East Lothian Council

REPORT TO:	Education Committee
MEETING DATE:	8 June 2021
BY:	Executive Director for Education & Children's Services
SUBJECT:	South East Improvement Collaborative - Update

1 PURPOSE

1.1 To provide the Committee with an update on the work of the South East Improvement Collaborative (SEIC) including the new SEIC Regional Improvement Plan - April 2021.

2 RECOMMENDATIONS

2.1 The Committee is asked to note:

  i. The SEIC Regional Improvement Plan dated April 2021 (Appendix 1).

  ii. The priority areas for improvement being taken forward in partnership with members of the SEIC and the progress made towards improving professional collaboration and school empowerment across the SEIC.

3 BACKGROUND

3.1 East Lothian Council has continued to contribute towards the SEIC during this academic session. The SEIC Oversight Group, including the five Conveners for Education from each partner Council and the SEIC Board, have continued to lead and manage the work of the SEIC. The SEIC has been successful in its application to the Scottish Government for £1,171,746 to support the successful delivery of the Plan for the period 1 April 2021 - 31 March 2022.

3.2 A Report to Committee in February 2020 provided an update on the SEIC Phase 2 Plan. The attached SEIC Plan April 2021 (Appendix 1) provides

an overview of progress and achievement of the Phase 2 Plan, the Agile Plan in response to COVID-19, as well as the new 2021 Plan.

3.3 During the past year an Agile Plan was developed in response to COVID-19 and key staff in each of the five Local Authority areas worked together to decide on what key priorities from the previous plan could continue, what aspects would be put on hold and any new actions required (Appendix 1 pages 12-13).

3.4 The six work streams, supported by officers from across the SEIC including East Lothian Council, continued to meet and have made significant contributions to the collaborative work across the region (Appendix 1 pages 9-10).

3.5 A number of key networks have been established within the SEIC and many more groups continue to develop as staff seek to share good practice and collaborate on key areas of their work (Appendix 1 pages 11 and 21).

3.6 The Secondary Subject Leads Networks are now well established and there are twenty four subject lead teachers in East Lothian working together and with leads in other local authorities to collaborate on key areas of interest.

3.7 East Lothian schools have engaged well with the work of the SEIC and have benefited from a variety of collaborative professional learning activities.

3.8 **Progress Update**

3.8.1 As part of the SEIC Agile COVID-19 Response Plan, budget was allocated across each local authority in the SEIC to develop and extend the Moderation and Assessment work. East Lothian used the funding to release a secondary Principal Teacher, to work alongside the subject leads, SEIC networks and SEIC/East Lothian local authority officers to ensure the effective implementation of the Alternative Certification Model for Senior Phase.

3.8.2 Ormiston Primary School and Windygoul Primary School have been involved in the Research Schools element of the plan and have developed enquiry-based approaches involving classroom practitioners. Both schools have presented their work to staff from across SEIC on their innovative developments as part of one of the key drivers of the Empowered system.

3.8.3 As part of the SEIC 'Pedagogy Pioneers' development, Campie Primary School, Dunbar Primary School and Knox Academy have been delivering sessions online to practitioners from across the five council areas focussed on improving learning and teaching.

3.8.4 A range of partnerships have been established across the SEIC involving East Lothian schools. A joint project with SEIC and Youthlink Scotland was established in August 2020 and Ross High School have been a key part of the enquiry and research work, contributing towards the overall research

to measure impact of partnerships between youth work and schools to improve attainment outcomes for young people. Musselburgh Grammar School and Ross High School have also participated in the Intensive Quality Improvement Project (IQIP) to undertake improvement methodology work in relation to engagement and attendance. More recently, Wallyford Primary School has been participating in a research project with the University of Edinburgh on a digital learning project to improve literacy and wellbeing around 'Reading with Dogs'

3.8.5 A new SEIC/East Lothian Forum has been established, including representatives from schools in each of the Associated School Groups (ASGs) and central officers. This group will meet termly and provide guidance and input on how best to develop collaboration and share practice across East Lothian.

3.8.6 As part of the response to COVID-19, the Agile Plan placed a greater emphasis on developing digital pedagogy. The new SEIC Digital Education Support Officer who is based in East Lothian, has been fully engaged in all aspects of digital development across East Lothian to support the ongoing development of digital learning now and in the future (see Appendix 2)

3.9 **Planning Ahead**

3.9.1 The new SEIC plan (Appendix 1 Page 15) outlines an improved governance structure so that each local authority has officers working alongside the SEIC team to help ensure the actions on the plan are fully agreed and each local authority has ownership over the implementation of these actions.

3.9.2 Through collaboration with all stakeholders including the Boards, work streams, networks, Education Scotland, lead officers in each local authority and the gathering of data from each local authority, three strategic goals have been identified and in the next phase of the plan. The new goals focus on:

- Goal 1: Driving high quality learning, teaching & assessment

- Goal 2: Supporting inclusion, wellbeing and equity

- Goal 3: Developing the use of digital pedagogy

3.9.3 The Goals established in the SEIC plan align very well with the key priorities in the East Lothian Education Service Improvement Plan. The SEIC work will complement and add value to ongoing areas of development for the education service and schools. Working Groups have been established to drive each of these goals forward (Appendix 1 Page 16) some development work in relation to these goals has started. For example providing professional learning for SEIC probationers and early phase practitioners was identified as a priority in relation to Goal 1 and all early phase teachers in East Lothian are being offered an opportunity to participate in the full SEIC programme

agreed by all local authority leads from each council area. As well as this plans for Digital pedagogy are well underway as outlined in Appendix 2.

4   POLICY IMPLICATIONS

4.1   There are no 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 - Various officers and Head Teachers of the Council will continue to support the SEIC either as members of the governance groups, working groups and networks.

6.3   Other – None

7   BACKGROUND PAPERS

7.1   Appendix 1 – SEIC Plan April 2021

7.2   Appendix 2 - SEIC/ELC – Digital Developments 2021/22

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DATE	8 June 2021

SEIC

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

REGIONAL IMPROVEMENT PLAN

APRIL 2021

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

CONTENTS:

Foreword:

As Executive Director of Fife Education and Children's Services and the strategic lead for the South East Improvement Collaborative (SEIC), I am once again pleased to present the SEIC Regional Improvement Plan 2021.

The five local authorities have worked on developing an empowered, self-sustaining education system with collaboration at the heart of improvement. We believe that peer collaboration and empowerment of practitioners at all levels is supporting continuous improvements across our schools and early years settings.

This latest plan contains an overview of the actions, progress and achievements of the work carried out over the last eighteen months, including the Agile Covid-19 Response Plan.

The new plan continues to embrace our vision of Working Together, Empowering All, and Improving Outcomes with the five partner authorities and Education Scotland's South East Improvement Team.

Carrie Lindsay

Rationale

The rationale behind Regional Improvement Collaboratives continues to be a key element in the future of Scottish Education. Recent publications and research have highlighted the benefits and the need for collaboration to support our system at all levels, to provide the best possible outcomes for our children and young people.

The South East Improvement Collaborative (SEIC) recognises that the accountability for improvement remains with each local authority and that SEIC's role is to provide added value through collaboration. By working collaboratively at establishment, local authority, regional and with Education Scotland's South East Improvement Team (SEIT) at a national level, we believe that we can accelerate progress in our priority areas, giving the best chance to achieve excellence and ensure all children have the same opportunities for success through a focus on equity in all that we do.

What does the research say?

International Council of Education Advisers Report 2018 - 2020
"Regional Improvement Collaboratives have built greater collaboration between local authorities and started to benefit from the role of assigned challenge advisors and Education Scotland's regional teams. Many professional networks are emerging to enable sharing of successful examples of what works across schools."

Regional Improvement Collaboratives (RICs): Interim review Feb 2019
"overall, school staff were very positive about the idea of learning from one another across the region, and welcomed opportunities for networking, building skills and developing their practice."

Audit Scotland – Improving Outcomes for Young People Through School Education – March 2021
"Councils should: work with schools, Regional Improvement Collaboratives, other policy teams and partners, for example in the third sector, to reduce variability in outcomes by more consistent application of the drivers of improvement set out in the NIF…"

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

East Lothian Council

Fife COUNCIL

Midlothian

Scottish Borders COUNCIL

![SEIC]

SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes

Context

The infographic below provides an overview of some key statistics regarding geography, demography, social context and service provision for the South East region. In addition to the challenges recognised in the social context data (for example, SIMD and free school meal registrations), the region has significant groups living with hidden social disadvantage. Rural poverty and intersectional disadvantage (multiple factors) are particularly challenging issues.

NUMBER OF PUPILS
CEC:51,311 ELC: 14,652 FC: 50,014 MLC:13,134 SBC:14,552 SEIC:143,663

NUMBER OF SCHOOLS
CEC: 122 ELC:40 FC: 154 MLC: 39 SBC: 71 SEIC:426

NUMBER OF TEACHERS
CEC: 3,452 ELC: 973 FC: 3,530 MLC: 941 SBC: 1,038 SEIC: 9,934

NUMBER OF EARLY LEARNING & CHILDCARE REGISTRATIONS
CEC:8,370 ELC:1,992 FC:6,768 MLC: 2,093 SBC 1,916 SEIC:21,139

SPEND ON EDUCATION (£THOUSANDS)
CEC: £391,319 ELC:£96,618 FC: £349,076 MLC: £100,484 SBC: £117,636 SEIC: £1,055,133

NUMBER OF CHILDREN AND YOUNG PEOPLE (0-18 YEARS)
CEC:92,253 ELC: 22,919 FC: 76,228 MLC:20,799 SBC:22,484 SEIC:234,683

% OF CHILDREN LIVING IN RELATIVE POVERTY
CEC:12.6% ELC: 15.8% FC :20.5% MLC: 15.7% SBC: 17.6% SEIC:16%

% OF SCHOOL PUPILS LIVING IN SIMD DECILES 1 & 2
CEC: 20.9% ELC: 4.2% FC: 22.7% MLC: 11.1% SBC: 7.6%

FREE MEAL RATE P4-P7
CEC: 12.1% ELC:11.9% FC: 21.6% MLC: 15.5% SBC: 13.4%

FREE MEAL RATE SECONDARY
CEC: 10.6% ELC:8.3% FC: 16.4% MLC: 13.0% SBC: 10.9%

% of LOOKED AFTER CHILDREN (% OF THE 0-17 POPULATION
CEC: 1.4% ELC:1.1% FC: 1.3% MLC: 1.1% SBC: 0.9%

KEY: CEC – City of Edinburgh Council, ELC – East Lothian Council, FC – Fife Council, MLC – Midlothian Council, SBC – Scottish Borders Council, SEIC – South East Improvement Collaborative

SEIC Vision and the way we work

Working together, empowering all, improving outcomes

The way we structure our regional improvement underpins our vision and values. We work collectively as local authorities sharing, collaborating and supporting responsive planning. Our driver is local improvement through regional collaboration. Through collaboration, the five local authorities work together to implement the SEIC plan and ensure full representation from practitioners at all levels.

The SEIC is part of a wider system of support. Education Scotland's SEIT play a vital role alongside SEIC, supporting local authorities with their own improvement priorities and working with SEIC to realise the vision.

4

4

Progress - Engagement

Since August 2019, engagement and participation has significantly increased. Impact of these activities is not always measurable, but evidence is emerging of improvements throughout the system.

Over 100 practitioner events held.

1,123 practitioners attended our in-service day and over 1,600 resources were shared via the remote Big Share.

Inclusion and Equity programme in partnership with Education Scotland's SEIT, with 360 practitioners attending.

Creative Conversations continue to attract audiences of more than 150 per session.

Over 92% of all schools have been represented at one or more of our events.

As a collaborative we provide opportunities for establishments to engage in high quality professional learning and improvement activities.

Over 90% of primary and special schools across the SEIC region have attended one or more of our events.

100% of secondary schools across the region have attended three or more of our events.

Over 3,000 participants have attended one or more of our SEIC events.

Over 50% of our participants have attended more than one SEIC event.

SEIC have worked and collaborated with a large number of practitioners across the region on a wide range of opportunities and improvement activities.
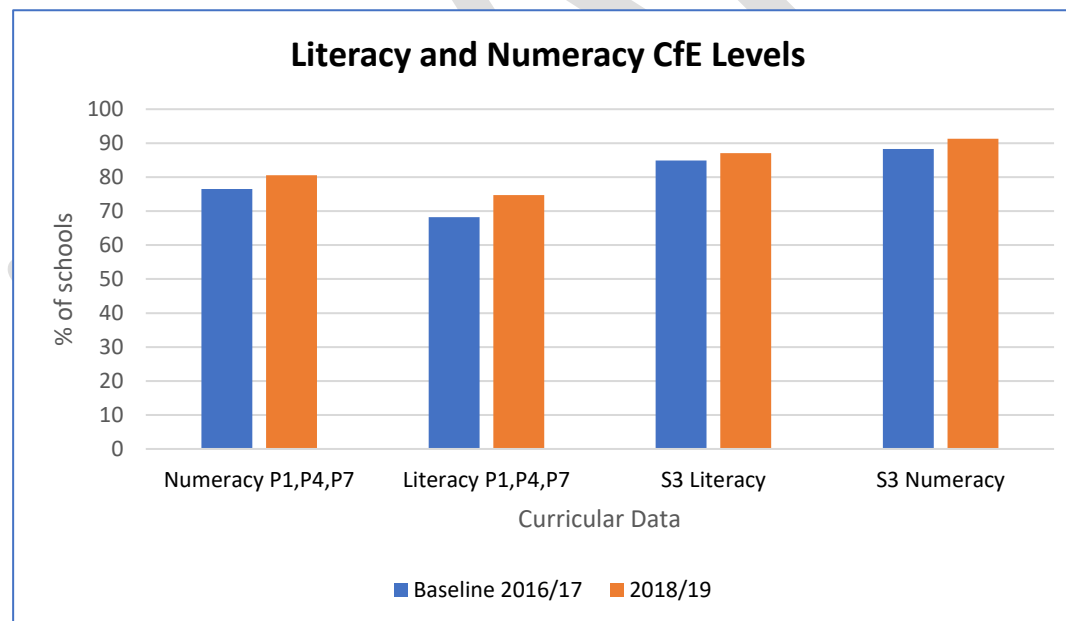
Over 120 young people worked with practitioners to support the creation of the Emotional Wellbeing Charter.

5

Progress – Performance

The data below represents pupil performance over time across the SEIC. It demonstrates increasing trends related to the SEIC strategic aims to improve attainment and achievement across our schools and early years settings.

Curriculum for Excellence Levels

- **Numeracy:** The number of pupils achieving expected levels or better in numeracy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 4%** for P1, P4 and P7 combined achieving expected levels or better.
  Since 2016-17 there has been a **3% increase** in the percentage of S3 pupils achieving third level or better.
- **Literacy:** The number of pupils achieving expected levels or better in literacy has **increased**. In 2018-19 when compared with 2016-17 there has been an **improvement of 6.5%** for P1, P4 and P7 combined achieving expected levels or better.
  Since 2016-17 there has been a **2% increase** in the percentage of S3 pupils achieving third level or better.

Literacy and Numeracy CfE Levels

Curricular Data	Baseline 2016/17	2018/19
Numeracy P1,P4,P7	76	80
Literacy P1,P4,P7	68	74
S3 Literacy	85	87
S3 Numeracy	88	91

% of schools

Progress – Inspection Findings

The data below represents performance over time across the SEIC. Overall, it demonstrates increasing trends related to the SEIC strategic aim to improve attainment and achievement and improve quality in our schools and early years settings. adding value across the regional system through the work of SEIC workstreams and networks, and the Empowered System.

Overall there is an increase in the How Good is Our School 4? (HGIOS4) Framework quality improvement indicators.
QI 1.3 Leadership of change**:** 10.2**% increase**
QI 2.3 Learning teaching and assessment**:** 17.2**% increase**
QI 3.1 Ensuring wellbeing, equality and inclusion**:** 11.5**% increase**
QI 3.2 Raising attainment and achievement: 13.5**% increase**

Note: This data relates to all thirty-one schools who were inspected from 2019/20. Seventeen of which were short model inspections.

Education Scotland Inspection Results
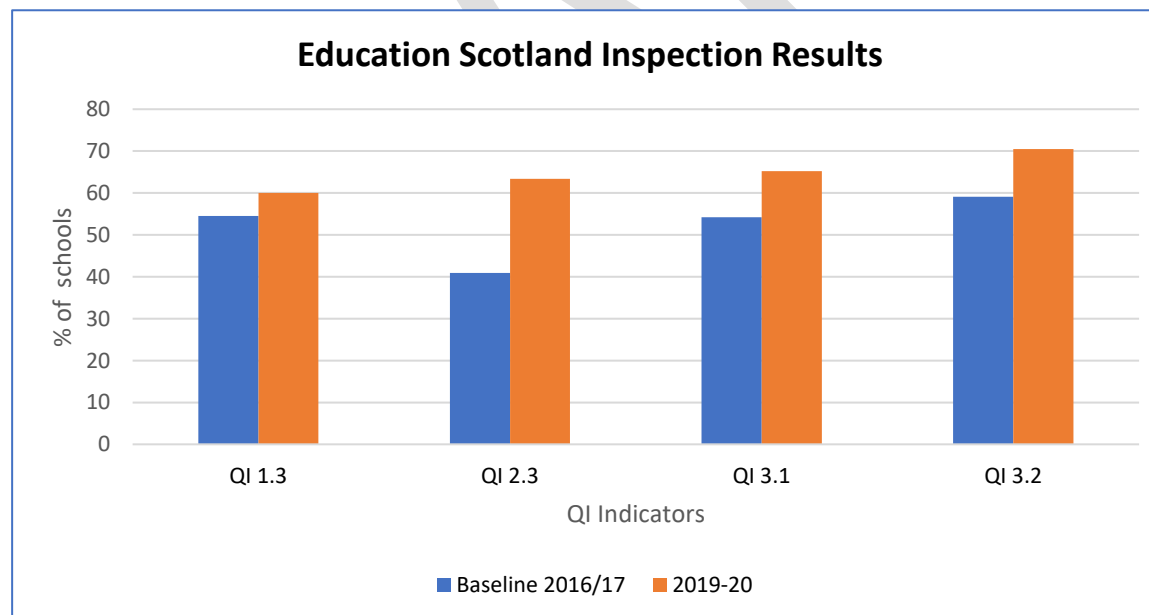
Progress - Empowered System from Phase 2 plan (2019/20)

The work of SEIC was underpinned by the development of an Empowered System. This model was formed to support the implementation of the initial plan. The delivery of the strategic goals was through the collaboration of practitioners across all our authorities working as workstreams and networks to improve outcomes for children and young people. The four-part model; SEIC Associates, Pedagogy Pioneers, Research Schools and Learning Schools facilitated system improvement through the empowerment. The structures and personnel were established to create the planning, delivery and support towards a culture of collaboration for improvement.
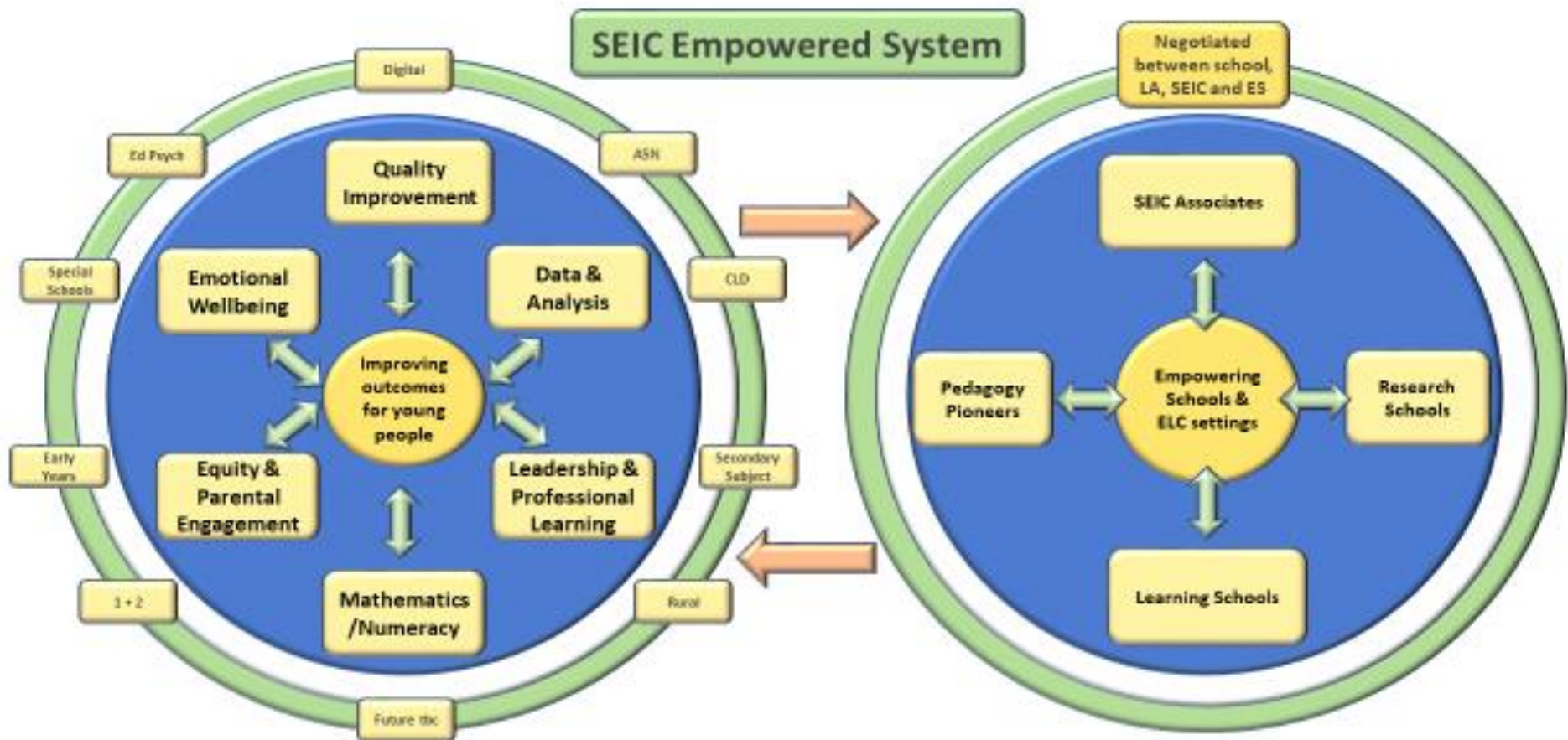
Progress - Workstreams

SEIC workstreams delivered on the strategic goals of the initial plan, with representatives from all authorities supporting each workstream and each local authority leading a priority. There have been many opportunities for collaboration and improving outcomes across the region. Some highlights of the successful work are:

Data & Analysis Workstream
- SEIC INSET Day: the data and analysis workstream delivered a session on the effective use of data. From this session, working groups for tracking and monitoring health and wellbeing outcomes, as well as partnerships with Skills Development Scotland (SDS) and Schools Health and Wellbeing Improvement Research Network (SHINE), were established. Over 100 schools used these sessions to support their wellbeing strategy for children and young people.
- Various collaborative events and training opportunities around data have supported leaders to effectively use and analyse data for improvement.

Emotional Wellbeing Workstream
- Young people have been an integral part of the work of the Emotional Wellbeing workstream which was designed to empower young people to lead strategic improvement and have authentic ownership.
- Young People worked in partnership with practitioners and Young Scot to co-design a Mental and Emotional Health and Wellbeing Award. When launched, the award aims to encourage schools and young people to address the stigma attached to mental health and wellbeing and create sustainable change.

Equity Workstream
- Parental Engagement networks have been established across SEIC and parental engagement sessions were delivered to probationer teachers across SEIC. All delegates reported that this session increased their knowledge and skills to support their practice.
- Parental Engagement and Child Poverty sketch notes have been created and shared with establishments across SEIC. Local authorities use these to support core training material and have reported increased parental engagement, supporting the learning and wellbeing of children and young people.

Leadership and Professional Learning Workstream

- Working in partnership with SDS, a two-part session for Recently Qualified Teachers (RQTs) was delivered around the Career Education Standard. All RQTs reported an improvement in their knowledge and understanding of the Standard and its application across the curriculum.
- Research Schools: a total of 10 phase 1 and 2 research schools are now operational. Enquiry posters and improvement methodology journeys show a change in teachers' planning and learning, teaching and assessment. Comparison of the pre- and post-intervention research skills audit shows teachers reporting a higher level of confidence and skill in using a variety of research processes to improve outcomes for learners.

Maths & Numeracy Workstream

- Delivered a cross-authority moderation learning, teaching and assessment session for Early to Fourth level practitioners based on the moderation cycle. Practitioners reported an increase in confidence in the quality and range of moderation evidence they would use in numeracy and mathematics.
- Maths departments from all SEIC secondary schools engaged in professional learning on pedagogy in numeracy. Numeracy leads within primary schools are engaging in professional learning in partnership with Education Scotland.
- Established a professional learning library for all schools through the purchase of reading material to support continued improvement in the pedagogy of numeracy.

Quality Improvement Workstream

- 'Developing Collaborative Leadership' provided the opportunity for DHTs to work together, share practice and collaborate by looking at improvement planning. Almost all participants reported a significant improvement in their wellbeing and felt motivated and enthusiastic within their establishments and across SEIC to continue collective professionalism.
- The Journey to Health, Wellbeing and Inclusion event saw teams of DHTs and PTs of Pupil Support from secondary schools across the region come together to moderate, share and improve practice around Quality Indicator 3.1 in HGIOS4. Feedback from the event highlighted increased confidence regarding safeguarding and many aspects of wellbeing, inclusion and equity.
- A BGE Transitions event was delivered across the region with primary and secondary colleagues representing each of our local authorities. All attendees completed a pledge to help support evaluations, leading to improved outcomes for children and young people through transitions. Almost all schools felt they made improvements to their transitions following the session.

Progress - Networks

The SEIC Networks provide a valuable contribution to enhance the system through collaboration, sharing practice and facilitating opportunities for professional learning. Networks are empowered to drive improvement that is relevant and responsive to identified needs. Outcomes will support the overall delivery of the SEIC plan and new Networks will continue to evolve. Strong relationships and communication across the SEIC are essential to the success of this. Below are listed some of the successes of current networks:

ASN Network
- Sharing of good practice and policies to inform strategic direction across SEIC.
- SEIC joint planning in response to the *Additional Support for Learning Review (Morgan report-Jan 2019).*

Community Learning and Development (CLD) Network
- There has been a focus on training relevant staff with the delivery of the new CLD standards.
- The network continues to share areas of good practice.

Early Years Network
- Continues to provide professional learning in many relevant areas for early years practitioners, for example, in outdoor learning and literacy.
- Sharing of good practice and policies to inform strategic direction across SEIC, for example, preparing for 1140 hours provision.

Secondary Subject Network
- 20 SEIC secondary subject network groups that work collaboratively to improve practice, for example, to ensure a consistent approach to assessment and moderation in the Senior Phase.
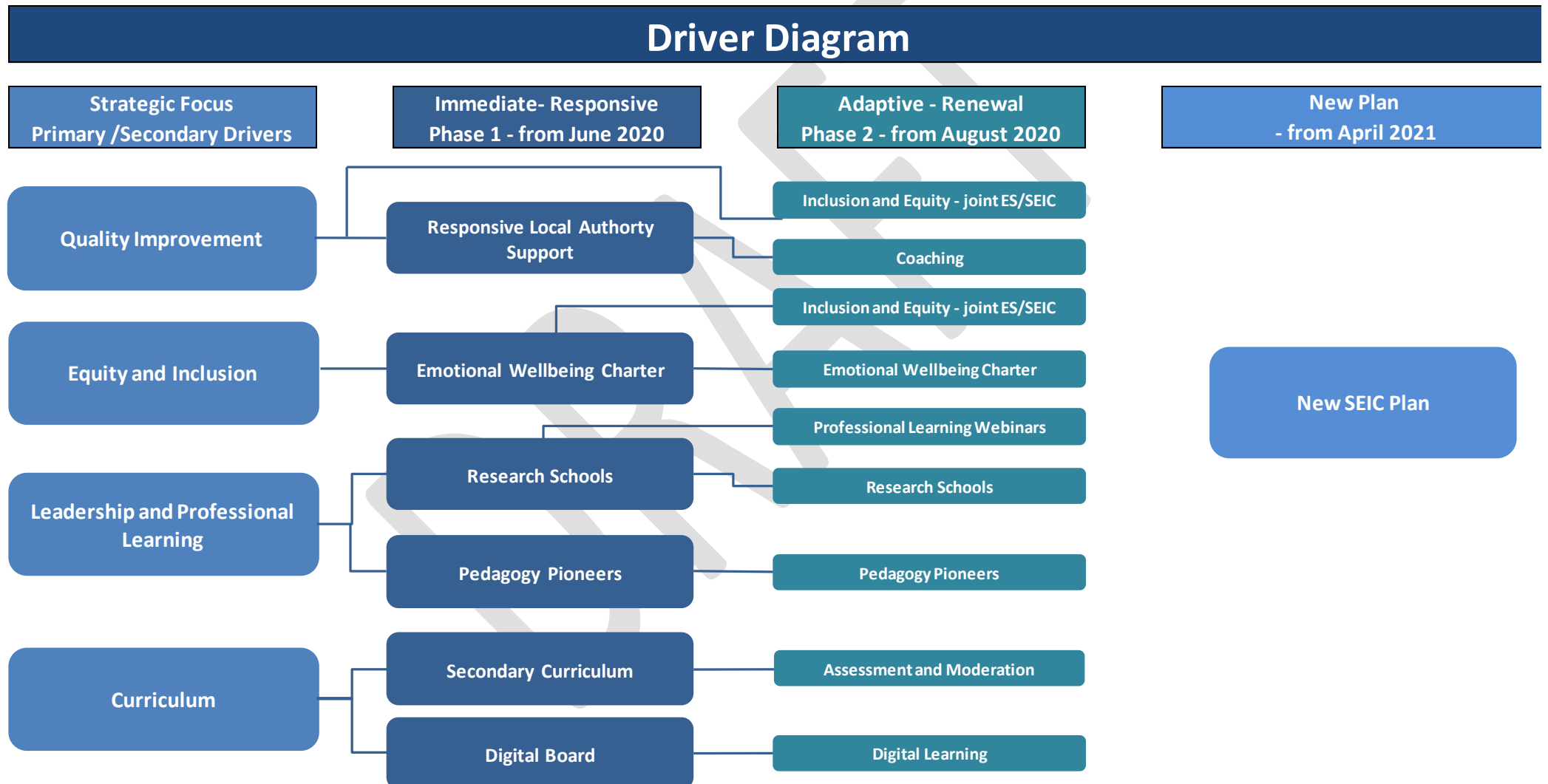
Special Schools Network
- All head teachers in this network have shared an area of practice that has led to improved outcomes for children and young people.

1+ 2 Languages Network
- Developing and sharing resources across SEIC primary practitioners who facilitate the teaching of languages.
- Working in partnership with the University of Edinburgh to produce professional learning in languages for primary practice.

SEIC Agile Plan 2020/21– (COVID-19 Response)

This driver diagram was developed through consultation and analysis of need across our authorities, to inform a one-year agile plan to respond to COVID-19. The full plan can be viewed on the SEIC website, including feedback from all local authorities and our response to this.

Driver Diagram

Strategic Focus Primary /Secondary Drivers	Immediate- Responsive Phase 1 - from June 2020	Adaptive - Renewal Phase 2 - from August 2020	New Plan - from April 2021
Quality Improvement	Responsive Local Authority Support	Inclusion and Equity - joint ES/SEIC	New SEIC Plan
		Coaching	
Equity and Inclusion	Emotional Wellbeing Charter	Inclusion and Equity - joint ES/SEIC	
		Emotional Wellbeing Charter	
Leadership and Professional Learning	Research Schools	Professional Learning Webinars	
		Research Schools	
	Pedagogy Pioneers	Pedagogy Pioneers	
Curriculum	Secondary Curriculum	Assessment and Moderation	
	Digital Board	Digital Learning	

Progress – Agile Plan 2021 (Covid-19 Response)

Some highlights from Agile Plan:

- Blended Learning webinars were hosted as Practitioner Parties
- Secondary network leads engaged in assessment and moderation and devised relevant guidance
- Impact Wales licence offered to all schools to support virtual professional learning
- International engagement in relation to the leadership and management of the return to school
- Digital pedagogy webinars for secondary practitioners
- An Intensive Quality Improvement Programme (IQIP) supported by Education Scotland, for targeted schools to improve attendance and/or engagement
- SEIC website reviewed to provide interactive tools to support practitioners to deliver remote learning
- A series of Inclusion and Equity recorded webinars produced in collaboration with Education Scotland
- Coaching and Safe Place networks set up to support leadership wellbeing.

At a systems level through the Agile Plan:

- Facilitated peer to peer support
- Built capacity through networks
- Developed partnerships for improvement
- Created collaborative capital across our system

Feedback from practitioners:

"It was brilliant. The focus on good pedagogy was very helpful" – Pedagogy for secondary schools

"It was reassuring that we were going in the right direction with our approach to our distance learning." – Blended Learning

"The support we received was excellent throughout, our remote engagement for many young people significantly improved and all enjoyed taking part" – IQIP

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The structure of the planning from September 2018 leading to current plan - April 2021
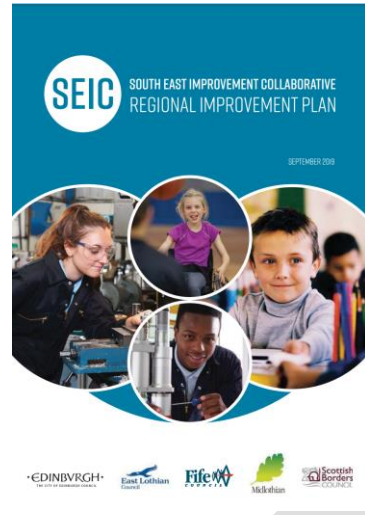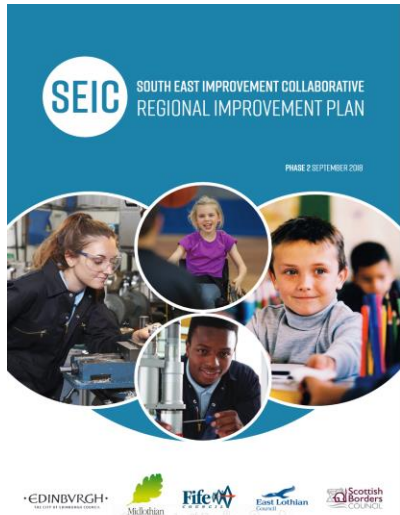
Governance Structure

The SEIC Oversight Group is comprised of Education Conveners and portfolio holders, Vice Conveners and Chairs, Chief Executive Officers, and Directors of Education or Chief Education Officers from the five local authorities across the SEIC region. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The SEIC Board is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, the Senior Regional Advisor from Education Scotland's SEIT and representatives from Edinburgh University, CLD and Skills Development Scotland. The Board develops the Regional Improvement Plan and oversees its progress and impact.

The newly formed SEIC Implementation Group will drive the agreed work of the SEIC plan alongside the SEIC team within the contexts of local authorities. It will consist of a senior officer from each local authority alongside representatives from the SEIC team and Education Scotland's SEIT. They will drive the work of the new working groups and harness the support of our collaborative networks to deliver improvement.

Local Authority Forums

Within each authority there is a forum which aims to share the key messages between the SEIC Board and practitioners. Each authority organises this to reflect their own context.
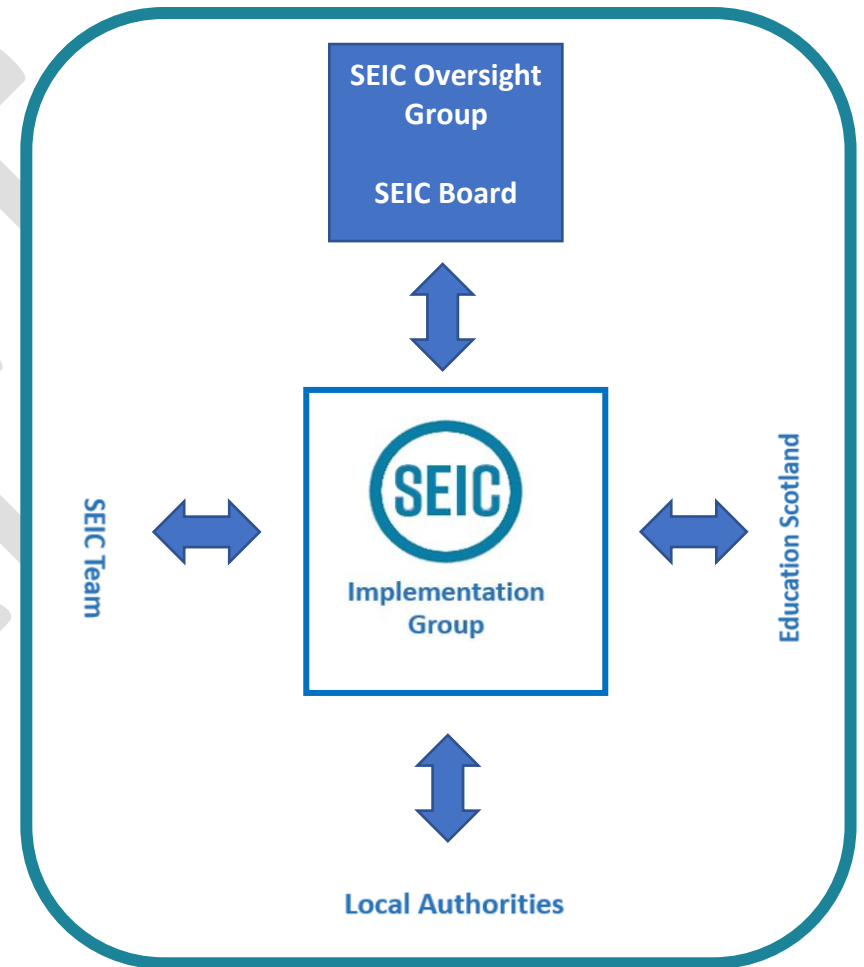
Planning for the next phase

This image shows the future direction for SEIC and the Empowered System. This has been developed through robust evaluations, consultation with all stakeholders and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework (NIF).

The new SEIC improvement plan aims to support recovery from Covid-19 and to support the development of a fully empowered and more resilient school system.

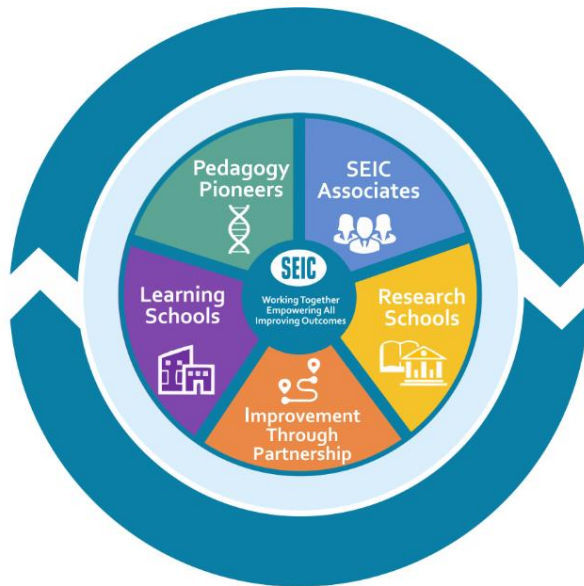To do this we will collaboratively aim to achieve 3 strategic goals:

- *To drive high quality learning, teaching & assessment*
- *To support inclusion, wellbeing & equity*
- *To develop the use of digital pedagogy*
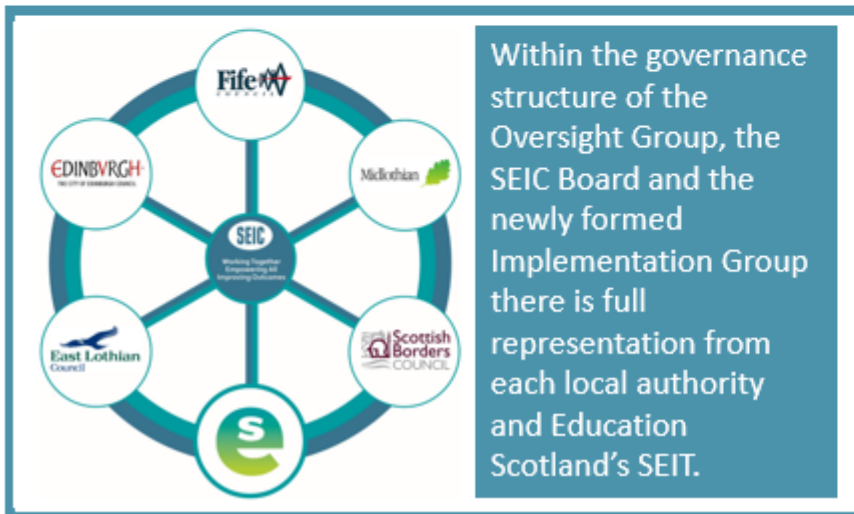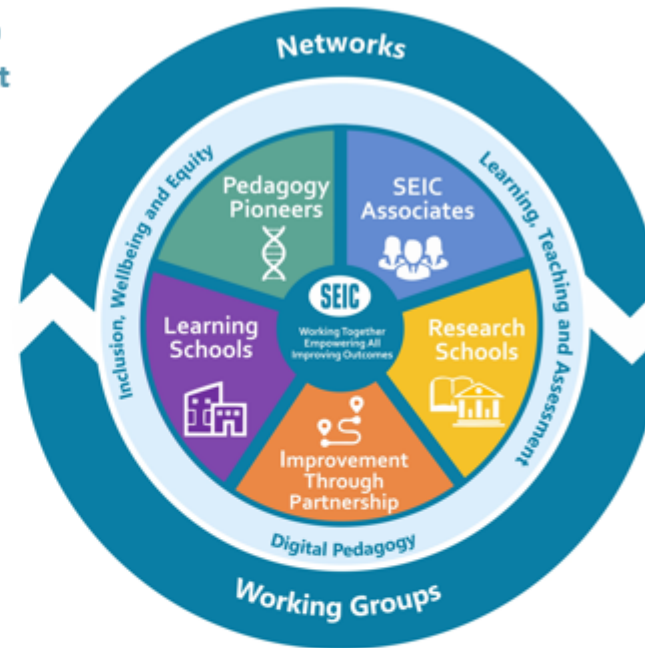
Within the governance structure of the Oversight Group, the SEIC Board and the newly formed Implementation Group there is full representation from each local authority and Education Scotland's SEIT.

Empowered System

The Empowered System is building capacity through peer collaboration in all 5 aspects

Working Groups

Working groups will plan, action and drive forward the new SEIC Strategic Goals

Networks

Networks are self-sustaining and set their own agenda for collaborative improvement

SEIC & SEIT Teams

The teams support Working Groups, Networks and facilitate the Empowered System

The Empowered System (phase3)

The Empowered System is the self-sustaining system which has been developed over the last two years, building the capacity of school communities and educational settings which has enabled more collaborative ways of working. The planned programme of work aims to continue to accelerate improved outcomes for children and young people across all communities.

The Empowered System focuses on the need to build effective opportunities for practitioners at all levels of the system, across the five local authorities. Our collaborative focus is to work together, share practice, to try out new approaches and to engage with educational research as drivers for improvement. This is achieved through Pedagogy Pioneers, SEIC Associates, Research Schools, Improvement through Partnerships and Learning schools.
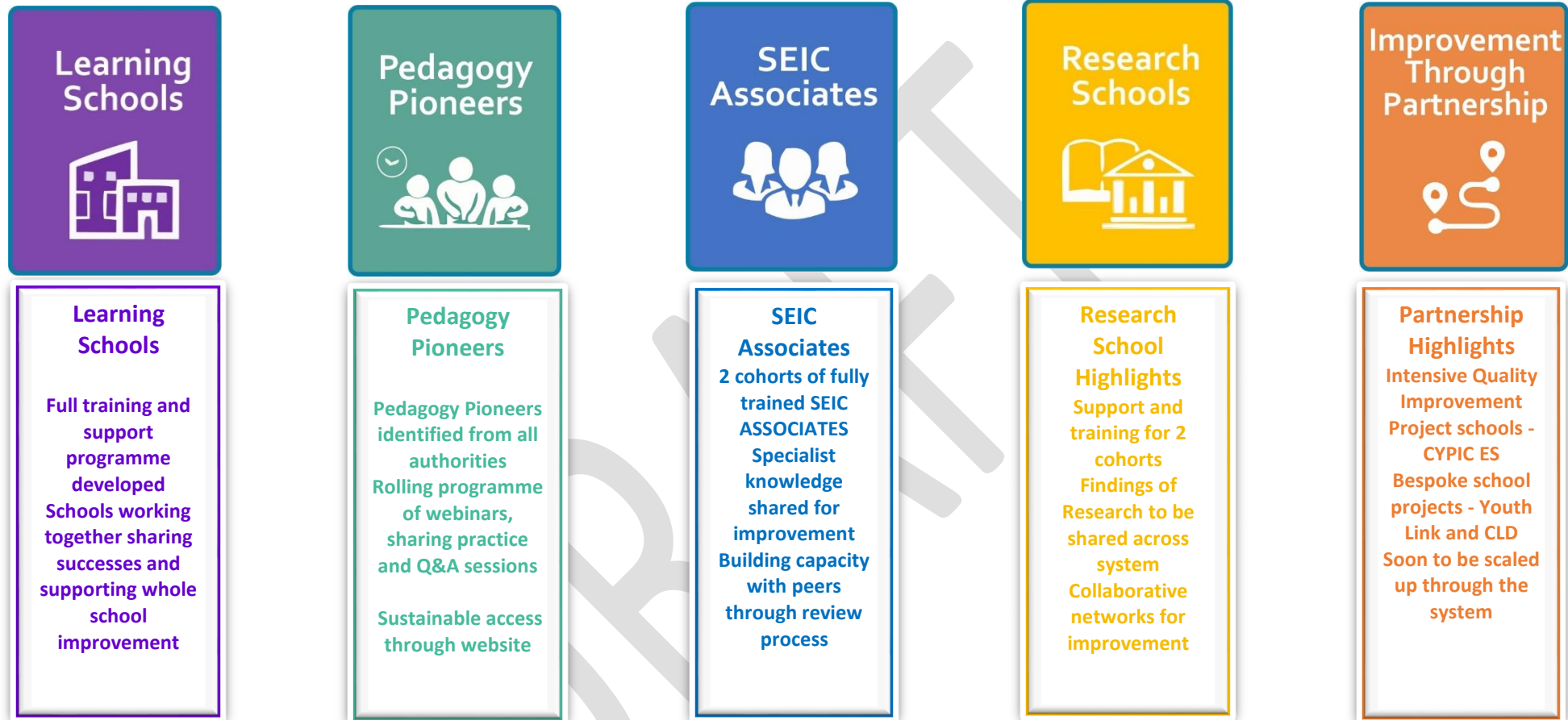
As the vision for the Empowered System is working with peers, it has attracted some outstanding practitioners who embed our shared vision of **"working together, empowering all, improving outcomes**" in their work and who have a passion for excellence, equity and empowerment, building strong and sustainable supports.

The SEIC Empowered System continues to grow and fits with the recommendations from the *International Council of Education Advisers Report 2018-2020* moving towards, as they describe, a Networked Learning System (NLS). NLSs are:
- connected through networks across physical, professional and virtual boundaries and;
- driven by design-based research and collaborative inquiry to innovate, test and refine

practice and build leadership capacity through practice-based professional learning.

NLSs adapt and improve continuously in conditions where everyone's expertise and learning are valued and drives improvement. This is reflected in the rationale behind the SEIC Empowered System.

The Empowered System – Peer Collaboration

Learning Schools

Learning Schools

Full training and support programme developed
Schools working together sharing successes and supporting whole school improvement

Pedagogy Pioneers

Pedagogy Pioneers

Pedagogy Pioneers identified from all authorities
Rolling programme of webinars, sharing practice and Q&A sessions

Sustainable access through website

SEIC Associates

SEIC Associates
2 cohorts of fully trained SEIC ASSOCIATES
Specialist knowledge shared for improvement
Building capacity with peers through review process

Research Schools

Research School Highlights
Support and training for 2 cohorts
Findings of Research to be shared across system
Collaborative networks for improvement

Improvement Through Partnership

Partnership Highlights
Intensive Quality Improvement Project schools - CYPIC ES
Bespoke school projects - Youth Link and CLD
Soon to be scaled up through the system

The Empowered System - Strategic Goals

Strategic goals have been developed through robust evaluations, consultation with all stakeholders, and the use and analysis of data, whilst taking account of local authority planning, GIRFEC and the National Improvement Framework:

- *To drive high quality learning, teaching and assessement*
- *To support wellbeing, inclusion and equity*
- *To develop the use of digital pedagogy*
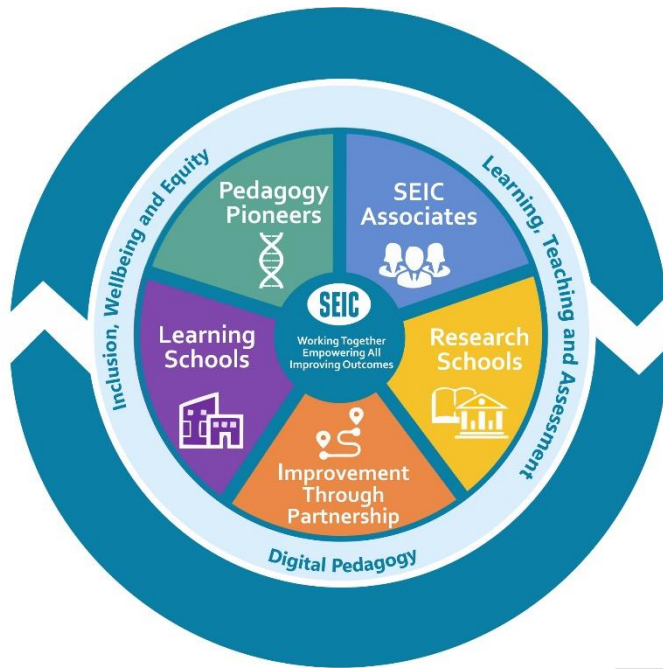
The newly established Implementation group will work collaboratively to develop actions to deliver on the strategic goals. This will ensure that at a strategic level there will be increased opportunity to collaborate, share practice and add value and increase ownership of system improvement.
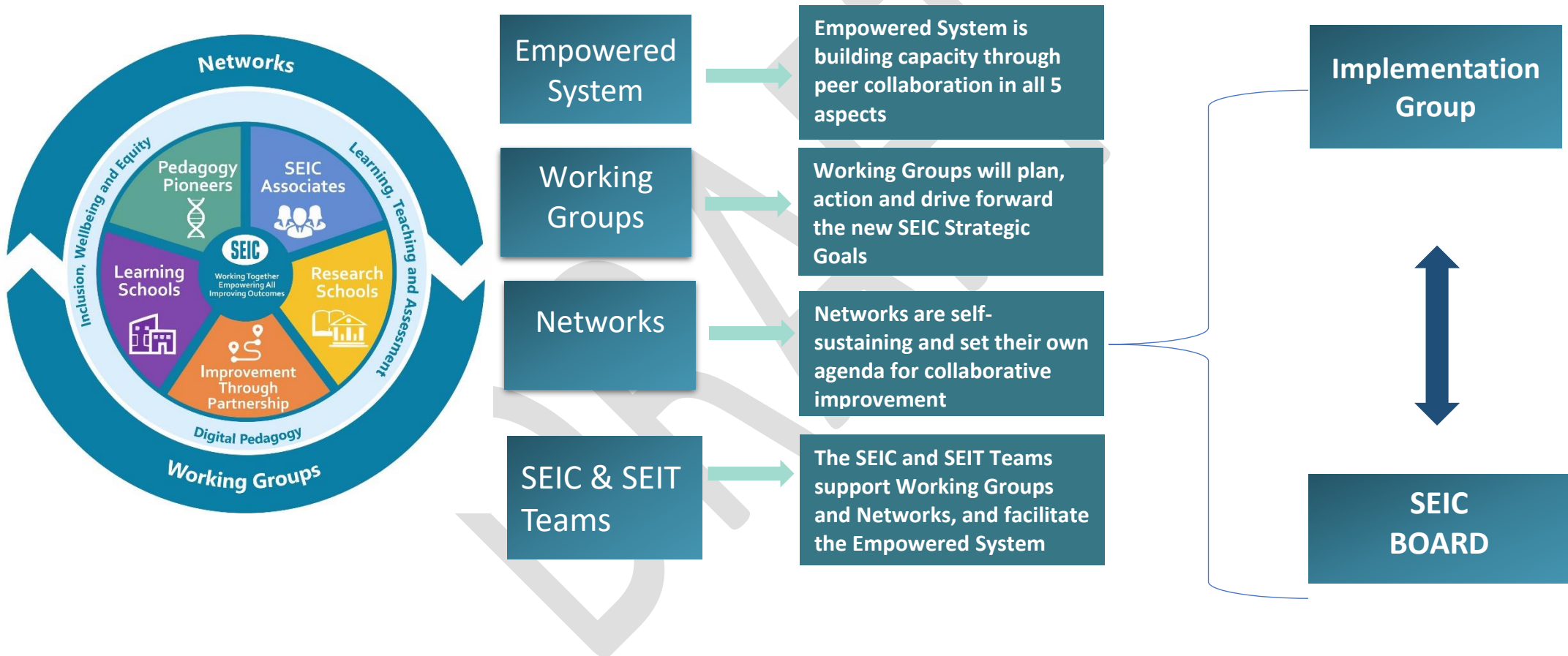**The delivery of the high-level strategic goals is in the detailed improvement action plan**

Strategic goals will be driven by short life cross authority working groups supported by the SEIC team and Education Scotland's SEIT, under the strategic direction of the Implementation Group. Working groups will develop these strategic goals into action plans, to ensure the collaborative adds value to each local authority improvement plan.

All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage see Appendix 2, further details are available in the SEIC Equity and Inclusion audit.

How the plan will be delivered

The evaluative data has informed evolving structures through which the SEIC plan will be delivered. The governance arrangements for SEIC Improvement Plan have been re-designed where the Implementation Group will oversee all operations to further support local democratic accountability whilst at the same time bringing together the key representatives involved in decision making across SEIC.

Empowered System → Empowered System is building capacity through peer collaboration in all 5 aspects

Working Groups → Working Groups will plan, action and drive forward the new SEIC Strategic Goals

Networks → Networks are self-sustaining and set their own agenda for collaborative improvement

SEIC & SEIT Teams → The SEIC and SEIT Teams support Working Groups and Networks, and facilitate the Empowered System

Implementation Group

↕

SEIC BOARD

Networks – (phase 3)

The SEIC Networks provide a valuable contribution to enhancing the system through collaboration, sharing practice and facilitating opportunities for professional learning.

Networks are empowered to drive improvement that is relevant and responsive to identified needs.

Outcomes will support the overall delivery of the SEIC plan with a focus on the three strategic goals. New networks will continue to evolve.

Strong relationships and communication across the SEIC are essential to the success of this. Some of the existing and emerging networks:

SEIC

NETWORKS

ASN · QAMSO · 1 Plus 2 · Young People · Numeracy · Data · Secondary · Literacy · Early Years · Quality Improvement · Professional Learning · Small School Network · CLD Network · Equity · Creative Learning · UNCRC

Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. Being aware of the key challenges allows a focus on mitigation and therefore manages effectively any risks posed.

Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensure effective communication • Input locally and regionally for elected members • Local Authority Forums
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Seconded Staff Team	• Clear communication about contract length • Time for quality transition • Staggered contracts to ensure some continuity
• CfE Data	• Moderation exercises to have confidence in CfE declarations
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities • Effective use of SEIC budget
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC through the professional associations group
• Further legislative changes in future	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

Measuring our Impact

As a collaborative we evaluate our performance through the use of data. We are rigorous when measuring and evaluating progress against the plan, including using scorecards (*see appendix 2*) and the SEIC Evaluation Framework (*see appendix 3*). A more robust process of evaluation will be undertaken as part of the implementation of the plan. All contributors to the plan will report on progress and impact on a regular basis to ensure responsiveness to evaluation outcomes.

Progress will be captured using both qualitative data sources from all stakeholders and quantitative data as outlined below:

Developing High Quality Learning, Teaching and Assessment	Supporting Inclusion Wellbeing and Equity	Developing the use of Digital Pedagogy
Outcome Measures: • NIF declarations - HGIOS4 Quality Indicator 2.3(Learning Teaching and Assessment). • Education Scotland Inspection Findings – HGIOS4 uality Indicatory 3.2 (Raising Attainment and Achievement) • Curriculum for Excellence Levels	**Outcome Measures:** • NIF declarations - HGIOS4 Quality Indicator 3.1(Ensuring Wellbeing, Equality). • Education Scotland Inspection Findings – HGIOS4 Quality Indicatory 3.1 (Ensuring Wellbeing, Equality) • Attendance Rates • Exclusion Rates	**Outcome Measures:** • Engagement and usage data from West OS, NELO and e-Sgoil • NIF declarations and Inspection findings - HGIOS4 Quality Indicator 2.3(Learning Teaching and Assessment). • Digital Strategy evaluations

Appendices

Appendix 1 – Attainment and Data informing Strategic Goal

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average	2024-25 Stretch aims targets
% of establishments evaluated as good or better for 2.3 learning teaching and assessment	44.4	57.1	61.1	54.1	54.2	75.0
% of establishments evaluated as good or better for 3.2 raising attainment & achievement	50.0	53.8	60.5	62.2	54.8	75.0
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	87.5**
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	76.5	79.9	80.6	*	79.0	87.5**
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	93.5**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	93.5**

*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Developing the use of Digital Pedagogy

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year-average	2024-25 Stretch aims targets
% of establishments evaluated as good or better for 2.3 learning teaching and assessment	44.4	57.1	61.1	54.1	54.2	75.0
% of establishments evaluated as good or better for 3.2 raising attainment & achievement	50.0	53.8	60.5	62.2	54.8	75.0
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	87.5**
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	76.5	79.9	80.6	*	79.0	87.5**
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	93.5**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	93.5**

*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Supporting Inclusion, Wellbeing and Equity

Indicators	2016-17 Baselines	2017-18 Value	2018-19 Value	2019-20 Value	3-year- average (2016-18)	2024-25 Stretch aims target SIMD 1	2024-25 Stretch aims target SIMD 5
% of establishments evaluated as good or better for 3.1 ensuring wellbeing, equality & inclusion	66.7	70.0	50.0	66.7	62.2	75.0***	
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	68.2	74.1	74.7	*	72.3	85.0**	90.0**
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	76.5	79.9	80.6	*	79.0	85.0**	90.0**
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	84.9	85.3	87.1	*	85.8	91.0**	96.0**
% of S3 pupils achieving third level or better in numeracy	88.3	88.7	91.3	*	89.4	91.0**	96.0**
Primary Attendance Rates	94.9	N/A	95.0	*	95.0	95.0	95.0
Secondary Attendance Rates	91.9	N/A	89.4	*	90.7	93.0	93.0
Primary Exclusion Rates (Rate per 1000 pupils)	5.7	N/A	5.7	*	5.7	4.0	4.0
Secondary Exclusion Rates (Rate per 1000 pupils)	28.0	N/A	26.9	*	27.5	15.0	15.0

*Availability of data has been affected by COVID-19. ** Scottish Government NIF Stretch aims. *** SIMD does not apply.

Additional Measures

SQA Attainment: As a result of the COVID-19 pandemic, examinations were cancelled for all pupils in 2019/20 and 2020/21. This has therefore meant that the process of awarding exam grades to pupils had to be altered. It is therefore difficult to get a reliable baseline of SQA attainment at present, despite this, SQA Attainment data will still continue to be a core evaluative measure going forward.

School Leaver Destinations: We will continue to evaluate and monitor post school destinations for our young people across the region.

Appendix 2 - Outcomes for the most vulnerable and disadvantaged children and young people

It is well known that a range of factors lead to children and young people having poorer outcomes than their peers. These include living in a socially deprived area (SIMD Q1), living in a household with limited income and being registered for free school meals (FMR), having additional needs for support with learning (ASN) or being a looked after child (LAC).

The outcomes from these different groups are monitored and reported, and also inform the allocation of resources for national policy (e.g. Pupil Equity Fund). However, there is usually a focus on each of these groups separately.

**Analysis of the data shows two key features which this approach ignores**:

- There is a significant overlap between these different forms of disadvantage. Often children and young people may be included within more than one of these groups.

- The outcomes of children and young people who face multiple forms of disadvantage often face significantly poorer outcomes. This is apparent in the table on the right which summarises the proportion of young people leaving school who enter a positive destination.

> **SEIC recognises the challenge facing children and young people who face multiple forms of disadvantage. All work undertaken by SEIC will consider how best to improve outcomes for those facing multiple forms of disadvantage. SEIC will also further develop its data to improve the monitoring of outcomes for these groups.**

Positive Destinations for SEIC	Positive	Negative	Risk
All Leavers	**92.7 %**	**7.3 %**	**1.0**
Ethnic (Minority Ethnic)	95.0 %	5.1 %	0.7
Ethnicity (Minority Ethnic & ASN)	94.5 %	5.5 %	0.8
Female	94.3 %	5.7 %	0.8
Male	91.2 %	8.8 %	1.2
ASN	89.8 %	10.2 %	1.4
SIMD Q1	88.2 %	11.8 %	1.6
FSM	85.5 %	14.5 %	2.0
LAC	84.6 %	15.4 %	2.1
FSM & ASN	84.3 %	15.7 %	2.2
FSM & LAC	76.6 %	23.4 %	3.2

Table showing: the proportion of young people entering positive destinations from school; the proportion of young people not entering a positive destination; and the relative risk for a range of groups of not entering a positive destination

Appendix 3: Evaluation Framework

SEIC/ELC Digital Developments 2021/22

SEIC

East Lothian Council
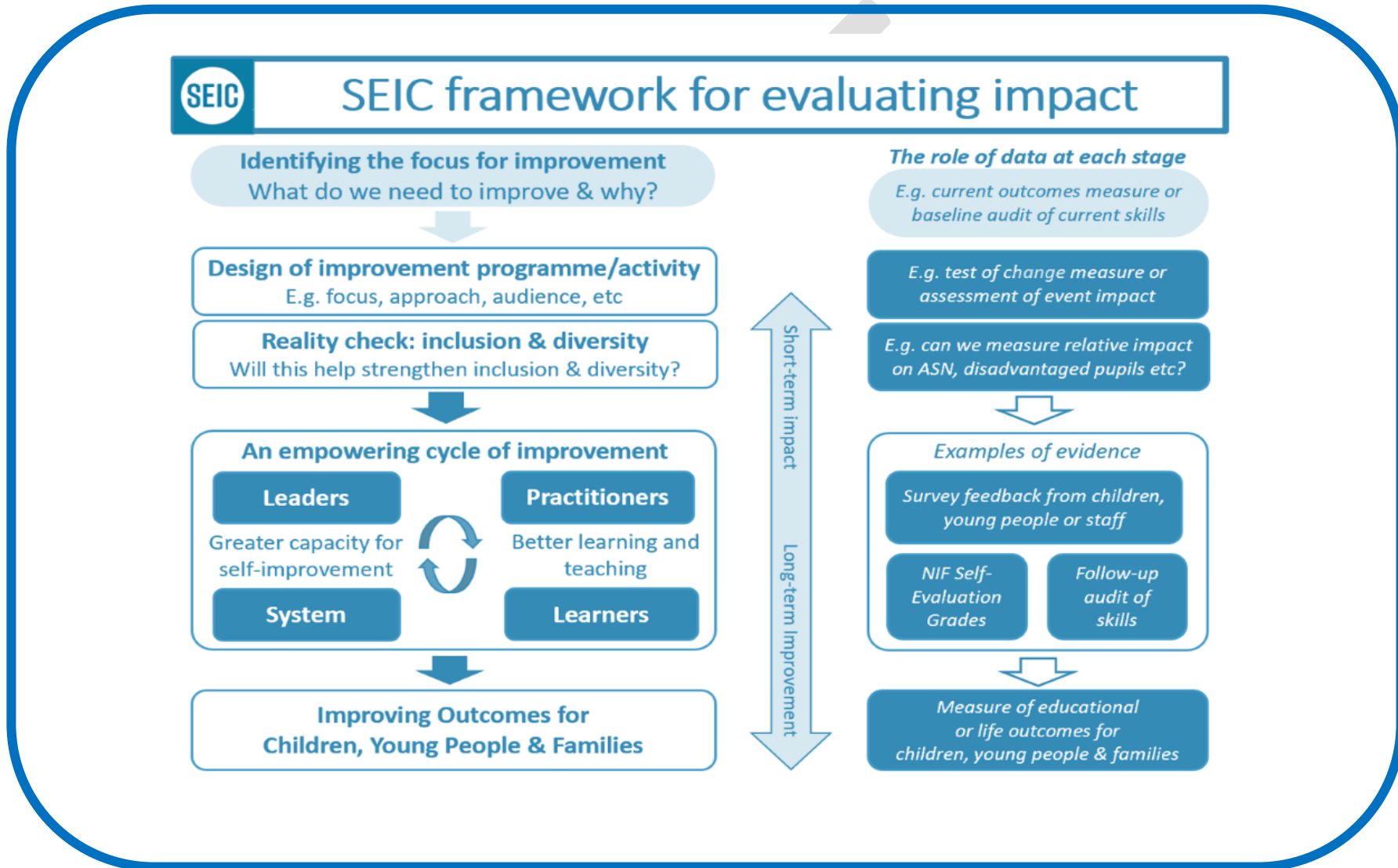
As part of the National e-Learning Offer SEIC have supported East Lothian in acquiring access to West Online School. This has included, supporting with policies, staff training and support, as well as regular updates on new materials to the platform. The next step is to further support schools with the acquisition of Glow accounts for pupils to build on the usage of this resource.
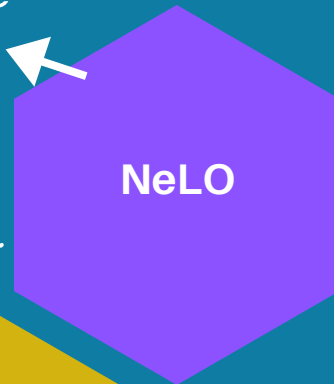
NeLO

Digital Strategy

A Digital Strategy is currently being drafted taking account of the needs in East Lothian and the Regional Digital Strategy. This document includes; digital skills progression and a framework from Early Years to Senior Phase.

To improve communication with practitioners an active education twitter page, shared learning spaces and a new SEIC website have been developed. The new ELC site currently in development, will be supported by this.

Improving Information

SEIC Contributions

Online Training

High quality online training has been provided across the SEIC, focusing on the digital skills required for remote learning and transition to blended learning. Post lockdown the training provided has looked to develop the skills of staff around Google Workspace to enable a sustainable model of professional learning across the LA.

Digital technology across East Lothian has built in features that enable many learners with ASN to access the curriculum more independently. Adequate training and guidance is provided to enable schools to make the most of the devices and their features.

Accessibility using Digital Technology

Updating policy and guidance documents

In line with remote learning, updating some of the documentation around expectations for staff and students when learning online was required. These have been completed and shared with all schools through the remote learning guidance.