

**REPORT TO:** Education Committee

**MEETING DATE:** 19 November 2019

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

**SUBJECT:** Education & Children's Service Local Improvement Plan 2019-2020

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## **1. PURPOSE**

- 1.1. To seek the Committee's approval of the Education & Children's Service Local Improvement Plan 2019-2020 (Appendix 1).

## **2. RECOMMENDATIONS**

- 2.1 The Committee is asked to approve the Education & Children's Service Local Improvement Plan 2019-2020 (Appendix 1).

## **3. BACKGROUND**

- 3.1 The Standards in Scotland's Schools etc. Act 2000, as amended 2016, places new duties on education authorities in relation to the preparation and publication of annual plans setting out the steps proposed to reduce inequalities of outcome for pupils; steps taken in pursuance of the national Improvement Framework, and the educational benefits for pupils that will result from the steps proposed.
- 3.2 The education authority's annual statement of improvement objectives should also include an account of the ways in which the authority will seek to involve parents in promoting the education of their children.
- 3.3 From August 2017, the education authority must provide a copy of the Education & Children's Service Local Improvement Plan to Scottish Ministers. This is East Lothian Council's third plan under these new legislative duties.
- 3.4 There is a wealth of legislation and duties governing Children's Services and the support they must provide children and young people. The main duties relate to:
- A child in need
  - A child at risk
  - A Looked After Child
- 3.5 The Education & Children's Service Local Improvement Plan 2019-2020 sets out our aim to work together to deliver on our commitment to Believe, Achieve, Strive for Excellence and Care for All to improve the quality of the experiences we provide for our children, young people and their

families. Our Children's Services commitment is for every vulnerable child to be safe, nurtured and included. Together we are taking forward the new commitment:

### **“Our children, living and learning in East Lothian”**

- 3.6 The Plan also sets out the Education & Children's Service's contribution to the delivery of the Council's strategic goals and objectives detailed within the East Lothian Council Plan 2017-2022.
- 3.7 Identified areas for improvement specific to Education are grouped under the following key areas:

#### **Attainment and achievement**

- Continue to embed a self-improving system to improve outcomes for learners and raise attainment and achievement through improved learning, teaching and assessment.
- Develop and embed strategies to close the poverty related attainment gap.
- Improve curricular and digital transitions to meet the needs of all children and young people to ensure they make progress in their learning.

#### **Ensuring Wellbeing, Equality and Inclusion (GIRFEC)**

- Develop and implement a GIRFEC/Inclusion Policy and Strategy that supports all practitioners to meet children's needs.
- Continue to improve integrated service delivery to meet the needs of all children and families.
- Improve the health and wellbeing and PSE curriculum to better support the wellbeing of all children and young people.

#### **Employability**

- Continue to strengthen flexible pathways to employability and other positive destinations for young people.
- Continue to improve attainment in the senior phase, particularly at N5 and build on the range of vocational and academic opportunities that meet the needs of all learners.
- Develop further the range of pathways to employability through East Lothian Works, focused on those furthest away from employment.

#### **Leadership**

- Improve the quality and impact of strategic leadership and leadership development at other levels across the service.

- Build on and further develop a collaborative culture across education and children's services.

### **Finance and Resources**

- Develop a Workforce Strategy that ensures the service can meet the needs of the community now and in the future.
- Develop and maintain a learning estate strategy.
- Continue to deliver an efficient and effective service within the principles of Best Value at a time of diminishing resources and growing demand.

3.8 The Education Service Steering Group reviews progress made with the improvement actions set out in the Plan and determines the range of activities required to evidence improved outcomes for children, young people and families across our communities. The Education Service will continue to use a range of Key Performance Indicators to measure the educational benefits for pupils that will result from the improvement actions set out in the Plan.

3.9 Identified areas for improvement specific to Children's Services are grouped under the following key areas:

#### **We will reduce the numbers of children and young people in external placements**

- ✓ Re-integrate young people where possible to East Lothian.
- ✓ Prevent children moving to external placements.
- ✓ Implement and embed the learning from PACE programme.

#### **We will implement systematic approach to self-evaluation, performance management and quality assurance**

- ✓ Strengthen budget management arrangements.
- ✓ Implement performance and quality assurance framework.
- ✓ Ensure risk assessment and risk management practice is of a high standard.

#### **We will build capacity in internal care resources**

- ✓ Review the residential estate to ensure it is fit for future needs.
- ✓ Increase our local fostering resources and strengthen the offer of support to carers.
- ✓ Review our approach to kincares.

#### **We will have a confident, skilled and supported workforce**

- ✓ Strengthen recruitment and induction practice.
- ✓ Equip our staff to practice effectively and safely.
- ✓ Develop leadership capacity at all levels.

**We will achieve a practice shift to prevention and early intervention**

- ✓ Review the assessment hub to ensure capacity to respond effectively.
- ✓ Deploy family support staff more effectively.
- ✓ Ensure we maximize social worker capacity.
- ✓ Strengthen our early years' support to the most vulnerable families.
- ✓ Increase use and capacity for Family Group Decision making.

**4. POLICY IMPLICATIONS**

4.1. There are no direct policy implications associated with this report although on-going monitoring and reporting of the Education & Children's Service Local Improvement Plan is a key statutory duty of the education authority.

**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 Education & Children's Service Local Improvement Plan 2019-2020

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# our children living & learning in East Lothian



East Lothian  
Council



## EDUCATION & CHILDREN'S SERVICES

EDUCATION AND CHILDREN'S SERVICES LOCAL IMPROVEMENT PLAN 2019-20

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# A Message from Councillor Shamin Akhtar

I welcome the revised Education Service Local Improvement Plan and the inclusion of the Children's Services Local Improvement Plan for 2019/20 reflecting the recent decision by Council to integrate these key service areas to improve outcomes for our children and families further. The Plans outline how we aspire to be an Education and Children's Service that provides the best opportunities and outcomes for our children and young people across the County, as a result making us the best Education and Children's integrated services in Scotland. The Plans provide clear direction on how we will do this. We aim to achieve these goals through the actions outlined for the Education and Children's Services, in partnership with our schools, communities and our partner organisations.

As we see more and more expectations placed upon our services than ever before to address the poverty related attainment gap and growth across our communities we have to ensure that our partner organisations across the county support the Education and Children's Service and our schools to achieve this goal.

An important role of this document will be to also provide our schools and early learning & childcare centres with a framework to support their work. Therefore, we all have a shared understanding of the actions that we have to take to ensure that we meet the outcomes for our children, young people and their families and the way that we will measure success. As outlined in the Education Service Standards and Quality Report 2018-19 through the outcome of our self-evaluation activities we know we have many strengths in our schools across the County that we can share and we also know where improvement is required.

The Education Service and Children's Services Local Improvement Plans will help us to deliver on the collective commitment to support 'Our children, living and learning in East Lothian' through the actions that we take in our schools and across our services. I hope that you will find it helpful.

**Councillor Shamin Akhtar**

Cabinet Spokesperson, Education and Children's Services

# Introduction

The Education and Children's Services Local Improvement Plans are both forward planning documents and part of the Council's public reporting framework. The report facilitates communication to staff, communities and partners about the role and priorities of council services.

The Council agreed its new strategic plan in June 2017 setting out its priorities and commitments over the next 5 years. The Education and Children's Services Local Improvement Plans reflect and report on the priority themes related to education and children's services. Through these Plans we are provided with the opportunity to detail how the education and children's services are supporting the delivery of the Council's Strategic Plan by setting out the following:

- How the service areas will deliver the strategic priorities set out in the Council's Strategic Plan for the period 2019/20
- How the service areas are demonstrating Best Value and ensuring that they provide value for money through the use of benchmarking or other external service comparison exercises
- Progress in implementing priorities identified through self-evaluation, external audit and inspection or equality impact assessments

Information about the services we provide and our performance is provided in a variety of documents, including the following:

- Education Service Standards and Quality Report 2018-2019
- East Lothian Partnership Children and Young People Services Plan 2017 to 2020
- Inspection Reports (Education Scotland and the Care Inspectorate)

The Education Service and Children's Services Local Improvement Plans are informed by and link to the Outcomes in East Lothian Council's Plan 2017-2022, the Integrated Children and Young People's Service Plan, The East Lothian Poverty Commission Report and the 2017-2022 Equalities Plan. The key themes and objectives set out in the 2012-2017 Council Plan continue as the key themes and objectives of the new Council Plan 2017-2022 'Growing our Economy; Growing our People; Growing our Communities; Growing our Capacity'

## **Purpose of Education Services**

**Our common moral purpose:** Believe, achieve, strive for excellence and care for all.

**Our public proposition:** We care for all and believe in ourselves and others

**We achieve and strive for excellence**

We aim to provide the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We will all work together to Get it Right for Every Child and to ensure that all children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included. We believe that our common moral purpose will be realised through the actions set out in this Local Improvement Plan and reinforced by the actions taken across our schools and services to improve the quality of experience we provide for children, young people and their families.

### **To realise this vision we will:**

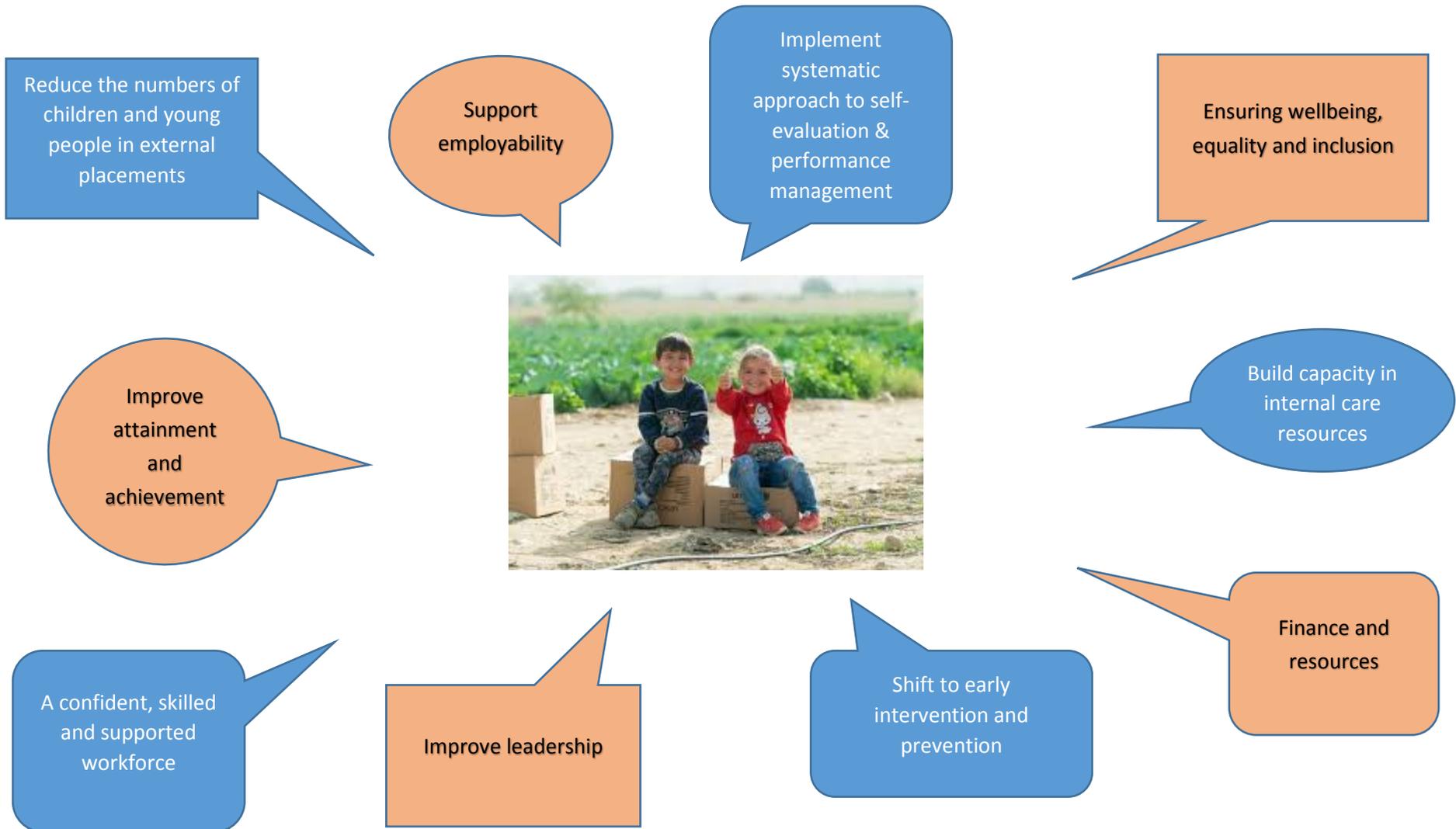
- Act with ambition and integrity to open minds to the rights and values of education and help everyone to achieve their potential;
- Work together to nurture all our children and young people.
- Demonstrate a community working together to make that difference for every child
- Collectively strive for excellence and equity for all.

Our theme, session 2019-2020, 'Our children – living and learning in East Lothian' will help us collectively deliver on our common moral purpose and vision for education and children's services.

Our vision and values for education within East Lothian Council align with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) and Delivering Excellence and Equity in Scottish Education (*Scottish Government, June 2016*):

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing; and
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

## Overview of Education Service and Children's Services Key Priorities 2019/20



# Context of East Lothian

East Lothian's population is projected to grow by about 1% a year over the next 19 years from just over 100 000 to over 125 000 by 2037. Significant growth is projected across all age groups but particularly among children with the 0-16 year group projected to grow by almost a third.



In 2018/19 there were:

- 8,661 pupils in East Lothian Council's 34 primary schools;
- 5,807 pupils in six secondary schools; and
- 2,582 children accessing 600 hours of early learning and childcare across 33 Local Authority settings and 18 private and voluntary sector partnership centres.
- Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools with 60 primary and 50 secondary pupils attending during this academic session.
- 25.1% of all pupils had an additional support need (up from 22.8% in 2017/18)
- 1.5% of all pupils were recorded as care experienced, in line with the previous year.
- 4.2% of pupils were recorded as living in the 20% most deprived areas compared with 21.8% in the 20% least deprived areas. This was in line with the previous academic session.
- The Pupil Teacher Ratio (PTR) reduced to 15.1 (down from 15.2 in 2017/18)
- The Average primary class size increased very slightly to 24.5 (up from 24.3 in 2017/18)
- 79% of our school buildings were reported as in 'good' or 'satisfactory' condition (down 7 percentage points on the previous year).
- 3,210 referrals to children's services.

- 850 allocated cases
- Total of 234 looked after children
- 64 children looked after at home
- 93 children looked after in foster care
- 39 children looked after in formal kinship care
- 35 children looked after in residential care
- 3 young people in secure accommodation
- 42 children on the child protection register
- 90 young care leavers accessing after care support
- 150 children and young people receiving a disability service.

## Our Service and Teams

### East Lothian Council’s Education Service has the following responsibilities:

- Curriculum, Qualifications and Assessment
- Early Learning and Childcare
- Education Management and Review
- Quality Improvement and Service Planning
- Schools Services Support
- Specialist Music Service
- Physical Activity and Outdoor Learning
- Additional Support Needs and Education Psychology Services
- East Lothian Works

<p><b>Early Learning and Childcare (ELCC)</b></p>	<p>Delivers the statutory duty to provide ELCC to eligible 2 year olds and children from the term after their third birthday. In East Lothian this is provided through provision in :</p> <ul style="list-style-type: none"> <li>• 33 early learning and childcare centres within primary schools</li> <li>• 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup)</li> </ul> <p>Additional early learning and childcare is provided through:</p> <ul style="list-style-type: none"> <li>• Playgroup of which there are 14 in East Lothian. Four of whom have chosen to remain unregistered meaning that they will not be able to apply for funded provider status with the Council to provide 1140 hours of early learning and childcare.</li> <li>• 5 Tots and Teens Playgroups. Two are currently registered with plans underway to register the remaining three.</li> </ul>
<p><b>School Years</b></p>	<p>Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools</p>

<b>Additional Support Needs</b>	<p>Delivers the statutory duty to ensure additional support needs are met through:</p> <ul style="list-style-type: none"> <li>• inclusive practices and support in all schools;</li> <li>• specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and</li> <li>• specialist professionals supporting children and young people who require additional support.</li> </ul>
<b>Quality Improvement Team</b>	<p>Delivers the following services to fulfil the duties set out in statute:</p> <ul style="list-style-type: none"> <li>• support and challenge of schools to improve the quality of education;</li> <li>• support for quality assurance and self-evaluation;</li> <li>• support for the development of the curriculum and learning, teaching and assessment;</li> <li>• liaison with national and local organisations and bodies; and</li> <li>• development of local policy, including policy informed by National Policy, relating to education.</li> </ul>
<b>Educational Psychology Service (EPS)</b>	<p>The EPS service delivers the following service making use of sound research evidence to support teaching and the overall wellbeing for children and young people:</p> <ul style="list-style-type: none"> <li>• consultation</li> <li>• assessment</li> <li>• intervention</li> <li>• training</li> <li>• research</li> </ul>

<p><b>Education Business Support Team</b></p>	<p>Delivers the following services, including those required to fulfil duties set out in statute:</p> <ul style="list-style-type: none"> <li>• strategic resource planning;</li> <li>• strategic planning and delivery of career long professional learning;</li> <li>• leadership development;</li> <li>• support for newly qualified teachers, student teachers and supply teachers;</li> <li>• recruitment of education service staff;</li> <li>• national and local policy relating to education;</li> <li>• support for the use of assistive technologies;</li> <li>• development of the Digital Learning and Teaching Strategy;</li> <li>• support for financial stewardship in all schools;</li> <li>• the use of technology to enhance learning and teaching, online services and learning portals;</li> <li>• specialist music provision;</li> <li>• physical activity and education;</li> <li>• data analysis and performance;</li> <li>• pupil placement and admissions;</li> <li>• school estate projection planning;</li> <li>• staffing allocations;</li> <li>• scheme of devolved school management.</li> </ul>
<p><b>East Lothian Works</b></p>	<p>East Lothian Works, East Lothian’s employability hub, brings together all employability-related services under the East Lothian <i>One Council Approach</i>. East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.</p>

### **Our Children's Service has the following responsibilities:**

- Protect and support children and families in or on the edge ('on the cusp') of care
- Meet statutory and legal obligations (core business of 'The Children (Scotland) Act 1995')
- Improve the long-term life chances of children and young people who have a disability and / or who are looked after by East Lothian Council

The professional social work task is centred on making or keeping children safe, enabling families to change sufficiently to parent effectively; providing long-term care and support for those who can't live at home, providing support and services to those children with complex needs and disabilities; and supporting care leavers to make a successful transition to adulthood. The core business of children and families social work as children's services workers is rooted in the capacity of staff to make meaningful relationships with children, young people and families.

Almost all of the responsibilities of children's services need to be delivered in partnership with others, and are reliant on the strength of our work together. Children require universal health services from pre-birth and these play a major supporting role until they reach school age. Children live in families with adults, many of whom are involved with mental health, substance misuse and justice services. Children with complex needs will transition into adult health and social care services. However, children spend the majority of their childhoods engaged with education services. The success or otherwise of children in school will set the pathway for their futures and play a large part in determining when we recognise concerns, how effectively we intervene to address these at different and challenging developmental stages. Children live in communities and need those services to help them and their families to overcome barriers to inclusion. Care leavers need stable housing options to enable them to sustain positive destinations and move successfully into adulthood.

The importance of partnership working is embedded in the new Care Inspectorate joint inspections of services for children and young people in need of care and protection. These key questions will be guiding our approach to working within the new Education and Children's Services structure:

1. How good is the partnership at recognising and responding when children and young people need protection?
2. How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and recover from their experiences?
3. How good is the partnership at maximising the wellbeing of children and young people who are looked after?
4. How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
5. How good is collaborative leadership?

## 3 Education Specific Priorities

This section describes the main priorities for the Education Service. Our aim is to work together and deliver on our commitment to **our children, living and learning in East Lothian** through the actions taken across our service areas and in our schools. Our aim is to improve the quality of the experiences we provide for children, young people and families in East Lothian.

### Our priorities and context

The Education and Children's Services Local Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2018 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan and the East Lothian Council Plan. The focus for session 2019/20 is 'Our Children – Living and Learning in East Lothian'

In order to secure specific and achievable improvement within our 5 Priority Areas, we have identified 13 Priorities for Improvement. These are the outcomes where, current evidence shows, improvement is **most** urgently needed.

### Five Priority Areas

1. Attainment and achievement
2. Ensuring Wellbeing, Equality and Inclusion
3. Employability
4. Leadership
5. Finance and Resources

The work required to achieve our vision is set out in the Education Improvement Plan, summarised below. The following pages give a more detailed account of our actions for each individual area of improvement. Appendix 1 provides an overview of key targets

<b>1. Attainment and Achievement</b>
<ul style="list-style-type: none"> <li>• Continue to embed a self-improving system to improve outcomes for learners and raise attainment and achievement through improved learning, teaching and assessment.</li> <li>• Develop and embed strategies to close the poverty related attainment gap.</li> <li>• Improve curricular and digital transitions to meet the needs of all children and young people to ensure they make progress in their learning.</li> </ul>
<b>2. Ensuring Wellbeing, Equality and Inclusion</b>
<ul style="list-style-type: none"> <li>• Develop and implement a GIRFEC / Inclusion Policy and Strategy that supports all practitioners to meet children’s needs.</li> <li>• Continue to improve integrated service delivery to meet the needs of all children and families.</li> <li>• Improve the health and wellbeing and PSE curriculum to better support the wellbeing of all children and young people.</li> </ul>
<b>3. Employability</b>
<ul style="list-style-type: none"> <li>• Continue to strengthen flexible pathways to employability and other positive destinations for young people.</li> <li>• Continue to improve attainment in the senior phase, particularly at N5 and build on the range of vocational and academic opportunities that meet the needs of all learners.</li> <li>• Develop further the range of pathways to employability through East Lothian Works, focussed on those furthest away from employment.</li> </ul>
<b>4. Leadership</b>
<ul style="list-style-type: none"> <li>• Improve the quality and impact of strategic leadership and leadership development at other levels within our schools.</li> <li>• Build on and further develop a collaborative culture across education and children’s services.</li> </ul>
<b>5. Finance and Resources</b>
<ul style="list-style-type: none"> <li>• Develop a Workforce Strategy that ensures the service can meet the needs of the community now and in the future.</li> <li>• Develop and maintain a school estate strategy</li> <li>• Continue to deliver an efficient and effective service within the principles of Best Value at a time of diminishing resources and growing demand.</li> </ul>

## Education Service Improvement Priorities 2019/20

1. Attainment and Achievement				
<ul style="list-style-type: none"> <li>Continue to embed a self-improving system to improve outcomes for learners and raise attainment and achievement through improved learning, teaching and assessment.</li> <li>Develop and embed strategies to close the poverty related attainment gap.</li> <li>Improve curricular and digital transitions to meet the needs of all children and young people to ensure they make progress in their learning.</li> </ul>				
Reference	Target	Activities/Actions	Outcome/Measure	Owner
1A	Develop an agreed strategy for Raising Attainment and Closing the Gap based on analysis of data in partnership with schools, parents, pupils and partners Develop professional learning on raising attainment, use of data and moderation and assessment	Establish a short life working group to develop the strategy for raising attainment and closing the gap using data to inform the key priority areas for improvement. SLWG to develop suite of professional learning to sit alongside strategy and also to support better understanding and use of data to support improvement Develop a more effective tracking and monitoring system in all schools for the BGE that focuses on progression, within and between sectors and adding value to individual children and young people's continuity in learning and attainment.	Improvement in key performance measures ( see Appendix 1)	L Brown
	Improve attendance as a means of raising attainment	Review the attendance policy and guidance and work with all schools to improve attendance to raise attainment. Re-establish multi-agency locality based groups to work together to improve children and young people's attendance.	(see Appendix 1)	L Brown

	<p>Implement the Digital Learning and Teaching strategy across all of our schools</p> <p>Implement a Digital Skills Strategy in partnership with City Deal Digital Data Innovation Project</p>	<p>East Lothian Strategic Management Group (Digital Learning) to drive forward key actions from the DLT Strategy working with all schools and early years settings.</p>	<p>Improvement in DLT as evidenced through school reviews and pupil evaluation activity</p>	<p>R. Parker</p> <p>City Deal DDI Group</p>
1B	<p>Continue to strengthen the overall approach to self-evaluation for self-improvement across schools and early years settings.</p>	<p>Implement new SIS collaborative networks (STGs and ASGs) within the county, the South East Improvement Collaborative and beyond</p> <p>Improve further curricular transitions through the Education Steering Group and Associated School groups.</p>	<p>LAN report identifies improved progress in raising attainment and the quality of education provision.</p> <p>Evaluations of curriculum through review and inspection improve.</p>	<p>L Brown</p>

1C	<p>Improve pedagogical understanding and consistency of high-quality learning, teaching and assessment across all schools and early years' settings.</p>	<p>Improve quality of learning and progression across the early level and specifically at P1.</p> <p>Increased moderation activity to improve quality of assessment and to improve literacy.</p> <p>Ensure that the learning, teaching and assessment pedagogical 'placemats' are embedded in practice and used by practitioners across all establishments. Ensure these are informing professional learning opportunities</p> <p>Support and share effective approaches to learning, teaching and assessment that are closing the attainment gap and improving attainment overall through STG and ASG developments.</p> <p>Ensure a clear link to priorities in professional learning to further develop availability of high quality staff</p>	<p>Increase in CfE Achievement of a level (See Appendix 1)</p> <p>Increase in CfE achievement of a level at P1, P4, P7 and S3 and within the senior phase (see Appendix 1)</p> <p>Education Scotland evaluation Q12.3 are good or better Skilled workforce in place to meet needs of learners</p>	<p>L Brown</p> <p>R Parker</p>
ID	<p>Improve purpose, vision and rationale of curriculum for all children and young people.</p>	<p>Implement curriculum overview and ensure all schools have reviewed and developed their curriculum rationale, purpose and vision for all children and young people.</p>	<p>Improvement in curriculum rationale and vision evidenced through school reviews.</p>	<p>L Brown</p>

	<p>Improve curricular transitions particularly from primary to secondary</p> <p>Develop a STEM strategy, increase STEM opportunities for learners</p>	<p>Education Steering Group and Associated School Groups will lead the improvement of curricular transitions.</p> <p>Short life Working Group to work with practitioners and partners to develop and implement a STEM strategy across East Lothian schools</p>	<p>Improvement in CfE levels particularly focussed on key points of transition across curriculum areas (see Appendix 1)</p> <p>Improvement in transition information stage to stage and key transition stages</p> <p>STEM strategy to improve the quality of learning and teaching and opportunities for children and young people</p>	
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## 2. Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

- Develop and implement a GIRFEC / Inclusion Policy and Strategy that supports all practitioners to meet children’s needs.
- Continue to improve integrated service delivery to meet the needs of all children and families.
- Improve the health and wellbeing and PSE curriculum to better support the wellbeing of all children and young people.

Reference	Target	Activities/Actions	Outcome/Measure	Owner
2A	Deliver 1140 hours expansion plan offering flexibility, choice and high-quality early learning and childcare across our communities	<p>In line with the allocated revenue and capital budget, extend provision for all entitled children</p> <p>Early Years officers will use national quality improvement frameworks to support practitioners and partners to improve the quality of early learning and childcare across all settings.</p> <p>Development of family support offer across the county</p>	<p>Families receive 1140 hours offer across our communities (LGBF measure)</p> <p>Increase in number of establishments receiving good or better evaluations in Education Scotland inspections</p> <p>Increase in number of children reaching developmental milestones target.</p> <p>Family Support Review completed and action plan developed to</p>	<p>L Brown</p> <p>(CSP Theme 1)</p> <p>J. Tait</p>

			improve the universal, targeted and additional family support	
2B	Improve support for care experienced children and young people to ensure good progress in their learning and attainment	<p>Continue to work with our FE and HE partners to ensure that the specific needs of our looked after young people are identified and supported</p> <p>Care experienced young people remain a priority for receiving services from East Lothian Works, whilst at school and after leaving school</p>	<p>Improvement in attainment of care experienced children</p> <p>Improvement in attendance and reduction in exclusions - (see Appendix 1)</p> <p>Improvement in attainment of care experienced children and young people (see Appendix 1)</p> <p>Increased numbers of care experienced young people in a positive destination on leaving school – increase from 90.9% to 93%</p>	L Brown / S Laing (CSP theme 3)
2C	Develop an Inclusion Policy and Strategy that supports all practitioners to meet all children’s needs.		<p>Improved attendance (see Appendix 1)</p> <p>Reduced exclusions (see Appendix 1)</p>	<p>L Brown (CSP Theme)</p> <p>L Brown</p>

	All practitioners are supported to implement inclusive practices more consistently to meet the needs of all learners.		Reduction in number of external placements by 4  Improved progress of children and young people with additional support needs	
2D	Ensure all funding (including PEF) improves outcomes for disadvantaged and vulnerable children and young people and closes the poverty related attainment gap.  Continue to promote uptake of free school meals.	Evaluate impact of use of additional funding including PEF interventions to close the attainment gap in line with the principles associated with the funding	Evidence of improved outcomes for disadvantaged and vulnerable children and young people through closing of the poverty related attainment gap. (see Appendix 1)  Increase in % of children registered for FSM by 1.8% Increase in the use of online payment systems by 10%	L Brown (CSP Themes 1-5)
2E	Review and re-design the health and wellbeing curriculum and the PSE	Improve curriculum frameworks, ensuring	Evidence of improved outcomes for young people (see Appendix 1)	L Brown (CSP Theme 4)

	<p>programme to ensure it fully meets the needs of children and young people.</p> <p>Implementation of Mental Health and Wellbeing Action Plan.          Delivery of mental health first aid training for all appropriate staff</p>	<p>appropriate continuity and progression.</p> <p>Improve school approaches to personal, social education including promoting and supporting healthy lifestyles and supporting positive mental health.</p>	<p>Improvement in the views of young people from SEE survey in their engagement with learning in school.</p>	<p>L. Binnie</p>
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### 3. Employability

- Continue to strengthen flexible pathways to employability and other positive destinations for young people.
- Continue to improve attainment in the senior phase, particularly at N5 and build on the range of vocational and academic opportunities that meet the needs of all learners.
- Develop further the range of pathways to employability through East Lothian Works, focussed on those furthest away from employment.

Reference	Target	Activities/Actions	Outcome/Measure	Owner
3A	To increase Positive and sustained destinations in all secondary schools	Implementation of the DYW Partnership plan.	Increase the number of 16-19 year olds in East Lothian in positive and sustained destinations from 94% to 95%.	N Craik-Collins
3B	Continue to ensure the (3-18) Work Experience and the Career Education Standard are embedded in all schools.	All Schools are supported to deliver the aims of the DYW plan and ensure the curriculum takes cognisance of Career Education Standards.	Work experience programmes will be individualised and SDS hub information will be current. Vocational experiences will be tracked in the primary stage and across the transitions.	N Craik-Collins
3C	Broaden the flexible pathways for young people throughout Primary, the BGE and Senior Phase	Work in partnership with business partners, DYW Regional Board, Edinburgh College and other providers to maintain and increase the vocational offer	Uplift the number of young people achieving wider achievement awards and increase senior phase NPA 5+ qualifications from 6% to	N Craik-Collins

			10%- target of 15% by 2021 (NA14.7%)	
3D	Increase the range of Foundation Apprenticeship pathways	Work in partnership with schools and FA providers to develop new FAs and ensure young people's needs and aspirations are better met to improve course choices through communication of 15-24 Learner Journeys	Target - to attract 150 applicants (25 per school) from across the 6 secondary schools.  Support schools to embed FA associated NPA and National Certificate qualifications into the Senior Phase. Increased number of frameworks available. (see Appendix 1)	N Craik-Collins
3E	Develop a strategic approach to support effective transitions for young people at risk of a negative destination	Establish an integrated partnership team and governance, to develop intervention programmes.	A range of intervention initiatives will offered to young people.	N Craik-Collins
3F	Increase employment and further learning for Looked After Children Develop and delivery of new models to inspire positive career choices.	Review of governance and partnership structures to enhance early intervention.  Increased pupil engagement with East Lothian Works	Increase in positive destinations for care experienced young people from- 90.9% to 93%.	N Craik-Collins S Laing

3H	Continue to work with Edinburgh College and other partners to develop Winter Leavers courses and PAVE programmes.	Short life working group will be established to develop the programme.	Individualised learning experiences and qualification packages will ensure engagement, leading to raised attainment.	N Craik-Collins
3I	<p>Review 3-18 vocational experiences across the educational journey and explore creative ways for pupils to engage with DYW activities.</p> <p>Review the curriculum in response to Education Scotland's refresh of Curriculum for Excellence.</p>	<p>Development of 3-18 vocational skills framework and tracker.</p> <p>Jobs Kingdom live</p>	<p>Early experience of business based vocational Learning. Skills tracked across transitions (Primary/Secondary)</p> <p>Curriculum innovation and partnership in the BGE</p> <p>Raised Attainment</p>	N Craik-Collins
3J	In response to the Scottish Government's 'No One Left Behind' Employability Funding stream (NOLB), European Social Fund priorities and the Council Plan to reduce 'inequalities within and across our communities'.	ELW will implement a single team employability approach to support services to achieve optimum impact across transitions.	Adult Employability Targets-A target of 50 individuals who have been assisted into work from ELC funded or operated employability programmes. There will also be a target of 300 individuals participating in ELC funded or operated employability programmes.	N Craik-Collins

3K	Respond to the 2018 Enable Scotland Report: 'Decreasing the Disability Participation- a call to action for effective Industry and Education partnerships'	Education, Children's Services and East Lothian Works will work in partnership with DYW and other stakeholders to support adults and youths with disability.	Improved employability support and outcomes for adults and youths who have disabilities.	N Craik-Collins
3L	Implementation of common school day to harmonise with partner delivery and enhance senior phase offer	Opportunities for collaborative timetabling and shared resource.	Implementation of common school day action plan will enhance the senior phase offer across East Lothian	N Craik-Collins M Sangster
3M	Respond to the recommendations of the 2019 Careers Information and Guidance report (CIAG)	Share best practice and promote effective collaboration between ELC secondary schools, using the North Berwick High School model of pupils employability profiling.	Relevant work placements, improved engagement and raised levels of attainment at school  Improved transitions	N Craik-Collins
3N	The Learning Estate will promote opportunities for economic growth, Adult and Youth community based training. Assets will enhance vocational education.	The Learning Estate Review will identify a structure that delivers best value and outcomes for ELC communities.	A learning Estate that supports the creation of jobs through engagement with business pertaining to workforce development	N Craik-Collins

			<p>Widen access to Modern Apprenticeships from 67 % to 70% (NA73%)</p> <p>Target- 73%, in line with the National target, by 2022.</p>	
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#### 4. Leadership

- Improve the quality and impact of strategic leadership and leadership development at other levels within our schools.
- Build on and further develop a collaborative culture across education and children’s services.

Reference	Target	Activities/Actions	Outcome/Measure	Owner
4A	<p>Improve the quality and impact of strategic leadership.</p> <p>Ensure leadership development impacts positively on establishment and service performance.</p>	<p>Enhance the quality and impact of leadership at all levels within schools through targeted QIT visits, Staff Conferences and Events and professional learning opportunities.</p> <p>Create a short life working group focussed on strategic leadership to ensure maximum impact of professional learning on leadership and more consistent leadership development of all senior staff.</p> <p>Develop a programme of joint professional learning for senior leaders across education and children’s services</p>	<p>Education Scotland inspections Q1.3 Leadership of Change evaluated as good or better</p> <p>Evidence from school standards and quality reports, school review visits and reports</p>	Head of Service/L Brown

4B	Further develop an effective collaborative culture throughout our learning communities and build effective networks within and out with the authority	Further develop learning communities locally, within the Regional Improvement Collaborative and more widely	Education Scotland inspections QI1.3 Leadership of Change evaluated as good or better  Evidence from school standards and quality reports, school review visits and SEIC reports	Head of Service/L Brown
4C	Continue to build the capacity of education service staff and senior school leaders to be agile and flexible and able to respond to the range of national and local policy, initiatives and programmes	Develop team learning opportunities that develops further agile and flexible leadership approaches.  Build coherent and robust self-evaluation approaches that determine service effectiveness and agile planning where a shift in priority may be required.	Effectiveness of Education Service delivery of Statutory Duties and national policies  Improvement in evaluation of leadership of change QI at school and LA level.	Head of Service/L Brown

## 5 Finance and Resources

- Develop and maintain a school estate strategy.
- Develop a Workforce Strategy that ensures the service can meet the needs of the community now and in the future.
- Continue to deliver an efficient and effective service within the principles of Best Value at a time of diminishing resources and growing demand.

Reference	Target	Activities/Actions	Outcome/Measure	Owner
5A	<p>Ensure children and young people are learning in environments that are fit for purpose.</p> <p>Design and build modern learning communities which puts children and young people and learning at the centre.</p>	<p>Improve the suitability, condition and sustainability of the school estate.</p> <p>Develop a learning estate strategy that sets out the needs of the curriculum and learning offer for young people which underpins decisions of the school estate.</p>	<p>Improvement in the condition, sufficiency and suitability grades</p> <p>Local Development Plan Expansion and Build Programme is delivered within projected timescale</p>	Head of Service
5B	Build and expand provision to deliver on the 1140 hours early learning and childcare expansion programme	Design and build modern early learning and childcare facilities to meet the needs of our families	1140 hours capital programme completed and children access 1140 hours within vibrant fit for purpose learning environments	L Brown
5C	Review all specialist provision to plan how best to meet the needs	Improve the location, suitability, condition and resources of our	Meet the needs of children and young people with complex and	L Brown

	<p>of our children and young people with more complex needs given the growth and anticipated increase in need across our county.</p> <p>Review approaches to ASN funding including predictable and exceptional needs funding to ensure children’s needs are better met.</p>	<p>specialist provisions to ensure they meet the needs of our growing population and changing needs of children and young people</p> <p>Create a working group to look at approaches to funding to consider new ways of working that are fair and transparent and better meet children’s needs</p>	<p>enduring additional support needs and improvement in attainment, attendance and SEE survey outcomes.</p> <p>Improved support and progress in learning for children and young people who require additional support as evidenced through attainment data, feedback from learners, staff and parents</p>	R Parker
5D	To develop a workforce plan to ensure the service has quality, experienced staff to support its services	<p>Establish a workforce development group, including relevant partners, to develop the plan.</p> <p>Put in place effective processes to ensure a Highly-qualified and experienced workforce in place to deliver current and future service provision within our</p>	<p>Maintain or Improve Pupil:Teacher Ratio PTR (see Appendix 1)</p> <p>Reduce time to recruit to posts especially ‘hard to fill’ subjects.</p> <p>Improved response to recruitment campaigns and greater retention of experienced teachers</p>	R Parker

		<p>growing communities.          Develop different recruitment strategies to meet the demands of the growing school estate and ensure appropriate timelines are met to increase the workforce in time for the school expansions and new builds          Develop strategies to attract and retain teachers particularly in 'hard to fill' subjects          Work closely with partners to develop strategies to improve attendance and reduce sickness absence</p>	<p>Effective absence management processes followed to support teachers back to work and reduced days lost through sickness absence</p>	
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## Children's Services Action & Improvement Plan 2017-2020

1. Reduce the numbers of children and young people in external placements					
	How will we do it?	How will we know?	Who will be responsible?	Others involved?	By when?
1.1	<p><b>We will re-integrate young people (where possible) to East Lothian from external placements:</b></p> <ul style="list-style-type: none"> <li>review all existing external placements and identify what is required to return young people successfully to East Lothian</li> <li>identify and develop necessary resources (across services) required to achieve this.</li> </ul>	<p>Target of returning ten young people by February 2020</p>	Judith Tait	Lynn Binnie Sheila Laing Lindsey Byrne Jen Fraser Mike Rodger Team Leaders IROs	Review progress of care / return plans monthly
1.2	<p><b>We will prevent children moving to external placements:</b></p> <ul style="list-style-type: none"> <li>Review and strengthening current decision making and scrutiny arrangements</li> <li>Support team leaders to provide peer consultation and find family-based solutions</li> <li>Extend the scope of FGDM to become a mandatory consideration</li> <li>Work with partners to implement GIRFEC mechanisms for early multi-agency screening / consultation/sharing</li> </ul>	<p>A revised decision making framework across E&amp;CS in place</p> <p>Enhanced resources for prevention and early intervention</p> <p>Reduction in referrals to duty / VPDs</p>	<p>Judith Tait Lindsey Byrne Jen Fraser Diane French</p> <p>Nicola Clark</p>	<p>Vivien Mike</p> <p>Vulnerable Children's Project</p> <p>Martin Sangster Community justice p/ship</p>	Monthly monitoring with formal reviews of progress at business meetings
1.3	<p><b>Implement and embed the learning from PACE programme:</b></p> <ul style="list-style-type: none"> <li>Improve our performance in securing permanence for looked after children</li> </ul>	Improved timescales for permanence	Jen Fraser Nicola Clarke	ELC legal team	Review along with PACE Aims review

	<ul style="list-style-type: none"> <li>Strengthen links with legal services to ensure timely and legal advice</li> </ul>	Reduce numbers of LAAC in non-permanent placements			
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2. Implement systematic approach to self-evaluation, performance management and quality assurance (care governance)					
	How will we do it?	How will we know?	Who will be responsible?	Others involved?	By when?
2.1	<p><b>We will strengthen our budget management arrangements</b></p> <ul style="list-style-type: none"> <li>Implement enhanced budget monitoring, forecasting and oversight</li> <li>Use the findings of the vulnerable children's project to review and revise current budget allocations</li> <li>Work towards implementing costed care plans</li> </ul>	<p>Accurate forecasting of over and underspends</p> <p>Clear connection between decisions and budget available/impact</p>	<p>Judith Lindsay SMs RC</p>	<p>Vera Fong</p> <p>David Henderson</p> <p>TLs</p>	<p>Review Nov 2019</p>
2.2	<p><b>Implement our performance and quality assurance framework</b></p> <ul style="list-style-type: none"> <li>Develop and implement management and performance data set for team leaders</li> </ul>	<p>We use data to understand and drive improvements</p> <p>We can provide assurance of key operational processes</p> <p>TLs are confident in understanding and making use of data</p>	<p>Judith Tait</p> <p>Lindsey Byrne</p> <p>Richard Campbell</p>	<p>PSI IROs SMs</p>	<p>06.09.19 (for first meeting)</p>

2.3	<b>We will ensure our risk assessment and risk management processes are of a high standard</b>	Report findings to care governance and performance group	Di French Jen Fraser	Vivien McVie Claire Johnstone Senior Pracs	July 2019
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<b>3. Build capacity in internal care resources</b>					
	<b>How will we do it?</b>	<b>How will we know?</b>	<b>Who will be responsible?</b>	<b>Others involved?</b>	<b>By when?</b>
3.1	<b>We will carry out a review of the residential estate to ensure it is fit for future needs.</b>	Report and recommendations available	Lindsey Byrne	Mike Rodger Andy Thorpe Finance	Dec 19
3.2	<b>We will ensure care leavers access appropriate accommodation</b> by: <ul style="list-style-type: none"> <li>• Implementing My Space</li> <li>• Implementing the housing resource panel</li> <li>• Strengthening links with housing services</li> </ul>	Reduced use of unsuitable accommodation  More young people returning from external placements  Increase Lothian Villa through put	Emma Clater	Nicky Sandford Mike Rodger Lisa Shine	Monitor via business and PM/QA meetings
3.3	<b>We will increase our local fostering resources and strengthen the offer of support to foster carers</b>	X new foster families recruited  Fewer placements breaking down	Lindsey Byrne	Tanya Gray  Paul Lawley	March 2020

3.4	<b>We will review our approach to kin care:</b> <ul style="list-style-type: none"> <li>increase numbers of kin carers as an alternative to fostering or residential care</li> <li>develop systems and resources to ensure high quality assessments and support arrangements</li> <li>review and allocate sufficient budget</li> </ul>	Fewer kin care placements breaking down  Increase number of kin care placements by 20 by Sept 2020	Jen Fraser	Paul Lawley Emma Clater Finance	Monitor via business and PM/QA meetings
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4.	A confident, skilled and supported workforce				
	How will we do it?	How will we know?	Who will be responsible?	Others involved?	By when?
4.1	<b>Strengthen recruitment and induction practice:</b> <ul style="list-style-type: none"> <li>Strengthen selection practice</li> <li>refresh interview training for managers</li> <li>ensure job adverts have maximum impact and reach</li> <li>Develop new induction programme</li> </ul>	Tests developed and being used Written induction programme implemented	CSMG	HR Eileen Marnoch	Review in November 2019
4.2	<b>We will equip our staff to practice effectively and safely.</b> Priorities include: <ul style="list-style-type: none"> <li>self-evaluate our implementation of Signs of safety and develop SMART plan for next 12m</li> <li>Continue implementation of Safe and Together</li> <li>Develop a new learning and development strategy</li> </ul>	Staff survey results PRDs Audits of practice Completed L&D strategy	Judith Tait Lindsey Byrne	PSI SMs	October 2019
4.3	<b>We will develop leadership capacity at all levels:</b> <ul style="list-style-type: none"> <li>deliver a new supervision and leadership programme</li> <li>develop team plans and work plans for all managers with standard templates</li> </ul>		Eileen Marnoch SMs	Adrian Hynd Rebecca Grangeret	First cohort Nov 2019

5. Practice shift to early intervention/prevention					
	How will we do it?	How will we know?	Who will be responsible?	Others involved?	By when?
5.1	<p><b>We will review the structure of the Assessment Hub to ensure we have capacity to respond effectively to referrals:</b></p> <ul style="list-style-type: none"> <li>Review duty systems and processes</li> <li>Develop our links with universal services to ensure suitable support is offered to ensure early and effective intervention</li> </ul>	<p>Fewer unallocated cases</p> <p>Timeous progression of cases to suitable destination</p> <p>Reduction in referrals</p>	<p>Diane French Lindsey Byrne</p>	<p>TLs Education (tbc) Health (tbc)</p>	<p>Review Dec 2019</p>
5.2	<p><b>We will deploy our family support staff more effectively:</b></p> <ul style="list-style-type: none"> <li>review our family support function and offer</li> <li>Review performance and models of supervised contact</li> </ul>	<p>Fewer children will be accommodated</p> <p>Release capacity in FSW and SW time</p>	<p>Di French Jen Fraser</p>	<p>Mike Rodger Ann Hume</p>	<p>Dec 2019</p>
5.3	<p><b>We will ensure our thresholds for allocation maximise social worker capacity</b></p> <ul style="list-style-type: none"> <li>Review allocation arrangements for statutory cases</li> <li>Review non-statutory cases</li> </ul>	<p>Implement min standards for statutory cases</p>	<p>Jen Fraser Emma Clater</p>	<p>Mike Rodger</p>	<p>Review Dec 2019</p>

5.4	<b>We will strengthen our early years' support to the most vulnerable families</b>	Increase take up of 1140 provision Reduce pre-birth CP cases	Diane French	Ann Hume CSP work stream Claire Gittoes	Review via CSP
5.5	<b>We will increase our use of and capacity for Family Group Decision Making</b>	Increased number of FGDMs taking place which prevent accommodation (will add target Sept 19)	Diane French Lindsey Byrne	Mike Rodger	Monthly monitoring Review Nov 2019

**Achieving the Priorities for Improvement identified within the Education and Children's Services Improvement Plan 2019-2020 will contribute to delivery of the priorities set out in the National Improvement Framework. Further detail on the actions being taken is provided within the relevant sections above and an overview provided below:**

Priority 1 Improvement in attainment, particularly literacy and numeracy	Priority 2 Closing the attainment gap between most and least disadvantaged children	Priority 3 Improvement in children and young people's health and wellbeing	Priority 4 Improvement in employability skills and sustained, positive school leaver destinations for all young people
Develop an agreed strategy for Raising Attainment and Closing the Gap based on analysis of data in partnership with schools, parents, pupils and partners. Develop professional learning on raising attainment, use of data and moderation and assessment	Continue to prioritise improving educational attainment and achievement and reducing the attainment gap at all stages  Improve support for care experienced children and young	Develop a whole school approach to raising awareness of the impact of poverty and develop clear policies to reduce inequality in schools	Continue to work with partners and local employers to implement East Lothian's Young Workforce Strategy and Action Plan; maximising opportunities for young people through support for craft and modern

<p>Improve attendance as a means of raising attainment</p> <p>Improve curricular transitions particularly from primary to secondary</p> <p>NIF: Performance Information; Assessing children's progress;</p>	<p>people to ensure good progress in their learning and attainment</p> <p>NIF: Assessment of children's progress; School Improvement</p>	<p>Supporting wellbeing to improve attainment and progress of care experienced young people</p> <p>Take concerted action to tackle obesity in children through a multi-agency and multi-faceted approach, including improved diet and nutrition in early years, exercise and physical activity.</p> <p>Prioritise actions to reduce mental ill-health in our community, particularly amongst young people.</p> <p>Promote opportunities for Healthy Living throughout East Lothian by implementing the Physical Activity Strategy and maximising use of East Lothian's natural health service - the outdoors.</p> <p>Review and re-design the health and wellbeing curriculum and the PSE to ensure it fully meets</p>	<p>apprenticeships, and school work experience within the Council and in local businesses; and, through the continued use of Community Benefit clauses in Council contracts.</p> <p>Ensuring secondary school curriculum meets the needs of young people</p> <p>Broaden the flexible pathways for young people in the BGE and senior phase</p> <p>Increase the range of Foundation Apprenticeship pathways</p> <p>Improve purpose, vision and rationale of curriculum for all children and young people.</p> <p>Develop a STEM strategy and increase STEM opportunities for learners</p> <p>Develop a strategic approach to support effective transitions for young people at risk of a negative destination</p> <p>NIF: Teacher Professionalism; School Leadership; Parental Engagement; Assessment of children's progress</p>
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		the needs of children and young people  NIF: Assessment of children's progress; School Leadership	
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**EDUCATION SERVICE LOCAL IMPROVEMENT PLAN: KEY PERFORMANCE MEASURES**

Priority Area	Council Plan Indicator	LGBF Indicator	Measure	Current Position	Target
ESP-1A			QI 3.2 - % of schools evaluated as good or better in 'Raising attainment & achievement'	69.2%	75%
ESP-1A			QI 3.2 - 'primary schools evaluated as good or better in 'Raising attainment & achievement'	69.7%	75%
ESP-1A			QI 3.2 - 'secondary schools evaluated as good or better in 'Raising attainment & achievement'	66.7%	75%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Reading relevant for their stage	P1 - 80%; P4 - 78%; P7 - 79%; S3 - 89%	P1 - 82%; P4 - 80%; P7 - 81%; S3 - 91%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Writing relevant for their stage	P1 - 75%; P4 - 71%; P7 - 72%; S3 - 87%	P1 - 78%; P4 - 72%; P7 - 73%; S3 - 89%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in English Listening & Talking relevant for their stage	P1 - 86%; P4 - 86%; P7 - 88%; S3 - 90%	P1 - 87%; P4 - 87%; P7 - 89%; S3 - 91%
ESP_1C			% of P1, P4, P7 and S3 Pupils achieving the expected CfE Level in Numeracy relevant for their stage	P1 - 79%; P4 - 76%; P7 - 75%; S3 - 90%	P1 - 81%; P4 - 78%; P7 - 77%; S3 - 91%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Reading	P1 - 67%; P4 - 70%; P7 - 61%; S3 - 49%	P1 - 74%; P4 - 80%; P7 - 70%; S3 - 85%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Writing	P1 - 58%; P4 - 54%; P7 - 49%; S3 - 49%	P1 - 71%; P4 - 63%; P7 - 62%; S3 - 84%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Listening & Talking	P1 - 79%; P4 - 75%; P7 - 81%; S3 - 56%	P1 - 85%; P4 - 85%; P7 - 85%; S3 - 85%
ESP_2D			% of P1, P4, P7 and S3 Pupils living in most deprived areas achieving expected CfE Level in Numeracy	P1 - 60%; P4 - 64%; P7 - 54%; S3 - 50%	P1 - 70%; P4 - 74%; P7 - 66%; S3 - 82%
ESP_1C			By end of S4 % achieving a National 5 A-C Grade	74.3%	79%
ESP_1C			By end of S5 % achieving 3+ Highers	31.6%	34%
ESP_1C	Top 10 No.3 (CP14 T3)		% of school Leavers attaining 3 or more awards at SCQF Level 6	50.4%	50%
ESP_2D	CP12	CHN6	% of pupils from deprived areas gaining 5 + awards at SCQF Level 5 by the end of S6	27.1%	44%
ESP_2B			% of looked after school leavers attaining 1 or more awards at SCQF Level 4	81.8%	83%
ESP_2C			% of school leavers with ASN attaining 1 or more awards at SCQF Level 5	68.5%	74%
ESP_1C			% of school leavers achieving literacy at SCQF Level 5 or above	77.6%	82%
ESP_1C			% of school leavers achieving numeracy at SCQF Level 5 or above	63.1%	69%
ESP_1C	CP 13		% of school leavers attaining literacy and numeracy at SCQF Level 5 or above	61.3%	67%
ESP_1C			Ave Complementary Tariff Score - highest attaining 20% school leavers	1320	1340
ESP_1C			Ave Complementary Tariff Score - lowest attaining 20% school leavers	118	134
ESP_1C			Ave Complementary Tariff Score - middle attaining 60% school leavers	648	667
ESP_1C			QI 2.3 - % of schools evaluated as good or better in 'Learning, Teaching & Assessment'	69.2%	75%
ESP_1C			QI 2.3 - % of primary schools evaluated as good or better in 'Learning, Teaching & Assessment'	69.7%	75%
ESP_1C			QI 2.3 - % of secondary schools evaluated as good or better in 'Learning, Teaching & Assessment'	66.7%	75%
ESP_3B		CHN11	Proportion of Pupils Entering Positive Destinations	95.4%	95%
ESP_3B	CP16	CHN21	APM - % of young people in learning, training & work (participation rate for 16-19 year olds)	94%	95%
ESP_3A & 3B			DYW - % of school leavers attaining vocational qualifications at SCQF Level 5 and above	6.0% (NA = 14.8%)	15%
	Top 10 No.4 (CP4)		Number of people participating in EL Works operated or funded employability programmes	463	400
	CP5		% of people involved in Council operated employability programmes progressed into employment	22.7%	
ESP_4A-C			QI 1.3 - % of schools evaluated as good or better in 'Leadership of Change'	76.9%	85%
ESP_2C			% attendance in primary schools	95.2%	96.0%
ESP_2D			% attendance of primary pupils in most deprived areas	93.4%	94%
ESP_2C			% attendance in secondary schools	89.8%	91.0%
ESP_2D			% attendance of secondary pupils in most deprived areas	83.0%	88%
ESP_2B			% attendance of care experienced children and young people	87.0%	90.0%
ESP_2C			% attendance of pupils with additional support needs	90.3%	91%
ESP_2C	CP15	CHN20a	School exclusion rate per 1,000 pupils - Secondary & Primary	16.8	16.0
ESP_2C			Exclusion Incident Rates per 1000 pupils (primary)	4.4	4.0
ESP_2D			Exclusion Incident Rates per 1000 pupils (primary) - most deprived areas	24.5	23.3
ESP_2C			Exclusion Incident Rates per 1000 pupils (secondary)	35.3	33.5
ESP_2D			Exclusion Incident Rates per 1000 pupils (secondary) - most deprived areas	49.0	46.6
ESP_2B			Exclusion Incident Rates per 1000 pupils (care experienced)	166.7	150.0
ESP_2C			Exclusion Incident Rates per 1000 pupils (pupils with ASN)	42.9	40.8
ESP_2C			Number of children and young people in external placements	42	40
ESP-2			% of P6 and S2 pupils that perceive themselves as being safe	90.1%	92%
ESP-2			% P6 and S2 pupils agreeing that most pupils behave well in their school	64.3%	68%

Priority Area	Council Plan Indicator	LGBF Indicator	Measure	Current Position	Target
ESP-3			% of looked after school leavers in positive destinations on leaving school	90.9%	93%
ESP-3			% of care experienced young people that access and sustain places at further and higher education	45.5%	48%
ESP-3			% of school leavers with ASN in positive destinations	92%	93%
ESP-3C			Number of applicants for Level 6 Foundation Apprenticeships		150
ESP-3			% of people achieving a Modern Apprenticeship	67%	70%
ESP_5D			PTR is maintained or improved	15.1	15.1
ESP_5D		CORP6a	Sickness Absence Days per Teacher	6.98	5.93
ESP_2A			% of funded early years provision which are graded good/better	82.8%	90.0%
ESP_2A		CHN17	% of children who have reached all of their developmental milestones at the time of their 27-30 month Child Health Review (no concerns across all domains)	71.5%	85.0%