

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Dunbar Grammar School by Education Scotland

1

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Dunbar Grammar School.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that, as a result of the very good quality of education provided by the school, Education Scotland will make no further evaluative visits in connection with the inspection.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Dunbar Grammar School was inspected in January 2013 and the Education Scotland report was published as a letter to parents/carers on 9 April 2013 (Appendix 1). The evaluations of the key quality indicators were published online on the same date (Appendix 2 and web link below) <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunbarGrammarSchoolEastLothian.asp>.
- 3.2 The report noted that the particular strengths of the school were:
- Confident young people who enjoy their learning.
 - The overall quality and range of young people's attainment and achievement
 - The outstanding support provided to young people requiring additional support with their learning.

- The dedication and commitment of staff to working together to meet the needs of young people.
- 3.3 During the inspection, aspects of innovative practice were identified and future good practice visits are to be arranged by Education Scotland in order to share this practice more widely.
- 3.4 Education Scotland, the school and the education authority agreed that the school should continue to:
- Develop the curriculum to ensure young people can make progress appropriate to their learning needs.
 - Increase the involvement of community partners and external agencies in evaluating the work of the school and planning for improvement.

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 Dunbar Grammar School Inspection Report 9 April 2013 (Appendix 1 & 2)

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 E-mail: khaspolat@eastlothian.gov.uk
DATE	8 July 2013

9 April 2013

Dear Parent/Carer

**Dunbar Grammar School
East Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including curriculum development, learners' experiences, how the school meets the needs of all learners, including the most vulnerable and how pupil voice informs school improvements. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

Young people learn and achieve very well within an inclusive learning environment. They engage very well in lessons and enjoy learning at school. Young people benefit from teachers' clear explanations and effective questioning. They work well together in pairs and groups, supporting each other and learning together. The school regularly seeks the views of young people to improve learning and teaching. Staff share the purposes of lessons with young people, encourage them to work to the best of their ability and build their self-confidence. Young people feel safe and well cared for and are confident staff will provide help and support when needed. Where teachers provide high quality feedback to young people about their learning and progress, this supports young people to have a clear understanding of their next steps in learning. There is scope to make this good practice more consistent across the school.

Young people are achieving very well in a range of cultural, sporting and citizenship activities. Through an extensive range of opportunities provided by the school, they are developing skills and attributes to prepare them for life and work. Young people contribute very effectively to the life and work of the school, particularly in the senior stages. They develop skills in leadership through roles such as school captains and house captains, young sports ambassadors and prefects. Young people in S6 demonstrate responsible and mature attitudes as they participate in weekly community experience. Across the school, young people are developing confidence and performing skills as they take part in musical concerts and shows. Young people achieve well in a range of sporting activities at local and national level including football, basketball and golf. Many young people have notable success in the Duke of

Edinburgh's Award scheme. The annual Battlefields Experience trip to France and Belgium, for all young people in S3, has a significant impact on young people and their understanding of global citizenship.

Young people from S1 to S3 are progressing well through the broad general education. At S4–S6 young people achieve very well in National Qualifications. By the end of S4, young people's attainment is above national averages in all key measures. By the end of S5, young people's attainment is well above national averages and is above, or in line with, national averages by the end of S6. Overall, the school's performance is stronger than other schools which serve young people with similar needs and backgrounds. Those who require extra help to learn are making very good progress.

How well does the school support young people to develop and learn?

Within its caring learning environment, young people across the school are supported very well to develop and learn. Teachers plan tasks and activities carefully to meet the needs of young people. Staff across the school have a very good knowledge of the needs of learners and are skilful at providing them with appropriate support. Teachers and support staff share a clear commitment to understanding young people's needs, and to taking action to meet those needs. Support for learning staff are highly skilled and have a clear impact on the quality of young people's learning experience, achievement and attainment. Across the school, staff work very well together to support young people's social, emotional and learning needs. They work very effectively with a range of partner agencies and quickly identify and act to resolve any barriers to learning. The school has notable success in meeting the needs of vulnerable young people, including through the Learn to Succeed programme.

Staff are making good progress in implementing changes to the curriculum to reflect the principles of Curriculum for Excellence. In S1, S2 and S3 the school provides a broad general education for young people. New approaches and courses are in place in curriculum areas to provide young people with opportunities to progress in their learning and develop a range of skills. There is scope to provide more opportunities which allow young people to link and apply their learning across a range of contexts. The curriculum from S4 to S6 offers a range of courses which provide progression and lead to certification. The school is planning to provide more vocational opportunities for young people in the senior phase. Most young people leaving the school progress to positive destinations in further study, employment or training. Staff should continue to plan approaches for developing young people's skills in literacy across their learning.

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

Staff use a range of approaches to evaluate the work they do, and the difference it makes to young people's learning and achievements. Faculties make use of a number of very effective approaches to monitor and improve aspects of their work. Class visits, surveys and regular discussions about approaches to learning and teaching all result in a shared understanding about what works well and where improvement is needed. Each session, teachers have the opportunity to be part of a Learning Team and take forward and evaluate new approaches in the classroom. This work has

resulted in improvements to classroom practice across the school. There is scope to involve partners more in evaluating the school's work and planning for improvement.

The headteacher has a strong and clear commitment to taking the school forward. He is dedicated to improving life chances for all young people. He knows the school very well and encourages staff to be reflective and take forward improvements. As the new senior leadership team becomes established, the school is well placed to build on these strengths.

This inspection of your school found the following key strengths.

- Confident young people who enjoy their learning.
- The overall quality and range of young people's achievements and attainment.
- The outstanding support provided to young people requiring additional support with their learning.
- The dedication and commitment of staff to working together to meet the needs of young people.

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them.

- Continue to develop the curriculum to ensure young people can make progress appropriate to their learning needs.
- Continue to increase the involvement of community partners and external agencies in evaluating the work of the school and planning for improvement.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Carol McDonald
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunbarGrammarSchoolEastLothian.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Dunbar Grammar School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

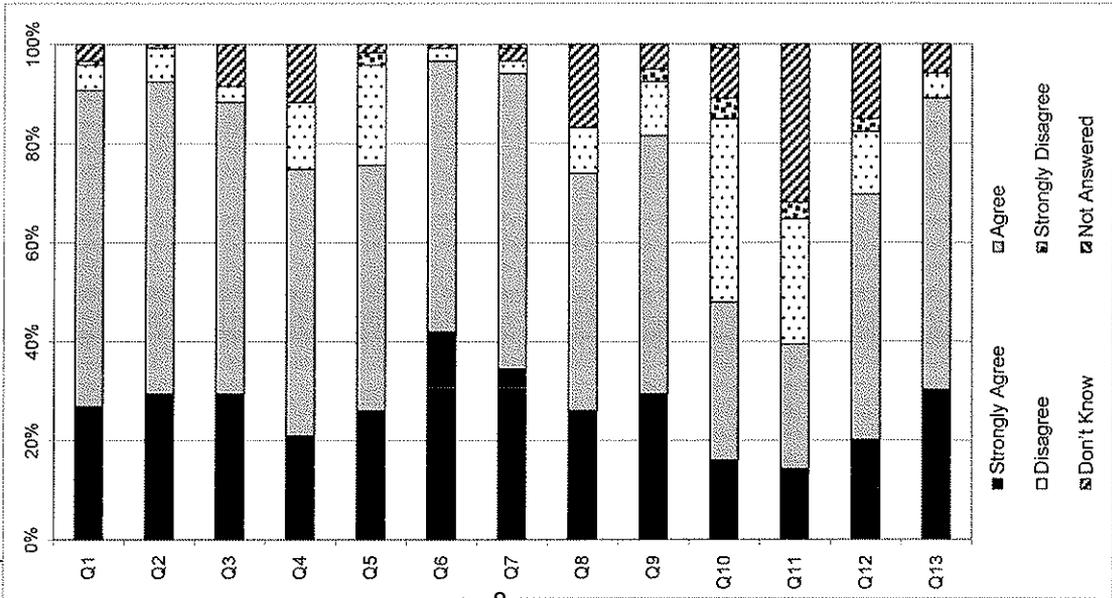
A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/DunbarGrammarSchoolEastLothian.asp>.

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 250
 Quest. Input 119
 Response Rate 48%

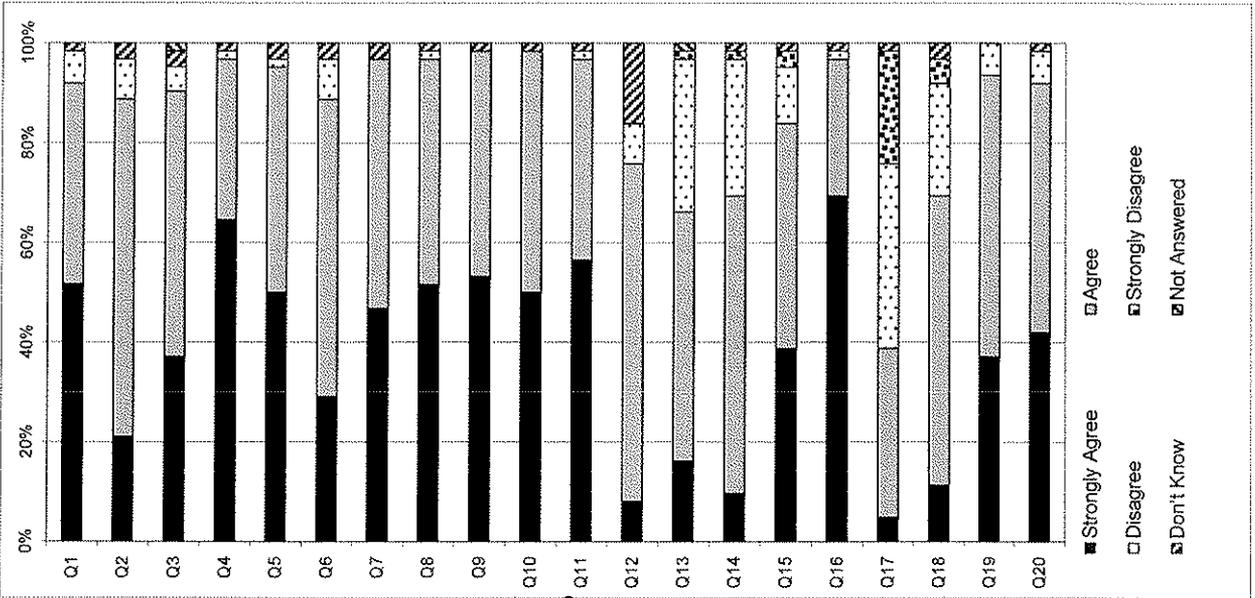


Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1 The school helps my child to be more confident.	27%	64%	5%	1%	3%	0%	91%
Q2 My child enjoys learning at school.	29%	63%	7%	1%	0%	0%	92%
Q3 My child's learning is progressing well.	29%	59%	3%	0%	8%	0%	88%
Q4 My child is encouraged and stretched to work to the best of their ability.	21%	54%	13%	0%	12%	0%	75%
Q5 The school keeps me well informed about my child's progress.	26%	50%	20%	3%	2%	0%	76%
Q6 My child feels safe at school.	42%	55%	3%	0%	1%	0%	97%
Q7 My child is treated fairly at school.	34%	60%	3%	0%	3%	1%	94%
Q8 I feel staff really know my child as an individual and support them well.	26%	48%	9%	0%	17%	0%	74%
Q9 My child benefits from school clubs and activities provided outside the classroom.	29%	52%	11%	3%	5%	0%	82%
Q10 The school asks for my views.	16%	32%	37%	4%	10%	1%	48%
Q11 The school takes my views into account.	14%	25%	25%	3%	32%	0%	39%
Q12 The school is well led.	20%	50%	13%	3%	15%	0%	70%
Q13 Overall, I am happy with the school.	30%	59%	5%	0%	6%	0%	89%

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 79
 Quest. Input 62
 Response Rate 78%



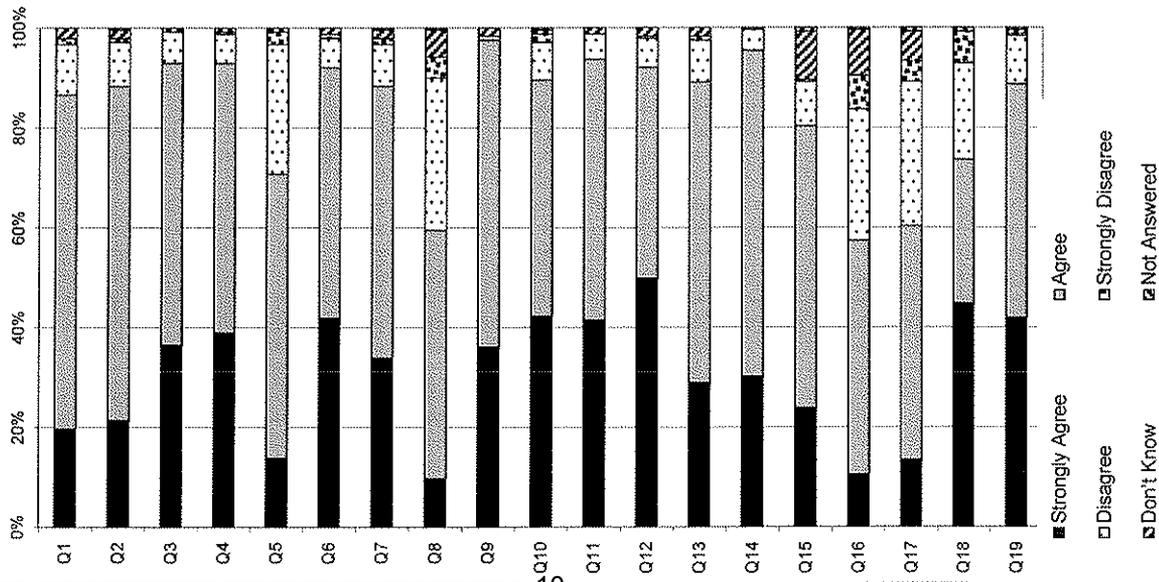
Note: Will not always sum to 100% due to rounding

Question	Strongly Agree	Disagree	Don't Know	Agree	Strongly Disagree	Strongly Agree & Disagree
Q1 Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	52%	0%	2%	40%	0%	6%
Q2 All pupils are given activities which meet their learning needs.	21%	0%	3%	68%	0%	8%
Q3 Pupils are involved in setting learning targets.	37%	0%	3%	53%	0%	5%
Q4 Pupils are provided with regular feedback on what they need to do to improve.	65%	0%	2%	32%	0%	0%
Q5 Pupils are provided with opportunities to evaluate their own work and that of others.	50%	0%	3%	45%	0%	2%
Q6 Staff regularly ask for pupils' views on how their learning experiences could be improved.	29%	0%	3%	60%	0%	8%
Q7 Pupils take an active part in their learning.	47%	0%	3%	50%	0%	0%
Q8 Staff treat all pupils equally.	52%	0%	2%	45%	0%	2%
Q9 Staff and pupils respect each other.	53%	0%	2%	45%	0%	0%
Q10 The pupils are well behaved.	50%	0%	2%	48%	0%	0%
Q11 Support for pupils with additional support needs is effective.	56%	0%	2%	40%	0%	0%
Q12 Parents are fully involved in the school and their children's learning.	8%	0%	16%	68%	0%	8%
Q13 I have been actively involved in developing the school's vision and values.	16%	0%	2%	50%	31%	0%
Q14 I am actively involved in setting priorities to improve the school.	10%	0%	2%	60%	27%	0%
Q15 I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	39%	0%	2%	45%	11%	3%
Q16 I am aware of the school's procedures for protecting children.	69%	0%	2%	27%	0%	0%
Q17 Leadership at all levels is effective.	5%	0%	2%	34%	37%	23%
Q18 Staff communicate effectively with each other.	11%	0%	3%	58%	23%	5%
Q19 I have good opportunities to take part in continuing professional development.	37%	0%	0%	56%	6%	0%
Q20 Staff across the school share good practice.	42%	0%	2%	50%	6%	0%

DISCLOSURE CONTROL APPLIED

Pupil Questionnaire Summary

Centre Name Dunbar Grammar School
 SEED Number 5555736
 Quest. Issued 250
 Quest. Input 239
 Response Rate 96%



Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1 The school is helping me to become more confident.	20%	67%	10%	1%	2%	0%	87%
Q2 I enjoy learning at school.	21%	67%	9%	1%	2%	0%	88%
Q3 I am getting along well with my school work.	36%	56%	6%	0%	1%	0%	93%
Q4 Staff encourage me to do the best I can.	39%	54%	6%	0%	1%	0%	93%
Q5 Staff talk to me regularly about how to improve my learning.	14%	57%	26%	3%	1%	0%	71%
Q6 I get help when I need it.	42%	50%	6%	1%	1%	0%	92%
Q7 Staff listen to me and pay attention to what I say.	34%	54%	8%	1%	2%	0%	88%
Q8 I have a say in making the way we learn in school better.	10%	50%	31%	4%	5%	0%	59%
Q9 Staff expect me to take responsibility for my own work in class.	36%	62%	1%	0%	2%	0%	97%
Q10 Staff and pupils treat me fairly and with respect.	42%	47%	8%	2%	1%	0%	90%
Q11 I feel safe and cared for in school.	41%	52%	5%	0%	1%	0%	94%
Q12 I have adults in school I can speak to if I am upset or worried about something.	50%	42%	6%	0%	2%	0%	92%
Q13 I find it easy to talk to staff and they set a good example.	29%	60%	8%	1%	2%	0%	89%
Q14 Staff make sure that pupils behave well.	30%	65%	4%	0%	0%	0%	95%
Q15 Staff are good at dealing with bullying behaviour.	24%	56%	9%	0%	10%	1%	80%
Q16 The pupil council is good at getting improvements made in the school.	10%	47%	26%	7%	9%	0%	57%
Q17 The school encourages me to make healthy-food choices.	13%	47%	29%	4%	6%	1%	60%
Q18 I take part in out-of-class activities and school clubs.	45%	29%	19%	6%	0%	1%	74%
Q19 I know what out-of-school activities and youth groups are available in my local area.	42%	47%	10%	0%	1%	0%	89%

Note: Will not always sum to 100% due to rounding

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Inspection of Stoneyhill Primary School and Nursery Class
by Education Scotland

2

1 PURPOSE

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

2 RECOMMENDATIONS

- 2.1 The Committee is asked to: -
- (i) Note the content of the Education Scotland report (Appendix 1).
 - (ii) Note that as a result of the very good quality of education provided by the school, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
 - (iii) Congratulate the Head Teacher and staff on the contents of the report.

3 BACKGROUND

- 3.1 Stoneyhill Primary School and Nursery Class was inspected in January 2013 by Education Scotland and a report was published in March 2013.
- 3.2 The report noted that the particular strengths of the school were:
- Children who are very well motivated and supported to succeed.
 - Children's progress across a range of curricular areas.
 - A rich and varied curriculum enabling children to experience high quality learning.
 - The leadership shown by the headteacher and the staff team in securing improvements for children.
- 3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Continue to improve the school and nursery class.

3.4 As a result of this excellent inspection on 25 April 2013 the school enjoyed a ministerial visit by Dr Alasdair Allan MSP, Minister for Learning, Science & Scotland's Languages.

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 The inspection of Stoneyhill Primary School and Nursery Class (Appendix 1)

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	12 August 2013

19 March 2013

Dear Parent/Carer

**Stoneyhill Primary School and Nursery Class
East Lothian Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and children and we worked closely with the headteacher and staff. We wanted to find out how well children are learning and achieving and how well the school supports children to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including children's progress in mental mathematics and recent changes to how handwriting is taught. We also looked at the work teachers are doing to help them check their assessments of children's progress. As a result, we were able to find out how good the school is at improving children's education.

How well do children learn and achieve?

Children in the nursery class are very eager to take part in all activities and are developing positive attitudes to learning. They have good opportunities to play and experiment with a range of materials and equipment indoors and outdoors. Almost all children listen very well at all times and most can express their ideas confidently. They ask good questions and are learning how to take part in conversations. Some children recognise numbers and almost all can name different shapes. There is a need for children to use these developing skills more regularly in their play. There is also scope to help children take more responsibility for their learning by, for example, making more independent choices.

Across the school, children are very actively engaged in their learning and developing a wide range of very good skills. They have a sound understanding of how well they are learning and where they can apply what they have learned in real situations. They work very well in a range of settings, individually or in teams, and are able to make decisions and choices. Children use technology very effectively to support their learning. Almost all children achieve very well in a range of areas. From P1 to P7, children are developing very good skills in mental calculation. They can use different approaches to help them solve mathematical problems and can predict and check their answers. From the early stages, children are encouraged to speak in front of their peers and can do so with confidence. They read and write very well for a range of different purposes. Early indications from the recent changes to handwriting across the school suggest that there are benefits for children's fluency in writing and their spelling. Children are developing a very secure understanding of

a range of health and wellbeing issues such as the need to maintain healthy and active lifestyles. They are making very strong progress across a range of other curricular areas. In science, for example, children's understanding of a range of topics, such as energy, and the impact on their lives is being very well developed. Children are encouraged and supported to show initiative and take on responsibilities across the school. Examples include preparing and leading events for children and parents on behalf of the charities group, as Junior Road Safety Officers or as part of an enterprise challenge. Building on these strengths, there is room to extend children's leadership skills even further, especially at the upper stages.

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

Staff know children very well and are very responsive to their learning needs. They set tasks and activities that are appropriate, and regularly check children's understanding. Staff make very good use of questioning to encourage children to extend their thinking. Children's progress is well tracked across their time in school, allowing staff to identify where children can benefit from additional challenge or support. Staff are developing new ways of enabling you, as parents, to have a fuller understanding of what your children are learning. A commendable example of this is the highly effective child-led parents' evenings. Children are very well supported to move from one stage of learning to another, such as from P7 to secondary.

Teachers work exceptionally well together to develop their shared knowledge and understanding of the curriculum. As a result, they are very focused on what children are entitled to learn and plan a wide range of stimulating topics and activities to make this happen. This is most evident in the primary classes. Staff work with children from what they already know and help them to apply their skills in meaningful, real-life settings. Staff work with a range of partners, including you, as parents, to extend and enrich the curriculum. Commendable examples of this include the school's work with Queen Margaret University and the Friday morning Building Our Stoneyhill Skills (BOSS) clubs.

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

The commitment and ability of staff to continuously improve the quality of their work is a distinguishing feature of the school. The very positive impact of this on children's experiences is evident. Staff make very good use of the wide range of information they collate about the school's progress. They have recently introduced a web-based approach to managing this information and are using it very effectively. Working with children and yourselves, as parents, staff regularly evaluate what they do and make changes accordingly. A recent example has been the change to Friday morning activities. The headteacher is a very strong leader who promotes the reflection, collective responsibility and innovation that are evident in the staff team. She has managed the pace of curriculum change exceptionally well and, working with staff, uses her skills to support development in the Musselburgh cluster and across the authority. An example of this is the lead currently being given by Stoneyhill school staff in checking and confirming teachers' assessments of children's progress. Stoneyhill Primary School is very well placed to continue to deliver high quality education.

This inspection found the following key strengths.

- Children who are very well motivated and supported to succeed.
- Children's progress across a range of curricular areas.
- A rich and varied curriculum enabling children to experience high quality learning.
- The leadership shown by the headteacher and the staff team in securing improvements for children.

We discussed with staff and the education authority how they might continue to improve the school and nursery class. This is what we agreed with them.

- Increase the pace of planned improvements in the nursery class.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect of innovative practice which we would like to explore further in order to share the practice with others. This is the work currently being led by the school within the Musselburgh cluster. As a result we will work with the school and local authority in order to record and share more widely the innovative practice. We will ask the school, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Joan Mackay
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/StoneyhillPrimarySchoolEastLothian.asp>.

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Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Stoneyhill Primary School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

Nursery class

Improvements in performance	good
Children's experiences	good
Meeting learning needs	good

We also evaluated the following aspects of the work of the school and nursery class.

The curriculum	excellent
Improvement through self-evaluation	excellent

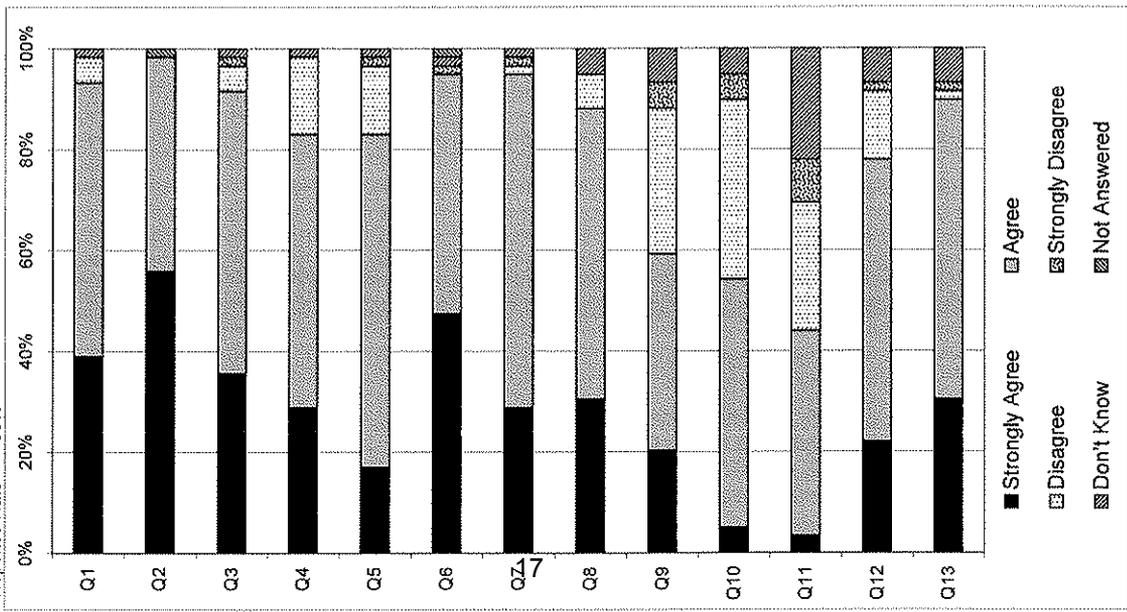
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¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Parent Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 150
 Quest. Input 59
 Response Rate 39%

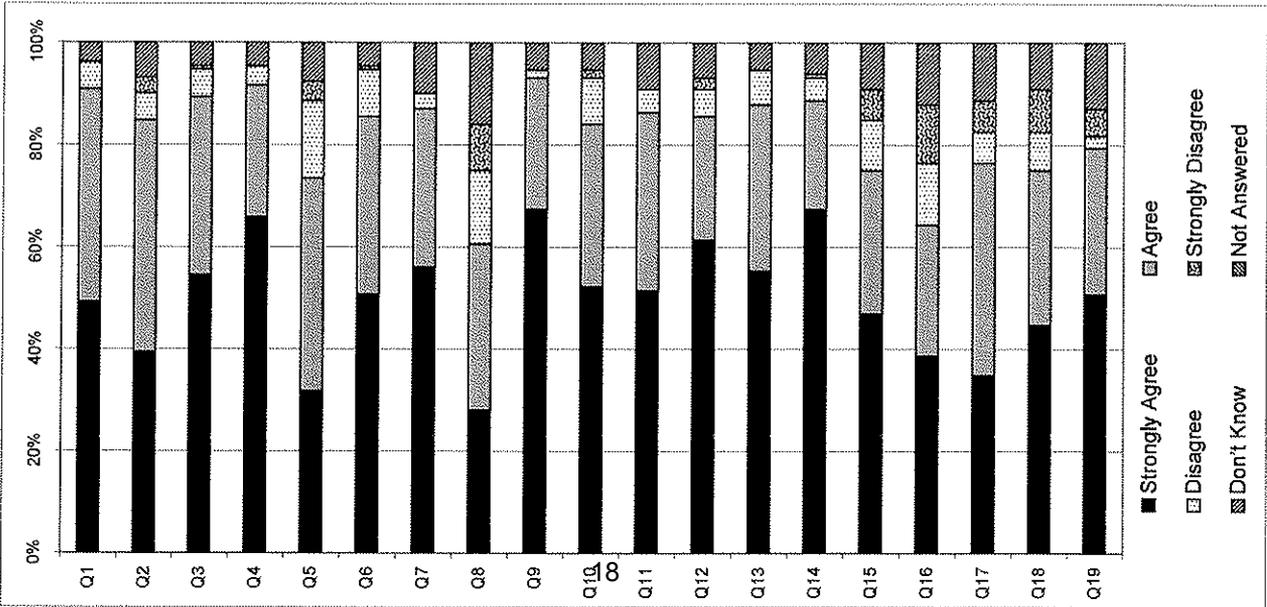


Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered
Q1 The school helps my child to be more confident.	39%	54%	5%	0%	0%	0%
Q2 My child enjoys learning at school.	56%	42%	0%	0%	0%	2%
Q3 My child's learning is progressing well.	36%	56%	5%	2%	0%	7%
Q4 My child is encouraged and stretched to work to the best of their ability.	29%	54%	15%	0%	2%	0%
Q5 The school keeps me well informed about my child's progress.	17%	66%	14%	2%	0%	0%
Q6 My child feels safe at school.	47%	47%	0%	2%	2%	2%
Q7 My child is treated fairly at school.	29%	66%	2%	2%	0%	0%
Q8 I feel staff really know my child as an individual and support them well.	31%	58%	7%	0%	5%	0%
Q9 My child benefits from school clubs and activities provided outside the classroom.	20%	39%	29%	5%	7%	0%
Q10 The school asks for my views.	5%	49%	38%	5%	5%	0%
Q11 The school takes my views into account.	3%	41%	25%	8%	22%	0%
Q12 The school is well led.	22%	56%	14%	2%	7%	0%
Q13 Overall, I am happy with the school.	31%	59%	2%	2%	7%	0%

Note: Will not always sum to 100% due to rounding

Pupil Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 135
 Quest. Input 132
 Response Rate 98%

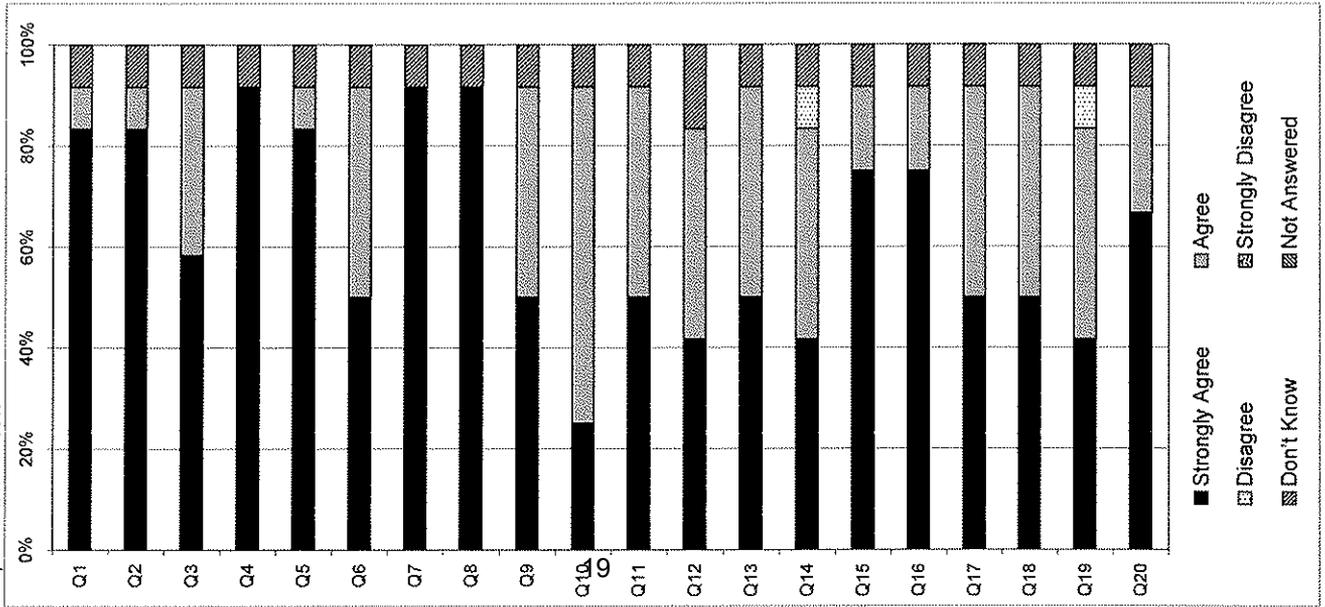


Question	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree		
Q1	49%	42%	5%	0%	4%	0%	91%	5%		
Q2	39%	45%	5%	3%	7%	0%	85%	8%		
Q3	55%	35%	5%	1%	0%	0%	89%	6%		
Q4	66%	26%	4%	0%	0%	0%	92%	4%		
Q5	32%	42%	15%	4%	8%	0%	73%	19%		
Q6	51%	35%	9%	1%	5%	0%	86%	10%		
Q7	56%	31%	3%	0%	10%	0%	87%	3%		
Q8	28%	33%	14%	9%	16%	0%	61%	23%		
Q9	67%	26%	2%	0%	5%	0%	93%	2%		
Q10	52%	32%	9%	2%	5%	0%	84%	11%		
Q11	52%	35%	5%	0%	9%	0%	86%	5%		
Q12	61%	24%	5%	2%	7%	0%	86%	8%		
Q13	55%	33%	7%	0%	5%	0%	88%	7%		
Q14	67%	21%	5%	1%	6%	0%	89%	5%		
Q15	47%	28%	10%	6%	9%	0%	75%	16%		
Q16	39%	26%	12%	11%	12%	0%	64%	23%		
Q17	35%	42%	6%	6%	11%	0%	77%	12%		
Q18	45%	30%	8%	8%	9%	0%	75%	16%		
Q19	51%	29%	2%	5%	13%	0%	80%	8%		

Note: Will not always sum to 100% due to rounding

Teacher Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 15
 Quest. Input 12
 Response Rate 80%



Item	Percentage %									
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree	Agree & Disagree	Strongly Disagree & Don't Know	Disagree & Not Answered
Q1	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q2	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q3	58%	33%	0%	0%	8%	0%	0%	0%	0%	0%
Q4	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q5	83%	8%	0%	0%	8%	0%	0%	0%	0%	0%
Q6	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q7	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q8	92%	0%	0%	0%	8%	0%	0%	0%	0%	0%
Q9	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q10	25%	67%	0%	0%	8%	0%	0%	0%	0%	0%
Q11	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q12	42%	42%	0%	0%	17%	0%	0%	0%	0%	0%
Q13	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q14	42%	42%	8%	0%	8%	0%	0%	0%	0%	0%
Q15	75%	17%	0%	0%	8%	0%	0%	0%	0%	0%
Q16	75%	17%	0%	0%	8%	0%	0%	0%	0%	0%
Q17	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q18	50%	42%	0%	0%	8%	0%	0%	0%	0%	0%
Q19	42%	42%	8%	0%	8%	0%	0%	0%	0%	0%
Q20	67%	25%	0%	0%	8%	0%	0%	0%	0%	0%

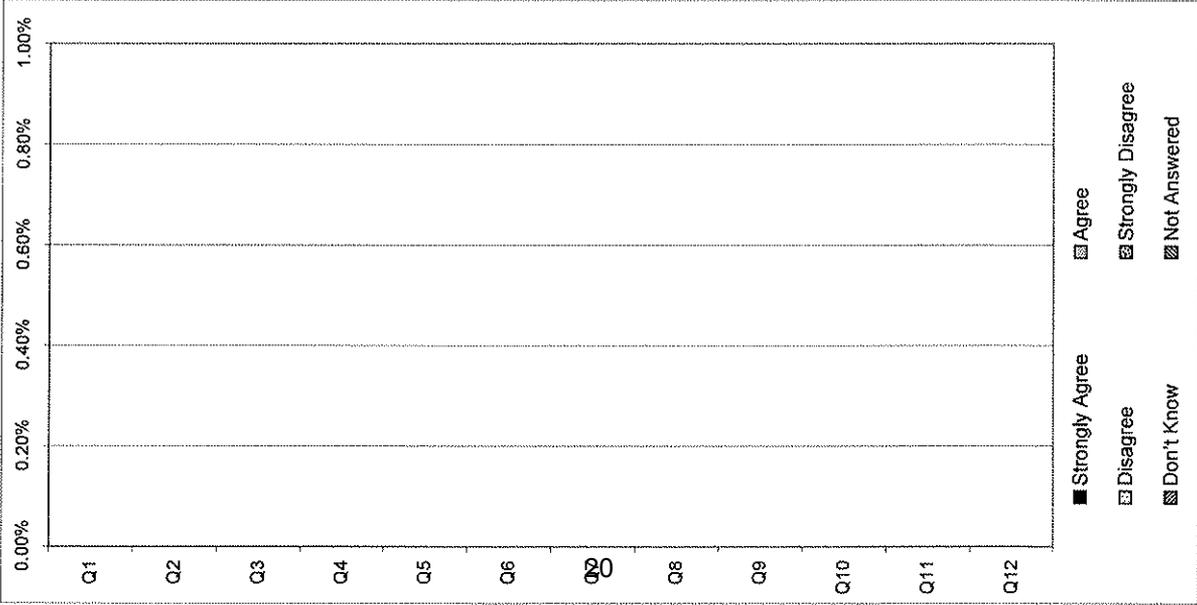
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Non-Teaching Questionnaire Summary

Centre Name: Stoneyhill Primary School
 SEED Number: 5555728
 Quest. Issued: 13
 Quest. Input: 9
 Response Rate: 69%

Fewer than 10 responses received therefore the data has not been published.



Question	Percentage %					Not Answered
	Strongly Agree	Disagree	Strongly Disagree	Agree	Don't Know	
Q1	0%	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%	0%

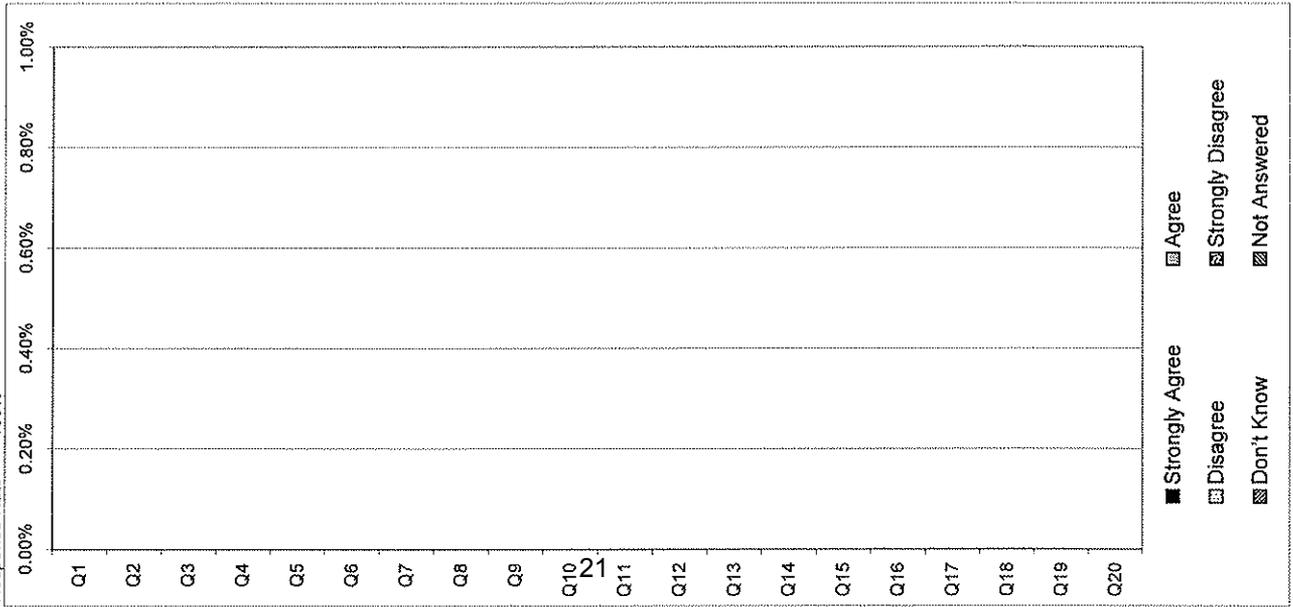
Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Staff Questionnaire Summary

Centre Name: Stoneyhill Primary School
 SEED Number: 5555728
 Quest. Issued: 3
 Quest. Input: 3
 Response Rate: 100%

Fewer than 10 responses received therefore the data has not been published.



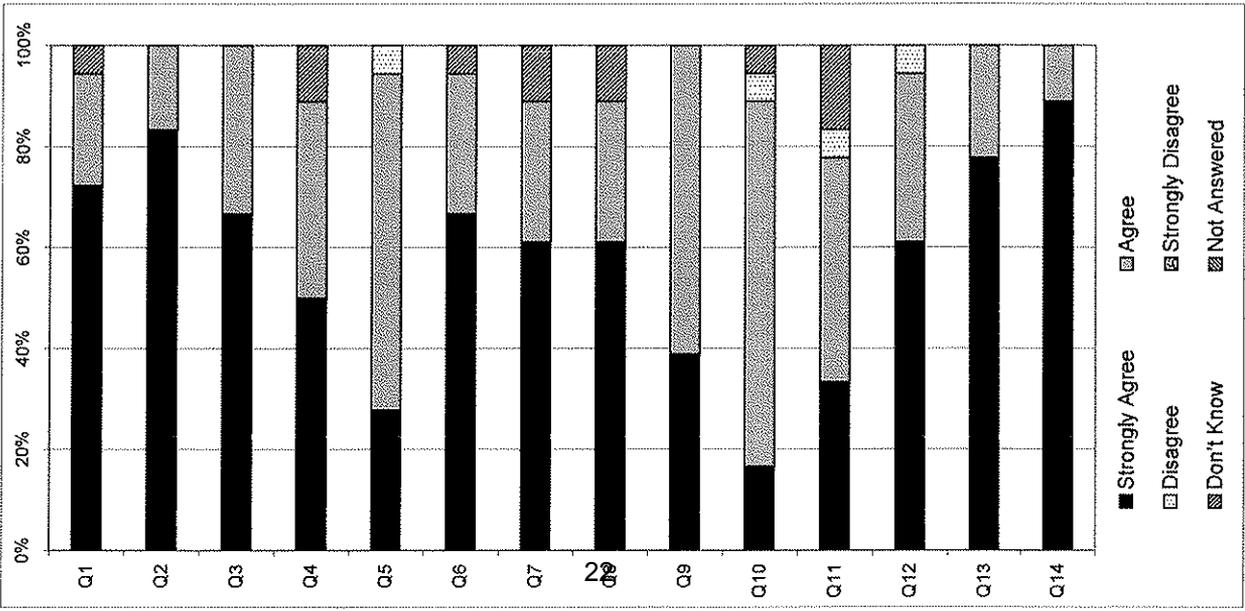
Question	Percentage %				
	Strongly Agree	Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	0%	0%	0%	0%	0%
Q2	0%	0%	0%	0%	0%
Q3	0%	0%	0%	0%	0%
Q4	0%	0%	0%	0%	0%
Q5	0%	0%	0%	0%	0%
Q6	0%	0%	0%	0%	0%
Q7	0%	0%	0%	0%	0%
Q8	0%	0%	0%	0%	0%
Q9	0%	0%	0%	0%	0%
Q10	0%	0%	0%	0%	0%
Q11	0%	0%	0%	0%	0%
Q12	0%	0%	0%	0%	0%
Q13	0%	0%	0%	0%	0%
Q14	0%	0%	0%	0%	0%
Q15	0%	0%	0%	0%	0%
Q16	0%	0%	0%	0%	0%
Q17	0%	0%	0%	0%	0%
Q18	0%	0%	0%	0%	0%
Q19	0%	0%	0%	0%	0%
Q20	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Parent Questionnaire Summary

Centre Name Stoneyhill Primary School
 SEED Number 5555728
 Quest. Issued 45
 Quest. Input 18
 Response Rate 40%



Question	Strongly Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	72%	0%	0%	6%	0%	0%
Q2	83%	0%	0%	0%	0%	0%
Q3	67%	0%	0%	0%	0%	0%
Q4	50%	0%	0%	11%	0%	0%
Q5	28%	0%	0%	0%	0%	0%
Q6	67%	0%	0%	6%	0%	0%
Q7	61%	0%	0%	11%	0%	0%
Q8	61%	0%	0%	11%	0%	0%
Q9	39%	0%	0%	0%	0%	0%
Q10	17%	0%	0%	6%	0%	0%
Q11	33%	0%	0%	17%	0%	0%
Q12	61%	0%	0%	0%	0%	0%
Q13	78%	0%	0%	0%	0%	0%
Q14	89%	0%	0%	0%	0%	0%

Note: Will not always sum to 100% due to rounding

Stoneyhill Primary School, East Lothian

Stoneyhill Primary School and Nursery Class serves an area covering west Musselburgh. The school roll is 288. Inspectors noted the following features of the school's work which contributed to an evaluation of 'excellent' for Quality Indicator 5.1.

Evaluations take account of the context of the school and these features are just part of the overall approach the school takes to improving young people's learning experiences and achievements.

The curriculum

Across the school staff have developed active learning experiences and plan interdisciplinary learning and teaching activities which increasingly involves children across all stages. They have taken careful account of how all four contexts for learning can be used in balance when planning children's learning. Children were involved at an early stage of curriculum development in giving feedback on what makes good learning.

Planning is collegiate and children's prior knowledge and specific areas of interest are very well used to plan sequences of learning and teaching. Mind-mapping techniques have been introduced and are ensuring all children can contribute to planning the curriculum using a preferred style.

The school's approach to interdisciplinary learning has been very successful in enabling children to make connections between areas of learning. There is a focus on learning transferable skills which are subsequently applied and assessed in Challenge Weeks. Staff have been actively encouraged to innovate within the context of Curriculum for Excellence to enhance the delivery of the curriculum. The headteacher has very effectively empowered staff to take leading roles in developing aspects of Curriculum for Excellence such as reviewing planning. This results in staff who are developing sector-leading practice and are willing and able to share this with cluster and authority colleagues. The school is taking a lead role in the implementation of an electronic planning and tracking system. This has involved staff in delivering in-house, cluster and authority training. Along with the technical aspects of the programme, this includes raising an awareness of all aspects of planning.

Teachers are very confident in their use of different assessment approaches. Approaches to moderation are sector-leading. Led by the headteacher, staff have developed a practice for moderation in the school that is now being put in place across the Musselburgh cluster.

Staff plan a broad range of opportunities for children and are confident in their use of Curriculum for Excellence Experiences and Outcomes to plan for children's learning. In the nursery, weekly planning is available for parents to see. Across the school, published schemes are used thoughtfully and with a purpose. Teachers select

activities and use content from a variety of sources, increasingly drawing on real-life resources. They provide opportunities for children to apply learning from one discipline in another. Literacy, numeracy and health and wellbeing are well embedded across learning in other curricular areas. A very clear programme is in place to deliver all of the Experiences and the Outcomes for health and wellbeing. Staff involve external partners who can make a specific and relevant contribution to learning in this area. The headteacher is taking steps to begin a review of existing programmes for the delivery of relationships, sexual health and parenthood. Children are receiving the national expectation of two hours of quality physical education each week.

Children have very good opportunities to use information and communications technology to practise and consolidate their learning and also to be creative, using animation software. Science is being well developed in school and within a cluster plan. Children have opportunities to develop their knowledge of concepts and scientific literacy through a wide range of scientific topics.

Children are gaining confidence through their expressive arts experiences in, for example, drama and music. The skills and expertise of the visiting drama teacher are well used to develop children's skills and understanding. For example, applying aspects of learning in health and emotional wellbeing and Scottish history through drama. Children in P6 and P7 learn French and this language development continues into secondary. The school places a focus on the Scottish dimension in their interdisciplinary and social studies work. Staff provide children with appropriate challenge in their technologies work. For example, P5 children created shadow puppets and theatres in groups as part of their Light and Sound topic.

There is a comprehensive religious and moral education programme. This is supported by the local minister who comes into school to support the Christianity component and religious observance.

The school uses a wide range of partnerships very well to support and enhance a wide range of curricular areas. These include parents, local authority staff such as sports coordinators and safety officers, organisations such as Film Council and people in the community such as local Musselburgh based services and businesses and staff and students from Queen Margaret University.

The Building Our Skills at Stoneyhill, clubs which have a focus on skills for life and skills for work, are delivered in partnership with parents. The schools makes very good use of residential experiences and visits to relevant places to support learning. The school has reviewed its approach to homework to bring in more creative and open-ended tasks.

http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Inspection of Olivebank Children and Family Centre by
Education Scotland

3

1 PURPOSE

- 1.1 To report to Committee on the report by Education Scotland on the inspection of Olivebank Children and Family Centre 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 that as a result of the very good quality of education provided by the Centre, Education Scotland will make no further visits to the school in connection with the recommendations of the report.
 - (iii) Congratulate the Centre Coordinator and staff on the contents of the report.

3 BACKGROUND

- 3.1 Olivebank Children and Family Centre was inspected in May 2013 by Education Scotland and a report was published in July 2013.
- 3.2 The report noted that the particular strengths of the centre were:
- The progress children make while in the centre.
 - The leadership shown by the Centre Coordinator.
 - The very supportive and constructive relationships formed with children and their families.

- The outstanding teamwork amongst staff and the centre's partnership work with other professionals.
- The use of programmes and the variety of group work developed to provide a range of support to children and their families.

3.3 Education Scotland agreed the following areas for further improvement with the school and education authority:

- Continue to develop learning in both rooms using national guidance appropriately.
- Continue to develop the involvement of parents and carers in improving the centre's provision and practice.

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 The inspection of Olivebank Children and Family Centre (Appendix 1)

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail-dscott2@eastlothian.gov.uk
DATE	12 August 2013

9 July 2013

Dear Parent/Carer

**Olivebank Child and Family Centre
East Lothian Council**

Recently, as you may know, I visited and inspected your child's pre-school centre. During my visit, I talked to parents and children and I worked closely with the centre coordinator and staff. I wanted to find out how well children are learning and achieving and how well the pre-school centre supports children to do their best. The centre coordinator shared with me the pre-school centre's successes and priorities for improvement. I looked at some particular aspects of the pre-school centre's recent work, including how it promotes health and wellbeing and also how well it is using the outdoors for learning. I also looked at how well the centre uses different ways to make parents and carers feel fully involved in supporting their children. As a result, I was able to find out how good the pre-school centre is at improving children's education.

How well do children learn and achieve?

Olivebank Child and Family Centre provides an outstanding service for all its children and families. Children are learning and achieving very well. The centre is a nurturing experience for everyone. This is because the very skilled and knowledgeable staff build very good relationships with the children and their families. Children, with appropriate support from staff, are learning to take part in learning and to make decisions about their learning. They often put examples of this learning into their Learning Stories. These folders provide a very good way of showing what children know and what they might learn next. Children also enjoy using floorbooks to talk about their learning and to make decisions about their learning. These floorbooks would be a good tool to use more in both rooms to encourage children to be more involved in planning their learning.

Children aged three to five years are making very good progress developing their early language and literacy, mathematics and numeracy skills. They are also progressing very well with developing their understanding of how they can live healthy lives. Many children have enjoyed learning about keeping healthy with their families in groups or within specific projects. Children listen well and are becoming skilled in taking turns in a conversation. They enjoy listening to stories in their library area, often related to something they have been discussing. Older children are beginning to use different implements inside and outside to try to write. Children are learning to count and order numbers using many of the natural objects collected in

buckets in the outdoor area. They enjoy filling and emptying lots of different containers both in the indoor water tray and the outdoor sandpit. The children learn especially well in their very well-designed and imaginatively laid out outdoor area. It is often in the outdoor area where children paint, exercise, play games together or act out imaginary roles.

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

The centre provides outstanding support to every child to develop and learn. Staff often have to provide families with the same level of support and do so sensitively, professionally and with great skill. In order to support children and their families, the centre builds and uses partnerships with other agencies and groups very effectively. The centre's coordinator and staff are very highly regarded by other professionals for their work and what they achieve. Many staff have taken on additional training in particular work to then provide the centre with different new ways to support children and their families. Some of these, such as video interaction guidance, are helping very well to promote positive parenting and support parents in developing these skills. Children's learning is very well-planned using appropriate national guidance in each of the rooms. Staff are confident and work very well together whether planning using the *Pre-birth to Three* framework or Curriculum for Excellence. Throughout the centre, children enjoy a broad and balanced set of curriculum experiences. Both children and their families benefit from the centre's careful planning with all its partners when joining the centre, moving from room to room or moving from the centre to another nursery or primary class.

How well does the pre-school centre improve the quality of its work?

The centre knows what it does well and what it needs to do to get even better. The leadership shown by the centre coordinator is inspiring and this has led the staff to have very high expectations of what they do as individuals and as part of the centre team. The centre management team has built a service which is focused on positively changing lives and it understands that to do so, the centre has to work to a very high standard all the time. This they have achieved and shared with all staff. The centre should now work along with its many partners to maintain and go beyond such high standards for its current families and those who will join in the future. In doing so, the centre should continue to seek new ways to encourage parents and carers to be more involved in how they can join in with improving their centre.

Our inspection of your pre-school centre found the following key strengths.

- The progress children make while in the centre.
- The leadership shown by the centre coordinator.
- The very supportive and constructive relationships formed with children and their families.
- The outstanding teamwork amongst staff and the centre's partnership work with other professionals.
- The use of programmes and the variety of group work developed to provide a range of support to children and their families.

I discussed with staff and the education authority how they might continue to improve the pre-school centre. This is what I agreed with them.

- Continue to develop learning in both rooms using national guidance appropriately.
- Continue to develop the involvement of parents and carers in improving the centre's provision and practice.

What happens at the end of the inspection?

We are very satisfied with the overall high quality of provision. We are very confident that the pre-school centre self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result we will work with Olivebank Child and Family Centre and East Lothian Council in order to record and share more widely the innovative practice. We will ask the centre, in discussion with the local authority, to let parents know the outcome of the innovative practice visit(s).

Alasdair Eadie
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/OlivebankChildrenandFamilyCentreMusselburghEastLothian.asp>.

If you would like to receive this report in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0141 282 5000, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help pre-school centres, education authorities and inspectors to judge what is good and what needs to be improved in the work of the pre-school centre. You can find these quality indicators in the publication *Child at the Centre(2)*¹. Following our inspection of each pre-school centre, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish pre-school centres are doing.

Here are the evaluations for **Olivebank Child and Family Centre**

Improvements in performance	very good
Children's experiences	very good
Meeting learning needs	excellent

We also evaluated the following aspects of the work of the pre-school centre

The curriculum	very good
Improvement through self-evaluation	excellent

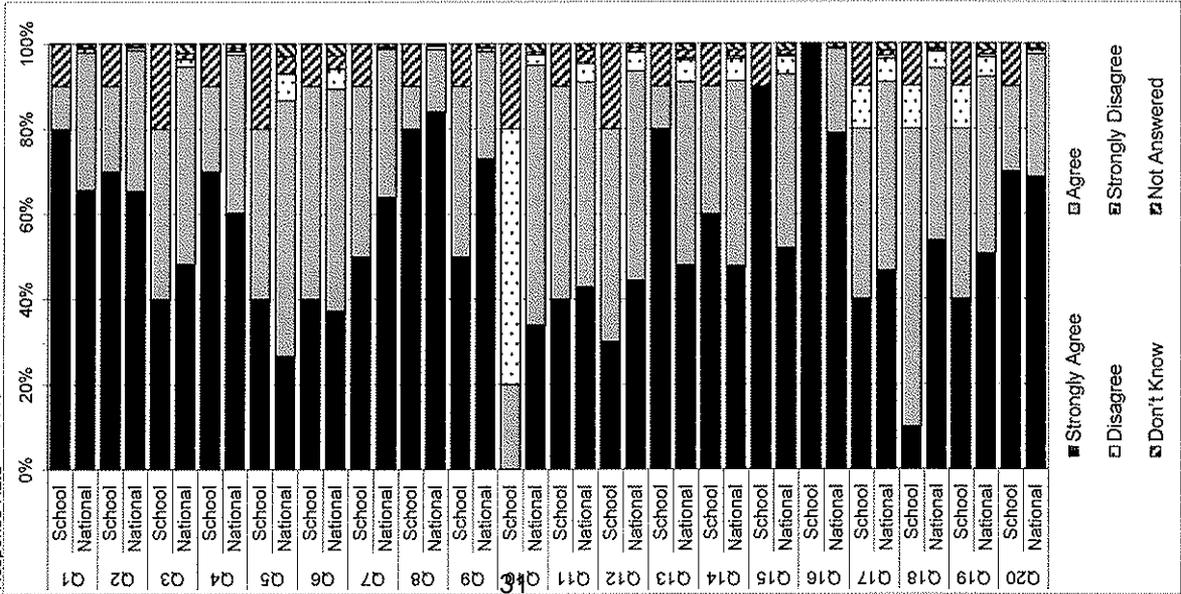
A copy of the full letter is available on the Education Scotland website at
<http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/OlivebankChildrenandFamilyCentreMusselburghEastLothian.asp>

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, :
http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey_tcm4-712692.pdf

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

Nursery Staff Questionnaire Summary

Centre Name Olivebank Child and Family Centre
 SEED Number 5505313
 Quest. Issued 13
 Quest. Input 10
 Response Rate 77%



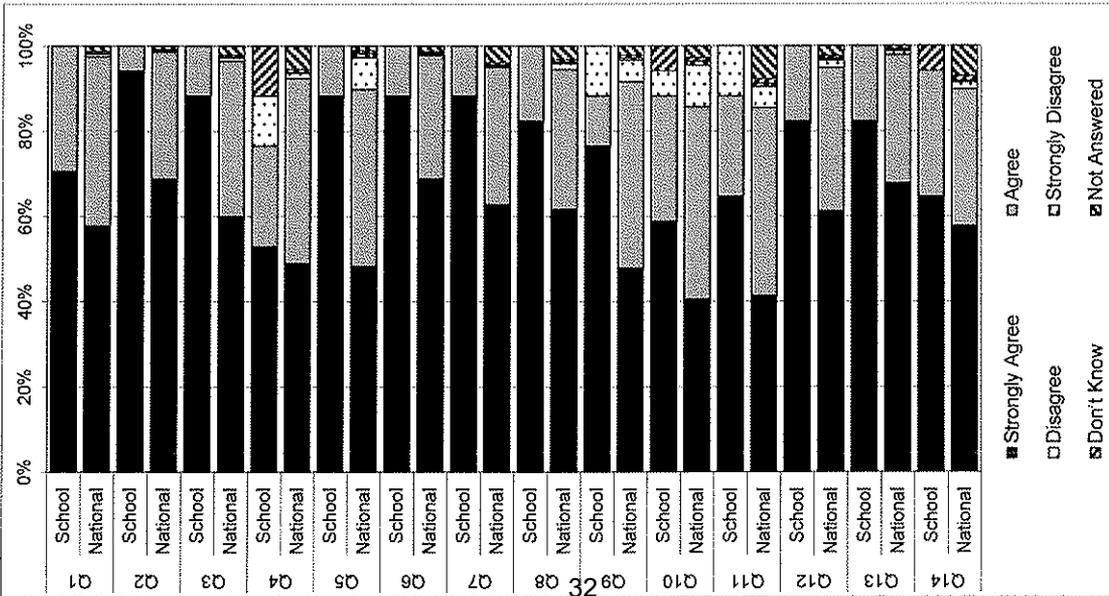
Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	80%	10%	0%	0%	10%	0%	0%
Q2	70%	20%	0%	0%	10%	0%	0%
Q3	40%	20%	0%	0%	20%	0%	0%
Q4	40%	40%	0%	0%	20%	0%	0%
Q5	40%	40%	0%	0%	20%	0%	0%
Q6	50%	40%	0%	0%	10%	0%	0%
Q7	80%	10%	0%	0%	10%	0%	0%
Q8	50%	40%	0%	0%	10%	0%	0%
Q9	50%	40%	0%	0%	10%	0%	0%
Q10	0%	20%	60%	0%	20%	0%	60%
Q11	40%	50%	0%	0%	10%	0%	0%
Q12	30%	50%	0%	0%	20%	0%	0%
Q13	80%	10%	0%	0%	10%	0%	0%
Q14	60%	30%	0%	0%	10%	0%	0%
Q15	90%	0%	0%	0%	10%	0%	0%
Q16	100%	0%	0%	0%	0%	0%	100%
Q17	40%	40%	10%	0%	10%	0%	80%
Q18	10%	70%	10%	0%	10%	0%	80%
Q19	40%	40%	10%	0%	10%	0%	80%
Q20	70%	20%	0%	0%	10%	0%	90%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

Nursery Parent Questionnaire Summary

Centre Name Olivebank Child and Family Centre
 SEED Number 5505313
 Quest. Issued 52
 Quest. Input 17
 Response Rate 33%



Note: Will not always sum to 100% due to rounding

Question	Strongly Agree	Disagree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Disagree
Q1	71%	29%	0%	0%	0%	0%	0%
Q2	94%	6%	0%	0%	0%	0%	0%
Q3	88%	12%	0%	0%	0%	0%	0%
Q4	53%	24%	12%	0%	12%	0%	12%
Q5	88%	12%	0%	0%	0%	0%	0%
Q6	88%	12%	0%	0%	0%	0%	0%
Q7	88%	12%	0%	0%	0%	0%	0%
Q8	82%	18%	0%	0%	0%	0%	0%
Q9	76%	12%	12%	0%	0%	0%	12%
Q10	59%	29%	6%	0%	6%	0%	6%
Q11	65%	24%	12%	0%	0%	0%	12%
Q12	82%	18%	0%	0%	0%	0%	0%
Q13	82%	18%	0%	0%	0%	0%	0%
Q14	65%	29%	0%	0%	6%	0%	0%

Q1 The nursery helps my child to be more confident.
 Q2 My child enjoys the learning experiences at the nursery.
 Q3 My child's learning is progressing well.
 Q4 My child finds most learning activities stimulating and challenging.
 Q5 The nursery keeps me well informed about my child's progress.
 Q6 My child feels safe in the nursery.
 Q7 My child is treated fairly in the nursery.
 Q8 I feel staff really know my child as an individual and support him or her well.
 Q9 Staff work in partnership with me to care for and educate my child.
 Q10 The nursery asks for my views.
 Q11 The nursery takes my views into account.
 Q12 The nursery is well led.
 Q13 Overall, I am happy with the care and education my child gets in the nursery.
 Q14 The nursery has good arrangements for children starting nursery, moving between stages and starting school.

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: Promoting Good Practice for Looked-After Pupils at Risk of Exclusion from schools in East Lothian

1 PURPOSE

- 1.1 To ask the Committee to approve the recommendations within the report entitled “Promoting Good Practice for Look-After Pupils at Risk of Exclusion from schools in East Lothian” (Appendix 1).

2 RECOMMENDATIONS

2.1 The Committee is asked to:-

- i. Note the recommendations of the report entitled “Promoting Good Practice for Look-After Pupils at Risk of Exclusion from schools in East Lothian” (Appendix 1).
- ii. Approve the recommendations contained within the report (Appendix 1).

3 BACKGROUND

3.1 The research was carried out in 2011/12 by a multidisciplinary group, exploring the experiences of secondary aged looked-after pupils and exclusion.

3.2 It focused on the authority’s 6 secondary schools and an independent special school situated within the authority. It used semi-structured interviews and focus groups to gather the views of young people, parents, carers, school staff and other professionals involved in supporting the young people.

3.3 The aims of the project were to reduce exclusion measures for looked-after pupils, identify and build on current good practice, and raise

awareness and understanding within our schools of the issues looked after pupils can face.

3.4 The research involved an extensive literature review exploring issues particular to looked-after pupils in relation to their educational experience. The recommendations emerging from the research are endorsed by the literature e.g. “Engaged and Involved: a positive approach to managing school exclusions” Scottish Government (2011).

3.5 The main areas of recommendations within the report are:-

3.5.1 Authority Level:

- 1) Develop guidance for schools on alternatives to exclusion, related processes (options analysis, External Panel etc.) and resources (both within and out with the authority).
- 2) Develop guidance for schools around re-admission processes.
- 3) Education and Children’s Wellbeing should review and develop the systems for maintaining accurate information on looked-after pupils e.g. looked-after Pupils Digest, SEEMIS.
- 4) The Exclusion Scrutiny Group, or an alternative body, should monitor exclusion data for looked-after pupils.
- 5) Looked after pupil attainment should be monitored and tracked at both a school and authority level.

3.5.2 Secondary School should ensure:

- 1) Review the role of the Designated Manager for looked-after pupils in their school to ensure the remit reflects related policy, guidance and local practice.
- 2) Ensure that the lead professional for each looked-after pupil is a trusted adult who experiences a positive relationship with the pupil.
- 3) Ensure all looked-after pupils are within Staged Assessment & Intervention at Stage 3.
- 4) Carry out a needs analysis with staff on issues around looked-after pupils, and arrange development opportunities as required e.g. training for all staff on attachment.

3.5.3 Professionals should ensure:

- 1) A focus on looked-after pupils as individuals, as well as being part of an identifiable group.
- 2) That when a looked-after pupil is at risk of exclusion the team around the child meet to create a plan that identifies supports and avoids exclusion where possible.

- 3) The team around the child are consulted prior to a looked-after pupil being excluded from school to ensure all the current factors and alternatives to exclusion are considered before a final decision.
- 4) That where exclusion is unavoidable the period of exclusion should be kept to a minimum with a priority on arrangements to return the pupil to school.

3.6 The Department will:

- Create a short life working group to develop guidance for schools as outlined in the recommendations.
- Ensure schools, Education and Children's Wellbeing monitoring, track and the dissemination of exclusion and attainment data for looked-after pupils is regularly reviewed.
- Ensure secondary School Head Teachers implement the recommendations of practice at a school level.
- Support all professionals involved in supporting looked-after pupils to implement the recommendations for practice.

4 POLICY IMPLICATIONS

- 4.1 All appropriate policies will be updated in accordance with the recommendations.

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 The research report entitled "Promoting Good Practice for Looked-After Pupils at Risk of Exclusion from schools in East Lothian" (Appendix 1)

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DATE	23 August 2013



Promoting good practice for looked-after pupils at risk of exclusion from school in East Lothian 2011/12

Education and Children's Wellbeing

This report looks at how we can reduce the number of looked-after pupils being excluded from school. It identifies good practice around the processes involved in exclusion, and looks to raise awareness and understanding on the issues faced by looked-after pupils.

Richard Campbell, Senior Research and Statistics officer, **Anita Harrison**, Senior Educational Psychologist, Educational Psychology Service, **Jane Ogden-Smith**, Involvement Officer, Children's Wellbeing, **Fraser Parkinson**, Principal Officer, Inclusion & Equality, **Jillian Peart**, Social Worker, Integration Team, **Paul Raffaelli**, Head Teacher, Dunbar Grammar School, **Jenny Scott**, Clinical Psychologist, CAMHS, **Lisa Thomson**, Senior Support Services Assistant, Business Unit

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Promoting good practice for looked-after pupils at risk of exclusion from school in East Lothian 2011/2012

Introduction

Looked-after pupils^a are 8.5 times more likely to be excluded from school (Scottish Government, 2011). 20% of looked-after pupils are reported to be behind age-appropriate levels of education as a result of school exclusions (Fernandez, cited in McClung & Gayle, 2010). Exclusion of looked-after pupils is often the result of lack of understanding by teachers and other pupils of the experience of being looked after (McClung & Gayle, 2010)^b. Research indicates looked-after pupils have little

^a ***This report uses the following definition of looked-after pupils:*** Pupils who are looked after at home, away from home and in formal kinship care will be included in the study.

^b ***McClung and Gayle (2010)*** 'Exploring the care effects of multiple factors on the educational achievement of children looked after at home and away from home: an investigation of two Scottish local authorities'. Child and Family Social Work Vol. 15, No 4. Pg 23

support to question their exclusion and many local authorities fail to pre-empt their exclusion (McClung & Gayle, 2010).

The guidance document *Included, Engaged and Involved* (Scottish Government, 2011) provides local authorities with the opportunity to reassess the use of exclusion in schools and ensure a focus on prevention, early intervention and response to individual needs. Looked-after pupils are not a homogenous group and there are a number of reasons why a child or young person may be looked after. For many looked-after pupils exclusion can exacerbate already challenging circumstances and lead to additional loss of learning (Scottish Government, 2011). Exclusion of looked-after pupils may have significant impact on care placements; acting as a catalyst for a change of care placement due to the need to find an alternative school or increasing pressure for a parent or carer to support the young person during school time (Scottish Government, 2011).

Local authority statistics indicate the average length of exclusion for a looked-after pupil is greater than that for pupils who are not looked after.

This research looks at the experience of exclusion for looked-after pupils in all 6 East Lothian High Schools and an outwith specialist school located within East Lothian (which a number of East Lothian pupils attend), as well as the impact on wider circumstances such as care placement stability.

Aims

This research aims to:

- Reduce the number of looked-after pupils being excluded
- Identify and build on good practice around exclusion processes involving a looked-after pupil
- Raise awareness and understanding on the issues faced by looked-after pupils

Methodology

This is an illuminative study, designed to give a rich picture of the experience of exclusion and its effects. The methodology is therefore qualitative in nature.

Following exclusion, schools were asked to inform the pupil and parents or carers about the project and ask if they would be prepared to take part in it. The names of those who were willing to take part were passed to a designated project team member. Written consent was obtained from pupils, parents and carers at the point of contact with the project team.

Semi-structured interviews were conducted following a looked-after pupil's readmission to school with:

- Looked-after pupils who are excluded from school between November 2011 and March 2012. These interviews took place in different settings, with the pupils' views being taken into account.
- Parents of looked-after pupils who had been excluded during the period of the research. These interviews took place in different venues agreed by the carer and the researcher with the parents' views being taken into account.

- Carers of looked-after pupils who have experienced exclusion during the period of the research. These interviews took place in venues agreed by the researcher and carer and researcher, with the carers' views being taken into account.
- The depute Head Teacher with designated responsibility for looked-after pupils. These interviews took place in school at a mutually agreeable time.

Two focus groups took place at Randall House, Macmerry involving a mix of professionals from the 2 groups detailed below:

- Children's Services staff who provide support to the looked-after pupils who have experienced exclusion during the period of the research.
- Other professionals supporting the looked-after pupils who were excluded during the period of the research.

The core questions used for the interviews and focus groups were:

- What is the purpose of the exclusion?
- How did you feel about the exclusion at the time, following readmission and now?
- If you could make three positive changes to the exclusion process what would they be?
- What was the wider impact of the exclusion e.g. on care placements? What was the impact of the exclusion for you?

These questions were adapted to suit participants' needs and the format of the information gathering process, for example, interview or focus group. The questions aimed to tap into the feelings generated by exclusion, and how exclusion affected the care placement. It provided rich data to feed back into the system to inform and improve policy and practice.

Resources

The following resources were requirements of the project:

- The costs of the time of the core group members in planning, implementing, evaluating and disseminating the project.
- A transcription kit to record individual interviews in an electronic format, which ensured accurate recording of participant's views and an efficient method of transcription. The costs of admin support to transcribe the interviews.
- An incentive for pupils who gave their time to participate.

Ethical considerations

- Consideration was given to relationships between core members of the project and the participants of the study to ensure participant responses were not influenced by the relationships.
- As schools were asked to notify a designated member of the group when a looked-after pupil is excluded, the group might influence the research process. Schools may be more reluctant to exclude looked-after pupils during this time and become more aware of the

processes when they do so. This gave the project the potential to have an impact in the initial stages of its implementation.

- How to sensitively engage with the parents/carers, staff and pupils. The exclusion might evoke strong emotions and therefore the group ensured that time had passed following readmission to school, before undertaking interviews. Individuals were informed that participation was voluntary and, if they agreed to participate, they had the right to withdraw from the study at any point.
- Offering pupils involved in exclusion an incentive to participate in the research produced obvious concerns around reinforcing undesirable behaviours. The group were clear that the offer of the incentive would come after the exclusion and be specifically linked to taking part in a piece of action research. It was recognised that incentives were regularly offered to pupils providing their views in other pieces of research.

Evaluation Framework

The project aimed to impact on the following measures:

A reduction in exclusion figures

- Exclusion figures in the period before, during and after the project to be looked at comparatively using the same time period for the previous 2 years.

Identifying and building on good practice around exclusions

- Collate and analyse examples of practice around exclusion, as highlighted by participants (pupils, school staff, parents and carers) through interviews and focus groups, identifying aspects of good practice and areas for development.
- Provide Education and Children's Wellbeing with the outcomes from the project to inform and develop the council's policy and practice around exclusion.

Raising awareness and understanding on the issues faced by looked-after pupils

- Identify training needs for school staff and professionals involved with looked-after pupils based on the outcomes of this research (collected through interview and focus group) and related research to highlight the complexity and related implications of being a looked-after pupil.

RESULTS

Exclusion Figures

This project aims to reduce exclusion figures for looked-after pupils. The tables below and related statements demonstrate the changes in exclusion data over a 3 year period.

Year	No. Pupils Excluded	No. of 1/2 Days Lost	Total Number of Looked-After Pupil Exclusions	Average Length of Exclusion
2009-10	23	359	63	5.7
2010-11	15	192	33	5.8
2011-12	18	177	35	5.1

Table 1: Total Exclusion figures for Looked-After Pupil Exclusions from 2009 - 2012 November-March Period

There has been a fluctuating trend in exclusions of looked-after pupils within the period November to March over the previous 3 sessions. A direct comparison of the period Nov to Mar 2009-2010 with Nov – Mar 2011-2012 shows the following:

- The total number of looked-after pupils excluded decreased by 22% (5 pupils) over the 3 year period.

- The total number of half days of education lost as a result of exclusion decreased by 51% (182 half days) over the 3 year period.
- The total number of looked-after pupil exclusion incidents decreased by 44% (28 exclusions) over the 3 years period.
- The average length of exclusion decreased by 11% (0.6 of a half day) over the previous 3 years.

Year	No. Pupils Excluded	No. of 1/2 Days Lost	Total Number of Exclusions	Average Length of Exclusion
2009-10	341	1716	245	7.0
2010-11	292	1354	292	4.6
2011-12	228	961	235	4.0

Table 2: Total figures for all pupil Exclusions from 2009 - 2012 November-March Period

Data on exclusions for all pupils for the same period shows the following:

- The total number of pupils excluded decreased by 33% (113 pupils) over the 3 year period. This compares with 22% (5 pupils) over the same period for looked-after pupils.
- The total number of half days of education lost as a result of exclusion decreased by 44% (755 half days) over the 3 year period. This compares with 51% (182 half days) over the same period for looked-after pupils.
- The total number of exclusion incidents decreased by 4% (10 exclusions) over the 3 year period. This compares with 44% (28 exclusions) over the same period for looked-after pupils.
- The average length of exclusion decreased by 43% (3.0 half days) over the previous 3 years. This compares with 11% (0.6 of a half days) over the same period for looked-after pupils.

Identifying and Building Good Practice

Young people, parents/carers, school staff and other professionals highlighted the following areas as examples of good practice that can be shared and built upon.

Knowing your looked-after pupil ^c

^c **Scottish Government (2012)** 'Online Survey of Stakeholders regarding looked-after pupils.' Pg 22

Teachers, practitioners, parents and carers agreed that understanding the individual needs and personalities of looked-after pupils was of key importance. It is essential that looked-after pupils are known in schools. Teachers favoured having a member of staff assigned to every looked-after pupil and that person should have a positive relationship with the looked-after pupil. They would be a trusted adult for that pupil. Guidance staff may be appropriate in this role. Practitioners also felt that good relationships between looked-after pupils and teaching staff were very important and that young people need to know they are wanted in school and liked. Each looked-after pupil should be seen as an individual. Demonstrations of caring, such as teachers visiting an excluded young person at home were highly valued by practitioners. They value the principles of Getting it Right with Every Child (GIRFEC) with the young person at the centre with an individual plan and related support. Schools felt that it was vital that information and records about each looked-after pupil were kept up to date. They also stated that it was important to recognise the difference between the needs of looked-after pupils and other pupils, and that looked-after pupils themselves have different needs, some do well and others less so.

'Knowing every looked-after pupil well offers huge benefits because there is a positive relationship established.'

Depute Head teacher

Looking at the message behind the behaviour

Practitioners emphasized looking at the young person's behaviour, and observed that many pupils who were excluded had a history of neglect and/or abuse. They emphasized that adult responses to the behaviour can make a significant difference.

Communication

Good communication - before, during and after challenging incidents – was very important for pupils, parents, carers, teachers and practitioners. It was very important that the looked-after pupil understood what had led to their exclusion, how long it would last, what would happen at their re-admission and what they could do to modify their behaviour to prevent further exclusions or other disciplinary action.

Early identification and multidisciplinary working

Parents, carers, teachers and practitioners felt that good, prompt information-sharing about looked-after pupils was key. This enables early identification and intervention. Staged assessment and intervention was viewed as the process to underpin this work, involving the team around the young-person planning and implementing assessment and intervention. The role of the lead professional is crucial in providing key information to all involved.

Schools felt that tracking of attainment is crucial in identifying patterns and reacting accordingly. They also feel it is very useful to get related advice from education officers.

'I was sad I got excluded.'

Pupil

Collaboration between all those involved in decision-making over exclusions is essential. Having agreed strategies and communication arrangements at the outset was seen to be helpful.

Consistency in administering exclusion

All agreed that exclusions should be consistently applied to all pupils with clear information regarding behaviours that result in exclusion. Exclusion should be the last resort. Consequences

should have meaning for pupils and be proportionate. Everyone should work together to give pupils consistent messages about what is acceptable behaviour.

Shorter exclusions

It is very important to minimise the period of exclusion to ensure that looked-after pupils continue to engage in education and that exclusion does not lead to feelings of alienation. Re-admission meetings should be carried out the next day.

'The young person can feel a failure and that they have let people down.'

Educational Psychologist

Re-admission meetings

There was some evidence of these meetings being managed well. Most respondents felt that effective readmission meetings should involve:

- The parents and/or carers, the young person and a teacher
- Clear information regarding expectations of the young person at the meeting
- A careful explanation of the reason for exclusion and how to avoid it happening again
- An opportunity for the young person to express their views
- Two-way communication
- A calm, helpful, flexible, solution focussed approach
- Jargon free conversations
- A sense of belonging for the young person

Alternatives to exclusion

Carers acknowledged that exclusion is a response to situations where a pupil is completely out of control and that it is done to support the education of others and as a way of supporting the pupil to see what is and is not acceptable.

When exclusion is used it should be presented to pupils as a support.

There was agreement from practitioners and teachers regarding avoiding exclusions altogether. All

'The way forward is to use resources to avoid exclusion and to have a corrective input. I think exclusion in school is an option, but it's very staff intensive.'

Depute Head teacher

groups felt strenuous efforts should be made to identify alternatives to excluding looked-after pupils. This included the use of Support Bases as they enable internal exclusion, allow a cooling off period, can be self selected by the young person and provide both adult support and support back into mainstream classes.

Other strategies identified included:

- Flexible use of staffing
- Using other professionals to support the child e.g. mediators, team around the young-person
- Whole school approaches e.g. Restorative Justice, Conflict Resolution etc.
- Use of other school sanctions e.g. detention
- Considering alternative placements to ensure the pupil's needs are met

- Changes to schools e.g. smaller schools, community schools

Professional development

Teachers and practitioners felt professional development supported the reduction of looked-after pupils being excluded. It supported equality across the authority and enables the sharing of good practice and information. Schools felt that attachment training should be developed for all staff, with a special focus on classroom strategies for pupils with attachment issues. Information about alternatives to mainstream should be included in professional training.

'The school did try really hard with him..... they ran out of options. They didn't know what to do with him.'

Foster Carer

Raising Awareness and Understanding on the Issues Faced by Looked-

after Pupils

Analysis of the data gathered from all groups produced information relating to issues faced by looked after pupils. This has been condensed into themes. The information in brackets indicates the groups that highlighted the issue.

Key themes linked to exclusion ^d

The research revealed the following common themes:

1. Feelings of isolation and powerlessness (*pupils, parents and carers*)
2. Not being treated fairly and inequities in the application of exclusion (*pupils, parents and carers, teachers*)
3. Failure in communication (*all groups*)
4. Not being heard (*pupils*)
5. An unhelpful attitude from some school staff (*pupils, parents and carers*)
6. Unhelpful readmission meetings (*pupils, practitioners*)
7. Negative impact on school work (*parents, carers*)
8. Negative impact on pupil's family life (*parents, carers*)
9. Negative impact on parent/carer's life and obligations (*parents, carers*)
10. Negative impact on the care placement (*parents, carers*)
11. Negative impact on the pupil's friendships and standing at school (*parents, carers, teachers, practitioners*)
12. Lengthy exclusions (*parents, carers*)

'Life stops until they go back to school.'

Foster Carer

'We don't want to exclude pupils..... It's the last thing.....it's like a personal failure.'

Depute Head teacher

^d Stone, M. (2005) 'The education of pupils excluded from school for between 16-45 days' pg 24

Conclusion

This research aims to promote good practice and related supports for looked-after pupils in secondary schools focusing specifically on the area of exclusion.

When the exclusion figures for looked-after pupils for the past 3 years, in the period November to March, were examined decreases were found in:

- The number of looked-after pupils being excluded
- The number of exclusion incidents involving looked-after pupils
- The amount of education lost by looked-after pupils as a result of exclusion
- The length of time looked-after pupils are excluded for

When comparative data for all secondary aged pupils in East Lothian schools was also examined for the same time period we can see areas requiring further focus:

- The number of looked-after pupils being excluded has not dropped to the same extent it has for all pupils (22% decrease for looked-after pupils, 33% decrease for all pupils).
- The average length of an exclusion for a looked-after pupil is currently longer than the average for all pupils (5.1 days for looked-after pupils, 4.0 days for all pupils)

We can also see areas of clear progress:

- The amount of education lost through exclusion for looked after pupils has dropped to a greater extent than it has for all pupils (51% decrease for looked-after pupils, 44% decrease for all pupils)
- The number of exclusions incidents for looked-after pupils has decreased to a greater extent than it has for all pupils (44% decrease for looked-after pupils, 4% decrease for all pupils)

The general trend is positive, with a need for targeted work in further reducing the number of looked-after pupils being excluded and the length of exclusions for looked-after pupils.

In terms of good practice the bedrock of supporting looked-after pupils was placed on good communication, positive and trusting relationships, knowing and valuing pupils and demonstrating care towards them. The role of Continuing Professional Development (CPD) in promoting specialist knowledge in areas such as attachment, grief, loss and trauma was highly valued for staff working with looked-after pupils. Having strong teams around looked-after pupils, who work efficiently sharing information and engaging in collaborative work, is crucial. Using these teams to work in creative and preventative ways to avoid exclusion from school was a key theme. Having consistency across East Lothian schools with a focus on alternatives to exclusion was a clear goal. When exclusion is unavoidable minimising time out of school, and making the return a useful experience in preventing further exclusion is also an area for continuous improvement.

The voice of the pupil lies at the heart of this research. The responses from the pupils and the important adults in their lives highlight strong feelings around isolation, powerlessness and a lack of equality. They told us they want to be heard and have a voice in decisions concerning them. Parents and carers brought sharp focus to the impact that exclusion has on their work and

responsibilities and the pupil's school progress and social status in school. Those working with looked-after pupils need a well developed sense of these key issues to help them respond sensitively in ways that promote growth and development for looked-after pupils.

This research had identified strength and progress in relation to all 3 intended outcomes. It has also sharpened focus on areas for further development and growth which are outlined in the final section of the document. The findings resonate strongly with related policy and research. They also demonstrate the commitment of all those involved to contribute to the process of reflection and improvement, a commitment which can be capitalised on in implementing the next stage of growth in relation to supporting looked-after pupils in our schools.

Recommendations

The following recommendations have emerged from this research. They reflect the good practice evidenced in the authority and the developments that young people, parents, carers, professionals and school staff have identified. They are endorsed by related policy and research in this area.

'If you don't have a relationship you have nothing.'

*Residential Childcare
Worker*

1. The authority should produce guidance for schools on alternatives to exclusion, related processes (options analysis, External Panel etc.) and resources (both within and outwith the authority).
2. The authority should produce guidance for schools around re-admission processes.
3. Education and Children's Wellbeing should review and develop the systems for maintaining accurate information on looked-after pupils e.g. Looked-after Pupils Digest, SEEMIS.
4. The Exclusion Scrutiny Group, or alternative body, should monitor exclusion data for looked-after pupils.
5. Looked-after pupil attainment should be monitored and tracked at both a school and authority level.
6. Each secondary school should:-
 - Review the role of the nominated Teacher for looked-after pupils in their school to ensure the remit reflects related policy, guidance and local practice.
 - Ensure that the lead professional for each looked-after pupil is a trusted adult who experiences a positive relationship with the pupil.
 - Ensure all looked-after pupils are within Staged Assessment & Intervention at stage 3.
 - Carry out a needs analysis with staff on the issues around looked-after pupils and arrange development opportunities as required e.g. training for all staff on attachment.
7. Professionals should ensure a focus on looked-after pupils as individuals, as well as being part of an identifiable group.
8. When it is clear that a looked-after pupil is at risk of exclusion the team around the child should meet to create a plan that identifies support and avoids exclusion where possible.

9. The team around the child should be consulted prior to a looked-after pupil being excluded from school to ensure all current factors and alternatives to exclusion are considered before a final decision. ^e
10. Where exclusion is unavoidable the period of exclusion should be kept to a minimum with a priority on arrangements to return the pupil to school.

^e **Scottish Government (2012)** 'Online Survey of Stakeholders regarding looked-after pupils.' Pg 22

Appendix 1

Interview structure (Pupils, Parents & Carers)

1. Why do you think you/the child you care for was excluded?

2. How did you feel about the exclusion
 - a. at the time,
 - b. following readmission,
 - c. now?

3. If you could make positive changes to the exclusion process what would they be?

4. Did any other things happen to you as a result of this exclusion, for example with school, at home, with friends or family?

5. Any other comments?

Information gathered by

Name:

Date:

Appendix 2

Interview structure for School Staff (A)

1. Why was the pupil excluded?

2. How did you feel about the exclusion
 - a. at the time,
 - b. following readmission,
 - c. now?

3. What aspects of the exclusion process do you feel were managed well?

4. If you could make positive changes to the exclusion process what would they be?

5. What things happened within school as a result of the exclusion e.g. impact on you, other staff, pupils, the excluded pupil?

6. Any other comments?

Information gathered by

Name:

Date:

Appendix 3

Interview structure for School Staff (B)

1. What aspects of your school's process and practice around exclusions for looked-after pupils do you feel works well?
2. If you could make positive changes at a school level to the exclusion process for looked-after pupils what would they be?
3. If you could make positive changes at an authority level to the exclusion process for looked-after pupils what would they be?
4. Any other comments?

Information gathered by

Name:

Date:

Appendix 4

Focus Groups – LAC & Exclusions Research

East Lothian Council

May 2012

Purpose: To gather the views of professionals, involved with the pupils who were excluded over the period of the research, in relation to exclusion and LAC pupils

Moderators:

- Jenny Scott (CAMHS)
- Jane Ogden Smith (Children’s Services)

One moderator will be responsible for keeping the process moving and encouraging participation. The other will record participants’ responses.

Skills: respect, listening, clear communication, friendly manner.

Assistants:

- Anita Harrison (Education)
- Jillian Peart (Children’s Services)

One assistant will be on hand at each focus group. Anita on the 12th June and Jillian on the 19th June. Their role is to manage the environment and minimise any disruptions.

Administration:

Lisa Thomson, (Business Unit)

Lisa will manage the administration tasks related to the focus groups.

Focus Group Composition: Professionals working with the pupils at the point they were excluded from school will be invited to take part in the focus groups. This includes staff the local authority, health professionals, and charitable organisations.

Environment: Two meeting rooms within Randall House, Macmerry. Meeting room x on 12th June and Meeting room x on 19th June. Doors will be kept closed to ensure confidentiality. Chairs for participants will be arranged in a semi circular shape with the moderators positioned at a central point where they can see everyone.

Dates of Focus Groups:

- 12th June 10-12pm
- 19th June 2-4pm

Equipment:

- Large sticky post-its and marker pens (poster size) for the moderators
- Smaller post-its and marker pens for participants

Preparatory Tasks:

- Letters of invitation to be emailed to all participants by 21st May 2012 (Anita Harrison & Lisa Thomson)
- List of Participants to be compiled and distributed to moderators and assistants prior to the first focus group (Lisa Thomson)
- Rooms booked (Jillian Peart)
- Equipment (Anita Harrison)
- Tea and coffee facilities (Jillian Peart)
- Seating, equipment and refreshments to be set up beforehand (Anita Harrison & Jillian Peart)

STRUCTURE

Welcome: Moderator 1 (5mins)

Refreshments should be ready for participants at the start of the session.

Welcome participants and facilitate introductions.

Explain that all the questions and discussion relate to exclusion and pupils who are LAC pupils.

(Definition of LAC: Children who are LAC at home, away from home and in formal Kinship)

Ground Rules: Moderator 1 & 2 (10mins)

Ask participants to provide rules that will facilitate the smooth running of the focus group. The rules will help make the group feel safer. If rules are not proposed spontaneously the following can be suggested:

- Speak from your own experience and own your statements
- Maintain confidentiality regarding all personal information e.g. individual situations should not be discussed out with the room unless it is clearly in the interests of those concerned

If you have a large number of rules you might want to agree which ones are essential.

Remind the group that the moderators now have permission to ensure the rules are adhered to. You can ask how they would like this to be done. This can be done in a light hearted way but serves to remind the group that people will be challenged if the rules are breached.

The rules should be recorded on the large post-its and numbered for ease of reference.

Questions: Moderator 1 & 2

Opening (5mins)

The aim of this section is to get everyone to talking.

Go round the semi circle and ask each person to name a food they would never eat and why.

Introductory (10mins)

Give each person a smaller post it and pen. Ask them to draw the first thing that comes into their head when they think of the word "exclusion". Go round the semi circle and get each person to share their drawing and stick it on central piece of paper to form a collage.

Key Questions (45mins)

Invite the group to respond to the following question by providing responses which are recorded by the moderator on a large post it.

- What impact did exclusion have on the young person/people you are involved with?

Provide each participant with small post its and a pen and ask them to note up to 3 strengths they have observed or experienced around a potential or actual exclusion of a LAC pupil. Gather all the responses and note any patterns.

- What strengths have you noted in the current exclusion process?

Repeat the previous task but ask participants to note up to 3 changes they would like to see in relation to exclusions.

- What changes would you make to the exclusion process?

Any other comments? (5mins)

Invite participants to make any other comments they would like to make in relation to this topic. The moderator should record any contributions on large post its.

Ending (5mins)

Go round the semi circle and ask each participant what they would choose if they had one wish in terms of making changes to the exclusion process. Record the responses on large post its including a number or tally marks where more than one person names a particular response.

Conclusion: Moderators 1 & 2 (5mins)

Thank the participants for taking part. Explain that the research group will report back to the Departmental Management Team in August / September. The process of wider dissemination will be clarified at this time.

Ask participants on their way out of the room to record one word or short phrase that captures how they felt about the focus group. Have pens and large post-its positioned by the exit for recording purposes.

Appendix 5

Looked After Children Exclusions Literature Review (April 2012)

Introduction

Since the turn of the millennium there has been a growing concern about the attainment and general educational experience of looked after children and young people (Maxwell et al 2006). Poor educational experience may lead to:

- Economic marginalisation in adulthood (Hilton 2006)
- An increased likelihood of psychosocial difficulties such as alcoholism and substance misuse

The main findings that emerge from the few Scottish studies into the attainment of looked-after pupils are that they perform less well academically than their counterparts in the general school population (McClung and Gayle 2010). The research also pointed to factors that were significant in determining educational achievement, for example:

- Placement type
- Reason for becoming looked after
- Age on becoming looked after

More significantly, in relation to this research, the indication is that looked after pupils suffered from discrimination and social exclusion in many areas of their lives, including school.

Rationale for exclusion

In Scotland, the power exists to exclude children and young people if their continued attendance at school would be extremely detrimental to order and discipline. The *Better behaviour, better learning* report led to a substantial programme of development to address disruption and exclusion in Scottish schools. This was then built upon with the Scottish Government publication *Included, engaged and involved – a positive approach to managing school exclusions* (2011). This report recommended encouraging teachers to assess the needs of their vulnerable pupils and provide learning and support.

Exclusion rates for looked-after children and young people

Despite this, the last national Scottish data publication (September 2011) showed the overall exclusion rate for looked after children was 365 per 1,000 looked after children, compared with 45 exclusions per 1,000 pupils for all school children. Exclusion rates were highest for

Looked-after children are eight times more likely to be excluded from school than other children.

children who were looked after in a local authority home (866 per 1,000 children).

Education and Culture Committee Inquiry 2012

The most recent inquiry by the Education and Culture Committee of the Scottish Parliament (6th Report, 2012 (Session 4) into the educational attainment of looked-after pupils heard conflicting evidence from some organisations as to whether the main problem was the level of attendance at school or the number of exclusions from school.

CELCIS (Centre for excellence for looked after children in Scotland) argued that 'Attendance is the key to attainment. The research tells us that where there is good attendance, there is good attainment'. The Association of Directors of Education Scotland (ADES) developed this point when they stated:

'Looked-after children often experience disrupted education, making high levels of attendance more difficult and, if they have been transferred through a number of care placements, this again adds to the difficulty'.

However, the Association of Directors of Social Work (ADSW) urged caution about dwelling on attendance too much. Comments included:

'I hear a lot that, if we could just get looked-after children to school, they would be fine. That is not the case and the figures do not bear that out. By and large, we are getting them to school. The problem is that they are being put out'.

'Kids who are excluded are out on licence. They hang around our shopping malls and get into significant problems. If we are to major on anything, we should major on reducing school exclusions'.

Information from research

This report summarises the key findings of seven key reports looking at the effects of exclusion on looked-after children.

Online Survey of Stakeholders regarding Looked-After Pupils (June 2012)

The school experiences of looked-after pupils can be enhanced considerably by their developing a close relationship with a particular member of school staff. In the *Online survey of stakeholders regarding looked-after pupils* (June 2012), respondents were asked to identify gaps in priority areas which would lead to better outcomes for looked-after children, if addressed. The areas highlighted were:

- Permanence
- Stability
- Transitions
- Corporate parenting
- Community or family support

The themes cannot work in isolation but need to be delivered in partnership. One of the most interesting features of this report was the fact that less importance was set on exclusion and school.

Exploring the care effects of multiple factors on the educational achievement of children looked after at home and away from home: an investigation of two Scottish local authorities (2010)

The overall finding here was that looked-after pupils perform less well academically than their counterparts in the general school population. Factors significant in determining educational achievement included:

- Placement type
- Reason for becoming looked after
- Age on becoming looked after were

Peer support is reduced and impacted on through school exclusion.

Included, engaged and involved (2011)

This report found that:

- School should discuss exclusion prior to it happening with lead professional or social worker.
- Child protection issues must also be considered.
- Exclusion of looked-after pupils means that already potentially challenging circumstances are likely to be exacerbated and an additional loss of learning is likely.
- Exclusion can be a catalyst to a change of placement, pressure on carers and respite may be required.
- Consultation with social work may take place where the learner may be exposed to stressful home situation.
- Social work should be informed of exclusion.

Teachers are often cited by young people as the most influential or constant person in their lives.

It recommended that, as with any other vulnerable learner, alternatives to exclusion which enable the ongoing wellbeing and stability of the learner should be explored and exhausted with exclusion from school being the last resort.

Tough love (Barnardos, 2011)

This publication looked at how early intervention and family support could be used to tackle issues that impact on schools. It raised concern about the UK government's Education Bill 2011, which adopts a more authoritarian approach to pupils, for example, searching, confiscating etc. The evidence shows this approach may not be effective in supporting children and subsequently improving educational outcomes for children because it tackles symptoms not causes. It argued that the authoritative 'tough love' approach, combining high expectations and good support responses to pupil results, has better outcomes than authoritarian approaches alone. It did not touch on exclusion in school specifically, focusing instead on how to address the underlying problems

Good schools recognise that it is worthwhile tackling causes of poor behaviour through early intervention.

children were experiencing, thus preventing them from reaching the point where their behaviour might lead to exclusion.

The education of pupils excluded from school for between 16-45 days (Barnardos, 2005)

This was a small scale study into exclusion, highlighting isolation, lack of communications and disadvantage created by exclusion. Amongst the themes that emerged were:

- Schools achieve 'relief' from a situation
- It sends a clear message to other pupils (effect unclear, however)

The conclusion was it was unclear how effective exclusion may be.

'He needs help with his temper – not excluding because of it'.

Not present and not correct (Barnardos, 2010)

This publication, released five years later, found that frequently repeated exclusion does little to improve behaviour. It stated, 'Challenging young people need more, not less guidance from supportive adults' and the early intervention supports around behaviour and family input are key to preventing exclusions. It also claimed that exclusion reduces stability, recommending alternatives and preventative interventions.

Research shows best practice in discipline is a clear hierarchy of sanctions but the consequences of exclusion included:

- Less guidance and support
- Young people left to their own devices
- Routines not upheld
- Token educational provision
- Pupils falling behind

'For some children school is the only stability they get; exclusion can give the message that it's ok to give up and walk away.'

The social isolation reduces motivation and leads to rejection from school. Support can prevent exclusion or at least reduce rates.

The education of Looked-After Pupils in Scotland: comparisons with Scandinavian countries and Finland (2012)

This report highlights educational attainment is lower for looked-after pupils than the general school populations. Scandinavian countries have:

- Widespread pre-school education
- School commencing at 6-7 years old
- Mixed ability classes
- Limited use of exclusion
- Free higher education.

Primary 6 results are poorer for looked-after children in Scotland and unemployment higher. Exclusion is used on limited basis and alternative provision established prior to this commencing. The attendance of looked –after children is also poorer in Primary 7 in Scotland.

References:

Connelly et al, (2012) 'The education of Looked-After Pupils in Scotland: comparisons with Scandinavian countries and Finland'.

Evans, J. (2010) 'Not present and not correct: Understanding and preventing school exclusions' Barnardo's .

Evans, J. (2011) 'Tough love, not get tough Responsive approaches to improving behaviour in schools' Barnardo's.

Hilton, Z. (2006) 'Disaffection and school exclusion: why are inclusion policies still not working in Scotland?' Research Papers in Education Vol. 21, No. 3.

McClung and Gayle (2010) 'Exploring the care effects of multiple factors on the educational achievement of children looked after at home and away from home: an investigation of two Scottish local authorities'. Child and Family Social Work Vol. 15, No 4.

Scottish Government (2011) 'Included, Engaged and Involved: a positive approach to managing school exclusions.'

Scottish Government (2012) 'Online Survey of Stakeholders regarding looked-after pupils.'

Stone, M. (2005) 'The education of pupils excluded from school for between 16-45 days' Barnardo's.

Promoting Good Practice for Looked-After Pupils at Risk of Exclusion in East Lothian
2011/12

Executive Summary

This research was carried out by a multidisciplinary group, exploring the experiences of secondary aged looked-after pupils and exclusion. It focused on the authority's 6 secondary schools and an independent specialist school situated within East Lothian. It used a combination of semi-structured interviews and focus groups to gather the views of young people, parents, carers, school staff and professionals involved in supporting the young people.

The aims of the project were to reduce exclusion measures for looked-after pupils, identify and build on good practice, and raise awareness and understanding of the issues looked after pupils can face.

Results show evidence of good practice, unified thinking and commitment to further development. The exclusion figures demonstrate positive change, with specific areas highlighted for further focus. The identified good practice was clearly placed upon a foundation of positive communication, trusting relationships and collaborative working. Higher levels of consistency, within multidisciplinary teams, within schools and across the authority are required. Maintaining a clear focus on alternatives to exclusion was also highlighted as a priority. The issues and related feelings that can be experienced by looked-after pupils are very clearly outlined alongside a need to ensure that all staff working with looked-after pupils have a well developed understanding of these issues and a related capacity to respond in a sensitive and supportive manner.

The research group identified a range of recommendations for consideration at an authority, department, school and individual professional level to support the future for looked after pupils within East Lothian.

Richard Campbell (Senior Research and Statistics Officer, Children's Well Being, ELC)

Anita Harrison (Senior Educational Psychologist, Education, ELC)

Jane Ogden-Smith (Involvement Officer, Children's Well Being, ELC)

Fraser Parkinson (Principal Officer Inclusion & Equality, Education, ELC)

Jillian Peart (Social Worker Integration Team, Children's Wellbeing, ELC)

Paul Raffaelli (Head Teacher, ELC)

Jenny Scott (Clinical Psychologist, CAHMS, NHS)

Lisa Thomson (Senior Support Services Assistant, Business unit, ELC)

March 2013

REPORT TO: Education Committee
MEETING DATE: 24 September 2013
BY: Depute Chief Executive (Resources and People Services)
SUBJECT: Head Teacher Appointments

5

1 PURPOSE

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

2 RECOMMENDATIONS

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

3 BACKGROUND

- 3.1 The following Head Teacher appointments are intimated: -

School	Appointee	Commencement Date	Previous Post and School
North Berwick High School	Lauren Rodger	1 March 2013	Depute Head Teacher North Berwick High School
Pinkie St Peter's Primary School	Sarah Ogden	19 August 2013	Head Teacher Dirleton Primary School
Campie Primary School	Debbie Beveridge	7 May 2013	Head Teacher Wallyford Primary School
St Martin's RC Primary School	Stephanie McDonald	27 May 2013	Acting Head Teacher St Martin's RC Primary School
King's Meadow Primary School	Seonaid McGillivray	19 August 2013	Head Teacher Stoneyhill Primary School
Cockenzie Primary School	Jacqui MacKinnon	19 August 2013	Head Teacher Prestonpans Primary School
West Barns Primary School	Gill Whitford	12 August 2013	Acting Head Teacher Orkney Islands Council
Ross High School	Paul Reynolds	19 August 2013	Depute Head Teacher Lochaber High School

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

AUTHOR'S NAME	Susan McNaught
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DATE	22 July 2013

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: School Session Dates (2014/2015)

6

1 PURPOSE

- 1.1 The purpose of this report is to obtain the Committee's approval for School Session dates for 2014/2015.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to:
- (i) Approve the school session dates for 2014/2015 as outlined in Proposal 1 (Appendix 1).
 - (ii) Authorise me to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.
 - (iii) Authorise me to notify the Scottish Government Education Department.

3 BACKGROUND

- 3.1 In preparing the school session dates for 2014/2015 the following points were taken into consideration: -
- 190 pupil and 195 staff days which is in accordance with the Schools General (Scotland) Regulations 1975 (as amended);
 - A fixed one week break in the third week of October;
 - The school session ending before the first full week of July
 - 5 fixed in-service days; and
 - Flexibility with the Easter break to allow for a natural end to Term 2.

2014/2015 SESSION

- 3.3 In preparing the School Session Dates for 2014/2015 the five points in 3.1 were taken into account as outlined in the attached draft proposed dates Proposal 1 and 2 (Appendix 1 and 2).

- 3.4 Discussion took place with City of Edinburgh Council and Midlothian Council in an attempt to align the dates across the three local authority areas but this proved unsuccessful.
- 3.5 Consultation also took place with Head Teachers, Teachers' Associations, UNISON, Educational Establishments, Parent Councils and the wider community through the Council's Consultation Hub.
- 3.6 The Department received a total of **244** responses to the consultation. **147** were in favour of Proposal 1 (Appendix 1) and **97** were in favour of Proposal 2 (Appendix 2).
- 3.7 The majority of those who responded to the consultation exercise were therefore in favour of Proposal 1 (Appendix 1).

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 Proposal 1 and 2 (Appendix 1 and 2) of draft school session dates 2014/15.

AUTHOR'S NAME	Richard Parker
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**EAST LoTHIAN COUNCIL
DEPARTMENT OF SERVICES FOR PEOPLE
DRAFT SCHOOL SESSION DATES 2014/15
Proposal 1**

TERM 1	Staff In-service Day 1	Monday	18	August	2014
	Staff In-service Day 2	Tuesday	19	August	2014
	Pupils Resume	Wednesday	20	August	2014
	Autumn Holiday (Schools closed)	Friday	12	September	2014
	Schools closed	Monday	15	September	2014
	All Return	Tuesday	16	September	2014
	All Break	Friday	10	October	2014
	Staff In service Day 3	Monday	20	October	2014
	Pupils Resume	Tuesday	21	October	2014
	Term Ends	Friday	19	December	2014
TERM 2	All Resume	Tuesday	6	January	2015
	All Break	Friday	13	February	2015
	All Resume	Monday	23	February	2015
	Pupils Break	Wednesday	1	April	2015
	Staff In service Day 4	Thursday*	2	April	2015
TERM 3	All Resume (Staff and Pupils)	Monday	20	April	2015
	May Day (Schools closed)	Monday	4	May	2015
	All Resume	Tuesday	5	May	2015
	Staff In-service Day 5	Monday	18	May	2015
	Pupils Resume	Tuesday	19	May	2015
	Term Ends	Friday	3	July	2015
Provisional 2015/16					
	Staff Resume	Monday	17	August	2015

Proposal 2.

School Session Dates 2014/15

Staff resume		Monday	11 August *	2014
Staff only		Tuesday	12 August *	2014
Pupils return		Wednesday	13 August	2014
Autumn Holiday	Schools closed	Monday	15 September	2014
All resume		Tuesday	16 September	2014
Mid-term	All break	Friday	10 October	2014
	Staff resume	Monday	20 October*	2014
	Pupils resume	Tuesday	21 October	2014
Term ends		Friday	19 December	2014

Staff resume		Monday	5 January*	2015
Pupils resume		Tuesday	6 January	2015
Mid-term	All break	Friday	13 February	2015
	All resume	Monday	23 February	2015
Term ends		Thursday	2 April	2015

The Easter break incorporates the following three holidays

Good Friday	Schools closed	Friday	3 April	2015
Easter Monday	Schools closed	Monday	6 April	2015
Spring Holiday	Schools Closed	Monday	20 April	2015
All Resume		Tuesday	21 April	2015
May Day	Schools closed	Monday	4 May	2015
All resume		Tuesday	5 May	2015
In Service Day	Closed for Pupils	Thursday	7 May*	2015
Victoria Day	Schools closed	Monday	18 May	2015
All resume		Tuesday	19 May	2015
Term ends		Friday	26 June	2015

* Five In-Service days for all schools.

The above timetable allows for staff and pupil attendance as follows;

	Pupils	Staff
Term 1	86	89
Term 2	58	59
Term 3	46	47
Total	190	195

P7/S1 Transition Days – Tuesday 16 June, Wednesday 17 June and Thursday 18 June 2015.
 Certain schools will be closed on Thursday 18 September for the Scottish Independence Referendum.
 In-Service Day Thursday 7 May 2015 coincides with date for General Election.

The start date for session 2015/2016 for pupils has been provisionally identified as Wednesday 19 August 2015.

REPORT TO: Education Committee

MEETING DATE: 24 September 2013

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: East Lothian Council Placing Appeals

7

1 PURPOSE

- 1.1 To inform the Committee of the outcome of East Lothian Council's Placing Appeals in 2013.

2 RECOMMENDATIONS

- 2.1 The Committee is asked to note the outcome of East Lothian Council's Placing Appeals.

3 BACKGROUND

- 3.1 The Education Appeals Committee heard appeals against the refusal of Placing Requests by the Education Authority on 15, 22 and 31 May 2013. The Committee considered 13 appeals and agreed to uphold the Education Authority's decision in respect of 12 appeals and to overturn the decision in respect of 1 appeal.

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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