context. They take steps to reduce barriers to learning including barriers caused by children's socio-economic circumstances. The headteacher ensures that activities such as fun days have no cost and school trips are subsidised to ensure maximum participation. Senior leaders signpost families to other agencies when required, in a sensitive way. This ensures that all children are included and involved.
- Teachers plan transitions carefully for children when they move into P1 or on to S1. They recognise that moving from a small primary onto a larger secondary can be a significant change for children. To address this, they provide children with useful opportunities to meet and socialise with their peers from other schools. This is supporting children to develop their social skills within a wider group and be ready for the move to secondary school.
- The Parent Council, Parent Teacher Association and wider parent body support the life and work of the school very well. They contribute funds to the school to enhance children's experiences, for example, providing new library books which are helping to raise attainment in reading.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Humbie Primary School Nursery Class

East Lothian Council

12 September 2023

Key contextual information

Humbie Nursery Class is situated within Humbie Primary School in the rural village of Humbie, East Lothian. The nursery provides 1140 hours from Monday to Friday for children aged three until entry into primary school. At the time of the inspection, six children were on the roll. Children in the nursery have access to a playroom, a secure outdoor area and a woodland area within the school grounds. The local community is used regularly as a context for learning.

The nursery reopened in August 2021 following a period of closure. The Senior Early Years Practitioner and Early Years Practitioner took up post in August 2021. The nursery is scheduled to close in June 2023.

2.3 Learning, teaching and assessment

very good

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

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

- Under the guidance and leadership of the headteacher, practitioners have worked very well together to develop the nursery to meet the learning needs of the children who access it. Children benefit from strong nurturing relationships with practitioners who interact in warm, caring and highly responsive ways with children. They know children very well and are highly attuned to their preferences and capabilities. Practitioners use observations very well to respond skilfully to children's needs. As a result, children feel safe, secure, and confident. Children seek adult support in their play when required. They show kindness to each other and share their thoughts and ideas successfully as they play together.
- Children know the routine of the nursery well and are happy and settled during the day. They are highly engaged and motivated by the range of well-planned and spontaneous play experiences available indoors and outdoors. Practitioners have organised the nursery environment well to maximise opportunities for children. This helps children to develop their literacy and numeracy skills very well. Children have access to a wide range of creative materials, loose parts, small world and role play resources. As a result, children grow and develop successfully through their learning, physical development and imaginative play.
- Practitioners provide children with worthwhile opportunities to plan nursery experiences, make meaningful choices, and lead their learning following their interests. As a result, children sustain interest in play experiences which help them to develop their curiosity and knowledge. Practitioners should continue to develop outdoor spaces to support children better to participate more fully in risky play experiences. This should allow children to become more confident and independent when using tools and exploring the outdoors. Children would benefit from having regular access to more open-ended materials indoors and outdoors to further support and develop their curiosity and creativity.

- Children use digital technologies well to make lunch selections, listen to music, play games, and take pictures. This is helping them to develop their digital skills. They are beginning to develop their understanding of using computers to find interesting facts based on their interests. There is scope to extend the use of digital technology to enhance children's learning further.
- Interactions between children and practitioners are very supportive and based on mutual respect. Practitioners listen very well to children and respond to their needs. Practitioners use well-timed questioning and commentary appropriately to support and extend children's thinking. They provide time for children to process questions and respond which deepens children's understanding and learning.
- Practitioners are highly reflective. They appreciate the useful professional learning the headteacher facilitates to help them develop their knowledge and skills. Recent professional learning in literacy and numeracy is impacting positively on the quality of children's experiences.
- Practitioners have developed effective ways to record accurately children's wide range of appropriate learning experiences and their outcomes. They use personal learning journals and learning floor books well to reflect children's progress and achievement. They summarise effectively children's progress over time using learning journeys, developmental and curriculum trackers.
- Practitioners observe children carefully and keep detailed notes which help them to identify where children are in their learning and what they need to do next. As a next step, they should encourage children's families to make more regular comments on their progress. Senior leaders and practitioners should review planning to ensure children's learning and coverage of the early level are more clearly visible within planning and assessments. Practitioners should date entries consistently to support them more effectively to judge the place of children's learning.

2.1 Safeguarding and child protection

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

3.2 Securing children's progress

very good

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

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

- Across the nursery, practitioners focus clearly on improving children's health and wellbeing. This has had a positive impact on children's overall learning and development. As a result, children make very good progress in their physical development, social skills and independence. Children recognise and express simple emotions well. They display a range of social and friendship skills, such as working together and listening to the views and ideas of others during play. Children confidently engage in physical play and demonstrate high levels of coordination, balance and fine motor skills as they play inside and outside.
- Children have regular opportunities to play outdoors and explore the local community. Practitioners could support children better to engage in risky play to better develop their safety awareness and improve strategies to keep themselves safe. Children carry lunch trays and use a variety of utensils to feed themselves. They would benefit from more opportunities for independence during snack and lunchtime.
- Children make very good progress in early language and communication. Most children speak clearly and confidently and engage very well in developmentally appropriate conversation. They use a wide range of vocabulary to share their thoughts and ideas on topics that interest them. Children show an interest in books and listen actively to stories. They role play during imaginative play, taking on characters with expression to retell familiar stories in their own way. Children engage regularly in mark making and emergent writing opportunities to create and retell their stories. Practitioners should continue to develop children's phonological awareness and letter formation to allow children to make even better progress in developing their literacy skills.
- Children make very good progress in their understanding of numerical and mathematical concepts. They can count on and back confidently across various activities in the nursery and recognise numbers. Children share groups of objects successfully using one to one correspondence. When baking and measuring, children use correct mathematical vocabulary to compare and describe length, weight and position using non-standard units. Children name basic shapes and match and sort objects using a range of criteria. They copy patterns and sequences using shape and colour accurately. They gather simple data and recognise that tally marks represent a quantity. Children understand the uses of money to pay for items and can sort a small range of coins. They would benefit from further use of coins in real-life contexts. Children name the days of the week when engaging in rhymes and songs. They understand the seasons and can match pictures to seasons using picture clues.

- Overall, children make very good progress over time appropriate to their stage of development. Senior leaders and practitioners evidence and record children's progress over time effectively using developmental and curriculum trackers, learner journeys and floor books.
- Practitioners encourage and use praise to provide children with meaningful opportunities to experience success daily within the nursery. Children's achievements and "wow" moments are celebrated and shared on nursery displays, learning journals and using an online platform. Parents are encouraged to send in children's achievements from outside the nursery.
- Practitioners should continue to track and collate an overview of these achievements. This will ensure that practitioners have an overview of each child's achievements, that no child is at risk of missing out and that all children's successes are celebrated. This will further support children's understanding of how their achievements develop important skills.
- Across the nursery, children are valued as individuals. Practitioners have a very good understanding of children's lives outside the nursery. What is important for each individual family is captured well in the 'All About Me' files. Practitioners make very good use of this information about children's circumstances and family life to identify areas for learning and minimise any barriers faced. Practitioners are mindful of the cost of the nursery day. As a result, the nursery provides a range of outdoor clothing to ensure that all children can access the outdoor environment.

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 & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director (Education & Children's Services)

SUBJECT: Education Scotland Inspection of Saltoun Primary School and Nursery Class

3

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Saltoun Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
 - (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3)
 - (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
 - (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Saltoun Primary School and Nursery Class.

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

HGIOS?4:

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

HGIOELC?:

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

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

3.4 National Improvement Framework

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

3.5 Inspection Findings

Saltoun Primary School and Nursery Class was inspected in June 2023. A letter to parents and carers summarising the key findings was published on 12 September 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1 to 7	HGIOS?4	2.3 Learning, teaching and assessment	good
		3.2 Raising attainment and achievement	good
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	good
		3.2 Securing children’s progress	good

3.6 Key Strengths

- The highly effective leadership of the headteacher. Her clear focus on high standards and supporting children to achieve their full potential is leading to improved outcomes.
- The strong sense of staff teamwork. Staff at all levels take on extra responsibilities to provide a warm, welcoming and inclusive ethos for children and families.
- The successful approaches to promoting children's mental and emotional wellbeing. Staff use a range of techniques to help children feel valued, supported and ready to learn.
- Friendly and happy children who are proud of their nursery and school. They are keen to learn and show their creativity in different ways. They benefit from participating in motivating learning activities, especially outdoors.

3.7 Areas for improvement

- Continue to share good practice in learning and teaching across the school and nursery, including ways to build further children's resilience as learners.
- Continue with plans to raise attainment further in literacy and numeracy in the school and nursery classes

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Education Scotland report on Saltoun Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email khaspolat@eastlothian.gov.uk
DATE	21 November 2023

12 September 2023

Dear Parent/Carer

In June 2023, a team of inspectors from Education Scotland visited Saltoun Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The highly effective leadership of the headteacher. Her clear focus on high standards and supporting children to achieve their full potential is leading to improved outcomes.
- The strong sense of staff teamwork. Staff at all levels take on extra responsibilities to provide a warm, welcoming and inclusive ethos for children and families.
- The successful approaches to promoting children's mental and emotional wellbeing. Staff use a range of techniques to help children feel valued, supported and ready to learn.
- Friendly and happy children who are proud of their nursery and school. They are keen to learn and show their creativity in different ways. They benefit from participating in motivating learning activities, especially outdoors.

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

- Continue to share good practice in learning and teaching across the school and nursery, including ways to build further children's resilience as learners.
- Continue with plans to raise attainment further in literacy and numeracy in the school and nursery classes.

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

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

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Find an inspection report | Education Scotland](#)

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.

Lesley A Allan
HM Inspector

Summarised inspection findings

Saltoun Primary School

East Lothian Council

12 September 2023

Key contextual information

Saltoun Primary is a small school that serves the village of East Saltoun and the surrounding rural area near Haddington, East Lothian. At the time of the inspection there were 28 children on the school roll. They are taught in two multi-stage composite classes, P1 to P3 and P4 to P7.

Following a period of instability in the leadership of the school, the headteacher took up post in August 2021. She is also the shared headteacher of Humbie Primary School. The headteacher is supported by a principal teacher who works across both schools, but mainly in Saltoun Primary. Both school communities work in partnership together, while retaining their individual, unique characteristics and ethos.

The school receives a small amount of Pupil Equity Funding (PEF).

2.3 Learning, teaching and assessment

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

- Across the school, almost all children are happy, keen to learn and enjoy positive relationships with each other. They are very proud of their achievements. They share their learning enthusiastically at assemblies, developing confidence as they talk to parents and each other about their successes. At all stages of the school, children contribute well to improving their learning experiences as part of four 'decision making' committees. Through this positive approach, they are learning about children's rights, sustainability, the application of digital technology and developing a love of reading.
- The headteacher and staff have worked hard as a team to create a vibrant, attractive and very well-organised environment for learning. Staff make very good use of the school grounds to plan motivating learning across the curriculum. For example, children cultivate their own fruit and vegetables, carrying out scientific experiments to find the best growing conditions. All children benefit from high-quality Forest Schools experiences in the nearby Strawberry Woods. They learn a variety of bushcraft and survival skills as well as developing a very good understanding of the natural world around them. Children use digital technology very confidently as a key part of learning. They use laptop computers to research information, create presentations, learn coding and to consolidate core literacy and numeracy skills through games.
- The headteacher, staff and children have worked together to produce a shared vision of what they want effective learning and teaching to look like in Saltoun Primary School. Staff are making good progress in bringing this vision to life. The headteacher has introduced a range of well-considered and appropriate new approaches to develop a consistent approach to planning learning across the school. Overall, staff's explanations and instructions are clear. They share the purpose of learning well and help children to understand how they can be successful. Children and teachers work together to create individual learning targets for literacy and

numeracy. Staff should continue to support children to have a stronger understanding of their own targets to enable them to reflect more clearly on their progress. Overall, staff use oral and written feedback well to support children in their learning. Staff use plenary sessions effectively to check children's understanding and to make links to other areas of learning and increasingly, to the world of work.

- Children have many opportunities to personalise their learning and to make choices about how and what they learn. Teachers plan a variety of interesting themes and contexts for children to demonstrate their creativity and individuality. This helps to motivate and engage almost all children in their learning very well.
- Staff are introducing play-based learning approaches to support younger children. This is particularly effective when teachers and support staff plan learning outdoors. As planned, staff should continue to engage with national guidance, *Realising the Ambition: Being Me (2020)*, to develop the quality of experiences, spaces and interactions inside as well as outside. In doing so, it would be beneficial for staff to explore the best ways for children to learn together across the nursery class and early stages of primary.
- Overall, teachers and support staff work together well to plan lessons that meet the varying needs of children in the multi-stage composite classes. Across the school, around two thirds of children are identified as having a barrier to their learning. This significant number of children who require additional support benefit from high-quality interventions and help from teachers, support assistants and other visiting professionals. At times, high achieving children need to be challenged more in their learning.
- Recently, staff have benefited from professional learning to implement new approaches to teaching reading. As part of this, teachers carried out an audit of the texts available and purchased new books to help broaden children's experiences. As a result, children are reading a wider range of more diverse, challenging and engaging texts that are well-matched to their levels of ability and interests. Children's enjoyment and attainment in this area of learning is improving. As planned, the school should continue to review and refresh other areas of learning, including writing, numeracy and mathematics.
- In recent years, teachers have made helpful improvements to how they measure children's progress in literacy and numeracy. This includes teachers' more rigorous and effective use of tests, standardised assessments and local authority materials to help inform their professional judgements. Staff welcome opportunities to take part in moderation activities with their colleagues in Humbie Primary School and across the local cluster. Taken together, these steps are helping to improve the accuracy of teachers' assessment of children's progress.
- The headteacher has introduced robust approaches to track carefully the progress of individuals and groups of learners. This includes children who are disadvantaged, for example, by the cost-of-living crisis. Staff participate in termly planning and attainment meetings with the headteacher. Together, they use assessment data well to plan targeted interventions for individual children. The inclusive and very supportive ethos that all staff create is helping all children with barriers to learning to make good progress. Teachers should continue to look outwards to research good practice and collaborate to embed the new, successful approaches to learning, teaching and assessment.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

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

- Children's attainment and progress is expressed in 'overall' statements, rather than for specific year groups or Curriculum for Excellence levels. This is because of the very small numbers of children at each stage.
- Overall, children's attainment in literacy and numeracy is good. Across the school, most children are on track to achieve national expected levels of attainment, with a few children exceeding national expectations. Almost all children with additional support needs are making good progress towards their individual targets in learning.

Attainment in literacy and English

- Overall, children's progress and attainment in literacy and English is good.

Listening and talking

- Overall, most children are making good progress in listening and talking. Younger children enjoy listening to stories. Most listen well for instructions, for example in following the routines and rules in Forest Schools activities. Most listen to each other respectfully as they play and learn in small groups. Older children take turns appropriately during class and group discussions. By P7, almost all children describe the features required when presenting to their peers and to parents. They can also identify what makes a respectful audience. Most children across the school contribute enthusiastically and are keen to answer questions in class. Most are articulate and express their opinions and ideas with energy and enthusiasm. They demonstrate their skills and general knowledge during class debates. A minority of children benefit from sensitive, ongoing support from staff to develop their confidence and resilience in groups and unfamiliar situations.

Reading

- Staff have made significant improvements to the ways that they teach reading skills. As a result, most children across the school make good progress. They have a good understanding of core reading skills, and most can apply these successfully in new contexts. Younger children are developing their knowledge of initial sounds well. A few children can read some common words. As they progress through the early stages, the majority of children apply their knowledge of words well to decode new and unfamiliar words. At the upper stages, most children read aloud fluently, a few with great expression. Across the school, children enjoy talking about their favourite books and authors and give clear explanations to justify their choice. At the upper stages, most children can identify a few techniques that writers use to engage readers, for example, simile and alliteration. They would benefit from exploring a wider range of techniques so that they can apply these to their own work.

Writing

- Younger children are learning to form letters correctly. They attempt to write as they engage in imaginative play, in the classroom and outdoors. Most can write simple sentences, using appropriate punctuation. As children move through the stages of the school, they write for different purposes, across the curriculum. Most confidently identify features of imaginative, functional and personal writing. Most children enjoy writing for pleasure in their 'free writing' books. This provides children with an aptitude and interest in writing to produce extended, creative pieces that they add to over time. Children value the helpful feedback from teachers which helps them to improve their written work. A majority of children need prompting to remember to use paragraphs within extended pieces of writing.

Numeracy and mathematics

- Overall, children's progress and attainment in numeracy and mathematics is good.

Number, money and measure

- Most younger children can order numbers 0 to 20 correctly. As they move through the stages of the school, most children are developing their knowledge of place value well. Teachers have identified the need to continue to improve children's speed and agility in mental calculations, particularly recall of multiplication and division facts. Across the school, a minority of children need ongoing support to develop resilience in tackling mathematical problems and challenges.
- Across the school, most children demonstrate a good understanding of money for their age and stage. Most older children have a sound knowledge of fractions, decimals and percentages and use this knowledge well to solve problems. Most children are confident in estimating the lengths and weights of familiar objects. They collaborate in teams to create informative posters about how people in different professions need to measure accurately as part of their work.

Shape, position and movement

- Across the school, almost all children have a sound understanding of symmetry, two-dimensional shapes and three-dimensional objects, appropriate to their age and stage. Most older children can describe the properties of different types of angles correctly, including acute, obtuse and right angles. Children apply their knowledge about compass points and direction well during popular orienteering sessions.

Information handling

- Across the school, almost all children sort and display data in a few different ways. They know how to collect information using tally marks and by P7, they can display their data in a range of graphs and charts. They apply their knowledge well by carrying out their own surveys, for example, on how children travel to school each day, favourite pets and the eye colour of classmates. A next step is for children to make more use of digital technology to record and display information.

Attainment over time

- The impact of the pandemic and remote learning, along with changes in leadership and staffing, has had a negative effect on children's attainment. The headteacher and staff are taking the right steps to address this. They have developed successfully new approaches to teaching reading and have plans in place to refresh how they teach writing and numeracy. The school's evidence shows that attainment is improving this year. The headteacher has identified correctly that there remains scope for further improvement in attainment. She has appropriate plans to achieve this, including by continuing to increase teachers' and children's own expectations of what they can achieve.

Overall quality of learners' achievements

- Children are very proud of their school and their achievements, within and outwith school. Parents share their children's achievements from home regularly. Children enjoy opportunities to share their personal achievements at school assemblies. Staff use different methods to share children's successes with parents, for example, newsletters and digital platforms. Staff track children's achievements well and take steps to ensure all children have opportunities to enjoy success. Staff should now support children to have a greater understanding of the skills they are developing as part of their achievements.

Equity for all learners

- The headteacher and staff have a sound understanding of the challenges faced by families. They have developed helpful approaches to track and monitor the attainment and achievement of all children, including those who are care-experienced or disadvantaged. The headteacher has prioritised the use of PEF to address any gaps in children's learning and to ensure all children have equality in experiences. As a result of different interventions which promote children's emotional wellbeing, a few children supported by PEF are more engaged in their learning and making better progress. The Parent Council supports the school's work very well by funding different trips and treats to ensure no child is at risk of missing out.

Other relevant evidence

- The skilled headteacher places high priority on supporting and nurturing children and actively promoting an ethos of high standards and ambition for children, staff and parents. In her short time in post, she has built successfully a culture of collaborative working across the staff team and has accurately identified the key priorities for school improvement. She has a clear vision for the future direction of the school and is bringing this vision to life.
- The headteacher has introduced a systematic and rigorous approach to self-evaluation. She carries out a range of focused activities to monitor the quality of children's experiences. This includes observations of classroom practice, listening to children's and parents' views, and sampling children's work. Along with staff, she uses all available data about each child's progress to pinpoint where intervention or extra challenge may be required. As a result, the headteacher makes robust evaluations about the quality of children's learning in the school and nursery. Her drive for high standards and strong leadership of change, is leading to better outcomes for children.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Saltoun Primary School Nursery Class

East Lothian Council

12 September 2023

Key contextual information

Saltoun Nursery Class is situated within Saltoun Primary, a rural school in the village of East Saltoun, East Lothian. The nursery operates term time, from 8.45 am to 3.15 pm Monday to Thursday and 8.30 am to 12.30 pm each Friday. The nursery class is registered for 15 children at any one time and, at the time of the inspection was at capacity. Children attend from the age of three until starting primary school. The nursery has a recently refurbished playroom and natural outdoor space. They also have access to spaces across the school, such as the playground and lunch hall. The headteacher has responsibility for two schools and nursery classes. She delegates the management responsibility for Saltoun Nursery Class to the principal teacher. The senior early years practitioner (SEYP) takes on the day-to-day running of the nursery. In addition, there is a full-time early years practitioner to support the SEYP.

2.3 Learning, teaching and assessment

good

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

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

- Practitioners have created a calm and welcoming environment where all children feel safe, valued and secure. They have very positive relationships with children, families and each other. Children are kind and helpful to their peers. Practitioners respect the views of children and involve them in making decisions about their experiences. For example, practitioners involve children in ordering food items for snack time.
- Practitioners know children very well and are responsive to their interests and needs. They promote children's confidence and self-esteem through sensitive and well-timed interactions when required. Practitioners use questioning well to extend children's learning in early literacy and numeracy. They encourage children to read familiar letters and sounds and count items relevant to their play.
- The recently upgraded and well-considered environment supports children to explore a wide range of resources, indoors and outdoors. Children enjoy their time outdoors and use a range of loose parts and natural and man-made resources to support their play. Most children show independence in their play, navigating the spaces confidently and selecting resources to support their learning. They enjoy helping the adults with tasks relevant to their daily routines. Practitioners should continue to review the balance between child-led and adult-directed experiences. They should review the flow and routines of the day so that children can engage in experiences for extended periods of time without interruption. This should also support children who require it, to increase their independence and resilience.
- Children access and navigate games confidently using the interactive board to develop early numeracy and literacy skills. As planned, practitioners should consider how to extend children's learning in digital technologies further.

- Practitioners observe children at play and record significant learning through children's learning journals. They gather important information about the skills children develop as a result of their experiences for each curricular area, including developmental milestones. They capture children's voice well through learning journals and floorbooks. Practitioners identify appropriate next steps for children linked to literacy, numeracy and health and wellbeing and capture evidence when children achieve these targets. Children have ownership of their learning journals and enjoy sharing them with visitors to the nursery. Practitioners should consider how to capture observations across the wide range of skills children demonstrate as a result of their experiences.
- Practitioners use a clear system for planning, tracking and monitoring children's learning. The recently introduced planning wall supports practitioners to identify any gaps in children's learning and to plan a broad range of experiences. Practitioners use a newly introduced local authority tracking process effectively to record children's progress in literacy, numeracy and health and wellbeing. They have established a positive partnership with P1 staff. This is helping practitioners to develop approaches to support children who are ready for more challenge. Practitioners should continue to ensure these approaches are developmentally appropriate and enhance the experiences of all children.

2.1 Safeguarding and child protection

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

3.2 Securing children's progress

good

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

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

- Children are making good progress in early communication and language. They are keen to engage in conversations with their peers and familiar adults and respond well to questioning. All children enjoy listening to stories and singing songs and rhymes. They are developing their phonological awareness well, identifying, and at times generating, rhyming words. Most children can recognise their name when self-registering. A few children recognise the names of others by reading the initial sound. Children are developing their early writing skills well. They understand that print carries meaning and enjoy making signs and menus for the snack area. Children benefit from the regular and relevant opportunities to write and show confidence in this area.
- Children are making good progress in early numeracy and mathematics. They count confidently beyond ten and recognise a few numerals. Children use relevant mathematical language as they weigh and measure during play. Children recognise two-dimensional shapes during their play, using items from their environment. Children are now ready to explore and investigate the properties of two-dimensional shapes. They know the days of the week and can link key events to different days. Children would benefit from developing their skills further in sorting, gathering and displaying information.
- In health and wellbeing, children are making good progress. Overall, they share, take turns and are kind to each other. At times, children require support to listen to their peers and persevere with tasks. Children's fine motor skills are developing well as they use tools to print, manipulate playdough and chop fruit. They practise physical skills such as balancing and pedalling during outdoor play. Children enjoy the responsibility of preparing snack and understand why it is important to have good hygiene. They learn to serve themselves and socialise during this time. Senior leaders and practitioners should consider how to extend this practice to children's lunch experiences.
- Practitioners recognise and celebrate children's achievements well across the setting. Children's paintings and drawings are valued and displayed attractively around the nursery. Children contribute to displays by writing signs and sharing their ideas. Practitioners use this information effectively to build on children's skills.
- Across the setting, most children are making good progress in their learning. Practitioners identify clearly the progress children are making in communication, early language, numeracy and mathematics, and health and wellbeing. Longer term, this information will support

practitioners to demonstrate more fully children's progress over time and make sound professional judgements about how well children are developing.

- Senior leaders and practitioners know children and families very well. They take appropriate action to address inequity, supporting families affected by the cost-of-living crisis. They work effectively with professional partners to support children who may require additional support with their learning. Children with barriers to communication have access to visual prompts. As a next step, practitioners should consider using these symbols across all spaces to support children's communication further.

Other relevant evidence

- The headteacher provides highly-effective strategic leadership to the nursery class. She is experienced and knowledgeable and supports the staff team very well to make key improvements to the setting. She worked closely with practitioners to finance, refurbish and renew the indoor playroom and resources. This has provided children with an engaging and well-considered environment within which to play and learn. She supports practitioners to engage with professional learning and national practice guidance. This enables practitioners to reflect on and improve their practice continuously. They do this increasingly well using self-evaluation and professional partnerships to make improvements.

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 & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director (Education & Children's Services)

SUBJECT: Education Scotland Inspection of Longniddry Primary School and Nursery Class

4

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Longniddry Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-

- (i) Note the content of the Education Scotland letter (Appendix 1).
- (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
- (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3)
- (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
- (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Longniddry Primary School and Nursery Class.

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

HGIOS?4:	HGIOELC?:
1.3 Leadership of change	1.3 Leadership of change
2.3 Learning, Teaching and Assessment	2.3 Learning, Teaching and Assessment
3.1 Ensuring wellbeing, equality and inclusion	3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising Attainment and Achievement	3.2 Securing Children’s Progress

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

3.4 National Improvement Framework

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

3.5 Inspection Findings

Longniddry Primary School and Nursery Class was inspected in May 2023. A letter to parents and carers summarising the key findings was published on 12 September 2023. The quality indicators were evaluated as follows:

Longniddry Primary School and Nursery Class		
Quality Indicator	Primary 1 to 7	Early Learning and Childcare
	HGIOS?4	HGIOELC?
1.3 Leadership of change	Very good	Good
2.3 Learning, teaching and assessment	Very good	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good	Very good
3.2 Raising attainment and achievement	Very good	
3.2 Securing children’s progress		Good

3.6 Key Strengths

- The respectful, happy and motivated children in the school and nursery. They make useful contributions to the wider life of the school and the community. They demonstrate their school values in their actions towards others.
- The highly effective leadership of the headteacher and depute headteacher. Together they provide very strong leadership and a clear direction for whole school improvement. They have a thorough understanding of the needs of children and families.
- The high quality of learning and teaching across the school. Staff have high expectations of all learners and meet the needs of all children very well. As a result, almost all children, including those who require additional support, are making very good progress.
- All children have a very strong understanding of their rights and can make relevant connections to their learning across the curriculum. This is having a positive impact on relationships and underpins the respectful, nurturing and inclusive ethos of the school.

3.7 Areas for improvement

- Senior leaders should continue to work with teachers to develop their understanding of national standards. This will help to increase their confidence making professional judgements about children's progress.
- Senior leaders and practitioners should continue, as planned, to improve the approaches to observing children, planning for their learning and tracking their progress in the nursery. This will ensure all children make the best possible progress.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Education Scotland report on Longniddry Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email khaspolat@eastlothian.gov.uk
DATE	21 November 2023

12 September 2023

Dear Parent/Carer

In May 2023, a team of inspectors from Education Scotland visited Longniddry Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The respectful, happy and motivated children in the school and nursery. They make useful contributions to the wider life of the school and the community. They demonstrate their school values in their actions towards others.
- The highly effective leadership of the headteacher and depute headteacher. Together they provide very strong leadership and a clear direction for whole school improvement. They have a thorough understanding of the needs of children and families.
- The high quality of learning and teaching across the school. Staff have high expectations of all learners and meet the needs of all children very well. As a result, almost all children, including those who require additional support, are making very good progress.
- All children have a very strong understanding of their rights and can make relevant connections to their learning across the curriculum. This is having a positive impact on relationships and underpins the respectful, nurturing and inclusive ethos of the school.

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

- Senior leaders should continue to work with teachers to develop their understanding of national standards. This will help to increase their confidence making professional judgements about children's progress.
- Senior leaders and practitioners should continue, as planned, to improve the approaches to observing children, planning for their learning and tracking their progress in the nursery. This will ensure all children make the best possible progress.

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

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

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Details | Find an inspection report | Find an inspection report | Inspection and Review | Education Scotland](#)

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.

Simon Gallon
HM Inspector

Summarised inspection findings

Longniddry Primary School

East Lothian Council

12 September 2023

Key contextual information

Longniddry Primary School is situated in the village of Longniddry in East Lothian. It is part of the Prestonpans Associated Schools Group. Almost all children move to Preston Lodge High School at the end of P7. The senior leadership team consists of a headteacher and a depute headteacher. The headteacher has been in post for 10 years. The current school roll is 184 children arranged across eight primary classes.

A majority of children live in Scottish Index of Multiple Deprivation (SIMD) data zones eight to 10. Longniddry's allocation for Pupil Equity Funding (PEF) is below the median allocation to all primary schools in the local authority and nationally. The school reported that 16.3% of children have additional support needs.

1.3 Leadership of change

very good

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:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Staff ensure that all children at Longniddry Primary School are valued and encouraged to do their very best. The school's motto of 'learning to live, loving to learn' is enacted through the school values of respect, creativity, responsibility, empathy and perseverance. The senior leadership team recently refreshed the school's vision, values and aims in consultation with children, staff, parents and the wider community. These are closely aligned with children's rights and are recognised and understood by all those connected with the school. Staff ensure the school values are embedded across all aspects of daily life and underpin to the school's ethos. Children know the relevance of the values very well and talk confidently about how they show them in their interactions and experiences.
- The highly effective leadership of the headteacher is a driving force for improvement across the school community and local authority. She is a strong, capable and visible leader who sets a positive tone and leads by example. The school community hold her in very high regard and appreciate her kind and supportive leadership style. The headteacher is aspirational for each child and promotes an education which meets the needs of all and inspires a love of learning. She is supported ably by the depute headteacher. As a senior leadership team, they have clear remits and responsibilities which make best use of their individual skills and expertise. Together they ensure that all staff maintain very high expectations for all children. Partners feel supported by the headteacher to work collaboratively to support children.
- Senior leaders have a very good understanding of their local community. They know the social, economic and cultural context of the local community very well. They are aware of the potential challenges arising from the cost of the school day and the current cost of living crisis. They use this knowledge successfully to ensure approaches to wellbeing and participation are responsive and sensitive to the needs of children and families. The headteacher has a strategic plan for Pupil Equity Funding (PEF) to target support for identified children.

- Senior leaders have developed and implemented very effective systems and processes to help them gather a clear, accurate picture of overall school performance. Their approaches to quality assurance and self-evaluation are thorough, rigorous and robust. All staff contribute to self-evaluation using How Good Is Our School? 4th edition (HGIOS4). They work together to agree future actions to improve practice and outcomes for children. Senior leaders identify improvement activities that are well aligned with strategic plans. These include opportunities for all stakeholders to share their views and contribute to continuous improvement. As a result, priorities for improvement are built on a sound rationale and are clear and have measurable outcomes identified.
- Parents, partners and children share their views in a variety of ways including through surveys, the Parent Council and pupil-led groups across the school. All staff and children demonstrate a strong commitment to children's rights within the school. Pupil participation is evident in decision-making and change. Children across the school influence improvement and use How Good is OUR School? (2018) well to provide feedback during 'Focus Friday' sessions. Senior leaders identify the need to involve the wider parent body further in the evaluation of the school's work. This will support parents to help identify areas for improvement in more regular and meaningful ways.
- Children have a very good range of opportunities to participate in committees and undertake leadership roles including house captains, buddies, Rights Respecting Schools, Junior Road Safety Officers and Climate Club. As a result of these opportunities, children are developing their leadership and citizenship skills and contributing meaningfully to decision making across the school. Staff should continue to build on the opportunities children have to develop their leadership roles in the school. In doing so, children should take increased responsibility to evaluate and influence continuous improvement.
- All teachers willingly take opportunities to lead school improvement activity. They undertake roles which are linked to improvement priorities or staff interest. These are identified through annual professional review and development processes. This enables teachers to play an increased role in working together to influence school improvement. As a next step, senior leaders should encourage all staff to take on leadership roles to ensure everyone takes an active role in leading change and improvement. The headteacher has a clear strategic vision for the deployment of staff and their associated roles and responsibilities. This is impacting clearly and positively on practice across the school.
- Staff speak positively about the quality and relevance of professional learning opportunities. All teachers engage very well in professional learning and development. They have engaged in research to support improvements to learning and teaching. For example, a few teachers researched and implemented approaches to making children's thinking more visible in their classrooms. They shared this learning with colleagues to influence practice across the school. As a result, children are increasingly able to explain the strategies they use in their learning and think more critically. Teachers regularly evaluate the impact of professional learning on their own practice using the professional standards. Partners have supported the delivery of professional learning. Staff's engagement with a range of professional learning opportunities within the school and beyond is leading to improved approaches to learning and teaching across the school.

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

- Senior leaders and staff create a very positive, nurturing and inclusive learning environment where everyone is supported and encouraged to do their very best. All staff understand children's rights very well and contribute to these being thoroughly embedded in the life and work of the school. This has a very positive impact on children's experiences and their interactions with staff and peers. Relationships between all staff and children are warm, caring and respectful. This is a strength of the school. Staff regularly refer to the school's values across all stages and environments including the lunch hall and playground. Children can talk about how they demonstrate the values both in school and in their lives beyond school.
- In all classes, almost all children enjoy learning and engage well in a wide range of learning experiences. In almost all lessons, teachers plan learning effectively, to take account of children's interests and offer appropriate levels of challenge. A few children would benefit from greater pace and challenge in their learning. Staff encourage children to persevere in their learning and view mistakes as opportunities to learn. Children use a range of strategies which help them to learn effectively, becoming resilient learners as a result. They understand the purpose of their learning well and know what they have to do to be successful. Children talk about the relevance of their learning to real-life situations and the world of work. They describe in detail why it is important to understand concepts such as money or sustainability. Almost all children are confident and keen to share their successes and can talk about their next steps.
- Children contribute fully to the wider life of the school through a range of leadership roles and pupil voice groups. Children know that they are listened to and that their views are acted upon. As planned, senior leaders and staff should continue to develop approaches which offer children greater opportunities to lead their own learning.
- Overall, the quality of teaching across the school is very good. Teachers have a shared understanding of high-quality learning and teaching and adapt their practice and resources to fit 'the Longniddry way'. This ensures their teaching promotes high expectations for all, suits their community and context, and meets the needs and aspirations of children and families. Almost all teachers' explanations and instructions are very clear. Almost all teachers use questioning effectively to check for understanding, extend learning and promote children's higher-order thinking skills. They provide helpful and timely feedback across all areas of the curriculum, which helps children to make progress in their learning. Staff should continue to develop the creative use of digital technologies to enhance children's learning experiences and develop their digital skills progressively.
- Teachers are at the very early stages of exploring how play pedagogy can support the needs and interests of children in the early stages of primary. As planned, senior leaders and staff should refer to the national guidance, Realising the ambition: Being Me and engage in local authority opportunities for relevant professional learning. This will help to develop their

understanding of how the learning environment and their interactions can enhance children's experiences through play pedagogy. Staff should explore further how collaborative working across early level can support children's transitions and continuous progress between the nursery class and P1.

- Teachers use a range of assessment approaches to identify what children know and can do. They plan assessments where children apply their learning in different contexts and use National Benchmarks to make judgements on the progress children are making. Staff work very well together as a team, frequently discussing learning, progress, attainment and achievement. They keep children at the heart of these discussions, striving to get the best outcomes for individuals. Teachers engage in a variety of moderation activities and have shared expectations of the standards to be achieved at key stages. All teachers are participating in a greater number of moderation activities with colleagues across the associated schools group, with a particular focus on writing. They have reflected on their standards realise that their high expectations are resulting in attainment data which is potentially inaccurate. Senior leaders and staff should continue to engage with colleagues across the cluster and reflect on their use of National Benchmarks to ensure they are capturing children's progress accurately.
- Senior leaders meet teachers at three key points during the year to discuss children's progress in literacy, numeracy and health and wellbeing. They maintain meticulous records which help them to track and monitor children's progress in cohorts, identified groups and individuals. Staff use this information very well to identify children who may require additional support. Senior leaders and staff plan appropriate resources or interventions for children to help them make expected progress. The depute headteacher provides targeted support very effectively across the school. Staff skilfully use data to monitor the impact of these interventions on outcomes for children. This includes monitoring the progress of children who may face barriers to their learning. This helps all participating children to make accelerated progress in their learning.

2.2 Curriculum: Learning pathways

- Teachers use local authority curriculum frameworks linked to Curriculum for Excellence (CfE) experiences and outcomes and National Benchmarks in all curricular areas to plan for children's learning. They use these effectively to support children to build on their prior learning and ensure appropriate progression for learners.
- The school's curriculum is based on a strong commitment to recognising children's rights and wellbeing. As planned, staff should now work with the whole school community to continue to develop their curriculum rationale to reflect the unique context of their school.
- Children regularly access library areas linked to their accelerated reading programme. In addition, each class has a well-resourced library area to support the development of literacy skills and teachers make effective use of these resources. Staff should review the books available in the libraries on a regular basis to ensure a diverse range of texts are being promoted.
- Across the school, most children benefit from regular opportunities to learn through outdoor learning including opportunities such as the John Muir Award, Bikeability and weekly trips to the local Gosford Woods. The majority of teachers make effective use of the local community on a regular basis to enhance learners' experiences. Staff should continue to build on this effective practice by ensuring that there are regular, planned and progressive opportunities for all learners to have access to quality outdoor learning.
- Teachers use progressive planners to ensure children experience progression and depth in learning French from P1 to P7. As planned, staff should introduce a third language. This will ensure children receive their entitlement to experience a full 1+2 languages approach.

2.7 Partnerships: Impact on learners – parental engagement

- Senior leaders and staff work well in partnership with parents. Parents are very supportive of the work of the school and almost all feel comfortable approaching staff and senior leaders with concerns, questions or suggestions. Almost all parents say that their child is making good progress. Almost all parents indicate that their child enjoys attending the school and is treated with fairness and respect.
- The Parent Council is highly supportive of the work of the school. They have established a system of class representatives to seek parental feedback. Recently, parents have worked with school leaders to review and improve the format of children's annual progress reports. In addition, parents raise funds to provide a range of resources and enhance learning opportunities for children.
- Staff value parents' support. A few parents have supported the school by speaking to children about their jobs as part of a focus on skills for learning, life and work. Senior leaders seek parents' views regularly and use their feedback to inform developments and improvement priorities. Parents welcome the regular communication they receive about the work of the school from senior leaders and staff. Staff use a range of communication approaches effectively, including social media platforms, email, newsletters and the school website.

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, children. 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

very 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

- Longniddry Primary School is an inclusive and nurturing learning environment. All staff ensure that children's rights permeate all aspects of the school's work and underpin very effective approaches to ensuring equality, wellbeing and inclusion. The headteacher is a strong and proactive advocate for children. Together with a committed staff team, she has established a positive ethos and highly effective systems that support children to feel safe, successful and supported.
- Teachers deliver a broad and balanced health and wellbeing curriculum that supports the development of skills and knowledge in key areas. It is based on the experiences and outcomes, the wellbeing indicators and children's rights. Almost all teachers are confident to adapt activities to meet the needs of the children and ensure that contexts are relevant. As a result, almost all children experience a range of learning opportunities that enable them to understand fully all aspects of their wellbeing.
- Children's rights are central to the work of the school and the whole community has developed their shared understanding of the United Nations Convention on the Rights of the Child (UNCRC). Longniddry Primary is a Gold level Rights Respecting School. Almost all children speak confidently about their rights and those of others, successfully linking them to all areas of the curriculum and real-life contexts. Children have clear ownership of their class charters and understand the relevance to their school values and nurturing principles. Almost all children feel that they are respected by staff and that their views are valued and acted upon. The children who are part of the Rights Respecting Team have a structured and enthusiastic approach to raising the awareness of other children, parents and the wider community about the importance of rights and the links to the school's vision, values and aims. They feel empowered to play an important role in ensuring that the school continues to develop further rights-based learning.
- Almost all children can name and describe the wellbeing indicators, exemplifying why they are important and linking them to their rights. Children evaluate their own wellbeing effectively, using their robust knowledge of the indicators. Staff use this information successfully to plan relevant lessons and activities related to issues that emerge. They also have one-to-one conversations to address any individual concerns that children have raised. Senior leaders support the Rights Respecting Team to analyse the wellbeing data and use the information to plan associated activities, assemblies and whole school initiatives. This is having a positive impact on children's emotional, social and physical wellbeing. Senior leaders should now monitor the effectiveness of newer initiatives, such as whole class 'together time' and restorative conversations, and check that children understand their purpose. This will help to ensure that these approaches are having the desired impact on children's emotional literacy and overall wellbeing.

- Children engage in regular physical activity indoors and outdoors. This is developing their understanding of health and fitness and promoting their physical wellbeing. Senior leaders and teachers should ensure all children are receiving their entitlement to two hours of high-quality physical education each week.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.
- Senior leaders have a very clear understanding of their statutory duties and responsibilities. They monitor attendance closely and work effectively with families to address any concerns. Attendance is in line with national average. All staff are confident and knowledgeable about procedures relating to safe-guarding and child protection. Most parents and children feel that staff deal well with any concerns about bullying. Senior leaders follow the local authority's procedures in relation to this issue. There have been no exclusions in recent years.
- Staff have developed a shared and well-planned approach to promoting positive behaviour, with a strong emphasis on inclusion and understanding. Almost all staff and children feel that children behave well. Children can discuss, and illustrate with accuracy, concepts such as equality, nurture and inclusion. They show sensitivity, empathy and respect in their interactions with others. Senior leaders should use the curriculum and well-considered resources to support children to develop their knowledge and awareness of diversity. They should also take forward their plans to improve understanding of equity and the cost of the school day across the whole school community.
- Senior leaders use well-established and successful systems to identify and address barriers to learning. Children benefit from high-quality interventions on an individual basis and within small groups. This is supporting them to make very good progress with their learning. The headteacher has developed and sustained highly-effective partnerships with a wide range of professional groups and agencies. She is proactive in seeking and securing necessary specialist support for children who have additional needs. The headteacher's approach to planning, delivering and evaluating interventions is systematic, detailed, timely and robust. This results in children with additional needs receiving high quality support and making very good progress with their learning.

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

- Attainment data provided by the school shows that most children in P1, P4 and P7 are predicted to achieve expected levels of attainment in numeracy. The majority of children are predicted to achieve expected levels of attainment in literacy. Whilst teacher's professional judgement is increasingly accurate, inspection activity indicates that more children are on track to achieve expected national standards than predictions indicate. Most children are achieving in literacy in P1, P4 and P7, with a few children exceeding expected levels of attainment.

Attainment in literacy and English

- Overall, almost all children make very good progress in literacy and English. A few children are working beyond expected levels of attainment across all areas of literacy.

Listening and talking

- At early level, almost all children listen attentively to adults and follow simple instructions well. They talk clearly in a variety of contexts, sharing feelings, ideas and thoughts confidently. They ask and answer questions about texts to demonstrate understanding. At first level, most children ask and answer literal and inferential questions, encouraging each other very well. They listen attentively for information and respond appropriately to others in a respectful way. At second level, almost all children express their views articulately and listen respectfully to the opinions of others. They identify the difference between fact and opinion confidently and discuss knowledgeably the skills required to present or debate a topic in class. Across the school, a few children need to develop their skills in listening to others and taking turns during discussions.

Reading

- At early level, almost all children enjoy a range of texts, making appropriate observations about the cover, illustrations, author and blurb. They read familiar texts confidently, taking account of simple punctuation. A few children require support to answer questions about ideas in a text. At first level, most children identify their favourite authors and genres and give supporting reasons. They answer factual questions about a text confidently and make connections with their own experience. They would benefit from further opportunities to make notes under given headings. At second level, children apply a range of reading skills such as skimming and scanning, to help them read and understand unfamiliar texts. They talk knowledgeably about techniques authors use to influence readers. A few would benefit from further opportunities to answer evaluative questions about texts.

Writing

- At early level, children use capital letters and full stops accurately to punctuate sentences. They use their knowledge of common words and known sounds to spell familiar words correctly and write simple sentences. Most children working at first level write for a range of

purposes and can use paragraphs effectively. They present their written work in an organised and legible way. They should continue to increase the range and complexity of vocabulary used in their writing. At second level, most children regularly create a range of quality extended pieces of writing across a wide range of genres. They successfully apply key features of different genres into their writing and incorporate figurative language very well to engage the reader.

Attainment in numeracy and mathematics

- Overall, almost all children make good progress in numeracy and mathematics. A few children are making very good progress and exceed expected levels of attainment.

Number, money and measure

- At early level, almost all children have a good understanding of forward and backward number sequences. They add and subtract within 20 using mental strategies and share a given amount equally. They create and continue simple patterns involving colours, shapes or pictures. They require support to read simple analogue times. At first level, most children estimate and round whole numbers to the nearest 10 and 100. They use the correct notation for fractions. A few would benefit from further opportunities to apply their knowledge of money to calculate the change from a given amount. At second level, most children have a good understanding of number and number processes. They order numbers, including negative numbers, and have a good knowledge of multiples, factors, and prime numbers. They use and interpret a range of timetables to calculate time durations and solve real life problems. They calculate simple percentages of a quantity and use this knowledge in everyday problems. They would benefit from further opportunities to express fractions in their simplest form.

Shape, position and movement

- At early level, almost all children understand and use positional language including on, under, in front, behind and in between. At first level, children name and classify a range of two and three-dimensional shapes and describe their properties using appropriate mathematical language. At second level, most children identify acute, obtuse and reflex angles and measure these accurately using a protractor. They use mathematical language confidently to describe the properties of a range of shapes and are aware of the relationship between three-dimensional objects and their nets. They would benefit from further opportunities to apply their knowledge of the link between compass points and angles to follow and record directions.

Information handling

- At early level, children sort objects based on set criteria such as size and colour. They are less sure about how to interpret information from simple graphs and charts. At first level, most children extract information from a variety of data sources including graphs and tables. They are able to gather information in an appropriate way for a given purpose. At second level, almost all children collect, organise and display data accurately in a variety of ways. They interpret and draw conclusions from a variety of data. They use language of probability describe the likelihood of events occurring. Children at all stages would benefit from further opportunities to use digital technologies to organise and display data.

Attainment over time

- Senior leaders gather and analyse a wide range of data on children's attainment effectively in literacy, numeracy and health and wellbeing. This data shows that COVID-19 had a negative impact on children's attainment in areas of literacy and numeracy. However, senior leaders and staff have a clear focus on improving children's wellbeing and raising attainment in literacy and numeracy for all children. They ensure prompt and effective additional support is provided for children when gaps in learning are identified. This helps children to make very good progress. As a result, children's attainment in literacy and numeracy now matches or exceeds pre-pandemic levels.

- Senior leaders should continue to develop teachers' understanding of national standards and build confidence in making professional judgements on children's progress and achievement across the curriculum. This will improve the accuracy of their attainment data and reflect better the successes children are making in their learning.

Overall quality of learner's achievements

- Almost all children have regular opportunities to develop a wide range of skills to help them to be successful learners, confident individuals, responsible citizens and effective contributors. Children's achievements both in and out with school are shared and valued. They are displayed proudly and celebrated in class and at assemblies. Children talk about the skills they are developing through these opportunities with growing confidence.
- Staff track participation in wider achievements and use this information to identify and address any gaps. Senior leaders should continue to develop further their approach to tracking children's achievements, with a more explicit focus on the skills children are developing.

Equity for all learners

- Senior leaders recognise the impact that the cost-of-living crisis and the COVID-19 pandemic has had on children and families. They have correctly identified the need to take steps to reduce further the cost of the school day and continue to raise awareness and understanding of equity within the school community.
- Senior leaders use additional funding to resource targeted individual and group interventions in literacy and numeracy across the school. They use assessment data very effectively to identify children, plan appropriate support and monitor the impact on progress and attainment. All children who are eligible for Pupil Equity Funding are making very good progress in their learning and are demonstrating improved outcomes in health and wellbeing.

Practice worth sharing more widely

The commitment to children's rights is central to the school's work. The depute headteacher has led this work effectively. The whole school community has developed their shared understanding of the United Nations Convention on the Rights of the Child (UNCRC). Children have clear ownership of their class charters and understand the relevance to their school values and nurture principles. The Rights Respecting Team have a structured and enthusiastic approach to raising the awareness of children, parents and the wider community about the importance of rights and the links to the school's vision, values and aims. As a result, children feel empowered to play an important role in ensuring that the school continues to develop rights-based learning further. Senior leaders support the Rights Respecting Team to analyse wellbeing data and use the information to plan associated activities, assemblies and whole school initiatives. This is having a positive impact on children's emotional, social and physical wellbeing.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Longniddry Primary School Nursery Class

East Lothian Council

12 September 2023

Key contextual information

The nursery class is part of Longniddry Primary School. It offers places to 30 children at any one time. Children attend from the age of three to those not yet attending primary school. There are 37 children on the roll. Children currently attend on a pattern of Monday/Tuesday or Wednesday/Thursday from 8 am until 6 pm for 50 weeks of the year. Children also attend alternate Fridays. 11 children attend another early learning and childcare provider.

The headteacher has responsibility for the nursery class. A centre manager has responsibility for the nursery when the school is closed. A new senior early years practitioner (SEYP) took up post in April 2022 following a considerable period of instability in staffing. The nursery has six practitioners who work different shift patterns across the week. They work together as a whole team on in-service days.

1.3 Leadership of change

good

This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are:

- developing a shared vision, values and aims relevant to the setting and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Senior leaders and practitioners ensure the nursery is an integral and much valued part of the school. The vision to 'create a nurturing community where everyone can contribute, achieve and be the best they can be' underpins the ethos of the nursery. The values of respect, creativity, responsibility, empathy and perseverance permeate the learning and teaching children experience daily. The headteacher is highly visible within the nursery. She knows the children, families and practitioners very well. She guides the strategic improvement journey and enables practitioners to receive appropriate professional learning and review.
- The headteacher and practitioner team have experienced significant challenges to staffing in recent times. This has had a negative impact on the pace of change. The appointment of the SEYP has brought much needed stability. She works closely with the headteacher. She is effective in leading the practitioner team as they strive to improve the quality of learning and teaching. The SEYP is building the capacity of practitioners at pace, underpinned by professional learning, which is increasing their confidence. East Lothian Council has planned changes to children's attendance patterns from August 2023. This will bring further change and practitioners are developing plans to respond to the needs of children and their families.
- Senior leaders devised a quality assurance calendar to ensure they take a close look at systems, processes and practice regularly throughout the year. This is a recent development as a result of the experience the SEYP brings. It takes good account of the actions identified within recent self-evaluation activity led by the SEYP. Practitioners use this tool to support them to identify what is working well and their priorities for improvement in a systematic way.
- All practitioners have a leadership role within the nursery to improve learning and teaching and enhance parent and community links further. This is a more recent development, and more

time is needed for their roles to make a significant impact. Practitioners use a systematic, collegiate plan, do, study, act approach to help them plan and carry out their roles.

2.3 Learning, teaching and assessment

good

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

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

- Children are enthusiastic, engaged learners. They settle quickly to play experiences which interest them and where they can play cooperatively with their friends. Children like to provide their own commentary about what they are investigating and experimenting with. This is because they know their learning is valued by practitioners. Children move with ease from one activity to another including indoors and outdoors. A few children lead their own learning confidently. Most children are ready to do this with more support from practitioners.
- Children use digital learning to play games reinforcing, for example, number skills. They can, with support, research information to help them find out new knowledge. Digital learning is not yet an embedded feature of children's learning experiences.
- Practitioners interact respectfully with all children and engage them in extended conversation. They are beginning to use simple formative assessment through the fun use of thumbs up to gauge children's views and understanding. Children respond well to this. Practitioners make good use of questioning to extend children's thinking. As planned, they should continue to improve how they provide children with the right level of challenge through their interactions with them.
- Practitioners record observations of children as they play in individual Learning Stories. They interpret what children do and say and document their learning, including photographs and children's own work. As planned, practitioners need to continue with their own professional learning to ensure the observations they make are significant. This will enable them to make more accurate judgements about children's progress. Children have individual learning targets. These are not yet linked well enough to their individual learning stories. Parents should become more involved in reviewing these targets with children.
- Led by the SEYP, practitioners are improving further how they plan for children's learning. They use a range of approaches to plan across different timescales. Practitioners find it challenging to plan together due to working patterns. This impacts on how effectively they share information. The planned changes to children's placements will offer new opportunities for practitioners to work collaboratively on planning learning and achievement.
- Practitioners keep a close check on children's progress in early communication and language and mathematics using a tracking system. The headteacher and SEYP have rightly identified that this system needs to be reviewed. This will help reduce bureaucracy and make it more manageable for practitioners. It will also support senior leaders to be clearer about the value they add to children's progress in nursery.

2.2 Curriculum: Learning and developmental pathways

- Practitioners have created attractive, engaging learning spaces for all areas of the curriculum indoors. Early language and mathematical opportunities feature throughout the playroom indoors and outside. Children's views are displayed around the playroom. This illustrates how well children understand the school vision, values and aims in all of their learning.
- Senior leaders and practitioners are in the process of reviewing the curriculum framework. This should ensure the rationale reflects fully the aspirations within the school vision, values and aims. The current nursery yearly overview is being developed further to take greater account of Science, Technology, Engineering and Mathematics (STEM). It also needs to take account of cross cutting themes such as sustainability. This will improve the opportunities for children to develop greater curiosity, inquiry and creativity.
- The outdoor learning environment should be reviewed, as planned, to ensure it offers rich learning opportunities in STEM. Practitioners recognise that resources such as loose parts and easier access to water would extend learning.
- Practitioners and teachers plan transitions for children moving through to P1 carefully. A well-considered programme is in place to help children become familiar with their new learning spaces. As planned, staff should work together to ensure greater continuity and progression across the early level.

2.7 Partnerships: Impact on children and families – parental engagement

- Parents are encouraged to spend time in the nursery during 'Stay and play' sessions. This helps build a shared understanding of how and what children learn in nursery. A few parents would like to learn more about early learning pedagogy and how they can support their children at home. Family members are encouraged to share their skills to enhance children's learning. For example, parents came into the nursery to talk about their skills in gardening and baking.
- Practitioners encourage parents to contribute to children's learning stories and share achievements from home. They are keen to deepen parental involvement in children's learning stories. This will ensure they capture all of the skills children are learning at home and as part of their community. A few parents would like more information about their child's progress throughout the nursery year.
- Practitioners provide parents with regular, informative newsletters and invite them to participate in self-evaluation through surveys and questionnaires. They are keen for parents to share their views about all aspects of the nursery.

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, children. 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

very good

This indicator reflects on the setting's approach to children's wellbeing which underpins their 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 each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Practitioners place a strong emphasis on ensuring children's wellbeing through providing a healthy, safe and inclusive environment. They prioritise children's emotional and social wellbeing to enable them to enjoy their extended nursery day. Practitioners are nurturing and sensitive in their interactions with children. They know children well as a result of their high-quality relationships.
- Children demonstrate very positive wellbeing. They show love and affection for each other. Children make positive choices to play in pairs and small groups in close proximity to each other. They understand well, in their own way, what it means to feel included and respected. They talk openly with practitioners about how they can stay safe at nursery.
- Children are enriching their understanding of being healthy and well. They select when they want snack and who they wish to sit with. Children are independent in washing their hands, buttering their toast and pouring their drinks. They use their water bottles freely outdoors to stay hydrated. Children engage very well in social conversation and enjoy a relaxed lunch with their friends.
- Children talk enthusiastically about being active at nursery through their physical play. They jump and hop skilfully on their hopscotch mat. They cycle carefully, negotiating obstacles, and climb carefully on their climbing frame. They use the all-weather pitch enthusiastically to run freely and practise ball skills. Children develop their physical skills in a progressive way in the school gym hall.
- Practitioners provide a well-planned health and wellbeing programme in line with the school's programme. This ensures children begin to learn about their rights and personal wellbeing from the youngest age. Practitioners are knowledgeable about the United Nations Convention of the Rights of the Child (UNCRC) and the national wellbeing indicators.
- Practitioners are very well-informed about and confident in their knowledge, policies and processes in place to keep children safe from harm. They engage in regular professional learning. All children have personal plans which have recently been updated. Practitioners review these regularly with parents. Where children need extra support to learn and achieve, practitioners take appropriate action. They are proactive in engaging in dialogue with settings children attend as part of a shared arrangement of their nursery entitlement. As a result, children's needs are met very well.
- Children demonstrate very well how they include each other in their play. They show respect and tolerance. Practitioners support children well to learn about equalities beyond their direct experience. They ensure children have ready access to a range of resources which help children learn about similarities and differences.

3.2 Securing children's progress

good

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

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

- Children are making good progress in early communication and language. Almost all children talk confidently. They ask and answer questions and have a good vocabulary to label and describe what they are finding out. Children listen well to a story, as individuals and as part of a group. Most children choose books for enjoyment or to find information. A few children continue to be supported by practitioners to do this. Children appreciate the opportunity to visit the school library and choose a book to take home. The majority of children are beginning to use early writing skills and can form letters and numbers. They like sharing stories with practitioners who document their ideas. A few children are ready for more challenge to develop their interest in early writing in meaningful contexts.
- Children are making good progress in early mathematics. Most children show an enthusiasm for number and use counting well in their everyday routines. Most older children count with understanding and apply their skills meaningfully through their play. A few children are exceeding expectations for their stage and would benefit from greater challenge in early mathematics within play activities they choose for themselves. Children use money meaningfully through their play. Most children use appropriate terms to describe size. They are ready to develop their skills in measurement further. Children use the routine of their nursery day to help them understand time.
- Children's progress in health and wellbeing is very good. Almost all demonstrate high levels of independence when attending to personal care and maintaining hygiene. All children like to help by taking a turn with food preparation for snack and organise the menus for their friends. Children have well-developed physical skills and practise them confidently in different environments.
- Children are making good progress across the curriculum. They speak knowledgeably about the tadpoles and snails they have in nursery. Appropriate to their stage of development, children can describe life cycles. A few children like to plant and grow flowers and vegetables in their garden space.
- Children are making good progress since starting nursery. Practitioners keep a check on how much progress children are making over time. Senior leaders and practitioners should continue to develop approaches to the tracking and monitoring of children's progress. This will ensure practitioners are more able to clearly identify the children who would benefit from greater levels of challenge in their learning.

- Children and practitioners are beginning to recognise children's achievements more regularly. Children love to sing their 'You are a Star' song at assembly time with the school as they receive awards for demonstrating the school values. Practitioners are beginning to highlight children's 'wow' moments and celebrate them. Children should be more involved in sharing their learning with the school and in playing their part in school Focus Friday Groups.
- Practitioners have developed positive relationships with families. They provide trusted support and advice. Practitioners understand the socio-economic climate facing families. They are vigilant and sensitive to the needs of any families who may need support.

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 & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director, Education & Children's Services

SUBJECT: Education Scotland Inspection of St Martin's RC Primary School and Nursery Class

1 PURPOSE

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

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
 - (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3)
 - (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
 - (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at St Martin's RC Primary School and Nursery Class.

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

HGIOS?4:

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

HGIOELC?:

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

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

3.4 National Improvement Framework

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

3.5 Inspection Findings

St Martin’s RC Primary School and Nursery Class was inspected in September 2023. A letter to parents and carers summarising the key findings was published on 31 October 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1 to 7	HGIOS?4	2.3 Learning, teaching and assessment	good
		3.2 Raising attainment and achievement	good
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	good
		3.2 Securing children’s progress	good

3.6 Key Strengths

- The polite, friendly children who proudly welcome visitors and demonstrate the school and nursery values well. They are enthusiastic and motivated in their learning.
- All staff play an important role in the life of the school and nursery. Working very well together, they create a highly inclusive learning environment for children that supports positive relationships and wellbeing.
- The headteacher and principal teachers who demonstrate effective leadership and are highly respected. They have created a nurturing and respectful culture where children succeed and achieve.
- Staff across the school and nursery know children and their families very well. Working with the community and partners, they provide high-quality support to reduce any barriers to learning.

3.7 Areas for improvement

- Continue to develop consistently high-quality approaches to learning and teaching. Ensure that learning activities are challenging enough and well matched to the needs of all children.
- Continue to improve approaches in the use of assessment to ensure all children are making the best possible progress in learning.
- Continue with plans to raise children's attainment further, with a particular focus on writing and numeracy.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Education Scotland report on St Martin’s Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

AUTHOR’S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email khaspolat@eastlothian.gov.uk
DATE	01 November 2023

31 October 2023

Dear Parent/Carer

In September 2023, a team of inspectors from Education Scotland visited St Martin's RC Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The polite, friendly children who proudly welcome visitors and demonstrate the school and nursery values well. They are enthusiastic and motivated in their learning.
- All staff play an important role in the life of the school and nursery. Working very well together, they create a highly inclusive learning environment for children that supports positive relationships and wellbeing.
- The headteacher and principal teachers who demonstrate effective leadership and are highly respected. They have created a nurturing and respectful culture where children succeed and achieve.
- Staff across the school and nursery know children and their families very well. Working with the community and partners, they provide high-quality support to reduce any barriers to learning.

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

- Continue to develop consistently high-quality approaches to learning and teaching. Ensure that learning activities are challenging enough and well matched to the needs of all children.
- Continue to improve approaches in the use of assessment to ensure all children are making the best possible progress in learning.
- Continue with plans to raise children's attainment further, with a particular focus on writing and numeracy.

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

Here are Education Scotland's evaluations for St Martin's RC Primary School and Nursery Class.

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Inspection and Review | Education Scotland](#)

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.

Anne Graham
HM Inspector

Summarised inspection findings

St Martin's RC Primary School

East Lothian Council

31 October 2023

Key contextual information

St Martin's RC Primary is a Roman Catholic school situated in Tranent in East Lothian. At the time of inspection, the school roll is 134 pupils, organised across seven classes. The headteacher took up post in August 2019. Prior to her appointment, the school experienced recruitment challenges, having four different headteachers over a two year period. The headteacher is supported by two principal teachers, one of whom is funded through the Pupil Equity Fund.

54% of the school community lives in deciles one to three of the Scottish Index of Multiple Deprivation (SIMD) and 30% pupils are registered for free school meals. 38% of the school roll have an additional support need and 26 children have English as an additional language.

2.3 Learning, teaching and assessment

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

- Staff have created a warm, positive and inclusive ethos across the school. In all interactions, the nurturing staff team promote children's rights and the school values of pride, belief and kindness. This consistent approach has led to almost all children being happy and motivated at school. Children demonstrate a good understanding of how the school values support them to develop and practise belief in themselves and others. Across the school, children are friendly and enthusiastic. They interact respectfully with their peers, adults and visitors to the school. All staff know children and their families very well.
- All children participate in a range of leadership roles which contribute effectively to the life and work of the school. For example, the Learning Leaders and events at the local parish provide opportunities for children to develop their communication skills. Staff support children well to complete audits and create action plans which demonstrate meaningful learner involvement in decision making and improvement. Older children can describe the skills they develop through their involvement in this work and how they apply classroom learning to these wider responsibilities. For example, they use their listening and talking skills well to support effective teamwork. Children are very proud of their school and staff should continue to increase opportunities for them to have an active role in school improvement.
- All staff apply professional learning well to create an inclusive, communication friendly environment across the school. Staff and children audited the learning environment and discussed ways to improve the learning spaces to meet the needs of all children. Staff use displays within the classrooms to support learning effectively. Teachers have developed learning environments which are well organised and calm and as a result, most children participate appropriately in lessons.
- Most children engage well in their learning and stay on task when working individually or in small groups. Most children contribute confidently to class and group discussions and enjoy

sharing their learning. In the majority of classes, children's learning is differentiated effectively. A minority of children across the school are capable of achieving more. Teachers should plan learning activities that are well matched to the needs of all learners. This will ensure appropriate challenge for all children including the higher-attaining.

- In all lessons, teachers' explanations and instructions are clear. In most lessons, teachers use questioning effectively to check for understanding, extend children's thinking and develop their curiosity. In almost all lessons, teachers share the purpose of learning and outline the steps children need to be successful. Children are beginning to be involved in co-creating steps for success. As planned, senior leaders should continue to work with teachers to refine how they share the purpose of learning with children. They should ensure that this accurately reflects the intended learning in line with Curriculum for Excellence (CfE) experiences and outcomes.
- Children have regular opportunities to review their learning and set targets with their teacher. They discuss with their peers and teacher how they have demonstrated the school values. These discussions are supporting children to develop their understanding of the progress they are making in their learning and their achievements. Across the school, teachers are developing their use of written and verbal feedback to support children's learning. Children would benefit from a more consistent approach to high-quality feedback to inform their next steps in learning.
- Across the school, staff use digital technology successfully to enrich and support children's learning. Children can confidently use a variety of digital platforms and applications to enhance, record and share their learning. In a few classes, children are effective lead learners in the use of these digital programmes. All teachers apply professional learning in the use of digital technology to improve learning and teaching. They use their skills and knowledge to support children's learning very well and as a result, children use accessibility tools to support their learning with increasing confidence. Teachers' use of digital programmes for literacy and numeracy have supported very well the progress of learners who require additional support.
- Staff make good use of the local environment such as nearby woodland spaces to support learning beyond the school grounds. Children benefit from the opportunity to participate in fire cooking and cycling. Staff need to develop an approach to monitor and track the skills children are developing through their outdoor learning experiences.
- Children at early level experience a range of play-based learning opportunities. Staff plan the environment carefully to support children to access learning in a variety of ways and contexts. In the majority of activities, teachers provide planned experiences with appropriate levels of challenge. Staff should continue to develop their shared understanding of play pedagogy in line with national guidance. This will support progressive learning experiences across all levels. It will help to ensure that children consistently experience appropriate pace and challenge more closely matched to their needs.
- The headteacher has established an annual assessment calendar. This is beginning to support teachers to make the best use of a range of summative, formative and standardised assessments. This includes Scottish National Standardised Assessments (SNSA). Most teachers use assessment of children's work well to inform accurate next steps in literacy. Teachers should continue to enhance their approaches to assessment across all curricular areas.
- Senior leaders and teachers have streamlined planning across the school. This is leading to a more consistent approach to planning high-quality experiences for all children. Teachers make good use of the local authority and cluster progression pathways across all curricular areas.

They work collaboratively to plan for progression through and across the CfE levels. Most children are given opportunities to shape what and how they learn based on their interests.

- Across the school, there is a strong ethos of staff collegiality and positive working relationships. Staff work together well to share standards in writing, reading, numeracy and mathematics. Teachers use moderation activities to ensure there is an increased focus on the skills children are developing. This supports teachers' confidence and accuracy when making professional judgements on children's progress and achievement of a level in literacy. Senior leaders and teachers should continue with planned professional learning and dialogue to strengthen these approaches further in numeracy. As planned, staff should continue to develop moderation of learning across the curriculum, within and beyond the school. This would continue to support a shared understanding of children's progress and achievement of a level.
- The headteacher meets with staff four times a year to discuss progress in literacy, numeracy and health and wellbeing. They identify and record children on track, off track, or exceeding in their learning. Staff introduce effective interventions to support children who are identified as not currently on track to achieve. Senior leaders gather information about the progress of cohorts of children, including children who face barriers to their learning. This information is used by staff very well to support children effectively. Classroom assistants are deployed well, providing a balance of effective direct support to individuals and cohorts of children, and wider support for learning for others. As planned, staff should continue to develop their approaches to monitoring and tracking the progress of learners who require additional challenge.

2.1 Safeguarding and child protection

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

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

- Children's attainment in literacy and English and numeracy and mathematics across the school is good. In June 2023, most children achieved early level in literacy and numeracy by the end of P1. By the end of P4, the majority of children achieved nationally expected CfE levels for literacy and most children achieved numeracy. At P7, most children achieved second level in listening and talking and reading and the majority of children achieved writing and numeracy. Teachers engage increasingly with moderation activities and the National Benchmarks, and as a result, their professional judgements are becoming more robust.
- School data shows almost all children with English as an additional language make good progress in learning over time and the majority of children are achieving nationally expected levels. For children who require additional support, including those who have experienced care, the school's wealth of evidence demonstrates that they are attaining appropriately for their individual levels of need.

Attainment in literacy and English

- Overall, children's progress in literacy and English is good.

Listening and talking

- By the end of early level, most children listen attentively to adults and follow directions well. They talk clearly in different contexts, sharing their feelings and thoughts appropriately. Children who have achieved first level ask and answer questions with confidence. They know the skills of listening and talking and are attentive to others. Children who are on track to achieve second level talk with confidence and expression when discussing learning with peers, staff and visitors. They are developing well their use of suitable vocabulary for purpose and audience. Across the school, a minority of children require support to apply effective listening and talking skills, such as ensuring that everyone has opportunities to contribute. In response, staff support and encourage children well to be active listeners and considerate of one another.

Reading

- All children have access to a class library and a school library. Teachers have developed a positive reading culture with most children enthusiastic about borrowing books to read at home.
- Across all stages, children retell stories well from picture prompts. By the end of early level, children are able to recognise, say and write taught sounds. They read familiar texts with increasing accuracy and use their knowledge of sounds and rhyme to decode unknown words. Children who recently achieved first level, read familiar texts with understanding and expression. They recognise the difference between fiction and non-fiction and explain their

preference for particular texts and authors. Children who are on track to achieve second level read with fluency, using appropriate pace and tone. Most children read an appropriate range of texts and share views on structure, character and the writer's use of language. They use contextual clues to work out the meaning of unfamiliar words and respond to a range of questions well. Children at both first and second levels should develop further their notetaking skills in relation to reading content. This will help them to understand information and develop their thinking.

Writing

- Across the school, staff have introduced new approaches to the teaching of writing. This is motivating children to write successfully and enthusiastically for a range of purposes. At the end of early level, children form lower-case and upper-case letters legibly. They make positive attempts to sound out words using their knowledge of sounds. Children who have achieved first level can explain and use key features of different genres. They use a variety of openers and connectives well to engage the reader. The majority of children working towards second level can vary sentence structure and length to reflect the purpose of the text. They develop their vocabulary well to make their writing more interesting. Across the school, children require support to improve further aspects of their writing, particularly their use of punctuation.

Numeracy and mathematics

- Overall, children's progress in numeracy and mathematics is good. At all stages, a few children would benefit from increased opportunities to apply their learning in new and unfamiliar contexts. At all stages, children are not confident in using a range of mental mathematics strategies.

Number, money and measure

- By the end of early level, children add and subtract within 10. They recognise odd and even numbers to 10 and identify all coins up to £2. Children who have achieved first level round to the nearest 10 and 100 and use the appropriate notation for common fractions to tenths. They identify the appropriate instrument to measure. Most children working towards the end of second level can round to 1000, 10,000 and 100,000. They read and record time in both 12-hour and 24-hour notation and can convert between the two. Across the school, children lack confidence in mental mathematics and would benefit from regular opportunities to develop these skills. They need further practise with word-based problems.

Shape, position and movement

- By the end of early level, children identify and sort a range of three-dimensional objects. Most children understand and use correctly the language of position and direction through their play. Children who have achieved first level use mathematical language to describe the properties of a range of common two-dimensional shapes and three-dimensional objects. At second level, children need to revisit mathematical language to describe angles.

Information handling

- Children who have achieved early level use knowledge of colour, shape and size to match and sort items in a variety of different ways. Children who have achieved first level use a variety of different methods to display data such as block and bar graphs. At second level most children can devise the most appropriate way of collecting data for a given task. Across the school, children would benefit from additional opportunities to collect, organise and display real-life data in a variety of ways.

Attainment over time

- Senior leaders and staff use data well to track and monitor children's progress and attainment over time. They have gathered and analysed children's attainment data for five years, including separate tracking for identified groups of children such as those supported by Pupil Equity Funding (PEF). They use data well to inform and evaluate planned school improvements. Children's attainment in literacy decreased after the pandemic. Senior leaders and teachers have been pro-active in addressing gaps in learning. They provide and manage effective interventions and strategies to raise attainment in listening and talking and writing. This has helped build and sustain children's progress in literacy and increased the number of children attaining across all levels. As planned, senior leaders and teachers should focus on improving numeracy for identified groups of children, particularly their use of mental mathematics strategies.

Overall quality of learners' achievements

- Almost all children benefit from participating in a wide range of experiences and opportunities at school. Senior leaders audit children's participation in clubs and school committees using a variety of methods, including wellbeing webs. Staff use this information effectively to ensure equity of opportunity throughout the school. This supports children who may be at the risk of missing out. Staff and partners offer a breadth of experiences, ensuring all children have opportunities to achieve success. Across the school children progress their leadership skills and confidence through accredited courses such as Bikeability. This is building children's independence well and encouraging them to develop new social skills and a sense of wellbeing. Strong partnership working supports children's achievements very effectively, including close links with the local parish and Active Schools.
- Children across the school enjoy sharing and celebrating their achievements through newsletters, recognition boards, headteacher awards and online platforms. They demonstrate confidence and pride when discussing their many achievements, in and out of school. Staff recognise children's success at living the school values of pride, belief and kindness through certificates. They share these successes with the wider school through wall displays and assemblies. Children discuss the positive impact these achievements have on their wellbeing and self-esteem.
- Across the school, there is a range of ways for children to develop their leadership skills and achieve personal success across the four capacities of Curriculum for Excellence. These include Junior Road Safety Officers, Rights Committee, Eco Committee and buddies. Children are proud of their valuable contributions to the life of the school and discuss confidently the skills they develop in these roles.

Equity for all learners

- Senior leaders and staff have a clear understanding of the socio-economic context of the school. They use their knowledge of any challenges affecting the community effectively to inform targeted and universal support. Teachers' high-quality approaches to universal and targeted support reduce barriers to learning and impact positively on children's readiness to learn. Staff work closely with allied health professionals to take forward personalised programmes for identified children successfully. This contributes effectively to individual children's good progress.
- Senior leaders and staff use data effectively to monitor the gap in attainment between those children most affected by deprivation and their peers. Senior leaders use PEF well to provide effective support through targeted interventions in health and wellbeing, literacy and numeracy for identified children. They have systems in place to monitor the impact of targeted approaches. This supports the sustainability of approaches and helps to evidence measurable

progress for identified groups of children. Staff can evidence the positive impact interventions have on accelerating progress and improving outcomes for children in reading, listening and talking and wellbeing. An increased number of children are on track with CfE national expectations at their age and stage.

- The school accesses resources successfully from local charities and community groups to support families facing hardship. For example, support with birthday gifts, holiday vouchers and fresh food parcels is available to children and families. Children and families talk positively about help they receive from the school and local community. Working successfully in unison, staff and community partners plan ways to reduce the cost of the school day for families, such as supporting with trips, resources and clothing. This supports all children to be included.

Other relevant evidence

- Moving forward, senior leaders should ensure that parents and learners are actively involved in determining the focus of the PEF spend for their school.
- All children receive two hours of quality physical education (PE) each week. This is delivered by a PE specialist.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

St Martin's RC Primary School Nursery Class

East Lothian Council

31 October 2023

Key contextual information

St Martin's RC Primary School Nursery Class is situated within the town of Tranent. The nursery is registered for 25 children to attend at any one time. At the time of inspection, the roll was 20. More than half of children aged three years and above are very new to the setting. Children attend Monday to Thursday (6.5 hours) and Friday mornings (4 hours) during term time. The team includes a Senior Early Years Practitioner (SEYP), full and part time practitioners, and a part time support worker. The headteacher has responsibility for the leadership and management of the nursery. All posts are now filled following previous difficulties recruiting staff.

2.3 Learning, teaching and assessment

good

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

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

- The team has established a welcoming, calm atmosphere. Practitioners are consistently nurturing, caring and respectful with all children. Positive relationships support children to feel safe, secure, and increasingly confident. Practitioners have made necessary changes to routines and spaces. Interruptions to children's play have been reduced. Occasional large group experiences are beginning to better reflect children's stage of development. Children are highly motivated and increasingly independent as they develop their ideas. The team should now sustain and develop further a balance between child-initiated, adult-initiated and adult-directed experiences.
- Almost all children spend extended periods of their day in the interesting outdoor area. Practitioners use this small space well to support children to explore, investigate and challenge themselves alongside or with their friends. Children and staff are resilient and resourceful as they work together to re-establish their outdoor space following repeated vandalism. Practitioners should develop further their work with the local community to reinforce and celebrate the importance of this space for children.
- Practitioners have a good understanding of children's early language and communication alongside child development. The team draw on professional learning on language acquisition to inform their thoughtful interactions with individuals. Staff plan weekly small group sessions that improve children's talking and listening skills. Practitioners use gestures, visuals and questioning well to support children to express their needs and extend their thinking. The team should continue to support all children to recognise and talk about their learning across the curriculum.
- Practitioners share children's learning with parents in conversations, social media and through weekly emails. Parents appreciate the recent improved joint working between the school and nursery class. The team use information from parents effectively to inform their interactions with, planning for and profiles of learners. Practitioners should continue to develop further their skills in recording children's specific next steps in learning. The team recognise that a few

children would benefit from more challenge in their learning. Practitioners have rightly identified a need to increase opportunities for children to explore digital learning and science and technology. This will support children to develop their creativity.

- The SEYP, collaborating closely with practitioners and the headteacher, has improved the quality of observations of children's learning. The team use local authority guidance and national practice guidance to inform their planning. They track, monitor and assess the progress of individual children effectively. Practitioners pay careful attention to children who experience challenges in their learning. Practitioners meet termly with the headteacher to agree a shared understanding of progress and inform next steps. The headteacher and SEYP should ensure approaches to assessment are manageable and support practitioners to identify clearly areas where children could make better progress.

2.1 Safeguarding and child protection

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

3.2 Securing children's progress

good

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

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

- Overall, most children are making good progress in communication, early language, mathematics and health and wellbeing.
- Almost all children are increasingly independent as they help prepare snack, learn to tie their laces and confidently access resources to develop their ideas. Most children are beginning to learn to share spaces and resources appropriate to their stage of development and time in nursery. A few children develop their fine motor skills, follow instructions and work together well as they help staff make playdough. Most children develop their gross motor skills as they challenge themselves to carefully balance, jump with support and explore the tree swing. A few children continue to need support to manage change as they move between different activities or to different spaces in the school or nursery.
- Children make good progress in communication and early language. Most children are enthusiastic, keen communicators as they discuss how to make coffee or soup in the mud kitchen. They take turns in an extended conversation to plan a trip to the beach in their car made from loose parts. Children listen and participate well in frequent songs, rhymes, and stories. A few returning children enjoy exploring sounds, clap syllables from their name and recognise familiar letters. A few children would benefit from opportunities to apply their skills in new and unfamiliar contexts.
- Most children are making good progress in developing their skills in early mathematics and numeracy. Most children enjoy exploring volume and capacity as they fill and empty containers as they explore sand and water. A few children are able to describe and compare height and length as they play in the construction and outdoor areas. Most children can count, and are beginning to identify, numerals to ten as they play simple games on the interactive board. A few children are not yet confident in matching and sorting familiar objects and exploring data handling.
- Practitioners monitor and track children's progress through the early level experiences and outcomes of Curriculum for Excellence and local authority frameworks. Floor books, wall displays, photographs, children's folders and dialogue with parents is used to build a useful profile of children's progress over time.
- The team work well with children, parents, visiting professionals and one another to identify and celebrate children's individual achievements. Practitioners recognise, value

and celebrate when children have demonstrated the school and nursery values. Children are excited and proud successful learners, celebrated by the whole school during headteacher awards. The team should continue to develop further the range of ways children's achievements are captured and used to inform planning. This will support children to identify and celebrate the skills they are developing.

- The team know children, including new children, and their families very well. The team pay careful attention to getting to know, valuing, and including all families. Practitioners are sensitive and resourceful as they find ways to support the specific needs of families. Staff are responsive and act quickly where parents would benefit from additional support. Partnerships with the local parish, community projects and with volunteers provide practical help if needed. This supports parents and children's wellbeing, supports children's progress and maximises attendance at nursery.

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 & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director (Education & Children's Services))

SUBJECT: Education Scotland Inspection of Windygoul Primary School and Nursery Class

1 PURPOSE

- 1.1 To report to Committee on the outcomes of the Education Scotland inspection of Windygoul Primary School and Nursery Class.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:-
- (i) Note the content of the Education Scotland letter (Appendix 1).
 - (ii) Note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2).
 - (iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3)
 - (iv) Note that Education Scotland are confident that the school has the capacity to continue to improve and so will make no more visits in connection with this inspection.
 - (v) Congratulate the Head Teacher and staff on a positive inspection and on the key strengths identified by the Inspection Team.

3 BACKGROUND

3.1 Inspection model

The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Windygoul Primary School and Nursery Class.

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

HGIOS?4:

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

HGIOELC?:

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

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

3.4 National Improvement Framework

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

3.5 Inspection Findings

Windygoul Primary School and Nursery Class was inspected in May 2023. A letter to parents and carers summarising the key findings was published on 22 August 2023. The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1 to 7	HGIOS?4	2.3 Learning, teaching and assessment	good
		3.2 Raising attainment and achievement	good
Early Learning and Childcare	HGIOELC?	2.3 Learning, teaching and assessment	good
		3.2 Securing children’s progress	good

3.6 Key Strengths

- The celebration of children's many successes in demonstrating the school values of 'responsible, positive and respectful'. Children are rightly proud of this recognition of their enthusiasm for learning and hard work.
- The use of a wide range of data by senior leaders to support effective strategies to raise attainment in literacy and numeracy.
- The warm and inclusive environment across the nursery, school and Woodside, fostered by all members of the school community. This supports children to develop communication skills and engage successfully in their learning within a child-centred environment.
- The sense of fun and freedom displayed by children and practitioners in the nursery as they enjoy the broad range of experiences outdoors.

3.7 Areas for improvement

- Senior leaders should continue to work with staff to improve the quality of the learning and teaching children experience to develop further consistent approaches across the whole school. This includes ensuring children take a more active role in leading their learning.
- All staff should continue to build on the positive start to the way children's progress in their learning is assessed and monitored and extend this to all curriculum areas.

3.8 The school's Quality Improvement Officer, Mrs Karen Haspolat works closely with the Head Teacher and staff to provide professional advice and support and challenge.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

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

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel – None

6.3 Other - None

7 BACKGROUND PAPERS

- 7.1 Education Scotland report on Windygoul Primary School and Nursery Class Report (Appendix 1) and Summary of Findings Primary School and Nursery Class (Appendix 2), Summary of Findings Nursery Class (Appendix 3).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email khaspolat@eastlothian.gov.uk
DATE	21 November 2023

22 August 2023

Dear Parent/Carer

In May 2023, a team of inspectors from Education Scotland visited Windygoul Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The celebration of children's many successes in demonstrating the school values of 'responsible, positive and respectful'. Children are rightly proud of this recognition of their enthusiasm for learning and hard work.
- The use of a wide range of data by senior leaders to support effective strategies to raise attainment in literacy and numeracy.
- The warm and inclusive environment across the nursery, school and Woodside, fostered by all members of the school community. This supports children to develop communication skills and engage successfully in their learning within a child-centred environment.
- The sense of fun and freedom displayed by children and practitioners in the nursery as they enjoy the broad range of experiences outdoors.

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

- Senior leaders should continue to work with staff to improve the quality of the learning and teaching children experience to develop further consistent approaches across the whole school. This includes ensuring children take a more active role in leading their learning.
- All staff should continue to build on the positive start to the way children's progress in their learning is assessed and monitored and extend this to all curriculum areas.

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

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

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

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

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at: [Reports page | Inspection reports | Education Scotland](#)

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.

Jacqueline Gallagher
HM Inspector

Summarised inspection findings

Windygoul Primary School

East Lothian Council

22 August 2023

Key contextual information

Windygoul Primary School is located in Tranent in East Lothian. The headteacher is supported by four deputy headteachers and two principal teachers. The school has experienced a number of staff changes over the past few years.

In May 2023 the roll is 613 in the primary school and 18 in Woodside, the specialist provision for children with additional support needs. Windygoul Nursery is located within Windygoul Primary School.

Children live in Scottish Index of Multiple Deprivation (SIMD) data-zones 1-9. Attendance is in line with the national average.

2.3 Learning, teaching and assessment

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

- Relationships between children, their peers and staff are positive. The focus staff have on children being 'ready, respectful and safe' is supporting a calm and inclusive environment for learning. Most children engage positively with learning opportunities. They are keen to learn and talk enthusiastically about their experiences in school. They work well individually, in pairs and in small groups.
- Learners experience a broad range of learning opportunities both in the classroom and beyond. There are well-planned opportunities for children to contribute to the life of the school through pupil voice groups, leadership positions and sports and music clubs.
- In the majority of classes, learning is well matched to the needs of individual children. However, current approaches to differentiation are mainly by task and do not fully meet the needs of all children. Teachers should ensure all learning is appropriately challenging, including for children who are capable of more demanding work. Children would benefit from greater opportunities to lead their learning, including more activities which provide greater personalisation and choice.
- In almost all lessons, teachers provide clear explanations and instructions. They share learning intentions and success criteria. Senior leaders have identified correctly the need to improve how children understand the purpose of their learning and how to be successful. Teachers now need to be more consistent in involving children in co-creating ways to judge their success in learning. This will ensure children have greater ownership of their learning and support the further engagement of all children in learning.
- Teachers are beginning to use digital technology more extensively to enhance learners' experiences. In a few lessons, teachers use this well to motivate and engage children. A few children are supporting staff and other children to develop their digital skills, including the use

of assistive technologies. These children are working well to improve both children and staff's understanding of how technology can be used to support learners who have a barrier to learning.

- Almost all teachers use a range of approaches to check learners' understanding. A few teachers ask questions skilfully to help children explain more fully their thinking and the reasoning behind their answers. Senior leaders should build on the successful practice found in these classes to support all teachers to improve questioning. This includes ensuring staff support children to develop higher order thinking skills. As staff develop their skills in asking questions, they will have a clearer awareness of children's understanding. This will support teachers in planning next steps in learning that best meet the needs of all children.
- Younger children have regular opportunities to engage in play-based activities. Teachers are at the early stages of developing learning through play and do not yet use play-based approaches fully to engage children in their learning. Teachers should engage with national practice guidance, 'Realising the Ambition:Being Me', and look outwards to other schools to observe examples of high-quality learning through play. This will help them improve approaches to learning through play for younger children, by enriching their learning environment and experiences.
- Teachers are responsive to the needs of the children in their classes. They use verbal feedback well to support children to make progress in their learning. At present, the quality of written feedback is not sufficiently effective in supporting children's progress in learning. Children will benefit from clearer feedback to help them understand what they need to do to have greater success in their learning.
- Teachers use a range of well-defined approaches to assess where children are in their learning. They use National Benchmarks, standardised assessments and local authority assessments well at key points in the year to identify children's attainment in literacy and numeracy. These approaches, along with on-going assessment, are providing teachers with a clear understanding of where children are in their learning. Teachers, supported by senior leaders, should continue to develop approaches to assessment that will improve further children's progress and attainment. This will help ensure an understanding across the school of what high-quality assessment is.
- Senior leaders, working with teachers, have developed helpful approaches to discuss and monitor children's attainment and progress. These approaches are used well to confirm whether children are on track, off track or exceeding expectations and to plan what further support is needed for each learner.
- Staff have engaged in helpful moderation activities, both internally and externally, with their associated school group and local authority colleagues. The focus has been on writing. This has strengthened teachers' understanding of national standards in this area. Staff should continue, as planned, to increase the range of moderation activities to other areas of the curriculum.
- Senior leaders, working with staff, have introduced new approaches to planning, tracking and monitoring this year. While at the early stages, the new approaches are providing clearer expectations for teachers in the planning of learning, teaching and assessment. Senior leaders have reviewed teachers' plans and have provided helpful feedback to all teachers to build on the positive start made. Senior leaders should continue to work with teachers to ensure all planning is of suitably high quality across the school.

- Teachers use local authority progression frameworks across all areas of the curriculum. They plan over different times scales taking into account the needs of the learners in their class. In a few examples, children are involved very well in planning their learning. Senior leaders should continue to support staff to ensure all learners are meaningfully involved in planning their learning.

2.1 Safeguarding and child protection

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

3.2 Raising attainment and achievement

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

- Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Most children achieve appropriate Curriculum for Excellence (CfE) levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. A few children have the capacity to make better progress and achieve more.
- Most children who require support with their learning are making good progress towards individual targets in learning.

Attainment in literacy and English

- Overall, most children are making good progress in literacy from prior levels of attainment.

Listening and talking

- At early level, most children follow instructions well and can confidently share ideas within pairs and small groups. They can ask and answer simple questions about familiar stories. At first level, most children share their ideas in class and group discussions and listen well to the views of others. At second level, children have opportunities to develop presentation skills in class, at assemblies and through various pupil leadership roles. They are aware of different communication techniques such as eye contact, clear enunciation, and use of tone to engage the listener.

Reading

- Across the school, children have regular planned opportunities to read for pleasure including through breakfast reading groups, reading buddies and other whole school events linked to reading. This is supporting the development of a culture of reading for pleasure which is supporting improved outcomes in reading.
- At early level, most children use known sounds to blend and read words and simple texts. At first level, most children can identify the main ideas in text and can confidently make predictions. Children at first level would benefit from further opportunities to answer increasingly complex questions on texts. At second level, most children can answer inferential and evaluative questions and explain reasons for their views. Children at second level would benefit from more opportunities to explore the reliability or otherwise of a range of sources.

Writing

- At early level, children draw increasingly detailed pictures to illustrate their stories and ideas. Most children at early level can write simple sentences and use capital letters and full stops. At first level, most children write information reports, recounts and poems. They would benefit from more opportunities to experience writing across a broader range of genres. Most children at second level can write information reports, recounts, diary entries and pieces of descriptive writing. Children at second level would benefit from more opportunities to write extended texts. More opportunities for personalisation and choice in writing would support increased enthusiasm for writing and improved outcomes.
- As planned, teachers should continue to review approaches to writing, including monitoring the impact on children's progress.

Numeracy and mathematics

- Overall, children are making good progress in numeracy and mathematics from their prior levels of attainment.

Number, money and measure

- At early level, most children are working within numbers to 30 with a few working with numbers up to 100. They are confident in counting money, telling the time and fractions. At first level, children can use their knowledge of place value to perform calculations and can recall multiplication facts. They are not yet confident with fractions and percentages. By second level, children are confident with all four number processes and can round numbers with decimal fractions to the nearest whole number. Children are not yet confident with the links between fractions, percentages and decimals.

Shape, position and movement

- Almost all children at early level are able to identify common two-dimensional shapes. They understand and correctly use positional language. At first level, the children are confident with one line of symmetry. They are confident with the properties of two-dimensional shapes and three-dimensional objects but are not yet confident with angles. At second level, children are confidently using appropriate mathematical language including acute, obtuse, straight and reflex to describe and classify angles.

Information handling

- Across the school, there are opportunities for children to gather and analyse information. At early level and first level, almost all children can collate information in a tally chart and display it using a bar graph. By second level, almost all children are aware of different methods of collecting data and can display it correctly in a range of ways. Children now need to apply and extend their information handling skills in real-life and meaningful contexts across the curriculum.

Attainment over time

- Attainment was negatively impacted by the COVID-19 pandemic particularly at early and first level. Senior leaders and staff have planned and implemented effective approaches to raise attainment in literacy and numeracy for identified groups of children. Senior leaders monitor the impact of interventions closely and effectively to ensure they are having a positive impact on attainment. Overall, most children are predicted to achieve appropriate levels for literacy and numeracy in June 2023.
- Teachers meet formally with senior leaders three times a year to discuss children's progress in literacy, numeracy and health and wellbeing. Together, senior leaders and teachers analyse data to identify and target areas for support and challenge. This helps all children to make

good progress from prior levels of attainment. As planned, senior leaders should continue to develop processes to use information relating to attainment over time. They should also develop approaches to gathering information on children's progress across all areas of the curriculum.

Overall quality of learner's achievements

- Staff celebrate children's achievements at assemblies and in classes, with a strong focus on those occasions when children exemplify 'ready, respected, safe' and the school values 'responsible, positive, respectful'. Children are proud of this recognition and celebration of their hard work and resilience. Older children lead clubs to provide support for younger children, such as Books at breakfast and Woodside buddies. This is developing their leadership and cooperative working skills. Groups such as the Tech Team lead information evenings for parents and assemblies. Children from these groups describe the confidence and pride in themselves they have developed as a result.
- Children participate in a range of clubs and activities during and after school. These include Junior Road Safety Officers and the Eco group. The groups are well supported through partnership work with the local community, for example, litter picking with the Tranent Wombles. Senior leaders monitor participation in activities closely, both in and outwith school and identify children who are not taking part in any of the activities on offer. They are proactive in addressing barriers to participation. Staff provide all children with rich experiences in sports and expressive arts, often working with community and local authority partners. The next step is for senior leaders to develop a progressive skills framework which will help children identify and articulate the many and valuable skills they are currently developing.

Equity for all learners

- The headteacher, senior leaders and staff have a very clear knowledge of the social and economic contexts of their children and families, including financial pressures. They use this knowledge very effectively to work towards ensuring that all children have equity of opportunity and achievement. Senior leaders and teachers monitor the progress of individuals and groups of children. This includes those who require additional support, those who are care experienced, young carers and those who face poverty-related barriers to their learning and wellbeing. They use attendance, free school meal entitlement, additional support for learning, care experience and under-performance data effectively to identify poverty-related and other attainment gaps. Staff are beginning to monitor progress towards closing these gaps. As a result, staff are working together to identify children who are not making suitable progress and provide appropriate interventions. One impact of this can be seen in the significant reduction in the number of exclusions. Senior leaders are also very proactive in working with other organisations to identify and make available additional opportunities, such as free entry to sporting facilities for care experienced children and young carers.

Context

Woodside within Windygoul Primary School is a local authority provision which supports children with autism and communication needs. The centre opened in 2020 and supports 18 children aged 5-12 years in three classes at P1-2, P3-4 and P5-7. Woodside shares the same vision and values as the school and aims to provide a responsive environment which respects children's rights and motivates them to learn. Staff aim to develop children's communication skills and support them to achieve their potential through personalised support.

QI 2.3 Learning, teaching and assessment

- Teachers and support staff have developed a strong focus on child-centred learning which reflects clearly the vision and aims of the centre. This is underpinned by the Social Communication, Emotional Regulation and Transactional Support (SCERTS) model for improving communication and social and emotional abilities. All staff motivate children to learn in a kind and respectful way which takes account of their individual needs, rights and preferences. Resources and learning activities reflect children's personal interests and help children to move on when ready, including joining some mainstream lessons.
- Teachers and support staff are skilled in supporting children to manage their emotions and focus on their learning. Positive support plans, prepared jointly with partners, anticipate individual difficulties and support staff to use strategies which de-escalate anxieties successfully. The well-resourced learning environment and adjacent outdoor area offer a safe, accessible and supportive learning environment where children learn through play. Well-structured learning activities and routines, picture prompts, digital images and real objects of reference support children's understanding and minimise anxieties. These approaches encourage children to engage more readily in learning activities. Teachers are developing the use of digital technology well to support communication and encourage independence in learning tasks. They plan to develop further other contexts for learning to support children's life skills including links with the local community.
- The depute headteacher and staff have implemented a systematic approach to assessing children's progress in learning which takes account of their individual needs. This supports accurate information about children's progress and working levels towards and within CfE. As planned, staff should now develop their approach to tracking the progress of learners' experiences and outcomes across all areas of the curriculum. The depute headteacher monitors closely the progress and wellbeing of children experiencing additional social challenges and ensures additional support from partner agencies when required.

QI 3.2 Raising attainment and achievement

- Taking account of their additional support needs, most children are making good progress in communication and literacy and numeracy and mathematics. A few are making very good progress from their starting points.
- In literacy and communication, half of children in P1-P2 are working at pre-early level and half at the early level. At P3-P4, most children are working at early level. A small number are working on aspects of the first level and pre-early level. At P5-P7, the majority of children are working on aspects of first level and a few at early level.

- In numeracy and mathematics, at P1-P2, half of children are working at the pre-early level and the remainder at the early level. In P3-P4, all children are working at the early level. In P5-P7, most are working at the early level with a small number working on aspects of first level. A few children can talk about skills they are learning and know what they need to do to improve.
- The majority of children attend the Woodside provision almost all the time. A few children's attendance has improved significantly over the past year. The depute headteacher and staff work closely with the families of children who are not attending school regularly and agree appropriate support with partner agencies, where appropriate, to reengage children with school.
- An increasingly robust system for tracking children's attainment along with effective staff interventions are supporting children to make appropriate progress across the Woodside provision. The school is at an earlier stage in tracking children's progress over time. This is as a result of its fairly recent opening and altered arrangements during the COVID-19 pandemic.
- Staff recognise children's achievements within and out with the school through communications with parents. Woodside often shares children's achievements at home with the school community. Children receive certificates for their achievements and staff feature their achievements and talents in videos, school shows and events. Visiting organisations such as Venturing Out and Drake Music provide annual outdoor learning skills opportunities. Staff identified that opportunities for wider achievement and life skills, particularly within the local community, is an area they are keen to develop.

Other relevant evidence

- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined sample documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Areas for development have been agreed with the school and the school meals provider.

Practice worth sharing more widely

A group of children from the mainstream primary school regularly meet with children from Woodside socially and in learning activities as signalong ambassadors and Woodside buddies. They are learning to sign and use their skills to form successful friendships with Woodside children, promote inclusion and awareness of alternative communication. They do this through visiting classes regularly, demonstrating signing at assemblies through 'sign of the week' and use signing at key events at Christmas and Halloween. Buddies lead outdoor games with Woodside children such as mini football, hide and seek, basketball and cycling.

Explanation of terms of quantity

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

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

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

Summarised inspection findings

Windygoul Primary School Nursery Class

East Lothian Council

22 August 2023

Key contextual information

Windygoul Nursery is located within Windygoul Primary School. There are two classes and a very well-resourced outdoor area. The setting provides 1140 hours over a 48-week period for children aged three to five from 8:15 a.m. till 5:45 p.m. The nursery is registered for 70 children at any one time. The current roll is 96. There are 44 children in their ante-pre-school year and 51 in their pre-school year. Children are split into two groups. Each attend for two full day sessions each week and every alternate Friday. There have been significant changes in staffing over the past year. The nursery is managed on a day-to-day basis by the nursery manager under the leadership of the depute headteacher and the headteacher.

2.3 Learning, teaching and assessment

good

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

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

- Across the nursery, almost all children enjoy healthy relationships with each other and with adults, which benefits their learning and development. Most are enthusiastic learners who are becoming confident and independent in their learning. Children are valued, secure and take appropriate risks in their learning. Most play well on their own and with others, helping when needed. They investigate and use their initiative to find solutions to problems, including those related to real life. Children influence their own learning through expressing interests. They are developing an awareness of their rights as learners. Most children are motivated and engage well in the learning experiences which practitioners offer. A few children need greater challenge. They are ready to take on more leadership roles and are capable of greater responsibility. They need such experiences to help extend and sustain their learning and engagement.
- Most practitioners know children very well and interact sensitively with them. Practitioners ensure that nursery routines do not disrupt children's play unnecessarily. They engage well with children and have fun with them which stimulates their imagination and curiosity about the world around them. Most practitioners listen well to children's views and take account of their interests to motivate and further their learning and creativity. Most practitioners use questioning well to further children's learning and development. In a few situations, practitioners miss opportunities to deepen children's knowledge and understanding. To ensure children make suitable progress, practitioners need to ensure that a few children experience greater challenge when playing. They also need to interact more with children in certain aspects, for example music. Practitioners enjoy playing and having fun with children, for example in the attractive outdoor area when splashing about in puddles in the rain.
- Practitioners observe children regularly and record their progress in many ways including through floor books and individual learning stories. Too often, their observations are overly focused on activities rather than learning. Practitioners need to improve further their skills in observing, recording and evaluating to provide them with a clearer overview of children's

progress. Practitioners plan activities which support children's learning over different periods of time using Curriculum for Excellence (CfE) experiences and outcomes. They need to focus more on planning learning rather than activities to ensure all learners make appropriate progress.

- Practitioners use children's developmental needs and interests well as a starting point for planning learning. Their floorbooks show the wide range of children's experiences over time but do not include enough information on how children progress. Practitioners should continue to refine and streamline their approaches to planning, tracking and monitoring. They need to use information they gather more effectively to plan next steps for children.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

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

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

Progress in communication, early language, mathematics, and health and wellbeing

- Almost all children make good progress in health and wellbeing in line with their stage of development. They are independent and practise appropriate personal hygiene routines. Most children have friends and show care and respect for others. A few children express feelings and share with others. A few children need to continue to develop skills when interacting with others. Almost all children are aware of how to assess risk when outdoors.
- Most children make good progress in early language and communication. Most children listen well to each other and to stories read by adults. The majority of children are inquisitive and ask questions with confidence when they need more information. Most are developing a good interest in books. A few children are aware of characters and plots in stories. A few choose books to 'read' on their own. Others use environment print well to interpret information. Older children enjoy exploring sounds, letters and words. They recognise with accuracy letters in their name. Most children use early writing skills well when playing. They make marks on notebooks and draw pictures which reflect personal experiences. A few children write words with confidence. Children in their ante-pre-school year are making good progress in line with their stage of development. Overall, a few children in their pre-school year are capable of making further progress in early language and communication.
- Most children are making good progress in mathematics. Most children identify and recognise numbers from zero to 10. The majority use one-to-one correspondence well to count objects to 10, with a few recognising numbers to 20. Children recognise basic shapes and simple patterns. They use measurement and positional language appropriately in physical activity, using loose parts and block play. Most children understand and can link daily routines and personal events to time sequences with accuracy. They know features of seasons. Children can create a range of symmetrical pictures using a variety of media. Children need to develop further their skills and knowledge in information handling. Children in their ante-pre-school years are making good progress. Overall, a few children in their pre-school year are capable of making further progress in mathematics.

Children's progress over time

- Overall, children make very good progress in health and wellbeing and good progress in communication, early language and numeracy and mathematics. Children's progress in other aspects is not yet gathered systematically over time. Senior leaders recognise the need to ensure existing systems are used to ensure that information gathered also provides an accurate account of children's progress across all curricular areas.

Overall quality of children's achievement

- Children value the recognition of their achievements through displays, learning stories and floor-books. Children know different art techniques. They recall key facts of science, including life cycles of insects and frogs. Their skills in digital technology are developing well. They are developing as effective citizens who used their skills for life and work to support families access school uniforms and food. Children need to be more aware of skills they are developing through wider achievements. Senior leaders should continue to identify key aspects of children's achievements to have an overview of overall nursery performance.

Ensuring equity for all children

- Most children are making suitable progress, including those who have barriers to their learning. Practitioners address barriers and have increased levels of support for families through the Pupil Equity Fund (PEF). Children who receive this support are making progress. Practitioners focus well on skills for learning and life which helps families understand how to improve life chances. Parents feel comfortable approaching practitioners if they have concerns around children's progress. Children develop skills in dance and football through Active Schools support.

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 & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director, Education & Children's Services

SUBJECT: Education Service Progress Report and Improvement Plan 2023/24

7

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 2022/23 and identification of key improvement priorities planned for session 2023/24.

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, the Education Progress and Improvement Plan 2022/23 and the priorities within the National Improvement Framework.
 - ii. Note the steps being taken to secure continuous improvement in session 2023/24.
 - iii. Approve the Progress Report and Improvement Plan 2023.24 (Appendix 1).
 - iv. Note that this Progress Report and Improvement Plan has been submitted to the Scottish Government in draft, 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 on 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 relating to the preparation and publication of annual plans and reports linked to the National Improvement Framework.

- 3.3 The Scottish Government has continued to encourage education authorities to prioritise recovery and where possible to streamline ongoing improvement priorities.
- 3.4 Plans for the use of Pupil Equity Funding continue to be amalgamated into School Improvement Plans to ensure a holistic approach to improvement planning, specifically relating to raising attainment and closing the poverty-related attainment gap.
- 3.5 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.
- 3.6 The focus for session 2023/24 is '**Back to Basics- a Relentless Focus on Equity and Excellence.**'
- 3.7 The aim of the Education and Children's Services Directorate 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.

3.8 **KEY SUCCESSES, SUMMARY OF PROGRESS AND NEXT STEPS**

- 3.9 Our three recovery focused priorities of Curriculum, Inclusion and Wellbeing and Leadership encompassed our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.

3.10 Curriculum

In Session 2022/23 we aimed to support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community. While a detailed evaluation of progress can be found on pages 8-11 of the plan, notable successes are:

- 91% schools reported having made literacy, numeracy and health and wellbeing a priority, either reporting these as strengths or areas under development.
- 88% of schools reported that their evaluations supported the view that their rationale was unique to their school and their community's needs.
- 74% of schools reported that their evaluation evidence showed that their curriculum rationale provided flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners.

3.11 Priority 2: Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

- 3.12 In Session 2022/23 we aimed to ensure a universal commitment to inclusive practice. While detailed information is given about evaluation of progress on pages 12-17 of the plan, notable areas of improvement include:

- 3.13 Autism Support - The Autism Support Service pilot project supported twelve children and young people, sixteen parents and sixty professionals, improving confidence, knowledge and skills.
- 3.14 Rights Respecting School Award (RRSA) is the main framework used to support pupil leadership and voice within our schools. RRSA is now being implemented in 83% of our schools, with one gold award school, eight silver award schools and seventeen bronze award schools.
- 3.15 LGBT Youth Scotland - The central Equity and Inclusion Team obtained accreditation from LGBT Youth Scotland in the form of the Foundation Charter Mark. Four secondary schools newly attained LGBT's Youth Scotland's Silver Charter Mark.
- 3.16 Safeguarding & Child Protection – Our *Included, Engaged and Involved: Child Protection and Safeguarding Policy* was approved at Education Committee in June 2023 and has been subsequently shared and implemented. Associated guidance on the storage of pupil information was also finalised and shared with all educational establishments.
- 3.17 Young Carers' Service - To increase awareness of the service, awareness raising PSE lessons have been delivered in all secondary schools and workshops were delivered to P6/7 pupils in seventeen primary schools. Two hundred and seventy-one young carers were encouraged to register in 22/23 and one hundred and eighty-one new Young Carer Statements were created. This is an increase on the sixty-two statements which were created in 21/22.
- 3.18 Strategic Equity Fund (SEF) - Through the Strategic Equity Fund:
- we have set Core and Core Plus stretch aims to support the attainment, inclusion and health and wellbeing of children and young people impacted by poverty, with care experience and additional support needs.
 - an equity tracker was produced with key data sets shared with schools on a monthly basis to allow them to track progress against stretch aims.
 - a Principal Teacher of Equity was appointed in each of our secondary schools to track and monitor attainment in relation to the stretch aims and identify interventions which contribute to the closing of the attainment gap.
 - funding for supported study was made available in all of our secondary schools.
 - in three Primary Schools, School and Family Support Workers were appointed to support the delivery of the stretch aims.
- 3.19 Pupil Equity Fund (PEF) - New guidelines to support the efficacy and evaluation of PEF spending was issued to schools in session 22/23.
- 3.20 Child Planning Framework – Locality Teams - A steering group was established to formulate guidelines for the establishment of multi-agency Child Planning Framework- Locality Team forums as a continuum of GIRFEC approaches. These have since been agreed and the first CPF-LT has been established at the Preston Seton Gosford locality.
- 3.21 Educational Psychology Service (EPS) - The EPS continued to develop its new service delivery model for Requests for Assistance (RFAs) for individual children and young people, with all requests coming through a central process.

3.22 Single Point of Access (SPA) - The SPA received one thousand two hundred Requests for Assistance in 22/23. During the session 72% of these cases were fully completed in terms of the requests being made e.g., have received an outcome for all requested services. During the school session Three hundred and fifty children and young people engaged in and completed a mental health intervention. 65% of young people who received MYPAS or Art Therapy reported an improved outcome. 80% of young people who received an intervention from the Mental Health Youth Workers reported an improved outcome or progress towards a desired goal.

3.23 Priority 3 – Leadership

In Session 2022/23, we aimed to develop a skilled workforce, leadership of learning, pupil leadership and Head Teacher leadership and empowerment.

3.24 While detailed evaluation of progress can be read on pages 18-23 of the plan, notable successes are:

Leadership of Learning

The work of the Pedagogy Team has led to improvements in:

- Literacy through improvements in learner engagement and pupil confidence which has improved the quality and the quantity of writing and has led to improved attainment at first and second level.
- Numeracy through improvements in learner experiences and increased expectations for progression in Numeracy. This was identified in an inspection of one of our schools by Education Scotland.

3.25 NWIP - The National Writing Improvement Programme was delivered in nine schools, in collaboration with Children and Young People’s Improvement Collaborative. The programme delivered professional learning to fifty teachers in the areas of Quality Improvement and Writing pedagogy. The impact of this work led to improvements in pupil attainment of First Level Writing at the Primary 4 in stage in almost all schools in June 2023.

3.26 Self - Improving Schools - School Review Teams/School Team Groups (STGs)
The Quality Improvement Team led an ambitious programme of reviews in schools to support ongoing improvement (see Table 1 below). These review teams have provided opportunities for school based and central staff at all levels to develop experience and knowledge around self-evaluation for self-improvement. Recent Education Scotland inspections have recognised these processes and outcomes through validation of schools’ own self-evaluation (see Table 2 below).

Table 1 (Reviews)

	2022/2023	2023/2024 (Carried out or planned)
Primary	17	17
Secondary	4	2

Table 2 (Inspections)

	2022/2023	2023/2024 (As of end of October 2023)
Primary	7	2
Secondary	0	0

- 3.27 Newly Qualified Teachers (NQTs) - In the 22/23 session we reviewed, evaluated and improved the probationer training programme.
- 3.28 The development of learner voice at school and authority level - school reviews have provided an opportunity to engage with all pupils through pupil surveys, focus groups and class visits. This has ensured the opportunity for pupil experience and opinion to be considered at different levels of the life and work of the school. This then influences identified improvement priorities for the future.
- 3.29 Digital Learning - the Digital Learning and Staff Development teams have collaborated to ensure an effective and engaging model of professional learning has been offered.
- 3.30 Classroom-Based Support Services Conference – one hundred and twenty-six staff from across twenty-nine schools attended this conference. All respondents to the evaluation reported it was a positive experience and 63% stated that their knowledge and skills had improved directly as a result.
- 3.32 Closing the Poverty Related Attainment Gap
The Scottish Attainment Challenge will continue to provide support for children and young people through Pupil Equity Funding (PEF); the Care Experienced Children and Young People Fund (CECYPF) and the Strategic Equity Fund (SEF) and plans for the use of these funds are detailed in the Progress and Improvement Plan.
- 3.33 Priorities for Session 2023/24
We will also continue to implement the required actions in the five priority areas set out in the National Improvement Framework across the key drivers for improvement.
- 3.34 Our new priorities are focused under these five priority areas while taking into account evaluation of outcomes from last session.
- placing the human rights and needs of every child and young person at the centre of education
 - improvement in children and young people’s health and wellbeing
 - closing the attainment gap between the most and least disadvantaged children and young people
 - improvement in skills and sustained, positive school-leaver destinations for all young people
 - improvement in attainment, particularly in literacy and numeracy

4 POLICY IMPLICATIONS

- 4.1 Reporting of performance and 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 IMPLICATION

6.1 Financial – none

6.2 Personnel - none

6.3 Other - none

7 BACKGROUND PAPERS

7.1 Education Service Progress and Improvement Plan 2023/24 (Appendix 1)

AUTHOR'S NAME	Nicola McDowell
DESIGNATION	Head of Education
CONTACT INFO	E-mail – nmcdowell1@eastlothian.gov.uk
DATE	21 November 2023



EDUCATION

Progress Report & Improvement Plan

2023-24



Contents

Page	
3	Introduction
5	Context of East Lothian
6	Progress during session 2022/23 with our priorities
8	Education Service Improvement Priorities 2023/24: Evaluation of progress and next steps
28	Improvement Planning 2023/24
50	Glossary
51	Appendices
	Appendix 1 Background Information
	Appendix 2 Stretch Aims and Plan for Use of Strategic Equity Funding

Introduction

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. Working together is now embedded in our practice 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 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*) [National Improvement Framework \(NIF\) - Schools - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/national-improvement-framework-for-scottish-education-achieving-excellence-and-equity/pages/1-3-national-improvement-framework-nif-schools-2016-2020-2024-2028-2032-2036-2040-2044-2048-2052-2056-2060-2064-2068-2072-2076-2080-2084-2088-2092-2096-2100-2104-2108-2112-2116-2120-2124-2128-2132-2136-2140-2144-2148-2152-2156-2160-2164-2168-2172-2176-2180-2184-2188-2192-2196-2200-2204-2208-2212-2216-2220-2224-2228-2232-2236-2240-2244-2248-2252-2256-2260-2264-2268-2272-2276-2280-2284-2288-2292-2296-2300-2304-2308-2312-2316-2320-2324-2328-2332-2336-2340-2344-2348-2352-2356-2360-2364-2368-2372-2376-2380-2384-2388-2392-2396-2400-2404-2408-2412-2416-2420-2424-2428-2432-2436-2440-2444-2448-2452-2456-2460-2464-2468-2472-2476-2480-2484-2488-2492-2496-2500-2504-2508-2512-2516-2520-2524-2528-2532-2536-2540-2544-2548-2552-2556-2560-2564-2568-2572-2576-2580-2584-2588-2592-2596-2600-2604-2608-2612-2616-2620-2624-2628-2632-2636-2640-2644-2648-2652-2656-2660-2664-2668-2672-2676-2680-2684-2688-2692-2696-2700-2704-2708-2712-2716-2720-2724-2728-2732-2736-2740-2744-2748-2752-2756-2760-2764-2768-2772-2776-2780-2784-2788-2792-2796-2800-2804-2808-2812-2816-2820-2824-2828-2832-2836-2840-2844-2848-2852-2856-2860-2864-2868-2872-2876-2880-2884-2888-2892-2896-2900-2904-2908-2912-2916-2920-2924-2928-2932-2936-2940-2944-2948-2952-2956-2960-2964-2968-2972-2976-2980-2984-2988-2992-2996-3000) and Delivering Excellence and Equity in Scottish Education [Introduction - Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/delivering-excellence-and-equity-in-scottish-education/pages/1-introduction-2016-2020-2024-2028-2032-2036-2040-2044-2048-2052-2056-2060-2064-2068-2072-2076-2080-2084-2088-2092-2096-2100-2104-2108-2112-2116-2120-2124-2128-2132-2136-2140-2144-2148-2152-2156-2160-2164-2168-2172-2176-2180-2184-2188-2192-2196-2200-2204-2208-2212-2216-2220-2224-2228-2232-2236-2240-2244-2248-2252-2256-2260-2264-2268-2272-2276-2280-2284-2288-2292-2296-2300-2304-2308-2312-2316-2320-2324-2328-2332-2336-2340-2344-2348-2352-2356-2360-2364-2368-2372-2376-2380-2384-2388-2392-2396-2400-2404-2408-2412-2416-2420-2424-2428-2432-2436-2440-2444-2448-2452-2456-2460-2464-2468-2472-2476-2480-2484-2488-2492-2496-2500-2504-2508-2512-2516-2520-2524-2528-2532-2536-2540-2544-2548-2552-2556-2560-2564-2568-2572-2576-2580-2584-2588-2592-2596-2600-2604-2608-2612-2616-2620-2624-2628-2632-2636-2640-2644-2648-2652-2656-2660-2664-2668-2672-2676-2680-2684-2688-2692-2696-2700-2704-2708-2712-2716-2720-2724-2728-2732-2736-2740-2744-2748-2752-2756-2760-2764-2768-2772-2776-2780-2784-2788-2792-2796-2800-2804-2808-2812-2816-2820-2824-2828-2832-2836-2840-2844-2848-2852-2856-2860-2864-2868-2872-2876-2880-2884-2888-2892-2896-2900-2904-2908-2912-2916-2920-2924-2928-2932-2936-2940-2944-2948-2952-2956-2960-2964-2968-2972-2976-2980-2984-2988-2992-2996-3000) (*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
- Improvement in employability skills and sustained, positive school leaver destinations for all

We will continue to have a relentless focus on equity and excellence. 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 2022/23, and also sets out our improvement priorities for Session 2023/24.

Context of East Lothian

In 2022, East Lothian's population increased to 112,300, from 99,717 in 2011. The Under 15 age group accounted for 16.7% of the overall population. East Lothian's population is projected to increase by 7.2% (*Data Source: 2018 based population based NRS projections*) to 113,403 in 2028, though this could be an under-estimation. This is the 2nd highest increase in Scotland. East Lothian Council's Education Service school roll projections, which take into account local policy such as new housing developments, show an 11.8% increase for the P1 to S6 pupil population to 2028/29 (based on the 2022-pupil census roll)



In 2022/23 there were:

- 8,498 pupils in East Lothian Council's 34 primary schools
- 6,594 pupils in six secondary schools
- 2379 children aged 3-5 years accessing early learning and childcare across 32 council settings, 12 partner nurseries, 1 community group and 24 childminders
- 70 Eligible 2s accessing early learning and childcare across 6 council settings, 10 partner nurseries, 1 community group and 10 childminders
- 29.6% of all pupils had an additional support need
- 1.8% of all pupils were recorded as care experienced
- 5.0% of pupils were recorded as living in the 20% most deprived areas compared with 19.7% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) increased to 14.7 (up from 14.6 in 2021/22)
- The average primary class size was in line with the previous year at 23.0
- 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 2022/23 with our priorities

The next section of this report describes the progress made with our main priorities between August 2022 and June 2023. It 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 2023/24 which take account of our progress to date, what the data is telling us and our proposed actions.

The Standards in Scotland's Schools etc. Act 2000 [Statutory Guidance: Standards in Scotland's Schools etc. Act 2000 \(www.gov.scot\)](http://www.gov.scot) 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 September, annually.

This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2023 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan [Children and Young People's Service Plan 2023-2026 | Children and Young People's Service Plan 2023-2026 | East Lothian Council](https://www.eastlothian.gov.uk/info/210592/community_planning/11857/the_east_lothian_plan_2017-27) and the East Lothian Council Plan https://www.eastlothian.gov.uk/info/210592/community_planning/11857/the_east_lothian_plan_2017-27

The focus for session 2023/24 is '**Back to Basics- a Relentless Focus on Equity and Excellence.**'

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, we are pleased with the progress made to deliver on most of the key priorities and objectives set out in the Education Service Plan. Quality Frameworks such as How Good is Our School? (4th edition) [How good is our school? \(4th edition\) \(education.gov.scot\)](http://education.gov.scot) and How Good is our Early Learning and Childcare [How good is our early learning and childcare? \(education.gov.scot\)](http://education.gov.scot) 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, including:

- Education Scotland and Care Inspectorate reports on schools and services
- school reviews
- attainment and achievement data, including Local Government Benchmarking Framework data



All of our most up to date data and projections are contained within the Raising Attainment Strategy (currently out for consultation to stakeholders), along with our stretch and core plus aims within our Scottish Attainment Challenge plan.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2023, and Insight data will be published in February 2024. We are not permitted to share this data until that time.

Education Service Improvement Priorities 2022/23: Evaluation of progress and next steps

PRIORITY 1: Curriculum – Meeting the Needs of All Learners

In Session 2022/23 we aimed to:

Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.

Each school's curriculum will:

- reflect a recovery focus
- be unique to each school
- ensure that all learners have the opportunity to achieve their potential through clear progression in learning
- support positive outcomes for learners
- provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing
- articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy

Evaluation of Progress

- **Schools' curriculum should reflect a recovery focus:** 91% schools reported having made literacy, numeracy and health and wellbeing a priority, either reporting these as strengths or areas under development. Numeracy was a particular focus with 64% of schools identifying this as an area of development and 50% of schools described literacy as a strength.
- **Schools' curriculum should be unique to each school:** 66% of schools reported that they had engaged either well or extensively with stakeholder groups to ensure their involvement in the ongoing review and development of individual curriculum rationales. 88% of schools reported that their evaluations supported the view that their rationale was unique to their school and their community's needs.
- **Schools' curriculum should ensure that all learners have the opportunity to achieve their potential through clear progression in learning:** 28% of schools identified that their curriculum ensured that all learners have the opportunity to achieve their potential through clear progression of learning and 70% of schools reported this was a priority area under development.

- **Schools' curriculum should support positive outcomes for learners:** 80% of schools reported that their curriculum rationale accounted for the four capacities of Curriculum for Excellence (successful learners, confident individuals, responsible citizens and effective contributors) either well or extensively, thereby supporting positive outcomes for learners. However, 85% identified that employability skills is an area requiring or under development.
- **Schools' curriculum should provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing:** 74% of schools reported that their evaluation evidence showed that their curriculum rationale provided flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners. 91% of schools reported that their evaluation evidence showed that their curriculum rationale has a strong focus on literacy, numeracy, health and wellbeing.
- **Schools' curriculum should articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy:** 59% of schools reported that their evaluation evidence showed that their curriculum rationale articulates well how resources, staffing and time are used creatively to ensure the needs of all learners are met. However, 88% of schools identified digital skills as an area requiring development.

Next Steps:

We will convene a Strategic Curriculum Oversight Team (SCOT) of senior school leaders to develop a regional Curriculum Strategy, in response to the 'Call to Action' on Education Reform, All Learners in Scotland Matter and It's Our Future:

- all schools will evidence consultation with stakeholders and partners as part of the curriculum development process
- all schools will improve children and young people's health and wellbeing through the refresh of Health and Wellbeing (HWB) Frameworks, with a focus on secondary Personal & Social Education (PSE); Relationships, Sexual Health & Parenthood (RSHP), God's Loving Plan and Mentors in Violence Prevention (MVP)
- all schools will create a refreshed draft curriculum rationale covering the 4 contexts of learning, the four capacities and the unique context of the school, by Thursday 24th March 2023 with a final copy will be published by June 2024
- each curriculum rationale will reflect the aspiration to develop a strength-based, individualised, 'living curriculum' in every school, which is closely linked to an informed view of workforce demand and regional labour market intelligence. Curriculum design and staffing priority will focus upon enabling positive, progressive and sustained destinations, raised levels of attainment and achievement for all young people
- in partnership with Midlothian Council, through the South East Scotland City Region Deal, we will develop new 3-18 progressive curricular experiences (with 210 initial pupil engagements) and senior phase qualifications in Global Infrastructure, Design, Construction and Engineering. Construction is one of the most significant growth areas in the South-East of Scotland

- we will develop new progressive 3-18 Curriculum for Excellence programmes in Social Care, Early Years and Teaching
- we will develop our 3-18 curriculum to coherently cover the skills and knowledge that some young people will require to transition into our internal, 1 year, school-based, Foundation Apprenticeship frameworks
- we will work with secondary schools to embed National Progression Awards (NPAs) into the secondary school curriculum with a particular focus upon improving outcomes for our Care Experienced young people
- all curriculum design activities and prioritisation will reflect a clear rationale and focus upon developing coherent and progressive 3 -18 curriculum pathways, that take full account of previous learning and learning across transitions
- Digital Learning and Teaching Strategy and Action Plan – all schools will engage with the strategy to further enhance the curriculum offer. We will further develop opportunities for progressive 3-18 digital skills development and routes into employment.

The Instrumental Music Service

The IMS continues to ensure equitable access to instrumental music lessons with balanced IMS provision continuing in all schools and providing in school ensemble provision appropriate to the needs of each individual school. Partnership working continues to support positive outcomes for learners, with the IMS providing performance opportunities with local and national partners, including Haddstock Primary Music Day with the support of National Youth Orchestra of Scotland Ambassadors, Lammermuir Festival Community Opera, masterclasses at St Mary’s Music School, a Benedetti Foundation [Residency](#) and the [Countess of Wessex String Orchestra](#) Residency.

These collaborative projects provide opportunities to meet industry professionals, allow young people to develop their professional networks and open doors for further opportunity. The Senior String Ensemble won the [Scottish Young Musicians National Ensemble Prize 2023](#) and were subsequently invited to perform at Scottish Parliament and the Royal Conservatoire of Scotland. The IMS continues to support SQA Music Courses in our schools. The performance element of SQA assessment is currently 60% of the overall grade and in addition to fully registered pupils receiving weekly lessons, the IMS Instruction Team also offer SQA support sessions for guitar, drum kit and piano. IMS instructors also accompany pupils as required for these assessments.

The following chart shows the impact of the IMS with this support and the positive impact of music in general in our schools:

	ELC School Music Grades		ELC School Music Grades - IMS Learners	
	A-C Pass Rate	A-D Awards	A-C Pass Rate	A-D Awards
National 5 Music Pass Rates 2023	86.9%	93.1%	100	100%

Higher Music Pass Rates 2023	89.2%	97.8%	96.4	100%
Advanced Higher Music Pass Rates 2023	89.5%	92.1%	90.3%	95.8%

The IMS Instructors also continue to use some collegiate time to deliver IMS ensemble projects at weekends. This allows the IMS to maximise opportunities for our young people within current staffing hours and budget. In the next school session, the IMS will host the inaugural National Youth Orchestra of Scotland Engage Residency. This fully externally funded residency will involve a professional conductor and NYOS tutors coming to work with our young people on five separate occasions during the 23/24 school session. This targeted event will be for our P5 to S3 learners and will culminate in a wind band, string orchestra and symphony orchestra performance on the 10th May 2024 in St Mary's Haddington.

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

In Session 2022/23 we aimed to:

Ensure a universal commitment to inclusive practice.

- Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:

- safeguarding and child protection
 - attendance and exclusion
 - meeting the needs of learners with additional support needs
-
- Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:
 - from our most deprived areas
 - care experienced
 - those with additional support needs
 - Ensure children's rights are placed at the heart of everything we do.
 - Work collaboratively with Children's Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.

Evaluation of Progress

Autism Support

The Autism Support Service pilot project supported 12 children and young people, 16 parents and 60 professionals. Through observation and people's views the following outcomes were noted for the 12 children / young people involved:

- improved confidence, knowledge and skills: 12 children / young people
- improved wellbeing for the child across home and school: 10 children / young people

- sustained change: 8 children and young people
- developing skills in school: 7 children and young people
- meaningful participation in the classroom: 6 children and young people

One teacher who benefited from the support of this project in their classroom noted: *'Our whole classroom has become a different place as soon as the worker put his head through the door, he was there for one specific child but built up a relationship with the class as a whole, including myself and the class teacher. His knowledge of adding visuals in the room has had a huge impact on how the classroom has been run, it is a much better, quieter environment to work in.'*

Rights Respecting School Award

RRSA is the main framework used within ELC to support pupil leadership and voice within our schools, and as part of our preparation for incorporation of UNCRC into Scots' law. RRSA has been implemented in almost all ELC schools. To date, we can evidence **83% schools** engaging, with **1 gold award school, 8 silver award schools** and **17 bronze award schools**. There are **41** members of staff on the RRSA Leads Network email list and there have been well over **20** attendees at the last two meetings. RRSA Leads shared their opinions in a survey.

- nearly **80%** of leads said they would be happy to share work/ ideas with the group
- nearly **50%** of respondents were working towards Silver
- all respondents had positive comments to make about the effect of their RRSA work in school: *increased confidence, awareness of rights, learner voice, shared language and understanding, recognising inequalities, rich conversations, engaging in stories from around the world, whole school ethos, nurture, focus on diversity*
- during Silver Award accreditation visits, schools have highlighted positive changes in learners' learning, confidence and relationships as a result of RRSA work as well as strengthened links with families, the local community and a better understanding of the wider world

'There's tons of acts of kindness in school every day now.' Cockenzie Primary Pupil

'They understand that it's not about the loudest voice. All of their voices are equally important.' Letham Mains Primary RRSA Lead

'(The RRSA work) is opening up the world to them' Ormiston Primary staff member

'I've seen the way it's changed the school. It's grown better in friendships and as we've dug into our rights in our school.' Letham Mains P7 pupil

LGBT Youth Scotland

The central Equity and Inclusion Team obtained accreditation from LGBT Youth Scotland in the form of the Foundation Charter Mark.

Four secondary schools newly attained LGBT's Youth Scotland's Silver Charter Mark. Several pieces of evidence gathered from schools were highlighted by LGBT Youth Scotland adjudicators as excellent practice and will be used going forward as examples of best practice for other schools and other authorities.

Circle Implementation

Twenty CIRCLE (Child Inclusion Research into Curriculum Learning Education) events were delivered to education staff in session 22/23 [CIRCLE resource to support Inclusive Learning and Collaborative Working \(Primary and Secondary\) | Resources | Education Scotland](#). There has been a 15.8% increase in session 22/23 on the previous year on the number of Child Plans submitted for Exceptional Needs funding that reference supports associated with CIRCLE.

Safeguarding & Child Protection

Included, Engaged and Involved. Child Protection and Safeguarding policy was approved at Education Committee in June 2023 and has been subsequently shared and implemented. Associated guidance on the storage of pupil information was also finalised and shared with all educational establishments.

Focused reviews on Personalised Support and Child Protection were carried out in four secondary schools which identified areas of good practice and areas for improvement. This will inform the programme of support offered by the Equity and Inclusion Team in session 23/24.

Young Carers' Service

To increase awareness of the service, awareness raising Personal and Social Education lessons have been delivered in all secondary schools and workshops were delivered to P6/7 pupils in 17 primary schools. Following the session, one young person commented: "Before this session I felt alone. Now I can be open and talk to people."

271 young carers were encouraged to register in 22/23 and 181 new Young Carer Statements were created. This is an increase on the 62 statements which were created in 21/22.

Strategic Equity Fund (SEF)

Through the Strategic Equity Fund, we have set Core and Core Plus stretch aims to support the attainment, inclusion and health and wellbeing of children and young people impacted by poverty, with care experience and additional support needs. An equity tracker was produced with key data sets shared with schools on a monthly basis to allow them to track progress against stretch aims.

A Principal Teacher of Equity was appointed in each of our secondary schools to track and monitor attainment in relation to the stretch aims and identify interventions which contribute to the closing of the attainment gap. The Principal Teachers have become key members of their own schools' Extended

Leadership Teams and they work collaboratively to share good practice across their schools. The Principal Teachers worked with the Principal Officer for Information and Research to devise a shared approach to school tracking procedures for session 23/24.

Through the SEF, funding for supported study was made available in all of our secondary schools.

In three Primary Schools, School and Family Support Workers were appointed to support the delivery of the stretch aims. Like the Principal Teachers, they have also work collaboratively to share good practice on initiatives to improve attendance such as walking buses; and breakfast clubs; support parental engagement through themed coffee mornings and improved attainment through targeted interventions in literacy and numeracy. These initiatives were informed by equity focus groups discussions with children, young people and parents.

Pupil Equity Fund 'PEF'

New guidelines to support the efficacy and evaluation of PEF spending was issued to schools in session 22/23. Individual schools have evidenced the impact of their PEF spend in their own School Improvement Plans.

Child Planning Framework – Locality Team

A steering group was established to formulate guidelines for the establishment of multi-agency Child Planning Framework- Locality Team forums as a continuum of GIRFEC approaches. These have since been agreed and the first CPF-LT has been established at the Preston Seton Gosford locality.

Visits Guidance

To support the equitable provision of school visit, School Trips, Wider Achievement and Equity guidance was produced. As part of the booking process for all residential visits, visit leaders are required to complete and submit an equity considerations document. An associated document has been produced for parents / carers too. This has been shared with Parent Councils.

Educational Psychology Service (EPS)

During 22-23 the EPS continued to develop its new service delivery model for Requests for Assistance (RFAs) for individual children and young people, with all requests coming through a central process. This has enabled oversight of the differing demands across areas and over time periods. The service moved from a fixed time allocation model for individual schools to a time allocation model for Associated School Groups. This enables the service to be more flexible e.g., when responding to high levels of need within a particular school or the needs of authority processes, such as the Education Resource Group.

The new process enables the identification of themes arising from individual cases, which can be responded to through development work and joint working with ESO colleagues.

Development work requests were scrutinised and responded at a team level to ensure requests were aligned with authority priorities and school review outcomes and were underpinned by an implementation model to ensure the learning/practice was embedded and sustainable. It ensured access to the range of expertise across the team, considered opportunities for collaborative working with other colleagues and scenarios where a more strategic response was required.

The EPS developed leaflets to explain the process of consultation for children and young people, to empower learners to be part of the process. The leaflet for parents and professionals also includes prompt sheets to use with learners to capture their voice prior to the consultation taking place. This work will be continued in 23/24 as we consider our service priorities and our self-evaluation processes.

Single Point of Access (SPA)

The SPA received 1,200 Requests for Assistance in 22/23. During the session, 72% of these cases were fully completed in terms of the requests being made e.g., have received an outcome for all requested services. The remainder are within the triage system. During the school session 350 children and young people engaged in and completed a mental health intervention. 65% of young people who received MYPAS or Art Therapy reported an improved outcome. 80% of young people who received an intervention from the Mental Health Youth Workers reported an improved outcome or progress towards a desired goal.

Next Steps

Improve children and young people's health and wellbeing through implementation of a curriculum Health and Wellbeing (HWB) Framework, with a focus on: Secondary Personal & Social Education (PSE); Relationships, Sex Health & Parenthood (RSHP) and Mentors in Violence Prevention.

- establish consistent health and wellbeing provision across East Lothian
- create a short life working group to research, develop and draft a HWB framework
- create sub-groups for the development of physical education, physical activity & sport and food & health
- support schools to train and implement Mentors in Violence Prevention within schools and develop a sustainable model
- development of Cyber Resilience and Internet Safety resources

Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality.

A revised Health and Wellbeing Framework will support young people to know and understand their rights, including the wellbeing indicators.

- Schools will be supported to develop their curriculum to include wellbeing indicators

PRIORITY 3 – Leadership

In Session 2022/23, we aimed to:

- Develop a skilled workforce
 - clearly defined roles and remits at all levels
- Leadership of Learning
 - professional learning for staff
 - PTs and DHTs
 - Teachers
 - ELCC staff
 - support staff
 - NQTs
 - develop the Pedagogy Team
 - promote professional enquiry
- Pupil Leadership
 - development of learner voice at school and authority level
- Head Teacher Leadership and Empowerment
 - strategic governance group
 - accountability
 - locality forums with shared accountability to improve engagement, find solutions and improve outcomes

Evaluation of Progress

Leadership of Learning

The Pedagogy Team consists of 3 Principal Teachers. The team was established in March 2022 to support recovery and to build capacity in schools to support schools to raise attainment. The team provides support at a universal level to all schools through professional learning, as well as strategic Numeracy and Literacy developments and more targeted support working collaboratively with focus schools. Focus schools have been prioritised through a range of data including information within School Improvement Plans (SIPs) and Standards and Quality reports (SQRs), the school attainment profile, Contextual information around SIMD or Free Meal Entitlement. Support is also informed by findings following school reviews or school inspections. In session 22/23, the team have worked with eleven focus schools from Early Learning and Childcare, Primary and Secondary sectors. The support varied depending on the needs of the school and is planned collaboratively with the school. It includes activities such as professional learning, team teaching, collaborative planning, assessment and moderation. The impact of the work is measured and evaluated through the establishment of baseline and follow-up measures. From the work this session we have identified improvements in:

- Literacy through improvements in learner engagement and pupil confidence which has improved the quality and the quantity of writing. This has led to improved attainment at first and second level.
- In Numeracy there have been improvements in pedagogy which has led to improved learner experiences and increased expectations for progression in Numeracy. This was identified in an inspection of one of our schools by Education Scotland.

Full details on the impact on targeted schools can be found in the [Pedagogy Team Evaluation](#).

NWIP

The National Writing Improvement Programme was delivered in nine schools, in collaboration with Children and Young People's Improvement Collaborative. The programme delivered professional learning to fifty teachers in the areas of Quality Improvement and Writing pedagogy. The impact of this work led to improvements in pupil attainment of First Level Writing at the Primary 4 in stage in almost all schools in June 2023, compared to previous years' level of Writing attainment. See NWIP Impact Report [2022-23](#) for further detail.

Opportunities for strategic development and professional learning have been provided to Head Teachers, Depute Head Teachers, Principal Teachers and Class Teachers. This ensures that school-based professional experience drives change and improvement at a strategic level. A successful example is the Numeracy and Mathematics Leadership Group which has led the review and further development of our numeracy frameworks and associated professional learning opportunities.

Self - Improving Schools - School Review Teams / School Team Groups (STGs)

We have continued to develop opportunities for professional learning and agency in self-evaluation for self-improvement. The Quality Improvement Team have led an ambitious programme of reviews in schools to support ongoing improvement (see Table 1 below). These review teams have provided opportunities for school-based and central staff at all levels to develop experience and knowledge around self-evaluation for self-improvement. This professional learning has enhanced professional networks and the quality of self-evaluation in individual schools and central teams. Recent Education Scotland inspections have recognised these processes and outcomes through validation of schools' own self-evaluation (see Table 2 below). School Team Groups have been re-established to further support aspects of individual schools' evaluation of improvement in the areas of curriculum, learning, teaching and assessment, and leadership of change. This has also enhanced Senior Leaders' knowledge of other schools out with their respective Associated School Group (ASG). Professional enquiry has been enhanced through our schools' involvement in wider opportunities beyond East Lothian. These have included involvement in South East Improvement Collaborative (SEIC) Research Schools and Learning Connectors, and SEIC and Education Scotland Associate Assessor programmes.

Table 1 (Reviews)

	2022/2023	2023/2024 (Carried out or planned)
Primary	17	17
Secondary	4	2

Table 2 (Inspections)

2022/2023	2023/2024 (As of end of October 2023)
7	2
0	0

All East Lothian schools are using a range of live and historic data to inform ongoing self-evaluation and leading to improvement for learners. Our data tools have developed further this session to provide schools and central teams with the opportunity to better interrogate and analyse the range of data now available. This has informed the development of local authority stretch aims and the progress made towards achieving these both at strategic and school level. Examples of these include ACEL, Progress and Achievement tracking of current pupil progress, individual school equity trackers and senior phase qualifications analysis.

Newly Qualified Teachers (NQTs)

In the 22/23 session we reviewed and evaluated the probationer training programme. Seeking feedback from NQTs, Head Teachers, regents, session leaders, supporters and fellow probationer managers we sought to identify if the programme was fit for purpose and aligned with our values and current improvement priorities.

After analysis of this feedback, we have refreshed the programme content and delivery for session 23/24. We have devised a programme that utilises the expertise of the Pedagogy Team, Equity and Inclusion Team and school leaders to guarantee there is a relentless focus on equity and excellence. Through sessions on our pedagogy sails, differentiation and creating inclusive learning environments, the revised content strives to ensure probationers have the knowledge, skills and understanding to deliver high quality learning and teaching. There is also now mandatory training for both primary and secondary probationers on outdoor learning and our Digital Learning and Teaching Strategy. We will continue to include a professional enquiry and we have also provided more opportunities for probationer personalisation and choice in professional learning by facilitating more self-led learning. We will evaluate and review the refreshed programme over session 2023/24.

The development of learner voice at school and authority level

School reviews have provided an opportunity to engage with all pupils through pupil surveys, focus groups and class visits. This has ensured the opportunity for pupil experience and opinion to be considered at different levels of the life and work of the school. This then influences identified improvement priorities for the future.

Learner voice is represented as part of our Head Teacher recruitment process. Representative pupil groups formulate their own questions based on pupil experience and use these to interview candidates. Pupils then provide a representative opinion based on candidate responses to the interview panel for further consideration as part of the recruitment process.

Pupils in P6, S2 and S4 participate in the annual Student Engagement Evaluation Survey (SEE survey) to gather a range of pupil responses on the areas of school and wider life. The results of the SEE survey inform the planning of strategic and school-based improvement priorities.

Instrumental Music Service

The IMS has continued to develop opportunities for professional learning, working with organisations such as the Royal Conservatoire of Scotland and the Scottish Instrumental Music Teaching Network. Through lesson observations, peer to peer lesson observations, peer to peer mentoring, parental feedback, school feedback, learner feedback and lesson shadowing instructors continue to develop best practice with their pedagogical practice. The IMS now has an Instrumental Music Instructor Handbook and an annual IMS Work plan to ensure clearly defined roles for all instructors and support staff. The IMS undertook a self-evaluation exercise of the service, How Good is Our Music Service using the HGIOS model.

Digital Learning

The Digital Learning and Staff Development teams have collaborated to ensure an effective and engaging model of professional learning has been offered. By adopting a blended model of learning, we have established several new avenues whereby staff can engage in professional development in a variety of ways. A number of teams across central education and corporately have worked together to share asynchronous learning model hosted through the East Lothian Education YouTube Channel. We have consulted with a range of professionals and analysed data that supports the shift towards this style of learning without negating the fact that traditional in person training and support is still required.

Educational Psychology Service

The EPS provided training sessions for individual schools, services and authority events on a range of topics including GIRFEC/Child Planning Framework, CIRCLE, nurture, trauma, person centred planning, neurodiversity and the role of the EPS and EPS processes.

Classroom-based Support Services Conference

On hundred and twenty-six staff from across twenty nine schools attended this conference. All respondents to the evaluation reported it was a positive experience and 63% stated that their knowledge and skills had improved directly as a result.

Early Learning and Childcare Leadership - Building High Quality Foundations

The need to develop Back to Basics training evolved from common findings and feedback from HMIE, Care Inspectorate, local authority reviews, SEIC networking and the central support team. These sources confirmed inconsistencies and gaps in basic early years practice across the authority.

Linking with both national and local improvement priorities the aim is for this training to work towards closing the attainment gap between the most and least disadvantaged children and young people in our settings with a focus on observation, planning, environment and learning stories.

The training has evolved from work that took place with a setting that were establishing a new team of practitioners with a range of experience, skills and knowledge to create a shared and consistent approach. Each piece of training is based on self-evaluation, collecting staff voice, engagement and reflection on National Guidance and the expectations for the specific area for development. As a result, staff have created a shared understanding and guidance for each area of the training within their setting and can move forward with developing systems and routines with a clear understanding of the expectations. Feedback was positive and the setting have made significant headway and have reached National Standard in short space of time with the leadership of the Centre Manager and SEYP.

Five individual training sessions were delivered with the following aims:

- Building Strong Foundations Together

- Observation
- Planning
- Environment
- Learning Stories

Training Development

Early Years training needed to be easily accessed and so that we could ensure we are equipping practitioners in East Lothian with the tools and knowledge to effectively carry out their roles. The expansion of early learning and childcare to 1140 hours has brought a challenge with ensuring that training is accessible for all practitioners, training approaches to include self-directed learning via different online apps such as book creator are identified.

Working with staff development we used the system as other areas which divided the training different areas:

- Core Mandatory eLearning
- Core Mandatory Role
- Workplace Training
- Continual Professional Learning

Vision

Over a three year period we aim to provide professional learning which will develop a skilled high-quality workforce with a drive for continual improvement and development that:

- is sustainable – long term
- adopts collegiate practice within our team and settings where we respect, trust and value each other professionally
- has a collaborative approach across authorities, other agencies and within East Lothian Council as a whole
- improves outcomes for children and families through a consistent message for all settings

Pedagogy Academy

To support the 'back to basics' agenda for this year.

Key Priorities of the National Improvement Framework

The National Improvement Framework (NIF) sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities and can then be used to support and inform improvement planning at regional, local authority and establishment level. This year, the NIF has been informed by the challenges for the whole education system in dealing with the health, social, and educational impacts of COVID-19.

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

The drivers of improvement in the outcomes achieved by children and young people through education are:

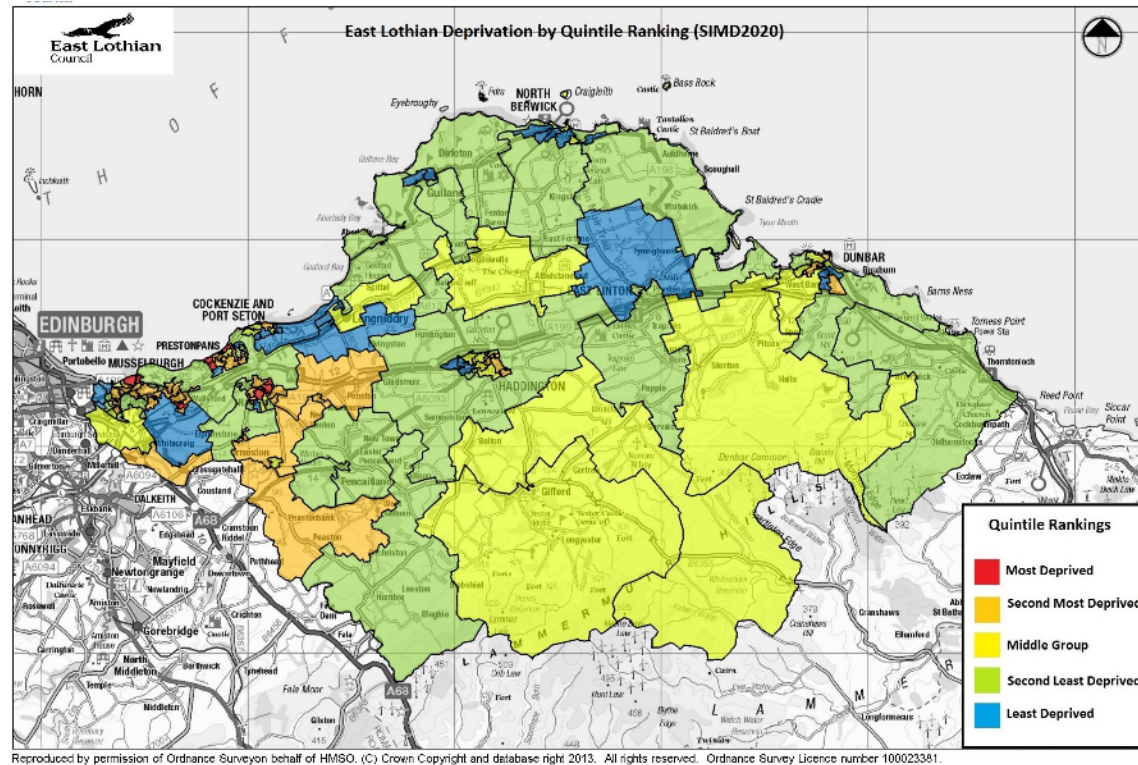
- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

The improvement priorities below reflect these national drivers, along with the requirements of the Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress and local priorities arising from robust self-evaluation.

Closing the Poverty-Related Attainment Gap in East Lothian

East Lothian is made up of one hundred and thirty-two data zones across six wards. The Scottish Index of Multiple Deprivation (SIMD) 2020 showed that eight of these data zones fall within the most deprived (quintile) 20% of areas in the whole of Scotland.

This is illustrated in the graphic below of data zone SIMD 2020 deprivation ranking by quintile in East Lothian:



The Council's 2017-22 Council Plan and the Partnership's 2017-2027 East Lothian Plan share the overarching objective of: **reducing inequalities within and across our communities**. The [Council's 2022-2027 Plan](#) continues to hold this objective to **Reduce Poverty & Inequality**: Supporting our communities to deal with the growing levels of poverty and inequality.

The percentage of children and young people aged 0- 15 in low-income households after housing costs (one of the key indicators of child poverty) decreased from **24.5%** (or 4,808) in 2019/20 to **18.9%** (or 3,640) in 2020/21 (from 22.7% or 4,392 in 2018/19).

The percentage of children and young people aged 0- 15 in low-income households after housing costs (one of the key indicators of child poverty) increased to **21%** in 2021/22 from **18.9%** in 2020/21. This is below the Scottish average of 24% but shows the significant impact of the cost of living crisis on family incomes.

East Lothian Council's approaches 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.

To mitigate the impact of the poverty, we have equity principles which means we:

- recognise the impact that poverty can have on the wellbeing, attainment and achievement of children and young people and are **rigorous in our approaches to mitigate this**.
- are ambitious for all of our children and young people and it is our collective endeavour to **maximise on their school experiences and opportunities**.
- use **robust tracking and monitoring procedures** to allow for the early identification of children and young people who are at risk of underachieving and put appropriate interventions in place.
- **work collegiately** and with partners to provide support and help for children and young people where required.
- recognise the **positive impact that gaining qualifications and achievements** has on the wellbeing and life chances of children and young people and seek to maximise on these opportunities.

The Scottish Attainment Challenge Refresh

The Scottish Attainment Challenge (SAC) Refresh builds on the evidence of key publications including: the Scottish Government and Education Scotland's five-year report on progress toward closing the poverty related attainment gap; the Equity Audit, the Audit Scotland Report on educational outcomes and the OECD review.

This supports East Lothian Council to accelerate progress in closing the poverty related attainment gap.

The SAC will provide support for children and young people through Pupil Equity Funding (PEF); the Care Experienced Children and Young People Fund (CECYPF) and the Strategic Equity Fund (SEF).

East Lothian Council will consider the totality of Attainment Scotland Funding (Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) & Care Experienced Children and Young People (CECYP) funding) and work collaboratively with partners to evidence closing the attainment gap for our most vulnerable children and young people.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. The Scottish Government has committed to this funding from 2017/18 to 2025/26.

Schools will receive £1,225 in 2023/24 for each child in P1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria. The allocations are fixed for the duration of the funding.

Underpinned by The Promise <https://thepromise.scot/change-programme-one-pdf.pdf>, the Care Experienced Children and Young People Fund is a targeted resource provided to local authorities to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care experienced children and young people.

Through this fund, the post of an Education Support Officer for Care Experienced Children and Young People has been created (ESO CEYP). This role supports environments where care experienced learners will feel more settled, motivated, and resilient to ensure a better experience at school. This, in turn, will help to improve attendance, educational outcomes, and contribute to better life chances.

ESO CECYP is a senior member of education staff in a local authority who works at a strategic level, but not in a physical school building. ESO CECYP will support, track and monitor children and young people as if they attended a single school, however, children and young people will remain on their school roll.

To provide consistency of tracking and monitoring, stretch aims for the attainment and attendance of care experienced children and young people have been set for session 23/24. These can be seen in Appendix 2.

East Lothian Education Priorities Session 2023/24

PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
<p style="text-align: center;">Placing the human rights and needs of every child and young person at the centre of education.</p> <p>We will:</p> <p>Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers.</p>	<p style="text-align: center;">Improvement in children and young people's health and wellbeing.</p> <p>We will:</p> <p>Revise and update the Health and Wellbeing Curriculum (secondary focus)</p> <ul style="list-style-type: none"> • Focus on PSE • RHSP • Violence against women and girls • Mentors In Violence 	<p style="text-align: center;">Closing the attainment gap between the most and least disadvantaged children and young people.</p> <p>We will:</p> <p>Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap.</p> <p>Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions.</p> <p>Focus on children and young people:</p> <ul style="list-style-type: none"> • from our most deprived areas • looked after and accommodated • those with additional support needs 	<p style="text-align: center;">Improvement in skills and sustained, positive school-leaver destinations for all young people.</p> <p>We will:</p> <p>Work collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan.</p>	<p style="text-align: center;">Improvement in attainment, particularly in literacy and numeracy.</p> <p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community.</p> <p>Rationales will be:</p> <ul style="list-style-type: none"> • unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for all I • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners • articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy
<p style="text-align: center;">Develop commitment to Pupil Leadership and voice at all levels</p> <ul style="list-style-type: none"> • Training in and use of How Good is OUR School • Representative pupils' groups in all schools • Evidence that ALL pupils have the opportunity to be heard 	<p style="text-align: center;">Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p> <ul style="list-style-type: none"> • safeguarding and child protection • attendance and exclusion • bullying • meeting the needs of learners with additional support needs 	<p style="text-align: center;">Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.</p>	<p style="text-align: center;">Engage with the recommendations of the Hayward Review through:</p> <ul style="list-style-type: none"> • ADES • HT Networks • DHT Networks 	<p style="text-align: center;">Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching</p> <ul style="list-style-type: none"> • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy
	<p style="text-align: center;">Support schools to develop understanding and use of the Wellbeing Indicators</p>	<p style="text-align: center;">Further develop approaches to Early Intervention to ensure our children and young people get the support they need, when they need it, ideally in their own community</p>	<p style="text-align: center;">Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs</p>	<p style="text-align: center;">Ensure every learner experiences quality learning and teaching through focus on:</p> <ul style="list-style-type: none"> • Pedagogy Sails • Play Pedagogy • Differentiation • Assessment and Moderation • Effective curricular transition

Priority 1	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.	<p>We will: Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers.</p> <p>Establish a Policy Review Group (PRG) to:</p> <ul style="list-style-type: none"> • Agree frequency of PRG meetings and format. • Design and establish a UNCRC evaluation process for new or amended education policies in session 2023-24, based on the Child Rights Impact Assessment (CRIA) principles outlined by the Scottish Government. • Trial this process against a sample of current policies. • Implement this process for any new policy submissions from January 2024 onwards. • Plan an annual review and evaluation of current Education Service policies through the UNCRC lens, beginning with policy change in 2022-23 and working backwards chronologically. Involve original policy developer in the review of individual policies. 	<p>N Trussler - By end of September 2023 PRG - By end of October 2023</p> <p>PRG - By end of November 2023 PRG - By end of December 2023</p> <p>PRG - By end of January 2024 – Annual Policy Review Plan drafted by end of June of each year.</p>	<p>100% of all new education policy will be evaluated through the CRIA process from January 2024 onwards.</p> <p>All current policies which are identified for review through the child-rights lens will be identified as either 'adopted' or 'for amendment'.</p>	<p>Impact for learners will be that all new future education policy will:</p> <ul style="list-style-type: none"> • Identify what articles of the UNCRC a particular policy relates to. • Be reviewed specifically with a child-rights lens. • Consider how different groups of children may be affected by policy, facilitating recognition of the varying impact on different demographics. • Consider any negative impact on child rights a policy may have. <p>Improve levels of stakeholder engagement in policy development and policy review.</p>
	<p>Training in and use of How Good is OUR School How well does HGIOurS support ongoing evaluation (HGIOS) in schools?</p>	<p>N Trussler - January 2024</p>	<p>No baseline, new priority Audit results</p>	<p>CLPL evaluations evidence increased confidence</p>

	<ul style="list-style-type: none"> • Audit SLT/MLs across schools - what are they confident in and what are they needing to develop in terms of using HGIOurS? • Based on audit responses, design CLPL to address areas identified for development. • Deliver CLPL via Twilight or HT / DHT Development Days <p>Develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes:</p> <ul style="list-style-type: none"> • Deliver CLPL incorporating case studies of effective practice via Twilight or HT / DHT Development Days • Pedagogy Team - Teach Me in 10 videos (CLPL) hosted on EduHub to support teachers in capturing pupil voice in the classroom. • Provide case studies via EduHub page to share and promote approaches based on effective practise in East Lothian schools. 	<p>Priority 1 Team Feb - March 2024</p> <p>Priority 1 Team May 2024</p> <p>Priority 1 Team / SB - By end of May 2024 N Trussler & Pedagogy Team / by Dec 2023</p> <p>Priority 1 Team / SB / Rosehill HS - By end of May 2024 Priority 1 Team & D Reid / By end of June 2024</p>		
	<p>Develop a commitment to Pupil Leadership and voice at all levels. We will:</p> <ul style="list-style-type: none"> • Establish RRSA Core Team • Pedagogy Team UNCRC teaching resources • Refreshed T&M of RRSA in ELC • Rights Respecting Schools Award Leads Network • Rights Respecting Schools Event 	<p>Lead: A Stewart A Ingham M Bertram</p> <p>Timescales: Sept 23</p>	<p>Rights Respecting Schools Award Status Report Aug 2023</p> <p>RRSA Leads Network Audit Oct 23</p>	<p>100% of school at award status (minimum Bronze) 35% of schools @Bronze RRSA 50% of schools @Silver RRSA 15% of schools @Gold RRSA</p>

	<ul style="list-style-type: none"> Establish agreed award timescales for all schools 	M Bertram – Sept 23		
	<p>Representative pupil groups in all schools We will:</p> <ul style="list-style-type: none"> Collate practical impactful sustainable examples of models used across Scotland and beyond to capture pupil voice at the centre of life and work of schools. Create a Pupil Voice toolkit for schools to support self-evaluation for use alongside RRSA resources. Create a Pupil Voice Exemplar toolkit to capture case studies and models that can support implementation aspects of HGIOurS, pupil leadership and representation. Explore pupil voice at local authority level and investigate links to the Scottish Youth Parliament 	<p>Timescales:</p> <p>A Stewart - Nov 23</p> <p>A Stewart – Oct 23</p> <p>A Stewart – Oct 23</p> <p>A Stewart – Oct 23</p>	<p>22-23 School Reviews 22-23 HMIE Inspection Reports 22-23 SQRs 23-24 SIP</p>	<p>100% of C&YP agree/strongly agree they know their rights</p> <p>100% of C&YP agree/strongly agree their voice is heard in school</p> <p>100% of C&YP agree/strongly agree they understand why decisions have been taken</p> <p>100% C&YP agree/strongly agree they have responsibility for leading learning</p> <p>Draft proposal for East Lothian Youth Parliament has been produced and is out for consultation</p>
	<p>Evidence that ALL pupils have the opportunity to be heard. We will:</p> <ul style="list-style-type: none"> Support schools to - <ul style="list-style-type: none"> use PV toolkit to evaluate inclusion of all in meeting Article 12 Develop a working strategy to include all learners in opportunities to be heard 	A Stewart & N Trussler – Jan 24		Pupil Voice Toolkits evidencing model for inclusion and meeting rights within Article 12

	<p>- Evidence all pupils have the opportunity to be heard</p> <p>Schools evidence in QI Toolkits the impact of pupil voice upon life and work of the school and Nursery.</p>	<p>A Stewart – June 24</p> <p>A Stewart Feb – June 24</p>		
	<p>Develop the Pupil Voice in the context of the GIRFEC/Child Planning Framework</p> <ul style="list-style-type: none"> • Develop this aspect of the GIRFEC website • Accompanying professional learning session in collaboration with education colleagues (ESOs/A Stewart) • Support schools to ensure the pupil voice is present in all aspects of the Child Planning Framework • Ensure Request for Assistance processes acknowledge and respond to the Pupil Voice 	<p>Quality Improvement Team / School Team Groups – Ongoing</p>	<p>No baseline, new priority</p>	<p>QI 2.3 Learning, Teaching and Assessment - Improvement in % of schools good or better</p> <p>SQRs evidence the impact of PV on improvements leading to better outcomes.</p> <p>Schools to have a range different approaches and resources to enable the voice of all pupils to be captured and shared – evidence from SIPs.</p> <p>School staff to feel confident in their role of ensuring the pupil voice is present within all aspects of the CPF – measured via evaluations of Locality Groups</p> <p>CPF paperwork to demonstrate that the pupil voice has been captured.</p> <p>The pupil voice will be at the centre of decision regarding service allocation.</p> <p>Pupil Voice aspect of the GIRFEC website to be updated and shared with schools</p>
	<p>Opportunities for all instrumental music learners, from every school, to take part freely in cultural activities, through music, in line with UNCRC Article 31.</p>	<p>J Gawn August 23–June 24</p>	<p>In addition to weekly instrumental music lessons, monitor pupil engagement with the range of ensemble and performance opportunities available.</p>	<p>Ensure 50% of instrumental music service learners participate in an ensemble activity. Increase pupil engagement in a diverse range of cultural opportunities. Ensure pupil voice is a key driver in developing the 24/25 opportunities on offer.</p>

	Establishing positions of responsibility through the ‘Digital Leader’s Scotland’ programme with a focus on the digital learning and teaching strategy.	D Reid August 23-June 24	Schools will be supported to establish these groups within school by using the framework provided. This will be filtered through the targets within their Digital Action Tracker.	Ensure 50% of schools have active digital leader groups, with a further 50% next session.
	<p>Developing school approaches to “Learners as Leaders of Learning”</p> <p>We will:</p> <ul style="list-style-type: none"> • Work in partnership with schools to create case studies to support peer-school learning • Support learning visits to share good practice • Utilise opportunities within pedagogy to support practitioners to develop learners as leaders of learning. 	A Harrison/EPS/SPA August 23-June 24	No baseline, new priority	<p>CLPL session will be delivered and evaluated.</p> <p>SPA and EPS Central RFA process will put the pupil voice at the centre when allocating and matching with services.</p>
	<p>Stand Up and Be Counted - School Library Service (SLS) Initiative (also linked to Literacy Strategy).</p> <ul style="list-style-type: none"> • Book resources for every school to support pupil learning across UNCRC. • Professional Learning opportunities (in person and virtual) to support teachers and in school development of RRS. • Author workshops with pupils to explore specific areas of UNCRC and RRS. • Creative Arts team support schools to embed book resources and key RRS themes through Expressive Arts. 	N Trussler – Oct 23	See linked plan Stand Up and Be Counted	See linked plan Stand Up and Be Counted
	<ul style="list-style-type: none"> • Begin to embed rights informed practice within all ELCC settings • Measured through PRDs, observation/support visits and dialogue from ESO, Support Teacher or Centre Manager, all ELCC practitioners 	K McKnight Dec 2023	No baseline, new priority	<p>UNCRC audit tool to be developed based on ‘Learning through rights in the early years’ and used as a self-evaluation tool within settings.</p> <p>All settings will complete a UNCRC audit in Jan and April 24. Authority wide statistics will be collated and stretch aim set for the 24/25 academic year to identify gaps in practice.</p>

	<p>will understand how UNCRC informs everyday practice.</p> <ul style="list-style-type: none"> ● The quality assurance process will support practitioners to develop a culture where children's rights are respected as core practice. This will be explicitly evidenced through individual setting planning, moderation processes and self-evaluation tools. ● Consider how different groups of children may be affected by Rights driven practice and recognition of varying impact on each group and reflect this through setting priorities and associated wider planning and individual next steps. ● Rights Informed Actions will be embedded throughout 24/25 school improvement plans 			
	<ul style="list-style-type: none"> ● UNCRC will be weaved through all EL&CC ELC policies, procedures and guidance. ● Quality assurance support visits will support 100% of settings to deliver a service which has children's rights at the core of all decision making and development. ● All children will have access to spaces, interactions and experiences which are built on a foundation of rights respected practice. 	<p>E Murray/ F McNeill May 2024</p>	<p>No baseline, new priority</p>	<p>100% of new ELCC policies, procedures and guidance to be evaluated through CRIA process from January 2024 onwards, with all current documentation being reviewed through a UNCRC lens</p>

Priority 2	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcome for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Improvement in children and young people's health and wellbeing	Revise and update the Health and Wellbeing Curriculum (secondary focus) We will focus on <ul style="list-style-type: none"> • PSE • RHSP • Mentors In Violence Prevention 	Lead: A Stewart Pastoral CL RSHP Leads		

	<ul style="list-style-type: none"> • Establish baseline for CYP wellbeing (SEE survey data) • Establish baseline of secondary PSE provision, including modes of delivery and content • Establish Secondary progress in MVP training, implementation and sustainability • Establish baseline of secondary learner experience of HWB • Establish HWB short-life improvement group • Establish sub-SLWGs to develop Frameworks for physical education, physical activity & sport, food & health • Increase number of schools engaged in/pupils trained in and acting as MVP mentors • Draft Framework reviewed and agreed by SLWG • Publish Framework • Ensure HWB is feature of school reviews • Development of Cyber Resilience and Internet Safety resources. 	<p>A Stewart - September 2023</p> <p>A Stewart - September 2023</p> <p>A Stewart - September 2023</p> <p>A Stewart - October 2023</p> <p>A Stewart - September 2023</p> <p>SIG - October 2023</p> <p>HTs – By the end of May 2023</p> <p>SLWG - By end of May 2023</p> <p>A Stewart – June 2023</p> <p>QIOs – Aug 2023- June 2024</p> <p>D Reid June 24</p>	<p>Baseline data on ELC learner self-assessment of HWB (SEE survey data)</p> <p>Resources for Early level through to BGE will be curated and hosted on EduHub, to be launched on Safer Internet Day 2024.</p>	<p>2-18 school confidence in the promotion of equality through the Personal Social and Emotional Curriculum will increase from 6% to 50% in 2023-24 (Very Good or Excellent)</p> <p>83% Schools self-assess frameworks as a strength</p> <p>71% of schools to identify Health and Wellbeing skills as an area of strength</p> <p>100% of secondary schools engaged as MVP mentors</p> <p>Data extracted from EduHub in relation to CRIS resources. Qualitative feedback provided from schools in one ASG.</p>
	<p>Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:</p> <ul style="list-style-type: none"> • safeguarding and child protection • attendance and exclusion • bullying • meeting the needs of learners with additional support needs 	<p>J Boyle / F Ui Lionnain - December 24</p>	<p>Produce a new an East Lothian Council statement on Gender Recognition.</p>	<p>Pre and post statement scaling questionnaires:</p> <p>A minimum of 20% Improved staff school confidence in supporting children and young people evidenced through pre and post statement scaling questionnaires.</p>

		<p>J Boyle / S Buggy October 23 – June 24</p> <p>J Boyle / A Ingham By June 24</p>	<p>Deliver a new programme of 10 CLPL sessions to staff linked to statutory guidance and policy</p> <p>Establish as new an equity and inclusion pupil steering group.</p>	<p>A minimum of 20% Improved staff confidence as evidenced through pre and post session scaling questions.</p> <p>A minimum of 20% improvement in See Survey responses in young people participating as evidenced through pre and post scaling questionnaires.</p>
	<p>Meeting the needs of learners with additional support needs</p>	<p>A Harrison/EPS August 23-June24</p> <p>A Harrison/R Hill August 23-June 24</p> <p>A Harrison/J Marr August23-Jan 24</p>	<p>Evaluate changes to the EPS service delivery model:</p> <ul style="list-style-type: none"> - Centralised process for Requests for Assistance - Cluster time allocation <p>Neurodevelopmental Test of Change - Review and evaluate the new Test of Change Neurodevelopmental pathway, with a focus on the impact on schools, parents and young people, with a view to improving and streamlining procedures.</p> <p>Single Point of Access will develop to provide access to a wider range of educational services and processes for pupils with additional support needs, including the introduction of an online portal for users.</p> <p>More efficient methods for data capture and processing to be supported through PO Information and Research.</p> <p>https://www.neurosequential.com/Consultation on current position and baseline measure of confidence across all ELC schools</p>	<p>and equitable and efficient use of the EPS with accompanying data to demonstrate trends and pressures to inform further development.</p> <p>Termly and annual reporting of data, as well as qualitative feedback data gathered from a range of service users, to inform future service development,</p> <p>An equitable and efficient use of education resources with accompanying data to demonstrate trends and pressures to inform further development. Termly and annual reporting of data as well as qualitative feedback data gathered from a range of service users. This will respond to feedback from school staff, providing a more accessible and efficient system for users.</p> <p>Data processing will become more efficient freeing time for further analysis and development work.</p> <p>Termly and annual reporting will provide feedback on the impact of these changes for pupils accessing support.</p>

	<p>Support schools to develop understanding and use of the Wellbeing Indicators. The Health and Wellbeing Framework and PSE curriculum will be refreshed, in consultation with schools.</p> <ul style="list-style-type: none"> • Revised HWB framework will reflect wellbeing indicators • School practitioners will be supported to develop the wellbeing framework into learning, teaching and assessment. 	<p>A Stewart June 2024</p>	<p>SQRs SIPs SEE survey</p>	<p>Evidence of increased engagement and confidence in the use of wellbeing indicators across all ELC schools from: School reviews Inspections SEE survey</p>
	<p>Early Learning and Childcare Quality Assurance Calendar will be developed to support scrutiny of safeguarding and child protection procedures/protocols.</p> <p>Development of an Early Years Health and Wellbeing Academy</p> <ul style="list-style-type: none"> • Children and families will learn and develop within an environment that is supportive, inclusive, empathic and understanding of a range of diverse backgrounds and experiences. • This expected experience will be communicated by families to inform self-evaluation of our universal offer. 	<p>A Cameron Oct 2023</p> <p>E Blair February 2024 onwards</p>	<p>There is clear evidence within settings that regular self-evaluation is in place to ensure child protection and safeguarding is at the forefront of improvement work.</p> <p>Clear and appropriate policies and procedures are in place across each setting to keep children safe. Senior leaders model best practice.</p> <p>No baseline, new priority</p>	<p>All ELCC settings will achieve a minimum of Grade 4 in 1.2 Children are Safe and Protected in CI inspections and in 2.1 Safeguarding and child protection in HMIE inspections.</p> <p>All participants will be confident in supporting the wellbeing of all children within their setting.</p> <p>Pre and post knowledge and confidence measures evidence the impact of training on practice relating to course focus areas.</p>

Priority 3	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcome for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people	We will: Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap.	J Boyle by October 23	See Raising Attainment Strategy (attached)	This will outline the Core and Core Plus Stretch Aims associated with the Strategic Equity Fund linked to closing the poverty related attainment gap and raising attainment for all children and young people. Measurable associated targets are outlined in the Appendix.
	Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted	J Boyle / P Smith by October 23 with ongoing tracking	Devise as new (no baseline) School equity trackers published monthly with links to stretch aims.	Stretch aims include: Closing the gap in exclusions between learners in Q1 vs Q% by 2.9% Increasing attendance by

	groups to be able to demonstrate impact of targeted interventions.			1.5% for schools with attendance between 80-85% 1% for schools with attendance between 85-90% 1.5% for schools with attendance 80-85%
	Focus on children and young people: <ul style="list-style-type: none"> from our most deprived areas looked after and accommodated those with additional support needs 	J Boyle / E Orr by September 23 with ongoing tracking	Implement as new stretch aims for children and young people with care experience. Tracked in monthly equity trackers. Achievement of stretch aims linked to senior attainment. Achievement of stretch aims linked to ACEL literacy and numeracy.	Closing the gap between learners with care experience and those without in / by: Primary school attendance 0.5% Secondary School attendance 2% ACEL literacy (P1,4,7 combined) 5% ACEL Numeracy (P1,4,7 combined) 5% Leavers 5+@1, or more 4%
	Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.	J Boyle by June 2024	Implementation of new Visits and Equity guidance. Produce new guidance to mitigate the costs of the school day.	100% of residential visits will have evidenced equity considerations checklist via the evolve system to ensure that poverty is not a barrier to the participation in school visits. 100% of schools will adhere to this guidance to ensure poverty is not a barrier to accessing educational experiences for all children and young people.
	Further develop approaches to Early Intervention to ensure our children and young people get the support they need, when they need it, ideally in their own community	J Boyle by June 24	Each of the six localities will have established its own Child Planning Framework-Locality Team. As new, no baseline.	Data gathered from Locality Group referrals: <ul style="list-style-type: none"> number of referrals breakdown of services required analysis of gaps in provision
	Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice. Run a pilot project at St. Martin's PS (P7 class) to implement the Neurosequential Model in Education (NME) (A classroom-based approach to teach staff and student	A Harrison / S Williams Aug 23- June 24	Leuven Scale measures and teacher questionnaires will be used to evaluate.	Develop the understanding and practice of supporting regulation in schools <ul style="list-style-type: none"> Use of Google site to be measured via Google analytics Increased use of reference to regulation in RFA to EPS EPS development work requests for regulation-based development work

	about brain development and the impact of trauma in terms of a pupil's ability to function in the classroom. The programme enables staff and pupils to support regulation in the classroom.)			
	Implement a universal tracking system across all EL&CC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level.	Jill Paterson in conjunction with Jennifer Boyle January 2024	<p>As part of a 3-year plan, the test of change school, Musselburgh Burgh Primary School, will have a robust tracking system implemented across early level.</p> <p>All staff will be confident in tracking and discussing progress of children in their key groups.</p> <p>SLT will track using language of progress and achievement across the whole of early level in line with tracking across BGE.</p> <p>Year 1</p> <ul style="list-style-type: none"> - Test of change data from Burgh <p>Year 2</p> <ul style="list-style-type: none"> - Roll out to 4 highest SIMD schools, development of guidance/training materials. - Links made to moderation training. - EEO's used to support/deliver intervention on identified poverty related gaps. - Development of Funded Partner model. - Training model to be developed for universal roll out. <p>Year 3</p> <ul style="list-style-type: none"> - Universal Roll Out to all settings. 	<ul style="list-style-type: none"> ● We have clear school level information on children's attainment. ● All practitioners will be confident in identifying gaps in learning. ● The poverty related attainment gap will be clearly identified in individual settings. ● Early intervention will be planned by settings and supported by Excellence and Equity Officers in areas of identified gaps. ● Children will access learning experiences which are carefully planned to ensure they achieve their full potential. ● Data is used to evaluate the effectiveness of Early Level interventions by SLT with a focus on the PRAG and other identified protected characteristics. ● Data collated across the whole LA will inform universal supports put in place from the central team. Consistency of language of tracking (P&A) will support moderation across early level ensuring consistent standards and expectations from nursery through to the end of P1. ● ACEL data in P1 will improve in both literacy and numeracy.
	Consult with families to inform future 1140 models ensuring that barriers to	EY Team and Improvement	Review of delivery models in 12 full-year settings linked to supply and demand data. This will inform the	<ul style="list-style-type: none"> ● Attendance, including hours children actually attend their ELCC setting will increase.

	access are removed and children's ELCC entitlement is accessible.	Service – from August 2023	potential to adapt current models within these settings to maximise children's attendance and offer a range of options for our families across ELC.	<ul style="list-style-type: none"> • Increase will be measured from the baseline for each setting. • We will know, and can articulate, what is important for each setting, its community and our children and therefore our innovations will meet the needs of children and families.
--	---	----------------------------	---	---

Priority 4	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all young people.	<p>We will:</p> <p>Work collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan.</p> <p>Develop a Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development.</p>	<p>N. Craik-Collins</p> <p>by June 23</p>		<p>All C&YP experience a high-quality curriculum that is coherent from 3-18, including opportunities to develop skills for learning, life, and work, with a focus on literacy, numeracy & health and wellbeing.</p> <p>Regional Curriculum Strategy will support the development of school curriculum rationales and provide strategic direction for East Lothian.</p> <p>Children and young people demonstrate improved attainment in line with stretch aims.</p> <p>The 23/24 SLDR will increase by 0.3%, in line with the APM stretch target.</p>
	<p>Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs.</p> <p>Peer review of curriculum rationales through the SCOT Group. Feedback will be provided to schools.</p>	<p>N Craik-Collins</p> <p>by June 2023</p>	<p>Curriculum rationales</p> <p>2.2 Curriculum Review Self-Evaluation</p>	<p>100% of schools will have peer-reviewed, unique curriculum rationale, reflecting the Regional Curriculum Strategy.</p> <p>School reviews will reflect stakeholders have clarity of school vision, values, and curriculum rationale.</p>

	A Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders will be formed to develop the regional Curriculum Strategy and to identify clear curriculum priorities and progressive routes for 3-18 skills development.	N Craik-Collins By June 2024	New priority – no baseline	Regional Curriculum Strategy: <ul style="list-style-type: none"> • is communicated and published • identifies clear curriculum priorities and progressive routes for 2-18 skills development • outlines how this will be delivered and scrutinised
	<p>Increase % capacity for Foundation Apprenticeship offers across ELC</p> <p>Increase sustained % uptake of Foundation Apprenticeships across ELC</p> <p>Foundation Apprenticeships within Early Learning & Young People will be introduced for Senior Phase. This will include a blend of experiences for our young people, theory and practice, based on current FA course content and ELC Building Quality Foundations training programme.</p>	<p>N Craik-Collins Oct 23 – June 24</p> <p>by June 2024</p> <p>A Cameron N Craik-Collins</p> <p>From October 2023</p>	<p>Baseline measure of 95 Foundation apprenticeships starting 22/23</p> <p>77% of the 21-23 FA initial cohort achieved sustained participation</p> <p>No baseline – new priority</p>	<p>152 FAs starting in 23/24</p> <p>Increase sustained participation of the 22-24 FA to 85% of the initial cohort</p> <p>Recruitment data will indicate the success of the programme in achieving positive destinations within and beyond East Lothian.</p> <p>54 placements in FA Early Learning and Childcare</p> <p>90% 22-24 FA Early Learning and Childcare completion</p>
	<p>Develop the use of person-centred planning approaches in mainstream schools and specialist provisions to support a GIRFEC child centred approach to transition planning for children and young people with ASNs</p> <p>School staff and EPs will develop a strong knowledge and skills base in person centred planning.</p> <p>The approach will be used to support future/transition planning for children and young people with ASNs (Jan 24- June 24).</p>	A Harrison / S Buggy August 23- June 24	No baseline – new priority	<p>Person centred planning training will be received by school staff and EPs (September 23)</p> <p>Schools and provisions will use the authority's implementation framework to develop a project aligned to the needs of their learners (October-November 23).</p>

	<p>Schools/provisions will develop implementation plans for their projects supported by the EPS. Evaluation measures will be integral to the plan.</p> <p>Children and young people in these schools and provisions will have access to an evidence based tailored approach to place their voice at the centre of future/transition planning.</p>			
--	---	--	--	--

Priority 4	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
<p>NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all young people.</p>	<p>We will: Further develop flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners, have a strong focus on literacy, numeracy and health and wellbeing.</p> <p>Further improve school coursing and recommendation processes to ensure that we are developing a strength based and individualised transitions, which provide accurate information to partners. This will include Information sessions delivered by ELW in every secondary school.</p> <p>Investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT.</p>	<p>Lead: N Craik-Collins</p>	<p>No baseline – new priority</p> <p>School option choice & column structure</p> <p>Baseline measure of sustained FA candidates by Sept 23</p> <p>Global Infrastructure and Built Environment 3-18 pathway programme & Level 6 exit qualification. Social care, early years and teaching 3-18 pathway.</p>	<p>Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development.</p> <p>Curriculum rationales 2.2 Curriculum Review Self-Evaluation</p> <p>See measurable outcomes for FA programmes.</p> <p>213 primary pupils will engage with the Global Infrastructure and Build Environment 3-18 pathway programme.</p>

Priority 5	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
<p>NIF Priority:</p> <p>Improvement in attainment, particularly in literacy and numeracy.</p>	<p>We will:</p> <p>Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community.</p> <p>Rationales will be:</p> <ul style="list-style-type: none"> • unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for all • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners 	<p>N Craik- Collins by June 2024</p>	<p>See Expected impact and measurable outcomes column for baseline</p>	<p>3-18 school confidence in the coverage of the 8 subject areas will increase from 30% to 80% in 2023-4 (Very Good or Excellent)</p> <p>3-18 school confidence in offering opportunities for personal achievement will increase from 15% to 80% in 2023-24 (Very Good or Excellent)</p> <p>School confidence in 3-18 coherent and progressive curriculum pathways will increase from 28% to 80% in 2023-4 (Very Good or Excellent)</p> <p>School confidence in 3-18 curriculum pathways and experiences that deliver regular opportunities for higher order thinking and a depth of learning that promote advanced levels of understanding will increase from 9% to 80% in 2023-4 (Very Good or Excellent)</p> <p>School confidence in 3-18 curriculum options that offer personalisation and choice, promoting a strength-based approach to learning will increase from 17% to 80% in 2023-4 (Very Good and Excellent)</p> <p>School confidence in 3-18 curriculum experiences that enhance challenge, enjoyment and fun, will increase from 15% to 80% in 2023-4</p> <p>3-18 school confidence in Global Citizenship curriculum experiences will grow to 80% in 2023-24 (Very Good or Excellent).</p>

				<p>3-18 school confidence in the promotion of equality through the Personal Social and Emotional Curriculum will increase from 6% to 80% in 2023-24 (Very Good or Excellent)</p> <p>School confidence in delivering a 3-18 curriculum that provides real world relevance, DYW and progression of skills required for life, learning and work will increase from 26% to 80% in session 2023-4</p> <p>School confidence in delivering a curriculum that offers opportunity to develop 3-18 digital skills will increase from 12% to 80% in session 2023-4.</p> <p>(all above based on 2.2 Curriculum Review Self-evaluation Audit tool and baseline 2.2 Curriculum Review Self-evaluation Audit 22-23)</p> <p>School reviews will evidence all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum.</p>
	Articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy.	David Reid	New priority, no baseline	<p>All Schools will work with the Digital Learning Team to set, develop and review 3 targets for this year aligning to the Digital Learning and Teaching Strategy.</p> <p>Data and tracking logs will support end of year reviews and next steps for 2024/25.</p>
	<p>Ensure every learner experiences quality learning and teaching through focus on:</p> <ul style="list-style-type: none"> • Pedagogy Sails • Play Pedagogy • Differentiation • Assessment and Moderation • Effective curricular transition <p>Strengthen, align and raise awareness of strategies to ensure articulation and a</p>	<p>K Haspolat N Trussler J Boyle</p> <p>By June 2024</p>	New priority, no baseline	<p>Achievement of all core and core plus stretch aims detailed in the strategy to raise the attainment of all and close the poverty related attainment gap. (See strategies)</p>

	<p>strong focus on raising attainment and quality learning and teaching.</p> <ul style="list-style-type: none"> • Raising Attainment Strategy • Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy 	<p>J Boyle QIOs N Trussler K Haspolat</p>		
	<p>Building High Quality Foundations Project – back to basics mandatory training for all EL&CC practitioners. To include:</p> <ul style="list-style-type: none"> • Building a Quality Curriculum • Observation • Planning • Learning Stories • Environment <p>All settings will engage in formal moderation processes across early level in its entirety.</p> <p>All practitioners will be able to share what a good example of a child achieving ‘on track’ for a framework looks like in practice.</p>	<p>ELCC ESOs and Support Teachers by Jan 2023</p>	<p>Anonymous google forms used to assess the confidence of staff in interpreting the language of the frameworks as a baseline.</p> <p>All practitioners will engage in BHQF training over 2023/24/25.</p>	<p>All EL&CC settings will be graded 4 or above or above in CI inspections and HMIE feedback.</p> <p>All practitioners will be confident in interpreting the language of the literacy and numeracy curricular frameworks.</p> <p>Quality assurance calendars and associated, evidenced activities, show professional commitment to moderation.</p> <p>Children will access high quality learning based on a shared understanding of the literacy and numeracy curriculum and evidenced through planning.</p> <p>Children will access spaces, interactions and environments that are literacy and numeracy rich. This will be monitored through evidenced setting self-evaluation, including SLT focus, and central team support and challenge visits.</p>

Glossary

ACEL	A Curriculum for Excellence Level	NIF	National Improvement Framework
ADES	Association of Directors of Education Scotland	NPA	National Progression Award
ASG	Associated Schools Group	NWIP	National Writing Improvement Programme
ASL	Additional Support for Learning	PEF	Pupil Equity Funding
BGE	Broad General Education	PSE	Personal and Social Education
CAMHS	Child and Adolescent Mental Health Service	QAMSO	Quality Assurance and Moderation Support Officer
CECYP	Care Experienced Children and Young People	QIO	Quality Improvement Officer
CfE	Curriculum for Excellence	RFA	Request for Assistance (from Educational Psychology)
CLPL	Career Long Professional Learning	RRSA	Rights Respecting School Award
CPF-LT	Child's Planning Framework Locality Teams	RSHP	Relationships, Sexual Health and Parenthood
CRIA	Children's Rights Impact Assessment	SEF	Strategic Equity Fund
DYW	Developing the Young Workforce	SEIC	South East Improvement Collaborative
EAL	English as an Additional Language	SIP	School Improvement Plan
ELCC	Early Learning and Childcare	SIMD	Scottish Index of Multiple Deprivation
ELW	East Lothian Works	SPA	Single Point of Access
EPS	Educational Psychology Service	SQA	Scottish Qualifications Authority
GIRFEC	Getting it Right for Every Child	SQR	Standards and Quality Report
HWB	Health and Wellbeing	STG	School Team Group
IMS	Instrumental Music Service	ToC	Test of Change
LGBT	Lesbian, Gay, Bisexual, Transgender	UNCRC	United Nations Convention on the Rights of the Child
MVP	Mentors in Violence Prevention		

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
- Instrumental Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services
- East Lothian Works

Early Learning and Childcare (ELCC)	<ul style="list-style-type: none"> • 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 can be provided in: <ul style="list-style-type: none"> • 32 early learning and childcare settings within primary schools • 2 Tots and Teens/early learning & childcare provision within secondary schools • 48 funded providers (12 private nurseries, 35 childminders and 1community group)
School Years	Delivers the statutory duty to provide primary and secondary education through provision in 36 primary schools and 7 secondary schools

Additional Support Needs	Delivers the statutory duty to ensure additional support needs are met through: <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, learning and the overall wellbeing for children and young people:</p> <ul style="list-style-type: none"> • consultation • assessment • intervention • training • research
<u>Instrumental Music Service (IMS)</u>	<p>The IMS deliver free high quality instrumental music tuition in 7 secondary schools and 34 primary schools. A team of 23 instructors deliver weekly lessons, support SQA learning and offer a broad range of ensemble and performance opportunities. String tuition may start at Primary 4 and percussion at Secondary 1. All other tuition is offered from Primary 5 onwards. In 22/23 1525 young musicians received instrumental music lessons through the service.</p>
Education Strategy and Operations 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 physical education, music and drama provision; • school management information systems and processes; • data analysis and performance; • pupil placement and admissions; • school estate projection planning; • staffing allocations; • scheme of devolved school management; • support for parental involvement and engagement through promotion of school parent councils; • 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>

Appendix 2

SEF Core Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	66	51	73	22
Stretch Aim to be achieved 23/24	68	55	75	20
Stretch Aim to be achieved 24/25	71	59	77	18
Stretch Aim to be achieved 25/26	74	63	79	16
Improvement (%)	8	12	6	6

The Stretch Aims identified for ACEL literacy will result in East Lothian Council being in line with national comparator data, as a minimum, for this measure by 25/26. Indicative data suggests that we have met our ACEL literacy stretch aim for 22/23 and this provides a strong foundation on which to continuation this trajectory of attainment over time.

	Achievement of Curriculum for Excellence Levels NUMERACY P1,4,7			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	74	57	81	23
Stretch Aim to be achieved 23/24	76	61	82	21
Stretch Aim to be achieved 24/25	79	65	84	19
Stretch Aim to be achieved 25/26	82	69	86	17
Improvement (%)	8	12	5	6

The Stretch Aims identified for ACEL numeracy will result in East Lothian Council being in line with national comparator data, as a minimum, for this measure by 25/26. Indicative data suggests that we have met our ACEL numeracy stretch aim for 22/23 and this provides a strong foundation on which to continuation this trajectory of attainment over time.

	The proportion of school leavers attaining 1 or more pass at SCQF level 5 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	84.8	60.7	93.2	32.4
Stretch Aim to be achieved 23/24	87.7	67	96	29
Stretch Aim to be achieved 24/25	89	70	96.5	26.5
Stretch Aim to be achieved 25/26	90.8	73	97	24
Improvement (%)	6	12.3	3.8	8.4

The Stretch Aim identified for this measure will result in East Lothian Council being broadly in line with our Virtual Comparator by 25/26. Indicative data for 22/ 23 suggests that the Q1 pass rate is down 6% on 2022 and down 5% on the 5-year average. Q5 pass rate is down 3% on the 2022 average and 2% lower than the 5-year average rate. As a result, the Gap has increased by 3 percentage points in 2022 and the 5-year rate to 22.2 percentage points in 2023. Attainment at level 5 is a strong focus in each of our secondary schools and supported by our Principal Teachers of Equity.

	The proportion of school leavers attaining 1 or more pass at SCQF level 6 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	58.8	21.4	77.2	55.7
Stretch Aim to be achieved 23/24	65.5	33	82	49
Stretch Aim to be achieved 24/25	67.1	36	82.5	46.5
Stretch Aim to be achieved 25/26	69	39	83	44
Improvement (%)	10.5	17.6	5.8	11.7

Indicative data suggests that Q1 pass rate is up 11% on the 5-year average. As a result, the Gap (Q1 –Q5) in 2023 has reduced by 13 percentage points compared with the 5-year average. This provides a good foundation on which to maintain our trajectory of attainment over time.

	The proportion of 16-19 year olds participating in education, employment or training			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	96.1	91.5	98.9	7.4
Stretch Aim to be achieved 23/24	94.4	91.9	99.1	7.1
Stretch Aim to be achieved 24/25	96.6	92.2	99.1	6.9
Stretch Aim to be achieved 25/26	96.9	95.5	99.2	6.7
Improvement (%)	0.8	4	0.3	0.7

Participation is above the national benchmark already so if this improvement can be achieved, it would be a very strong result. Q2 and Q5 present the most opportunity and are areas that will be a target with schools and the employability team.

	Overall School Exclusions			
	Overall levels rate	SIMD Quintile 1 rate	SIMD Quintile 5 rate	Gap (Q1-Q5) rate
Baseline	22.1	58.4	7.7	-50.7

Stretch Aim to be achieved 23/24	19.6	55.5	7.7	-47.8
Stretch Aim to be achieved 24/25	18.9	52.7	7.6	-45.1
Stretch Aim to be achieved 25/26	18.3	50.1	7.5	-42.6
Improvement (%)	3.8	8.3	0.2	-8.1

School exclusions were a core plus stretch aim last year. During this time the gap in school exclusions between Q1 and Q5 has decreased by 6.6%.

SEF Core Plus Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY S3			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	76	65	84	19
Stretch Aim to be achieved 23/24	82	71	89	18
Stretch Aim to be achieved 24/25	84	75	91	16
Stretch Aim to be achieved 25/26	87	79	93	14
Improvement (%)	11	14	9	5

ACEL literacy in S3 was a core plus stretch aim last year. We wish to continue to track and monitor this through our core plus stretch aims to achieve parity with national data, as a minimum, by 25/26.

	Achievement of Curriculum for Excellence Levels NUMERACY S3			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	84	60	91	31
Stretch Aim to be achieved 23/24	84	63	92	29
Stretch Aim to be achieved 24/25	86	66	93	27
Stretch Aim to be achieved 25/26	88	69	94	25
Improvement (%)	4	9	3	6

As above, re ACEL literacy.

	The proportion of school leavers attaining 5 or more passes at SCQF level 1 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	89.4	67.9	95.4	27.6
Stretch Aim to be achieved 23/24	89.7	68	96	28
Stretch Aim to be achieved 24/25	91.3	71	97	26
Stretch Aim to be achieved 25/26	93.2	74	98	24
Improvement (%)	3.8	6.1	2.6	3.6

To ensure that our stretch aims are inclusive to all learners we have added this as a core plus measure. This was also a measure last year to ensure that all of our learners are targeted to leave school with a minimum of 5 national qualifications, regardless of ability.

	The proportion of school leavers attaining 5 or more passes at SCQF level 5 (A-C)
--	--

	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	53.3	17.9	73.1	55.2
Stretch Aim to be achieved 23/24	58.3	29	76	47
Stretch Aim to be achieved 24/25	60	35	76.5	41.5
Stretch Aim to be achieved 25/26	62	41	77	36
Improvement (%)	8.7	23.1	3.9	19.2

In line with the Audit Scotland Report *Improving Outcomes for Young People Through School Education* raising we wish to continue to track and monitor this outcome closely. This stretch aim will bring us in line with our Virtual Comparator by 25/26

	The proportion of school leavers attaining 1 or more passes at SCQF level 6 (A-C)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	55.7	19.6	75.3	55.7
Stretch Aim to be achieved 23/24	60.1	26	77	51
Stretch Aim to be achieved 24/25	61.2	29	77.5	48.5
Stretch Aim to be achieved 25/26	63.2	32	78	46
Improvement (%)	7.5	12.4	2.7	9.7

Although the core stretch aims measure this outcome for All Awards by 25/26, we wish to maintain tracking and monitoring of this stretch aim at A-C as a signal of our ambition for young people and to maintain consistency in SEF tracking from 22/23 to this new tracking period.

	The proportion of school leavers attaining Literacy at SCQF level 5			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	78.3	53.6	90	36.4
Stretch Aim to be achieved 23/24	82.1	68	92	24
Stretch Aim to be achieved 24/25	83.6	71	92.5	21.5
Stretch Aim to be achieved 25/26	85.5	74	93	19
Improvement (%)	7.2	20.4	3	7.4

This was a core plus stretch aim for us last year. Indicative data suggests that we reduced our gap (Q1 –Q5) by 16% in 22/23. We also exceeded our stretch aim for Q1 learners by 4%. We wish to build on this trajectory.

	The proportion of school leavers attaining Numeracy at SCQF level 5			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	66.1	41.1	83.1	42
Stretch Aim to be achieved 23/24	71.1	48	84	36
Stretch Aim to be achieved 24/25	72.9	52	84.5	32.5
Stretch Aim to be achieved 25/26	74.6	56	85	29
Improvement (%)	8.5	14.9	1.9	13

This was a core plus stretch aim last year and we wish to continue to track and monitor attainment in this area to bring us in line with virtual comparator data by 25/26.

Each school will also have an individual stretch aim for pupil attendance. This is based on the following sliding scale:

Individual School Attendance 22/23	Minimum Annual Increase (23/24, 24/25 & 25/26)
Above 95%	Maintain

90-95%	0.5%
85-90%	1%
80-85%	1.5%

Total ELC Figures	22/23 Rate	23/24 Stretch Aim %	24/25 Stretch Aim %	25/26 Stretch Aim %
Primary	93	93.5	93.9	94.2
Secondary	85.9	87	88	89
Total	90	90.7	91.4	92



Versions of this leaflet can be supplied in Braille, large print, audiotape or in your own language. Please phone Customer Services if you require assistance on 01620 827199

REPORT TO: Education & Children’s Services Committee
MEETING DATE: 21 November 2023
BY: Executive Director, Education & Children’s Services
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 following Head Teacher appointments.

3 BACKGROUND

3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
Elphinstone Primary School	Steven McBride	14 August 2023	Acting Head Teacher St David’s RC Primary School, Midlothian
Haddington Primary School	Helen Gardyne	23 October 2023	Head Teacher Ormiston Primary School
Loretto RC Primary School	Lorna McCallum	8 January 2024	Acting Head Teacher St Margaret’s RC Primary School, Edinburgh
Ormiston Primary School	Sarah Morgan	23 October 2023	Head Teacher Pencaitland 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

AUTHOR'S NAME	Nicola McDowell
DESIGNATION	Head of Education
CONTACT INFO	Email:- nmcdowell1@eastlothian.gov.uk
DATE	21 November 2023