



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

**TUESDAY 20 SEPTEMBER 2016  
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON**

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**Committee Members Present:**

Councillor S Akhtar (Convener)  
Councillor D Berry  
Councillor S Brown  
Councillor A Forrest  
Councillor J Gillies  
Councillor J Goodfellow  
Councillor D Grant  
Councillor W Innes  
Councillor M Libberton  
Councillor P MacKenzie  
Councillor F McAllister  
Councillor P McLennan  
Councillor J McNeil  
Councillor J Williamson  
Ms G Gillan  
Mrs M Goldsmith

**Council Officials Present:**

Mr A McCrorie, Depute Chief Executive – Resources & People Services  
Ms F Robertson, Head of Education  
Mr R Parker, Service Manager – Education (Strategy & Operations)  
Ms M Ferguson, Service Manager – Legal & Procurement  
Ms L Gaughan, Education Support Officer  
Ms P Homer, Lead Officer Early Years & Childcare  
Ms L Humphrys, Childcare Development Officer  
Mr R Lewis, Senior Information Officer  
Ms J Mackay, Media Manager

**Clerk:**

Ms F Currie, Committees Officer

**Apologies:**

Provost L Broun-Lindsay  
Councillor J Caldwell  
Councillor S Currie  
Councillor M Veitch  
Mr S Bunyan

**Declarations of Interest:**

None

## **1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE HELD ON 31 MAY 2016 FOR APPROVAL**

The minutes of the meeting of the Education Committee held on 31 May 2016 were approved.

## **2. HEAD TEACHER APPOINTMENTS**

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

Members welcomed the appointments and expressed the hope that the new Head Teachers would work closely with the Parent Councils and continue the positive progress which had been made at both schools.

### **Decision**

The Committee agreed to note the Head Teacher appointments.

## **3. EAST LOTHIAN COUNCIL EDUCATION APPEALS 2016**

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the outcome of East Lothian Council's Education Appeals in 2016.

Councillor Goodfellow was pleased note that there had been sufficient flexibility to reorganise classes to accommodate additional places where the need was justified.

### **Decision**

The Committee agreed to note the outcome of the Education Appeals.

## **4. HONEST TOUN NURSERY FOLLOW UP INSPECTION VISIT BY EDUCATION SCOTLAND, CARRIED OUT JOINTLY WITH THE CARE INSPECTORATE**

A report was submitted by the Depute Chief Executive (Resources and People Services) to report to the Committee the outcome of Education Scotland's follow up inspection visit to the Honest Toun Nursery, Musselburgh, and to note that the Care Inspectorate was still pending.

Liz Humphrys, Childcare Development Officer, presented the report summarising the background to the most recent visit, the areas where improvement had been made and those where improvement was still required. She advised Members that the Nursery would continue to receive support from Council staff to address these outstanding issues.

Responding to questions from Councillor Berry, Ms Humphrys explained the reasons for the differing report format. However, Councillor Berry asked if, in future, the previous report could be attached as background and that a more detailed

explanation of the findings of the visit be included in the covering report. Fiona Robertson, Head of Education, acknowledged Councillor Berry's remarks and agreed to consider these for future reports.

Councillor Williamson observed that the improvements in the Nursery had made staff more confident and parents were very pleased with the standard of service provided.

Councillor Mackenzie welcomed the improvements outlined in the report; however, he had some reservations over the wording of the document. He was particularly pleased to note the use of outdoor learning, the involvement of a Parent Focus Group and the appointment of a new Deputy Manager.

Councillor McAllister also welcomed the report and its findings. He noted the use of play in learning and the professionalism of staff, both of which were highlighted in the report.

Councillor Innes said that it was clear that Education Scotland was pleased with the progress made since the last visit. He commended staff for their key role in achieving these improvements and providing high quality care for children in Musselburgh.

The Convener echoed her colleagues' remarks and noted that Education Scotland had confirmed that no further follow up visits would be required.

### **Decision**

The Committee agreed to:

- (i) Note the contents of the Inspection report from Education Scotland; and
- (ii) Note that, as a result of the many improvements made, no further follow up visits will be made by Education Scotland to the Honest Toun Nursery in connection with this inspection.

## **5. SHARED INSPECTION OF COCKENZIE PRIMARY SCHOOL BY EDUCATION SCOTLAND AND EAST LoTHIAN COUNCIL**

A report was submitted by the Depute Chief Executive (Resources and People Services) to report to Committee on the shared inspection of Cockenzie Primary School by Education Scotland and East Lothian Council.

Education Scotland had indicated in its previous report of 15 December 2015 that there would be an extended visit to the school with the Local Authority before the end of the school session. This visit took place on 7 and 8 June 2016.

Ms Robertson presented the report summarising the background to the most recent visit and the areas where improvements had been recorded. She advised that, as a result of the leadership of the Head Teacher and the progress made by the school, Education Scotland would be making no further visits in connection with this inspection.

In response to questions from Members, Ms Robertson outlined the progress being made through the Council's numeracy strategy. She also agreed to consider their requests for additional background information to be provided with future reports.

Councillor Libberton expressed her pleasure at the contents of the report. She noted that the improvements had increased confidence in the children, staff and parents and she acknowledged the work of the excellent staff team.

Councillor MacKenzie concurred with his colleague. Referring to an Education Scotland report on staffing resources, he noted the investment in staff within the school, the commitment to professional development and the effectiveness of the senior leadership team.

Councillor Brown also welcomed the report and, in particular, the comments on the clear vision and leadership demonstrated by the Head Teacher.

Councillor Innes observed that it was vital to have strong leadership and a highly motivated staff team to deliver the Head Teacher's vision. He congratulated both teaching and non teaching staff.

Ms Gillan agreed with Councillor Innes. She also hoped that the example of Cockenzie Primary School could be used as a model for other schools that were underperforming.

Councillor Berry concurred with the views of his colleagues. He was particularly pleased to see the school engaging not just with parents but also with the wider community.

The Convener also agreed with the comments of Members and commended the school for demonstrating positive progress at every stage of the inspection process.

### **Decision**

The Committee agreed to:

- (i) Note the content of the Education Scotland letter to parents;
- (ii) Congratulate the Head Teacher and staff on the very good progress that has been made by the school since the previous visit by Education Scotland in October 2015; and
- (iii) Congratulate the Head Teacher on the clear vision for the school and note her leadership of change is strong.

## **6. UPDATE ON THE NAMED PERSON SERVICE**

A report was submitted by the Depute Chief Executive (Resources and People Services) to provide the Committee with an update on the implementation of the Named Person Service.

Ms Robertson presented the report outlining recent developments including the impact of the Supreme Court judgement. She also responded to questions on the proposals for a secure e-mail address for Named Persons and whether feedback had been received from parents.

### **Decision**

The Committee agreed to:

- (i) Note the content of the report; and

- (ii) Note the outcome of the Supreme Court's decision on the implementation of the Named Person Service.

## **7. UPDATE ON MEADOWPARK – THE COMMUNICATION PROVISION AT KNOX ACADEMY**

A report was submitted by the Depute Chief Executive (Resources and People Services) to update the Committee on the development of Meadowpark, the new Communication provision at Knox Academy.

Linda Gaughan, Education Support Officer, presented the report outlining progress on issues including access to accommodation, staff training, inter-agency working, pupil numbers, building works and the future development of the outdoor space. She explained that although this facility could be opened up to pupils from neighbouring local authority areas, projected pupil numbers indicated that the number of East Lothian pupils entering Meadowpark was expected to rise significantly. She also advised that additional building work had resulted in a budget overspend and further detail was provided in the report.

Ms Gaughan responded to a number of questions from Members. She confirmed that the additional building work had had no direct impact on the small number of pupils, all of whom were very settled. She agreed that it was important for the parents to forge links with the Parent Council at Knox Academy and efforts were ongoing.

In relation to the outdoor space, Ms Gaughan confirmed that the budget had been tight and the decision had been taken to focus on the inside space. While there was already one safe and secure playground area in the unit, she said the intention would be to expand into other playground areas as pupil numbers increased. Ms Robertson added that staff at the unit were working with parents, pupils and STRiVE to design appropriate outdoor provision. She also gave an assurance that the existing outdoor space was safe and secure.

Alex McCrorie, Depute Chief Executive, reminded Members that the budget for this project had been the subject of previous reports. It had overspent due to unforeseen building work and would be reviewed as pupil numbers at the unit increased.

Ms Gaughan explained the staged assessment process which determined whether a child remained in mainstream education or was placed in a specialist unit. She also outlined the cost of sending a child to a unit outwith East Lothian.

Ms Robertson added that the staged assessment process was used to identify the needs and support requirements of each child but, where possible, children would be educated in the mainstream with appropriate support. However, specialist units would be used where necessary. She confirmed that children with other types of challenging behaviours were appropriately managed in mainstream education by staff working closely with each child and their family.

Ms Gaughan outlined the staff to pupil ratio for the unit and advised that the building work should be complete by early November 2016.

Councillor McNeil commended the involvement of senior pupils as volunteers at the unit and the links forged with the wider community.

Councillor MacKenzie welcomed the progress made on the unit but said that he had grave concerns over the provision of safe outdoor space. He added that such spaces should not only be safe but enriching and therapeutic as well and should not be curtailed by budgetary constraints.

Councillor McAllister commented that while he could see the cost benefits of integrating all pupils into the mainstream this did not always provide a material benefit for the children. He acknowledged that there were many conditions and behaviours which may prove challenging and was not suggesting that there should be specialist units for all. However, he observed that when a policy became the presumption it could become ingrained and difficult to change. He concluded that the most important point was that all children, regardless of their needs, were treated with dignity and supported to achieve their maximum potential.

Councillor Innes expressed his disappointment at some of the remarks made by other Members. He suggested that there may be a lack of understanding about the role of specialist units and that the presumption should always be to treat all children the same unless their needs required otherwise. He stated that this project would continue to have the full support of the Council and there was no suggestion that any of the existing provision within the unit was in any way unsafe.

Councillor Goodfellow observed that the critical point was that children with additional needs were accommodated within East Lothian and that they, and their families, did not have the added stress of travelling outside of the county to access education. He supported the policy which ensured that the decision on whether a child was educated in a mainstream or a specialist unit was based solely on their individual needs.

The Convener concluded the debate by praising the quality of the unit and thanking the staff for their hard work in delivering a service which would address the needs of its pupils both in and out of the classroom.

### **Decision**

The Committee agreed to note progress regarding the development of Meadowpark, following approval at Cabinet on 9 June 2015.

## **8. EARLY LEARNING AND CHILDCARE STRATEGY 2016-2021**

A report was submitted by the Depute Chief Executive (Resources and People Services) to ask the Committee to approve and adopt the Early Learning and Childcare Strategy 2016-2021.

Pauline Homer, Lead Officer Early Years & Childcare, presented the report outlining the background and key elements of the strategy, including the use of play in learning. She also referred to the challenges facing the service as a result of the Scottish Government's planned increase in early learning and childcare hours from 600 to 1140 by the year 2020.

Ms Homer responded to a range of questions from Members providing advice on the requirement for feeding and sleep areas for three and four year olds, the criteria for determining 'Priority Twos' and proposals being considered for providing the additional hours, for example through a 22 hours per week/50 weeks per year service. She also confirmed that the strategy would be evaluated and revised to take

account of what was working and what could be done better, and responded to questions on the shortage of places in rural areas and the Book Bug programme.

In response to further questions, Ms Robertson said that in future the Standards and Quality reports could be brought to the Committee to allow them to review progress and she would consider the suggestion of annual progress reports on implementation of the additional hours of early learning and childcare. She also agreed that parental choice and engagement were very important, not least to ensure that appropriate provision was available across the county.

On the issue of qualified teachers in nurseries, Ms Robertson advised that the Council was looking at its staff complement in nurseries and the role of degree qualified staff. She added that the staffing model for additional hours was not yet clear but all options would be considered. She confirmed that the Council was being asked to provide budgetary information to the Scottish Government so it could be clear on the financial implications for all local authorities.

Gael Gillan stated that the EIS position was that there should be a fully qualified teacher in each nursery.

Councillor MacKenzie observed that the Scottish Government's policy on additional hours was a means of tackling child poverty by allowing mothers to become economically active. He also referred to the importance of parental support and engagement and that play was a vital part of every child's learning and development.

The Convener emphasised the importance of officers having the flexibility to amend the strategy as and when required. She suggested that the recommendations contained in the report be amended accordingly.

Councillor McLennan agreed that flexibility was important and that the policy on additional hours should be supported by the EIS and others outwith the local authority. He asked that the resource issues be brought back to the Committee and said that this was a massive opportunity to improve early learning and childcare and one which he encouraged all Members to support.

Councillor Berry commented that this early learning laid the foundation for a child's education and, irrespective of where the funds came from, the Council should not shirk its responsibilities. However, he found parts of the strategy weak and in need of improvement. He added that parental engagement was a pivotal factor and that the Council must ensure that parents were part of their children's education.

Councillor Innes stated that existing early intervention strategies did not seem to be working and were instead compounding past mistakes. He observed that the introduction of additional hours would mean that two year olds were in education for longer each week than secondary school pupils and that this may be detrimental to their development. He noted the existing challenges in meeting demand for childcare and expressed concern about how the additional hours would be delivered.

Councillor Goodfellow said it would be important going forward to develop the strategy to take account not only of the increase in childcare hours but also the 50% increase in population expected in East Lothian over the next ten years.

The Convener brought the debate to a close. She thanked everyone for their contributions and again emphasised the importance of having flexibility within the strategy to meet changing needs. She formally moved an amendment to

recommendation (i) to add “...and to allow the flexibility to adapt as required.” Councillor Innes seconded the motion and the Members agreed the recommendations as amended.

### **Decision**

The Committee agreed to:

- (i) Approve and adopt the Early Learning and Childcare Strategy 2016-2021, and to allow the flexibility to adapt as required;
- (ii) Note the actions required and challenges posed by the increase in early learning and childcare hours from 600 to 1140 hours by the year 2020;
- (iii) Note the actions proposed to take the Early Learning and Childcare Strategy forward over given timescales; and
- (iv) Note the work required across Council Departments and through partner agencies to improve outcomes and to close the attainment gap for children in East Lothian.

Councillor Berry raised a complaint about the management of the meeting stating that he and other Members were not being given an equal opportunity to ask questions or to respond to comments made during debates.

Councillor McLennan raised similar objections about being refused the opportunity to speak a second time during the debate on the last item, despite being allowed to do so at another meeting. He called for a consistent approach to be used at all meetings.

Morag Ferguson, Service Manager – Legal & Procurement, provided advice on the relevant Standing Orders and indicated that Standing Orders provided for one contribution only from a Member during the debate on an item. She confirmed that the Convenor of a meeting had discretion to depart from this but was not obliged to do so.

## **9. SQA SUMMARY OF ATTAINMENT 2016**

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of overall pass rate levels in East Lothian in SQA Examinations 2015/16 and the level of attainment of secondary pupils in S5 and S6.

Ms Robertson presented the report summarising the background and providing additional context to some of the results outlined in the report. She advised that it provided a high level overview of performance on SQA qualifications and a further report would be presented later in the session which would include the updated Insight data. Ms Robertson also reminded Members that this was the first year of presentation for the new Higher and Advanced Higher exams.

In response to questions from Members, Ms Robertson provided advice on the format of the statistical data and how this information would be analysed and used to improve future results. She confirmed that information on college courses would be picked up through the Insight data and that this would be included in the next report to the Committee.



Councillor Berry said he would welcome a more holistic view of attainment results. He was concerned about there being too much focus on SQA results and that vocational training should not be seen as second best.

Councillor MacKenzie observed that the policy and financial implications of the report were stated as 'none'. Referring to an Audit Scotland report on education, he emphasised the importance of directing resources at the areas which statistics had shown required improvement. He hoped to see this issue addressed in the next report.

Councillor McLennan made a similar point about the need to look closely at budgetary pressures and how and where to target resources. He asked if it would be possible for a report be brought to the next meeting or if a briefing could be arranged for Committee members in advance of the Council's annual budgetary process.

Councillor Innes sounded a note of caution stating that the Scottish Government had indicated its desire to fund education directly to schools. It would therefore be important to clarify how this would work before the Council could make an assessment of its own budget.

The Convener thanked staff for their work on the report and noted that the results continued to move in a positive direction.

**Decision**

The Committee agreed to:

- (i) Consider and note the contents of the report; and
- (ii) Note the examination results continue to inform and guide actions in each of the six secondary schools' School Improvement Plans.

Signed .....  
Councillor Shamin Akhtar  
Convener of the Education Committee



**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2016

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

**SUBJECT:** East Lothian Construction and Technology Centre

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**1 PURPOSE**

- 1.1 To provide update on East Lothian Construction and Technology Centre.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the significant progress made to date and acknowledge plans moving forwards.

**3 BACKGROUND**

- 3.1 The need for a resource to enable young people to better access relevant vocational learning opportunities within construction and related skills has long been evident. Previously there was no delivery of construction qualifications within East Lothian with candidates required to travel to the Institute of Construction and Building Crafts at Edinburgh College's Granton campus. Skills shortages in this area are anticipated to become more acute with significant capital investment in key infrastructure projects ('Edinburgh 20') and house building, 10,000 new homes in East Lothian over the next 10 years.
- 3.2 Over the course of the summer holiday period works have been underway to refurbish a vacant Council owned building in Mansfield Road in the town centre area of Musselburgh to establish the new East Lothian Construction and Technology Centre, a partnership initiative with the Council, Edinburgh College and key sector industry interest.
- 3.3 The project builds on the success of other 'academies models' in partnership with Queen Margaret University and Edinburgh College where students can, as part of their Senior Phase options, study for qualifications e.g. Hospitality and Tourism, Creative Industries, Food Science and Nutrition and Health and Social Care. The new centre provides an additional local option for East Lothian pupils in their Senior

Phase and offers qualification opportunities in relation to future technologies and skills in construction and traditional crafts, alongside development and enhancement of core skills and attitudes for employability.

- 3.4 The project was officially launched at a business breakfast earlier this year with over 80 representative and industry leaders attending. Modern apprentices from East Lothian Council were actively involved in championing the project and engagement with small to medium construction industry business has also taken place over the summer holiday period. Construction Industry Training Board (CITB) and Scottish and Northern Ireland Plumbing Employers Federation (SNIPEF) are also actively involved and locating the project in Musselburgh provides a real opportunity to improve the outcomes of young people in East Lothian and links with a targeted approach by community planning partners to focus on prevention and early intervention in this area.
- 3.5 In this the first year of operation 5 groups (48 pupils) are undertaking SCQF level 4 Skills for Work Construction Skills courses. 6 pupils are undertaking SCQF level 5 SQA National Progression Award in Brickwork and 7 pupils are undertaking a pre-vocational course in construction skills (formerly delivered by Spark of Genius). Pupil representation is from across all 6 East Lothian secondary schools and key industry partners, in particular Morrison Construction and Hart Builders have been actively contributing to date. It is estimated the centre has capacity to accommodate 160 pupils.
- 3.6 As part of the initial programme it was also hoped to establish a foundation apprenticeship in Construction (Civil Engineering) at SCQF level 6 and targeting S5 pupils. Numbers of pupils registering in the first year unfortunately however have not made this viable. The procurement process for colleges to bid to Skills Development Scotland for delivery of Foundation Apprenticeships is currently underway and Edinburgh College are bidding to continue this offer again from August 2017. All local authority Education departments have indicated that Foundation Apprenticeships should be an option available to pupils and to support this, Skills Development Scotland Careers Advisers in schools, local developing the young Workforce groups, Edinburgh College and other partners are undertaking a range of promotional activity encouraging young people and their parents to consider Foundation Apprenticeships within their subject choices.
- 3.7 The new Construction and Technology Centre provides an ideal location to deliver Foundation Apprenticeships in Construction (Civil Engineering) to East Lothian pupils and to secure this additional resource the potential of opening this to all secondary schools across City of Edinburgh, East and Midlothian are currently being considered. Decisions about the campus location for delivery of the taught elements of each Foundation Apprenticeship will be taken on a case-by-case basis depending on availability of teaching resources and the home school locations of pupils attending.

- 3.8 Significant progress has been made across partners to establish the new East Lothian Construction and Technology Centre. The project was successful in securing an initial capital funding award of £300,000 from Scottish Futures Trust Inspiring Learning Spaces Fund to support initiatives that promote change and encourage ambition in the way individuals learn. Future revenue costs for the project will be met by the Council and college respectively with detailed arrangements included in a formal Service Level Agreement operating between the two partners.
- 3.9 The project addresses key recommendations made by the Commission for Developing Scotland's Young Workforce encouraging integrated learning spaces between schools and further education enabling senior pupils to have early access to vocational qualifications. The development of East Lothian Construction and Technology Centre has featured regularly in the local media and officers from East Lothian Council and Edinburgh College are currently planning an Official Opening Day Event and series of open days to ensure the continuing success of the project and build on the numbers attending and achievements going forwards.

#### **4 POLICY IMPLICATIONS**

- 4.1 The Scottish Government Economic Development Strategy  
<http://www.gov.scot/Topics/Economy/EconomicStrategy>
- 4.2 East Lothian Community Planning Economic Development Strategy  
[http://www.eastlothian.gov.uk/downloads/download/1831/east\\_lothian\\_economic\\_development\\_strategy\\_2012\\_-2022](http://www.eastlothian.gov.uk/downloads/download/1831/east_lothian_economic_development_strategy_2012_-2022)
- 4.3 Developing the Young Workforce – Scotland's Youth Employment Strategy - Implementing the recommendations of the Commission for Developing Scotland's young workforce  
<http://www.gov.scot/Publications/2014/12/7750/downloads>

#### **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

#### **6 RESOURCE IMPLICATIONS**

- 6.1 Financial – £300,000 capital costs offset with Scottish Government grant award. Ongoing revenue costs to be met from increase in Education department revenue budget.
- 6.2 Personnel - None

6.3 Other - None

## 7 BACKGROUND PAPERS

7.1 None

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<b>DATE</b>	18 October 2016

**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2016

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

**SUBJECT:** Curriculum for Excellence Achievement of a Level in Literacy and in Numeracy 2015/16

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**3**

## **1 PURPOSE**

- 1.1 To inform the Committee of the change in national policy to assessing and reporting on children's and young people's progress in literacy and numeracy and to note the levels of achievement in schools across East Lothian.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to consider and note the contents of the report.

## **3 BACKGROUND**

- 3.1 In September 2009, the Scottish Government set out its strategic vision for assessment in "Assessment for Curriculum for Excellence: Strategic Vision and Key Principles".

- 3.2 Further supplementary guidance was provided within "Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment": recognising achievement, profiling and reporting published February 2011. This publication set out guidance on reporting on children's and young people's progress including the following statement:

*"Schools, education authorities and other establishments will have flexibility within clear national expectations to determine the ways in which reporting shares children's and young people's progress, achievements and needs."*

- 3.3 In line with the Scottish Government's approach to the implementation of Curriculum for Excellence, high level assessment guidance for the Broad General Education was developed nationally and implemented locally with no national requirement to undertake set assessment tasks or to

produce assessment data in specific formats. East Lothian Council implemented this guidance at a local level giving schools autonomy to develop arrangements for reporting on children's and young people's progress and achievements in partnership with their parents.

- 3.3 The Organisation for Economic Co-operation and Development (OECD) published its independent review of Curriculum for Excellence, Improving Schools in Scotland: An OECD Perspective in December 2015. The review report set out 12 recommendations to improve the quality of Scottish education and ensure equity of opportunity, experiences and outcomes for all learners. This includes a recommendation to develop an integrating framework for assessment and evaluation that encompasses all system levels.
- 3.4 The National Improvement Framework published by the Scottish Government January 2016 is designed to address this recommendation as set out within the Assessment of Children's Progress driver for improvement. The National Improvement Framework includes the introduction of national standardised assessments and the reporting of Curriculum for Excellence attainment levels in literacy and in numeracy for children and young people at Primary 1, Primary 4, Primary 7 and Secondary 3 on a school-by-school basis and at a local authority level.
- 3.5 The Education (Scotland) Bill 2016 placed the National Improvement Framework and reporting arrangements on a statutory footing, also placing a legal requirement on local government to share information such as children's and young people's achievement in literacy and in numeracy to drive improvement.
- 3.6 In September 2015 Local Authorities provided the Scottish Government with information on their current practice for recording teacher judgements on pupils' achievement of Curriculum for Excellence levels in literacy and in numeracy. Local Authorities were also asked to describe the range of different types of evidence used by teachers in making their judgements, including different standardised assessments and moderation activities. This range of evidence indicated a significant variation in recording teacher judgements on pupils' achievements across Scotland. The National Improvement Framework for Scottish Education 2015 Interim Framework Report published December 2015 provided an overview of attainment from existing sources.
- 3.7 From August 2016, the Scottish Government will collect teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3. Achievement in literacy data will be provided for reading, writing and listening and talking.
- 3.8 The National Improvement Framework Report due to be published December 2016 will publish the teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and in numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level.



These official statistics will be classified as **experimental statistics** in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time.

- 3.9 East Lothian Council will share Local Authority and school level attainment data in advance of national publication. Given the experimental statistics classification, care needs to be taken in relation to any interpretation or analysis of the attainment data. It is important that parents receive this information about their schools in the context of the wider National Improvement Framework for Scottish Education. The Head of Education will develop a communication for parents to ensure a consistent message is provided across our schools prior to the publication of the data.

The table below sets out the experimental statistical data for East Lothian Council 2015/2016. Experimental school level data is included (Appendix 1). The experimental school level data may be suppressed to ensure any information published does not identify individual pupils. This is particularly the case for small rural schools. The P1, P4, P7 and S3 roll includes children and young people with additional support needs who are making progress towards individual learning targets.

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	73% Majority	64% Majority	82% Most	74% Majority
First level by the end of Primary 4	69% Majority	63% Majority	78% Most	67% Majority
Second level by the end of Primary 7	60% Majority	52% Majority	69% Majority	56% Majority
Third level or above by the end of S3	84% Most	81% Most	82% Most	68% Majority

**Key**

Majority = 50% > % ≤ 75%

Most = 75% > % ≤ 89%

Almost all = 90% ≥ % < 100%

## **4 POLICY IMPLICATIONS**

- 4.1 The Education (Scotland) Act 2016 places the National Improvement Framework and reporting arrangements on a statutory footing. The Act will require the Education Service to fulfil its existing duties to secure improvement in school education in a way which achieves the key priorities set out in the National Improvement Framework.

## **5 INTEGRATED IMPACT ASSESSMENT**

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

## **6 RESOURCE IMPLICATIONS**

- 6.1 Financial – Revenue costs of developing a new monitoring and tracking tool, as well as to develop a new Council policy on achievement of a level required to support the change in national policy, will be met from within existing service budgets.
- 6.2 Personnel - None
- 6.3 Other - None

## **7 BACKGROUND PAPERS**

- 7.1 Assessment for Curriculum for Excellence: strategic vision and key principles.[http://www.educationscotland.gov.uk/Images/AssessmentforCfE\\_tcm4-565505.pdf](http://www.educationscotland.gov.uk/Images/AssessmentforCfE_tcm4-565505.pdf)
- 7.2 Curriculum for Excellence Building the Curriculum 5: A Framework for Assessment: recognising achievement, profiling and reporting.[http://www.educationscotland.gov.uk/Images/BtC5Framework\\_tcm4-653230.pdf](http://www.educationscotland.gov.uk/Images/BtC5Framework_tcm4-653230.pdf).
- 7.3 Improving Schools in Scotland: An OECD Perspective  
<http://www.oecd.org/education/school/Improving-Schools-in-Scotland-An-OECD-Perspective.pdf>.
- 7.4 The National Improvement Framework  
<http://www.gov.scot/Publications/2016/01/8314>
- 7.5 The National Improvement Framework for Scottish Education 2015 Interim Framework Report  
<http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework/Interimframeworkreport>

7.6 Office of National Statistics A Guide to Experimental Statistics

<https://www.ons.gov.uk/methodology/methodologytopicsandstatisticalconcepts/guidetoexperimentalstatistics>

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<b>DATE</b>	8 November 2016



**Experimental Statistics****% Primary Pupils achieving relevant CFE Level by the end of 1, P4 and P7 in 2015/16**

\* where the %s are based on a cohort of 10 pupils or less, the information has been suppressed to avoid identification of individual pupils

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
Aberlady	P1	73%	60%	67%	93%
	P4	68%	68%	88%	68%
	P7	70%	67%	81%	52%
Athelstaneford	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Campie	P1	55%	31%	64%	28%
	P4	33%	22%	71%	33%
	P7	43%	25%	90%	39%
Cockenzie	P1	79%	77%	81%	81%
	P4	45%	44%	68%	50%
	P7	45%	37%	48%	51%
Dirleton	P1	*	*	*	*
	P4	79%	64%	79%	71%
	P7	67%	67%	92%	58%
Dunbar	P1	74%	77%	89%	83%
	P4	70%	68%	88%	78%
	P7	58%	47%	65%	55%
East Linton	P1	95%	86%	95%	95%
	P4	88%	88%	88%	88%

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
	P7	81%	76%	76%	71%
Elphinstone	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Gullane	P1	82%	85%	94%	88%
	P4	97%	90%	97%	83%
	P7	73%	67%	87%	77%
Haddington Infant	P1	92%	79%	91%	88% t
Humbie	P1	*	*	*	*
	P4	*	*	*	*
	P7	*	*	*	*
Innerwick	P1	*	*	*	*
	P4	100%	100%	100%	100%
	P7	*	*	*	*
King's Meadow	P4	86%	81%	88%	85%
	P7	79%	73%	78%	67%
Law	P1	81%	75%	91%	78%
	P4	75%	72%	80%	71%
	P7	66%	55%	66%	53%
Longniddry	P1	81%	78%	89%	81%
	P4	74%	68%	100%	74%
	P7	66%	38%	83%	59%
Loretto	P1	96%	86%	96%	96%
	P4	83%	72%	86%	72%
	P7	75%	75%	96%	67%
Macmerry	P1	73%	73%	73%	82%

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
	P4	81%	63%	69%	63%
	P7	38%	25%	38%	25%
	P1	31%	33%	31%	41%
Musselburgh Burgh	P4	63%	50%	63%	60%
	P7	43%	36%	67%	45%
	P1	89%	89%	93%	93%
Ormiston	P4	94%	82%	91%	71%
	P7	72%	72%	83%	72%
	P1	63%	58%	96%	50%
Pencaitland	P4	75%	78%	91%	72%
	P7	65%	69%	85%	62%
	P1	58%	38%	64%	69%
Pinkie-St Peter's	P4	61%	57%	73%	43%
	P7	59%	48%	59%	32%
	P1	71%	51%	86%	76%
Prestonpans Infant	P4	43%	30%	52%	36%
Prestonpans Primary	P7	55%	44%	48%	50%
	P1	62%	54%	100%	100%
	P4	*	*	*	*
Saltoun	P7	*	*	*	*
	P1	74%	70%	74%	70%
	P4	69%	56%	67%	62%
Sanderson's Wynd	P7	57%	48%	52%	60%
	P1	77%	55%	95%	68%
	P1	77%	55%	95%	68%

Primary School	Stage	% achieving expected CfE Level			
		Reading	Writing	Listening and Talking	Numeracy
	P4	59%	74%	81%	78%
	P7	68%	68%	65%	58%
St Martin's	P1	17%	0%	17%	21%
	P4	69%	52%	76%	69%
	P7	27%	27%	50%	33%
St Mary's	P1	88%	82%	82%	82%
	P4	84%	74%	79%	84%
	P7	67%	61%	78%	72%
Stenton	P4	*	*	*	*
	P7	*	*	*	*
Stoneyhill	P1	76%	48%	67%	67%
	P4	74%	76%	76%	76%
	P7	37%	37%	44%	56% Majority
Wallyford	P1	21%	21%	100%	44%
	P4	51%	41%	46%	38%
	P7	69%	46%	69%	58%
West Barns	P1	86%	64%	93%	86%
	P4	*	*	*	*
	P7	*	*	*	*
Whitecraig	P1	*	*	*	*
	P4	73%	53%	67%	47%
	P7	55%	18%	36%	45%
Windygoul	P1	83%	75%	88%	88%
	P4	82%	75%	91%	85%
	P7	75%	64%	91%	76%



		% achieving expected CfE Level			
Primary School	Stage	Reading	Writing	Listening and Talking	Numeracy
Yester	P1	86%	82%	86%	86%
	P4	72%	59%	86%	79%
	P7	50%	63%	88%	50%
<b>East Lothian Total</b>	<b>P1</b>	<b>73%</b>	<b>64%</b>	<b>82%</b>	<b>74%</b>
	<b>P4</b>	<b>69%</b>	<b>63%</b>	<b>78%</b>	<b>67%</b>
	<b>P7</b>	<b>60%</b>	<b>52%</b>	<b>69%</b>	<b>56%</b>

**% S3 Pupils achieving Third level or above by the end of S3 in 2015/16**

		% achieving CfE Level			
Secondary School	Stage	Reading	Writing	Listening and Talking	Numeracy
Dunbar Grammar	S3	97%	97%	97%	100%
Knox Academy	S3	98%	98%	99%	91%
Musselburgh Grammar	S3	61%	51%	55%	37%
North Berwick High	S3	93%	93%	93%	83%
Preston Lodge High	S3	87%	80%	83%	41%
Ross High	S3	76%	76%	76%	74%
<b>East Lothian Total</b>	<b>S3</b>	<b>84%</b>	<b>81%</b>	<b>82%</b>	<b>68%</b>



**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2016

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

**SUBJECT:** Early Development Instrument: Assessing Children's  
'Readiness to Learn'

**4**

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## **1 PURPOSE**

- 1.1 To inform members of the initial results and preliminary conclusions from the Early Development Instrument (EDI) survey, a tool for assessing children's readiness to learn on entry to Primary 1.

## **2 RECOMMENDATIONS**

- 2.1 The Education Committee is asked to note:
- i. The results from the Early Development Instrument (EDI) as a significant asset in engaging communities in preparing pre-school children for learning, and for services to better plan a more integrated approach to children's early development.
  - ii. That results for East Lothian are comparable with other international surveys of children's readiness to learn using EDI.
  - iii. That although the majority of children entering P1 have the skills needed for successful learning there is a notable variation in children's 'readiness to learn' across the county, and across socio-economic groups.
  - iv. Officers will work with key stakeholder groups and organisations to prepare an action plan to address the variation in children's early development across the county.
  - v. The Resilient People Partnership will work with partner agencies to reflect on how the variation in children's early development across the county impacts on planning and service decisions.

## **3 BACKGROUND**

- 3.1 In 2011, as part of the Support from the Start programme, a partnership was established between East Lothian Council and the Scottish

Collaboration for Public Health Research & Policy based at Edinburgh University to pilot a population based measure of children's readiness to learn called the Early Development Instrument (EDI).

- 3.2 The instrument provides a measurement of children's pre-school development. It is not a diagnostic assessment of individual children. It measures children's readiness to learn in the school environment in relation to child development domains rather than curriculum-based ones. It is administered by P1 Teachers. The teacher uses her/his professional observations after several months of classroom/school interaction with the child to complete the questionnaire.
- 3.3 The instrument is used internationally and there is interest from elsewhere in Scotland in East Lothian's use of this data given the focus on reducing inequalities in outcomes in the early years. The initial EDI survey and associated research established that the EDI was appropriate to a Scottish context and that it generated information useful for services and communities in planning improvement to children's wellbeing.
- 3.4 The results from the 2012 East Lothian Council EDI survey were the first measurement of children's readiness to learn in Scotland. The 2016 data provides the opportunity to compare East Lothian's current cohort of 5- 6 year olds with those from 2012. The instrument also provides measurable information for groups of children in order to:
  - Identify what percentage of children are "vulnerable for early learning" in our communities *and* in which development domains
  - Provide a picture of what early learning looks like at community level
  - Report on populations of children in different communities over time
  - Identify strengths and where the needs are greatest
  - Assist in predicting how children will progress in primary school
  - Inform future programme and service delivery.
- 3.5 The EDI measures children's readiness to learn at school (or school readiness to learn). This term refers to the child's ability to meet the task demands of school, such as being cooperative and sitting quietly and listening to the teacher and to benefit from the educational activities that are provided by the school. There are five domains of readiness to learn as described in Appendix 1. Children are considered to be vulnerable if their score in one or more of the developmental domains is at or below a specified cut-off score.
- 3.6 Services for Education and Children's Wellbeing work together to improve outcomes for those children who live in the most disadvantaged areas within our communities. The data from EDI can be used strategically to support planning for Education and Children's Wellbeing to address the complex problems that lead to poor outcomes for some children.

3.7 Further analysis of the EDI data is underway to provide information at a cluster and school level. This analysis will provide valuable information to inform cluster and school improvement planning with relevant partners.

3.8 Preliminary conclusions from the initial results of the 2016 EDI survey data:

3.9 **Preliminary conclusions from the initial results of the 2016 EDI survey data:**

- Overall the results of the 2016 EDI show similar developmental patterns as those observed and reported on in 2012. Greater percentages of children were vulnerable in Physical Health and Wellbeing, Emotional Maturity and overall across the five domains in 2016 compared to 2012. It is noted that this pattern is seen in other international studies using EDI. A slightly smaller number of children were vulnerable for Social Competence, Language and Cognitive Development, and Communication Skills and General Knowledge in 2016 compared to 2012.
- The percentage of children that attended an early learning programme prior to school entry remained high at 99.1% in 2016 compared to 98.6% in 2012.
- The number of children who have a special needs categorisation rose from 3.6% (N=42) in 2012 to 8.3% (N= 105) in 2016. Further analysis is needed to explore the nature of the special needs and the reasons for this increase.
- Girls are less likely to be vulnerable compared to boys. Overall boys scored less well than girls on all the developmental domains with the greatest differences seen in their social competence, emotional maturity and in their communication and general knowledge.
- There remains a clear socio-economic gradient to 'vulnerability' across the county with 38% for SIMD quintile group 2 compared to 23% for SIMD quintile group 5 considered to be vulnerable in their readiness for learning. The largest increase in vulnerability was for children in SIMD quintile group 1 but given the small sample size the results should be interpreted with caution.
- Some improvement is noted in specific developmental domains for children in the SIMD quintile groups 2 and 3, which may be attributable to school and community campaigns to improve communication, language and social skills.

## **4 POLICY IMPLICATIONS**

4.1 The data from EDI will assist in planning for Education and Children's Wellbeing services. They will assist the cluster based Area Partnerships

and Support from the Start groups with engaging local parents to improve children's readiness to learn.

- 4.2 It will contribute significantly to the Single Outcome Agreement (SOA) – 'East Lothian's children have best start in life and are ready to succeed' by helping communities and services to target and develop community resources for early child development.
- 4.3 The data will support schools and nurseries to plan for supporting children's learning within the Curriculum for Excellence.
- 4.4 The data will support schools and community wellbeing services, as well as primary health care services to engage early years parents and the broader community in children's early development and readiness to learn.

## 5 INTEGRATED IMPACT ASSESSMENT

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

## 6 RESOURCE IMPLICATIONS

- 6.1 Financial – Future surveys would require payment of license fees to McMaster University in Canada.
- 6.2 Personnel – None
- 6.3 Other - None

## 7 BACKGROUND PAPERS

- 7.1 Appendix 1 EDI Factsheet (attached).
- 7.2 Results of the East Lothian, Scotland 2016 implementation of the early Development Instrument (Technical report) Authors D Vinoraj, E Duku & M Janus which has been lodged in the Members Library

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<b>DATE</b>	8 November 2016

Between Jan-March 2016 1259 P1/2 children within the specified 4-5 age range participated in the study with 116 children excluded from the analysis on the basis of known ASN or other criteria such as ill health

Revised: August, 2004

## EARLY DEVELOPMENT INSTRUMENT (EDI): A Population-based Measure for Communities

Appendix 1.

### FACTSHEET

This instrument is an outcome measure of children's early development.

It measures children's readiness to learn in school environment in **five general domains identified in the literature: physical health and well-being; social competence; emotional maturity; language and cognitive development; and communication skills and general knowledge** in relation to developmental benchmarks rather than curriculum-based ones.

The *Early Development Instrument* can be applied at either junior or senior kindergarten level, i.e. for either 4 or 5-year olds. A teacher uses her/his observations after several months of classroom/school interaction with the child to complete the questionnaire.

The instrument provides information for groups of children in order to:

- 1) report on areas of strength and deficit for populations of children,
- 2) monitor populations of children over time,
- 3) predict how children will do in elementary school.

The EDI was developed by Drs. Magdalena Janus and Dan Offord at the Offord Centre for Child Studies, McMaster University, with support of a national advisory committee. It is largely based on the National Longitudinal Survey of Children and Youth (NLSCY) and other existing developmental tests. Between 1998/99 and 2004/04 it has been implemented with over 290,000 students nation-wide.

The purpose of the instrument is to report on populations of children in different communities. It is intended to help communities assess how well they are doing in supporting young children and their families and assist in monitoring changes.

### READINESS TO LEARN CONCEPT

The EDI is based on the **readiness to learn** concept.

We know that children are born ready to learn; it means that their neurosystem is pre-programmed to develop various skills and neuropathways, depending on the experience it receives.

The EDI measures children's **readiness to learn at school** (or school readiness to learn). This term refers to the child's ability to meet the task demands of school, such as being cooperative and sitting quietly and listening to the teacher, and to benefit from the educational activities that are provided by the school.

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## FIVE DOMAINS OF SCHOOL READINESS TO LEARN

There are five domains of school readiness to learn included in the Early Development Instrument.

### 1. *Physical health and well-being*

Includes: gross and fine motor skills:

- holding a pencil,
- running on the playground,
- motor coordination
- adequate energy levels for classroom activities
- independence in looking after own needs
- daily living skills

### 2. *Social knowledge and competence*

Includes:

- curiosity about the world,
- eagerness to try new experiences,
- knowledge of standards of acceptable behaviour in a public place,
- ability to control own behaviour,
- appropriate respect for adult authority,
- cooperation with others,
- following rules
- ability to play and work with other children

### 3. *Emotional health/maturity*

Includes:

- ability to reflect before acting,
- a balance between too fearful and too impulsive
- ability to deal with feelings at the age-appropriate level
- empathic response to other people's feelings

### 4. *Language and cognitive development*

Includes:

- reading awareness,
- age-appropriate reading and writing skills
- age-appropriate numeracy skills
- board games,
- ability to understand similarities and differences,
- ability to recite back specific pieces of information from memory

### 5. *Communication skills and general knowledge*

Includes:

- skills to communicate needs and wants in socially appropriate ways
- symbolic use of language,
- story telling,
- age-appropriate knowledge about the life and world around;

## TWO ADDITIONAL INDICATORS:

### *Special skills*

Includes: literacy, numeracy, dance, music, etc.

### *Special problems*

Includes: health problems, learning problems, behaviour problems



**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2016

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

**SUBJECT:** Insight Local Benchmarking Measures & Graded Course Awards to 2016

---

**5**

## **1 PURPOSE**

- 1.1 To inform the Committee of trends in attainment and achievement of S5 and S6 pupils in the Senior Phase in East Lothian using the “Local Benchmarking Measures” and Graded Course awards from 2014 to 2016 from Insight.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to consider and note the contents of the report.

## **3 BACKGROUND**

- 3.1 Each year young people in secondary schools in East Lothian achieve a range of awards and qualifications available on the Scottish Credit and Qualifications Framework (SCQF) at different stages throughout the senior phase (S4 to S6).
- 3.2 The Scottish Government developed a new statistical benchmarking tool ‘Insight’ to assist schools and local authorities in the analysis of attainment of young people in the senior phase through nationally agreed benchmarking measures and course breadth and depth data. General information on the “Insight” tool is available online at: <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>
- 3.3 This report focuses on the three “Local Benchmarking Measures” based on the cumulative achievements of all young people at the end of S5 and S6 in the five years to 2016 and will explore how the Education Authority has performed over this five-year period in relation to the national average and its Virtual Comparator.

- 3.4 The report also provides an overview of the Authority's performance in graded courses at National 5, Higher and Advanced Higher, compared to the National average, over the last three years to 2016.
- 3.5 The three nationally agreed "Local Benchmarking Measures", published through "Insight" in September 2016, are:
- Improving attainment in literacy and numeracy (shown as the percentage of each stage attaining Literacy and Numeracy)
  - Improving attainment for all (shown as the Average Total Tariff Score)
  - Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers (shown as the Average Total Tariff Score versus Deprivation)
- 3.6 The dual presentation of old and new qualifications across the SCQF Levels in previous academic sessions and different approaches to presentation and delivery makes direct comparisons of attainment between 2016 and previous years extremely complex both nationally and locally. In particular, differences between the assessment arrangements for the new National Qualifications at SCQFs Level 3 to 5, compared with the previous Standard Grade qualification means that the 2014 and 2015 and earlier years' data is not directly comparable.
- 3.7 Local Benchmarking Measures are heavily influenced by a school's curricular model (presentations policy), for example a reduction in the number of subjects studied in S4. Across our schools, pupils achieved a range of qualifications across the SCQF levels at different stages through a variety of progression pathways, for example, pupils "bypassing" National 5 qualifications in S4 in 2014, 2015 and 2016 to sit a two-year Higher course for examination in S5 in May of S5, 2015, 2016 and 2017. Therefore, it is not possible to present data for the Local Benchmarking Measures by the end of S4 in East Lothian in a meaningful way.
- 3.8 Course measures used in this report relate to the percentage of pupils attaining SQA accredited awards at grades A to C at SCQF Level 5 (National 5), SCQF Level 6 (Higher) at S5 & S6 and SCQF Level 7 (Advanced Higher) at S6. Percentages are based on A-C awards attained within the presented year, calculated as a percentage of the resulted entries.
- 3.9 The reports in Insight are based on SQA attainment and include the results of completed National Courses and Skills for Work and Personal Development courses that are sent to SEEMiS from SQA in August. College presentations are also included as are D awards or other achievements from ungraded National Certificates and National Progression Awards.
- 3.10 The main highlights for East Lothian are provided in paragraphs 3.11 to 3.15 below. A detailed breakdown of each of the measures is provided in Appendix 1.

## East Lothian Performance to 2016

3.11 Overall, the three Local Benchmarking Measures (LBMs) reported by the Scottish Government Insight tool in the September 2016 update indicate that attainment in East Lothian has improved overall over the five-year period to 2015/16. Key points are:

- **Improving Attainment for All** – East Lothian shows an improving trend in the average total tariff scores across the three attaining groups by both the end of S5 and S6 over the last five years.

**Performance by the end of S5** has typically been in line with the Virtual Comparator across the five years with the exception of 2012 where Insight testing found that East Lothian's lower performance in the Middle 60% group was statistically significant.

**Performance by the end of S6** has also been typically in line with the Virtual Comparator with the exception of 2012 when it was statistically lower for the Lowest 20% and Middle 60% groups and in 2016 when the performance of the Highest 20% group in East Lothian was greater than its Virtual Comparator (*see appendix 1, section 2*)

- **Literacy & Numeracy Achievement** – East Lothian's performance shows an improving trend over the five years and an increase on the previous year in 2016 across SCQF Levels 3 to 5 by the end of S5 and S6. At SCQF Level 6 the trend has been more static with 2016 showing a drop in performance at both stages. East Lothian's performance has typically been in line with the Virtual Comparator at SCQF Levels 3 and 4, while at Level 5 & 6 they have been typically lower (*see appendix 1, section 3*)

**Literacy Achievement:** East Lothian's Literacy performance shows an improving trend over the five years across SCQF Levels 3 to 6 at both stages. East Lothian's performance has typically been in line with the Virtual Comparator with the exception of 2012 where the performance was lower at SCQF Levels 3 & 4 and 2014 where the performance was lower at SCQF Levels 5 & 6 in S5 and lower at SCQF Level 5 in 2015 by the end of S6.

**Numeracy Achievement:** East Lothian's Numeracy performance shows an improving trend over the five years across SCQF Levels 3 to 5 at both stages while SCQF Level 6 shows a slight drop. East Lothian's performance has typically been in line with the Virtual Comparator at SCQF Levels 3 & 4 across the years while at SCQF Levels 5 & 6 the performance has been typically lower.

- **Attainment versus Deprivation** – East Lothian's scores across the deciles at each stage over the five-year period show that they are roughly in line with the Virtual Comparator. As with the National Average and the Virtual Comparator, pupils living in the most deprived areas typically have a lower total tariff score on average

than those pupils living in the least deprived areas. (see appendix 1, section 4)

#### **4 POLICY IMPLICATIONS**

4.1 There are no direct policy implications associated with this report.

#### **5 INTEGRATED IMPACT ASSESSMENT**

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

#### **6 RESOURCE IMPLICATIONS**

6.1 Financial - none

6.2 Personnel - none

6.3 Other - none

#### **7 BACKGROUND PAPERS**

7.1 Appendix 1 – East Lothian Local Benchmarking & Graded Course Measures Performance to 2016

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## Appendix 1

### East Lothian Council - Education Service

#### East Lothian Local Benchmarking (S5 & S6) and Graded Course Measures to 2016

##### 1. Background Notes

This report compares the performance of East Lothian S5 and S6 pupils against local benchmarks over time.

- The data in this report is taken from the September 2016 release of Insight and reflects the most up to date position on attainment.
- The Local Benchmarking measures provide data on pupils' achievements during the senior phase, whether they are a leaver or they are still at school.
- The attainment figures are based on the 'Latest and Best' achievement of young people in the Senior Phase and do not include attainment gained prior to S4. The figures only include attainment in SCQF credit-rated qualifications that have been matched to an individual pupil via their Scottish Candidate Number (SCN).
- In East Lothian we operate inclusive schools and there are some pupils who pass examinations at SCQF levels 1 and 2, which are not included in the analysis though as key benchmark measures.
- Figures 1 to 6, Tables 1-11 and commentary detail the progress made by East Lothian pupils against the Virtual Comparator and the National Establishment (i.e. national average) by stage over the last 5 years for each Local Benchmarking measure. Figures are provided for both the National Establishment and the Virtual Comparator but the Virtual Comparator is seen as the key benchmark for helping schools and Education Authorities understand their strengths and areas for improvement.
- The Virtual Comparator is made up of pupils from schools in other local authorities around Scotland who have similar background characteristics to the pupils in the schools in the Education Authority in question offering a fairer comparison.
- Local benchmarking measures are influenced by a school's curricular model/presentations policy. It is worth noting that the Virtual Comparator does not currently take into account the curriculum model/presentations policy of the schools that they come from. Therefore, caution must be exercised when making comparisons at stage level.
- Tables 12 to 15 provide further information related to Course measures in section 5.
- When the cohort being compared relates to a small number of pupils (less than 20 as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.
- Where Insight testing has found that comparisons between the East Lothian performance and its Virtual Comparator is statistically significant and large enough to be considered of important educational value, this information has been included in the commentary in sections 2 to 4 of this document.
- In some tables, three-year averages and a 'Trend' are presented with the annual performance to provide an indication of an overall declining or improving trend by East Lothian schools in relation to the Virtual Comparator. The 'Trend' is the average annual percentage or score point

change over the number of years given. A positive value (coloured green) indicates an improving trend on average over the period and a negative value (coloured red) indicates a declining trend.

**Note On Historic Early S3 Presentations in East Lothian:**

One of our secondary schools operated an "early presentations in S3 policy" for Standard Grades, Int 1 and Access 2 and 3 awards between 2006/07 and 2010/11 and for Maths Access 3 in 2011/12. As Insight does not include awards attained in stages prior to the senior phase (S4 to S6), any awards achieved in S3 during these years will not be included in the calculations. Therefore, the attainment rates for the East Lothian average at SCQF Level 3, SCQF Level 4 & SCQF Level 5 may be under-reported in some instances for the following cohorts:

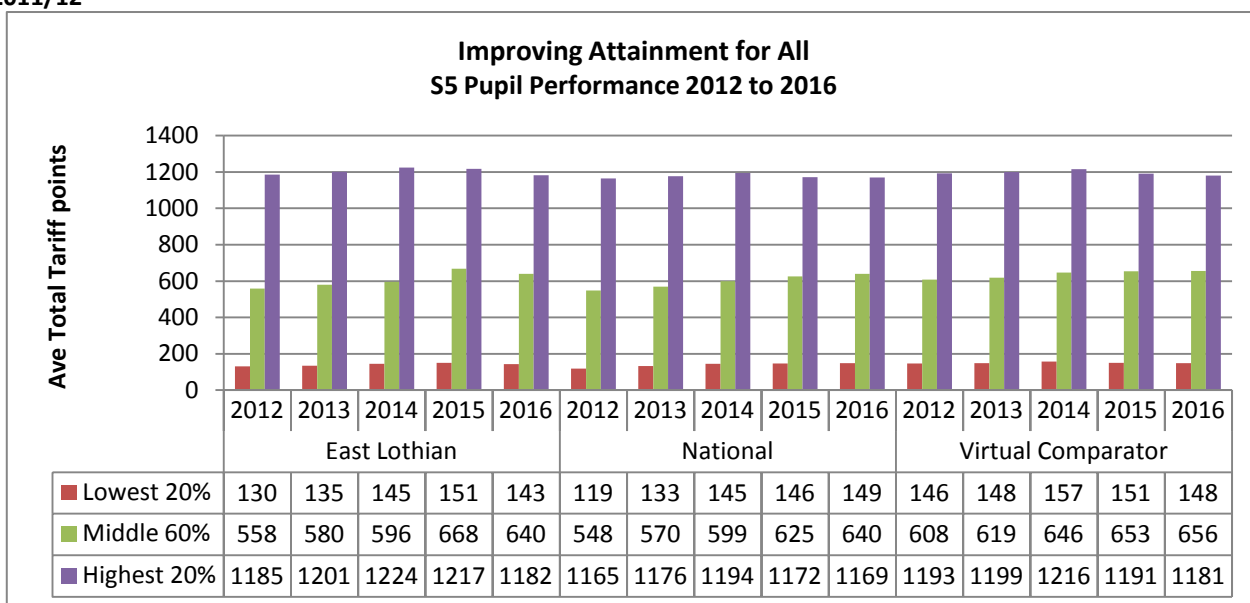
- S4 Performance in 2011/12 and 2012/13
- S5 Performance in 2011/12, 2012/13 and 2013/14
- S6 Performance in 2011/12, 2012/13, 2013/14 and 2014/15

**2. Local Benchmarking Measure: Improving Attainment for All**

This measure groups candidates according to their whole-school attainment as measured by their total tariff points into three attainment groups. The three groups are the lowest-scoring 20 per cent of pupils, the highest-scoring 20 per cent and the middle 60 per cent. For each pupil the tariff score is the total of the tariff points associated with each of the eligible latest and best awards they have achieved by the end of each stage. Awards that have been superseded by the pupil progressing to a higher-level award in the same subject are excluded, as are awards achieved when the pupil was in S1–S3. For example, if a pupil has National 5 English and Higher English then only the points for the Higher are included. These tariff scores are then averaged over all the pupils in the particular attainment group.

Figures 1 and 2 that follow show the average total tariff score by S5 and S6 of the full S4 year group across East Lothian. It includes those pupils who left before those stages over the five-year period.

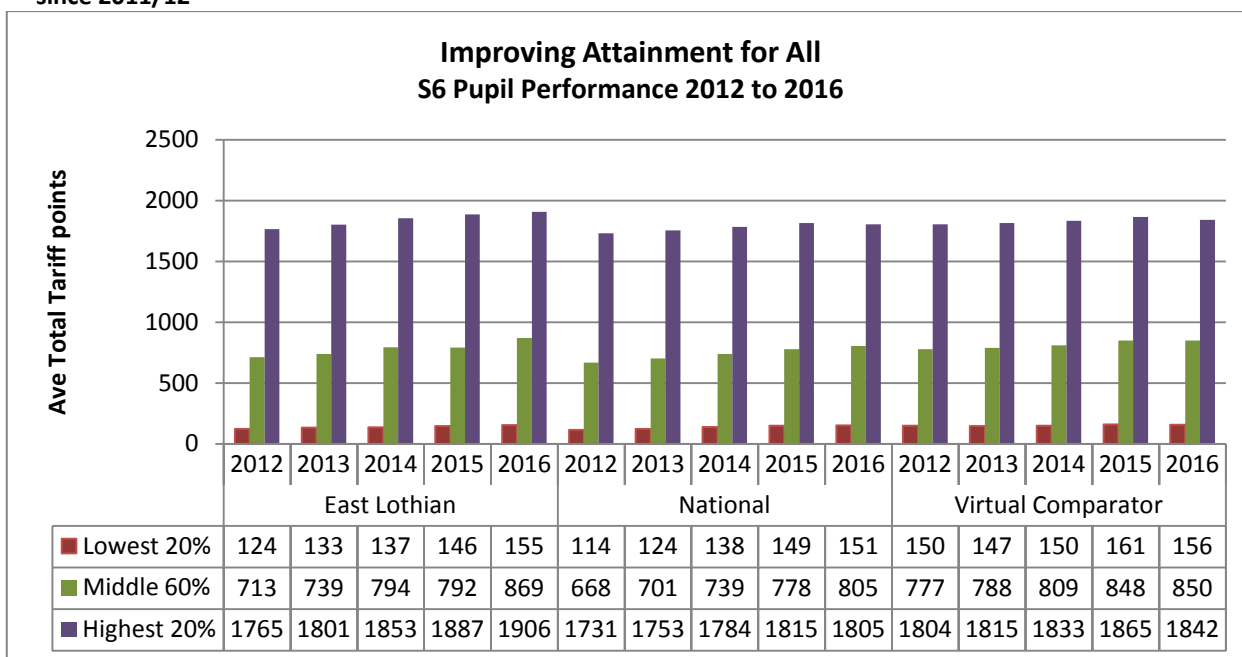
**Figure 1: Average total tariff score of the full S4 year group within each attainment group by end of S5 since 2011/12**



**Comments on Figure 1:**

- All three attainment groups by the end of S5 in East Lothian show a slight decrease in their average tariff score in 2016 on the previous year although the trend has improved slightly in the Lowest 20% and Middle 60% attaining groups over the five-year period.
- The East Lothian Performance at S5 across the five years has typically been in line with both the National average and Virtual Comparator with the exception of 2012 where Insight testing has found that East Lothian’s performance in the Middle 60% was statistically lower.

**Figure 2: The average total tariff score of the full S4 year group within each attainment group by the end of S6 since 2011/12**



**Comments on Figure 2:**

- All three attainment groups by the end of S6 in East Lothian show an increase in their average tariff score in 2016 on the previous year and an improved trend over the five-year period.
- The East Lothian Performance at S6 across the five years has typically been higher than the National average for the Middle 60% and Highest 20% attaining groups and in line with for the Lowest 20% group.
- In relation to the Virtual Comparator, East Lothian’s performance across the three groups has been typically in line with the exception of 2012, where Insight testing has found that East Lothian’s performance in the Lowest 20% and Middle 60% was statistically lower, and in 2016 East Lothian’s performance in the Highest 20% group was greater than its Virtual Comparator.

Table 1 further presents the average point difference between the East Lothian and the Virtual Comparator average total tariff scores within each attainment group over the five-year period. The ‘trend’ indicator is also provided for each of the attainment groups to show the increase or decrease of the East Lothian average total tariff score over time as well as the East Lothian 3 Year and 5 Year average.

Table 1.../

**Table 1: Average Point Difference between the average total tariff score for East Lothian and the Virtual Comparator within each attainment group since 2011/12**

Attainment Group	Average Point Difference between ELC & VC scores					ELC Ave Total Tariff Score			Insight testing found that the following comparisons were significant:	
	2012	2013	2014	2015	2016	ELC 3 Yr Ave	ELC 5 Yr Ave	ELC 5 Yr Trend		
S5	Lowest Attaining 20%	-16	-13	-12	0	-5	146	141	3.25	
	Middle Attaining 60%	-50	-39	-50	15	-16	635	608	20.50	ELC Performance is lower than its Virtual Comparator in 2012
	Highest Attaining 20%	-8	2	8	26	1	1208	1202	-0.75	
S6	Lowest Attaining 20%	-26	-14	-13	-15	-1	146	139	7.75	ELC Performance is lower than its Virtual Comparator in 2012
	Middle Attaining 60%	-64	-49	-15	-56	19	818	781	39.00	
	Highest Attaining 20%	-39	-14	20	22	64	1882	1842	35.25	ELC Performance is greater than its Virtual Comparator in 2016

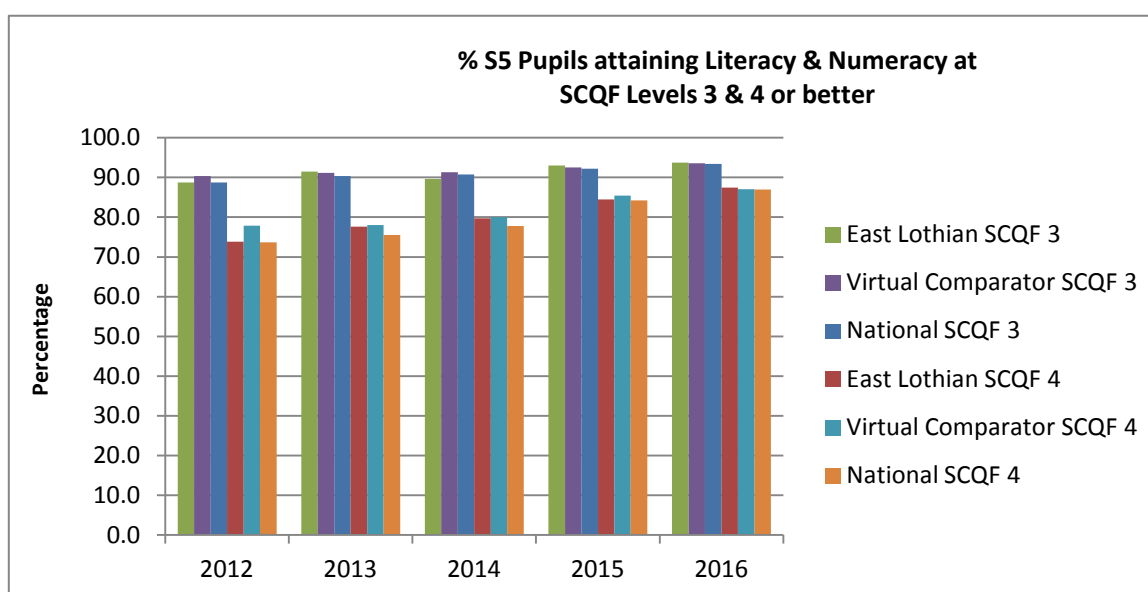
### 3. Local Benchmarking Measure: Literacy and Numeracy

Figures 3 to 6 that follow detail the percentage of the full S4 year group that achieved Literacy and/or numeracy from 2011/12 to 2015/16 to at least SCQF Levels 3 to 6 by the end of S5 or S6.

Tables 6 and 7 further break this information down separately for Literacy & Numeracy by the end of each stage.

To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level. For numeracy the pupil needs to achieve the numeracy unit at that level or a Mathematics or Lifeskills Maths at that level.

**Figure 3: Literacy and Numeracy achievement for the full S4 year group at SCQF Levels 3 and 4 by the end of S5 in each year from 2011/12 to 2015/16**





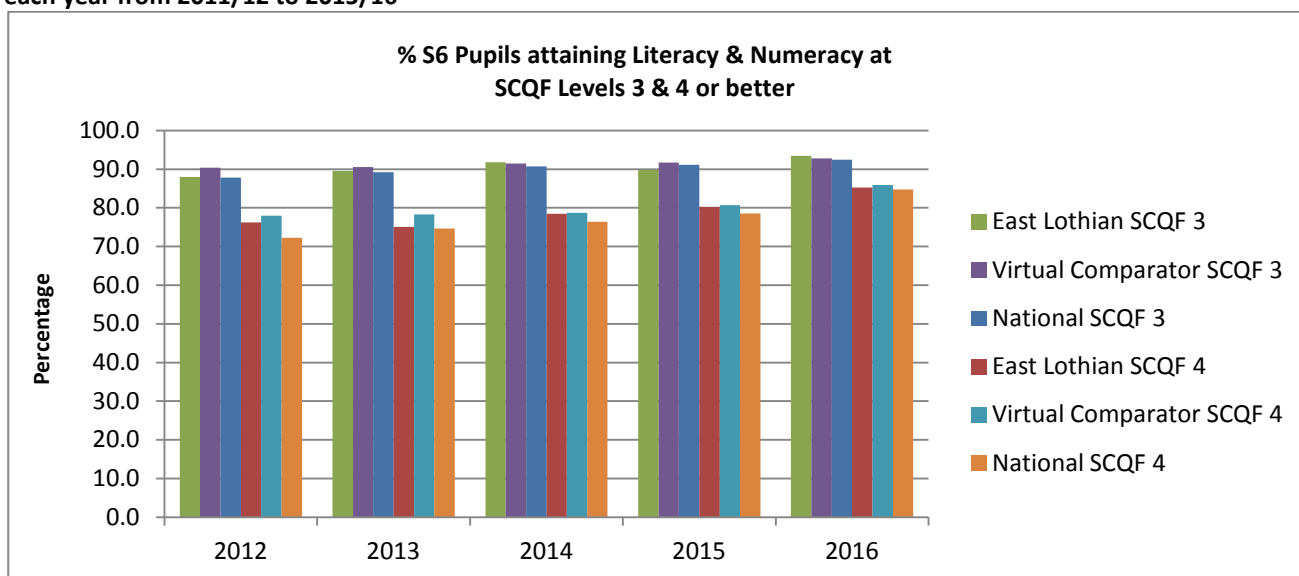
**Table 2 - % S5 Pupils attaining Literacy & Numeracy at SCQF Levels 3 & 4 or better**

S5 Pupils	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend
<b>East Lothian SCQF 3</b>	<b>88.7</b>	<b>91.5</b>	<b>89.7</b>	<b>93.0</b>	<b>93.7</b>	<b>92.1</b>	<b>0.7</b>	<b>1.25</b>
Virtual Comparator SCQF 3	90.3	91.2	91.3	92.6	93.5	92.5	1.0	0.81
National SCQF 3	88.8	90.4	90.8	92.2	93.4	92.1	1.2	1.17
<b>East Lothian SCQF 4</b>	<b>73.9</b>	<b>77.6</b>	<b>79.7</b>	<b>84.5</b>	<b>87.4</b>	<b>83.9</b>	<b>2.9</b>	<b>3.39</b>
Virtual Comparator SCQF 4	77.9	78.0	80.0	85.4	87.1	84.2	1.6	2.30
National SCQF 4	73.7	75.5	77.8	84.2	87.0	83.0	2.8	3.33

**Comments on Figure 3 and Table 2:**

- East Lothian’s S5 performance at SCQF Levels 3 and 4 or better shows an improving trend with both levels showing a % increase in 2016 on the previous year.
- East Lothian’s S5 % at SCQF Level 3 and 4 has been typically in line with both the national average and the Virtual Comparator.
- Where the S5 % has been above or below the Virtual Comparator, Insight Testing found no significant comparisons for this measure.

**Figure 4: Literacy and Numeracy achievement at SCQF Levels 5 and 6 for the full S4 year group by the end of S5 in each year from 2011/12 to 2015/16**



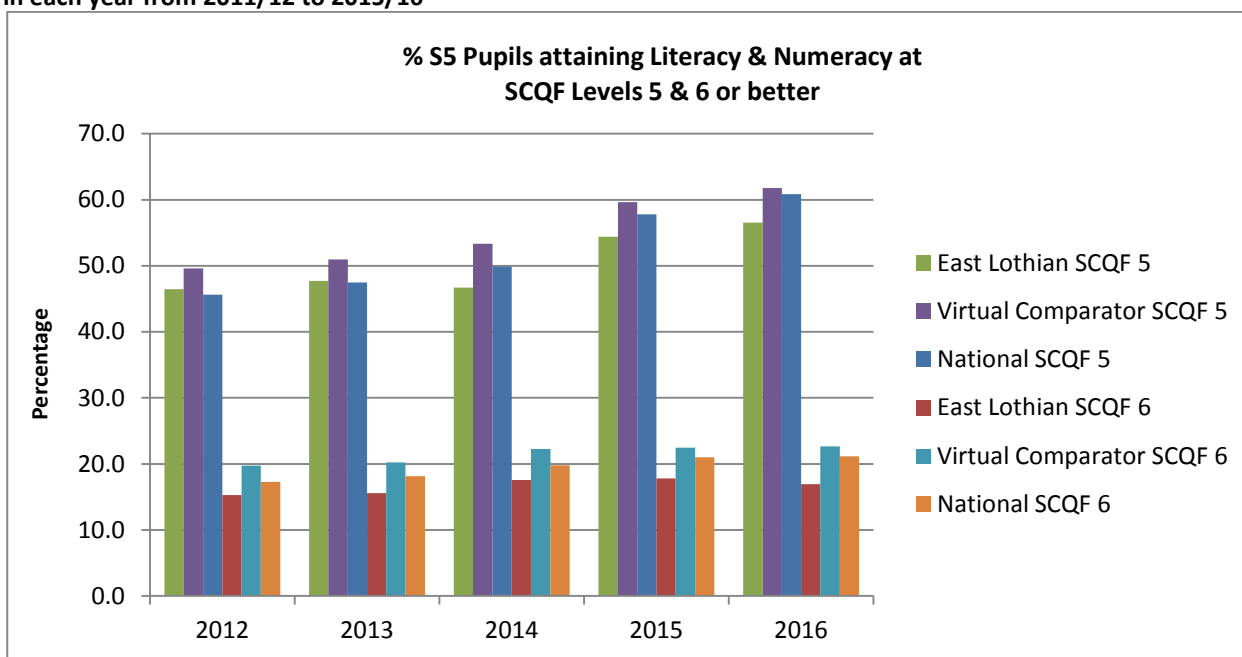
**Table 3 - % S6 Pupils attaining Literacy & Numeracy at SCQF Levels 3 & 4 or better**

S6 Pupils	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend
<b>East Lothian SCQF 3</b>	<b>88.0</b>	<b>89.5</b>	<b>91.8</b>	<b>89.8</b>	<b>93.4</b>	<b>91.7</b>	<b>3.6</b>	<b>1.37</b>
Virtual Comparator SCQF 3	90.4	90.5	91.5	91.7	92.8	92.0	1.1	0.60
National SCQF 3	87.8	89.3	90.7	91.1	92.5	91.5	1.4	1.17
<b>East Lothian SCQF 4</b>	<b>76.3</b>	<b>75.1</b>	<b>78.4</b>	<b>80.2</b>	<b>85.3</b>	<b>81.3</b>	<b>5.1</b>	<b>2.25</b>
Virtual Comparator SCQF 4	78.0	78.3	78.7	80.7	85.9	81.8	5.2	1.98
National SCQF 4	72.3	74.6	76.4	78.6	84.8	79.9	6.2	3.12

**Comments on Figure 4 and Table 3:**

- East Lothian’s S6 performance at SCQF Levels 3 and 4 or better shows an improving trend with both showing a % increase in 2016 on the previous year.
- East Lothian’s S6 % at SCQF Level 3 and 4 has been typically in line with both the national average and the Virtual Comparator.
- Where the S6 % has been above or below the Virtual Comparator, Insight Testing found that there were no significant comparisons for this measure.

**Figure 5: Literacy and Numeracy achievement at SCQF Levels 3 and 4 for the full S4 year group by the end of S6 in each year from 2011/12 to 2015/16**



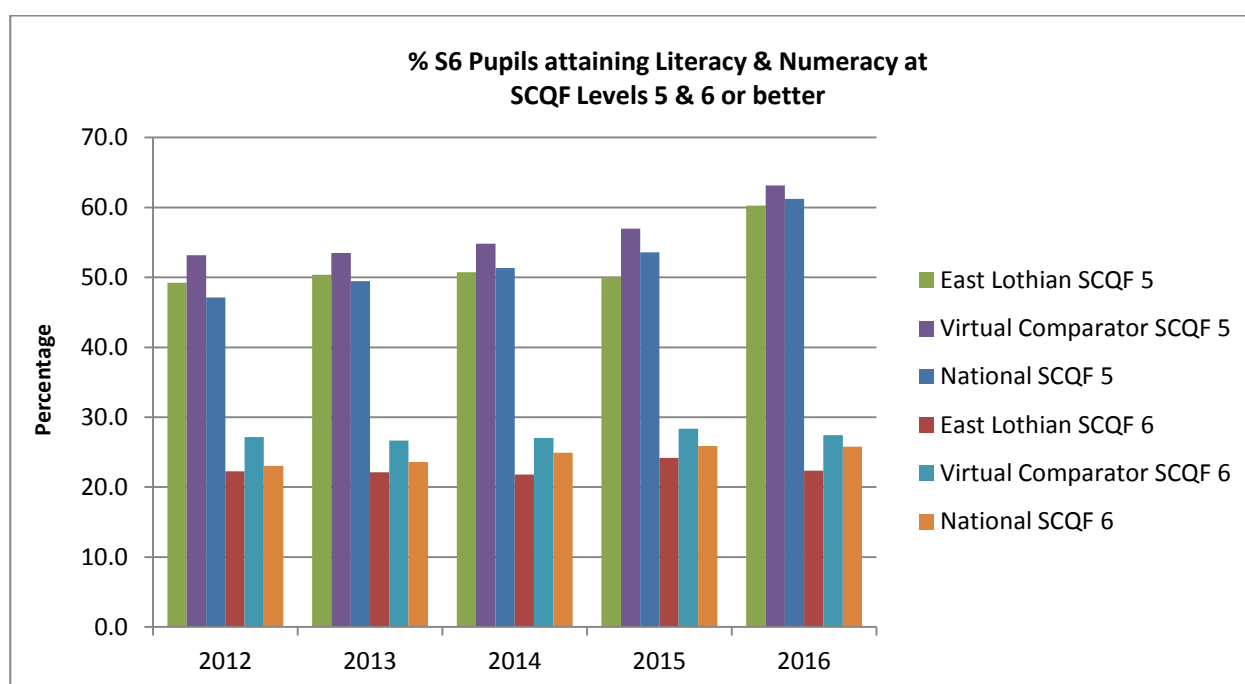
**Table 4 - % S5 Pupils attaining Literacy & Numeracy at SCQF Levels 5 & 6 or better**

S5 Pupils	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend
<b>East Lothian SCQF 5</b>	<b>46.5</b>	<b>47.7</b>	<b>46.7</b>	<b>54.4</b>	<b>56.5</b>	<b>52.5</b>	<b>2.1</b>	<b>2.52</b>
Virtual Comparator SCQF 5	49.6	51.0	53.3	59.7	61.8	58.2	2.1	3.04
National SCQF 5	45.6	47.5	49.9	57.8	60.9	56.2	3.1	3.81
<b>East Lothian SCQF 6</b>	<b>15.3</b>	<b>15.6</b>	<b>17.6</b>	<b>17.8</b>	<b>16.9</b>	<b>17.4</b>	<b>-0.9</b>	<b>0.41</b>
Virtual Comparator SCQF 6	19.7	20.2	22.3	22.5	22.7	22.5	0.2	0.73
National SCQF 6	17.3	18.2	19.8	21.0	21.1	20.7	0.1	0.97

**Comments on Figure 5 and Table 4:**

- East Lothian’s S5 performance at SCQF Level 5 or better shows an improving trend over the five-year period and a relatively static trend at SCQF Level 6, with the performance at SCQF Level 5 in 2016 increasing on the previous year but dropping slightly at SCQF Level 6.
- East Lothian’s S5 % at both SCQF Levels is typically lower than the Virtual Comparator and national average. Insight testing found that the following comparisons were significant for this measure: ELC S5 Performance at SCQF Levels 5 & 6 is lower than the Virtual in years 2014 to 2016.

**Figure 6: Literacy and Numeracy achievement at SCQF Levels 5 and 6 for the full S4 year group by the end of S6 in each year from 2011/12 to 2015/16**



**Table 5 - % S6 Pupils attaining Literacy & Numeracy at SCQF Levels 5 & 6 or better**

S6 Pupils	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend
<b>East Lothian SCQF 5</b>	49.2	50.4	50.7	50.1	60.3	53.7	10.2	2.76
Virtual Comparator SCQF 5	53.2	53.5	54.8	57.0	63.1	58.3	6.2	2.49
National SCQF 5	47.1	49.5	51.3	53.6	61.2	55.4	7.6	3.52
<b>East Lothian SCQF 6</b>	22.3	22.1	21.8	24.2	22.4	22.8	-1.8	0.03
Virtual Comparator SCQF 6	27.2	26.7	27.0	28.4	27.4	27.6	-0.9	0.06
National SCQF 6	23.0	23.6	24.9	25.9	25.8	25.5	-0.1	0.69

**Comments on Figure 6 and Table 5:**

- East Lothian’s S6 performance at SCQF Levels 5 or better shows an improving trend over the five-year period with the 2016 performance 10% higher than the previous year. The performance at SCQF Level 6 or better shows a relatively static trend at SCQF Level 6 with the 2016 dropping slightly on the previous year.
- East Lothian’s S6 % at both SCQF Levels is typically lower than the Virtual Comparator and national average. Insight Testing found that the following comparisons were significant for this measure:
  - ELC S6 Performance at SCQF Levels 5 is lower than the Virtual Comparator in 2015; and
  - Is lower than the Virtual Comparator at SCQF Level 6 across years 2012 to 2014 and 2016.

Tables 6 and 7 overleaf break this information down separately for Literacy & Numeracy by the end of each stage.

**Table 6: Literacy and Numeracy achievement for the full S4 year group by the end of S5 in each year from 2011/12 to 2015/16**

	Year	Literacy				Numeracy			
		3+	4+	5+	6+	3+	4+	5+	6+
East Lothian	2011/12	91.07	87.07	61.02	30.24	93.44	78.60	49.73	21.58
	2012/13	93.82	90.42	63.65	30.80	94.27	80.04	51.84	20.95
	2013/14	93.89	91.45	63.35	29.79	92.29	81.11	50.75	24.25
	2014/15	95.00	92.30	73.82	43.50	94.51	85.95	56.79	21.85
	2015/16	95.37	93.71	73.82	43.94	95.28	88.44	58.46	20.81
	+/- on 2015	0.37	1.41	0.00	0.44	0.77	2.49	1.67	-1.04
	3yr ave	94.75	92.49	70.33	39.08	94.03	85.17	55.33	22.30
	5yr trend <sup>1</sup>	1.08	1.66	3.20	3.43	0.46	2.46	2.18	-0.19
Virtual Comparator	2011/12	93.94	91.18	65.19	33.55	92.85	79.74	54.60	26.21
	2012/13	94.47	91.35	65.77	34.91	93.50	79.69	55.26	26.78
	2013/14	94.45	91.84	68.19	37.21	93.51	81.65	57.89	28.24
	2014/15	95.17	92.18	74.76	43.46	93.98	86.95	62.65	26.53
	2015/16	95.62	93.09	76.34	46.91	94.89	88.65	64.46	25.88
	+/- on 2015	0.45	0.91	1.58	3.45	0.91	1.70	1.81	-0.65
	3yr ave	95.08	92.37	73.10	42.53	94.13	85.75	61.67	26.88
	5yr trend <sup>1</sup>	0.42	0.48	2.79	3.34	0.51	2.23	2.47	-0.08
National	2011/12	92.64	88.72	60.18	29.85	91.57	75.63	50.17	22.98
	2012/13	93.96	90.34	62.09	31.54	92.75	77.17	51.96	23.95
	2013/14	94.27	91.07	64.86	33.94	93.09	79.54	54.45	25.63
	2014/15	94.99	91.64	73.26	41.33	93.87	85.97	61.07	24.98
	2015/16	95.49	93.01	76.23	46.01	94.89	88.63	63.70	24.15
	+/- on 2015	0.50	1.37	2.97	4.68	1.02	2.66	2.63	-0.83
	3yr ave	94.92	91.91	71.45	40.43	93.95	84.71	59.74	24.92
	5yr trend <sup>1</sup>	0.71	1.07	4.01	4.04	0.83	3.25	3.38	0.29

**Comments on Table 6:**

- **S5 Literacy Achievement** - East Lothian's S5 performance across SCQF Levels 3 to 6 for Literacy shows an improved trend over the five-year period with the 2016 performance showing further improvement on the previous year across the SCQF Levels 3 to 4 and Level 6 or better.
- East Lothian's S5 % performance across the SCQF levels has typically been in line with its Virtual Comparator and the national average with the exception of a couple of years. Insight testing has found that the following comparisons were significant in these years:
  - East Lothian's S5 Literacy performance at SCQF Level s 4 & 5 in 2012 and Levels 5 & 6 in 2014 is lower than the Virtual Comparator
- **S5 Numeracy Achievement** - East Lothian's S5 performance across SCQF Levels 3 to 5 for Numeracy shows an improved trend over the five-year period with the 2016 performance showing further improvement on the previous year, while SCQF Level 6 shows a slight drop.

- East Lothian's S5 % performance at SCQF Levels 3 and 4 have typically been in line with its Virtual Comparator and the national average while at SCQF Levels 5 & 6 the performance has typically been lower. Insight testing has found that the following comparisons were significant:
  - East Lothian's S5 Numeracy performance at SCQF Level 5 across the five years is lower than the Virtual Comparator with the exception of 2013; and
  - And is lower at SCQF Level 6 across the five years with the exception of 2014.

**Table 7: Literacy and Numeracy achievement for the full S4 year group by the end of S6 in each year from 2011/12 to 2015/16**

	Year	Literacy				Numeracy			
		3+	4+	5+	6+	3+	4+	5+	6+
East Lothian	2011/12	91.17	88.50	65.04	43.51	91.90	78.56	51.33	26.13
	2012/13	91.80	87.89	65.21	43.17	93.62	79.14	52.46	26.32
	2013/14	93.83	90.52	66.64	42.31	94.45	80.68	53.85	27.64
	2014/15	94.05	91.69	65.72	46.84	92.45	81.59	53.82	28.05
	2015/16	95.47	92.67	75.31	53.42	94.70	86.60	62.30	25.46
	+/- on 2015	1.42	0.98	9.59	6.58	2.25	5.01	8.48	-2.59
	3yr ave	94.45	91.63	69.22	47.52	93.87	82.96	56.66	27.05
	5yr trend <sup>1</sup>	1.08	1.04	2.57	2.48	0.70	2.01	2.74	-0.17
Virtual Comparator	2011/12	94.16	91.47	67.06	45.10	92.53	79.76	56.99	32.02
	2012/13	94.04	91.29	67.98	45.88	92.94	80.08	57.46	31.39
	2013/14	94.62	91.49	68.56	46.97	93.69	80.27	58.34	32.10
	2014/15	94.68	92.12	70.96	49.41	93.71	82.17	60.60	33.03
	2015/16	95.31	92.41	76.62	53.79	94.18	87.40	65.59	30.33
	+/- on 2015	0.63	0.29	5.66	4.38	0.47	5.23	4.99	-2.70
	3yr ave	94.87	92.01	72.05	50.06	93.86	83.28	61.51	31.82
	5yr trend <sup>1</sup>	0.29	0.23	2.39	2.17	0.41	1.91	2.15	-0.42
National	2011/12	92.20	88.29	60.68	39.44	90.59	74.13	51.00	27.64
	2012/13	93.00	89.20	63.49	41.26	91.94	76.41	53.16	28.01
	2013/14	94.17	90.64	65.35	43.49	93.04	77.98	55.13	29.54
	2014/15	94.48	91.36	67.94	45.90	93.36	80.23	57.33	30.49
	2015/16	95.19	91.94	75.03	51.92	94.09	86.40	63.92	28.59
	+/- on 2015	0.71	0.58	7.09	6.02	0.73	6.17	6.59	-1.90
	3yr ave	94.61	91.31	69.44	47.10	93.50	81.54	58.79	29.54
	5yr trend <sup>1</sup>	0.75	0.91	3.59	3.12	0.88	3.07	3.23	0.24

**Comments on Table 7:**

- **S6 Literacy Achievement** - East Lothian's S6 performance across SCQF Levels 3 to 6 for Literacy shows an improved trend over the five-year period with the 2016 performance showing further improvement on the previous year, particularly at SCQF Level 5 (+10%) and SCQF Level 6 (+7%).

- East Lothian’s S6 % performance across the SCQF levels has typically been in line with its Virtual Comparator and in line with or above the national average with the exception of SCQF Level 5 in 2015 where Insight testing found that the following comparison was significant:
  - East Lothian’s S6 Literacy performance at SCQF Level 5 in 2015 is lower than the Virtual Comparator.
- **S6 Numeracy Achievement** - East Lothian’s S6 performance across SCQF Levels 3 to 5 for Numeracy shows an improved trend over the five-year period with the 2016 performance showing further improvement on the previous year, particularly at SCQF Level 5 (+8%) while SCQF Level 6 shows a drop of 3%.
- East Lothian’s S6 % performance at SCQF Levels 3 and 4 have typically been in line with its Virtual Comparator and in line with or above the national average. At SCQF Levels 5 & 6 the performance has typically been lower. Insight testing has found that the following comparisons were significant:
  - East Lothian’s S6 Numeracy performance at SCQF Level 5 across the five years is lower than the Virtual Comparator with the exception of 2016; and
  - And is lower at SCQF Level 6 across the five years.

#### 4. Local Benchmarking Measure: Attainment versus deprivation (S5 & S6)

This measure considers attainment of candidates at each stage broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of pupils whose postcodes are in the 10% most deprived datazones in Scotland, while decile 10 refers to pupils with postcodes in the top 10% of the least deprived (most affluent) datazones according to SIMD.

Tables 8 and 10 show the average total tariff scores within each SIMD decile band for the S5 and S6 year groups in East Lothian since 2011/12 compared with its Virtual Comparator. Tables 9 and 11 show the proportion of pupils in each cohort that are living within each SIMD decile.

**Table 8: Average total tariff scores of the full S4 year group by the end of S5 since 2011/12, broken down by SIMD band of residence**

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2011/12	1098	329	344	402	403	499	575	650	743	694	881
	2012/13	1117	82	365	442	468	545	604	648	742	754	832
	2013/14	1064	466	429	422	448	511	610	648	850	740	876
	2014/15	1039		425	491	548	633	671	698	762	767	853
	2015/16	1081		371	462	526	572	597	682	807	857	873
	+/- on 2015	42		-54	-29	-22	-61	-74	-16	45	90	20
	3 Yr Ave	1061		408	458	507	572	626	676	806	788	867
	5 Yr Trend <sup>1</sup>				7	15	31	18	6	8	16	41

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
Virtual Comparator	2011/12	10980	450	422	451	510	561	615	677	716	771	840
	2012/13	11170	450	457	475	518	592	614	671	707	767	859
	2013/14	10640	434	463	492	548	576	649	706	725	763	873
	2014/15	10390	481	471	494	545	603	657	666	710	811	867
	2015/16	10810	455	465	522	577	611	613	673	738	805	889
	+/- on 2015	420	-26	-6	28	32	8	-44	7	28	-6	22
	3 Yr Ave	10613	457	466	503	557	597	640	682	724	793	876
	5 Yr Trend <sup>1</sup>			1	11	18	17	13	-1	-1	6	9

#### Comments on Table 8:

- East Lothian's S5 performance across the deciles across the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances Insight testing has not found these to be statistically significant.
- As with the national average and the Virtual Comparator, S5 pupils living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas.

Table 9 below shows the full breakdown of East Lothian's S5 year group living within each of the ten SIMD deciles over the last five years.

**Table 9: Percentage of East Lothian S5 year group within each SIMD Decile Band since 2011/12**

Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2011/12	1098	0.1	4.9	10.8	10.0	12.0	7.8	26.1	9.3	7.2	11.8
	2012/13	1117	0.2	5.5	13.0	8.5	11.3	6.7	25.5	9.4	6.0	14.0
	2013/14	1064	0.1	4.9	10.0	10.0	10.1	8.3	27.6	10.7	7.1	11.4
	2014/15	1039	0.0	5.6	10.0	7.2	10.6	7.2	27.9	12.0	6.4	13.1
	2015/16	1081	0.0	5.1	11.5	7.7	12.4	8.0	30.4	8.4	5.7	10.8
	3 Yr Ave	1061	0.0	5.2	10.5	8.3	11.0	7.8	28.7	10.4	6.4	11.8
	5 Yr Ave	1080	0.1	5.2	11.0	8.7	11.3	7.6	27.5	10.0	6.5	12.2

#### Comments on Table 9:

- On average 16% of the East Lothian's S5 cohort lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 29% within deciles 8-10 (30% least deprived areas in Scotland) and 55% within deciles 4-7 (the remaining middle 40% of SIMD areas).

Table 10.../

**Table 10: Average total tariff scores of the full S4 year group by the end of S6 since 2011/12, broken down by SIMD band of residence**

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2011/12	1087	330	556	495	601	740	832	798	1027	845	1177
	2012/13	1098	414	449	535	539	662	768	900	1076	981	1268
	2013/14	1118	500	437	632	615	791	789	920	1072	1107	1226
	2014/15	1059		525	566	587	721	842	884	1257	1033	1286
	2015/16	1037		576	624	704	893	922	985	1022	1066	1274
	+/- on 2015	-22		51	58	117	172	80	101	-235	33	-12
	3 Yr Ave	1071		513	607	635	802	851	930	1117	1069	1262
	5 Yr Trend <sup>1</sup>			5	32	26	38	23	47	-1	55	24
Virtual Comparator	2011/12	10870	583	560	596	673	751	802	892	980	1040	1193
	2012/13	10980	644	544	585	671	747	830	932	985	1094	1195
	2013/14	11180	667	609	633	694	802	840	915	990	1088	1227
	2014/15	10590	642	597	654	749	783	906	970	1019	1076	1237
	2015/16	10370	737	630	656	738	806	883	919	982	1149	1240
	+/- on 2015	-220	95	33	2	-11	23	-23	-51	-37	73	3
	3 Yr Ave	10713	682	612	648	727	797	876	935	997	1104	1235
	5 Yr Trend <sup>1</sup>			39	18	15	16	14	20	7	1	27

**Comments on Table 10:**

- East Lothian’s S6 performance across the deciles across the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances Insight testing has not found these to be statistically significant.
- As with the national average and the Virtual Comparator, S6 pupils living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas.

Table 11 below shows the full breakdown of East Lothian’s S6 year group living within each of the ten SIMD deciles over the last five years.

**Table 11: Percentage of East Lothian S6 year group within each SIMD Decile Band since 2011/12**

Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2011/12	1087	0.1	4.2	10.5	9.5	10.5	8.9	27.9	10.3	5.9	12.2
	2012/13	1098	0.1	4.9	10.8	9.6	11.8	7.7	26.8	8.9	7.5	11.9
	2013/14	1118	0.3	5.2	12.7	8.5	11.5	7.1	25.7	9.2	6.0	14.0
	2014/15	1059	0.0	4.3	9.9	10.4	10.0	8.5	27.8	10.7	6.9	11.5



Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
	2015/16	1037	0.0	5.8	10.1	7.8	10.5	7.4	27.5	11.9	6.3	12.7
	3 Yr Ave	1071	0.1	5.1	10.9	8.9	10.7	7.7	27.0	10.6	6.4	12.7
	5 Yr Ave	1080	0.1	4.9	10.8	9.1	10.9	7.9	27.1	10.2	6.5	12.5

#### Comments on Table 11:

- On average 16% of the East Lothian's S6 cohort lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 29% within deciles 8-10 (30% least deprived areas in Scotland) and 55% within deciles 4-7 (the remaining middle 40% of SIMD areas).

#### 5. S4, S5 & S6 Graded Course Measures: 2014 to 2016

This section reviews the performance of attainment in SQA graded courses at National 5, Higher and Advanced Higher at particular stages across East Lothian against the national average since 2013/14.

Tables 12 to 15 show the % of pupils with resulted entries who gained an award at 'Grade A-C' in each subject for the last three years. A percentage point difference between the East Lothian and National performance is also provided within each year and for the three-year average to show how East Lothian's pass rate has compares to the national average. *Note: 'Resulted entries' means those pupils who were actually presented for an award.*

Colour coding is provided to help visually indicate where the % of East Lothian passes is higher than the national rate (*positive figure in green*) and where the % is lower than the National pass rate (*negative figure in dark red*). These do not necessarily provide an indication of significance though.

In addition, information on the size of the East Lothian population presented for each course at each stage, relative to the total number of pupils at each stage has been provided in the form of '% of Base Cohort'.

When the cohort being compared relates to a small number of pupils (less than 20 as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.

Where the resulted entries for a course are based on a pupil cohort of less than 5 but greater than 0, the '% of ELC base cohort' information has been suppressed with an asterisk (\*) to avoid identification of individual pupils.

Table 12 .../

**Table 12: National 5 Courses at S4, 2014 to 2016 - % Awards at Grades A to C**

National 5 Course	Entries as % of ELC S4 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Accounting	-	*	*	*	-	83.4	-	100.0	86.1	13.9	100.0	85.0	15.0	100.0	84.8	15.2
Administration and IT	9.9%	8.4%	6.6%	8.3%	61.4	79.5	-18.1	76.7	82.0	-5.3	73.9	81.1	-7.3	70.6	80.9	-10.2
Art and Design	15.6%	15.9%	15.8%	15.8%	80.0	86.1	-6.1	76.3	87.2	-10.9	87.9	90.6	-2.6	81.4	88.0	-6.6
Biology	34.1%	26.4%	30.3%	30.3%	67.7	65.7	2.0	80.1	75.3	4.7	79.3	77.2	2.1	75.7	72.8	2.9
Business Management	22.1%	19.9%	19.3%	20.4%	80.6	81.9	-1.3	84.4	87.8	-3.4	86.9	86.2	0.7	84.0	85.3	-1.3
Chemistry	24.8%	27.1%	25.5%	25.8%	72.8	73.2	-0.4	71.6	74.6	-3.0	76.7	76.9	-0.3	73.7	74.9	-1.2
Computing Science	9.1%	10.6%	11.7%	10.5%	83.9	83.8	0.1	86.7	85.8	0.9	92.2	84.6	7.6	87.6	84.7	2.9
Design and Manufacture	8.7%	11.7%	10.7%	10.4%	76.4	91.1	-14.7	88.8	87.5	1.3	84.9	84.6	0.3	83.4	87.7	-4.3
Drama	5.4%	5.6%	4.5%	5.2%	100.0	93.6	6.4	95.0	94.0	1.0	97.8	92.3	5.5	97.6	93.3	4.3
Engineering Science	4.7%	4.9%	4.1%	4.6%	85.4	82.0	3.4	84.6	87.2	-2.6	85.4	81.8	3.5	85.1	83.7	1.4
English	54.3%	52.7%	60.7%	55.9%	87.4	87.9	-0.4	92.7	91.0	1.7	90.0	90.2	-0.1	90.1	89.7	0.4
Environmental Science	-	-	0.5%	0.5%	-	42.6	-	-	52.5	-	60.0	48.8	11.2	60.0	48.0	12.0
Fashion and Textile Technology	*	*	1.7%	*	100.0	98.0	2.0	100.0	100.0	0.0	94.1	91.7	2.4	98.0	96.6	1.5
French	22.0%	18.0%	17.9%	19.3%	80.5	86.5	-6.0	88.5	89.5	-1.0	83.1	85.4	-2.4	84.0	87.2	-3.1
Geography	20.7%	20.4%	15.9%	19.0%	75.0	77.2	-2.2	83.9	82.0	1.9	86.1	81.5	4.5	81.7	80.3	1.4
German	7.6%	1.6%	8.3%	5.8%	94.9	92.4	2.4	88.2	87.8	0.4	80.5	85.4	-4.9	87.9	88.5	-0.7
Graphic Communication	11.3%	12.6%	8.1%	10.7%	81.9	84.1	-2.2	78.4	87.9	-9.5	67.5	77.6	-10.1	75.9	83.2	-7.3
Health and Food Technology	3.9%	1.3%	1.0%	2.1%	57.5	69.7	-12.2	78.6	79.9	-1.4	70.0	85.0	-15.0	68.7	78.2	-9.5
History	24.0%	20.5%	17.2%	20.6%	64.6	82.6	-17.9	66.7	81.2	-14.5	55.3	80.0	-24.7	62.2	81.3	-19.1
Hospitality: Practical Cake Craft	1.0%	0.8%	0.6%	0.8%	100.0	91.2	8.8	100.0	90.1	9.9	100.0	73.3	26.7	100.0	84.9	15.2
Hospitality: Practical Cookery	8.6%	8.5%	9.5%	8.9%	98.9	97.5	1.4	80.2	92.0	-11.7	58.5	84.5	-26.0	79.2	91.3	-12.1
Latin	2.9%	1.2%	1.2%	1.8%	93.3	97.8	-4.5	100.0	98.4	1.6	100.0	97.0	3.0	97.8	97.7	0.1
Lifeskills Mathematics	-	-	*	*	-	58.2	-	-	35.6	-	100.0	42.1	58.0	100.0	45.3	54.7
Mathematics	34.6%	40.0%	42.3%	39.0%	77.5	72.0	5.5	68.8	70.4	-1.6	79.7	71.1	8.6	75.3	71.1	4.2
Modern Studies	25.8%	19.3%	22.6%	22.6%	78.0	81.0	-2.9	72.8	79.9	-7.1	78.1	77.4	0.7	76.3	79.4	-3.1

National 5 Course	Entries as % of ELC S4 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Music	10.6%	11.4%	8.6%	10.2%	93.6	95.1	-1.5	95.9	96.1	-0.2	96.5	94.8	1.7	95.3	95.3	0.0
Music Technology	1.1%	1.1%	1.6%	1.3%	100.0	93.6	6.4	91.7	94.1	-2.4	93.8	87.9	5.9	95.1	91.9	3.3
Physical Education	22.9%	22.1%	23.2%	22.8%	97.9	97.6	0.3	93.6	97.2	-3.6	89.1	95.3	-6.2	93.5	96.7	-3.2
Physics	22.5%	20.9%	21.3%	21.6%	74.5	68.8	5.6	79.8	77.5	2.4	79.2	76.6	2.5	77.8	74.3	3.5
Practical Metalworking	-	0.9%	0.8%	0.9%	-	94.9	-	100.0	96.5	3.5	100.0	90.4	9.6	100.0	93.9	6.1
Practical Woodworking	1.6%	4.1%	3.2%	3.0%	100.0	94.2	5.8	86.4	95.4	-9.0	93.8	91.2	2.5	93.4	93.6	-0.2
Religious, Moral and Philosophical Studies	16.8%	8.0%	10.9%	11.9%	64.0	78.1	-14.2	61.2	80.8	-19.6	50.0	71.6	-21.6	58.4	76.9	-18.5
Spanish	2.9%	2.5%	3.0%	2.8%	93.3	90.5	2.9	88.9	89.1	-0.2	100.0	89.9	10.1	94.1	89.8	4.3

\* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 2% of the ELC S4 base cohort on average

#### Comments on East Lothian's S4 performance across the National 5 courses listed in Table 12 above:

- Nat 5 performance at S4 in 2016 in Art & Design (88%), Business Management (87%), Chemistry (77%), Computing Science (92%), Geography (86%), Maths (80%), Music (97%) and Spanish (100%) was at its highest rate over the three year period in East Lothian.
- East Lothian's S4 performance in 2016 in Computing Science, Drama, Mathematics and Spanish were between 5% and 10% above the national average.
- East Lothian S4 students also performed higher in Accounting (+15%), Environmental Science (+11%), Hospitality: Practical Cake Craft (+27%), Lifeskills Mathematics (+58%), Music Technology (+6%) and Practical Metalworking (10%). *It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.*
- Biology, Drama, Hospitality: Practical Cake Craft and Physics have been consistently above the national pass rate over the last 3 years with a 100% pass rate consistently being achieved in Hospitality: Practical Cake Craft.
- Nat 5 performance at S4 in 2016 in Graphic Communication (68%), History (55%), Hospitality: Practical Cookery (59%) and Religious, Moral & Philosophical Studies (50%) was as at its lowest rate over three year period showing a declining trend.
- East Lothian S4 students performed lower in Administration & IT (-7%), Graphic Communication (-10%), Health & Food Technology (-15%), History (-25%), Hospitality: Practical Cookery (-26%), Physical Education (-6%) and Religious, Moral and Philosophical Studies (-22%) with Administration & IT, History and Religious, Moral and Philosophical studies consistently more than 10% below the national rate over the last three years.

**Table 13: Higher Courses at S5, 2014 to 2016 - % Awards at Grades A to C**

Higher Course	Entries as % of ELC S5 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Accounting	*	-	*	*	100.0	76.6	23.4	-	80.3	-	100.0	77.0	23.1	100.0	78.0	22.0
Administration and IT	2.7%	2.6%	4.5%	3.3%	56.0	76.4	-20.4	54.2	84.5	-30.3	64.3	78.4	-14.1	58.2	79.8	-21.6
Art and Design	8.4%	7.9%	9.8%	8.7%	89.6	90.3	-0.7	90.3	89.0	1.3	83.7	82.0	1.7	87.9	87.1	0.8
Biology	13.3%	16.0%	16.2%	15.2%	82.1	73.6	8.5	72.6	77.4	-4.8	75.0	72.9	2.1	76.6	74.6	1.9
Business Management	15.9%	12.4%	13.7%	14.0%	67.4	77.7	-10.3	85.8	81.7	4.1	78.3	76.3	2.0	77.2	78.6	-1.4
Chemistry	12.3%	13.6%	15.1%	13.6%	80.5	79.5	1.0	81.5	76.7	4.7	73.2	78.3	-5.0	78.4	78.2	0.2
Classical Studies	0.5%	-	-	0.5%	60.0	74.7	-14.7	-	85.5	-	-	70.2	-	60.0	76.8	-16.8
Computing Science	4.3%	4.7%	5.5%	4.9%	82.5	74.6	7.9	74.4	70.5	3.9	65.4	72.7	-7.3	74.1	72.6	1.5
Design and Manufacture	-	2.7%	4.9%	3.8%	-	-	-	44.0	67.3	-23.3	47.8	61.6	-13.7	45.9	64.4	-18.5
Drama	3.0%	3.9%	2.9%	3.3%	85.7	90.2	-4.5	86.1	90.4	-4.3	88.9	88.4	0.5	86.9	89.7	-2.8
Economics	0.7%	*	*	*	83.3	79.6	3.7	100.0	83.6	16.4	100.0	78.8	21.2	94.4	80.7	13.8
Engineering Science	-	1.3%	3.0%	2.1%	-	-	-	91.7	74.7	16.9	82.1	73.2	9.0	86.9	74.0	13.0
English	34.1%	48.7%	50.1%	44.3%	83.8	81.7	2.1	83.6	83.8	-0.2	87.5	82.5	5.0	84.9	82.7	2.3
English for Speakers of Other Languages	-	*	-	*	-	97.0	-	100.0	97.1	2.9	-	92.8	-	100.0	95.6	4.4
Fashion and Textile Technology	-	-	*	*	-	87.1	-	-	95.2	-	0.0	85.5	-85.5	0.0	89.3	-89.3
French	7.7%	6.4%	8.1%	7.4%	80.3	86.4	-6.1	81.0	86.9	-5.9	88.2	88.5	-0.3	83.2	87.2	-4.1
Geography	14.9%	11.1%	12.8%	12.9%	87.6	76.5	11.1	80.2	77.8	2.4	75.0	74.3	0.7	80.9	76.2	4.7
German	1.0%	3.5%	1.3%	1.9%	100.0	74.7	25.4	62.5	78.8	-16.3	75.0	89.6	-14.6	79.2	81.0	-1.8
Graphic Communication	5.7%	5.9%	6.7%	6.1%	75.5	81.4	-5.9	87.0	82.4	4.6	76.2	71.4	4.8	79.6	78.4	1.2
Health and Food Technology	0.8%	0.7%	0.9%	0.8%	100.0	78.7	21.3	33.3	76.1	-42.7	62.5	72.7	-10.2	65.3	75.8	-10.5
History	11.8%	15.4%	12.3%	13.2%	76.2	87.3	-11.1	78.0	87.1	-9.1	81.9	88.1	-6.2	78.7	87.5	-8.8
Human Biology	2.3%	5.1%	5.3%	4.2%	85.7	80.2	5.5	78.7	77.0	1.8	82.0	75.9	6.1	82.1	77.7	4.5
Latin	0.9%	0.8%	-	0.8%	87.5	91.2	-3.7	71.4	92.0	-20.6	-	88.3	-	79.5	90.5	-11.0
Mathematics	26.7%	24.2%	23.9%	24.9%	75.2	76.7	-1.5	80.1	77.5	2.6	78.7	76.7	2.0	78.0	77.0	1.0

Higher Course	Entries as % of ELC S5 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Media	-	*	-	*	-	77.9	-	100.0	76.2	23.8	-	72.7	-	100.0	75.6	24.4
Modern Studies	14.8%	17.4%	12.2%	14.8%	70.6	80.4	-9.8	73.6	75.1	-1.5	73.9	72.8	1.1	72.7	76.1	-3.4
Music	6.3%	6.7%	8.0%	7.0%	96.6	94.5	2.0	93.4	95.7	-2.3	90.7	95.1	-4.4	93.6	95.1	-1.5
Music Technology	-	0.8%	0.6%	0.7%	-	-	-	100.0	89.1	10.9	66.7	86.3	-19.7	83.3	87.7	-4.4
Philosophy	1.1%	*	-	*	20.0	61.3	-41.3	100.0	72.7	27.3	-	74.2	-	60.0	69.4	-9.4
Photography	-	-	0.9%	0.9%	-	89.6	-	-	86.1	-	87.5	73.9	13.6	87.5	83.2	4.3
Physical Education	8.8%	16.3%	16.4%	13.8%	95.1	88.8	6.3	89.9	90.7	-0.8	90.3	89.3	0.9	91.8	89.6	2.2
Physics	13.1%	12.3%	11.9%	12.4%	74.4	77.1	-2.7	81.3	77.6	3.7	78.6	76.2	2.4	78.1	77.0	1.1
Psychology	*	-	-	*	100.0	72.4	27.6	-	68.5	-	-	71.4	-	100.0	70.8	29.2
Religious, Moral and Philosophical Studies	4.5%	3.6%	3.4%	3.8%	53.7	69.2	-15.6	81.8	75.4	6.4	65.6	63.7	1.9	67.0	69.5	-2.4
Sociology	*	-	-	*	100.0	73.5	26.5	-	65.1	-	-	70.1	-	100.0	69.6	30.4
Spanish	*	1.5%	1.2%	*	100.0	85.1	14.9	71.4	86.1	-14.7	90.9	88.2	2.7	87.4	86.5	1.0

\* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 2% of the ELC S5 base cohort on average

#### Comments on East Lothian's S5 performance across the Higher courses listed in Table 13 above:

- Higher performance at S5 in 2016 in Administration & IT (64%), Drama (89%), English (88%), French (88%), and History (82%) was at its highest rate over the three year period in East Lothian.
- Engineering Science, English, Graphic Communication, and Human Biology were between 5% and 9% above the national average in 2016.
- East Lothian S5 students also performed higher in Accounting (+23%, Economics (+21%) and Photography (+14%). It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Geography and Human Biology have been consistently above the national pass rate over the last 3 years.
- Higher performance at S5 in 2016 in Arts & Design (84%), Chemistry (73%), Computing Science (65%), Geography (75%) and Religious, Moral & Philosophical Studies (66%) was at its lowest rate over the three year period in East Lothian.
- East Lothian S5 students performed lower than the national average in Administration & IT (-14%), Chemistry (-5%), Computing Science (-7%), Design and Manufacture (-14%), German (-15%), History (-6%), Health and Food Technology (-10%) and Music Technology (-20%).
- Administration & IT, History and Design and Manufacture have been consistently more than 6% below the national pass rate over the last three years.

**Table 14: Higher Courses at S6, 2014 to 2016 - % Awards at Grades A to C**

Higher Course	Entries as % of ELC S6 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Accounting	2.1%	*	-	*	13.3	66.9	-53.6	50.0	69.7	-19.7	-	75.6	-	31.7	70.8	-39.1
Administration and IT	3.6%	5.2%	7.9%	5.6%	61.5	79.0	-17.4	77.1	86.5	-9.3	83.0	77.2	5.8	73.9	80.9	-7.0
Art and Design	4.8%	3.6%	3.7%	4.0%	74.3	83.2	-8.9	83.3	81.1	2.2	72.0	71.2	0.8	76.5	78.5	-2.0
Biology	9.7%	6.3%	11.5%	9.1%	60.0	58.1	1.9	54.8	57.4	-2.6	50.7	50.1	0.6	55.1	55.2	0.0
Business Management	14.9%	18.7%	18.0%	17.2%	69.4	74.6	-5.2	75.2	78.1	-2.9	75.2	71.7	3.5	73.3	74.8	-1.5
Chemistry	5.4%	4.5%	3.9%	4.6%	61.5	64.4	-2.9	63.3	60.6	2.7	61.5	61.0	0.5	62.1	62.0	0.1
Classical Studies	1.1%	-	-	1.1%	25.0	78.2	-53.2	-	81.3	-	-	75.5	-	25.0	78.3	-53.3
Computing Science	5.4%	2.5%	1.6%	3.2%	61.5	63.2	-1.6	47.1	61.0	-13.9	54.6	59.8	-5.3	54.4	61.3	-6.9
Dance	0.7%	*	-	*	100.0	95.7	4.3	100.0	96.2	3.8	-	92.5	-	100.0	94.8	5.2
Design and Manufacture	-	3.6%	2.7%	3.1%	-	-	-	95.8	70.9	24.9	72.2	58.7	13.5	84.0	64.8	19.2
Drama	2.4%	3.0%	3.6%	3.0%	88.2	88.2	0.1	90.0	87.7	2.3	79.2	87.2	-8.0	85.8	87.7	-1.9
Economics	5.7%	7.6%	5.2%	6.2%	65.9	71.4	-5.6	78.4	78.2	0.2	65.7	72.2	-6.5	70.0	73.9	-4.0
Engineering Science	-	1.5%	1.3%	1.4%	-	-	-	70.0	73.0	-3.0	77.8	73.1	4.7	73.9	73.0	0.9
English	25.4%	32.5%	24.0%	27.3%	61.4	64.3	-2.9	72.9	67.9	5.0	64.0	65.0	-1.0	66.1	65.7	0.4
English for Speakers of Other Languages	0.8%	*	-	0.8%	83.3	93.6	-10.3	100.0	96.8	3.2	-	90.2	-	91.7	93.6	-1.9
Fashion and Textile Technology	-	*	*	*	-	84.9	-	100.0	90.9	9.1	100.0	88.2	11.8	100.0	88.0	12.0
French	4.1%	3.0%	3.0%	3.4%	83.3	80.6	2.7	80.0	81.0	-1.0	75.0	84.1	-9.1	79.4	81.9	-2.5
Geography	10.0%	8.4%	9.7%	9.3%	79.2	69.7	9.4	73.2	67.6	5.6	69.2	65.9	3.3	73.9	67.7	6.1
German	1.7%	*	1.8%	*	75.0	75.0	0.0	100.0	79.5	20.5	75.0	92.1	-17.1	83.3	82.2	1.1
Graphic Communication	3.6%	4.0%	4.6%	4.1%	76.9	76.8	0.1	63.0	73.8	-10.8	58.1	63.7	-5.7	66.0	71.4	-5.5
Health and Food Technology	0.8%	*	*	*	66.7	82.2	-15.6	33.3	73.4	-40.1	100.0	66.1	33.9	66.7	73.9	-7.2
History	8.2%	6.3%	8.5%	7.6%	76.3	87.1	-10.9	71.4	83.6	-12.1	84.2	82.4	1.8	77.3	84.4	-7.1
Human Biology	2.1%	5.8%	2.7%	3.5%	46.7	65.6	-18.9	48.7	59.3	-10.6	55.6	56.6	-1.0	50.3	60.5	-10.2
Latin	*	*	*	*	100.0	89.7	10.3	100.0	96.7	3.3	100.0	92.3	7.7	100.0	92.9	7.1

Higher Course	Entries as % of ELC S6 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Mandarin (Simplified)	-	*	-	*	-	88.9	-	100.0	92.3	7.7	-	88.9	-	100.0	90.0	10.0
Mathematics	15.6%	12.2%	10.9%	12.9%	54.0	59.0	-5.1	54.9	57.0	-2.1	64.4	57.7	6.7	57.7	57.9	-0.2
Media	0.8%	1.8%	2.1%	1.6%	0.0	75.7	-75.7	83.3	72.6	10.8	85.7	66.4	19.3	56.3	71.5	-15.2
Modern Studies	10.7%	9.6%	7.4%	9.2%	67.5	80.0	-12.5	70.3	71.7	-1.4	72.0	70.8	1.2	69.9	74.2	-4.2
Music	4.4%	2.2%	4.6%	3.8%	90.6	92.5	-1.8	86.7	93.2	-6.6	96.8	94.0	2.8	91.4	93.2	-1.9
Music Technology	-	-	1.2%	1.2%	-	-	-	-	86.2	-	75.0	87.5	-12.5	75.0	86.8	-11.8
Philosophy	7.2%	2.8%	1.0%	3.7%	53.9	68.0	-14.1	68.4	67.4	1.0	100.0	66.8	33.2	74.1	67.4	6.7
Photography	1.8%	2.5%	2.1%	2.1%	100.0	92.3	7.7	82.4	89.2	-6.8	78.6	77.3	1.3	87.0	86.2	0.7
Physical Education	8.0%	8.1%	8.5%	8.2%	89.7	88.1	1.5	90.7	90.7	0.0	82.5	87.6	-5.1	87.6	88.8	-1.2
Physics	8.6%	5.7%	4.6%	6.3%	71.0	66.1	4.9	52.6	62.6	-9.9	51.6	60.4	-8.8	58.4	63.0	-4.6
Psychology	8.2%	10.0%	8.8%	9.0%	71.2	73.1	-2.0	79.1	71.8	7.3	78.0	70.5	7.4	76.1	71.8	4.3
Religious, Moral and Philosophical Studies	8.0%	7.8%	9.8%	8.5%	55.2	74.6	-19.4	65.4	76.1	-10.8	63.6	63.5	0.2	61.4	71.4	-10.0
Sociology	1.5%	-	-	1.5%	72.7	73.1	-0.4	-	74.5	-	-	67.6	-	72.7	71.7	1.0
Spanish	0.7%	*	*	*	100.0	84.2	15.8	100.0	81.6	18.4	100.0	84.8	15.2	100.0	83.5	16.5

\* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 3% of the ELC S6 base cohort on average

#### Comments on East Lothian's S6 performance across the Higher courses listed in Table 14 above:

- Higher performance at S6 in 2016 in Administration & IT (83%), History (84%), Human Biology (56%), Maths (64%), Modern Studies (72%) and Music (97%) was at its highest rate over the three year period in East Lothian.
- Administration and IT, Design and Manufacture, Mathematics, and Psychology were between 6% and 14% above the national average in 2016.
- East Lothian S6 students also performed higher in Engineering Science (+5%), Health and Food Technology (+34%), Latin (+8%), Media (19%), Philosophy (33%) and Spanish (+15%). It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Geography, Latin and Spanish have been consistently above the national pass rate over the last 3 years with a 100% pass rate consistently in Spanish and Latin.

- Higher performance at S6 in 2016 in Art & Design (72%), Biology (51%), Drama (79%), French (75%), Graphic Communication (58%), Physical Education (83%) and Physics (52%) was at its lowest rate over the three year period in East Lothian.
- East Lothian S6 students performed lower in Drama (-8%), Economics (-7%), French (-9%), Graphic Communication (-6%), Physical Education (-5%) and Physics (-9%).
- Computing Science and Human Biology have been consistently below the national pass rate over the last three years.

**Table 15: Advanced Higher Courses at S6, 2014 to 2016 - % Awards at Grades A to C**

Advanced Higher Course	Entries as % of ELC S6 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Art and Design (Design)	2.1%	1.6%	1.0%	1.6%	93.3	93.2	0.1	100.0	88.4	11.6	57.1	87.5	-30.4	83.5	89.7	-6.2
Art and Design (Expressive)	1.7%	2.1%	2.1%	1.9%	91.7	93.4	-1.8	78.6	90.3	-11.7	92.9	86.5	6.4	87.7	90.1	-2.4
Biology	-	-	5.2%	5.2%	-	86.7	-	-	77.3	-	74.3	77.0	-2.7	74.3	80.3	-6.0
Business Management	1.1%	2.2%	1.9%	1.8%	37.5	59.5	-22.0	33.3	62.0	-28.7	61.5	69.3	-7.8	44.1	63.6	-19.5
Chemistry	-	-	6.0%	6.0%	-	81.2	-	-	74.3	-	82.5	80.7	1.8	82.5	78.7	3.8
Classical Studies	-	*	-	*	-	100.0	-	0.0	92.9	-92.9	-	77.3	-	0.0	90.0	-90.0
Computing Science	-	-	1.8%	1.8%	-	-	-	-	-	-	75.0	70.6	4.4	75.0	70.6	4.4
Drama	-	0.9%	0.7%	0.8%	-	81.1	-	100.0	81.9	18.1	100.0	80.9	19.1	100.0	81.3	18.7
Engineering Science	-	-	*	*	-	-	-	-	-	-	100.0	75.4	24.6	100.0	75.4	24.6
English	5.5%	3.9%	7.3%	5.6%	80.0	84.1	-4.1	92.3	80.8	11.5	85.7	78.5	7.2	86.0	81.1	4.9
French	1.4%	3.0%	1.9%	2.1%	90.0	77.9	12.1	65.0	79.2	-14.2	92.3	80.9	11.4	82.4	79.4	3.1
Geography	5.1%	4.2%	4.8%	4.7%	97.3	86.8	10.6	100.0	90.9	9.1	96.9	87.6	9.2	66.0	88.4	9.6
German	0.8%	*	*	*	50.0	81.7	-31.7	100.0	78.6	21.4	100.0	80.4	19.6	83.3	80.2	3.1
Graphic Communication	-	-	3.0%	3.0%	-	-	-	-	-	-	65.0	64.6	0.4	65.0	64.6	0.4
History	2.9%	3.6%	3.9%	3.4%	95.2	86.1	9.2	95.8	83.6	12.2	80.8	83.5	-2.7	90.6	84.4	6.2
Italian	*	-	-	*	100.0	90.0	10.0	-	100.0	-	-	83.3	-	100.0	91.1	8.9
Mathematics	7.8%	7.9%	8.0%	7.9%	64.3	67.3	-3.0	67.9	66.4	1.5	70.4	70.1	0.2	67.5	67.9	-0.4
Mathematics of Mechanics	-	*	-	*	-	74.1	-	50.0	81.3	-31.3	-	71.2	-	50.0	75.5	-25.5



Advanced Higher Course	Entries as % of ELC S6 base cohort				2014			2015			2016			3 Yr Ave		
	2014	2015	2016	3 Yr ave	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA	ELC	NAT	ELC % (+/-) compared to NA
Modern Studies	3.3%	2.1%	4.2%	3.2%	87.5	85.0	2.5	92.9	80.5	12.4	92.9	78.1	14.8	91.1	81.2	9.9
Music	5.0%	4.2%	4.2%	4.4%	100.0	97.3	2.7	96.4	96.2	0.3	92.9	93.2	-0.3	96.4	95.5	0.9
Music Portfolio	-	*	-	*	-	100.0	-	100.0	97.6	2.4	-	84.6	-	100.0	94.1	5.9
Physical Education	1.1%	-	4.6%	2.9%	100.0	62.2	37.8	-	64.7	-	32.3	69.4	-37.2	66.1	65.4	0.7
Physics	1.0%	2.4%	5.8%	3.1%	71.4	56.3	15.2	75.0	76.9	-1.9	82.1	77.2	4.9	76.2	70.1	6.0
Religious, Moral and Philosophical Studies	*	0.8%	0.9%	*	100.0	81.7	18.3	80.0	86.4	-6.4	100.0	74.1	25.9	93.3	80.8	12.6
Spanish	*	*	*	*	50.0	78.7	-28.7	100.0	77.3	22.7	100.0	77.1	22.9	83.3	77.7	5.6

\* = entries based on a pupil cohort of greater than 0 but less than 5

- = no entries in this year

20 pupils equates to approx 3% of the ELC S6 base cohort on average

#### Comments on East Lothian's S6 performance in 2016 across the Advanced Higher courses listed in Table 15 above:

- Advanced Higher performance at S6 in 2016 in Art & Design (Expressive) (93%), Business Management (62%), French (92%), Maths (70%), Modern Studies (93%) and Physics (82%) was at its highest rate over the three year period in East Lothian.
- English, Geography, Modern Studies and Physics were between 7% and 15% above the national average in 2016.
- East Lothian S6 students also performed higher in Art and Design (Expressive) (+6%), Drama (+19%), Engineering Science (+25%), French (+11%), German (+20%), Religious, Moral and Philosophical Studies (26%) and Spanish (23%). It should be noted that these particular courses are based on the performance of less than 20 pupils and therefore trends are more likely to fluctuate over time and less likely to be significant.
- Geography and Modern Studies has been consistently above the national pass rate over the last 3 years.
- Advanced Higher performance at S6 in 2016 in Art & Design (Design) (55%), History (81%), Music (93%) and Physical Education (33%) was at its lowest rate over the three year period in East Lothian.
- East Lothian S6 students performed lower in Art and Design (Design) (-30%), Business Management (-8%), although these are based on small cohorts, and Physical Education (-37%), although the 2016 performance in PE is on the back of a significant increase in Advanced Higher presentations for this subject.
- Business Management has been consistently below the national pass rate over the last three years.



**REPORT TO:** Education Committee

**MEETING DATE:** 22 November 2016

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

**SUBJECT:** Delivering Excellence and Equity

**6**

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## **1 PURPOSE**

- 1.1 To inform the Committee of the Scottish Government's Education Delivery Plan Delivering Excellence and Equity which sets out the steps the Scottish Government will take to achieve improvements in both excellence and equity through closing the poverty related attainment gap.
- 1.2 To inform the Committee of the Empowering teachers, parents and communities to achieve Excellence and Equity in Education Governance Review.
- 1.3 To seek the Committee's agreement to provide an East Lothian Council response to the Governance Review to help shape future proposals for the governance of Scottish education.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:
  - i) note the contents of this report;
  - ii) note that a range of consultation activities will be undertaken to gather the views of key stakeholders;
  - iii) agree to delegate to the Head of Education, in consultation with the Education Convener, that East Lothian Council will provide a response to the Governance Review as outlined in paragraph 3.10 to help shape future proposals for the governance of Scottish education.

## **3 BACKGROUND**

- 3.1 The Scottish Government commissioned the Organisation for Economic Co-operation and Development (OECD) to undertake a policy review of

Scottish education. The purpose was to inform the ongoing development of education policy, practice and leadership in Scotland, by providing an independent review of the direction of Curriculum for Excellence and emerging impacts seen in quality and equity in Scottish schooling.

- 3.2 The Improving Schools in Scotland: An OECD Perspective report published December 2015 set out 12 key recommendations to improve excellence and equity in Scottish education. The OECD believes that these recommendations can help move Curriculum for Excellence and the Scottish system to be among those leading the world. The OECD state that Curriculum for Excellence needs to be less managed from the centre and become a more dynamic, highly equitable curriculum being built constantly in schools, networks and communities with a strengthened “middle” in a vision of collective responsibility and multi-layered governance.
- 3.3 The National Improvement Framework published by the Scottish Government January 2016 sets out to address one of the key issues identified by the OECD. The Scottish Government’s Delivering Excellence and Equity in Scottish Education, A Delivery Plan for Scotland published June 2016 builds on the work contained within the National Improvement Framework and addresses the recommendations set out in the OECD review.
- 3.4 The Delivery Plan identifies three core aims under which priorities and actions are grouped. The three core aims are:
  - A Relentless Focus on Closing the Attainment Gap,
  - A Curriculum which Delivers for Children and Teachers, and
  - Empowering our Teachers, Head Teachers, Practitioners, Parents Communities and Children and Young People.

#### **A Relentless Focus on Closing the Attainment Gap**

- 3.5 In its ambition to close the attainment gap: the Scottish Government sets out a range of actions, including expanding the reach, scope and investment of the Scottish Attainment Challenge to make progress in closing the attainment gap. These actions include a proposal to increase the hours of early learning and childcare to 1140 hours per year by 2020. The Scottish Government also sets out a proposal to allocate the additional £100 million per annum that will be raised each year from Council Tax reforms directly to schools from financial year 2017-2018. Our latest understanding is that the proposed funding mechanism for the distribution of this additional funding will be based on the numbers of children in primary school and young people in S1 to S3 who meet eligibility for free school meals (FSM). The new funding is expected to reach around 95% of schools in Scotland.

## **A Curriculum which Delivers for Children and Teachers**

- 3.6 The “Tackling Bureaucracy” report 2013 set out a number of recommendations and actions to be taken at a national, local and school level to address concerns around over-assessment and bureaucratic arrangements in planning learning, teaching and assessment. These recommendations have still to be fully implemented across every local authority. Education Scotland conducted a review of CfE workload, visiting every local authority across Scotland to determine progress made and actions being taken forward to address unnecessary bureaucracy and workload. Education Scotland reported that East Lothian Council provides support and guidance that places reasonable workload demands on its staff
- 3.7 Education Scotland published a National Statement providing key messages about what teachers and practitioners are expected to do to effectively plan learning, teaching and assessment. This Statement clarifies key information on the curriculum framework within which they are expected to teach. East Lothian Council is supporting schools to take forward this new guidance through newly formed Curriculum Development Groups.

## **Empowering our Teachers, Head Teachers, Practitioners, Parents Communities and Children and Young People**

- 3.8 Empowering teachers, parents and communities to achieve excellence and equity in education - a Governance Review published by the Scottish Government September 2016 will examine the system changes required to devolve decision making and funding directly to schools and communities. The review seeks views on the governance of education in Scotland and how the Scottish Government can further empower teachers, practitioners, parents, schools and early learning and childcare settings. Responses should reach the Scottish Government Consultation Hub by 6 January 2017.
- 3.9 Currently, legal responsibilities for delivering education and raising standards sit largely with local authorities. The Scottish Government seeks to address this by extending to individual schools responsibilities that currently sit with local authorities and to allocate more resources directly to Head Teachers. The Scottish Government’s intention is to introduce a new Education Bill in the second year of Parliament to extend legal responsibilities for delivering education and raising standards to individual schools. Building on the responses to the Governance Review, a consultation on a Bill will be held early in 2017.
- 3.10 East Lothian Council’s education service is engaging actively with all key stakeholders to inform its response to the Governance Review and to help shape future proposals for the governance of Scottish education.

#### **4 POLICY IMPLICATIONS**

- 4.1 There are no immediate direct policy implications associated with this report. Pending the outcome of the Governance Review, any future policy implications will be the subject of a future report to Committee.

#### **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

#### **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - none  
6.2 Personnel - none  
6.3 Other - none

#### **7 BACKGROUND PAPERS**

- 7.1 Delivering Excellence and Equity in Scottish Education A delivery Plan for Scotland <http://www.gov.scot/Resource/0050/00502222.pdf>
- 7.2 Empowering Teachers, parents and Communities to Achieve Excellence and Equity in Education A Governance Review <https://consult.scotland.gov.uk/empowering-schools/a-governance-review>

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