East Lothian
Council

MINUTES OF THE MEETING OF THE
EDUCATION & CHILDREN'S SERVICES COMMITTEE

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TUESDAY 18 JUNE, 10.00am
VIA HYBRID SYSTEM

Committee Members Present:
Councillor R Bennett
Councillor L Bruce
Councillor F Dugdale (Convener)
Councillor N Hampshire
Councillor C McFarlane
Councillor S McIntosh
Councillor C Yorkston
Ms G Gillan (EIS)
Rev G Sheridan
Mr R Lesso

Council Officials Present:
Ms L Brown, Executive Director of Education and Children's Services
Ms N McDowell, Head of Education
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 Conway, Principal Solicitor
Ms A Hood, Team Manager, East Lothian Works
Ms K Weir, Senior Officer (Education)
Ms A Harrison, Principal Educational Psychologist

Teachers Present:
None

Clerk:
Ms M Scott, Committees Officer
Ms E Barclay, Meeting Admin
Ms R Crichton, Meeting Admin

Other Elected Members present:
None

Apologies:
Councillor L-A Menzies
Councillor T Trotter

Declarations of Interest:
None

Prior to the commencement of business, the Clerk advised that the meeting was being held using the Council's hybrid system and 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 Dugdale made special thanks to Ms Gael Gillan, for whom this would be the last Education and Children's Services Committee she would be attending due to her upcoming retirement. Councillor Dugdale thanked Ms Gillan for her contributions over the years and wished her a long and happy retirement.

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 19 MARCH 2024

The minutes of the Education Committee meeting of 19 March 2024 were approved as an accurate record.

2. UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD (INCORPORATION)

A report was submitted by the Executive Director, Education and Children's Services to provide an update on the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2004 and to detail the work done by ELC UNCRC Working Group on understanding and supporting policy implications across the Council and next steps.

Ms Keren Conway, Principal Solicitor reported the UK Government ratified the UNCRC in 1991 and it was signed and ratified by all UN member states, except the United States, making it the most widely ratified international human rights treaty. It seeks to ensure that children and young people, as more vulnerable members of society, are afforded specific additional human rights protections.

Ms Conway highlighted the four general principles of the UNCRC; Children should not be discriminated against, the best interests of the child should be a primary consideration, children have rights to life, survival and development and children's views should be given due weight and consideration. She reported the Scottish Government made a commitment in their Programme for Government 2018-19 to incorporate the full 54 articles of the UNCRC into Scots law and that goal was reached in January 2024. The Bill was passed unanimously by Scottish Parliament but did not receive Royal Assent due to legal challenge from the UK Government therefore required a redraft. Ms Conway stated the redrafted version passed unanimously through Scottish Parliament and received Royal Assent on 16 January 2024 with the terms due to come into force by July 2024; this is the deadline the Council are working towards. Ms Conway made clear that now the Act had passed it would be unlawful for Local Authorities to act in a way that is incompatible with the UNCRC and noted it was

important the duty was not to act compatibly with the UNCRC but instead to ensure we are not acting incompatibly with the new legislation and this distinction would become clearer as we worked specifically to give effect to children and young peoples rights balanced against others within East Lothian Council. Ms Conway provided an update to Members on the formation and work of the Cross Service Working Group including putting together a child friendly complaints process and coordinating with the improvements service to further understanding and share best practice.

Councillor Ritchie asked how children and young people had been involved in shaping the Councils approach to the implementation of the UNCRC. Ms Conway stated it was important to ensure that at the root of everything we do towards the UNCRC children and young peoples views were included however as a Council we also had to ensure we were maintaining the duty we have to discharge to children and were not inadvertently putting that burden onto children in gathering their views. She added through the Rights Respecting Schools and partnering agencies they had been gathering children and young people's views and were working to ensure there was a framework in place that allowed for the voice of children and young people to be heard in these specific processes. Ms Conway provided information on the different ways children could feed into those processes.

Responding to questions from Councillor McIntosh, Ms Conway explained the Scottish Government will be providing a lot of information on how the UNCRC will be brought in and what duties are being put on local authorities and they were keeping up to date with working groups within Scottish Government to further or tweak those resources for East Lothian Council. Ms Conway agreed the wording of the Act could seem counterintuitive but explained the Act is seeking to strengthen the profile of young people and children and their rights and views which does not mean however, that they should be given priority over other people's rights or views. So acting compatibly with UNCRC would mean ignoring the rights and views of other parties who had input into specific situations, so it was about balancing the rights between children and young people and parents and carers.

Councillor McIntosh also asked for examples of good practice mentioned within the report and has anything been found that we will have to change so we are not acting incompatibly with the UNCRC. Ms Conway stated the Cross Service Working Group comprised of almost every service within East Lothian Council and they meet regularly to share best practice and have found we are already giving effect to a lot of the spirits of the UNCRC and the individual articles themselves. She highlighted that children and young people are already involved in conversations in East Lothian Council as they are able to speak to teachers, social workers or even access meetings like this to know what is going on and the culture change mentioned by the Scottish Government is one that is already underway within East Lothian. Ms Conway stated we will need to reexamine everything we do and think about things in a new way to ensure children and young people are coming with us. However, a lot of practices are already compliant and are already respecting the views of children and young people as we have promoted the UNCRC since 2019. Lesley Brown, Executive Director of Education and Children's Services added there was also good practice from colleagues in East Lothian Works where they have looked at young people who are less likely to come forward and talk about their rights and they have been heavily involved in supporting us with the UNCRC working group. She added colleagues within the housing service have also really adopted this and looked at it through the lens of the Local Housing Strategy to see what UNCRC might mean for our children and young people.

Councillor Hampshire asked if there was going to be a legal challenge against the actions of the Council, what advice could be given to local Members on how to deal

with this challenge. Ms Conway encouraged Members to raise any concerns brought to them by children or young people (or those acting on their behalf), highlighting actions or areas were the individual feels we have not acted appropriately. East Lothian Council is committed to furthering the rights, voice and participation of children and young people and we should take all opportunities to ensure we are doing all we can to achieve that goal and improve our practices. While we hope that there will not be occasion for children or young people to take such action, we should view each interaction as away to improve and refine our practices. Such challenges are important ways for children and young people to enforce their rights and is something we should fully engage in. Ms Conway explained if we are unable to resolve an issue the child or young people has the option to take a judicial review to call us to account to make sure we are moving forward in the way they want us to and if that should happen it should be a learning experience for us on how we can be better and move forward.

Councillor Ritchie wished to celebrate the good work of the UNCRC and all the staff who have been working on this for a long time and it was encouraging to see we were already starting from a strong point to build upon. She gave special thanks for the work going on in schools around Rights Respecting Schools.

Councillor Dugdale thanked all involved with the work of the UNCRC. She highlighted the comment from the Joint Inspector who said how well children's rights were embedded in our work across the partnerships and thanked Ms Conway for the briefing she gave in May on the UNCRC. Councillor Dugdale made it clear this Act was not just for Education and Childrens Services but for everybody and everybody here has asked good questions on where our role is and how we can strive to make sure this will be delivered for children and young people.

Decision

The Committee agreed to note the contents of the report.

3. RAISING ATTAINMENT

A report was submitted by the Executive Director, Education and Children's Services to update the Committee on progress towards raising attainment for all learners and closing the gap for the most disadvantaged children and young people.

Jennifer Boyle, Quality Improvement Manager for Equity and Inclusion reported on stretch aims, monthly equity data provided to schools to track and monitor their progress towards stretch aims and dedicated staffing of Principal Teachers of Equity within secondary schools and Family Support Workers within four primary schools. She noted these posts were appointed during school session 2022/23.

Ms Boyle stated in a visit from the Scottish Government, Education Scotland and an international research organisation, East Lothian's strategy was recognised as 'strong', and this was then presented to other local authorities.

Ms Boyle provided Members with the attainment data for P1, P4 and P7 for literacy and numeracy as well as school leavers, level 5 literacy, five or more awards at level 1, one or more awards at level 6 and care experienced school leavers five or more awards at level 1 or above. She stated these results were a clear indication of progress towards raising attainment for all and closing the gap. Ms Boyle highlighted that the Principal Teachers for Equity posts had now been made permanent to provide commitment to this vital workstream and an evaluation of the post School and Family

Support Worker for Equity and its potential for wider impact has formed the creation of the new Equity and Inclusion Education Outreach Service that will be led by newly appointed staff including a Depute Head Teacher for Equity and Inclusion and eight Education Outreach Officers. She explained this service would support children and young people at risk of underachieving and would be complementary to Families Together East Lothian to ensure that resources are used efficiently and effectively. Ms Boyle noted the creation of the Child Planning Framework Locality Teams that bring together multidisciplinary expertise to look at how to address unmet need and will be further embedded in school session 2024/25 and evaluated to ensure their effectiveness. Ms Boyle concluded by saying that emerging data was a clear indication of the strength of current approaches, and she was confident that the next stage in the strategy would continue to raise attainment for all and ensure that East Lothian's Children and Young People were supported to reach their full potential.

Councillor Bennett asked how we ensured the stretch aims were aspirational and there was no ceiling put on the progress of children and young people. Ms Boyle stated stretch aims were just a starting point and in many measures, they were already being exceeded and the equity principles noted within the strategy clearly stated the ambition for all children and young people to maximise on their experiences in school through effective curriculum and coursing. Ms Boyle explained high quality learning and teaching was central to all school improvement plans and rigorous tracking and monitoring was used to ensure the progress of each learner was understood and maximised. She added all work was supported and challenged by the central team to ensure there was no ceiling and schools also shared best practice with colleagues in associated school groups, school team groups and school reviews.

Responding to questions from Councillor Bruce, Ms Boyle confirmed that although specific age ranges are reported on it does not mean that is the only places they look, and the school tracking and monitoring systems allows the team to look at every age group and every child to explain those differences and make sure resources are targeted effectively to meet need most efficiently. Ms Boyle explained the Quality Improvement Team go into each school to see what is working and to facilitate sharing of that information across all schools with the local authority. She added a lot of our schools use the principals of improvement science to understand the intervention, set aims and review through cycles to see if they have been achieved.

Councillor McIntosh asked how our progress on key measures fitted in with national trends. Ms Boyle stated our gaps within East Lothian are very favourable across a range of the measures, especially the care experienced gap but other measures still require work.

Ms Boyle continued to answer questions from Members, providing information on how the team planned to continue to raise attainment within secondary schools without an implication to the budget and agreed to provide data for a five year period to match Scottish national reports.

Councillor McIntosh congratulated Ms Boyle, her team and all our learners, as behind the data there were learners who had achieved something great. She also thanked teachers and staff within schools who were supporting our learners to make those achievements.

Councillor Hampshire echoed Councillor Mcintosh's comments adding that he was confident we will continue to improve the quality of education in East Lothian.

Councillor Dugdale thanked Ms Boyle for her report and highlighted the tangible difference the raising attainment strategy was making to our most disadvantaged learners. She hoped this would lead to further improvements to the progress already made and thanked everyone involved.

Decision

The Committee agreed to:

i.   Note the progress and next steps identified towards raising attainment for all learners and closing the poverty related attainment gap and the data summary of key measures provided in Appendix 1.

4. EAST LOTHIAN COLLABORATIVE IMPROVEMENT

A report was submitted by the Executive Director, Education and Children's Services to update the Committee on the Collaborative Improvement visit that took place in March 2024 with involvement from the Association of Directors of Education Scotland (ADES), Education Scotland (ES) and the East Lothian Education Service.

Ms Nicola McDowell, Head of Education stated that together, the Collaborative Improvement group establishes the focus for the Collaborative Improvement Review and then undertakes activities in the local authority that will result in an evaluative summary, identifying strengths and areas that may require further focus. She highlighted that all 32 education authorities had agreed to trial a new framework for local authority self-evaluation and East Lothian's Executive Director for Education and Childrens Services, Lesley Brown has been part of the ADES working group to help update and review two new quality indicators and noted East Lothian was the first local authority to trial these new indicators.

Ms McDowell highlighted the focus of building a self-improving schools system and noted nine team members attended a series of focus groups designed to explore this theme, visited school settings, attended meetings with senior officers and explored documentation and resources all of these sources were used to inform the findings of the team. Ms McDowell drew Members' attention to the key strengths identified including: the strong culture of collaboration, improvement and accountability as well as strong support and clear direction from the local authority with regard to local and national priorities and the recently created and school led locality teams which have the potential to be a highly effective model for improving outcomes for learners.

Ms McDowell also drew Members attention to the next steps which included: further strengthen tracking and monitoring of attainment data to continue to secure progress, to create more opportunities for middle leaders, teachers and support staff to collaborate and to involve children and young people more in shaping service improvement.

Ms McDowell concluded by saying the Collaborative Improvement process had been extremely beneficial to the education service and it was a privilege to have a team of professionals in our authority for three days to focus their valuable time on this area of our service to support our continuous improvement. She felt we had benefited greatly from their insight and have made connections that would continue to be of mutual support and challenge.

Councillor Yorkston asked how the team planned to implement the next steps with regards to involving a wide range of staff. Ms McDowell confirmed the next steps had been incorporated into the draft priorities which have been communicated with our schools so these will also be incorporated into school improvement plans. She explained there are plans to improve middle leadership across East Lothian and there is already an ambitious middle leadership plan in place, but the team want to support head teachers and their current trios to involve the staff within their schools in collaborative work so there are plans for all middle leaders to visit each other's schools and classrooms to comment and challenge on each other's improvement plans to strengthen their own leadership.

Responding to a question from Councillor Ritchie, Ms McDowell explained the Early Years and Childcare team had been supporting head teachers and nursery managers to look at their own self-evaluation processes and drive forward improvement in our nurseries. She added there was an ambitious programme of professional learning for nursery staff which is being rolled out in the next session. Alison Cameron, Service Manager – Early Years and Childcare, stated East Lothian operate a provider neutral service and have high expectations for every setting. She added part of work taking place is refreshing the quality assurance document that has clear expectations on both the setting and the local authority responsibilities aligned with that. Ms Cameron provided Members with information on the expectations of each setting around self-evaluation and how they would be supported with this. She noted the refresh documentation focused on the ten national standards as processes must be transparent, proportionate and consistent and care inspections take into account 1, 2 and 3 of the national standard and not all 10. Ms Cameron highlighted the documentation that would be used to ensure we are checking against and complying with the national standard.

Councillor Dugdale thanked Ms McDowell for her report and for the work on collaborative improvement and felt confident our teams in and outside our schools would be able to progress these priorities and that our children and young people also will be supported to shape service improvements.

Decision

The Committee agreed to:

i.   Note the nature and focus of the Collaborative Improvement visit (appendix 1)
ii.   Note the progress and next steps identified by the Collaborative Improvement Team, and that the next steps have been incorporated into the Education Service's drat priorities for Session 2024/25.

5. **POSITIVE SCHOOL LEAVERS DESTINATIONS 2022/23**

A report was submitted by the Executive Director, Education and 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.

Alison Hood, Team Manager, East Lothian Works explained the report illustrated the leaver destinations for those who left school during winter 2022 and summer 2023 and noted East Lothian had achieved the highest level of positive destinations ever recorded of 96.3% which was an increase of 0.7% from the previous year. She added that East Lothian remained higher than the national average figure of 95.9% and the

annual participation measure saw another annual increase in 2023 with East Lothians participation measure being 96.1%, an increase of 2.8% from what was reported in 2022 and again was higher than the national figure of 94.3%.

Ms Hood reported there had been an improvement in the most deprived areas and a reduction in the gap between the most and least deprived and provided comparative statistics for 2022 and 2023 on overall participation measures and individuals who had identified themselves as having a disability. She also provided figures on individuals who had completed foundation apprenticeships across a range of subjects which included accountancy, IT software and social services children and young people and a one year model was piloted this year which was delivered in partnership with training providers and teachers. Ms Hood confirmed due to the success of the pilot the one- and two-year models of study would continue and in addition to the foundation apprenticeships, EL Works had engaged young people in a number of vocational programmes including construction crafts which was being delivered at the Ridge in Dunbar and the Wallyford Learning Campus in partnership with Edinburgh College. She noted the partnership with Edinburgh College continued to be a success with an increase in pupils participating in programmes. Ms Hood provided Members with information on the work of the post school team including recruitment incentives to local businesses and the parental employability support service. She highlighted the next steps for the Wallyford Learning Campus which included; continuing and enhancing the construction offer and pre-apprenticeships.

Councillor McFarlane asked what actions had been taken to achieve these positive results. Ms Hood explained partnership work with Skills Development Scotland (SDS) would continue and NAD (North Berwick and Dunbar schools) and PRAM (Preston Lodge, Ross High and Musselburgh schools) cluster meetings had been reinstated to discuss pupils how required additional support to move into a positive destination as well as the roll out of a new datahub dashboard which means at the touch of a button schools can look at each pupils level, their leave date, route they intend to take upon leaving school and their intended destination and continued 16 plus meetings.

Responding to questions from Councillor McIntosh, Ms Hood confirmed the future skills course had a focus on renewable energy and stated it was a conditionality of external funding received from the Scottish Government that the employer needed to be a real living wage employer. She added the paid work experience worked by businesses coming forward looking for individuals to provide opportunities for and then parents who have come through different routes including training programmes are matched to a role. Ms Hood confirmed the parent and employer are supported by staff throughout the journey and if changes need to be made then they available to help. Ms Hood also explained the statistics for school leaver destinations captured the destination but not the post school data and it would require a national change to track the learner through further education.

Councillor Hampshire asked how many children could be accommodated at the Rosehill Campus within all its different courses. Ms Hood did not have an exact number but explained staff look at the campus yearly to look at different availability within the week while balancing the school timetable.

Ms Hood continued to answer questions from Members, confirming the work undertaken by EL Works was open to all schools which included the delivery of all courses at the Wallyford Learning Campus, provided statistics on pupils going into employment and informed Members of the planned next steps to continue to improve positive school leaver destination numbers.

Gael Gillan, EIS commented on the positive aspects of the report, but she was aware many teachers were not seeing these positives with behaviour, budget and staffing problems and it would be good to get a message out to staff to let them know what they are doing is working.

Councillor Hampshire agreed with Ms Gillan that praise should be given to all teaching staff for the work they do with our young people to get into these positive destinations. He welcomed the report and highlighted the pathways being given to young people to progress into employment and hoped we could expand into renewable energy and continue to work with local businesses to match up young people with jobs. Councillor Hampshire drew attention to the Ridge in Dunbar for the work they have done with helping many young people gain employment.

Councillor Ritchie found the range of options for school leavers really impressive, and the number going into employment and further education very encouraging. She noted national figures of 80% of young people from the least deprived areas will go onto university whereas only 20% from the most deprived areas will do the same and highlighted East Lothian are doing better than that and should be celebrated but there was still work to be done on the factors impacting a young persons decision to go to university. Councillor Ritchie also wished to celebrate the hard work of children and young people and staff helping them along the way. She also highlighted the partnership work with Edinburgh College, Queen Margaret University and Skills Development Scotland and positive relationships with the local industry.

Councillor Dugdale thanked Ms Hood for the report and highlighted the huge range of interventions to sustain and improve our positive destinations and the outcomes for all our learners. She welcomed the work also being done with parents to find employment and wanted the message to all staff that these positive outcomes are what they are achieving each day.

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

6. SCHEME OF DEVOLVED SCHOOL MANAGEMENT 2024/45

A report was submitted by the Executive Director, Education and Children's Services to advise Committee of the updates to the Scheme of Devolved School Management (DSM) for the financial year 2024/25.

Bev Skirrow, Service Manager for Strategy and Operations (Education) explained the refreshed guidance for Schemes of Devolved School Management were adopted in April 2022 which promoted greater transparency for all school stakeholders on how school budgets operate. She noted two strands of the scheme were identified for closer scrutiny and consultation; ASN funding allocations for predictable and exceptional needs and consider recommendations for a refresh of management structures in primary schools. Ms Skirrow provided an update on the work of the group of representatives formed by Jennifer Boyle to consider a new risk matrix and data measures to reflect the number of young people with additional support needs within our schools and the consideration of management structures in primary schools had not yet progressed due to prioritisation of a number of service reviews in other areas of the Education Service.

Ms Skirrow noted the Secondary Devolved School Management Scheme was largely unchanged except for the removal of the core funding amount for all schools and instead distributing it through the 'per pupil' amount has addressed equity of allocation for all schools. This change was made due to schools varying in size that one core allocation no longer provided a secure basis to allocate funding and was trialled last financial year with no detrimental effect and schools reported it better met their business needs. Ms Skirrow highlighted no new costs had been delegated to schools this financial year and noted full details of the updated scheme were provided within the report.

Ms Skirrow concluded by saying the effectiveness of the Scheme of Devolved School Management and the system and processes that support schools to manage their budget effectively were reviewed annually and would continue to develop this with head teachers over the current financial year.

Councillor Hampshire asked if amendments could be made after the roll out of the new data measures for ASN funding allocations. Ms Skirrow confirmed they were reviewing the impact of the DSM on a regular basis and last year a change was made due to efficiencies that needed to be weaved in. She confirmed this year a new way of working with schools had been implemented and it would run from October to April to meet with them and discuss their staffing model, budgets, changes and good practice. Ms Skirrow confirmed this had so far been successful and would be the model they would like to move forward with.

Responding to a question from Councillor Gilbert, Ms Skirrow explained for 2024/25 there were no efficiencies applied to the DSM and were instead applied in financial year 2023/24. She noted when these were applied the scheme was looked at to ensure it was still fit for purpose and could deliver for the financial envelope available which was one of the reasons for changes being made.

Councillor Bennett asked how the team had consulted with head teachers to ensure the scheme met their needs and was working effectively. Ms Skirrow confirmed regular finance meetings took place with head teachers individually to discuss budget and ensure they were not carrying surplus staff and would also meet collectively. She said as a group they would look at themes coming out around challenges and supports that needed to be put in place and allowed head teachers to share good practice and models that were working in their schools.

Ms Skirrow continued to answer questions from Members and provided information on how head teachers were managing the implemented efficiencies within their schools, how the formula for predictable and exceptional needs had been revised and confirmed there had not been any cuts to the budget in 2024/25. Ms Boyle provided more information on the changes to the formula, explaining this would be more data led that had a wider cognisance of what additional support need looked like which included; care experienced young people, young carers, traditional ASN related to learning and children impacted by poverty.

Councillor Hampshire thanked staff for their report and hard work in managing services we provide in a very difficult financial time. He also thanked the staff within schools and felt confident they would continue to deliver the best possible service for the people who need it.

Councillor Dugdale thanked Ms Skirrow for her report and for the hard work that went into ensuring the DSN supported young people and children within our schools. She looked forward to see how things were rolled out in the future.

Decision

The Committee agreed to note:

i.   school's individual context and meeting their "in place" costs.
ii. Secondary school core funding to be determined by a per pupil amount only, with the fixed cost allocation redistributed through the per pupil model for equity due to the varied size of schools.
iii. No change to the costs to be devolved to schools from April 2024.
iv. The updated scheme (appendix 1) highlights prominently that schools must operate within budget and any budget pressures in year must be identified and addressed in year.
v.   Development of a revised funding formula to allocate Predictable and Exceptional needs funding for pupils with additional support needs continues with an anticipated implementation date of August 2025.

7. SUSTAINABLE HOURLY RATE FOR FUNDED PROVIDERS DELIVERING EARLY LEARNING AND CHILDCARE IN EAST LOTHIAN

A report was submitted by the Executive Director for Education and Children's Services to note the increase in the sustainable hourly rate paid by East Lothian Council to early learning and childcare (ELCC) funded providers in the private and third sector to deliver funded early learning and childcare from 1 April 2024, a further local review of the sustainable rate paid by East Lothian Council to early learning and childcare (ELCC) funded providers in the private and third sector to deliver funded early learning and childcare by August 2024 and the review of the partnership agreement process for new funded providers in East Lothian by March 2025.

Kelly Weir, Senior Officer for Education asked Members to note the legal duty we carried to ensure the statutory number of hours was available for every eligible child prorated for children eligible from January and April, the term after the child's second of third birthday. She reported in East Lothian, Early Learning and Childcare was provided through private and third sector settings, Council settings and childminders and drew Members attention to the funding rates provided within the report. Ms Weir noted a 7.6% uplift to the 2023/24 rates to enable funded providers to pay Early Learning and Childcare workers delivering the funded hours at least £12 per hour which is the new real living wage from April 2024 and this increase was met from government funding.

Ms Weir reported staffing costs made up 75% of the sustainable rate and the non-staffing rate, including scope for reinvestment is assumed to account for 25% and noted the proposed hourly rate would be reviewed using Scottish Government guidance and the current rate charged by private nursery providers, a cost data collection exercise developed with Finance, gathering information from our current funded providers, existing hourly rates, staffing ratios and benchmarking against neighbouring authorities.

Ms Weir explained the annual rate review did not take place in November 2023 due to an ongoing process review with the Scottish Government Improvement Service and the local rate review for 2024/25 would take this into account. She noted the hourly rate must be affordable and sustainable to the Council whilst also enabling funded providers to pay their staff the real living wage, reinvest in their service and provide high quality early learning and childcare.

Ms Weir concluding by drawing Members attention to the resource implications within the report.

Councillor McFarlane asked how the team had benchmarked against other local authorities. Ms Weir stated this would be part of the exercise to determine the rate as well as having regular meetings with neighbouring authorities and continued work with the improvement service to gain data from other authorities.

Responding to a question from Councillor Findlay, Ms Cameron stated financial viability was key for all providers and that would be subject to new quality assurance processes as we moved into the next phase, and these would be undertaken by the team manager and Ms Weir to ensure there was transparency in all accounts held for our funded providers to ensure they have capacity to continue to deliver on the entitlement for the children in their care.

Ms Weir and Ms Cameron continued to answer questions from Members and provided information on the involvement of funded providers in setting the sustainable rate and what the format of the next review would look like. Ms Cameron also confirmed funded providers were not allowed to additional top up costs and no real feedback had been received from childminders with regard to the rate, but the Council run a provider neutral service which meant any funding given to partnership nurseries is the same amount given to childminders.

Councillor Dugdale thanked Ms Weir for her report and for the work that goes on behind the scenes to make this happen.

Decision

The Committee agreed to:

i.   Note the funding commitment from Scottish Government to ensure funded providers pay the real living wage of £12 per hour from April 2024. The Scottish Government provided East Lothian Council with additional funding to enable ELCC workers delivering funded hours in the private and third sector to be paid at least £12 per hour (the new real living wage rate from April 2024). A 7.6% uplift has been applied to 2023/24 rates to reflect increase in staffing costs.

ii.   Note East Lothian Council increased the hourly rate by 7.6% as follows from 1 April 2024.

iii.   Note the local review of the hourly rate to be paid to funded providers delivering early learning and childcare as outlined in this report.

iv.   Note the review of the partnership process by March 2025 for new funded providers wishing to enter an agreement with the local authority to deliver funded early learning and childcare. We do not plan to enter into a partnership agreement with any new providers until after August 2025.

8. SCHOOL SESSION DATES (2025/26 AND 2026/27)

A report was submitted by the Executive Director for Education and Childrens Services to obtain the Committees approval for School Session dates for the two school years, 2025/26 and 2026/27, authorise the Head of Education to notify Head Teachers'

Associations, Heads of Establishments and Parent Councils and to authorise the Head of Education to notify the Scottish Government.

Bev Skirrow, Principal Officer for the Education Service drew Members attention to the proposed session dates and noted that discussions of setting session dates with other local authorities were limited this year as the City of Edinburgh set and published their dates without the usual consultation with neighbouring authorities. She explained this led to different patterns emerging with Edinburgh and Midlothian aligning completing and Fife and Scottish Borders largely aligning to each other.

Ms Skirrow reported when preparing the draft school session dates five main points were taken into consideration, as was the historical position of the Education and Childrens Services Committee and the familiar pattern for East Lothian families to align with our closest neighbours, City of Edinburgh and Midlothian. She drew Members attention to the one proposed date that differed from the City of Edinburgh and Midlothian, the proposed in service day amended to the February break rather than the Christmas break at the request of East Lothian Head Teachers.

Ms Skirrow explained a detailed consultation on the proposed session dates took place with Head Teachers, Teachers' Professional Associations, UNISON, Educational Establishments, Parent Councils and the wider community through the Council's Consultation Hub which received a very small response from a potential 28,000 parents and many hundreds of school staff with just under half of the 63 responses supportive of the dates and just over half not wholly supportive.

She concluded by saying much consideration was taken to the splitting of the Easter break and bank holidays in 2026/27 but all models created to overcome this split created an undesirable imbalance elsewhere, so the decision was made to align with City of Edinburgh and Midlothian as it was the least disruptive and followed the historical preference of families, staff and the Committee.

Councillor Bruce asked if there is discussion with other authorities regarding session dates or if Edinburgh set their dates and East Lothian just adopt them. Ms Skirrow confirmed previously there had been consultation across local authorities but for the last two cycles Edinburgh had gone ahead and set their dates without any discussion. She added that East Lothian intended to reach out to Edinburgh before the next cycle very early on to ensure there are discussions.

Councillor Bruce also asked what effect Ms Skirrow thought the Easter break dates would have on children due to their being four days the schools were closed and then four days open. Ms Skirrow explained discussions were had with Head Teachers of primary and secondary schools and a main concern was the Easter break leading up to exam time and although the split was not ideal it was better to maximise the number of teaching days before Easter than to bring the Easter break forward and lose another week of secondary teaching.

Responding to a question from Councillor Dugdale, Ms Skirrow explained that although slightly more responses were not in favour of the proposed session dates this was down to a dissatisfaction with a specific holiday and not the entire pattern proposed so although these comments were taken into account it was clear even if they made a change, they would still not be able to accommodate to what they wanted. She added that because of this and the responses almost being half and half the decision was made to go with the dates proposed.

Councillor Bruce was disappointed to hear there was no consultation with Edinburgh and Midlothian as East Lothian had very little choice but to align their dates as it was best suited to families. He also voiced his concerns on the Easter holiday split, as although it gave four extra days, he was unsure these would be productive.

Councillor Yorkston agreed the Easter split was not ideal but as a teacher he would much prefer to have pupils in school for the four days due to things having to be tied up before the Easter holidays. He added that how Easter falls for the next two years is favourable to how it fell this year as pupils went from the Easter holidays straight into study leave.

Councillor Dugdale thanked Ms Skirrow for the report and work put into the session dates.

Decision

A roll call vote was carried out and Members agreed unanimously to:

i.   Approve the school session dates for the two tears 2025/26 and 2026/27 as outlined in appendix 1 and appendix 2.
ii.   Authorise the Head of Education to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.
iii.   Authorise the Head of Education to notify the Scottish Government.

9. HEAD TEACHER APPOINTMENTS

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

Nicola McDowell, Head of Education reported John Johnson had been appointed the Head Teacher for Dunbar Grammer and would move into post on the 12th of August from being Depute Head Teacher at Castle Brae in Edinburgh.

Ms Debbie Crossan had been appointed Head Teacher at Pencaitland Primary School after already being in the acting Head Teacher role.

Ms McDowell congratulated both Head Teachers and wished them the best of luck in their new posts.

Councillor Dugdale echoed Ms McDowell's comments and thanked all parents and pupils who took part in the appointment process.

Decision

The Committee agreed to note the Head Teacher appointments.

Signed   ....

                Councillor Fiona Dugdale
                Convener of the Education Committee

East Lothian Council

REPORT TO: Education & Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education & Children's Services

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SUBJECT: Education Service Progress Report and Improvement Plan 2024/25

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 2023/24 and identification of key improvement priorities planned for session 2024/25.

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 2023/24 and the priorities within the National Improvement Framework.

ii. Note the steps being taken to secure continuous improvement in session 2024/25.

iii. Approve the Progress Report and Improvement Plan 2024/25 (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   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.

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

3.5   The focus for session 2024/25 continues to be '***Back to Basics - a Relentless Focus on Equity and Excellence.'***

3.6   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.

KEY SUCCESSES, SUMMARY OF PROGRESS AND NEXT STEPS

3.7   Our five priorities from last school session, matching those of the National Improvement Framework, encompassed our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.

Priority 1: Placing the human rights and needs of every child and young person at the centre of education

3.8   Evaluation of progress of this priority can be seen on pages 8-11 of the Plan. Key successes include:

- our approaches to consulting and capturing the voice of young people through current practices such as school reviews and the annual SEE survey
- use of the Rights Respecting School Award to support pupil leadership and voice, supported by both central team members as well as a network of 41 RRSA Leads
- an increase in the number of Gold Award schools from 1 to 4, Silver Awards from 8 to 16 and Bronze Award schools from 17 to 21, from June 2023 to June 2024

Priority 2: Improvement in children and young people's health and wellbeing

3.9   Evaluation of progress of this priority can be seen on pages 12-25 of the Plan. Key successes include:

- a new Health and Wellbeing Framework which provides progressive learning programmes for learners aged 3-18
- delivery of ten training sessions to ensure knowledge and understanding of statutory guidance and policy with regards to health and wellbeing

Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

3.10 Evaluation of progress of this priority can be seen on pages 26-32 of the Plan, and will be outlined in detail in the Raising Attainment Report at November Education and Children's Services Committee.

Priority 4: Improvement in skills and sustained school-leaver destinations for all young people

3.11 Evaluation of progress of this priority was reported to Education and Children's Services Committee in June 2024. The report can be seen here: Agendas, reports and minutes | East Lothian Council

Priority 5: Improvement in attainment, particularly in literacy and numeracy

3.12 Evaluation of progress of this priority can be found on pages 37-46 of the Plan.

Key successes include:
- all schools engaged in development of a refreshed rationale for their curriculum
- a rise in the percentage of schools reporting their performance as good or better for QI 2.3 Learning, Teaching and Assessment
- delivery of the National Improvement in Writing Programme (NIWP) leading to evidence of raised attainment in literacy in classes where NIWP practice is used

Priorities for Session 2024/25

3.13 East Lothian's improvement priorities take cognisance of the Council's new priorities and are based on the vision of the National Improvement Framework.

3.14 The priorities reflect that the stretch aims are central to our agenda of raising attainment, with our collective ambition being to make steady and sustained progress in overall attainment over the next 3 years.

3.15 For the last three years, our service priorities have had a 'recovery' focus, with plans outlined for one year only. We recognise that that recovery is the 'new normal' and have begun a new 3-year planning cycle.

3.16 While the local authority and individual schools will continue to be required by law to submit an annual standards and quality and improvement plan, our overarching priorities will be created on a 3-year cycle, and will be updated accordingly on an annual basis.

3.17 To support continuous improvement linked to inspection, review and self-evaluation outcomes, our priorities for the next 3 years will be focused as follows:
Priority 1: 2.2 Curriculum and 2.3 Learning, Teaching and Assessment
Priority 2: 3.1 Ensuring Wellbeing, Equality and Inclusion
Priority 3: 3.2 Raising Attainment and Achievement

These priorities can be seen in detail on pages 50-59 of the plan.

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 2024/25 (Appendix 1).

AUTHOR'S NAME	Nicola McDowell
DESIGNATION	Head of Education
CONTACT INFO	nmcdowell1@eastlothian.gov.uk
DATE	19 November 2024

Education Progress and Improvement Plan

Session 2024/25

Contents

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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. Working in partnership with Children's Services, we aim 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

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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)](www.gov.scot) 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)](www.gov.scot) (*Scottish Government, June 2016*):

- 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 achievement, particularly in literacy and numeracy.

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 2023/24, and also sets out our improvement priorities for Session 2024/25.

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Context of East Lothian

The Mid-year 2022 population estimates published by the National Records of Scotland (NRS) in March 2024, show East Lothian had an estimated population of 112,450, having previously increased by 21.5% from 99,920 in 2011 to 109,580 in 2021. This is the highest percentage change in Scotland over that period with Scotland's overall population increasing by 8.2%. The Under 15 age group accounted for 17.9% of the overall population in East Lothian. East Lothian's population is projected to increase by 7.2% (*Data Source: 2018 based population based NRS projections*) to 113,403 in 2028, compared to a projected increase of 1.8% for Scotland as a whole, though this could be an under-estimation. This is the 2nd highest projected increase in Scotland. East Lothian Council's Education Service school roll projections, which take into account local policy such as new housing developments, show a 5.6% increase for the P1 to S6 pupil population to 2028/29 (based on the 2023-pupil census roll)

In 2023/24 there were:

- 8,450 pupils in East Lothian Council's 34 primary schools
- 6,667 pupils in 7 secondary schools
- 2,403 children aged 3-5 years accessing early learning and childcare across 31 council settings, 12 partner nurseries, 1 community group and 23 childminders
- 87 Eligible 2s accessing early learning and childcare across 4 council settings, 9 partner nurseries, 1 community group and 7 childminders
- 36.2% of all pupils had an additional support need
- 2.1% of all pupils were recorded as care experienced
- 5.2% of pupils were recorded as living in the 20% most deprived areas compared with 19.5% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) reduced to 14.6 from 14.7 in 2023/24
- The average primary class size reduced from 23.0 in 2022/23 to 22.2 in 2023/24
- 78% 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.

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Progress during session 2023/24 with our priorities

The next section of this report describes the progress made with our main priorities between August 2023 and June 2024. 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 2024/25 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) 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 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 2024/25 continues to be '***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 Progress and Improvement Plan. Quality Frameworks such as How Good is Our School? (4th edition) How good is our school? (4th edition) (education.gov.scot) and How Good is our Early Learning and Childcare How good is our early learning and childcare? (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

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- 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 which was approved at Education Committee in March 2024, 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 2024, and Insight data will be published in February 2025. We are not permitted to share this data until that time.

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Education Service Improvement Priorities 2023/24: Evaluation of progress and next steps

PRIORITY 1: Placing the human rights and needs of every child and young person at the centre of education

In Session 2023/24 we aimed to:
- undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers
- deliver training in and use of How Good is OUR School
- develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes
- develop a commitment to Pupil Leadership and voice at all levels
- have representative pupil groups in all schools
- evidence that ALL pupils have the opportunity to be heard
- develop school approaches to "Learners as Leaders of Learning"
- deliver the Stand Up and Be Counted - School Library Service (SLS) Initiative (also linked to Literacy Strategy)

Evaluation of Progress

Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:
The Education Service has worked collaboratively with other local authority services to prepare for the implementation of the UNCRC Act 2024. Due to the non-statutory nature of Children's Rights Impact Assessments (CRIA) placed upon local authorities by the UNCRC Act, our local authority's services have worked collaboratively to review current processes in place to capture the voice of children and young people through the lens of policy development across all local authority services. As a result of this audit, the Education Service has identified key strengths in our approaches to consulting and capturing the voice of young people through current practices such as school reviews and the annual SEE survey. A council wide approach to CRIA has been drafted for consultation across services, and this will be adopted by the Education Service in 2024-25 policy development as a model of effective practice.

Deliver training in and use of How Good is OUR School (HGIOURS?):
Ensure pupil voice is a key driver in developing the 24/25 opportunities on offer:

An audit across East Lothian schools was carried out to identify areas where HGIOURS? is being used to capture learner voice to inform self-evaluation of the impact of improvements upon the four contexts of the curriculum.

Areas where schools were confident in the use of HGIOURS? to capture learner voice to inform self-evaluation practices included:
- developing a shared understanding of the importance of children and young people's rights in relation to wellbeing, equality, and inclusion

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- recognising that participation has a range of benefits for learners including improved attainment, enhanced learning and teaching, improved relationships, and wider engagement of the life of the school
- developing participation processes which are inclusive and provide opportunities for all learners to participate in the life of the school and in the wider community
- ensuring that children's and young people's rights are embedded across all aspects of school life and work

Areas where schools are developing their competency in using HGIOURS?:
- providing a range of regular opportunities to deepen their knowledge and understanding of children's and young people's rights
- providing evidence of practical examples whereby children and young people are confident their views are valued by all staff and partners
- developing opportunities for children and young people to use effective communication skills to share their views
- developing opportunities for staff, children, and young people work together to evaluate a range of aspects of school life including teaching and learning

Areas where schools were less confident in the use of HGIOURS? included:
- raising learners' awareness and knowledge about what has been improved because of their opinions
- developing a culture of openness and transparency which enables children and young people to engage in discussions about data and other self-evaluation evidence
- providing opportunity for children and young people to lead evidence-gathering and report on aspects of the school's work

The outcomes of the audit will be used to plan professional learning in the use of HGIOURS? for senior and middle leaders in 2024-25.

Develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes:
Following collaboration with the Educational Psychology, Equity and Inclusion and Information and Research teams, the annual Student Engagement Evaluation Survey (SEE survey) was revised to better reflect service priorities and support materials were provided to schools to ensure accessibility by all learners.

 All P6, S2 and S4 pupils in East Lothian schools are invited to take part in the annual SEE Survey each year to gather the views of young people living in East Lothian in relation to a range of matters including teaching and learning, community issues, access to services/information and physical/sports activities. The survey responses are gathered anonymously using Google Forms. There were 57 experience questions/statements in the survey in 2023-24 for P6 and S2 pupils and 58 for S4 pupils grouped by the SHANARRI headings, this number increased from 43 following consultation, review, and update of the surveys. 49 of the 58 can be calculated to measure the proportion of pupils who 'Agreed' or 'Strongly agreed' as a positive response, for the remaining statements, "Yes" was counted as a positive response.

A total of 2,506 pupils completed surveys between February 2024 and April 2024 from a possible number of 3,750 students, which is a **66.8%** response rate overall. The response rates across the three stages varied from 48.9% at the S4 stage to 82.8% at the P6 stages. 18 statements returned a positive response of 80% or more

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The following table shows the average positive response rate for all questions/statements grouped under each heading compared with the previous year:

Average Positive Response Rate (P6, S2 & S4)

	SAFE	HEALTHY	ACHIEVING	NURTURED	ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED
2023-24	**77.8**	**79.1**	**76.0**	**69.0**	**73.3**	**67.9**	**64.0**	**82.2**
2022-23	86.8	83.2	63.4	61.8	71.6	73.2	62.9	80.9

19 statements showed an increase on the previous year with the most notable increases across the three stages related to the access and use of digital technologies and those participating regularly in voluntary work/activity. 24 statements showed a decrease of 2% or more with the most notable related to perceptions around pupils in the school being successful learners (71% compared with 83% in 2022/23) and being able to contribute to decisions about improving their school (64% compared with 76%).

The results from the SEE Survey are shared with Head Teachers for further discussion in their schools to inform the school improvement planning process.

Develop a commitment to Pupil Leadership and voice at all levels:
Rights Respecting School Award (RRSA) is the main framework used within East Lothian Council to support pupil leadership and voice within our schools. RRSA has been implemented in almost all East Lothian schools, with 98% of schools engaging. RRSA is growing in strength within East Lothian supported by both central team members as well as a network of 41 RRSA Leads. East Lothian has increased its number of Gold Award schools from 1 to 4, Silver Awards from 8 to 16 and Bronze Award schools from 17 to 21, from June 2023 to June 2024.

The UNCRC is also being embedded across the curriculum, including within East Lothian's new Personal and Social Education programme within the Health and Wellbeing Framework. Across East Lothian's primary schools there is evidence of increased learning about the rights listed in the UNCRC. 93% of young people in P6 reported having learned about their rights, reflecting an increase of 5% on the previous year. There remains variance within secondary schools, however in the highest recorded setting 85% of S2 & S4 pupils reported learning about their rights. There is a correlation between increased learning of rights and schools' progression in Rights Respecting Schools Award framework. Where schools have achieved Silver and Gold accreditation, most school reviews identified children's rights feature as a strength within the themes of self-evaluation for self-improvement, leadership of change and learning, teaching & assessment. Further evidence of impact was found within the theme of safeguarding, where it was identified that in one school the combination of RRSA Silver accreditation, the LGBT Youth Scotland Charter and provision of the Mentors in Violence Prevention programme was contributing towards an inclusive learning environment.

Have representative pupil groups in all schools:
Almost all schools have representative pupil groups, and pupil leadership groups are a feature of nearly half of school improvement plans. This a strength within East Lothian Primary Schools, where there are strong examples of pupil voice, participation, and agency. Across East Lothian Primary Schools 74% of P6 pupils stated they were involved in their school's Rights Respecting Schools Award and 84% of P6 pupils stated they had opportunities to take on leadership roles in their school, either on

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their own or as part of a group. Within Secondary Schools, 66% of S2 & S4 pupils identified having opportunities to take on leadership roles. There remains some variance within secondary settings.

Evidence that ALL pupils have the opportunity to be heard:
A multiagency project group (Educational Psychology Service, Mental Health Youth Workers & Education Support Officer) has been established to strengthen the representation of the Pupil Voice within the GIRFEC/Child Planning Framework. This 5 phase project will extend into the next academic year.

The Early Years Service has developed a suite of practice documentation in collaboration with setting practitioners which is underpinned by UNCRC. This will be expected practice guidance used in all settings over 24/25 and beyond. Training has been developed to compliment this suite of documents which is provider neutral and can be accessed remotely to promote self-directed training and learning to suit the individual development needs of each setting.

Deliver the [Stand Up and Be Counted](#) - School Library Service (SLS) Initiative (also linked to Literacy Strategy):
Approximately 5000 free books were distributed to all primary and secondary schools, providing a range of materials to support equality and diversity themes within the Health and Wellbeing curriculum offer in schools.
School librarians gathered feedback on the Stand Up and Be Counted initiative and materials from samples of learners and school staff through a range of events. There were teacher information sessions held in each ASG for school staff to promote the use of the Stand Up and Be Counted materials, along with promoting links with themes in the health and wellbeing curriculum. Practical support was offered to some schools to assist in the cataloguing and storage of the materials.
Further staff training events were held on using picture books to support teaching on representation and other diversity topics, along with Dekko Comics workshops for pupils and parents of pupils to support additional support such as Dyslexia and Neuro Diversity.
In summary:
- every primary school received a core collection of 140 books, plus Early Years appropriate titles for primary schools with a lower years campus; each primary school also received 5-50 additional books dependent on school roll
- six secondary schools received a core collection of 80 books along with a selection of additional titles; Rosehill received a smaller collection due to their library materials already being newly purchased in staff/pupil consultations, and reflecting diversity
- 30 author events offered across the authority; staff CLPL; parent/carer learning workshop with Dekko Comics

Ensure 50% of instrumental music service learners participate in an ensemble activity:
Increase pupil engagement in a diverse range of cultural opportunities:

Learners had the opportunity to participate in the Instrumental Music Service Macmillan Solo and Ensembles concerts, National Youth Orchestra of Scotland Engage pilot scheme, secondary school ensemble weekend, school concerts, school assemblies, church services, East Lothian piano festival, senior ensembles, the ELC Young Musician of the Year competition and various local festivals and community events. 73% of pupils engaged in an ensemble or performance experience during the 23/24 school session. A pupil engagement survey has been created to direct the ensemble provision in the 24/25 school session.

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PRIORITY 2: Improvement in children and young people's health and wellbeing

In Session 2023/24 we aimed to:
- revise and update the Health and Wellbeing Curriculum (secondary focus)
- continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality
- continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality
- meet the needs of learners with additional support needs
- support schools to develop understanding and use of the Wellbeing Indicators
- refresh the Health and Wellbeing Framework and PSE curriculum in consultation with schools

Evaluation of Progress

Revise and update the Health and Wellbeing Curriculum (secondary focus):
East Lothian Council's draft Health and Wellbeing Framework is live and available on the EduHub East Lothian EduHub (google.com), providing progressive learning programmes for learners aged 3 – 18. At this stage of development, the framework remains focussed on Personal and Social Education (PSE) and is inclusive of the national Relationships, Sexual Health and Parenthood (RSHP) Programme. The framework has been mapped to the Wellbeing Indicators alongside the UNCRC. The PSE framework was launched to secondary schools through the Secondary Subject Collaborative in May and schools have begun to actively use this. Secondary teacher feedback is very positive, and there has been agreement to move to the next stage of developing tracking and monitoring systems and establishing effective assessment and moderation. Initial consultation work has been undertaken with Primary Head Teachers and following feedback further development has been carried out. The framework will be launched with Primary School leaders in autumn 2024, with supports developed to ensure high quality learning experiences for children and young people. Pupils who have experienced delivery of the secondary Young Minds Matter resource provided positive feedback reporting the course content was appropriately paced and covered key curriculum learning outcomes. Areas for further development were identified in making wellbeing indicators more explicit and linking learning to the UNCRC. Through a process of self-assessment, a quarter of school leaders have reported that equality within the curriculum is now a strength and for two-thirds is area under development. The Relationships, Sexual Health and Parenthood curriculum is showing signs of strength, with pupils in P6, S2 & S4 reporting an increase of 2.6% when asked about support in managing relationships.

All schools with a senior phase are engaged in the Mentors in Violence Prevention (MVP) programme. Half of schools are at an initial stage, beginning delivery of the learner-led programme to S1-S3 next session and half of schools will move to embedding the programme having run the programme successfully during session 2023-2024.

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

To further develop, knowledge and application and knowledge of statutory guidance and policy a programme of CLPL session were delivered to school staff. The impact of these sessions is noted in the following post session survey data:

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Deliver a new programme of 10 CLPL sessions to staff linked to statutory guidance and policy:

A comprehensive programme has been delivered.

1. Trauma Informed Practice:
   - 77% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 77% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
2. Bullying & Equalities
   - 100% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 100% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
3. Inclusive Communication
   - 67% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 67% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
4. Digital Learning to Support ASN
   - 100% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 100% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.

Produce a new an East Lothian Council statement on Gender Recognition

A baseline survey of all school and Education Service to inform East Lothian Council's Gender Statement was conducted and 132 responses were received. A summary of these responses is below:

How confident are you in your use of language to support transgender children and young people?	15.2% very confident	80.3% confident	4.5% not at all confident.
To what extent do our record management procedures such as SEEMiS and pupil files allow appropriate recording of all pupil information?	3.3% highly effective	82.9% effective.	13.8% ineffective.
How confident do you feel to support children and young people's rights around gender identity?	11.5% very confident	84% confident	4.6% not at all confident

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How confident do you feel to support families in relation to the gender identity of their children or young people?	3.1% very confident	80.2% confident	16.8% not at all confident
Does your school's approaches to uniform support children and young people to exercise their rights around their gender identity?	38.9% fully supports	57.2% supports	4.5% does not support
Does your curriculum support all children and young people to learn about gender identity?	10.6% fully supports	87% supports	2.4% does not support

This baseline data, together with national legislation and guidance and local policy and guidance will inform East Lothian Council's Gender Statement. An initial draft has been produced and following a consultation and subsequent revision will be finalised for publication by November 2024.

Establish as new an equity and inclusion pupil steering group:

A Steering Group has been established with representation from S2 pupils from across all seven secondary schools. The group has met regularly across session 23/24.

A baseline of responses to equity and inclusion statements from the young people attending was captured at the start of session of 23/24 and then revisited at the end of the session. The following improvements were noted:

Statement	Improvement in Responses
My school recognises and celebrates my achievements	200%
I have learned about my rights listed in the UNCRC	120%
I am able to contribute to decisions about improving my school	100%

Qualitative data was also captured in the form of the young people's views:

What have you liked best about being part of this group? Please write down as many things as you can think of	"Having a chance to change things about my school."

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	"I feel heard and respected. I've met lots of people who feel the same way I feel about school and have given great ideas to improve our school and learning." "Getting to make contributions to school systems." "An opportunity to make change."
What do you think would make the group better?	"More meetings." "Longer meetings."
Do you think this group has improved your confidence and/ or ability to express your opinion? If so, how?	"Yes, I don't feel judged or unreasonable when sharing my ideas." "Yes. I don't like meeting new people but this group has helped a lot." "Yes, I have the confidence to speak up to the trusted adults who run this group."

Meet the needs of learners with additional support needs:
The Digital Learning Team has developed a core offer to support schools with making best use of accessibility tools on Chromebooks. Every school has been offered and now received this training to some extent. We have also been working with IT to make available screen reading software available for exams. This has been trialled at Knox Academy and has been successful. We will now look to explore a more advanced piece of software for this and roll this out across all secondary schools.

Equity and Inclusion Service

- Each school has a link Education Support Officer (ESO) for Equity & Inclusion. ESOs work with their link schools to support strategic and operational improvements in relation to equity and inclusion. ESOs support schools with:
- Their equity and inclusion data to support improvement in key measures such as attendance and exclusions, in line with stretch aims and to close the gap for our most vulnerable learners;
- The application of local and national guidance, policy and legislation in relation to additional support needs, equity and inclusion;
- The training and development of staff in line with policy and legislation;
- Quality Assurance of processes designed to meet the needs of all leaners and
- The needs of individual children and young people to ensure that these are met.

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The Education Support Officer for Care Experienced Children and Young People tracks and monitors the attainment and attendance of all learners with care experience supporting schools to identify and close the gap, consistent with our stretch aims.

To ensure the safeguarding and protection of all children and young people, the Education Support Officer for Child and Public Protection works closely with the East and Midlothian Public Protection Office and each schools' Designated Manager for Child Protection to support and deliver key training and quality assure processes to keep learners safe.

To support Young Carers, the Young Carers' Youth Work service provides a range of supports in our schools including assemblies, class workshops, weekly drop ins and the production of Young Carers' Statements. The Youth Workers visit all of their schools regularly. This ensures children and young people have access to long-term, responsive and consistent support. Since its inception in 2021, registrations to the Young Carers' Service have increased by over 300%. The service also provides invaluable break from caring opportunities during holidays.

Educational Psychology Services
The Educational Psychology Service (EPS) evaluated their new service delivery model designed with a focus on the equitable and efficient deployment of resources. 58% of schools responded. Schools found the Request for Assistance (RFA) guidance helpful and were satisfied with the time between an RFA being made and Educational Psychologist (EP) involvement. 44% of respondents thought the system created greater equity of service, 56% were unsure. The EPs all reported enhanced equity of service delivery, naming greater transparency and accountability. Schools and EPs advised they value the systemic overview and data generated by the RFA panel process. Schools advised that clear communication with the EPS is valued when RFAs are not accepted. 67% of respondents reported the EP time they received matched their level of need, 33% felt that it did not. All EPs stated the time allocation model worked well, enabling more flexibility and responsiveness and supporting efficient use of time. Both schools and EPs were inconclusive regarding the impact of the new model on improved outcomes for children and young people.

The following actions were identified:
- panel dates to be communicated to schools at the start of each academic year
- school visit records and reporting to be reviewed/ refreshed to provide schools with a clear record and regular feedback
- further consultation with schools to identify and implement changes around feedback when an RFA is not accepted
- 2024-25 focus on casework evaluation to gather evidence on impact and outcomes

School Staff Quotes:

"The process of referring to EP is straight forward as you don't need lots of detail because everything is already noted in the Child Plan."

"More flexibility about when the EP is in school."

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"Less risk of wasted/unnecessary visits."

The Neurodevelopmental Pathway Test of Change

The Neurodevelopmental (ND) Pathway Test of Change (ToC) ran from August 2022 to March 2024.

The key tests of change were:

- Enhanced information gathering from schools in the pre-referral stage, trialling screening tools to improve the quality and consistency of information at the initial stages of the pathway.
- Training with schools and stakeholders to develop their understanding of the pathway and making RFAs.
- Testing aspects of the multidisciplinary team's clinical assessment across Community Paediatrics and CAMHS, including Education colleagues.
- Testing all ages of referrals being submitted through the SPA.
- Assessing all neurodevelopmental concerns following an integrated referral and assessment process.

Data Overview

There were a total of 1517 RFAs to the ND Pathway during the ToC, with the majority coming from schools and nurseries.
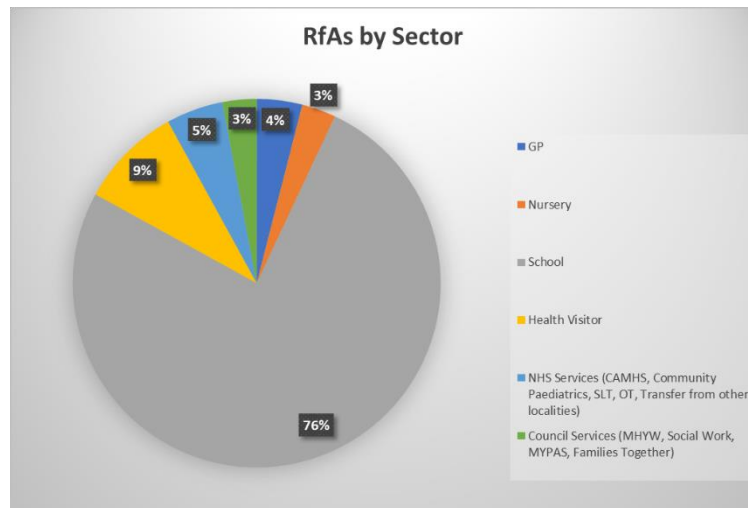
An average of 79 RFAs were received each month.

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No of RfAs received into health

Screening Outcomes

4%
34%
62%

- Accepted
- Not Accepted
- Pending Screen (April 2024)
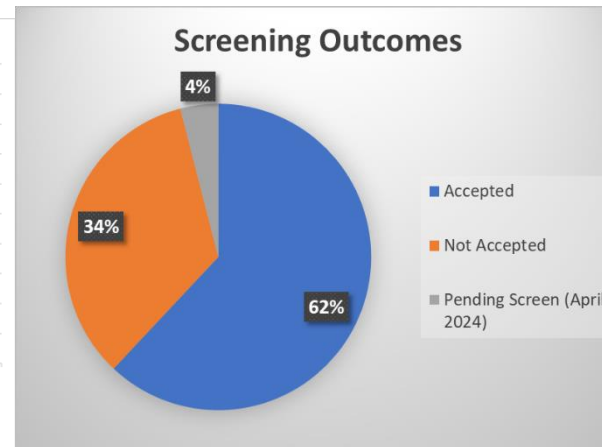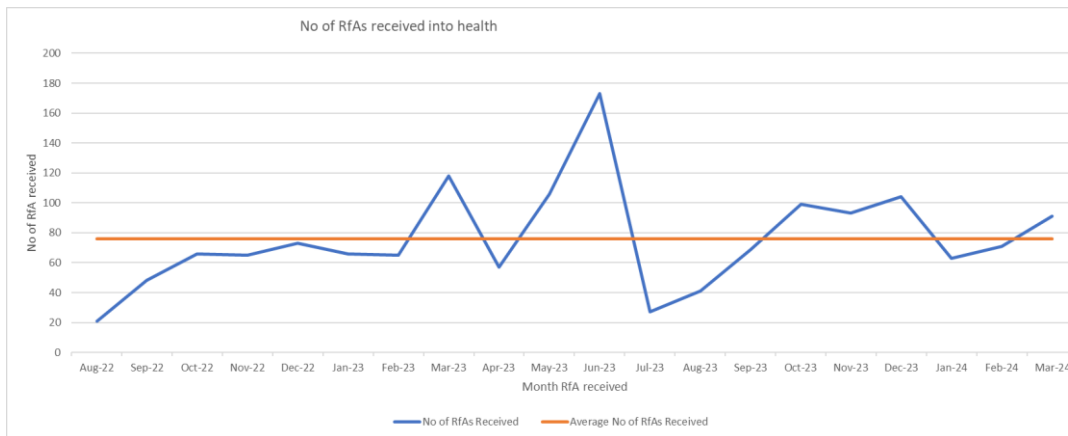
Of these an average of 68 RFAs were accepted each month. The most common reason for an RFA not being accepted was insufficient information from both home and school. The peaks and troughs align with school holidays.

The sequence of requests for ND assessment and Mental Health (MH) supports was explored. The largest number of RFAs were for both ND assessment and MH support at the same time 1286 (78%). For the remaining requests 247 (19%) requested MH support first and then a later ND assessment, and 43 (3%) requested ND assessment first and then MH supports.

The time taken to complete assessments in the ToC was considered using a sampling technique to compare with the Treatment as Usual Pathway (TAU). The results below demonstrate reductions in the number of days and the number of appointments within the ToC.

CAMHS	Age (Median)	Number of days (Median)	Number of appointments (Median)
ToC	7-18 yrs	122.5	7.5
TAU	7-18 yrs	242	10

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Community Paediatrics	Age (Median)	Number of Days (Median)	Number of appointments (Median)
ToC	1-7 yrs	136	2
TAU	3-10 yrs	1111	5.5

The key strengths of the ToC were identified as being:
- The robust info gathering at the initial stages of the process, which reduced assessment time
- Multidisciplinary working benefits, including troubleshooting, problem solving, flexibility, greater understanding of complexity, service roles and responsibilities
- A greater understanding of the ND assessment process and transparency for all stakeholders
- The SPA process, providing a framework for the delivery of the MH supports
- The impact of the 3rd sector ND specific supports provided during the ToC
- The inclusion of the Dimensions Tool enabled school staff to structure initial discussions with children, young people and families about neurodiversity, as well as capturing the frequency and severity of broader concerns such as anxiety or mood. The latter could then be responded to through Universal supports or RFAs to the SPA for MH supports.

The key challenge for Education within the ToC was identified as being:
- Greater emphasis on school involvement from the start of the assessment process, creating a front-loaded role for education. This has significant implications for school staff. School managers have reported that this increase adds significantly to workload alongside concerns regarding the sustainability of this approach.

The next steps for Education:
- Participation in a newly created Joint Strategic Oversight Group
- Engagement with children, young people and families in co-developing the next phase of ND work
- An Educational focus on training and further development at the Universal and Additional Level
- A multi-agency focus to provide more specialist supports
- Community based accessible information and supports

A full report has been provided to Scottish Government as a requirement of the ToC project.

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The Mental Health & Wellbeing Single Point of Access (SPA)
The SPA received 1219 Requests for Assistance (RFAs) between August 2023 and May 2024. The breakdown of the RFAs was as follows:
- Mental Health Support (MHS) 594 (49%)
- Mental Health Support and Neurodiverse Assessment (NDA) 167 (14%)
- ND Assessment 424 (35%)

The total number of RFAs seeking MHS was 761 (62%). With an average number of 76 MHS RFAs per month. Of the 761 MHS RFAs received 499 (66%) were processed and closed, the remaining 262 (34%) remain within the triage system.

The RFAs received across the school stages are represented in the graph below, demonstrating an upwards trajectory, peaking at S1-S3.

Referrals by School Stage 23-24

School Stage	Referrals
P1 - P4	~127
P5 - P7	~183
S1 - S3	~312
S4+	~137
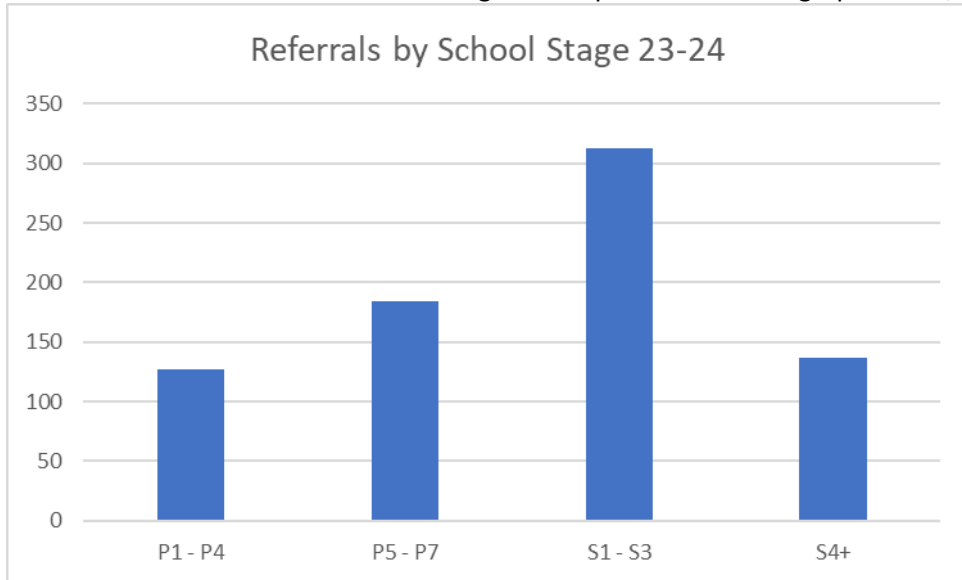
The gender-based data on RFAs is represented in the graph below and follows the general trend for MH requests, with more RFAs being made for females than males. The RFA form has an open question regarding gender which can limit the data gathering. Rising numbers of CYP identifying as non-binary are noted.

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Referrals by Gender 23-24
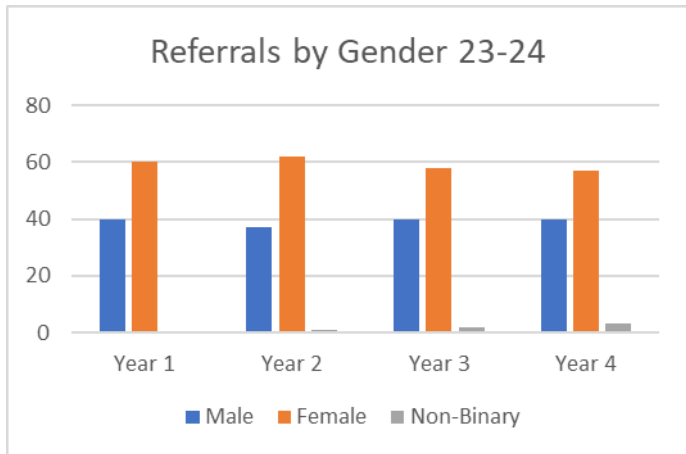
The reasons for the RFAs are captured in the graph below.

Reasons for Request

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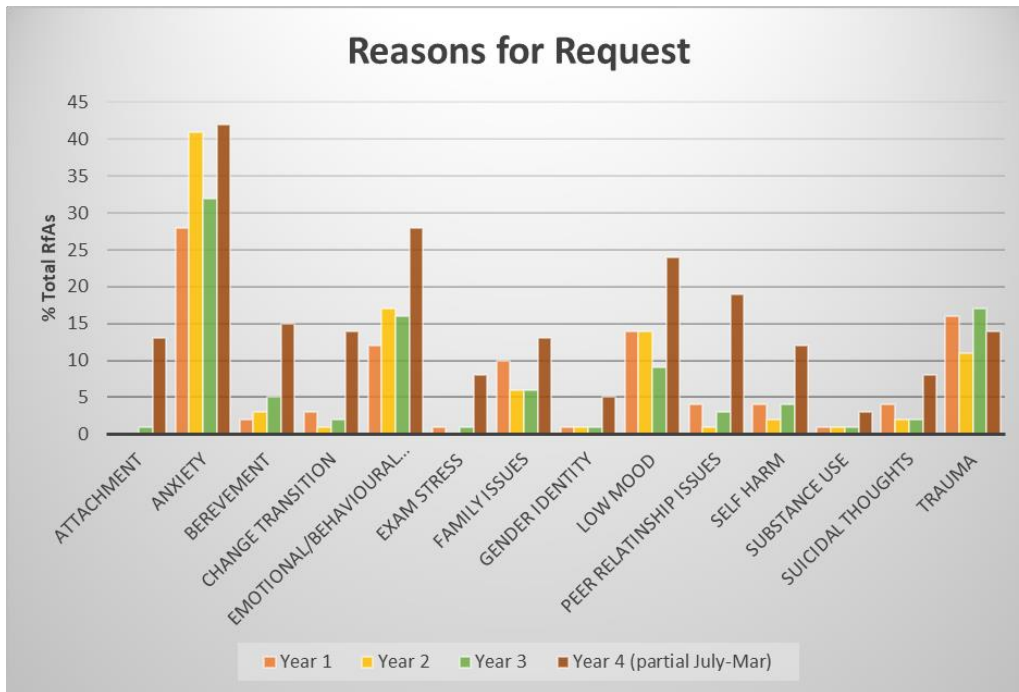
Years 1-3 data allowed only for one main reason for the RFA to be gathered. In Year 4 this changed to include all of the reasons, providing a more comprehensive and useful profile of the challenges being experienced to inform future development within the SPA.

The MHS outcomes are illustrated in the chart below, with School Counselling, Creative Therapies, commissioned 3rd Sector Supports and LIAM (Let's Introduce Anxiety Management) being the mostly widely accessed supports. A significant number of children and young people already had supports in place, were referred onto Child and Adolescent Mental Health Serice (CAMHS) and were provided with resources. 33 (4%) of cases were considered not appropriate for allocation.

Mental Health Referral Outcomes

Legend:
- Other NHS
- Other Internal ELC
- Behavioural Activation
- Social Work
- YP Declined Support
- Seasons for Growth

Chart segments: Counselling; Creative Therapies (Art/Music/Play); Other Commisioned 3rd Sector; Appropriate Support Already in Place; LIAM; Not Appropriate/No Allocation; CAMHS; Resources Provided; Wellbeing Sessions; EIST/FTEL; Support No Longer...; Non-Commisioned 3rd...

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Evaluation of the MH Services provided the following outcomes:
- School Counselling – 87% of children and young people (CYP) reported an improved outcome
- Art Therapy – 83% of CYP reported an improved outcome
- Mental Health Youth Worker interventions (LIAM, Brief Behavioural Activation and Wellbeing Support Sessions) - 93% of CYP reported an improved outcome

- Creative Therapies (primary aged children) - see the tables below for this data

(SDQ – Strengths and Difficulties Questionnaire)

SDQs	%
Teacher SDQ	
One pt or more improvement teacher SDQ	62.5%
One pt or more improvement teacher SDQ - Children in the severe range	100%
Clinical recovery children in the severe range - Teacher	40%
Are the child's problems a bit or much better - teacher	77.7%
Parent SDQ	
One pt or more improvement parent SDQ	66.6%
One pt or more improvement parent SDQ - Children in the severe range	75%
Clinical recovery children in the severe range - Parent	37.5%
Are the child's problems a bit or much better - parent	50%
Homelife improved-parent	50%

Qualitative Data from Stakeholders who received a Mental Health Support	
Parent Quotes	**CYP Quotes**
"It's like having the old (YP) back again. She's not as angry and we're getting on a lot better now so being at home is a nicer place" *"Thanks for speaking to my child. He's already changed, he now wants to go into school and is happy going in. It's made such a difference."* *"My daughter loves coming there and we have seen such a good change in her at home and at school."* *"My son really likes working with you, he will be happy to see you again"*	*" I understand that I'm not just crazy now and when people tell me I am, I'm able to explain it to them. I still get anxious feelings but I know how to deal with them and I know that the voice in my head giving me a hard time isn't me."* *"Thank you so much for helping me. I am better at talking to people, making new friends and I use your tips to help me deal with arguments better so that we don't fall out badly."*

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	'Having a session on Tuesday and being able to talk about everything that's going on helps me to stay calm for the rest of the week. I love making art.” "I am going to miss coming here" "Since coming to Place2Be I have learned different ways to cope with things”

The impact of the SPA, which started to operate in October 2020, providing Tier 2 intervention, can be seen on the CYP waiting list times for East Lothian CAMHS. Over 90% of CYP who require MHS from CAMHS are seen within the national target of 18 weeks. The national average is 86%.

CYP Awaiting Treatment
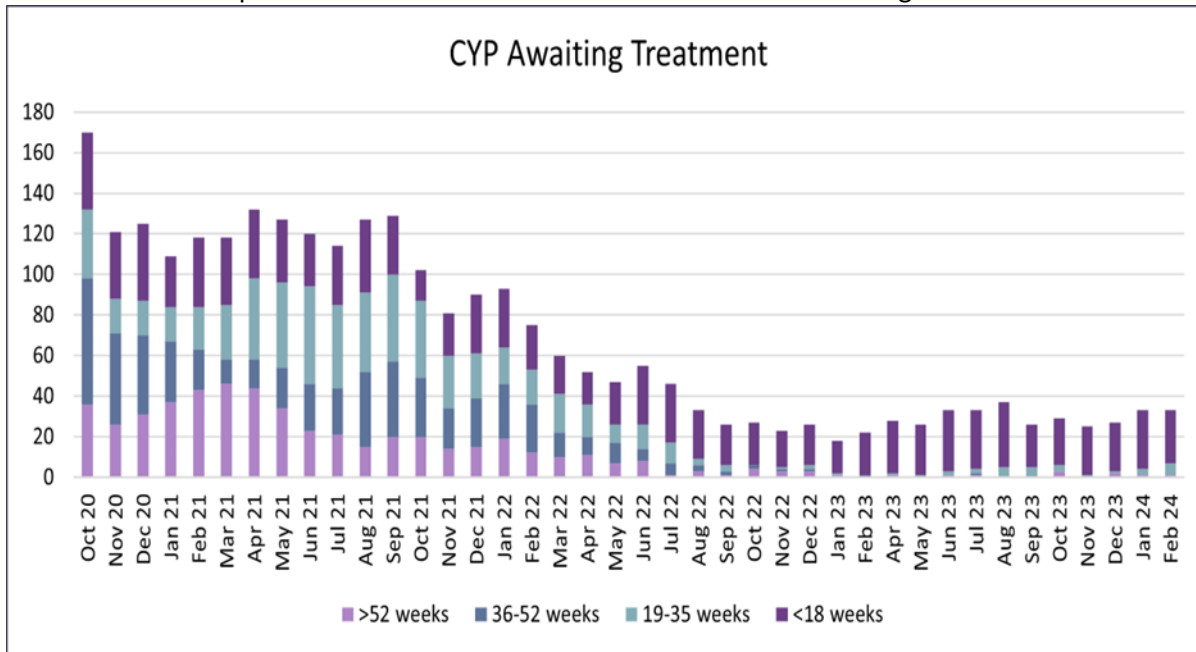
Next steps for the SPA:

- To further develop the range and availability of services through group work supports.
- To develop the range of services specifically for CYP with ND

Support schools to develop understanding and use of the Wellbeing Indicators:

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Refresh the Health and Wellbeing Framework and PSE curriculum in consultation with schools:
The revised and updated Health and Wellbeing framework has the wellbeing indicators embedded throughout with explicit curriculum links to specific wellbeing indicators throughout the programme. Resources have been updated to enable teaching staff to increase learner understanding of the wellbeing indicators and how these can be utilised to support mental, emotional, social and physical wellbeing as well as risk reduction. Development work will continue in session 24-25 with the design and implementation of wellbeing tracking and monitoring across primary and secondary settings.

PRIORITY 3 – Closing the attainment gap between the most and least disadvantaged children and young people

In Session 2023/24 we aimed to:
- Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap
- Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions
- Focus on children and young people:
  - from our most deprived areas
  - who are care experienced
  - those with additional support needs
- Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty
- 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
- Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice
- Implement a universal tracking system across all ELCC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level
- Consult with families to inform future 1140 models ensuring that barriers to access are removed and children's ELCC entitlement is accessible

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Evaluation of Progress

Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap:
The Raising Attainment Strategy was completed and approved at Education Committee in November 2023 FINALExcellenceEquityRaisingAttainmentforAll_March24.docx
- Google Drive

Stretch aims were first implemented for session 22/23 and supported through the newly created posts of Principal Teachers of Equity in each Secondary and Equity School and Family Support Workers in four identified Primary schools. Data includes:

P1,4 & 7, Literacy (Combined)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**62.8**	**66.3**
Q1	42.6	50.3
Q2	50.9	56
Q3	67.7	68.5
Q4	68.9	74.2
Q5	72.7	73.5
Q1 – Q5 Gap	**30.1**	**23.2**
Q2 – Q5 Gap	21.8	17.5

Curriculum for Excellence literacy and numeracy attainment has improved for all learners and learners in quintile 1. The poverty related attainment gap in literacy has reduced by 6.3%.

P1,4 & 7, Numeracy (Combined)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**72.4**	**73.8**
Q1	56.1	56.3
Q2	65.4	64.8
Q3	75.3	77
Q4	76.8	80.6
Q5	78.3	79.9
Q1 – Q5 Gap	**22.2**	**23.6**

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Q2 – Q5 Gap	12.9	15.1

School Leavers, Level 5 Literacy (Or Above)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**78.3**	**78.5**
Q1	53.6	60.3
Q2	65.1	68.2
Q3	81.7	77.3
Q4	85	87.8
Q5	90	87.9
Q1 – Q5 Gap	**36.4**	**27.7**
Q2 – Q5 Gap	24.9	19.7

At Level 5 or above, literacy levels have also increased slightly for all, but most noticeably for learners in quintile 1, which is the highest level of attainment achieved in this measure. The poverty related attainment gap also decreased by 8.7%.

School Leavers, 5 or More Awards at Level 1 (Or Above)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**89.4**	**87**
Q1	67.9	78.1
Q2	86.6	82.7
Q3	89.9	83.3
Q4	91.5	91.6
Q5	95.4	94
Q1 – Q5 Gap	**27.6**	**15.9**
Q2 – Q5 Gap	8.9	11.2

There was a slight decline in the overall percentage of young people leaving school with 5 or more awards at level 1, or above. However, the percentage of learners in quintile 1 leaving with 5 qualifications increased by 10.2% and the poverty related gap reduced by 11.7%.

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School Leavers, 1 or More Awards at Level 6 (A-C)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**55.7**	**55.4**
Q1	19.6	21.9
Q2	37.3	38.9
Q3	58.3	55
Q4	64.6	67.6
Q5	75.3	74.1
Q1 – Q5 Gap	**55.7**	**55.2**
Q2 – Q5 Gap	38.1	35.2

For learners leaving school with 1 or more awards at level 6 (A-C) or above, there was a slight decline in the overall figures. However, there was an increase in the percentage of leaners in Q1 achieving this measure by 2.3% and a slight reduction in the poverty related attainment gap.

Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions:
A new tracking and monitoring system has been devised and implemented across all seven secondary schools. This provides granular detail about the attainment of individual pupils and links this to the tracking and monitoring of stretch aims. This supports the work of the Principal Teachers of Equity and early and effective intervention for learners who are off track.

Equity and Inclusion data in relation to attendance and exclusions is shared with schools monthly. This data informs the work of each school's link Education Support Officer to provide support and challenge through progress visits. All schools have regular progress visits from their education Support Officer with key actions identified.

Focus on children and young people:
- **from our most deprived areas**
- **care experienced and accommodated**
- **those with additional support needs**

Stretch aims for children and young people with care experience have been devised and implemented for session 23/24. These were approved at Education and Children's Services Committee, November 2023 as part of The Raising Attainment Strategy.

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Data towards progress with these stretch aims is tracked and shared with schools monthly. This data informs the work of the Education Support Officer for Care Experienced Children and Young People.

Data gathered for session 22/23 includes:

Care Experienced School Leavers, 5 or More Awards at Level 1 (Or Above)		
Cohort	% Achieving in 2021-22	% Achieving in 2022-23
Care Experienced	**65.2**	**86.2**
No Care Experience	89.9	87
Gap	**24.7**	**0.8**

The percentage of care experienced school leavers to obtain 5 or more awards at level 1, or above increased, by 21% and the gap for learners with care experience decreased by 23.9%, almost eradicating the gap in this measure.

Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty:
East Lothian Council's guidance on equity and school visits has been fully implemented School Visits, Wider Achievement and Equity April 23.docx – Google Drive with an accompanying guide for parents / carers School Visits Parent Carer Leaflet April 23.docx - Google Drive

A working group of school staff and central officers has been established in relation to The Cost of the School Day. In session 24/25 an interactive resource will be shared to evidence approaches and best practice across East Lothian Council. A Cost of The School Day accreditation for East Lothian school will also be launched.

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.
Child Planning Framework – Locality Teams (CPF-LTs) GIRFEC in East Lothian - Multi-agency Forums (google.com) have now been established in each locality, with actions for the locality members identified for 100% of all children and young people referred.

An evaluation the CPF-LTs was conducted in June 2024, following their establishment in each locality.

The following strengths were identified:

- policy and Legislation is at the heart of the process - GIRFEC, National Child Protection Guidance 2021 and Curriculum for Excellence
- balance between flexibility and consistency- not a one size fits all approach, allows for individual identities to be present in each of the localities
- agreed membership by the wider group - meets individual locality needs

- face to face meetings to allow attendees to be fully present
- solutions-based SMART targets for focused expectations and agreements
- clear structure, format and expectations across all localities
- all children given the same length of time on the agenda and no restrictive timelines as to how long children can continue to be discussed, 'it takes as long as it takes'
  roll out across localities staggered and therefore benefitted from the learning of previous areas
- clear record keeping processes followed consistently
- papers circulated in advance so members were well prepared

The following areas for improvement were identified:

- representation across partners and across localities is very mixed
- Primary Schools are far less represented than Secondary Schools which means that valuable information from children's earlier education experiences can be lost, including relationships with, and understanding of, families
- key partners such as school Guidance Teachers and Connected Communities were inconsistently present in meetings and members felt the mixed attendance resulted in inconsistencies of case discussions, challenges with following through on the actions and poorer understanding of the children than there might have been with the correct people in the room
- communication needs to improve with parents before and after the meetings as parents reported they were often unsure about what actions had been agreed and who would be following them up

Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice:
The Regulated and Ready to Learn Website was launched, with an accessible link from the Eduhub website [Regulated and Ready to Learn (google.com)](). The Educational Psychology Service (EPS) has promoted the site and supported its application through training and consultation for individual children and young people with staff and parents. Google Analytics, set up mid-May 2024, shows that in the following month there were 157 site users. EPs report regularly referring to this site to support their work.

The pilot project at St Martin's PS, Neurosequential Model in Education (NME) was implemented, involved teaching the staff and children of the P7 class about brain development to support regulation in the classroom.

Questionnaire evidence from the 2 participating teachers showed an increase in teacher confidence around 'interactions that support the regulation needs of learners' (a shift from 4 to 5 on a 5 point scale for both teachers, where 5 = 'very good'). Questionnaire evidence from children showed that 95% of learners agreed 'to some extent' that they had learned about what helps them to feel safe and calm.

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Quotes from children:
"from now on I am going to stay calm and work on being myself and learn more"
"..breathing exercises when I feel stressed"

Leuven scale measures (a 5-point scale) for the 25 children in the class showed an increase in learner engagement throughout the session:
- 6 learners increased their 'active engagement in learning' score
- At the start of the pilot 6 children had the highest level of score, by the end of the project this had increased to 9 (24% to 36%)

Curricular gains in attainment were reported for the P7 class in reading, writing and numeracy. These are detailed in the table below.

Curricular Area	Percentage increase of pupils on track with their learning from June 2023 to June 2024
Reading	54% to 77% (up 23%)
Writing	58% to 77% (up 21%)
Numeracy	58% to 69% (up 21%)

School staff feedback identified that the NME element of the provision made for the P7 class fitted well with the new class model. The teaching staff commented, on several occasions, that NME helped them to understand, at a deeper level, the principles underpinning regulation support strategies. This subsequently led to their increased levels of confidence.

Next steps in 2024-25: NME will be implemented in 3 primary schools in the Tranent ASG and one secondary school has also expressed interest.

Implement a universal tracking system across all ELCC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level:
A Test of Change was trialled at Musselburgh Burgh PS, to develop a tracking system for the whole of Early Level which mirrors SEEMiS Progress and Achievement. The aim was to use this to provide an accurate record of attainment during the N4 and N5 years of Early Level in Literacy and Numeracy. This model also aimed to provide seamless tracking of attainment over the transition from ELCC to Primary 1 and clearly identify the poverty-related attainment gap RAG across Early Level. This system has been made available to all funded ELCC settings in East Lothian. Further work is required to spread and implement widely.

Consult with families to inform future 1140 models ensuring that barriers to access are removed and children's ELCC entitlement is accessible:
The feedback received through this consultation shows that the primary reasons for accessing ELCC is due to families being in full or part time work.
75% of families are satisfied with the ELCC offer within East Lothian Council and those that were dissatisfied with the model were mainly within specific settings/areas.
Responses show the complexity of decision making that families face when choosing an ELCC setting and model for their child, taking into account their personal circumstances, preference, hours, availability, routines, and eligibility.
The intention of this consultation was to identify areas that may need further consideration and review. The following recommendations for action are to:

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- review the ELCC models available, linked with families' views from the survey
- understand the impact of model changes on children's uptake of ELCC entitlement
- plan further consultations to capture the views of families once new models are in place and existing models are embedded
- consider how we raise awareness to families of their child's entitlements, the range of provision available, and how they access this
- continue to review the childcare capacity across all ELCC settings, including Funded Provider Nurseries, Funded Provider Childminders and Third Sector settings

Future consultations will continue to be representative and inclusive. We will continue to liaise with wider professionals across the authority to capture family's views and needs.

PRIORITY 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people

In Session 2023/24 we aimed to:
- 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.
- develop a Curriculum, Learning and Teaching Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development
- ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs
- peer review curriculum rationales through the SCOT Group with feedback provided to schools
- form a Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders to develop the Curriculum, Learning and Teaching Strategy and identify clear curriculum priorities and progressive routes for 3-18 skills development
- increase % capacity for Foundation Apprenticeship offers across ELC
- increase sustained % uptake of Foundation Apprenticeships across ELC
- introduce Foundation Apprenticeships within Early Learning & Young People for Senior Phase
- 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
- ensure school staff and EPs develop a strong knowledge and skills base in person centred planning
- further develop flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners, with a strong focus on literacy, numeracy and health and wellbeing
- 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

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- investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT.

Evaluation of Progress

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:
East Lothian's initial Positive Destinations Report (SLDR), for the 2022/23 cohort was 96.3% (0.7% increase on 2021/22) against a national picture of 95.9%. This is the highest recorded positive destination for East Lothian. In all measures, 22/23 positive destinations for care experienced school leavers are higher than the Virtual Comparator, the South East Collaborative and the National Establishment as reported within the Insight Dashboard. An analysis of the recent statistics shows an increase of 1.4% of the number of young people moving directly into higher education, an increase of 1.2% moving into further education and a decrease of 4.8% in the number of young people moving directly into employment. However, East Lothian continues to maintain a much higher trend of young people moving into employment versus that of the national picture.

Staff within East Lothian Works (ELW), in partnership with colleagues within SDS have followed up with all leavers from the 2022/23 cohort. The service is currently awaiting the follow up SLDR statistics. These relate to sustained destinations at a point 6 months beyond leaving school. All young people have been offered a range of supports from ELW in order to help them identify an appropriate onward positive destination.

East Lothian's current Annual Participation Measure (APM), measures the proportion of 16-19 year olds participating in education, training or employment over a 3 year period. Currently the APM is 96.1% an increase of 2.8% (93.3%) on the 2021/22 statistic. Whilst East Lothian remains above the national rate, which was 94.3%, the stretch aim for the next 3 years is 96.4%.

East Lothian is slightly behind the national average for those aged 16 and 17 however above for both 18 and 19 year olds; Age 16: ELC 99.1% National 99.2%; Age 17: ELC 95.6%   National 96.1%; Age 18: ELC 94.8%   National 92.6%; Age 19: 92.8%   National 88.9%.

22/23 positive destinations for care experienced school leavers are in-line with the percentage for the whole cohort and the percentage is higher than the Virtual Comparator (VC), the South East Collaborative and the National Establishment as reported within the Insight Dashboard. Over a three-year period, East Lothian has sustained a percentage average above the VC, South East Collaborative and National Establishment. There is evidence of lower sustainability of positive destinations from the APM, which is inclusive of S4 leavers to young people aged 24, where the positive destination figure is 60%. Further consideration of tracking this cohort should be considered.

Develop a Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development:
Work on a Curriculum, Learning and Teaching Strategy has begun with engagement of all schools on curriculum rationales and the curriculum design process. The Strategic Curriculum Oversight Team (SCOT Group) has set out the strategic goal of supporting and empowering teams to develop their rationale for their curriculum and the design of this that meets the needs of their learners. The group will support school leaders to develop a shared understanding of the key features of the curriculum design process,

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including by creating a clear process for developing curriculum rationale and design. The foundations of this work will allow for further development of progressive routes for 3-18 skills development and regional curriculum pathways.

Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs:

All secondary school curriculum rationales have been informed by local and national employability trends. Where applicable, schools have included destination trends and local employability data, within curriculum rationales. Used to its fullest effect, this data is being used to ensure appropriate pathways and provide learners with opportunities to explore important employment sectors.

Form a Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders to develop the regional Curriculum, Learning and Teaching Strategy and to identify clear curriculum priorities and progressive routes for 3-18 skills development.

The Strategic Curriculum Oversight Team (SCOT Group) was formed in August 2023. The group has established a strategic role in developing a shared understanding of learner-centred curriculum design and planning. The group was highlighted as a strength in the recent Collaborative Improvement which stated, 'School leaders reported a clear vision for curriculum development, underpinned by shared values, whilst giving autonomy and agency to schools to apply local solutions.' The work of this group has been supported by Education Scotland through professional learning workshops for school leaders. These workshops have been well received and have impacted on the work underway by schools to further develop curriculum rationales. This has been reflected in school improvement plans, where curriculum is a priority area. All East Lothian schools are now actively engaged in curriculum design and planning.

Peer review of curriculum rationales through the SCOT Group, with feedback provided to schools:

The SCOT Group has created resources to support schools to develop curriculum rationales and undertake a curriculum design progress. 65% of schools have identified they are mid-design process, including engaging with stakeholders such as young people and parents. This process is reflective of the recommendations published in the Education Scotland thematic inspection report published May 2024.

Increase % capacity for Foundation Apprenticeship offers across ELC:
Increase sustained % uptake of Foundation Apprenticeships across ELC:

To support attainment and post school destinations, the Education Service, through East Lothian Works, offers a portfolio of work-based Level 6 Foundation Apprenticeships (FAs), in partnership with businesses across Edinburgh, East and Midlothian. These work-based pathways, equivalent to two Higher level qualifications are currently offered in the following sectors - Business Skills, Accountancy, Scientific Technologies, IT Software and Social Services Children and Young People. Pupil numbers continue to increase across all frameworks. In academic session 2023/24, 148 ELC students enrolled in an East Lothian delivered Foundation Apprenticeship. This was an increase from 95 students in academic year 22/23 due in part to a one-year pilot model delivered alongside the traditional 2-year duration. Following the success of this model, both delivery durations will remain a feature of the 24/25 offer.

Further development work has been undertaken to develop frameworks and East Lothian's Scientific Technologies FA is now being supported by a pilot National Progression Award in Forensics for session 2024-2025, which will operate in three secondary schools. During session 2023-2024, a pilot one-year Social Services: Children and Young People course has operated, and assessment of this will be made following completion. Work is continuing to monitor, review and build our Foundation Apprenticeship offer and this remains a strength within East Lothian.

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Foundation Apprenticeships within Early Learning & Young People will be introduced for Senior Phase:
This aim was not met due to the ongoing Early Years Service Review. It will continue to feature as part of the 3-year Early Years improvement Plan.

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:
Person Centred Planning training was delivered to 11 staff members (2 EPs, 5 school staff from specialist provisions, 3 from mainstream secondary and 1 from mainstream primary) by the Thistle Foundation. The training comprised pre-course learning materials and a course pack with resources to support further reflection and skill development. There were 3 days of training, focusing on 2 different planning formats (a PATH and a MAP), along with skill development in the dual facilitation roles for these processes, and a 4th follow-up day for further practice and reflection.

The evaluative outcomes reported by staff are in the table below:

- Almost all staff found the sessions to be positive and contributed to their own personal professional development.
- Almost all staff said that this training has and will continue to positively influence their learning and the culture within their setting.
- All staff involved in the training are using the tools and approaches, to some degree, with the children and young people in their settings.
- Almost all staff intend to continue to develop the use of these tools and approaches to facilitate and better capture pupil voice, especially at key stages of transition.
- Some staff have begun to use the tools and approaches to facilitate school improvement planning and development.

Quotes from participants:

'Captures the young person's voice –amplifies it'

'The deeper connection with family and child – mutual connection'

'Starting with the Dream really engaged people.'

Next Steps for session 24/25:

For all staff to continue to develop and embed their own personal knowledge, understanding and use of the tools and approaches within Person-Centred Planning support the development of capturing the pupil voice at points of transition.

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:
Investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT:

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Schools are continuing to work on curriculum pathways, with literacy, numeracy and health & wellbeing identified as key areas of focus. In addition, schools have identified digital skills and employability skills as key areas under development. Secondary schools have worked to amend course choice guidance to better reflect the changing landscape of the senior phase qualifications enabling parents, carers, and young people to compare courses using the SCQF framework.

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.:
Alongside Foundation Apprenticeships, the East Lothian Works Team continues to support young people to engage with a variety of vocational programmes, all certificated, including Construction Crafts, Rural Skills, Summer and winter leaver provision and Personal Development Awards. During academic session 2022/23, 54 young people achieved a SCQF Level 4/5 award in Construction Crafts delivered by our partners The Ridge. In addition, 6 young people obtained SCQF Level 4 in Rural Skills, and 21 young people achieved a Personal Development Award Level 3-5. Of these 21 young people, 8 students achieved a further SCQF Level 6 qualification in First Aid and Mental Health First Aid. Academic session 2022/23 also offered engagement programmes to young people within BGE (S1-S3), including, 33 young people engaged with Boxing, 12 attended a Working with People course and 21 young people participated in a 1-year pilot programme 'QMU Creates' delivered in partnership with East Lothian Council Arts Colleagues and Queen Margaret University.

For academic session 2023/24, over 140 young people are enrolled in certificated courses coordinated by East Lothian Works, including Construction Crafts, Rural Skills, Make Up Artistry, Personal Development Award and The Saltire Awards

The Regional Construction Skills Academy based within Wallyford Learning Campus opened in June 2023, delivering vocational and industry led courses to young people, and adults across East Lothian. Partnering with Edinburgh College, to deliver a pilot programme in 2022/23, 14 senior phase students achieved SCQF Level 4 Construction Crafts with an additional 12 students undertaking this within session 2023/24. Recruitment has commenced to continue this delivery for session 2024/25. Edinburgh College also delivered a year long 'Introduction to Construction' course for school leavers, and young people up to age 24.
In partnership with Edinburgh College, 200 East Lothian senior phase students attained qualifications from the School to College Partnership (SCP) offer during 2022/23. Attending courses on a Tues and Thus afternoon within Edinburgh College campuses, East Lothian students successfully engaged in a variety of certified courses, including, Automotive, Professional Cookery, Hair and Beauty, Early Learning and Childcare, Criminology and Games Development Design. This was an increase from 150 students from academic session 2021/22. For session 2023/24, circa 240 students are planning to undertake an SCP to complement their course choices at school and help plan for their post-school future.

In line with the SCOT group priorities for 23/24 and the development of industry aligned 3-18 skills pathways, 309 young people from P6 to S3 engaged in global infrastructure and build environment learning experiences, as part of the pilot stage of a 3-18 pathway. This included 144 girls and 165 boys with 49% of young people coming from SIMD 1-4. It is expected this will be extended in session 24/25 and other pathway initiatives will be developed in response to local market intelligence.

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PRIORITY 5 – Improvement in attainment, particularly in literacy and numeracy

In Session 2023/24 we aimed to:
- Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community
- 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
- Ensure every learner experiences quality learning and teaching
- Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching
- Deliver Building High Quality Foundations Project – back to basics mandatory training for all ELCC practitioners

Evaluation of Progress

Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community:
All schools are engaged in a curriculum review and the design process, and this has been reflected in initial discussions of school improvement priorities. Pivotal in this work has been the collaboration of East Lothian Council and Education Scotland's Curriculum Innovation Team through a programme of professional learning sessions for school leaders, instigated by the Strategic Curriculum Oversight Team (SCOT group) who have developed a strategic aim for curriculum leadership. Over half of all school leadership teams engaged directly with the sessions and feedback from these was positive. The resources developed for these sessions have been shared with all schools and additional resources developed, by school leaders, have been provided through East Lothian Council's online platform, East Lothian EduHub - Curriculum Rationale & Design (google.com).

School leaders have reported increased confidence in areas of curriculum development and have reported greater clarity in the function of curriculum rationale. There is variance in progression through the development of school curricula; however, there is a clear alignment of values reflecting East Lothian priorities and key policies. Pupil voice and engagement with stakeholders, such as parents and carers, are also key features of school leadership of curriculum development and curriculum rationales.

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:
To ensure all schools were maximising their use of technology, the Digital Learning Team supported each school with a Chromebook Clinic. These clinics explored how many devices each school had access to, how they were distributing them across the school and what approaches could be improved to make their devices more accessible. These Chromebook Clinics lead to a range of productive conversations and many school reinventing the way they used their technologies.
Chromebook Clinics have now been completed in all East Lothian Schools and further work has now been undertaken to ensure schools have complete transparency with managing their devices. This has been completed in collaboration with school ICT officers to ensure all stakeholders are present and involved in this process. The tools created to assist with device management have all been developed in house alongside our IT and infrastructure teams, which will lead to further efficiencies and enable IT staff to support schools in other ways. This approach will also support the collection of accurate device data, to establish the level of investment required to achieve the 1:2 ratio set out in the Digital Learning and Teaching Strategy.

Due to the extension of Chromebook support from Google, we are also exploring the recycling of working refresh devices to increase access to technology at zero cost. A forthcoming pilot in secondary schools will be introduced from September 2024 as we look to gauge the effectiveness of this option.

Ensure every learner experiences quality learning and teaching:
In session 2022/23, 57% of schools evaluated their performance as good or better for QI 2.3 Learning Teaching and Assessment.
In session 2023/24, 71% of schools evaluated their performance as good or better for QI 2.3 Learning Teaching and Assessment. This met the stretch aim in the East Lothian Service Plan 2023/24 of 70% of schools evaluated as good or better.

Across ELC schools inspected by Education Scotland in the last three academic sessions (since 2021-22), 56% of schools were graded as GOOD or better for QI 2.3 (Learning, Teaching and Assessment)

School reviews learning visit overview 2023/24 - During reviews across both secondary and primary schools in 2023-24, 320 lessons were visited.
In these lessons across the curriculum, the quality of learner engagement, the level of challenge provided to learners, and the quality of feedback during lessons was as follows:

Overall quality of learner engagement

■ Unsatisfactory ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent
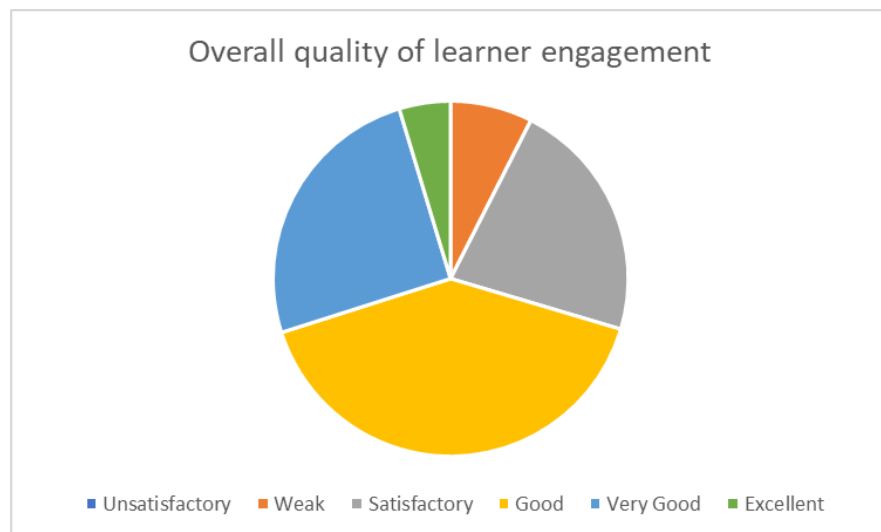
In the majority of lessons visited the quality of learner engagement was evaluated as 'Good' or better (70%).

Overall quality of challenge to learners in their learning

■ Unsatisfactory ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent

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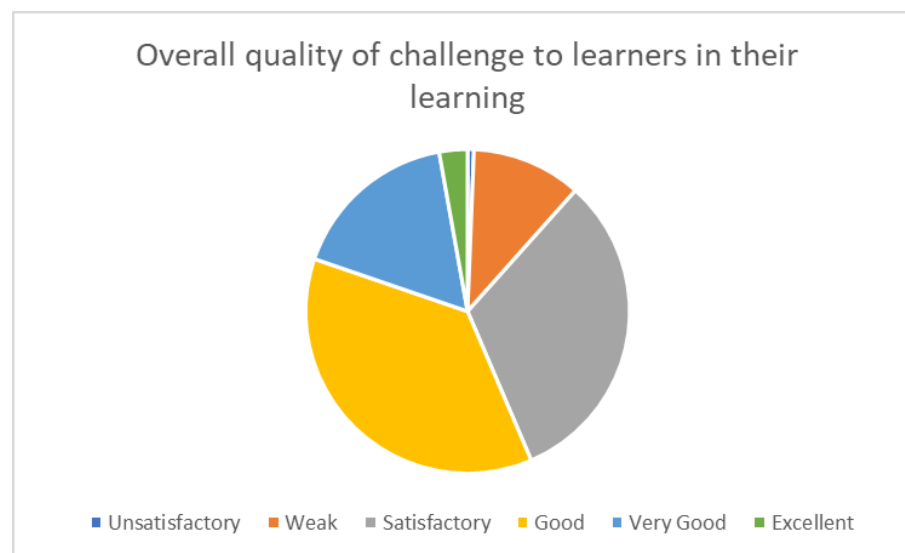
In the majority of lessons visited the quality of challenge given to learners in their learning was evaluated as 'Good' or better (57%).

Overall quality of feedback provided to pupils on their learning

■ Unsatisfactroy ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent
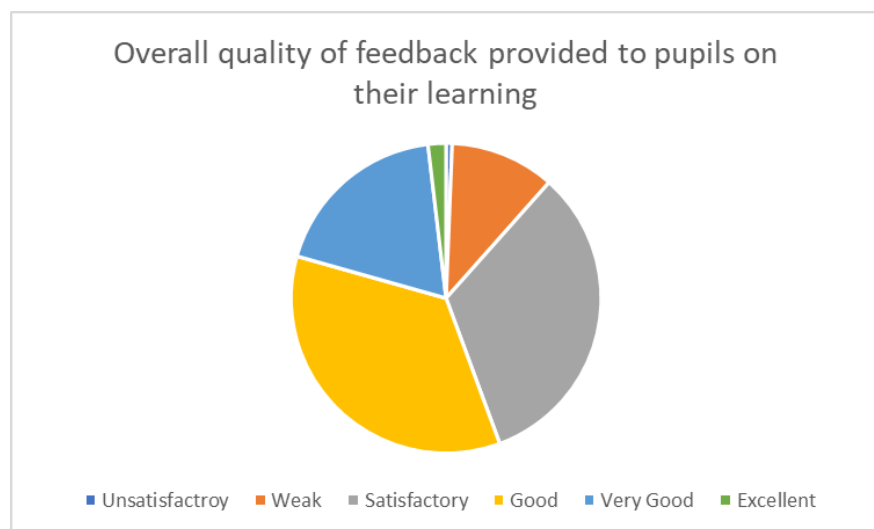
In the majority of lessons visited the quality of feedback given to learners in their learning was evaluated as 'Good' or better (56%).

Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching:
The Quality Improvement Team has worked in partnership with Education Scotland to sample writing from Q1 learners working at 1st level in Primary 4. Education Scotland presented the findings at Head Teacher and Depute Head Teacher conferences. They provided ASG moderation and school moderation sessions to increase awareness of national expectations and national benchmarks. This is developing a stronger focus on an asset-based approach to assessment and moderation of progress within Curriculum for Excellence levels and is leading to improved attainment in Broad General Education both at P1-4-7 and S3 measures (see tables below):

P1,4,7 combined	East Lothian 2020-21	East Lothian 2021-22	East Lothian 2022-23	East Lothian 2022-23	National 2022-23		East Lothian 2023-24	ELC 2023-24 stretch aim
Literacy	60.7	62.8	66.3	66.3	72.7		69.8	68.0
Numeracy	68.8	72.4	73.8	73.8	79.6		75.3	76.0

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Number of S3 pupils achieving CfE THIRD Level by end of S3:				
Achieved Status	No	Yes	Total Pupils	% Achieving
Literacy				
2022-23	294	936	1230	76.1%
2023-24	201	1013	1214	83.4%
Numeracy				
2022-23	206	1029	1235	83.3%
2023-24	176	1037	1213	85.5%

There continues to be focus on improving approaches to planned learning to improve the quality of learning and teaching to raise attainment.

The Pedagogy Team has worked in a targeted way with 12 schools with a focus on improving the quality of planning, learning, teaching and assessment to improve attainment. Improvement methodologies are used to define measurable outcomes and measure impact on learners. Evaluation of this targeted support can be found in the evaluation summaries for schools:
https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Play Pedagogy
The Scottish Government guidance emphasises the need to achieve 'a consistent pedagogical approach across the ELC sector and the early primary stages' (Realising the Ambition 2020: p47). Evidence from our school reviews during session 22/23 identified Play pedagogy as an area for development across our schools. The Play Pedagogy Leadership Group was established and in collaboration with Education Scotland, a series of professional learning sessions were planned and delivered to 65 Primary 1 teachers across 30 East Lothian schools. Of the evaluation responses received, 92% of teachers evaluated the professional learning as effective or very effective in supporting them to introduce and develop play in their classrooms. This programme of professional learning is being extended to new Primary 1 teachers, Primary 2 teachers and Senior Leaders in schools for session 2024/25. Opportunities to share practice and for Quality Assurance of Play Pedagogy has been built into School Team Group (STG) tasks to support teachers to embed their learning and further develop confidence in their practice. Further evaluation information on this priority can be found in the 23/24 Pedagogy Team evaluation: https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Numeracy Frameworks and Professional Learning
The East Lothian Numeracy Frameworks were revised and updated during session 2022/23. These were shared with schools to be used by staff in session 2023/24. The East Lothian Numeracy Diagnostic Assessments were revised and updated to align with the revised Frameworks during session 2023/24. Professional learning has been delivered to schools throughout session 2023/24 to support the delivery of the new frameworks and the diagnostic assessments. This professional learning has been provided through both targeted support and universal support requests. Numeracy training has also been provided to all primary NQTs and secondary maths NQTs.

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Of the practitioner feedback received following the professional learning, 67% strongly agreed and 33% agreed that they would be able to apply their learning in the classroom. Further evaluation information on this priority can be found in the 23/24 Pedagogy Team evaluation:
https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Literacy Strategy:
AIM: Ensure 85% or more of East Lothian Schools track ACEL progress at 70% of learners or better as 'on track' for Literacy at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).
IMPACT MEASURE: In May 2024, 66% of all schools were tracking 70% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Literacy levels by June 2024.

SUPPORTING EVIDENCE:

Literacy Measure	% of East Lothian Schools tracking ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – November / 'Very Good' or better – May).														
	Primary 1			Primary 4			Primary 7			Primary 1-4-7 Combined			S3		
	Dec-23	May-24	Imp % pts	Dec-23	May-24	Imp	Dec-23	May-24	Imp	Dec-23	May-24	Imp	Dec-23	May-24	Imp
Reading	79	86	7	75	59	-16	71	65	-6	75	76	1	57	86	29
Writing	77	81	4	67	46	-21	64	62	-2	69	70	1	43	86	43
Listening and Talking	83	92	9	83	70	-13	78	73	-5	81	84	3	100	86	-14
Literacy	57	78	21	38	49	11	33	57	24	41	62	21	29	86	57

Primary 1: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 21% points between December 2023 and May 2024 to 78% of primary schools. This was underpinned by the following increases across organisers:
- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 7% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 4% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 9% points between December 2023 and May 2024

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Primary 4: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy increased by 11% points between December 2023 and May 2024 to 49% of primary schools. This was despite the following decreases across organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 16% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 21% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 13% points between December 2023 and May 2024

Primary 7: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy increased by 24% points between December 2023 and May 2024 to 57% of primary schools. This was despite the following decreases across organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 6% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 2% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 5% points between December 2023 and May 2024

Primary 1-4-7: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 24% points between December 2023 and May 2024 to 86% of primary schools. This was despite maintaining consistency across all organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 1% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 1% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 3% points between December 2023 and May 2024

S3: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 57% points between December 2023 and May 2024 to 62% of secondary schools. This included a decrease in relation to Listening and Talking:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 29% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 43% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy decreased by 14% points between December 2023 and May 2024

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Further evaluations of each Strategy Action Group action plans **can be found here**

National Improving Writing Programme (NIWP)
In 2023-24, we delivered the National Improving Writing Programme (NIWP) to two cohorts of primary schools, initially focusing on those schools with the most challenging attainment picture at First Level Writing for Primary 4. In total, 36 teachers were trained in NIWP methodology, contributing to a total of 68 NIWP trained teachers since 2022-23.
Improvements in First Level Writing attainment at Primary 4 have been evidenced in all participating schools in 2023-24, with some schools being new to the programme, and some schools choosing to spread professional practice into other stages (P5-6-7). We now have 68 NIWP trained teachers in 45.5% of East Lothian primary schools. By June 2025, we anticipate having 140 NIWP trained teachers across 73% of our primary schools.
Progress and Achievement tracking of First and Second Level Writing in NIWP schools continues to evidence of improved learner attainment (in terms of rate of learner progress and achievement of ACEL) in all classes where NIWP practices are used.

Reading Schools Initiative
Most schools in East Lothian have registered for the Reading Schools initiative, supported by Scottish Book Trust. Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, supporting wellbeing, critical thinking, creativity, empathy and resilience.
Cockenzie Primary School became East Lothian's first accredited primary Reading School, and now has the option to advance to silver and gold status.
In summary:
- **August 2023** = 12% of schools registered; 1 registered for silver
- **June 2024** = 68% of schools registered; 1 accredited (Cockenzie, Core); 1 registered for silver (Preston Lodge)
  - At least 5 additional schools have signed up for an account on the website, but not yet officially registered
  - Scottish Book Trust have noted an increase in interest and contact from East Lothian this past term
- **Cockenzie Primary achieved Core (June 2024)** - first ELC school to achieve accreditation.
- Reading Schools page on EduHub with bespoke resources, contacts, news
  - **June 2024** - 67 page views

School Library Service/Library Initiatives
- **2023-24 school year primary issues:** 69,458 total issues via SLS; 53,426 project box materials; 11,166 fiction box; 4292 AR box; 574 secondary titles
- **2023-24 school year secondary issues:** 474 project box materials
- **2023-24 SLS engagement:** 100% of schools have engaged in some capacity; quantity and quality of engagement vary
  - 88% of primary schools used the project/fiction boxes service for at least 1 class group
  - 100% of schools engaged with their ASG's secondary school librarian in some capacity (events, transition, AR/SUBC/Reading Schools support, advice, etc)
  - 534 class visits to public libraries in 2023-24 (a total of **9,927** pupils)

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Numeracy Strategy
Measure 1:
AIM: Ensure 85% or more of East Lothian Schools track ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).
IMPACT MEASURE: In May 2024, 73% of all schools (32 of 44) were tracking 70% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Numeracy levels by June 2024.

Numeracy														
% of East Lothian Schools tracking ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g., 'Good' or better – November/ 'Very Good' or better – May)														
Primary 1			Primary 4			Primary 7			Primary 1,4,7 Combined			S3		
Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts
76	84	8	54	54	0	43	73	30	76	73	-3	86	71	-15

Primary 1: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Numeracy increased by 8% points between December 2023 and May 2024 to 84% of primary schools.

Primary 4: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Numeracy remained the same between December 2023 and May 2024 at 54% of primary schools.

Primary 7: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Numeracy increased by 30% points between December 2023 and May 2024 to 73% of primary schools.

Primary 1-4-7: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Numeracy levels decreased by 3% points between December 2023 and May 2024 to 73% of primary schools.

S3: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Numeracy decreased by 15% points between December 2023 and May 2024 to 71% of secondary schools.

Measure 2:

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AIM: Ensure 55% or more of East Lothian Schools track ACEL progress at 80% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).

IMPACT MEASURE: In May 2024, 50% of all schools (22 of 44) were tracking 80% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Numeracy levels by June 2024.

Numeracy														
% of East Lothian Schools tracking ACEL progress at 80% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – November/ 'Very Good' or better – May)														
Primary 1			Primary 4			Primary 7			Primary 1,4,7 Combined			S3		
Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts
59	57	-2	41	46	5	30	51	21	27	46	19	0	71	71

Primary 1: the % of schools tracking 80% of learners or better as 'on track' to achieve Early Level Numeracy decreased by 2% points between December 2023 and May 2024 to 57% of primary schools.

Primary 4: the % of schools tracking 80% of learners or better as 'on track' to achieve First Level Numeracy increased by 5% points between December 2023 and May 2024 to 46% of primary schools.

Primary 7: the % of schools tracking 80% of learners or better as 'on track' to achieve Second Level Numeracy increased by 21% points between December 2023 and May 2024 to 51% of primary schools.

Primary 1-4-7: the % of schools tracking 80% of learners or better as 'on track' to achieve expected Numeracy levels increased by 19% points between December 2023 and May 2024 to 46% of primary schools.

S3: the % of schools tracking 80% of learners or better as 'on track' to achieve Third Level Numeracy decreased by 71% points between December 2023 and May 2024 to 71% of secondary schools.

Deliver Building High Quality Foundations Project – back to basics mandatory training for all EL&CC practitioners:
Four practice guidance documents – High Quality ELCC Environment, Observations, Planning and Learning Stories – have been written, piloted and will be implemented in all ELCC settings from August 2024. A training model has been developed to allow Senior Leadership Teams to lead and support practitioners to engage with guidance

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and implement it within their settings. This will be a focus of Quality Improvement visits from the Early Learning and Childcare Service over 2024/25. It is expected that 100% of settings will engage with this guidance to reflect, evaluate and develop their practice in a continuous cycle.

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.

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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:
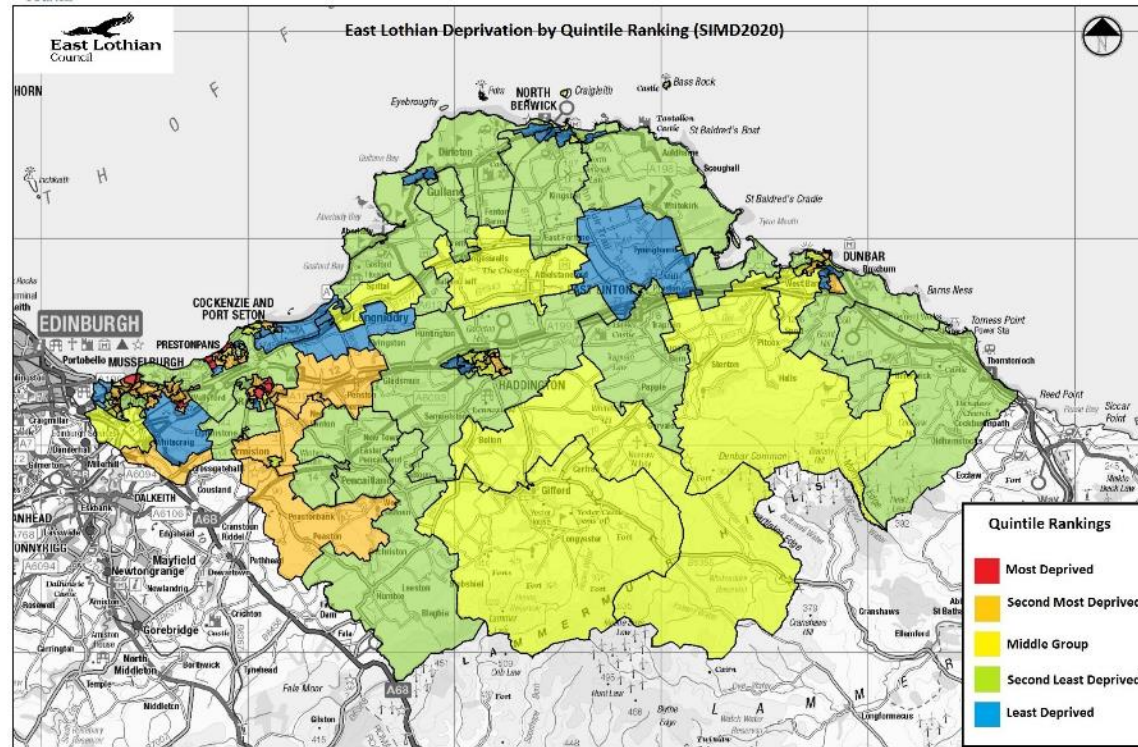
The East Lothian Council Plan 2022-2027 | East Lothian Council is based around three overarching objectives adapted in response to the three fundamental challenges we face, and this Education plan is reflective of these objectives.

- **Recovery and Renewal** – recovering from the COVID pandemic by investing in regeneration and a sustainable future
- **Reduce poverty and Inequality** – supporting our communities to deal with the growing levels of poverty and inequality

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- **Respond to the Climate Emergency** – meeting our net zero climate change targets

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.

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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.

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East Lothian Education Priorities Session 2024/25

• *Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.* • *Target resources on statutory services and focus on the highest risks and those most in need.* • *Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.*		

2.2 Curriculum 2.3 Learning, Teaching and Assessment	3.1 Ensuring Wellbeing, Equality and Inclusion	3.2 Raising Attainment and Achievement
Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Curriculum, Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy **See each strategy here:** East Lothian EduHub - Enabling Learning (google.com) **Develop a 3-18 Health and Wellbeing Strategy** ***Implement the updated Health and Wellbeing Curriculum (secondary focus)** **Updated HWB resources can be found here:** East Lothian EduHub - Health and Wellbeing (google.com)	Through the Belonging to East Lothian initiative, develop an integrated **Early Intervention Service to:** • provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team • strengthen the Child Planning process and the work of the Locality Teams • rationalise referral routes and processes for early intervention services • Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning)	***Implement the Raising Attainment Strategy with a key focus the stretch aims.** **Strengthen approaches to tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions.** **Focus on children and young people:** • who are most affected by poverty • who are care experienced • with additional support needs **See Raising Attainment Strategy here:** East Lothian EduHub - Enabling Learning (google.com)
*Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on: • data driven evidence • national expectations • research-based pedagogical practice ***Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through:** • high quality learning experiences • transition in learning • robust tracking and monitoring of S1- S3 attainment data • personal support **Pedagogy supports can be found here:** East Lothian EduHub - Pedagogy (google.com)	***All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025** **RRSA information can be found here:** East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com) **Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:** • ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included • ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred **3 year plan for development of UNCRC will be developed**	Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. **See East Lothian Council's Poverty Strategy here:** ELC_East_Lothian_Poverty_Plan_2021_2023.pdf **See CPF-LT Guidance here:** GIRFEC in East Lothian - Multi-agency Forums (google.com)
Engage with the recommendations of the Hayward Review	Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.	

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Priority 1

2.2 Curriculum   2.3 Learning, Teaching and Assessment

Back to Basics- a Relentless Focus on Equity and Excellence

High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching • Literacy Strategy • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Curriculum, Learning and Teaching Strategy • Numeracy Strategy	KH NT AS AC DR September 2024 – May 2025	**Literacy Strategy:** Measure: % of East Lothian Schools report ACEL 'on track' progress at 70% of learners or better for P1-4-7-S3 Literacy **Baseline June 2023– 52 % - 22 schools out of 42** **Baseline June 2024 – 67%- 29 schools out of 43** Measure: % of East Lothian Schools report ACEL 'on track' progress at 80% of learners or better for P1-4-7-S3 Literacy **Baseline June 2023– 21 % - 9 schools out of 42** **Baseline June 2024 – 33%- 14 schools out of 43** **National Improving Writing Programme –** Measure: 68 NIWP trained teachers in 45.5% of East Lothian primary schools. Measure: First Level Writing at P4 for NIWP schools **Cohort 1 and 2 schools** improved from 56% in June 2022 to 66% of learners in June 2023 and sustained this improvement in June 2024 to 65% of learners in June 2024.	**Literacy Strategy:** For P1-4-7 Literacy ensure 74% or more of East Lothian Schools report ACEL 'on track' progress at 70% of learners or better achieved (23 out of 35 primary schools) For S3 Literacy ACEL (Third Level), ensure 85% or more of East Lothian Schools report ACEL progress at 70% of learners or better achieved. For P1-4-7 Literacy ensure 34% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved (12 out of 35 primary schools) For S3 Literacy ACEL (Third Level), ensure 71% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved **National Improving Writing Programme –** By June 2025 to achieve 140 trained teachers across 73% of primary schools. Stretch aim of a 2.5% improvement or better in June 2025 in the achievement of First Level Writing

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		Cohort 3 and 4 schools improved from 72% of learners in June 2023 to 75% of learners in June 2024. **Across all primary schools** attainment of First level Writing improved from 63% in June 2022 to 70% of learners in June 2023 and increased this improvement in June 2024 to 71% of learners in June 2024. Early Years: Literacy and Numeracy Tracking - Test of Change Progress & Achievement (P&A) for 3-5 years trialled in one school. - Baseline June 2024 ELCC 'on track' attainment data from pilot setting Literacy and English – 49% Numeracy – 49% - In the setting, all children have a record of P&A attainment in place. - In the setting, Early Years staff are tracking Literacy and Numeracy to establish ACEL data baseline. Numeracy Strategy: % of East Lothian Schools report ACEL progress at 70% of learners or better for P1-4-7-S3 Numeracy **Baseline June 2023–** 69% - 29 schools out of 42 **Baseline June 2024 – 70%- 30 schools out of 43**	at P4 stage across all NIWP schools (69% to 72% of P4 learners across Cohort 1-6 schools) **Early Years: Literacy and Numeracy Tracking** - ELCC Stretch aim for 24/25 Literacy – 71% on track Numeracy – 79% on track 3 additional ELCC settings will have a record of P&A attainment in place for Early Level. In these settings, all Early Years staff will track Literacy and Numeracy to establish 'on track' data baseline. - In each setting, SLT will hold accurate data around nursery attainment.

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		% of East Lothian Schools track ACEL progress at 80% of learners or better achieved for P1-4-7-S3 Numeracy **Baseline June 2023**– 45% - 19 schools out of 42 **Baseline June 2024 – 44% - 19 schools out of 43**	Numeracy Strategy: For P1-4-7-S3 Numeracy ACEL, ensure 80% or more of East Lothian Schools report ACEL progress at 70% of learners or better achieved (additional 3 schools) For P1-4-7-S3 Numeracy ACEL, ensure 54% or more of East Lothian Schools track ACEL progress at 80% of learners or better achieved (additional 3 schools)
Implement the updated Health and Wellbeing Curriculum (secondary focus) **Updated HWB resources can be found here:** East Lothian EduHub – Health and Wellbeing (google.com)	AS	2 Secondaries delivering Young Minds Matter resource within PSE School reviews 75% positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions	All secondary schools delivering the updated Health and Wellbeing curriculum framework (PSE) 78% or more positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions All secondary schools track and monitor Health and Wellbeing Launch and support the introduction of the updated Health and Wellbeing curriculum across nurseries & primary schools.
Develop a 3-18 Health and Wellbeing Strategy	AS	New priority	Strategy is developed in collaboration with a range of practitioners, communicated to all schools and feedback requested.

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Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on: • data driven evidence • national expectations • research-based pedagogical practice	KH NT AC AS	• 60% of ELCC CI (23/24) achieving 4 or above (How Good is Our Care, Play and Learning) • HMIE The two ELCC settings inspected by Education Scotland in 2023 – 24 and were evaluated as Weak and Satisfactory for QI2.3 Learning, Teaching and Assessment • % of East Lothian schools evaluated as GOOD or better (How Good is Our School 4) for QI 2.3 Learning Teaching and Assessment Baseline June 2023 - 57% Baseline June 2024 - 71% • HMIE School Inspections (QI 2.3) - the three ELC schools inspected by Education Scotland in 2023-24 were evaluated as Satisfactory for QI 2.3.	• 80% of ELCC CI (23/24) achieving 4 or above (How Good is Our Care, Play and Learning) • All ELCC nurseries will be evaluated as GOOD or better (How Good is Our Early Learning and Childcare) for QI 2.3 Learning, Teaching and Assessment • Stretch Aim: 85% East Lothian schools or more evaluated as 4 or better for QI 2.3 Learning, Teaching and Assessment in Standard and Quality Reports, validated through school quality assurance, school reviews, HMIE inspections.
Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through: • high quality learning experiences • transition in learning • robust tracking and monitoring of S1- S3 attainment data • personal support East Lothian EduHub - Pedagogy (google.com)		June 2023 Baseline – 57% (24 schools) June 2024 Baseline – 71% (29 schools) 2022/2024 Baseline 68% of Secondary School lessons evaluated as good or better- 2023-24 Baseline 2.3 3.71 average 2023-24 Baseline 71% schools Good or better	**QI 2.3 Learning, Teaching and Assessment** 85% East Lothian schools or more evaluated as good or better for 2.3 Learning, Teaching and Assessment
Engage with the recommendations of the Hayward Review	AS	No baseline	Strategic remit of the Strategic Curriculum Oversight Team (SCOT Group) is established and communicated to all stakeholders DHT Curriculum Leadership Group is established Regular communication to all stakeholders is in place

Priority 2
3.1 Ensuring Wellbeing, Equality and Inclusion

High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Through the Belonging to East Lothian initiative, develop an integrated Early Intervention Service to: • provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team • strengthen the Child Planning process and the work of the Locality Teams • rationalise referral routes and processes for early intervention services • Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning)	JB AC	No baseline, new priority	Add measurable outcomes Each learner referred to the Education Outreach Team will have a SMART target. It is anticipated that 100% of these targets will be met by the service.

Provide capacity building at all levels within the Child Planning process to support Neurodiverse CYP and their families through:
• Creation of a website with ND specific approaches, tools, and resources
• CLPL ND Programme (including a review of previous ASD Level 2 training)
• ND training for
   o Education Outreach Team
   o FTEL
   o MHYW
	AH/RH		• The level of footfall and engagement to be measured by Google Analytics to inform future development.
			• Create revised programme with pre/post data measures and staff reporting increased levels of knowledge/skills/confidence in understanding and responding to ND.
			• Create bespoke programmes for specific staff groups involving needs analyses with pre/post data measures and staff reporting increased levels of knowledge/skills/confidence in understanding and responding to ND.

Continue to develop the range and availability of MHWB supports for CYP and their families through: • The development of Group Work • The provision of ND specific supports	AH/JM/LW		• % outcomes for CYP receiving group work / reported levels of satisfaction and improved MHWB reported by CYP • % outcomes for CYP with ND receiving support services/ reported levels of satisfaction and improved MHWB reported by CYP

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The Creation of Suicide Prevention Guidance for our schools & provisions through: • A school staff survey to provide a needs analysis to inform the content and nature of the information required. • Further development of the Bereavement, Loss and Grief Guidance Website to include this content. Bereavement, Loss & Grief (google.com) • Provision of related training to support the implementation of the resource.			• Stakeholder feedback confirming the staff voice being reflected and recognised in the content and structure of the website. Training evaluation and website feedback that demonstrates staff reporting increased confidence, knowledge and skills following access to the website and related training.
*All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025 **RRSA information can be found here:** East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com) **Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:** • ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included • ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred **3 year plan for development of UNCRC will be developed**	AS/AI NT	As of June 2024 51% of schools @Bronze RRSA 39% of schools @Silver RRSA 10% of schools @Gold RRSA As of June 2024 0% of new policy passed at Education Committee during 23-24 evidenced consideration of UNCRC principles.	100% of schools @Bronze minimum by March 2025 70% of schools @ Silver by June 2023 30% of schools @ Gold by June 2023 Increased awareness of rights across pupil cohorts. Increased participation in Rights Respecting Schools Award across pupil cohorts. 100% of new policy passed at Education Committee during January 2025 – June 2025 will have considered appropriateness of CRIWA. 100 % of new policy passed at Education Committee during January 2025 – June 2025, where a CRIWA is appropriate, will evidence consultation with , and evaluate of the impact of policy change upon children and young people. 3 year plan for UNCRC, including: UNCRC bedded within the curriculum Sustainable model for RRS Award within schools Pupil Voice & Leadership guidance and self-evaluation toolkit CONSIDERATION OF POLICY & SYSTEMS
Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.	JB/SB AH		

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Priority 3
3.2 Raising Attainment and Achievement

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<tr><td colspan="4" align="center">**Back to Basics- a Relentless Focus on Equity and Excellence**</td></tr>
<tr>
<th>High Level Actions</th>
<th>Lead Person Timescale</th>
<th>2023-24 Baseline Measure</th>
<th>Expected impact and measurable outcomes for learners</th>
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*Implement the Raising Attainment Strategy with a key focus the stretch aims.

Strengthen approaches to tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions.

Focus on children and young people:
- who are most affected by poverty
- who are care experienced and accommodated
- with additional support needs

See Raising Attainment Strategy here:
    East Lothian EduHub - Enabling Learning (google.com)

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SLDR 2022/23 cohort was 96.3% (0.7% increase on 2021/22)

Annual Participation Measure for 2023 was 96.1% (2.8% increase on 2022)

Stretch Aim baselines to be confirmed with publication of data. Anticipated baseline in RA strategy:

ACEL Literacy: All 68% Gap 20%

ACEL Numeracy: All 76% Gap 21%

1+@5 or more: All 87.7% Gap 29%

1+@6 or more: All 65.5% Gap 49%

Exclusion Rate: All 19.6 Gap 47.8

ACEL (S3) Literacy: All 82% Gap 18%

ACEL(S3) Numeracy: All 84% Gap 29%

5+@1 or more: All 89.7% Gap 28%

5+@5 or more: All 58.3% Gap 47%

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96.4% Target

96.2% Target

ACEL Literacy: All 71% Gap 18%

ACEL Numeracy: All 79% Gap 19%

1+@5 or more: All 89% Gap 26.5%

1+@6 or more: All 67.1% Gap 46.5%

Exclusion Rate: All 18.9 Gap 45.1

ACEL (S3) Literacy: All 84% Gap 16%

ACEL(S3) Numeracy: All 86% Gap 27%

5+@1 or more: All 91.3% Gap 26%

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1+@6 or more: All 60.1% Gap 51%

Literacy L5: All 82.1% Gap 24%

Numeracy L5: All 71.1% Gap 36%

Attendance to be confirmed with publication of data. The figures based on the RA strategy assume:

Primary 93.5%

Secondary 87%

Early Years: Literacy and Numeracy Tracking

72% of children from the pilot school are in Q1 or Q2 with no children in Q5.
Gap between LA stretch aim and setting now established.

ELCC – Baseline June 2024 ELCC 'on track' attainment data from pilot setting

Q1

Literacy – 0%
Numeracy – 25%
Q2
Literacy- 58%
Numeracy – 54%

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5+@5 or more: All 60% Gap 41.5%

1+@6 or more: All 61.2% Gap 48.5%

Literacy L5: All 83.6% Gap 21.5%

Numeracy L5: All 72.9% Gap 32.5%

Primary 93.9%

Secondary 88%

- BURGH PRAG DATA – Achievement of Early Level by end of P1
  - 2022-23:
    - Literacy: -100% point gap (Q5 performed better than Q1)
    - Numeracy: 0% point gap (All Q1 and Q5 pupils achieved Early Level)
  - 2023-24:
  - Literacy: +67% point gap (Q1 performed better than Q5)
  - Numeracy: 0% point gap (All Q1 and Q5 pupils achieved Early Level)
  - The gap between Q1 and the LA stretch aims 23/24 for Literacy is -55% and for Numeracy is -36%.
  - 24/25

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			o Stretch Aims for Q1 Literacy – 59% Numeracy – 65% Early Years: Literacy and Numeracy Tracking 4 ELCC settings will have baseline PRAG data by June 2025
Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. **See East Lothian Council's Poverty Plan here:** ELC_East_Lothian_Poverty_Plan_2021_2023.pdf **See CPF-LT Guidance here:** GIRFEC in East Lothian - Multi-agency Forums (google.com)	JB/CI	Update baseline and expected impact No baseline, new priority.	A new East Lothian Council Cost of the School Day Award will be created based on nationally identified good practice. 75% of schools will achieve this in session 24/25.

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	**PRAG**	Poverty Related Attainment Gap
CAMHS	Child and Adolescent Mental Health Service	**PSE**	Personal and Social Education
CECYP	Care Experienced Children and Young People	**QAMSO**	Quality Assurance and Moderation Support Officer
CfE	Curriculum for Excellence	**QIO**	Quality Improvement Officer
CLPL	Career Long Professional Learning	**RFA**	Request for Assistance (from Educational Psychology)
CPF-LT	Child's Planning Framework Locality Teams	**RRSA**	Rights Respecting School Award
CRIA	Children's Rights Impact Assessment	**RSHP**	Relationships, Sexual Health and Parenthood
DYW	Developing the Young Workforce	**SCOT**	Strategic Curriculum Oversight Team
EAL	English as an Additional Language	**SDQ**	Strengths and Difficulties Questionnaire
ELCC	Early Learning and Childcare	**SEE**	Student Engagement Evaluation Survey
ELW	East Lothian Works	**SEF**	Strategic Equity Fund
EPS	Educational Psychology Service	**SEIC**	South East Improvement Collaborative
ESO	Education Support Officer	**SIP**	School Improvement Plan
GIRFEC	Getting it Right for Every Child	**SIMD**	Scottish Index of Multiple Deprivation
HGIOURS	How Good is OUR School?	**SPA**	Single Point of Access
HWB	Health and Wellbeing	**SQA**	Scottish Qualifications Authority
IMS	Instrumental Music Service	**SQR**	Standards and Quality Report
LGBT	Lesbian, Gay, Bisexual, Transgender	**STG**	School Team Group
LIAM	Let's Introduce Anxiety Management	**ToC**	Test of Change
MHYW	Mental Health Youth Worker	**UNCRC**	United Nations Convention on the Rights of the Child

Appendix 1

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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)	• 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: • 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 1 community 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: • 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.

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Quality Improvement Team	Delivers the following services to fulfil the duties set out in statute:
	• support and challenge of schools to improve the quality of education;
	• support for quality assurance and self-evaluation;
	• support for the development of the curriculum and learning, teaching and assessment;
	• liaison with national and local organisations and bodies; and
	• development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	The EPS service delivers the following service making use of sound research evidence to support teaching, learning and the overall wellbeing for children and young people:
	• consultation
	• assessment
	• intervention
	• training
	• research
Instrumental Music Service (IMS)	The IMS deliver free high quality instrumental music tuition in 7 secondary schools and 33 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 5 and percussion at Secondary 1. All other tuition is offered from Primary 6 onwards. In 23/24, 1719 young musicians received instrumental music lessons through the service.

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Education Strategy and Operations Team	Delivers the following services, including those required to fulfil duties set out in statute: • strategic resource planning; • strategic planning and delivery of career long professional learning; • leadership development; • support for newly qualified teachers, student teachers and supply teachers; • recruitment of education service staff; • national and local policy relating to education; • support for the use of assistive technologies; • development of the Digital Learning and Teaching Strategy; • support for financial stewardship in all schools; • the use of technology to enhance learning and teaching, online services and learning portals; • specialist 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	East Lothian Works, East Lothian's employability hub, brings together all employability-related services under the East Lothian *One Council Approach.* East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.

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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 the overall stretch aim of 68% will be met. It also suggests that there has been a reduction in the gap between learners in quintile 1 and 5.

	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 attainment for learners in quintile 1 will exceed the stretch aim of 61% and that the target to close the gap between learners in quintile 1 and 5 will be met.

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	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. 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 for this measure suggests that the stretch aim of 33% for learners in quintile 1 will be exceeded and that the gap between learners in quintiles 1 and 5 will reduce further that the stretch aim.

	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 (96.4)	91.9	99.1 (99.0)	7.1

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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

Baseline participation is above the national benchmark already so if this improvement can be sustained, 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	21.1	58.4	7.7	-50.7
Stretch Aim to be achieved 23/24	20.3	55.5	7.7	-47.8
Stretch Aim to be achieved 24/25	19.6	52.7	7.6	-45.1
Stretch Aim to be achieved 25/26	18.9	50.1	7.5	-42.6
Improvement (per 1000 pupils)	2.1	8.3	0.2	-8.1

Data for 2023-24 shows that school exclusions increased overall to a rate of 22.6 per 1000 pupils, above last year's baseline rate of 21.1 and the stretch aim for 2023/24. The rate for the Q1 cohort (65.0 per 1000) and the Q5 cohort (11.2 per 1000) was also above the baseline and stretch aim with the gap between Q1 and Q5 increasing to 53.8 per 1000 pupils.

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

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Indicative data suggests that the stretch aims for both 82% for overall levels and the gap between learners in quintile 1 and 5 of 18% will be met.

	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

Indicative data suggest that the stretch aims for both overall levels of 84% and the gap between learners in quintile 1 and 5 of 29% will be met.

	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

Indicative data suggests that the attainment of learners in quintile 1 will exceed the stretch aim and that the gap between leaners in quintiles 1 and 5 will reduce by more than the stretch aim.

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	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. In this measure, indicative data suggest that the attainment of learners in quintile 1 will exceed that of the stretch aim and will be at its highest level in five years.

	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. In this measure, indicative date points to the attainment of learners in quintile 1 outperforming the stretch and the gap between learners in quintiles 1 and 5 reducing further than the stretch aim.

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	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

The attainment of Literacy at level 5 is a focus in each of our secondary schools and supported by the work of the Principal Teachers of Equity. Indicative data suggests that the attainment of learners in quintile 1 will be lower than the stretch aim with the gap between learners in quintiles 1 and 5 increasing, above the stretch aim.

	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

The attainment of Numeracy at level 5 is a focus in each of our secondary schools and supported by the work of the Principal Teachers of Equity. Indicative data suggests that the attainment of learners in quintile 1 has increased since last year with the gap between learners in quintiles 1 and 5 reducing over the last two years.

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%

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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

Indicative data for 2023/ 24 suggests that primary school attendance overall is 93.2% and secondary school attendance is 86.5% overall.

Local Authority: East Lothian

Completed by: Nicola McDowell, Head of Education

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East Lothian Council

REPORT TO: Education & Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education & Children's Services

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SUBJECT: Children's Services Business Plan

1.   PURPOSE

1.1   To provide an update to Committee about the Children's Services Business Plan 2023-2026, which sets out the key priorities for the service. The Plan was reviewed and refreshed in September 2024 to ensure it aligns to the new Council priorities.

2.   RECOMMENDATIONS

2.1.   The Committee is asked to:

   i.   Note the overall positive progress made by Children's Services and key success to date.
   ii.   Note the newly aligned Children's Services Business Plan 2023-2026 (Appendix 1).

3.   BACKGROUND

3.1   Children's Services provide statutory children's social work interventions for children, young people, and their families in East Lothian.

3.2   The new Children's Services Business Plan sets out the vision, aims and operating principles for the service. It is aligned with the shared ambition of East Lothian's Children's Strategic Partnership in 'Making sure East Lothian's babies, children and young people are happy, healthy and heard'.

3.3   The Children's Services Plan is also closely aligned with the Education Service plan. The joint Education and Children's Services Directorate continues to develop integrated services that seek to get it right for all our children, living and learning in East Lothian. Together, we are committed to the Belonging to East Lothian approach as we work collaboratively to improve the experiences we provide for children, young people and their families.

KEY SUCCESSES

3.4   There have been significant developments within the service to meet the Promise, realise the vision of Belonging to East Lothian and support our strategic priority to increase capacity within the resources that are available internally:

- Council approved an increase to our fostering fee which will increase the number of local people who become registered foster carers. To date, there has been four new registered carers and three in the assessment process as a direct result of the fee increase. We are aiming to recruit an additional eight care placements per financial year.

- We have created a new service for family support and outreach that is available over seven days. This is designed to support families in crisis at the times where they experience the most pressure. This is preventing some children and young people from becoming accommodated and directly reducing the rate of looked after children in East Lothian. There is scope to invest further in this model to increase their capacity to avoid children becoming accommodated in a crisis situation.

- We have commissioned an intensive outreach service which is targeted to work with young people who are at risk of accommodation or secure care due to their offending or risk-taking behaviour. This is reducing the number of young people that are meeting secure care criteria and supporting us to manage risk in local communities.

- Close collaboration with housing colleagues has led to the creation of three new supported housing resources for unaccompanied asylum-seeking young people (UASYP). This is providing accommodation for seven young people. A project to create two additional three-bed properties for UASYP is underway, but this will not be available until 2025 due to the development required.

- A new Parent Partner scheme has been launched by the Adoption and Kinship Care service which will seek to recruit a new group of supportive professionals who can be alongside adoptive families who are experiencing difficulties and at risk of family breakdown.

- Redesign of Olivebank to create targeted support for babies from pre-birth to two-year-olds who are at risk of accommodation. This is specifically designed to reduce the number of babies entering the care system to avoid the lifelong emotional impact of accommodation and the significant associated financial costs.

- The creation of an in-house Family Group Decision Making service created a saving of £100k. This will also allow us to have tighter control of this targeted resource to ensure those at greatest risk of family breakdown receive swift support to create family plans to avoid this.

KEY OUTCOMES

3.5 Despite the significant increase in demand for services and complexity, our Signs of Safety practice approach to working alongside families and our commitment to meeting the Promise has resulted in a reduction of children requiring accommodation.

- There has been a 17% reduction in children and young people who are looked after and accommodated since 2022/23, and we have reduced the number of children in external residential care by nine.

- We have supported planned moves for six UASYP out of care placements into more appropriate supported accommodation.

- The Joint Inspection for Children and Young People at Risk of Harm in East Lothian concluded that there are major strengths in our partnership approach to protecting

children. Inspectors found that children and young people were safer due to the responses by agencies in East Lothian and we can take firm assurance that our multi-agency approaches are effective.

- There is a significant change in practice and culture within Children's Services. Driven by the redesign and restructure of the service, our Signs of Safety practice approach and the Promise, we are confident that social work practitioners are increasingly focused on building family networks and using safety plans to allow families to remain together safely. While we cannot eradicate the need for accommodation when children are at very high risk of harm, there is a tangible change in attitudes and practice that is resulting in ongoing reductions on children coming into care.

- The introduction of the Child's Planning Meetings – Locality Groups across East Lothian is a significant step forward in the multi-agency approaches to meet need at an earlier point to prevent children and young people from requiring social work involvement. We will continue to monitor the impact to social work referral rates from each locality.

- The development of Families Together East Lothian is increasing the availability of community-based family support, which is designed to prevent family problems from escalating and becoming harmful to children and young people. The impact to referrals to social work continues to be reviewed.

ONGOING PRESSURES AND RISKS

3.6   It continues to be a challenging climate for Children's Services with a number of factors leading to increased demand for support and protection for children, young people and families. Since the COVID-19 pandemic, frontline services have experienced increasing levels of complexity in the situations requiring support and intervention. There has been an increase in complex behaviour, unmanaged neurodiversity, violence and risk. This is due to a wide range of factors that are impacting people's ability to cope with day-to-day life, such as the cost of living, difficulty accessing mental health support, and the impact of social media and risk-taking culture.

3.7   There continues to be a small cohort of children and young people's whose needs cannot be met within East Lothian due to local resource challenges. This has resulted in some children and young people requiring an external fostering or residential placement. This is expensive and there is clear evidence that external placements do not always result in positive outcomes for the majority of children. Especially as they become separated from their family, networks, and communities.

Additionally, the National Transfer Scheme, mandated by the Home Office, continues to place additional pressure upon Children's Services and it is a challenge to provide the resources at the level of frequency required. We will continue to monitor and report on the impact of this.

BUSINESS PLAN

3.8   Children's Services monitors the progress of the business plan through weekly management meetings, monthly management business meetings and quarterly Performance and Care Governance meetings. We use data and feedback from across the service to highlight areas of progress or concern and to direct our audit and scrutiny work for the year.

3.9   The vision to continue the progress to date, improve outcomes for children and young people as well as improve the financial position of Children's Services underpins all actions within the business plan.

3.10   The priorities identified for Children's Services have been aligned to the Council's three short term priorities:

- Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.
- Target resources on statutory services and focus on the highest risks and those most in need.
- Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.

3.11   The plan covers five priority outcomes with agreed actions, measure of impact, timescale, lead, its connection to the Council's priorities and its implications and relationship to other services/strands of work. The priorities for 2023 – 2026 are:

1. **We will ensure our practice and our service prevents the need for children and young people to leave their family where this is safely possible.**
    We must ensure services are well placed to provide the right support at the right time so that families can be supported to stay together when children are loved and safe. This includes our targeted approach to Family Group Decision Making, intensive outreach, family support and our signs of safety practice approach.

2. **We will build capacity in our internal care resources.**
    Understanding our data and the demand for services is driving our actions to develop our capacity in internal resources. We are striving to improve the resources available in a range of areas including housing, foster care, host families and our residential provision.

3. **We will bring children and young people back to East Lothian from external placements.**
    During 2023/2024, eight young people returned to East Lothian and the business plan seeks to build on this by ensuring we are using progressive practice techniques and effective tracking to bring young people back at a time that meets their needs.

4. **We will embed the systematic approach to self-evaluation, performance management and quality assurance**
    These actions are sharpening our focus on consistent quality improvement and ensuring the right governance mechanisms are in place to oversee the work of the service and to target improvements. It also focuses on how we improve our approach to participation and seeking the views of those with lived experience to support service development.

5. **We will have a sufficient, confident, skilled, supported workforce**.
    We recognise that effective social work practice is reliant upon a sufficient, skilled and supported workforce and we are committed to prioritizing workforce development and wellbeing.

3.12   We are confident that the plan includes the right actions to meet the Promise, support the Belonging to East Lothian approach, and to ensure that children and young people

have the best chance to remain safely within their families and communities when this is possible.

3.13 Children's Services will continue to monitor the plan to ensure actions are progressing at pace with any issues identified and addressed promptly. The plan will be brought back to Education and Children's Services Committee for review in 12 months.

4. POLICY IMPLICATIONS

4.1 The Children's Services business plan will impact the direction of policy as we seek to improve outcomes for children, young people and their families.

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 None.

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DESIGNATION	Head of Children's Services
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DATE	1 November 2024

Children's Services Business Plan

2023-2026

Section 1

Introduction

Welcome to the Children's Services Business Plan 2023-26. Our plan sets out our vision, aims, and operating principles for Children's Services.

Our vision is aligned with the shared ambition of the East Lothian's Children's Strategic Partnership in '**Making sure East Lothian's babies, children and young people are Happy, Healthy and Heard'.**

Children's Services is placed within the Education and Children's Services Directorate. This is a well-established partnership, delivering an integrated service that seeks to get it right for all our children living, learning and belonging in East Lothian.

The aims of Children's services are:

- To deliver high quality social work services for children, young people and their families.
- To deliver our statutory responsibilities to protect children and young people from harm.
- To provide statutory social work services at the right time for children, young people and families <u>at risk</u> to overcome difficulties and achieve safe and loving relationships.

Children's Services Outcomes:

Children's Services are committed to keeping the Promise and we recognise our collective responsibility to intervene early and effectively to provide the most meaningful help and support to enable children and young people to thrive within resilient and loving families. Engaging with and hearing the voice of children and young people will guide this work and is placed at the centre of service delivery.

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Children's Services are working to achieve the following **outcomes** for children and families in East Lothian.

1. Children and young people feel safe within their families, schools, and communities.

2. Parents involved with Children Services will be supported to parent safely and to create nurturing environments.

3. Children and young people are supported to recover from harm.

4. Children and young people can stay within their families when they are safe and loved.

5. Parents, carers and families are supported to be more resilient, building on their internal strengths and support networks.

6. Along with partners, we will reduce referrals and repeat referrals to social work.

7. We will reduce the number of referrals to social work which progress to statutory social work interventions.

8. We will reduce the number of children in external residential placements.

9. Along with partners, we will support care experienced young people to successfully transition into adulthood and reach a positive destination.

10. Children and young people are given the opportunity to reach their full potential.

Operating Principles

Children's Services has agreed these operating principles that underpin the work we do**.**
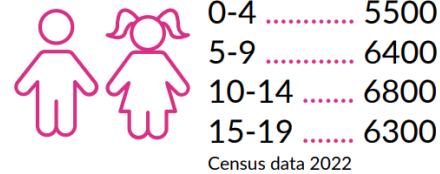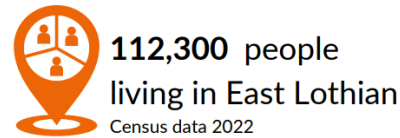
- We will listen to what families need and provide support at the earliest possible stage to prevent risks increasing.

- We will embed the principles of The Promise.

- We will listen to and include the voice of the child in all our work with them.

- We will be ambitious for the children, young people and families we support.

- We will promote relationship-based practice in all areas of the service.

- We will use Signs of Safety as our practice framework with training available for all frontline workers.

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- We will embed the principles of Safe and Together in all domestic abuse related situations.

- We will ensure we keep high quality case records that are sensitive to all audiences and jargon free.

- We will seek permanence for children and young people, regardless of the destination.

- We will promote meaningful connection and the rights of brothers and sisters in all areas of our practice.

- We will treat people with respect, being open and honest while showing kindness and maintaining integrity.

- We will use a family first approach and continue to use family group decision making to build on the strengths and support available to the child.

- We will continually listen, learn, and improve our service in collaboration with those with lived experience of the service including our Champion's Board and our partners in redesign.

- We will work with partners, internal and external, to deliver effective preventative and proactive interventions.

- We will respect the United Nations Convention on the Rights of the Child (UNCRC) and ensure that children's rights are upheld in the support we deliver.

- We will promote the safety and wellbeing of our workforce at all times, supporting staff through effective and regular supervision.

- We will prioritise the learning needs of our workforce, providing opportunities for development.

- We will create an open and safe environment where we routinely use the learning from reviews and feedback to inform practice.

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Section 2

Profile of Children and Young people in East Lothian

East Lothian has a rapidly growing population and is one of only a few Scottish local authorities with an increasing child population (a forecasted increase of 17.1% by 2028-29 for P1 to S6 pupils based on the 2020 census roll). This is likely to be the second highest increase in Scotland.

112,300 people living in East Lothian
Census data 2022

0-4 5500
5-9 6400
10-14 6800
15-19 6300
Census data 2022

IN SCHOOL

There are **8450** primary school and **6667** secondary school pupils
Pupil Census 2023

737 pupils are from an ethnic minority background
Pupil Census 2023

450 children identified as young carers
Young carer registrations, ELC

2379 3-5 year olds and **70** eligible 2 year olds are accessing early learning & childcare
Pupil Census 2023

36.2% of pupils have Additional Support Needs
Pupil Census 2023

3,027 children took part in Active Schools programme
Aug-Dec 2023

2048 children are entitled to Free School Meals
Pupil Census 2023

767 pupils were assessed or declared as having a disability
Pupil Census 2023

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IN OUR COMMUNITIES . . . .

21% of children are living in poverty after housing costs
End Child Poverty, Child Poverty in your area, 2014/15-2021/22

150 children are living in temporary accommodation
Scottish Government statistics, 2023

24 children are on the child protection register
(MOSAIC, 31.12.2023)

17 children are affected by parental alcohol and drug use on the child protection register
(MOSAIC, 31.12.2023)

15 children are affected by domestic abuse on the child protection register
(MOSAIC, 31.12.2023)

74% of cases referred to MARAC include children associated with the victim or perpetrator
(EMPPC Annual Report 2022-23)

EXPERIENCING CARE . . . .
(MOSAIC, 31.12.2023)

47 children & young people are **looked after at home**

66 children & young people are in **foster care**

29 children & young people are living with **friends or relatives**

29 children & young people are in **residential care**

23 young people are **in continuing care**

67 young people are **receiving aftercare support**

17 unaccompanied asylum seeking young people are currently living in East Lothian

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Children's Services Structure Chart

Head of Children's Services / Chief Social Work Officer

General Manager

Service Development and Review Team

Service Manager - Early Assessment and Protection
- Child Protection Team
- Intake & Assessment Team 1
- Intake & Assessment Team 2
- Olivebank

Service Manager - Support & Intervention
- Support and Intervention Team 1
- Support and Intervention Team 2
- Support and Intervention Team 3
- Family Support Team
- Intensive Outreach Team

Service Manager - Specialist Social Work
- Wellbeing & Justice Team
- Throughcare & Aftercare Team
- Disability Team

Service Manager - Resources
- Lothian Villa Meadowmill
- Lothian Villa Ravensheugh
- Kamali House
- Adoption & Kinship Team
- Fostering Team

6

East Lothian Council Priorities

The Council Plan aims to support the achievement of the Council vision of: **'An even more prosperous, safe and sustainable East Lothian with a dynamic and thriving economy that enables our people and communities to flourish.'** It is based around three overarching objectives – Recovery and Renewal; Reduce Poverty and Inequality; and, Respond to the Climate Emergency; and four thematic objectives – Grow our Economy; Grow our People; Grow our Communities; and. Grow our Capacity. The East Lothian Council Plan outlines the Council's priorities for the medium term - 2022-27. Given the financial and other challenges it faces the Council reviewed the Council Plan in spring 2024. The Council has set three new three interlinked, complementary priorities which are aligned to the Council Plan's overarching and long-term thematic objectives:

1. *Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.*
2. *Target resources on statutory services and focus on the highest risks and those most in need.*
3. *Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.*

Children's Services Priorities

The nature of social work can lead to complex and competing priorities. While the service is completely committed to effective budget management, there can be high risk situations that require interventions that fall out with the allocated budget. All decision making is overseen by the Head of Children's Services and the Head of Education (if costs are to be shared). Due to the significance of the budget pressures, decision making is also supported by the Executive Director for Education and Children's Services.

The priorities identified for Children's Services have been aligned to the Council's three short term priorities. The action plan covers the priority outcome, agreed actions, measure of impact, timescale, lead, its connection to the Council's priorities and its implications and relationship to other services/strands of work.

7

1. **We will ensure our practice and our service prevents the need for children and young people to leave their family where this is safely possible.**

2. **We will build capacity in our internal care resources.**

3. **We will bring children and young people back to East Lothian from external placements.**

4. **We will embed the systematic approach to self-evaluation, performance management and quality assurance.**

5. **We will have a sufficient, confident, skilled, supported workforce.**

8

Children's Services Plan 2023-2026

			Outcome / Measure of Success	Timeframe & review	Connection to council plan/implications for other services	Lead
		Priority 1 **We will ensure our practice and our service prevents the need for children and young people to leave their family where this is safely possible.**				
		How we will achieve this				
1.1		We will continue to use FGDM with families at the earliest opportunity to create plans that keep children safe and loved at home. We will embed Signs of safety networking principles to ensure this becomes standard practice across all areas of our work with children and families.	Number of FGDM family plans (establish a baseline measure 2024-2025) SoS audit of impact of how networking principles have been applied to practice.	Reviewed quarterly through the Performance and Care Governance Group Six monthly SoS dashboard audit. Reviewed through the performance and Care Governance Group.	**Council priority 2** FGDM and Signs of Safety networking aim to support families most in need and prevent the need for crisis intervention.	Nicola Clark (Service Manager)
1.2		We will continue to develop Kincare services (assessment and support) to ensure that as many children as possible remain within their family.	Numbers in formal kinship care.	Reviewed quarterly through the Performance and Care Governance Group	**Council Priority 1** Children remaining within family-based care through our investment in kincare support.	John Mackie (Service Manager)

1.3	We will continue to develop the intensive outreach service and provide support to children, young people, and their families to build resilience within their home and community. This time-limited support will complement the existing safety plan.	Numbers of young people supported by the intensive family support team and reported outcomes.	The service will be reviewed by March 2025.	**Council Priority 2** Young people are supported to remain living within family care.	Nicola Clark (Service Manager)
1.4	Develop the role of the family support team in its offer of time limited and outcome-focused family support to families involved with the Support and Intervention service.	Number of family support interventions. % of 1:1 support plans where a family member reports an improved outcome.	Reviewed by March 2025. Outcome measures are reviewed quarterly through the Performance and Care Governance Group	**Council priority 3** The family support service aims to support families to build resilience and care safely for their children.	Nicola Clark, (Service Manager)
1.5	We will continue to implement the model of intake and assessment to ensure that families receive the right support at the right time. Progress has been impacted by recruitment challenges.	Numbers of referrals and rereferrals to Children's Services will show a sustainable reduction.	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Children and families can access high quality initial assessment and support and are signposted to universal supports and services where appropriate.	David Fenwick (Service Manager)

		Priority 2 **We will build capacity in our internal care resources**				
2.1	We will design and implement a multi-agency young person's pathway that will cover their support and housing needs. This pathway will inform an accommodation and support strategy for care leavers.	Numbers of young people in B&B accommodation	Dec 2024 Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Care leavers who are most in need are supported to make a successful transition into adulthood.	Jen Fraser (General Service Manager)
2.2	We will consider how the Lothian Villa estate is used to support the needs of young people including unaccompanied asylum-seeking children and young people (UASC). We will ensure this support is appropriate for the age and stage of development of each child and young person.	Number of UASC young people in suitable accommodation that is meeting their needs.	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Partnership working with housing in developing new housing support options for UASC young people in East Lothian	Jen Fraser (General Service Manager)
2.3	We will develop and implement a fostering recruitment development plan to address the current recruitment crisis. This plan will be aligned with our commitment to keep the Promise.	Numbers of East Lothian foster carers. Number of foster care household deregistration's	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Children can access family care within East Lothian and our need for external foster care and residential care is reduced.	John Mackie (Service Manager) Nicola Clark (Service Manager)
2.4	We will launch a new appeal for 'host families' to increase our pool of people available to accommodate unaccompanied children and older young people.	Numbers of host families recruited.	Reviewed quarterly through the Performance and	**Council priority 2** UASC young people are supported to	John Mackie (Service Manager)

			Care Governance Group	access family care within East Lothian.	
2.6	We will develop our practice approach to keeping brothers and sisters together and maintain relationships with family and friends.	Number of siblings child had immediately prior to placement start date Number of siblings child was living with on placement start date.	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Family care is prioritised for all children most in need.	John Mackie (Service Manager) Nicola Clark (Service Manager)
	We will develop our approach to evidence-based commissioning and our commitment to have a one council commissioning to services for children and families.	Report on improved outcomes for children and families supported by the third sector through section 10 funding.	Reviewed six monthly through the Performance and Care Governance Group	**Council priority 2** Children who are most at risk are supported to remain within family care.	Jen Fraser (Group Service Manager)
2.7	We will review and develop the application of self-directed support across all service areas with Children's Services and undertake a needs assessment to improve self-directed support options for children with a disability.		Reviewed six monthly through the Performance and Care Governance Group	**Council Priority 2** Our resource allocation systems are meeting the	Children's Services Senior Management Team

					needs of those most in need.
	Priority 3 **We will support children and young people to remain in East Lothian as part of 'Belonging to East Lothian'**				
3.1	We will review our decision-making processes for allocating resources that are required internally and externally to support children who are most in need.	Numbers of children and young people that are looked after is reducing.	Reviewed six monthly by CSMG	**Council Priority 2** Our resource allocation systems are meeting the needs of those most in need.	Jen Fraser (General Manager)
3.2	We will ensure that all that plans for children within external care are future focused and promote connections to their family and community.	Feedback from children though the bright spots survey for young people that are looked after.	Reviewed quarterly through the Performance and Care Governance Group	**Council Priority 2** Reduction of spend on external residential resources.	Children's Services Senior Management Team
3.3	We will continue to track the placements of all children and young people in external residential care and work to return all children and young people from external residential care when this is appropriate. We will use learning to inform improvement activity within children's services as well as gaps in our existing resources.	Numbers of young people in external residential care is reducing.	Reviewed quarterly through the Performance and Care Governance Group	**Council Priority 2** Reduction of spend on external residential resources.	Children's Services Senior Management Team
3.4	We will ensure young people and our workforce are aware of the rights of young people to continuing care and monitor and review the impact of continuing care has on resources.	Numbers of young people in continuing care.	Reviewed quarterly through the Performance and Care Governance Group	**Council Priority 2** Resources are being used correctly to support young people to move on from care.	John Mackie (Service Manager)

			Priority 4 We will embed a systematic approach to self-evaluation, performance management and quality assurance			
4.1		All Children's Services service areas will have a business plan linked to the priorities listed in the Children's Services business plan. We will ensure teams use their business plan and relevant performance measures to inform their work.	Number of active business plans developed by Children's Services teams	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** Our service areas are supporting those most in need and protecting children at risk of harm	Jen Fraser (Group Service Manager)
4.2		The participation of people with lived experience of care will be clearly demonstrated in our individual, operational and strategic service planning arrangements.	Numbers of children and young people accessing independent advocacy Numbers of care experienced young people completing annual survey. Case studies and reports from the East Lothian Champions Board.	Reviewed quarterly through the Performance and Care Governance Group	**Council priority 2** The voices of children and young people who are most in need are heard and inform individual and operational and strategic service planning.	Jen Fraser (Group Service Manager)

4.3	We will embed the LUNDY model of participation across our participation work and ensure we can demonstrate the difference that lived experience / service user participation has achieved.	Case study examples of participation practice using the LUNDY model.	Reviewed quarterly through the Performance and Care Governance Group. UNCRC annual reporting.	**Council priority 2** The voices of children and young people who are most in need are heard and inform individual and operational and strategic service planning.	Jen Fraser (Group Service Manager)
4.4	We will work to a quality assurance and improvement framework that evidences how well we are evaluating and continuously improving our service.	Quality Assurance Framework including performance measures	Reviewed quarterly through the Performance and Care Governance Group.	**Council Priority 2** Children's Services self-evaluation and improvement activity is used to help us understand how well we are meeting our statutory duties and supporting children most in need.	Jen Fraser (General Manager)
4.5	We will undertake elf-evaluation and improvement activity within key service areas including residential, fostering and adoption, continuing care. We will also implement improvement plans informed by scrutiny activity.	Quality Assurance Framework including performance measures	Reviewed quarterly through the Performance and Care Governance Group.	**Council Priority 2** Children's Services performance framework is used to help us understand how	Jen Fraser (General Manager)

					well we are meeting our statutory duties and supporting children most in need.	
**Priority 5** **We will have a sufficient, confident, skilled, supported workforce**					
5.1	We will train all Children's Services staff in Signs of safety and ensure that this is fully implemented and embedded across the service. Signs of Safety practice model is contributing to our efforts to keep children with their families.	Numbers of children's services staff that have completed the five day Signs of Safety training. Findings from SOS case file audit and SoS dashboard audit.	Reviewed six monthly through the Performance and Care Governance Group.	**Council Priority 2** Children who are most at risk are supported to remain within family care.	Jen Fraser (Group Service Manager)
5.2	We will ensure that Children's Services operates in a trauma-informed manner and our workforce reach the required level of knowledge and expertise. We will prioritise the wellbeing of our workforce and ensure trauma informed approach will inform all workforce planning activity including recruitment and retention activity.	Numbers of Children's Services staff that have undertaken training to a trauma skilled level.	Reviewed quarterly through the Performance and Care Governance Group.	**Council Priority 2** Linked to the delivery of our trauma informed approach across the council.	Lindsey Byrne (Head of Service)

		Feedback data from the Children's services employee engagement survey.			
5.3	We will review our policies and procedures to ensure they are up to date and align with the principles of The Promise, UNCRC and the 'Belonging to East Lothian' agenda.	Audit of policies and procedures.	Reviewed annually though the Performance and Care Governance Group.	**Council Priority 2** This action is linked to the work of the UNCRC partnership plan and the Corporate Parenting plan.	Lindsey Byrne (Head of Service)
5.4	We will work to ensure the 2024-2030 Promise plan is aligned with the Children's Service Business plan and key partnership plans including the children and young people service plan and the corporate parenting plan.	Bright spots survey feedback Promise performance relevant for Children's Services is aligned with the Children's Services performance framework.	Reviewed quarterly though the Performance and Care Governance Group.	**Council Priority 2** This action is linked to the Children and Young People Service Plan 2023-2026 and the Corporate Parenting Plan 2024-2026	Children's Services Senior Management Team
5.5	We will support our workforce to access the knowledge and skills they need to reduce the impact of child poverty through income maximization and access to financial inclusion support.	The number and rate of children living	Reviewed quarterly though the Performance and	**Council Priority 2** Children and families access	Jen Fraser (Group Service Manager)

		in relative poverty. The number and rate of children living in persistent poverty	Care Governance Group.	financial inclusion support. Linked with the new poverty plan 2024	
5.6	We will support our workforce to understand children's rights and ensure we apply a rights-based approach to our work with children and families.	Quality assurance activity. Feedback from children through Brights Spots survey.	Reviewed quarterly though the Performance and Care Governance Group.	**Council Priority 2** This action is directly linked to the work of the UNCRC partnership plan and the Corporate Parenting plan.	Jen Fraser (Group Service Manager)
5.7	We will ensure our senior management team has oversight over of staff vacancies and its implications for workforce planning and delivery. We will ensure that absence management procedures are being adhered to.	Number of WTE children's social worker vacancy rate	Reviewed quarterly though the Performance and Care Governance Group.	**Council Priority 2** We have a sufficient workforce that can support children and families most in need.	Children's Services Senior Management Team

How will we communicate our plan?

We will communicate our Children's Services Business Plan through engagement with all Children's Services staff through briefings, Teams Channels, team meetings, leadership team meetings, employee supervision and PRD's. Key service areas will also be supported to review their own business plans and ensure it is reflective of Children's Services Priorities and the East Lothian Councils three immediate priorities.

How will we monitor and review progress with implementation?

Children's Service's will consistently monitor and review progress on its business plan to ensure that it meets its goals and improving outcomes for children and their families in East Lothian. The plan is considered at a monthly business meeting with the management team.

Children's Services is committed to Keeping the Promise and continuously improving practice within our service. Children's Services has set clear, measurable actions within its business plan. Progress will be measured through quarterly reporting ay the Performance and Care Governance Group. Children's Services quality assurance framework will continuously be updated to include the performance measures within our business plan. This forum enables Children's Services to monitor progress and better understand opportunities and challenges in achieving our action plan. Communication and engagement with stakeholders, including children, families, and our workforce will provide us with valuable feedback that can inform our implementation and monitoring activity. Annual progress will be reported on through a performance summary report and the annual Chief Social Work Officer report.

REPORT TO: Education and Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education and Children's Services

SUBJECT: Education Scotland Inspection of Dunbar Primary School

4

1   PURPOSE

1.1   To report to Committee on the outcomes of the Education Scotland inspection of Dunbar Primary School.

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 (SIF) (Appendix 2).

(i)   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.

(ii)   Note the key strengths identified by the Inspection Team and progress made since the inspection.

3   BACKGROUND

3.1   Dunbar Primary School nursery class was inspected by the Care Inspectorate within 18 months of the school inspection. Therefore, Education Scotland agreed with the local authority and school that the nursery class was not part of this inspection.

Inspection model

3.2   The inspection team used the How Good Is Our School 4? (HGIOS4?) quality indicators for primary inspections to evaluate the quality of provision at Dunbar Primary School.

3.3   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:
        1.3 Leadership of change

2.1 Safeguarding (not graded or reported)

2.2 Curriculum: Learning Pathways

2.3 Learning, Teaching and Assessment

2.7 Partnerships: Impact on Learners – Parental Engagement

3.1 Ensuring wellbeing, equality and inclusion

3.2 Raising Attainment and Achievement

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

National Improvement Framework

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

Inspection Findings

3.6 Dunbar Primary School was inspected during May 2024. A letter to parents and carers summarising the key findings was published on 27 August 2024. It should be noted that the local authority's rigorous quality improvement processes had supported the school self-evaluation preceding the inspection. This inspection validated the school self-evaluation.

The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1-7	HGIOS? 4	1.3 Leadership of change	Satisfactory
		2.3 Learning, teaching and assessment	Satisfactory
		3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
		3.2 Raising attainment and achievement	Satisfactory

Key Strengths

- The headteacher's positive leadership during a period of change for the school. She is developing teachers' sense of ownership over improvement priorities. She, and senior leaders, established staff working groups which are beginning to support improvements.

    o The recently appointed headteacher demonstrates a strong understanding of the school context and is using this knowledge to identify appropriate school improvement priorities. They have focused on developing an enhanced sense of collegiality with staff working together well to support improvements.

    o The school values of ambition, resilience, community and happiness (ARCH) are well understood by most children. Senior leaders explore these values frequently and meaningfully during assemblies. The headteacher recognises that the vision, values and aims now need refreshed and reviewed to reflect better the current school context.

    o The headteacher has restructured appropriately the senior leaders' remits following significant changes to the team.

    o Senior leaders have introduced 'vertical working groups' to help teachers from across the two campuses to collaborate and to implement improvements. A few teachers are leading aspects of these groups. Staff feel a greater sense of empowerment and are using these collaborative groups to implement strategies and approaches in their classroom.

- Staff foster positive and nurturing relationships with children which help establish a calm and purposeful learning environment. Children are respectful, welcoming and eager to learn.

    o Children benefit from positive and caring relationships with staff across the school. Almost all staff foster a warm and nurturing ethos in their interactions with children which supports a calm learning environment.

    o Children benefit from positive learning environments where staff use attractive wall displays to prompt children as part of their learning. In a minority of classrooms, children's work is routinely displayed and celebrated. All teachers have classroom charters which are linked helpfully to children's rights.

    o Children are motivated and engage well in play-based activities that support them to be curious and creative. Teachers at the early level have developed well their use of spaces to improve children's experiences.

    o Most teachers use interactive digital screens effectively to introduce learning or to model responses using a visualiser. They use a digital platform well to share resources with learners and to record children's learning.

- Children's developing appreciation of equality and diversity through various events, assemblies and learning in class. This is helping children to understand the need to treat others with respect and value what makes us different.

    o Senior leaders and staff encourage children's appreciation of equality and diversity through assemblies, and children's learning in RME and HWB. Children are developing respect for others through well-consider events such as neurodiversity, mental health and deaf awareness week.

o Staff have worked with the local authority to review their reading materials to ensure they are representative and celebrate diversity. As a result, most children recognise the importance of treating others with respect and valuing what makes us different.

Areas for Improvement

- Senior leaders should ensure all school improvements result in clear and measurable outcomes for children. They should extend the involvement of the wider school community in planning and evaluating improvement priorities.

  o The 3-year School Improvement Plan supports a more strategic approach to planning and measuring the impact of priorities on learners. This will ensure that improvements are embedded consistently across each year stage and across the school.

  o The Head Teacher supported by the QIO and Education Scotland Attainment advisor is strengthening data informed approaches to improvement through professional learning involving senior leaders and staff.

  o Through consultation with the stakeholder groups and the wider community, the Head Teacher and senior leaders will begin to engage in shared planning and evaluation of all three improvement priorities this session.

- Senior leaders and staff should continue to improve the quality and consistency of learning, teaching and assessment across the school. This includes ensuring teachers confidently meet the needs of all learners.

  o Moderation activities now feature at each stage meeting leading to a deeper understanding of how to effectively plan to meet the needs of all learners.

  o Senior leaders are working with staff to review the effectiveness of current approaches to planning to provide a clearer focus on learning in line with the ELC Frameworks.

  o Each improvement priority working group has representation from each year stage ensuring that changes for improvement are coherent and progressive.

  o Senior leaders and staff look forward to welcoming the Pedagogy Team to further develop teaching and learning across the school.

- Staff should continue to raise children's attainment in literacy and numeracy. Teachers should continue to improve their confidence in applying national standards when making judgements about children's progress.

  o Staff have termly meetings with senior leaders to discuss attainment and progress within their class.

  o Senior leaders are working with staff to plan assessments that allow for challenge and application of skills across the curriculum.

  o The Head Teacher supported by the QIO and Education Scotland Attainment Advisor are providing professional learning with a focus on moderation to improve confidence in teacher judgements of progress and achievement of levels.

  o The school has developed stretch aims for each stage P1 to P7 for literacy and numeracy to improve attainment. These inform attainment meetings with class

teachers and planning at universal and targeted level. Current tracking across P1 to P7 indicates that attainment will be in line with East Lothian Council averages.

- Senior leaders and staff should continue to explore ways to encourage parents to participate more fully in all aspects of the life of the school.

    o Senior leaders have worked with parents to re-establish a Parent Council who will be consulted regularly on progress within our improvement priorities.

    o Each improvement priority working group will gather views and data from across the wider community to inform next steps.

    o Parents are now offered regular opportunities throughout the school year to visit the school through BOATS days and curriculum workshops.

3.7 The school's Quality Improvement Officer, Mrs Karen Haspolat continues to work closely with the Head Teacher, leadership team and staff to provide professional advice, guidance, professional learning, support, and challenge in the areas for improvement outlined in Section 3.8.

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 Education Scotland report on Dunbar Primary School Report (Appendix 1) and Summary of Findings Primary School (Appendix 2).

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email: khaspolat@eastlothian.gov.uk
DATE	8 October 2024

27 August 2024

Dear Parent/Carer

In May 2024, a team of inspectors from Education Scotland visited Dunbar Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

Dunbar Primary School nursery class was inspected by Care Inspectorate within the past 18 months. Therefore, we have agreed with the local authority and school that the nursery class is not part of this inspection.

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

- The headteacher's positive leadership during a period of change for the school. She is developing teachers' sense of ownership over improvement priorities. She, and senior leaders, established staff working groups which are beginning to support improvements.

- Staff foster positive and nurturing relationships with children which help establish a calm and purposeful learning environment. Children are respectful, welcoming and eager to learn.

- Children's developing appreciation of equality and diversity through various events, assemblies and learning in class. This is helping children to understand the need to treat others with respect and value what makes us different.

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

- Senior leaders should ensure all school improvements result in clear and measurable outcomes for children. They should extend the involvement of the wider school community in planning and evaluating improvement priorities.

- Senior leaders and staff should continue to improve the quality and consistency of learning, teaching and assessment across the school. This includes ensuring teachers confidently meet the needs of all learners.

- Staff should continue to raise children's attainment in literacy and numeracy. Teachers should continue to improve their confidence in applying national standards when making judgements about children's progress.

- Senior leaders and staff should continue to explore ways to encourage parents to participate more fully in all aspects of the life of the school.

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

Here are Education Scotland's evaluations for Dunbar Primary School

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

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.

Graham Parry
HM Inspector

Dunbar Primary School

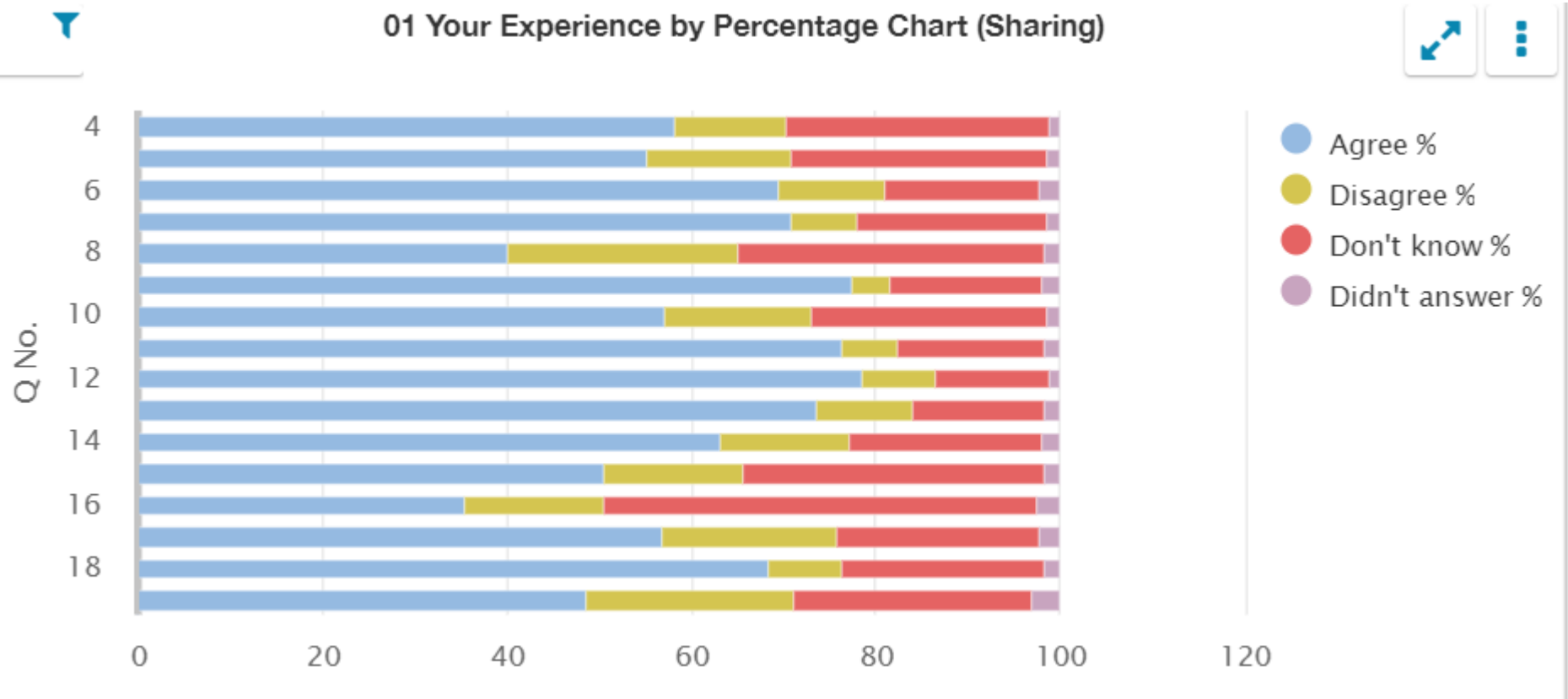## Pre-inspection questionnaire summary report
Inspection week: 20 May 2024

Questionnaire for children in primary stages (01)

01 Your experience by percentage (sharing)

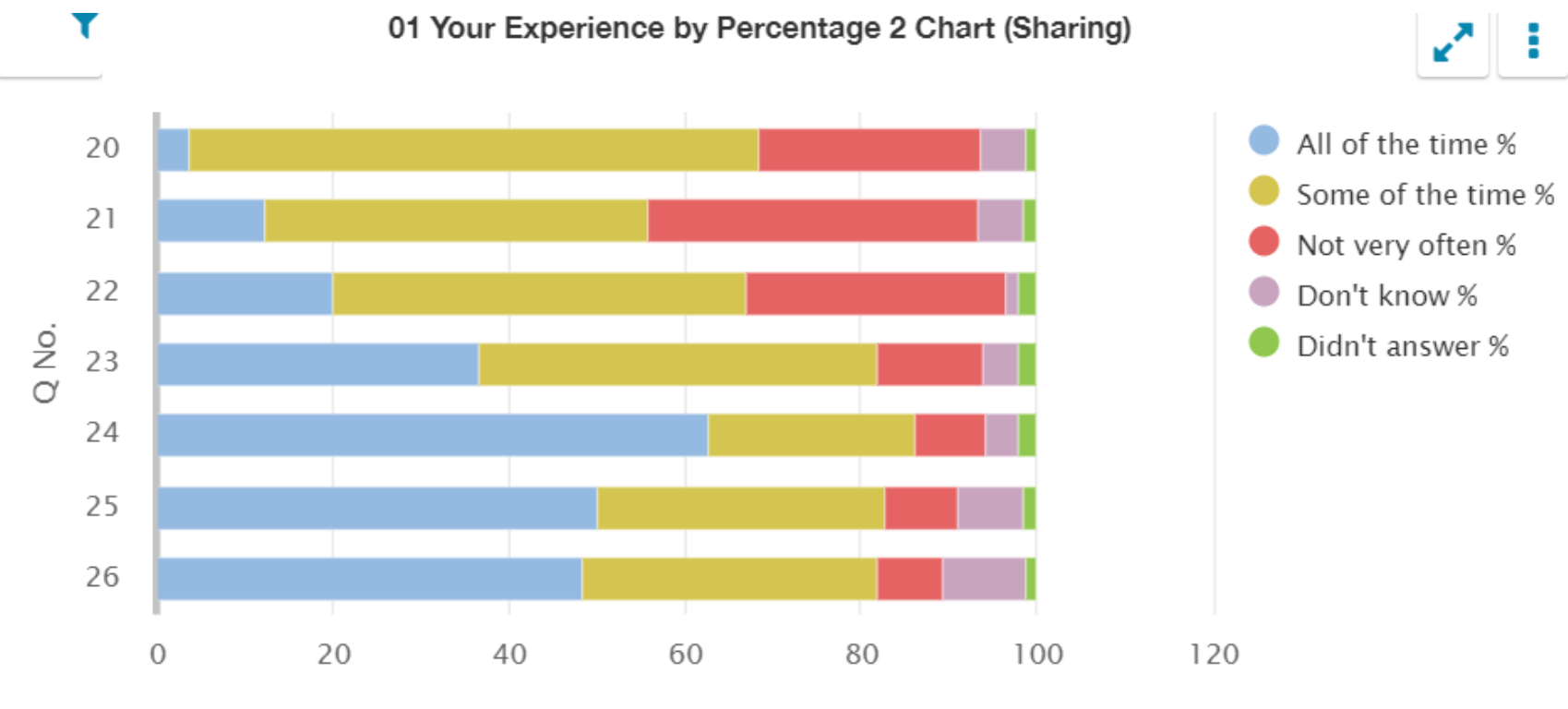| Q No.	Question	Response Count	Agree %	Disagree %	Don't know %	Didn't answer %
4	I feel safe when I am at school.	468	58.33	11.97	28.42	1.28
5	My school helps me to feel safe.	468	55.13	15.81	27.56	1.5
6	I have someone in my school I can speak to if I am upset or worried about something.	468	69.44	11.54	16.67	2.35
7	Staff treat me fairly and with respect.	468	70.73	7.26	20.51	1.5
8	Other children treat me fairly and with respect.	468	40.17	25	33.12	1.71
9	My school helps me to understand and respect other people.	468	77.56	4.06	16.45	1.92
10	My school is helping me to become confident.	468	57.05	16.03	25.43	1.5
11	My school teaches me how to lead a healthy lifestyle.	468	76.28	6.2	15.81	1.71
12	There are lots of chances at my school for me to get regular exercise.	468	78.42	8.12	12.18	1.28
13	My school offers me the opportunity to take part in activities in school beyond the classroom and timetabled day.	468	73.72	10.26	14.32	1.71
14	I have the opportunity to discuss my achievements outwith school with an adult in school who knows me well.	468	63.25	13.89	20.94	1.92
15	My school listens to my views.	468	50.64	14.96	32.69	1.71
16	My school takes my views into account.	468	35.47	14.96	47.01	2.56
17	I feel comfortable approaching staff with questions or suggestions.	468	56.84	19.02	21.79	2.35
18	Staff help me to understand how I am progressing in my school work.	468	68.38	7.91	22.01	1.71
19	My homework helps me to understand and improve my work in school.	468	48.72	22.44	25.85	2.99

01 Your experience by percentage chart (sharing)

01 Your Experience by Percentage Chart (Sharing)

Legend:
- Agree %
- Disagree %
- Don't know %
- Didn't answer %

3 | responses may not add up to 100%

Dunbar Primary School   SEED no: 5553024

01 Your experience by percentage 2 (sharing)

Q No.	Question	Response Count	All of the time %	Some of the time %	Not very often %	Don't know %	Didn't answer %
20	Other children behave well.	468	3.85	64.53	25.21	5.13	1.28
21	My teachers ask me about what things I want to learn in school.	468	12.39	43.38	37.61	5.13	1.5
22	I enjoy learning at school.	468	20.09	47.01	29.49	1.5	1.92
23	I feel that my work in school is hard enough.	468	36.54	45.3	12.18	4.06	1.92
24	I know who to ask to get help if I find my work too hard.	468	62.61	23.72	7.91	3.63	2.14
25	I am encouraged by staff to do the best I can.	468	50.21	32.48	8.33	7.48	1.5
26	I am happy with the quality of teaching in my school.	468	48.5	33.55	7.26	9.4	1.28

01 Your experience by percentage chart (sharing)

4 | responses may not add up to 100%

01 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Agree %	Disagree %	Never experienced %	Didn't answer %
27	My school deals well with any bullying.	468	41.88	29.27	27.35	1.5

01 Your experience by percentage chart (sharing) bullying
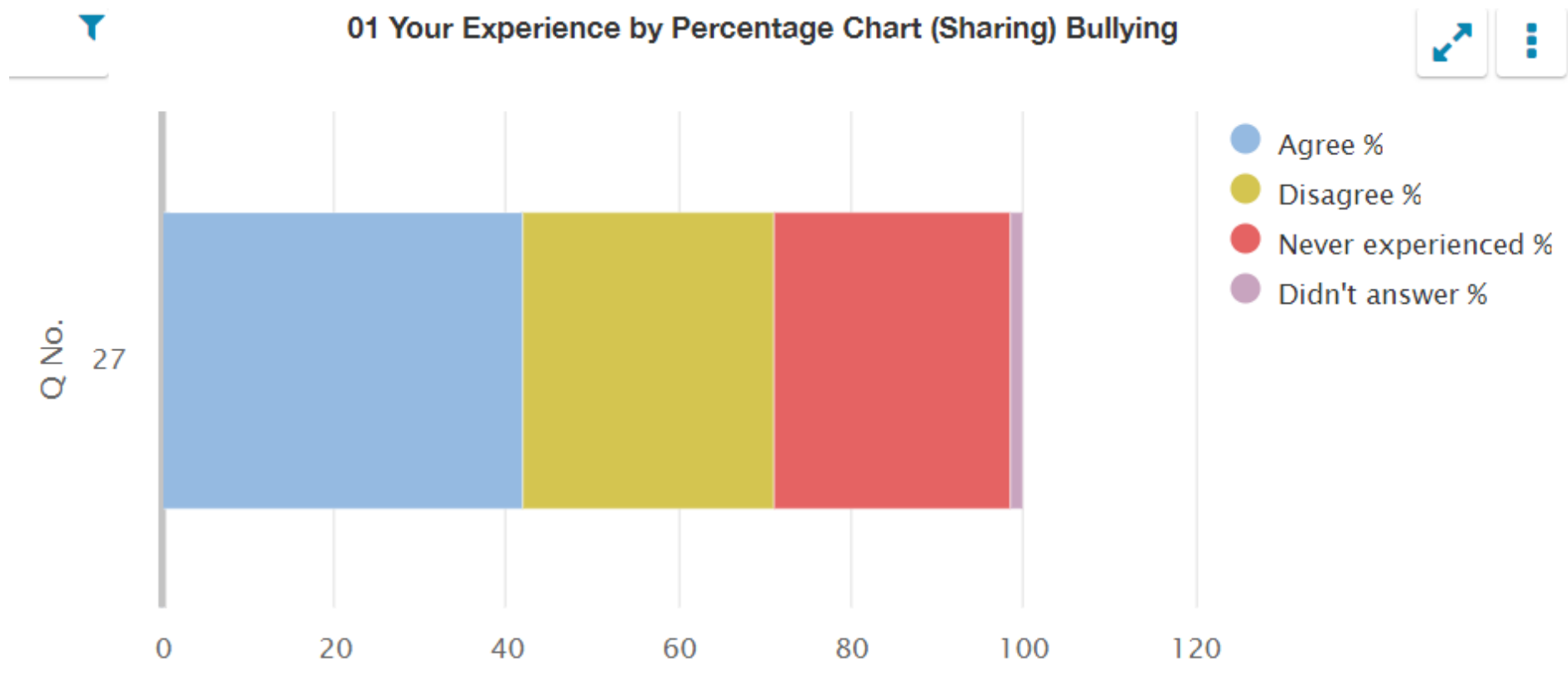
01 Your Experience by Percentage Chart (Sharing) Bullying

01 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Agree %	Disagree %	Haven't moved %	Didn't answer %
28	I was well supported if I moved to a new school within the last year.	468	20.51	3.63	74.36	1.5

01 Your experience by percentage chart (sharing) moved

01 Your Experience by Percentage Chart (Sharing) Moved
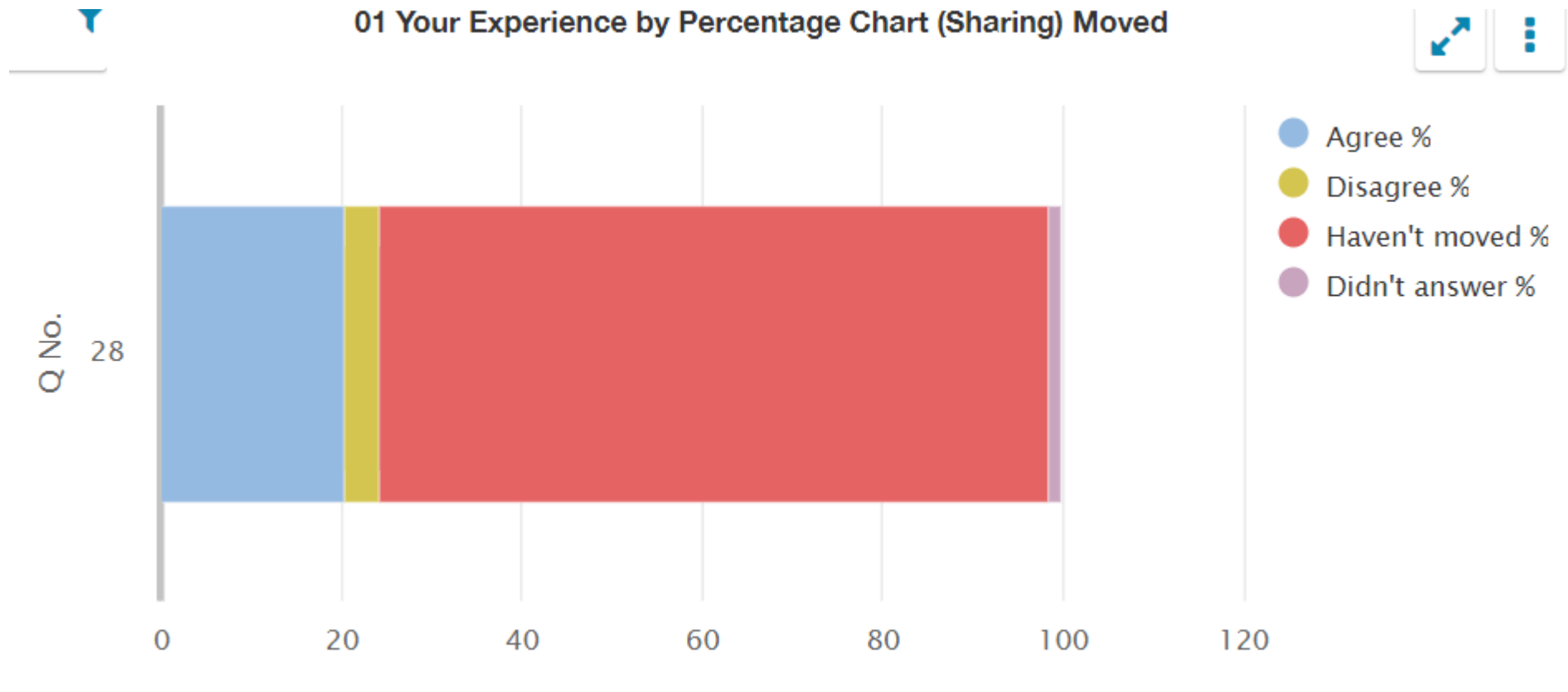
Questionnaire for parents/carers of children in primary stages (04)

04 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
4	My child likes being at this school.	179	32.4	51.96	8.38	5.03	0.56	1.68
5	Staff treat my child fairly and with respect.	179	35.75	48.6	8.38	2.23	2.79	2.23
6	I feel that my child is safe at the school.	179	31.28	49.16	7.26	3.91	6.7	1.68
7	The school helps my child to feel confident.	179	26.82	52.51	7.82	5.03	6.15	1.68
8	I feel staff really know my child as an individual.	179	26.82	41.34	14.53	3.91	11.17	2.23
9	My child finds their learning activities hard enough.	179	17.32	56.98	12.85	3.35	7.82	1.68
10	My child receives the help he/she needs to do well.	179	22.35	46.93	12.29	5.03	10.61	2.79
11	My child is encouraged by the school to be healthy and take regular exercise.	179	27.93	53.63	5.03	1.12	10.06	2.23
12	The school supports my child's emotional wellbeing.	179	20.11	53.63	10.06	2.23	11.17	2.79
13	My child is making good progress at the school.	179	21.79	57.54	8.94	3.91	5.59	2.23
14	I receive helpful, regular feedback about how my child is learning and developing e.g. informal feedback, reports and learning profiles.	179	20.11	51.96	20.11	2.79	2.79	2.23
15	The information I receive about how my child is doing reaches me at the right time.	179	15.64	52.51	18.99	3.91	6.15	2.79
16	I understand how my child's progress is assessed.	179	13.97	45.81	26.82	3.35	7.82	2.23
17	The school gives me advice on how to support my child's learning at home.	179	14.53	48.04	24.02	3.91	5.59	3.91
18	The school organises activities where my child and I can learn together.	179	5.59	27.37	42.46	6.15	15.64	2.79
19	The school takes my views into account when making changes.	179	7.26	30.73	24.58	8.94	25.7	2.79
20	I feel comfortable approaching the school with questions, suggestions and/or a problem.	179	24.02	56.42	8.94	3.91	3.91	2.79
21	I feel encouraged to be involved in the work of the Parent Council and/or parent association.	179	19.55	51.96	10.06	2.79	13.41	2.23
22	I am kept informed about the work of the Parent Council and/or parent association.	179	20.11	53.63	12.29	2.23	8.94	2.79

7 | responses may not add up to 100%

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	Didn't answer %
23	I am satisfied with the quality of teaching in the school.	179	23.46	51.96	11.17	3.35	6.15	3.91
24	The school is well led and managed.	179	11.17	39.11	11.73	6.15	28.49	3.35
25	The school encourages children to treat others with respect.	179	18.99	58.1	7.26	5.03	7.26	3.35
26	I would recommend the school to other parents.	179	18.99	47.49	6.15	3.91	19.55	3.91
27	Overall, I am satisfied with the school.	179	20.67	50.28	6.7	3.91	13.41	5.03
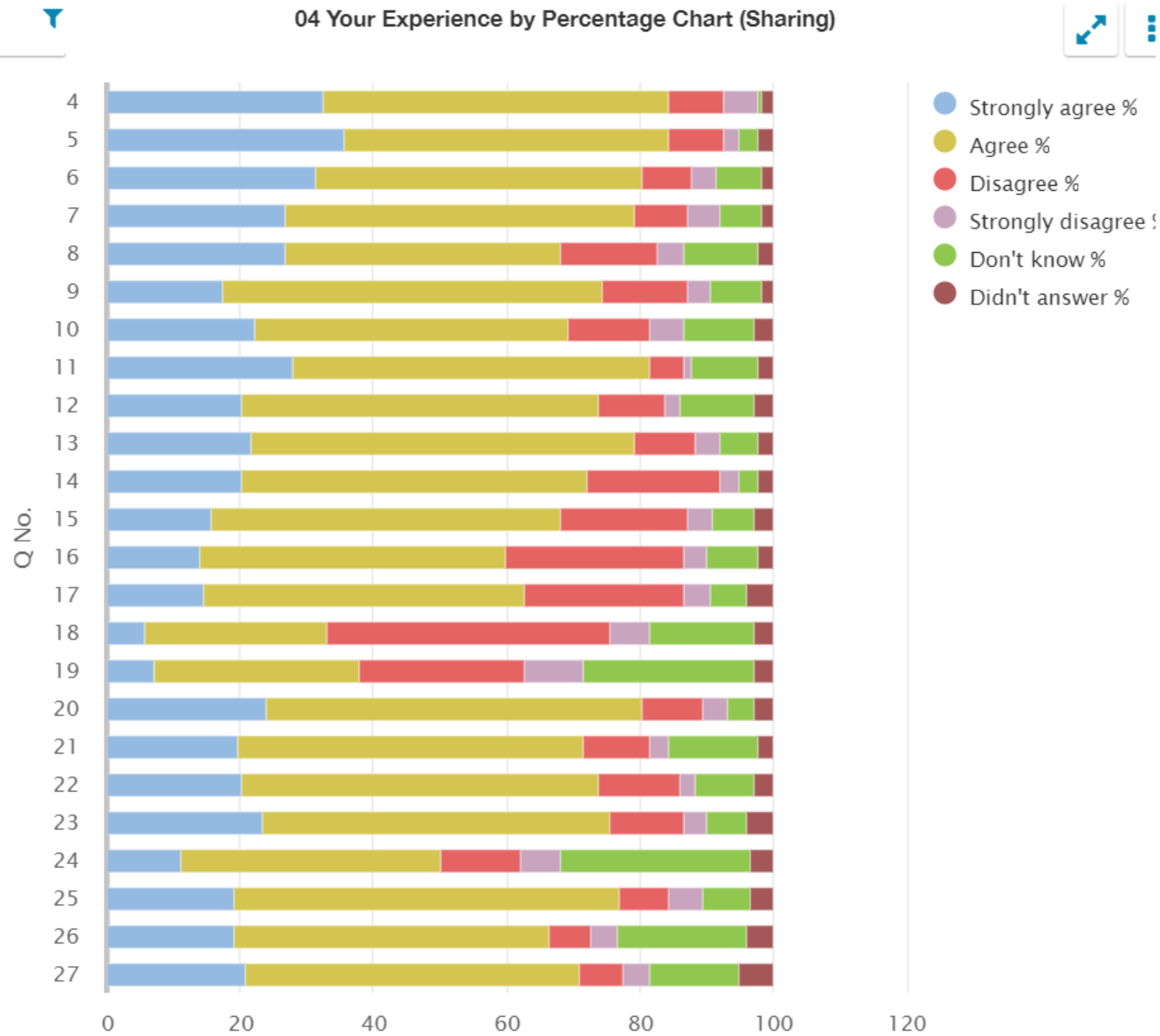
Dunbar Primary School   SEED no: 5553024

04 Your experience by percentage chart (sharing)

04 Your Experience by Percentage Chart (Sharing)

Legend:
- Strongly agree %
- Agree %
- Disagree %
- Strongly disagree %
- Don't know %
- Didn't answer %

9 | responses may not add up to 100%

04 Your experience by percentage (sharing) bullying

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Never experienced %	Didn't answer %
28	The school deals well with any bullying.	179	5.59	17.88	23.46	7.82	41.9	3.35

04 Your experience by percentage chart (sharing) bullying
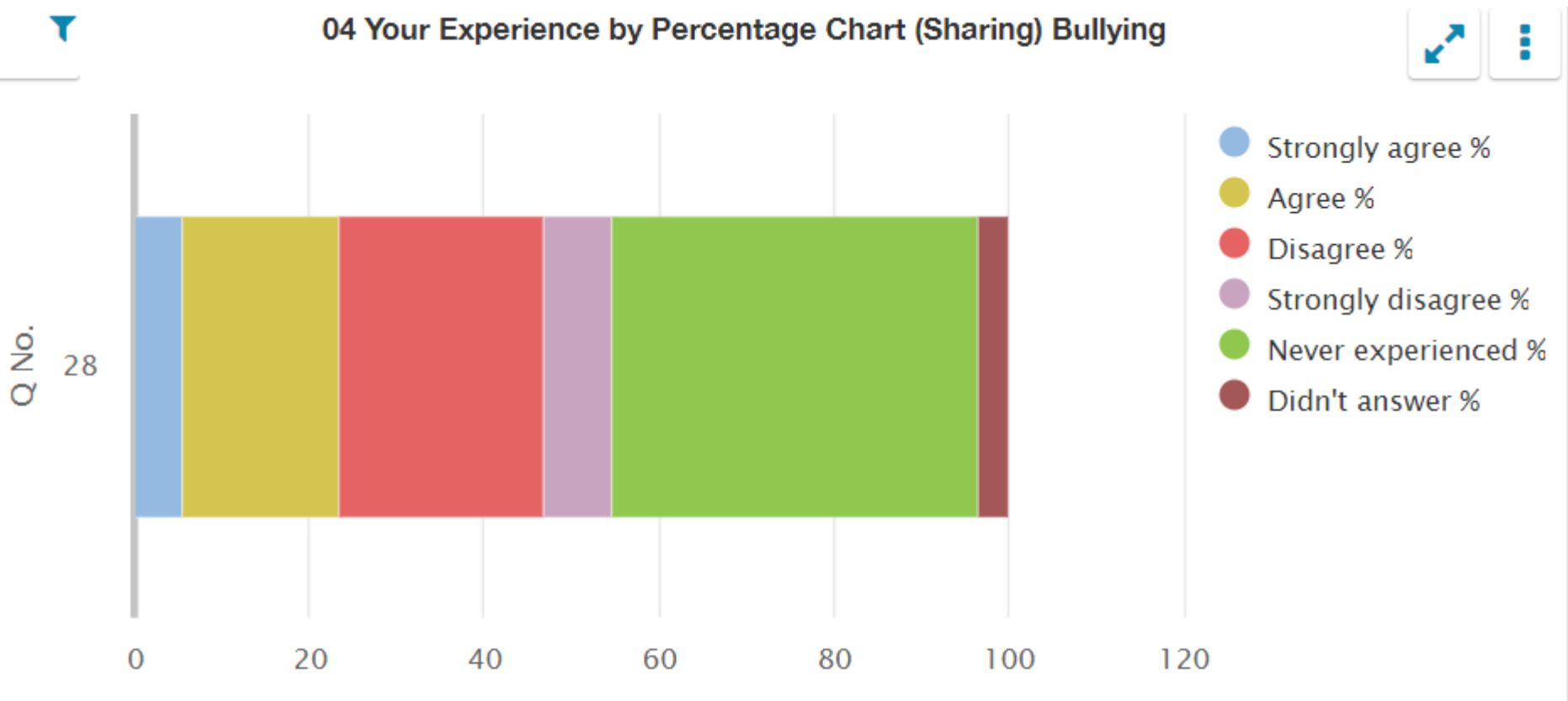
04 Your Experience by Percentage Chart (Sharing) Bullying

04 Your experience by percentage (sharing) moved

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Hasn't Moved %	Didn't answer %
29	My child was well supported if they moved to a new school within the last year.	179	4.47	6.15	1.68	0.56	82.68	4.47

04 Your experience by percentage chart (sharing) moved

04 Your Experience by Percentage Chart (Sharing) Moved
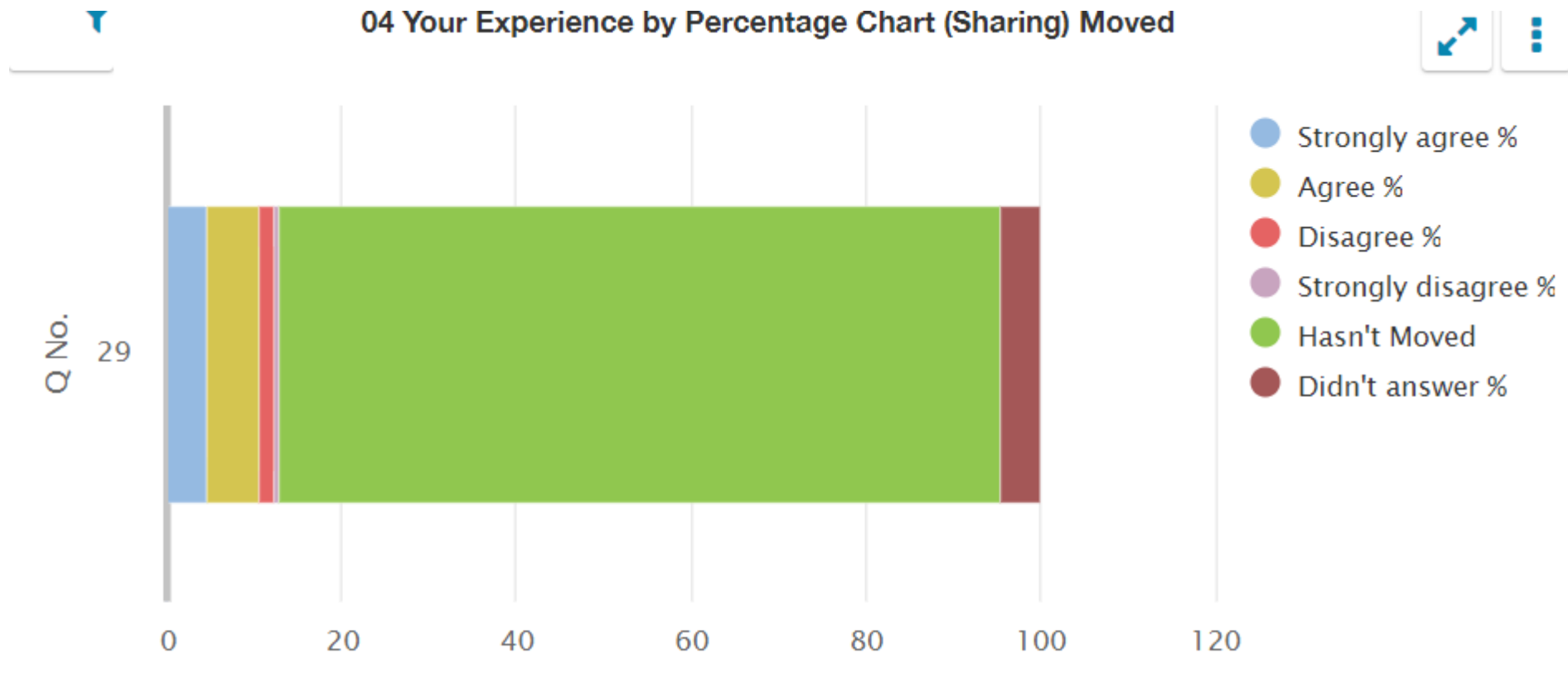
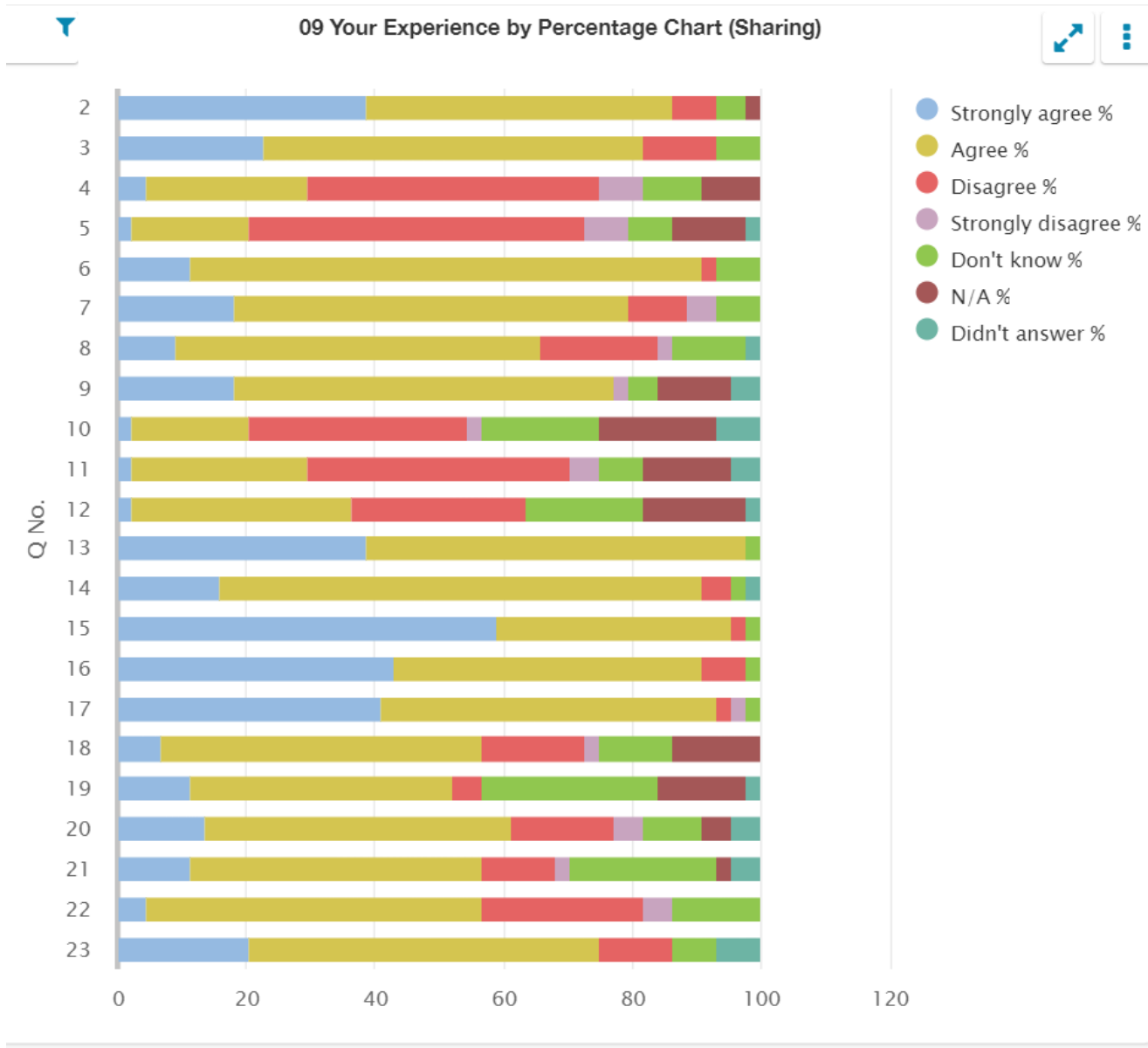# Questionnaire for partners with the school (06)

06 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
3	My service/organisation works in partnership with the school on a regular basis.	25	52	36	4	0.00	4	0.00	4
4	We are aware of the school's procedures for reporting child protection and safeguarding concerns.	25	64	16	0.00	0.00	4	0.00	16
5	My service/organisation has a clear understanding of the school's strategies for raising attainment for all.	25	48	40	8	0.00	0.00	0.00	4
6	There are effective arrangements in place for jointly planning provision with the school.	25	44	44	4	0.00	4	0.00	4
7	There are effective arrangements for jointly delivering provision with the school.	25	36	52	8	0.00	0.00	0.00	4
8	My service/organisation is involved in the school's self-evaluation of our joint work.	25	20	32	24	0.00	12	8	4
9	Roles and responsibilities are clearly defined within the partnership.	25	32	56	8	0.00	0.00	0.00	4
10	Effective arrangements are in place to evaluate the impact of our partnership working.	25	16	48	24	0.00	4	0.00	8
11	My service/organisation is kept up to date with changes in the school which may affect the services we deliver.	25	32	40	16	0.00	0.00	8	4
12	The school provides my service/organisation with relevant information about the needs of children and young people.	25	40	48	4	0.00	0.00	4	4
13	Arrangements are in place to support my service/organisation to share relevant information about the progress of children and young people with the school.	25	48	40	4	0.00	4	0.00	4
14	The school values the contribution made by my service/organisation.	25	60	28	4	0.00	4	0.00	4
15	The school actively promotes my service/organisation to potential users, as appropriate.	25	48	20	0.00	0.00	8	20	4

12 | responses may not add up to 100%

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
16	There are opportunities to network, share practice and participate in joint training and development with the school.	25	24	52	20	0.00	0.00	0.00	4
17	My service/organisation has a clear understanding of the social, cultural and economic context of the school.	25	48	40	0.00	0.00	8	0.00	4
18	Overall, partnership working with the school works well.	25	48	40	4	0.00	4	0.00	4

13 | responses may not add up to 100%

06 Your experience by percentage chart (sharing)

06 Your Experience by Percentage Chart (Sharing)

Legend:
- Strongly agree %
- Agree %
- Disagree %
- Strongly disagree %
- Don't know %
- N/A %
- Didn't answer %

14 | responses may not add up to 100%
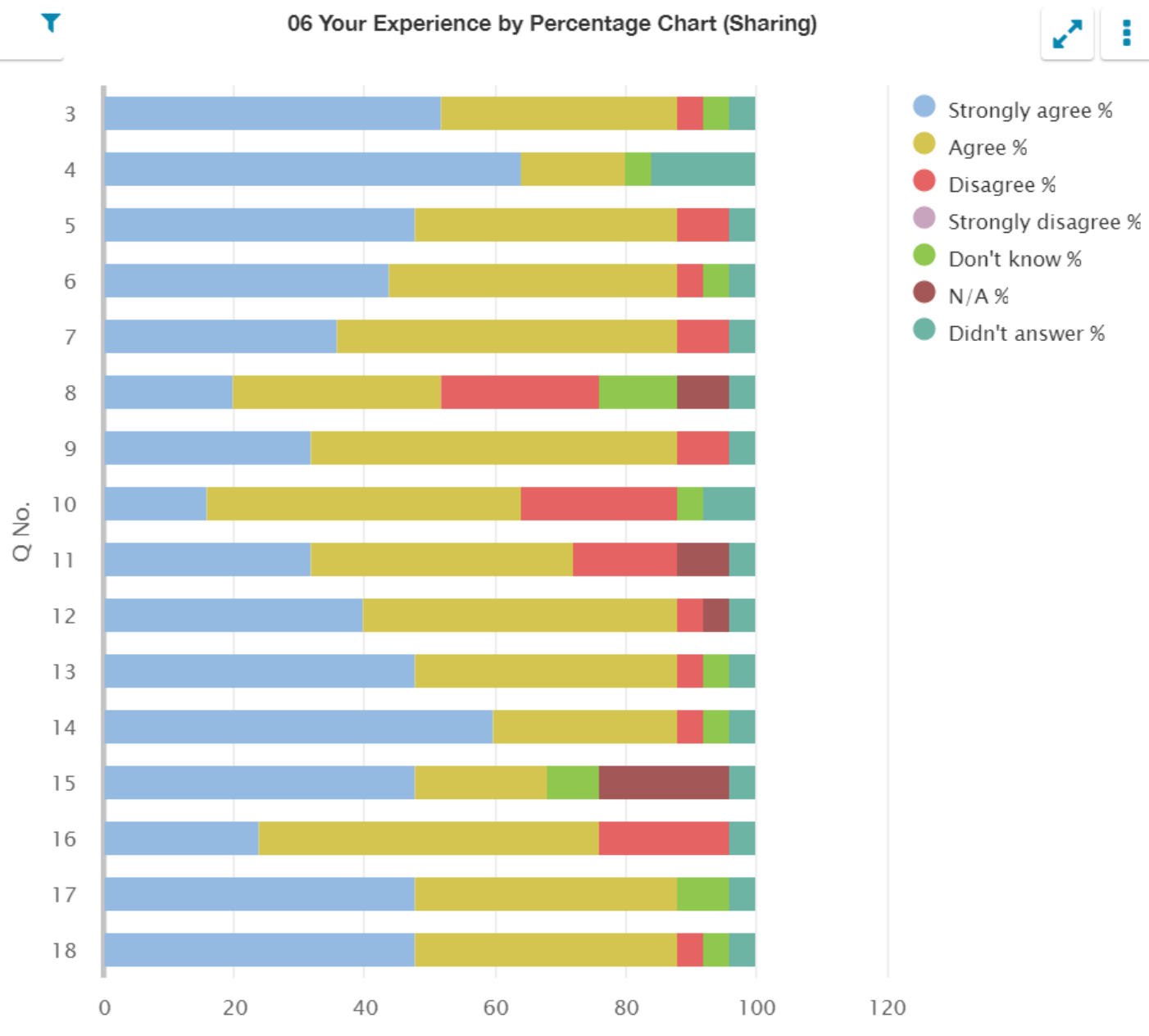
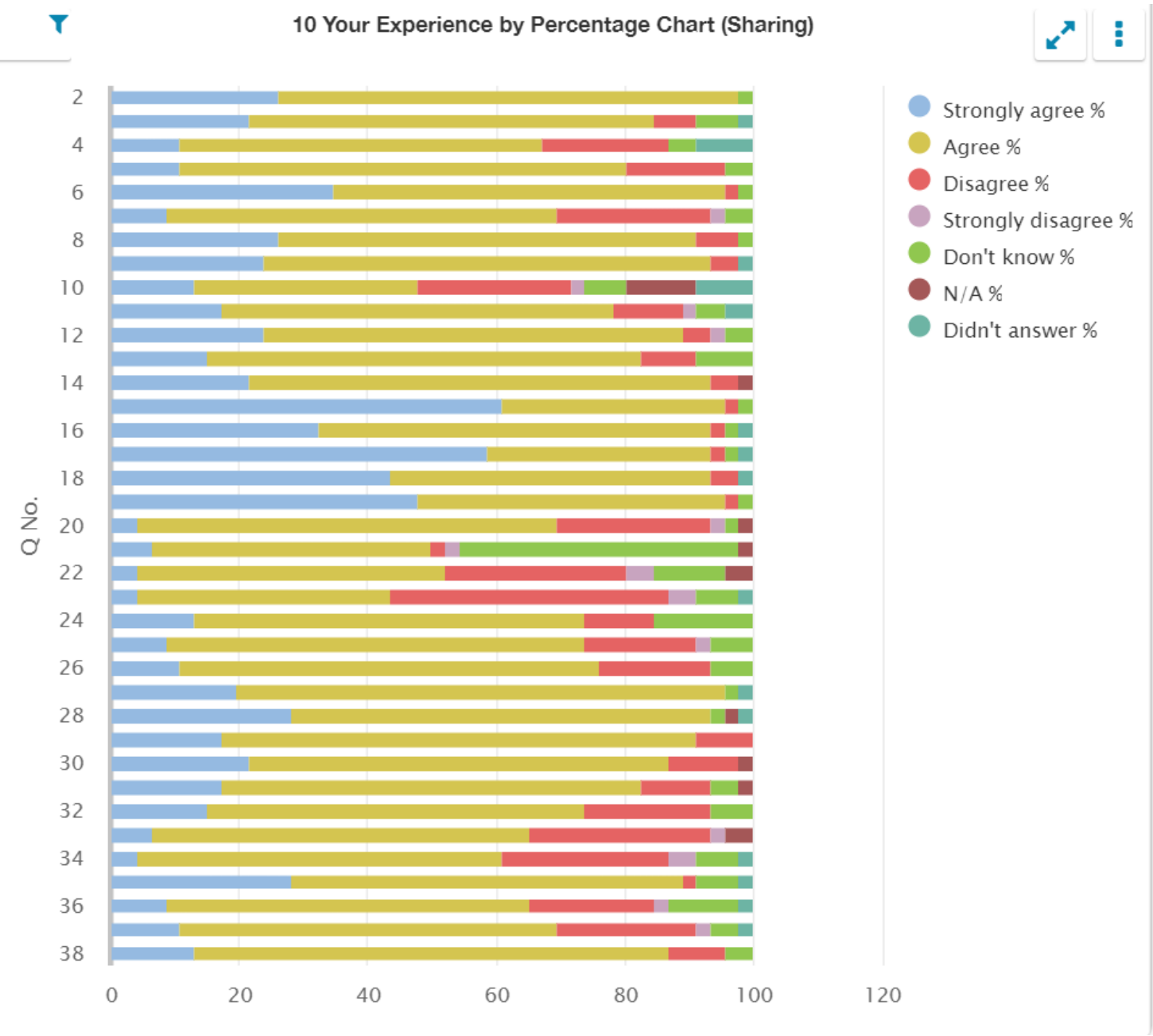# Questionnaire for school support staff (09)

09 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this school.	44	38.64	47.73	6.82	0.00	4.55	2.27	0.00
3	I feel a valued part of the school's community.	44	22.73	59.09	11.36	0.00	6.82	0.00	0.00
4	I am encouraged to learn and share practice with colleagues from other schools.	44	4.55	25	45.45	6.82	9.09	9.09	0.00
5	I am given the opportunity to learn and share practice with colleagues from other schools.	44	2.27	18.18	52.27	6.82	6.82	11.36	2.27
6	I have a clear understanding of the social, cultural and economic context of the school.	44	11.36	79.55	2.27	0.00	6.82	0.00	0.00
7	I feel appropriately supported by the school to undertake my role.	44	18.18	61.36	9.09	4.55	6.82	0.00	0.00
8	I am supported to take part in development opportunities.	44	9.09	56.82	18.18	2.27	11.36	0.00	2.27
9	My professional learning enables me to reflect on and improve my practice.	44	18.18	59.09	0.00	2.27	4.55	11.36	4.55
10	I have regular opportunities to undertake leadership roles.	44	2.27	18.18	34.09	2.27	18.18	18.18	6.82
11	I have opportunities to be involved in agreeing priorities for the school.	44	2.27	27.27	40.91	4.55	6.82	13.64	4.55
12	I am actively involved in the school's ongoing self-evaluation.	44	2.27	34.09	27.27	0.00	18.18	15.91	2.27
13	I understand how to apply the school's procedures relating to child protection and safeguarding.	44	38.64	59.09	0.00	0.00	2.27	0.00	0.00
14	The school's vision and values underpins my work.	44	15.91	75	4.55	0.00	2.27	0.00	2.27
15	Staff treat all children and young people fairly and with respect.	44	59.09	36.36	2.27	0.00	2.27	0.00	0.00
16	Colleagues treat each other with respect.	44	43.18	47.73	6.82	0.00	2.27	0.00	0.00
17	Children and young people are encouraged and supported to treat others with respect.	44	40.91	52.27	2.27	2.27	2.27	0.00	0.00
18	Children and young people are well behaved.	44	6.82	50	15.91	2.27	11.36	13.64	0.00

15 | responses may not add up to 100%

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
19	The school deals effectively with any bullying.	44	11.36	40.91	4.55	0.00	27.27	13.64	2.27
20	I am provided with feedback when I report an incident.	44	13.64	47.73	15.91	4.55	9.09	4.55	4.55
21	Collaborative working across the school is effective in taking forward improvement.	44	11.36	45.45	11.36	2.27	22.73	2.27	4.55
22	Staff at all levels within the school communicate effectively with each other.	44	4.55	52.27	25	4.55	13.64	0.00	0.00
23	The school is well led and managed.	44	20.45	54.55	11.36	0.00	6.82	0.00	6.82

09 Your experience by percentage chart (sharing)

09 Your Experience by Percentage Chart (Sharing)

Legend:
- Strongly agree %
- Agree %
- Disagree %
- Strongly disagree %
- Don't know %
- N/A %
- Didn't answer %

17 | responses may not add up to 100%

Questionnaire for school teachers (10)

10 Your experience by percentage (sharing)

Q No.	Question	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
2	I find it rewarding to be a member of staff at this school.	46	26.09	71.74	0.00	0.00	2.17	0.00	0.00
3	I feel a valued part of the school's community.	46	21.74	63.04	6.52	0.00	6.52	0.00	2.17
4	I am encouraged to learn and share practice with colleagues from other schools.	46	10.87	56.52	19.57	0.00	4.35	0.00	8.7
5	I am given the opportunity to learn and share practice with colleagues from other schools.	46	10.87	69.57	15.22	0.00	4.35	0.00	0.00
6	I have a clear understanding of the social, cultural and economic context of the school.	46	34.78	60.87	2.17	0.00	2.17	0.00	0.00
7	I feel appropriately supported by the school to undertake my role.	46	8.7	60.87	23.91	2.17	4.35	0.00	0.00
8	I am supported to engage in professional learning.	46	26.09	65.22	6.52	0.00	2.17	0.00	0.00
9	My professional learning enables me to reflect on and improve my practice.	46	23.91	69.57	4.35	0.00	0.00	0.00	2.17
10	I have regular opportunities to undertake leadership roles.	46	13.04	34.78	23.91	2.17	6.52	10.87	8.7
11	I have opportunities to be involved in agreeing priorities for the school.	46	17.39	60.87	10.87	2.17	4.35	0.00	4.35
12	I am actively involved in the school's ongoing self-evaluation.	46	23.91	65.22	4.35	2.17	4.35	0.00	0.00
13	GTCS standards are used to support professional dialogue.	46	15.22	67.39	8.7	0.00	8.7	0.00	0.00
14	I use information, including data, effectively to identify and reduce inequalities in children's and young people's outcomes.	46	21.74	71.74	4.35	0.00	0.00	2.17	0.00
15	I understand how to apply the school's procedures relating to child protection and safeguarding.	46	60.87	34.78	2.17	0.00	2.17	0.00	0.00
16	The school's vision and values underpins my work.	46	32.61	60.87	2.17	0.00	2.17	0.00	2.17
17	Staff treat all children and young people fairly and with respect.	46	58.7	34.78	2.17	0.00	2.17	0.00	2.17

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
18	Colleagues treat each other with respect.	46	43.48	50	4.35	0.00	0.00	0.00	2.17
19	Children and young people are encouraged and supported to treat others with respect.	46	47.83	47.83	2.17	0.00	2.17	0.00	0.00
20	Children and young people are well behaved.	46	4.35	65.22	23.91	2.17	2.17	2.17	0.00
21	The school deals effectively with any bullying.	46	6.52	43.48	2.17	2.17	43.48	2.17	0.00
22	I am provided with feedback when I report an incident.	46	4.35	47.83	28.26	4.35	10.87	4.35	0.00
23	Staff at all levels within the school communicate effectively with each other.	46	4.35	39.13	43.48	4.35	6.52	0.00	2.17
24	The school's arrangements for engaging parents in their child's learning are effective.	46	13.04	60.87	10.87	0.00	15.22	0.00	0.00
25	The school is well led and managed.	46	8.7	65.22	17.39	2.17	6.52	0.00	0.00
26	Collaborative working across the school is effective in taking forward improvement.	46	10.87	65.22	17.39	0.00	6.52	0.00	0.00
27	Children and young people are engaged in their learning.	46	19.57	76.09	0.00	0.00	2.17	0.00	2.17
28	I give children and young people regular feedback which helps them to progress.	46	28.26	65.22	0.00	0.00	2.17	2.17	2.17
29	Children and young people are provided with experiences which meet their learning needs.	46	17.39	73.91	8.7	0.00	0.00	0.00	0.00
30	Children and young people are involved in talking about and planning their learning.	46	21.74	65.22	10.87	0.00	0.00	2.17	0.00
31	Children and young people are involved in setting their learning targets.	46	17.39	65.22	10.87	0.00	4.35	2.17	0.00
32	Children and young people have the opportunity to lead their learning.	46	15.22	58.7	19.57	0.00	6.52	0.00	0.00
33	I receive appropriate support for planning, preparation and assessment.	46	6.52	58.7	28.26	2.17	0.00	4.35	0.00
34	The school has effective strategies to support children and young people with their learning, including those requiring additional support.	46	4.35	56.52	26.09	4.35	6.52	0.00	2.17
35	Staff have a shared understanding of their 'responsibility of all' in literacy and numeracy and health and wellbeing.	46	28.26	60.87	2.17	0.00	6.52	0.00	2.17

Q No.	Question (cont.)	Response Count	Strongly agree %	Agree %	Disagree %	Strongly disagree %	Don't know %	N/A %	Didn't answer %
36	Moderation activities are helping me to make sound professional judgements.	46	8.7	56.52	19.57	2.17	10.87	0.00	2.17
37	I have regular opportunities to help shape the curriculum through discussions with colleagues, parents and partners.	46	10.87	58.7	21.74	2.17	4.35	0.00	2.17
38	I am aware of and involved in the school's strategies for raising attainment for all.	46	13.04	73.91	8.7	0.00	4.35	0.00	0.00

10 Your experience by percentage chart (sharing)

10 Your Experience by Percentage Chart (Sharing)

Legend:
- ● Strongly agree %
- ● Agree %
- ● Disagree %
- ● Strongly disagree %
- ● Don't know %
- ● N/A %
- ● Didn't answer %

Y-axis: Q No. (2 to 38)
X-axis: 0 to 120

21 | responses may not add up to 100%

Summarised inspection findings

Dunbar Primary School

East Lothian Council

27 August 2024

for Scotland's learners with Scotland's educators
do luchd-ionnsachaidh na h-Alba le luchd-foghlaim Alba
146

Key contextual information

Dunbar Primary School is a non-denominational school serving the town of Dunbar in East Lothian. The school roll is 978 children and the school is split over two campuses: John Muir Campus for children in P1 to P3 and Lochend Campus for children in P4 to P7. There are 35 classes, including one composite class. The school also has a provision for children with additional support needs called The Cove. The headteacher has been in post since August 2023 and is supported by five depute headteachers and two principal teachers. The senior leadership team has gone through a period of significant change over the last three years, with further appointments imminent. Almost half of children live in Scottish Index of Multiple Deprivation (SIMD) decile 6, with a minority living in SIMD decile 4, and the rest living in SIMD deciles 7 – 10. Children's attendance at the school is generally above the national average. In September 2022, the school reported that 30% of children had additional support needs.

Dunbar Primary School nursery class was inspected by the Care Inspectorate within the past 18 months, therefore, the local authority and headteacher had the option to include the nursery class as part of this inspection. We have agreed with the local authority and school that the nursery class is not part of this inspection. The findings set out below are for the primary school stages.

1.3 Leadership of change	satisfactory
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	

■ The recently appointed headteacher demonstrates a strong understanding of the school context and is using this knowledge to identify appropriate school improvement priorities. They have focused on developing an enhanced sense of collegiality with staff working together well to support improvements. These approaches are improving staff's sense of involvement and ownership of school improvement.

■ The school values of ambition, resilience, community and happiness (ARCH) are well understood by most children. Senior leaders explore these values frequently and meaningfully during assemblies. The headteacher recognises that the vision, values and aims now need refreshed and reviewed to reflect better the current school context. Senior leaders should, as planned, engage with the school community to do this in conjunction with the planned review of the curriculum. The headteacher identifies the need to strengthen particular themes in the values and school mission statement. These include strengthening children's sense of curiosity, ensuring the whole school community have a shared sense of ambition for the school, and developing the school's place and position within the local community.

■ The headteacher has restructured appropriately the senior leaders' remits following significant changes to the team. She has reallocated senior leaders to rolling primary stages in order to offer greater consistency of support for children and families as they move through the school. The headteacher should continue to review senior leader remits to ensure an ongoing strategic focus on key aspects of the school, such as meeting the needs of all learners. There continues

to be change to the senior leadership team but the headteacher is proactively forward planning in order to address this and increase the pace of change.

■ The current school improvement plan (SIP) focuses on relevant priorities. These include improving learning, teaching and assessment and developing inclusion and nurture across the school, as well as increasing attainment in numeracy. Whist there are early indications of progress, there remains considerable scope for further improvement in each priority. Senior leaders should now ensure that the SIP has a sharper focus on improving outcomes for all children. This includes ensuring that outcomes are clear and measurable.

■ Senior leaders undertake a range of helpful quality assurance and self-evaluation activities. This includes attainment reviews, lesson observations and surveys to seek the views of stakeholders. Staff are beginning to use How good is our school? 4th edition to support their self-evaluation. Senior leaders should ensure evidence of robust self-evaluation is systematically gathered and reviewed to evaluate progress and inform their next steps in whole-school improvements. Currently, only a minority of children and parents feel the school takes their views into account when making changes. Senior leaders now need to consider how they can demonstrate better that children and parents are being heard and are influencing change meaningfully. The involvement of all stakeholders in the planning and evaluation of school improvements is an important next step. This includes planning for Pupil Equity Funding (PEF) moving forward.

■ Senior leaders have introduced 'vertical working groups' to help teachers from across the two campuses to collaborate and to implement improvements. A few teachers are leading aspects of these groups. Staff feel a greater sense of empowerment and are using these collaborative groups to implement strategies and approaches in their classroom. Senior leaders are at an early stage of assessing the impact of these groups on outcomes for learners. They should now build on this approach to develop teacher leadership further across the school. Senior leaders should use annual professional reviews to consider how all teachers develop their leadership capacities over time. Teachers would benefit from linking their development plans to the General Teaching Council for Scotland standards and directly to areas of school improvement. This will help them to measure how they are leading and supporting change.

■ Senior leaders recognise the need for great consistency of practice and approaches adopted by teachers across the school. Teachers need to work together to improve their use of data to monitor the progress of children and use the information proactively to address barriers to learning successfully. They should develop their use of practitioner enquiry and research in order to improve the quality of learning, teaching and assessment. Teachers should be supported to share good practice regularly during collegiate time and use this to inform shared expectations for high-quality learning, teaching and assessment. This will help to support raised attainment for all children.

■ A minority of children adopt leadership roles to support the school. All children in P7 have an allocated role, such as 'meet and greeters' and 'playground buddies'. This allows them to demonstrate responsibility and act as a positive role model for peers. Senior leaders have recently developed the Pupil Parliament with children representing all classes. These children gather the views of peers and ensure opinions and ideas are acted upon. Senior leaders appropriately plan to train these children further to help increased involvement of children in quality assurance and school improvement. Senior leaders and staff should explore and increase opportunities for more children to be meaningfully involved in leadership roles.

2.3 Learning, teaching and assessment	satisfactory

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

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

■ Children benefit from positive and caring relationships with staff across the school. Almost all staff foster a warm and nurturing ethos in their interactions with children which supports a calm learning environment. Most children are respectful, considerate and polite towards their peers, staff and school visitors. Almost all children are enthusiastic to learn. Most children demonstrate good listening and talking skills and support their peers during group tasks.

■ Children benefit from positive learning environments where staff use attractive wall displays to prompt children as part of their learning. In a minority of classrooms, children's work is routinely displayed and celebrated. All teachers have classroom charters which are linked helpfully to children's rights. Staff should more routinely make reference to these charters to help children to make connections between their daily interactions and their rights. Most children are developing their awareness and understanding of their rights.

■ In most lessons, children have opportunities to work independently, in pairs and in small groups. Children would benefit from more chances to exercise personalisation and choice, and to lead aspects of their learning. Most teachers should offer further activities that link directly to real-life contexts as this would help children to develop their skills for learning, life and work. A few teachers plan children's learning successfully at the right level of difficulty to ensure children are supported and challenged appropriately. This practice should be developed further across the school.

■ The quality of teaching across the school is not yet of a consistently high quality. There are a few examples of highly effective teaching across the school. Senior leaders and staff worked well to create the 'Dunbar Way' teaching toolkit to support teachers to apply agreed and consistent expectations of learning, teaching and assessment. There are early indications that this is supporting improvements. For example, most teachers now routinely share the purpose of learning and what successful learning looks like with children. They also make useful connections between prior and current learning. Teachers should extend opportunities for children to co-create their measures of success in learning. Staff should continue to develop their understanding and application of the 'Dunbar Way' toolkit through impactful professional learning.

■ Most teachers provide clear instructions and explanations. In the majority of lessons, teachers spend too long explaining tasks to the whole class. This leads to a few children disengaging from learning and distracting others. Most teachers use questioning well to check for children's understanding. A minority of teachers use higher order questions to prompt children to think deeply about their learning. This practice should be shared and widely adopted.

- Children are motivated and engage well in play-based activities that support them to be curious and creative. Teachers at the early level have developed well their use of spaces to improve children's experiences. Staff should incorporate better literacy and numeracy throughout the environment. As planned, teachers should create a balance of self-directed, teacher-initiated, and teacher-directed experiences and ensure equal weighting to all. Teachers use identified protected time effectively to directly observe and assess children's learning during play. Evidence of this is captured well in children's 'Being Me' books. Teachers should continue to engage in professional learning about how to facilitate high-quality play.

- Most teachers use interactive digital screens effectively to introduce learning or to model responses using a visualiser. They use a digital platform well to share resources with learners and to record children's learning. Teachers at a few stages use digital technology creatively to enhance learner experiences, such as through the use of coding and programmable toys. It is now important that these opportunities extend to all children. This will allow all children to develop their digital skills effectively.

- Teachers have been improving their approaches to providing feedback through writing tasks. Children benefit from the use of a clear matrix which helps them understand expectations of their writing. This is beginning to support children to routinely check and amend their writing. Most teachers provide effective feedback on how well children meet their targets. Children use this feedback well to set new targets. There is scope for teachers to use these approaches to improve how feedback is offered to children during learning in other curricular areas. This will ensure all children understand clearly their next steps in learning.

- Most teachers use a range of summative assessments to measure children's attainment. Almost all teachers use diagnostic assessments to plan children's next steps in literacy and numeracy. Teachers now need to review their approaches to gathering a range of evidence of children's progress across the curriculum. The majority of teachers need to develop further their use of formative assessment strategies to help children demonstrate their learning in different ways. Teachers should continue to develop their use of high-quality, ongoing assessment that is planned as part of learning. This will help them adapt their teaching to ensure all children can build on their learning and achieve success.

- Teachers are beginning to engage in school moderation activities in a few curricular areas. This should be extended further and include work with other schools across the local area and beyond. This will help to develop teacher's ability to apply national standards consistently. It will ensure attainment data provided by teachers is robust and accurate.

- Most teachers plan collaboratively with stage partners using Curriculum for Excellence (CfE) experiences and outcomes and local authority progression pathways. Support for learning staff help teachers plan appropriately for children facing barriers to their learning. Teachers should ensure planning translates to teaching that takes account of the strengths and needs of all learners. Senior leaders should extend their monitoring and quality assurance of planning to ensure a greater consistency of approach across the school.

- Senior leaders use a recently introduced school tracking system to monitor children's progress and attainment in literacy and numeracy. Senior leaders meet with staff termly to discuss the progress of children and cohorts. This allows children who are not on track to be identified and appropriate interventions to be provided. Senior leaders and staff are beginning to evaluate the impact of interventions more closely. Senior leaders should continue to build the capacity of staff to use a range of data to support improved outcomes for all children.

2.2 Curriculum: Learning pathways

■ Staff use local authority progression pathways to plan learning for most curricular areas. This supports children to build on their prior learning. Teachers appreciate the structure and consistency these provide. Staff should now adapt these frameworks to plan learning which provides increased creativity, enjoyment and meets better the needs of all learners. Staff are improving the quality of interdisciplinary learning (IDL) by planning progressive learning using the CfE design principles. Teachers increasingly consider the relevance of what children learn in order to enhance better children's skills and knowledge.

■ Staff provide positive outdoor learning opportunities for children, such as through the use of play-pods. Children enjoy creating games to enhance their literacy skills. Children at P5 work towards their John Muir Award by learning about John Muir's connection and relevance to the local community. Staff are committed to extending outdoor learning further by using better the extensive school grounds and local community. This will ensure children's outdoor learning experiences are progressive. A few classes develop their awareness of Global Goals but learning for sustainability is at the early stages.

■ Staff establish positive partnerships with local businesses to increase children's skills for work. A few parents support enthusiastically the 'World of Work' week to share their career experiences. A few partners work with staff to enrich aspects of the curriculum, such as local police services. Staff developed a positive relationship with the local library and children are encouraged to join to extend their access to books. Teachers routinely request books from this service to support children's reading skills and to supplement school and class libraries.

■ Children are well supported through various school transitions, including from early years, between school campuses, and as they move to secondary. A few children access effective enhanced transition support. Staff at the local secondary offer well-planned social events and enterprise transition activities to children in P7.

■ Children benefit from high-quality learning experiences in physical education (PE). Staff should ensure all children consistently receive their weekly entitlement to two hours of PE. Religious and Moral Education (RME) is taught through discrete learning and IDL. A youth worker from a local church supports the RME curriculum well by delivering aspects of Christianity. Children receive their entitlement to learn two modern languages progressively as per national guidance.

2.7 Partnerships: Impact on learners – parental engagement

■ The headteacher introduced a weekly newsletter to improve communication with parents. Some teachers use a digital communication tool to share information about children's learning and examples of their work. Parents are positive about this approach. They would welcome this being used more consistently across the school. Staff should work with parents to develop a communication strategy. This will ensure parents understand how they receive different information from the school and what they can expect when they contact the school to address issues or concerns.

■ A few parents benefited from successful parental events, such as numeracy skills and 'Raising Children with Confidence' workshops. Parents recognise these opportunities allowed them to develop skills, confidence and knowledge to support their children's learning and wellbeing.

■ The Parent Council work closely with senior leaders and staff. They predominantly focus on fundraising for resources, such as to improve children's access to quality and diverse books. The Parent Council are informed of school improvement priorities. However, there is significant scope to extend the role of the Parent Council in strategy and improvement.

■ Staff should continue to develop and extend parental engagement with the school as an important next step. Many parents do not feel engaged fully in the life of the school. A few parents who have children with additional support needs wish to be more involved in the process of planning, implementing and evaluating the support offered to their children.

■ 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	satisfactory

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

■ Staff recognise their role in supporting children's wellbeing. The majority of children feel staff treat them fairly and with respect and that they have an adult they can speak to if they need help. Staff ensure resilience, respect and taking responsibility for your own wellbeing are a regular focus of assemblies. As a result, the majority of children feel valued and cared for by staff.

■ The majority of children demonstrate a clear understanding of the wellbeing indicators and their relevance to their daily lives, in school and beyond. Teachers use wellbeing webs regularly to gather information about children's sense of wellbeing. They use this information to inform discussions with children about what they need to improve their wellbeing. Senior leaders and staff should now use this data strategically to understand better the wellbeing needs of cohorts of children and the whole school. They should use this information to inform targeted interventions and to adapt the health and wellbeing (HWB) curriculum.

■ The majority of children identify examples of children's rights confidently. As a result, they can talk about the relevance of children's rights to their everyday lives. Staff highlight children's rights well through school displays and during assemblies to raise awareness. Teachers should consider how children's rights can be used more readily in daily classroom and school activities. Children would benefit from more learning about children's rights in real-life and relevant contexts.

■ Most children enjoy regular participation in sport and physical exercise. As a result, they appreciate the value of activities that encourage them to be healthy and active. A significant minority of children cycle to school on a regular basis. Most children understand the importance of eating fruit and vegetables, drinking water and maintaining a healthy diet. They are well supported by staff and various partners to participate in a range of clubs and activities which increase their sense of achievement.

■ Most staff encourage and support children to demonstrate positive behaviours through their use of nurturing principles and restorative practice. The majority of children feel safe in school. However, a few children indicate that they do not consistently feel safe in the playground during breaks and lunchtime. Senior leaders should engage with these children further to understand better the barriers to them feeling safe. A few children need further support to develop safe behaviours at less structured times during the school day. Senior leaders should continue, as planned, to develop their promoting positive relationships policy, alongside parents, children and key partners. They should combine this work with a review of anti-bullying policies and procedures, which align better to national guidance. This will help to ensure staff apply consistent approaches to supporting children.

- Staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion. Most children's plans are detailed and offer clear targets and strategies designed to help children make progress in their learning. Senior leaders, teachers and support staff regularly meet to ensure any gaps in children's wellbeing and progress are identified and addressed as soon as possible. Staff should review and consolidate where possible the range of children's plans being used. This will ensure that information is more easily managed and accessed by staff and partners. The support for learning team should continue to improve how the views of learners and their parents are sought and recorded as part of planning for children with barriers to their learning or wellbeing.

- Senior leaders recognise the need to review their approaches to inclusive practice across the school. Teachers require further professional learning on meeting the needs of all learners within the classroom. A few children with additional support needs regularly access support through extraction from learning in class. Senior leaders should now review their model of support to consider how more children can be supported within the classroom. Senior leaders should routinely check that support strategies agreed for children with additional support needs are being consistently applied by all staff. Senior leaders also need to review their use of part-time timetables for a few children. This will support children's sense of belonging to the school community and help them to achieve better outcomes.

- Senior leaders track regularly the attendance and progress of children, and groups of children, who face particular challenges. They use this information to target children for well-considered and appropriate interventions. Many of these interventions are delivered effectively in conjunction with partners, including voluntary organisations in the local community. There is evidence that these interventions lead to positive outcomes for a few children. This includes improved wellbeing, attendance, attainment and achievement for individuals and cohorts of children.

- Senior leaders and staff encourage children's appreciation of equality and diversity through assemblies, and children's learning in RME and HWB. Children are developing respect for others through well-consider events such as neurodiversity, mental health and deaf awareness week. Staff have worked with the local authority to review their reading materials to ensure they are representative and celebrate diversity. As a result, most children recognise the importance of treating others with respect and valuing what makes us different.

- 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 documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

3.2 Raising attainment and achievement	satisfactory

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

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

Attainment in literacy and numeracy
- Overall, attainment in literacy and numeracy is satisfactory. The majority of children in P1 and P4 and most children in P7 achieved expected CfE levels in reading in June 2023. In writing and numeracy, the majority of pupils achieved expected CfE levels across the school. Most children in P1, P4 and P7 achieved expected CfE levels in listening and talking. Overall, the majority of children with additional support needs are making appropriate progress towards expected levels of attainment.

- Senior leaders recognise the need to improve the accuracy of teacher professional judgements about children's levels of attainment. Teachers should continue to develop their use of assessment, and engage in regular moderation, to improve the consistency of judgements.

Attainment in literacy and English
- Overall, children are making satisfactory progress in literacy and English.

Listening and talking
- At early level, children who are on track to achieve early level listen carefully to adults and follow simple instructions. Children who are on track to achieve first level eagerly contribute their ideas to group discussions. They are unable to describe the skills they are developing when presenting to their class. At second level, children who are on track share their opinions and ideas in discussions and give supporting evidence. They would benefit from more regular opportunities to present to an audience to practise their presentation skills.

Reading
- Children who are on track to achieve early level use their knowledge of sounds to decode unfamiliar words and answer simple questions about a text. Children on track to achieve first level read familiar texts with fluency, expression and understanding. They answer literal questions about a text but are not yet confident with inferential questions. Children on track to achieve second level find and discuss information in a text, discussing key features. All children need further exposure to a wider range of texts, including digital texts. This will lead to improvements in their predicting, clarifying and summarising skills.

Writing
- Children who are on track to achieve early level write simple sentences, form their letters correctly and attempt to spell unfamiliar words. Children on track to achieve first level write confidently in a range of genres, using vocabulary successfully to engage the reader. At second level, children use figurative and emotive language confidently. Children at first and second level need to improve their note-taking skills to plan their writing. They would benefit from more opportunities to write in real-life contexts.

Numeracy and mathematics

■ Overall, children are making satisfactory progress from prior levels of attainment.

Number, money and measure

■ Children who are on track to achieve early level use ordinal numbers ranging from first to tenth. They would benefit from frequent exposure to everyday devices to improve their confidence in telling the time. Children who are on track to achieve first level identify accurately coins and notes to £20 and can choose combinations to pay for items. They need to develop their ability to work out change accurately. At second level, children apply knowledge of rounding to give an estimate to a calculation appropriate to the context. They would benefit from more regular opportunities to calculate simple percentages of a quantity using both decimals and fractions.

Shape, position and movement

■ Children working at early level identify and sort a range of three-dimensional (3D) objects. They need more exposure to the names of two-dimensional (2D) shapes and 3D objects. At first level, children complete a picture with one line of symmetry and know that a right angle is 90 degrees. They need more practice using informal methods to estimate, compare and describe an angle. At second level, children use coordinates to describe a point on a grid. They are less confident relating the properties of 2D shapes to that of 3D objects.

Information handling

■ At early level, children take orders for a café using tally marks and calculate confidently how many of each dish is required. Children who are on track to achieve first level use simple pie charts and graphs well to display the results of class surveys. They would benefit from further practice using digital technologies to display data. Children working at second level understand concepts of probability and chance. They would benefit from further discussion of probability using more complex predictions such as two in three chances.

Attainment over time

■ The profile of children's attainment varies over a period of time. The school's data shows that children's attainment declined in the two years following the COVID-19 pandemic. Overall, attainment is beginning to improve, but has not yet returned to pre-pandemic levels.

■ Senior leaders are aware of the need to continue to embed the new tracking and monitoring system. They recognise the need to develop teacher's confidence in using data systematically to support improved attainment for children. Senior leaders recognise this is key to supporting evidence-based approaches to raising attainment and measuring children's progress over time.

Overall quality of learners' achievements

■ Staff regularly celebrate children's achievements, in school and outwith, through assemblies and within classes. Senior leaders should consider how children link their achievements to their learning, to understand better the skills they are developing through their achievements.

■ Staff have developed creative ways of offering all children opportunities for achievement across the school campuses. Staff offer clubs to children for short blocks of time to ensure all children benefit from a range of opportunities. These clubs include sports, performing arts, and young writers. Children speak positively about these opportunities to develop their problem solving, decision-making and collaboration skills. Staff work successfully with a range of partners to offer children achievement opportunities. These opportunities help children develop their fitness, interpersonal skills and sense of respect for their community. A few children take part in horse riding which they enjoy and find therapeutic. A few children build confidence and improve their physical and emotional wellbeing through a partnership with a local surfing project.

- Most children in P7 attend a residential camp, where they participate in team sports and adventures. They improve their teamwork, build trust and become more independent. All children regularly participate in school performances for parents and families. Children enjoy showing their creativity, as well as sharing aspects of their learning. Almost all children enjoy trips to the local community to improve their understanding of local culture. Senior leaders should continue to work with children to extend opportunities for children to experience achievements in school. They should ensure all children benefit from experiences which will help them to develop skills in a wider variety of contexts.

Equity for all learners

- Senior leaders use PEF well for staffing who provide support to targeted children. These include a school transition worker, pupil support worker and pupil support assistants. These staff are beginning to support improvements for targeted children. As a result, an increased number of children who receive free school meals attained at expected CfE levels than in previous years. A recently appointed school transition worker is offering appropriate support to children as they transition from P3 to P4 and move to the other school campus. There are early signs that this support is increasing children's confidence and motivation at the point of transition.

- Overall, school attendance is above the national average. Senior leaders identify a few children who struggle to maintain regular attendance at school. A pupil support worker works effectively with a few children and families to improve their attendance and attainment. Data indicates that there are improvements in targeted children's literacy and numeracy attainment. However, attendance for these children remains below expectations. Senior leaders now need to develop their approaches to gathering evidence of the impact of PEF. They should demonstrate clearly how they are accelerating the progress of children impacted by social deprivation.

Quality of provision of Special Unit

Context
The Cove is a provision for children with additional support needs in the John Muir campus of Dunbar Primary School. It supports 30 children across five classes. A few children attend mainstream classes for part of the week. A depute headteacher has day-to-day responsibility for the provision and has been in post for two years. She is supported by a principal teacher. The recently appointed headteacher of Dunbar Primary School has overall responsibility for The Cove.

Leadership of change
■ Senior leaders and staff work well together to create a calm and positive ethos in which children are happy and settled. Staff have a good understanding of children's individual needs and demonstrate caring and supporting relationships. There is a clear sense of shared purpose and collegiate working to identify priorities for improvement.

■ Senior leaders have a good understanding of what they need to do to drive improvements in the provision. As a result of regular collaboration with the local authority, staff accurately identify key priorities, such as improving learning and teaching. Senior leaders and staff should now progress these priorities and ensure they impact positively on outcomes for children.

■ Staff in The Cove work with staff across the mainstream school to identify strengths and areas for development. They should ensure, moving forward, that self-evaluation approaches take appropriate account of the needs of children within the provision whilst aligning to the school's vision, values and aims. Senior leaders should develop further quality assurance approaches such as learning observations to identify areas for improvement. This will also help senior leaders to understand better children's progress and where further challenge and support is required.

■ Staff develop their knowledge and skills through well-considered professional development, such as a focus on how to assess children's communication skills. Senior leaders and staff should ensure all staff benefit from regular and ongoing professional learning, with a focus on supporting children's learning.

Learning, teaching and assessment
■ In almost all lessons, staff make good use of visual supports and communication approaches. Children understand their daily routines well through individual timetables, pictures and communication books. Teachers use sign and songs effectively to help children understand transitions. As a result, most children settle well into their learning.

■ All teachers use one-to-one learning and teaching approaches for literacy and numeracy. This is delivered by using individual 'work boxes'. As a result, for the majority of children, daily tasks are the same for an extended period of time with no account taken of their success and achievements. These activities are not promoting breadth of learning or applying opportunities for children to learn in different contexts. Teachers should use more creative learning approaches and ensure that they take better account of the progress children are making.

■ In most classes, there are periods of the day when children are not fully engaged in purposeful learning. These are mainly when children access areas such as the sensory room, soft play and the garden. These activities can create unnecessary transitions for children. Senior

leaders and staff should review approaches to learning and teaching to ensure all children engage in planned and purposeful learning throughout the day.

■ Teachers recently reviewed their approaches to planning to ensure learning takes account of all areas of CfE. Teachers' plans include children's individual targets from their individualised educational programmes (IEPs) and evaluation of their success. Staff should continue to review planning and assessment approaches to ensure they are more responsive to the progress children make. Staff should reflect on the purpose of IEPs to ensure they are leading to high-quality learning and teaching which raises attainment.

■ Teachers and support staff work well together to assess children's progress and achievements. The depute headteacher uses a tracking tool effectively to monitor children's progress. This, together with regular attainment meetings with teachers, supports well her understanding of children's strengths and needs. The depute headteacher and staff should continue to review approaches to assessment to ensure they correctly identify children's next steps in learning.

Ensuring wellbeing, equality and inclusion

■ Children learn in a positive environment where staff are sensitive and responsive to their individual strengths and needs. In almost all classes, staff support children well in their personal care needs and to engage in their learning. As a result, children behave well. A few children disengage from their learning and a few children display low level disruptive behaviours. These behaviours are mainly as a result of children's support needs.

■ Staff focus on helping children regulate their emotions and behaviours. Staff use a range of approaches to support children settle in their learning such as calming music and soft starts. A few children identify their emotions at the start of the day. Staff are skilled in supporting children to transition between activities. As a result, almost all children are settled, calm and ready to learn. Parents recognise the positive impact of staff helping their child regulate their emotions. They identify progress in their child's learning and emotional wellbeing at home. Parents value staff's approaches and staff signposting support provided by partners.

■ Children have good opportunities to learn with their mainstream peers. A few children attend mainstream classes and social events successfully. Children in P7 attend a whole-school residential outing. This helps children develop confidence and face new challenges. Staff should continue to ensure children have opportunities to learn and play together. Children do not currently have opportunities to access whole-school achievement clubs. Staff recognise this an important area for improvement.

Raising attainment and achievement

■ Children are making appropriate progress in literacy and numeracy. A few children are making good progress. A few children could make better progress.

■ Children develop good communication skills. They use pictures and communication books well to indicate when an activity has finished and they are ready to start their next task. Staff should encourage children to initiate communication through their pictures and signs. A few children write well using correct sentence structure and punctuation. The majority of children engage well with stories and texts. A few children identify common words associated with topics.

■ Almost all children understand the sequence of their day through visual timetables. The majority of children are developing an understanding of time, such as the days of the week and months. A few children understand time using a 12-hour clock. A few children count and

understand numbers to 10 or 20. Children should now have more opportunities to apply their learning in meaningful and everyday contexts.

- The depute headteacher and staff understand children's progress over time. They use tracking systems well to understand children's progress. They should now improve how assessment information, including information in IEPs, are used to evidence children's progress.

- Children's achievements are recognised at weekly Big Circle events where children celebrate the star of the week from each class. Through further engagement with parents, staff should recognise and celebrate children's successes and achievements from outwith school.

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.

East Lothian Council

REPORT TO:	Education and Children's Services Committee
MEETING DATE:	19 November 2024
BY:	Executive Director – Education and Children's Services
SUBJECT:	Education Scotland Inspection of Athelstaneford Primary School and Nursery Class

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1   PURPOSE

1.1   To report to Committee on the outcomes of the Education Scotland inspection of Athelstaneford 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 (SIF) (Appendix 2).

(iii)   Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).

(iv)   Note that because of the inspection findings, Education Scotland will not make a follow-up visit in connection with this inspection.

(v)   Note the key strengths identified by the Inspection Team and progress made since the inspection.

3   BACKGROUND

Inspection model

3.1   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 Athelstaneford Primary School and Nursery Class.

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

HGIOS?4:

    2.1 Safeguarding (not graded or reported)

    2.3 Learning, Teaching and Assessment

    3.2 Raising Attainment and Achievement

HGIOELC?:

    2.1 Safeguarding (not graded or reported)

    2.3 Learning, Teaching and Assessment

    3.2 Securing Children's Progress

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

National Improvement Framework

3.3 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 to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government.

Inspection Findings

3.4 Athelstaneford Primary School and Nursery Class was inspected during September 2024. A letter to parents and carers summarising the key findings was published on 5 November 2024.

3.5 The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1-7	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

Key Strengths

3.6 The following key strengths were noted by inspectors during inspection:

- The warm, friendly, and inclusive ethos in the school and nursery. All children and staff demonstrate care and respect in their interactions with each other. Children feel safe, secure, and happy in their learning environment. This is underpinned by the following practices:

    o All staff work well together to create a positive, nurturing culture. They know children and families well and have developed strong, trusting relationships across the school community.

    o Teachers ensure that learning and teaching in all classes is underpinned by shared values and aims. Children learn about rights, experience a culture of respect, and enjoy strong relationships with staff and peers. This has a positive influence on children's behaviour. They are well-behaved and motivated to learn.

    o In Nursery, practitioners have very warm and caring relationships with children. This supports almost all children to feel valued and secure in the setting and helps them to interact positively with each other. Practitioners are very good role models for children. They encourage them to behave gently and kindly towards each other.

- The commitment to children's rights in the school and nursery. All children and staff have a clear understanding of the importance of children's rights, and this is evident in all aspects of learning. This is underpinned by the following practices:

    o Staff and children treat each other with respect. They demonstrate a sound understanding of their rights and the rights of others through their class charters and actions.

    o The school has achieved accreditation for promoting and enacting children's rights. Children have been key in leading this work successfully across the school community.

- The approaches taken to promoting achievement for all. All children in the school and nursery have opportunities to achieve. They are proud of the skills and attributes they are developing through a range of activities. This is underpinned by the following practices:

    o The headteacher and teachers meet termly to discuss individual children's attainment. This includes children who have potential barriers to learning, such as their socio-economic circumstances.

    o Staff celebrate children's achievements successfully using wall displays, assemblies and digital platforms. They track children's participation carefully and take steps to provide all children with opportunities to achieve in school. The school community created 'AthelstaneForty9' which is a commitment to providing all children with an agreed set of experiences that lead to wider achievement.

    o Across the school, children have opportunities to participate in a range of leadership groups. These include the pupil council and a committee that leads the school's work on the promotion of children's rights. Older children enjoy planning and leading 'Magic Mondays' activity sessions for younger children. They are developing well their organisational and communication skills through this initiative, and they support younger children to learn new skills, socialise and achieve.

    o There is a strong focus on recognising achievements that happen within and beyond the nursery. Practitioners celebrate all children's achievements very well. They do this daily in a range of age-appropriate

ways. Practitioners capture and share children's achievements through meaningful visual displays and regular valuable gatherings with children.

Areas for Improvement

3.7 Below are the main areas identified for improvement and subsequent actions that have been taken, or are planned for, to facilitate continued improvement in these areas:

- The headteacher, teachers and practitioners should work together to streamline the planning and tracking formats used in the school and nursery. This should help them to identify more clearly children's progress in learning. The following actions are now planned to address this area of improvement:

  o The school will work with Early Year Support Officers and the school's Quality Improvement Officer (QIO) to review planning and tracking and monitoring processes in the nursery and school.

  o School staff will work collectively with the school's QIO and North Berwick Associated School Group (ASG) colleagues to develop their understanding of the SEEMIS Progress and Achievement tool to ensure the tracking and monitoring of learners' progress is improves in terms of accuracy and reliability.

  o Nursery staff and class teachers will plan, review, and monitor learner's progress to ensure a consistent approach to learning and positive curricular transitions at Early Level between Nursery and Primary 1.

  o Nursery staff will introduce East Lothian Early Years Tracking processes to align more consistently with the authority approach to monitoring children's progress at Early Level between Nursery and Primary 1.

  o School staff will work collectively to review, amend, and streamline approaches of long-term, medium-term, and Inter Disciplinary Learning (IDL) plans. This will ensure planning is more purposeful and will positively affect learner outcome in terms of achievement and attainment.

  o Amended planning formats will identify planned assessment opportunities, aligning with national benchmarks to better support teachers to identify those learners requiring additional support and challenge.

- The headteacher and teachers should work together to ensure that all learning activities provide appropriate levels of challenge for all children at the primary stages. This should help children to make the best possible progress in their learning and raise attainment. The following actions are now planned to address this area of improvement:

  o The school will review individual learner progress by establishing termly progress and achievement meetings between the Head Teacher and nursery practitioners. The Head Teacher and class teachers will continue with focused termly attainment meetings for children at Primary 1-7 stages.

  o The school will implement a robust approach to quality assurance across the school, supported by Early Years and Quality Improvement central teams, to ensure a shared understanding of standards and expectations that informs the professional judgements of teachers and practitioners, and supports attainment consultations with the Head Teacher.

- o The school will engage with regular moderation activities within school to ensure valid and reliable evidence supports accurate professional judgement of learners' progress towards, and achievement of, a level.

- o The school will engage with Associated Schools Group (ASG) colleagues in regular moderation activities to ensure improved consistency of professional judgement in relation to the assessment of writing.

- o Evidence of improvement will be gathered regularly through quality assurance processes, using a range of quality improvement tools, to ensure a continued, consistent focus on agreed criteria for improved practise across the school.

- o Assessment data will be regularly collected and tracked to identify the learners who require support, or improved pace and challenge, and to better inform planning of learning and teaching, and support interventions for learners.

- o The school will improve approaches to tracking attainment over time, and ensure appropriate interventions and supports are being implemented effectively and are having the desired impact upon learner outcomes.

3.8 The school's Quality Improvement Officer, Mr Nick Trussler continues to work closely with the Acting Head Teacher and staff to provide professional advice, guidance, professional learning, support, and challenge in the areas for improvement outlined in Section 3.6.

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

AUTHOR'S NAME	Nick Trussler
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Email: ntrussler@eastlothian.gov.uk
DATE	28 October 2024

5 November 2024

Dear Parent/Carer

In September 2024, a team of inspectors from Education Scotland visited Athelstaneford 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 warm, friendly and inclusive ethos in the school and nursery. All children and staff demonstrate care and respect in their interactions with each other. Children feel safe, secure and happy in their learning environment.

- The commitment to children's rights in the school and nursery. All children and staff have a clear understanding of the importance of children's rights, and this is evident in all aspects of learning.

- The approaches taken to promoting achievement for all. All children in the school and nursery have opportunities to achieve. They are proud of the skills and attributes they are developing through a range of activities.

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

- The headteacher, teachers and practitioners should work together to streamline the planning and tracking formats used in the school and nursery. This should help them to identify more clearly children's progress in learning.

- The headteacher and teachers should work together to ensure that all learning activities provide appropriate levels of challenge for all children at the primary stages. This should help children to make the best possible progress in their learning and raise attainment.

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 Athelstaneford 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: Athelstaneford Primary School | 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.

M. A. Speirs
HM Inspector

Summarised inspection findings

Athelstaneford Primary School and Nursery Class

East Lothian Council

5 November 2024

for Scotland's learners with Scotland's educators
do luchd-ionnsachaidh na h-Alba le luchd-foghlaim Alba

Key contextual information

Athelstaneford Primary School and Nursery Class serves the village of Athelstaneford and the surrounding rural areas. The school roll is 49 children across three multi-stage classes. Fourteen children attend the nursery. Almost all children reside in decile six or above of the Social Index of Multiple Deprivation. A minority of children require additional support in aspects of their learning and all children who currently attend the school have English as their first language. There have been no exclusions in recent years. The headteacher has been in post for four years and is supported by a principal teacher.

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 work well together to create a positive, nurturing culture. They know children and families well and have developed strong, trusting relationships across the school community. Staff and children treat each other with respect. They demonstrate a sound understanding of their rights and the rights of others through their class charters and actions. The school has achieved accreditation for promoting and enacting children's rights. Children have been key in leading this work successfully across the school community.

■ Teachers ensure that learning and teaching in all classes is underpinned by shared values and aims. Children learn about rights, experience a culture of respect and enjoy strong relationships with staff and peers. This has a positive influence on children's behaviour. They are well-behaved and motivated to learn. Children are eager and active participants in their learning. They work well independently and demonstrate effective co-operation skills when working in pairs and groups.

■ Teachers are developing play pedagogy in P1/2. They include a balance of teacher-led and child-led activities and opportunities for children to follow their interests. As teachers continue to develop this approach, they should work in partnership with colleagues within the nursery class and engage with national practice guidance. This should help them to offer consistently activities that are developmentally appropriate and provide sufficient challenge for all children.

■ Children across the school are involved regularly in planning learning which links across different subjects. They provide their views on what and how they want to learn. The pupil council effectively gather children's views on learning through 'you said, we did' suggestion boxes and during peer activity sessions. This helps to ensure that planned learning is relevant and meaningful for children across the school.

■ All children benefit from learning outdoors. They work with local community partners to engage in well-planned and motivating outdoor learning experiences. This includes participating in a 'grow local' project. All children receive their entitlement to two hours of high-quality physical

education each week. All children learn French and older children learn simple introductions and phrases in German.

■ Teachers created a lesson evaluation toolkit which details the quality and features of effective learning and teaching. This supports them to be more reflective of their practice. Teachers use the toolkit successfully to help promote consistency of approaches to learning and teaching across the school.

■ In almost all lessons, teachers' instructions are clear, and most children understand the purpose of their learning. Teachers share the intended learning and steps to success in almost all lessons. They should now build on this positive start and encourage children to co-create the criteria for success. This should develop further children's understanding of how they can be successful. Teachers use questioning effectively in most lessons to check children's understanding, extend their thinking and encourage curiosity. This supports children to be engaged and successful in their learning.

■ In most lessons, teachers use formative assessment strategies effectively. They provide helpful verbal feedback on children's learning during most lessons. Teachers should now use self- and peer assessment more regularly and provide written feedback on children's work that is of a consistently high quality. This will help children to understand their progress and support them to be more involved and informed when planning their next steps in their learning.

■ In most lessons, teachers set work at the correct level of difficulty to help children engage and progress well with learning. A few children would benefit from increased pace and challenge in aspects of their learning. The headteacher and staff should consider how to make full and improved use of all available teaching time across the school day.

■ In all classes, children have opportunities to use digital technologies. This supports their learning when researching or accessing online resources and activities. Teachers should now increase the use of technologies across the curriculum. This should help them to support learning and develop further children's acquisition of digital skills.

■ Teachers use a range of assessment information well to support planning and learning. They use 'snapshot' jotters at points throughout the year to evidence children's progress. This enables parents and children to consider next steps in learning together. The headteacher and teachers should now develop a more consistent approach to when and how assessments are used across the school. Teachers should use assessments diagnostically to help them to plan and provide the correct level of challenge for all children.

■ Teachers plan appropriately for most areas of the curriculum using local authority progression pathways. The headteacher should work with teachers to improve medium- and long- term planning and develop a more streamlined and consistent approach. This should support teachers to plan more effectively for learning across the curriculum that offers suitable pace and challenge.

■ Teacher's understanding of national standards is strengthening due to their participation in moderation activities. For example, they have taken part in moderation of numeracy across the school and have planned writing moderation sessions with colleagues in local schools. Teachers would benefit from increased opportunities to engage in moderation of children's learning across other areas of the curriculum.

■ The headteacher and teachers meet termly to discuss individual children's attainment. This includes children who have potential barriers to learning, such as their socio-economic

circumstances. They should now review approaches to recording information about children's progress to ensure it is more accessible. Teachers need to use this data more effectively to identify promptly the need for additional support and challenge where required and evidence children's attainment more clearly.

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, most children achieve expected levels of attainment in literacy and numeracy. A few children are capable of achieving more. Children who require additional support with aspects of their learning make good progress.

Attainment in Literacy and English
- Overall, most children make good progress in reading and talking and listening. A majority make good progress in writing.

Talking and listening
- Younger children, who are working at the start of first level, listen appropriately to each other and take turns to contribute ideas to conversations. They share their ideas confidently when working as a group with the teacher. Children at the middle stages, who are on track to achieve first level, respond to a range of questions to share opinions. A few children require support to stay attentive during group activities. Older children, who are working at second level, listen and respond to each other's input in a respectful manner. They adapt their communication to suit the purpose. All children would benefit from further opportunities to present to a variety of audiences.

Reading
- Across the school, children demonstrate enthusiasm for reading for enjoyment. They have access to a wide range of texts from the recently updated school library. Staff should support children across the school to develop their use of punctuation and grammar to read with greater understanding and expression.

- Younger children enjoy talking about books and retelling familiar stories. They use their knowledge of sounds and blending to read words. At the middle stages, children identify favourite authors and explain why they enjoy chosen texts. They discuss characters and events in a text and predict what will happen next in stories. Older children answer literal, inferential and evaluative questions to demonstrate understanding of texts.

Writing
- As children progress through the school, they would benefit greatly from increased opportunities to develop a range of punctuation and to apply this consistently in their writing. Across the school, most children need support to improve their handwriting and the presentation of their written work.

- Younger children, who are working at the start of first level, engage meaningfully in writing in a range of play, imaginative and real-life contexts. They are developing pencil control and are beginning to form lowercase letters legibly. Children who are on track to achieve first level are

beginning to use a variety of sentence openers and conjunctions. Older children use paragraphs to structure their writing. Children at first and second level need to develop further their awareness of the features of different genres of writing. They require more opportunities to write for a range of purposes and support to review and edit their work.

Attainment in numeracy and mathematics

- Across the school, most children make good progress in numeracy and mathematics from prior levels of attainment. Children would benefit from increased challenge in their learning to help them to achieve their full potential. There is an overall need to help children to improve the presentation of written calculations. Children also require more regular opportunities to consolidate prior learning in numeracy and mathematics.

Number, money and measure

- Younger children, who are working at the start of first level, count within 20 and sequence numbers with accuracy. They need support to develop further their understanding of time and money and to complete associated calculations. Children at the middle stages, who are on track to achieve first level, make reasonable estimates and apply their knowledge of multiplication to solve simple word problems. They calculate durations of time and use 24-hour notation. They require more practice in adding and dividing and need to develop further their understanding of basic fractions and units of length. Older children, who are working at second level, understand place value and order fractions. They need support to convert fractions to decimals, complete problems involving money and improve their recall of multiplication facts.

Shape, position and movement

- At the start of first level, younger children understand positional language. They create patterns using two-dimensional shapes but need support to increase their knowledge of simple three-dimensional objects. Children who are on track to achieve first level identify the properties of three-dimensional objects and identify grid references. They are less confident when working with angles and symmetry. At second level, older children recognise compass points and a range of common angles and calculate the perimeter of a shape. They need support to develop their understanding of nets and area.

Information handling

- Younger children, who are working at the start of first level, sort items based on self-devised criteria and explain their rationale. They identify different sources of information in their own environment. Children at the middle stages, who are on track to achieve first level, answer questions about information presented in a pictograph. They need to develop further their understanding of different ways that information can be presented. Older children, who are working at second level, need support to improve and apply their knowledge of how data is collected, displayed and used in a range of real-life contexts.

Attainment over time

- Due to small numbers at each stage, and a fluctuating roll, comparing percentages for cohorts does not give a fully accurate picture of attainment trends over time. Combined data for P1, P4 and P7 demonstrates that overall attainment in literacy and numeracy has shown a positive trend over recent years.

- The headteacher uses a range of tracking systems to monitor the progress of individuals and groups of children. As a next step, the headteacher should consider streamlining the approaches used to gathering and recording attainment data. This should support teachers to extract and use data more effectively and evidence more clearly children's progress over time.

Achievements

- Staff celebrate children's achievements successfully through the use of wall displays, assemblies and digital platforms. They track children's participation carefully and take steps to provide all children with opportunities to achieve in school. The school community created 'AthelstaneForty9' which is a commitment to providing all children with an agreed set of experiences that lead to wider achievement.

- Across the school, children have opportunities to participate in a range of leadership groups. These include the pupil council and a committee that leads the school's work on the promotion of children's rights. Older children enjoy planning and leading 'Magic Mondays' activity sessions for younger children. They are developing well their organisational and communication skills through this initiative, and they support younger children to learn new skills, socialise and achieve. Children recognise the skills for learning, work and life that they gain through their leadership roles and participation in these activities. The headteacher and staff should now track the skills the children are developing and support children to build on these in a progressive manner.

Equity

- The headteacher and staff make families aware of the financial assistance that is available to help with the cost of school meals and clothing. They encourage all parents who are eligible for benefits to apply for this support. The headteacher and staff are proactive in taking practical steps to reduce the cost of the school day. The school provides a uniform recycling service and clubs and events are accessible to all and free of charge. Staff make effective use of available grants and support from local organisations to subsidise activities. As a result, children do not miss opportunities due to their financial circumstances.

- The headteacher and staff have a clear understanding of the socio-economic context of the rural community. They recognise that there may be potential barriers to children's learning and achievement and use their knowledge of children and families to offer support as appropriate. The headteacher and teachers should use data more effectively to identify specific poverty-related attainment gaps more clearly. The headteacher uses additional funding, such as the Pupil Equity Fund (PEF), to provide universal and targeted support in literacy, numeracy and wellbeing. These interventions are having a positive impact on wellbeing and attainment. The headteacher should now take steps to track and evidence more effectively the extent to which funded interventions are supporting accelerated progress in learning.

- Overall, attendance at the school is consistently above the national average. In session 2022/23 it was 94.4% and in 2023/24 it was 94.8%. The headteacher monitors attendance and late coming carefully and takes action to address patterns that are a cause for concern. This includes working closely with parents and introducing new initiatives, such as Magic Mondays, to motivate children to attend school. Staff also provide bespoke support for individual children as required. Moving forward, the headteacher should work in closer collaboration with professional partner agencies to enhance and develop further approaches to improving the attendance of these identified children.

Other relevant evidence

The headteacher informs staff and parents about how the school uses PEF to support attainment and achievement and provides updates on progress. The headteacher should ensure that all members of the school community are consulted about how this additional funding is used.

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

Athelstaneford Primary School Nursery Class

East Lothian Council

5 November 2024

Key contextual information

Athelstaneford Nursery Class is part of Athelstaneford Primary School. It is situated in the rural village of Athelstaneford, in East Lothian. The interior accommodation consists of a small playroom, kitchen and toilet facilities. Children also have direct access to an extensive outdoor area.

The nursery class is registered with the Care Inspectorate for 20 children at any one time, aged from three years to those not yet attending school. At the time of the inspection, staffing allowed for 16 children to attend and there were 14 children on the roll. Children can access their 1140 hours of early learning and childcare over 38 weeks. The nursery is open from 8.45 am to 3.15 pm Monday to Thursday and 8.30 am to 12.30 pm on Friday.

The headteacher has overall responsibility for the nursery. The senior early years practitioner (SEYP) post is vacant. The nursery team consist of two part -time early years practitioners and a part-time early years support worker. An education support officer and quality and equality lead provide targeted learning and support for the nursery on a regular basis.

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	

■ All children are happy, calm, and very settled in the playroom. They arrive each day eager to explore their learning spaces. Almost all children concentrate for extended periods and display a high level of curiosity and creativity. Practitioners give children independence and provide support when needed. They help them to play well together and explore the richly resourced play spaces. Children are confident to invite practitioners and their friends to join their play.

■ Practitioners have very warm and caring relationships with children. This supports almost all children to feel valued and secure in the setting and helps them to interact positively with each other. Practitioners are very good role models for children. They encourage them to behave gently and kindly towards each other. Practitioners give older children responsibilities to care for younger children. Their roles include helping with care and lunch time routines and they carry out these activities with confidence and skill. Practitioners link this learning effectively to children's rights and wellbeing indicators.

■ Practitioners have recently reviewed the learning environment and organised the playroom to make resources more accessible for the children. This has helped to enhance learning experiences. Children have free-flow access to a well-resourced outdoor environment. This provides space for them to engage in energetic play and experiences that support them to develop skills across the curriculum. As a result, almost all children are motivated and engaged in their play. Children make effective use of a sensory room where they have time and support to manage their emotions. Children have access to digital technology. Practitioners should

provide an improved range of opportunities for digital learning to support children to develop their skills in this area.

■ Practitioners know individual children's interests and strengths. They use effective questioning and offer ideas to develop learning further. Practitioners effectively plan a responsive range of appropriate experiences for those children who require additional support. Practitioners ensure most children have a strong voice within the planning.

■ Parents view their children's learning through 'plan, do and review' books and learning stories. This support parents' engagement and inclusion in identifying and supporting children's next steps in learning. As planned, senior leaders should support practitioners to streamline planning and tracking formats. This should help practitioners identify more clearly judgements of children's progress and learning. Senior leaders need to monitor closely coverage of the early level experiences and outcomes to ensure that all children experience depth and challenge in 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 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

- Most children are progressing well in early language and communication. They interact purposefully with adults and other children and communicate their thoughts clearly and with confidence. Practitioners should continue to encourage children to take turns when speaking. Children listen with interest to discussions and stories in small and large groups. They are knowledgeable about story characters and events and transfer this knowledge to other areas of the curriculum. Almost all children have a suitable awareness of print. They share their writing in a meaningful way and produce very detailed drawings.

- Most children are making good progress in early numeracy. They recognise numbers throughout the nursery and count forwards and backwards with confidence when playing. Children are developing sound early mathematical skills, supported by a range of effective resources. They learn about size and shape as they play with loose parts. Children use appropriate mathematical language as they compare capacity and weight of containers in the mud kitchen and water stations. Staff now need to offer increased challenge for all children.

- All children are making good progress in health and wellbeing. They move around the setting confidently and enjoy climbing and cycling. They spin and swing on equipment with skill. Children keep themselves safe when playing outdoors and help risk assess the outdoor play spaces. They are developing their awareness of healthy lifestyles through a range of healthy food offered during mealtimes. Children serve themselves independently and make their own choices for daily snacks. Practitioners should continue to encourage children to take responsibility for looking after playroom resources appropriately.

- There is a strong focus on recognising achievements that happen within and beyond the nursery. Practitioners celebrate all children's achievements very well. They do this on a daily basis in a range of age-appropriate ways. Practitioners capture and share children's achievements through meaningful visual displays and regular valuable gatherings with children. They encourage all children to do their best. Children clearly feel proud, confident and excited to share their achievements with practitioners, peers and parents.

- Almost all children are making good progress across all areas of the curriculum. Children who require additional support are making good progress in relation to their individual developmental stage. Practitioners have a sound knowledge of the needs of the children and families within the context of the local community. They are well informed about school, local and national policies and ensure children who require support receive the help they need to

achieve. Practitioners set appropriate personal targets for all children to reduce potential barriers to learning and support children to stay on track.

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 and Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director, Education and Children's Services

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

6

1 PURPOSE

1.1 To report to Committee on the outcomes of the Education Scotland inspection of Campie 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 (SIF) (Appendix 2).

(iii) Note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3).

(iv) Note that as a result of the inspection findings, Education Scotland will make a follow-up visit in connection with this inspection within 12 months of publication of the inspection report to allow more time for the school to make necessary improvements.

(v) Note the key strengths identified by the Inspection Team and progress made since the inspection.

3 BACKGROUND

Inspection model

3.1 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 Campie Primary School and Nursery Class.

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

HGIOS?4:

> 1.3 Leadership of Change
>
> 2.1 Safeguarding (not graded or reported)
>
> 2.2 Curriculum: Learning Pathways
>
> 2.3 Learning, Teaching and Assessment
>
> 2.7 Partnerships: Impact on Learners – Parental Engagement
>
> 3.1 Ensuring Wellbeing, Equality, and Inclusion
>
> 3.2 Raising Attainment and Achievement

HGIOELC?:

> 1.3 Leadership of Change
>
> 2.1 Safeguarding (not graded or reported)
>
> 2.2 Curriculum: Learning Pathways and Developmental Pathways
>
> 2.3 Learning, Teaching and Assessment
>
> 2.7 Partnerships: Impact on Learners – Parental Engagement
>
> 3.1 Ensuring Wellbeing, Equality, and Inclusion
>
> 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.

National Improvement Framework

3.4 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.

Inspection Findings

3.5 Campie Primary School and Nursery Class was inspected during April 2024. A letter to parents and carers summarising the key findings was published on 27 August 2024. It should be noted that the local authority's quality improvement processes had already identified the need for additional support for the schools to improve and were working with the school to address these.

3.6 The quality indicators were evaluated as follows:

Sector	Quality Assurance	Quality Indicator	Grade
Primary 1-7	HGIOS? 4	1.3 Leadership of Change	Satisfactory
		2.3 Learning, teaching and assessment	Satisfactory
		3.1 Ensuring Wellbeing, Equality, and Inclusion	Satisfactory
		3.2 Raising attainment and achievement	Satisfactory
Early Learning and Childcare	HGIOELC?	1.3 Leadership of Change	Weak
		2.3 Learning, Teaching and Assessment	Weak
		3.1 Ensuring Wellbeing, Equality, and Inclusion	Weak
		3.2 Securing Children's Progress	Weak

3.6 **Key Strengths**

- Across the school and nursery there is a warm and welcoming ethos. Staff and children are proud to be members of the school community. This was evidenced through the following practice:

  o Across the school, children benefit from a welcoming environment. They are proud of their work which is displayed attractively in all areas of the school. Relationships between staff and children are positive and caring. Most staff refer to the school's values to support children to refocus and engage appropriately in their learning and in their interactions with one another.

  o The welcoming, calm ethos of the nursery is a strength. Relationships are positive and respectful, and children can follow instructions well.

  o Nursery interactions between practitioners and children are warm and nurturing. Practitioners know children well and use 'All about me' booklets to gather important information about individuals to support their care needs.

  o Positive relationships are evident between children and staff in Nursery. Practitioners are gentle and kind in their interactions with children. As a result, children are calm, relaxed and regulate their emotions well in the nursery environment.

  o The vision and values are underpinned by the school's commitment to raising awareness of children's rights and as a result the school achieved the 'Silver Rights Respecting School Award'.

  o Senior leaders and staff have introduced a new award to recognise children's efforts in resilience which is one of the school's core values.

- The 'Happy Room' has been introduced following consultation with children. This area is staffed at playtime and lunchtime and offers all children the opportunity to choose to play indoors at break and lunch if they require a safe, quiet space.

  - Most children say they feel safe at school and have an adult they can approach if they are upset or worried.

- Children in the school and nursery are friendly, polite, and articulate. At the primary stages, they know their school values well and can relate them to real-life experiences. This was evidenced through the following practice:

  - In most classes there is a calm and inclusive ethos. Children are polite, enthusiastic, and eager to learn. Most children listen attentively and work well in pairs and small groups.

  - Nursery practitioners have put in place transition arrangements to support children when they start nursery. They gather useful information from parents to help them to get to know children as individuals.

  - Staff at the school have a sound understanding of the importance of building positive relationships with children. Most staff demonstrate care and nurture through their interactions with children.

  - Most teachers have a clear focus on the school values. This helps children develop a thorough understanding of the importance of the values.

  - Across the school almost all children understand the concept of children's rights and the importance of protecting the rights of others. Teachers discuss the United Nations Convention on the Rights of the Child (UNCRC) and each class concentrates on a 'right of the week'.

- Senior leaders and teachers have worked together effectively to improve approaches to teaching writing at the primary stages. As a result, writing outcomes for children are improving. This was evidenced through the following practice:

  - In most classes teachers make effective use of assessment techniques to check for understanding.

  - Teachers use a range of standardised and school-based assessment approaches to check children's understanding and progress. The majority of teachers use this information effectively to inform how they plan for individual children and groups.

  - Senior leaders and teachers discuss children's progress at attainment meetings twice a year. Senior leaders are beginning to use data more effectively to identify how well groups and cohorts of children are progressing.

  - At first and second level, most children make good progress in writing. Most children make satisfactory progress in writing at early level.

Areas for Improvement

3.8 The recently appointed Acting Head Teacher, with local authority support from the Quality Improvement Officer, Pedagogy Team and Early Years Team, has worked with Depute Head Teachers and school staff to plan improvement actions for this school session which address the main identified areas for improvement. Below are

the main areas identified for improvement and subsequent actions that have been taken, or are planned for, to facilitate continued improvement in these areas:

- Senior leaders in the school, with support from the local authority, must ensure that they understand and comply with all statutory duties and responsibilities that are applicable to their role in managing the nursery.

    o There are plans in place to ensure that Nursery leaders and practitioners will participate in professional learning opportunities that are relevant to statutory duties and responsibilities. Planned quality assurance approaches in nursery will measure and evaluate the impact of this upon sustained improvements in related practices.

    o There is a planned approach by senior leaders to ensure that the Nursery matrix, which includes key information regarding Scottish Index of Multiple Deprivation data, English as an Additional Language information and Additional Support Needs information, is shared with all practitioners.

    o There are systems and processes in place to ensure that Pupil Personal Plans are reviewed and updated on a termly cycle.

- Senior leaders, with support from the local authority, must improve the strategic leadership of the school and nursery by implementing rigorous and consistent quality assurance processes. This will help them to improve the quality of children's learning and experiences across the school and nursery.

    o Senior leaders have implemented the East Lothian Council Quality Assurance Calendar to support monitoring and tracking in Nursery.

        ▪ The self-evaluation evidence, created through planned improvements to quality assurance systems and processes, is being frequently monitored and evaluated by senior leaders in school, Early Years support, and support from the Quality Improvement Team to identify impact of improvements made.

- Senior leaders, teachers and practitioners need to develop further their approaches to improving the overall quality of children's learning experiences across the school and nursery. This will help to ensure that all children make the best possible progress in their learning.

    o The Early Years Health and Wellbeing Tracker is being implemented in Nursery to ensure the needs of all our learners are identified and met.

        ▪ In Nursery, Wellbeing Indicators now play a central role in considering the appropriate needs of all learners.

    o Senior leaders and the Early Years Team continue to support Nursery practitioners in developing approaches to using high quality observations to better inform planning, learner progress and next steps.

        ▪ There are plans in place for Nursery practitioners to visit a range of settings to inform practice and develop understanding of high-quality play experiences.

    o There are plans in place to work collaboratively with the school's partners to introduce and develop relevant outdoor learning experiences for all learners across the school.

    o There are plans to develop, implement, and evaluate planning and observation approaches from Nursery to Primary 7 to ensure

improvements in quality assurance evidence and evaluation of impact upon learners.

- o There are plans to introduce and support the development of cooperative learning strategies across all classes to further enhance levels of leaners' active engagement, collaboration, and interdependence in learning.

- o There are plans to develop and introduce a Campie Lesson Toolkit, to ensure consistency in terms of lesson structure and the quality of teaching and learning, including meaningful feedback and identification of next steps for all our learners.

- o The local authority's Child Protection Training and Overview has been shared and discussed with all staff. Senior leaders are recording all Child Protection and Safeguarding training engagement by individual staff.

  - ▪ The school have engaged with the Education Support Officer Child & Public Protection to ensure the highest possible practice in safeguarding is in place.

- Teachers and practitioners need to improve how they plan and assess children's learning. This will help them to make more reliable judgements on children's progress in the school and nursery, based on national standards.

  - o In Nursery, planning formats have been reviewed and to support meaningful planning, next steps, and assessments.

    - ▪ In Nursery, all practitioners are now using the CfE Frameworks for Early Level to support planning and respond to the interest of the children.

    - ▪ East Lothian Early Years Learner Progress Trackers are being introduced for Literacy and Numeracy to ensure practitioners have a clear understanding of their learners' needs and progress, based on ongoing assessment evidence gathered.

  - o Through targeted professional learning for teaching staff, there is emerging evidence of greater consistency and impact in terms of pedagogy, tracking, observations, and the development of next steps in the Early Years.

    - ▪ All Early Level practitioners are engaging with the key messages within Realising the Ambition and the Early Level Frameworks to build confidence and capacity and ensure high quality play and interactions for all learners.

  - o The development of systems to track and monitor learner progress is now underway.

    - ▪ Senior leaders attended Child Planning training in September 2024.

    - ▪ There are now more robust approaches towards the tracking and monitoring of learner acquisition of phonics at Early Level in place.

    - ▪ The Pedagogy Team have supported the review and further development of approaches to planning learning, teaching, and assessment with primary teaching staff.

- There are planned opportunities for teachers to engage with practitioners across other schools to observe and share practice through moderation activities.

- Professional support will be provided to teachers to better enable the use of data to develop a shared approach towards formative assessment that ensures meaningful feedback to learners and better identifies next steps in learning for them.

- Further development of approaches to identifying appropriate next steps for learners in P1-P7 who have ASN.

- Senior leaders need to ensure that additional funding is used more effectively and that the impact of interventions is monitored more closely. This will help to close the attainment gaps and accelerate children's progress in learning.

  - Senior leaders continue to work with Education Scotland Attainment Advisor and QIO to develop and evaluate tracking approaches to monitor the progress of pupils with Additional Support Needs and those pupils receiving additional support in terms of attainment and wider achievement from Pupil Equity Funding.

  - There are plans this session to revisit positive approaches towards Bullying, agreeing a shared understanding of approaches, strategies, and procedures, including the use of SEEMIS.

    - Share with all stakeholders the school policy on Positive Behaviour and Relationships.

    - Review and relaunch the school rules / code using feedback gathered from pupils as a starting point.

3.9   The school's Quality Improvement Officer, Mr Nick Trussler continues to work closely with the Head Teacher, leadership team and staff to provide professional advice, guidance, professional learning, support, and challenge in the areas for improvement outlined in Section 3.6.

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

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DATE	28 October 2024

27 August 2024

Dear Parent/Carer

In April 2024, a team of inspectors from Education Scotland visited Campie 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.

- Across the school and nursery there is a warm and welcoming ethos. Staff and children are proud to be members of the school community.

- Children in the school and nursery are friendly, polite and articulate. At the primary stages, they know their school values well and can relate them to real-life experiences.

- Senior leaders and teachers have worked together effectively to improve approaches to teaching writing at the primary stages. As a result, writing outcomes for children are improving.

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

- Senior leaders in the school, with support from the local authority, must ensure that they understand and comply with all statutory duties and responsibilities that are applicable to their role in managing the nursery.

- Senior leaders, with support from the local authority, must improve the strategic leadership of the school and nursery by implementing rigorous and consistent quality assurance processes. This will help them to improve the quality of children's learning and experiences across the school and nursery.

- Senior leaders, teachers and practitioners need to develop further their approaches to improving the overall quality of children's learning experiences across the school and nursery. This will help to ensure that all children make the best possible progress in their learning.

- Teachers and practitioners need to improve how they plan and assess children's learning. This will help them to make more reliable judgements on children's progress in the school and nursery, based on national standards.

- Senior leaders need to ensure that additional funding is used more effectively and that the impact of interventions is monitored more closely. This will help to close the attainment gaps and accelerate children's progress in learning.

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 Campie Primary School and Nursery Class

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

Quality indicators for the nursery class	Evaluation
Leadership of change	**weak**
Learning, teaching and assessment	**weak**
Ensuring wellbeing, equality and inclusion	**weak**
Securing children's progress	**weak**
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?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with East Lothian Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with East Lothian Council the details of this inspection. When we return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

M. A Speirs
HM Inspector

Summarised inspection findings

Campie Primary School

East Lothian Council

27 August 2024

for Scotland's learners with Scotland's educators
do luchd-ionnsachaidh na h-Alba le luchd-foghlaim Alba
200

Key contextual information

Campie Primary School and Nursery Class is located in the Fisherrow area of Musselburgh in East Lothian. The current school roll is 359 children in the primary stages across fourteen classes and 54 children attend the nursery. Just under 30% of children attend the school on a placing request. A few children reside in Scottish Index of Multiple Deprivation (SIMD) 1 and 2. In 2023/24, the school received £55,125 from the Pupil Equity Fund (PEF). The headteacher has been in post for just over eight years and is supported by two depute headteachers. Post-pandemic, the school community have experienced several significant events which have impacted on their wellbeing and many aspects of the school's work.

1.3 Leadership of change	satisfactory

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

■ The whole school community developed the school's vision and values several years ago and has recently reviewed the values to ensure that they are still relevant. Staff, children and families are familiar with the values of nurture, respect, resilient, sustainability, challenge and creativity. These values are referenced and used regularly in aspects of the school's work, such as in assemblies and during most lessons. Senior leaders support children's understanding further by leading activities that explore each value in depth on a regular basis. This is helping children to make links between the values and a range of experiences. Senior leaders should now consider involving the school community in a review of the vision statement to ensure that it is still relevant.

■ Senior leaders and staff have a thorough knowledge of the socio-economic context of the local community. They understand the challenges facing children and families and reflect on the reasons for trends and patterns in the demographic of the school catchment area. They use a range of methods to gather information about the work of the school and the extent to which staff are meeting the needs of children. This includes involving teachers in identifying priorities for improvement and seeking feedback from children. Senior leaders should now consider how to involve all stakeholders more fully in the process.

■ Senior leaders produce an annual improvement plan which identifies key areas that staff will work on over the course of the session. It includes specific actions and measures of success. They have also created helpful and bespoke versions of the plan for parents and for children. This helps to ensure that stakeholders are aware of the improvement agenda. Staff and senior leaders review the plan at regular intervals to monitor progress towards expected outcomes. They provide brief written updates on progress to parents via Parent Council meetings and newsletters. Senior leaders now need to ensure that they use data more effectively to identify the most important priorities for improvement. They should ensure that all staff are involved more fully in this process. Senior leaders need to review the number of improvement plan targets and ensure they are achievable with the resources and time

available. Senior leaders and staff need to work together more closely to evaluate the impact of the plan using a range of evidence.

■ Senior leaders have developed a quality assurance calendar and they use a variety of quality assurance activities to gather evidence about the school's work. For example, gathering staff's views using surveys and joining learning trios. They also use How Good Is Our School (4th edition) to reflect on specific quality indicators and participate in local authority shared observations of learning. These quality assurance activities are helping them to evaluate their work and identify areas for improvement. Senior leaders now need to extend and formalise their quality assurance processes. They should ensure that core tasks take place on a regular basis. This includes observing learning and teaching, monitoring children's work and reviewing teachers' medium and long term planning. Senior leaders should now provide specific evaluative feedback to individual staff and identify collective areas of strength and development needs. This will support improvement, provide evidence of progress and help to inform next steps.

■ Senior leaders have developed a strategic plan to use PEF to close poverty related attainment gaps. They have prioritised additional staffing to increase support for learning. Senior leaders inform the Parent Council about the plan. Senior leaders now need to use data and resources more effectively to ensure that additional funding supports children who are most disadvantaged by their socio-economic circumstances. They should develop further their tracking and monitoring system to ensure that they can evidence clearly the impact of interventions. Senior leaders need to ensure that all stakeholders are fully consulted on expenditure and are given relevant information about progress made.

■ Each member of the senior leadership team has responsibility for taking forward aspects of the improvement agenda. They support each other well and engage in regular professional dialogue about strengths and development needs in different areas of the school's work. They have led a range of school improvement initiatives successfully, including recent work on addressing bullying. Senior leaders ensure that teachers have access to appropriate professional learning. Teachers are developing greater skill and confidence in specific aspects of learning and teaching. Senior leaders now need to ensure that support staff are also given appropriate training opportunities that will support them in their role. This will help the team to work together to deliver improved outcomes for children.

■ All teachers are part of a professional action group (PAG). These groups have developed and taken forward improvement activity in relation to learning and teaching, behaviour and writing. Over the course of the session, the PAGs have produced draft policies that are being piloted as small tests of change. The work on writing specifically, is having a positive impact on outcomes for children. Senior leaders now need to take a more active role in supporting these groups and build in interim reviews of direction and progress. This strategic support will help to ensure that the outcome of this work meets the identified needs of the school. Senior leaders should ensure that staff who are not directly involved in each PAG are aware of current developments. This will help everyone to feel fully informed and involved in decisions that affect the school community. Senior leaders should consider how to involve support staff more fully in taking forward school improvement activities.

■ Children have opportunities to lead change and improvement in the school. For example, they instigated initiatives such as the 'Happy Room' and 'Get Campie Singing', which have made well-established and positive changes to children's experiences. Staff welcome these contributions and offer children support and encouragement to make their ideas a reality. Senior pupils take on roles that involve promoting children's rights and road safety. These children can speak about the contribution they make to the school. They can identify the communication and planning skills they have developed. There is significant scope for

children across the school to take a more active, well-planned and frequent role in leading change and improvement. Senior leaders should ensure that pupil leadership groups have regular opportunities to meet and are supported effectively to agree, action, evaluate and share their contribution to school improvement.

■ Senior leaders have been pro-active in encouraging parents to influence school improvement. Most parents feel comfortable to approach staff with ideas and suggestions for improvement and a significant minority feel that their views are taken into account. Senior leaders work effectively in partnership with the Parent Council. This group make an important contribution to the life of the school. They organise fundraising, support equity and provide feedback on issues such as transition arrangements, health and safety and school resourcing. Senior leaders should involve the Parent Council more fully in consultation about the use of finances and develop further their role in supporting the school improvement agenda.

2.3 Learning, teaching and assessment	satisfactory

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

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

■ Across the school, children benefit from a welcoming environment. They are proud of their work which is displayed attractively in all areas of the school. Relationships between staff and children are positive and caring. Most staff refer to the school's values to support children to refocus and engage appropriately in their learning and in their interactions with one another. The vision and values are underpinned by the school's commitment to raising awareness of children's rights and as a result the school achieved the 'Silver Rights Respecting School Award'. The school values are discussed and celebrated effectively during assemblies, on displays and through social media.

■ In most classes there is a calm and inclusive ethos. Children are polite, enthusiastic, and eager to learn. Most children listen attentively and work well in pairs and small groups. In most lessons, teachers use a variety of teaching approaches well to engage children in learning activities. This includes using digital technology and providing outdoor learning experiences, such as local trips to museums and areas of natural interest. At all stages, children would benefit from increased challenge and relevance by making links to real life contexts. This would help to enhance and extend their learning. Teachers should support children to lead and extend their own learning and provide children with more opportunities to make choices about how and what they learn.

■ Senior leaders and staff recognised the need to improve children's behaviour. A few teachers are undertaking a small test of change and are following a new relationships procedure. This draft document details clear expectations, procedures and advice on how teachers should manage incidents. Senior leaders and teachers should now review this strategy with all staff, parents and children. They need to reflect on whether the new approach is aligned with the school values and is supporting children to manage their behaviours. The 'Happy Room' has been introduced following consultation with children. This area is staffed at playtime and lunchtime and offers all children the opportunity to choose to play indoors at break and lunch if they require a safe, quiet space. This is resulting in reduced instances of conflict in the playground at breaktimes. Almost all children behave well most of the time.

■ Across the school, teachers need to improve the structure and pace of learning to ensure all children are engaged actively. In most lessons, a few children become distracted when the learning is overly teacher led. Senior leaders should now work with staff to reduce the amount of teaching time that is lost during the school day. This includes avoiding spending too much time on soft starts, snack times, and personal reading time. Staff need to ensure that all children receive their full entitlement to a broad, general education.

■ The school library is a vibrant, welcoming space which encourages children's motivation to read. The 'reading chair' is a stimulus which engages children and promotes reading for

pleasure. Senior leaders are consulting with children and parents to provide additional reading materials that promote diversity and equality.

■ In almost all classes, teachers are developing their use of digital technology effectively. Most children are successfully developing their skills and confidence in using a variety of technologies such as interactive whiteboards, tablets, laptops, and programmable toys. All children enjoy using a range of relevant online resources including educational games to extend and consolidate their learning.

■ Children at the early level have daily opportunities to learn through play. Teachers are beginning to develop their skills and approaches in this area of work. They have collaborated across the P1 stage to create a stimulating and creative environment to support opportunities for free play for all children. Teachers should continue to engage with national practice guidance around play pedagogy. This will support them to develop further the learning environment and consider the role of the adult in providing high-quality interactions during play.

■ In almost all lessons, teachers' instructions and explanations are clear and they share the purpose of learning. As a result, most children know what they need to do to be successful. Teachers should now support children to co-create the steps to success. This will help children to develop further their understanding of their own progress. Most teachers use skilled questioning to elicit understanding.

■ In most classes teachers make effective use of assessment techniques to check for understanding. A few teachers use written feedback well to support children to know when they have been successful and to identify their next steps in learning. Senior leaders should support all teachers to develop an agreed approach to providing high-quality feedback which supports children's learning across the curriculum. This should include giving children increased opportunities to review their own work and that of their peers.

■ Teachers use a range of standardised and school-based assessment approaches to check children's understanding and progress. The majority of teachers use this information effectively to inform how they plan for individual children and groups. There is significant variation in how well teachers analyse and use this information to inform children's next steps in learning. The quality of assessment is too variable across the school. This is impacting on the reliability of teachers' professional judgements on children's progress. Senior leaders now need to support all staff to develop their understanding of the moderation cycle to ensure professional judgements are fully reliable and robust. This should include opportunities to moderate children's assessment standards with colleagues in school and beyond. This will help to improve teachers' confidence and reliability in aligning children's progress against national standards and expectations.

■ Most teachers plan effectively using a recently introduced new planning format. This is supporting teachers to plan appropriate learning opportunities and assessments for children based on prior learning. The senior leadership team should ensure that all teachers are supported to use effectively the school templates for medium-and long-term planning. This will help to provide greater consistency of approaches to planning and delivering high quality learning and teaching across the school.

■ Senior leaders and teachers discuss children's progress at attainment meetings twice a year. Senior leaders are beginning to use data more effectively to identify how well groups and cohorts of children are progressing. They should now develop this approach further to identify successfully how well groups of children are progressing. This includes children who are facing potential barriers to learning, such as their socio-economic circumstances, or

children who have a home language other than English. This will help them to identify how effectively they are meeting the needs of all children and are closing the poverty related attainment gaps.

2.2 Curriculum: Learning pathways

- Senior leaders have identified the need to update the school's curriculum rationale, as a priority. The curriculum rationale should be created in consultation with staff, children and other partners and stakeholders in the school community. Senior leaders and teachers should consider how the unique features of the school, its location and context can be reflected in the curriculum rationale and in the learning in the school. Senior leaders need to support teachers to make more effective use of learning pathways across all curricular areas.

- Senior leaders are developing a more consistent approach to planning the skills being developed and the contexts children will learn in across the school. This work should continue to enable greater coherence across all stages in the school.

- Children experience modern languages in line with the Scottish Government's 1+2 modern languages policy. Children across the school are confident in using common words and phrases in French, and at the upper stages, they also learn Spanish.

- All children across the school have two planned Physical Education (PE) lessons per week. Through these, children are developing effective physical skills in PE, and also in teamwork and co-operation. Staff should now review PE timetabling arrangements to ensure that the children receive their full entitlement to two hours of PE per week.

- Most classes make use of the outdoor environment for learning routinely. Children experience regular opportunities to learn beyond the school. Teachers should continue to develop a skills pathway to ensure outdoor learning is well planned, coherent and more embedded in children's learning experiences.

- Teachers plan religious and moral education using local authority guidance and learning is supported through visits to North Esk Church to celebrate events such as the Harvest Festival. Teachers should continue to develop the children's experiences of diversity, faith and the religions of the world. Teachers should continue to develop the work which has been done in relation to children's rights to celebrate inclusion and diversity.

- Senior leaders and staff have introduced a new award to recognise children's efforts in resilience which is one of the school's core values. This resilience award commendably recognises children's endeavours in this area and successfully promotes this important attribute.

2.7 Partnerships: Impact on learners – parental engagement

■ The school has close relationships with a number of partners in order to improve outcomes for children. These partnerships include with East Lothian Young Carers and the Active Schools coordinator. A range of partners work with staff and parents to support the planning for children. These partners include the link educational psychologist, school nurse and staff from Musselburgh Grammar School.

■ Staff communicate regularly with parents. This communication is mostly through an online system which staff use to advise on upcoming events and highlight learning in classes. The headteacher also publishes regular newsletters to advise parents of events that are happening across the whole school. A minority of parents feel that aspects of communication, including timing and consistency of messaging, needs to improve. In response, senior leaders have developed a draft communication policy. They should work with the parent forum to implement and evaluate this policy to improve specific aspects of communication.

■ Senior leaders and teachers provide regular opportunities for parents to attend the school and share in their child's learning. This includes invites to assemblies, where all parents across the school can celebrate children's achievements.

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	satisfactory

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

■ Staff at the school have a sound understanding of the importance of building positive relationships with children. Most staff demonstrate care and nurture through their interactions with children. Most teachers have a clear focus on the school values. This helps children develop a thorough understanding of the importance of the values. In particular, children understand well the concepts of resilience and respect.

■ Senior leaders analyse trends in children's attitudes about wellbeing topics including health, safety and social issues. Sources of information include, for example, the authority wide 'student evaluation of experience' survey which is completed by children in P6. Senior leaders use all of the information gathered to inform effectively aspects of the health and wellbeing (HWB) curriculum. Across the school, children learn about staying safe and discuss relevant personal and social issues. In the early stages, children understand through play, including role-play, the purpose of emergency services and how they help us. Children at all stages now need support to develop more fully their understanding of the wellbeing indicators. Staff should familiarise children with the language they need to discuss, evaluate and improve their wellbeing successfully.

■ Most children say they feel safe at school and have an adult they can approach if they are upset or worried. Recently, senior leaders identified that a minority of children and parents had concerns about bullying. As a result, they undertook research to find out where and how children experience incidents. They issued questionnaires to adults and children, then used the high-quality information provided to build a series of well received assemblies and whole school strategies. Assemblies with parents and school newsletters focused on defining bullying, role-modelling positive behaviours and encouraging open communication with the school. Children played a key role in identifying useful strategies which would help them feel safe in school. All children participated in devising a list of pledges which include 'tell an adult if we experience or see bullying' and 'listen and believe it if someone says 'no' or 'stop''. Children are now able to discuss confidently how to help eliminate bullying and are learning about the definition of bullying. They understand that some situations are upsetting, but not necessarily stemming from bullying behaviour. Through lessons and assemblies, children are learning successfully to increase their resilience when they find situations frustrating or difficult. Staff should continue to monitor allegations and incidences of bullying and measure the impact of these interventions.

■ Across the school, almost all children understand the concept of children's rights and the importance of protecting the rights of others. Teachers discuss the United Nations Convention on the Rights of the Child (UNCRC) and each class concentrates on a 'right of the week'. School staff inform parents of their work on the UNCRC through social media and on notices across the school. Children feel confident in discussing their rights. The school's promotion of

children's rights is helping children to understand each other's concerns and respect one another.

- Senior leaders have a clear understanding of their statutory duties and have plans in place for identified children. They track effectively the progress of identified groups of children to focus on a raising attainment. For example, care experienced children or those affected by social and economic pressures, receive additional support, where required, to overcome barriers to learning. Teachers measure children's progress using the wellbeing indicators and update plans at regular intervals. They are responsive to children's needs. Senior leaders provide ongoing advice as required and ensure children's targets remain appropriate.

- Senior leaders are working currently to continue to reduce the number of exclusions in the school. This has fallen over the past five years but remains above national exclusion levels. In 2022/23, children's overall attendance rates improved to being in line with the school's stretch aims, agreed with the local authority. Senior leaders have been working well to maintain contact with families to target low attendance rates. This is proving to have a positive overall impact on attendance.

- 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 documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Several areas for improvement have been agreed with the school and the school meals provider.

- Senior leaders work well with teachers to identify children with additional support needs. There are effective processes in place to address concerns and provide appropriate levels of support for most children. A majority of children with additional needs achieve their personalised targets and are included well in the life of the school. Teachers meet children's needs well through prompt planning in conjunction with families and local authority partners such as speech and language therapists and educational psychologists. Senior leaders monitor the experience and progress of children with additional support needs and can share evidence of progress for most identified children. The local authority has a 'single point of access' system, which fast tracks effectively appropriate assistance for children with additional support needs. This is working well for the majority of identified children. A minority of children with additional support needs are waiting too long for more specialist interventions.

- Children's plans vary depending on their level of need. For example, identified children with additional support needs have an Individualised Education Programme. A few children have risk assessments associated with either health or social needs, and others have assessment data and plans associated with communication requirements. All relevant staff are aware of the content of the plans and work well to help meet children's needs. In a few instances, these plans are highly resource-intensive and cannot always be sustained for the whole school day. Senior leaders should work closely with the education authority to consider how best to revise plans to increase inclusion for all children.

- A few children display very disruptive behaviour. This dysregulation needs to be addressed carefully where it occurs to avoid any negative impact on children and staff. A few staff are trained in effective de-escalation techniques and most staff understand the positive impact of building nurturing relationships. A few teachers have undertaken their own research and professional learning to enhance their understanding of working with children with additional support needs. This is helping most children to build positive relationships with teachers and increase their sense of belonging. Working as a team, staff would benefit from revisiting

professional learning and training in this area to help build capacity and consistency across the school. Senior leaders use a proportion of PEF to provide one-to-one support for a few children who struggle to regulate their behaviour in the larger class group. This intervention is effective in supporting children who show serious, persistent disruptive behaviours. As a result, incidents where children have shown highly dysregulated behaviour have reduced.

3.2 Raising attainment and achievement	**satisfactory**

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

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

Attainment in literacy and numeracy
- In June 2023, most children at early level achieved national expectations in reading, writing and numeracy and almost all achieved in listening and talking. Most children at first level, and a majority of children at second level, achieved national expectations across literacy and numeracy.

Attainment in literacy and English
- Overall, most children make good progress in reading and talking and listening from prior levels of attainment. At first and second level, a minority of children make very good progress in reading. At first and second level, most children make good progress in writing. Most children make satisfactory progress in writing at early level.

- The majority of children who require additional support with literacy are making satisfactory progress.

Listening and talking
- At early level, children take turns and listen to simple instructions. At first and second levels they listen well to others, respond appropriately to others and answer questions. They can build on what others have said with confidence. At second level, children are able to discuss fact and opinion and to explain the difference between these. Across all levels, children need to develop more confidence when contributing to group discussions. They require more opportunities to talk to different audiences in a range of contexts.

Reading
- At early level, children recognise sounds and diagraphs. They use these skills to read simple sentences from a text. They need support to develop their skills in blending letters together and to develop their skills in reading new and unfamiliar words. At first level, children read aloud with fluency and expression. They recognise some features of technical language, for example, similes. At second level, children read with fluency and expression. They discuss with confidence the author's choice of words and can discuss features of language such as simile, metaphor, alliteration and onomatopoeia.

Writing
- At early level, children form single letters correctly and attempt to use these letters to write simple sentences. They are beginning to blend letters to form more complex words. Children need increased opportunities to experience more literacy based play activities. At first level, children spell most commonly used words correctly. They write in sentences using capital letters and full stops and can produce more extended pieces of writing. At second level, children are aware of spelling patterns and use these to support their writing. They structure

their writing using paragraphs but need to improve their use of punctuation. Teachers should continue to provide opportunities for all children to produce extended pieces of writing in a wide variety of genres.

Numeracy and mathematics

■ Overall, most children make satisfactory progress in numeracy and mathematics, from prior levels of attainment. A majority of children at times have gaps in their knowledge of mathematical understanding. Across the school, children need to revisit and apply more regularly their knowledge of numeracy and mathematics. Teachers need to provide learning experiences that are linked to real-life contexts. A majority of children require clearer guidance on setting out and presenting their work. Overall, teachers should review their approaches to planning for learning, teaching and assessment around numeracy and mathematics. Current approaches do not support children's recall and application in a variety of contexts.

Number, money and measure

■ At early level, children add and subtract mentally within 10. They describe common objects using the language heavier or lighter. At first level, children demonstrate an understanding of place value and rounding. They estimate how long an object is and measure it using appropriate instruments and units. They require further support with fractions and working out change when using money. At second level, children apply their learning and skills confidently in number and money to real-life contexts, such as budgeting. They require support when working with percentages and calculating durations of time. Children would benefit from increased development of mental maths strategies across all levels.

Shape, position and movement

■ At early level, children describe and sort common two-dimensional shapes and three-dimensional objects (3D) objects. They use words such as forwards, backwards, left, and right when playing simple movement games using programmable toys. At first level, children identify and name 3D objects and discuss their properties confidently. At second level, children understand clearly the relationship between 3D objects and their nets. Across first and second levels, children need to develop their knowledge of angles.

Information handling

■ At early level, children use their knowledge of colour, shape and size to match and sort objects in a variety of ways. Children working at first and second level identify key information well to answer questions about a range of graphs and charts. Across the school, children need more regular practice in collecting, organising and displaying data. They would benefit from high-quality, enriching learning experiences using digital technologies to apply their knowledge and to develop and consolidate their understanding of key concepts.

Attainment over time

■ Overall, the pace of children's progress should be improved across all stages. Data provided by the school indicates that whilst attainment in literacy at early and first level has increased over recent years, attainment at second level has decreased. Attainment in numeracy at all levels has decreased, most significantly at second level.

■ Senior leaders and teachers track well the progress of children across the school who require additional support to be successful in their learning. The majority of this cohort of children is making satisfactory progress from prior levels of attainment. Data provided by the school indicates that most children with English as an additional language are achieving nationally expected Curriculum for Excellence (CfE) levels in reading and listening and talking. Most children who have experienced care achieve expected levels in literacy and numeracy.

Overall quality of learners' achievements

- Children's achievements at home and at school are shared and celebrated regularly at assemblies, in classes and through individual 'achievement books'. Parents welcome the school's wider communication of children's achievements through various social media channels. Staff support children to link clearly their achievements to the four CfE capacities and the school's core values. Staff display children's achievements around the school in attractive and well-designed displays. Children feel that their successes are valued and this promotes self-esteem.

- Staff, children and partners lead a range of clubs, including board games, running, gymnastics and football. Individual children also achieve nationally recognised sporting awards in partnership with the local secondary school. As a next step, senior leaders should monitor participation rates in wider learning activities and track the development of associated skills.

Equity for all learners

- Staff facilitate a uniform recycling initiative. Parents welcome this resource and uptake is positive. The Parent Council fundraises regularly to contribute towards trips and other wider learning opportunities for children. This helps to ensure that no children miss out because of financial constraints. The Parent Council also used successful partnership working to raise awareness of financial benefits and supports that families may be entitled to. This was in response to the current cost of living crisis and provided an important source of information for parents.

- Senior leaders track the progress and attainment of identified groups of children with potential barriers to their learning. They use data well to highlight and address the needs of the majority of these children. This includes for example, tracking the progress of children who have a home language other than English. Senior leaders now need to review the frequency of formal tracking meetings for children who benefit from supportive interventions. This will help to monitor more closely the effectiveness and impact of interventions and support for targeted groups of children.

- Senior leaders need to review the resource allocation of PEF funding to ensure that this is helping to close poverty-related attainment gaps and accelerate progress. Currently, attainment gaps overall are showing signs of increasing. A few interventions are supporting children's willingness to engage with school and in their learning. This is improving the attendance of targeted groups of children. There now needs to be a stronger focus on raising attainment.

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

Campie Primary School Nursery Class

East Lothian Council

27 August 2024

Key contextual information

Campie Nursery class is located within the Campie Primary School building. It operates term time from 8.45 am 3.15 pm. Children have access to one playroom and two outdoor areas. Children can attend from three years of age until starting primary school. The centre is registered for 60 children with a current roll of 55. The head teacher is supported by two depute head teachers and a senior early-years practitioner.

1.3 Leadership of change	weak
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	

■ Strategic leadership of the nursery is weak. There is an urgent need to clarify the strategic roles and responsibilities of senior staff. Practitioners in the nursery require clear leadership and direction to support the improvement of children's experiences and outcomes.

■ The nursery has a shared vision with the school 'Achieving every day'. This was developed a number of years ago. Since then, the school and nursery has undergone a significant number of changes. Staff, children, parents and other partners should now work together to develop a refreshed vision. This will help to set an agreed future direction for the school and nursery.

■ Nursery practitioners have participated with primary school staff in reviewing and confirming the existing values. Practitioners are aware of the values of resilience, creativity, respect, challenge, nurture and sustainability and use child friendly language to share these with children. They have identified the need to use these in their conversations and play to make these more readily understood by young children.

■ Practitioners are not engaging in self-evaluation activities. They need more support, and a planned approach, to use evaluative resources such as 'How Good is our Early Learning and Childcare'. This will help them to understand what high-quality early learning and childcare looks like and provide opportunities to be able to reflect on their practice. This will help them identify what is working well and what needs to improve.

■ Senior leaders need to develop and implement robust approaches to monitoring the work of the nursery. The absence of quality assurance procedures is an important weakness. Senior leaders and practitioners must ensure that learning experiences are of sufficiently high quality. They will require support from the local authority to understand what high quality early learning and childcare looks like.

■ With support from the local authority, senior leaders need to put a plan in place for relevant professional learning opportunities that will help practitioners to build their knowledge and understanding of high-quality experiences. This would include support in using national practice guidance and looking outwards, including visits to other nurseries.

■ Practitioners have recently taken on leadership roles as play champions. They are enthusiastic and have indicated that this is supporting their understanding of different types of play. They require guidance in taking forward this role to ensure that they impact positively on children's experiences.

■ A school improvement plan is in place and this includes nursery priorities. The plan has not been taken forward effectively. Senior leaders need to work with practitioners to monitor regularly the progress and impact of the plan.

2.3 Learning, teaching and assessment	weak

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 welcoming, calm ethos of the nursery is a strength. Relationships are positive and respectful and children follow instructions well. They are involved actively in spontaneous play, such as games they have created themselves, which offer opportunities to risk assess and negotiate with others. The outdoor space is used frequently by children throughout the day. However, children are not engaging in rich, well-planned play experiences. A minority of children lack focus throughout their day. They do not engage well or sustain concentration with the play experiences. They need more support from practitioners and rich, challenging experiences to develop their skills and extend their learning.

■ Practitioners have identified correctly the need to improve the environments and spaces with a focus on improving children's engagement. Practitioners need to develop the use of spaces using open-ended resources as this will help to encourage more curiosity and creativity. They need to improve indoor and outdoor play spaces using high-quality, inviting provocations to enhance learning opportunities and engagement from children. Practitioners should develop robust and effective systems that enable them to be more responsive to children's needs.

■ Interactions between practitioners and children are warm and nurturing. In a few examples, practitioners use open-ended questioning to further children's learning. Practitioners must now improve the quality, consistency and effectiveness of questioning and interactions to support all children to make progress in their learning.

■ Practitioners should reflect on the pace and balance of transitions for children across the day to ensure children are able to engage fully in their play and learning. At present, children's play is interrupted too often throughout their day.

■ Digital technology is accessible to all children throughout the day. This is not yet used effectively by all children.

■ Practitioners record observations of children's activities in individual learning stories. The observations of children's learning are largely descriptive. Practitioners would benefit from high-quality professional learning to develop their skills in observation and assessment. Their observations need to focus more on learning. This will help to identify the next steps for children and show the progress they are making in key areas.

■ Practitioners plan activities that are responsive to children's interests but are not sufficiently clear on what the planned outcome of the learning is. They should continue, as identified in the improvement plan, to develop approaches to planning. This will help them to ensure learning is responsive and engaging and promotes skill development as well as continuity and

progression across all key aspects of learning. Children would benefit from being involved in planning to ensure that practitioners are responsive to their ideas, interests and prior learning.

■ The senior practitioner developed and introduced recently an approach to tracking children's progress in literacy and numeracy. The depute head teacher is using this information to support recently introduced tracking meetings with practitioners. Staff need further training and guidance to assist them to make reliable judgements about children's progress.

2.2 Curriculum: Learning and developmental pathways

■ Practitioners provide a range of play-based activities and experiences for children. They have indicated that this is responsive to children's interests. The practitioners, working as a team, need to improve their understanding of the curriculum. In particular, they need to develop their knowledge of continuity, progression and relevance in learning along with ensuring appropriate breadth across the curriculum.

■ Practitioners promote aspects of literacy and numeracy across the curriculum but are not sufficiently developing progressive skills. Practitioners need to develop their understanding of skill progression within key areas and across the early level of Curriculum for Excellence.

■ Working with senior leaders and the local authority, the nursery team need to now make use of the national practice guidance. This should help them to improve and promote spaces, interactions and experiences.

■ Practitioners have put in place transition arrangements to support children when they start nursery. They gather useful information from parents to help them to get to know children as individuals. Practitioners should use this information more effectively to help them to meet the development and learning needs of all children.

■ Prior to starting school, children have opportunities to spend time in the primary one class and take part in school events. There now needs to be more collaboration among practitioners and primary staff working within and across the early level. This will enhance transition and support continuity and progression in learning across the early level.

2.7 Partnerships: Impact on children and families – parental engagement

■ Practitioners have developed positive relationships with families. Parents appear comfortable and welcome in the nursery setting when dropping their children off.

■ Most parents feel their child likes being at nursery and that it helps their child to build confidence. Most parents report that they are able to approach staff with questions, suggestions or problems. Practitioners have reintroduced opportunities for parents to participate in stay and play sessions. Parents take time, during these sessions, to access their children's learning stories and to share the achievements and progress their children are making. Learning stories are also sent home once a term. Practitioners should develop further these approaches and encourage parents to contribute to their child's learning story.

■ Practitioners recognise the importance of involving parents in their child's learning. They provide books to encourage story telling at home. Parents are not yet involved in nursery self-evaluation activities. Senior leaders need to explore ways of involving families more fully, for example, through parent focus groups and gathering parents' views on aspects of the work of the nursery.

■ The nursery team link with partners and agencies such as speech and language therapy. Partners visit the nursery and provide strategies to support children's progress. Systems need to be in place to better use these strategies to support children make progress in their learning.

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 that need to be addressed as a matter for urgency.

3.1 Ensuring wellbeing, equality and inclusion	weak

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

- The nursery has important weaknesses in their approaches to wellbeing, equality and inclusion. These are impacting on children's ability to succeed and achieve.

- Positive relationships are evident between children and staff. Practitioners are gentle and kind in their interactions with children. As a result, children are calm, relaxed and regulate their emotions well in the nursery environment. Practitioners ensure that children's personal care needs are met. They are aware of wellbeing indicators and have developed characters to support children in promoting their wellbeing. During large group times, practitioners talk to children about play areas, risks and how to keep themselves safe during play activities.

- P7 pupils visit the nursery regularly to help children to develop an understanding of children's rights. Practitioners support children further in developing and understanding their rights during play.

- Children benefit from nurturing lunch experiences. Children are becoming independent in accessing their lunch and following routines. Staff sit with children to encourage and develop social interactions.

- Practitioners know children well and use 'All about me' booklets to gather important information about individuals to support their care needs.

- There are significant gaps in children's personal plans. In partnership with the local authority, senior leaders need to ensure that they comply with statutory requirements. Current plans are not effective in identifying children's wellbeing needs. Practitioners must review and update all plans on a systematic and timely basis. They should involve parents in agreeing targets for their child. Practitioners need to review and update targets within set timescales.

- The nursery environment has resources which reflect cultural diversity. There are opportunities to enhance approaches further to embracing the cultural background of children and their families. There are a number of children with English as an Additional Language who are not being provided with appropriate support. Practitioners should implement strategies to support children and families better, whose first language is not English.

- Practitioners recognise that there are children who face barriers in their learning, but have not put in place clear plans, strategies or interventions to support these children. Senior leaders need to work with the nursery team to develop appropriate plans that set out clear targets and strategies. This would help practitioners to provide effective support that meets the individual needs of children.

<table>
<tr><td>3.2 Securing children's progress</td><td>weak</td></tr>
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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's progress in early language, mathematics, and health and wellbeing is weak. There is insufficient evidence to demonstrate the progress children are making in their learning since starting nursery. Learning stories provide an attractive record of children's engagement in a range of activities. These stories are not yet sufficiently focused on children's learning. Practitioners would benefit from support to understand how to promote learning better through interactions, experiences, and spaces.

■ Most children listen well, and the majority are confident in their interactions with one another. Children enjoy listening to stories with staff and would benefit from encouragement to use books independently. Children's early drawings are developing well. They need more support to explore early writing in different contexts. Practitioners need to increase opportunities for children to develop progressive skills in communication and language to ensure children make sufficient progress.

■ Most children are developing an awareness of counting and numbers during play activities. They are beginning to develop an awareness of mathematical concepts such as symmetry with support from practitioners. Children need a wider range of experiences to make more progress in developing their skills and understanding in early mathematics.

■ Children enjoy free access to enclosed outdoor play spaces for fresh air and exercise. Most are confident climbing, running and throwing and catching outside. Most play co-operatively with one another and are confident in choosing where they want to play. Most children follow routines in the nursery and at lunch independently. Practitioners should continue to promote children's independence, for example, during baking and at lunch. Children are developing friendships with one another. They are confident in playing together and can instigate games, such as hide and seek, independently in small groups. Practitioners need to implement better approaches to support children's wellbeing more fully.

■ Children's learning stories do not provide sufficient information about children's progress in learning. The nursery has recently implemented a new approach to gathering information and tracking the progress children are making in key areas of literacy, numeracy and mathematics. The senior leadership team have also recently started to meet with practitioners and use this information to help them identify children who are not making appropriate progress in learning. Senior leaders and practitioners would benefit from local authority support in taking this forward. This will ensure the reliability of the information gathered and clarify how they will use

this alongside other assessment information to monitor children's learning and achievements over time.

■ Senior leaders and practitioners have not used targeted interventions to support children to overcome barriers in their learning. They should now work together to gather cultural, linguistic and socio-economic data alongside information about children's learning. They need to use all of this information to identify and implement appropriate interventions that will support children and families and improve outcomes.

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 and Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education and Children's Services

7

SUBJECT: Additional Support Needs (ASN) Funding

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1   PURPOSE

1.1   To seek the Committee's approval for the proposed changes to the allocation of funding to support children and young people with ASN.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

     i.   Approve the proposed changes to the principles for the allocation of funding for children and young people with ASN.

3   BACKGROUND

3.1   Getting it Right for Every Child (GIRFEC) is the national approach to improving outcomes for children and young people by offering the right help at the right time so that they can reach their full potential.

3.2   The Education (Additional Support for Learning) (Scotland) Act (2004) provides the legal framework for the provision of additional support for learning. The Act legislates for the responsibility of education authorities to identify, provide and review the provision for the additional support needs of children and young people.

3.3   The national context of children and young people with ASN is changing. Numbers of children and young people with ASN have doubled in the past decade. There are several factors contributing to this including: advances in medicine and neonatal care, rising poverty, poorer mental health and better identification of ASN.

3.4   This picture is mirrored in East Lothian. Between 2014 and 2023 the number of pupils with ASN has increased by 84%. 36% of children and young people in East Lothian are currently recorded as having ASN.

3.5   The predominant reasons for ASN in East Lothian include Social and Emotional Behavioural Need (SEBN) and Autistic Spectrum Disorder (ASD).

3.6   The current system of funding for ASN comprises of Predictable and Exceptional Needs.

3.7   Predictable Needs funding is determined by free school meal entitlement and school roll. It is allocated on a 70:30 basis with 70% based on free school meal entitlement and 30% based on the school roll.

3.8   Exceptional Needs funding applications are made by school staff for individual children and young people who are considered to have needs which are complex and enduring. This is evidenced through submission of the Child's Plan to a panel to assess and moderate against set criteria. If granted, exceptional needs are assessed as either low, medium or high and this correlates to a number of ASN Auxiliary hours of support. This varies each year depending on the overall budget and the number of children and young people with exceptional needs.

3.9   In line with the principles of Belonging to East Lothian and the evolving nature of the ASN landscape, it is essential that funding: aligns with a changing profile of need; is decentralised to ensure localised support with an emphasis on early intervention; and is equitable, evidencing improved outcomes for children and young people.

3.10   To ensure the continued efficiency and effectiveness of ASN funding allocations a working group of school leaders and central staff, led by the Quality Improvement Manager for Equity & Inclusion has been established.

3.11   The working group agreed unanimously that the current system needs to be reviewed and identified the following constraints with it:

- The current system is bureaucratic. It can take time to access support.
- Schools need greater flexibility and autonomy to provide support.
- The growing numbers of children and young people with social and emotional needs and autism are not adequately recognised in the universal support formula for predictable needs or exceptional needs.
- Resource needs to include children and young people who struggle to attend school.
- The current system conflates the provision of staffing hours with meeting needs. Meeting learners' needs is more nuanced than that.
- There is an element of subjectivity with the current system of Exceptional Needs which is predicated on the content of a Child Plan.

MONITORING AND REVIEW

3.12   The working group agreed that an objective and comprehensive, data driven system is required to address constraints in 3.10 and ensuring alignment with the factors identified in 3.8.

3.13   Data for children and young people is collated in the education management system SEEMiS.

3.14   The Risk Matrix module in SEEMiS holds information for children and young people which directly correlates to factors giving rise to ASN. This is detailed in Appendix 1.

3.15   It is proposed that a new system of funding for ASN would:

- Amalgamate the two distinct Predictable and Exceptional Needs funding streams into one ASN funding stream.
- Use the information in the SEEMiS Risk Matrix and apply ASN weightings factors for all individual children and young people.
- This determines the number of children and young people in each school who have a low, medium or a high level of factors giving rise to ASN.
- A progressive weighting for funding will be applied to a determination of low, medium, or high factors.
- This will be compiled to provide individual schools with an allocation of funding.
- As a result, Head Teachers and their senior leadership teams will be able to determine how best to allocate resource to meet needs across their schools. It will also allow greater flexibility to respond to changing and emerging needs throughout the course of a school year.

3.16   The proposed new model of funding will assume the same overall level of funding as that which is available currently. It is therefore possible that there will be increases and decreases to the funding that individual schools receive. This is true with the current system too. However, to mitigate against any significant swings, a smoothing effect will be applied for the first three years of transition to the proposed new system.

4   POLICY IMPLICATIONS

4.1   The Council has a statutory responsibility to provide adequate provision for children and young people with Additional Support Needs.

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   SEEMiS Risk Matrix factor are contained in Appendix 1.

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DATE	19 November 2024

SEEMiS Risk Matrix – Factors Giving Rise to Additional Support Needs

School Attendance %
85-90
70-84
50-69
Below 50
Attendance Codes
Social Anxiety
Should Not Attend – Reasonable Adjustment ASN
Sickness with Educational Provisions
Free School Meals and School Clothing Grants
Yes
No
Social Index of Multiple Deprivation
1
2
3
4
5
With Care Experienced
Looked After Away From Home
Looked After At Home
Previously Looked After
Kinship Care
English as an Additional Language
New to English
Early Acquisition
Developing competence
Competent
Fluent
ASN Planning
Individual Education Plan
Child Plan
Positive Support Plan
Inclusion and Wellbeing Risk Assessment
CSP
Assessed or Declared Disabled
Other ASN – no formal plan
Child Protection Register
Yes
Yes Previously and subsequent deregistration
Young Carer
Yes

East Lothian Council

REPORT TO: Education & Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education & Children's Services

8

SUBJECT: Parental Engagement Strategy 2024-2028

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1   PURPOSE

The purpose of this report is to ask the Committee to approve the East Lothian Council Parental Engagement Strategy 2024-2028 (Appendix 1) together with the abbreviated document East Lothian Council Parental Engagement Strategy 2024-2028 Summary Document for Parents (Appendix 2).

2   RECOMMENDATIONS

2.1   The Committee is asked to:

i.   Approve and adopt the East Lothian Council Parental Engagement Strategy 2024-2028 (Appendix 1). A copy of the Strategy will be provided to all schools in East Lothian, our Partner Providers – Early Learning and Childcare Settings and our Parent Councils. The Strategy will also be available on East Lothian Council's website.

ii.   Approve and adopt the East Lothian Council Parental Engagement Strategy 2024-2028 Summary Document for Parents (Appendix 2). A copy of the Summary Document will be provided to all schools in East Lothian, our Partner Providers – Early Learning and Childcare Settings and our Parent Councils.

3   BACKGROUND

3.1   Local authorities are required to produce a Parental Engagement Strategy as part of the Parental Engagement Driver of the Scottish Government's National Improvement Framework and the Scottish Schools (Parental Involvement) Act 2006 and to review this from time to time.

3.2   Our Parental Engagement Strategy was launched in 2017 and sets out how we will support our schools/partner providers to ensure all parents/carers are encouraged and supported to engage as partners in their children's learning and to become involved in the life and work of the school.

3.3   A Working Group was set up to consult with our stakeholders and gather their views to inform a review of our Parental Engagement Strategy. This Working Group comprised Parent Council Chairs, Head Teachers, Depute Head Teacher, Principal Teachers, Class Teacher, Quality Improvement Officer and Parental Engagement Officer, who all contributed to this strategy review.

3.4   The Working Group developed a survey to evaluate the impact of the six strands of our strategy (Welcome, Communication and Involvement, Engagement in Child's Learning, Family Learning, Parent Councils, Complaints). The evaluation survey sought the views of parents, parent councils, schools and pupils.

3.5   The responses were analysed, and themes identified. School-specific reports were shared with Head Teachers and Parent Councils to identify areas of strength or development. An authority-wide report was presented to East Lothian Parent Council members, and this illustrated good practice across the county with mostly positive responses. As the review did not demonstrate a need to make major changes, the Parental Engagement Strategy has been refined but not revised.

4   POLICY IMPLICATIONS

4.1   None.

5   INTEGRATED IMPACT ASSESSMENT

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

6   RESOURCE IMPLICATIONS

6.1   Financial – None.

6.2   Personnel – None.

6.3   Other – None.

7   BACKGROUND PAPERS

7.1   None.

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East Lothian Council

Parental Engagement
STRATEGY 2024 - 2028

getting
it right
for every child
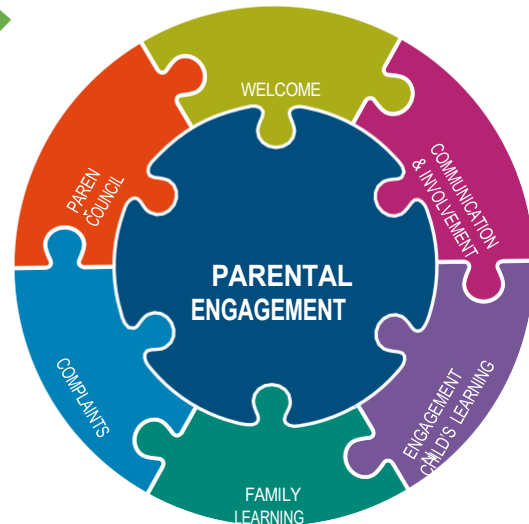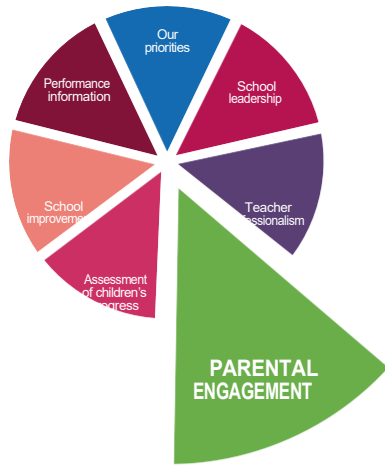
INTRODUCTION

In East Lothian Council we believe that fostering positive partnerships between parents/carers and schools is crucial to securing the best outcomes for our children and young people. Our Parental Engagement Strategy demonstrates our commitment to improving the quality and extent of parents'/carers' involvement in their child's learning and the vital role they play in their child's education. Through this strategy we aim to continue to build on existing good practice and create further opportunities for our parents/carers and schools to work together.

I would like to pass on my thanks to the parents, carers, head teachers and council officers who worked together to co-create this strategy, taking into account the views of a wide range of stakeholders and especially our parental and school communities. We look forward to continuing to work in close partnership to achieve our common goal of getting it right for every child.

Nicola McDowell – Head of Education

GLOSSARY

Parent: Parent refers to the mother or father of a child or young person, or to any foster carers, relative or friend who has been given responsibility for looking after or bringing up a child or young person. We will use the term parent or parents to refer to all parents and carers throughout this document.

Schools: Our Parental Engagement Strategy is for schools, partner provider early learning and childcare settings and for all other partners of East Lothian Council. The term school is used throughout this document to denote a range of settings.

ASN (Additional Support Needs): Children and Young People who require additional support, in order to help them make the most of their school education and to be included fully in their learning.

| ELC | EL&C | S | P | PC |

KEY

- ■ **ELC** – East Lothian Council
- ■ **EL&C** – Early Learning & Childcare
- ■ **S** – Schools
- ■ **P** – Parents
- ■ **PC** – Parent Council

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WELCOME

All parents can expect to be given a warm welcome in our schools and will actively be encouraged to participate in the life and work of the school.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Mutual respect and non-judgemental support underpin all staff/parent relationships.	✓	✓	✓	✓	✓	• School Management and Partner Provider Staff will create a welcoming environment for parents in their setting. Children and siblings will be welcomed at parent consultations. • All school staff will welcome parents from the first point of contact at enrolment and throughout every contact. • Training will be offered to all front of house staff to ensure that the needs of all parents are addressed in a professional manner when they arrive at the school.	August 2024 onwards	All parents and families will feel welcomed and included in the life of the school and the care and education of their children.
• Our engagement will take into account factors that may act as barriers for some families.	✓	✓	✓	✓	✓	• Parents will be given opportunities to discuss and agree with staff what may be put in place to support their individual needs. • Non-resident parents will have their address/contact details included on their child's Enrolment Form and schools will ensure they will be provided with the same information as the resident parent as appropriate.	August 2024 onwards	• Parents' needs are recognised and supported. • Families feel welcome in our schools and can report their experience in Parental Engagement Consultations.

MEASURE

- East Lothian Council Parental Engagement Consultation
- East Lothian Council Self Evaluation Reports
- Level of Complaints
- Education Officer visits
- School Inspection Pre-Questionnaires

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COMMUNICATION AND INVOLVEMENT

Our schools will communicate information clearly to parents in a variety of ways and will provide a range of opportunities for parents to become involved in the life and work of the school.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Schools will communicate information to parents in a variety of ways in consultation with parents. • Schools will make clear to parents how they can contact the school.		✓	✓	✓	✓	• Schools will communicate in a variety of ways which may include online Learning Journals, Learning Stories and face to face meetings. Schools will use newsletters, websites, noticeboards, a text/email service, phone calls and social media to give information to parents. All communication will be clear, giving parents good notice of events. Ways for parents to respond will be clearly explained. • At enrolment, parents will be given clear information on who is the main contact person for their children and how they can contact that person to discuss matters relating to their children. They will also be given information on how to raise a concern. Schools will develop and put in place a well understood system and process to record and respond to parental concerns.	August 2024 onwards	Parents will know how to raise concerns.
• Websites will contain key information for parents from Early Years Partnership settings through to Secondary School.	✓	✓	✓			• School websites will make key documents available to read, link to or download including the School Handbook, Standards and Quality Report and School Improvement Plan. The website will also include links to local and national guidance and useful websites eg Parentzone, Read/Write/Count, school lunch menus and local consultations etc.	August 2024 onwards	• Parents are making regular use of school websites.
• Schools will make the involvement of parents a priority.		✓	✓			• Schools will consult with parents and find a variety of ways, times and places to involve all parents in the life of the school at a level that families find comfortable, is supportive and inclusive. This will vary depending on family circumstances, children's stage of schooling and the school's location. It will not necessarily involve the parent coming into school.	August 2024 onwards	• The ethos and culture of the school reflects parents as partners in their children's learning through their involvement with the school.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• East Lothian Council and schools will communicate the ways in which parents are meaningfully involved in decision making.	✓	✓	✓	✓	✓	• The ways parents can be involved in decision making will be communicated through the School and Parent Council newsletters, Parent Council meetings, Parents Evenings, Questionnaires, East Lothian Council Evaluation visits and Care Inspectorate and Education Scotland inspections. • The School Handbook must be produced in consultation with the Parent Council.	August 2024 onwards	Parents know how they can be involved in decision making in schools.
• East Lothian Council will consult parents on their school involvement and engagement.	✓	✓	✓	✓	✓	Consultations will gather the views of all parents. The results will inform School Improvement Plans and will be analysed at school/cluster/local authority levels.	August 2024 onwards	• Parental Engagement Consultations will effectively involve parents in both the school and local authority improvement planning process.
• Schools will ensure that parents are meaningfully involved with the creation of the School Improvement Plan.	✓	✓	✓	✓	✓	• Schools will report on parental involvement and engagement within the context of their Standards and Quality Reports. Parents will be invited to give their opinions on the School Improvement Plan and to be involved in choosing improvement priorities for the year ahead. • All parents will be informed of the key priorities contained within the School Improvement Plan. The School Improvement Plan will be placed on the school website, with hard copies available to parents on request.	August 2024 onwards	Parents will know where to find information about the key aspects of the school's improvement work.

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WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Schools will consult parents about the ways they report on pupil progress in learning.	✓	✓	✓	✓	✓	• Schools will develop bespoke approaches to reporting on pupil progress within the parameters of East Lothian Council and National guidance. Parents will be consulted with regard to these approaches. Schools should regularly review these approaches to ensure that parents have the information they need about the progress of their children. • Schools will produce reports in Plain English that can be clearly understood by parents. • The report should give clear feedback to parents that demonstrates that the teachers know their children well, and pays attention to their children's emotional and social development and their progress in learning. • Learners will be meaningfully engaged in this process.	August 2024 onwards	Parents will feel valued and be meaningfully involved in developing approaches to reporting that meets their needs. Parents will understand the progress their children are making and the information/support they require to be able to support their children's learning. • Pupils will have a clear understanding of their strengths and next steps in learning. • Pupils will have a clear understanding of the support in place to help them succeed.
• Parent volunteers will be welcomed to support school activities.		✓	✓	✓		• Parents who wish to come into school to help with a wide range of activities will be welcomed and supported by a designated member of staff. Protocols will be developed by schools to support parents working with children as a volunteer.	August 2024 onwards	Children's learning and school activities will be enhanced by the contribution of parent volunteers.

MEASURE

- East Lothian Council Parental Engagement Consultation
- Websites and other social media
- Education Service Improvement Plan
- Parents Evenings
- Parent Council feedback
- Parent volunteers
- Level of parental engagement in the development of the School Improvement Plan

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ENGAGEMENT IN CHILD'S LEARNING

Parents will be supported and encouraged to become actively engaged in their child's learning both in school and at home.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Schools will support parental engagement in children's learning.	✓	✓	✓			• East Lothian Council expects that all school staff will demonstrate and understand that parental engagement in children's learning is highly effective in improving a range of outcomes for children; better attendance, behaviour, home learning and overall learning progress. They will also understand that it is a duty of school staff to find meaningful, inclusive and accessible ways to involve and engage parents in their children's learning.	August 2024 onwards	Parents will be encouraged to be fully engaged in their children's learning at a level with which they are comfortable.
• Schools will explain helpful ways that parents can support learning with clear information about what children are studying and how it can be supported at home.		✓	✓			• Schools will help parents to understand that their interest in children's learning can impact on children's progress. They will find ways to help parents understand what their children are learning and how they are being assessed. • Parents can be supported to engage with their children's learning, both in and out of school, through information leaflets, use of social media, sharing virtual learning environments, links to online learning materials and, information about outside educational experiences in the community.	August 2024 onwards	• Parents report increased confidence in helping their children to develop and learn.
• Schools and families will work together to plan successful transitions.		✓	✓	✓		• Schools will involve parents and pupils in the transition programmes to ensure that the emotional and social needs of children and parents are met and that children's learning is continuous.	August 2024 onwards	• Families feel supported through transitions to the next stage of schooling.
• Schools will ensure that all parents are aware of transition arrangements.		✓	✓			• Schools will communicate the details of transition programmes to all parents including enhanced transition for children with additional support needs.	August 2024 onwards	• Parents of all children including those with additional support needs will feel more confident about their children's wellbeing and learning progress through transitions.

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WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Schools will help and encourage parents to support their children and young people through course selection.			✓	✓	✓	• Staff will help and encourage parents to support their children through course selection at all stages. This will include opportunities to consider children's wider interests in life and for both parents and children to have the information they need to make these important decisions. This may be through curriculum evenings, meetings with guidance support, careers evenings or other flexible ways, as requested by parents.	August 2024 onwards	Parents feel informed and enabled to support their children and young people in their decisions on courses.
• Monitor levels of parental engagement with learning provision in all our schools.	✓	✓	✓		✓	• Information about strengths and development areas in relation to parental engagement in children's learning will be gathered from East Lothian Council Evaluation visits, from Care Inspectorate, Education Scotland Inspections and East Lothian Council Parental Engagement Consultations. Data will be gathered and analysed at school and council level to inform improvements in parental engagement in learning. • East Lothian Council will share good practice of where parental engagement is working well, including with Head Teachers during their Evaluation Visits.	August 2024 onwards	• Parents will be meaningfully involved in East Lothian Council and school level monitoring and evaluation.

MEASURE

- East Lothian Council Parental Engagement Consultation
- Feedback from the Parent Council
- Attendance and feedback from Parents Evenings, course choice and transition meetings

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FAMILY LEARNING

Our schools will work with partners to promote, support, and provide Family Learning opportunities, taking into account the varied needs of parents.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Families contribute to Family Learning opportunities.	✓	✓	✓	✓		• All East Lothian Council groups including schools recognise that 'a key component of family learning is the negotiated learning between staff and families, taking into account prior learning, family circumstances and aspirations.' (Family Learning; Education Scotland 2016). • East Lothian Council recognises the importance of family learning and will promote this. This can be talking, playing and reading with your children at all stages or more formalised Family Learning opportunities which can be supported by school staff or Community Learning and Development who actively promote/support the curriculum.	August 2024 onwards	Families report having a say in shaping the Family Learning opportunities they have been involved in.
• Schools will work with partners to both promote and provide Family Learning opportunities, taking into account the varied needs of parents.	✓	✓	✓			• Intergenerational opportunities for families to learn together will be created and promoted by a range of partners in collaboration with schools and parents. These partners may include Outdoor Learning, Support from the Start and community groups eg First Step, Dad's Work, Home Start and Area Partnerships. Schools will also consider how they can share resources creatively to increase Family Learning opportunities in their cluster.	August 2024 onwards	• Families see an improvement in family literacy, numeracy and health and wellbeing.
• Schools will encourage the uptake of Adult Literacy and Numeracy classes.	✓	✓	✓	✓		• Schools will aim to build relationships with parents that overcome barriers to parental engagement and raise awareness of provision of support by East Lothian Council for Adult Numeracy and Literacy classes. These relationships will enable parents to feel confident about seeking support to help address any barriers to learning. Schools will enable staff to support each family who "volunteers" into a well matched programme or initiative for their family.	August 2024 onwards	• Families are matched into the right programme which increases uptake and completion of the programme.

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WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• East Lothian Council will promote good practice in Family Learning.	✓		✓		✓	• East Lothian Council and schools will identify and communicate best practice of local and national Family Learning initiatives through communication with Parent Councils and Head Teachers.	August 2024 onwards	East Lothian Council and other national Family Learning programmes will be celebrated and publicised, which will increase uptake.
• East Lothian Council and schools will build awareness of the factors causing poverty in our communities and how poverty impacts on family wellbeing and children's health and learning outcomes.	✓	✓	✓	✓	✓	• The East Lothian Poverty Commission report will be considered by all schools and settings working with parents. The 'Cost of the School Day' will be considered in each school by staff, parents and the Parent Council, supported by community groups to include East Lothian Council Area Partnerships. • East Lothian Council will share good practice in schools that improve their understanding of poverty and its impact within East Lothian Council and wider.	August 2024 onwards	• Poverty, as a significant barrier to family and children's health and wellbeing will be understood. The barriers it causes will be tackled with positive impact on families and children.
• East Lothian Council will provide a range of programmes to support all parents.	✓	✓	✓	✓		• The approved programmes include The Solihull Approach, PEEP, The Incredible Years, Raising Children with Confidence, Raising Teens with Confidence, Escape. Availability of these programmes will be advertised through the Parenting Courses quarterly update circulated by Support from the Start.	August 2024 onwards	• Increasing numbers of parents taking up a course will indicate the courses are effectively publicised. • Parent evaluations of the courses show impact on their confidence in supporting their children.

MEASURE

- East Lothian Council Parental Engagement Consultation
- Uptake of Family Learning programmes
- Evaluations from Family Learning programmes

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PARENT COUNCILS

East Lothian Council and our schools will continue to promote the role and function of the Parent Council and will ensure access to support and training to enable the office bearers to carry out their roles effectively. All parents will be encouraged and supported to become involved in the Parent Council to ensure a wide variety of views are represented.

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WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• East Lothian Council will continue to support Parent Councils, and in particular the Chair of the Parent Council, as well as the Head Teacher in their role as Adviser to the Parent Council.	✓	✓	✓		✓	Through the Parental Engagement Officer by • providing access to training to support office bearers to carry out their roles effectively. • attending meetings of new Parent Councils, on request, to brief members on the role and remit of the Parent Council. • providing Recruitment and Selection Training for Parent Councils specifically for Head Teacher and Depute Head Teacher appointments. • providing a venue for Parent Councils to hold their meetings. • paying for the services of a Clerk to support the Parent Council (non-voting Clerk only). • providing an annual administrative budget allocation to support the work of the Parent Council. • paying for a group membership to Connect which includes public liability insurance. • distributing key information at both a local and national level from the Scottish Government; Education Scotland, Connect and other relevant agencies. • circulating termly updates from East Lothian Council to East Lothian Parent Council Members and in exceptional circumstances convening short life groups.	August 2024 onwards	Positive partnership working with increased parental engagement.

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WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Parent Council Members are trained, as necessary, to recruit Senior School Managers.	✓		✓	✓	✓	• East Lothian Council will continue to ensure that parents play a crucial role in the recruitment of Head Teacher and Depute Head Teacher posts. • Parents and Parent Councils will be fully briefed and understand their role in the appointment of Head Teacher and Depute Head Teacher posts.	August 2024 onwards	Parents are directly involved in the decision making process for choosing the leaders in their children's school.
• Training is provided for parents to participate fully in school inspections.	✓			✓		• East Lothian Council will offer training for parents who may be involved in school self-evaluation and school improvement processes. East Lothian Council will offer training for parents who may be involved in school inspections.	August 2024 onwards	• Parents will feel more confident to play a key role in the inspection process.

MEASURE

- East Lothian Council Parental Engagement Consultation
- Effective participation in the Recruitment and Selection process
- Effective participation in the School Inspection process
- Evaluation from Parent Council training sessions

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COMPLAINTS PROCEDURES

Parents can be confident that any complaints will be acted upon in an effective and timely manner.

WHAT	WHO					HOW	WHEN	IMPACT
	ELC	EL&C	S	P	PC			
• Complaints Procedure.	✓	✓	✓	✓	✓	East Lothian Council and schools take parental concerns seriously: • ELC Complaints Procedure: [Complaints procedure | Comments, complaints and compliments | East Lothian Council](#) • Care Inspectorate Complaints Procedure: [Complaints (careinspectorate.com)](#)	August 2024 onwards	Parents will feel confident that their concerns/complaints are being dealt with effectively.

➡️ **MEASURE**
- Analysis and level of complaints
- Feedback

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REFERENCES AND
USEFUL ADDITIONAL RESOURCES

- National Improvement Framework 2023
  [National Improvement Framework (NIF) and improvement plan 2023: summary - gov.scot (www.gov.scot)](www.gov.scot)

- Scottish Schools[Parental Involvement]Act 2006
  http://www.legislation.gov.uk/asp/2006/8/pdfs/asp_20060008_en.pdf

- Parental involvement to parental engagement: a Continuum
  [Janet Goodall and Caroline Montgomery]
  http://learningfoundation.org.uk/wp-content/uploads/2016/03/
  Parental-involvement-to-parental-engagement-a-continuum.pdf

- Engaging parents and families: A toolkit for Practitioners
  https://education.gov.scot/improvement/Pages/par2engagingparentstoolkit.aspx

- How Good is our School – 4th Edition [HGIOS4]
  https://education.gov.scot/improvement/Documents/
  Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

- East Lothian Area Partnerships
  http://www.eastlothian.gov.uk/info/200521/area_partnerships

- East Lothian Council
  http//www.eastlothian.gov.uk/ParentCouncils

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FURTHER INFORMATION

- **National Improvement Framework 2023**
  2023 National Improvement Framework and Improvement Plan: Summary Document (www.gov.scot)

- **Scottish Schools [Parental Involvement] Act 2006**
  http://www.legislation.gov.uk/asp/2006/8/pdfs/asp_20060008_en.pdf

- **Parental Involvement to Parental Engagement: A Continuum**
  [Janet Goodall and Caroline Montgomery]
  http://learningfoundation.org.uk/wp-content/uploads/2016/03/Parental-involvement-to-parental-engagement-a-continuum.pdf

- **Engaging Parents and Families: A Toolkit for Practitioners**
  https://education.gov.scot/improvement/Pages/par2engagingparentstoolkit.aspx

- **How Good is our School – 4th Edition [HGIOS4]**
  https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

- **East Lothian Area Partnerships**
  http://www.eastlothian.gov.uk/info/200521/area_partnerships

- **East Lothian Council**
  http//www.eastlothian.gov.uk/ParentCouncils

WHAT IS PARENTAL ENGAGEMENT?

Parental engagement is about ways in which parents / carers, families and professionals work together to support children's learning.

Parental engagement offers greater opportunities for parents / carers to be active in their children's learning.

Research proves that parental engagement leads to greater success for our young people. Together we can make a difference.

Parental engagement is different for every family and East Lothian Council is committed to helping all parents / carers to be engaged at a level that is right for them.

OUR PROMISE

All our schools will make the involvement of parents / carers a priority. East Lothian Council will ensure parents/ carers are given the opportunity to be included in the life of the school.
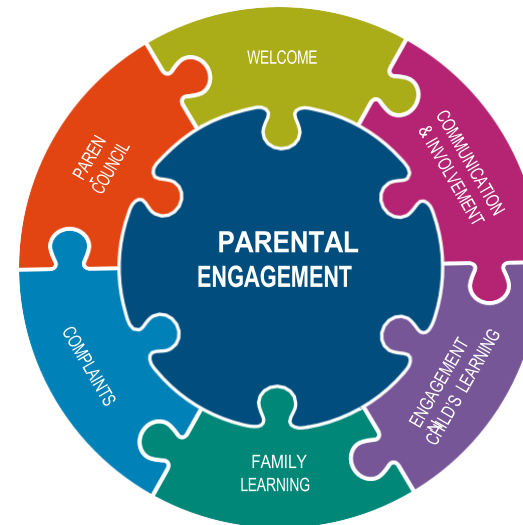
CREATING A WELCOMING ENVIRONMENT

East Lothian Council is committed to supporting all parents / carers to engage in their children's learning and ensure they feel welcome and respected in our schools.

East Lothian schools will welcome and value parents / carers and encourage their input on how we deliver education as this makes a difference to our young people.

Parents / carers will be valued, listened to and given an opportunity to be a part of the life of the school and involved in decision-making.

We welcome all parents / carers into our schools. Schools will seek to break down barriers by working to establish relationships and tailor events to suit all parents / carers and encourage them to become involved in the life of the school.

Puzzle diagram: PARENTAL ENGAGEMENT (centre), surrounded by WELCOME, COMMUNICATION & INVOLVEMENT, ENGAGEMENT CHILD'S LEARNING, FAMILY LEARNING, COMPLAINTS, PARENT COUNCIL

COMMUNICATING WITH PARENTS/CARERS

Schools will communicate information to parents / carers in a variety of ways in consultation with the Parent Forum.

Schools will put in place a system and process to record and respond to parents / carers concerns and parents / carers will be made fully aware of this.

Everyone will be made aware of the main point of contact for their children and how to contact them.

East Lothian Council will consult to gather feedback on how parents / carers are welcomed into our schools and the opportunities available for them to be involved in the life and work of the school.

Schools will ensure that parents / carers are meaningfully involved with the co-creation of the School Improvement Plan [a document which maps out areas / methods of improvement for the school].

Schools will consult parents / carers about the ways they report on pupil progress.

ENGAGEMENT IN CHILDREN'S LEARNING

Schools will ensure all parents / carers are given support to engage as partners in their children's learning.

Schools will communicate the best ways to support learning with clear, targeted information about what young people are studying and how it can be supported at home.

Schools will explain assessment and the development of the curriculum to parents. Schools will help and encourage parents / carers to support their child through all course selection.

PARENTAL ENGAGEMENT

Parents / carers are automatically members of the wider Parent Forum and are entitled to attend Parent Council meetings.

Parents / carers are entitled to be represented and work with the school to create the School Improvement Plan.

Parents / carers are entitled to be represented in the full recruitment and selection process when appointing either a Head Teacher or Depute Head Teacher.

Schools will welcome all parents / carers and encourage them to become engaged in the life and work of the school.

Head Teachers will ensure parents / carers views are reflected in the culture of the school. Head Teachers will attend each meeting of the Parent Council as an adviser or be represented in their absence.

East Lothian Council will arrange training for front of house staff to ensure our schools create a welcoming environment in line with East Lothian Council's Customer Charter.

FAMILY LEARNING

East Lothian Council recognise the importance of Family Learning and will promote this.

This can be talking, playing and reading with your children at all stages or a more formalised Family Learning Programme which can be supported by school staff or Community Learning and Development Team.

East Lothian Council and schools will build awareness of the factors causing poverty in our communities and of how poverty impacts on family wellbeing, children's health and learning outcomes.

PARENTS / CARERS RIGHTS

Parents / carers are legally entitled to have their say in the life of the school and East Lothian Council is committed to ensuring this happens.

East Lothian Council has a complaints procedure and parents' / carers' concerns will be taken seriously.

We believe working in partnership with parents / carers is the best way to give our children the very best start in life and a better chance of success.

EVERY CHILD MATTERS AND EVERY FAMILY MATTERS.