MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE

WEDNESDAY 18 JUNE 2014
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

Committee Members Present:
Councillor S Akhtar (Convener)
Councillor S Currie
Councillor J Gillies
Councillor J Goodfellow
Councillor D Grant
Councillor W Innes
Councillor M Libberton
Councillor P MacKenzie
Councillor P McLennan
Councillor J McNeil
Councillor J Williamson
Mr S Bunyan
Mrs M Goldsmith
Ms G Gillan

Council Officials Present:
Mr D Nightingale, Head of Education
Ms J Ogden-Smith, Communications Officer
Ms A Hood, 16+ Learning Choices Officer
Ms P Homer, Lead Officer-Early Years and Childcare

Clerk:
Ms A Smith, Committees Officer

Visitors Present:
Ms K Fleming, Head Teacher, Musselburgh Burgh Primary School (and pupils)
Ms G Whitford, Head Teacher, West Barns Primary School (and pupils)
Mr R Summers, Head Teacher, Musselburgh Grammar School (and pupils)
Ms J MacKinnon, Head Teacher, Cockenzie Primary School (and pupils)

Apologies:
Councillor D Berry
Councillor L Broun-Lindsay
Councillor S Brown
Councillor J Caldwell
Councillor A Forrest
Councillor F McAllister
Councillor M Veitch
Mr M McHugh

Declarations of Interest:
None

Prior to commencement of business the Convener, on behalf of the Committee, congratulated Stephen Bunyan, who had recently been awarded an MBE.

1. MINUTE OF THE MEETING OF THE EDUCATION COMMITTEE ON 25 MARCH 2014

The minute of the meeting of the Education Committee held on 25 March 2014 was presented for approval.

Decision

The Committee approved the minute of the Education Committee of 25 March 2014.

2. INSPECTION OF MUSSELBURGH BURGH PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Musselburgh Burgh Primary School and Nursery Class.

The Head Teacher, Karen Fleming, introduced the report, informing Members that the inspection process had been a positive experience and feedback had also been positive. She praised the commitment of the staff. Partnership working had been acknowledged by inspectors; this work had been instrumental in moving the school forward. The school was committed to core skills. One key feature had been building children's confidence by involvement in expressive arts; this promoted positive learning. The Service Improvement Plan was based on the advice of the Inspector. The pupils gave Members their impressions of the school.

Councillor McNeil praised the articulate and confident pupils and commended the commitment of all school staff, pupils and parents.

Councillor Currie made reference to the Head Teacher's clear sense of purpose and direction, as evidenced by the Inspector. He referred to the key strengths of the school. He stated that the Parent Council was well respected; the school had strong partnerships in the community. This was an inspiring report.

The Convener read a statement on behalf of Councillor Forrest. He praised the inspection report. The Management Team continually looked for new ways to improve and encourage learning, assisted by an active and committed Parent Council. Staff and parents had worked hard to improve not just the educational aspects but also the fabric of the school building.

Decision

The Committee agreed 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.   INSPECTION OF WEST BARNS PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of West Barns Primary School and Nursery Class.

The Head Teacher, Gillian Whitford, introduced the report. She referred to the particular strengths of the school as identified in the inspection report. She drew attention to the areas for further improvement and outlined the steps taken to address the main points for action. All staff were involved in some form of development. Programmes were in place to improve attainment. There was a shared vision, values and aims. A rigorous self-evaluation process had been introduced. The school had made tremendous progress this year and continued to move forward. The pupils then added their experiences of the school.

Councillor MacKenzie made reference to the Inspector's comment that the newly appointed Head Teacher had made a very strong start. He agreed that children responded well to learning that was challenging. He commented on Mandarin being taught in P1 and also the whole school health week. This inspection report bode well for the future of this school.

Decision

The Committee agreed to:

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

(ii)   Note the particular strengths of the school, its recent good progress and the strong start made by the new Head Teacher.

(iii)   Note that Education Scotland will carry out a follow-through inspection visit within eighteen months of publication of this report and will report to parents on the extent to which the school has improved.

4.   INSPECTION OF NORTH BERWICK NURSERY SCHOOL

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of North Berwick Nursery School.

The Head of Education, Darrin Nightingale, introduced the report. He informed Members that the nursery school was linked to Law Primary School but the nursery school had been inspected on its own for this particular inspection. He made reference to the key strengths identified, including the strong links with partners. The nursery school had a definite sense of community and had good, committed staff.

Councillor Goodfellow stated this was an excellent inspection report of an excellent nursery school. He was pleased that the Inspector had recognised the strong links

with partners and community groups developed during the tenure of the last Head Teacher.

Decision

The Committee agreed 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.

5.   INSPECTION OF MUSSELBURGH GRAMMAR SCHOOL

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Musselburgh Grammar School.

The Head Teacher, Ronnie Summers, introduced the report. He referred to the inspection report, outlining the key strengths identified. He drew attention to the areas for further improvement and explained in detail how the Service Improvement Plan would address these areas. Staff would work with the Council's Quality Improvement Officer and the Area Lead Officer from Education Scotland. The plan included improving and broadening the curriculum, tracking progress more effectively, raising attainment and expectation, working on positive destinations, having a sharper focus on teaching and learning practices and building links with partners. He stressed that the school had the capacity to move forward. The pupils then outlined their observations and experiences of the school.

Mr Summers responded to questions regarding building capacity for improvement and making progress. He expressed confidence that by this time next year Education Scotland would have signed off their inspection. Mr Nightingale agreed; he assured Members that the school and Head Teacher would be supported by the Department.

Mr Summers responded to further questions regarding positive destinations and reference made to the recent Wood Commission report (Commission for Developing Scotland's Young Workforce). He agreed that the Wood Commission report was very important. Vocational education was the best option for many young people; it would be a challenge for Scottish schools to get routes opened up for pupils. It was also important to consider the correct exit point from school for each child. Pupils should have a positive school experience and gain skills for both education and work. The pupils also responded to questions from Members about their experiences of the largest secondary school in East Lothian.

The Convener stressed the importance of teaching and learning and embedding this in best practice. She requested a copy of the Service Improvement Plan. Mr Summers advised that this was only in broad outline at present, more detail would be added in due course; a copy would be provided as requested.

Decision

The Committee agreed to:

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

     (ii)   Note the good quality of education provided by the school.

     (iii)   Acknowledge the efforts of the Head Teacher and staff in the planned improvements.

6. INSPECTION OF COCKENZIE PRIMARY SCHOOL AND NURSERY CLASS

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the report by Education Scotland on the inspection of Cockenzie Primary School and Nursery Class.

The Head Teacher, Jacqui MacKinnon, introduced the report, informing Members that she had taken up the post in August 2013. She had carried out a consultation exercise in September and by October/November had a clear picture of the areas requiring improvement. By the time of the inspection in February 2014 she was in a position to explain what work had been done and what was still required to go forward. The inspection had been a helpful and worthwhile experience. Following publication of the inspection report an open forum meeting for parents had been held. The school had an excellent group of children and teachers and a committed parent body; there was huge potential to improve the school. An extensive Action Plan had been prepared to address the Inspector's findings; she outlined several of the points within this plan. The pupils responded to questions from Members regarding their experiences of the school and aspects of the curriculum.

Councillor Libberton referred to previous concerns about the school but stated that following the appointment of Ms MacKinnon, the school had improved and would continue to do so. There were positive comments now from the wider community regarding the school. The restoration of the Parent Council was welcomed; the enthusiasm for taking the school forward was evident. She referred to the strengths identified by the Inspectors, highlighting in particular the well mannered children.

Councillor MacKenzie echoed these comments. He paid tribute to Ms MacKinnon for the swift emergence of a very strong Parent Council. He had confidence that Ms MacKinnon would take the school forward.

Councillor Currie agreed. He made reference to the inspection report, noting that one of the strengths was the confidence expressed by the Inspectors regarding the new Head Teacher. Good leadership was required and Ms MacKinnon demonstrated this; she gave the Committee confidence that the school was moving in the right direction.

Mr Nightingale thanked the Members for their support. He endorsed Councillor Currie's comments regarding Education Scotland's faith in Ms MacKinnon.

The Convener praised the excellent progress made by Ms MacKinnon in less than a year in post.

Decision

The Committee agreed to:

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

     (ii)   Note the particular strengths of the school, and the strong start made by the new Head Teacher.

(iii)   Note that Education Scotland will carry out a follow-through inspection visit within one year of publication of their report and will report to parents on the extent to which the school has improved.

The Convener thanked all the Head Teachers and pupils for their attendance and contribution to the Education Committee.

7.   POSITIVE SCHOOL LEAVER DESTINATIONS AND MCMC

A report was submitted by the Depute Chief Executive (Resources and People Services) updating the Committee regarding positive school leaver destinations using the recent School Leaver Destination Report (SLDR) and employability activity within East Lothian.

Alison Hood, 16+ Learning Choices Officer, introduced the report. She informed Members that East Lothian continued to have strong links with partners and the post 16 provision had been further developed to include the Employability Fund. There was a larger range of training providers offering a wide range of opportunities including providers focusing on specific vocational areas to providers offering more generic opportunities. Referring to additional support into positive destinations, she drew attention to particular programmes, including Caring for People-'Men can do it too!', TWO (Targeting Work Opportunities), Business Coaching and Community Benefits. She reported on Activity Agreements and Modern Apprenticeships. She also made reference to the Wood Commission report and its links to this report.

In response to questions Ms Hood gave further details of some of the programmes referred to earlier. She responded to other queries regarding engaging with employers, improving the destination figures classed 'not known' and Modern Apprenticeships. Mr Nightingale indicated, in relation to a question about the financial implications specified in the report, that he would respond outwith the meeting.

Councillor MacKenzie agreed that positive destinations for school leavers linked into the Wood Commission report, which aimed to put vocational education on the same status as higher education in Scottish schools in a way it had not been beforehand. He made a request for a briefing to be arranged for Members regarding the Wood Commission report.

Councillor Currie stated that it was crucial to raise awareness of vocational education and to highlight that higher education was not the only option. It was important to identify routes for young people wishing to go into vocational education. He would welcome further discussion on this issue.

Decision

The Committee noted the contents of the report and recognised the wide range of activities being undertaken to improve positive leaver destinations in East Lothian.

Sederunt – Councillor Innes left the Chamber

8.   CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of changes to ante- pre-school and pre-school provision as detailed in Part 6 of the Children and Young People (Scotland) Act, passed on 19 February 2014 and received Royal Assent on 27 March 2014.

Pauline Homer, Lead Officer - Early Years and Childcare, introduced the report. She outlined the background to the changes to ante- pre-school and pre-school provision. She informed the Committee that a Steering Group, involving representatives from Cluster Groups, Human Resources and the trades unions had been set up last September to take this forward. She gave details of the information issued to parents advising of the proposed changes and other forms of publicity undertaken. She gave Members a thorough explanation of the recommendations in the report.

Ms Homer responded to questions from Members, clarifying a number of matters, including the set criteria in relation to "workless households", and aspects relating to the financial resource from the Scottish Government.

Ms Gillan indicated that she had been a member of the Steering Group; she advised that in comparison to many other local authorities East Lothian was well prepared for these changes.

Councillor McLennan welcomed the investment by the Scottish Government.

Councillor Grant appreciated that East Lothian was well prepared for the changes. He expressed concern however that new legislation was sometimes brought in too quickly, rather than time being taken for thorough consideration of all issues.

Councillor Currie stated that these changes were hugely positive and welcomed. It was important to move forward, he added that the provision however needed to go beyond 600 hours; people needed early support.

The Convener thanked all those involved in the Steering Group. She informed Members of concerns highlighted by the CoSLA Education Children's Group.

Decision

The Committee agreed to:

(i)   An increase of 125 hours for all eligible ante-pre-school and pre-school children from August 2014. This increases the number of hours from 475 to 600 hours.

(ii)   An "eligible pre-school child" now includes a child aged 2 or over and is or has been at any time since the child's second birthday – Looked after by the authority concerned or by another authority or the subject of a kinship care order or a child falling within section 7(3)(f) "*an eligible child who has a guardian by virtue of an appointment under section 7 of the Act.*"

(iii)   The Scottish Government have proposed secondary legislation to include provision of 600 hours of Early Learning and Childcare for 2 year olds from "workless households" providing families meet the set criteria.

(iv)   The term Early Education has been changed to Early Learning and Childcare, defined as *"a service consisting of education and care, of a*

kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting"

(v) East Lothian Council proposes to meet the increase in Early Learning and Childcare by offering extended nursery hours.

(vi) To enable the Council to extend the hours as proposed an additional 23.67 full time equivalent nursery nurses are required. The additional posts/hours will be temporary until the longer term staffing requirements become clear.

(vii) Eligible 2 year olds, in particular those from "workless households" will, in the first instance (2014 – 2015), be offered a place within community childcare settings rather than within Local Authority nurseries. This is to ensure that their individual needs are met and that children and families are supported within their own community. This may include Olivebank Child and Family Centre and Wraparound Care.

9. LITERACY IN EAST LOTHIAN SCHOOLS

The Convener asked that this item be postponed until the next meeting in September; the Committee agreed.

10. HEAD TEACHER APPOINTMENTS

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the Head Teacher appointment made by the Appointments Sub-Committee.

Decision

The Committee noted the appointment as detailed in the report.

Signed   ....

        Councillor Shamin Akhtar
        Convener of the Education Committee

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

2

SUBJECT: Overview of the East Lothian Council Outdoor Learning Service and HSE Adventure Activity Licensing Authority (AALA) Inspection Report

---

1   PURPOSE

1.1   The purpose of this report is to give an overview of the Outdoor Learning Service and update the Committee regarding the HSE Adventure Activity Licensing Authority (AALA) Inspection Report on East Lothian Council Outdoor Learning Service. The background papers include a copy of the HSE report.

2   RECOMMENDATIONS

2.1   The Committee is asked to note the contents of this report (Appendix 1) and in particular the successful HSE Adventure Activity Licensing Authority (AALA) Inspection Report.

3   BACKGROUND

3.1   **Overview of the Service**

3.1.1 **"The journey through education for any child in Scotland must include opportunities for a series of planned, quality outdoor learning experiences"** - quote from Education Scotland

3.1.2 The Outdoor Learning Service uses the outdoor environment and adventurous activities as a vehicle for delivering the Curriculum for Excellence through Outdoor Learning. The service Vision is:

    ▪ **To enable** every East Lothian Council school to deliver the Curriculum for Excellence using the outdoor environment.

- **To assist** schools in delivering *regular* and *frequent* outdoor learning which is sustainable, high quality, progressive and linked directly to the relevant experiences and outcomes in the Curriculum for Excellence.

  - **To be regarded** nationally as high quality educators of Outdoor Learning providing valued input to national organisations and best practice initiatives.

3.1.3 Staffing of the Outdoor Learning Service is made up of

- Principal Teacher (0.6 FTE)
- Teacher (1 FTE)
- Teacher (0.6 FTE)
- Technician (1 FTE)
- Associate Staff/Freelance (x6 when needed)
- Technical Advisors (when needed)
- Student Placements (school, college and university)
- Qualified Volunteers (x3)

3.1.4 There are a number of ways the service delivers its vision

3.1.4.1 **'Specialist Outdoor Learning Teacher Provision'** The service provides all schools with a set number of days allocated to them. All teaching sessions delivered are; planned with direct reference to the Curriculum for Excellence relevant key 'Experiences and Outcomes', tailored to individual school/ class/ learner requirements, progressive and high quality. These days are free to participants.

3.1.4.2 **'Adventure Award Days'** This is an opportunity for young people to gain the skills needed to progress in a range of adventurous activities. Young people have the opportunity to gain local and national certification. All awards meet a range of CfE experiences and outcomes. A nominal charge is made to participants.

3.1.4.3 **'Extra Curricular/ Extra Requests...'** The service supports the demands on schools and community such as DofE, JMA & Residential experiences. A subsidised rate is charge to participants.

3.1.4.4 **'Other OL Projects'** The service provides support, staffing, equipment etc where appropriate, to enable outdoor learning projects related to the curriculum for excellence to take place. One of the key objectives for these projects is that they can become sustainable over an agreed period of time to be run without the need for outdoor learning staff or secure funding to cover the cost of outdoor learning staff. Projects we are involved with at the moment include:

- Ross High Climbing in the curriculum

- 2hrs PE across all schools

- Bikability level 1 & 2 provision in all primary schools

- Christmas Leavers

♦ Additional Support Needs (ASN) adventures in the outdoors

3.1.4.5 **'Summer Activity Programme'** The service provides a programme of adventurous activities for young people run through the school summer holidays.

3.1.4.6 **'Staff Development'** Provide CPD/ CLPL opportunities (including NGB awards) enabling staff to build confidence and pass on skills and knowledge to young people in an outdoor learning environment.

3.1.4.7 **'Advice & Resources'** The service provides advice and resources to all enabling outdoor learning to take place throughout the council. This includes the management of Innerwick Residential Centre.

3.1.4.8 **'Volunteers/ Support'** From a number of areas including: School Work Experience Placements, University Student Placements, Volunteer Network, Partnership Working, Outdoor Learning Network Group.

3.1.4.9 **'External (to ELC) work'** Any external requests for delivery of adventurous activities/ outdoor learning/ first aid are considered and charged at a commercial rate if associate/ freelance staff are available. All our staff development courses are accessible to external clients who are charged a commercial rate for attendance.

3.2 **HSE Adventure Activity Licensing Authority (AALA) Inspection Report**

3.2.1 The adventure activities licensing scheme (AALS) is the mechanism for the inspection and regulation for certain aspects of the delivery of adventure activities to young people as set out in the Activity Centres (Young Persons' Safety) Act 1995 and the Adventure Activities Licensing Regulations 2004. East Lothian Council have held a HSE AALA licence since 1996 when licencing was first introduced and have been inspected on an annual basis since that date.

3.2.2 The inspection included looking at aspects of the service that play a key role in the delivery of Outdoor Learning throughout East Lothian Council, these included:

• Managing the council wide visit approval database, EVOLVE, with regard to Outdoor Learning experiences. The number of approvals have doubled over the last 2 years.

• Defining the ELC 'Safety and Good Practice in Managing off Site Visits Guidelines' alongside safety management documentation.

• Ensuring staff (throughout the council) are trained to appropriate standards to ensure off site visits involving young people are of high quality and take place safely. Providing access to appropriate technical advice where necessary.

• Appropriate maintenance of safety equipment throughout the council, relating to adventurous activities.

3.2.3 Other service responsibilities that have been discussed in previous reports include contributions to national bodies concerned with outdoor learning safety and management and managing the monitoring of off site visits taking place involving young people

3.2.4 In conclusion, the inspection was very successful and the recommendation advised **'no required action'**.

3.3 How does the Outdoor Learning Service help deliver the SOA? …in brief

3.3.1 Sustainable Economy

 ➢ *1. East Lothian has a growing sustainable economy* – The service utilises a number of small businesses in East Lothian to deliver on its behalf.

 ➢ *3. Communities in East Lothian are able to adapt to climate change and reduced finite natural resources* – Encourage/ educate young people to lead active healthy lives promoting walking and cycling. Promote cycling awards for both staff and pupils. Encourage school and community groups to walk pupils to venues and/ or use public transport.

3.3.2 Resilient People

 ➢ *4. All of East Lothian's young people are successful learners, confident individuals, effective contributors and responsible citizens* – Deliver the curriculum for excellence alongside both local and national awards.

 ➢ *6. In East Lothian we live healthier, more active and independent lives* – Educate both staff and young people about the importance of active healthy lives. Promote the outdoors as part of healthy living. Introduce new outdoor sports/interests to staff and pupils encouraging them to progress by offering development programmes and access to local clubs.

3.3.3 Safe and Vibrant Communities

 ➢ *8. East Lothian has high quality natural environments* – Use adventurous activities as a vehicle to educate young people about the importance of their local natural environment and how they can play a role in protecting and enhancing it.

 ➢ *10. East Lothian has stronger, more resilient, supportive, influential and inclusive communities* – Encourage, support and build up our volunteer network. Continue to work across all sectors of the East Lothian community both in schools and with community groups. Continue to deliver outdoor learning across the learning communities of East Lothian.

4 POLICY IMPLICATIONS

4.1 The ELC Guidelines Safety and Good Practice in Managing Off Site Visits needs to be reviewed and updated on an annual basis in accordance with HSE AALA

guidance and Scottish Government Guidance in the form of the Going Out There (GOT) document.

4.2 The Outdoor Learning Service is making a key contribution to The East Lothian Plan: Single Outcome Agreement 2013-23 as noted above.

5   EQUALITIES IMPACT ASSESSMENT

5.1 This report is not applicable to the wellbeing 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 HSE AALA Inspection Report (Appendix 1)

7.2 www.edubuzz.org/outdoorlearning

AUTHOR'S NAME	Liz Brookes
DESIGNATION	Principal Teacher Outdoor Education
CONTACT INFO	lbrookes@elcschool.org.uk
DATE	3 September 2014

Adventure Activities Licensing Service

INSPECTION REPORT

Name of Licence Applicant

East Lothian Council

Inspected establishment / company / person

Name East Lothian Council Outdoor Learning Service
Address Musselburgh Racecourse Complex
Balcarres Road
MUSSELBURGH
East Lothian

EH21 7SR

Reference Number	R0176
Operational Base	Unit 3, Musselburgh Racecourse Complex, Musselburgh.
Type of Provider	Large Multi Activity Local Authority Peripatetic Provider
Normal Capacity	50 - 100

Contact person during inspection	Liz Brooks	Martyn Pegg	Keith Christie
Contact's position	Principal Teacher Outdoor Education	Outdoor Education Teacher	Outdoor Education Technician

Enforcement Authority HSE Edinburgh

Inspector

Steve Spalding

Date of inspection

12.06.14

Time on Site

6 hour(s)

About this Report

- In making this report the Licensing Service has considered a report(s) made to it by an Inspector authorised in accordance with the Adventure Activities Licensing Regulations (updated 2004).

- You should act on the requirements of this report which supersede any previous discussions or verbal instructions.

- The report does not constitute a final decision by the Licensing Authority. The final decision will generally be in the form of a licence document, where applicable, or a refusal notice where not. A licence will be forwarded to the provider when all required information has been received and full payment has been made.

- In some cases you may be instructed to make changes to the way you operate and you should note any required time scale. In other cases you may be offered advice. In these cases you should use your own expertise to decide if it is applicable or necessary.

- In cases where there are no apparent seasonal or activity restrictions in respect of activities in the activity matrix of this report (or any subsequent licence document), the standard conditions attached to all licence documents will apply.

- In all cases the continued management of safety remains the responsibility of the provider and not the Licensing Authority nor the Licensing Service.

- Your licence, where one is applicable, will show the licence holder as **East Lothian Council** and the operational base as **East Lothian Council Outdoor Learning Service**.

  Please advise us as a matter of some urgency if these details are not correct.

- Similarly, you should check that the "Activities offered by the provider" section, if shown, is accurate. The matrix may contain activities which are not licensable. These will not appear on any subsequent licence document.

- **You should be aware that you have the right to make a representation to the Licensing Authority on any decisions made by them. In the first instance representations should be to the Head of Inspection of the Adventure Activities Licensing Service.**

Marcus Bailie
Head of Inspection

Activity	Activity Restrictions	Seasonal Restrictions	In Scope
Kayaking		None	Yes
Open Canoeing		None	Yes
Improvised Rafting		None	Yes
Sailing		None	Yes
Stand Up Paddleboarding		None	Yes
Rock Climbing		None	Yes
Abseiling		None	Yes
Gorge Scrambling		None	Yes
Coasteering		None	Yes
Hill Walking & Mountaineering		None	Yes
Ski Touring		None	Yes
Off-Road Cycling		None	Yes
Orienteering			No
Pony Trekking	sub-contracted activity		N/A
Team building			No
Archery			No
Bushcraft			

During an inspection on 12.06.14 the following aspects of the organisation were considered.

Part A : About this provider.

A1. East Lothian Council's Department of Partnership and Services for Community operate the Outdoor Learning Service from their operating base at Musselburgh Racecourse Complex. All adventure activity provided by the Council is either delivered by the Service, or is subject to a notification and authorisation system operated by the Service. All excursions within East Lothian are managed through the Evolve software programme. A major part of the Service's operation is providing activities to the Council's schools and community groups. Duke of Edinburgh (DofE) award provision is mainly school based, but there are currently six community groups actively involved in DofE work.

A2. The operation is managed by Principal Teacher Liz Brookes.   The operation is staffed by two full time and one part time permanent instructors, supplemented where required from a pool of six Associate Instructors (occasional/freelance).

A3. Activities are undertaken mainly within the East Lothian area, but facilities and venues further afield are occasionally used.

A4. A past Council reorganisation has resulted in the transfer of management responsibility for the Outdoor Education Service from the Education section, to the Partnership and Services for Community section. This is understood to be an administrative arrangement, with no material effect on the operation.

A5. East Lothian Council has 6 secondary schools, 35 primary schools, and 2 special needs bases.

A6. The Service is a Provider for the Lowland Leader Award, the Basic Expedition Leader scheme, a Regional Centre for the British Stand up Paddle Association and are Scottish Qualifications Authority (SQA) accredited First Aid Trainers.

Part B : About this inspection.

B1. This visit was undertaken following an application from East Lothian Council for a renewal of their adventure activities licence. It consisted of :-

a. observation of a Coasteering session at Milsey Bay, North Berwick;

b. observation of a staff morning planning meeting;

c. viewing a sample of safety management documentation;

d. viewing of the range of equipment in the stores and provided for the session;

e. discussions with staff delivering the session, the group and accompanying staff, checking a range of safety management arrangements.

B2. Prior to the visit, the inspector reviewed the report following the last visit, viewed the licence application, and also checked the provider's website, www.eastlothian.gov.uk, for content.

B3. In the course of the inspection visit, the inspector:-

a. observed the morning staff meeting confirming aspects of safety management including the outcome of a recent DofE meeting with school staff where Liz clarified staffing ratios and qualification requirements;

b. discussed training and competence of staff to run coasteering activity with reference to developments in more relevant courses such as the Surf Lifesaving GB (SLGB) Coasteering Safety and Rescue Qualification;

c. joined a coasteering group and observed the practical application of safety management;

d. checked staff records and operating procedures relating to the observed coasteering session and for several freelance staff;

e. checked the range and scope of current Council provision with reference to the current programme and future plans. Was informed of the creation of an East Lothian young persons awards for various activities provided as an encouragement and achievement award within the schools;

f. was informed by Liz that Bill Stephen who was the Depute has now take a new post with Midlothian Council's outdoor education provision and that the post has not been filled resulting in a higher work load for all the staff;

g. enquired about the additional work load of checking Evolve and was informed by Liz that notifications through Evolve have risen from approximately 300 to 700/800 per year. Liz also explained that she works closely with Judith Wood in the Education Health and Safety (H&S) department in advising the signing off of school excursions through Evolve;

h. viewed a recent quality assurance monitoring report for a school visit by Chris Lawson from the Council's H&S department. Chris audited the provision of an offsite visit which had approval though Evolve by meeting the staff during the visit. Liz explained that Chris planned to make one such check per month to ensure that schools were complying with the Council's stated policies which in turn supported her role in signing off more adventurous visits and DofE award activity;

i. checked on accident and incidents and the subsequent reviewing, noting that there had not been any major events. Liz explained that there was a monthly staff meeting to review any accidents. The inspector suggested adding checking the Info Log to the monthly agenda for updates on current issues;

j. checked on implementation of recommendations made in the previous licence renewal report, and discussed responses to advice previously offered;

k. checked the current status of Council DofE provision, and was informed that the provider will be using the Lowland Leader Award to support staff delivering the Bronze level. Also that the Service will be offering Gold level expeditions as many of the schools do not have that capability mainly due to a lack of staff experience and qualifications;

l. checked on access to technical advice as and when required noting that a number of experienced and highly qualified technical advisors are involved with the Service;

m. checked arrangements for ensuring all equipment is fit for use and viewed recent equipment check records noting that equipment appeared to be in really good condition. Was informed that all freelance instructor personal technical equipment is now checked as fit for purpose prior to use or centre equipment provided;

n. discussed several issues currently impacting the outdoor sector including auto belays, the Info Log, kill cords, Kelly Kettles and the latest position on the future of Licensing and several items from the Licensing

Service's Top Tips and Handy Hints;

o. provided feedback on the inspection visit and the issues raised.

Part C : Activity Observation

C1. The inspector joined a group of P6 primary children from Prestonpans Primary School on a coasteering activity session at Milsey Bay near North Berwick. This was the first part of a Sea to Summit day when the children had the opportunity to coasteer and then climb to the summit of North Berwick Law. The day was led by Martyn Pegg assisted by Keith Christie.

C2. The eight children were well equipped for the session and were accompanied by a member of teaching staff.   Martyn and Keith made the experience child centred and carefully helped them to set realistic goals, consider each other and the environment, develop confidence and learn about the shore environment while having a lot of fun. The session was safely and competently delivered.

C3. The session observed seemed to confirm that the risk management and analysis systems claimed by the provider and seen in various documents continue to be implemented in practice.

Part D : Issues arising from this inspection.

There are no required actions as a result of this inspection visit.

Part E : Review of the recommendations made in the report following inspection on 4.6.13

All requirements and recommendations in the previous report had been considered and acted on.

Recommendations and conditions regarding the granting of a licence

The inspector recommended that the licence should continue

Duration 1 year

Additional Conditions

Notes

Report prepared by

Steve Spalding

Date report prepared

13.06.14

Further action to be taken by the Licensing Service

Further action taken

==

Endorsement by The Adventure Activities Licensing Service
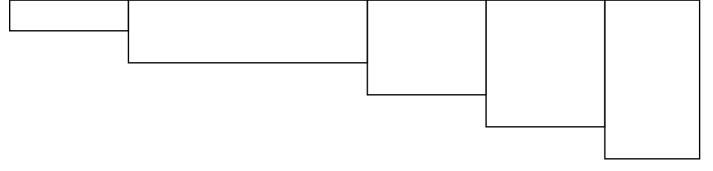
Date received 16.06.14

Reviewed by Bob Telfer, Deputy Head of Inspection

Date 16.06.14

Comments

Licence decision Minded to Continue   **Date of Decision**   17.06.14

Marcus Bailie, Head of Inspection

Duration of licence   1 year   **to run from** 28.06.14 **to** 28.06.15

==

Is there an audit with this report?   ○ Yes ⦿ No

East Lothian
Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

3

SUBJECT: Inspection of Gullane Primary and Nursery Class by Education Scotland

1 PURPOSE

1.1 To report to Committee on the inspection of Gullane 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 the content of the Action Plan (Appendix 2).

(iii) Note that as a result of the good quality of education provided by the school, Education Sctoland will make no further visits to the school in connection with the recommendations of the report.

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

3 BACKGROUND

3.1 Gullane Primary School and Nursery Class was inspected in June 2014.

3.2 The report noted that the particular strengths of the school were:

- The motivated, engaged and happy children.
- The leadership of the Head Teacher and the teamwork shown by staff in taking forward school improvement.

- The contribution made by parents to their school and in linking their school to its community.
- The effective links formed by the school with local and wider community partners to extend and enrich children's experiences.

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

- Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.
- Across the school, continue to develop higher expectations of attainment in all curriculum areas.

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 Gullane Primary School and Nursery Class Inspection Report September 2014.

AUTHOR'S NAME	David Scott
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827620 E-mail - dscott2@eastlothian.gov.uk
DATE	16 September 2014

23 September 2014

Dear Parent/Carer

Gullane 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 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 how well the school develops partnerships with parents. We also looked at how well children engage with their learning and how well teachers support them in doing so. 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 learn and achieve well in your school. However, there are some important aspects that require further development, particularly in the nursery. Children in the nursery are settled and happy. They are able to select activities and resources both inside the nursery and outdoors. However, they need more opportunities to become independent learners and to follow their own interests. Children in the nursery need to be consulted more about what they would like to learn and about how they feel their learning is progressing. These discussions need to be recorded in a way that can be shared with parents. In the primary stages, children feel safe and well cared for. They believe the school listens to their views and they have a voice. Their motivation towards their learning is high, especially where it is structured to allow them to express themselves and they have to think creatively. Children reflect on their learning in their learning logs. These logs now need to be more consistently focused on what children do well and what they need to do to improve. This would allow parents to be more aware of their children's strengths and next steps through sharing the learning logs. Children benefit from strong community links. For example, a local hotel and world-renowned chef work with the children to organise an annual charity dinner.

Almost all children are making appropriate progress in developing their literacy and numeracy skills. Their achievements are noted, valued and celebrated. The school has identified that many children could be progressing more quickly and further with their learning and should continue with its plans to take this forward. In the nursery class, children listen well and are confident in conversation. Almost all older children can recognise and write their names. Children show their understanding of numbers through counting during play activities, including as part of nursery routines. For

Transforming lives through learning

example, children count how many pieces of fruit to have at snack time. Nursery children now need to apply their literacy and numeracy skills more, both indoors and outdoors. In the primary stages, children are making good progress with developing their literacy skills. They talk well and have a good understanding of how to talk in different situations. Children have responded positively to the new approach to the teaching of reading and express greater personal enjoyment. For many, enjoying reading has improved their progress with writing. Children write well in your school. In developing their mathematics and numeracy skills, children are making most progress when their learning is linked to real-life situations and they can see the purpose of what they are learning. They are responding to the school's focus on developing basic numeracy skills which is then allowing them to progress in developing their mathematical understanding. Children are making good progress in developing positive attitudes towards their own health and wellbeing. They benefit from a wide range of opportunities to develop sound habits for life. The school now needs to take forward its plans to monitor and track children's progress in all curriculum areas to ensure they all attain as highly as possible.

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

Across the nursery and primary stages, relationships are warm and respectful. This helps staff know your children as individuals. Expectations of what children can do could be higher. In the nursery, staff observe children's learning to inform their planning. This now needs to be more systematic and a common approach developed for all nursery observations. This will ensure that individual children's learning is more appropriately challenging, especially for the younger children. In the primary stages, teachers match learning to most children's needs. However, across the nursery and primary stages, children could be challenged more in their learning and so achieve more. The school works well with partners to support children's learning. They have effective links with external services and agencies such as their educational psychologist. This helps the school plan appropriately for children who have additional needs in their learning. Parents are welcomed into school to work in classrooms and assist with excursions. For some parents, the school needs to provide more regular information on what their children are doing and how they can support their children's education.

Children across the nursery and primary stages enjoy a broad and balanced range of experiences from all curriculum areas. In the nursery, children's learning is enhanced by visits out of the nursery, such as to the Botanical Gardens and visitors into the nursery. Nursery staff now need to ensure a better balance between children's free play and planned activities. Planning with colleagues in the primary early years' classes would support children as they move from nursery into P1. In the primary stages, parents have provided productive links to enhance learning for children. For example, cricket has been developed well through such a link. Good planning and community links have supported the provision of the national expectation of two hours of high-quality physical education for all the children. Teachers now need to focus their planning more consistently on what children will be learning and how they will know they have been successful in that learning. Children are increasingly central to such planning. This ensures learning is more relevant to them and increases their motivation further. There are well-managed transitions between the primary stages. The strong links with North Berwick High School ensure that initiatives such as the

cluster residential experience give children a supportive introduction to new classmates and staff as part of their primary-secondary transition.

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

The headteacher has shared her strong vision for the school very well, ably supported by the principal teacher. She has encouraged staff to take on greater leadership opportunities and responsibilities. They, in turn, have responded positively and express high levels of satisfaction in how they and their contributions are valued. The Parent Council has supported the school very well. For example, they have supported the development of better lines of communication. They have linked the school to the Gullane community very effectively such as through their work in developing the Gullane Sports Development Trust. The pupil parliament has had success in developing the playground and reviewing school lunch provision. Such success suggests that children could now be involved more in contributing to improving their curriculum and the learning and teaching they experience.

During the previous Care Inspectorate inspection, the nursery had no requirements and no recommendations. As a result of this inspection, there are two requirements and three recommendations.

This inspection found the following key strengths.

- The motivated, engaged and happy children.
- The leadership of the headteacher and the teamwork shown by staff in taking forward school improvement.
- The contribution made by parents to their school and in linking their school to its community.
- The effective links formed by the school with local and wider community partners to extend and enrich children's experiences.

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

- Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.
- Across the school, continue to develop higher expectations of attainment in all curriculum areas.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvements. Our Area Lead Officer will work with East Lothian Council to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the school has improved.

Alasdair Eadie
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations and national care standards gradings, for your school can be found on the Education Scotland website at
http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/GullanePrimarySchoolEastLothian.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.

East Lothian Council
EDUCATION & CHILDREN'S SERVICES

Appendix 2

INSPECTION BY THE HM INSPECTORS, EDUCATION SCOTLAND

OF

Gullane Primary School

June 2014

ACTION PLAN

September 2014

Gullane Primary School was inspected in June 2014 and HM Inspectors, Education Scotland, published a report in September 2014. This was a joint Care Inspectorate Inspection.

The school and the education authority have prepared an action plan indicating how they will address the main points for action contained in the HM Inspectors, Education Scotland, and the Care Inspectorate report.

HM Inspectors main point for action:

Review arrangements for recording and sharing children's individual progress in the nursery to ensure they achieve as highly as they can.

School action plan:

To address this area we will:

- Review paperwork across the nursery class.
- Ensure that all revised systems and paperwork include all nursery pupils i.e. pre-school and ante pre-school. Records kept from the point of entry into the nursery class.
- Put in place revised systems to record key learning information for individual pupils.
- Put in place revised systems to record general information about pupils.
- Put in place revised systems to record key milestones in learning.
- Put in place revised systems to record key steps in learning to care for self.
- Put in place a revised system to record planning and learning in floor books and learning logs.

We have now reviewed and revised the above and systems have been put in place and are being monitored. We will evaluate effectiveness at three key points in the session and amend/revise as required.

HM Inspectors main point for action:

Across the school, continue to develop higher expectations of attainment in all curriculum areas.

School action plan:

To address this area we will:

- Continue to track and monitor children's attainment to ensure that all children make effective progress through their needs being met.
- Continue to hold professional discussions about pupil progress and continue to develop a growth mind set within our school.
- Continue to use an agreed range of formative and summative assessments.
- Use of professional learning sessions to develop staff understanding in outstanding formative assessment.

- Use of professional learning sessions to develop effective use of learning logs and floor books.

We continue to make very good progress with this recommendation and will continue with this work throughout the session.

The Care Inspectorate's key requirement for action:

Requirement 1

In order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210. Regulation 4 (1)(a)(d) Welfare of Users. The provider must make proper provision for the health, welfare and safety of Service users.

In order to achieve this the Provider:

- Must ensure that each child has a care plan and this is reviewed regularly.

Timescale: within 6 months of this report.

This requirement takes account of National Care Standards Early Education and Childcare up to the age of 16: Health and wellbeing and Improving the Service.

School action plan:

To address this area we will:

- The revised paperwork and systems for recording learning and progress will allow us to develop individual care plans in line with the above requirement.

This requirement in in progress and will be monitored by head teacher and staff team.

The Care Inspectorate's key requirement for action:

Requirement 2

In order to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210. Regulation 4 (1)(a)(d) Welfare of Users. The provider must make proper provision for the health, welfare and safety of Service users.

In order to achieve this the Provider:

- Must ensure that all children have an up-to-date permission slip and this is stored with the medication.
- Keep a log of all medication kept on the premises, including expiry dates.

Timescale: within 1 month of this report.

This requirement takes account of National Care Standards Early Education and Childcare up to the age of 16: Health and wellbeing and Improving the service.

School action plan:

To address this area we will:

- Ensure all medication in the nursery class is channelled through the main school office where a key member of staff will ensure paperwork is completed including expiry dates.

This requirement has been achieved.

The Care Inspectorate's key recommendation for action:

Recommendation 1

We recommend that the nursery review the planning for all children in the nursery. Next steps should be identified and children should be supported to reach their full potential.

National Care Standards for Early Education and Childcare up to the age of 16.

Standard 4 - Engaging with children
Standard 5 - Quality of experience.

School action plan:

To address this area we will:

- Review paperwork across the nursery class.
- Ensure that all revised systems and paperwork include all nursery pupils i.e. pre-school and ante pre-school. Records kept from the point of entry into the nursery class.
- Put in place revised systems to record key learning information for individual pupils.
- Put in place revised systems to record general information about pupils.
- Put in place revised systems to record key milestones in learning.
- Put in place revised systems to record key steps in learning to care for self.
- Put in place a revised system to record planning and learning in floor books and learning logs.

This recommendation is in place and being monitored.

The Care Inspectorate's key recommendation for action:

Recommendation 2

We recommend that each area of the playroom is sufficiently set up to allow children to independently access a varied range of resources.

National Care Standards for Early Education and Childcare up to the age of 16.

Standard 4 - Engaging with children
Standard 5 - Quality of experience. 3

School action plan:

To address this area we will:

- Continue to develop the range of resources in our nursery setting.
- Review the layout of space within the nursery class and consider variations in area set up.

This recommendation is in place and being monitored.

The Care Inspectorate's key recommendation for action:

Recommendation 3

We recommend that the head teacher supports staff to improve the outcomes for children. She should regularly audit the quality of planning and information held on each child.

National Care Standards for Early Education and Childcare up to the age of 16.
Standard 12: Confidence in staff Standard 13: Improving the service Standard 14: Well-managed service.

School action plan:

To address this area we will:

- The head teacher has reviewed and revised all paperwork used to record nursery pupil progress and aspects of significant learning.
- The head teacher has led staff sessions on planning, floor books and learning logs and how these support staff and pupils.
- The head teacher has held professional learning sessions with nursery staff and will continue to do so throughout this and future sessions.

This recommendation is in place and being monitored.

A more detailed plan of action for the school can be found in the school's improvement plan.

Darrin Nightingale
Head of Education
East Lothian Council
John Muir House
HADDINGTON
EH41 3HA
Tel: 01620-827633
e-mail: dnightingale@eastlothian.gov.uk

17 September 2014

East Lothian Council can provide council information in user friendly versions in other formats, for example:

● Braille ● Large Print ● Audio-tape.

We can also provide signers and interpreters for council business.

Phone **01620 827199** for more information.

Urdu

ایسٹ لودین کونسل آپ کو ایک آسان انداز میں آپ کی اپنی زبان میں معلومات فراہم کر سکتی ہے ۔ ہم کونسل کے کام کیلئے ایک مترجم کا انتظام بھی کر سکتے ہیں ۔ مزید معلومات کیلئے براۓ مہربانی رابط فرمائیں : 827199 01620 ۔

Punjabi

ਈਸਟ ਲੋਦੀਅਨ ਕੌਂਸਿਲ ਤੁਹਾਡੀ ਜ਼ਬਾਨ ਵਿਚ ਸੌਖੇ ਢੰਗ ਵਾਲੀ ਜਾਣਕਾਰੀ ਪ੍ਰਦਾਨ ਕਰ ਸਕਦੀ ਹੈ। ਕੌਂਸਿਲ ਦੇ ਕੰਮ ਕਾਰ ਵਾਸਤੇ ਅਸੀਂ ਇੰਟਰਪ੍ਰੇਟਰ ਵੀ ਪ੍ਰਦਾਨ ਕਰ ਸਕਦੇ ਹਾਂ। ਹੋਰ ਜਾਣਕਾਰੀ ਲੈਣ ਲਈ ਕਿਰਪਾ ਕਰਕੇ ਇਸ ਨੰਬਰ ਤੇ ਟਾਲ-ਮੇਲ ਕਰੋ: **01620 827199**

Polish

Samorząd Regionu East Lothian dysponuje informacjami w Twoim własnym języku. W razie potrzeby zapewniamy również pomoc tłumaczy. Więcej informacji pod numerem: 01620 827199

Chinese

東路芙茵郡議會可以使用你的語言提供服務使用者容易明白的資料. 我們可以爲郡議會的服務提供翻譯.如果需要進一步的資料. 請電: **01620 827199**.

Bosnian

Vijeće za područje East Lothian-a u mogućnosti je pružiti Vam informacije na Vašem jeziku u pristupačnom i jednostavnom formatu. Osiguravamo usluge prevodioca za zdravstvo, školstvo, socijalni rad, i ostale vladine i lokalne službe. Za informacije molimo Vas obratite se na telefon: 01620 827199.

Albanian

Keshilli i East Lothian ju ofron informata ne gjuhen e juaj ne nje version te afert. Ne gjithashtu ofrojme perkthyes per punet e keshillit. Per informata me te shumta, ju lutem kontaktoni : 01620 827199.

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: Literacy in East Lothian Schools

1. PURPOSE

1.1 The purpose of this report is to inform the Committee of the work going on within schools, clusters and across the local authority to raise attainment in Literacy.

2. RECOMMENDATIONS

2.1 The Committee is asked to note the report.

3. BACKGROUND

3.1 Approaches to learning and teaching in schools in East Lothian demonstrate commitment to the four capacities, the four contexts for learning and the seven principles of Curriculum for Excellence. These are:

Curriculum for Excellence		
Four Capacities	Four Contexts for Learning	Seven Principles
• Successful learners • Effective contributors • Confident individuals • Responsible citizens	• Ethos and life of the school as a community • Curriculum areas and subjects • Interdisciplinary learning • Opportunities for personal achievement	• Challenge and enjoyment • Breadth • Progression • Depth • Personalisation and choice • Coherence • Relevance

3.2   Inspection reports and evaluation visits based on HMIE documents 'How Good is Our School', 'Journey to Excellence' and, more recently, inspection advice notes show that there is high quality Learning and Teaching in the majority of East Lothian schools.

3.3   In secondary schools, there is a particular focus on Looked After Children at the school hub meetings to consider appropriate pathways for vulnerable young people. Community Learning and Development colleagues provide targeted support in literacy for students in the senior phase.

3.4   There continues to be a firm commitment to partnership working to enhance the attainment and achievements of children and young people. Strong partnerships exist with a number of neighbouring local authorities. Amongst other developments this includes the Literacy Hub, an inter-authority collaborative forum, in partnership with City of Edinburgh, Midlothian, West Lothian, Dumfries and Galloway and Scottish Borders Councils. The South East Literacy Hub is one of a number that have been funded across Scotland as part of the Scottish Government's Literacy Action Plan to raise levels of literacy from Early Years into Adulthood. This has enabled the 'Dunbar Reads Together' project to happen, and this model is now being adopted by the Tranent cluster, as well as by clusters in other local authorities.

A list of good practice was also developed by all Hub partners to provide a shared directory including key contact details. The East Lothian directory entries were showcased at the East Lothian Literacy Festival in October 2013.

More recently it was agreed to use the remaining funding to take forward 'Muckle Reading' across Hub partner authorities. 'Muckle Reading' has been developed specifically for Scottish schools and provides a clear and coherent approach to literacy from Primary 1 to Primary 7, aimed at improving reading attainment and motivation in reading for all. Following staff training in June this development will be introduced in East Lothian over the coming school session. However this Government funding is unlikely to continue in session 2014/15.

3.5   Partnership with other services and sectors continues to be an important element in the Council's strategy to improve outcomes for all learners, particularly the most vulnerable. The authority is currently considering ways in which it will meet the requirement to increase the hours from 475 to 600 per year for Early Learning and Childcare for 3 & 4 year olds and 'looked after 2 year olds' from August 2014 – as set out in the Children and Young People (Scotland) Bill. This is an important opportunity to enhance early literacy learning across East Lothian. www.scotland.gov.uk/earlyyears

Four additional Literacy teachers have been deployed for this year to schools identified through analysis of attainment data, the Scottish Index of Multiple Deprivation (SIMD) and Free Meal Entitlement (FME) with a view to raising attainment.   Place2B currently provides a nurturing ethos focussed on the most vulnerable children in six of our primary schools (St Gabriel's Primary School, Prestonpans Infant School, Prestonpans Primary School, Sanderson's Wynd Primary School, St Martin's Primary School and

Wallyford Primary School). Plans are in place to expand, such a service, to a larger number of schools.

3.6   *Literacy achievement in early years 0-5*

3.6.1   From ages 0 to 5, much of the work done in the very early years supports children and their families to make the most of the learning opportunities available to them in nursery and beyond. It is also recognised that where very good relationships exist between home and school children attain better across all areas, including literacy.   To support early attainment and achievement, we work in partnership to ensure that support is needs led within the local context. This work starts at 0-3 before children reach nursery where there is a strong focus on literacy and numeracy and the role parents/carers have in ensuring that children receive the best start. Central to this is the importance of play to promote social and emotional development in young children as well as communication, language and early literacy skills. The parenting support programmes we offer through Community Learning and Development, Support from the Start, schools and partner agencies recognise the important role parents/carers must play. A range of programmes and initiatives are in place, including Raising Children with Confidence, PEEPS (Parent Early Education Partnership) Tots and Teens, Tunes and Tales, Bookbugs.

Our nursery provisions have a clear focus on children's early achievement in literacy, numeracy and health and well-being. The needs of children requiring additional support and vulnerable families are met in a variety of settings for example, Kidzone, 2 year old provision, Olivebank and First Step.

The Early Development Instrument (EDI) is an internationally recognised tool used to gather information on children's readiness to learn. This has heightened awareness of needs within communities and information is being increasingly used by schools and communities to identify areas where they can support parents in helping young children to be ready to learn, for example, 'Dunbar Reads Together' - developing early reading skills.

3.7   *Strategies to raise literacy achievement in the Early Years*

Early Years Collaborative
East Lothian Council, Midlothian Council, NHS Lothian and voluntary sector services within both East and Midlothian have all agreed to work in partnership for the national Early Years Collaborative. Tests of change are piloted to promote better outcomes for children and parents. Examples include improved engagement with treatment services for pregnant substance users, and bedtime reading which started in Midlothian and is now about to be tested in East Lothian. www.eycollaborative.co.uk

Support from the Start (SFTS) is a network which works in partnership with local communities and agencies to facilitate a range of positive parenting & play experiences and opportunities, as well as sharing good practice in early years learning. Local parents and services can access on a 'simple rules'

basis small development grants through the SFTS local network. This has led to a range of opportunities for parents and children from local bursary schemes to baby massage and promotion of free play and learning experiences in community parks or open space settings.

Tots and Teens is a pre-school Playgroup run within Knox Academy, Haddington and in Preston Lodge High School, Prestonpans. This provides positive pre-school experiences for young children and provides opportunities for up to eighteen S3 pupils each academic year to work alongside staff. Pupils have gained confidence in their own abilities and learned about the importance of attachment, taking on responsibility, working as part of a team, observing children, understanding child development and why children behave the way they do, including what constitutes 'normal' behaviour and learning strategies to manage behaviour - all of which provide firm foundation for our future parents.

3.8   *Literacy attainment in primary schools*

3.8.1   We use Performance Indicators in Primary Schools (PIPS) data with all our Head Teachers at P1, P3, P5 and P7 to measure children's progress in reading and maths. PIPS is a standardised assessment system offered by the Centre for Evaluation and Monitoring at Durham University that is designed to monitor pupils' educational progress throughout the Primary phase. PIPS provides an annual assessment of attainment in the core curriculum areas of reading and mathematics. In addition there is an assessment of developed abilities, which may be regarded as a measure of each child's academic potential. Comparison of academic attainment with academic potential, and also with previous academic performance, allows teachers to build a powerful profile of individual progress for every child throughout the Primary phase. A value added report is provided for individual schools to assist them in identifying areas for development.

In terms of performance in reading, East Lothian's total pupil average has been above the National Average for prior value added for the previous 3 years and for context value added for the previous 2 years. We recognise that there is a gender split. Girls consistently perform at a higher level than boys. However, for the previous 3 years, the gap in performance between girls and boys has reduced as the girls maintain their strong performance and the boys continue to improve.   We are continuing to take steps to address the gender split through the use of approaches such as Accelerated Reader and the developing nature of improved monitoring and tracking in these key areas.

3.8.2   Through regular evaluation visits Quality Improvement Officers are able to support schools in developing their approaches to planning, monitoring, assessing and tracking children's progress through the broad general education. Currently primary schools in East Lothian use a range of data to inform planning to meet children's learning needs, including the SEEMIS tracking of Curriculum for Excellence levels, the On Track with Learning tracking tool, and standardised spelling and reading tests. An important

support for schools in ensuring effective planning and assessment is the moderation processes at school and cluster level.

3.9 *Literacy attainment in secondary schools*

3.9.1 PIPs data, Curriculum for Excellence levels and Primary 7 profiles are used by our secondary schools to inform teachers about attainment and achievements of primary 7 children moving into S1. All schools are planning and assessing using Curriculum for Excellence. All secondary schools are tracking progress in Curriculum for Excellence levels at S1 to S3. There are examples of very good practice at departmental level including one to one learning conversations with identified young people. There is currently work underway to ensure a consistent approach within and across schools.

All schools use a standardised assessment, MidYIS (Middle Years Information System), to measure ability and aptitude for learning. This is used so that teachers can judge how much 'effort' will be required to take pupils to external examinations. All 6 schools performed higher than their predicted results from the S2 MidYIS tests in the 5+ Level 4 and 5+ Level 5 measures with the exception of Ross High School which performed just below their predicted score in 2012/13.

With regard to progress in literacy in relation to national levels of performance (SQA), by the end of S4, East Lothian continues to equal or perform above both the national and comparator authorities. Over the last 5 years at S4, English at level 3, a key indicator for literacy, has remained the same. It is above both national and our comparator authority averages. By the end of S6, with regard to English at level 3 East Lothian performs significantly above the comparator and the national averages.

3.10 *Strategies for raising attainment in Literacy in Primary and Secondary schools 5-18*

East Lothian has a Literacy Action Plan for session 2013/4 which includes partners (appendix 2). Key developments from the Action Plan and additional measures are detailed below:

3.11 *Accelerated Reader*

The vast majority of schools in East Lothian, both primary and secondary, implement Accelerated Reader. Accelerated Reader is a tool for monitoring and managing independent reading practice. Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading strategies. Feedback from schools strongly indicates that pupils using Accelerated Reader make good progress in their reading. It has encouraged a greater interest in reading, especially with boys.

3.12 ***Moderation***

We have now developed a very good model for moderation across all three key curriculum areas. This is especially true in areas of literacy and numeracy. The aims of this model are to ensure that moderation:

- Is robust and rigorous and gives confidence in teachers' judgements.
- Provides the opportunity for teachers to collaborate and participate in professional dialogue.
- Ensure fairness to all learner and young people and is open and transparent to all staff.
- Is fit for purpose and proportionate with processes articulating across stages and sectors.
- Fosters mutual trust, openness to different ideas and respect for the different skills, experience and understanding that all participants bring.
- Ensures that learning, teaching and assessment are planned in a coherent way and that assessment is valid and reliable.
- Provides opportunities for feedback and planning for improvement.
- Is manageable and the methods used are accessible and easily arranged with ongoing professional dialogue as a key component.
- Promotes learner engagement through learners discussing criteria, sharing and reviewing samples of their work and identifying strategies they found helpful to their learning.
- Promotes capacity building of assessment expertise, professional learning and development and quality improvement as integral to quality assurance processes.

The sharing of standards across the local authority ensures that teachers are making good judgements about children's progress across the curriculum. Teachers are now more able to plan programmes of work for children that are more matched to their needs. It also ensures that teachers' expectations are increased and that there is an appropriate level of challenge.

Comment by HM inspectors on this model in the Musselburgh cluster:
*'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. This demands that staff not only have a sound working knowledge of the relevant experiences and outcomes at their own teaching level but also that they have a secure knowledge at the level at which they are moderating.'*

3.13 ***Improved use of data***

All schools are increasingly making good use of standardised information to support children's learning. For example, the Single Word Spelling Test is used in every primary school alongside Accelerated Reader Star reading assessments and PIPs. Some schools supplement this information with additional standardised assessments from commercial providers such as GL

Assessment of progress in English. In addition to using standardised information, all schools have procedures in place to monitor and track progress at individual pupil level. This allows schools to provide appropriate interventions for those children where progress is deemed to be insufficient. Schools and clusters are using the range of assessment evidence to set shared targets to improve attainment for example increasing the number of children who will have a reading age of 10 by the end of P7.

3.14   *__Strategies at school level__*

Primary schools are using a range of strategies across the local authority to improve attainment in reading. These include Read, Write, Inc, Softstart, Parents for Reading, Parent Homework Clubs. Most notable has been 'Dunbar Reads Together' which has been a very successful community approach to improving the level of children's literacy. At its centre was the aim to engage children in reading more and to engage the whole school community to foster a love of reading in children. This approach has been recognised as innovative and has led to a similar whole cluster development within the Tranent cluster. The reading attainment in Dunbar has shown a marked improvement in PIPs results across the school.

Working with CLD and East Lothian Works secondary schools provide a number of programmes to target young people with low levels of literacy, for example young people in the 16+ age group who are reluctant readers are successfully taking the 'six book challenge'. Targeted individuals are taking part in the Healthy Reading Scheme, where appropriate, and those at risk of not achieving employment are supported to produce CVs. East Lothian Works provides one to one tutoring in literacy for 16-19 year olds involved in Activity Agreements. Through Youth Employment Scotland the Scottish Government also fund paid work experience for 16-24 year olds for six months. 32 participants currently have placements with East Lothian Waste Services. Part of this programme addresses individuals' literacy and numeracy learning needs through the Council's Adult Literacy and Numeracy service.

In addition, many young people in secondary schools successfully achieve SQA lifeskills and employability awards which encompass the core skills of literacy and communication.

3.15   *Future developments for raising attainment in Literacy*

Schools are working together at cluster level to ensure that Cluster Development Plans are more robust and focussed on a collective responsibility to raise attainment. This includes shared expectations across sectors, shared targets and shared learning and teaching approaches.

This collaborative approach involves a clear focus on improving arrangements for effective curricular transitions. For example, staff from the secondary English department along with associated primary schools are now starting to share expectations in relation to expected standards of literacy for children

moving into S1. These standards relate to knowledge and skills. This will ensure that children will make the best start possible to their secondary education.

In the Musselburgh cluster, the cluster action plan includes working with a range of partners. It is based on the notion that it takes a community to raise a child. It is used to share pedagogy across literacy, numeracy and maths, and health and wellbeing. The Musselburgh learning community is not just seen as a group of schools, but includes partners from Children's Wellbeing, NHS, CLD and shares one development plan with priorities based on a shared understanding of data. This type of joint working is happening in a number of our clusters. The aim now is for it to happen in all our clusters.

3.16 Conclusion

There is much good work going on within schools, clusters and across the local authority to raise attainment in Literacy. This is based on current research and sound pedagogy. In most areas, this is now impacting positively on the attainment of children. The focus for this is the Literacy Action Plan (Appendix 2) which clearly details key actions being undertaken over the course of this session. The progress and priorities will be reviewed at the end of the current academic session. This review will influence future planning and priorities in relation to Literacy across East Lothian.

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   East Lothian PIPS Attainment Data (Appendix 1) and Literacy Action Plan
       (Appendix 2).

AUTHOR'S NAME	Alison Wishart
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel Number - 01620 827647 Email:- awsiahrt@eastlothian.gov.uk
DATE	28 May 2014

Appendix 1   East Lothian PIPS Attainment Data

General Observations re P1 Baseline (On-Entry) and Follow-up (End) Scores

On entry, East Lothian pupils score higher than the standardised average of 50 in reading. On average, approximately 75% of pupils are making progress as expected or quicker than expected which is in line with or higher than national norm by the end of P1. Girls generally score higher than boys in both on-entry and end scores in reading.

General Observations re P1 Value Added

In Reading, the value added has fluctuated over the last 5 years with the 3 and 5 year average typically above the National Average. 2012-13 shows a drop below the national average for the first time since 2009-10.

General Observations re P3-P7 PIPS Assessments

In Reading, the value added is typically close to or above the National Average.

P3-P7 PIPS ASSESSMENTS

General Observations P3 – P7 PIPS Context Value Added:

Reading

Overall – There has been an improving trend in reading in East Lothian for the past 5 years.   The East Lothian average has been higher than the National Average for the previous 2 years (2012/13 and 2013/14). There has been an improving trend for all boys for the previous 3 years. East Lothian has maintained higher than National Average for girls (although their most recent average has dropped slightly in 2013/14).

P3 – Overall there has been an improving trend in reading at P3 for the previous 3 years and East Lothian has been above the National Average for the previous 2 years. There has been a continually improving trend over the last 3 years for girls, and over the last 2 years for boys. Both boys and girls were above the National Average in the most recent data (2013/14).

P5 – East Lothian has maintained above the National Average performance although there has been a decrease in 2013/4 to below average performance for the first time in 4 years. There is a fluctuating trend for boys with2013/14 seeing a decrease, and a decreasing trend for girls. Girls still remain higher than the National Average. P5 boys have a consistently lower average compared to the National Average.

P7 – There has been an improving trend for the previous 4 years and East Lothian has maintained above the National Average performance for the previous 3 years. There is a continually improving trend over the last 3 years for girls. The previous trend of improvement has ended with a very slight decrease for P7 boys. P7 Boys consistently have a lower average compared to the National Average.

Gender Split – There is a significantly and consistently higher % of girls whose performance is in line with expectations or better than expected given their developed ability compared with boys in Reading and in comparison to the National Average.

General Observations re P3-P7 PIPS Prior Value Added:

Reading

Overall - A recent increase in performance in 2013/14 maintains the above National Average performance in reading for all pupils for previous 3 years. Only 1 year in previous 6 years, was below National Average.

P3 -There are fluctuating trends at P3 for all pupils and for the performance of both boys and girls. East Lothian has maintained above the National Average for all pupils in 4 of the previous 6 years. Girls consistently perform above the National Average and boys consistently have a lower average compared to the National.

P5 – Although a slight decrease in 2013/14, the East Lothian average has remained above National Average for the previous 3 years.   P5 boys have a higher than National Average for the previous 2 years and girls for the previous 4 years.

P7 - Pupils have maintained a higher than National Average for 5 of the previous 6 years of data. 2013/14 was significantly higher than national norm. P7 Girls have been higher than the National Average every year and boys for the previous 3 years.

Gender Split – there is a consistently higher % of girls whose performance is in line with expectations or better than expected given their previous assessment compared with boys in Reading.   Girls in all stages typically have a higher average than the national norm, whereas over the previous 2/3 years, P5 and P7 boys have also shown a higher than National Average.

East Lothian Council

East Lothian

Education Department

Services for People

Literacy Action Plan

Session 2013-2014

1

East Lothian Literacy Action Plan   Introduction

*'Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence'. (*Literacy and English Principles and Practice. Education Scotland)

The East Lothian Literacy Action Plan:
- sits within the same framework as that of our partners in the Literacy Hub – Edinburgh City Council, Midlothian, West Lothian and Scottish Borders' authorities.
- is organised under the following four headings: early years; primary; secondary; adult literacies.
- is underpinned by successful local partnerships, including those with Health, CLD, Edinburgh College, Libraries and Third Sector providers.
- enables practitioners to fulfil key recommendations of *Teaching Scotland's Future* by encouraging reflection on teaching approaches in literacy and impact on learners and by facilitating the sharing of good practice and collaboration within and beyond the authority.

The East Lothian Literacy Action Plan is also informed by the national plan - **Literacy Action Plan: An Action Plan to Improve Literacy in Scotland**.
The national plan identifies a number of priorities across learning:
- *Breaking the link between poor literacy levels and deprivation*
- *Improving skills of the few who have difficulties with basic literacy, particularly those who are vulnerable*
- *Ensuring young people progress successfully from basic to advanced literacy skills*
- *Raising advanced literacy skills for all*

Effective lifelong learning strategies
In light of their key role in raising literacy standards, we expect all local authorities to have effective literacy strategies in place... these strategies should reflect a sustained ongoing commitment to raise standards through local service provision and should be informed by good practice elsewhere... all effective strategies should encompass:
- ***Targeted approaches*** *- using proven teaching methods to develop an appropriate approach for each learner (GIRFEC)*
- ***CPD*** *– local authorities should lead in developing programmes to support their literacy strategies*
- ***Evaluation*** *- local authorities should evaluate the impact of their strategies and to modify them in light of findings ... some have involved educational psychologists to good effect in developing, evaluating and modifying their strategies. Practitioners should be encouraged to reflect on the impact of their teaching approaches on their learners' literacy and, in light of this, adapt and refine practice.*
- ***Working together*** *– a wide variety of organisations and agencies are needed to make appropriate and timely interventions, particularly at local level. Involving a wide range of partners would benefit local literacy strategies.*

2

East Lothian Literacy Action Plan 2013 – 2014: Early Years

Priority	Key Actions	Success Criteria	Timescales	Lead/s
To address inequalities in health and educational outcomes through <u>Support from the Start</u>. Three key themes: Leadership – Early Years Engagement – Community Learning – Parents and Community	• Facilitate and support local communities in identifying priorities and development of 'Equally Well' • Continue to use PEEP	• Communities have individual action plans • Market-Place events in each cluster • Modelling to Parents e.g. 'Stay and Play' (Burgh) 'Tots n Teens' (Knox) 'Young Mums' Group' (Dunbar) 'Soft Start Fridays' (Wallyford) 'Book Bug' Sessions (Libraries)	2013 – 2014 Ongoing	Public Health Practitioner Cluster Support from the Start Champions Early Years staff CLD Library staff
To continue to use a range of effective approaches and interventions to support early literacy and communication in all early years' settings (Nursery to P1)	• Continue to provide literacy-rich environments • Participate in the Scottish Book Trust gifting scheme • Participate in the Scottish Children's Book Awards • Continue to use a variety of approaches across early years' settings • Continue the 'Music and Me' programme in Nurseries	• All aspects of literacy learning are embedded with Nursery activities, a natural part of learning through play • Bookbug bags – book gifting (e.g. Pirate bookstart) • Children and families engage with the three books, discuss and vote for Awards • Children are making appropriate progress in pre-literacy and literacy, learning through communication and play and - when appropriate - the use of more formal teaching such as Jolly Phonics, Big Writing, a HOTs approach to reading and reciprocal reading • An improved readiness to learn by the development of early reading skills/emotional wellbeing	Ongoing Annual Annual Ongoing Ongoing Autumn 2013	Nursery and Primary HTs Early Years staff Library staff Primary HTs ESO QIO Dunbar Primary School

3

Early Years' practitioners engage in continuing professional learning	• Sharing and Learning from good practice • Contribute to any organised Cluster/Authority Events • Sharing and learning from good practice	• Edinburgh's 'Up, Up and Away' Resource for Early Years has been issued. • Each school will contribute and participate in the Literacy Festival at Dunbar Primary School. • All schools contribute at least one example to the East Lothian Literacy Directory	March 2013 Friday 25 October afternoon session 2013 March 2013	QIO
To continue to assess readiness to learn and target support to Clusters, using the Early Development Instrument	• Use the EDI in P1 to assess readiness to learn and to identify areas of need for support and intervention strategies	• The EDI has been used with all P1 classes • An analysis has been issued to schools, Clusters and the Education Department • Appropriate strategies and support put in place	2013-2014	Primary HTs
To continue to facilitate the transition from Nursery to P1	• Transition activities in each school • Transfer and use made of Learning Stories	• Transition visits and activities have taken place e.g. teddy bears' picnic • Learning Stories inform P1 teachers and parents and allow 'ownership' by children. Smoother continuity and progression	Summer term 2013 and summer term 2014	Nursery and Primary HTs
To use e-PIPS in P1 to provide a benchmark	• e-Pips assessment of all P1 children	• Results issued to schools to establish benchmark and inform strategy	Autumn 2013	MIS team Primary HTs
To ensure effective participation in national and inter-authority initiatives	• To continue to participate in the Literacy Hub with Edinburgh, Scottish Borders, Midlothian and West Lothian • To participate in the 'Away team' with Midlothian in the Early Years' Collaborative	• To share good practice and resources in effective approaches to Literacy • East Lothian Representatives to deliver workshops at the Inter-Authority Literacy Event: 'Building bridges to close the gap' • East Lothian delegates to attend the above event	2013-2014 August 31st 2013 August 31st 2013	QIO Team (DPS) (CLD) Education: 16 delegates Early Years Team

4

East Lothian Literacy Action Plan 2013 – 2014: Primary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	• Analyse data from the Early Development Instrument in P1, e-PIPs in P1, P3, P5 and P7 and Accelerated Reader in relevant schools	• All schools continue to measure and monitor progress • Clusters will discuss data in cluster workbooks and this will inform the Cluster Improvement Plan	Cluster Meetings 2013 – 2014	Primary HTs
	• Support and challenge to schools	• Support and challenge provided to identified schools/stages	Evaluation visits First and Second Terms 2013–2014	QIO Team
	• Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR)	• All schools and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation	2013 – 2014	School and Cluster co-ordinators QIO team
Continue to implement consistent approaches to reading in line with best practice in active learning, formative assessment and meeting learning needs through CfE	• Monitor and evaluate impact of different approaches	• All schools continue to monitor and evaluate the success of reading approaches e.g. reciprocal reading, jolly phonics and so on.	On-going	Primary HTs
	• Sharing and learning from good practice	• All schools contribute at least one example to the East Lothian Literacy Directory	March 2013	
	• Organise CPD/Sharing practice and contribute to cluster/authority events	• All staff are aware of relevant CPD opportunities	Ongoing	Staff Development Officer/Team
		• Each school will contribute and participate in the East Lothian Literacy Festival at Dunbar Primary School	October 25 2013, afternoon	Dunbar Primary School
		• All staff are aware of ideas and resources on Education Exchange e.g. Directory; Routes to Reading; Sue Ellis materials ...		

5

Continue to work with partners to improve literacy for all children	• Continue to work with communities, NHS and CLD	• Families increasingly engaging with children's literacy through partnership working such as Support from the Start, Soft Start (Wallyford); Dunbar Reads Together	2013 – 2014	Primary HTs Public Health Practitioner CLD Service
	• Continue to work with the Library Service and the Scottish Book Trust	• Pupils access the public library to use Accelerated Reader • Pupils participate in events organised by the Libraries: Summer Reading Challenge: Tyne/Esk writing competition (P4 up); Lennox Author Award; Bookbug; Scottish Children's Book Awards.	2013 – 2014 2013 – 2014	Library service
	• CPD Sessions provided by the Library Service	• All staff are aware of training and project boxes provided by the Public Library Service and able to access AR Training		Library service
Continue to promote consistent approaches to teaching writing in primary in line with best practice	• Continue to organise CPD/Sharing Practice	• All Staff are aware of relevant CPD, for example on cursive script; Big writing etc • All staff are aware of ideas with impact on Education Exchange and the East Lothian Literacy Directory		Staff Development Officer/Team
Continue to implement intervention targeting the lowest attaining 20% and those with identified difficulties	• Continue to identify needs and use appropriate interventions including technology	• All staff are aware of advice and guidance (including the resource *Literacy and Dyslexia: Identifying and meeting needs*) • Staff use appropriate strategies e.g. SRA, Toe by Toe, Fresh Start etc • Staff are aware of and can access appropriate technology		Inclusion Team Primary HTs ESO

6

East Lothian Literacy Action Plan 2013 – 2014: Secondary

Priority	Key Actions	Success Criteria	Timescales	Lead/s
Continue to raise attainment in Literacy and English	• Analyse data (PIPS, MidYis, AR, STACs . . . .) and relevant interventions planned	• Data analysed – progress identified; interventions in place for target individuals/groups	From August 2013 – June 2014	PTCs Literacy and English PTs SfL
	• Support and challenge to departments	• Support and challenge provided to identified departments		Secondary HTs QIO team
	• Support approaches to assessment and moderation through school and cluster meetings. Develop use of the Local Authority Assessment Resource (LAAR) on Education Exchange	• All school and cluster literacy co-ordinators take part in school and cluster moderation. Schools contribute to and use evidence on the LAAR for moderation	By June 2014	Literacy co-ordinators
	• Organise CfE Subject Support meetings, with input from local authority writers and verifiers.	• Each department represented - at least two subject support meetings.	October 2013 – May 2014	Secondary HTs/QIO team
	• Continue to raise advanced level literacy skills for all (including higher order thinking skills)	• All English departments will receive appropriate support in planning for progression/NQs. East/Midlothian writing teams will provide plans and materials developed for the NQs. Authority nominees for verification will be trained and will share this training across all departments. English departments will be kept up to date on developments with National qualifications by dissemination of information and attendance at CPD/SQA events where possible.	August 2013 – June 2014 August 2013 By October 2013 August 2013 – June 2014	SQA co-ordinators
	• Provide support with planning for progression/national qualifications			
Further embed effective approaches to literacy across learning (LAL) in Secondary	• Meetings of Literacy working groups within schools	• Literacy groups meet at least twice	2013 – 2014	School Literacy Co-ordinators

Schools and engage in continuing professional learning	• Contribute to any organised Cluster/Authority Events	• Each school will contribute and participate in the Literacy Festival at Dunbar Primary	October 25, afternoon 2013	Dunbar Primary School
			On-going	
	• Identify and organise high quality CPD for staff	• All are aware of relevant authority CPD events (for example Cursive Writing) inter-authority events (for example the Literacy Hub Festival at Napier University); Education Scotland CPD events (for example National Literacy Network Meetings; LAL CPD; Literacy through Outdoor Learning; GLOW resources and how to access these.)	August 31st 2013

On-going | Staff development officer

Staff development officer QIO Team |
| | • Sharing and learning from good practice | • All departments contribute at least one example to the East Lothian Literacy Directory. | March 2013 | QIO team |
| Improve the reading skills of learners in S1/S2 at risk of not achieving functional levels of literacy | • Implement intervention programmes for identified learners

• Evaluate targeted support

• All secondary schools using Accelerated Reader | • Use of SRA or programmes for identified learners (e.g. Toe by Toe)
• Appropriate CPD e.g. Accelerated Reader
• Star Reader results are improving
• Progress for identified learners shown in relevant MidYis scores/NQs | 2013 – 2014

2013 – 2014

Spring 2014

Spring 2015 | English Literacy PTs Support for Learning PTs

Secondary school librarians |
| Improve literacy levels at 16+ transition for LAC, LAAC and the lowest attaining 20% | • Identify need and put in place necessary support; a transition plan is in place

• Work with partners to refer individuals for literacy programmes (including 1:1) | • Need identified and transition plans in place, where appropriate

• Referrals made to the East Lothian Works; CLD; Third Sector; Edinburgh College for individuals needing further literacy support | Autumn 2013

2013 – 2014 | Pupil Support, Guidance,16+ Hub

Pupil Support, Guidance,16+ Hub |
| Improve attainment for learners with an identified need which impacts on literacy and their ability to access the curriculum | • Identify need and put in place appropriate support/strategies

• Advise schools in the use of technology to support learners and provide relevant CPD | • Identified learners have a plan tailored to their needs
• Strategies are shared with all practitioners in the school

• Technology used to provide appropriate support
• Relevant staff aware of CPD available | Autumn 2013

2013 – 2014 | Pupil Support PTs

ESO |

8

	• Advice and support e.g. in implementing relevant legislation; latest dyslexia research; SQA assessment arrangements	• Relevant staff are aware of changes/developments and how to implement these (including access to the resource *Literacy and Dyslexia: Identifying and meeting needs*)	2013 – 2014	Educational Psychologists and Inclusion Team
	• Provide advice and follow-up support, if needed, including evaluation of impact of interventions	• Support in evaluation of impact on an individual casework level, as arranged with individual schools • Barriers to learning for individuals are overcome, as far as possible, and attainment is improved	2014 2014	Educational Psychologist Team Pupil Support PTs

9

East Lothian Literacy Action Plan 2013 – 2014: Adult Literacies

Priority	Key Actions	Success Criteria	Timescales	Lead/s
To further develop literacy core skills for those in the 16-24 group at risk of not progressing into a positive destination	Work with partners to expand the number of young people who participate in literacy programmes to help them to achieve a positive destination	• More young people on tailored programmes through East Lothian Works which equip them with literacy skills/qualifications for employment. (Literacy 1:1; employability awards; lifeskills; Activity Agreements; GRFW)	By Christmas 2013	East Lothian Works
		• More referrals to CLD by secondary schools	Autumn 2013	PTs Guidance
		• Participation in programmes e.g. 16+ football and literacy; employability; motorcycle project; making time count (CLD)		CLD
		• CLD representative on Literacy Hub. Deliver workshop at the Literacy Hub event	August 31st 2013	CLD
		• 16 – 24 reluctant readers successfully taking the 'six book challenge'	2013 – 2014	Library Service and CLD
		• Targeted individuals taking part in the Healthy Reading Scheme, where appropriate	Ongoing	Library Service and CLD
		• Those at risk of not achieving employment helped to produce CVs.	Ongoing	PTs Guidance in consultation with Edinburgh College
		• Provision of College places for Christmas leavers	By January 2014	PTs Guidance in consultations with LEAPS
		• Baseline literacy and progression in literacy qualifications for young people	2013 – 2014	
		• Continue participation in the LEAPS programme and an increasing number of young people accessing HE.	Summer 2014	
Development of family learning approaches to support children's learning and adult literacies	Work with partners to develop family learning activity in nurseries, schools, community	• Continue Support from the start across ELC – Cluster market-place events for communities (e.g. play activities/stay and	2013 – 2014	Public Health Practitioner Childcare Officer Cluster Support from the

	venues and libraries	play)		Start Champions
		Including participation in:-		
		PEEP (e.g. Burgh)		
		Young mums' groups (Dunbar)		Adult Literacy & Numeracy team
		Bookbug Sessions (Libraries)		Library service
				Wallyford Primary / CLD
		Soft Start (Wallyford)		Knox Academy
		Tots n Teens (Haddington/Knox)		

11

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: School Session Dates (2015/16)

5

1   PURPOSE

1.1   The purpose of this report is to obtain the Committee's approval for School Session dates for 2015/2016.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

(i) Approve the school session dates for 2015/2016 as outlined in 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 2015/2016 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.

2015/2016 SESSION

3.2   In preparing the School Session Dates for 2015/2016 the five points in 3.1 were taken into account as outlined in the attached draft proposed dates (Appendix 1).

3.3   Discussion took place with City of Edinburgh Council and Midlothian Council in an attempt to completely align the dates across the three local authority areas. Unfortunately this was not achieved however, in the main, the October, Easter and summer holidays align, with only the Christmas break starting and ending slightly later in Edinburgh and in-service days being different in each authority.

3.4   Consultation also took place with Head Teachers, Teachers' Associations, UNISON, Educational Establishments, Parent Councils and the wider community through the Council's Consultation Hub.

3.5   The Department received a total of 134 responses to the consultation. 130 responses were from individuals and 4 responses were from groups i.e. staff within a school/Parent Councils.

3.6   The responses to the consultation can be categorised into four main areas (ranked in order of most responses):

- Session dates should mirror City of Edinburgh Council session dates.

- Session dates should mirror both City of Edinburgh Council and Midlothian Council session dates.

- East Lothian Council should set its own session dates independently.

- Session dates should mirror Midlothian Council session dates.

3.7   The Department has taken cognisance of the responses received from the consultation and acknowledged the fact that Midlothian Council's and City of Edinburgh Council's October break is the same week, commencing 12 October 2015. As a result we have moved East Lothian's October break to align with our neighbouring authorities (see Appendix 1 for approval).

3.8   In summary, the session dates in East Lothian align with Midlothian Council's session dates other than in-service days and in the main with City of Edinburgh Council session dates, the exceptions being a two day later start in August 2015 for East Lothian; a two day earlier finish/return at Christmas for East Lothian, an in-service day following the February week in East Lothian which is held in May in Edinburgh, a spring Monday holiday in Edinburgh but not in East Lothian, and a one day later finish in East Lothian at the end of session.

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   Appendix 1 – draft school session dates 2015/16.

AUTHOR'S NAME	Richard Parker
DESIGNATION	Business Manager
CONTACT INFO	Tel:- 01620 827494 Email:- rparker@eastlothian.gov.uk
DATE	4 September 2014

EAST LOTHIAN COUNCIL
RESOURCES AND PEOPLE SERVICES
DRAFT SCHOOL SESSION DATES 2015/16 (FOR APPROVAL)

TERM 1	Staff In-service Day 1	Monday	17	August	2015
	Staff In-service Day 2	Tuesday	18	August	2015
	Pupils Resume	Wednesday	19	August	2015
	Autumn Holiday (schools closed)	Friday	18	September	2015
	Autumn Holiday (schools closed	Monday	21	September	2015
	All Return	Tuesday	22	September	2015
	All Break	Friday	9	October	2015
	Staff In-service Day 3	Monday	19	October	2015
	Pupils Resume	Tuesday	20	October	2015
	Term Ends	Friday	18	December	2015
TERM 2	All Resume	Tuesday	5	January	2016
	All Break	Friday	12	February	2016
	Staff In-service Day 4	Monday	22	February	2016
	Pupils Resume	Tuesday	23	February	2016
	All Break	Thursday	24	March	2016
	Good Friday – 25 March 2016 Easter Monday – 28 March 2016				
TERM 3	All Resume (Staff and Pupils)	Monday	11	April	2016
	May Day (Schools closed)	Monday	2	May	2016
	All Resume	Tuesday	3	May	2016
	Staff In-service Day 5 (pupils off)	Monday	23	May	2016
	Pupils Resume	Tuesday	24	May	2016
	Term Ends	Friday	1	July	2016
Provisional 2016/17					
	Staff Resume	Monday	15	August	2016

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

6

SUBJECT: Professional Review & Development (PRD) Professional Update Validation of processes by the General Teaching Council of Scotland (GTCS)

1. PURPOSE

1.1 The purpose of this report is to inform the Committee of the recent validation of the Professional Review & Development (PRD) Professional Update processes that apply to teaching staff registered with the General Teaching Council of Scotland (GTCS).

2. RECOMMENDATIONS

2.1 The Committee is asked to note the positive report received from the GTCS panel that validated our processes unconditionally and made a number of recommendations which are being addressed.

3. BACKGROUND

3.1 On 17 March 2011, the Scottish Parliament approved the Public Services Reform (General Teaching Council for Scotland) Order 2011 which set out the Government's plans for the granting of independent status to GTC Scotland from April 2012. As part of this legislation (Article 31), the Government placed the GTC Scotland under **a duty** to introduce a scheme "setting out measures to be undertaken for the purposes of allowing it to keep itself informed about the standards of education and training of registered teachers".

3.2 In its response to the consultation on the future of GTC Scotland, the Scottish Government had anticipated that the above scheme would "build on those aspects of current good practice which can help teachers to keep their skills up-to-date as their careers develop and school curriculum and learning patterns change". In addition, the Government recognised that a "supportive but rigorous system of professional review and development" can help to confirm that teachers have maintained high standards and to ensure the

future quality of professional teaching skills across Scotland's schools, colleges and more widely across the education profession.

3.3   Following a consultation exercise, and in discussions with national partners, GTC Scotland has adopted the title "Professional Update" for this process. GTC Scotland believes that Professional Update, which is premised on "supportive and rigorous professional review and development" and sustained professional learning, will contribute to the future quality of the education profession.

3.4   Engagement in the Professional Update process is a requirement of registration for fully registered teachers from August 2014.

3.5   East Lothian's PRD Professional Update process was validated on the 2 July 2014 with no conditions and a small number of recommendations (Appendix 1).

3.6   The Training and Development Officer, Education is working with Head Teacher's, Staff Development Co-ordinators and Trade Union representatives in drawing up and agreeing procedures for taking the recommendations forward.

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   Summary Report of Professional Update Validation Event (Appendix 1)

AUTHOR'S NAME	Margo Cunningham
DESIGNATION	Training and Development Officer, Education
CONTACT INFO	Tel Number - 01620 828767 Email:- mcunningham@eastlothian.gov.uk
DATE	29 August 2014

Appendix 1

**Summary Report of Professional
Update Validation Event –
National Rollout**

East Lothian Council

Tuesday 2 July 2014

1   Members of the Validation Panel

- David Mitchell, Education Committee, GTC Scotland (Chair)
- Tara Lillis, Member of the Professional Update Working Group (PUWG)
- Donald A Macleod, Comhairle nan Eilean Siar
- Rosa Murray, Education Adviser, GTC Scotland

Representatives from East Lothian Council

- Darrin Nightingale, Head of Education
- Richard Parker, Education Services Manager
- Margo Cunningham, Training and Development Officer

2   Event

The validation event comprised:

(a)   Discussion with the members of the validation panel to identify areas for discussion based on the analysis of the documentation submitted to the GTCS from East Lothian Council.

(b)   Presentation from East Lothian Council focused on their revised Professional Review and Development (PRD) policies, Professional Learning (PL) and Professional Update (PU) processes, followed by discussion with central staff, including questions and issues raised by the Panel from the presentation and the documents submitted which included:

- Professional Update Briefing Paper
- Initial Report on PRD Implications
- Policy Document
- Examples of PRD documentation
- CLPL Policy for Teaching Staff
- PRD Policy for Teaching Staff
- Workforce Development Plan
- Learning at Work Policy
- CLPL Update

3   Discussion with four Focus Groups

- Group 1 - Promoted staff

- Group 2 - Non-Promoted staff
- Group 3 - Centrally based staff
- Group 4 - Peripatetic staff.

The Panel reflected on and discussed the findings from the Focus Groups and the documentation and made the following conclusions which were then communicated through an oral report to Richard Parker and Margo Cunningham.

4   Conclusion

The panel concluded that the materials presented to the panel for validation fit the purposes and principles of Professional Update and accordingly validated East Lothian Council unconditionally. The Panel identified key strengths and provided several recommendations to enhance the Professional Review Development and Professional Update policies of the council.

The following **key strengths** were noted:

- The initial gathering of evidence to monitor and to evaluate the progress of and engagement with PRD across the profession.

- The Council were to be commended on honouring and articulating commitment to the working time agreement for teachers within their documents.

- The strategic links made across the council in relation to PRD policies and development planning.

- The Council's commitment to supporting the profession in their understanding of the Professional Standards and how to use the Standards for self evaluation and developing professional learning and career pathways.

- The Council's understanding of and commitment to Professional Learning. It is clear that Career Long Professional Learning underpins the PRD policy as a process of sustained learning opportunities and not simply stand alone courses.

- The initial developments in building the capacity of coaching and mentoring skills and abilities across the profession.

The following **recommendations** were identified:

- To develop and articulate a strategic communications strategy focused on the principles and processes of Professional Update within the national rollout for all teachers at all stages.

- To articulate clearly within the PRD policy the MyGTCS sign off processes and procedures.

- To develop and articulate the plans for building the capacity for coaching and mentoring across the authority to support PRD and PU processes.

- To develop further guidance on how to use the Professional Standards and to integrate them further in Section 5 of the policy. Within the documentation provide further guidance about what using the appropriate standard means for the individual teacher.

- To include references to the nature and evidence of impact of Professional Learning within the teacher PLP plans.

- To continue to develop and articulate monitoring and tracking systems to evaluate progress and impact of the revised PRD guidelines, use of the Professional Standards and of the recording process.

- To support ongoing dialogue with central staff providing opportunities for discussion and regular feedback related to national policy development, PRD and PU.

- To clarify the wording about the PRD/PU arrangements for supply and temporary teachers within the documentation.

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services)

7

SUBJECT: Education Accessibility Strategy 2014-2016

1   PURPOSE

1.1   To inform the Committee of the draft Accessibility Strategy 2014-2016.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

(i)   Approve the draft Accessibility Strategy 2014-2016 (Appendix 1).

(ii)   Authorise consultation of the draft Accessibility Strategy 2014-2016 to all stakeholders in East Lothian.

3   BACKGROUND

3.1   Section 85 of the Equality Act 2010 places duties on responsible bodies to prevent discriminations against disabled pupils.

3.2   The Education (Disability Strategies and Pupil Educational Records) (Scotland) Act 2002 requires those bodies responsible for the provision of school education to take account of their planning for pupils or prospective pupils with disabilities.

3.3   As part of this planning responsible bodies must periodically produce an Accessibility Strategy

3.4   The Accessibility Strategy must cover the following three elements: Access to the Curriculum; Access to the Physical Environment and Improving Communication

3.5   The Department of Education and Children's Services produced an updated Accessibility Strategy in 2008.

3.6 In academic year 2013/2014 an Accessibility Strategy Steering Group was formed to review the previous Strategy. The steering group comprised of members of staff from Education and Children's Wellbeing, alongside parent and pupil representatives.

3.7 The previous strategy was reviewed and the draft Accessibility Strategy and Action Plan was produced (Appendix 1).

4 POLICY IMPLICATIONS

4.1 All current and future policies will take account of the duties set down by the Equality Act 2010, the Education (Disability Strategies and Pupils' Education Records) (Scotland) Act 2002 and the Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009).

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 – Current policy on Accessibility requires the Authority to make reasonable adjustments where required to provide access for pupils to the curriculum, extra-curricular activities, built environment and communication. These adjustments will continue to be met from the Education budget

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Draft Accessibility Strategy 2014-16 (Appendix 1) and Action Plan 2014-16 (Appendix 1).

AUTHOR'S NAME	Alison Mitchell
DESIGNATION	Service Manager – Education (ASN and Early Years)
CONTACT INFO	Tel: 01620 827565 email: amitchell@eastlothian.gov.uk
DATE	3 September 2014

DRAFT

ACCESSIBILITY STRATEGY 2014 - 2016

Resources and People Services – Education
East Lothian Council
John Muir House
Haddington
East Lothian
EH41 3HA

ACCESSIBILITY STRATEGY: August 2014 – July 2016

East Lothian Council Education Service values and respects the diverse communities it serves and has policy and guidance documents in place to promote positive attitudes and eliminate discrimination and stereotyping in all of its establishments. Every school and nursery within the education authority is made aware of relevant policies/guidance and is required to develop strategies to implement them. The Accessibility Strategy, which sits alongside the ELC Equality Plan, is one such document.

Legislative Context

The Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 places a duty on education authorities to prepare a strategy to increase the physical accessibility of the school environment, increase the accessibility of the curriculum and improve communication, especially in relation to the provision of school information, for those pupils who have disabilities, and also to plan for prospective pupils who may have. Schools and nurseries must take the Accessibility Strategy into account in any management decisions and improvement planning.

The Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009) requires that education authorities make adequate and efficient provision for such additional support as is required by a child or young person and, make appropriate arrangements for keeping under consideration the additional support needs and the adequacy of the additional support provided. When providing appropriate arrangements schools must take account of guidance as set out in the *Supporting Children's Learning Code of Practice* (the document relating to the ASL Act) http://www.scotland.gov.uk/Publications/2011/04/04090720/21 and the authority's *Framework for Meeting Additional Support Needs* http://www.eastlothian.gov.uk/download/downloads/id/3944/a_framework_for_meeting_additional _support_for_learning_needs

The Equality Act 2010 restates the previously existing duty that an education authority is required to "make reasonable adjustment" for disabled persons in schools, where an existing arrangement places a disabled person at a substantial disadvantage in comparison to persons who are not disabled, to remove that disadvantage.

The law states that a person has a disability if (s)*he "has a physical or mental impairment, and that impairment has a substantial or long-term adverse effect on the ability to carry out normal day-today activities"*

long term   last or likely for at least 12 months or for the rest of a persons life

substantial   an effect which is neither minor nor trivial and affects one of the
adverse effect   special capabilities of mobility, manual dexterity, speech, seeing, hearing, remembering

The Act also restates the duty of the education authority to prevent discrimination against disabled pupils. Direct discrimination occurs when a person treats another person less favourably, because of their disability, than a non-disabled person would be treated.

September 2014

However, it is not discrimination of a person who is not disabled to treat a disabled person more favourably.

Accessibility Strategy 2008-2011

A review of the accessibility requirements, with reference to the elements of access to the physical environment, access to the curriculum and improving communication was carried out in 2008 and an Accessibility Strategy and Action Plan produced. The areas identified in the Action Plan have, in the main been resolved, with the following identified targets still to be achieved:

- Data collection mechanism for pupils affected by disability (currently being developed)
- Review of VI service (planned as part of a rolling programme)
- Increase access of children and young people who have disability or are affected by SEBD at after school clubs(no data available for the duration of the 08-11 strategy)
- 365 day provision for children and young people who have severe and complex needs (current position is that the use of external providers for respite is to continue)

The details of a revised strategy covering the period from 2014-2016 has been determined through a process of consultation and review and, where appropriate, incorporating targets not yet achieved in the period of the previous strategy.

With reference to indicators of equality which cover the protected characteristics identified by the *Equality Act 2010*, the duties set down by the *Education (Disability Strategies and Pupils' Education Records) (Scotland) Act 2002* and the *Education (Additional Support for Learning) (Scotland) Act 2004 (amended 2009),* the headings set out below are the basis on which planning of a new Accessibility Strategy has been determined.

1. **Know the number of disabled pupils in our schools and how well they are attaining.**
   This data is currently available through SEEMIS and PIPS but more systematic use of it needs to be developed.

2. **Ask pupils/parents/carers if there are any curricular, physical or communication barriers which prevent young people who have a disability from taking part in all aspects of school life.**
   Data from surveys 2010-2012 – see appendices.

3. **Ask pupils/parents/carers/school and other staff if they are aware of any instances of negative stereotyping based in disability in any areas of the authority's education provision.**
   Data from surveys 2010-2012 – see appendices.

4. **Consult the relevant young people and service providers to know the extent to which careers advice and work placements meet the needs and aspirations of young people who have a disability.**
   Data not currently available. Can systems be developed?

5. **Consult with parents/carers, pupils, teachers to find out if they know how to report incidents of bullying/unfair treatment due to disability.**
   Data from 2012 surveys - see appendices.

September 2014

6. **Find out from the above group(s) if reported incidents have been adequately resolved.**
   Data from 2012 surveys – see appendices.

7. **Identify which documents still need to be changed to be made accessible and available in a range of formats.**
   Task still to be undertaken.

8. **Consult with parents/carers/pupils/teachers to identify any instances of extracurricular programmes or special events which have not been planned to include pupils who have a disability.**
   Data from 2012 surveys – see appendices.

9. **Consult with parents/carers/learners/staff/the local community to identify instances where the built environment, the curriculum and information about school are not fully accessible to pupils who have a disability.**
   Data from 2012 surveys.

Collated Data from Surveys – 2010-2012

There have been recent consultations with young people, parents/carers, Disability team rep.

Parents Calling Parents Survey 2010
Shared Services Consultation Focus groups involving parents/carers/young people (2011)
Director's 'Listen and Learn' session with young people at RHS and MGS (2012)
FLIP Focus Group - parents/carers of children and YP who have a disability/complex needs (2012)
Interview with Befriending Service Co-ordinator (2012)

From these consultations the following as possible areas for attention/development have become apparent

Access to the curriculum

- Support to be available to pupils as required
- All staff to be aware of the need for support to be given when it exists in relation to specific conditions e.g. dyslexia, ADD
- More non-academic options to meet the needs of pupils who have disabilities which affect learning
- Longer nursery places for pupils who have complex needs
- More mainstream nursery places available to pupils who have complex needs/disabilities
- Specialised curriculum adaptations –pupils cannot always be supported to 'fit' existing curricular arrangements, some changes to curriculum and/or its delivery can be required e.g.specialised fitness prog. for pupils who have disability

Access to extra-curricular activities

- Lack of availability of suitable options for children/YP across the range of ages/types of disabilities (provision offered can be too narrow in its focus or too general, some targeted provision, which accounts for a lot of the available funding e.g. Special Needs Playscheme, have waiting lists)
- Support for individuals to be available as required – absence of it can totally exclude individuals from taking part
- Need to develop capacity of all staff to be able to include children and YP affected by disability (see model of Disability Team training and work done to develop youth club opportunities and swimming events)

Built Environment

- All school playgrounds should have specialist equipment

September 2014

<u>Communication</u>

- Parents would like the opportunity to meet with other parents
- Parents would like more info to be available to them re services in web-based, leaflet and face-to-face formats
- A consistent, user-friendly communication channel for individuals (e.g. lead professional)
- There is a need to communicate with parents/carers/all staff/all pupils how and why some children and young people who have disabilities need to be treated differently ('different' treatment is often seen as preferential)
- Complaints procedure options need to be more widely known
- Face-to-face communication in relation to complaints need to be handled more consistently and sympathetically that is sometimes the case
- There needs to be consistent use of systems across all schools and information routinely shared with parents (e.g. SAI)

<u>Other</u>

- Improved access to transport when it is required (for children and YP who have a disability)
- Improved availability of suitable specially adapted buses/taxis (for children and YP who have a disability
- Can other services be taken into schools (e.g. medical appointments)?
- Staff need to be trained to recognise/deal with behaviours linked to specific learning difficulties – even before they are officially labelled by medical processes

September 2014

ACCESSIBILITY STRATEGY
SURVEY MONKEY QUESTIONNAIRE – GENERAL PUBLIC (JULY 2012)

The questionnaire sought responses in relation to five areas.

1. Curriculum
2. Extra curricular events
3. Built environment
4. Communications
5. Ways in which ELC could remove barriers to education (for children and young people who have a disability)

The response rate was low (9). The following summarises the responses received.

1. <u>Curriculum</u>

   No parent/carer identified instances of curriculum access being a problem.

2. <u>Extra curricular events</u>

   3 responses identified problems with sufficient staff being available to provide 1-1 support where it was required – camps and after school clubs (and including personal care issues).

   2 responses identified instances where pupils who had a disability were not allowed to access a mainstream activity. Only one was school based (dance class), the other was regarding a scout group.

   1 parent referred to lack of provision for after school care for disabled pupils.

3. <u>Built environment</u>

   2 responses identified problems with wheelchair access to buildings – but this did not seem to be restricted to schools.

4. <u>Communications</u>

   1 response identified that "easy to read" information regarding services is not generally available.

5. <u>Actions for ELC</u>

   - Disability legislation/awareness training (for staff, pupils and the general public).
   - Mechanisms to be developed to facilitate access to school clubs/other activities (e.g. direct payments to enhance availability of 1-1 support).
   - Creation of accessible formats for information.
   - To have open/honest dialogue with pupils/carers.

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (AUGUST 2012)

Question 1 (a)   **In your school what do you think prevents individuals who have a disability from fully accessing the curriculum?**

There were 114 responses, summarised below.

1. 23 responded that they did not think there were any problems.

2. 53 cited lack of support staff
   11 cited lack of equipment
   3 cited lack of Support for Learning
   6 cited lack of external specialist support (3 specified SALT)
   6 cited lack of time/class sizes

   Not clear if this was restricted to pupils who had a disability or related to a wider population of pupils who had learning difficulties.

3. 6 responses mentioned specific equipment/resource issues.

   - Lack of handrails/ramps (1)
   - Lack of loop system for HI (1)
   - Lack of large print materials (1)
   - Broken blinds (1)
   - Formal classroom layouts (1)
   - Required ICT breaking down (1)

4. 4 responses identified the following.

   - Lack of appropriate curricula (2)
   - Inability of pupils to meet the demands of mainstream (2)
     "science is too difficult for people who cannot remember things"
     "physical disabilities make practical tasks difficult"

Issues raised

As we are required by law to meet the needs of all pupils and to ensure that systems/practices/environments do not discriminate against individuals who have a disability.

   - How can we ensure that sufficient staff/resources are deployed to meet the needs of pupils who have a disability?

   - What systems are in place to provide specialist equipment/resources and are they working as well as they need to? What can we do if they aren't?

September 2014

- What further training is required to equip staff to have appropriate expectations of pupils who have a disability and to be able to provide appropriate learning experiences?

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (August 2012)

Question 1 (b)   **In your school, what do you think prevents individuals who have a disability from fully accessing extracurricular events?**

There were 97 responses, summarised below.

1. 24 responded that there were no barriers to prevent individuals who had a disability from fully accessing extracurricular events.

2. The following responses identified barriers to participation:

    33   cited a lack of support staff to help pupils as required
    8   cited the lack of availability of appropriate activities
    5   identified the need for staff training (to support the above 2 points)
    9   cited lack of transport
    2   noted that the lack of after school care could be a barrier to children's participation and also prevent parents from attending activities relating to their children
    1   cited the lack of changing facilities
    1   noted that problems could arise if a pupil's disability was not taken into account at the planning stage of an event/excursion
    2   responses suggested that there may be issues relating to staff awareness of the rights of pupils and the responsibilities of schools (they are paraphrased):
    "school not at fault if there is a mismatch between an individual's disability and the activity"
    "some activities which involve physical activity are exclusive, e.g. kayaking"

Issues raised

-   Lack of transport is a recurring theme (see other questions)

-   What training/awareness raising requirements are suggested?

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (August 2012)

Question 1 (c)   **In your school, what do you think prevents individuals who have a disability from fully accessing the built environment?**

There were 97 responses, summarised below.

1. 34 responded that there were no problems.

2. The following responses identified problems with accessibility:

    31   noted that disabled access is not provided in all areas (including toilets, building entrances and exits)
    8   identified the need for ramps/lifts/handrails
    6   noted that lack of space could be a problem (reasons were varied – building limitations, increasing class sizes, amount of furniture in any one area)
    3   commented on the lack of dedicated space for therapists
    3   commented that separate access for wheelchair users made some pupils "different"
    2   noted that busy environments in small spaces (cloakrooms, corridors) could create problems

3. The following individual responses mentioned specific issues:

    -   Overload of information (visual/auditory) in classrooms
    -   Noise of bell (especially problematic for ASD)
    -   Lack of hearing loop
    -   Lack of quiet/secure areas
    -   Height of tables not suitable for wheelchairs
    -   Signage could be improved
    -   Heavy doors
    -   Special aids required in toilet
    -   Locked gates create problems for disabled pupils' transport
    -   Lack of changing facilities

Issues raised

    -   Are there any cross-authority or high priority issues?
    -   What systems are in place to enable schools to be able to make adaptations as required? Are they working as well as they need to and what can we do if they are not?

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (August 2012)

Question 1 (d)   **In your school, what do you think prevents individuals who have a disability from fully accessing communications about education?**

There were 72 responses, summarised below.

1. 7 responded that they did not think there were any problems.

2. 23 responses related to in-school communications between professionals (indicative of a lack of understanding of what area of communication was to be considered).

3. The following responses mentioned specific issues:

    15 noted that the most frequent form of communication was text based and often complicated
    5   referred to the fact that although information provided to parents/carers was text based, staff were available to talk to parents /carers
    3   responses indentified a need to have systems/formats to reach those who did not/could not access information provided as text based, or on-line, or at information points such as libraries.

<u>Issues raised</u>

- What other formats/systems for information sharing are required?
- A large number of the responses suggested no apparent awareness of the need for easy to understand information to be available at different access points and in different formats. Is there a training issue which needs to be addressed?

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (August 2012)

Questions 2 and 3   (Bullying in relation to disability)

There were 72 responses, summarised below:

		YES	NO	DON'T KNOW
2a)	Does your school have a policy or guidance about bullying related to disability?	28	55	3
2b)	Do you think it should have?	31	42	6
3a)	Are you aware of any incident of bullying related to disability?	16	84	1
3b)	Was the incident satisfactorily resolved	12	1	

Issues raised

- 7 responses stated that all bullying should be dealt with in a general policy and that disability should not be singled out. Should they be dealt with separately?

- Responses show either a low number of incidents in this area or a lack of awareness/unreported incidents. How do we interpret this, and are there any actions which need to be taken?

September 2014

ACCESSIBILITY STRATEGY
QUESTIONNAIRE TO SCHOOL STAFF (August 2012)

Question 4   **What could East Lothian Council do to improve accessibility to education for individuals who have a disability?**

There were 89 responses, summarised below.

1. 43 responses made generalised reference to the need for more funding/resources/ staff.

2. The following specific issues were noted:

    6   cited the need for the authority to ensure that all buildings were fully accessible (including disabled child-friendly systems and spaces)
    6   cited the need for input from specialist teachers
    5   cited a need for staff training/awareness raising regarding disability and how to meet individual needs
    4   cited a need for smaller classes where pupil(s) have high levels of need
    4   cited the need for dedicated facilities for therapists
    2   cited the need for more time to be provided for teachers/support staff to consult with other agencies
    2   suggested the development of a centralised system to adapt and bank resources, and share information
    2   cited how the provision of transport to allow individuals to attend after-school activities was necessary to support social integration
    2   suggested a system should be developed to consult all schools regarding disability requirements and to monitor accessibility.

3. Individual responses raised the following issues:

    - Need to have community access to Snoozelem

    - Need for access to music therapy

    - More use could be made of IT for individual pupils

    - More SALT support

    - Targeted support required to parents who have a disability

    - Special aids/equipment to be provided as required

    - Group individuals who have a disability into separate classes for part of their education

    - Curriculum development required

September 2014

- Resources for pupils who have VI to be available

- Networking groups for young people could be established

- Specialist support/advice could help schools identify accessibility issues/solutions

- Anti-bullying policies should be general, not specific to disability

Issues raised

- Points made in relation to the need for funding/staffing are not within the scope of this exercise. However, should they be raised at some other forum?

- The need for an ongoing programme of consulting/identifying physical and/or resource adaptations is clearly stated. What systems do we have in place to do this? Are they working as well as they should? What action needs to be taken?

- Are there any cross-authority or high priority issues?

- Many of the responses were general and related to maintaining the status quo. One response advocated ELC adopt a more pro-active approach:
"(ELC should) *ensure education is appealing; ensure disability is not viewed as something which prevents individuals participating fully; ensure staff are trained and feel confident when working with children with a disability; maintain an ethos of valuing each individual as an individual; piggyback on events such as the Paralympics to encourage open-mindedness; ensure all educational establishments are equipped with basic facilities and resources (accessible entrances, toilets, flashing lights/visual cues for alarms for hearing impaired, doorways wide enough for wheelchairs, appropriate furniture, etc), and ring fence funding."*

September 2014

Accessibility Strategy August 2014- July 2016

Areas for development within the scope of this document are:

A: Curricular
B: Extra Curricular

C: Physical Access (Built Environment)
D: Communication

Aim: To ensure that all individuals working with children and young people who have a disability have access to appropriate training						
Agreed Actions	**Area**	**Person(s) Responsible**	**Resources (physical/financial/staffing)**	**Links with other Plans**	**Timescales**	**Outcome**
(1) To offer CPD for teachers/school managers to develop capacity to provide appropriate curricular/extra-curricular options for pupils who have a disability	A, B	Training and Development Officer Health and Safety Implementation Officer	Guidance document: Equality Act 2010: Organising Inclusive School Trips, Outings and Activities Twilight training sessions to be offered on an ongoing basis	Equality Plan Training Strategy	End academic Year 2013-14 and ongoing	Training delivered to schools. May 2014. Also available online for future training
(2) To provide information/training for all school staff and others who work with children and young people who have a disability to make clear the authority/the individuals' legal obligations under current legislation	A, B, C,D	Equalities Officer	Equalities Officer to produce documentation Possibility of offering training sessions if required – look at a training session combining 1 & 2 – Initial e-learning, legal section from Lesley Crozier, Practical advice from Judith Wood, scenario to work through	Equality Plan	Academic Session 2014-2015	Training/information for all school staff on the authority's/individuals' legal obligations will be made available

September 2014

Agreed Actions	Area	Person(s) Responsible	Resources (physical/financial/staffing)	Links with other Plans	Timescales	Outcome
(3) (a) Finalise new Anti-bullying Policy including recording methodology	A, B, C, D	Principal Officer, Inclusion and Equality	No additional resources required	Equality Plan Anti-Bullying Strategy (new)	Academic Year 2014-15	New Anti-Bullying Strategy and recording mechanism will be provided to schools in academic year 2014-15
(b) Deliver a programme of awareness raising in respect of bullying related to disability	A, B, C, D	Training and Development Officer	Anti-Bullying Strategy (new)	Equality Plan Anti-Bullying Strategy (new)	Ongoing 2014-2016	Staff will be aware of issues in respect of bullying related to disability
(c) Review data from schools re incidents of bullying related to disability at end of session 2014-2015	A, B, C, D	Service Manager – Education (ASN and Early Years)	No additional resources required	Equality Plan Anti-Bullying Strategy (new)	End of Academic Session 2014-2015 and ongoing	Data on bullying related to disability will be reviewed and relevant action taken

September 2014

Aim: To ensure that arrangements for allocation of resources (physical access/curricular) are known to all and used routinely to provide accessibility for any pupils who have a disability

Agreed Actions	Area	Person(s) Responsible	Resources (physical/financial/staffing)	Links with other Plans	Timescales	Outcome
(1) Review the targeted service for visually impaired people (currently provided by CEC) to ensure best value and equity of provision across all schools	A, B, C, D	Service Manager – Education (ASN and Early Years)	Departmental staff to gather information	Equality Plan	By end of March 2015	Service Level Agreement will be in place with ongoing review on a regular basis
(2) Review arrangements for assessing and authorising equipment and buildings adaptations to ensure access for children and young people with a disability.	A, B, C, D	Access Officer, Education Support Officer (ASN), Service Manager – Education (Strategy and Operations)	Associated documentation Access officer	Equality Plan Framework for Meeting Additional Support for Learning Needs	By end of 2014 with ongoing reviews	Revised process and documentation implemented in January 2014

September 2014

Aim: To ensure that arrangements for allocation of resources (physical access/curricular) are known to all and used routinely to provide accessibility for any pupils who have a disability (continued)

Agreed Actions	Area	Person(s) Responsible	Resources (physical/financial/staffing)	Links with other Plans	Timescales	Outcome
(3) Procedures for auditing accessibility to be integrated into schools' planning/review cycles	A, B, C, D	Head Teachers, QIOs, Service Manager-Education(ASN and Early Years)	Documentation to be developed as required – template for schools to complete	Equality Plan	Start in Academic Year 2015/16	Audit and review of accessibility for pupils is integrated into planning cycles for all school
(4) Set up arrangements for the regular monitoring/updating of actions contained in this Accessibility Strategy	A, B, C, D	Business Support Officer, Service Manager – Education (ASN and Early Years)	Accessibility Strategy Steering Group

Information out to schools | Equality Plan | End of Academic Year 2014/15 and ongoing | Annual Report and meetings |

September 2014

Aim: To further improve for those who are affected by disability, the communication and delivery of, and opportunity to contribute to, school information						
Agreed Actions	**Area**	**Person(s) Responsible**	**Resources (physical/financial/staffing)**	**Links with other Plans**	**Timescales**	**Outcome**
(1) Ensure Education staff are aware of the requirement to provide documents that are accessible and available in a range of formats, and at different contact points	D	Service Manager – Education (Strategy and Operations), Service Manager – Education (ASN and Early Years)		Equality Plan	By end of 2015	Staff will be aware that they are required to ensure that documents are available in a range of formats and at different contact points
(2) Identify the preferred points and means of communication for service users affected by disability	A, B, C, D	Business Support Officer	Parent Councils

Survey Monkey | Equality Plan | By end of Academic Session 2014-2015 | Survey to be given to parent councils October 2014 |
| (3) Complaints procedure to be widely published/distributed so that it is know and accessible to all service users and used by all staff when dealing with complaints | D | Customer Feedback Manager | New procedure (available on-line and Intra-net). | Equality Plan | By end of 2014 | Article has been published in *Living.*
Briefing given at HT conference and to Principal Officers Leaflets are in all schools. |

September 2014

Aim: To further improve for those who are affected by disability, the communication and delivery of, and opportunity to contribute to, school information (Continued)						
Agreed Actions	**Area**	**Person(s) Responsible**	**Resources (physical/financial/staffing)**	**Links with other Plans**	**Timescales**	**Outcome**
(4) Establish arrangements to enable the voice of children, young people, parents and carers to routinely inform Accessibility Strategy Planning (a) Collect pupil's views during the period of this Accessibility Strategy to inform the next one. (b) Collect parent/carer's views during the period of this Accessibility Strategy to inform the next one.	A, B, C, D	Performance and Practice Development Officer Dialogue Youth Co-ordinator Headteachers	Additional questions in the Pupil Satisfaction Evaluation Survey Focus groups Other relevant sources FLIP group Other relevant sources	Equality Plan	June 2016	Pupil, parent/carer voice will be heard and will inform the Accessibility Strategy in future

September 2014

Aim: To know the numbers of disabled pupils in our schools and how well they are attaining						
Agreed Actions	**Area**	**Person(s) Responsible**	**Resources (physical/financial/staffing)**	**Links with other Plans**	**Timescales**	**Outcome**
(1) Schools to consider (annually) attainment data in respect of pupils who have a disability	A	Headteachers QIOs Information and Research Officers	SEEMIS SQA data	Equality Plan	From Academic Session 2014-15 and ongoing	Attainment of pupils with a disability will be reviewed annually and action taken where appropriate

September 2014

East Lothian
Council

REPORT TO: Education Committee

MEETING DATE: 30 September 2014

BY: Depute Chief Executive (Resources and People Services) **8**

SUBJECT: East Lothian Council Placing Appeals 2014

1 PURPOSE

1.1 To inform the Committee of the outcome of East Lothian Council's Placing Appeals in 2014.

2 RECOMMENDATIONS

2.1 The Committee is asked to note the outcome of the Placing Appeals.

3 BACKGROUND

3.1 The Education Appeals Committee heard appeals against the refusal of Placing Requests by the Education Authority on 12, 19 and 22 May 2014. The Committee considered 13 appeals and agreed to uphold the Education Authority's decision in respect of 12 appeals. One hearing was adjourned and the appeal was later withdrawn. No Education Authority decisions were overturned.

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	Fiona Currie
DESIGNATION	Committees Assistant
CONTACT INFO	Ext 7586 fcurrie@eastlothian.gov.uk
DATE	29 August 2014