East Lothian Council

1

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

SUBJECT: Positive School Leaver Destinations and Employability

1   PURPOSE

1.1   To update the Committee regarding positive school leaver destinations using the recent School Leaver Destination Report (SLDR) report and employability activity within East Lothian.

2   RECOMMENDATIONS

2.1   The Committee is asked to note the contents of this report and recognise the wide range of activities being undertaken to improve positive leaver destinations in East Lothian.

3   BACKGROUND

3.1   To assist local authorities and schools target resources effectively Skills Development Scotland provides information about leaver destinations on an annual basis. A statistical report for East Lothian is attached (Appendix 1).

In East Lothian we continue to have strong links with partners and have further developed our post 16 provision to include Lifeskills. For the More Choices More Chances (MCMC) cohort, this opportunity provides an additional positive destination for those that are participating in Activity Agreements and a natural feed into the Get Ready for Work provision.

3.2   **Available Destinations**

Training providers delivering in East Lothian are:

- East Lothian Skill Centre at Meadowmill delivering a Get Ready for Work programme in partnership with Midlothian Training Services supporting up to 20 young people at any one time. This programme has been recently

developed to include the delivery of qualifications around literacy and numeracy (Intermediate 1) and IT (Intermediate 2).

- East Lothian Skill Centre at Meadowmill in partnership with Midlothian Training Services have commenced a Lifeskills programme at the beginning of February. This is a pilot and will offer initially 5 young people a part time training opportunity for 13 weeks

- Rathbone Training continues to deliver Get Ready for Work in Dunbar and Musselburgh along with the X-Ceed a programme of 1:1 support for 14-25 yr olds who have been or who are involved in the care or youth offending system.

- Activity Agreements are delivered by a staff member at East Lothian Skill Centre. This is a bespoke service for those furthest away from the job market. Positive destinations for East Lothian are sitting at 85% with a national average quoted of 79%. Appendix 2 shows the % of school leavers in positive destinations in East Lothian for the past 4 years. Based on the last 2 quarters of leavers –

  Quarter 2 (July – September 2012)

  20 referred, 19 offers made for Activity Agreements with 16 accepting a place.

  Leavers during this period equated to 6, 5 of which went onto positive destinations (further education, employment, Get Ready for Work)

  Quarter 3 (October – December 2012)

  17 referred, 9 offers made for Activity Agreements with 8 accepting a place.

  Leavers during this period equated to 7, 6 of which went onto positive destinations (employment, Get Ready for Work and Lifeskills).

- All of the above give priority to Looked After Children (LAC) and Look After and Accommodated Children (LAAC). Edinburgh College also offer a variety of further education options for example the Learning Programme for 16-24 year olds which offers a range of part time courses based throughout various campuses in Edinburgh, along with their winter and summer leaver course prospectus.

3.3 **Additional Support into Positive Destinations (including in-school)**

- **Careers Scotland** continues to offer their services in schools and beyond.

- All S4 secondary school pupils receive **work experience** as part of their Personal Social Education Programme.

- **Extended work experience** placements and shadowing is available to S4 to S6 pupils.

- *TWO* **(Targeting Work Opportunities)** Programme at the Skill Centre works with targeted winter leavers and offers extra support in preparing for work, training or further education. This programme generally consists of 12 young people.

- *Girls Aloud* programme at the Skill Centre helps girls who are still at school and at risk of disengaging to prepare for employment, training or further education. There are currently 14 girls on the programme which runs from January – March.

- *Community Benefits* continues to offer a wide range of opportunities with an opportunity to gain employability skills. Opportunities range from work experience, apprenticeships, school talks, mock interviews and site visits. The opportunities are shared throughout the county with schools, Jobcentreplus, Through Care and After Care (TCAC) and the Bridges Project.

- *WOSSTA* **(West of Scotland Seafish Training Association)** – this is a three week course, week one has been completed and attended by 5 East Lothian pupils (2 pupils from Dunbar Grammar School, 2 pupils from North Berwick High School and 1 pupil from Musselburgh Grammar School). 4 out of the 5 pupils already have links with the fishing industry and it is hoped that through the course and the award of the mandatory certificates that this will significantly aid their employment prospects.

- *Business Coaching* continues to be a success, feedback from a recent meeting with the coaches reinforced the power of the relationship and the positive effect it is having with the participants in such a short period of time.

3.4 **Other Support**

- All schools are now holding 16+ Hubs meetings (multi-agency) during which young people who are less likely to secure a positive destination are discussed and allocated a lead professional to support them. A traffic light system of red, amber and green (RAG) is used. To identify those furthest away from the job market (red) those requiring shorter term interventions (amber) and those who have a clearly identified path (green). It is via discussions within the hub with the various professionals present including (Bridges, East Lothian Skill Centre, Skills Development Scotland and staff from school that suggestions and potential solutions are identified.

- The Bridges Project offers a variety of support to vulnerable young people who have a range of issues which are preventing them from achieving employment/training opportunity. In particular the Transition Worker has been an effective solution in assisting young people into positive destinations.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – Currently the Activity Agreement post and provision is funded through Government Opportunities for All Funding. Going forward there is an expectation that this will be funded by the local authority. The grant spend to date (including projected spend for the remainder of the final year on Activity Agreements) comprises of £75K staffing and £58K provision plus an additional £22K from MCMC budget for provision. Discussions are taking place with Midlothian Council to explore joint working across the two authorities around the delivery of Activity Agreements and how we could work together on the procurement process.

6.2 Personnel – None.

6.3 Other – None.

7 BACKGROUND PAPERS

7.1 None.

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School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	% Other
East Lothian Council SLDR 2011/12 (Initial Destination Percentages)												
Dunbar Grammar School	109	43.1%	22.9%	1.8%	17.4%	0.9%	0.0%	12.8%	0.9%	0.0%	**86.2%**	13.8%
Knox Academy	141	43.3%	15.6%	0.7%	26.2%	0.0%	0.7%	12.1%	0.0%	1.4%	**86.5%**	13.5%
Musselburgh Grammar School	250	23.6%	30.4%	6.0%	22.0%	0.0%	1.6%	15.2%	0.8%	0.4%	**83.6%**	16.4%
North Berwick High School	143	60.8%	13.3%	0.0%	19.6%	0.0%	0.7%	2.1%	3.5%	0.0%	**94.4%**	5.6%
Preston Lodge High School	155	33.5%	27.7%	5.2%	20.0%	0.0%	1.3%	9.7%	0.6%	1.9%	**87.7%**	12.3%
Ross High School	174	28.2%	32.2%	2.9%	25.3%	0.6%	2.9%	6.9%	1.1%	0.0%	**92.0%**	8.0%
East Lothian Council	972	36.5%	24.8%	3.2%	22.0%	0.2%	1.3%	10.2%	1.1%	0.6%	**88.1%**	11.9%
Scotland	50,892	37.3%	26.8%	4.6%	19.8%	0.4%	0.9%	8.4%	1.3%	0.4%	**89.9%**	10.1%
Comparison of percentages (LA to Scotland)		-0.8	-2.0	-1.4	2.2	-0.2	0.4	1.8	-0.2	0.2	-1.8	

East Lothian Council Variance SLDR 2011/12 v SLDR 2010/11 (Percentage Point Variance)											
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	Pos
Dunbar Grammar School	-31	6.7	0.0	-1.1	-6.9	0.2	0.0	-0.1	0.9	0.0	-0.9
Knox Academy	-15	1.0	-0.4	-1.9	7.6	0.0	0.7	-4.6	-3.2	0.8	7.0
Musselburgh Grammar School	-17	-4.1	-2.2	-0.4	2.5	-0.7	1.6	3.2	-0.3	0.4	-3.3
North Berwick High School	-13	8.9	1.1	-0.6	-3.5	-1.3	0.7	-4.3	-1.0	0.0	5.3
Preston Lodge High School	-19	-2.1	1.3	-6.3	2.8	0.0	1.3	0.5	0.6	1.9	-3.1
Ross High School	-20	-0.2	11.1	-5.9	-2.5	0.1	2.9	-5.5	0.1	0.0	5.4
East Lothian Council	-115	0.7	1.8	-2.6	0.4	-0.4	1.3	-1.4	-0.5	0.5	1.3

East Lothian Council SLDR 2010/11 (Initial Destination Percentages)												
School	Total Leavers	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Not Known	% Pos	% Other
Dunbar Grammar School	140	36.4%	22.9%	2.9%	24.3%	0.7%	0.0%	12.9%	0.0%	0.0%	87.1%	12.9%
Knox Academy	156	42.3%	16.0%	2.6%	18.6%	0.0%	0.0%	16.7%	3.2%	0.6%	79.5%	20.5%
Musselburgh Grammar School	267	27.7%	32.6%	6.4%	19.5%	0.7%	0.0%	12.0%	1.1%	0.0%	86.9%	13.1%
North Berwick High School	156	51.9%	12.2%	0.6%	23.1%	1.3%	0.0%	6.4%	4.5%	0.0%	89.1%	10.9%
Preston Lodge High School	174	35.6%	26.4%	11.5%	17.2%	0.0%	0.0%	9.2%	0.0%	0.0%	90.8%	9.2%
Ross High School	194	28.4%	21.1%	8.8%	27.8%	0.5%	0.0%	12.4%	1.0%	0.0%	86.6%	13.4%
East Lothian Council	1,087	35.8%	23.0%	5.8%	21.6%	0.6%	0.0%	11.6%	1.6%	0.1%	86.8%	13.2%

% of school leavers in positive destinations (Appendix 2)
(East Lothian Schools)
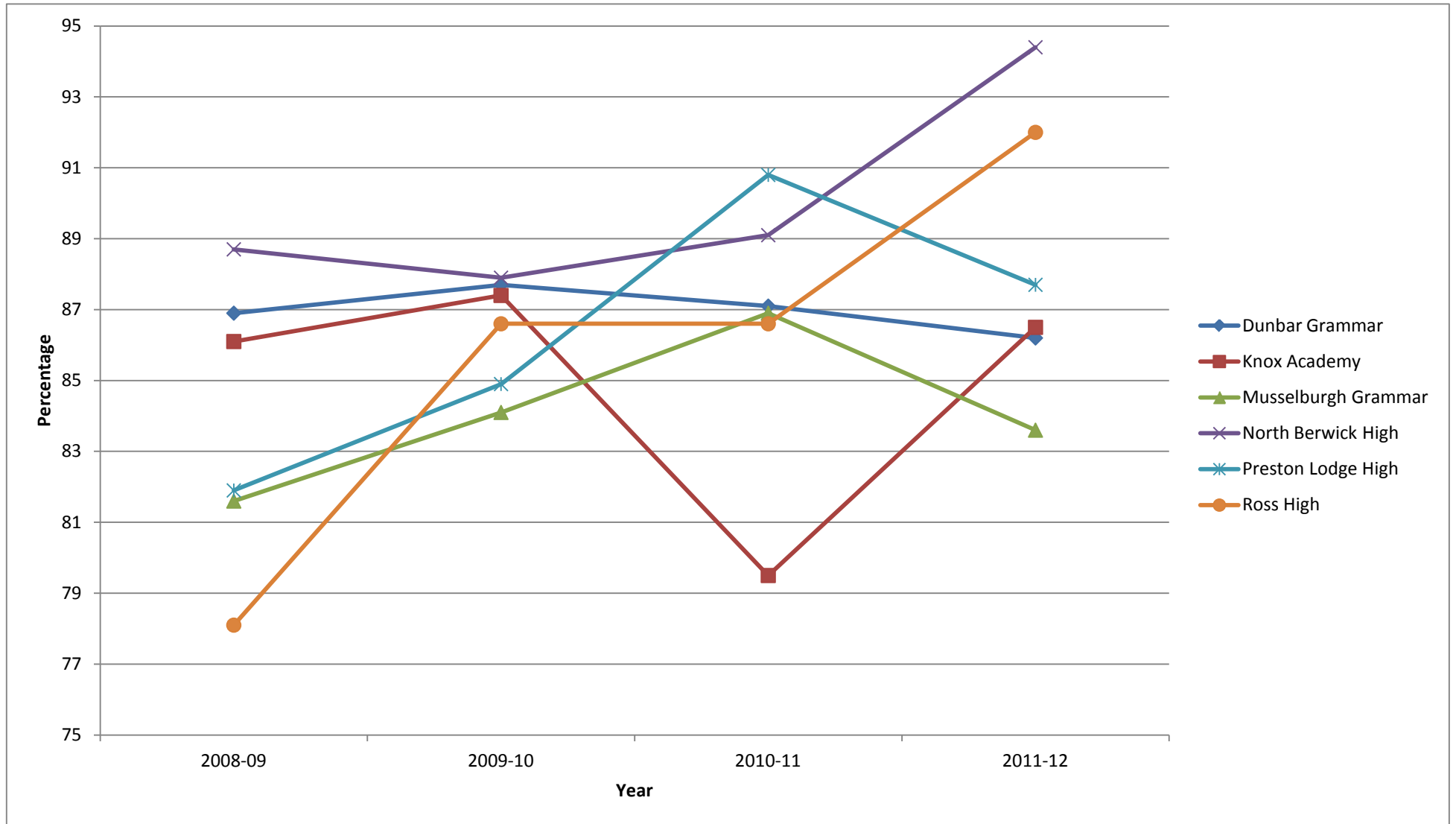
REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

2

SUBJECT: Hospitality and Tourism Academy

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1   PURPOSE

1.1   To update the Committee regarding the Hospitality and Tourism Academy and for the Committee to note the extension to the Academy programme.

2   RECOMMENDATIONS

2.1   The Committee is asked to:-

     i.   Note the contents of this report.

     ii.   Support the involvement of East Lothian schools in the extended "Academy" model.

3   BACKGROUND

3.1   "The Academy", a partnership between East Lothian Council, Edinburgh College, Queen Margaret University and several prominent employers commenced with a total of 34 students from Preston Lodge High School, Musselburgh Grammar School and Ross High School.

3.2   At this point in time one student has left the academy to commence a hospitality course at Edinburgh College as a result of their experiences in the Academy. One has left to attend college for an entirely different career path and two are following a reduced academy content due to their commitment to 5 Highers this year. The remaining 30 continue and are expected to complete the first year successfully.

3.3 The young people have enjoyed learning at school, learning at college and learning at university. They have also taken part in visits to employers, work placement with employers and working at events for some employers. The employers have been very vocal in word and print in appreciation of their efforts.

3.4 The Academy students have been involved in Professional Kitchen training and qualifications, organising and carrying out events at school, reception training and assessment with employers. They have also been learning about events marketing and many other facets of the Hospitality Industry.

3.5 Five young students from the Academy will represent "The Academy" by taking part in the Scottish Culinary Championships at the Scottish Exhibition and Conference Centre, Glasgow in March 2012 in the Restaurant Flambé class.

3.6 The Academy will shortly be looking at the returners from year 1 and new intake for the coming year and the destinations of students who choose another route of study or career.

3.7 At present we know of at least two students who have applied to Edinburgh College for full-time courses in hospitality to train as chefs, as their experience with "The Academy" has inspired them to follow that particular career. If they complete their course with "The Academy", the college will guarantee them a place automatically, without interview, into the SVQ level 2 Professional Cookery course. This is one of the benefits they can enjoy despite the ever increasing number of applications to both colleges and universities.

3.8 The future of "The Academy" is no doubt one of expansion and consolidation. Changes have already commenced with the management thread of The Academy 2nd year developing to offer an HNC qualification, which, if successfully undertaken would result in automatic entry into 2nd year of the Hospitality and Tourism degree at Queen Margaret University direct from S6. In this first year of "The Academy" there will be a bridging course arranged to allow that transition, whereas the new first year programme is being designed to encompass that content for the benefit of those to who attend in the future.

3.9 The industry and the young people all welcome "The Academies Model" as a positive step to assist our young people in to an informed and focussed way forward into their careers. The fact that the young people are required to give up one afternoon and one evening a week to participate in "The Academy" and are willing to do so, and also see the value in doing this, is of real significance to employers.

3.10 With Hospitality and Tourism being one of the few industries continuing to show genuine growth, there has never been a more appropriate time for this successful partnership model to come into being.

3.11 **Next Steps**

Vacancies for all four academies coordinators have been advertised and offers of employment made to establish a group of coordinators based at Queen Margaret University to continue the running of the Hospitality and Tourism Academy and launch the other three academies, these being:-

- The Health Care Academy
- The Food Industries Academy
- The Cultural Industries Academy

All three new academies will now start enrolling for August 2013 starts.

With all the coordinators working together, allowing for cross fertilisation of ideas and shared use of individuals specific strengths, a very strong base of expertise will be available for future development of the model.

Each new academy will require to produce a syllabus involving all the partners, suitable for the 2 years of the academy and articulating to continuing education, training or employment, with multiple exit points.

Each will also require to gain approval for qualifications offered as part of the young person's journey and initiate approval for all the work placement/experience partners they will need.

Recruitment for the next intake and second year of the Hospitality and Tourism Academy will take place and a bridging course developed and put in place for students taking the management route to allow them success in their aim of articulation to year 2 degree at Queen Margaret University. This will only be required for this current year as changes to next year's 1st year programme will match the requirement. The Hospitality Academy will require to recruit many more employers into the academy model as demand grows due to operating multiply years.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in relation to this report.

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial – The current cost of the Academy programme is met from savings generated through the joint Director of Education post with

Midlothian Council. Future costs will be covered by the funding made available to Queen Margaret University through the Scottish Government.

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 None.

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East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

3

SUBJECT: Reporting on Scottish Qualifications Authority (SQA) Performance 2012

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1   PURPOSE

1.1   To inform the Committee of the post-appeal trends in Scottish Qualifications Authority (SQA) performance in East Lothian.

2   RECOMMENDATIONS

2.1   The Committee is asked to:-

    i.   Note that the East Lothian results represent a continuing good profile in comparison to the national and comparator authorites' averages.

    ii.   Allow me to write to Head Teachers and colleagues in schools to congratulate them on their achievements.

    iii.   Note that there will be an attainment action plan element within the Department's Service Plan which is currently under development.

3   BACKGROUND

3.1   The Scottish Government Education Department analyse all attainment data through ScotXed (Scottish Exchange of Educational Data) and provide Education Authorities and schools with information about their attainment in relation to the national performance and that of their comparator authorities.

3.2   The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment. SCQF Level 6 refers to Higher Grade at A-C; Level 5 to Standard Grade Credit or Intermediate 2 at A-C; Level 4 to General Standard Grade or Intermediate 1 at A-C; and Level 3 to Foundation Standard Grade or Access 3 Pass.

3.3　The exam results in this report are taken from the STACs (Standards Tables and Charts) 2012 Post Appeals publication. The Scottish Government will publish the national post-appeal attainment data in June 2013 as per the revised arrangements following changes implemented to the School Handbook legislation in 2012.

3.4　The figures reported represent the cumulative attainment by the end of each stage. For example, attainment by the end of S4 will include the results of Standard Grade or Intermediate courses completed by the same pupils when they were in S3.

3.5　The figures, which allow us to make a judgement about our progress, are the National Comparison Deciles (NCDs). Each national comparison decile represents one tenth of the local authorities in Scotland, each decile therefore represents approximately 3 Education Authorities. If an Education Authority were in the 10th decile (NCD10) they would be in the lowest three performing Education Authorities in that particular area of attainment. An NCD of 1 would mean that the Education Authority was amongst the top three performing Education Authorities in Scotland.

3.6　East Lothian's comparator authorities are Aberdeenshire, Fife, Midlothian, South Lanarkshire and Stirling.

3.7　S4 Tariff Scores are used nationally and locally to compare average attainment for different subgroups rather than whole school performance measures and allows easier comparison of different types of qualifications. The tariff score of a pupil is calculated by allocating a score to each level of qualification and award using a Unified Points Score Scale. For example, a Standard Grade at Level 1 = 38 points, Standard Grade at Level 4 = 14 points.

3.8　The Looked After status of S4 pupils is as recorded by each secondary school in the Education MIS and submitted for the Pupil Census in September each year (annual ScotXed Pupil Return). Therefore the numbers of S4 Looked After Pupils may not be fully representative of all S4 looked after children each year, either at a Local Authority or National level.

3.9　Extreme care must be exercised when interpreting the figures and making any assumptions about the performance of Looked After pupils as the numbers involved in these cohorts are small and are subject to large fluctuations and, therefore not, necessarily reliable as comparable data year on year.

3.10　**East Lothian progress in relation to national levels of performance**

3.10.1 SQA examination performance in East Lothian has once again been encouraging, continuing to equal or perform above both the national and comparator authorities' average in all measures and key statutory indicators.

3.11 **Performance in S6 2012**

3.11.1 The following tables show the progress made by East Lothian schools and our comparator authorities against the national average in relation to the attainment of S4 pupils who achieve certain levels of performance by the end of S6. The key statutory indicators are the percentage of S4 pupils who gain 5 or more awards at Level 5 (credit or equivalent) by the end of S6, and the percentage of S4 pupils who gain 3 or more awards at Level 6 (Higher) by the end of S6.

3.11.2 Attainment at the end of S6 reflects more accurately the impact of schools who design the curriculum to give young people the best chance to achieve their full potential.

TABLE 1

	Level 3 or better in English and Maths by the end of S6										5+ Level 3 or better by the end of S6									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	96	1	95	4	95	3	97	1	96	2	95	2	93	4	94	3	96	2	98	1
Comparator Authorities	94	5	93	6	94	5	94	6	95	7	92	5	91	6	92	6	92	7	93	7
National	92		93		93		94		94		91		91		91		92		93	

Commentary: East Lothian is in top 6 performing Education Authorities for students having an award for English and Maths, reflecting the continuing focus on ensuring attainment for all and the importance placed on literacy and numeracy for future employability.

Good progress continues to be made in relation to the % of young people gaining 5 or more awards at Level 3 by the end of S6. We aspire to ensure that every young person reaches this level at least unless they have specific learning needs. This continued progress places East Lothian in the top decile across Scotland.

TABLE 2

	5+ Level 4 or better by the end of S6										5+ Level 5 or better by the end of S6									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	84	2	80	5	83	4	86	2	87	2	53	3	52	4	56	2	59	2	58	4
Comparator Authorities	80	5	79	5	80	6	82	7	82	6	49	5	49	6	51	6	52	7	55	6
National	79		78		79		81		82		48		48		50		53		55	

Commentary: East Lothian maintained its progress and placing in the 2nd decile for a second year for the % of young people gaining 5 or more awards at Level 4 by the end of S6. The % of young people achieving % or more at Level

5 dropped by 1% on the previous year and 2 placings to the 4th decile following an exceptionally high result but remains 3% and 2 decile placings above the comparator authorities' average.

TABLE 3

	1+ Level 6 or better by the end of S6										3+ Level 6 or better by the end of S6									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	48	3	46	5	51	3	53	3	54	4	33	3	34	4	37	3	39	2	40	3
Comparator Authorities	44	6	44	6	47	6	49	6	52	6	31	5	31	5	33	6	35	7	37	6
National	43		44		47		50		52		30		31		33		35		37	

Commentary: Achievement at Level 6 (Higher Grade) has also improved again in percentage terms although our national placing has dropped by 1, reflecting the continuing improvement also being made nationally and by our comparators although the East Lothian average remains 2% to 3% higher respectively than our comparator authorities' and national averages.

TABLE 4

	5+ Level 6 or better by the end of S6										1+ Level 7 or better by the end of S6									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	23	3	24	3	25	3	26	4	28	3	16	2	16	4	19	2	16	4	17	5
Comparator Authorities	21	5	20	6	23	5	23	6	26	5	13	5	14	6	15	6	16	6	17	5
National	20		21		22		24		26		13		14		15		16		16	

Commentary: The % of young people who gained 5 or more Highers (Level 6) has made good progress over the past 5 years in line with but above the national statistics. The % of young people who gained at least one Advanced Higher (Level 7) improved in percentage terms on the previous year in East Lothian but dropped one decile placing in line with our comparator authorities' average.

Summary: Over the last 5 years, East Lothian has made continuous improvement across each of the indicators by the end of S6, with the percentage performance in each measure remaining above the national and comparator authorities' average year on year since 2009. East Lothian currently lies within the top six performing Education Authorities for the Level 3 and 4 measures and the top nine performing for the 3+ Level 6 and 5+ Level 6 measures.

3.12 **Performance in S5 2012**

3.12.1 The tables below show the annual progress made by East Lothian schools and our comparator authorities against the national average in relation to the attainment of pupils by the end of S5. The key statutory

indicator is the percentage of S4 pupils gaining 3 or more awards at Level 6 by the end of S5.

TABLE 5

	1+ Level 6 or better by the end of S5										3+ Level 6 or better by the end of S5									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	**41**	**4**	**45**	**3**	**46**	**3**	**47**	**5**	**48**	**3**	**25**	**3**	**27**	**2**	**26**	**4**	**28**	**3**	**29**	**3**
Comparator Authorities	39	6	41	6	43	6	45	5	46	6	22	6	24	5	25	5	27	5	27	4
National	39		41		43		45		47		22		23		25		26		27	

TABLE 6

	5+ Level 6 or better by the end of S5									
	2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	**10**	**4**	**12**	**3**	**12**	**3**	**13**	**4**	**14**	**3**
Comparator Authorities	10	5	11	5	11	5	12	5	13	5
National	10		11		11		12		13	

3.12.2 In 2012 East Lothian improved the previous year's percentage attainment and performed above both the national and comparator authorities' averages across the Level 6 measures.

3.12.3 The key statutory indicator for progress by the end of S5 is the percentage of S4 pupils gaining 3 or more awards at Level 6 (Higher). The NCD for this level of performance in East Lothian was maintained in the 3rd decile for a second year. East Lothian currently lies within the top nine performing Education Authorities across Scotland for all three measures.

3.13 **Performance in S4 2012**

3.13.1 The following tables show the progress made by East Lothian schools and our comparator authorities against the national average in relation to the attainment of pupils by the end of S4. The key statutory indicator is the percentage of S4 pupils gaining 5 or more awards at Level 5 (credit or equivalent).

TABLE 7

	Level 3 or better in English by the end of S4										Level 3 or better in Maths by the end of S4									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	**97**	**1**	**97**	**2**	**97**	**2**	**97**	**2**	**98**	**2**	**95**	**4**	**97**	**3**	**95**	**7**	**98**	**2**	**98**	**2**
Comparator Authorities	95	6	95	6	96	6	96	5	96	7	95	4	95	6	95	7	95	7	96	6
National	94		94		96		96		96		94		95		95		95		96	

TABLE 8

	Level 3 or better in English and Maths by the end of S4										5+ Level 3 or better by the end of S4									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	**94**	**3**	**96**	**2**	**94**	**4**	**96**	**2**	**96**	**2**	**94**	**3**	**95**	**2**	**96**	**1**	**95**	**2**	**96**	**3**
Comparator Authorities	93	5	93	6	93	6	94	6	95	6	91	6	91	6	92	6	92	8	93	9
National	92		93		93		93		94		91		92		92		93		94	

TABLE 9

	5+ Level 4 or better by the end of S4										5+ Level 5 or better by the end of S4									
	2008		2009		2010		2011		2012		2008		2009		2010		2011		2012	
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
East Lothian	**81**	**2**	**84**	**2**	**83**	**2**	**82**	**3**	**82**	**5**	**39**	**3**	**38**	**5**	**39**	**4**	**39**	**4**	**38**	**5**
Comparator Authorities	78	6	79	6	79	6	78	6	79	7	36	5	35	6	36	6	36	6	37	6
National	76		78		78		79		80		34		35		36		36		37	

3.13.2 In 2012, East Lothian performed above the national and comparator authorities' average across all six measures and locally either maintained or improved on the previous year's performance in 5 out of the 6 measures.

3.13.3 East Lothian also maintained its NCD placing in the top 6 performing Education Authorities across Scotland in the Level 3 or better in English, Maths and English & Maths measures, four to five decile placings above our comparator authorities' average.

3.13.4 Despite improving a percentage point in the 5+ Level 3 measure, East Lothian dropped an NCD placing in 2012 but is still within the top nine performing Education Authorities in this measure.

3.13.5 The percentage of pupils who gained 5+ Level 4 awards dropped 2 NCD placings to the 5th decile for the first time in 5 years despite maintaining its percentage performance, reflecting the continuing improvement that has been made nationally but remains 2% higher than the national and 3% higher than our comparator authorities' average.

3.13.6 The percentage of pupils who gained 5+ Level 5 dropped by 1% and one decile placing in East Lothian, again reflective of the continuing improvement nationally, but still remains 1% above the national and comparator authorities' average.

3.14 Performance in Key Priority Measures 2012

3.14.1 The following table shows the progress made by East Lothian schools in relation to the attainment of S4 pupils who achieve certain levels of performance by the end of S6. The figures take an average of performance over three years to smooth out any anomalies that can occur on a year-to-year basis. These three-year averages are used by HMIe when considering attainment profiles for schools and Education Authorities.

3.14.2 The key statutory indicators are the percentage of S4 pupils who gain 5+ Level 5 (credit or equivalent) awards by the end of S6, and the percentage of S4 pupils who gain 3+ Level 6 (Higher) by the end of S6.

TABLE 10

| | NP 1.1 C | | NP 1.2 A | | NP 1.2 B | | NP 1.2 C | | NP 1.2 D | | NP 1.2 E | | NP 1.2 F | |
| | Eng & Maths | | 5+ Level 3 | | 5+ Level 4 | | 5+ Level 5 | | 1+ Level 6 | | 3+ Level 6 | | 5+ Level 6 | |
	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD	%	NCD
2010-12	96	2	96	1	85	3	58	3	53	3	39	4	26	3
2009-11	96	3	95	3	83	3	55	3	50	4	37	3	25	4
2008-10	95	3	94	3	82	4	54	3	48	3	35	3	24	3
2007-09	95	3	93	3	81	4	53	3	47	3	34	3	23	3
2006-08	95	2	93	3	81	4	53	3	47	4	34	4	23	3

3.14.3 Across the key priority measures East Lothian has made continuous improvement over the last 6 years and is now in the 2nd decile for English & Maths and the 1st decile as one of the top three performing Education Authorities in Scotland for the 5+ Level 3 measure. Again, this reflects the continuing focus in East Lothian on ensuring attainment for all and the importance placed on literacy and numeracy for future employability.

3.14.4 In the key statutory indicators East Lothian has made continuous improvement in percentage terms and remains in the 3rd decile for a further year, placing East Lothian among the top nine performing Education Authorities in Scotland for the 5+ Level 5 measure. This placing is mirrored in all the other remaining indicators with the exception of the percentage of S4 pupils gaining 3+ Level 6 (Higher), which

dropped one place to the 4th decile (between 10th and 12th in Scotland) despite improving by 2% on the previous year and is reflective of the continuing improvement being made nationally across Scotland in this indicator.

3.15 **Performance in Pupils Looked After in East Lothian 2012**

3.15.1 The tables below show the East Lothian and National average tariff score trends of S4 pupils by Looked After status. The averages are calculated from small numbers and are therefore likely to fluctuate year on year and should be treated with caution. The 2011-12 National data will not be available to Local Authorities for reporting until June 2013.

TABLE 11

Pupil Characteristic	East Lothian Average				
	2007/08 Average	2008/09 Average	2009/10 Average	2010/11 Average	2011/12 Average
All pupils	186.3	190.5	195.3	196.1	194.9
Not looked after	188.8	191.5	197.9	197.8	196.6
Looked after at home	69.5	113.8	49.5	57.4	119.3
Looked after away from home	89.8	86.0	73.8	103.6	90.8
All Looked After	81.5	95.3	64.5	78.9	95.6
Gap between S4 pupils Looked After & Not Looked After	107.3	96.2	133.4	118.9	101.0

TABLE 12

Pupil Characteristic	National Average				
	2009/10 Average	2010/11 Average	2011/12 Average	2010/11 Average	2011/12 Average
All pupils	181.0	183.0	N/A	183.0	N/A
Not looked after	183.0	184.0	N/A	184.0	N/A
Looked after at home	36.0	42.0	N/A	42.0	N/A
Looked after away from home	80.0	86.0	N/A	86.0	N/A
All Looked After	*Data not published nationally*				

3.15.2 Tariff scores for S4 pupils looked after in East Lothian have fluctuated over the last 5 years. The data shows an improving trend overall in the tariff scores of all those S4 pupils looked after in East Lothian over the last 3 years from 64.5 to 95.6 with the gap between those looked after and not looked after reducing from 133.4 to 101.

3.15.3 Tariff scores for East Lothian S4 pupils who are Looked After at home, while fluctuating over the past 5 years, have exceeded the national average scores each year.

3.15.4 Tariff scores for East Lothian S4 pupils who are Looked After away from home also show a fluctuating trend and have been greater than the National average with the exception of 2010.

3.15.5 The data shows that over the past 5 years, East Lothian pupils Looked After away from home have generally returned better average tariff scores than pupils Looked After at home with the exception of 2 years. Nationally, pupils Looked After away from home consistently return better average tariff scores than pupils Looked After at home.

4   POLICY IMPLICATIONS

4.1   None

5   EQUALITIES IMPACT ASSESSMENT

5.1   This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

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

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

4

SUBJECT: Curriculum for Excellence

1   PURPOSE

1.1   To update the Committee on progress for Curriculum for Excellence and next steps.

2   RECOMMENDATIONS

2.1   The Committee is asked to:-

i.   Note the progress made in implementing Curriculum for Excellence.

ii.   Note the on-going work to develop practice for the implementation of the senior phase of Curriculum for Excellence.

iii.   Consider the impact of the departure of the two seconded Quality Improvement Officers, Curriculum for Excellence.

iv.   Continue to support the moderation process, which is key to developing teacher confidence in assessing Curriculum for Excellence.

v.   Continue subject support groups for secondary schools, to allow for sharing good practice and development work across the authority.

3   BACKGROUND

3.1.1   Two Quality Improvement Officers were seconded in October 2011, responsible for working with all schools and relevant partners to ensure the progress and embedding of Curriculum for Excellence.

3.1.2 These officers were also appointed to represent East Lothian Council in work with national bodies such as Education Scotland and the SQA and to take forward any inter-authority Curriculum for Excellence projects.

3.1.3 Curriculum for Excellence has replaced 5-14 and will include all learning and teaching from ages 3-18. In 2012-13 Curriculum for Excellence is delivered in nursery and primary schools and up to S3 in secondary schools. This is the Broad General Education and plans are in place for moving into the Senior Phase (S4-S6) from next year.

Assessment

3.2.1 Formative assessment remains at the heart of the Curriculum for Excellence assessment process in all schools. Continuing professional development sessions have been provided to update experienced teachers and to train newly qualified teachers in Assessment for Learning.

3.2.2 Standardised tests take place in P1, P3, P5, P7 (PIPS) and S2 (MidYis) and these provide a benchmark to enable the authority to make judgements about the capacity of a school to add value to the attainment of individual learners.

3.2.3 The Assessment and Reporting Group issued advice and guidance to schools and parents on assessment and reporting in the Broad General Education, from 3-15, under the Curriculum for Excellence framework entitled "Assessment and Reporting across East Lothian Schools (Appendix 1).

3.2.4 A number of bids to the Education Scotland Inter-authority and Innovation assessment funds have been successful. Projects in the areas of Health and Well-being, Literacy and Numeracy have been accepted for the National Assessment Resource (NAR) and have been kite-marked. Nineteen schools, across sectors and clusters, have been involved in these projects and are able to feed back to schools across the authority. East Lothian has been extremely successful in having work recognised as excellent practice in the National Assessment Resource.

Moderation

3.3.1 A planned programme of Moderation sessions, for teachers to agree and confirm standards in Curriculum for Excellence, has taken place at school, cluster and authority level. The focus has been on the Broad General Education (BGE) in Health and Well-being, Literacy and Numeracy, from early to fourth level inclusive.

3.3.2 The two seconded Quality Improvement Officers have been members of the National Quality Assurance Group (NQAG) and this approach to moderation has been adopted in the cluster and authority moderation sessions and disseminated to schools. Advice and guidance has been issued to moderation co-ordinators.

Reporting

3.4.1 The Assessment and Reporting Group issued information for parents on reporting in Curriculum for Excellence for the Broad General Education. Nursery, Primary and Secondary schools up to and including S2 have reported to parents on Curriculum for Excellence. This session all S3 reports will also report on achievement/attainment in Curriculum for Excellence.

3.4.2 Training sessions have taken place across all schools in using SEEMIS for reporting on Curriculum for Excellence in the Broad General Education. This is now embedded in primary schools and is developing in secondary schools.

3.5.1 On Track with Learning is an online tool, developed in Angus Council, which enables class teachers to plan and track the progress of pupils' learning within the Curriculum for Excellence. It is also used by teachers to discuss the kind of learning that is appropriate to the age and stage of individuals, groups and whole classes. The opportunity to discuss the learning of pupils increases teachers' expectations and deepens teachers' and pupils' understanding of the processes of learning in a consistent way across our schools. This consistency lends itself to more effective moderation of learning experiences and assessments. Currently it is being used in Primary Schools and there is the possibility of extending this to Secondary schools up to S3, the end of the Broad General Education. It will also provide valuable information for reporting to parents.

P7 and S3 profiles

3.6.1 The P7 profile was completed in all primaries in June 2012. Schools are now building on this and extending profiling throughout the primary stage. Secondary schools are still developing their use of the P7 profiles as part of transition. (East Lothian Council's Guidance on the Content and Compilation of P7 profiles - Appendix 2).

3.6.2 The S3 profile will be completed in all secondary schools in June 2013. All schools have taken the opportunity to look at the value of the profiling process for learners. It is planned to extend the process in future to all year groups. (Guidance and Advice on the S3 profile – Appendix 3).

3.6.3 Knox Academy and Ross High School entered a joint project on the S3 profile which was accepted for the National Assessment Resource and kite marked. Both schools have shared their experience and materials with a profiling group with representatives from all the secondary schools.

Continuing professional development

3.7.1 Teachers continue to be supported in approaches to Curriculum for Excellence. Continuing professional development courses have been delivered on a range of pedagogical approaches in Curriculum for Excellence by both Quality Improvement Officers. In addition a series of Continuing Professional Development sessions, which arose from the East Lothian Learning Festival, called 'by teachers, for teachers,' has been delivered by practitioners across the authority.

3.7.2 A Number Academy has been set up - three teachers from East Lothian Council are currently providing training for a group of 15 teachers from across East Lothian, West Lothian and Edinburgh schools. The purpose of this Academy is to provide teachers with an approach to teaching maths and numeracy called "Number Counts." It is an approach based on some of the thinking in the Maths Recovery programme but it focuses specifically on how pupils develop early arithmetical skills and the strategies that can be used to embed the learning of numeracy for pupils. Education Scotland is interested in developing this model of teachers training colleagues in this first National Number Academy. East Lothian leads this initiative and the programme's success is already attracting attention from other local authorities.

3.7.3 East Lothian is part of an innovative Literacy Hub with Edinburgh, Midlothian, West Lothian and Scottish Borders. This has been set up after a successful bid to the Scottish Government. A Directory of Good Practice in approaches to literacy is being produced for East Lothian and the best examples will contribute to an inter-authority directory. A showcase event at Napier University is planned for 31 August 2013, with a particular focus on reading and 'closing the gap.' East Lothian practitioners will deliver workshops on 16+ literacy in Musselburgh (Community Learning and Development) and Dunbar Reads Together (Dunbar Primary School).

The Senior Phase

3.8.1 Plans for the Senior Phase, building upon the Broad General Education, to be delivered in 2013-14, are progressing in all secondary schools. Plans are developing in response to Education Scotland guidance (A Guide for Parents and Carers – Curriculum for Excellence Briefing Appendix 4 A Guide for Practitioners – Curriculum for Excellence Briefing Appendix 5). A timetable group, with representatives from each school, have shared curricular plans.

3.8.2 Each school continues to consult teachers, parents and pupils on the senior phase and plans continue to evolve in the light of further advice from Education Scotland (Curriculum for Excellence Briefing Appendix 6 and Curriculum for Excellence Briefing Appendix 7).

3.8.3 Each secondary school will offer flexible pathways, with an appropriate mix of qualifications, vocational learning and wider achievement awards. These courses are increasingly delivered with partners, both in and outside school. For example employability awards are offered at the Skill Centre; Tots'n'Teens at Knox Academy; Hairdressing at North Berwick High School; The Hospitality and Tourism Academy in Musselburgh Grammar School, Preston Lodge High School and Ross High School; the Care Academy at Musselburgh Grammar School and Rural Skills at Dunbar Grammar School.

Support for the new national qualifications

3.9.1 The Government has allocated funding to support preparations for the introduction of the new National qualifications in 2013-14. This has been used in a number of ways. Funds were used to provide supply cover to allow a range of teachers across all schools to attend curricular and subject events presented by the SQA (October 2011, May 2012, September 2012 and November-March 2012-13.) Increasingly, it has been difficult to obtain supply cover.

3.9.2 A project was set up in 2012 between East Lothian and Midlothian in order to support the development of the new national qualifications. Writing teams in most subjects were set up and 5 days' supply cover provided for writers in each subject, one in East and one in Midlothian. Working in partnership, high-level, detailed curricular plans for National 4 and 5 courses were produced and distributed to schools in May 2012. These also provided links between the Broad General Education and senior phase and were very well received by teachers.

3.9.3 Phase two of the writing project with Midlothian involved:-
i) Quality assuring work produced by Midlothian for sharing with all schools in both authorities.
ii) Writing detailed lessons, tasks, presentations, assessments and suggested resources.

East Lothian teachers have been commissioned to produce this work in their own time and have been paid for 35 hours each at study support rate. This was approved by Committee as there were increasing difficulties with supply cover. The National 4/5 courses produced are an invaluable support to teachers of the new qualifications.

3.9.4 East Lothian is nominating verifiers for the new National qualifications. Teachers who have met the selection criteria have been drawn from all schools to give a balance of experience. These teachers will be trained by the SQA and will be deployed on verification duties from November 2013. As authority nominees they are required to share their knowledge and experience with all other subject practitioners.

4   POLICY IMPLICATIONS

4.1   The Department of Services for People will continue to work in collaboration with partners to ensure that an appropriate range of courses is available in the senior phase and to increase positive destinations for our young people.

5   EQUALITIES IMPACT ASSESSMENT

5.1   This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6   RESOURCE IMPLICATIONS

6.1   Financial – To be identified through consultation, although any additional expenditure will have to be met from existing budgets.

6.2   Personnel - Currently two Quality Improvement Officers are seconded. They will both be leaving the authority on 31 March 2013 and transition arrangements are being planned.

6.3   Other - None

7   BACKGROUND PAPERS

7.1   Guide on assessment and reporting on the Broad General Education for parents/carers (Appendix 1), Guidance and advice on the P7 profile (Appendix 2), Guidance and advice on the S3 profile (Appendix 3), Education Scotland briefing on BGE for parents (Appendix 4), Education Scotland Guidance on BGE for practitioners (Appendix 5), Education Scotland Guidance on BGE to Senior Phase for practitioners – part 1 (Appendix 6), Education Scotland guidance on BGE to Senior Phase for practitioners – part 2 (Appendix 7)

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- " Learning stories" are used to build a picture of progression for your child in each curricular area
- Pupil reports are used to sum up your child's progress in learning across the curriculum
- E-portfolios are used to provide ongoing evidence of your child's progress
- Parents' evenings/afternoons may be more frequent to provide more continuous feedback on progress

All learning is a journey of progress, which is rarely linear and takes many routes and pathways. Your child may take longer to progress in some areas in order to ensure the security that will enable them to make progress confidently.

When do schools assess?

Assessment takes place as part of everyday learning and teaching, periodically and at key transitions. As part of everyday learning, teachers are continuously assessing their pupils' progress using learning intentions and success criteria as measures of pupils' success.

From time to time, teachers will use tests to assess children and young people's progress and achievements in order to be able to plan ahead, record and report on progress and support learners.

Transitions are the moves children and young people make, from home to nursery, from stage to stage, from primary to secondary, to further education and employment. Information about a learner's progress and achievements will be passed on to make sure that their broad general education continues at the correct level and at an appropriate pace for them.

Where can I find out more information about assessment and reporting?

Your child's school will be able to provide you with more information on how they carry out specific assessments and how they report on your child's progress.

More information can be found from the following websites:

http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/index.asp

http://www.educationscotland.gov.uk/parentzone/

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Assessment and Reporting across East Lothian Schools

East Lothian Council

A Guide for Parents

What is meant by assessment?

Assessment from Nursery to the end of S3 is carried out to see what children and young people know, understand and are able to do. Assessment is a **process** which supports your child's learning and not a series of events which are "done to them."

By involving your child in the whole process of learning and assessment and allowing them to take responsibility for their own learning, it raises their standards of achievement and develops their skills for learning, life and work.

Progress therefore becomes a measure of your child's success in setting high expectations and successfully achieving them.

What is assessed?

Curriculum for Excellence comprises 8 curricular areas consisting of:

- Expressive Arts
- Health and Wellbeing
- Languages (including English, Gaelic, Classic and Modern Languages)
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

There are also three key areas which **all** teachers are responsible for teaching:

- Literacy across learning
- Numeracy across learning
- Health and Wellbeing across learning

Each curriculum area is broken down into a set of experiences and outcomes. The **Experience** describes the learning whilst the **Outcome** represents what the learning will achieve. This is often explained from the pupil's perspective as an 'I can....' statement.

What's in an "outcome"?

The learning within each **outcome** is given to your child as a series of **learning intentions**. Each learning intention is supported by **success criteria** which are your child's steps to achieving success in learning.

As each pupil achieves the success criteria, teachers and your child can both see the **progress in learning** which is being made across outcomes within each curricular area.

Example of Learning Intentions (LI) and Success Criteria (SC) used with pupils in P6 (Second Level)
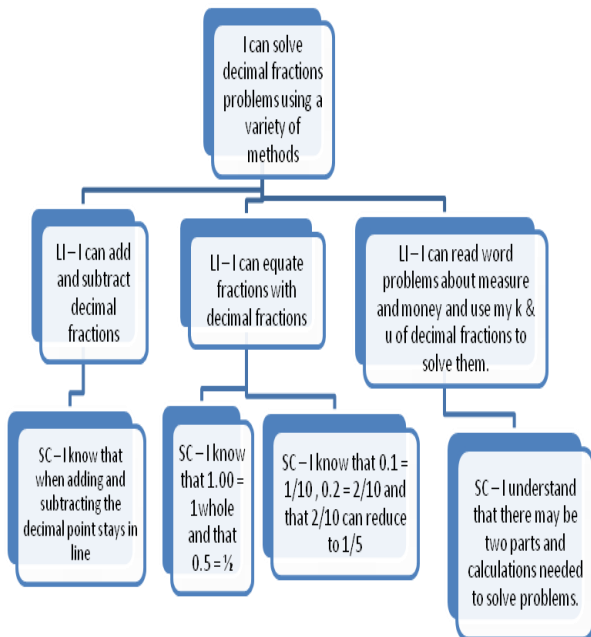
How are we assessing?

Teachers look at a range of evidence of learning which your child has produced before summing up his/her progress at that point in time.

Some concrete examples of evidence might be:

- A teacher's observation of ball control in P.E.
- Self-assessment of a written story focusing on paragraphing, use of descriptive language and a coherent plot
- A maths "check-up" worksheet on equivalent fractions
- A powerpoint on a country's climate, land composition and geographical landmarks

Evidence of children and young people's progress and achievements will come from day-to-day learning and through the things they may **write, say, make or do**.

How do teachers report on your child's progress?

Progress is now defined as "how much" and "how well" your child is learning, and not solely on "how fast" although pace is still important. The new curriculum is designed to enable your child to achieve greater breadth and depth of learning whilst also securing the development of skills and knowledge.

Therefore reporting must now include information on progress which is either **developing, consolidating** or **secure** depending on how well your child has developed a **breadth** of learning, in **challenging** aspects and **applied** this learning in other curricular areas or contexts.

For example: Reading

Breadth of experience may include:

- reading an increasing variety of genres
- increasing in fluency of reading
- increasing vocabulary throughout the different genres
- increasing the knowledge and understanding of the differences between genres.

Challenge within reading may include:

- identifying key features of each genre and creating different texts which contain these features
- increasing in fluency in a range of unfamiliar and unseen texts
- understanding vocabulary using the context to work out its meaning in unseen texts

Application of reading skills across the curriculum

- Consistently approach different texts across the curriculum and know the genre of each reading piece, to support own understanding of meaning and purpose
- Be consistently fluent in reading any text from any curricular area
- Understand subject-specific vocabulary and know how to find out about new vocabulary

As a result, teachers and pupils must have evidence of learning which reflects this **breadth, challenge** and **application**.

If your child has had opportunities to show breadth, challenge and application in the different curricular areas, but has not evidenced each through their learning and across a level, the teacher may report that your child is "**developing.**"

If your child demonstrates a range of evidence, where he/she has met **challenges** and deepened his/her learning, then your child will be "**consolidating**" their progress.

Finally, if your child has demonstrated that they have knowledge and understanding and skills across a **breadth** of learning, whilst meeting **challenges** across this breadth to deepen their learning and **applied** all of this in another context or curricular area consistently, then the teacher will report that your child is "**secure.**"

There is a range of ways in which your child's teacher reports on his/her progress. Here are a few examples:

East Lothian Council's Guidelines on the Content and Compilation of P7 Profiles

In line with BtC5 and following recent Cluster working on the expectations of profiles, the subsequent recommendations are made to support schools in their compilation of profiles with similar content.

Aims:

- A profile aims to provide a snapshot of a child or young person's best achievements at a given point in time. It is one of the ways in which a learner's achievements can be recognised.
- A profile is different from a report. A profile is a positive record of achievement to date.
- A profile emphasises strengths and does not identify detailed points for development or next steps.
- Profiles are primarily aimed at learners and their parents.

Content:

- A profile contains information on the pupil's best achievements across all areas of the curriculum in relation to CfE experiences and outcomes.
- A particular focus on achievements in literacy, numeracy and health and well-being
- The profile contains all of the learner's own words of his/her achievements.
- A learner's statement outlining his/her latest and best achievements, in and out of school
- A profile will not contain CfE levels as these are contained in the school report.
- The pupil and Class Teacher will sign this document. In doing so, the Class Teacher validates the learner's statement on his/her learning and the respective evidence.

Managing the compilation:

- The profile should be written/compiled during curriculum time and be no more than one side of A4.
- Schools should now begin to consider how to collate evidence so that there is meaningful time for completion and that the profiles are ready in final form before the end of the session 2011/2012.
- SfL time may be allocated to support identified cohorts/individuals with appropriate support.
- Each Cluster group will agree a format for the P7 profiles which will contain the same content.
- The basic provision from the Authority gives Clusters an idea of basic expectations.
- Ongoing discussions with pupils will be built upon, so that pupils know themselves as learners and can evidence their best achievements.

- Pupils will have evidence stored on e-portfolios and in jotters, paper portfolios, learning stories/journals this session.
- As practice evolves, the preference would be to have e-portfolios for each pupil so that the writing and compilation of the profile is manageable during curriculum time as well as during periods at home.

Parental involvement:

- Prior to the profiles going out to parents, each school will make its own arrangements to inform parents as to the purpose of the profile. This should be done in the context of the school's current arrangements for collating evidence of pupils' learning.
- Parent Councils should be informed of proposals for this year's roll-out of the profile and subsequently consulted on content and format as evaluations are ongoing for Clusters.
- Parental consultations must be positive, manageable and proportionate.

Future developments:

- Cluster meeting March 2012 – Clusters will decide on format for session 2011/2012
- Development of e-porfolios will enable the easier manageability of compilation of profiles and the depth of evidence from pupils
- Whole school involvement in the development of the profile may follow particularly with the introduction of e-portfolios, which may be used throughout the school.
- Reviews and evaluations of the profile will be ongoing in Cluster meetings – Nov 2012.
- Reviews and evaluations will also be informed in light of national advice from Education Scotland, but with the focus being on the learner's needs.

East Lothian

Guidance and Advice on S3 Profiles

Profiles and Profiling

The first S3 profiles should be completed by June 2013. Many schools/authorities have taken the opportunity to link profiling and profiles to *BtC 4, Skills for Learning, Life and Work*. Some schools have already been developing e-portfolios and e-profiles, but in this first year it is anticipated that most schools will produce a paper profile:

The key purpose of profiling and the profile is to support learning. Research indicates that a powerful motivating factor in learning is the ownership of learning. The process of profiling provides such ownership.

Profiling

- It's a process

- It's an important way of recognising achievement

- It's about dialogue and reflecting on learning

- Many approaches and different ways of recording

- Variety of people can be involved

- Information drawn together through this process will enable profiles to be produced to inform the next stages of learning

Profiling is an on-going process of dialogue and reflection.

To make profiling work:

- Reflection time needs to be built in to discuss and reflect

- Establish a routine

- Quality learning conversations need to take place

- Give learners reflective questions, starter prompts

- Keep tasks varied

- Ensure it leads somewhere

- Involve parents in the process

Ideas for quality questions

- What is your target?

- How will you meet this?

- Who can help you and how will they help you?

- How will you know when you have achieved this?

- How do you know you are good at….?

- What skills are you using?

- When are you using these skills in other areas of school?

- How will these skills help you outside school?

- What activities do you like doing outside school?

- What skills are you using outside school that will help you in school?

Profiling approaches

There are many different approaches to profiling

- Jotter work

- Learning logs

- Reflective diaries

- Personal learning plans

- Portfolios of work

- Blogs as e-portfolios

It doesn't matter what approach is used, it's the quality learning conversations that are of importance and the evidence of self-reflection. There should be a purpose behind the learning; otherwise, whatever approach is used it will just be a folder of the learner's work. Learners need to see examples of good self-reflection so that thoughts and comments go beyond 'I think I did OK' or 'I think I have more to learn.'

Systems of gathering, storing & recording evidence of achievement

These should be a purposeful collection of information and/or digital records that demonstrates development or evidences learning outcomes, skills or competencies. It should include a collection of student work that tells the story of the learner's efforts, progress, and achievements.

If an electronic system is used, evidence can be stored in e-portfolios. It is possible to set these up so that they automatically populate the S3 profile and there is an Education Scotland template which can be used for this purpose. Learners will enter evidence into their e-portfolio or folders and where they do this will vary from school to school. Some schools will make use of existing L2L or extended registration arrangements. Some will use PSE lessons and others may use a department such as English.

Wherever each school decides to do this, it's important that time is allocated for talking about learning in subjects and opportunities are made available, say once a term, for learners to discuss and add to the evidence and to write their learner statement.

The Profile

The profile leads on from the work carried out on profiling.

A profile is the end product.

A profile should be regarded as a 'reflective summary statement' - somewhere between a certificate and a CV.

The purposes of a profile

It provides learners with a reflective summary statement of achievement.

- Publicly recognise progress and achievement.

- Details the latest and best achievements.

- To challenge, motivate and support all young people to achieve their best.

- It builds learners' skills and capabilities to reflect on their learning.

- Supports and informs transition.

Profiles draw together a range of information about a young person's learning both in school and outside.

Structure of a profile

- It is a snapshot - at one point in time. It should reflect the 'latest and best' achievements of that learner.

- It is aimed at learners and their parents.

- Needs to be manageable.

- It contains a learner's statement. The learner, with appropriate support, will include a statement outlining his/her latest and best achievements, in and out of school.

- It should contain information on progress and achievement in literacy, numeracy, HWB and all curricular areas. It may include a record of any qualifications or awards.

The production of profiles should be manageable for all involved, whatever format of profile is adopted. Wherever possible, young people should contribute to the design of the profiling system used. It is important that the process is part of the learning and teaching.

What is the difference between a profile and a report?

 'The difference between a profile and a report is that a profile is a positive record of achievement to date. A profile will include a learner's statement of their selected record of achievement. A profile emphasises strengths and does not identify detailed points for development.'

BtC 5 : recognising achievement, profiling and reporting.

Profile	Report
Written by the learner	Written by the teacher
Main audience - learner	Main audience - parents
Reflects on all curricular areas	Reflects on all curricular areas
All positive comments	Positive progress and next steps
Learner decides what is included	Teacher decides what is included
Includes achievements inside and outside school	Includes achievements in school or on school excursions only
Focussed on reflective voice	Focussed on quantitative statements

The responsibility for the profile lies with the learner. The profiling process will encourage ownership and self-reflection. Both the process and the profile will be useful to learners as they progress through the senior phase and will help to them to prepare a CV, a job application and/or UCAS statement when they leave school.

Recognising achievement; profiling and profiles; reporting:

The key features of recognising achievement, profiling and profiles and reporting within *Curriculum for Excellence are:*

Recognising achievement – All children and young people are entitled to have the full range of their achievements recognised, and to be supported in reflecting and building on their learning and achievements. Schools and other establishments will provide opportunities for learners to achieve and encourage them to participate.

Profiling and profiles – A profile of a learner's best achievements will be produced at P7 and S3. Profiles may be produced at other points to meet the needs of a learner, as decided by the learner, school or education authority. There will be an ongoing process of dialogue and reflection for all learners from 3 to 18. The information drawn together through this process will enable profiles to be produced whenever required to inform the next stages of learning.

Reporting – Parents will continue to receive regular information about their children's strengths, progress and achievements. They should be informed about any gaps in their children's progress, about next steps in learning, about any specific support needs and about ways in which they can help support learning.

BtC 4 Skills for learning, skills for life, skills for work

Many schools are using the process of profiling as a way of reinforcing these skills.

1 Skills for Learning
These skills are based on Anderson's version of Bloom's taxonomy of higher order thinking skills. (2000)
'Curriculum for Excellence sets high expectations of rigour. This means that teachers should plan consistently for appropriate pace, challenge, depth and progression, and consciously promote the development of **higher order thinking skills.**' (*Improving Scottish Education 2005-2008,* Jan 2009)

> **Remembering** involves such activities as recall, recognition or locating information

> **Understanding** might involve activities such as describing, explaining, summarising and translating

> **Applying** requires the learner to use or apply their knowledge and understanding in different contexts

> **Analysing** requires learners to break down information into component parts and search for relationships (Bloom adds **synthesis**)

> **Evaluating** involves making an informed judgement about something, for example an issue or method. Activities such as comparing, appraising, prioritising, rating or selecting, could involve learners in evaluating

> **Creating** happens when learners are required to generate new ideas and products through activities such as designing, creative writing, planning, reconstructing, inventing, formulating, producing and composing

2 Skills for Life

The cross-cutting themes of Curriculum for Excellence that are the responsibility of all: Literacy; Numeracy; Health and Wellbeing.

3 Skills for Work

The ten 'softer' employability skills identified in the Scottish Government's lifelong skills strategy: managing time; planning and organising; communicating (oral and written); solving problems; undertaking tasks at short notice' working with others; thinking critically and creatively; learning and continuing to learn; taking responsibility for own development; managing and being managed by others.

Skills for Learning: Higher Order thinking skills

Anderson revised Bloom's taxonomy in 2000
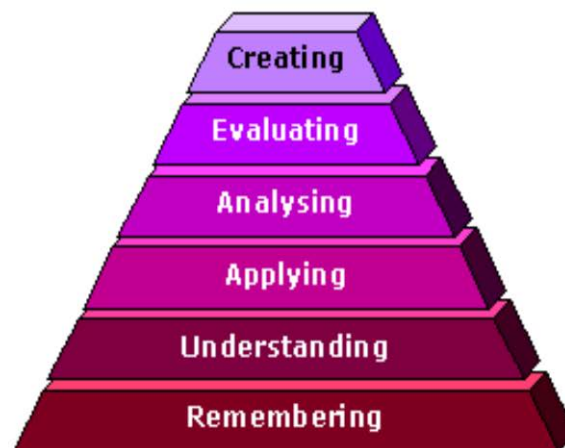
Be at the heart
of your child's learning

CfE Briefing

Broad General Education in the Secondary School

Broad general education is one of the key terms used in Curriculum for Excellence (CfE). When CfE was debated and agreed by parents, teachers and others in 2002, there was agreement that education in Scotland had to change if it was to equip young people for the challenges of the 21st century. It was widely agreed that education should be preparing young people to become more adaptable learners and more prepared for a changing world. It was agreed it should also be raising standards of attainment and achievement for all young people.

One of the key entitlements of CfE is that all children should receive a rounded education, known as a broad general education, from early years through to the end of S3, before moving on to a senior phase in S4 to S6 which will include studying for qualifications. This broad general education should provide young people with a wide range of knowledge, skills and experiences that they can draw on as their lives, careers and job opportunities continue to change.

The broad general education phase of CfE is closely connected to the senior phase with the learning undertaken up until the end of S3 providing a strong foundation for choosing and specialising in a range of subjects. In the senior phase, young people will have the opportunity to take qualifications and courses that suit their ability and interests. More information on the qualifications can be found on the SQA website.

the National Parent Forum of Scotland

A·D·E·S
Association of Directors of Education in Scotland

Scotland's Colleges

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SQA

Education Scotland
Foghlam Alba

smarter scotland
SCOTTISH GOVERNMENT

Glossary of Key Terms for Curriculum for Excellence

Curriculum for Excellence
Often shortened to CfE, Curriculum for Excellence is the curriculum in Scotland which applies to all children and young people age 3-18. It aims to raise achievement for all, enabling young people to develop the skills, knowledge and understanding they need to succeed in learning, life and work.

Experiences and Outcomes
Each area of the curriculum in the broad general education is broken down into experiences and outcomes often called Es&Os. The curriculum areas are: expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies and technologies. The Es&Os describe the expectations for learning and progression within each curriculum area.

Broad General Education
The period from age 3 to the end of S3 (age 3-15), covering all of the experiences and outcomes across all curriculum areas.

Curriculum Levels
Curriculum levels are national levels to describe different stages of learning and progress. For most children the expectation is:
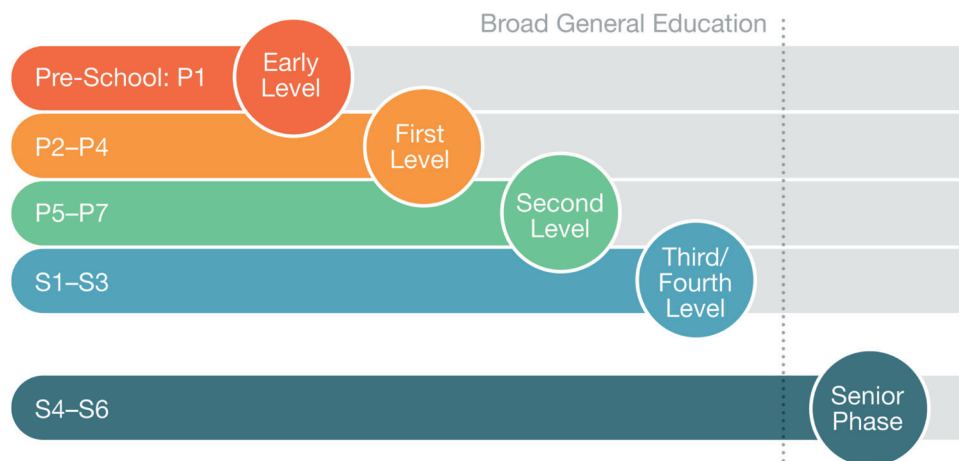
Figure 1: Broad General Education
A full list of key terms for CfE can be found on the Parentzone website.

What will my child learn during their broad general education?
A key part of broad general education is the development of the knowledge, skills, attributes and capabilities set out in the Es&Os. Learning may span a number of curriculum areas. For example an Es&Os literacy project planned around science and technology, might include outdoor learning experiences, research and the use of ICT. There is likely to be more themed and project learning, as well as wider opportunities to show how skills and knowledge can be used in challenging, different and interesting ways. More information on different approaches to learning that children will experience can be found in the CfE factfile of key terms and features. Visit www.educationscotland.gov.uk for this information.

How will my child be assessed during their broad general education?
Teachers will continue to use a range of ways of assessing young people; this may include observation, coursework and tests to see how a child is progressing and what their next steps in learning should be. Schools will share this with parents in reports, at parents' evenings and other meetings and events.

How do I know if my child is making good progress through their broad general education towards qualifications?

Young people will progress through the broad general education at different rates. All children should have opportunities to experience all the Es&Os across all curriculum areas up to and including the third curriculum level where appropriate for their individual learning needs. Most learners will progress into the fourth curriculum level in many aspects of their learning before the end of S3.

The new National Qualifications have been designed to build on the Es&Os. This allows young people to aim for the most appropriate levels of qualifications. For some learners in S4, this may include learning towards National 1, National 2 and National 3 qualifications; for others National 4 or National 5, or even Higher qualifications, will be more appropriate. Teachers will be best placed to tell you how your child is progressing, what level they are at and what their next learning steps should be. Further information can be found on Parentzone.

Will following a broad general education up to S3 mean that my child will take fewer qualifications?

The number and range of qualifications learners take will be for schools, teachers, parents and young people themselves to decide. CfE allows for local flexibility on how many qualifications young people take, the period over which they study for individual courses, and decisions on when they are ready for the various levels of qualifications.

Learning up to S3 will contribute to learning for qualifications, particularly where learners achieve the fourth level during their broad general education, allowing young people to take between 5 and 8 qualifications in S4 as is currently the case.

Can my child take qualifications in S3?

In most cases, it will not be in a learner's interest to take a qualification before S4. All young people should have the entitlement to a rich and motivating broad general education up to the end of S3. There may be specific circumstances which apply to an individual learner where it is felt that it is in their interests to take a qualification in S3. Any such decision should be made in discussion with parents, the school and the child, as at present.

When will my child make their subject choices in secondary?

Subject choices which will lead to taking qualifications in S4 should normally be taken towards the end of S3. This is so that all young people get the opportunity to experience the full range of Es&Os, before choosing courses for qualifications. Schools however may want to offer some specialisation and choice throughout S1-S3 depending on young people's interests, progress and achievements to help young people remain challenged and motivated in their learning.

The aim is to ensure that learners get a broad general education which helps prepare them for the senior phase

Can things be different from school to school?

CfE allows schools and local authorities to decide how to design and manage their curriculum. Curriculum timetables during the broad general education may very well look different from one school to the next. This is because they know best how they can use the skills, expertise and resource within their school and community, in the best interests of their pupils. They know their community and their young people, and their staff and are best placed to know how they can get the best possible outcomes for each learner. Schools should keep parents involved and informed in the decisions around curriculum planning.

What else might be different in S1-S3?

Schools are looking for interesting and challenging ways to give young people the full range of experiences in a broad general education. Some schools are running master classes or electives to give young people a chance to learn a subject in more depth. Other schools are designing learning opportunities which will cover a number of experiences and outcomes through one theme or period of study. The aim of these different types of learning is to ensure that learners get a broad general education which helps prepare them for the senior phase.

Ask your own authority and or school for their own information on Curriculum for Excellence.
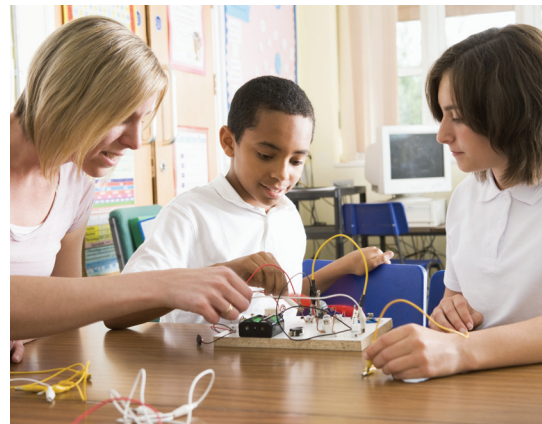
Parentzone is a website dedicated to providing parents and carers with the most up to date information about your child's education. The website provides lots of practical advice and ideas of how you can be involved in your child's learning as well as providing essential information on features of Curriculum for Excellence.

www.educationscotland.gov.uk/parentzone

A guide for practitioners

CfE Briefing ①

Broad general education in the secondary school

Scottish education has long been based on a strong commitment to maintaining breadth in the range of areas covered in the school curriculum, whilst also building solid foundations for later specialisation. The entitlement to a 'broad general education', which is a central design feature of Curriculum for Excellence, represents a redefinition of this central tradition of Scottish education, adapted to the needs of learners in the 21st century.

In Curriculum for Excellence, the broad general education phase is the first of two closely connected phases of education. It stretches from age three to the end of S3, after which learners move on into the senior phase from S4 to S6. It is designed to provide the breadth and the depth of education which all young people will need in order to thrive now and into the future. Its purposes span all the key aspects of a young person's learning and development, as expressed in the attributes and capabilities of the four capacities of Curriculum for Excellence.

This Briefing raises some key issues which secondary schools should be considering as they plan to develop their provision for the broad general education at the S1 to S3 stages.

April 2012

1. What are the national expectations for the broad general education phase?

The flexible nature of the broad general education phase gives teachers tremendous scope to apply their professional skills, knowledge and creativity to deliver varied, rich and rewarding educational experiences for their children.

The core national expectations for broad general education are described through the experiences and outcomes (the Es and Os). Experiences are described as well as outcomes, to emphasise the point that well-planned experiences are important and valuable in their own right, as well as more easily measurable learning outcomes. Schools are expected to ensure that all children have opportunities to experience all the Es and Os[1], across all curriculum areas, up to and including the third curriculum level. These should be experienced by all pupils, as far as this is consistent with their learning needs and prior achievements. Most learners will also progress into the fourth curriculum level in many aspects of their learning before the end of S3.

In many areas, expectations are higher than before, reflecting new challenges which our young people will face, and national ambitions to raise attainment and achievement.

2. How does personalisation and choice feature in the broad general education at S1 to S3?

The common national expectations defined by the Es and Os do not mean that all young people in S1, S2 or S3 will follow common programmes of learning throughout this phase. On the contrary, effective learning depends upon personalisation and on enhancing learners' motivation by giving them opportunities to influence what they learn.

Learners can have opportunities for personalisation and choice across many aspects of their learning throughout S1 to S3. These can include choices through learning, teaching and assessment approaches; topics or contexts; themes for interdisciplinary learning; the opportunities learners have to contribute to the life of the school as a community; and the activities they undertake for personal achievement. The activities which a young person chooses should build on their prior learning and provide progression through breadth, challenge and application.

A key principle for curriculum design at the S1 to S3 stages is to ensure that all pupils do receive their national entitlement to experience the full range of Es and Os at third level by the end of S3, and that as many as possible go beyond to achieve success in relation to the fourth level Es and Os.

Individuals will progress towards the fourth curriculum level Es and Os at different rates. S1 to S3 curriculum frameworks need to be designed to enable them to make this transition at the appropriate time. Many schools are planning their curricula so that young people will work across the third and fourth levels within curriculum areas throughout S2 and S3, and progress to the fourth level as and when they are ready, with a degree of choice and specialisation in S3. Greater scope for choice will naturally emerge as pupils progress successfully through the full range of the third level Es and Os, in the latter stages of the broad general education phase. It would be unlikely, on the other hand, that young people will have gained sufficient depth of learning and ability to apply this learning confidently in different contexts at the third level across the entire curriculum at earlier stages, for example at the end of S1.

[1]The exceptions to this statement are where specific sets of experiences and outcomes are specialised: Gàidhlig, Gaelic (learners) and classical languages and religious education in Roman Catholic schools

curriculum for excellence

In many areas, expectations are higher than before, reflecting new challenges which our young people will face.

3. How might specialisation appear at the fourth curriculum level?

Once young people have achieved the outcomes of the third curriculum level in a curriculum area they may then be given options to extend their learning and specialise through, for example:

- focusing in on specific subjects within the curriculum area, while still retaining breadth of learning; this can take place through programmes which run for all or part of the school year;
- 'majoring' in one subject for some parts of the curriculum (for example history within social studies) - while continuing with some more limited studies in the other subjects in the same curriculum area, so keeping options open for the choice of qualifications at the senior phase;
- selection of particular aspects of subjects to enable study in greater depth;
- well-planned interdisciplinary learning which combines Es and Os from different subjects and curriculum areas and applies them in motivating and relevant contexts;
- electives or 'master classes'.

Young people who have experienced learning at the third curriculum level but have achieved only some of the outcomes should also be given sufficient opportunities for personalisation and choice. These need to be planned to enable them to pursue particular interests further whilst still continuing to ensure that further progress is made in the areas where third level Es and Os have still to be achieved, thereby ensuring that the full broad general education entitlement is experienced.

Choices and personalisation are an important part of maintaining young people's motivation, providing challenge and preparing them for progression into the senior phase and qualifications. Care needs to be taken, however, in the design of the S1-S3 curriculum to avoid closing off options for the choice of qualifications and subsequent pathways available to young people as they enter the senior phase in S4. This includes curriculum models which require all young people in a cohort to narrow down to a set of specific subject choices at the end of S2 (or even earlier). It also includes models which lack strong design features to maintain continuing breadth and to ensure that options are kept open for a variety of national qualification pathways as pupils enter S4. Models such as these would deny young people the important benefits of a broad general education up to the end of S3, a key feature of Curriculum for Excellence.

4. What is the outcome of assessment and profiling through the broad general education?

The cumulative outcomes of all the learning pupils have undertaken throughout the broad general education phase will be recognised in the S3 profile. The process for developing this key document will include reflection, by young people jointly with their teachers, on what they have learned, experienced and achieved.

The attributes and capabilities of the four capacities provide a useful focus for this dialogue and for ensuring recognition of all relevant achievements up to this point. This reflection and dialogue will also support learners in making their transition to the senior phase, including making choices about the qualification pathways that will best match their needs, aspirations and prior achievement.

5. How is progression from broad general education into the senior phase supported?

The new National Qualifications have been designed to build directly from the Es and Os in the broad general education phase. Because that is the case, the notional 160 hours of learning for National Qualifications spans the broad general education and the senior phase, potentially incorporating time spent on programmes delivering relevant Es and Os in S3 as well as time spent on NQ courses in S4. There should be a continuum of learning that will be validated and certificated at the right point in time. For some this may include specific preparation for Skills for Work qualifications. For some it will mean taking a National 4 or National 5 at the end of S4; in other cases, learners might choose to 'bypass' and take a higher qualification at a later point in time. These are decisions for schools and learners to take, depending on how well a learner is achieving in a subject.

Choices and personalisation are an important part of maintaining young people's motivation, providing challenge and preparing them for progression into the senior phase and qualifications.
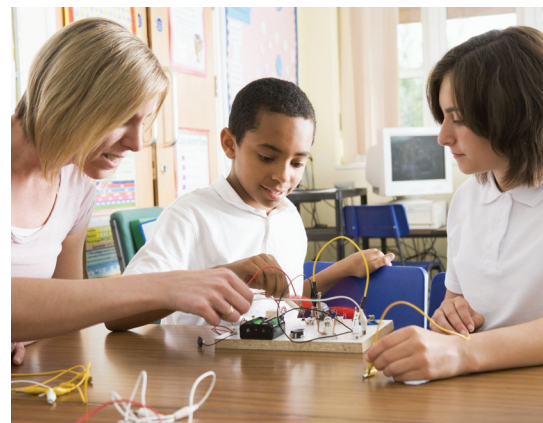
The continuum of learning within CfE, in which the Es and Os and National Qualifications link seamlessly with each other, allows a more flexible approach in which programmes of learning can be tailored to the needs of the individual learner in terms of appropriate breadth, depth and pace of learning. This allows young people to aim for the most appropriate levels of qualifications. For some learners in S4, this may include learning towards National 1, 2 and 3 qualifications; for others National 4 or 5, or National 5 and Higher. This more flexible approach allows the curriculum to be designed to provide a range of flexible progression routes through the senior phase.

Whilst there will always still be scope to arrange early presentation (i.e. in S3 or earlier) for particular individuals in exceptional circumstances, the planned early presentation of whole cohorts or class groups of young people for qualifications in S3 would constrain and undermine the flexibility and benefits which the broad general education is intended to provide and is not therefore compatible with the principles of the broad general education.

6. How can the quality of broad general education be evaluated?

At a time of major curriculum change it is especially important to monitor closely every young person's progress and the quality of their curricular experience. Important questions to ask when planning or reviewing the broad general education phase in your school include:

- Does the curriculum reflect high aspirations, confidence and ambition for its young people?
- Are learning experiences in S1 to S3 motivating and challenging and do they ensure that each young person experiences success?
- Are young people well supported by teachers and parents to make choices and decisions about their learning, informed by evidence of their prior learning, progress, and aspirations?
- Is the curriculum designed to take account of each young person's needs, stage of development, interests and prior attainment?
- Is there smooth progression at points of transition with no loss of momentum?
- Can learners progress in different ways and at different rates?
- Do teachers plan for learning across the four contexts of the curriculum, not only through subjects and curriculum areas?
- Do learners experience coherence and progression across all aspects of their learning, irrespective of where it takes place?
- Is there is a clear rationale for the pattern and timing of subject choice with a particular emphasis on enabling every young person to experience their full entitlement to the broad general education by the end of S3?
- Are choices made during the broad general education phase planned in a way that avoids 'locking in' young people to very specific pathways too early, but rather seeks to preserve options and opportunities for progression into qualification routes in the senior phase.

The CfE Briefing is a new series designed to provide practitioners with information and advice to support their implementation of CfE.

This briefing provides advice for practitioners and can also be used to inform partners, learners and their parents in taking forward Curriculum for Excellence.

CfE Briefing ⁶

A guide for practitioners: Progression from the Broad General Education to the Senior Phase

Part 1: The S3 Experience

Scottish education is going through a period of significant and important change to its curriculum, learning and teaching, to the assessment processes that underpin them and to the qualifications that they may lead to.[1] Education Scotland is supporting this change by evaluating and sharing evolving practice as part of a national professional learning community. This is the sixth in a series of briefings which provide succinct advice on the progress being made in key areas of change, to help inform discussion and promote further, innovative development. This briefing can also be used to underpin the information given to staff and partner agencies more widely, to learners themselves, and to ensure that their parents are fully and clearly informed of the changes that are

taking place. This latest addition to the series explores the pivotal role of the S3 experience. It builds on the information in CfE Briefing 1: Broad General Education in the secondary school. Parts 2 and 3, to follow, will focus on features of learning in the Senior Phase and curriculum planning in the Senior Phase.

"Staff ensure that learners experience a coherent curriculum across the four contexts of learning. By focusing on the standards and expectations in the experiences and outcomes and in qualifications and awards, staff plan opportunities for progression and ensure learners build progressively on all aspects of their learning."

The Journey to Excellence

[1] Visit www.sqa.org.uk for detailed information about the new qualifications.

1. What is the S3 experience in Curriculum for Excellence?

S3 is a critical year for learners and the S3 experience is pivotal because it has several unique features which serve a number of purposes. It is:

- when learners complete their **entitlement to the Broad General Education (BGE)**, including all of the experiences and outcomes (Es and Os) to third level;

- when, through **personalisation, choice, and specialisation**, learners have opportunities to **stretch their learning** into fourth curriculum level Es and Os and beyond; and

- the year when learning **paves the way to qualifications** at the Senior Phase.

S3 also:

- provides learning experiences which continue to grow the **attributes and capabilities** of the four capacities in all learners, alongside increasing their use of higher-order thinking skills, opportunities for leadership and developing **skills for learning, life and work**;

- provides a seamless transition from Es and Os into qualifications by **blending learning which is relevant to both**;

- ensures a meaningful and **valued culmination to learning** in subjects that may not be continued in the Senior Phase and, through the S3 profiling process and in other ways, gives full account of and **recognises what has been achieved**; and

- ensures that learners' needs, interests, abilities and aspirations inform fully any decisions that are made about pathways, such as planning the **number and level of subjects taken** during the Senior Phase, including the **length of time** subjects might be studied.

Does your planning of the S3 experience take account of these features?

How will we ensure learners complete their entitlement to the BGE in S3?

Schools are now exploring a range of ways to help learners benefit in full from the rich potential of the BGE at S3. They are not viewing S3 in isolation but recognising that it is the culmination of learning that began long before, as well as an important bridge into the Senior Phase. They are using the flexibility within the Es and Os to provide learning which is stimulating and engaging and which promotes self-motivation amongst learners. Some are doing this by linking learning in different curriculum areas and subjects so that Es and Os have more relevance through meaningful connections. This approach also enables young people to practise and consolidate skills in different curriculum areas and contexts so that they become more readily transferable, and to deepen their knowledge and understanding of important concepts. Others are designing flexible progression routes which have a clear focus on challenge and raising attainment. A key consideration is how best to ensure young people progress and achieve well in key areas which permeate the whole curriculum, such as literacy, numeracy and health and wellbeing. Staff are also planning innovative approaches for learners, including those who require additional support, who may not achieve all of the outcomes but who may nevertheless benefit from the experiences, as well as for those who are capable of challenge well beyond third level. Overall, the potential of the BGE in S3 to enhance the quality and breadth of learning, and self-motivation driven by high-quality learning, is now being increasingly recognised.

How well do you ensure that all young people receive their full entitlement including literacy, numeracy and health and wellbeing?

How will we ensure learners continue to grow their attributes and capabilities in S3?

Es and Os provide the context for all learners to continue to grow the attributes and capabilities of the four capacities. Together with the higher-order thinking skills, the attributes and capabilities promote the skills for learning, life and work that are so vital to young people's futures. Because staff now have the flexibility in S3 to devise rich learning experiences which embed relevant attributes and capabilities, they can ensure that it is learning itself that drives motivation, rather than focusing on practising for tests and assessments as may have been the case in the past at S3. Staff can now focus clearly their planning with learners on experiences which develop creativity, resilience, respect, secure values and beliefs,

The S3 experience is when, through **personalisation, choice, and specialisation**, learners have opportunities to **stretch their learning** into fourth level Es and Os and beyond

and active and responsible citizenship, for example. The potential impact on learners of these improved attributes and capabilities is very significant in terms of life-long learning and young people's ability to become effective contributors to society.

How do you ensure that the attributes and capabilities are embedded in learning?

How will we ensure learning in S3 stretches into fourth level and beyond?

There is no ceiling to the level at which young people can learn in S3. Many will want to stretch their learning beyond third and fourth levels and be very capable of doing so, and some will go higher still. Many will be ready for fourth level in individual subjects, perhaps, or in groups of subjects, and some may well be competent to do this across most of the curriculum. The BGE in S3 recognises this diversity and has the flexibility to meet the needs and aspirations of all individuals and groups, with the intention of raising attainment. Schools are presently exploring different ways of meeting this wide range of needs. Many are doing this through a focus on the challenge of learning experiences and the extent to which they enable young people to become independent learners who can exercise significant responsibility in their own learning. Staff have long-standing experience of differentiating in classes and organising groups and individuals in ways which meet learning needs, and are skilled at recognising individual and group needs. This is a strong foundation on which to build the S3 experience.

Are you confident that learning experiences allow young people to stretch beyond third level and attain as highly as they can?

How will we blend learning which is relevant to both the BGE and qualifications in S3?

New National Qualifications have been designed to build on the Es and Os of the BGE. As such, learning can progress seamlessly through S3 into the Senior Phase when, at an appropriate point, the learning will be measured within the qualifications framework. In many cases, learning at third and fourth levels of the BGE will be directly relevant to that which will need to be demonstrated to gain a qualification. This learning may relate to knowledge and understanding, or indeed to underpinning skills. Staff are now looking closely at the relationship between Es and Os and qualifications, including in those qualifications where contexts for learning are not prescribed, with a view to paving the way into the Senior Phase.

Have you aligned learning experiences to both the Es and Os and to qualifications?

How will we ensure S3 provides a valued culmination to learning in some areas?

S3 marks an important milestone in young people's learning. This may well be their last experience of some curriculum areas or subjects, including

those which may have been an important part of their school life ever since the early years. It is an important moment to celebrate and to capture what they have achieved, and to give it full recognition. This might be done through effective use of the S3 profiling process, for example, with the profile itself serving as a valuable record which may well play an important part in learners' future progress. For example, the profile may well play an important role in discussions with potential employers or providers of ongoing education post school, as well as being an important personal record for learners themselves and their parents. S3 is also the stage when young people will make important decisions for their futures by exercising choice about which areas they want to specialise in. They will want to be well informed about potential pathways and the implications of any choices they make. So, whilst they will be drawing to a close and celebrating their achievements in some areas, in others they will be forging ahead towards qualifications. Schools will want to ensure both purposes of the S3 experience are well understood and recognised appropriately.

How well do you recognise achievement in those areas which will conclude in S3?

In S3, how will we ensure that planning for the Senior Phase meets learners' needs?

By providing learning in S3 which concludes the BGE and, at the same time, covers learning required for qualifications, schools can pursue their goal of raising attainment through CfE, both in terms of the depth of learning and the breadth of qualifications gained. The S3 experience needs to keep options open and avoid reducing young people's choices. It also needs to provide scope for young people to stretch well beyond third level in those areas where they can. In these areas particularly, by planning learning within the context of Es and Os which relates directly to qualifications, staff can pave the way into the qualifications framework. This will ensure that, by the start of the Senior Phase, young people are well on their way to their first tranche of qualifications, be that in S4, S5 or S6. Indeed, where this approach is taken in S3, some National 4/5 Unit Outcomes or Assessment Standards may well have been overtaken and the evidence required for qualifications gathered. When bridging in this way, some of the learning in S3 can be considered as part of the notional 160 hours for National 4/5 courses. By doing this, staff are opening up the possibility of accreditation at the point which best meets the needs of learners, including both those who may leave at the end of S4 and those who may need to take groups of subjects at specific stages to meet entry requirements for higher education. The number, level and timing of qualifications will be informed directly by learners' needs, interests and abilities, and their aspirations for future pathways into employment or ongoing learning. To achieve this, an increased emphasis on high-quality dialogue between individual learners and staff is essential.

> *How can we ensure that young people can undertake a suitable number of qualifications for as long as they need to?*

2. How can we take forward these important changes?

These important changes need to be underpinned by **effective self-evaluation** which involves everyone who might be affected by them; this is the case both well before and well after the BGE/Senior Phase transition point. It involves strong teamwork and objective **professional dialogue** amongst practitioners and partners, and the full involvement of learners and their parents. It also means learning from elsewhere where others might be facing similar changes, with a clear focus on the **needs of learners**. This means ensuring rigour in approaches to monitoring and tracking progress, and using the information to guide learning and choices. Consideration of this briefing and the following questions will help us all to manage these changes effectively.

- How well do we build the curriculum to meet the needs of different groups of learners, and involve them in shaping their own learning?

- How well does our curriculum help young people become more responsible and independent learners with an awareness of the totality of their BGE achievements?

- How well does the design of the S3 curriculum allow learners to receive their entitlement to the BGE and to specialise to pave the way into the Senior Phase?

- How well does the S3 experience provide motivating and challenging learning that continues to develop knowledge and understanding, skills (including higher-order thinking skills), and the attributes and capabilities of the four capacities?

- How well do we provide opportunities for young people to revisit and build on their learning so that they can apply and extend their learning in more challenging contexts and achieve the best they can from their BGE?

- How well do courses and programmes in S3 provide a continuum of learning from the BGE into a range of flexible progression routes though different levels of qualifications in the Senior Phase?

- How well are we planning to ensure that all young people achieve the best possible level of qualifications, including those in literacy and numeracy, to maximise their success and assist in achieving positive and sustained destinations?

- How well do we work with partners, including those from other schools, colleges or CLD providers, to plan and evaluate young people's programmes of learning?

- How well do we support parents in developing their understanding of the relationship between the BGE and the Senior Phase and engage them in planning for change?

- How clearly have we explained to parents the pivotal role of the S3 experience, as described in the entirety of this paper?

This briefing provides advice for practitioners and can also be used to inform partners, learners and their parents in taking forward Curriculum for Excellence.

CfE Briefing ⁷

Progression from the Broad General Education to the Senior Phase

Part 2: Learning in the Senior Phase

Introduction

Scottish education is going through a period of significant and important change to its curriculum, learning and teaching, to the assessment processes that underpin them and to the qualifications that they may lead to. Education Scotland is supporting this change by evaluating and sharing evolving practice as part of a national professional learning community. This is the seventh in a series of briefings which provide succinct advice on the progress being made in key areas of change, to help inform discussion and promote further, innovative development. This latest addition to the series explores the ways in which all young people, as appropriate to their needs, can expect to learn in the Senior Phase – the 'how' of learning – as staff build progressively on the 3-15

Broad General Education (BGE). It builds on the information and advice in 'CfE Briefing 6: Part 1 The S3 Experience'. It can also be used alongside the Professional Focus Papers[1] which outline distinctive features of learning in National 4 and 5 qualifications. Part 3, to follow, will focus on curriculum planning in the Senior Phase – the 'what' of learning.

> *"Staff adopt approaches which ensure learners are leaders in their own learning. Learners have independent learning skills and can reflect on their own learning, capably drawing their own informed conclusions. They know what they are trying to achieve and seek help at appropriate times. They persevere with their learning and use a range of resources, including ICT, as they progress."*
>
> The Journey to Excellence

1. How might young people expect to learn in the Senior Phase?

Learning in the Senior Phase will continue to be active, engaging and enterprising, building directly on the BGE. Challenging, relevant and rewarding learning experiences, which will continue to help learners make connections in their learning, will drive their motivation and sense of purpose and enable them to develop deeper understanding. The improved approach to learning embedded within Curriculum for Excellence helps learners develop attributes, capabilities, skills (including higher-order thinking skills), knowledge and understanding in greater depth. This depth can be applied across their learning experiences and to life beyond school. This fresh approach to learning needs new assessment methods and qualifications. The new and revised qualifications reflect the aims, values and principles of Curriculum for Excellence, and are intended to provide suitable progression from the BGE.

How well does the way young people learn in the Senior Phase build on their experiences in the BGE?

Learning in the Senior Phase will build directly from the BGE to ensure all learners are prepared well for lifelong learning, further study and employment. Young people will have become accustomed in the BGE to learning which promotes their sense of purpose and motivation to learn. This focus on **learning which drives motivation** will be furthered in the Senior Phase. Characteristics of this learning include:

- learning independently;
- taking responsibility for learning;
- active learning;
- collaborative learning; and
- applying learning and skills development.

How confident are you that learners are becoming suitably independent in their learning?

Young people will experience **increasing independence** in their learning. Learning which has a range of experiences, tasks and activities will continue to be important in order to meet individual learning needs. These experiences can be designed to ensure progress in individual ways which, in turn, can lead to a sense of enjoyment and achievement. Through the BGE, young people will have developed as independent learners who are used to making decisions, solving problems and initiating their own learning. Characteristics of **independent learning** which will be furthered in the Senior Phase include, for example:

- taking decisions;
- initiating and organising tasks;
- asking questions and finding information;
- demonstrating self-reliance;
- being clear about one's own learning needs;
- effective self-management; and
- having opportunities to reflect on and understand what has been learned.

The ability to **take responsibility** is critical to future lives and success and, because of the increasing independence learners will have developed by the Senior Phase, they will be well placed to take responsibility for their own learning. Characteristics of taking greater **responsibility** for learning that will be furthered in the Senior Phase include, for example:

- taking personal control of own learning;
- influencing and contributing to planning own learning;
- developing an increased awareness of oneself as a learner;
- seeking out learning opportunities linked to own interests and aspirations;
- a willingness to take on challenges;
- making informed choices and decisions; and
- monitoring own progress and, as appropriate, modifying strategies.

curriculum for excellence

The focus on learning which drives motivation will be furthered in the Senior Phase.

How effectively and regularly do learners exercise responsibility?

Young people in the Senior Phase will expect to continue to experience **active learning** which engages and challenges their thinking. This can drive their motivation and enthusiasm and unleash their natural curiosity to find out things for themselves. It helps learners to sustain their efforts until they are content that they have become highly skilled or have completed their tasks and activities. Such resilience, when self driven, is a powerful attribute which promotes success in the Senior Phase and beyond into future lives. Characteristics which illustrate when young people are **active** in their learning include, for example:

- constructing ideas about what they are encountering;

- developing skills such as problem solving by testing out their ideas;

- developing logical and creative thinking skills through doing, exploring and taking initiative; and

- exploring current developments and issues and how they impact on learners and society, for example, environmental, scientific and technological issues.

How regularly and effectively do learners benefit from active learning?

Collaborative learning enables young people to learn how to contribute effectively to learning with others and to see the benefits for themselves. It is a potentially very effective context in which learners reinforce their own understanding of what they have been learning. This is partly because it involves discussing and explaining their own ideas and hypotheses. Characteristics of **collaborative learning**, which will be furthered in the Senior Phase, include for example:

- working in partnership and in teams;

- taking initiative and leading;

- acting as learning resources for one another;

- working on team challenges and research tasks;

- taking on roles and responsibilities;

- demonstrating awareness and respect for others;

- debating to develop informed views; and

- discussing learning and providing explanations to others.

How effectively do learners work collaboratively?

In the Senior Phase, young people will increasingly **apply their learning and skills development**. They will do this by drawing together aspects of their learning and applying what they have learned to different contexts. Varied and imaginative opportunities to apply skills, including higher-order thinking skills, are more likely to ensure the

kind of motivation and self-confidence that is essential for sustained learning. Characteristics of this important 'how' of learning which will be promoted in the Senior Phase include, for example:

- using a range of skills, including literacy and numeracy skills, when engaging in learning activities;

- engaging in challenging topics to study open-ended investigations and topics in depth;

- exploring current developments and issues and how they impact on themselves and society;

- being open to new ideas and developing the ability to think creatively and critically; and

- seeing the relevance of learning to society and future employment, including through learning outdoors, field trips, working in the community and with employers.

Are the range and frequency of opportunities for learners to apply their learning and skills sufficiently demanding?

SUCCESSFUL LEARNERS > CONFIDENT INDIVIDUALS > RESPONSIBLE CITIZENS > EFFECTIVE CONTRIBUTORS

Staff will want to use approaches to self-evaluation that are focused directly on the quality of learning itself, founded on a real understanding of the 'how' of learning.

2. What are the features of the new qualifications that promote Curriculum for Excellence learning in the Senior Phase?

The new National Courses, Units and Awards are designed to promote the enriched approach to learning of Curriculum for Excellence, and the wider range of qualifications is intended to suit the needs of all learners. They provide the scope for a greater emphasis on:

- depth and application of learning;
- developing skills, including higher-order thinking skills;
- real-life contexts; and
- personalisation and choice.

The new qualifications are designed to validate the knowledge, understanding and skills young people have learned and which they will need for further study, employment or training. They also provide opportunities for young people to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, life and work. They include a new type of Unit which is less prescriptive and more flexible, with fewer and broader outcomes, in order to encourage a more flexible approach to assessment. Assessment approaches are designed to support learning and encourage breadth and depth of understanding, motivate and challenge learners and ensure transition from the BGE into qualifications is smooth.

Staff have the flexibility to design programmes of learning which meet the needs of all learners in progressing from their prior levels of achievement

in the BGE on to qualifications. Where appropriate, qualifications are designed as hierarchical Courses and Units which have a common structure. They are intended to allow flexibility in the delivery of programmes of learning so that, where appropriate, young people can move through SCQF levels to gain recognition for their best achievement. This approach has the potential to encourage young people to aim for the highest possible level of achievement. Unit assessments are less prescribed than previously. This is intended to give more scope for staff to decide which assessment methods are best matched to the way in which young people have been learning, and to suit their individual needs. It gives better scope to increase the relevance of assessment tasks so that they link more closely to local contexts and young people's interests and aspirations. The methods used for course assessment are designed to suit the particular requirements of each course.

3. How can we ensure that young people, as they go through the Senior Phase, continue to benefit from the way they have learned through the BGE?

Curriculum for Excellence is a unique opportunity to raise achievement and to ensure that all learners are better prepared than they have been in the past for learning, life and work. This is because the new curriculum gives real scope to build the 'how' of learning from 3-18 in a joined-up, seamless way. As a result, progression in the way

children and young people learn can be much stronger, with a clear focus on attributes and capabilities, skills (including higher-order thinking skills), and knowledge and understanding. To ensure that this is the case, staff will want to use approaches to self-evaluation that are focused directly on the quality of learning itself. This requires an unambiguous reflection and professional dialogue based on objective evaluation of the quality of learning, founded on a real understanding of the 'how' of learning. This might be achieved through direct observation of learning in action, perhaps by peer staff working with one another, or through finding out the views of all involved, or indeed through a range of other kinds of learning visits to share practice. To further this professional dialogue, staff may find the following questions helpful, alongside those embedded throughout this briefing.

- How do you know what the learning experience is like for all learners?
- How well do all staff and partner agencies, learners and their parents, understand the 'how' of learning?
- How effectively do you gauge the effectiveness of learning in action and use objective evaluation to inform professional dialogue?
- How have you ensured that approaches to learning in the Senior Phase build directly on the way children and young people have learned through the BGE?

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

5

SUBJECT: Follow-Through visit of Loretto RC Primary School and Nursery Class by Education Scotland

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1   PURPOSE

1.1   To inform the Committee of Follow-through visit of Loretto RC Primary School and Nursery Class by Education Scotland.

2   RECOMMENDATIONS

2.1   The Committee is asked to: -

(i)   Note the content of the Education Scotland report (Appendix 1).

(ii)   Note the good progress made by the school since the original inspection

(iii)   Congratulate the Head Teacher and staff on the contents of the report.

3   BACKGROUND

3.1   Loretto RC Primary School and Nursery Class was inspected in March 2011 and a report on the work of the school was published in October 2011. As consequence of the original inspection, Education Scotland stated that it would carry out a follow-through inspection visit within one year of publication of this report and would report to parents on the extent to which the school has improved. This visit took place in September 2012 and this report was published in October 2012.

3.2 The report noted progress in the following areas:

- The school has made good progress in re-establishing teamwork.
- Staff are now more confident about what they can do to lead learning and improvement in the school.
- Parents and children are now more involved and understand more about how they can be meaningful partners in the life of the school.
- The school is now better placed to identify, agree and take forward important priorities.

3.3 The inspection team also noted that:

- There is further work to do to improve key areas, such as, curriculum development and tracking progress.

- In the coming year, the school would benefit from continued support from its authority and Education Scotland where appropriate.

3.3.1 This will involve weekly visits from the school's Quality Improvement Officer to discuss with the Head Teacher resources needed to sustain further improvement as well as to provide advice on other areas such as staffing, learning and teaching etc.

3.3.2 As the school's capacity to improve grows these visits will become less frequent. HMI from Education Scotland and the Quality Improvement Officer will lead a number of whole school development sessions and provide feedback on the key areas identified for further development through planned visits to classrooms and talking to staff. This feedback will, in turn, lead to further improvement. Other officers will provide support as required. For example the Curriculum for Excellence Quality Improvement Officer is currently working with the school to introduce an electronic tracking system.

3.4 Education Scotland will make a further inspection visit within a year of the publication of the report. It will then inform parents about the extent of progress in making improvements.

4   POLICY IMPLICATIONS

4.1 None

5   EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - None

7   BACKGROUND PAPERS

7.1   Education Scotland report (Appendix 1).

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	January 2013

Education Scotland
Foghlam Alba   20 November 2012

Dear Parent/Carer
Loretto RC Primary School and Nursery Class East
Lothian Council

In October 2011, HM Inspectors published a report on your child's school.   Recently, as you may know, we visited the school again.   During our visit, we talked to children and worked closely with the headteacher and staff.   We heard from the headteacher and other staff how the school has continued to improve. We looked at particular areas that had been identified in October 2011 and at aspects of the school's work, as proposed by the headteacher.   As a result, we were able to find out how well children are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children learn and achieve?

Children in the nursery class continue to be happy and enthusiastic learners.   Staff have developed further opportunities for parents to engage with and share in children's learning, for example, by contributing to children's learning stories.   In most primary classes, children continue to behave well.   In all classes, teachers now discuss and share with children what they are going to learn and how they will know they are learning successfully.   The clarity of these discussions is not yet consistent enough across the school.   As a result, most children do not know their strengths as learners and what they need to do to get better.

In some classes, children's skills as independent learners are now developing, notably through their writing experiences.   Across the school, children are now beginning to be given more opportunities and responsibility to take forward their own learning but this needs to be developed further.

Staff in the school and notably in the nursery class, have made progress to provide evidence of children's progress in literacy, numeracy and health and wellbeing.   This work is still at an early stage in the primary classes.   In the nursery class, there are more opportunities for children to develop their early writing skills in different areas of the playroom. There are regular, well-focused learning activities on offer in the nursery. Children in nursery now use new equipment and resources to develop their learning. In the primary classes, during group activities, almost all children listen carefully and show respect for one another and the adults in the room.   Staff have begun to plan and provide more interesting and relevant reading activities in most classes. Where this is working well, children enjoy richer learning activities and express enjoyment in their learning. Teachers are beginning to use more challenging approaches to developing literacy skills.   There is now an agreed approach to teaching writing skills and more consistency in children's experiences of writing. Staff need to increase the opportunities children have to write more regularly.

Mathematics and numeracy skills are more thoughtfully planned in most classes to make learning more active and in some cases more relevant to real life. In the best cases, children could identify how learning from other curriculum areas was linking up with their learning in numeracy. There is still room to improve attainment and achievement in reading, writing and mathematics at this time. The school has identified an agreed whole-school approach to tracking progress as a priority and is assessing possible ways to take this forward.

How well does the school support children to develop and learn?

Across the nursery and most primary classes, staff are becoming more confident about working with Curriculum for Excellence. This confidence is not yet consistent across the whole school. Staff now take better account of children's learning needs through well-targeted activities in literacy and numeracy. Staff now work together in learning teams to develop the curriculum. This is at an early stage but will increase further the pace and the progress made in supporting children's learning. Staff are now better placed to make learning appropriately challenging for every learner. Staff should improve arrangements for setting targets for children whose learning requires individualised planning. Support staff should be more involved in this. Staff in nursery and in P1 now have a shared understanding of what children can do and what they will be doing next. As a result, transition between nursery and primary is more focused on children's learning. Senior staff have improved their partnership work with St David's High School and other primary schools in the Musselburgh area. This requires further development.

The school does not yet meet the Scottish Government's expectation that all children will have access to two hours of high-quality physical education every week.

How well does the school improve the quality of its work?

The school has worked with parents and children to review and refresh its vision, values and aims. It is now working on making them more accessible by using plainer language. The headteacher has made a well-planned return to work and been sensitive and supportive to the efforts and achievements of staff in her absence. She is now resuming responsibility for leading the school.

Overall, staff morale has improved and staff recognise the importance of this to sustained and on-going improvement. They are more confident in engaging professionally to lead learning and improvement. They are making more effective use of self-evaluation tools. There is greater teamwork across the school community. Children, particularly those at the upper stages, have more opportunities to take responsibility around the school and to work alongside adults to bring about improvements. The Parent Council has continued to provide strong support for the school. They have undertaken initial training in self-evaluation so that they can better support the work of the school. This work should now continue.

What happens next?

The school has made good progress in re-establishing teamwork.   Staff are now more confident about what they can do to lead learning and improvement in the school. Parents and children are now more involved and understand more about how they can be meaningful partners in the life of the school.   The school is now better placed to identify, agree and take forward important priorities.   There is further work to do to improve key areas, such as, curriculum development and tracking progress. In the coming year, the school would benefit from continued support from its authority and Education Scotland where appropriate.   We will make a further inspection visit within a year of the publication of this letter.   We will then inform parents about the extent of progress in making improvements.

Alasdair Eadie HM
Inspector

Please contact us if you want to know how to get the report in a different format, for example, in a translation. You can contact us at enquiries@educationscotland.gsi.gov.uk or write to us at BMCT, Education Scotland, Denholm House, Almondvale Business Park, Almondvale Way, Livingston EH54 6GA.

If you want to give us feedback or make a complaint about our work, please contact 01506 600200, or write to us at the above address or e-mail: feedback@educationscotland.gsi.gov.uk.

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

6

SUBJECT: Supply Teaching Staff Shortage

1   PURPOSE

1.1   To ask the Committee to note and support the proposal that we write to all permanent part time teachers in the authority and offer them the opportunity to join the supply list by completing a change of contract form accompanied by a supporting statement from their Head Teacher.

2   RECOMMENDATIONS

2.1   That the Committee, under Standing Orders, approve the proposal to ensure adequate and efficient provision of school education and boost the number of supply teachers on both the primary and secondary supply list, alleviating the issue of being unable to find cover for absent teachers.

3   BACKGROUND

3.1   In the past 6 months, HR have been struggling to source supply staff to cover vacancies in the primary schools. This has resulted in 36% of requests for supply being unfilled. (A similar situation is reflected nationally).

3.2   We have 225 staff on the supply list with only 72 who are currently active. From those 72 many are unable to attend on certain days, some have short term commitments, many refuse to travel certain distances and accept short term placements and some are only willing to teach in certain schools/at certain stages. These teachers will be on a number of supply lists and we will also be competing for these workers with neighbouring local authorities.

3.3   Education and HR colleagues have established a short term working group with Head Teachers. A suggestion, by Head Teachers, was to

source additional supply workers by approaching our existing part time primary teachers and offering them the opportunity to join our list.

3.4 The current process for an existing teacher to join the supply list would be that they complete fully a new application form and undergo an interview, with a primary Head Teacher. The working group advised however that this process was too onerous and was putting teachers off applying. They are already employees and the Head Teachers requested that, to join the supply list in addition to their substantive post, they merely complete a change of circumstances form and are provided with a supporting statement from their current Head Teacher. This would then result in them having a contract for their substantive post and to be on the casual supply register. Being placed on the casual register places no obligation on the authority to offer work or on the supply teacher to accept work, in other words they are not an employee when they are not engaged on work with the Council.

3.5 The retrospective PVG programme is underway, and the schedules can be amended to reflect the need for part time teachers, wishing to join the supply list, to be PVG checked.

3.6 These proposed changes attempt to limit the barriers for existing part time teachers to join the supply list and so boost our primary supply teacher numbers. The shortage of supply staff is also however becoming a problem within our secondary schools. The Committee are therefore asked to approve the provisions requested within this report for both primary supply and secondary supply staff.

3.7 This in turn, it is hoped, will help ensure there are fewer requests for supply cover that we are unable to fulfil.

3.8 HR colleagues have no objection to these proposals. Teaching staff have already gone through a thorough recruitment and selection process. As a result we also have staff member details and any changes will be noted on the change of circumstances form. A supporting statement from the Head Teacher substitutes an interview by the Head Teacher.

3.9 Edinburgh Council have adopted a similar approach to the proposals above. Existing employees are invited to complete an application, but are not required to attend interview. Pre-employment checks will be carried out i.e. a medical questionnaire completed, written reference, and PVG check. Their Recruitment and Selection Policy does not give this as an option.

3.10 The Trade Union is happy to support offering part time teaching staff in the authority the opportunity to join the supply list.

3.11 On checking this proposed change of practice with Internal Audit their view was that any changes to existing policies and procedures should be formalised.

3.12 Given Internal Audit's view confirmation that it is acceptable to the Education Committee, to proceed on the basis outlined above is required.

4 POLICY IMPLICATIONS

4.1 No Policy implications

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6 RESOURCE IMPLICATIONS

6.1 Financial - There are no financial implications

6.2 Personnel - Education and HR will write to all part time teachers and process the appropriate paperwork

6.3 Other -

7 BACKGROUND PAPERS

7.1 None.

AUTHOR'S NAME	Wendy McNeish/Anne Kirkpatrick
DESIGNATION	Performance and Business Support Manager, HR/ Principal Officer (Staffing) Education
CONTACT INFO	01620 827561/01620 827766
DATE	21 February 2013

REPORT TO:	Education Committee	
MEETING DATE:	12 March 2013	
BY;	Executive Director (Services for People)	
SUBJECT:	St Mary's RC Primary School: Roll capping P1 for session 2013/14	**7**

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1   PURPOSE

1.1   The purpose of this report is to ask the Committee to approve the capping of primary one at St Mary's RC Primary School for session 2013/14.

2   RECOMMENDATIONS

2.1   To roll cap the number of pupils admitted to P1 in session 2013/14 to a maximum of 20 pupils.

3   BACKGROUND

3.1   The school has the capacity to accommodate five classes.

3.2   The Education Committee agreed in March 2012 to the capping of the whole school from August 2012 onwards at a maximum of 125 pupils.

3.2   The five class organisation at the school normally consists of five composite classes with the capacity to accommodate 25 pupils in each class. This means a maximum of 125 pupils can be accommodated within the school.

3.3   The projected school rolls, capacities and house building within the catchment areas have been taken into account when considering the maximum number of places available for P1 pupils for session 2013/14.

3.4   If the number of pupils for P1 exceeds a maximum of 20 pupils the school would not have capacity within the school, in future years, to accommodate all expected pupils.

3.5   If the number of pupils for P1 exceeds a maximum of 20 pupils the school may not have sufficient space to accommodate all denominational pupils in future years.

4   POLICY IMPLICATIONS

4.1   There are no policy implications in this report for the Council.

5   EQUALITIES IMPACT ASSESSMENT

5.1   This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

6   RESOURCE IMPLICATIONS

If the roll of P1 class is not capped at a maximum of 20 pupils for 2013/14:

6.1   Financial – It would give rise to significant public expenditure in having to extend or otherwise alter the accommodation or facilities provided in the school. It would make it necessary for the authority to employ additional teaching staff.

6.2   Personnel – It would make it necessary for the authority to employ additional teaching staff.

6.3   Other – If the P1 class exceeds a maximum of 20 pupils in 2013/14 the school may not have sufficient space to accommodate all denominational pupils in future years.

7   BACKGROUND PAPERS

7.1   None

AUTHOR'S NAME	Fiona Brown
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CONTACT INFO	Tel: 01620 827415 Email: fbrown@eastlothian.gov.uk
DATE	12 February 2013

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

SUBJECT: Roll Capping at Dunbar Grammar School, Knox Academy, Musselburgh Grammar School, North Berwick High School and Preston Lodge High School

8

1   PURPOSE

1.1   The purpose of this report is to ask the Committee to approve the S1 intake level at the above secondary schools for Session 2013/14 and to continue the capping intake level agreed in March 2011 for S1 into S3 for 2013/14 and on to S4 for 2014/15.

2   RECOMMENDATIONS

2.1   The Committee is asked to agree a maximum intake level in S1 for session 2013/14 in the schools listed below and to continue this level of pupils through to S4 in 2016/17. The reasons for this are explained below.

School	Maximum S1 intake level
Dunbar Grammar School	180
Knox Academy	140
Musselburgh Grammar School	240
North Berwick High School	160
Preston Lodge High School	220

2.2 In addition to agree the maximum intake level in S3 for session 2013/14 through to S4 in 2014/15.

School	Maximum S3 intake level
Dunbar Grammar School	180
Knox Academy	140
Musselburgh Grammar School	240
North Berwick High School	180

3   BACKGROUND

3.1   The main principles for managing secondary school rolls in East Lothian are :

- To provide high quality education at local schools for local pupils

- To ensure equality of resources throughout East Lothian

- To commit to a real choice of education inside our schools not between our schools

3.2   As an Education Authority East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is largely managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year, this is commonly referred to as "capping".

3.3   When considering how to cap school rolls East Lothian Council as an Education Authority must look at all its schools and available resources.   We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and to balance that with other schools to ensure there is equity of resources throughout the area of East Lothian and avoid unreasonable public expenditure.

3.4   By limiting the number of pupils that the school can intake each academic year allows schools to timetable, employ a suitable number and category of teachers.   As generally capping will support appropriate and early organisation for schools to meet their pupils' needs to provide a high level of education.   Capping prevents pupils' education being affected to their detriment, loss of resources and better management of finances by the Authority.

Note: Practical classes, such as science subjects are in secondary schools set in multiplies of 20 pupils. Non-practical classes are set in multiplies of 30 pupils and school classrooms are furnished to accommodate a maximum of

30 pupils. Where a limit has been set for S1 roll this has been calculated on the basis of 20 pupils.

3.5 **S1 August 2013 – Projected School Roll**

The pupil numbers projected for session 2013/14 are:

School	S1	S2	S3	S4	S5	S6	TOTAL
Dunbar Grammar School	165	132	159	141	103	72	772
Knox Academy	122	139	125	142	143	95	766
Musselburgh Grammar School	220	225	225	209	172	152	1203
North Berwick High School	147	146	173	174	143	139	922
Preston Lodge High School	199	178	176	168	166	127	1014

3.6 The S1 figure in the table above shows the number of P7 pupils living within the school catchment area as at 12 February 2013. The expected total roll includes pupils who are expected to transfer to S1 in August 2013 and the number of pupils expected to move up into S2 and so on, to S6.

3.7 The process is complex due to the flow of pupils within and out of East Lothian, late applications and pupils being placed in private schools. We consult with Head Teachers all year round and consider statistics and information provided to us to decide on appropriate recommendations for the S1 intake. This has informed our recommended capping as set out in 2.1 above.

3.8 Reserved places must also be considered as part of the roll, for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report for the Council.

5 EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

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

REPORT TO : Education Committee

MEETING DATE: 12 March 2013

BY: Executive Director (Services for People)

9

SUBJECT: Reserving Places in Schools for
District Pupils Who Move Into the Catchment
Area during the Academic Year 2013/14

Aberlady Primary School
Campie Primary School
Cockenzie Primary School
Dunbar Primary School
East Linton Primary School
Haddington Infant School
Law Primary School
Longniddry Primary School
Macmerry Primary School
Musselburgh Burgh Primary School
Ormiston Primary School
Pencaitland Primary School
Pinkie St Peter's Primary School
Sanderson's Wynd Primary School
St Martin's RC Primary School
St Mary's RC Primary School
Stoneyhill Primary School
Windygoul Primary School
Dunbar Grammar School
Knox Academy
Musselburgh Grammar School
North Berwick High School

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1 PURPOSE

1.1 To obtain Committee approval for retaining places for incoming catchment pupils at the above mentioned schools for session 2013/14.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2013/14 as detailed below:

i. Aberlady Primary School

Reserve all places within the school due to the limited space available and the number of pupils migrating in to the area. The school has capacity for a maximum of 6 classes and has been capped at 150 to ensure pupils can be accommodated within the school. Currently 144 pupils are expected for 2013/14 which means there will only be six places available in the whole school.

ii. Windygoul Primary School

Reserve all places within the school due to limited number of classrooms and the house building in the catchment area which is producing an extensive number of pupils migrating in requiring places at various stages throughout the school.

iii. Primary schools

Reserve the number of places detailed below in each year group between Primary One and Primary seven. The class organisation may be a mixture of straight and composite classes.

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Campie Primary School	1	1	1	1	1	1	1
Cockenzie Primary School	1	1	1	1	1	1	1
Dunbar Primary School	3	3	3	3	3	3	3
East Linton Primary School	1	1	1	1	-	-	-
Haddington Infant School	2	2	2	-	-	-	-
Law Primary School	4	4	4	4	4	4	4
Longniddry Primary School	1	1	1	1	1	1	1
Musselburgh Burgh Primary School	1	1	1	1	1	1	1
Ormiston Primary School	1	-	-	-	-	-	-
Pencaitland Primary School	1	-	-	-	-	-	-
Pinkie St Peter's Primary School	1	1	1	1	1	1	1
St Martin's RC Primary School	1	-	-	-	-	-	-

	Number of reserved places per stage						
School	P1	P2	P3	P4	P5	P6	P7
Sanderson's Wynd Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	1	1	1	1	1	1	1

Reserve the number of places detailed below in each composite class

School	No of composite classes	No of reserved places per class
Macmerry Primary School	5	1
Saltoun Primary School	3	1
St Mary's RC Primary School	5	1
Whitecraig Primary School	4	1

iv. **Secondary Schools S1 and S2**
Reserve the number of places in as detailed in the table below.

School	Maximum number of places in S1 including reserved places	Number of reserved places in S1	Maximum number of places in S2 including reserved places	Number of reserved places in S2
Dunbar Grammar School	180	6	160	5
Knox Academy	140	5	140	3
Musselburgh Grammar School	240	8	240	8
North Berwick High School	160	6	160	5

v. Secondary Schools S3 and S4

Reserve the number of places as detailed in the table below

School	Maximum number of places in S3 including reserved places	Number of places reserved in S3	Maximum number of places in S4 including reserved places	Number of places reserved in S4
Dunbar Grammar School	160	3	160	3
Knox Academy	140	4	160	4
Musselburgh Grammar School	240	5	240	5
North Berwick High School	180	4	180	4

2.2 To delegate any changes to the number of places held in reserve to the Executive Director, in consultation with the Convener, should the number of pupils requiring a place at the school significantly decrease.

3 BACKGROUND

3.1 Acts and Regulations

The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allowed education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped Education Authorities to manage their schools and prevent them being at capacity at commencement of an academic year to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, "so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents". This is what we strive to do whilst also ensuring that we can as above accommodate incoming pupils to catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places at the specified school or in relation to any particular stage of education at the school. It is for this reason that the Education Authority may refuse to grant a placing request where that would impact on our ability to reserve places in schools.

Section 28A (3C) of the 1980 Act notes that "reserved places" means those "places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates".

The result of this is that when considering the number of reserved places required for a school we have to consider the likelihood of pupils becoming resident within the catchment area of the school over the forthcoming academic year. This requires an analysis of various factors to deciding how many places should be reserved, as outlined below.

3.2 **Information**

The following factors have been considered for both primary and secondary schools in order to determine the appropriate number of reserved places which are likely to be required for pupils moving into the catchment area of the school during 2013/14:
a) The proposed level of capping at the school and number of expected pupils
b) Local development plans
c) Current and planned house builds within those plans
d) Projected school rolls
e) Projected migration into the catchment area
f) Information about reserved places from previous years
g) School capacities
h) Information known to us for example about families moving into the area before/after commencement of the academic year.

For secondary schools, where it has been identified that reserved places are likely to be required as a guiding principal we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes; in addition rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the likely number of pupils to become resident in the catchment in the forthcoming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the Education Authorities' requirements and the legislation.

Calculating the number of reserved places and pupil placement is characterised and affected by the complexity of pupils flows within and out with East Lothian. It is also a constantly evolving situation due to late applications and pupils being withdrawn from schools. This can mean the demand for places in a

school for pupils within the catchment area can change before commencement of the academic year. The number of reserved places in this report reflects our understanding of the likely number of anticipated catchment pupils moving into catchment in the forthcoming academic year. Should some of the reserved places at schools not be required or the situation change Committee is asked to delegate any reduction in reserved places to the Executive Director in consultation with the Convener. Where reserved places as detailed in this report are set as reserved places they will be protected for incoming catchment pupils. Should it not be possible to reserve all those places before commencement of the academic year then it is intended to protect those and make them available as reserved places as they become free over the academic year so they are protected for incoming catchment pupils.

4   POLICY IMPLICATIONS

4.1   There are no policy implications in this report for the Council.

5   EQUALITIES IMPACT ASSESSMENT

5.1   This report is not applicable to the well being of equalities groups and an Equalities Impact Assessment is not required.

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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