East Lothian Council

NOTICE OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 19 NOVEMBER 2019, 10.00AM
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

Agenda of Business

Apologies

Declarations of Interest
Members should declare any financial and non-financial interests they have in the items of business for consideration, identifying the relevant agenda item and the nature of their interest.

1. Minutes of the meeting of the Education Committee on 11 June 2019 for approval **(pages 1-8)**

2. Education and Children's Services Local Improvement Plan 2019-2020 **(pages 9-54)**

3. Education Service Standards and Quality Report 2018-2019 **(pages 55-102)**

4. Education Scotland Inspection of Macmerry Primary School and Nursey Class **(pages 103-138)**

5. Education Scotland Inspection of Whitecraig Primary School and Nursey Class **(pages 139-166)**

6. Attendance, Absence and Exclusions to 2018/19 **(pages 167-180)**

7. Summary of ASN Data in East Lothian **(pages 181-202)**

8. Head Teacher Appointments **(pages 203-204)**

All reports submitted by the Depute Chief Executive (Resources and People Services)

Angela Leitch
Chief Executive
John Muir House
Haddington
12 November 2019

East Lothian
Council

MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE

TUESDAY 11 JUNE 2019
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

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Committee Members Present:
Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor A Forrest
Councillor N Gilbert
Councillor J Goodfellow
Councillor J Henderson
Councillor W Innes
Councillor S Kempson
Councillor K Mackie
Councillor J Williamson
Rev. G Sheridan

Other Councillors Present:
Councillor C Hoy

Council Officials Present:
Mr A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Mr R Parker, Service Manager – Education
Ms P Smith, Principal Officer (Information & Research)
Ms B Skirrow, Principal Officer
Mr N Craik-Collins, Lead Officer – Curriculum & Estate Development
Mr G Clark, Head Teacher, Preston Lodge High School
Mr C Gerrie, Head Teacher, Musselburgh Grammar School
Mr P Reynolds, Head Teacher, Ross High School
Ms C Slowther, Head Teacher, Dunbar Grammar School

Others Present:
Mr S Gilmour-Jack, Class Teacher/EIS Representative

Clerk:
Ms F Currie, Committees Officer

Apologies:
Councillor J Findlay
Councillor P McLennan
Ms E Malcolm

Declarations of Interest:
None

1. MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 12 MARCH 2019 FOR APPROVAL

The minutes of the Education Committee meeting on 12 March 2019 were approved.

2. EDUCATION SERVICE DIGITAL LEARNING STRATEGY

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the preparation and production of a draft Digital Learning Strategy 2019 that will formalise the Council's approaches to driving forward digital learning within and across its schools.

Richard Parker, Service Manager – Education, presented the report outlining the background and purpose of the strategy. He advised Members that a working group had been set up to look at key areas for implementation and had progressed an audit tool to identify the current skills, knowledge and experience of staff and learners. This information would help inform the implementation of the strategy. In addition, Digital Leaders, recently appointed in each school, and the Education Support Officer (Digital Learning) within the South East Improvement Collaborative would help facilitate delivery of the strategy across the county's schools.

In response to questions from Members, Gavin Clark, Head Teacher at Preston Lodge High School, advised that teachers were clearly instructed not to expect pupils to provide their own devices. Chromebooks were being rolled out across schools and the use of school devices was encouraged, particularly when students were working in groups. He added that any concerns that staff had about a lack of equity or potential stigma attached to using school devices had not materialised.

Mr Parker and Fiona Robertson, Head of Education, responded to further questions from Members. They provided further information on funding challenges, assessing the development of skills, connectivity across the school estate, and online security and safeguarding of users.

Councillor Goodfellow welcomed the strategy. He said that digital inclusion was something to which all young people should be entitled and it was important that the Education Service helped pupils to develop the skills necessary to benefit from technology.

The Convener also welcomed the strategy. She highlighted the continuing improvements and good practice being demonstrated across the county's schools and emphasised the importance of additional funding to ensure equity across the school estate.

Decision

The Committee agreed to:

    (i)   Note the work undertaken to date to produce a draft Digital learning Strategy and support ongoing developments to produce a finalised Strategy for implementation across our schools; and

    (ii)   Note the finalised Strategy document will be brought to a future meeting for approval.

3. PARENTAL ENGAGEMENT STRATEGY 2017-2020 EVALUATION

A report was submitted by the Depute Chief Executive (Resources and People Services) providing the Committee with an update on the evaluation of the Parental Engagement Strategy 2017.

Bev Skirrow, Principal Officer, presented the report. She reminded Members that the Strategy had been launched in September 2017 as part of the Council's commitment to improve the quality and extent of parents' involvement in their child's learning. She advised that two surveys had been undertaken in February 2019 to evaluate the views of school staff, parent councils and other parent forums. Overall, the responses were positive and the themes which emerged from the survey would be discussed at future parent council meetings.

Ms Skirrow responded to questions explaining how improvement actions would be identified and included in school improvement plans.

Councillor Forrest welcomed the report and the level of involvement demonstrated by parents, staff and pupils within schools.

Councillor Mackie observed that while many parents were engaged with their child's learning, there were many who were not, and any strategy that could improve this was to be welcomed.

The Convener thanked officers for their report and informed Members that in a recent CoSLA document on parental engagement East Lothian was highlighted as an example of good practice. She looked forward to further improvements in the future.

Decision

The Committee agreed to note the contents of the report.

4. PUPIL EQUITY FUND

A report was submitted by the Depute Chief Executive (Resources and People Services) providing the Committee with an update on how schools were using Pupil Equity Funding allocated by the Scottish Government to raise attainment and close the poverty related attainment gap.

Ms Robertson presented the report. She advised that grants were made direct to schools to spend on localised work and the amounts distributed varied depending on local needs. She referred Members to Appendix 1 for information on individual schools and explained that the sums were calculated based on the number of pupils entitled to be registered for free school meals.

Ms Robertson responded to questions. She explained that the number of pupils entitled to be registered for free school meals was based on national criteria and she agreed to provide further information to the Members on the methodology. She also outlined some of the innovative approaches used to encourage eligible families to sign up. Ms Robertson outlined the central costs involved in administering the PEF monies and how schools in a local area could pull together to maximise the potential benefits of PEF funding. She advised that the PEF was due to cease at the end of the current parliamentary term and local authorities were awaiting an announcement on future

funding. She also replied to questions on the crossover with Area Partnership funding and Scottish Attainment Fund monies, and the results of the Audit Scotland funding review.

Councillor Kempson welcomed the report and clarification on the role of PEF. She added that this information would be very useful to the Area Partnerships.

Councillor Goodfellow observed that the second part of the report demonstrated the Council's good use of PEF monies. This was a very important part of addressing inequalities within Scottish education system and he hoped that whatever mechanism replaced PEF was able to continue this work and that it would extend beyond S3.

Councillor Innes found the report a useful guide to where PEF monies were going in schools. However, he stated that funding for education should be adequate and continuous rather than on an ad hoc, year-to-year basis.

The Convener agreed that stable and fair funding was essential and she would continue to highlight concerns about inequalities in assessing funding bids. In the meantime, she was pleased to see the work being done with PEF monies across the county's schools.

Decision

The Committee agreed to note the contents of the report.

5. POSITIVE SCHOOL LEAVER DESTINATIONS 2017/18 AND EAST LOTHIAN COUNCIL'S DEVELOPING THE YOUNG WORKFORCE (DYW) STRATEGY

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of trends in the initial destinations of pupils who left East Lothian's schools; and updating the Members on recent developments and activities associated with the developing the Young Workforce (DYW) Strategy.

Neil Craik-Collins, Lead Officer – Curriculum & Estate Development, presented the report summarising some of the key findings and outlining the background to how the data was measured. He also drew Members' attention to the partnership working initiatives with Skills Development Scotland and the next steps for increasing the number of school leavers in positive destinations.

Mr Craik-Collins responded to questions providing further information on follow up work, the LEAPS programme, employer-funded further education, Modern Apprenticeships, and whether school leavers in East Lothian are disadvantaged by having no further education college within the county and how this was being addressed.

Councillor Dugdale welcomed the report and said that she had recently attended an event involving S5 pupils and had been impressed by the range of future career opportunities on offer.

The Convener thanked officers for the report and for their continuing efforts to promote as broad a range of opportunities as possible.

Decision

The Committee agreed to consider and note:

(i) The Positive School leaver Destination data for pupils who left East Lothian schools in 2017/18; and

(ii) The range of activities to improve post-school destinations and support the Council to deliver its strategic objectives to reduce unemployment and improve the employability of East Lothian's workforce and reduce the attainment gap and raise attainment and achievement of our children and young people.

6. INSIGHT NATIONAL BENCHMARKING MEASURES TO 2018

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of trends in attainment and achievement of school leavers in East Lothian using the National Benchmarking Measures from Insight.

Ms Robertson presented the report summarising the key performance statistics in relation to three National Benchmarking Measures: improving attainment in literacy and numeracy; improving attainment for all; and tackling disadvantage. She advised Members that attainment in East Lothian had improved overall over the five year period to 2017/18 but that further improvement could still be made, particularly in Literacy and Numeracy at SCQF Levels 5 and 6 and in relation to closing the attainment gap.

In response to questions, Paul Reynolds, Colin Gerrie and Claire Slowther, the Head Teachers from Ross High School, Musselburgh Grammar School and Dunbar Grammar School, provided some context to the results in their schools. They also emphasised the importance of accurate information and the ability to track pupils' progress and put in place targeted support for their learning. They indicated that PEF monies were being used to target young people from the most deprived backgrounds in an effort to narrow the attainment gap. However, it was important to note that the lowest performing 20% did not always represent the most deprived children.

Ms Robertson also responded to questions outlining the some of the intervention strategies being used to break down barriers to learning. She gave an example of teaching staff working alongside children's services to raise the attainment of vulnerable children in the longer term. Ms Robertson also provided examples of schools sharing information and expertise to improve pupil's performance and she reiterated to importance of accurate data to develop evidence-based strategies.

The Convener welcomed the report which showed the improvements made since last year and identified where further work was required. She also thanked the Head Teachers present for sharing their insights with the Committee.

Decision

The Committee agreed to consider and note the progress and areas for improvement in education attainment in the Senior Phase in East Lothian secondary schools.

7. SOUTH EAST IMPROVEMENT COLLABORATIVE

A report was submitted by the Depute Chief Executive (Resources and People Services) providing the Committee with an update on progress made towards taking

forward the priority areas for improvement set out within the South East Improvement Collaborative (SEIC) Improvement Plan.

Ms Robertson presented the report outlining the background to the SEIC, the Phase 2 Plan and its identified themes and workstreams. She advised Members that a number of networks had been established to encourage collaboration and that Scottish Government funding was being used to recruit to the posts required to support the delivery of the workstreams. To date, the SEIC had successfully recruited to 10 of the 16 identified posts. She also drew Members attention to the planned improvement priorities set out in the report and the intention to submit a revised Plan to the Scottish Government in June 2019.

Ms Robertson responded to questions. She outlined the support provided by Education Scotland for the work of the SEIC including travel and subsistence costs for officers from East Lothian's Education Service, and to the difficulties in recruiting staff on a temporary basis to support the work of the SEIC. She also provided further details of the independent review of specialist provision and policies for children with additional support needs.

The Convener welcomed the update and reiterated the importance of ensuring that staff involvement in the SEIC did not impact negatively but instead helped to deliver improvements for East Lothian's schools.

Decision

The Committee agreed to note:

(i)   The priority areas for improvement being taken forward in partnership with members of the South East Improvement Collaborative; and

(ii)   The progress made towards improving professional collaboration and school empowerment across the South East Improvement Collaborative.

8. FLEXI-SCHOOLING

A report was submitted by the Depute Chief Executive (Resources and People Services) informing the Committee of the national guidance on flexi-schooling as outlined in the Scottish Government Home Education Guidance and providing an overview of flexi-schooling within East Lothian.

Ms Robertson presented the report summarising the background to the flexi-schooling guidance and policy. She informed Members that East Lothian received very few flexi-schooling requests and the reasons for each were varied. She added that of six requests received in session 2018/19 one had been granted on a temporary basis.

Ms Robertson responded to questions. She explained the duties placed on the Council regarding home-schooled pupils but that these only related to pupils who had previously attended school in East Lothian. She said that the Council had no locus to intervene in the case of children whose families had moved into the county from elsewhere and had not enrolled their children in a local school. She explained the procedure for considering flexi-schooling applications and that these were decided on a case by case basis. She emphasised the importance of identifying what was best for each child and ensuring that the child's voice was part of any application.

Ms Robertson also outlined the arrangements for monitoring home-schooled children within the county and the Education Service's approach to ensuring the wellbeing of these children. She acknowledged that there were gaps in the guidance and she continued to raise this issue at Scottish Government level.

Councillor Innes observed that 'one size fits all' was not the right approach and the Council needed to be flexible enough to accommodate reasonable differences within the education system. However, it also needed to ensure that the quality of education did not suffer and that granting a request was in the best interests of the child.

Councillor Gilbert echoed these remarks. He said that the perception from outside was that East Lothian was shut off to the idea of flexi-schooling and perhaps the Council needed to be more open to this approach.

Councillor Kempson welcomed the report and was glad to see that the child was the central focus of any application and that all the circumstances were taken into account when considering an application.

Councillor Mackie expressed concern that a child could move into the county, not be enrolled at school and the Council had no locus to intervene. She encouraged Ms Robertson to continue to pursue this issue at Scottish Government level.

Decision

The Committee agreed to:

(i)   Note the contents of the report; and
(ii)   Note that the Education Service intends to review the East Lothian guidelines 'Children Educated at Home – guidance for education service staff' as part of the ongoing review or all education policies and guidance. An Integrated Impact assessment will be carried out when reviewing the guidelines.

9. HEAD TEACHER APPOINTMENTS

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

The Convener offered her congratulations to the successful candidates.

Decision

The Committee agreed to note the Head Teacher appointments.

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

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 kincare.

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

AUTHOR'S NAME	Lesley Brown
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DATE	25 October 2019

our children
**living &
learning in
East Lothian**

East Lothian
Council

EDUCATION & CHILDREN'S SERVICES

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

Contents

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.
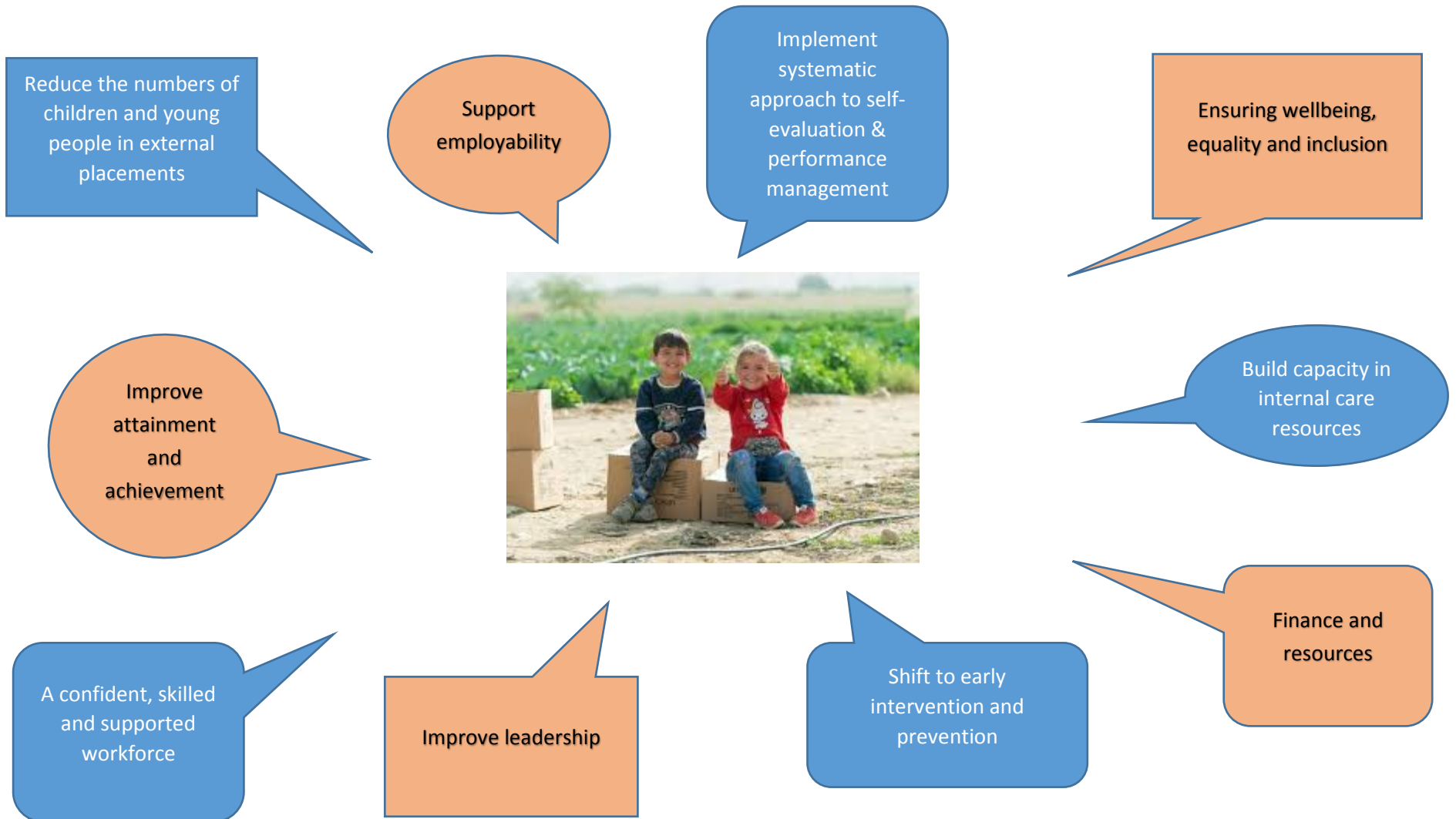
To realise this vision we will:

- 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

Reduce the numbers of children and young people in external placements

Support employability

Implement systematic approach to self-evaluation & performance management

Ensuring wellbeing, equality and inclusion

Improve attainment and achievement

Build capacity in internal care resources

A confident, skilled and supported workforce

Improve leadership

Shift to early intervention and prevention

Finance and resources

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

Early Learning and Childcare (ELCC)	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 : • 33 early learning and childcare centres within primary schools • 40 funded providers (16 private nurseries, 23 childminders and 1 playgroup) Additional early learning and childcare is provided through: • 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. • 5 Tots and Teens Playgroups. Two are currently registered with plans underway to register the remaining three.
School Years	Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools

Additional Support Needs	Delivers the statutory duty to ensure additional support needs are met through: • inclusive practices and support in all schools; • specialist provision in 3 mainstream primary schools and 3 mainstream secondary schools; and • specialist professionals supporting children and young people who require additional support.
Quality Improvement Team	Delivers the following services to fulfil the duties set out in statute: • support and challenge of schools to improve the quality of education; • support for quality assurance and self-evaluation; • support for the development of the curriculum and learning, teaching and assessment; • liaison with national and local organisations and bodies; and • development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	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: • consultation • assessment • intervention • training • research

Education Business Support Team	Delivers the following services, including those required to fulfil duties set out in statute: • strategic resource planning; • strategic planning and delivery of career long professional learning; • leadership development; • support for newly qualified teachers, student teachers and supply teachers; • recruitment of education service staff; • national and local policy relating to education; • support for the use of assistive technologies; • development of the Digital Learning and Teaching Strategy; • support for financial stewardship in all schools; • the use of technology to enhance learning and teaching, online services and learning portals; • specialist music provision; • physical activity and education; • data analysis and performance; • pupil placement and admissions; • school estate projection planning; • staffing allocations; • scheme of devolved school management.
East Lothian Works	East Lothian Works, East Lothian's employability hub, brings together all employability-related services under the East Lothian *One Council Approach.* 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.

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

1. 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.
2. Ensuring Wellbeing, Equality and Inclusion
- 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.
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.
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.
5. 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 school 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.

Education Service Improvement Priorities 2019/20

1. 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.

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

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

1C	Improve pedagogical understanding and consistency of high-quality learning, teaching and assessment across all schools and early years' settings.	Improve quality of learning and progression across the early level and specifically at P1. Increased moderation activity to improve quality of assessment and to improve literacy.	Increase in CfE Achievement of a level (See Appendix 1)	L Brown
		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	Increase in CfE achievement of a level at P1, P4, P7 and S3 and within the senior phase (see Appendix 1)	
		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. Ensure a clear link to priorities in professional learning to further develop availability of high quality staff	Education Scotland evaluation QI2.3 are good or better Skilled workforce in place to meet needs of learners	R Parker
ID	Improve purpose, vision and rationale of curriculum for all children and young people.	Implement curriculum overview and ensure all schools have reviewed and developed their curriculum rationale, purpose and vision for all children and young people.	Improvement in curriculum rationale and vision evidenced through school reviews.	L Brown

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

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	In line with the allocated revenue and capital budget, extend provision for all entitled children	Families receive 1140 hours offer across our communities (LGBF measure)	L Brown (CSP Theme 1)
		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.	Increase in number of establishments receiving good or better evaluations in Education Scotland inspections Increase in number of children reaching developmental milestones target.	
		Development of family support offer across the county	Family Support Review completed and action plan developed to	J. Tait

			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	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 Care experienced young people remain a priority for receiving services from East Lothian Works, whilst at school and after leaving school	Improvement in attainment of care experienced children Improvement in attendance and reduction in exclusions - (see Appendix 1) Improvement in attainment of care experienced children and young people (see Appendix 1) Increased numbers of care experienced young people in a positive destination on leaving school – increase from 90.9% to 93%	L Brown / S Laing (CSP theme 3)
2C	Develop an Inclusion Policy and Strategy that supports all practitioners to meet all children's needs.		Improved attendance (see Appendix 1) Reduced exclusions (see Appendix 1)	L Brown (CSP Theme L Brown

	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) |

	programme to ensure it fully meets the needs of children and young people.

Implementation of Mental Health and Wellbeing Action Plan. Delivery of mental health first aid training for all appropriate staff | appropriate continuity and progression.

Improve school approaches to personal, social education including promoting and supporting healthy lifestyles and supporting positive mental health. | Improvement in the views of young people from SEE survey in their engagement with learning in school. | L. Binnie |

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	Review 3-18 vocational experiences across the educational journey and explore creative ways for pupils to engage with DYW activities. Review the curriculum in response to Education Scotland's refresh of Curriculum for Excellence.	Development of 3-18 vocational skills framework and tracker. Jobs Kingdom live	Early experience of business based vocational Learning. Skills tracked across transitions (Primary/Secondary) Curriculum innovation and partnership in the BGE Raised Attainment	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

			Widen access to Modern Apprenticeships from 67 % to 70% (NA73%) Target- 73%, in line with the National target, by 2022.	

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	Improve the quality and impact of strategic leadership. Ensure leadership development impacts positively on establishment and service performance.	Enhance the quality and impact of leadership at all levels within schools through targeted QIT visits, Staff Conferences and Events and professional learning opportunities. 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. Develop a programme of joint professional learning for senior leaders across education and children's services	Education Scotland inspections QI1.3 Leadership of Change evaluated as good or better Evidence from school standards and quality reports, school review visits and reports	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	Ensure children and young people are learning in environments that are fit for purpose. Design and build modern learning communities which puts children and young people and learning at the centre.	Improve the suitability, condition and sustainability of the school estate. 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.	Improvement in the condition, sufficiency and suitability grades Local Development Plan Expansion and Build Programme is delivered within projected timescale	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

	of our children and young people with more complex needs given the growth and anticipated increase in need across our county.

Review approaches to ASN funding including predictable and exceptional needs funding to ensure children's needs are better met. | specialist provisions to ensure they meet the needs of our growing population and changing needs of children and young people

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 | enduring additional support needs and improvement in attainment, attendance and SEE survey outcomes.

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 | R Parker |
| 5D | To develop a workforce plan to ensure the service has quality, experienced staff to support its services | Establish a workforce development group, including relevant partners, to develop the plan.
Put in place effective processes to ensure a Highly-qualified and experienced workforce in place to deliver current and future service provision within our | Maintain or Improve Pupil:Teacher Ratio PTR (see Appendix 1)

Reduce time to recruit to posts especially 'hard to fill' subjects.
Improved response to recruitment campaigns and greater retention of experienced teachers | R Parker |

		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	Effective absence management processes followed to support teachers back to work and reduced days lost through sickness absence	

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	**We will re-integrate young people (where possible) to East Lothian from external placements:** • review all existing external placements and identify what is required to return young people successfully to East Lothian • identify and develop necessary resources (across services) required to achieve this.	Target of returning ten young people by February 2020	Judith Tait	Lynn Binnie Sheila Laing Lindsey Byrne Jen Fraser Mike Rodger Team Leaders IROs	Review progress of care / return plans monthly
1.2	**We will prevent children moving to external placements:** • Review and strengthening current decision making and scrutiny arrangements • Support team leaders to provide peer consultation and find family-based solutions • Extend the scope of FGDM to become a mandatory consideration • Work with partners to implement GIRFEC mechanisms for early multi-agency screening / consultation/sharing	A revised decision making framework across E&CS in place Enhanced resources for prevention and early intervention Reduction in referrals to duty / VPDs	Judith Tait Lindsey Byrne Jen Fraser Diane French Nicola Clark	Vivien Mike Vulnerable Children's Project Martin Sangster Community justice p/ship	Monthly monitoring with formal reviews of progress at business meetings
1.3	**Implement and embed the learning from PACE programme:** • Improve our performance in securing permanence for looked after children	Improved timescales for permanence	Jen Fraser Nicola Clarke	ELC legal team	Review along with PACE Aims review

	• Strengthen links with legal services to ensure timely and legal advice	Reduce numbers of LAAC in non-permanent placements			

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	**We will strengthen our budget management arrangements** • Implement enhanced budget monitoring, forecasting and oversight • Use the findings of the vulnerable children's project to review and revise current budget allocations • Work towards implementing costed care plans	Accurate forecasting of over and underspends Clear connection between decisions and budget available/impact	Judith Lindsay SMs RC	Vera Fong David Henderson TLs	Review Nov 2019
2.2	**Implement our performance and quality assurance framework** • Develop and implement management and performance data set for team leaders	We use data to understand and drive improvements We can provide assurance of key operational processes TLs are confident in understanding and making use of data	Judith Tait Lindsey Byrne Richard Campbell	PSI IROs SMs	06.09.19 (for first meeting)

| 2.3 | **We will ensure our risk assessment and risk management processes are of a high standard** | Report findings to care governance and performance group | Di French

Jen Fraser | Vivien McVie Claire Johnstone Senior Pracs | July 2019 |

3.	Build capacity in internal care resources				
	How will we do it?	**How will we know?**	**Who will be responsible?**	**Others involved?**	**By when?**
3.1	**We will carry out a review of the residential estate to ensure it is fit for future needs.**	Report and recommendations available	Lindsey Byrne	Mike Rodger Andy Thorpe Finance	Dec 19
3.2	**We will ensure care leavers access appropriate accommodation** by: • Implementing My Space • Implementing the housing resource panel • Strengthening links with housing services	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	**We will increase our local fostering resources and strengthen the offer of support to foster carers**	X new foster families recruited Fewer placements breaking down	Lindsey Byrne	Tanya Gray Paul Lawley	March 2020

3.4	**We will review our approach to kin care**: • increase numbers of kin carers as an alternative to fostering or residential care • develop systems and resources to ensure high quality assessments and support arrangements • review and allocate sufficient budget	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

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	**Strengthen recruitment and induction practice:** • Strengthen selection practice • refresh interview training for managers • ensure job adverts have maximum impact and reach • Develop new induction programme	Tests developed and being used Written induction programme implemented	CSMG	HR Eileen Marnoch	Review in November 2019
4.2	**We will equip our staff to practice effectively and safely.** Priorities include: • self-evaluate our implementation of Signs of safety and develop SMART plan for next 12m • Continue implementation of Safe and Together • Develop a new learning and development strategy	Staff survey results PRDs Audits of practice Completed L&D strategy	Judith Tait Lindsey Byrne	PSI SMs	October 2019
4.3	**We will develop leadership capacity at all levels**: • deliver a new supervision and leadership programme • develop team plans and work plans for all managers with standard templates		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	**We will review the structure of the Assessment Hub to ensure we have capacity to respond effectively to referrals:** • Review duty systems and processes • Develop our links with universal services to ensure suitable support is offered to ensure early and effective intervention	Fewer unallocated cases Timeous progression of cases to suitable destination Reduction in referrals	Diane French Lindsey Byrne	TLs Education (tbc) Health (tbc)	Review Dec 2019
5.2	**We will deploy our family support staff more effectively:** • review our family support function and offer • Review performance and models of supervised contact	Fewer children will be accommodated Release capacity in FSW and SW time	Di French Jen Fraser	Mike Rodger Ann Hume	Dec 2019
5.3	**We will ensure our thresholds for allocation maximise social worker capacity** • Review allocation arrangements for statutory cases • Review non-statutory cases	Implement min standards for statutory cases	Jen Fraser Emma Clater	Mike Rodger	Review Dec 2019

5.4	**We will strengthen our early years' support to the most vulnerable families**	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	**We will increase our use of and capacity for Family Group Decision Making**	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 |

Improve attendance as a means of raising attainment Improve curricular transitions particularly from primary to secondary NIF: Performance Information; Assessing children's progress;	people to ensure good progress in their learning and attainment NIF: Assessment of children's progress; School Improvement	Supporting wellbeing to improve attainment and progress of care experienced young people 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. Prioritise actions to reduce mental ill-health in our community, particularly amongst young people. 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. Review and re-design the health and wellbeing curriculum and the PSE to ensure it fully meets	apprenticeships, and school work experience within the Council and in local businesses; and, through the continued use of Community Benefit clauses in Council contracts. Ensuring secondary school curriculum meets the needs of young people Broaden the flexible pathways for young people in the BGE and senior phase Increase the range of Foundation Apprenticeship pathways Improve purpose, vision and rationale of curriculum for all children and young people. Develop a STEM strategy and increase STEM opportunities for learners Develop a strategic approach to support effective transitions for young people at risk of a negative destination NIF: Teacher Professionalism; School Leadership; Parental Engagement; Assessment of children's progress

		the needs of children and young people NIF: Assessment of children's progress; School Leadership	

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%

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

3

SUBJECT: Education Service Standards and Quality Report 2018-2019

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1. PURPOSE

1.1. To seek the Committee's approval of the Education Service Standards and Quality Report 2018-2019 and provide a summary of the quality of education provision and standards of attainment and achievement across schools in East Lothian.

2. RECOMMENDATIONS

2.1. The Committee is asked to:

   i. note the overall positive progress being made by the Education Service in delivery on the Council's Plan and the priorities within the National Improvement Framework;

   ii. approve the Standards and Quality Report 2018-2019 (Appendix 1) and agree the improvements contained in the Standards and Quality Report; and

   iii. note that this draft Standards and Quality Report will be submitted to the Scottish Government in line with the Local Authority's statutory duty pending Committee approval.

3. BACKGROUND

3.1 The Standards in Scotland's Schools etc. Act 2000 places a duty on the education authority to annually prepare and publish a report as to its success in meeting the objectives set out in the most recently published Education Local Improvement Plan.

3.2 The Education (Scotland) Act 2016 amended the Standards in Scotland's Schools etc. Act 2000 placing new duties on education authorities in relation to the preparation and publication of annual plans and reports linked to the National Improvement Framework.

3.3 The Education Service carries out a range of self-evaluation activities to review performance including the use of relevant Quality Frameworks such as How Good is our School? Aspects of performance in which improvement is necessary are set out in the Education Local Improvement Plan 2019-2020.

3.4 The Standards and Quality Report 2018-2019 (Appendix 1) is a summary of the Education Service's performance and achievement in the academic session 2018-2019.

3.5 The Standards and Quality Report 2018-2019 provides an overview of the Education Service, our key successes, challenges and opportunities across early learning and childcare, primary and secondary education.

3.6 The Report also provides information on the education policies developed in partnership with key stakeholders to ensure consistency in the quality of practice and education provision across the education service. Policies such as the Parental Engagement Strategy and the Play Policy are brought to Education Committee for approval.

3.7 Annually, all schools are required to submit to the Education Authority their Standards and Quality Report. Officers then scrutinise these reports along with the School Improvement Plan. The Local Authority Standards and Quality Report 2018-2019 is informed by the schools Standards and Quality Reports.

Key Successes and Summary of Progress

3.8 The Education Service focus on improvement centres around the delivery of the Council's plan and the National Improvement Framework (NIF) and reports on what we know is working well in East Lothian and what we know needs to improve. The NIF was published by the Scottish Government 6 January 2016. It was created to align our collective improvement activities, across all partners in the education system to address current key priorities:

- 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;

- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

3.9   The Education Service Standards and Quality report sets out our key successes and progress. Section 3.1 outlines some of our key successes. In **Early Learning and Childcare**, we continued to implement the East Lothian Council 1140 hours Expansion Plan. We also increased the number of applications for 600 hours for children aged 3-5 years. 101% of the estimated 3 to 4 year old population in East Lothian attended a funded early learning and childcare provision in 2018/19.

3.10   In our **Primary Schools,** there was a further reduction in the number of primary exclusions compared to the previous year. The primary exclusion rate shows an improving trend since 2015. The gap in rates of exclusion per 1,000 pupils for primary pupils living in the 20% most deprived areas reduced from **37.4 per 1,000** in 2017/18 to **23.4 per 1,000** in 2018/19, compared with **1.1 per 1,000** pupils living in the 20% least deprived areas. Elphinstone Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, the work of the staff team in improving the school and the warm and inclusive ethos. Innerwick Primary School also received a positive inspection. Education Scotland highlighted the highly effective and supportive leadership of the head teacher, the committed nursery team, the school staff who were committed to improving children's experiences and outdoor learning. Prestonpans Primary School was inspected at the end of session 2017/18. Inspectors highlighted strengths in the school team who knew children well, the promotion of health and wellbeing across the school and the friendly children who were proud of their school.

3.11   In our **Secondary Schools**, there was a significant reduction in the number of secondary exclusions compared with the previous year and the secondary exclusion rate shows an improving trend since 2015. Results from certificated SQA National Courses in August 2019 show that pupils from across East Lothian Council's six secondary schools have improved their performance in SQA National 5 courses. Education Scotland conducted no secondary inspections in session 2018/19. A significant number of young people participate in The Duke of Edinburgh's Award Scheme delivered by both schools and community groups. Plans are being developed to increase the opportunity for young people to participate in this programme within the review of the secondary school curriculum.

Key challenges and opportunities

3.12   Section 3.2 of the Standards and Quality report sets out the key challenges and opportunities facing the Education Service for 2019-20 and beyond. We continue to be firmly focussed on improving outcomes for all of our children and young people and ensuring they have a very high quality education service. Our county is rapidly expanding and this presents a range of exciting opportunities as we expand our early learning and childcare provision and school estate. We are committed to reviewing spend and provision for children and young people who require additional support to ensure that the right support is being provided at the right time,

in the right place to those who need it most. We will also deliver on the Scottish Government's Digital Learning and Teaching Strategy for Scotland in order to enhance Learning and Teaching through the use of Digital technology and the contribution it can make to raising attainment. We will continue to work in partnership with our head teachers and staff through our ongoing support, the development of a Self-Improving Schools system and our involvement in the Regional Improvement Collaborative.

3.13 We will continue to implement key national policies including the Scottish Government's commitment to raise attainment for those children and young people who face barriers to their learning due to the impact of poverty and disadvantage. We will also continue to implement the required actions and steps taken to take forward the four priority areas set out in the National Improvement Framework across the key drivers for improvement.

4. POLICY IMPLICATIONS

4.1 The reporting of performance is a statutory duty placed on the education authority. The annual publication of a Standards and Quality Report demonstrates the Council's commitment to fulfilling this duty and its success in delivering the objectives set out in the Council Plan 2017-2022.

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 None.

Appendix 1: Report to Education Committee 20 November 2018 Education Service Improvement Plan 2018-2019 and Standards and Quality Report 2018-2019

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DATE	25 October 2019

![East Lothian Council logo]

EDUCATION SERVICE
STANDARDS & QUALITY REPORT
2018–19

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1. Foreword

A Message from Councillor Shamin Akhtar, Chairperson, Education Committee

One of the most important roles that East Lothian Council plays is to make sure that we provide the best education to our children and young people. By doing so we have the opportunity to transform their lives in so many positive ways.

This Standards and Quality Report for 2018/19 outlines the considerable progress that has been made by the Council's Education Service to achieve this aim. The support and leadership provided to our Head Teachers, teachers, non-teaching staff and parents/carers to focus on continual improvement to enable better outcomes for children and young people has been significant. The views of our children and young people have been heard in the self-evaluation activities that have been carried out throughout the year. This report outlines the many strengths of the Service as well as their plans for improvement.

It's clear from the report that over the past year the Education Service has grown from strength to strength and I fully support its aim to provide the best Education Service in Scotland.

To everyone who has contributed to this report, your efforts are making a real difference to the lives of children and young people and I thank you for that.

Councillor Shamin Akhtar
Chairperson, Education Committee

A Message from Fiona Robertson, Head of Education and Children's Services

Education is fundamental in shaping a child's life. Getting a good education improves the likelihood of earning a higher income, enjoying better health and living longer. 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.

We aim to provide the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Nurtured, Active, Respected, Responsible and Included.

This Standards and Quality Report highlights the many successes and achievements of East Lothian Council's Education Service, its schools and early learning and childcare centres and the progress made in the implementation of both National and Local priorities in session 2018-2019.

Fiona Robertson
Head of Education and Children's Services

2. Introduction

2.1 Information about the Standards and Quality Report 2018- 2019

East Lothian Council's Education Service carries out self-evaluation activities throughout the year to review progress with Service Improvement Plan priorities, identify strengths in current provision and areas where further improvement is required. The information gathered from the self-evaluation activities - which takes account of the views of children and young people, their parents/carers, staff and partners - is summarised in this Standards and Quality Report 2018-2019.

The Standards in Scotland's Schools etc. Act 2000 places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. The 2000 Act requires education authorities to prepare and publish an annual report setting out the steps taken to secure improvements in education provision and outcomes set out in the Scottish Government's National Improvement Framework and Council Outcome Agreements.

Steps taken by East Lothian Council's Education Service to report on strengths and plan for improvement include:

- Carrying out self-evaluation activities to review performance using relevant Quality Frameworks
- Involving key stakeholders in the review of current priorities, identification of new priorities and anticipated impact and outcomes
- Preparing a Standards and Quality Report which reflects the results of self-evaluation across the service and all education settings, including recent evaluations from external scrutiny agencies such as Education Scotland and the Care Inspectorate
- Identifying aspects of performance in which improvement is necessary
- Taking account of new national and local guidance and policy

East Lothian Council's Education Service consultation activities with children and young people include a Student Evaluation of Experience (SEE) survey conducted annually with all P6, S2 and S4 pupils. Children and young people are involved in shaping all policies relating to education and service development and delivery.

In 2017/18, the Education Service hosted a Children and Young People's Summit to involve, include and engage children and young people in how best to improve the service. Consultation activities conducted by all pupil councils informed the discussions and decisions taken by their peers at the Children and Young People's Summit. Key themes arising from the Summit included the need to do more work on transitions for young people as they move from secondary school onwards, further work on health and wellbeing, specifically mental health and a renewed focus on the relevance of their learning, particularly including technology. These themes continue to be reflected in the Service Improvement Plan for 2019/20. Children and young people also provided feedback to inform the review of better meeting the needs of those who require additional support for learning. We were also delighted with the response to our parental engagement survey and digital learning and teaching survey. The findings from the analysis of stakeholder responses have informed our key priorities for 2019/20.

Further evidence gathered to inform the Standards and Quality Report include:

- School validation / review visits
- Education Scotland and Care Inspectorate reports on schools and services
- External audits by, for example, Investors in People (IIP)
- Audits and validation activities carried out by the Quality Improvement Team
- Attainment and questionnaire data, including evidence for the National Improvement Framework reporting
- Schools' Standards and Quality Reports.

2.2 Overview of the Education Service

2.2.1 Profile

In 2018/19 there were:

- ➢ 8,661 pupils in East Lothian Council's 34 primary schools;
- ➢ 5,807 pupils in six secondary schools; and
- ➢ 2,042 children accessing 600 hours of early learning and childcare across 33 Local Authority settings and 19 private and voluntary sector partnership centres.
- ➢ 478 children accessing 1140 hours of early learning and childcare trials across East Lothian.
- ➢ 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).
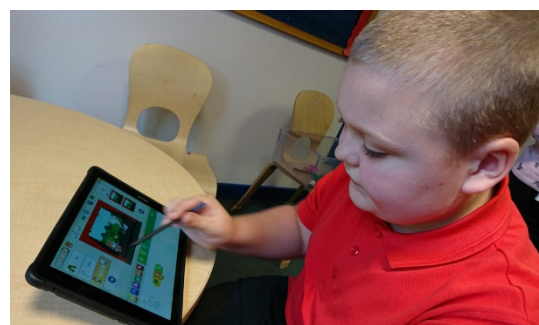
- 1.5% of all pupils were recorded as care experienced, in line with previous years.
- 4.2% of pupils were recorded as living in the 20% most deprived areas (SIMD Q1) compared with 21.8% in the 20% least deprived areas (SIMD Q5). This was in line with previous academic sessions.
- The Pupil Teacher Ratio (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).
- 83% of our school buildings were reported as of a 'good' or 'satisfactory' suitability (in line with the previous year).

2.2.2 Our Service and Teams

Educational Services have 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

Early Learning and Childcare (ELCC)	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 : - 33 early learning and childcare centres within primary schools - 19 partner providers and childminder provision Additional early learning and childcare was provided through: - 16 playgroups - Tots and Teens
School Years	Delivers the statutory duty to provide primary and secondary education through provision in 34 primary schools and 6 secondary schools
Additional Support Needs	Delivers the statutory duty to ensure additional support needs are met through:

	➢ inclusive practices and support in all schools; ➢ specialist provision in 5 mainstream primary schools and 3 mainstream secondary schools; and ➢ specialist professionals supporting children and young people who require additional support.
Quality Improvement Team	Delivers the following services to fulfil the duties set out in statute: ➢ support and challenge of schools to improve the quality of education; ➢ support for quality assurance and self-evaluation; ➢ support for the development of the curriculum and learning, teaching and assessment; ➢ liaison with national and local organisations and bodies; and ➢ development of local policy, including policy informed by National Policy, relating to education.
Educational Psychology Service (EPS)	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: ➢ consultation ➢ assessment ➢ intervention ➢ training ➢ research
Education Business Support Team	Delivers the following services, including those required to fulfil duties set out in statute: ➢ strategic resource planning; ➢ strategic planning and delivery of career long professional learning; ➢ leadership development; ➢ support for newly qualified teachers, student teachers and supply teachers; ➢ recruitment of education service staff; ➢ national and local policy relating to education; ➢ support for the use of assistive technologies; ➢ development of the Digital Learning and Teaching Strategy; ➢ support for financial stewardship in all schools; ➢ the use of technology to enhance learning and teaching, online services and learning portals; ➢ specialist music provision; ➢ physical activity and education; ➢ data analysis and performance; ➢ pupil placement and admissions; ➢ school estate projection planning; ➢ staffing allocations;

	➤ scheme of devolved school management.
East Lothian Works	East Lothian Works, East Lothian's employability hub, brings together all employability-related services under the East Lothian *One Council Approach.* 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.

3. Education in East Lothian Council: Our Key Successes, Challenges and Opportunities

3.1 Our Key Successes

3.1.1 Early Learning and Childcare

East Lothian Council's Early Learning and Childcare Team has a strong focus on delivering high-quality services for children across the county. Until recently, the East Lothian Early Learning and Childcare Team comprised of Officers with a remit primarily focused on supporting partner providers. Partner providers were able to access high-quality professional learning and support provided by these Officers and access to training grants to develop their workforce based on professional development and provider's needs. As a result, evaluations of partner provider settings carried out by external scrutiny bodies have mostly been positive. As the Education Service prepares for full implementation of 1140 hours programme, Officers have been working across both local authority and partner provider provision to build capacity and improve quality.

The Education Service's focus on early learning and childcare 2018/19 also included:

- Continuing to implement the **East Lothian Council 1140 hours expansion programme** within the financial envelope provided.
- **Increasing the number of applications for 600 hours for children aged 3-5 years:** 98% of the estimated 3 to 4 year old population in East Lothian attended a funded early learning and childcare provision in 2018/19. Of those, 77% attended a local authority provision.

- The latest published Child Health 27-30 Month Review statistics as at February 2019 shows that 71.5% of children in East Lothian had reached all of their developmental

milestones at the time of their 27-30 month review, compared to 76.5% the previous year. 71.1% of children living in SIMD Q1 that were reviewed had no concerns compared to 74.5% of children living in SIMD Q5. The gap between those in SIMD Q1 and SIMD Q5 reduced from 7.3 to 3.5 percentage points between 2016/17 and 2017/18. This continues to be an area of priority within the Children's Strategic Partnership Plan and a Getting Right for Babies multi-agency working group has been established to take forward key actions to improve support at the early stages of childhood.

3.1.2 Primary Education

Attendance and Exclusions 2018/19 – Primary Pupils

- Primary attendance rate in 2018/19 - 95.2%
- Incidents resulting in exclusion from primary school – 38 exclusions
- The number of pupils excluded from primary school – 26 pupils
- Education lost to pupils as a result of exclusion from primary school – 128 x ½ days of education

Compared to previous session overall

- There was a slight increase in the primary attendance rate of 0.2% on the 2017/18 rate of 95.0%. The primary attendance rate in 2018/19 is very similar to previous years.
- There was a further reduction in the number of primary exclusions compared to the previous session with the length of exclusion dropping slightly from 6 openings to 5 openings on average.
- There was also a reduction in the number of primary pupils excluded from school compared to the previous session.
- The primary exclusion rate shows an improving trend since 2015.

Closing the Primary Attendance & Exclusions Gap 2018/19

- Primary pupils living in the 20% most deprived areas had an attendance rate that was 2.5 percentage points lower than primary pupils living in the 20% least deprived areas. This is similar to the previous year.
- Rates of exclusion per 1,000 pupils for primary pupils living in the 20% most deprived areas were **24.5 per 1,000** pupils compared with **1.1 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **37.5 per 1,000** in 2017/18 to **23.4 per 1,000** in 2018/19.

Achievement and Attainment

Curriculum for Excellence Achievement of a level

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. From August 2016, the Scottish Government will collect on an annual basis, teacher professional judgement on Curriculum for Excellence achievement of a level in literacy and numeracy at

Primary 1, Primary 4, Primary 7 and Secondary 3. Achievement in literacy data will be provided for reading, writing, listening, and talking. The National Improvement Framework Report December 2018 published teacher professional judgement on Curriculum for Excellence achievement of a level in reading, writing, listening and talking and numeracy at Primary 1, Primary 4, Primary 7 and Secondary 3 at national, local authority and individual school level. These official statistics continue to 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. As a result, the 2018/19 statistics are not directly comparable to Achievement of CFE Levels in 2017/18.
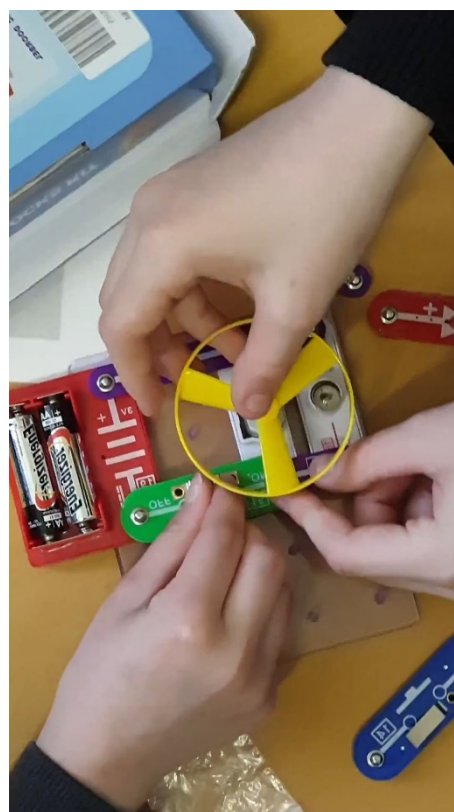
The following tables set out the experimental statistical data for East Lothian Council for 2017/18 and 2018/19:

Achievement of CFE Levels - 2017/18

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	86% Most	80% Most	89% Most	85% Most
First level by the end of Primary 4	77% Most	70% Majority	86% Most	73% Majority
Second level by the end of Primary 7	76% Most	73% Majority	84% Most	71% Majority

Achievement of CFE Levels - 2018/19

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Early level by the end of Primary 1	80% Most	75% Majority	86% Most	79% Most
First level by the end of Primary 4	78% Most	71% Majority	86% Most	76% Most
Second level by the end of Primary 7	79% Most	72% Majority	88% Most	75% Majority

Closing the Achievement of CfE Levels Gap – P1, P4 & P7

As with previous years, the 2018-19 data shows that a higher proportion of primary pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas. Across the primary stages, the gap is widest for Writing and Listening & Talking at the P4 stage and at the P7 stage for Reading and Numeracy. The largest gap was at P7 in Writing (30 percentage points) and the smallest gap at P1 and P7 in Listening & Talking (11 percentage points). The gap in 2018/19 across the four curriculum components at P1 was greater

than in 2017/18. At P4 and P7, the gap was in line with or smaller than in 2017/18 with the exception of P4 Listening & Talking and P7 Numeracy.

Next Steps

Progression through the BGE, improving educational attainment and achievement in both literacy and numeracy, and reducing the attainment gap between the most and least disadvantaged children and young people in East Lothian remains a key focus. New English and literacy and Mathematics and numeracy curriculum frameworks implemented in academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas. Schools will use the Achievement of CfE Level data alongside other assessment evidence to inform next steps in individual children and young people's progress and identify where improvement is needed. We are also working with staff from across the South East Improvement Collaborative to support continuous improvement in learning and teaching and raising attainment.

A key focus for 2019/20 will be on improving pedagogy and continuing to support assessment and moderation. We will also work with practitioners and partners to develop a Raising Attainment and Achievement Strategy which will focus on improving attainment in both the Broad General Education and Senior Phase and closing the poverty related

attainment gap. Intervention strategies will be targeted where schools are below the national average and children and young people are not meeting nationally expected stretch aims.

Primary School Inspections

East Lothian Council receives relatively few inspections by Education Scotland given the number of establishments and current proportionate approach to inspection.

Elphinstone Primary School received a positive inspection report from Education Scotland which identified strengths in the leadership of the school, the work of the staff team in improving the school and the warm and inclusive ethos.   All Quality Indicators were evaluated as good across the school and nursery.

Innerwick Primary School also received a positive inspection. Education Scotland highlighted the highly effective and supportive leadership of the Head Teacher, the committed nursery team, the school staff who were committed to improving children's experiences and outdoor learning. Leadership of improvement and change was evaluated as very good with the remaining quality indicators in the school evaluated as good. The nursery was evaluated as very good across all areas.

Prestonpans Primary School was inspected at the end of session 2017/18 and the report published at the start of the 2018/19 school session. This was a 'short model' inspection which lasted two days and focused on two quality indicators. Inspectors highlighted strengths in the school team who knew children well, the promotion of health and wellbeing across the school and the friendly children who were proud of their school. The school was evaluated as satisfactory for self-evaluation for self-improvement and weak for raising attainment and achievement. East Lothian Council approved the closure of both Prestonpans Infant School and Primary School and established a nursery to P7 school. The local community was involved in determining the name of the new school, Preston Tower Primary School and the new Head Teacher is working closely with central officers and all stakeholders to improve the quality of education across the school.

Macmerry Primary School

Macmerry Primary School and Nursery Class was inspected in June 2019. Inspectors praised the welcoming environment and positive relationships between staff and families, as well as the partnership working across the school and community to enrich learning. The nursery

team's commitment to improving the quality of provision for the children was also highlighted. Inspectors also identified a number of areas for improvement. These included developing strategic leadership across the school and nursery class to quickly bring forward improvements with improved self-evaluation to chart progress. Inspectors recommended that the school develops and ensures consistency in high quality learning, teaching and assessment to raise children's attainment. Awareness of wellbeing measures will be improved so that children can discuss their wellbeing with confidence, and feel respected, responsible and included. Inspectors evaluated learning, teaching and assessment and raising attainment and achievement as satisfactory and leadership of change and ensuring wellbeing equality and inclusion as weak in the school. In the nursery, learning, teaching and assessment and securing children's progress were evaluated as satisfactory and leadership of change and ensuring equality and inclusion were evaluated as weak.

Whitecraig Primary School

Whitecraig Primary School and Nursery Class was inspected in June 2019 as part of Education Scotland's programme of 'short model' inspection. Strengths identified in the school's work included happy, welcoming children who feel cared for and enjoy coming to school. Parents, they added, value the pastoral support staff provide for the children. The inspection team also highlighted that staff in the nursery and across the primary school have a commitment and enthusiasm for professional learning and improvement. Areas for improvement identified included developing children's knowledge of themselves as learners and their skills of working independently, as well as a need to improve approaches to learning, teaching and assessment leading to raised attainment in literacy and numeracy. Inspectors also identified a need to improve approaches and outcomes for the wellbeing of children and staff and to ensure that planning, tracking and monitoring of learning and teaching leads to planned tasks and activities that meet children's needs. Staff have developed a School Improvement Plan that addresses the inspection findings while the council's Education Service is also providing additional resources to the school, including enhanced staffing. The school was evaluated as weak in learning, teaching and assessment and raising attainment and achievement. The nursery was evaluated as satisfactory.

National Improvement Framework

Since 2017, schools have also been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

The six point scale for evaluations used in HGIOS? 4 quality indicators and also used by Education Scotland in inspections are:

Level 6	Excellent	Level 3	Satisfactory
Level 5	Very Good	Level 2	Weak
Level 4	Good	Level 1	Unsatisfactory

Primary School NIF Quality Indicators evaluated as good or better:

1.3 – Leadership of Change and Improvement	most
2.3 – Learning, Teaching and Assessment	majority
3.2 – Raising Attainment and Achievement	majority

Explanation of terms of quality used by Education Scotland

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority	less than half - 15%-49%
A few	less than 15%

Wider Achievements

Our children participate in and achieve a range of awards through health promoting, cultural and volunteering activities both within and out of school. Children benefit from the Active Schools Programme, Forest Schools Programme and awards such as the John Muir Award and Duke of Edinburgh Award. A number of our schools are linked to Queen

Margaret University through the Children's University programme. This programme supports, recognises and rewards children's wider achievement. Our children are also provided with opportunities to achieve through a range of experiences within our local community partnerships, for example, Rotary Community Awards, charity events, musical activities. 'Reading Is Braw' and 'Dunbar Reads Aloud' are

both good examples of collaborative cluster initiatives which not only give our children

opportunities for wider achievement but strengthen links with communities. The Haddington Associated School Group, in partnership with Community Learning and Development developed a wider achievement survey with a view to tracking and supporting access and participation. East Lothian's Ranger Service support schools to provide opportunities for wider achievement within Outdoor learning.

Our outdoor residential learning centre at Innerwick provides a range of personal development opportunities and outdoor education activities for children. All our schools offer children residential experiences many of which take place outwith East

Lothian - Ben More, Lagganlia, York.

Individual school achievements 2018/19

Innerwick Nursery Class was selected as a setting of Innovation and Impact 2018 by The Scottish Government. The nursery was recognised for its approach to play-based learning, introducing loose parts play and developing creative ways that make positive impacts on children's learning.

St Gabriel's Primary School and **Longniddry Primary School** received a Rights Respecting Schools gold award in recognition of their outstanding work in relation to the UNCRC

At the Scottish Recognition Awards 2019, **Sanderson's Wynd Primary School** received a 'highly commended' award for promoting achievement and attainment in education as part of the intergenerational work undertaken at the school.
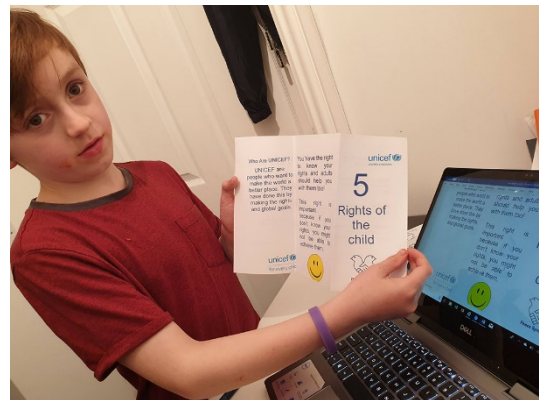
The **'Play Friendly Schools'** initiative was launched in June in partnership with East Lothian Play Association. East Lothian Council are the first local authority in Scotland to promote this approach, leading to increased play opportunities for children in their day-to-day learning.

3.1.3 Secondary Education

Attendance and Exclusions 2018-19 – Secondary Pupils

- Secondary attendance rate in 2018/19 – 89.9%
- Incidents resulting in exclusion from secondary school - 205 exclusions
- The number of pupils excluded from secondary school – 123 pupils (83 males/40 females)
- Education lost to pupils as a result of exclusion from secondary school – 853 x ½ days of education

Compared to previous session overall

- There was a slight drop in the secondary attendance rate of 0.3% on the 2017/18 rate of 90.2%. The secondary attendance rate in 2018/19 is similar to previous years.
- There was a significant reduction in the number of secondary exclusions compared to the previous session with the length of exclusion dropping slightly from 8 openings to 7 openings on average.
- There was also a significant reduction in the number of secondary pupils excluded from school compared to the previous session.
- The secondary exclusion rate shows an improving trend since 2015.

Closing the Secondary Attendance & Exclusions Gap 2018/19

- Secondary pupils living in the 20% most deprived areas had an attendance rate that was 9.8 percentage points lower than secondary pupils living in the 20% least deprived areas (an increase of 1.1% on the previous year).
- Rates of exclusion per 1,000 pupils for secondary pupils living in the 20% most deprived areas were **49.0 per 1,000** pupils compared with **9.0 per 1,000** pupils living in the 20% least deprived areas. The gap reduced from **87.1 per 1,000** in 2017/18 to **40.0 per 1,000** in 2018/19.
- Attendance and exclusions continues to be an area of focus within the Children's Strategic Partnership Plan and a Getting it Right for Teens multi-agency group has been established to take forward intervention strategies to improve attendance and reduce exclusions of young people.

Achievement and Attainment

Curriculum for Excellence Achievement of a level
As stated within the section **Primary Education, Curriculum for Excellence Achievement of a level** the S3 CfE results on achievement of a level in literacy and numeracy continue to be classified as **experimental statistics** in recognition of the evolving approach to assessment across the Broad General Education. Therefore, this S3 data cannot be used for benchmarking performance or as a baseline to track improvements in performance over time. The tables below set out the experimental statistical data for East Lothian Council for 2017/2018 and 2018/2019.

Achievement of CFE Levels - 2017/18

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Third level or above by the end of S3	90% Almost all	89% Most	92% Almost all	90% Almost all

Achievement of CFE Levels - 2018/19

CfE level and stage	Reading	Writing	Listening and talking	Numeracy
Third level or above by the end of S3	89% Most	87% Most	90% Almost all	90% Almost all

Closing the S3 Achievement of CfE Levels Gap
As with previous years, the 2018-19 data shows that a higher proportion of S3 pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to S3 pupils from the most deprived areas. The largest gap was in Reading (50 percentage points) and the smallest gap in Listening & Talking (42 percentage points). The gap in 2018/19 across the four curriculum components was greater than in 2017/18.

Next Steps
Progression through the BGE, improving educational attainment and achievement in both literacy and numeracy, and reducing the attainment gap between the most and least disadvantaged children and young people in East Lothian remains a key focus. We continue to work with staff to provide support and advice to improve teachers' confidence in their judgment of achievement of a level. New English and literacy and Mathematics and numeracy curriculum frameworks implemented in academic session 2017/18 will support and improve consistency in planning teaching, learning and assessment in these areas. Schools will use the Achievement of CfE Level data alongside other assessment evidence to inform next steps in individual children and young people's progress and identify where improvement is needed. As with primary, we are also working with staff from across the

South East Improvement Collaborative to support continuous improvement in learning and teaching and raising attainment. A key focus for 2019/20 will be on improving pedagogy and continuing to support assessment and moderation. We will also work with practitioners and partners to develop a Raising Attainment and Achievement Strategy which will focus on improving attainment in both the Broad General Education and Senior Phase and closing the poverty related attainment gap.

Attainment in the Senior Phase

2019 SQA National Course Awards – Results from certificated SQA National Courses in August 2019 show that pupils from across East Lothian Council's six secondary schools have improved their performance in SQA National 5 courses. It is important to note that these are interim results given young people are presented for and achieve success in a wider range of qualifications and awards, including those delivered by partners. Highlights for performance in SQA awards in 2018/19 include:

- The number of Course entries for National Qualifications is 11,051 representing an increase of 370 compared to 2018 (10,681) with 2,356 pupils presented for SQA awards (an increase of 3.3% on 2018).
- Overall pass rates for all qualifications and year groups in 2019 are in line with the previous year at 81.4%.
- 78.3% of candidates who sat National 5 qualifications passed with an A-C award (in line with the national average), an increase of 3% on last year's rate of 75.4% with 34% achieving a Grade A (an increase of 2% on the previous year).
- The percentage of pupils passing Highers across East Lothian dropped by 5.5% from 79.1% last year to 73.6% in 2019 (one percentage point below the national average).
- The number of pupils sitting Advanced Highers in S6 was up 6% on the previous year to the highest percentage sitting across the 5 year period. The percentage of pupils passing Advanced Higher increased by 3.3% from 74.9% in 2018 to 78.2% in 2019 (one percentage point below the national average).
- The pass rate in East Lothian at A-C for National 5 English (90%) is above the national pass rate (86%) and for National 5 Maths (62%) is below the national pass rate (65%).
- The pass rate in East Lothian at A-C for Higher English (76%) is above the national pass rate (73%) and for Higher Maths (69%) is below the national pass rate (75%).

Senior Phase Qualifications 2018

The percentage of school leavers gaining one or more qualifications at SCQF Levels 3 to 7 in 2017/18 and the percentage point change on the previous year are shown below:

- 97.5% of school leavers left with one or more passes at SCQF Level 3 or better (-0.5%)
- 96% of school leavers left with one or more passes at SCQF Level 4 or better (-0.5%)

- 87.1% of school leavers left with one or more passes at SCQF Level 5 or better (no change)
- 65.8% of school leavers left with one or more passes at SCQF Level 6 or better (-1.3%)
- 25.6% of school leavers left with one or more passes at SCQF Level 7 or better (+1.1%)

The percentage of school leavers attaining SCQF Levels 3 to 6 or better in literacy and numeracy in 2017/18 and the percentage point change on the previous year are shown below:

- 95.2% (-1.0%) of leavers attained literacy at SCQF Level 3 or above, with 95.1% (-0.3%) achieving numeracy. Both show a relatively static trend since 2014.
- 93.0% (-0.2%) of leavers attained literacy at SCQF Level 4 or above, with 89.2% (-0.1%) achieving numeracy. Literacy shows a relatively static trend since 2014 with Numeracy increasing 4% overall.
- 77.6% (-2.4%) of leavers attained literacy at SCQF Level 5 or above, with 63.1% (-1.4%) achieving numeracy. Both show an overall increase of 7% since 2014.
- 55.4% (+1.9%) of leavers attained literacy at SCQF Level 6 or above, with 27.6% (+1.7%) achieving numeracy. The percentage of school leavers attaining Literacy shows an overall improved trend since 2014 of 10%, with Numeracy showing a drop of 2% over the same period.

Senior Phase Qualifications: Closing the Gap 2018

Deprivation (SIMD)

School leavers living in the 20% most deprived areas typically have lower attainment compared to those living in the 20% least deprived areas. The attainment gap between school leavers living in the most deprived areas and those in the least deprived areas is wider at higher levels of qualifications. The attainment gap increases from 2 percentage points on average at SCQF Level 3 to 48 percentage points on average at SCQF Level 6. Overall the gap shows a slight decrease over the last five years across SCQF Levels 3 to 5.

- 97% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2018, (+ 4% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 decreased by 4% points on the previous year.
- 72% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2018 (+6% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 decreased by 7% points on the previous year.

- 33% of school leavers from the most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2018 (-2% on 2017). The gap between East Lothian leavers from the most and least deprived areas in 2018 increased slightly by 2% points on the previous year.

Care experienced Leavers

School leavers who are care experienced typically have lower attainment compared to those who are not care experienced. Similar to the SIMD trends, the attainment gap between school leavers who are care experienced and those that are not care experienced is wider at higher levels of qualifications. The attainment gap increases from 19 percentage points on average at SCQF Level 4 to 52 percentage points on average at SCQF Level 5.

- 82% of care experienced school leavers gained 1 or more qualifications at SCQF Level 4 in 2017/18 (+7% on 2018). The gap between leavers who are care experienced and those who are not decreased from 22.2 points in 2017 to 14.5 points in 2018.
- 27% of care experienced school leavers gained 1 or more qualifications at SCQF Level 5 in 2018 (-19% on 2017). The gap between leavers who are care experienced and those who are not increased from 41.0 points in 2017 to 58.5 points in 2018.

Leavers with Additional Support Needs

School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. Again, similar to the SIMD trends, the attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4 to 27 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6.

- 91% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2018, in line with the previous year. The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 1.3 percentage points on the previous year.
- 69% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2018 (+0.3% on 2017). The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 2.6 percentage points on the previous year.

- 41% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2018 (+0.8% on 2017). The gap between East Lothian leavers with an additional support need and those without in 2018 decreased by 4.4 percentage points on the previous year.

Next Steps

The key areas of focus for raising attainment in the senior phase are:

- Continue to improve the attainment of the lowest 20% and middle 60% attaining groups to raise their performance above the virtual comparator.

- Continue to improve the attainment of Literacy & Numeracy at SCQF Levels 5 and 6, with a real focus at SCQF Level 5 to bring the performance in line with the Virtual Comparator.

- Improve the attainment of school leavers in breadth & depth measures, particularly in:
  - 1 or more at SCQF Levels 3 and SCQF Levels 4 or better; and
  - 1 or more, 3 or more and 5 or more awards at SCQF Level 5 or better.

- Continue to improve the attainment outcomes for young people in SIMD Quintile 1, care experienced and with additional support needs at higher levels of qualifications (SCQF Levels 5 and 6).

The Education Service will continue to work with key stakeholders to improve the quality and design of the curriculum, the analysis and use of data and planning learning, teaching and assessment to ensure that all children and young people attain and achieve as well as they can. A Raising Attainment Strategy will be developed for East Lothian over the next academic session by the Quality Improvement Team. Improving attainment and achievement and closing the attainment gap is also a key focus of the South East Improvement Collaborative (SEIC). The Education Service will continue to work with staff from across the SEIC to support continuous improvement in learning and teaching and raising attainment.

Increasing Post-School Participation

Initial School Leaver Destinations
Information on the initial destinations of school leavers is provided from the 'Opportunities for All' shared dataset managed by Skills Development Scotland (SDS). The data on initial post school destinations is taken from the February 2019 release of the senior phase benchmarking tool, 'Insight' and forms one of the four National Benchmarking measures. The data provides information on the outcomes for young people as recorded in October 2018, approximately three months after leaving school.

Post school participation in East Lothian shows an improving trend since 2008/09 with almost all young people (95.4%) in a positive destination in 2017/18, its highest rate over the last nine years, and one percentage point above the national average. The mains findings for East Lothian in 2017/18 are as follows:

- 95.4% of 2017/18 school leavers were in a positive destination approximately three months after leaving school compared to 94.1% in 2016/17.

- The percentage of leavers in positive initial destinations has increased 3 percentage points over the five year period from 2013/14 when 92.4% of pupils were in a positive destination

- 61.1% of school leavers continued their education within Higher or Further Education establishments in 2017/18 compared to 63.6% in 2016/17.

- The percentage of leavers entering employment increased from 25.7% in 2016/17 to 29.3% in 2017/18.

- The percentage of leavers in training has decreased slightly by 0.7 percentage points (1.6% in 2017/18 compared to 2.3% in 2016/17).

- In 2017/18 90.9% of East Lothian care experienced young people went into a positive destination compared to 80.4% nationally.

- In 2017/18 92% of East Lothian school leavers with additional support needs went into positive destinations compared to 90.4% nationally.

- The percentage of East Lothian school leavers living in the most deprived areas in a positive initial destination increased by 7.9 percentage points (85.2% in 2016/17 to 93.1% in 2017/18) above the national average (90.4%) and Virtual Comparator (87.6%).

As with the national average there are typically fewer school leavers living in the most deprived areas entering an initial positive destination than those from the least deprived areas. Overall the gap in positive destinations between East Lothian leavers from the most deprived areas and the least deprived areas remained reduced from 13 percentage points in 2017 to 6 percentage points in 2018.

Follow-up School Leaver Destinations
In March of each year, Skills Development Scotland (SDS) collects further information on the destination of school leavers (follow up destination). This information is presented in a Scottish Government publication in June, with further breakdowns by pupil characteristics (e.g. stage of leaving and gender). The leaver cohort for the National Statistics publication includes S3 leavers which aren't included in the initial leaver destinations publication or Insight stats. The East Lothian 2017/18 follow-up destinations performance (published on 18th June 2019) is as follows:

- The percentage of all 2017/18 school leavers in a positive follow-up destination was 94.8 per cent, compared to 93.2% nationally. This was higher than the East Lothian proportion in 2016/17 (94.2 per cent) and slightly lower than the percentage of 2017/18 East Lothian school leavers in a positive initial destination (95.4 per cent).

- East Lothian's follow-up destinations statistics show an improving trend year on year since 2009/10 with the % in a positive destination increasing by 8.9 percentage points from 85.9% in 2009/10.

- The data also shows that in March 2019, 54.2 per cent of the 2017/18 leavers were in Higher or Further Education, higher than that for 2016/17 leavers (53.1 per cent). The 2017/18 East Lothian follow-up stats show a drop of 6.9 per cent from the 2017/18 initial destinations stats for those in Higher or Further Education. The most notable change is in the percentage in Further Education which dropped from 22.2 per cent in the initial destinations stats to 17.5 per cent in the follow-up stats. The proportion in Higher Education dropped from 38.9 per cent to 36.8 per cent in the follow-up stats.

- The proportion in employment shows a slight drop from 37.3 per cent in 2016/17 to 35.8 per cent for 2017/18 leavers. The 2017/18 East Lothian follow-up stats show an increase of 6.5 per cent from the 2017/18 initial destinations stats for those in employment.

- The percentage unemployed reduced from 5.1 per cent in 2016/17 to 2.9 per cent for 2017/18 leavers. The 2017/18 East Lothian follow-up stats show a drop of 1.7 per cent from the 2017/18 initial destinations stats for those unemployed.

Developing the Young Workforce

The DYW Key Performance Indicator (KPI) 3 is to increase the percentage of school leavers attaining vocational qualifications at SCQF Level 5 and above by 2021.

In 2017/18, 6.0% of school leavers in East Lothian left with one or more vocational qualifications at SCQF Level 5 or better, compared with 9.6% in 2016/17 and has fluctuated each year since 2013/14. Nationally the percentage has increased year on year over the same period from 7.3% in 2013/14 to 14.8% in 2017/18.

Annual Participation Measure (APM)

SDS also reports on the Annual Participation Measure (APM) which takes account of an individual's status over a whole year and reports the proportion of 16-19 year olds

participating in education, training or employment. This measure is the data source for the 'Increase the proportion of young people in learning, training and work' indicator in the Scottish Government's National Performance Framework. The latest APM data published at the end of August 2019 showed that of the 4,066 16-19 year olds in East Lothian 94.0% were in education, employment or training and personal development compared to 91.6% nationally. This represents a 0.7% point decrease on the previous year. 2.1% were not participating (a 0.4% decrease on 2018), compared to 3.1% nationally. 3.9% had an unconfirmed status (a 1.1% increase on 2018), compared to 5.3% nationally.

Next Steps The Education Service Improvement Plan sets out a key target within our overarching theme of supporting improvement in employability skills and sustained, positive school leaver destinations for all young people. The initial school leaver destinations data will be used to inform each school's and the local authority annual Standards and Quality Report which is published each session. The Education Service will continue to focus on improving the numbers of school leavers who live in the most deprived areas to move on to a positive and sustained school leaver destination. The Lead Officer School Estate and Curriculum is working closely within East Lothian Works and external partners to improve the range of pathways post-school and other related activity set out within the East Lothian DYW Strategy.

In particular, a key focus is the successful expansion of Modern Apprenticeships, Foundation Apprenticeships and Graduate Level Apprenticeships, as pathways into work.

The focus is to deliver more employability activity for school pupils through colleges, whilst further strengthening partnerships between education and employers. An East Lothian Partnership Strategic DYW Group is well established comprising representation from all key sectors and reports on progress towards key performance measures within both the East Lothian Connected Economy Partnership (CEP) strategy and also the

East Lothian Children's Strategic Partnership (CSP). A 3-18 DYW Employer Engagement Framework is being developed in line with the recommendations set out within the Commission on Widening Access report to develop programmes for action in a coherent and collaborative learner journey approach to widening access to Higher Education. Recruitment of a Service Manager of Curriculum, Employability and Estates Development has helped to build our capacity and help drive and accelerate the pace towards full strategy implementation. East Lothian Works is currently undergoing a full structural review, following this service area being aligned with Education. The review is designed to

create a more strategic approach to employability and align the service with improvement priorities within Education further enhancing impact, employability outcomes and improved attainment.

Foundation Apprenticeships

Since 2018 East Lothian Council developed a region offer of three Foundation Apprenticeships, to all secondary schools, through their employability hub, East Lothian Works. Foundation Apprenticeships enable young people to access work based learning, with support of industry specialists. As this programme has developed, we have grown the offer to five frameworks, available to all young people in East Lothian:

1. Accountancy
2. Business Skills
3. Financial Services
4. Scientific Technologies
5. Social Services Children and Young People
6. Social Services and Healthcare

We have received national recognition from Education Scotland for the quality of our Scientific Technologies Framework, which is considered as sector leading.

We will endeavour to further strengthen our exciting partnerships with businesses, Further and Higher Education. These networks include stakeholders such as Charles River, Social Investments Scotland, Edinburgh University, Skills Development Scotland, DYW, The SRUC, Queen Margaret University, Napier University and Heriot Watt University. We are currently exploring further expansion into Engineering (STEAM), as well Creative and Digital Media and Textiles frameworks. Our vision includes embedding learning into the school curriculum, to broaden access to vocational qualifications at SCQF Level 5 and above and to meet the requirements of Developing Scotland's Young Workforce. We are also developing pathways into post school destinations such as Modern and Graduate Apprenticeships, as well as

training facilities to attract business, promote economic growth and create highly skilled workforce within the region.

Secondary School Inspections

East Lothian Council receives relatively few inspections by Education Scotland given the number of establishments and current proportionate approach to inspection. There were no secondary inspections in session 2018/19.

National Improvement Framework

Since 2017, schools have also been required to report on the evaluations for three of the main NIF Quality Indicators. All schools are required to carry out ongoing self-evaluation with pupils, staff and parents. They then use this evidence to inform an overall judgement in the following three key quality indicators from How Good Is Our School 4? (HGIOS? 4) using a six point scale.

The six point scale for evaluations used in HGIOS? 4 quality indicators and also used by Education Scotland in inspections are:

Level 6	Excellent	**Level 3**	Satisfactory
Level 5	Very Good	**Level 2**	Weak
Level 4	Good	**Level 1**	Unsatisfactory

Secondary School NIF Quality Indicators evaluated as good or better:

1.3 – Leadership of Change and Improvement	Almost all
2.3 – Learning, Teaching and Assessment	Most
3.2 – Raising Attainment and Achievement	Most

Explanation of terms of quality used by Education Scotland

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority	less than half - 15%-49%
A few	less than 15%

Wider achievements

Young people achieved a range of awards delivered through partnership arrangements with community groups. Each school celebrates these successes via their school websites, social media and edubuzz networks.

Duke of Edinburgh

A significant number of young people participate in the Duke of Edinburgh's Award Scheme delivered by both schools and community groups. Plans are being developed to increase the opportunity for young people to participate in this programme within the review of the secondary school curriculum.

Awards Achieved

	2014-15	2015-16	2016-17	2017-18	2018-19	3 yr. average
Achievement rate	46%	69%	65%	42%	48%	52%

- East Lothian has had another very positive year in the delivery of the Award. A significant increase in participation and completions along with the increase of young people with barriers to participation, are considerably up and many have achieved full Awards.
- The support offered by the local authority to groups is excellent and there is real ambition to grow the Award further.
- Key challenges ahead, include developing sustainable models at each of the Secondary Schools. A priority is to have reviews with Head Teachers and the Duke of Edinburgh Coordinators to evaluate Duke of Edinburgh delivery and to put in place action plans for the coming year.
- A Local Authority wide presentation of Awards would also be a key element for increasing completions.

Individual school achievements 2018/19

Dunbar Grammar School's Mock Court Team swept to glory in the USA, beating stiff competition to become the new Transatlantic Moot Champions 2018. At the Scottish Recognition Awards 2019, **Dunbar Grammar School** received a 'highly commended' award in the most improved project category.

North Berwick High School are now a Fairtrade School. In June 2018 they were awarded the FairAchiever award – the highest level in the Fairtrade Schools Award scheme. The school had to demonstrate that Fairtrade is embedded in all aspects of school life. Students learned about Fairtrade in their subjects, the school organised Fairtrade tuck shops and the community ate lots of Fairtrade chocolate, as well as healthier snacks. The school promotes Fairtrade products whenever possible and have sold Fairtrade rice form Malawi, the staff drink an amazing quantity of Fairtrade coffee and the school works with the local community to promote Fairtrade in and around North Berwick. The school designed Fairtrade tea-towels, held a fashion show and held a mini football tournament using Fairtrade footballs.

North Berwick High School received the GTCS award for Excellence for Learning due to their approach to professional learning and practitioner enquiry. They are the first high school in East Lothian to receive the award.

Knox Academy Following a successful application to Eco Schools Scotland, Knox Academy's Eco-Committee has earned its first Green Flag! Last year, they ran a variety of initiatives including an annual Eco-Week, a clothing collection for Rock Trust, collecting litter and doing some gardening with a local nursery and a campaign to place recycling bins in most classes.

A team of five Knox Academy pupils attended the International Trade Summer School on Tuesday 25 June in Edinburgh. The event was organised by the Department for International Trade and Liam Fox, the Minister for this Department, sent a personal message to all the teams, wishing them luck.

The team were up against six other schools from East Lothian, Edinburgh and Fife. Knox Academy won and they have been rewarded with a visit in July to the Foreign and Commonwealth Office in London where they will have the opportunity to meet school teams from England and present their winning ideas. They will also have the chance to find out about the role of the DIT and career opportunities in the civil service.
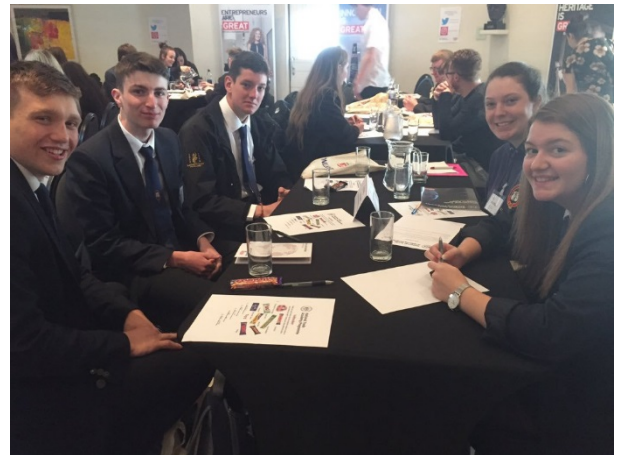
Oxford University Exchange - Twelve S3 pupils from across East Lothian spent a week at Exeter College – undertaking a range of classes, tutorials and other activities. All of the pupils who attended, completed a tough selection process, with very taxing tasks.

Preston Lodge High School – Pipe band success at the UK Championships in Lurgan, Northern Ireland. The Novice Juvenile Band finished in 2nd place, winning the Drumming and the Juvenile Band finished in 4th place.

Ross High School and Musselburgh Grammar School – Both schools achieved Tobacco-Free Schools status as part of a project led by NHS Lothian.

3.1.4 Policy Development and Statutory Duties

Statutory School Consultations

The Education Service consulted on the development of education provision across the local authority in line with statutory duties set out in the Schools (Consultation) (Scotland) Act 2010. A statutory school consultation was carried out on:

- the closure of Prestonpans Infant & Nursery School and Prestonpans Primary School and the establishment of a new primary school, Preston Tower Primary School, and its associated catchment area, for Prestonpans

Satisfaction with Schools

Each year, the Scottish Household Survey asks all residents how satisfied they are with the quality of their local schools. The percentage of residents satisfied with local schools in East Lothian remains above the national average. Over the current reporting period 2016-19, 71% of East Lothian residents were satisfied in line with the National Average.

Pupil Equity Funding

The Pupil Equity Funding (PEF) for 2018/19 was announced in February 2018 with a total amount of £1,565,160 allocated to East Lothian Council across almost all schools. Amounts allocated to each school varied considerably from £6,000 to over £100,000. The funding for

2019/20 was announced in February 2019, with a total amount of £1,560,600 allocated to East Lothian schools.

Use of PEF Funding

The majority of schools have chosen to appoint additional staffing to provide a range of support and targeted interventions. This has included additional teachers, pupil support assistants and other support staff. A range of Council Service areas have also been closely involved in supporting the implementation of PEF, for example, Finance, Procurement, HR, Data analysis, Education Psychology Services and Quality Improvement. In some cases, this additional workload has had a significant impact on existing workload. Despite the significant planning and support put in place, a number of schools have found it challenging to implement the range of interventions planned for 2018/19. In most cases, these relate to difficulties recruiting appropriate staff to fulfil specific roles resulting in many of our schools revising their plans mid-year to take account of the difficulties with recruitment. Four schools have not yet been able to spend their full PEF allocation but meet the Scottish Government guidelines to carry forward the unspent PEF to the end of the academic year. Three of these schools are due to exceptional circumstances.

Impact of PEF

During session 2018/19, the Quality Improvement team have been engaging with individual schools and groups of schools on arrangements for evidencing the impact of PEF. Schools are currently reflecting on the use of PEF across 2018/19 and using their evaluations of the successes and challenges to work with children, young people, staff, parents and the community to plan the use of the PEF for 2019/20. Where Head Teachers have reported some success with their interventions, they are looking to build on these and also to build sustainability. Where there have been challenges, for example through staffing, Head Teachers are revising their plans, supported by their Quality Improvement Officer, to ensure their interventions can have the greatest chance of success for children, young people and their families.

Early examples of improving outcomes for young people within our secondary schools include:

- Successful introduction of nurturing approaches within a secondary school has ensured that young people are engaging more positively in their learning in class.

- A strong focus on young people's health and wellbeing in another secondary school is beginning to have a positive impact on their engagement in their learning and also in their self-esteem.

- A range of positive interventions to raise attainment in numeracy and literacy and improve health and wellbeing are in place in another secondary school. In numeracy,

additional staff time is targeted at young people who require additional support and includes those who could move from National 4 to National 5. There has been a documented increase in the number of pupils presented for National 5.

Early examples of improving outcomes for children within our primary schools include:

- One primary school has worked extensively on analysing their data to understand their attainment gap better. Staff have put in place a wide range of literacy, numeracy, health and wellbeing and nurture interventions and to date, have noted good progress in children's learning overall.

- In another primary school they have used their funds to provide a nurture base and have more recently set up breakfast club. Funds have been used to redeploy or extend the hours of existing staff to support these initiatives. Staff working closely with children report that attendance and punctuality have improved as a result of the breakfast club. Staff in a focus group advised that the nurture provision and literacy intervention are having a positive impact on children in classes.

From 8:30am in the Nurture Room we will be offering a healthy breakfast to start your day, such as:

Fresh fruit   Yoghurts

Cereals   Fresh bread
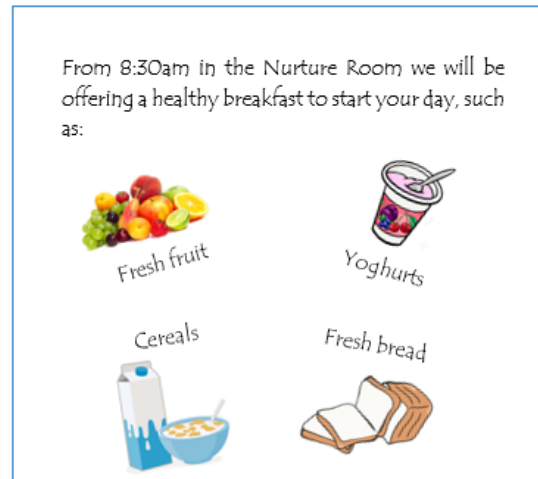
- A primary school is using PEF to support and consolidate learning within literacy and numeracy in response to data analysis. This is also happening in another small school where there has been significant progress demonstrated through tracking and professional dialogue.

- In a larger primary school, PEF has been used to develop a lunch time club supporting vulnerable children alongside the development of a foodbank and a community fridge. The community have reported stronger relationships with the setting. Partnerships with the school have been enhanced to improve outcomes for many children.

Reporting on the impact of PEF continues to be a challenge for Head Teachers, especially where there is no data to reliably measure progress across all intervention strategies and improvement may be due to a range of factors. The Quality Improvement Service and groups of Head Teachers have worked closely with the Education Scotland Attainment Advisor for East Lothian to look at identifying the attainment gap and also in measuring the impact of interventions. This work will be further developed in 2019/20.

The school review process in primary and secondary schools has a focus on the Management of Resources and use of PEF. School inspections also now focus on schools' success in raising attainment and achievement and ways in which they can demonstrate improvements in equity for all learners.

Education Scotland has recently introduced inspections of those Local Authorities who are 'Attainment Challenge Authorities'. These inspections have a strong focus on how local authorities are closing the poverty related attainment gap. While these start with the aforementioned Challenge Authorities there is an understanding that they may be extended to all 32 local authorities. The Education Service Chief Operating Officer is a Professional Associate and may be deployed as a team member on a local authority inspection later this year.

Additional Support Needs

Professional learning and capacity building has been a key focus for the work of the ASN service. Priority has been on providing guidance and professional learning opportunities that promote the development of inclusive practice that places positive and nurturing relationships at the heart of all interactions. At the universal level there has been an increased focus on inclusive practice as a means to meet the needs of the majority of children and young people with additional support needs. The inclusive practice CIRCLE resource has been further embedded across a number of schools and, supported by a multi-agency training team, school staff from across all sectors have been engaging in learning and coaching with regards to making their classroom practice inclusive for all learners.

Following the development of a new policy and guidance on preventing school exclusions in 2018 further support has been provided to school staff to further embed a consistent approach across all schools. Data is showing a reduction in exclusions in primary schools and a significant reduction in secondary schools. Policy and guidance has been refreshed to ensure that all schools are aware and operating with the statutory legislation regarding meeting the needs of learners with Additional Support Needs and take into account the updated legislation in relation to the extension of children's rights.

An ASN review has been carried out over the course of the session and will inform Service Improvement Activities for session 2019/20.

Educational Psychology Service

The Educational Psychology Service delivery is focussed on improving outcomes for children and young people through the provision of 5 core functions (assessment, intervention, consultation, training and research). The team make an effective contribution to the inclusion of children with additional support needs through building capacity of schools, stakeholders and partners to support a range of complex needs. The Service has a strong reputation for

delivering high quality staff learning activities; there is an increasing body of evidence to demonstrate that this is having an impact, building capacity in schools by addressing school, cluster and authority needs. The team deliver a range of professional learning opportunities on topics such as nurturing approaches, all behaviour is communication, attachment and trauma informed practice, restorative approaches, literacy and mental health first aid.

Building on the improvement focus from last year, the service has been further developing and embedding nurture and restorative practices across our schools. The majority of primary and secondary establishments have benefited from the team's involvement to develop nurturing approaches, receiving CLPL and ongoing consultation, both at a targeted and universal level, dependent on need. This has resulted in schools carrying out development work across a range of areas including the creation of nurture groups and responding to distressed behavior through time for staff reflection on their own responses and the creation of detailed support plans for individual pupils.

Instrumental Music Service

The Instrumental Music Service is a discretionary service that provides individual and group tuition on a range of musical instruments covering string, brass, woodwind, piano, percussion, guitar and pipes. The service delivers one to one and group tuition to around

1000 primary and secondary aged pupils in East Lothian schools. The service is delivered across all schools during the school pupil day with pupils being timetabled to receive one-to-one tuition and group tuition. The achievements of pupils and young people are recognised through a number of musical events throughout the school year culminating in the annual Showcase Concert where the various bands, ensembles and orchestras come together to perform publicly. There is also the annual Piano Festival as well as the annual concert in aid of McMillan Cancer Charity that pupils participate in. Many pupils also achieve success in examinations which recognises their musical talents and abilities.

On Line School Payments

On line school payments (known in East Lothian as Schoolpay) was introduced in September 2018 across all schools to offer parents the convenience and flexibility to pay on line, and in primary schools to pre-order school meals up to 6 weeks in advance. 80% of families are now using Schoolpay to pay for meals, school trips, uniform etc. with a target for academic year 2019/20 of 95%. From October 2019 the decision was taken for our schools to be completely "cashless" based on realising best value from our resources. Schools are actively supporting parents to sign up and use the system, and continue to support families who have barriers to paying on line with alternative arrangements.

Modern languages – 1+2 strategy

Following the review of the 1+2 Modern Languages Strategy undertaken in session 2016/2017, the service has continued to make significant progress in ensuring all young people receive their entitlements regarding languages learning. Most schools are now progressing their plans to develop learning in a third language with work being undertaken on other countries and cultures to support this learning.

High Quality Leadership

The international trend towards Masters Level qualifications and desire at a national level to *"increase the range of quality professional learning at SCQF Level 11 (Masters)"* is being addressed locally through the Coaching for Success Diploma, First Steps into Leadership and Next Steps into Leadership programmes. Each programme has been recognised by the GTCS as professional learning which reflects SCQF 11 characteristics and awarded Professional Recognition by the GTCS.

Engagement with Masters Level learning continues to grow across the local authority with a total of 20 participants from across the three in-house leadership programmes mentioned above achieving Professional Recognition. At a national level SCEL have been supporting Local Authorities by providing places for head teachers and depute head teachers to attend the Columba Head Teacher Leadership Academy (HTLA). Participants complete a self-assessment of their learning with a focus on how they will maintain a cycle of personal and school improvement and development. Feedback from head teachers and deputes has been positive with a number of head teachers encouraging their deputes to attend. The reason for this is found in the Columban values which enable school senior leadership teams

to; focus on their culture and identity as a school, creative a unique vision, reaffirming their core vocation as leaders of education, while "committing to a spirit of education that is never content unless it is making an effective and measureable difference".

Partnership working

East Lothian Council's Education Service cannot meet the diverse needs of the children, young people and their families within our communities on its own. We recognise the need to work collaboratively with other partners, agencies and services as well as those who live in our communities to deliver improved outcomes. The Children and Young People Strategic Services Plan sets out our partnership commitment to every child and young person in East Lothian.

Self-evaluation for continuous improvement

The Education Service is committed to using self-evaluation to assess how we are performing, examine where we have strengths, which we can build on and identify where there is scope for improvement. During session 2018-19, we developed a 'self-improving schools' approach in East Lothian. This new approach will enhance the ways in which our schools work together to continuously improve. The Education Service continued to carry out a number of primary school and secondary school peer review visits involving senior school leaders and officers from across the Education Service. A complete baseline of all schools will be complete by autumn 2019.

During session 2018/19, we introduced a new approach to working with Elected Members to scrutinise the data and information we hold on our schools. Our Quality Improvement Team met with Ward Councillors in three of the six cluster areas to look at school performance. These reviews will form part of our planned approach to scrutinising school performance from session 2019 onwards.

School Reviews including specialist provision

We continued to undertake school reviews across our primary and secondary schools during session 2018/19. The focus was on validating the school's evaluation of strengths and aspects for improvement in leadership of change, learning, teaching and assessment, and transitions and inclusion. The primary schools reviewed received a report on the outcome of the validation exercise and follow-up visits are being undertaken with a focus on progress

made with regard to identified areas for improvement. The outcome of the review visits has informed the key priorities for action. The Education Service Local Improvement Plan 2019-2020 will address areas for improvement identified in relation to the delivery of a balanced and broad curriculum to meet children's entitlement to a Broad General Education and planning learning, teaching and assessment. An independent review of the process was undertaken by the Education Scotland Attainment Advisor in June 2018. Overall, feedback gathered was very positive with head teachers reporting that their skills in self-evaluation had been enriched, that the process had supported their evaluation of their attainment gap and that they now had a clearer view of their school's strengths and areas for improvement. We will complete our baseline of all schools during session 2019/20 along with a number of follow up reviews. We will also develop a new approach to validating school's self-evaluation in line with our Self-improving schools work.

3.2 Key challenges and opportunities

3.2.1 Budget and Resources

- Continue to deliver a high-quality education service in a time of financial austerity.
- Impact of the Regional Improvement Collaborative on education services and resources.
- Continue to deliver on the commitment to extend the number of Early Learning and Childcare places for eligible 2 year olds.
- Provide professional development opportunities and resources to support teachers professional judgement on achievement of a level in literacy, numeracy and all other curriculum areas.
- Review spend and provision for children and young people who require additional support to ensure that the right support is being provided at the right time, in the right place to those who need it most.

- Deliver on the Scottish Government's Digital Learning and Teaching Strategy for Scotland in order to enhance Learning and Teaching through the use of Digital technology and the contribution it can make to raising attainment. Ensure schools and Local Authorities meet the expectations of this strategy as far as possible within the current financial constraints.

- Deliver on the Scottish Government's commitment to increase the number of funded early learning & childcare hours from 600 to 1140 per year by 2020.

- Recruitment and retention of senior managers in schools and staff at all levels.

- Continue to work collaboratively with relevant officers from across other Council services to take forward the planned programme of capital spend to ensure high-quality learning environments across the school and early years estate.

- Continue to plan effectively for the increase in school populations informed by established and planned growth within the Local Development Plan.

- Capital investment of £1.5M to refresh practical curricular facilities across our secondary school estate.

- Using government funding to provide all schools with provisions to address period poverty with dignity.

- Impact of increased MIS costs over the next 5 years for the development and implementation of the new SEEMiS Schools and SEEMiS Early Years products.

3.2.2: Managing Change

- Deliver on the Scottish Government's commitment under the Scottish Attainment Challenge and Pupil Equity Funding to raise attainment amongst those children and young people who face barriers to their learning due to the impact of poverty and disadvantage.

- Implement the required actions and steps taken to take forward the 4 priority areas set out in the National Improvement Framework across the key drivers for improvement.

- Develop a consistent and effective approach to developing and improving children's and young people's literacy and numeracy skills across all schools.

- Close the gap between the highest and lowest attaining pupils leaving secondary school.
- Improve the attainment of care experienced children and young people
- Implement the recommendations set out within the Additional Support Needs External Review Report to improve outcomes for children and young people who require additional support.
- Implementation of the Developing the Young Workforce (DYW) strategy across all schools.
- The development of a common school day to support more flexible pathways within the senior phase in all our secondary schools.
- Continue to expand and build on partnerships with Colleges, Universities and other key partners, internal and external, to support and enhance curriculum pathways and increase post-school participation rates.
- Develop revised approaches to self-evaluation and quality assurance to ensure continuous improvement in the quality of education across all schools and establishments.
- Continue to invest in the ICT infrastructure to ensure MIS systems and technology for learning and teaching is fit for purpose.
- Collaborate with partners and stakeholders to raise awareness of the impact of Child Poverty, Cost of the School Day and Period Poverty.
- Implement phase 1 of the new SEEMiS Early Years and SEEMiS Schools systems in parallel alongside the ongoing maintenance of existing SEEMiS Click & Go and other systems.

3.2.3: Legislation and National Initiatives

- Children and Young People (Scotland) Act 2014, including the Named Person
- Education (Scotland) Act 2016
- Children & Young People's Act, 2014: Part 3, Children's Services Planning; Part 6, Early Learning & Childcare; and Part 9, Corporate Parenting.
- A Blueprint for 2020: Expansion of Early Learning and Childcare for Early Learning and Childcare in Scotland
- Implementation of the National Improvement Framework and Delivering Excellence and Equity Delivery Plan
- Continue to take account of the recommendations within the Education Scotland Report on Tackling Bureaucracy
- Young Carers Act
- Develop further arrangements for self-evaluation in line with national guidance, including How Good is our School? (4th edition), and new planning and reporting

expectations as set out in the Standards in Schools Scotland Act 2010 (amended 2016).

- Education Scotland Quality Assurance and Moderation Support Officer Programme to build practitioner confidence in judgement of achievement of a level in literacy and numeracy
- Developing Scotland's Young Workforce
- Equality Act 2010
- The (Specific Duties) (Scotland) Regulations 2012
- Scottish Schools (Parental Involvement) Act 2006
- Learning together: national action plan on parental involvement, engagement, family learning and learning at home 2018 – 2021
- Education Scotland: Engaging parents and families – A toolkit for practitioners
- Standards for Community Engagement 2016
- Education (ASfL) (Scotland) Act, 2004 (as amended)
- Post-16 Education (Scotland) Act, 2013 and Young People's Involvement in Education and Training (Provision of Information) (Scotland) Order, 2014 – duty to provide information to SDS to support post-school participation
- CLD (Scotland) Regulations, 2013
- Supporting Children's Learning, Code of Practice for ASfL

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: Education Scotland Inspection of Macmerry Primary School and Nursery Class

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1   PURPOSE

1.1   To report to Committee on the outcomes of the Education Scotland inspection of Macmerry Primary School and Nursery Class.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

(i)   note the content of the Education Scotland letter (Appendix 1);

(ii)   note the content of the Summary of Inspection Findings for the Primary School and Nursery Class (SIF) (Appendix 2);

(iii)   note the content of the Summary of Inspection Findings for the Nursery Class (SIF) (Appendix 3);

(iv)   note the change in Head Teacher and the significant steps that have been taken by the Education Service and the school to implement planned improvements since the beginning of this academic session; and

(v)   note that Education Scotland will carry out a further inspection of the school within one year of the publication of the letter.

3   BACKGROUND

Inspection model

3.1   The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early

Years provisions to evaluate the quality of provision at Macmerry Primary School and Nursery Class.

3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of inspection using a six-point scale ranging from excellent to unsatisfactory:

HGIOS?4:
    1.3 Leadership of change
    2.3 Learning, Teaching and Assessment
    3.2 Raising Attainment and Achievement
    3.1 Ensuring Wellbeing, Equality and Inclusion

HGIOELC?:
    1.3 Leadership of change
    2.3 Learning, Teaching and Assessment
    3.2 Securing Children's Progress
    3.1 Ensuring Wellbeing, Equality and Inclusion

3.3 A further QI is chosen by the school. This enables school staff and inspectors, together, to focus on a particular area of the school's work related to its current context, with the aim of bringing about improvement through professional dialogue. The QI chosen by the school is not evaluated using the six-point scale. Macmerry Primary School chose QI 2.5 Partnerships. Inspectors provided the school with positive feedback in relation to their work with partners to support children's learning.

3.4 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the inspection. This document is intended to be used by staff in progressing school improvement.

National Improvement Framework

3.5 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 1.3, 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government, with the next report due to be published in December 2019.

Inspection Findings

3.6 Macmerry Primary School and Nursery Class was inspected in June 2019. A letter to parents and carers summarising the key findings was published on 17 September 2019. The quality indicators were evaluated as follows:

	Quality Indicator		Macmerry Primary Primary 1 to Primary 7	Macmerry Nursery Class Early Learning and Childcare
HGIOS?4	1.3	Leadership of change	Weak	
	2.3	Learning, teaching and assessment	Satisfactory	
	3.2	Raising attainment and achievement	Satisfactory	
	3.1	Ensuring wellbeing, equality and inclusion	Weak	
HGIOELC?	1.3	Leadership of change		Weak
	2.3	Learning, teaching and assessment		Satisfactory
	3.2	Securing children's progress		Satisfactory
	3.1	Ensuring wellbeing, equality and inclusion		Satisfactory

Improvement Actions

3.7   Mr Jonathan Revell took up post as substantive Head Teacher of Macmerry Primary School following the inspection at the end of June 2019. This is providing stable leadership in the school in order to take forward the areas for improvement identified in the report. Staff have worked together to develop a School Improvement Plan and this provides a strong basis for the ongoing improvement needed at the school.

3.8   The Education Service has provided additional resources to the school including enhanced staffing to enable the principal teacher to be non-class committed in order to support the Head Teacher to lead improvement. The support of an experienced Depute Head Teacher is in place to establish an accurate baseline of assessment information for all children to inform the planning of progressive teaching and learning. A support room with a full-time class teacher has been established to better support the needs of learners across the school.   The Head Teacher has created a comprehensive package of professional learning to promote a learning environment which is calm and purposeful and supports children's readiness to learn. Together with teaching staff, the Head Teacher is building on the positive practice identified in the report for numeracy to develop effective programmes and professional learning for literacy.

3.9   The school's Quality Improvement Officers, Mrs Karen Haspolat and Ms Clare McGarr, have provided intensive support to the school. They have worked closely with the Head Teacher and staff to provide professional advice and support and challenge. They will continue to monitor the pace of improvement.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES 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 – Additional staffing to release the principal teacher to support improvement.

6.3 Other – None.

7 BACKGROUND PAPERS

7.1 None.

Appendix 1: Education Scotland report on Macmerry Primary School and Nursery Class Report

Appendix 2: Summarised Inspection Findings – Macmerry Primary School and Nursery Class

Appendix 3: Summarised Inspection Findings – Nursery Class

AUTHOR'S NAME	Karen Haspolat
DESIGNATION	Quality Improvement Officer
CONTACT INFO	Tel: 01620 827137 or email khaspolat@eastlothian.gov.uk
DATE	19 November 2019

**Education
Scotland**

Foghlam Alba

17 September 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland visited Macmerry Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The welcoming environment where staff have positive relationships with children and their families. Children are polite, eager to learn and proud to be part of the Macmerry community.

- The partnership working across the school and community which enriches some learning experiences.

- The nursery team's commitment to establishing positive relationships with children and families and improving the quality of provision for children.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Lothian Council.

- Develop strategic leadership across the school and nursery class to drive forward improvements at an increased pace of change. In so doing, develop robust approaches to self-evaluation to identify areas for improvement.

- Improve staff and children's understanding of the wellbeing indicators to ensure that the needs of all children are met. Children should be supported to set meaningful targets and discuss their wellbeing with confidence in order to ensure that they all feel respected, responsible and included.

- Across the school, develop and ensure consistency in high quality learning, teaching and assessment.

- The school needs to raise children's attainment. Staff need to develop their approaches to moderating assessment and have a better understanding of national standards.

We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare?. Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Macmerry Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	weak
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	satisfactory
Ensuring wellbeing, equality and inclusion	weak
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	weak
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
https://education.gov.scot/inspection-reports/east-lothian/5554128

What happens next?

As a result of our inspection findings we think that the setting needs additional support and more time to make necessary improvements. We will liaise with East Lothian Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within one year of the publication of this letter. We will discuss with East Lothian Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

John Reilly
HM Inspector

Education Scotland
Foghlam Alba

Summarised inspection findings

Macmerry Primary School and Nursery Class

East Lothian Council

17 September 2019

Key contextual information

Macmerry Primary School is a non-denominational primary school serving the village of Macmerry and the surrounding rural area. There are six composite classes ranging from P1-P7 and a nursery setting within the school. The current school roll is 121 children and 30 children in the nursery.

1.3 Leadership of change	weak
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ The acting headteacher was appointed in October 2018 and with the support of all staff has created a caring environment. Parents and partners speak very positively about the welcoming and supportive environment created by her and the staff at Macmerry Primary School. Most parents report that their child likes being at school and feel comfortable approaching the school with questions or suggestions for improvement.

■ The whole school values were created in collaboration with children, parents and partners. The three key values have hashtags attached and were designed to make them relevant to learners. They are; #macmerrypupilssucceed, #choosekindness and #bestyoucanbe. The values are promoted well by classrooms and corridors displays, shared on the school's website and through regular newsletters. A few examples of these values were observed in classroom practice. The whole school values are not sufficiently understood by children, parents and staff. An important next step would be to revisit these values with all stakeholders, reinforce their relevance in everyday classroom activities and embed these across the school.

■ Staff know the children and families well. They have a good understanding of the socio-economic context of the school and local community and are aware of the need to ensure equity for all children. The school improvement plan (SIP) makes reference to how the school intends to use Pupil Equity Funding (PEF) to support improvement. There is a lack of detail on how interventions have been chosen, staff responsibilities and how the impact of interventions will be measured. There is a need to provide more detail on how interventions will be delivered and monitored. This should include clearer statements regarding focus, measures and impact of chosen interventions.

■ With support from the local authority, all staff are working to establish a nurturing approach across all classes. A revised behaviour policy was written in consultation with the parent council was implemented in August 2018. This policy and these approaches are not yet sufficiently understood by all staff. These approaches are not improving the environment for learning in class. Class teachers and learning assistants require further support and direction to ensure that they have a clear understanding of appropriate strategies to employ to enable effective teaching and learning to take place.

- Staff need to ensure that agreed strategies to support teaching and learning impact effectively and improve outcomes for children. Commendably, all staff take after school clubs and lead developments across the school. A few of these developments are having a positive impact on raising attainment, such as, the refreshed approaches to teaching numeracy. Senior leaders need to support further those staff leading on whole school developments. This should include developing more robust approaches to self-evaluation, measuring the impact of new initiatives on outcomes for children and sharing good practice more widely across the school.

- All teaching staff lead on an area for improvement, including, digital profiling, numeracy and literacy. Senior leaders with support from the local authority have identified strategies to improve attainment in numeracy. These are providing children with opportunities to discuss and identify efficient ways to complete basic calculations. Despite best efforts and during a period of change in senior leadership the impact of a few of these developments has been less than anticipated.

- Senior leaders now need to provide clearer strategic direction in order to lead change within the school. They need to work with staff to establish and develop guidance which results in high quality, consistent learning and teaching approaches across all classes. Senior leaders acknowledge that significant work is required to engage staff in moderation both in school and within the local cluster. They recognise this has the potential to improve the robustness of teacher judgements and provide a shared understanding of achievement of Curriculum for Excellence levels.

- The acting headteacher has established productive working relationships across and beyond the school community. Improving partnerships, particularly around cluster group working on Science, Technology, Engineering and Maths (STEM) and literacy are starting to show early impact on improving outcomes for children. However, there has been insufficient time for these partnership activities to evidence measurable change. Almost all partners feel that their contribution is valued by staff in the school and that the acting headteacher actively pursues new opportunities when they arise. We have discussed with senior leaders the need to improve arrangements to evaluate the impact of partnership working on children's learning.

- Children engage in leadership opportunities including the pupil council, buddy system and organising sporting activities. At present, there are insufficient opportunities for children to be involved in leading change within the school. Senior leaders have piloted the use of How Good is our School? with P6 children. This is providing children and staff with the opportunity to become involved in self-evaluation and school improvement activities. Embedding this approach across all classes has the potential to ensure that children can express their views and believe that their views will be taken into account in order to impact positively on school improvement.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

■ learning and engagement
■ quality of teaching
■ effective use of assessment
■ planning, tracking and monitoring

■ Staff at Macmerry Primary School are developing positive, nurturing relationships with learners. This is being developed further by the introduction of classroom charters and a playground charter based on the United Nations Convention on the Rights of the Child (UNCRC). The majority of children engage well with their learning activities and are motivated to learn and achieve. They work well together in pairs and small groups and are developing their skills in working cooperatively. Whilst learning environments are stimulating, there is scope to display more examples of children's work in order to celebrate their achievements and motivate them further to produce high quality pieces of work.

■ In the majority of lessons, learning is well-planned and based on relevant tasks. Teachers' plans are monitored appropriately by senior leaders and are given constructive feedback and helpful suggestions. In most lessons observed, teachers share the purpose of lessons and explain what children are required to do to be successful. A next step should be for the children to be involved more fully in considering what they are required to do to be successful learners. Learning activities match the needs of the majority of children and differentiation is evident in lessons and follow up tasks. Most children listen well to their teachers and a few need to develop their skills in listening to each other. A few children at the early primary stages need more opportunities to share resources and take turns in groups.

■ In a few lessons observed, children's learning experiences are affected adversely by low level disruptive behaviour. In order to reduce this level of disruption, the school should ensure that new positive behaviour approaches are fully implemented and shared with parents. Also, individual support plans should be implemented consistently to enable all learners to engage fully in learning. Points of transition across the school day, for example when children are moving around the school building, should be more carefully managed so that the children are quickly settled and ready to learn.

■ Children in P4 - P7, children are beginning to use digital technologies to record their personal learning journey and to record their own achievements and these are shared with parents. Across the school, there is a need to develop further children's ability to set targets to help them to understand and take ownership of what they need to do to improve. They also need to take increasing responsibility for their learning and develop greater independence.

■ Most staff make use of digital technologies as a feature of their teaching, but do not as yet involve children enough in using computers and other digital devices as a regular, core part of their learning. Further use of a variety of digital technologies should be used to enhance learning experiences and motivate children. .

■ The majority of lessons observed are too teacher-directed and limit opportunities for children's choice and independence. Overall, children need to be given opportunities to make more

choices and take a greater lead in their learning. Teachers should ensure that children receive high quality feedback about their learning so that they know their next steps for improvement. A few teachers provide helpful feedback to children about their writing, including next steps for improvement. This practice should be implemented by all teachers so that the children know what they need to do to improve their writing. Teachers should continue to develop the use of questioning skills so that the children's higher order thinking skills can be developed.

■ Teachers are at the early stages of planning assessments as part of learning and teaching. Overall, the school's approaches to assessment are not yet fully developed or sufficiently aligned to Curriculum for Excellence standards and expectations. Staff have made an early start to developing a deeper understanding of assessment and moderation. They would benefit from participating in further moderation activities with other schools in order to set standards. Staff need to continue to develop their knowledge and skills, for example to judge when children achieve a level. An agreed whole school approach to assessment and moderation, which consistently evidences breadth, challenge and application is required in order to set standards and to raise aspirations.

■ Teachers have recently begun to engage with the National Benchmarks for literacy and numeracy. They need to continue with their plans to deepen their understanding of the National Benchmarks to support them when planning for progression in learning and to make more robust assessments of children's progress. The school needs to have a more rigorous approach to track and monitor children's progress in their learning.

2.2 Curriculum: Learning pathways

- Overall there is scope to improve the curriculum across the school. A clear curriculum rationale, which reflects the unique context of the school community and the school's vision, values and aims, has not yet been developed in collaboration with children, staff, parents and partners.

- The school has local authority learning pathways in place for all curricular areas. These pathways are based on the experiences and outcomes of Curriculum for Excellence and the National Benchmarks. There is a need to develop further staff understanding of these learning pathways, particularly for curricular areas outwith literacy and numeracy. Staff do not yet have a full enough understanding of interdisciplinary learning (IDL) to ensure a collegiate understanding of how links can be made across the full range of children's learning experiences. Senior leaders also needs to develop further flexible learning pathways for all children in order to meet their needs effectively.

- The school is at the early stages of developing a planned progressive pathway for digital technology skills. Despite children experiencing word processing, researching, practising literacy and numeracy skills and the use of interactive whiteboards, their skills are not yet being developed fully as part of a planned progression of skills.

- Children in P1 - P7 enjoy learning French as part of the 1+2 approaches to modern languages. Staff have had the opportunity to visit France through ERASMUS funding and as a result of their experience children are very interested in learning languages. They have expressed a particular interest in developing their language skills in Spanish and German.

- Outdoor learning is at an early stage of development with all classes having regular access to the school grounds for both curricular and physical activity. The programme of outdoor activities should be reviewed to ensure that it builds on prior learning and enhances the delivery of the curriculum.

- Children benefit from the statutory two hours of quality physical exercise on a weekly basis.

- Science is an area of the curriculum which has been well-developed by the acting headteacher in partnership with cluster schools. Almost all staff report increased confidence when delivering science lessons and children's team working skills are developing well during science activities. This should now be linked to developing skills for learning, life and work, which is an area of the curriculum requiring further development.

- There is a well-planned transition programme in place both from early years into P1 and P7 to Ross High School. Children from the P7 focus group spoke enthusiastically and confidently about moving to secondary school and commented on feeling prepared for the new challenges that moving into S1 will bring. Also, effective enhanced transition arrangements are in place for those children requiring extra support.

2.7 Partnerships: Impact on learners – parental engagement

■ See choice Quality Indicator

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	weak

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Most children say that staff treat them well. As a result, the majority of children feel safe in the school and that they have someone they can talk to about a worry or concern. The recent introduction of emotional check-ins, is a positive example of children beginning to learn to talk about their emotions. In a few classes, children are aware of how their feelings can impact on their ability to learn.

■ The majority of children are not familiar with the wellbeing indicators. All children should be supported to develop a deeper understanding of these indicators so that they set their own meaningful, individual targets. They should be supported to understand the relevance of the indicators and to discuss wellbeing with confidence.

■ Children are at the early stages of understanding the UNCRC. Staff should now strengthen connections for the children between these charters and the UNCRC so that they can discuss their implications confidently and understand their relevance to their wellbeing.

■ PEF has been used well to teach small groups of children about positive relationships and to build resilience and confidence. Also, this funding has been used to deliver a programme in two classes to improve children's mental health and emotional wellbeing. Initial evidence from both of these interventions, indicates improvements in a few children's ability to self-regulate, leading to their improved engagement in class.

■ A few children consider that the school is teaching them to lead a healthy lifestyle. They understand the importance of being active and children are active in lunch and after school clubs, for example dance and netball. Staff are not yet tracking and monitoring children's participation in these clubs in order to identify who takes part in an activity.

■ Senior leaders require to review their roles and responsibilities in relation to the fulfilment of their statutory duties to improve outcomes for children and young people. For example, developing consistent approaches to recording relevant information in chronologies and preparing child's plans in line with best practice and local and national guidelines.

■ Exclusions from the school are low and demonstrates the school's commitment to inclusion. The school has support plans in place for children with barriers to their learning. However, these plans should be reviewed to ensure that SMART targets are included and clear timescales are set to review progress. Currently, these plans are not resulting in consistently positive outcomes for children who require additional support with their learning.

■ Whilst the majority of children consider that they are supported to achieve well in their learning, this is variable from class to class. Behaviour issues are often a barrier to learning for individual children and at times for a whole class. As a result of these issues, an 'Improving Relationships

and Promoting Positive Behaviour' policy was created in collaboration with staff and the parent council. This now needs to be shared with the wider parent forum and continue to be developed with children and staff in order to improve behaviour across the school.

■ The school should continually review times when staff extract specific children/groups from classes and consider whether this is an appropriate action to support the needs of these children. The school should also consider, as a matter of urgency, the further development of nurturing approaches in order to support children displaying challenging behaviour in class.

■ Senior leaders now need to develop an understanding of equality and diversity with all children and their families. As the curriculum is developed, teachers need to ensure there are progressive opportunities for children to learn about equality and diversity in 21st Century Scotland and in the wider global context.

3.2 Raising attainment and achievement	satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- From data provided by the school, the overall attainment in literacy and numeracy is satisfactory. We have discussed with senior leaders the need to improve further the reliability of data through developing robust moderation approaches. This will support improvements in teacher judgement and understanding of achievement of Curriculum for Excellence levels.

- Most children at all stages achieve the appropriate Curriculum for Excellence levels in numeracy. Most children achieve the appropriate levels in reading and writing and almost all in listening and talking at early and first levels. At second level, the majority of children achieve the appropriate level in reading and writing and most in talking and listening.

- The school's predictions for this session show that at early level, most children are expected to achieve appropriate levels in reading and listening and talking and the majority in writing and numeracy. At first level, most children are expected to achieve the appropriate level in reading, writing and numeracy with all expected to achieve in listening and talking. At second level, the majority of children are expected to achieve the appropriate levels in reading, writing and numeracy and almost all in listening and talking. With the exception of listening and talking, these predicted figures at second level, in particular the numeracy prediction are lower than previous attainment performance would suggest. We discussed with senior leaders the need to closely monitor and discuss these predicted figures with staff to ensure a shared understanding of achievement of a level standards.

Attainment in literacy
- Overall children are making satisfactory progress in literacy and English.

Listening and talking
- Across the school, the majority of children are articulate and speak with confidence. They listen well and respond appropriately to each other, including when working cooperatively in small groups and to adults. At the early level, the majority of children are beginning to listen and respond to others appropriately and to share their ideas with the other children in their class. At the first level, the majority of children take turns in group discussions, making appropriate contributions. They identify the main idea from spoken and written texts and share their ideas with others. At the second level, the majority of children engage respectfully with others. They build on the ideas of others by asking and answering questions, clarifying points and supporting others opinions or ideas. They now need a range of opportunities to develop their skills in presenting to larger audiences.

Reading
- Across the school, children read for enjoyment. Most children are making good progress in developing their reading skills. At the early level, the majority of children identify common

words and use their knowledge of sounds and letters to read words. Staff should now consider the pace of learning to ensure children are appropriately challenged and making progress in reading. This will enable them to read aloud with confidence and fluency. At the first level, the majority of children are reading fluently and have strategies to decode unknown words. They explain their preferences for particular texts and authors. They can answer literal questions but are not yet confident in answering inferential questions. At the second level, most children read aloud with fluency and expression using appropriate pace and tone. They give a personal response to a text with appropriate justification. Across the school children require more opportunities to develop their reading skills through suitably challenging texts.

Writing

- At the early level, the majority of children form lowercase letters legibly and know the sounds of lowercase and some uppercase letters. They are attempting to use capital letters and a full stop in at least one sentence. At the first level, the majority of children spell most commonly used words correctly. They plan and organise ideas and information using an appropriate format, including letters and newspaper reports. They should now focus on writing extended pieces of writing using appropriate punctuation. At the second level the majority of children create texts for a range of purposes and audiences selecting appropriate genre and style. They explain how to influence the reader for a specific purpose though the use of vocabulary and language, for example writing letters asking for donations and completing job applications. Children are not always clear on how to improve their progress in writing.

Numeracy and mathematics

- Overall, attainment in numeracy and mathematics is satisfactory.

- The majority of children are making satisfactory progress in their learning in numeracy and mathematics. The school has correctly identified numeracy and mathematics as an improvement priority. The introduction of a maths recovery programme with support from the local authority, is building staff capacity to develop appropriate skills when teaching numeracy and mathematics. To raise attainment further, children need to improve their progress in applying their knowledge in unfamiliar contexts and real life problems where appropriate.

Number, money and measure

- At early level, most children identify the number before, the number after and missing numbers in a sequence within 20. They are developing their understanding of addition and subtraction with the support of practical materials Children's skills in applying mental agility number skills to calculate the total spent in a shopping situation and be able to calculate change are less well-developed. Most children can record times using am or pm and can identify 24 hour notation. They are less confident when estimating heights and lengths and using their knowledge of relationships between units of measure to make simple conversions. Overall, the majority of children at second level can round whole numbers to the nearest thousand and ten thousand. They require more practice in tackling multi-step and word based problems, especially examples involving money. At all levels children would benefit from focussing upon the importance of estimation prior to calculation.

Shape, position and movement

- At early level, most children recognise, describe and sort common 2D shapes and 3D objects according to various criteria, for example, straight, round or curved. At first level, most children name, identify and classify a range of simple 2D shapes and 3D objects and recognises these shapes in different orientations and sizes. The majority of children working at second level describes 3D objects and 2D shapes using specific vocabulary including regular, irregular, radius and diameter. A further focus on the importance of accuracy when drawing and measuring angles is required.

Information handling

- At early level, most children contribute to concrete or pictorial displays, such as pictograms, where one object or drawing represents one data value. They sort items according to different criteria. Children working at first and second level use an increasing range of presentation methods, including Venn diagrams, bar graphs and pie charts. They need to develop further their skills in collecting, analysing and interpreting data from a range of real life contexts. Children also need to develop their skills in linking information handling skills with other curriculum areas or when working on whole school projects.

Attainment over time

- Overall, there is no consistency in improvement over time in literacy or numeracy. Staff recognise the need to develop approaches to moderation and sharing of standards to help support improvements in attainment at all levels. Staff are at the early stages of developing the use of Scottish Standardised Assessments and the National Benchmarks to support professional judgement. Senior leaders recognises the need to continue to support and engage all staff in using these materials to improve attainment.

- Senior leaders track children's attainment and uses this information well to discuss progress and identify targeted interventions for children as appropriate. The recently revised approaches to teaching numeracy are showing early signs of impacting upon children's progress. Staff report improved confidence when delivering mathematics and numeracy lessons. Children are benefitting from more opportunities to discuss strategies and when appropriate, encouraged to use concrete materials when solving a variety of problems.

Overall quality of learners' achievements

- Children are achieving in a few aspects of developing leadership, though for example the MacMillan Coffee morning where P4/5 children are developing well their organisational and team working skills. Children in P5 are involved in the John Muir Award are developing well their awareness of environmental issues and being encouraged to become responsible citizens. There is scope for senior leaders to enable children to achieve further and gain accreditation from involvement in this initiative.

- Wider achievements are celebrated in a variety of ways including at assemblies, using social media, classroom displays and corridor noticeboards. After school clubs such as, coding for beginners, science, dance, Lego and netball are supporting well children's achievements in aspects of problem solving, numeracy and team work. Senior leaders are now better placed to track and monitor participation levels, identify skills obtained during these achievement activities and link these to the curriculum where appropriate.

Equity for all learners

- The Pupil Equity Fund (PEF) has been used to develop interventions on literacy, numeracy and health and wellbeing For example in numeracy, the 'Magic Numbers' initiative was designed to support basic number skills for particular children working at early level. Although, it is too early to measure the impact of this initiative, senior leaders now need to develop clear strategies to evaluate the impact of chosen interventions and how these are contributing to closing the attainment gap.

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

- Senior leaders have worked very well with staff to build positive partnerships. Partners report very positively on their relationship with staff and children at Macmerry Primary School. They feel that their contribution is valued and most believe that effective arrangements are in place to evaluate the impact of their partnership working. Almost partners believe that partnership working with the school works well. There is scope to develop further opportunities to network, share practice and participate in joint training and development with the school.

- The school is developing well the range of partners who support the school. A wide variety of partners are working with children to improve and enhance learning experiences. For example, the community police officer has delivered internet safety training to all P4 to P7 children reducing the number of reported cyberbullying incidents in the community. Also, the Active Schools co-ordinator working in partnership with P7 Sports Leaders is developing opportunities for children to organise and lead on sporting activities in the school.

- The school has a positive and supportive relationship with the parent council-. They have been consulted appropriately on the creation of the school's vision, values and aims and also been invited to SIP meetings. They have been actively involved in discussions around traffic management and parking issues at the school resulting in improved safety for children travelling to and from school. The acting headteacher and parent council acknowledge that further development is required to ensure that the parent council represents the views of the wider parent body and is more representative of the community.

- A strong partnership with the community minister is strengthening links with the local community through a number of initiatives. These include children from P6 and P7 organising and delivering a music concert in the community and children from P1 to P3 participating in a Nativity performance. These partnership activities are providing children with the opportunity to develop their leadership and performing skills in settings outwith school.

- Overall, parental responses in the pre-inspection questionnaire are positive. Parents are made to feel very welcome at Macmerry Primary School and senior leaders employ a variety of approaches to encourage parental engagement. These include; the use of online surveys, questionnaires, regular newsletters and social media. Most parents report that their child is making good progress at school.

- The school is developing new and helpful approaches to encourage parents to become more involved in their child's learning. This includes consulting with parents on homework, providing information on school activities and the introduction of digital profiling to inform parents of children's attainment and achievement. A few parents expressed concerns regarding the information they receive about their child's progress. The schools needs to take on board the helpful suggestions provided by parents, including reviewing the timings of parents evenings and staff providing more advice on how parents can support learning at home.

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   Macmerry Primary School and Nursery Class (5554128)
   East Lothian Council

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Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Education Scotland
Foghlam Alba

Summarised inspection findings

Macmerry Primary School Nursery Class

East Lothian Council

17 September 2019

Key contextual information

Macmerry Primary School nursery class is located within the main school building. The service has provided 1140 hours provision for 3-5 year old children since February 2019. At the time of inspection, there were 27 children in full time places and two children attending morning sessions. An Early Years Support Teacher (EYST), from East Lothian Council, supports the newly created nursery team. The nursery class has one large playroom, an entrance area and additional flexible learning space and enclosed outdoor area.

1.3 Leadership of change	weak
This indicator focuses on working together at all levels to develop a shared vision for change and improvement which reflects the context of the setting within its community. Planning for continuous improvement change should be evidence-based and clearly linked to strong self-evaluation. Senior leaders should ensure that the pace of change is well judged and appropriate to have a positive impact on outcomes for children. The themes are: ■ developing a shared vision, values and aims relevant to the setting and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ Practitioners in the setting are aware of the established whole school vision, values and aims. This is not yet embedded in the everyday life and ethos of the setting. As discussed, the team should work with the whole school community and stakeholders to review and develop an accessible vision that is current and meaningful for all.

■ All members of the newly created nursery team, supported by the EYST, demonstrate enthusiasm to continue improving the quality of provision for children. Input from the EYST is based upon observations, self-evaluation and consultation with senior leaders and the nursery team. These activities are beginning to support the team to identify and develop key areas for improvement. This is starting to have an impact on children's experiences through the development of approaches to planning, tracking and monitoring.

■ Recent professional learning is beginning to increase practitioners' knowledge and skills, for example, using block play to support numeracy and mathematics as well as 'Making thinking visible' supporting children to understand and display what they are learning and their next steps. All members of the team are committed to independent and collegiate learning, often undertaking this in their own time. Their shared learning shows early signs of leading to improvements, for example, in the work of the team on developing numeracy and mathematical language. Senior leaders should monitor and evaluate the impact of recent professional learning and this should directly link to professional review and development meetings. This will support the identification of future professional learning links to key priorities supporting ongoing improvements in the nursery class.

■ Practitioners increasingly reflect on their practice together and are committed to develop further their knowledge of early years practice. Attendance at monthly cluster meetings by the Senior Early Years Practitioners (SEYP) is supporting the sharing of good practice and professional review and evaluation. Regular attendance at local authority meetings for early years practitioners is also supporting the nursery team to develop their knowledge and skills. It will be important for the team to continually reflect on the key areas requiring improvement in the nursery class to ensure the correct priorities are taken forward.

- All practitioners have leadership roles, including leading on numeracy, the development of block play, parental engagement, literacy and health and wellbeing. Children are involved in the evaluation of the learning environment through individual self-assessments, sharing their views with practitioners and increasingly leading their learning through identifying areas of interest. There are considerable opportunities to develop further children's leadership skills, for example, through inclusion in whole school pupil voice groups and specific nursery committees to help further develop the learning environment.

- The team are at an early stage of using the national framework 'How good is our early learning and childcare?' The team are beginning to develop their skills in identifying what is working well and what needs to be improved and will benefit from continued support with this. This is evidenced in a self-evaluation floor book. This includes parents', carers' and children's feedback through regular consultation. Self-evaluation is currently led by the EYST and SEYP. Senior leaders as a matter of priority now need to work with the nursery team on a systematic self-evaluation cycle. As discussed, this will support the strategic approach now needed by senior leaders to ensure an appropriate pace of change.

- There is no improvement plan in place, however, the senior early years practitioner has identified a few key priorities and areas for improvement. These have been shared with the nursery team this year. As discussed, the inclusion of identified areas for improvement through a robust self-evaluation process, in a whole school improvement plan, is an essential next step. The senior leaders and practitioners now need to work together on improvement planning activities. This will evidence the impact of any changes made on children's learning and how this is improving children's progress over time.

- Monitoring of the quality of learning and teaching is informal at present. Recorded feedback, monitoring and evaluation now needs to be more rigorous. The establishment of a quality assurance timetable is needed as a matter of priority. It will be important to ensure a shared understanding of remits and responsibilities for the headteacher, senior early years practitioner and practitioners. This will clarify the collegiate approach to continuous improvement needed in order to deliver high quality early learning and childcare in line with national guidance.

2.3 Learning, teaching and assessment	satisfactory

This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are:

- learning and engagement
- quality of interactions
- effective use of assessment
- planning, tracking and monitoring

- The ethos in the nursery is warm, welcoming and based upon mutual respect. Relationships between practitioners and children are positive and nurturing. As a result, children are happy, settled and enjoy their time at nursery. Children confidently explore the indoor and outdoor learning environments.

- The majority of children engage well in their chosen activities and a few are beginning to sustain interest for more prolonged periods. Practitioners have identified a few children who still need to be more engaged in their play. Other children require more challenge to deepen their learning. Children access a wide range of resources and have the opportunity to explore a variety of materials and make choices to create images and models. The use of loose parts and natural materials is supporting children to extend their play and levels of engagement. The team have started to make appropriate changes to the accessibility, quality and location of resources in the learning environment. As planned, they should continue to evaluate their work on supporting and extending children's curiosity and creativity.

- Interactions are caring, supportive and responsive to children's interests and needs. Children interact well with each other and with adults, and have time to follow their own interests. The warm relationships within the nursery are supporting children to develop their resilience and perseverance. Effective questioning is built upon by the use of prompts outlined by the SEYP and EYST. This improved use of questioning techniques is beginning to extend children's thinking.

- Practitioners observe children during play and increasingly use their observations to plan interesting opportunities and experiences to support children's learning. Practitioners monitor children's progress through 'Learning Story' folders and developmental overviews. As planned, they should continue to develop how the information is organised and recorded in order to ensure a clearer overview of children's progress across the curriculum. Children are happy to share their folders to reflect and comment on the activities. They are still at the early stages of being able to talk about their learning. The EYST supports practitioners well and together they have been working towards linking observations to planning to meet children's needs and establish the language of learning. The establishment of key workers is at the early stages of ensuring practitioners increasingly know their children as learners. As planned, practitioners should continue their work to identify children's next steps in learning with children and their families. This will support the improvement of learning and developmental outcomes for children.

- Planning is undertaken over a variety of timescales with coverage of Curriculum for Excellence experiences and outcomes recorded. An annual calendar supporting children to become more aware of the importance of celebrations, festivals and customs in peoples' lives is in place. The recent introduction and use of possible lines of development in planning is supporting

practitioners to identify provocations that build upon children's interests and increase levels of engagement. Recently introduced learning walls, based on children's interests, help to gather information on and document children's learning. Further development of this approach will help to ensure depth of learning and increase challenge for children. Allocating responsibility to practitioners for planning curricular areas for a short period is helping to enrich the learning experiences on offer. It is also supporting learning to be modified according to children's needs and interests. Practitioners use established tracking documents for health and wellbeing outcomes, early mathematical and early literacy progressions. As discussed, the review of these documents will support a more detailed identification of individual children's progress and attainment over time. The progress nursery children make in their learning should be included in tracking meetings led by senior leaders. This will ensure progression across the early level and an alignment of tracking processes.

■ Children have access to digital technologies, including an interactive white board, laptops and programmable toys. There is scope for practitioners to develop further how digital technologies are used to support and extend children's learning.

2.2 Curriculum: Learning and developmental pathways

■ The curriculum in the nursery is play based and offers opportunities for learning indoors and outdoors. It is responsive to children's interests and takes account of events taking place in their lives. The nursery class use local authority progression frameworks for all curriculum areas. Practitioners are becoming increasingly familiar with them, which is helping to inform their everyday planning.

■ As discussed, senior leaders and practitioners now need to work together with the whole school to develop a curriculum rationale, which reflects their unique context. This should incorporate the vison, values and aims of the setting, and the needs of all children. This will ensure a shared understanding of the curriculum across the whole school community.

■ Children's health and wellbeing is given high priority in the nursery and practitioners provide a variety of experiences to help children's development in this area. The nursery provide a wide variety of sensory experiences for children to explore through play. For example, in the mud kitchen and a recent focus on an interest in bees resulting in the tasting of different types of honey.

■ Literacy and numeracy are evident across learning with practitioners supporting the development of skills naturally through daily interactions, routines and play experiences. The recent focus on the development of block play to support mathematical concepts is an example of practitioners' commitment to improving outcomes for children.

■ A focus on improving the outdoor learning provision following an outdoor audit is resulting in increased opportunities for children to develop their curiosity, enquiry and problem solving skills. Plans to continue to develop the outdoor learning area are being led by the SEYP.

■ Careful planning results in flexible transitions into the setting and between activities. As a result, children settle well into their time at nursery. A programme of transition events for children moving on to primary school is shared with parents and carers. Activities including parents and carers welcome evenings and visits to the school to help children and families familiarise themselves with the school environment. The P1 teacher has regular visits to the nursery in the last term with the nursery team sharing information about children's learning. Each child has a P6 buddy who spends time with them in the playground and visits the nursery on a weekly basis. Practitioners support children and families to complete information booklets and these are used to support the transition programme. All of these measures ensure a smooth transition for children both within the nursery and from other settings.

2.7 Partnerships: Impact on children and families – parental engagement

See choice QI.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion	satisfactory

This indicator reflects on the setting's approach to children's wellbeing which underpins their ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of each individual. A clear focus on wellbeing entitlements and protected characteristics supports all children to be the best they can be and celebrates their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Children's wellbeing is central to the nursery ethos. Warm, encouraging and positive relationships between practitioners and children are a key feature of the setting. As a result, children feel safe, happy and confident as they play. Children's views are valued and all practitioners respond carefully to the different ways that children communicate their interests and preferences. The lunch experience in the school dining hall is ensuring children can take turns and have social experiences whilst eating. All children are encouraged to make healthy choices and try new foods. Children are developing their independence as they are encouraged to clear away their utensils and plates.

- Children have an appropriate understanding of what it is to be healthy. For example, through growing their own potatoes, taking part in gymnastics sessions and participation in a programme to help children to learn to ride a bike. Partnership work with a health professional is developing children's awareness that people need different kinds of food to keep them healthy. A local fruit and vegetable producer sells produce to children and families encouraging healthy eating. The developing outdoor provision is supporting the development of gross motor skills and physical activity through practice and energetic play. As planned, practitioners should develop their knowledge of the wellbeing indicators to support children to understand how the indicators relate to them. This more regular use of the wellbeing indicators will help children increasingly express their feelings and emotions in the nursery. The nursery should also ensure a shared understanding of the wellbeing indicators with parents and carers.

- Positive behaviour is promoted and practitioners model respectful and kind interactions and reinforce when children are kind and caring to one another. 'Nursery rules' are displayed to encourage children to show respect for themselves and others. It will be important to ensure there is a shared ownership and understanding of these expectations with all children and families. They should reflect the whole school positive behaviour policy.

- Children are able to express their views and influence decisions that affect them. They choose areas they would like to learn about, make group decisions about their learning environment and help plan outings and activities. There is scope to maximise opportunities for children to develop further their leadership skills. This could include, for example, being part of the school pupil council and taking part in risk benefit assessments in the nursery.

- Senior leaders and practitioners work closely with external agencies to access additional support for children with an identified need. They use child plans to plan learning and take account of additional guidance and advice from partner agencies. All practitioners are aware of children who require specific support and interventions. Attendance at specific training by all practitioners supports children as required and detailed in plans.

■ Senior leaders should develop a more comprehensive understanding of roles and responsibilities in fulfilling the range of statutory duties required. This will support the nursery class to better reflect best practice.

■ Children and families are treated fairly and with respect in the setting. Children are learning about the needs of others and how they can help. For example, by participating in charity fundraisers. Senior leaders and practitioners are aware and monitor issues relating to equality and diversity to ensure best practice.

3.2 Securing children's progress	satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

■ Across the setting, children are making satisfactory progress in their learning. Recent improvements to the learning environment mean that the majority of children are increasingly engaged in their learning.

■ In early communication and language, the majority of children are learning to listen and can follow simple instructions given by an adult. Children play cooperatively and the majority talk to each other in a respectful manner. Children now need to develop further their ability to listen to each other and take turns in conversations. A range of books is available across the nursery with non-fiction books supporting and extending children's interests. Self-registration for snack and on arrival at the nursery supports children's recognition of their name. The majority of children recognise that writing has a purpose such as labelling items and writing up the snack menu. It will be important to ensure that children's early writing skills are sufficiently challenged with emergent writing approaches being consistently delivered and understood by all practitioners.

■ In numeracy and early mathematics, children can match, name and sort objects into colours and 2D shapes. Most children can count up to five objects using 1:1 correspondence. A few can read out numbers in order and identify the missing number. Children know about volume and use mathematical language to describe correctly, when a container is empty or full. Further exploration of 3D objects through the use of loose parts and block play both indoors and outdoors is now needed. This will support children's understanding of mathematical relationships such as symmetry and an awareness and use of positional language. Whilst there are examples of children using numeracy and mathematics skills in daily routines and during free play, there is potential for this to be developed further.

■ In health and wellbeing, children are making satisfactory progress. Most children are developing an awareness of what it means to be healthy, washing their hands and taking part in daily tooth brushing. Children choose snack items and are developing their awareness of healthy food. Children are encouraged to explore risky play in the outdoor area. A positive next step would be to involve children in more risk benefit assessments both indoors and outside. As planned, more regular visits to local natural areas would support an increased development an appreciation of the wider local community and the natural world.

■ From assessment information available and inspection activity, children are making satisfactory progress over time as a result of their experiences at Macmerry nursery class. As the

knowledge, skills and confidence of practitioners continues to develop, children's learning observations will more consistently evidence progress in learning over time.

■ Wider achievements are included in children's 'Learning Story' folders. These achievements are also displayed in the nursery and the children given 'Wow' certificates. As discussed, practitioners should continue with their plans to encourage parents and carers to share wider achievements. Sharing of wider achievements at whole school assemblies would be a positive next step and develop further the nursery's inclusion in the whole school community. An overview of children's wider achievements would support the identification of any gaps in learning for individual children.

■ Practitioners know children and families well and have a shared understanding of the need to promote equity within the setting. All children have access to a range of learning experiences and a caring ethos is evident throughout the setting.

Choice of QI : 2.7 Partnerships

- Engagement of parents and carers in the life of the setting
- The promotion of partnerships
- Impact on children and families – parental engagement

■ The nursery team have a vision for the engagement of meaningful partnerships with parents and carers. They place considerable importance in engaging with families. Practitioners recognise the positive impact that effective approaches to partnerships can have on early learning.

■ All practitioners work hard to develop warm, trusting relationships with families. Parents spoken to and involved in inspection activity spoke highly of the supportive relationships they have with the nursery team and acting headteacher. They value the daily informal discussions and the other forms of communication keeping them informed of planned activities and learning being planned for and delivered in the nursery.

■ The nursery team use a variety of ways to communicate with families. These include regular nursery newsletters communicating activities and curriculum opportunities, updates using social media and noticeboards. Through daily conversations, practitioners share plans and dates for charity fundraising as well as taking part in national events such as World Book Day. The use of 'home link' bears is a successful approach, which is engaged with well by children and families.

■ 'Stay, Play and Share Days' are organised and parents and carers are encouraged to attend and spend time looking at their child's 'Learning Story' folder. Practitioners use this as an opportunity to share learning and next steps. The nursery should continue with plans to encourage more parents and carers to attend these sessions. As discussed, the use of the wider school environment to host parental engagement events due to lack of space in the nursery, would be a positive next step. This would enable practitioners to gather parents' and carers' views and support the nursery in their understanding of the whole child to maximise their potential.

■ Through consultation, reporting to parents and carers has recently been reviewed. Currently information is shared through learning stories, regular conversations, stay, play and share sessions, social media and newsletters the learning wall and floor books. As discussed, the nursery are committed to ensuring approaches to parental engagement are reflective of parental wishes. This will help to maximise their involvement and participation in their children's learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

5

SUBJECT: Education Scotland Inspection of Whitecraig Primary School and Nursery Class

1   PURPOSE

1.1   To report to Committee on the outcomes of the Education Scotland inspection of Whitecraig Primary School and Nursery Class.

2   RECOMMENDATIONS

2.1   The Committee is asked to:

   (i)   note the content of the Education Scotland letter (Appendix 1);

   (ii)   note the content of the Summary of Inspection Findings (SIF) for the Primary School and Nursery Class (Appendix 2);

   (iii)   note the content of the Summary of Inspection Findings (SIF) for the Nursery Class (Appendix 3);

   (iv)   note the change in Head Teacher and the significant steps that have been taken by the Education Service and the school to implement planned improvements since the beginning of this academic session; and

   (v)   note that Education Scotland has commended the accuracy of the East Lothian school review carried out in February 2019 and as a result has indicated that they would carry out a joint return visit with East Lothian Council within one year of the publication of the letter.

3   BACKGROUND

Inspection model

3.1   The inspection team used the How Good Is Our School 4? (HGIOS?4) quality indicators for primary inspections and How Good Is Our Early

Learning and Childcare? (HGIOELC?) for inspections of Nursery and Early Years provisions to evaluate the quality of provision at Whitecraig Primary School and Nursery Class.

3.2 Inspectors use the following selected quality indicators (QIs) to report on the outcomes of their three day short model inspection using a six-point scale ranging from excellent to unsatisfactory:

HGIOS?4:
        2.3 Learning, Teaching and Assessment
        3.2 Raising Attainment and Achievement

HGIOELC?:
        2.3 Learning, Teaching and Assessment
        3.2 Securing Children's Progress

3.3 At the end of the inspection process, the outcomes are published in a short letter to parents and carers outlining the key strengths and areas for improvement. This letter provides a statement of the confidence the inspectors have in the school's capacity to improve the quality of its own work. This is published along with the summary of inspection findings (SIF). The SIF is a professional report and summarises the findings from all the evidence gathered during the inspection. This document is intended to be used by staff in progressing school improvement.

National Improvement Framework

3.4 As part of the Education (Scotland) Act 2016, the reporting procedures for the National Improvement Framework (NIF) have been placed on a statutory footing. The evaluations of QIs 2.3 and 3.2 feed directly into the evidence base for the NIF in order to demonstrate progress with the NIF priorities and drivers for improvement. This progress is reported annually by the Scottish Government, with the next report due to be published in December 2019.

Inspection Findings

3.5 Whitecraig Primary School and Nursery Class was inspected in June 2019. A letter to parents and carers summarising the key findings was published on 5 November 2019. The quality indicators were evaluated as follows:

	Quality Indicator	Whitecraig Primary – Primary 1 to Primary 7	Early Learning and Childcare – Whitecraig Nursery Class
HGIOS?4	2.3 Learning, Teaching and Assessment	Weak	
	3.2 Raising Attainment and Achievement	Weak	
HGIOELC?	2.3 Learning, Teaching and Assessment		Satisfactory
	3.2 Securing Children's Progress		Satisfactory

3.6 The Care Inspectorate also carried out an inspection of the nursery class as part of the Education Scotland visit to Whitecraig Primary School. The summary of their inspection findings is included in the Education Scotland report.

3.7 Inspectors confirmed the accuracy of the East Lothian Council school review, carried out in February 2019. They noted that the Education Service had been supporting the school to improve but that the pace of improvement was too slow.

Improvement Actions

3.8 Ms Fiona Macartney, Head Teacher of Stoneyhill Primary School, took up post as interim Head Teacher of Whitecraig Primary School at the start of the new school session in August 2019. She will remain in post for the remainder of school session 2019/20. Since the start of session, there has been significant progress in the areas for improvement identified in the report. Staff have worked together to develop a School Improvement Plan and this provides a strong basis for the ongoing improvement needed at the school.

3.9 The Education Service has provided additional resources to the school including enhanced staffing and the support of an experienced depute head teacher to establish an accurate baseline of assessment information for all children to inform the planning of progressive teaching and learning. The interim head teacher has created opportunities for teachers to plan collaboratively with colleagues from other schools to support their professional learning. The school has also introduced effective approaches to the planning of learning, teaching and assessment and is developing whole school strategies to improve the quality and consistency of learning and teaching. Together with teaching staff, the interim head teacher has restructured the timetabling of learning across the school to ensure an improved focus on literacy and numeracy learning for all children.

3.10 The school's Quality Improvement Officer, Mr Nick Trussler, has provided intensive support to the school and has worked closely with the interim head teacher and staff to provide support and challenge and to monitor the pace of improvement.

4 POLICY IMPLICATIONS

4.1 None

5 EQUALITIES 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 – During session 2019/20, Ms Macartney will continue as Head Teacher of both Stoneyhill Primary School and Whitecraig Primary School. The Education Service will review this arrangement before the end of the session. During this time additional staffing has been provided to Stoneyhill Primary School to release the Depute Head Teacher from any teaching commitment.

6.3   Other - none

7   BACKGROUND PAPERS

7.1   None

Appendix 1:	Education Scotland report on Whitecraig School and Nursery Class
Appendix 2:	Summarised Inspection Findings – Whitecraig Primary School and Nursery Class
Appendix 3:	Summarised Inspection Findings – Nursery Class

AUTHOR'S NAME	Nick Trussler
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DATE	19 November 2019

Education Scotland
Foghlam Alba

care inspectorate

5 November 2019

Dear Parent/Carer

In June 2019, a team of inspectors from Education Scotland and the Care Inspectorate visited Whitecraig Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- Happy, welcoming children who feel cared for and enjoy coming to school. Parents value the pastoral support staff provide for the children.

- Staff in the nursery and across the primary school have a commitment and enthusiasm for professional learning and improvement.

The following areas for improvement were identified and discussed with the headteacher and a representative from East Lothian Council.

- Develop children's knowledge of themselves as learners and their skills of working independently.

- Improve approaches to learning, teaching and assessment leading to raised attainment in literacy and numeracy for children.

- Improve approaches and outcomes for the wellbeing of children and staff.

- Ensure that planning, tracking and monitoring of learning and teaching leads to planned tasks and activities that meet children's needs.

We gathered evidence to enable us to evaluate the school's work using quality indicators from How good is our school? (4th edition) and How good is our early learning and childcare?. Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for Whitecraig Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	weak
Raising attainment and achievement	weak
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	satisfactory
Securing children's progress	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

Here are the Care Inspectorate's gradings for the nursery class

Care Inspectorate standards	Grade
Quality of care and support	adequate
Quality of environment	adequate

Requirements/recommendations made by Care Inspectorate for the nursery class

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

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
https://education.gov.scot/inspection-reports/east-lothian/5550726

What happens next?

We will liaise with East Lothian Council regarding the school's capacity to improve. Within 12 months of this letter we will return to carry out a further inspection of the school. We will discuss with East Lothian Council the details of this inspection. Following our return to inspect the school, we will write to you as parents/carers informing you of the progress the school has made.

Elizabeth C Montgomery
HM Inspector

Sarah Hermiston
Care Inspector

Education Scotland
Foghlam Alba

Summarised inspection findings

Whitecraig Primary School and Nursery Class

East Lothian Council

5 November 2019

Key contextual information

Whitecraig Primary School and nursery class serves the village of Whitecraig and surrounding areas in East Lothian. At the time of the inspection the school roll was 105 children in the primary school.

2.3 Learning, teaching and assessment	weak
This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ Positive and caring relationships between children and staff are evident. Most children enjoy coming to school and the majority interact well during class lessons. Children in a few classes use digital technologies well for researching information linked to their learning. Recent developments to improve the level of challenge for children during planned lessons is beginning to impact on their levels of motivation. However, across the school approaches to learning and teaching are over directed and too often during lessons children's engagement and motivation decreases. Contexts for learning do not provide sufficient opportunities for personalisation and choice or approaches that develop children as independent learners. As a result, learning does not take enough account of what children already know or extend their learning sufficiently well. Children can describe the activities in which they are involved. However, they do not understand the purpose of lessons or know how this helps them to know their strengths and next steps in learning. Planned learning is at the very early stages of developing children as successful learners, confident individuals and responsible citizens.

■ Teachers are proud of their school and use their knowledge of children and families well to ensure a positive ethos. Teachers individually aim to deliver a broad, stimulating and engaging curriculum. They are enthusiastic and proud of the community feel of the school. Staff are clear about the school's strengths and areas of improvement in relation to their teaching. We have asked the school to review further the quality of teaching including the use of time. Too often we observed children not engaged in learning for long periods of time due to timetabling arrangements. For example, we observed practices such as snack time, assemblies and getting ready to go home which do not maximise learning opportunities. In addition, the pace of learning throughout planned lessons is too slow with children undertaking low level tasks and activities. Children with barriers to their learning receive well planned targeted support from additional staff. However, whole class lessons do not use a range of differentiated approaches to meet children's needs well enough. In addition, questioning does not reflect higher order thinking or extend children's learning. Across the school, teaching approaches lack consistency and formative assessment information during lessons is not used well enough to plan next steps. As a result, planned learning does not impact on individual children or help children to understand what they know. Approaches to teaching need to be reviewed urgently in order to ensure clarity of feedback to improve children's progress in learning. Moving forward, there is a need for all staff to work together as a team to revisit and achieve the school's vision, values and aims.

- A variety of assessment information, including the Scottish National Standardised Assessments, informs teachers' professional judgements about children's progress. Staff record the individual progress of children in literacy and numeracy. However, teachers' understanding of national standards is at the very early stages of development. Assessment information does not support ongoing learning and teaching sufficiently well. Staff now need to develop a manageable whole-school approach to assessment which consistently evidences breadth, challenge and application of learning. As part of this process, assessment instruments in place should be reviewed to ensure that they support learning and teaching. More effective use of ongoing assessment of progress would enable teachers to take greater account of where children are in their learning and, in discussion with children, would allow for more meaningful planning of next steps.

- The East Lothian education authority's progression pathways help staff plan children's learning across the session. Forward planning folders show children's coverage of Curriculum for Excellence experiences and outcomes at a class level. However, this recording of children's exposure to experiences does not reflect accurately children's progress or attainment. In addition, it does not reflect the slow pace of learning observed during lessons. There is a need to develop processes to evaluate children's progress. In doing so, ensure that children are involved fully in this process and that feedback supports them to know themselves as learners.

- Teachers are at the early stages of engaging meaningfully with the National Benchmarks to help them to make more informed and accurate judgements about children's progress in their learning. Moderation activities do not enable teachers to develop a shared understanding of expectations and national standards. Regular professional dialogue in this area is needed to support and challenge teachers in their judgements. There is scope for more meaningful outward-looking engagement at cluster and local authority levels to help teachers develop their shared understanding of standards.

- Staff participate in termly tracking meetings and children's barriers to learning are discussed. However, there is a need for an effective and strategic approach to monitoring and tracking. This will support staff in addressing potential barriers to children's progress in learning and evaluate the effectiveness of planned interventions to improve outcomes for children.

- A recent study, involving a few children in the school, reviewed the impact of teacher feedback to children. The results from the study were shared across the school and staff welcomed the information about improving approaches to ongoing assessment. However, across the school, professional judgements on children's progress are not reliable and do not reflect national standards. There is no strategic approach to plan application of learning for children to demonstrate their skills, knowledge and understanding in new and unfamiliar contexts. Moderation of assessments and planned learning are at the very early stages of development.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement	weak

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

■ attainment in literacy and numeracy
■ attainment over time
■ overall quality of learners' achievement
■ equity for all learners

■ The school shared information about children's progress using Curriculum for Excellence levels in literacy and numeracy. This data is at the very early stages of reliability and inspectors formed their view on children's progress from sampling children's work, lesson observations and focus groups of children. Across the school, a minority of children will achieve minimum expected Curriculum for Excellence levels in literacy and numeracy. The organisation of time across the school day reduces opportunities for breadth, challenge and application with children unable to apply their learning. The school is beginning to address the improvement priorities identified by the education authority. There is a need to continue to address these areas for improvement. In doing so, the school needs to ensure that learning is very well planned, delivered at a brisk pace and supported by a range of ongoing and periodic assessments.

■ In literacy, children's attainment is weak. Listening and talking skills are not well developed and do not reflect national standards. The introduction of a commercial approach to reading motivates children to read more often for enjoyment. It is improving children's reading fluency and basic comprehension. The structured approach to writing ensures that children experience a basic approach to writing.

■ In listening and talking children's attainment is weak. There are a few examples of children with sophisticated listening and talking skills. However, the school does not focus enough attention on developing these progressively. As a result, in group work and in class lessons too often a few children dominate conversations and discussions. They are unable to build on each other's ideas or respect different viewpoints. At early level the majority of children listen to the class teacher during class discussions. At first level the majority can discuss the main idea of the books that they are reading. At second level a few recount personal experiences using appropriate technical vocabulary.

■ In reading, children's attainment is weak. Children do not read often enough for pleasure and are limited in describing a range of authors. At early level, the majority of children are developing early literacy skills well. At first level, the majority read fluently and respond accurately to questions that ask them to retell parts of the story. At second level the majority of children do not respond accurately to complex questions requiring inference about the text that they read.

■ In writing, children's attainment is weak. Although there is a structure in place to develop children's skills across a range of writing genre, there are too many examples of unfinished work. The focus on spelling is improving children's skills in spelling. However, a minority of children do not understand some of the words that they are spelling and cannot apply them in their writing tasks. At the early level, children are beginning to form words and retell their own stories. At first level, children's writing links well to other areas of their learning and they can

apply their skills in real life contexts. At second level, children write non-chronological reports and letters. They use similes accurately and a minority understand and apply metaphors in their writing.

Attainment in numeracy and mathematics

- Overall, children's attainment in numeracy is weak. Staff recognise the need to ensure children learn progressively and without gaps in their learning. Teachers are gaining confidence in the teaching of numeracy and mathematics through the local authority's Numeracy Academy. The local authority curriculum framework is supporting the ongoing development of planning in numeracy and mathematics. Approaches to planning should ensure that children experience sufficient breadth, depth and challenge to progress well in their learning. Pace through the Curriculum for Excellence levels needs to increase to ensure more children attain the appropriate levels.

Number, money and measure

- At early level, children can check estimates by counting. They link daily routines and personal events to time sequences. At first level, almost all children need to develop mental strategies and written skills to solve addition and subtraction problems with two and three digit whole numbers. The majority of children can explain what a fraction is using appropriate mathematical vocabulary. At second level, the majority of children order numbers less than zero. A few children are able to divide whole numbers by a single digit. Children need to develop further the application of numeracy skills across their learning in unfamiliar contexts.

Shape, position and movement

- Most children working at early level create symmetrical pictures with one line of symmetry. At first level, a few children can use mathematical language to describe the properties of a range of common 2D shapes and 3D objects. At second level, most children know that the radius is half of the diameter. A few children can calculate missing angles.

Information handling

- At early level, children can match and sort items. At first level, children use data gathered from a litter collection to create a simple bar chart. At second level, there is scope to develop children's use of digital technologies to present information in a variety of diagrams, tables and graphs.

Attainment over time

- Data on children's attainment over time was provided by the school. Inspection activities including lesson observations, sampling children's work, focus groups and discussion with staff, indicate that staff should review carefully the range and quality of data used. Analysis of the data provided by the school did not reflect observations and information gathered by the inspection team. Evidence of children's work shows inaccuracies in marking of work and illustrates examples of children making limited progress from the start of the school session. There is a need, as a matter of urgency, to ensure that all children demonstrate continuous progress. Currently, the school does not have in place a manageable robust tracking system that tracks individuals and groups of children ongoing and over time. To improve the robustness of professional judgements, a wider range of appropriate evidence should be used to demonstrate breadth, challenge and application of learning. This should be underpinned by ongoing engagement with the National Benchmarks and in the development of moderation activities.

Overall quality of learners' achievements

- Children at P6 and P7 have the opportunity to lead in a variety of roles including house captains and vice captains, junior school road safety officers, librarians, and as part of the pupil voice group. Recently, a group was set up with representation from all classes looking at rights

education. Pupil achievements are recognised and celebrated at assemblies. However, there is a need to improve the purpose, quality and quantity of achievement opportunities. There is a need to ensure that children learn and progress across all areas of the curriculum. Children are unable to make connections between their involvement in activities and skills for learning, life and work. In addition, the majority of children do not exercise responsibility in their learning, within each class or contribute sufficiently well to the life of their school.

◼ The school identified the need to improve the involvement of children in their learning. We have asked the school to ensure that children are skilled in talking about their strengths and next steps in learning across literacy, numeracy and health and wellbeing.

Equity for all learners

◼ The school continues to raise awareness to promote equity of success and achievement for all children. The headteacher, along with the support for learning teacher, has termly meetings with class teachers. A variety of interventions are employed to raise children's attainment in literacy and numeracy. However, it is recognised that these have been more focused on literacy and next steps have been identified to provide better outcomes for children in numeracy. Teachers are aware of the need for there to be robust evaluations to measure the effectiveness of any interventions. As well as additional support needs, staff should continue to be aware of all potential barriers to children's learning. As identified by the school, improvement priorities should focus on raising attainment for all and closing gaps in literacy and numeracy.

◼ The school has in place a plan for the Pupil Equity Fund to identify and support children with barriers to learning arising from economic or social disadvantage. The school discussed the challenges faced by them to implementing the original plan and approaches now in place that are not recorded. We asked the local authority to work with the school as a matter of urgency to clarify, review and amend if necessary, the existing plans in line with national guidance.

Other relevant evidence

- A recent local authority review identified the school's next steps and staff are committed to achieving these and improve children's learning experiences. However, in doing so, we asked the school to plan improvements taking account of the wellbeing of children and staff throughout the process.

- Improve the leadership and management of change involving all staff effectively in the processes ensuring that all children make very good progress in their learning.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

Education Scotland
Foghlam Alba

care inspectorate

Summarised inspection findings

Whitecraig Primary School Nursery Class

East Lothian Council

5 November 2019

Key contextual information

Whitecraig Primary School nursery class provides early learning and childcare for children aged from three years. The nursery has one playroom with access to an enclosed outdoor play area. Children use the school grounds for additional physical play and woodland experiences. There has been significant change to the composition of the nursery team since May 2018. The nursery offers morning or afternoon sessions with no full day places. Prior to August 2018 the nursery provided morning sessions only.

2.3 Learning, teaching and assessment	satisfactory
This indicator focuses on ensuring high quality learning experience for young children. It highlights the importance of a very good understanding of child development and early learning pedagogy. Effective use is made of observation to inform future learning and identify the progress made. Children are involved in planning for their own learning. Together these ensure children's successes and achievements are maximised. The themes are: ■ learning and engagement ■ quality of teaching ■ effective use of assessment ■ planning, tracking and monitoring	

■ Children are happy, settled, and enjoy their time in nursery. They are familiar with routines and make choices from available resources in the playroom and outdoors. The new nursery team are committed to achieving best possible outcomes for children and families. They have made positive progress in improving partnership work, nursery routines, and outdoor learning environments for children.

■ Outdoor experiences support children to develop their curiosity and creativity through play with loose parts, and natural materials. As planned, practitioners should build on this to provide increasing opportunities for children to experience depth and challenge in their learning when playing outdoors. They should also continue to improve playroom experiences to provide high quality learning contexts for all children. Senior leaders in the school need to support further improvement to learning and teaching approaches through effective leadership and direction, alongside robust monitoring and planning.

■ Children are beginning to make use of digital tools, using an interactive whiteboard to find some information of interest. They have made use of online maps and interactive media to help explore their local area, identifying their homes. Practitioners should continue to develop this, to enable children to explore a wide range of digital resources to extend their learning.

■ Practitioners understand the importance of relationships in supporting children's early learning. They are effective in using sensitive interactions to encourage children to begin to share their play and resolve disagreements. This helps children sustain their engagement in play and learning. Group times are not yet consistently effective in supporting children to extend their thinking and develop good listening and talking skills.

■ Practitioners are in the process of improving approaches to planning to enable children's ideas and interests to inform and shape experiences and environments. As discussed, the nursery team now need support to improve their use of assessment to inform effective planning. This will enhance personalisation and challenge in learning, and enable practitioners to support children to make best possible progress.

- Floor books are starting to provide contexts for adults and children to engage in purposeful conversations about shared interests. Practitioners should build on this and their use of children's individual learning journals. They should encourage children to explore possibilities and begin to plan and evaluate their experiences. This will help children develop language to talk about learning, and build their sense of themselves as successful leaders of learning.

- Practitioners are working to inform parents about the learning happening in the nursery through 'Sharing the learning' sessions and daily conversations. They have just begun to explore the potential of using simple learning goals with children who attend in the afternoon. They should extend this work and involve families as much as possible in planning and recognising children's achievements and successes in learning.

- The recently appointed early intervention advisor tracks the progress of children identified as needing additional support with their learning. This is at an early stage of development. The nursery team have identified the need to develop effective approaches to track and monitor progress. This will enable them to support children to make best possible progress in learning.

2.1 Safeguarding and child protection

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Securing children's progress	satisfactory

This indicator relates to the development and learning of babies, toddlers and young children. It requires clear understanding of early learning and development and pedagogy. It reflects the integrated way young children learn and the importance of experiences and development happening on an individual basis within a supportive, nurturing and stimulating environment. High quality early learning and childcare contributes significantly to enhancing children's progress and achievement as they grow and learn. It can benefit all children by closing the attainment gap and ensuring equity for all. It is about the holistic nature of development and learning ensuring these foundations are secure in order to achieve future attainment success. The themes are:

- progress in communication, early language, mathematics, and health and wellbeing
- children's progress over time
- overall quality of children's achievement
- ensuring equity for all children

- Approaches to assessment, tracking and monitoring do not provide a clear picture of children's progress in learning over time. As a result, practitioners are not yet able to build on children's progress effectively enough. Overall, children are making satisfactory progress in their learning. However, there is significant scope to improve approaches to support skills development and secure children's progress across key aspects of early learning. This will ensure children make the progress they are capable of, and develop and apply their literacy and numeracy skills more fully, across learning.

- Most children are making satisfactory progress in health and wellbeing. A positive focus on wellbeing is helping children develop self-regulation skills. We discussed how practitioners could make more use of the school grounds to develop children's physical skills further through challenging, adventurous play. Most children are developing fine motor skills using tools and a range of construction materials. They are learning about the importance of caring for their teeth and hygiene in keeping well. Practitioners need to ensure that learning experiences and snack choices support children to develop their awareness of healthy eating consistently and well.

- Most children are beginning to develop vocabulary and confidence to share ideas and talk about their play. There is scope to develop further children's awareness of sounds and patterns in spoken language through an increased focus on songs and rhymes. Most children enjoy sharing stories with adults. A few children engage with books independently. The majority of older children are beginning to write their own names, they enjoy taking turns writing the snack menu. Children should now be supported to develop their early writing skills further in meaningful contexts. The nursery team now need to develop their use of story, and support children to make and use a wide range of non-fiction texts in play and meaningful contexts.

- Most children are becoming aware of numbers and early counting routines. A few children are more confident in counting. The majority of children are developing some appropriate language to describe position and size, for example when playing with loose parts. Practitioners need to provide more and better opportunities for children to develop numeracy and mathematical skills through play and challenging problem solving experiences.

- Practitioners celebrate children's achievements in nursery through praise and 'Star of the Week' awards. They should continue to explore creative ways to gather information about children's achievements beyond the nursery. This will enable them to build on what children have already achieved and learned, and help engage families in learning.

■ Practitioners know children and families well. They are developing a good understanding of the challenges in the local community. The early intervention advisor is developing useful links with agencies and groups in the community to enhance support for children and families. This is beginning to have a positive impact on outcomes. Senior leaders need to improve tracking and monitoring to evaluate impact and inform future interventions to promote equity. They need to continue to improve planning for children who require additional support with learning.

Other relevant evidence

- Transitions arrangements help ensure parents and children get to know about primary one before children make the move. Practitioners need to work more closely with teachers in primary one to develop a shared understanding of high quality early learning and teaching. Moderation activities will support practitioners and teachers to develop appropriate, increased expectations of children's learning across the early level curriculum.

- The staff team in the nursery work well to improve outcomes and experiences for children in the nursery class. However, as a matter of urgency, there is a need for whole school strategic approach to improving learning, teaching and assessment that includes the nursery class.

1. Quality of care and support

A strength in the setting was the nurturing staff team who fully understood the need for children to feel valued, loved and secure. This created a caring and friendly environment. Children were friendly towards us and confidently told us about and showed us around the environment.

The staff team had been developing their approach to improve partnership working with parents. Parents spoke highly and were appreciative of the opportunity to be involved in their child's nursery experience for example, during stay and play sessions.

Staff had recently completed personal plan forms for children and were in the process of developing a tracking system. We discussed that new personal plan formats needed to be established to ensure meaningful six-monthly reviews were being carried out with parents and children. Furthermore, staff need to ensure that observations and next steps reflect children's progress to inform their assessments of learning. Staff should consider the wellbeing indicators when planning children's care and support. Children would benefit from staff attending training on tracking progress, writing of observations and plans for play. See recommendation one.

Whilst we acknowledged that staff knew children well, strategies for children with additional support needs were not always recorded. The nursery team should work closely with the support for learning teacher and any other agencies to better record, implement and evaluate strategies. This would help support them to measure whether strategies were meeting needs and enabling children to reach their full potential. See recommendation two.

The snack experience was unhurried, relaxed and provided opportunities for children to be involved in menu planning and preparation. Staff need to be mindful of children's need for choice and best practice around nutrition when planning snacks.

Being part of the community was important to the setting and children benefited from the relationships that had been built with other generations within the local community. We felt that children's health and wellbeing could be further enhanced by making better use of the school grounds to experience outdoor play in a natural setting.

Care Inspectorate grade: adequate

2. Quality of environment

Not assessed

3. Quality of staffing

Staff knew children well as individuals and respected each child's unique personality. Children engaged confidently with staff, inviting them into their play and enjoying conversations together. Staff promoted an ethos of inclusion for both children and parents. Children benefited from staff working well together to create an ethos of respect. Communication was a strength in the nursery team ensuring that children experienced continuity of care.

Whilst we recognised the work staff had already undertaken, staff would benefit from support to further develop their skills in promoting high order thinking. This would further promote children's creative and critical thinking about their learning.

Staff were supportive of children's ideas and interests. This was evidenced through interactions and in floor books where we saw examples of staff taking forward children's ideas. However, staff now need to review the nursery routines. This was of particular need in the afternoon session where the routine impacted on children's experiences as they were involved in a group activity that was not of benefit to their play or learning. Staff need to ensure children can be immersed in and direct their own play and learning.

Staff actively sought opportunities to visit other settings to improve their practice. Self-evaluation was beginning to evolve, and we could see that some areas of improvement identified during the inspection were beginning to be highlighted through this work, for example the nursery environment. However, further work was needed to ensure children were able to freely access a wide range of experiences and resources to stimulate their natural curiosity, learning and creativity.

Staff were reflective of their practice and demonstrated enthusiasm and commitment. It was clear they were keen to improve experiences and outcomes for children. To help drive improvements and ensure they are sustained, staff needed to have support from the headteacher through professional development, self-evaluation and quality assurance processes. See recommendation three.

Care Inspectorate grade: adequate

4. Quality of management and leadership

Not assessed

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

Recommendations

- To effectively support, develop and track children's learning, the service should improve the way in which observations and next steps are recorded within children's learning stories. This should result in records containing meaningful observations and that are specific to the learning intention. This is to ensure that the care and support is consistent with the Health and Social Care Standards which state, 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.14) and 'My needs as agreed in my personal plan, are fully met, and my wishes and choices are respected' (HSCS 1.23).

- To effectively meet children's needs, clear plans should be kept on strategies used to support children who require additional support. This will help to ensure children receive the right care to help them reach their full potential. This is to ensure that care and support is consistent with the Health and Social Care Standards which state, 'My care and support meets my needs and is right for me' (HSCS 1.19).

- To drive improvements and ensure they are sustained, the headteacher should develop and implement a robust system of professional development reviews, self-evaluation and quality assurance processes. This is to ensure that staffing is consistent with the Health and Social Care Standards which state, 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19) and 'I use a service and organisation that are well led and managed' (HSCS 4.23).

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

East Lothian
Council

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People **6**
                      Services)

SUBJECT: Attendance, Absence and Exclusions to 2018/19

1   PURPOSE

1.1   To inform the Committee of trends in school attendance and exclusion rates and to outline strategies and next steps to improve attendance and reduce absence and exclusions from schools in East Lothian.

2   RECOMMENDATIONS

2.1   The Committee is asked to consider and note the reduction in exclusions and school days lost through exclusion.

3   BACKGROUND

3.1   Parents are responsible for ensuring that their child attends school regularly and where an absence should occur, informing the school as to the nature of non-attendance and possible length. This information is then recorded by schools on their school management information system to monitor pupil engagement and also to ensure pupils' safety and wellbeing by following up on pupils who do not attend school.

3.2   Exclusion from school is used on occasions when the safety of the pupil concerned or others is at risk if the pupil remains in school. The period of exclusion should be as short as possible and used as a "breathing space" to enable the school/family/other agencies to work together to support the child/young person to return to school successfully. Exclusion from school is the last resort in the context of promoting positive relationships and behaviour.

3.3   This report summarises the trends in pupil attendance, absence and exclusion rates in East Lothian schools, as recorded in the school

management information system, over the five-year period since 2014/15 to 2018/19. The data on attendance and absence relates to half-days of school openings expressed as a percentage of the total possible openings. The data on exclusions relates to the number of cases or incidences of exclusion and not the number of individual pupils excluded, as a pupil can be excluded multiple times. The number of exclusions is expressed as a rate per thousand pupils to provide a rate of exclusion that is relative to the size of the cohort. This provides a more helpful illustrative comparison between radically different cohort sizes.

3.4   Data on attendance, absence and exclusions are only collected nationally biennially (every two years). The next update on the national average for 2018/19 will be available in December 2019. A comparison with the current national rate is therefore not included in this report.

3.5   The main highlights for East Lothian are provided in paragraphs 3.6 to 3.17. The full Summary of Attendance, Absence and Exclusion rates in East Lothian 2014/15 to 2018/19 is provided in Appendix 1. The categories of attendance and absence used in this report are set out in Appendix 2.

East Lothian Performance to 2018/19

Attendance

3.6   The overall average attendance rate in East Lothian schools for 2018/19 was 93.1%. This is in line with the previous year and shows a slight drop from 93.9% in 2014/15.

3.7   In the primary sector there was a slight increase in the primary attendance rate of 0.2% on the 2017/18 rate of 95.0%. The primary attendance rate in 2018/19 is similar to previous years and shows a slight drop from 95.6% in 2014/15 to 95.2% in 2018/19.

3.8   There was a slight drop in the secondary attendance rate of 0.3% on the 2017/18 rate of 90.2%. The secondary attendance rate has dropped from 91.4% in 2014/15 to 89.9% in 2018/19.

3.9   Primary pupils living in the 20% most deprived areas had an attendance rate that was 2.5 percentage points lower than primary pupils living in the 20% least deprived areas. This is similar to previous years.

3.10   Secondary pupils living in the 20% most deprived areas had an attendance rate that was 9.7 percentage points lower than secondary pupils living in the 20% least deprived areas (an increase of 2.3 percentage points since 2014/15).

3.11   Pupils with additional support needs had an attendance rate that was 3.7 percentage points lower than pupils with no additional support needs, with the difference greater in secondary school. Since 2014/15 the gap in the secondary sector has increased from 3.7 percentage points to 4.5

percentage points in 2018/19, while in the primary sector the gap has increased from 1.5 percentage points to 2.1 percentage points.

3.12 Pupils who are looked after had an attendance rate that was 5.2 percentage points lower than pupils who are not looked after. As with ASN the difference is greater in secondary school. Since 2014/15 the gap in the secondary sector has increased from 7.9 percentage points to 9.9 percentage points in 2018/19, while in the primary sector the gap is broadly similar to the gap in 2014/15 at 0.8 percentage points.

Exclusions

3.13 In 2018/19, the overall exclusion rate in East Lothian was at its lowest rate over the reported period showing a drop from 35.9 in 2014/15 to 16.8 per thousand pupils.

3.14 The primary exclusion rate was 4.4 per thousand pupils showing a drop from 11.6 in 2014/15.

3.15 The secondary exclusion rate was 35.3 per thousand pupils showing a drop from 71.1 in 2014/15.

3.16 Over the five-year period there were no permanent exclusions from schools in East Lothian.

3.17 Rates of exclusion per thousand for primary pupils living in the 20% most deprived areas were 24.5 compared with 1.1 per thousand pupils living in the 20% least deprived areas. The exclusion rate gap reduced between primary pupils living in the most deprived and least deprived areas reduced from 54.5 per thousand in 2014/15 to 23.4 per thousand in 2018/19.

3.18 Rates of exclusion per thousand for secondary pupils living in the 20% most deprived areas were 49.0 compared with 9.0 per thousand pupils living in the 20% least deprived areas. The exclusion rate gap between secondary pupils living in the most deprived and least deprived areas reduced from 158.8 per thousand in 2014/15 to 40.0 per thousand in 2018/19.

3.19 Pupils with additional support needs have a higher exclusion rate than pupils with no additional support needs, with the difference greater in secondary school. Since 2014/15 the exclusion rate gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in to 16.6 points in 2018/19 while the secondary sector has increased slightly from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.

3.20 Pupils who are looked after have a higher exclusion rate than pupils who are not looked after, with the difference greater in secondary school. Since 2014/15 the overall exclusion rate for both pupils who are looked after and those who are not looked after has reduced with the gap in exclusion rates also between the two groups of pupils also reducing. The gap in exclusion

rates in the primary sector has reduced from 9.4 points in 2014/15 to 3.4 points in 2018/19 while in the secondary sector the gap has reduced from 64.2 points in 2014/15 to 31.1 points in 2018/19.

3.21 Following publication of [Included, engaged and involved part 2: managing school exclusions](#) by the Scottish Government in June 2017, East Lothian Council's exclusion policy ('[Included, Engaged and Involved: A positive approach to preventing and managing school exclusions](#)') was updated in August 2018. As a result of this updated policy, further support has been provided to school staff to further embed a consistent approach across all schools. Data is showing a reduction in exclusions in primary schools and a significant reduction in secondary schools.

Next Steps for Improvement

3.22 As indicated in the Education and Children's Service Improvement Plan, we are putting in place strategies to improve attendance, manage absence and reduce exclusions. In addition, work has commenced to develop a framework to support Getting it Right for Every Child and the decision making processes that support the needs of children. During session 2018/19, The Scottish Government provided additional funding as part of the Pupil Equity Fund for children who are Care Experienced. In June 2019, the Education Service appointed a Virtual Head Teacher to lead support for this group of children and young people and to ensure improved outcomes. In January 2018, an exclusion and attendance monitoring group was been established to review, monitor, report and support schools in these areas. Monthly monitoring of pupil attendance below 85% and below 50% informs discussion as well as the appropriate use of attendance and absence codes. Particular focus is placed upon children and young people with additional support needs including care experienced young people. Work is also progressing through the 'Getting it Right for Babies' and the 'Getting it Right for Teens' working groups that have been established through the Children's Strategic Partnership.

3.23 [Included, Engaged and Involved Part 1: Promoting and Managing School Attendance](#) was published by the Scottish Government in June 2019 and draws together advice on good practice and establishes requirements regarding classifying and recording attendance and absence. It also provides guidance to schools and local authorities on how to promote engagement and motivation, including among those who may be at risk of poor attendance. During 2019/20 the East Lothian exclusion and attendance monitoring group will be developing a new attendance policy and updated guidance for East Lothian Council staff will also be issued in light of this.

3.24 Targets to reduce exclusions further as well as the number of pupils with less than 50% and 85% attendance will be introduced as part of this work in line with 'Included, Engaged and Involved Part 2' (2017) and 'Included, Engaged and Involved Part 1' (2019).

3.25 The Education Service will continue to work with key stakeholders with a continued focus on improving attendance through regular reporting and Quality Improvement Team discussions with Head Teachers.

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 None.

Appendix 1: Summary of Attendance, Absence and Exclusion rates in East Lothian to 2018/19 and Appendix 2 – Categories of Attendance & Absence
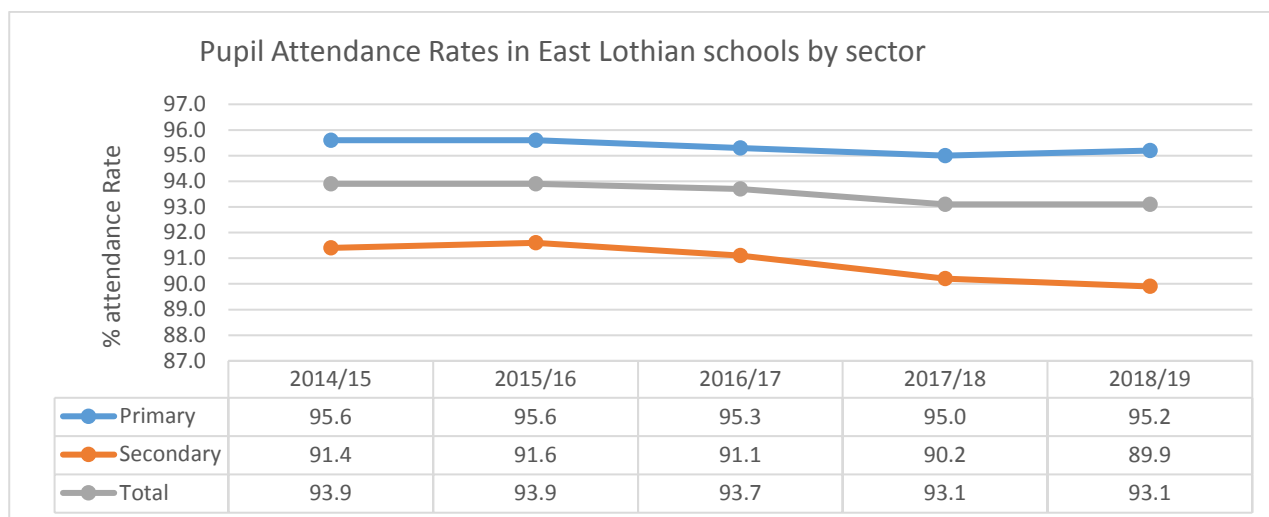
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DATE	23 October 2019

Summary of Attendance, Absence and Exclusion rates in East Lothian 2014/15 to 2018/19

1. Attendance & Absence

1.1 Pupil Attendance Trends in East Lothian Schools by Sector

Pupil Attendance Rates in East Lothian schools by sector

	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	95.6	95.6	95.3	95.0	95.2
Secondary	91.4	91.6	91.1	90.2	89.9
Total	93.9	93.9	93.7	93.1	93.1

- Overall, percentage attendance in East Lothian shows a slight drop from 93.9% in 2014/15 to 93.1% in 2018/19. In the primary sector the attendance rate dropped from 95.6% in 2014/45 to 95.2% in 2018/19. In the secondary sector the rate dropped from 91.4% in 2014/15 to 89.9% in 2018/19.

- East Lothian attendance rates overall have been just above the national average rates reported in 2014/15 and 2016/17 for the primary sector and just below for the secondary sector. National data for 2018/19 is not available until December 2019.

1.2 Attendance and Absence by detailed reason

The full breakdown of categories of attendance and absence for each sector is detailed in Tables 1 and 2:

Table 1: Percentage attendance and absence by detailed reason in primary schools

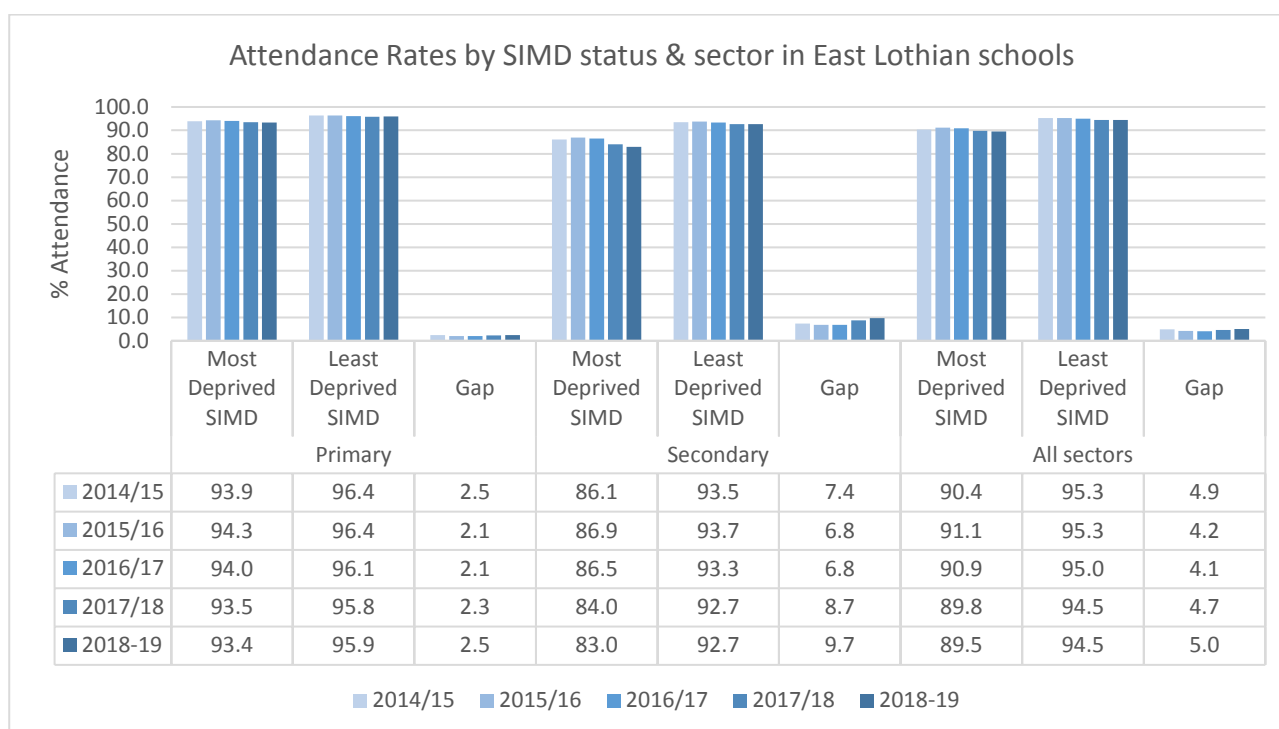|	2014/15	2015/16	2016/17	2017/18	2018/19
Attendance	**95.64**	**95.60**	**95.33**	**94.98**	**95.16**
In school	94.39	94.43	94.10	93.67	93.92
Late 1: Arrives before 50% of opening	1.25	1.17	1.23	1.31	1.24
Sickness with education provision	-	-	-	-	-
Authorised absence	**3.38**	**3.20**	**3.31**	**3.59**	**3.38**
Sickness without education provision	3.15	2.99	3.09	3.32	3.18
Very late: Arrives after 50% of opening	0.00	0.00	0.00	0.01	0.01
Family holidays authorised by school	0.07	0.05	0.06	0.03	0.03
Exceptional domestic circumstances	0.03	0.03	0.04	0.04	0.04
Other authorised	0.13	0.13	0.12	0.19	0.12
Unauthorised absence	**0.98**	**1.19**	**1.33**	**1.44**	**1.46**
Family holidays not authorised by school	0.70	0.84	0.90	0.98	0.96
Truancy, including unexplained absence	0.19	0.24	0.32	0.37	0.39
Exceptional domestic circumstances (unauthorised)	0.02	0.02	0.02	0.02	0.04
Other unauthorised	0.07	0.09	0.09	0.07	0.07
Temporary Exclusions	**0.01**	**0.02**	**0.01**	**0.01**	**0.00**

Table 2: Percentage attendance and absence by detailed reason in secondary schools

	2014/15	2015/16	2016/17	2017/18	2018/19
Attendance	**91.42**	**91.57**	**91.12**	**90.18**	**89.85**
In school	88.48	88.61	87.77	86.57	86.01
Late 1: Arrives before 50% of opening	1.98	2.14	2.51	2.82	3.12
Work experience	0.87	0.72	0.81	0.72	0.67
Sickness with education provision	0.09	0.10	0.03	0.07	0.05
Authorised absence	**5.57**	**5.30**	**5.38**	**5.57**	**5.61**
Sickness without education provision	4.87	4.66	4.70	4.86	4.94
Very late: Arrives after 50% of opening	0.07	0.06	0.07	0.07	0.08
Family holidays authorised by school	0.08	0.07	0.07	0.04	0.02
Exceptional domestic circumstances	0.08	0.08	0.13	0.16	0.14
Other authorised	0.47	0.43	0.41	0.44	0.43
Unauthorised absence	**2.93**	**2.97**	**3.35**	**4.10**	**4.28**
Family holidays not authorised by school	0.42	0.45	0.48	0.54	0.53
Truancy, including unexplained absence	2.15	2.15	2.47	3.12	3.09
Exceptional domestic circumstances (unauthorised)	0.00	0.01	0.01	0.00	0.01
Other unauthorised	0.36	0.36	0.39	0.44	0.65
Temporary Exclusions	**0.09**	**0.11**	**0.08**	**0.08**	**0.04**

1.3 Attendance by pupil characteristic

Attendance Rates by SIMD status & sector in East Lothian schools

	Primary			Secondary			All sectors		
	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap
2014/15	93.9	96.4	2.5	86.1	93.5	7.4	90.4	95.3	4.9
2015/16	94.3	96.4	2.1	86.9	93.7	6.8	91.1	95.3	4.2
2016/17	94.0	96.1	2.1	86.5	93.3	6.8	90.9	95.0	4.1
2017/18	93.5	95.8	2.3	84.0	92.7	8.7	89.8	94.5	4.7
2018-19	93.4	95.9	2.5	83.0	92.7	9.7	89.5	94.5	5.0

■2014/15 ■2015/16 ■2016/17 ■2017/18 ■2018-19

- Pupils living in the 20% most deprived areas (based on Scottish Index of Multiple Deprivation (SIMD) had lower attendance rates each year than those pupils living in the 20% least deprived areas. In primary schools, pupils living in the most deprived areas had an attendance rate between 2 and 2.5 percentage points lower than pupils living in the least deprived areas each year. In secondary schools, the gap is wider with pupils living in the most deprived areas having an attendance rate 9.7 percentage points lower in 2018/19. The gap in secondary schools has increased by 2.3 percentage points since 2014/15.

Attendance Rates by ASN status & sector in East Lothian schools

	With ASN	No ASN	Gap	With ASN	No ASN	Gap	With ASN	No ASN	Gap
	Primary			Secondary			All sectors		
2014/15	94.4	95.9	1.5	88.5	92.2	3.7	91.9	94.4	2.5
2015/16	94.2	95.9	1.7	88.2	92.8	4.6	91.2	94.7	3.5
2016/17	94.0	95.6	1.6	87.8	92.4	4.6	90.9	94.5	3.6
2017/18	93.8	95.3	1.5	87.2	91.4	4.2	90.6	93.8	3.2
2018-19	93.5	95.6	2.1	86.7	91.2	4.5	90.3	94.0	3.7

■ 2014/15 ■ 2015/16 ■ 2016/17 ■ 2017/18 ■ 2018-19
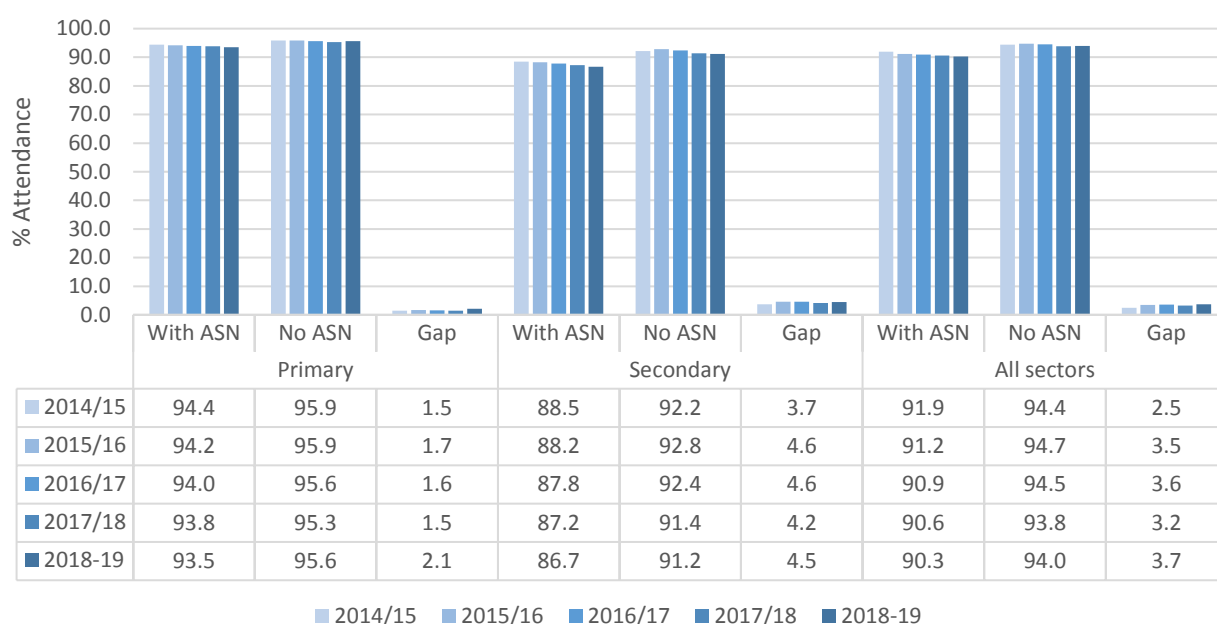
- The attendance rate for pupils with ASN is typically between 3 and 4 percentage points lower than pupils with no ASN across the 5 year period. Since 2014/15 the overall attendance rate for both pupils with ASN and those without ASN shows a slight drop. The gap in primary school attendance rates between those with ASN and those without ASN has increased slightly from 1.5 to 2.1 percentage points over the five-year period while the secondary gap has increased from 3.7 to 4.5 percentage points.

Attendance Rates by LAC status & sector in East Lothian schools

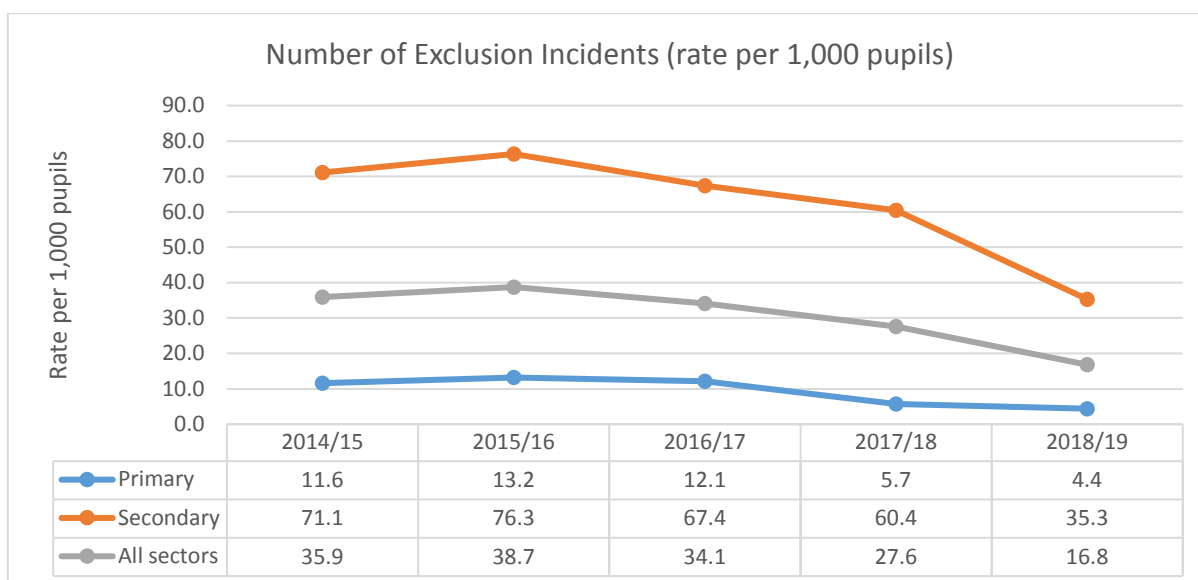|	Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap	Looked After	Not Looked After	Gap
	Primary			Secondary			All sectors		
2014/15	95.0	95.6	0.6	83.6	91.5	7.9	89.9	94.0	4.1
2015/16	93.6	95.5	1.9	84.7	91.7	7.0	89.1	93.6	4.5
2016/17	93.8	95.4	1.6	82.3	91.3	9.0	89.1	93.7	4.6
2017/18	94.6	95.0	0.4	81.1	90.3	9.2	88.2	93.2	5.0
2018/19	94.4	95.2	0.8	80.2	90.1	9.9	87.9	93.1	5.2

■ 2014/15 ■ 2015/16 ■ 2016/17 ■ 2017/18 ■ 2018/19
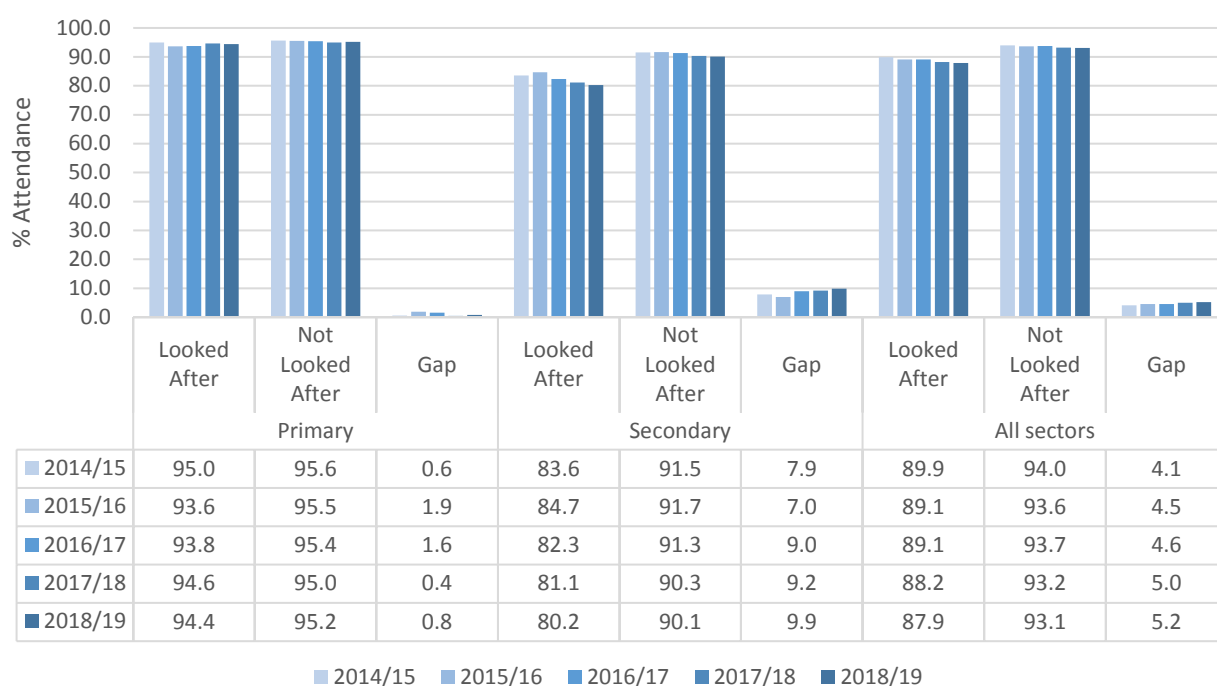
- The attendance rate for pupils who are looked after is typically between 4 and 5 percentage points lower than pupils who are not looked after across the 5 year period. Since 2014/15 the overall

attendance rate for both pupils who are looked after and those who are not looked after shows a slight drop. The gap in primary school attendance rates between those pupils who are looked after and not looked after is broadly similar to the gap in 2014/15 at 0.8 percentage points while the secondary gap has increased from 7.9 to 9.9 percentage points.
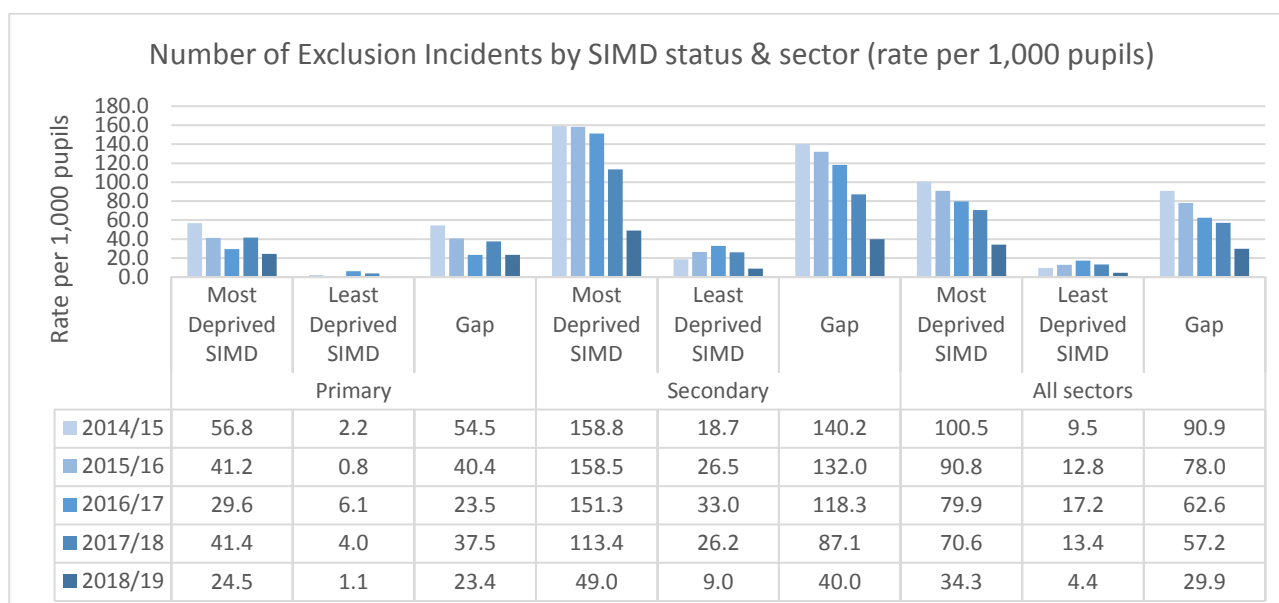
2. Exclusions

2.1 Number of Exclusion Incidents in East Lothian Schools by sector expressed as a rate per 1,000 pupils

Number of Exclusion Incidents (rate per 1,000 pupils)

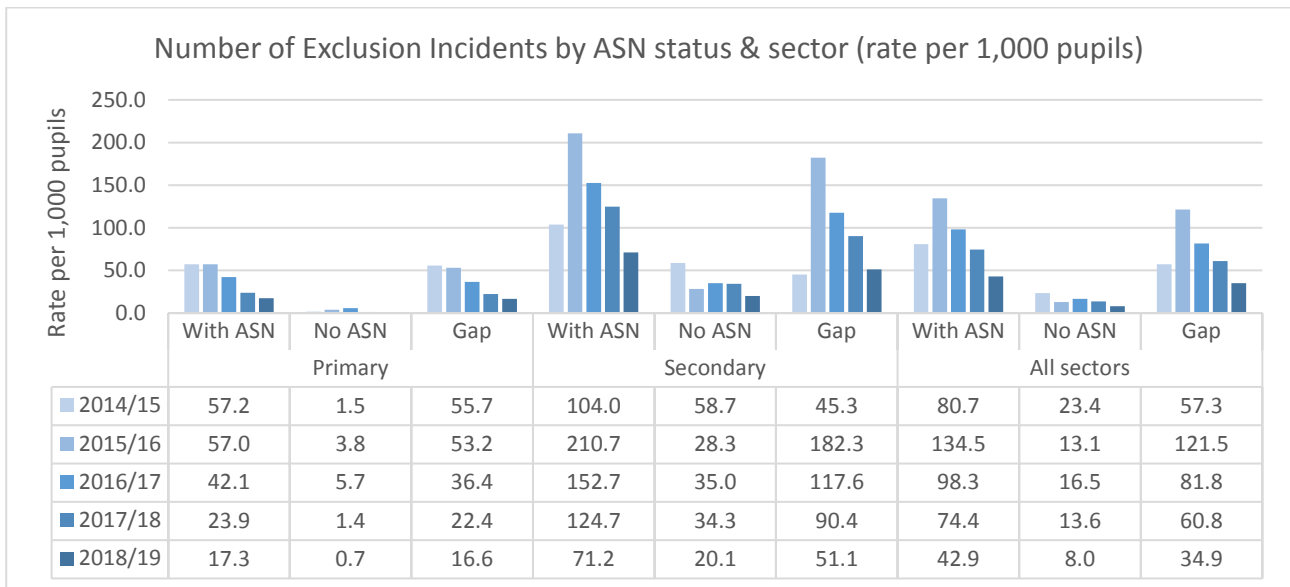|	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	11.6	13.2	12.1	5.7	4.4
Secondary	71.1	76.3	67.4	60.4	35.3
All sectors	35.9	38.7	34.1	27.6	16.8

- Exclusions Incidents in East Lothian are at their lowest rate since 2014/15 in both primary and secondary schools. The overall temporary exclusion rate dropped from 35.9 in 2014/15 to 16.8 per thousand pupils in 2018/19. The primary rate dropped from 11.6 in 2014/15 to 4.4 per thousand in 2018/19 while the secondary rate dropped from 71.1 to 35.3 per thousand. Over the five-year period there were no permanent exclusions from schools in East Lothian.

3.2 Exclusion Rates by pupil characteristic

Number of Exclusion Incidents by SIMD status & sector (rate per 1,000 pupils)

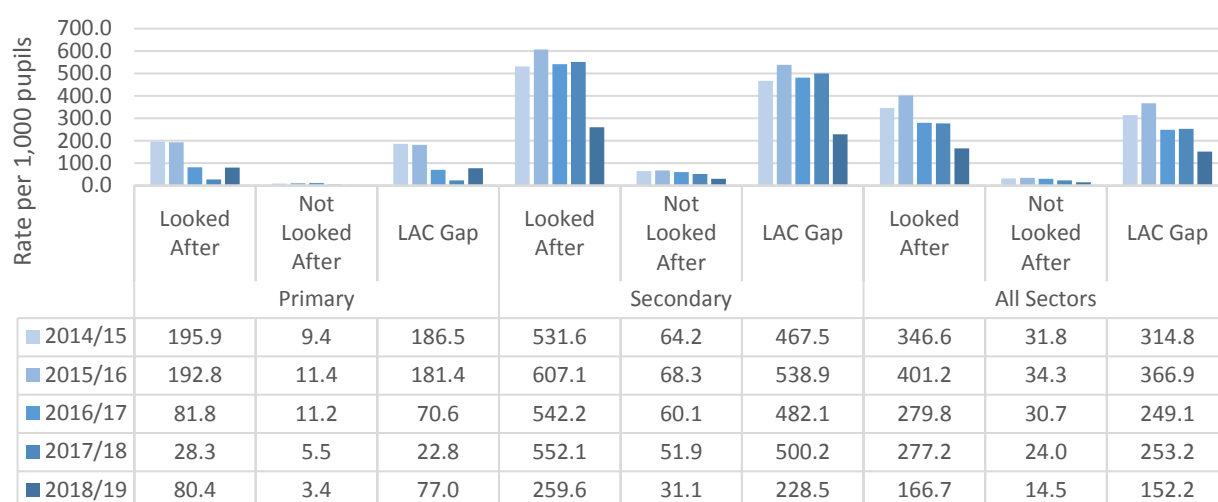|	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap	Most Deprived SIMD	Least Deprived SIMD	Gap
	Primary			Secondary			All sectors		
2014/15	56.8	2.2	54.5	158.8	18.7	140.2	100.5	9.5	90.9
2015/16	41.2	0.8	40.4	158.5	26.5	132.0	90.8	12.8	78.0
2016/17	29.6	6.1	23.5	151.3	33.0	118.3	79.9	17.2	62.6
2017/18	41.4	4.0	37.5	113.4	26.2	87.1	70.6	13.4	57.2
2018/19	24.5	1.1	23.4	49.0	9.0	40.0	34.3	4.4	29.9

- The exclusion rate for pupils living in the 20% most deprived areas in 2018/19 is more than seven times higher than for pupils living in the 20% least deprived areas. Rates of exclusion per thousand for pupils living in the most deprived areas were 34.3 compared with 4.4 per thousand for pupils living in the least deprived areas. Since 2014/15 the gap in the exclusion rate between pupils from the most and least deprived areas has reduced from 90.9 points in 2014/15 to 29.9 points in 2018/19.

- Rates of exclusion per thousand for primary pupils living in the 20% most deprived areas were 24.5 compared with 1.1 per thousand for pupils living in the 20% least deprived areas. Since 2014/15 the gap in the exclusion rate between pupils from the most and least deprived areas has reduced from 54.5 points in 2014/15 to 23.4 points in 2018/19.

- Rates of exclusion per thousand for secondary pupils living in the 20% most deprived areas were 49.0 compared with 9.0 per thousand pupils living in the 20% least deprived areas. Since 2014/15 the gap in the exclusion rate between pupils from the most and least deprived areas has reduced from 140.2 points in 2014/15 to 40.0 points in 2018/19.

Number of Exclusion Incidents by ASN status & sector (rate per 1,000 pupils)

	With ASN	No ASN	Gap	With ASN	No ASN	Gap	With ASN	No ASN	Gap
	Primary			Secondary			All sectors		
2014/15	57.2	1.5	55.7	104.0	58.7	45.3	80.7	23.4	57.3
2015/16	57.0	3.8	53.2	210.7	28.3	182.3	134.5	13.1	121.5
2016/17	42.1	5.7	36.4	152.7	35.0	117.6	98.3	16.5	81.8
2017/18	23.9	1.4	22.4	124.7	34.3	90.4	74.4	13.6	60.8
2018/19	17.3	0.7	16.6	71.2	20.1	51.1	42.9	8.0	34.9

- The East Lothian exclusion rate in 2018/19, for pupils with ASN, is more than 5 times higher than those who have no ASN. Since 2014/15 the exclusion rate for pupils with ASN has fluctuated and shows an overall drop from 80.7 per thousand in 2014/15 to 42.9 per thousand in 2018/19. The exclusion rate gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in 2014/15 to 16.6 points in 2018/19 while the secondary sector has increased slightly from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.

Number of Exclusion Incidents by LAC status & sector (rate per 1,000 pupils)

	Looked After	Not Looked After	LAC Gap	Looked After	Not Looked After	LAC Gap	Looked After	Not Looked After	LAC Gap
	Primary			Secondary			All Sectors		
2014/15	195.9	9.4	186.5	531.6	64.2	467.5	346.6	31.8	314.8
2015/16	192.8	11.4	181.4	607.1	68.3	538.9	401.2	34.3	366.9
2016/17	81.8	11.2	70.6	542.2	60.1	482.1	279.8	30.7	249.1
2017/18	28.3	5.5	22.8	552.1	51.9	500.2	277.2	24.0	253.2
2018/19	80.4	3.4	77.0	259.6	31.1	228.5	166.7	14.5	152.2

- The exclusion rate in 2018/19, for pupils who are looked after, is more than 11 times higher than those who are not looked after. Since 2014/15 the overall exclusion rate for both pupils who are looked after and those who are not looked after has reduced with the gap in exclusion rates also between the two groups of pupils also reducing. The gap in exclusion rates between those who are looked after and not looked in the primary sector has reduced from 9.4 points in 2014/15 to 3.4 points in 2018/19 while in the secondary sector the gap has reduced from 64.2 points in 2014/15 to 31.1 points in 2018/19.

Scottish Government Categories of Attendance & Absence

Code	Description	Explanation
1	Possible half-day attendances to date	The number of possible half day attendances while the pupil is on the school roll. This will normally be the same for all children in the school, unless a pupil has joined or left the school part way through.
2	Extended leave with parental consent	Extended leave with parental consent is not to be considered the same as a family holiday. Extended leave with parental consent should be recorded separately outside the figures for attendance and absence, and includes circumstances such as: • Extended overseas educational trips not organised by the school • Short-term parental placement abroad • Family returning to its country of origin (to care for relative, or for cultural reasons)
10	Attendance	Include: • Attendance in school • Educational visits organised by the school • No study leave is to be given out with this period • Other attendance out of school [e.g. pupil on a day release to a college or another school for a specific subject] • It is the responsibility of the host school to inform the originating school if the pupil is absent • Medical and dental appointments that last less than an opening should be recorded as attendance • However, should the appointment last for a full opening then it must be recorded within "Sickness with no Educational Provision".
11	Late 1: Arrives before 50% of opening	Where a pupil has arrived late but during the first half of the opening, this will be marked as late (L1). This is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration, any registration in periods beginning in the first half of the opening will be converted to an overall L1 code for the opening (even if a later period is missed)
12	Work experience	Include • Work experience, arranged or agreed by the school • Volunteering, arranged or agreed by the school
13	Sickness with educational provision	This may include time spent on sick leave or maternity leave, with proof such as a parental letter or medical certificate, and where adequate educational provision has been made.
20	Sickness with no education provision	This would include any time where a pupil is off sick, with proof of illness such as a parental letter or medical certificate, and section 14 of Education (Scotland) Act 1980 is not applicable. Medical/Dental appointments that last the duration of a full opening should be recorded within this field.

Code	Description	Explanation
21	Late 2: Arrives after 50% of opening	Where a pupil has arrived late but during the second half of the opening, then this will be marked as Late (L2). This recording is regardless of whether the lateness is for a valid reason. For schools using period-by-period registration in periods beginning in the first half of the opening, will be converted to an overall L2 code for the opening (even if a later period is subsequently missed). Included in summary Authorised Absence Statistics though LAs may choose to include Late2 in a pupil's attendance statistics.
22	Family holidays authorised by school	Under exceptional circumstances schools can authorise a family holiday during term time. Such circumstances may include: • Important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. A family holiday classified under the "authorised absence" category should not include reasons such as: • The availability of cheap holidays • The availability of desired accommodation • Poor weather experienced during school holidays • Holidays which overlap the beginning or end of term • Parental difficulty in obtaining leave
23	Exceptional domestic circumstances (authorised)	This relates to short-term exceptional domestic circumstances. Absences related to short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absence. Authorised absence under this heading covers situations such as: • The period immediately after an accident or illness • A period of serious or critical illness of a close relative • A domestic crisis which causes serious disruption to the family home, causing temporary relocation
24	Other authorised absence	Includes • Immediate family weddings • Bereavements • Religious observances • Attendance at court • Attendance at child care review • Attendance at children's hearing • Lack of transport – including due to bad weather • Sporting & cultural events not arranged by the school, but approved by them.
25	Part-time Timetable (exclusion related)	Include all absence under a formal part-time arrangement related to exclusion
26	Part-time Timetable (health related)	Include all absence under a formal part-time arrangement related to health

Code	Description	Explanation
30	Family holidays not authorised by school	Under exceptional circumstances schools can authorise a family holiday during term time. Such circumstances may include: • Important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events. A family holiday classified under the "authorised absence" category should not include reasons such as: • The availability of cheap holidays • The availability of desired accommodation • Poor weather experienced during school holidays • Holidays which overlap the beginning or end of term • Parental difficulty in obtaining leave
31	Truancy, including unexplained absence	Include all absence for which no adequate explanation has been provided.
32	Exceptional domestic circumstances (unauthorised)	This relates to short-term exceptional domestic circumstances. Absences related to short-term exceptional domestic circumstances can be classified as both authorised and unauthorised absence. Authorised absence under this heading covers situations such as: • the period immediately after an accident or illness • a period of serious or critical illness of a close relative • a domestic crisis which causes serious disruption to the family home, causing temporary relocation However, where additional services provided by the LA to address this situation have not been taken up, leading to continued absence, this is considered to be unauthorised.
33	Other unauthorised absence	Include any other reasons for unauthorised absence; e.g. where a parent is refusing to send their child to school following a dispute with school, or when a parent refuses to sign a behaviour agreement following an exclusion.
40	Temporary exclusion	Include all pupils excluded from school on a temporary basis. Information should be consistent with that supplied in the exclusions data. Where a decision has been taken to remove a pupil from the register following an exclusion, the school is not expected to continue to mark the pupil as absent.

7

1 PURPOSE

1.1 To inform the Committee of trends in data relating to children and young people with additional support needs in mainstream schools in East Lothian Schools.

2 RECOMMENDATIONS

2.1 The Committee is asked to consider and note the content of this report.

3 BACKGROUND

3.1 The report draws together and summarises a range of population trends, attendance, exclusions and achievement related to children and young people with additional support needs under the headings of the four key features of Inclusion: Present, Participating, Achieving, Supported from the Scottish Government's Guidance on the Presumption to Provide Education in a Mainstream Setting (March 2019).

3.2 The Education (Additional Support for Learning) Scotland Act 2004 (as amended) states that a child or young person has an additional support need where they need additional support in order to benefit from school education. Education authorities must have arrangements in place to identify pupils with Additional Support Needs (ASN) and from among them, those who may require a specific support plan, for example a Co-ordinated Support Plan (CSP) or Individualised Educational Programme (IEP). Child Plans are single or multi-agency plans based on an assessment guided by the Getting it Right for every Child National Practice Model. Education authorities must also be able to identify the reason(s) that additional

support is needed. ASN population figures include 'Other' types of support which have been identified and are being supported but do not fall within the sub categories of need collected for the annual pupil census. 'Other' types may be of short-term duration or do not need significant differentiation of learning and teaching to overcome barriers to learning.

3.3   The data in the report is taken from a range of different data sources and is based on the latest published data available at the time of collation. As a result each data subject will refer to different time periods.

3.4   The report also contains some additional data relating to NIF Quality Indicator scores and pupil views. It should be noted that this data is not specifically related to children and young people with additional support needs.

3.5   The main highlights for East Lothian are provided in paragraphs 3.5 to 3.12. The full summary report is provided in Appendix 1.

Main highlights for East Lothian

3.6   **27-30 Month Child Health Review** *(see Appendix 1, pages 1 to 3)* – In 2017/18 1,022 children (89% of those eligible) in East Lothian received a 27-30 month child health review. The number of children reviewed over the 5 year period to 2017/18 has increased while the percentage of those reviewed with no concerns recorded about any aspects of their development has fluctuated, showing a 9 percent drop overall. Children living in the 20% most deprived areas were more likely to have a concern recorded about their development than those living in the 20% least deprived areas, although the gap has reduced. The Children's Strategic Partnership Board has established a Getting it Right for Babies working group to develop early intervention strategies to support our more vulnerable children and families.

3.7   **ASN Population in East Lothian schools** *(see Appendix 1, pages 3 to 5)* – In 2018-19, there were 3,633 pupils (25.1 per cent of all pupils) with an additional support need (ASN) recorded in East Lothian: 1,906 primary pupils (22.0 per cent) and 1,727 secondary pupils (29.7 per cent). The total school population in East Lothian has increased by 5% over the last 5 years to 2018/19 with the number of pupils with a recorded ASN increasing by 4% compared to 8% nationally. Within East Lothian, the largest rates per thousand pupils are for those recorded in the social, emotional and behavioural difficulty category (55.4 per thousand), followed by other moderate learning difficulty (48.3 per thousand) and Dyslexia (36.9 per thousand).   This has been a consistent trend in East Lothian since 2014/15.

3.8   **Pupil Attendance** *(see Appendix 1, pages 6 to 7)* – Pupils with ASN typically have a lower attendance rate than pupils with no ASN, with the difference greater in secondary school. Since 2014/15 the overall attendance rate for both pupils with ASN and those without ASN shows a

slight drop of between 1 and 2 percent, with the overall percentage point gap between pupils with ASN and no ASN increasing from 2.3 to 2.8 percent in 2018/19. The Children's Strategic Partnership Board has established a Getting it Right for Teens working group to develop intervention strategies to improve the attendance and reduce exclusions of young people in the BGE phase of secondary school.

3.9 **Pupil Exclusions** *(see Appendix 1, pages 7 to 8)* – Pupils with ASN have a higher exclusion rate than pupils with no ASN, with the difference greater in secondary school. The East Lothian exclusion rate in 2018/19, for pupils with ASN, is more than 5 times higher than those who have no ASN. The gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in 2014/15 to 16.6 points in 2018/19, but has increased slightly in the secondary sector from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.

3.10 **Achievement of Curriculum for Excellence (CfE) Levels** *(see Appendix 1, pages 10 to 11)* – In line with the national picture, the percentage of pupils achieving the expected CfE level for their stage in 2017/18 was higher for pupils recorded as not having ASN, compared to pupils with ASN, across all stages for Numeracy and the Literacy organisers. At P1 the greatest difference in performance was in listening and talking (40 percentage points). At P4 and P7 the greatest difference was in writing, with differences of 42 and 43 percentage points respectively. At S3 (Third Level or better) the greatest difference was in reading (24 percentage points). The education service is working closely with Head Teachers and colleagues to develop a raising attainment strategy to narrow the attainment gap and disseminate effective practice.

3.11 **Senior Phase Attainment** *(see Appendix 1, pages 12 to 13)* – In line with the national picture, pupils with ASN typically have lower attainment compared to pupils with no ASN. The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4 to 27 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6. However, in line with National trends the gap has decreased at every level.

3.12 **Positive Destinations** *(see Appendix 1, pages 13 to 14)* - As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial), compared to leavers without a recorded ASN (92.0 per cent compared to 96.9 per cent). The East Lothian percentage has been higher than the Virtual Comparator, SEIC and national average over the last two years and shows a fluctuating but overall improved trend. Overall, the gap has decreased over the five-year period from 8.4 percentage points in 2013/14 to 4.8 percentage points in 2017/18. Within the Education & Children's Service Local Improvement Plan 2019/20, East Lothian Works will be working closely with schools to improve the destination for young people with ASN on leaving school.

3.13 **Annual Participation Measure** *(see Appendix 1, page 15)* - The participation rate in 2019 amongst those identified as disabled in East Lothian (89.4%) was lower than that for those not identified as disabled (94.1%). The East Lothian participation rate for both those identified as disabled and not identified as disabled has increased over the four year period with the percentage for those identified as disabled increasing by 6.8 percentage points since 2016. Overall, the gap has decreased from 8.2 percentage points in 2016 to 4.7 percentage points in 2019. Nationally, the participation rate for those identified as disabled has increased by one percentage point since 2016 to 87%.

Next Steps

3.14 A school equity profile dashboard is currently being developed to help senior leadership teams in schools and central Education staff in East Lothian access and interact with a range of school level demographic and education outcomes data. This will enable key stakeholders to make more effective use of the different datasets, including data on pupils with additional support needs and care experienced pupils (where available), to have a clearer understanding of the equity profile of each school. The dashboard will complement and be used alongside other local and national tools to help staff target support, identify gaps and ensure actions lead to improved attainment for all.

3.15 The Education and Children's Service will build on the findings of self-evaluation activities undertaken to inform how best to improve outcomes for children and young people who require additional support for learning. The following key priority areas will be taken forward by the integrated service:
- Refresh the GIRFEC framework
- Review DSM model
- Review specialist provision given growth across the county
- Workforce development
- Stakeholder engagement

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 None.

Appendix 1: Summary of ASN data in East Lothian and Scottish Government's [Guidance on the Presumption to Provide Education in a Mainstream Setting](#) (March 2019).

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DATE	24 October 2019

High Level Summary of ASN data in East Lothian (updated September 2019)

Early Years

27-30 Month Child Health Review

Table 1 below contains data from the 27-30 Month Child Health Review for East Lothian from 2013/14 to 2017/18.

Table 1: Percentage of eligible children reviewed in East Lothian, 2013/14 to 2017/18

	2013/14	2014/15	2015/16	2016/17	2017/18
% of all eligible children reviewed	79.4	82.7	87.5	87.1	88.9
% of all children reviewed with no concerns	80.6	82.2	84.8	76.5	71.5

Comments on Table 1:

- In 2017/18 1,022 children (89% of those eligible) received a 27-30 month child health review compared with 90% nationally. Of those children reviewed, 18% had a concern recorded about at least one area of their development compared with 15% nationally. The percentage of eligible children reviewed shows an improved trend over the five year period, while the percentage of those reviewed showing no concerns about any aspects of their development has fluctuated over the five-year period, showing a 9 percent drop overall.

Figure 1 and Table 2 below shows the breakdown of the percentage of children reviewed with no concerns across all domains by SIMD Quintile since 2013/14.

Figure 1: Percentage of reviewed children with no concerns across all domains by SIMD Quintile 2017/18
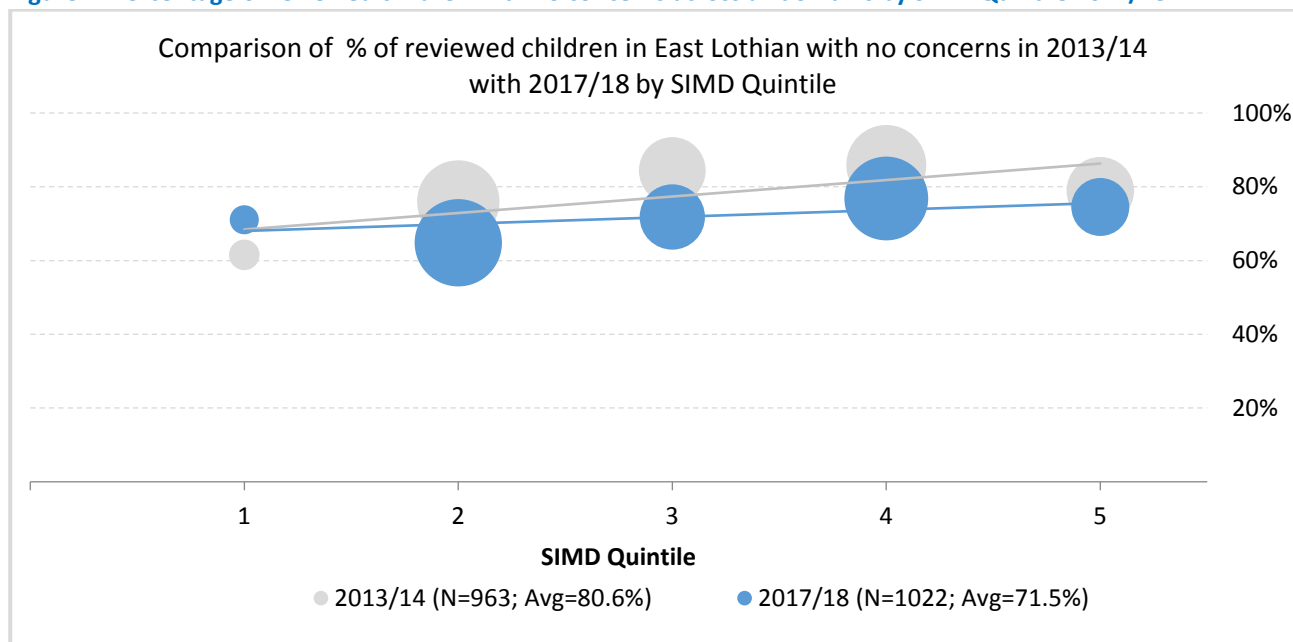

Comparison of % of reviewed children in East Lothian with no concerns in 2013/14 with 2017/18 by SIMD Quintile

SIMD Quintile

● 2013/14 (N=963; Avg=80.6%)　　● 2017/18 (N=1022; Avg=71.5%)

Table 2: Percentage of reviewed children with no concerns across all domains by SIMD Quintile

SIMD Quintile	2013/14	2014/15	2015/16	2016/17	2017/18
SIMD Q1 (Most deprived)	61.5	70.0	76.7	72.1	71.1
SIMD Q2	76.0	77.4	81.7	76.8	64.8
SIMD Q3	84.4	85.2	88.0	75.8	71.8
SIMD Q4	85.9	83.6	86.5	76.1	76.8
SIMD Q5 (Least Deprived)	78.9	86.4	84.8	79.4	74.5
Percentage Point Gap between SIMD Q1 v SIMD Q5	*17.4*	*16.4*	*8.0*	*7.3*	*3.5*

Comments on Table 2:

- Children living in the most deprived areas were more likely areas to have a concern recorded about their development than those living in the least deprived, although the gap has reduced. In 2017/18, the percentage of eligible children in SIMD Quintile 1 accounted for 3.7% of the total East Lothian cohort compared to 14.5% in SIMD Quintile 5. The percentage of reviewed children in SIMD Q1 shows a fluctuating but overall improved trend over the five year period, while the percentage in SIMD Q5 shows a drop. As a result the gap between those eligible children reviewed with no concerns in SIMD Quintile 1 and SIMD Quintile 5 has reduced from 17.4 percentage points in 2013/14 to 3.5 percentage points in 2017/18.

Figure 2 below shows the breakdown of the percentage of children reviewed with a concern by sex and category of concern in 2017/18. Table 3 further shows the breakdown of the percentage of children reviewed with a concern by sex and category of concern since 2013/14.

Figure 2: Percentage of reviewed children by sex and category of concern, 2017/18
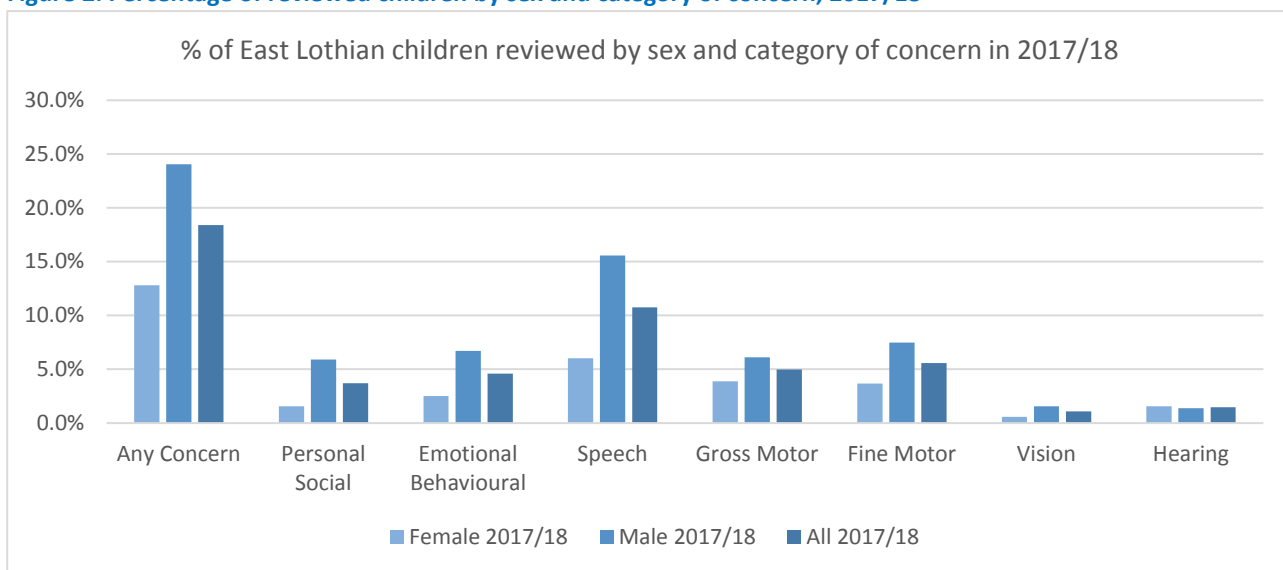

Table 3: Percentage of reviewed children by sex and category of concern, 2013/14 to 2017/18

Sex	Financial Year	Category of Concern							
		Any	Personal Social	Emotional Behavioural	Speech	Gross Motor	Fine Motor	Vision	Hearing
Female	2013/14	13%	2%	5%	9%	3%	3%	2%	1%
	2014/15	10%	2%	4%	5%	2%	2%	3%	1%
	2015/16	9%	2%	3%	6%	1%	0%	1%	1%
	2016/17	11%	2%	4%	6%	3%	3%	1%	1%
	2017/18	**13%**	**2%**	**3%**	**6%**	**4%**	**4%**	**1%**	**2%**
Male	2013/14	20%	4%	6%	14%	3%	3%	2%	1%
	2014/15	21%	5%	7%	17%	3%	4%	3%	2%
	2015/16	17%	3%	6%	13%	3%	5%	1%	2%
	2016/17	22%	5%	5%	17%	5%	5%	1%	3%
	2017/18	**24%**	**6%**	**7%**	**16%**	**6%**	**7%**	**2%**	**1%**
All	2013/14	17%	3%	5%	12%	3%	3%	2%	1%
	2014/15	16%	4%	6%	11%	2%	3%	3%	1%
	2015/16	13%	3%	5%	9%	2%	2%	1%	1%
	2016/17	16%	4%	5%	11%	4%	4%	1%	2%
	2017/18	**18%**	**4%**	**5%**	**11%**	**5%**	**6%**	**1%**	**1%**

Comments on Figure 2 and Table 3:

- In line with the national average, concerns were most commonly recorded about children's speech, language and communication (11% of children). Boys (24%) were almost twice as likely as girls (13%) to have a concern recorded about their development.

ASN Population in East Lothian Schools

In 2018-19, there were 3,633 pupils (25.1 per cent of all pupils) with an additional support need (ASN) recorded; 1,906 primary pupils (22.0 per cent) and 1,727 secondary pupils (29.7 per cent). This figure includes pupils with a Co-ordinated Support Plan (CSP), Individualised Education Programme (IEP), Child Plan or some other type of support. The East Lothian average in 2018-19 was 2 to 3 percent below the national average across the sectors.

Table 4 below shows the breakdown of pupils recorded with ASN by sector and type of plan/need in 2018/19. *Note: Pupils may have more than one type of ASN, therefore the totals for type of ASN plan/need may not equal the sum of individual types.*

Table 4: Pupils with Additional Support Needs, by sector and type of plan/need, Sept 2018

ASN Plan/Need	East Lothian			National		
	Primary	**Secondary**	**Total**	**Primary**	**Secondary**	**Total**
CSP	15	19	34	707	608	1,315
IEP	222	134	356	16,017	14,294	30,311
Child Plans	816	1,144	1,960	20,837	16,465	37,302
Assessed/Declared Disabled	70	119	189	5,565	7,349	12,914
With Other Need Type	1,713	1,647	3,360	79,013	73,902	152,915
All pupils with ASN	**1,906**	**1,727**	**3,633**	**101,558**	**90,685**	**192,243**
% of pupils with ASN	**22.0%**	**29.7%**	**25.1%**	**25.4%**	**31.7%**	**28.0%**

Data Source: Pupil Census, Sept 2018

Over the last five years in East Lothian the total number of primary and secondary pupils in East Lothian schools has increased by 5% (752 pupils), with the greatest increase in the primary sector (7%). See Table 5:

Table 5: Pupils in East Lothian Schools sector, 2014/15 to 2018/19

Sector	Number of Pupils					5 Year net change	% 5 Year net increase
	2014	**2015**	**2016**	**2017**	**2018**		
Primary	8,116	8,265	8,492	8,540	8,661	545	7%
Secondary	5,600	5,600	5,612	5,679	5,807	207	4%
Total	**13,716**	**13,865**	**14,104**	**14,219**	**14,468**	**752**	**5%**

The number of pupils recorded with an additional support need (ASN) in East Lothian has increased since by 4% since 2014/15 compared to 8% nationally. Tables 6 to 8 below show the breakdown of pupils recorded with ASN by sector and type of plan/need in East Lothian since 2014/15.

Table 6: East Lothian Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	46	42	36	35	34
IEP	284	324	321	349	156
Child Plans	2,180	2,045	2,053	2,196	1,960
Assessed/Declared Disabled	175	210	203	197	189
with Other type of support	2,757	2,715	2,821	3,000	3,360
All pupils with ASN	**2,945**	**2,925**	**3,031**	**3,246**	**3,633**
% of pupils with ASN	**21.5%**	**21.1%**	**21.5%**	**22.8%**	**25.1%**
National Ave % ASN *	**19.9%**	**21.7%**	**24.2%**	**25.9%**	**28.0%**

*pupils with ASN in mainstream schools only

Table 7: Primary Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	26	23	18	18	15
IEP	189	209	204	215	22
Child Plans	1,038	917	947	1,078	816
Assessed/Declared Disabled	61	104	100	96	70
with Other type of support	1,352	1,314	1,356	1,456	1,713
All pupils with ASN	**1,469**	**1,451**	**1,495**	**1,634**	**1,906**
% of pupils with ASN	**18.1%**	**17.6%**	**17.6%**	**19.1%**	**22.0%**
National Ave % ASN*	**19.3%**	**20.4%**	**22.3%**	**23.5%**	**25.4%**

pupils with ASN in mainstream schools only

Table 8: Secondary Pupils with Additional Support Needs by type of plan/need, 2014/15 to 2018/19

ASN Plan/Need	2014/15	2015/16	2016/17	2017/18	2018/19
CSP	20	19	18	17	19
IEP	95	115	117	134	134
Child Plans	1,142	1,128	1,106	1,118	1,144
Assessed/Declared Disabled	114	106	103	101	119
with Other type of support	1,405	1,401	1,465	1,544	1,647
All pupils with ASN	**1,476**	**1,474**	**1,536**	**1,612**	**1,727**
% of pupils with ASN	**26.4%**	**26.0%**	**27.4%**	**28.4%**	**29.7%**
National Ave % ASN*	**20.8%**	**23.6%**	**26.8%**	**29.3%**	**31.7%**

Tables 9 and 10 below show the breakdown of pupils with additional support needs by sector and Reasons for Support in 2018-19 across East Lothian and nationally. *Note: Pupils with more than one reason will appear multiple times.*

Table 9: East Lothian Pupils with Additional Support Needs by sector and Reasons for support, 2018-19

Reasons for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
Pupils for whom reason for support is reported	1,906	1,727	3,633	220.1	297.4	251.1
Learning disability	102	127	229	11.8	21.9	15.8
Dyslexia	163	371	534	18.8	63.9	36.9
Other specific learning difficulty (e.g. numeric)	192	189	381	22.2	32.5	26.3
Other moderate learning difficulty	333	366	699	38.4	63.0	48.3
Visual impairment	48	56	104	5.5	9.6	7.2
Hearing impairment	41	29	70	4.7	5.0	4.8
Deafblind	*	-	-	*	-	-
Physical or motor impairment	112	101	213	12.9	17.4	14.7
Language or speech disorder	215	104	319	24.8	17.9	22.0
Autistic spectrum disorder	188	109	297	21.7	18.8	20.5
Social, emotional and behavioural difficulty	406	395	801	46.9	68.0	55.4
Physical health problem	134	100	234	15.5	17.2	16.2
Mental health problem	38	46	84	4.4	7.9	5.8
Interrupted learning	31	29	60	3.6	5.0	4.1
English as an additional language	222	112	334	25.6	19.3	23.1
Looked after	84	80	164	9.7	13.8	11.3
More able pupil	5	32	37	0.6	5.5	2.6
Communication support needs	58	38	96	6.7	6.5	6.6
Young carer	20	12	32	2.3	2.1	2.2
Bereavement	32	11	43	3.7	1.9	3.0
Substance misuse	*	*	-	*	*	-
Family issues	221	104	325	25.5	17.9	22.5
Risk of exclusion	9	*	9	1.0	*	0.6
Other	212	139	351	24.5	23.9	24.3

Data based on a cohort of less than 5 pupils is suppressed to avoid identification of individual pupils

Table 10: Pupils with Additional Support Needs by sector and Reasons for support across Scotland, 2018-19

Reasons for Support	Number of Pupils			Rate per 1,000 pupils		
	Primary	Secondary	Total	Primary	Secondary	Total
Pupils for whom reason for support is reported	101,486	90,629	192,115	253.5	316.7	279.9
Learning disability	4,294	4,851	9,145	10.7	17.0	13.3
Dyslexia	5,444	16,076	21,520	13.6	56.2	31.4
Other specific learning difficulty (e.g. numeric)	11,334	11,158	22,492	28.3	39.0	32.8
Other moderate learning difficulty	15,851	12,533	28,384	39.6	43.8	41.4
Visual impairment	1,832	2,022	3,854	4.6	7.1	5.6
Hearing impairment	1,408	1,574	2,982	3.5	5.5	4.3
Deafblind	21	21	42	0.1	0.1	0.1
Physical or motor impairment	3,441	3,355	6,796	8.6	11.7	9.9
Language or speech disorder	10,922	4,032	14,954	27.3	14.1	21.8
Autistic spectrum disorder (ASD)	7,907	6,903	14,810	19.8	24.1	21.6
Social, emotional and behavioural difficulty (SEBD)	20,453	21,370	41,823	51.1	74.7	60.9
Physical health problem	5,787	6,219	12,006	14.5	21.7	17.5
Mental health problem	993	3,241	4,234	2.5	11.3	6.2
Interrupted learning	1,664	2,388	4,052	4.2	8.4	5.9
English as an additional language (EAL)	22,081	12,452	34,533	55.2	43.5	50.3
Looked after	3,840	4,502	8,342	9.6	15.7	12.2
More able pupil	1,423	1,766	3,189	3.6	6.2	4.6
Communication Support Needs	4,290	1,485	5,775	10.7	5.2	8.4
Young Carer	710	2,527	3,237	1.8	8.8	4.7
Bereavement	1,064	1,514	2,578	2.7	5.3	3.8
Substance Misuse	182	227	409	0.5	0.8	0.6
Family Issues	9,255	6,924	16,179	23.1	24.2	23.6
Risk of Exclusion	399	851	1,250	1.0	3.0	1.8
Other	9,706	7,544	17,250	24.3	26.4	25.1

Comments on Tables 9 and 10:

- Across Scotland, the largest rates are for those recorded in the SEBD category (60.9 per 1000 pupils) followed by EAL (50.3 per 1000 pupils) and other moderate learning difficulty (41.4 per 1000 pupils). This is consistent with the previous two years. Prior to 2016 other moderate learning difficulty category was the second largest followed by EAL. Since 2014/15 the most significant increases have been for those recorded in the EAL category (+21.5 points), SEBD category (+19 points) and Family issues (+12 points) while the rates for Learning Disability and Dyslexia have dropped by 10 and 8 points respectively.

- Within East Lothian, the largest rates are for those recorded in the SEBD category (55.4 per 1000 pupils), followed by other moderate learning difficulty (48.3) and Dyslexia (36.9). This has been a consistent trend in East Lothian since 2014/15. Over the last 5 years the most significant changes overall in rates in East Lothian have been for those recorded in the ASD, Dyslexia, EAL and Family Issues categories which have increased by 10 to 11 points, while the rate for those with a Learning Disability has dropped 9 points.

- In the primary sector the most significant increases have been in the categories of ASD (+12 points), EAL (+15 points) and Family Issues (+14 points) with the other moderate learning difficulty category dropping 11 points. In the secondary sector, the most significant change has been in the Dyslexia category (+21 points) with those recorded with a Learning Disability dropping 11 points.

Education Outcomes for children and young people with ASN

1. PRESENT

Pupil Attendance

Pupils with additional support needs typically have a lower attendance rate than pupils with no additional support needs, with the difference greater in secondary school. Figure 3 and Tables 11 to 12 below show the attendance rate of pupils by sector and ASN status in East Lothian since 2014/15 and for the last three nationally reported sessions across Scotland.

Figure 3: Percentage attendance of school pupils by ASN status & sector, 2014/15 to 2018/19
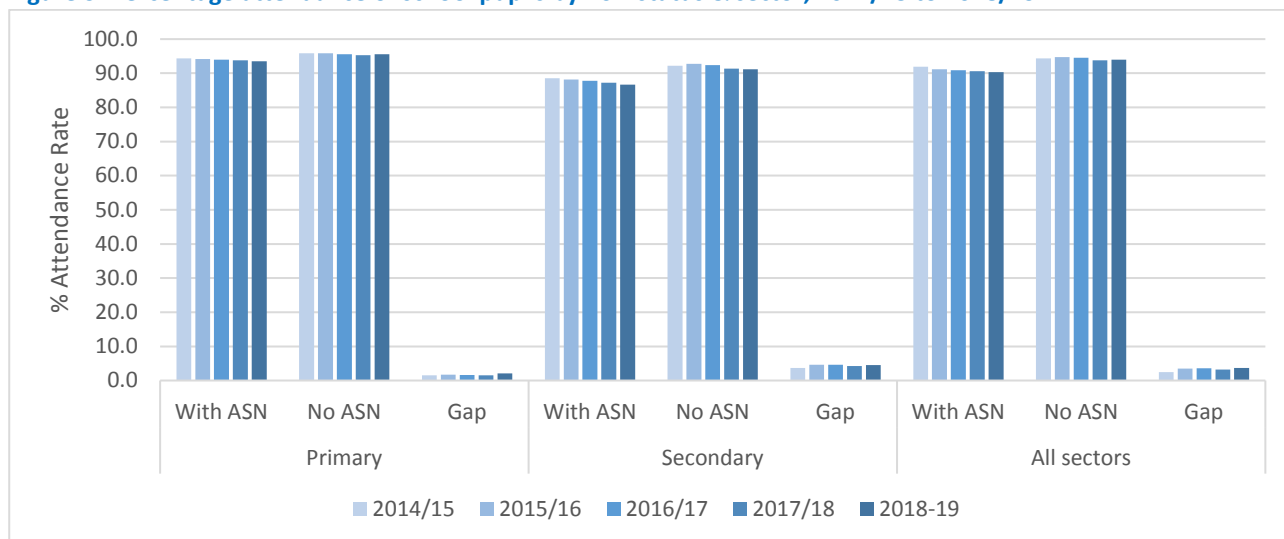

Table 11: Percentage attendance of East Lothian pupils by ASN status and sector, 2014/15 to 2018/19

Sector	ASN Status	2014/15	2015/16	2016/17	2017/18	2018-19
Primary	With ASN	94.4	94.2	94.0	93.8	93.5
	No ASN	95.9	95.9	95.6	95.3	95.6
	Gap	*1.5*	*1.7*	*1.6*	*1.5*	*2.1*
Secondary	With ASN	88.5	88.2	87.8	87.2	86.7
	No ASN	92.2	92.8	92.4	91.4	91.2
	Gap	*3.7*	*4.6*	*4.6*	*4.2*	*4.5*
All sectors	With ASN	91.9	91.2	90.9	90.6	90.3
	No ASN	94.4	94.7	94.5	93.8	94.0
	Gap	*2.5*	*3.5*	*3.6*	*3.2*	*3.7*

Data Source: SEEMiS BI and AAE ScotXed Returns

Table 12: Percentage attendance of pupils by ASN status and sector in mainstream schools across Scotland, 2012/13 to 2016/17

Sector	ASN Status	2012/13	2014/15	2016/17
Primary	With ASN	93.6	93.8	93.5
	No ASN	95.2	95.4	95.3
	Gap	*1.6*	*1.6*	*1.8*
Secondary	With ASN	89.2	89.3	88.6
	No ASN	92.5	92.5	92.1
	Gap	*3.2*	*3.2*	*3.5*
Total	With ASN	91.7	91.8	91.3
	No ASN	94.0	94.2	94.1
	Gap	*2.3*	*2.4*	*2.8*

Comments on Figure 3 and Tables 11 to 12:

- Since 2014/15 the overall attendance rate for both pupils with ASN and those without ASN shows a slight drop of between 1 and 2 percent. The gap in primary schools between those with ASN and those without ASN has increased slightly from 1.5 to 2.1 percentage points, while the secondary gap has increased from 3.7 to 4.5 percentage points.

- Over the three nationally reported years the overall rates for pupils without ASN have remained broadly similar while those with ASN shows a slight drop. The overall gap has increased slightly from 2.3 to 2.8 percentage points with the primary gap increasing from 1.6 to 1.8 and the secondary gap increasing from 3.2 to 3.5 percentage points.

Pupil Exclusions

Pupils with additional support needs have a higher exclusion rate than pupils with no additional support needs, with the difference greater in secondary school. Figure 4 and Tables 13 and 14 below shows the exclusion rate (per 1,000 pupils) of pupils by sector and ASN status since 2014/15.

Figure 4: Exclusion rate of school pupils by ASN status & sector, 2014/15 to 2018/19
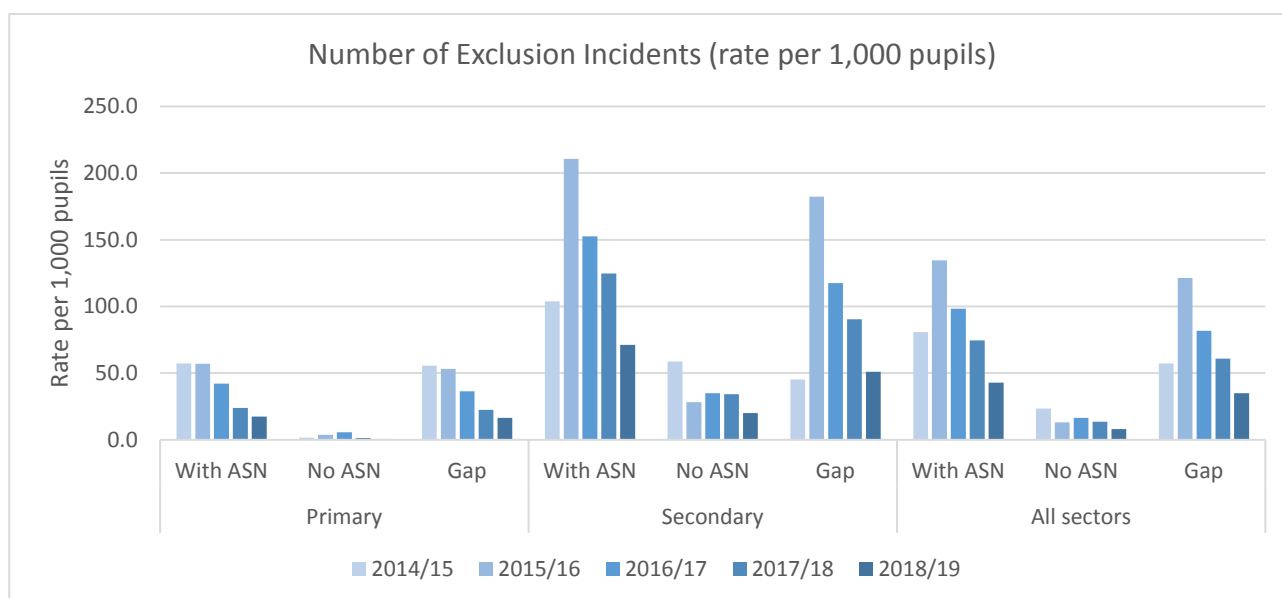

Table 13: Exclusion rate of East Lothian pupils by ASN status and sector, 2014/15 to 2018/19

Sector	ASN Status	2014/15	2015/16	2016/17	2017/18	2018/19
Primary	With ASN	57.2	57.0	42.1	23.9	17.3
	No ASN	1.5	3.8	5.7	1.4	0.7
	Gap	*55.7*	*53.2*	*36.4*	*22.4*	*16.6*
Secondary	With ASN	104.0	210.7	152.7	124.7	71.2
	No ASN	58.7	28.3	35.0	34.3	20.1
	Gap	*45.3*	*182.3*	*117.6*	*90.4*	*51.1*
All sectors	With ASN	80.7	134.5	98.3	74.4	42.9
	No ASN	23.4	13.1	16.5	13.6	8.0
	Gap	*57.3*	*121.5*	*81.8*	*60.8*	*34.9*

Data Source: SEEMiS BI and AAE ScotXed Returns

Table 14: Exclusion rate of pupils by ASN status and sector in mainstream schools across Scotland, 2012/13 to 2016/17

Sector	ASN Status	2012/13	2014/15	2016/17
Primary	**All Pupils**	**10.4**	**9.0**	**11.0**
	With ASN	36.3	25.9	33.3
	No ASN	5.1	5.0	4.6
	Gap	*-31.2*	*-20.9*	*-28.7*
Secondary	**All Pupils**	***58.1***	***49.6***	***47.7***
	With ASN	151.3	117.4	104.0
	No ASN	39.6	31.5	26.6
	Gap	*-111.7*	*-85.9*	*-77.4*
All sectors	**All Pupils**	***31.4***	***26.1***	***26.1***
	With ASN	86.5	66.5	65.8
	No ASN	20.4	16.1	13.4
	Gap	*-66.1*	*-50.4*	*-52.4*

Comments on Figure 4 and Tables 13 to 14

- Across Scotland, the exclusion rate for pupils with ASN from mainstream schools is 4 to 5 times higher than those who have no ASN over the last three nationally reported years. Since 2012/13 the rates both those with ASN and without ASN have dropped. The gap between those with ASN and without ASN in the primary sector has reduced from 31.2 points in 2012/13 to 28.7 points in 2016/17 while the gap at secondary has reduced from 111.7 points to 77.4 points.

- The East Lothian exclusion rate in 2018/19, for pupils with ASN, is more than 5 times higher than those who have no ASN. Since 2014/15 the exclusion rate for pupils with ASN has fluctuated and shows an overall drop for primary pupils and a slight increase for secondary pupils to 2018/19. Exclusions from primary schools in East Lothian are typically higher than the national average for those pupils with ASN. The gap between those with ASN and with no ASN in the primary sector has reduced from 55.7 points in 2014/15 to 16.6 points in 2018/19. Exclusions from secondary schools in East Lothian are typically higher than the national average. In 2018/19 exclusions of secondary pupils with ASN in East Lothian was 4 times higher than those with no ASN. The gap between those with ASN and with no ASN in the secondary sector has increased slightly from 45.3 points in 2014/15 to 51.1 points in 2018/19, although significant reductions have been made each year since 2015/16.

SEE Survey Results 2018-19

SAFE Indicators

	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I feel safe and secure in school	92.3	87.0	83.5
I know how to keep myself safe when using information technology (e.g. Internet and mobile phones)	97.3	98.2	96.9
I feel safe to go out in my local neighbourhood during the day	93.8	96.2	93.5
I feel safe to go out in my local neighbourhood during the evening	74.1	82.3	80.2
I know who to go to in school if I am not happy about how someone is treating me	91.7	88.8	n/a
My school is an environment where I feel listened to and secure if I want to discuss personal aspects of my life	n/a	n/a	60.4

HGIOS 4 Inspection Evaluations

QI 3.1 – 75% of the schools inspected so far under HGIOS 4 framework have been evaluated as good or better in 'Ensuring wellbeing, equality & inclusion'

2. PARTICIPATION

SEE Survey Results 2018-19

HEALTHY Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
People at school help me to make healthy choices	87.2	75.3	65.2
In school, I can learn about healthy lifestyles, including thinking about my feelings and relationships	93.5	88.8	n/a
I am able to get information about my health in East Lothian	90.3	83.8	84.8
Staff in my school have helped me to develop skills for making decisions about my relationships and sexual behaviour	n/a	n/a	68.7
In my school we have opportunities to discuss the consequences of using substances such as alcohol and/or drugs	n/a	n/a	88.7

RESPECTED Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I am treated fairly in this school	86.4	69.5	66.5
I feel young people's views are listened to in my local neighbourhood	74.4	52.1	37.9
I have learned about my rights and responsibilities listed in the United Nations Convention on the Rights of the Child	93.7	82.3	69.7
I have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)	82.3	74.3	58.8
In my school we understand, value and celebrate diversity	n/a	n/a	60.3
We are encouraged to have opportunities to challenge discrimination in the school environment	n/a	n/a	70.5

RESPONSIBLE Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I am able to contribute to decisions made in our school	86.8	61.7	52.1
Most pupils behave well in this school	75.6	50.2	45.5
Pupils in this school take account of other people's feelings and viewpoints	81.9	49.2	43.3
I am able to contribute to decisions about improving the life and work in my school	n/a	n/a	59.3
I am encouraged to be thinking about and planning for my future	n/a	n/a	87.9

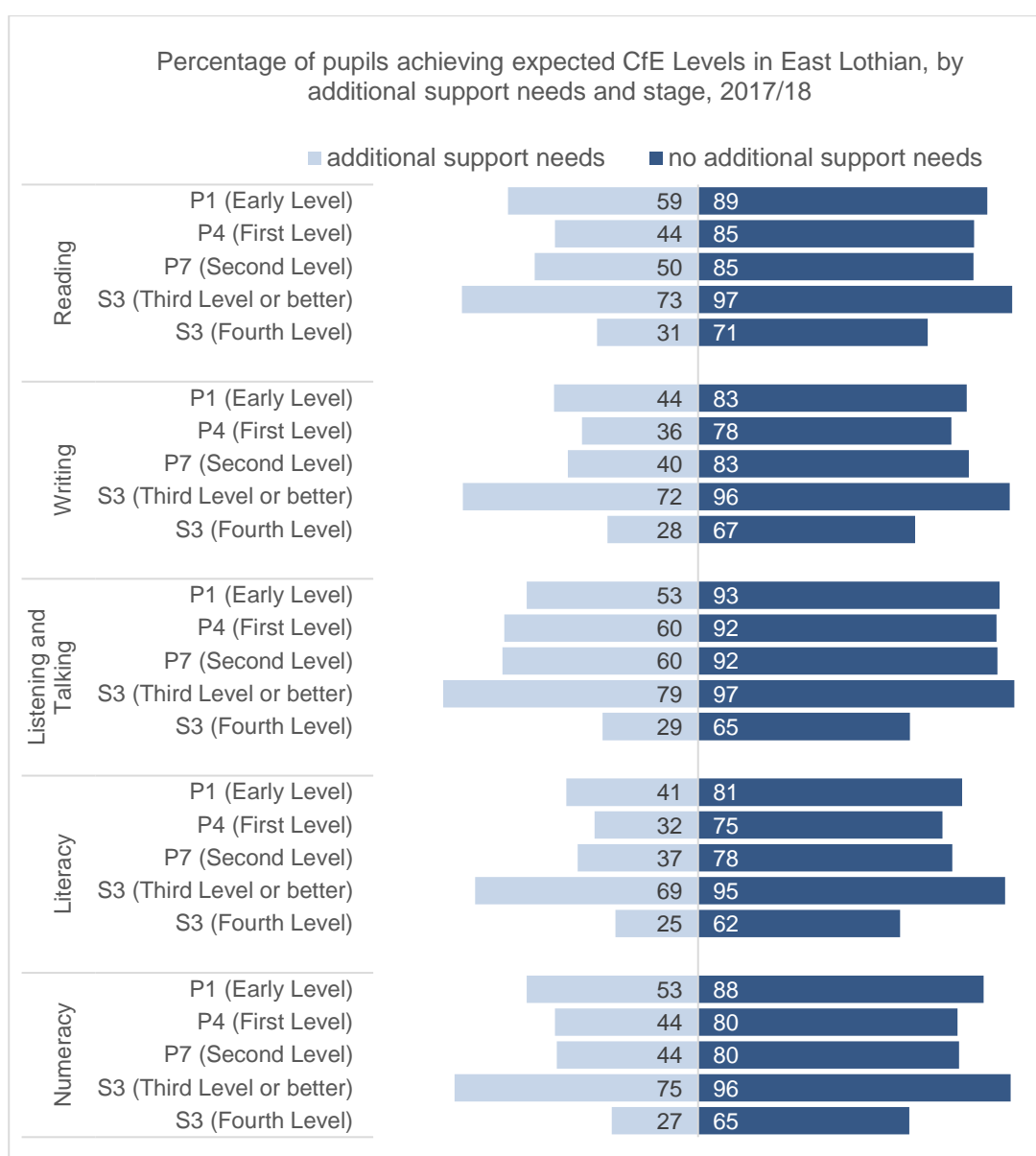| INCLUDED Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I feel I belong in my class/school/community	91.2	78.6	74.4
I help others in my school to make sure they feel included in play and learning	94.8	88.6	79.9

3. ACHIEVING

Achievement of Curriculum for Excellence Levels

Pupils who have an Additional Support Need tend to perform lower than pupils without those characteristics, in all stages for Numeracy and the Literacy organisers. The percentage of pupils in the 2017/18 Achievement of CfE Levels data collection that were recorded as having an Additional Support Need increased throughout the stages: 9, 20, 25 and 30 per cent for P1, P4, P7 and S3 respectively.

A very small percentage (less than 1 percent) of pupils have long-term significant and complex additional support needs that mean that it is unlikely that they will progress through the CfE levels during their time in education. These pupils are recorded as 'child following individual milestones' and are included in the data.

Figure 5 and Table 12 below shows the percentage of pupils achieving the expected CFE Levels in East Lothian by additional support needs and stage in 2017/18. *Note: Achievement of CfE Level data continue to be classed as experimental statistics (data under development) and caution should be applied when making comparisons to previous Achievement of CfE Level results.*

Figure 5: Percentage of pupils achieving expected CfE levels in East Lothian by ASN Status, 2017/18

Percentage of pupils achieving expected CfE Levels in East Lothian, by additional support needs and stage, 2017/18

additional support needs   no additional support needs

Organiser	Stage	additional support needs	no additional support needs
Reading	P1 (Early Level)	59	89
	P4 (First Level)	44	85
	P7 (Second Level)	50	85
	S3 (Third Level or better)	73	97
	S3 (Fourth Level)	31	71
Writing	P1 (Early Level)	44	83
	P4 (First Level)	36	78
	P7 (Second Level)	40	83
	S3 (Third Level or better)	72	96
	S3 (Fourth Level)	28	67
Listening and Talking	P1 (Early Level)	53	93
	P4 (First Level)	60	92
	P7 (Second Level)	60	92
	S3 (Third Level or better)	79	97
	S3 (Fourth Level)	29	65
Literacy	P1 (Early Level)	41	81
	P4 (First Level)	32	75
	P7 (Second Level)	37	78
	S3 (Third Level or better)	69	95
	S3 (Fourth Level)	25	62
Numeracy	P1 (Early Level)	53	88
	P4 (First Level)	44	80
	P7 (Second Level)	44	80
	S3 (Third Level or better)	75	96
	S3 (Fourth Level)	27	65

In line with the national picture, the percentage of pupils achieving the expected CfE level was higher for pupils recorded as not having an Additional Support Need (ASN), compared to pupils with ASN, across all stages for Numeracy and the Literacy organisers.

Table 12: Percentage of primary pupils achieving expected CfE levels by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	*Literacy*	Numeracy
P1 **(Early Level)**	With ASN	59	44	53	*41*	53
	No ASN	89	83	93	*81*	88
	All pupils	**86**	**79**	**89**	***78***	**85**
P4 **(First Level)**	With ASN	44	36	60	*32*	44
	No ASN	85	78	92	*75*	80
	All pupils	**77**	**70**	**86**	***67***	**73**
P7 **(Second Level)**	With ASN	50	40	60	*37*	44
	No ASN	85	83	92	*78*	80
	All pupils	**76**	**73**	**84**	***68***	**71**

- **Comments on Table 12:** The difference in performance between pupils with a recorded ASN and pupils with no recorded ASN was lowest in P1 for reading (31 percentage points), listening and talking at P4 (32 percentage points) and listening and talking at P7 (32 percentage points). At P1 the greatest difference in performance was in listening and talking (40 percentage points). At P4 and P7 the greatest difference was in writing, with differences of 42 and 43 percentage points respectively.

Table 13: Percentage of S3 pupils achieving Third Level or better by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	*Literacy*	Numeracy
S3	With ASN	73	72	79	*69*	75
	No ASN	97	96	97	*95*	96
	All pupils	**90**	**89**	**92**	***87***	**90**

- **Comments on Table 13:** At S3 (Third Level or better), the lowest percentage point difference was in listening and talking (19 percentage points), with the greatest difference in reading (24 percentage points).

Table 14: Percentage of S3 pupils achieving Fourth Level or better by ASN Status, 2017/18

Stage	ASN Status	Reading	Writing	Listening & Talking	*Literacy*	Numeracy
S3	With ASN	31	28	29	*25*	27
	No ASN	71	67	65	*62*	65
	All pupils	**59**	**55**	**54**	***51***	**53**

- **Comments on Table 14:** At S3 (Fourth Level) the percentage point difference almost doubles. The lowest percentage point difference in 2017/18 was in listening and talking (36 percentage points), with the greatest difference in reading (40 percentage points).

Senior Phase Attainment

Attainment at SCQF Levels 4 to 6

In line with the national picture, pupils with an additional support need (ASN) typically have lower attainment compared to pupils with no additional support needs.

Figures 6 to 8 below detail the gap in attainment at SCQF Levels 4 to 6 for school leavers in East Lothian by Additional Support Needs (ASN) status.

The attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 9 percentage points on average at SCQF Level 4, to 27 percentage points on average at SCQF Level 5 and 41 percentage points at SCQF Level 6.

Figure 6: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status
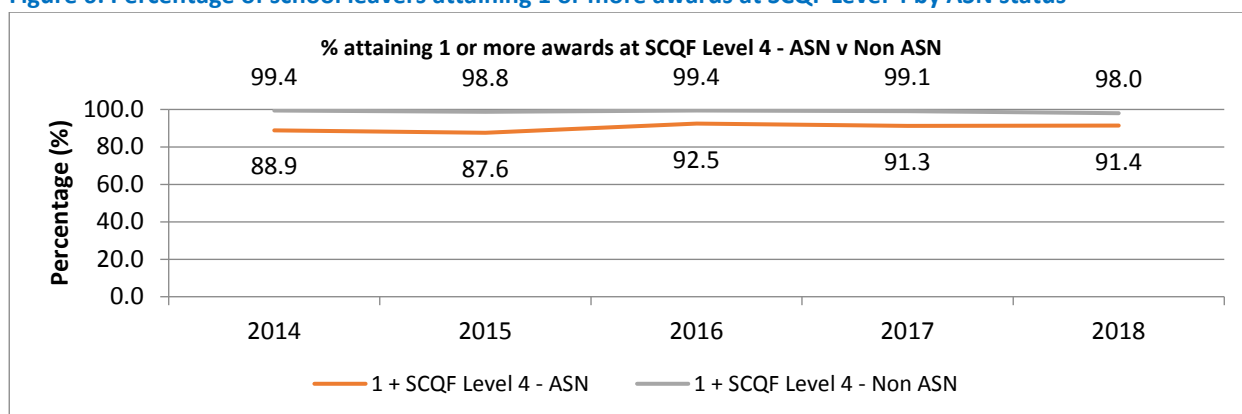
- **Comments on Figure 6**: 91.4% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2017/18 compared to 91.7% nationally. This is in line with the previous year and an increase of 2.5 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 1.3 percentage points on the previous year. Overall, the gap shows a decrease over the five-year period from 10.5 percentage points in 2013/14 to 6.6 points in 2017/18. Nationally, the percentage point gap has reduced from 8.8 points in 2013/14 to 6.7 points in 2017/18.
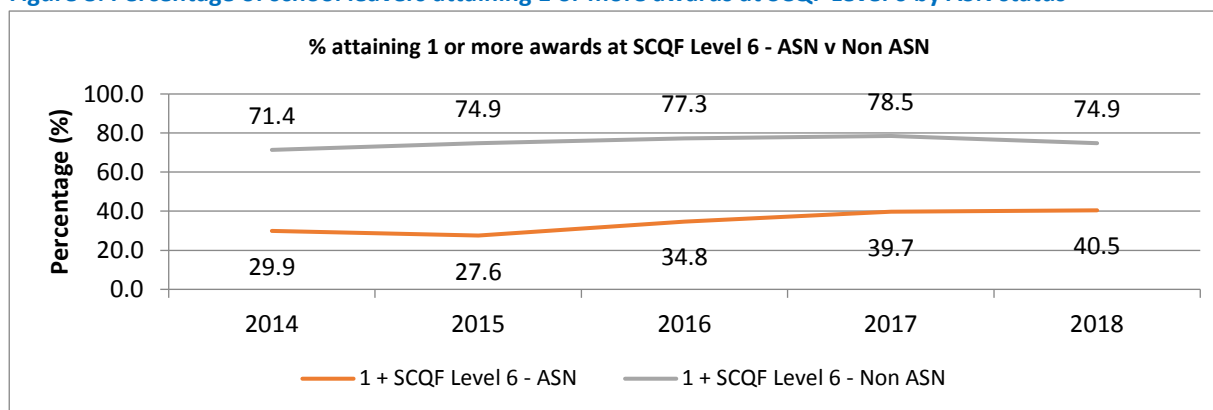
Figure 7: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status
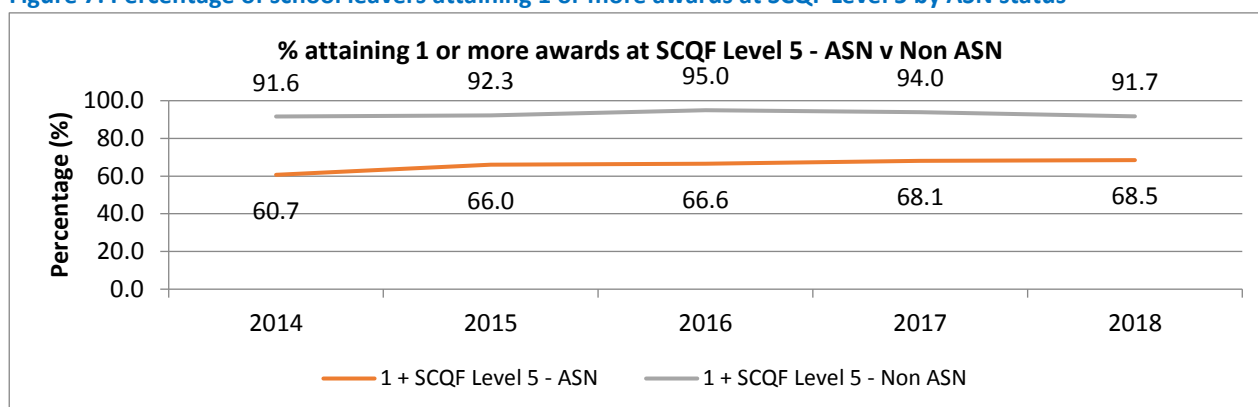
- **Comments on Figure 7:** 68.5% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2017/18 compared to 74.1% nationally. This is a slight increase of 0.3% on the previous year and an increase of 7.8 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 2.6 percentage points on the previous year. Overall, the gap shows a decrease over

the five-year period from 30.9 percentage points in 2013/14 to 23.3 points in 2017/18. Nationally, the percentage point gap has reduced from 24.8 points in 2013/14 to 19.6 points in 2017/18.

- **Comments on Figure 8:** 40.5% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2017/18 compared to 44.1% nationally. This is a slight increase of 0.8% on the previous year and an increase of 10.5 percentage points since 2013/14. The gap between East Lothian leavers with an additional support need and those without in 2017/18 decreased by 4.4 percentage points on the previous year. Overall, the gap shows a decrease over the five-year period from 41.5 percentage points in 2013/14 to 34.4 points in 2017/18. Nationally, the percentage point gap has reduced from 32.7 points in 2013/14 to 31.1 points in 2017/18.

School Leaver Destinations

Initial Destinations

School leavers with an additional support need made up 31% of the school leavers cohort in East Lothian in 2017/18, with 2% of the total school leavers cohort spending less than 80% of their time in mainstream integration. As with the national picture, school leavers with ASN are less likely to go on to a positive destination (initial), compared to leavers without a recorded ASN (92.0 per cent compared to 96.9 per cent). Table 15 that follows details the progress made by East Lothian against its Virtual Comparator, the SEIC and the National Establishment in relation to the percentage of school leavers with an additional support need (ASN) who left East Lothian Schools and went into an initial positive destination.

Table 15: Percentage of school leavers with additional support needs in a positive destination (initial) since 2013/14

| School Leavers with ASN	2013/14	2014/15	2015/16	2016/17	2017/18	3 Year Ave	2018 % point change (+/-) on 2017	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian	**85.9**	**81.1**	**85.9**	**90.6**	**92.0**	**89.5**	**1.4**	**1.54**	**6.14**
Virtual Comparator	87.8	89.7	88.8	89.3	90.3	89.4	1.0	0.63	2.51
SEIC	87.5	88.8	88.8	90.2	89.7	89.6	-0.6	0.54	2.17
National	87.4	88.2	88.6	89.4	90.4	89.5	1.0	0.76	3.04

Data Source: Insight Publication February 2019

Comments on Table 15:

- In 2017/18 92.0% of East Lothian school leavers with ASN went into a positive destination, a 1.4% increase on the previous year and a net increase of 6.2 percentage points since 2013/14. The East

Lothian percentage has been higher than the Virtual Comparator, SEIC and national average over the last two years and shows a fluctuating but overall improved trend.

Figure 9 below shows the gap in positive destinations for school leavers in East Lothian by ASN status since 2013/14.

Figure 9: Percentage of all school leavers in a positive destination since 2013/14 by ASN status
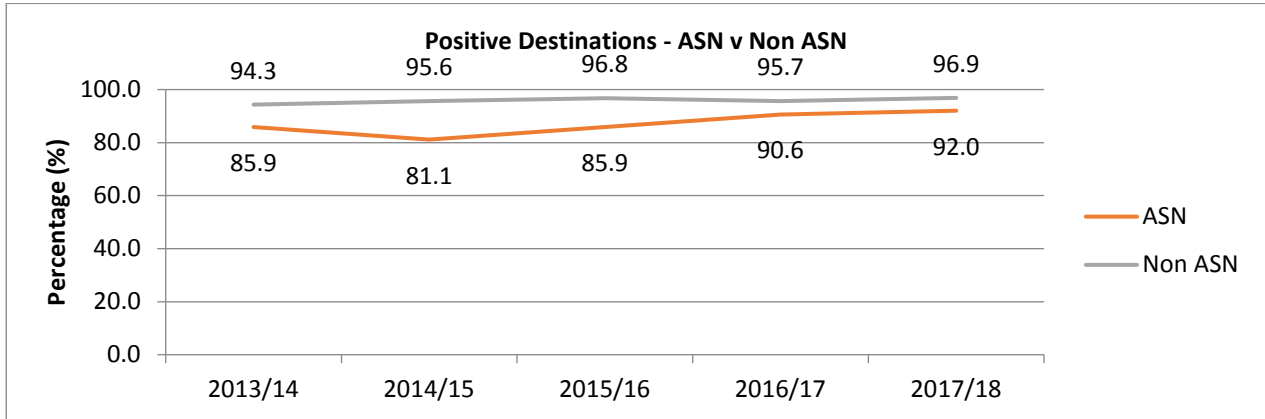
- **Comments on Figure 9:** The gap in positive destinations between East Lothian leavers with ASN and without ASN in 2017/18 decreased slightly on the previous year from 5.1 to 4.8 percentage points. The gap has fluctuated over the last five years with the percentage of ASN leavers in positive destinations between 5 and 15 percentage points lower than those without ASN. Overall, the gap has decreased over the five-year period from 8.4 percentage points in 2013/14 to 4.8 percentage points in 2017/18.

Figure 10 that follows details the breakdown of initial destinations of East Lothian school leavers who had an additional support need compared to leavers who did not.

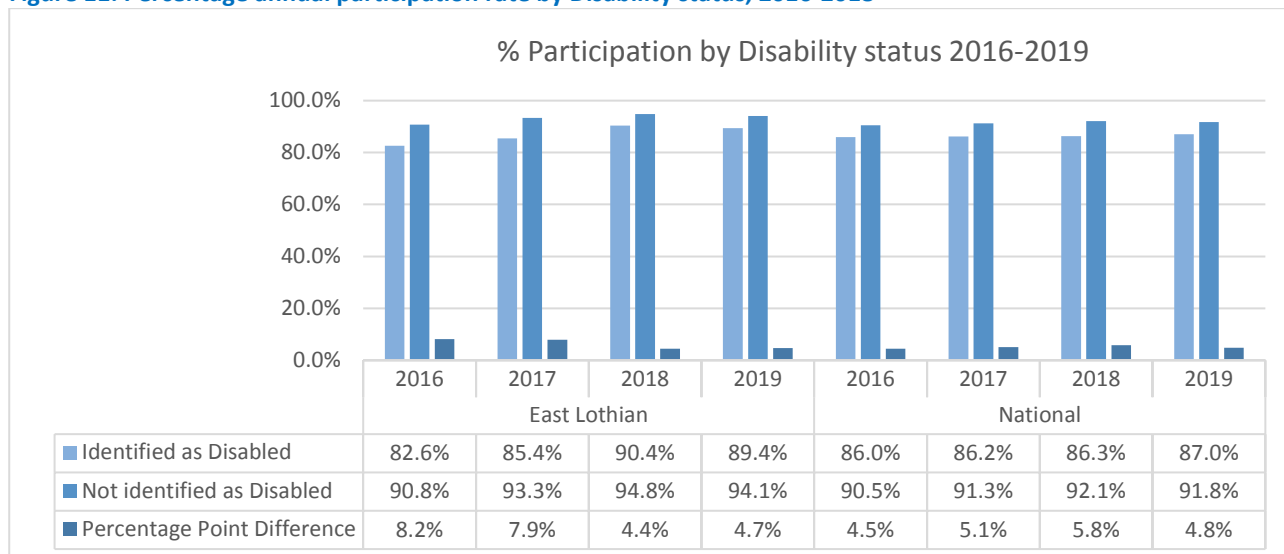**Figure 10: Breakdown of Initial School Leaver Destinations in 2017/18 by ASN Status**
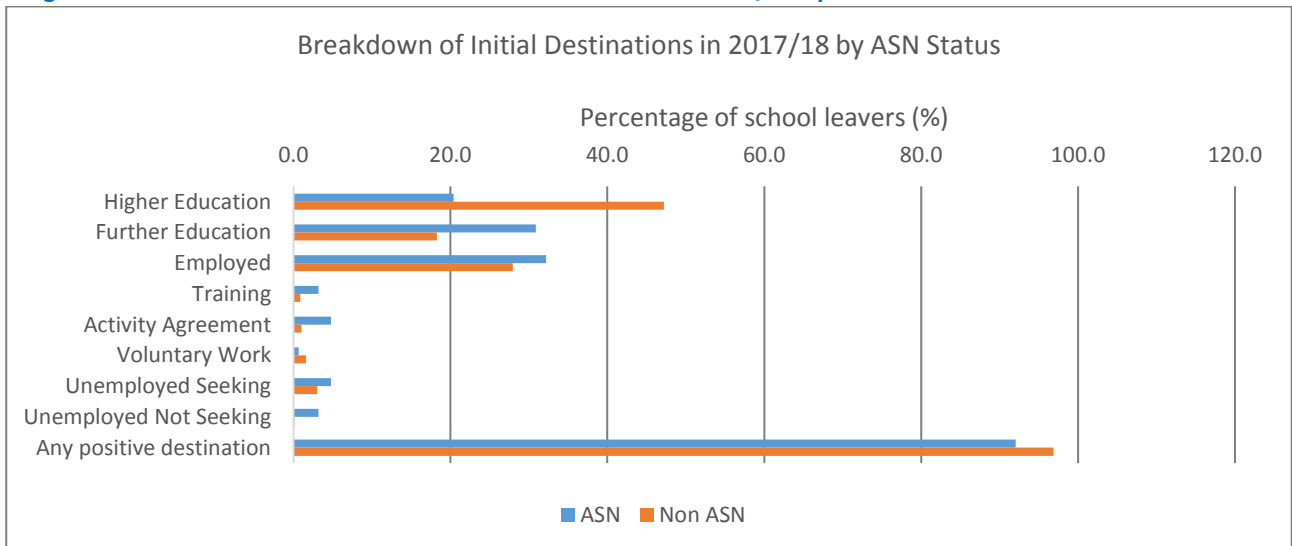
- **Comments on Figure 10:** Of the various types of positive destinations, the most notable difference is the proportion entering further education, where 30.9% of leavers with additional support needs entered compared to 18.3% of leavers who did not have an additional support need. 70 per cent of leavers with ASN who were in the 'Unemployed Not Seeking' category in 2017/18 were based in special units attached to secondary schools.

Annual Participation Measure

The participation rate in 2019 amongst those identified as disabled in East Lothian (89.4%) was lower than that for those not identified as disabled (94.1%). Figure 11 below shows the percentage participation rate by Disability status in East Lothian and nationally since 2016.

% Participation by Disability status 2016-2019

	East Lothian				National			
	2016	2017	2018	2019	2016	2017	2018	2019
Identified as Disabled	82.6%	85.4%	90.4%	89.4%	86.0%	86.2%	86.3%	87.0%
Not identified as Disabled	90.8%	93.3%	94.8%	94.1%	90.5%	91.3%	92.1%	91.8%
Percentage Point Difference	8.2%	7.9%	4.4%	4.7%	4.5%	5.1%	5.8%	4.8%

- Figure 11 above shows that the East Lothian participation rate for both those identified as disabled and not identified as disabled has increased over the four year period with the percentage for those identified as disabled increasing by 6.8 percentage points since 2016. Overall, the gap has decreased from 8.2 percentage points in 2016 to 4.7 percentage points in 2019.

- Nationally, the participation rate for those identified as disabled has increased by one percentage point since 2016 to 87% while those not identified has increased from 90.5% to 91.8%. As a result the gap has increased slightly from 4.5 percentage points to 4.8 percentage points nationally over the last four years.

SEE Survey Results 2018-19

ACHIEVING Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
Teachers tell me how I can improve my learning	97.1	84.8	n/a
I am given regular feedback about how to improve my learning	n/a	n/a	76.6
My lessons are interesting	85.4	65.3	n/a
My lessons are interesting and challenging	n/a	n/a	72.5
I know what I am good at and what I need to work on (or develop)	95.3	90.4	n/a
I am aware of my strengths and areas for development in my learning	n/a	n/a	84.3
Pupils in this school are successful learners	93.4	78.3	n/a
I use my school weblog/website/learning log to help me in my learning	66.4	43.1	41.2
My school recognises my achievements in school	89.1	67.3	57.0
My school recognises my achievements out of school	72.0	36.4	33.9
I felt supported by my teachers through the course choice process	n/a	n/a	73.9
I am encouraged to take more responsibility for my own learning in S4	n/a	n/a	93.3
I have opportunities to explore and discuss careers/occupations in my school	n/a	n/a	84.5

ACTIVE Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I can plan my learning and make choices about how I learn in school	85.6	74	n/a
I have the opportunities to get involved with environmental issues in my local neighbourhood	66.7	47.3	42.5
My school offers plenty of opportunities for extra-curricular activities	90.5	88	84.9
I take part in physical activities outside the school day	88.3	83.4	68.2
In my school I have daily opportunities to participate in physical activity and/or sport	n/a	n/a	80.9
I participate regularly in voluntary work/activity	n/a	n/a	27.4

NIF QI Scores in 2017/18:

QI 2.3 - 68% of schools across East Lothian were evaluated as good or better in 'Learning, Teaching & Assessment' a drop of 13 percent on the previous year and below the national average (73%).

QI 3.2 - 73% of the schools across East Lothian were evaluated as good or better in 'Raising attainment & achievement' in line with the previous year and above the national average (70%).

4. SUPPORTED

Table 16 below shows the responses to the question "I have been given good support from people in the school or from people outside the school through a Staged Assessment Meeting" from the 2018/19 SEE Survey:

	P6 Pupils	S2 Pupils	Combined P6 & S2 Pupils
Number of Pupil Responses	1158	939	2097
Number of Pupils who have not had a Staged Assessment Meeting	845	702	1547
Number of Pupils who have received a Staged Assessment Meeting and received good support	265	182	447
Number of Pupils who received a Staged Assessment Meeting, but the support offered did not meet their needs	48	55	103

SEE Survey Results 2018-19

NURTURED Indicators	% agreeing or strongly agreeing		
Questions:	P6	S2	S4
I enjoy being at this school	84.2	69.9	60.3
I know that people care about me at this school	90.0	76.9	64.3

Annual timeline and frequency for ASN Data Reporting in East Lothian

Description	Frequency	Local Analysis Available	National Data Available
ASN Population stats	Annual	Latest Census – October Projections - December	December
Attendance	Monthly /Annual	High Level Summary Stats – Annual - December Monitoring Group - pupil level tracking & analysis – monthly	Biennial – December
Exclusions	Monthly /Annual	High Level Summary Stats – Annual - December Monitoring Group - pupil level tracking & analysis – monthly	Biennial – December
Achievement of CFE Levels	Annual	October	December
Insight Senior Phase Attainment	Bi-annual	Leavers Cohort - March	Leavers Cohort data – End Feb
Leaver Destinations	Bi-annual	Initial – March Follow-up - July	Initial – End Feb Follow-up – June
Annual Participation Measure	Annual	August	August
SEE Survey results (P6, S2 & S4) – *not ASN specific*	Annual	March	N/A
Early Years – 27-30 month review	Annual	April	April

REPORT TO: Education Committee

MEETING DATE: 19 November 2019

BY: Depute Chief Executive (Resources and People Services)

8

SUBJECT: Head Teacher Appointments

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1   PURPOSE

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

2   RECOMMENDATIONS

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

3   BACKGROUND

3.1   The following Head Teacher appointments are intimated:

School	Appointee	Commencement Date	Previous Post and School
Cockenzie Primary School	Lynda Banks	28 October 2019	Head Teacher, Hilton Primary School, Inverness
Pencaitland Primary School	Sarah Morgan	21 October 2019	Head Teacher, Athelstaneford Primary School
Windygoul Primary School	Dianne MacKenzie	1 October 2019	Quality Improvement Officer (Early Learning & Childcare)
Letham Mains Primary School	Bruce Murray	12 August 2019	Head Teacher, Windygoul Primary School
Law Primary School	Jacqui MacKinnon	12 August 2019	Head Teacher, Cockenzie Primary School
Macmerry Primary School	Jonathan Revell	26 June 2019	Head Teacher, Prestonpans Primary School
St Martin's RC Primary School	Lauren Davies	12 August 2019	Acting Head Teacher, St Cuthbert's Primary School

4   POLICY IMPLICATIONS

4.1   None

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   None.

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DATE	4 October 2019