East Lothian
Council

REPORT TO: Education & Children's Services Committee

MEETING DATE: 21 November 2023

BY: Executive Director, Education & Children's Services

SUBJECT: Education Service Progress Report and Improvement
                              Plan 2023/24

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1.   PURPOSE

1.1.   To seek the Committee's approval of the Education Service Progress Report and
        Improvement Plan on key improvement priorities achieved for session 2022/23
        and identification of key improvement priorities planned for session 2023/24.

2.   RECOMMENDATIONS

2.1.   The Committee is asked to:

   i.   Note the overall positive progress made by the Education Service in delivery
        of the Council's Plan, the Education Progress and Improvement Plan
        2022/23 and the priorities within the National Improvement Framework.

   ii. Note the steps being taken to secure continuous improvement in session
        2023/24.

   iii. Approve the Progress Report and Improvement Plan 2023.24 (Appendix 1).

   iv. Note that this Progress Report and Improvement Plan has been submitted
        to the Scottish Government in draft, 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 on 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 relating to the
       preparation and publication of annual plans and reports linked to the National
       Improvement Framework.

3.3   The Scottish Government has continued to encourage education authorities to prioritise recovery and where possible to streamline ongoing improvement priorities.

3.4   Plans for the use of Pupil Equity Funding continue to be amalgamated into School Improvement Plans to ensure a holistic approach to improvement planning, specifically relating to raising attainment and closing the poverty-related attainment gap.

3.5   The Education Service has reviewed progress from last session as part of a range of ongoing methods of self-evaluation. In addition, officers have reviewed school standards and quality reports and school improvement plans in order to ascertain where further improvement is required.

3.6   The focus for session 2023/24 is '**Back to Basics- a Relentless Focus on Equity and Excellence.'**

3.7   The aim of the Education and Children's Services Directorate is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

3.8   **KEY SUCCESSES, SUMMARY OF PROGRESS AND NEXT STEPS**

3.9   Our three recovery focused priorities of Curriculum, Inclusion and Wellbeing and Leadership encompassed our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.

3.10   Curriculum

In Session 2022/23 we aimed to support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community. While a detailed evaluation of progress can be found on pages 8-11 of the plan, notable successes are:

- 91% schools reported having made literacy, numeracy and health and wellbeing a priority, either reporting these as strengths or areas under development.
- 88% of schools reported that their evaluations supported the view that their rationale was unique to their school and their community's needs.
- 74% of schools reported that their evaluation evidence showed that their curriculum rationale provided flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners.

3.11   Priority 2: Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

3.12   In Session 2022/23 we aimed to ensure a universal commitment to inclusive practice. While detailed information is given about evaluation of progress on pages 12-17 of the plan, notable areas of improvement include:

3.13 Autism Support - The Autism Support Service pilot project supported twelve children and young people, sixteen parents and sixty professionals, improving confidence, knowledge and skills.

3.14 Rights Respecting School Award (RRSA) is the main framework used to support pupil leadership and voice within our schools. RRSA is now being implemented in 83% of our schools, with one gold award school, eight silver award schools and seventeen bronze award schools.

3.15 LGBT Youth Scotland - The central Equity and Inclusion Team obtained accreditation from LGBT Youth Scotland in the form of the Foundation Charter Mark. Four secondary schools newly attained LGBT's Youth Scotland's Silver Charter Mark.

3.16 Safeguarding & Child Protection – Our *Included, Engaged and Involved: Child Protection and Safeguarding* Policy was approved at Education Committee in June 2023 and has been subsequently shared and implemented. Associated guidance on the storage of pupil information was also finalised and shared with all educational establishments.

3.17 Young Carers' Service - To increase awareness of the service, awareness raising PSE lessons have been delivered in all secondary schools and workshops were delivered to P6/7 pupils in seventeen primary schools. Two hundred and seventy-one young carers were encouraged to register in 22/23 and one hundred and eighty-one new Young Carer Statements were created. This is an increase on the sixty-two statements which were created in 21/22.

3.18 Strategic Equity Fund (SEF) - Through the Strategic Equity Fund:
- we have set Core and Core Plus stretch aims to support the attainment, inclusion and health and wellbeing of children and young people impacted by poverty, with care experience and additional support needs.
- an equity tracker was produced with key data sets shared with schools on a monthly basis to allow them to track progress against stretch aims.
- a Principal Teacher of Equity was appointed in each of our secondary schools to track and monitor attainment in relation to the stretch aims and identify interventions which contribute to the closing of the attainment gap.
- funding for supported study was made available in all of our secondary schools.
- in three Primary Schools, School and Family Support Workers were appointed to support the delivery of the stretch aims.

3.19 Pupil Equity Fund (PEF) - New guidelines to support the efficacy and evaluation of PEF spending was issued to schools in session 22/23.

3.20 Child Planning Framework – Locality Teams - A steering group was established to formulate guidelines for the establishment of multi-agency Child Planning Framework- Locality Team forums as a continuum of GIRFEC approaches. These have since been agreed and the first CPF-LT has been established at the Preston Seton Gosford locality.

3.21 Educational Psychology Service (EPS) - The EPS continued to develop its new service delivery model for Requests for Assistance (RFAs) for individual children and young people, with all requests coming through a central process.

3.22 Single Point of Access (SPA) - The SPA received one thousand two hundred Requests for Assistance in 22/23. During the session 72% of these cases were fully completed in terms of the requests being made e.g., have received an outcome for all requested services. During the school session Three hundred and fifty children and young people engaged in and completed a mental health intervention. 65% of young people who received MYPAS or Art Therapy reported an improved outcome. 80% of young people who received an intervention from the Mental Health Youth Workers reported an improved outcome or progress towards a desired goal.

3.23 Priority 3 – Leadership
In Session 2022/23, we aimed to develop a skilled workforce, leadership of learning, pupil leadership and Head Teacher leadership and empowerment.

3.24 While detailed evaluation of progress can be read on pages 18-23 of the plan, notable successes are:

Leadership of Learning
The work of the Pedagogy Team has led to improvements in:
- Literacy through improvements in learner engagement and pupil confidence which has improved the quality and the quantity of writing and has led to improved attainment at first and second level.
- Numeracy through improvements in learner experiences and increased expectations for progression in Numeracy. This was identified in an inspection of one of our schools by Education Scotland.

3.25 NWIP - The National Writing Improvement Programme was delivered in nine schools, in collaboration with Children and Young People's Improvement Collaborative. The programme delivered professional learning to fifty teachers in the areas of Quality Improvement and Writing pedagogy. The impact of this work led to improvements in pupil attainment of First Level Writing at the Primary 4 in stage in almost all schools in June 2023.

3.26 Self - Improving Schools - School Review Teams/School Team Groups (STGs)
The Quality Improvement Team led an ambitious programme of reviews in schools to support ongoing improvement (see Table 1 below). These review teams have provided opportunities for school based and central staff at all levels to develop experience and knowledge around self-evaluation for self-improvement. Recent Education Scotland inspections have recognised these processes and outcomes through validation of schools' own self-evaluation (see Table 2 below).

Table 1 (Reviews)

	2022/2023	2023/2024 (Carried out or planned)
Primary	17	17
Secondary	4	2

Table 2 (Inspections)

	2022/2023	2023/2024 (As of end of October 2023)
Primary	7	2
Secondary	0	0

3.27 Newly Qualified Teachers (NQTs) - In the 22/23 session we reviewed, evaluated and improved the probationer training programme.

3.28 The development of learner voice at school and authority level - school reviews have provided an opportunity to engage with all pupils through pupil surveys, focus groups and class visits. This has ensured the opportunity for pupil experience and opinion to be considered at different levels of the life and work of the school. This then influences identified improvement priorities for the future.

3.29 Digital Learning - the Digital Learning and Staff Development teams have collaborated to ensure an effective and engaging model of professional learning has been offered.

3.30 Classroom-Based Support Services Conference – one hundred and twenty-six staff from across twenty-nine schools attended this conference. All respondents to the evaluation reported it   was a positive experience and 63% stated that their knowledge and skills had improved directly as a result.

3.32 <u>Closing the Poverty Related Attainment Gap</u>
The Scottish Attainment Challenge will continue to provide support for children and young people through Pupil Equity Funding (PEF); the Care Experienced Children and Young People Fund (CECYPF) and the Strategic Equity Fund (SEF) and plans for the use of these funds are detailed in the Progress and Improvement Plan.

3.33 <u>Priorities for Session 2023/24</u>
We will also continue to implement the required actions in the five priority areas set out in the National Improvement Framework across the key drivers for improvement.

3.34 Our new priorities are focused under these five priority areas while taking into account evaluation of outcomes from last session.
- placing the human rights and needs of every child and young person at the centre of education
- improvement in children and young people's health and wellbeing
- closing the attainment gap between the most and least disadvantaged children and young people
- improvement in skills and sustained, positive school-leaver destinations for all young people
- improvement in attainment, particularly in literacy and numeracy

4 POLICY IMPLICATIONS

4.1 Reporting of performance and planning for improvement is a statutory duty placed on the education authority. The annual publication of a Progress Report and Improvement Plan demonstrates the Council's commitment to fulfilling this duty.

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 IMPLICATION

6.1 Financial – none

6.2 Personnel - none

6.3 Other - none

7   BACKGROUND PAPERS

7.1   Education Service Progress and Improvement Plan 2023/24 (Appendix 1)

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EDUCATION

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Introduction

Across East Lothian we are ambitious for our children and young people and working together, we will support them to be confident, resilient and to achieve within their schools and wider communities. During 2019, Education and Children's Services came together as one integrated service. Working together is now embedded in our practice to ensure everything we do starts with the child and family and builds the right support and services around them.

Working together, we:

- share common values, approaches, behaviour and a strong commitment to do the very best for East Lothian's children and young people
- are ambitious for our children and young people
- promote and prioritise early intervention and prevention
- take a relationship-based approach with each other, our children, young people and their families promote creativity and innovation
- want East Lothian to be an inclusive place to live and learn

Our approaches will ensure that we support our children and families to have the very best start in life and that they can go on to have fulfilling lives, better health and living longer. Our vision and values also align closely with the Key Priorities in the National Improvement Framework for Scottish Education 'Achieving Excellence and Equity' (*Scottish Government, January 2016*) National Improvement Framework (NIF) - Schools - gov.scot (www.gov.scot) and Delivering Excellence and Equity in Scottish Education Introduction - Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland - gov.scot (www.gov.scot) (*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
- Improvement in employability skills and sustained, positive school leaver destinations for all

We will continue to have a relentless focus on equity and excellence. We all work together to Get it Right for Every Child and to ensure that all our children and young people are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This Progress Report highlights our evaluation of Education priorities from 2022/23, and also sets out our improvement priorities for Session 2023/24.

Context of East Lothian

In 2022, East Lothian's population increased to 112,300, from 99,717 in 2011. The Under 15 age group accounted for 16.7% of the overall population. East Lothian's population is projected to increase by 7.2% (*Data Source: 2018 based population based NRS projections*) to 113,403 in 2028, though this could be an under-estimation. This is the 2nd highest increase in Scotland. East Lothian Council's Education Service school roll projections, which take into account local policy such as new housing developments, show an 11.8% increase for the P1 to S6 pupil population to 2028/29 (based on the 2022-pupil census roll)

In 2022/23 there were:

- 8,498 pupils in East Lothian Council's 34 primary schools
- 6,594 pupils in six secondary schools
- 2379 children aged 3-5 years accessing early learning and childcare across 32 council settings, 12 partner nurseries, 1 community group and 24 childminders
- 70 Eligible 2s accessing early learning and childcare across 6 council settings, 10 partner nurseries, 1 community group and 10 childminders
- 29.6% of all pupils had an additional support need
- 1.8% of all pupils were recorded as care experienced
- 5.0% of pupils were recorded as living in the 20% most deprived areas compared with 19.7% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) increased to 14.7 (up from 14.6 in 2021/22)
- The average primary class size was in line with the previous year at 23.0
- 76% of our primary school buildings were reported as in 'good' or 'satisfactory' condition
- 100% of our secondary school buildings were reported as in 'good' or 'satisfactory' condition

Further information on our services and teams is contained in Appendix 1.

Progress during session 2022/23 with our priorities

The next section of this report describes the progress made with our main priorities between August 2022 and June 2023. It sets out what we have achieved and areas where further progress is needed. In the second section of the report, we set out our key priorities for session 2023/24 which take account of our progress to date, what the data is telling us and our proposed actions.

The Standards in Scotland's Schools etc. Act 2000 [Statutory Guidance: Standards in Scotland's Schools etc. Act 2000 (www.gov.scot)](#) 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. This 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 National Improvement Framework Improvement Plan and those identified by the Council. The Scottish Government expects every education authority to prepare and submit a National Improvement Framework Plan and Progress Report by the end of September, annually.

This Education Service Progress Report and Improvement Plan continues to take account of the priorities set out in the Scottish Government's 2023 National Improvement Framework and Improvement Plan, East Lothian Children and Young People's Services Plan [Children and Young People's Service Plan 2023-2026 | Children and Young People's Service Plan 2023-2026 | East Lothian Council](#) and the East Lothian Council Plan [https://www.eastlothian.gov.uk/info/210592/community_planning/11857/the_east_lothian_plan_2017-27](#)

The focus for session 2023/24 is '***Back to Basics- a Relentless Focus on Equity and Excellence.'***
Our aim is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

Overall, we are pleased with the progress made to deliver on most of the key priorities and objectives set out in the Education Service Plan. Quality Frameworks such as How Good is Our School? (4th edition) [How good is our school? (4th edition) (education.gov.scot)](#) and How Good is our Early Learning and Childcare [How good is our early learning and childcare? (education.gov.scot)](#) continue to support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

We continue to make use of a range of data and evidence to inform progress made with current priorities and inform future areas for improvement, including:

- Education Scotland and Care Inspectorate reports on schools and services
- school reviews
- attainment and achievement data, including Local Government Benchmarking Framework data

All of our most up to date data and projections are contained within the Raising Attainment Strategy (currently out for consultation to stakeholders), along with our stretch and core plus aims within our Scottish Attainment Challenge plan.

New data is not yet available. ACEL (Curriculum for Excellence) data will be published in December 2023, and Insight data will be published in February 2024. We are not permitted to share this data until that time.

Education Service Improvement Priorities 2022/23: Evaluation of progress and next steps

PRIORITY 1: Curriculum – Meeting the Needs of All Learners

In Session 2022/23 we aimed to:

Support schools to develop a refreshed curriculum rationale shaped by their values and reflecting the new needs of the school and its community.

Each school's curriculum will:

- reflect a recovery focus
- be unique to each school
- ensure that all learners have the opportunity to achieve their potential through clear progression in learning
- support positive outcomes for learners
- provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing
- articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy

Evaluation of Progress

- **Schools' curriculum should reflect a recovery focus:** 91% schools reported having made literacy, numeracy and health and wellbeing a priority, either reporting these as strengths or areas under development. Numeracy was a particular focus with 64% of schools identifying this as an area of development and 50% of schools described literacy as a strength.
- **Schools' curriculum should be unique to each school:** 66% of schools reported that they had engaged either well or extensively with stakeholder groups to ensure their involvement in the ongoing review and development of individual curriculum rationales. 88% of schools reported that their evaluations supported the view that their rationale was unique to their school and their community's needs.
- **Schools' curriculum should ensure that all learners have the opportunity to achieve their potential through clear progression in learning:** 28% of schools identified that their curriculum ensured that all learners have the opportunity to achieve their potential through clear progression of learning and 70% of schools reported this was a priority area under development.

- **Schools' curriculum should support positive outcomes for learners:** 80% of schools reported that their curriculum rationale accounted for the four capacities of Curriculum for Excellence (successful learners, confident individuals, responsible citizens and effective contributors) either well or extensively, thereby supporting positive outcomes for learners. However, 85% identified that employability skills is an area requiring or under development.
- **Schools' curriculum should provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners, have a strong focus on literacy, numeracy and health and wellbeing:** 74% of schools reported that their evaluation evidence showed that their curriculum rationale provided flexible learning pathways which lead to raised attainment through meeting the needs and aspirations of all learners. 91% of schools reported that their evaluation evidence showed that their curriculum rationale has a strong focus on literacy, numeracy, health and wellbeing.
- **Schools' curriculum should articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy:** 59% of schools reported that their evaluation evidence showed that their curriculum rationale articulates well how resources, staffing and time are used creatively to ensure the needs of all learners are met. However, 88% of schools identified digital skills as an area requiring development.

Next Steps:
We will convene a Strategic Curriculum Oversight Team (SCOT) of senior school leaders to develop a regional Curriculum Strategy, in response to the 'Call to Action' on Education Reform, All Learners in Scotland Matter and It's Our Future:

- all schools will evidence consultation with stakeholders and partners as part of the curriculum development process
- all schools will improve children and young people's health and wellbeing through the refresh of Health and Wellbeing (HWB) Frameworks, with a focus on secondary Personal & Social Education (PSE); Relationships, Sexual Health & Parenthood (RSHP), God's Loving Plan and Mentors in Violence Prevention (MVP)
- all schools will create a refreshed draft curriculum rationale covering the 4 contexts of learning, the four capacities and the unique context of the school, by Thursday 24th March 2023 with a final copy will be published by June 2024
- each curriculum rationale will reflect the aspiration to develop a strength-based, individualised, 'living curriculum' in every school, which is closely linked to an informed view of workforce demand and regional labour market intelligence. Curriculum design and staffing priority will focus upon enabling positive, progressive and sustained destinations, raised levels of attainment and achievement for all young people
- in partnership with Midlothian Council, through the South East Scotland City Region Deal, we will develop new 3-18 progressive curricular experiences (with 210 initial pupil engagements) and senior phase qualifications in Global Infrastructure, Design, Construction and Engineering. Construction is one of the most significant growth areas in the South-East of Scotland

- we will develop new progressive 3-18 Curriculum for Excellence programmes in Social Care, Early Years and Teaching
- we will develop our 3-18 curriculum to coherently cover the skills and knowledge that some young people will require to transition into our internal, 1 year, school-based, Foundation Apprenticeship frameworks
- we will work with secondary schools to embed National Progression Awards (NPAs) into the secondary school curriculum with a particular focus upon improving outcomes for our Care Experienced young people
- all curriculum design activities and prioritisation will reflect a clear rationale and focus upon developing coherent and progressive 3 -18 curriculum pathways, that take full account of previous learning and learning across transitions
- Digital Learning and Teaching Strategy and Action Plan – all schools will engage with the strategy to further enhance the curriculum offer. We will further develop opportunities for progressive 3-18 digital skills development and routes into employment.

The Instrumental Music Service

The IMS continues to ensure equitable access to instrumental music lessons with balanced IMS provision continuing in all schools and providing in school ensemble provision appropriate to the needs of each individual school. Partnership working continues to support positive outcomes for learners, with the IMS providing performance opportunities with local and national partners, including Haddstock Primary Music Day with the support of National Youth Orchestra of Scotland Ambassadors, Lammermuir Festival Community Opera, masterclasses at St Mary's Music School, a Benedetti Foundation [Residency](#) and the [Countess of Wessex String Orchestra](#) Residency.

These collaborative projects provide opportunities to meet industry professionals, allow young people to develop their professional networks and open doors for further opportunity. The Senior String Ensemble won the [Scottish Young Musicians National Ensemble Prize 2023](#) and were subsequently invited to perform at Scottish Parliament and the Royal Conservatoire of Scotland. The IMS continues to support SQA Music Courses in our schools. The performance element of SQA assessment is currently 60% of the overall grade and in addition to fully registered pupils receiving weekly lessons, the IMS Instruction Team also offer SQA support sessions for guitar, drum kit and piano. IMS instructors also accompany pupils as required for these assessments.

The following chart shows the impact of the IMS with this support and the positive impact of music in general in our schools:

	ELC School Music Grades		ELC School Music Grades - IMS Learners	
	A-C Pass Rate	**A-D Awards**	**A-C Pass Rate**	**A-D Awards**
National 5 Music Pass Rates 2023	86.9%	93.1%	100	100%

Higher Music Pass Rates 2023	89.2%	97.8%	96.4	100%
Advanced Higher Music Pass Rates 2023	89.5%	92.1%	90.3%	95.8%

The IMS Instructors also continue to use some collegiate time to deliver IMS ensemble projects at weekends. This allows the IMS to maximise opportunities for our young people within current staffing hours and budget. In the next school session, the IMS will host the inaugural National Youth Orchestra of Scotland Engage Residency. This fully externally funded residency will involve a professional conductor and NYOS tutors coming to work with our young people on five separate occasions during the 23/24 school session. This targeted event will be for our P5 to S3 learners and will culminate in a wind band, string orchestra and symphony orchestra performance on the 10th May 2024 in St Mary's Haddington.

PRIORITY 2: Ensuring Wellbeing, Equality and Inclusion (GIRFEC)

In Session 2022/23 we aimed to:
Ensure a universal commitment to inclusive practice.

- Develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:

- safeguarding and child protection
- attendance and exclusion
- meeting the needs of learners with additional support needs

- Develop effective strategies to improve attainment and achievement for targeted groups of children and young people:
  - from our most deprived areas
  - care experienced
  - those with additional support needs

- Ensure children's rights are placed at the heart of everything we do.

- Work collaboratively with Children's Services and Communities, as well as other partners to provide a holistic approach to getting it right for our learners.

Evaluation of Progress

Autism Support
The Autism Support Service pilot project supported 12 children and young people, 16 parents and 60 professionals. Through observation and people's views the following outcomes were noted for the 12 children / young people involved:
- improved confidence, knowledge and skills: 12 children / young people
- improved wellbeing for the child across home and school: 10 children / young people

- sustained change: 8 children and young people
- developing skills in school: 7 children and young people
- meaningful participation in the classroom: 6 children and young people

One teacher who benefited from the support of this project in their classroom noted: *'Our whole classroom has become a different place as soon as the worker put his head through the door, he was there for one specific child but built up a relationship with the class as a whole, including myself and the class teacher. His knowledge of adding visuals in the room has had a huge impact on how the classroom has been run, it is a much better, quieter environment to work in.'*

Rights Respecting School Award

RRSA is the main framework used within ELC to support pupil leadership and voice within our schools, and as part of our preparation for incorporation of UNCRC into Scots' law. RRSA has been implemented in almost all ELC schools. To date, we can evidence **83% schools** engaging, with **1 gold award school**, **8 silver award schools** and **17 bronze award schools**. There are **41** members of staff on the RRSA Leads Network email list and there have been well over **20** attendees at the last two meetings. RRSA Leads shared their opinions in a survey.

- nearly **80%** of leads said they would be happy to share work/ ideas with the group
- nearly **50%** of respondents were working towards Silver
- all respondents had positive comments to make about the effect of their RRSA work in school: *increased confidence, awareness of rights, learner voice, shared language and understanding, recognising inequalities, rich conversations, engaging in stories from around the world, whole school ethos, nurture, focus on diversity*
- during Silver Award accreditation visits, schools have highlighted positive changes in learners' learning, confidence and relationships as a result of RRSA work as well as strengthened links with families, the local community and a better understanding of the wider world

    'There's tons of acts of kindness in school every day now.' Cockenzie Primary Pupil

    'They understand that it's not about the loudest voice. All of their voices are equally important.' Letham Mains Primary RRSA Lead

    '(The RRSA work) is opening up the world to them' Ormiston Primary staff member

    'I've seen the way it's changed the school. It's grown better in friendships and as we've dug into our rights in our school.' Letham Mains P7 pupil

LGBT Youth Scotland

The central Equity and Inclusion Team obtained accreditation from LGBT Youth Scotland in the form of the Foundation Charter Mark.

Four secondary schools newly attained LGBT's Youth Scotland's Silver Charter Mark. Several pieces of evidence gathered from schools were highlighted by LGBT Youth Scotland adjudicators as excellent practice and will be used going forward as examples of best practice for other schools and other authorities.

Circle Implementation

Twenty CIRCLE (Child Inclusion Research into Curriculum Learning Education) events were delivered to education staff in session 22/23 [CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) | Resources | Education Scotland](#). There has been a 15.8% increase in session 22/23 on the previous year on the number of Child Plans submitted for Exceptional Needs funding that reference supports associated with CIRCLE.

Safeguarding & Child Protection

Included, Engaged and Involved. Child Protection and Safeguarding policy was approved at Education Committee in June 2023 and has been subsequently shared and implemented. Associated guidance on the storage of pupil information was also finalised and shared with all educational establishments.

Focused reviews on Personalised Support and Child Protection were carried out in four secondary schools which identified areas of good practice and areas for improvement. This will inform the programme of support offered by the Equity and Inclusion Team in session 23/24.

Young Carers' Service

To increase awareness of the service, awareness raising Personal and Social Education lessons have been delivered in all secondary schools and workshops were delivered to P6/7 pupils in 17 primary schools. Following the session, one young person commented: "Before this session I felt alone. Now I can be open and talk to people."

271 young carers were encouraged to register in 22/23 and 181 new Young Carer Statements were created. This is an increase on the 62 statements which were created in 21/22.

Strategic Equity Fund (SEF)

Through the Strategic Equity Fund, we have set Core and Core Plus stretch aims to support the attainment, inclusion and health and wellbeing of children and young people impacted by poverty, with care experience and additional support needs. An equity tracker was produced with key data sets shared with schools on a monthly basis to allow them to track progress against stretch aims.

A Principal Teacher of Equity was appointed in each of our secondary schools to track and monitor attainment in relation to the stretch aims and identify interventions which contribute to the closing of the attainment gap. The Principal Teachers have become key members of their own schools' Extended

Leadership Teams and they work collaboratively to share good practice across their schools. The Principal Teachers worked with the Principal Officer for Information and Research to devise a shared approach to school tracking procedures for session 23/24.

Through the SEF, funding for supported study was made available in all of our secondary schools.

In three Primary Schools, School and Family Support Workers were appointed to support the delivery of the stretch aims. Like the Principal Teachers, they have also work collaboratively to share good practice on initiatives to improve attendance such as walking buses; and breakfast clubs; support parental engagement through themed coffee mornings and improved attainment through targeted interventions in literacy and numeracy. These initiatives were informed by equity focus groups discussions with children, young people and parents.

Pupil Equity Fund 'PEF'
New guidelines to support the efficacy and evaluation of PEF spending was issued to schools in session 22/23. Individual schools have evidenced the impact of their PEF spend in their own School Improvement Plans.

Child Planning Framework – Locality Team
A steering group was established to formulate guidelines for the establishment of multi-agency Child Planning Framework- Locality Team forums as a continuum of GIRFEC approaches. These have since been agreed and the first CPF-LT has been established at the Preston Seton Gosford locality.

Visits Guidance
To support the equitable provision of school visit, School Trips, Wider Achievement and Equity guidance was produced. As part of the booking process for all residential visits, visit leaders are required to complete and submit an equity considerations document. An associated document has been produced for parents / carers too. This has been shared with Parent Councils.

Educational Psychology Service (EPS)
During 22-23 the EPS continued to develop its new service delivery model for Requests for Assistance (RFAs) for individual children and young people, with all requests coming through a central process. This has enabled oversight of the differing demands across areas and over time periods. The service moved from a fixed time allocation model for individual schools to a time allocation model for Associated School Groups. This enables the service to be more flexible e.g., when responding to high levels of need within a particular school or the needs of authority processes, such as the Education Resource Group.

The new process enables the identification of themes arising from individual cases, which can be responded to through development work and joint working with ESO colleagues.

Development work requests were scrutinised and responded at a team level to ensure requests were aligned with authority priorities and school review outcomes and were underpinned by an implementation model to ensure the learning/practice was embedded and sustainable. It ensured access to the range of expertise across the team, considered opportunities for collaborative working with other colleagues and scenarios where a more strategic response was required.

The EPS developed leaflets to explain the process of consultation for children and young people, to empower learners to be part of the process. The leaflet for parents and professionals also includes prompt sheets to use with learners to capture their voice prior to the consultation taking place. This work will be continued in 23/24 as we consider our service priorities and our self-evaluation processes.

Single Point of Access (SPA)
The SPA received 1,200 Requests for Assistance in 22/23. During the session, 72% of these cases were fully completed in terms of the requests being made e.g., have received an outcome for all requested services. The remainder are within the triage system. During the school session 350 children and young people engaged in and completed a mental health intervention. 65% of young people who received MYPAS or Art Therapy reported an improved outcome. 80% of young people who received an intervention from the Mental Health Youth Workers reported an improved outcome or progress towards a desired goal.

Next Steps

Improve children and young people's health and wellbeing through implementation of a curriculum Health and Wellbeing (HWB) Framework, with a focus on: Secondary Personal & Social Education (PSE); Relationships, Sex Health & Parenthood (RSHP) and Mentors in Violence Prevention.

- establish consistent health and wellbeing provision across East Lothian
- create a short life working group to research, develop and draft a HWB framework
- create sub-groups for the development of physical education, physical activity & sport and food & health
- support schools to train and implement Mentors in Violence Prevention within schools and develop a sustainable model
- development of Cyber Resilience and Internet Safety resources

Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality.

A revised Health and Wellbeing Framework will support young people to know and understand their rights, including the wellbeing indicators.

- Schools will be supported to develop their curriculum to include wellbeing indicators

PRIORITY 3 – Leadership

In Session 2022/23, we aimed to:

- Develop a skilled workforce
  - clearly defined roles and remits at all levels

- Leadership of Learning
  - professional learning for staff
  - PTs and DHTs
  - Teachers
  - ELCC staff
  - support staff
  - NQTs
  - develop the Pedagogy Team
  - promote professional enquiry

- Pupil Leadership
  - development of learner voice at school and authority level

- Head Teacher Leadership and Empowerment
  - strategic governance group
  - accountability
  - locality forums with shared accountability to improve engagement, find solutions and improve outcomes

Evaluation of Progress

Leadership of Learning

The Pedagogy Team consists of 3 Principal Teachers. The team was established in March 2022 to support recovery and to build capacity in schools to support schools to raise attainment. The team provides support at a universal level to all schools through professional learning, as well as strategic Numeracy and Literacy developments and more targeted support working collaboratively with focus schools. Focus schools have been prioritised through a range of data including information within School Improvement Plans (SIPs) and Standards and Quality reports (SQRs), the school attainment profile, Contextual information around SIMD or Free Meal Entitlement. Support is also informed by findings following school reviews or school inspections. In session 22/23, the team have worked with eleven focus schools from Early Learning and Childcare, Primary and Secondary sectors. The support varied depending on the needs of the school and is planned collaboratively with the school. It includes activities such as professional learning, team teaching, collaborative planning, assessment and moderation. The impact of the work is measured and evaluated through the establishment of baseline and follow-up measures. From the work this session we have identified improvements in:

- Literacy through improvements in learner engagement and pupil confidence which has improved the quality and the quantity of writing. This has led to improved attainment at first and second level.
- In Numeracy there have been improvements in pedagogy which has led to improved learner experiences and increased expectations for progression in Numeracy. This was identified in an inspection of one of our schools by Education Scotland.

Full details on the impact on targeted schools can be found in the Pedagogy Team Evaluation.

NWIP

The National Writing Improvement Programme was delivered in nine schools, in collaboration with Children and Young People's Improvement Collaborative. The programme delivered professional learning to fifty teachers in the areas of Quality Improvement and Writing pedagogy. The impact of this work led to improvements in pupil attainment of First Level Writing at the Primary 4 in stage in almost all schools in June 2023, compared to previous years' level of Writing attainment. See NWIP Impact Report 2022-23 for further detail.

Opportunities for strategic development and professional learning have been provided to Head Teachers, Depute Head Teachers, Principal Teachers and Class Teachers.   This ensures that school-based professional experience drives change and improvement at a strategic level. A successful example is the Numeracy and Mathematics Leadership Group which has led the review and further development of our numeracy frameworks and associated professional learning opportunities.

Self - Improving Schools - School Review Teams / School Team Groups (STGs)

We have continued to develop opportunities for professional learning and agency in self-evaluation for self-improvement. The Quality Improvement Team have led an ambitious programme of reviews in schools to support ongoing improvement (see Table 1 below). These review teams have provided opportunities for school-based and central staff at all levels to develop experience and knowledge around self-evaluation for self-improvement. This professional learning has enhanced professional networks and the quality of self-evaluation in individual schools and central teams. Recent Education Scotland inspections have recognised these processes and outcomes through validation of schools' own self-evaluation (see Table 2 below). School Team Groups have been re-established to further support aspects of individual schools' evaluation of improvement in the areas of curriculum, learning, teaching and assessment, and leadership of change. This has also enhanced Senior Leaders' knowledge of other schools out with their respective Associated School Group (ASG). Professional enquiry has been enhanced through our schools' involvement in wider opportunities beyond East Lothian. These have included involvement in South East Improvement Collaborative (SEIC) Research Schools and Learning Connectors, and SEIC and Education Scotland Associate Assessor programmes.

	Table 1 (Reviews) 2022/2023	Table 1 (Reviews) 2023/2024 (Carried out or planned)	Table 2 (Inspections) 2022/2023	Table 2 (Inspections) 2023/2024 (As of end of October 2023)
Primary	17	17	7	2
Secondary	4	2	0	0

All East Lothian schools are using a range of live and historic data to inform ongoing self-evaluation and leading to improvement for learners. Our data tools have developed further this session to provide schools and central teams with the opportunity to better interrogate and analyse the range of data now available. This has informed the development of local authority stretch aims and the progress made towards achieving these both at strategic and school level. Examples of these include ACEL, Progress and Achievement tracking of current pupil progress, individual school equity trackers and senior phase qualifications analysis.

Newly Qualified Teachers (NQTs)

In the 22/23 session we reviewed and evaluated the probationer training programme. Seeking feedback from NQTs, Head Teachers, regents, session leaders, supporters and fellow probationer managers we sought to identify if the programme was fit for purpose and aligned with our values and current improvement priorities.

After analysis of this feedback, we have refreshed the programme content and delivery for session 23/24. We have devised a programme that utilises the expertise of the Pedagogy Team, Equity and Inclusion Team and school leaders to guarantee there is a relentless focus on equity and excellence. Through sessions on our pedagogy sails, differentiation and creating inclusive learning environments, the revised content strives to ensure probationers have the knowledge, skills and understanding to deliver high quality learning and teaching. There is also now mandatory training for both primary and secondary probationers on outdoor learning and our Digital Learning and Teaching Strategy. We will continue to include a professional enquiry and we have also provided more opportunities for probationer personalisation and choice in professional learning by facilitating more self-led learning. We will evaluate and review the refreshed programme over session 2023/24.

The development of learner voice at school and authority level
School reviews have provided an opportunity to engage with all pupils through pupil surveys, focus groups and class visits. This has ensured the opportunity for pupil experience and opinion to be considered at different levels of the life and work of the school. This then influences identified improvement priorities for the future.

Learner voice is represented as part of our Head Teacher recruitment process. Representative pupil groups formulate their own questions based on pupil experience and use these to interview candidates. Pupils then provide a representative opinion based on candidate responses to the interview panel for further consideration as part of the recruitment process.

Pupils in P6, S2 and S4 participate in the annual Student Engagement Evaluation Survey (SEE survey) to gather a range of pupil responses on the areas of school and wider life. The results of the SEE survey inform the planning of strategic and school-based improvement priorities.

Instrumental Music Service
The IMS has continued to develop opportunities for professional learning, working with organisations such as the Royal Conservatoire of Scotland and the Scottish Instrumental Music Teaching Network. Through lesson observations, peer to peer lesson observations, peer to peer mentoring, parental feedback, school feedback, learner feedback and lesson shadowing instructors continue to develop best practice with their pedagogical practice. The IMS now has an Instrumental Music Instructor Handbook and an annual IMS Work plan to ensure clearly defined roles for all instructors and support staff. The IMS undertook a self-evaluation exercise of the service, How Good is Our Music Service using the HGIOS model.

Digital Learning

The Digital Learning and Staff Development teams have collaborated to ensure an effective and engaging model of professional learning has been offered. By adopting a blended model of learning, we have established several new avenues whereby staff can engage in professional development in a variety of ways. A number of teams across central education and corporately have worked together to share asynchronous learning model hosted through the East Lothian Education YouTube Channel. We have consulted with a range of professionals and analysed data that supports the shift towards this style of learning without negating the fact that traditional in person training and support is still required.

Educational Psychology Service
The EPS provided training sessions for individual schools, services and authority events on a range of topics including GIRFEC/Child Planning Framework, CIRCLE, nurture, trauma, person centred planning, neurodiversity and the role of the EPS and EPS processes.

Classroom-based Support Services Conference
On hundred and twenty-six staff from across twenty nine schools attended this conference. All respondents to the evaluation reported it was a positive experience and 63% stated that their knowledge and skills had improved directly as a result.

Early Learning and Childcare Leadership - Building High Quality Foundations
The need to develop Back to Basics training evolved from common findings and feedback from HMIe, Care Inspectorate, local authority reviews, SEIC networking and the central support team. These sources confirmed inconsistencies and gaps in basic early years practice across the authority.

Linking with both national and local improvement priorities the aim is for this training to work towards closing the attainment gap between the most and least disadvantaged children and young people in our settings with a focus on observation, planning, environment and learning stories.

The training has evolved from work that took place with a setting that were establishing a new team of practitioners with a range of experience, skills and knowledge to create a shared and consistent approach. Each piece of training is based on self-evaluation, collecting staff voice, engagement and reflection on National Guidance and the expectations for the specific area for development. As a result, staff have created a shared understanding and guidance for each area of the training within their setting and can move forward with developing systems and routines with a clear understanding of the expectations. Feedback was positive and the setting have made significant headway and have reached National Standard in short space of time with the leadership of the Centre Manager and SEYP.

Five individual training sessions were delivered with the following aims:
- Building Strong Foundations Together

- Observation
- Planning
- Environment
- Learning Stories

Training Development

Early Years training needed to be easily accessed and so that we could ensure we are equipping practitioners in East Lothian with the tools and knowledge to effectively carry out their roles. The expansion of early learning and childcare to 1140 hours has brought a challenge with ensuring that training is accessible for all practitioners, training approaches to include self-directed learning via different online apps such as book creator are identified.

Working with staff development we used the system as other areas which divided the training different areas:
- Core Mandatory eLearning
- Core Mandatory Role
- Workplace Training
- Continual Professional Learning

Vision

Over a three year period we aim to provide professional learning which will develop a skilled high-quality workforce with a drive for continual improvement and development that:
- is sustainable – long term
- adopts collegiate practice within our team and settings where we respect, trust and value each other professionally
- has a collaborative approach across authorities, other agencies and within East Lothian Council as a whole
- improves outcomes for children and families through a consistent message for all settings

Pedagogy Academy

To support the 'back to basics' agenda for this year.

Key Priorities of the National Improvement Framework

The National Improvement Framework (NIF) sets out the vision and priorities for Scottish education that have been agreed across the system, and the national improvement activity that needs to be undertaken to help deliver those key priorities and can then be used to support and inform improvement planning at regional, local authority and establishment level. This year, the NIF has been informed by the challenges for the whole education system in dealing with the health, social, and educational impacts of COVID-19.

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

The improvement priorities below reflect these national drivers, along with the requirements of the Scottish Attainment Challenge and Framework for Recovery and Accelerating Progress and local priorities arising from robust self-evaluation.

Closing the Poverty-Related Attainment Gap in East Lothian

East Lothian is made up of one hundred and thirty-two data zones across six wards. The Scottish Index of Multiple Deprivation (SIMD) 2020 showed that eight of these data zones fall within the most deprived (quintile) 20% of areas in the whole of Scotland.

This is illustrated in the graphic below of data zone SIMD 2020 deprivation ranking by quintile in East Lothian:
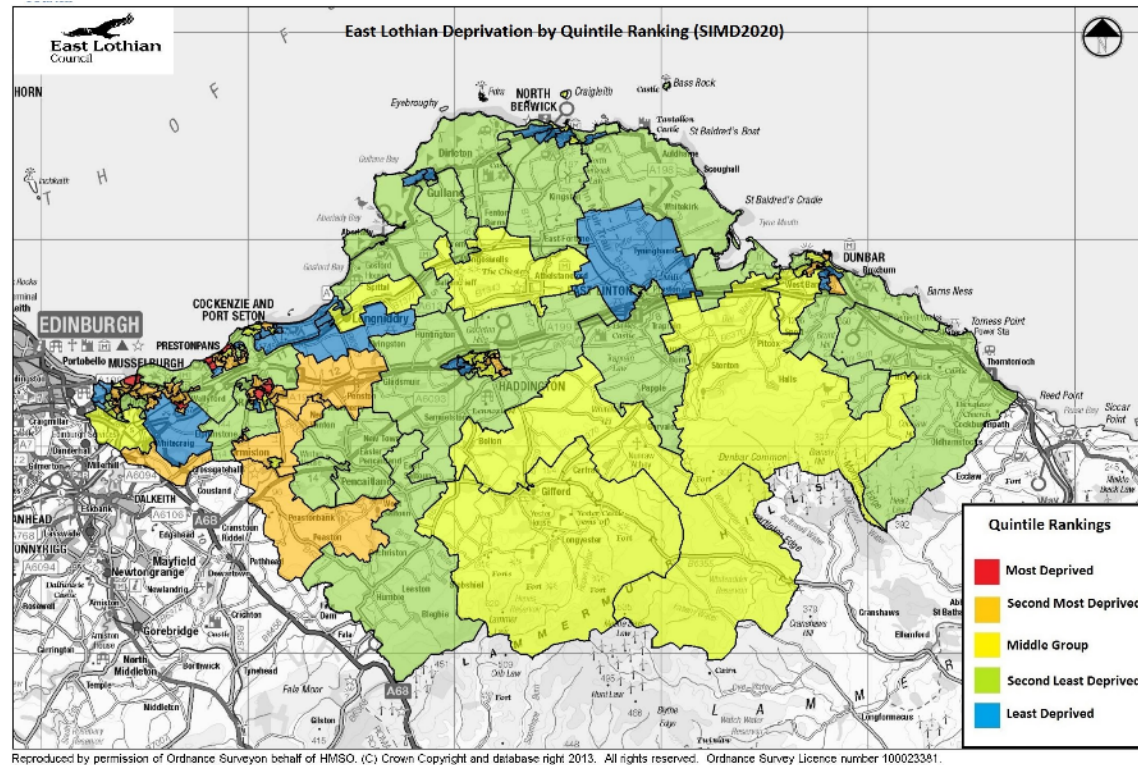
The Council's 2017-22 Council Plan and the Partnership's 2017-2027 East Lothian Plan share the overarching objective of: **reducing inequalities within and across our communities.** The Council's 2022-2027 Plan continues to hold this objective to **Reduce Poverty & Inequality:** Supporting our communities to deal with the growing levels of poverty and inequality.

The percentage of children and young people aged 0- 15 in low-income households after housing costs (one of the key indicators of child poverty) decreased from **24.5%** (or 4,808) in 2019/20 to **18.9%** (or 3,640) in 2020/21 (from 22.7% or 4,392 in 2018/19).

The percentage of children and young people aged 0- 15 in low-income households after housing costs (one of the key indicators of child poverty) increased to **21%** in 2021/22 from **18.9%** in 2020/21. This is below the Scottish average of 24% but shows the significant impact of the cost of living crisis on family incomes.

East Lothian Council's approaches ensure that we support our children and families to have the very best start in life and that they can go on to have fulfilling lives, better health and living longer.

To mitigate the impact of the poverty, we have equity principles which means we:

- recognise the impact that poverty can have on the wellbeing, attainment and achievement of children and young people and are **rigorous in our approaches to mitigate this**.
- are ambitious for all of our children and young people and it is our collective endeavour to **maximise on their school experiences and opportunities**.
- use **robust tracking and monitoring procedures** to allow for the early identification of children and young people who are at risk of underachieving and put appropriate interventions in place.
- **work collegiately** and with partners to provide support and help for children and young people where required.
- recognise the **positive impact that gaining qualifications and achievements** has on the wellbeing and life chances of children and young people and seek to maximise on these opportunities.

The Scottish Attainment Challenge Refresh

The Scottish Attainment Challenge (SAC) Refresh builds on the evidence of key publications including: the Scottish Government and Education Scotland's five-year report on progress toward closing the poverty related attainment gap; the Equity Audit, the Audit Scotland Report on educational outcomes and the OECD review.

This supports East Lothian Council to accelerate progress in closing the poverty related attainment gap.

The SAC will provide support for children and young people through Pupil Equity Funding (PEF); the Care Experienced Children and Young People Fund (CECYPF) and the Strategic Equity Fund (SEF).

East Lothian Council will consider the totality of Attainment Scotland Funding (Strategic Equity Funding (SEF), Pupil Equity Funding (PEF) & Care Experienced Children and Young People (CECYP) funding) and work collaboratively with partners to evidence closing the attainment gap for our most vulnerable children and young people.

Pupil Equity Funding (PEF) is additional funding allocated directly to schools and targeted at closing the poverty-related attainment gap. The Scottish Government has committed to this funding from 2017/18 to 2025/26.

Schools will receive £1,225 in 2023/24 for each child in P1 to S3, or equivalent, who is registered for free school meals under national eligibility criteria. The allocations are fixed for the duration of the funding.

Underpinned by The Promise https://thepromise.scot/change-programme-one-pdf.pdf, the Care Experienced Children and Young People Fund is a targeted resource provided to local authorities to support care experienced children and young people from birth to the age of 26. The funding is provided to local authorities and aims to improve the educational outcomes for care experienced children and young people.

Through this fund, the post of an Education Support Officer for Care Experienced Children and Young People has been created (ESO CEYP). This role supports environments where care experienced learners will feel more settled, motivated, and resilient to ensure a better experience at school. This, in turn, will help to improve attendance, educational outcomes, and contribute to better life chances.

ESO CECYP is a senior member of education staff in a local authority who works at a strategic level, but not in a physical school building. ESO CECYP will support, track and monitor children and young people as if they attended a single school, however, children and young people will remain on their school roll.

To provide consistency of tracking and monitoring, stretch aims for the attainment and attendance of care experienced children and young people have been set for session 23/24. These can be seen in Appendix 2.

East Lothian Education Priorities Session 2023/24

PRIORITY 1	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Placing the human rights and needs of every child and young person at the centre of education. We will:	**Improvement in children and young people's health and wellbeing.** We will:	**Closing the attainment gap between the most and least disadvantaged children and young people.** We will:	**Improvement in skills and sustained, positive school-leaver destinations for all young people.** We will:	**Improvement in attainment, particularly in literacy and numeracy.** We will:
Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers.	**Revise and update the Health and Wellbeing Curriculum (secondary focus)** • Focus on PSE • RHSP • Violence against women and girls • Mentors In Violence	**Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap.** **Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted groups to be able to demonstrate impact of targeted interventions.** **Focus on children and young people:** • from our most deprived areas • looked after and accommodated • those with additional support needs	**Work collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan.**	**Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community.** Rationales will be: • unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for all l • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners • articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy
Develop commitment to Pupil Leadership and voice at all levels • Training in and use of How Good is OUR School • Representative pupils' groups in all schools • Evidence that ALL pupils have the opportunity to be heard	**Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality:** • safeguarding and child protection • attendance and exclusion • bullying • meeting the needs of learners with additional support needs	**Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.**	**Engage with the recommendations of the Hayward Review through:** • ADES • HT Networks • DHT Networks	**Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching** • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy
	Support schools to develop understanding and use of the Wellbeing Indicators	**Further develop approaches to Early Intervention to ensure our children and young people get the support they need, when they need it, ideally in their own community**	**Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs**	**Ensure every learner experiences quality learning and teaching through focus on:** • Pedagogy Sails • Play Pedagogy • Differentiation • Assessment and Moderation • Effective curricular transition

Priority 1	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				

Priority 1	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
NIF Priority: Placing the human rights and needs of every child and young person at the centre of education.	**We will:** **Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers.** Establish a Policy Review Group (PRG) to: • Agree frequency of PRG meetings and format. • Design and establish a UNCRC evaluation process for new or amended education policies in session 2023-24, based on the Child Rights Impact Assessment (CRIA) principles outlined by the Scottish Government. • Trial this process against a sample of current policies. • Implement this process for any new policy submissions from January 2024 onwards. • Plan an annual review and evaluation of current Education Service policies through the UNCRC lens, beginning with policy change in 2022-23 and working backwards chronologically. Involve original policy developer in the review of individual policies.	N Trussler - By end of September 2023 PRG - By end of October 2023 PRG - By end of November 2023 PRG - By end of December 2023 PRG - By end of January 2024 – Annual Policy Review Plan drafted by end of June of each year.	100% of all new education policy will be evaluated through the CRIA process from January 2024 onwards. All current policies which are identified for review through the child-rights lens will be identified as either 'adopted' or 'for amendment'.	Impact for learners will be that all new future education policy will: • Identify what articles of the UNCRC a particular policy relates to. • Be reviewed specifically with a child-rights lens. • Consider how different groups of children may be affected by policy, facilitating recognition of the varying impact on different demographics. • Consider any negative impact on child rights a policy may have. Improve levels of stakeholder engagement in policy development and policy review.
	Training in and use of How Good is OUR School How well does HGIOurS support ongoing evaluation (HGIOS) in schools?	N Trussler - January 2024	No baseline, new priority Audit results	CLPL evaluations evidence increased confidence

	• Audit SLT/MLs across schools - what are they confident in and what are they needing to develop in terms of using HGIOurS? • Based on audit responses, design CLPL to address areas identified for development. • Deliver CLPL via Twilight or HT / DHT Development Days **Develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes:** • Deliver CLPL incorporating case studies of effective practice via Twilight or HT / DHT Development Days • Pedagogy Team - Teach Me in 10 videos (CLPL) hosted on EduHub to support teachers in capturing pupil voice in the classroom. • Provide case studies via EduHub page to share and promote approaches based on effective practise in East Lothian schools.	Priority 1 Team Feb - March 2024 Priority 1 Team May 2024 Priority 1 Team / SB - By end of May 2024 N Trussler & Pedagogy Team / by Dec 2023 Priority 1 Team / SB / Rosehill HS - By end of May 2024 Priority 1 Team & D Reid / By end of June 2024	
	Develop a commitment to Pupil Leadership and voice at all levels. We will: • Establish RRSA Core Team • Pedagogy Team UNCRC teaching resources • Refreshed T&M of RRSA in ELC • Rights Respecting Schools Award Leads Network • Rights Respecting Schools Event	**Lead:** A Stewart A Ingham M Bertram **Timescales:** Sept 23	Rights Respecting Schools Award Status Report Aug 2023 RRSA Leads Network Audit Oct 23	100% of school at award status (minimum Bronze) 35% of schools @Bronze RRSA 50% of schools @Silver RRSA 15% of schools @Gold RRSA

	• Establish agreed award timescales for all schools	M Bertram – Sept 23		
	Representative pupil groups in all schools We will: • Collate practical impactful sustainable examples of models used across Scotland and beyond to capture pupil voice at the centre of life and work of schools. • Create a Pupil Voice toolkit for schools to support self-evaluation for use alongside RRSA resources. • Create a Pupil Voice Exemplar toolkit to capture case studies and models that can support implementation aspects of HGIOurS, pupil leadership and representation. • Explore pupil voice at local authority level and investigate links to the Scottish Youth Parliament	**Timescales:** A Stewart - Nov 23 A Stewart – Oct 23 A Stewart – Oct 23 A Stewart – Oct 23	22-23 School Reviews 22-23 HMIe Inspection Reports 22-23 SQRs 23-24 SIP	100% of C&YP agree/strongly agree they know their rights 100% of C&YP agree/strongly agree their voice is heard in school 100% of C&YP agree/strongly agree they understand why decisions have been taken 100% C&YP agree/strongly agree they have responsibility for leading learning Draft proposal for East Lothian Youth Parliament has been produced and is out for consultation
	Evidence that ALL pupils have the opportunity to be heard. We will: • Support schools to - - use PV toolkit to evaluate inclusion of all in meeting Article 12 - Develop a working strategy to include all learners in opportunities to be heard	A Stewart & N Trussler – Jan 24		Pupil Voice Toolkits evidencing model for inclusion and meeting rights within Article 12

	- Evidence all pupils have the opportunity to be heard Schools evidence in QI Toolkits the impact of pupil voice upon life and work of the school and Nursery.	A Stewart – June 24 A Stewart Feb – June 24		
	Develop the Pupil Voice in the context of the GIRFEC/Child Planning Framework • Develop this aspect of the GIRFEC website • Accompanying professional learning session in collaboration with education colleagues (ESOs/A Stewart) • Support schools to ensure the pupil voice is present in all aspects of the Child Planning Framework • Ensure Request for Assistance processes acknowledge and respond to the Pupil Voice	Quality Improvement Team / School Team Groups – Ongoing	No baseline, new priority	QI 2.3 Learning, Teaching and Assessment - Improvement in % of schools good or better SQRs evidence the impact of PV on improvements leading to better outcomes. Schools to have a range different approaches and resources to enable the voice of all pupils to be captured and shared – evidence from SIPs. School staff to feel confident in their role of ensuring the pupil voice is present within all aspects of the CPF – measured via evaluations of Locality Groups CPF paperwork to demonstrate that the pupil voice has been captured. The pupil voice will be at the centre of decision regarding service allocation. Pupil Voice aspect of the GIRFEC website to be updated and shared with schools
	Opportunities for all instrumental music learners, from every school, to take part freely in cultural activities, through music, in line with UNCRC Article 31.	J Gawn August 23–June 24	In addition to weekly instrumental music lessons, monitor pupil engagement with the range of ensemble and performance opportunities available.	Ensure 50% of instrumental music service learners participate in an ensemble activity. Increase pupil engagement in a diverse range of cultural opportunities. Ensure pupil voice is a key driver in developing the 24/25 opportunities on offer.

	Establishing positions of responsibility through the 'Digital Leader's Scotland' programme with a focus on the digital learning and teaching strategy.	D Reid August 23-June 24	Schools will be supported to establish these groups within school by using the framework provided. This will be filtered through the targets within their Digital Action Tracker.	Ensure 50% of schools have active digital leader groups, with a further 50% next session.
	Developing school approaches to "Learners as Leaders of Learning" We will: • Work in partnership with schools to create case studies to support peer-school learning • Support learning visits to share good practice • Utilise opportunities within pedagogy to support practitioners to develop learners as leaders of learning.	A Harrison/EPS/SPA August 23-June 24	No baseline, new priority	CLPL session will be delivered and evaluated. SPA and EPS Central RFA process will put the pupil voice at the centre when allocating and matching with services.
	Stand Up and Be Counted - School Library Service (SLS) Initiative (also linked to Literacy Strategy). • Book resources for every school to support pupil learning across UNCRC. • Professional Learning opportunities (in person and virtual) to support teachers and in school development of RRS. • Author workshops with pupils to explore specific areas of UNCRC and RRS. • Creative Arts team support schools to embed book resources and key RRS themes through Expressive Arts.	N Trussler – Oct 23	See linked plan **Stand Up and Be Counted**	See linked plan **Stand Up and Be Counted**
	• Begin to embed rights informed practice within all ELCC settings • Measured through PRDs, observation/support visits and dialogue from ESO, Support Teacher or Centre Manager, all ELCC practitioners	K McKnight Dec 2023	No baseline, new priority	UNCRC audit tool to be developed based on 'Learning through rights in the early years' and used as a self-evaluation tool within settings. All settings will complete a UNCRC audit in Jan and April 24. Authority wide statistics will be collated and stretch aim set for the 24/25 academic year to identify gaps in practice.

	will understand how UNCRC informs everyday practice.			
	• The quality assurance process will support practitioners to develop a culture where children's rights are respected as core practice. This will be explicitly evidenced through individual setting planning, moderation processes and self-evaluation tools.			
	• Consider how different groups of children may be affected by Rights driven practice and recognition of varying impact on each group and reflect this through setting priorities and associated wider planning and individual next steps.			
	• Rights Informed Actions will be embedded throughout 24/25 school improvement plans			
	• UNCRC will be weaved through all EL&CC ELC policies, procedures and guidance.

• Quality assurance support visits will support 100% of settings to deliver a service which has children's rights at the core of all decision making and development.

• All children will have access to spaces, interactions and experiences which are built on a foundation of rights respected practice. | E Murray/ F McNeill May 2024 | No baseline, new priority | 100% of new ELCC policies, procedures and guidance to be evaluated through CRIA process from January 2024 onwards, with all current documentation being reviewed through a UNCRC lens |

Priority 2	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcome for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Improvement in children and young people's health and wellbeing	**Revise and update the Health and Wellbeing Curriculum (secondary focus)** We will focus on • PSE • RHSP • Mentors In Violence Prevention	**Lead:** A Stewart Pastoral CL RSHP Leads		

	• Establish baseline for CYP wellbeing (SEE survey data) • Establish baseline of secondary PSE provision, including modes of delivery and content • Establish Secondary progress in MVP training, implementation and sustainability • Establish baseline of secondary learner experience of HWB • Establish HWB short-life improvement group • Establish sub-SLWGs to develop Frameworks for physical education, physical activity & sport, food & health • Increase number of schools engaged in/pupils trained in and acting as MVP mentors • Draft Framework reviewed and agreed by SLWG • Publish Framework • Ensure HWB is feature of school reviews • Development of Cyber Resilience and Internet Safety resources.	A Stewart - September 2023 A Stewart - September 2023 A Stewart - September 2023 A Stewart – October 2023 A Stewart - September 2023 SIG - October 2023 HTs – By the end of May 2023 SLWG - By end of May 2023 A Stewart – June 2023 QIOs – Aug 2023-June 2024 D Reid June 24	Baseline data on ELC learner self-assessment of HWB (SEE survey data) Resources for Early level through to BGE will be curated and hosted on EduHub, to be launched on Safer Internet Day 2024.	2-18 school confidence in the promotion of equality through the Personal Social and Emotional Curriculum will increase from 6% to 50% in 2023-24 (Very Good or Excellent) 83% Schools self-assess frameworks as a strength 71% of schools to identify Health and Wellbeing skills as an area of strength 100% of secondary schools engaged as MVP mentors Data extracted from EduHub in relation to CRIS resources. Qualitative feedback provided from schools in one ASG.
	Continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality: • safeguarding and child protection • attendance and exclusion • bullying • meeting the needs of learners with additional support needs	J Boyle / F Ui Lionnain - December 24	Produce a new an East Lothian Council statement on Gender Recognition.	Pre and post statement scaling questionnaires: A minimum of 20% Improved staff school confidence in supporting children and young people evidenced through pre and post statement scaling questionnaires.

		J Boyle / S Buggy October 23 – June 24	Deliver a new programme of 10 CLPL sessions to staff linked to statutory guidance and policy	A minimum of 20% Improved staff confidence as evidenced through pre and post session scaling questions.
		J Boyle / A Ingham By June 24	Establish as new an equity and inclusion pupil steering group.	A minimum of 20% improvement in See Survey responses in young people participating as evidenced through pre and post scaling questionnaires.
	Meeting the needs of learners with additional support needs	A Harrison/EPS August 23-June24	Evaluate changes to the EPS service delivery model: - Centralised process for Requests for Assistance - Cluster time allocation	and equitable and efficient use of the EPS with accompanying data to demonstrate trends and pressures to inform further development.
		A Harrison/R Hill August 23-June 24	Neurodevelopmental Test of Change - Review and evaluate the new Test of Change Neurodevelopmental pathway, with a focus on the impact on schools, parents and young people, with a view to improving and streamlining procedures.	Termly and annual reporting of data, as well as qualitative feedback data gathered from a range of service users, to inform future service development,
		A Harrison/J Marr August23-Jan 24	Single Point of Access will develop to provide access to a wider range of educational services and processes for pupils with additional support needs, including the introduction of an online portal for users. More efficient methods for data capture and processing to be supported through PO Information and Research. https://www.neurosequential.com/Consultation on current position and baseline measure of confidence across all ELC schools	An equitable and efficient use of education resources with accompanying data to demonstrate trends and pressures to inform further development. Termly and annual reporting of data as well as qualitative feedback data gathered from a range of service users. This will respond to feedback from school staff, providing a more accessible and efficient system for users. Data processing will become more efficient freeing time for further analysis and development work. Termly and annual reporting will provide feedback on the impact of these changes for pupils accessing support.

	Support schools to develop understanding and use of the Wellbeing Indicators. **The Health and Wellbeing Framework and PSE curriculum will be refreshed, in consultation with schools.** • Revised HWB framework will reflect wellbeing indicators • School practitioners will be supported to develop the wellbeing framework into learning, teaching and assessment.	A Stewart June 2024	SQRs SIPs SEE survey	Evidence of increased engagement and confidence in the use of wellbeing indicators across all ELC schools from: School reviews Inspections SEE survey
	Early Learning and Childcare Quality Assurance Calendar will be developed to support scrutiny of safeguarding and child protection procedures/protocols.	A Cameron Oct 2023	There is clear evidence within settings that regular self-evaluation is in place to ensure child protection and safeguarding is at the forefront of improvement work. Clear and appropriate policies and procedures are in place across each setting to keep children safe. Senior leaders model best practice.	All ELCC settings will achieve a minimum of Grade 4 in 1.2 Children are Safe and Protected in CI inspections and in 2.1 Safeguarding and child protection in HMIe inspections.
	Development of an Early Years Health and Wellbeing Academy • Children and families will learn and develop within an environment that is supportive, inclusive, empathic and understanding of a range of diverse backgrounds and experiences. • This expected experience will be communicated by families to inform self-evaluation of our universal offer.	E Blair February 2024 onwards	No baseline, new priority	All participants will be confident in supporting the wellbeing of all children within their setting. Pre and post knowledge and confidence measures evidence the impact of training on practice relating to course focus areas.

Priority 3	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcome for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Closing the attainment gap between the most and least disadvantaged children and young people	**We will:** Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap.	J Boyle by October 23	See Raising Attainment Strategy (attached)	This will outline the Core and Core Plus Stretch Aims associated with the Strategic Equity Fund linked to closing the poverty related attainment gap and raising attainment for all children and young people. Measurable associated targets are outlined in the Appendix.
	Improve arrangements for tracking and monitoring attainment, achievement, attendance and exclusion of targeted	J Boyle / P Smith by October 23 with ongoing tracking	Devise as new (no baseline) School equity trackers published monthly with links to stretch aims.	Stretch aims include: Closing the gap in exclusions between learners in Q1 vs Q% by 2.9% Increasing attendance by

	groups to be able to demonstrate impact of targeted interventions.			1.5% for schools with attendance between 80-85% 1% for schools with attendance between 85-90% 1.5% for schools with attendance 80-85%
	Focus on children and young people: • from our most deprived areas • looked after and accommodated • those with additional support needs	J Boyle / E Orr by September 23 with ongoing tracking	Implement as new stretch aims for children and young people with care experience. Tracked in monthly equity trackers. Achievement of stretch aims linked to senior attainment. Achievement of stretch aims linked to ACEL literacy and numeracy.	Closing the gap between learners with care experience and those without in / by: Primary school attendance 0.5% Secondary School attendance 2% ACEL literacy (P1,4,7 combined) 5% ACEL Numeracy (P1,4,7 combined 5% Leavers 5+@1, or more 4%
	Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.	J Boyle by June 2024	Implementation of new Visits and Equity guidance. Produce new guidance to mitigate the costs of the school day.	100% of residential visits will have evidenced equity considerations checklist via the evolve system to ensure that poverty is not a barrier to the participation is school visits. 100% of schools will adhere to this guidance to ensure poverty is not a barrier to accessing educational experiences for all children and young people.
	Further develop approaches to Early Intervention to ensure our children and young people get the support they need, when they need it, ideally in their own community	J Boyle by June 24	Each of the six localities will have established its own Child Planning Framework-Locality Team. As new, no baseline.	Data gathered from Locality Group referrals: • number of referrals • breakdown of services required • analysis of gaps in provision
	Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice. Run a pilot project at St. Martin's PS (P7 class) to implement the Neurosequential Model in Education (NME) (A classroom-based approach to teach staff and student	A Harrison / S Williams Aug 23-June 24	Leuven Scale measures and teacher questionnaires will be used to evaluate.	Develop the understanding and practice of supporting regulation in schools - Use of Google site to be measured via Google analytics - Increased use of reference to regulation in RFA to EPS - EPS development work requests for regulation-based development work

	about brain development and the impact of trauma in terms of a pupil's ability to function in the classroom. The programme enables staff and pupils to support regulation in the classroom.)			
	Implement a universal tracking system across all EL&CC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level.	Jill Paterson in conjunction with Jennifer Boyle January 2024	As part of a 3-year plan, the test of change school, Musselburgh Burgh Primary School, will have a robust tracking system implemented across early level. All staff will be confident in tracking and discussing progress of children in their key groups. SLT will track using language of progress and achievement across the whole of early level in line with tracking across BGE. Year 1 - Test of change data from Burgh Year 2 - Roll out to 4 highest SIMD schools, development of guidance/training materials. - Links made to moderation training. - EEO's used to support/deliver intervention on identified poverty related gaps. - Development of Funded Partner model. - Training model to be developed for universal roll out. Year 3 - Universal Roll Out to all settings.	• We have clear school level information on children's attainment. • All practitioners will be confident in identifying gaps in learning. • The poverty related attainment gap will be clearly identified in individual settings. • Early intervention will be planned by settings and supported by Excellence and Equity Officers in areas of identified gaps. • Children will access learning experiences which are carefully planned to ensure they achieve their full potential. • Data is used to evaluate the effectiveness of Early Level interventions by SLT with a focus on the PRAG and other identified protected characteristics. • Data collated across the whole LA will inform universal supports put in place from the central team. Consistency of language of tracking (P&A) will support moderation across early level ensuring consistent standards and expectations from nursery through to the end of P1. • ACEL data in P1 will improve in both literacy and numeracy.
	Consult with families to inform future 1140 models ensuring that barriers to	EY Team and Improvement	Review of delivery models in 12 full-year settings linked to supply and demand data. This will inform the	• Attendance, including hours children actually attend their ELCC setting will increase.

	access are removed and children's ELCC entitlement is accessible.	Service – from August 2023	potential to adapt current models within these settings to maximise children's attendance and offer a range of options for our families across ELC.	• Increase will be measured from the baseline for each setting. • We will know, and can articulate, what is important for each setting, its community and our children and therefore our innovations will meet the needs of children and families.

Priority 4	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all young people.	**We will:** Work collaboratively with partner agencies to ensure that all Care Experienced Children and Young People are supported into positive destinations through the effective delivery of key targets outlined in the Corporate Parenting Plan. Develop a Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development.	N. Craik-Collins by June 23		All C&YP experience a high-quality curriculum that is coherent from 3-18, including opportunities to develop skills for learning, life, and work, with a focus on literacy, numeracy & health and wellbeing. Regional Curriculum Strategy will support the development of school curriculum rationales and provide strategic direction for East Lothian. Children and young people demonstrate improved attainment in line with stretch aims. The 23/24 SLDR will increase by 0.3%, in line with the APM stretch target.
	Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs. Peer review of curriculum rationales through the SCOT Group. Feedback will be provided to schools.	N Craik-Collins by June 2023	Curriculum rationales 2.2 Curriculum Review Self-Evaluation	100% of schools will have peer-reviewed, unique curriculum rationale, reflecting the Regional Curriculum Strategy. School reviews will reflect stakeholders have clarity of school vision, values, and curriculum rationale.

	A Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders will be formed to develop the regional Curriculum Strategy and to identify clear curriculum priorities and progressive routes for 3-18 skills development.	N Craik-Collins By June 2024	New priority – no baseline	Regional Curriculum Strategy: • is communicated and published • identifies clear curriculum priorities and progressive routes for 2-18 skills development • outlines how this will be delivered and scrutinised
	Increase % capacity for Foundation Apprenticeship offers across ELC	N Craik-Collins Oct 23 – June 24	Baseline measure of 95 Foundation apprenticeships starting 22/23	152 FAs starting in 23/24
	Increase sustained % uptake of Foundation Apprenticeships across ELC	by June 2024	77% of the 21-23 FA initial cohort achieved sustained participation	Increase sustained participation of the 22-24 FA to 85% of the initial cohort
	Foundation Apprenticeships within Early Learning & Young People will be introduced for Senior Phase. This will include a blend of experiences for our young people, theory and practice, based on current FA course content and ELC Building Quality Foundations training programme.	A Cameron N Craik-Collins From October 2023	No baseline – new priority	Recruitment data will indicate the success of the programme in achieving positive destinations within and beyond East Lothian. 54 placements in FA Early Learning and Childcare 90% 22-24 FA Early Learning and Childcare completion
	Develop the use of person-centred planning approaches in mainstream schools and specialist provisions to support a GIRFEC child centred approach to transition planning for children and young people with ASNs School staff and EPs will develop a strong knowledge and skills base in person centred planning. The approach will be used to support future/transition planning for children and young people with ASNs (Jan 24- June 24).	A Harrison / S Buggy August 23-June 24	No baseline – new priority	Person centred planning training will be received by school staff and EPs (September 23) Schools and provisions will use the authority's implementation framework to develop a project aligned to the needs of their learners (October-November 23).

	Schools/provisions will develop implementation plans for their projects supported by the EPS. Evaluation measures will be integral to the plan. Children and young people in these schools and provisions will have access to an evidence based tailored approach to place their voice at the centre of future/transition planning.		

Priority 4	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all young people.	**We will:** Further develop flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners, have a strong focus on literacy, numeracy and health and wellbeing.	**Lead:** N Craik-Collins	No baseline – new priority	Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development. Curriculum rationales 2.2 Curriculum Review Self-Evaluation
	Further improve school coursing and recommendation processes to ensure that we are developing a strength based and individualised transitions, which provide accurate information to partners. This will include Information sessions delivered by ELW in every secondary school.		School option choice & column structure Baseline measure of sustained FA candidates by Sept 23	See measurable outcomes for FA programmes.
	Investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT.		Global Infrastructure and Built Environment 3-18 pathway programme & Level 6 exit qualification. Social care, early years and teaching 3-18 pathway.	213 primary pupils will engage with the Global Infrastructure and Build Environment 3-18 pathway programme.

Priority 5	High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Back to Basics- a Relentless Focus on Equity and Excellence				
NIF Priority: **Improvement in attainment, particularly in literacy and numeracy.**	**We will:** **Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community.** Rationales will be: • unique to each school • ensure that all learners have the opportunity to achieve their potential through clear progression in learning • support positive outcomes for all • provide flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners	N Craik- Collins by June 2024	See Expected impact and measurable outcomes column for baseline	3-18 school confidence in the coverage of the 8 subject areas will increase from 30% to 80% in 2023-4 (Very Good or Excellent) 3-18 school confidence in offering opportunities for personal achievement will increase from 15% to 80% in 2023-24 (Very Good or Excellent) School confidence in 3-18 coherent and progressive curriculum pathways will increase from 28% to 80% in 2023-4 (Very Good or Excellent) School confidence in 3-18 curriculum pathways and experiences that deliver regular opportunities for higher order thinking and a depth of learning that promote advanced levels of understanding will increase from 9% to 80% in 2023-4 (Very Good or Excellent) School confidence in 3-18 curriculum options that offer personalisation and choice, promoting a strength-based approach to learning will increase from 17% to 80% in 2023-4 (Very Good and Excellent) School confidence in 3-18 curriculum experiences that enhance challenge, enjoyment and fun, will increase from 15% to 80% in 2023-4 3-18 school confidence in Global Citizenship curriculum experiences will grow to 80% in 2023-24 (Very Good or Excellent).

					3-18 school confidence in the promotion of equality through the Personal Social and Emotional Curriculum will increase from 6% to 80% in 2023-24 (Very Good or Excellent)

School confidence in delivering a 3-18 curriculum that provides real world relevance, DYW and progression of skills required for life, learning and work will increase from 26% to 80% in session 2023-4

School confidence in delivering a curriculum that offers opportunity to develop 3-18 digital skills will increase from 12% to 80% in session 2023-4.

(all above based on 2.2 Curriculum Review Self-evaluation Audit tool and baseline 2.2 Curriculum Review Self-evaluation Audit 22-23)

School reviews will evidence all stakeholders are able to talk about how the unique features of the school community inform the design of the curriculum. |
| | Articulate how resources/ staffing and time are used creatively to ensure the needs of all learners are met, including the use of Digital Learning and Teaching Strategy. | David Reid | New priority, no baseline | | All Schools will work with the Digital Learning Team to set, develop and review 3 targets for this year aligning to the Digital Learning and Teaching Strategy.

Data and tracking logs will support end of year reviews and next steps for 2024/25. |
| | **Ensure every learner experiences quality learning and teaching through focus on:**
• Pedagogy Sails
• Play Pedagogy
• Differentiation
• Assessment and Moderation
• Effective curricular transition

Strengthen, align and raise awareness of strategies to ensure articulation and a | K Haspolat
N Trussler
J Boyle

By June 2024 | New priority, no baseline | | Achievement of all core and core plus stretch aims detailed in the strategy to raise the attainment of all and close the poverty related attainment gap.
(See strategies) |

	strong focus on raising attainment and quality learning and teaching. • Raising Attainment Strategy • Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy	J Boyle QIOs N Trussler K Haspolat		
	Building High Quality Foundations Project – back to basics mandatory training for all EL&CC practitioners. To include: • Building a Quality Curriculum • Observation • Planning • Learning Stories • Environment All settings will engage in formal moderation processes across early level in its entirety. All practitioners will be able to share what a good example of a child achieving 'on track' for a framework looks like in practice.	ELCC ESOs and Support Teachers by Jan 2023	Anonymous google forms used to assess the confidence of staff in interpreting the language of the frameworks as a baseline. All practitioners will engage in BHQF training over 2023/24/25.	All EL&CC settings will be graded 4 or above or above in CI inspections and HMIe feedback. All practitioners will be confident in interpreting the language of the literacy and numeracy curricular frameworks. Quality assurance calendars and associated, evidenced activities, show professional commitment to moderation. Children will access high quality learning based on a shared understanding of the literacy and numeracy curriculum and evidenced through planning. Children will access spaces, interactions and environments that are literacy and numeracy rich. This will be monitored through evidenced setting self-evaluation, including SLT focus, and central team support and challenge visits.

Glossary

ACEL	A Curriculum for Excellence Level	**NIF**	National Improvement Framework
ADES	Association of Directors of Education Scotland	**NPA**	National Progression Award
ASG	Associated Schools Group	**NWIP**	National Writing Improvement Programme
ASL	Additional Support for Learning	**PEF**	Pupil Equity Funding
BGE	Broad General Education	**PSE**	Personal and Social Education
CAMHS	Child and Adolescent Mental Health Service	**QAMSO**	Quality Assurance and Moderation Support Officer
CECYP	Care Experienced Children and Young People	**QIO**	Quality Improvement Officer
CfE	Curriculum for Excellence	**RFA**	Request for Assistance (from Educational Psychology)
CLPL	Career Long Professional Learning	**RRSA**	Rights Respecting School Award
CPF-LT	Child's Planning Framework Locality Teams	**RSHP**	Relationships, Sexual Health and Parenthood
CRIA	Children's Rights Impact Assessment	**SEF**	Strategic Equity Fund
DYW	Developing the Young Workforce	**SEIC**	South East Improvement Collaborative
EAL	English as an Additional Language	**SIP**	School Improvement Plan
ELCC	Early Learning and Childcare	**SIMD**	Scottish Index of Multiple Deprivation
ELW	East Lothian Works	**SPA**	Single Point of Access
EPS	Educational Psychology Service	**SQA**	Scottish Qualifications Authority
GIRFEC	Getting it Right for Every Child	**SQR**	Standards and Quality Report
HWB	Health and Wellbeing	**STG**	School Team Group
IMS	Instrumental Music Service	**ToC**	Test of Change
LGBT	Lesbian, Gay, Bisexual, Transgender	**UNCRC**	United Nations Convention on the Rights of the Child
MVP	Mentors in Violence Prevention		

Appendix 1

Background Information: 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
- Instrumental 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 can be provided in: • 32 early learning and childcare settings within primary schools • 2 Tots and Teens/early learning & childcare provision within secondary schools • 48 funded providers (12 private nurseries, 35 childminders and 1community group)
School Years	Delivers the statutory duty to provide primary and secondary education through provision in 36 primary schools and 7 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, learning and the overall wellbeing for children and young people: • consultation • assessment • intervention • training • research
Instrumental Music Service (IMS)	The IMS deliver free high quality instrumental music tuition in 7 secondary schools and 34 primary schools. A team of 23 instructors deliver weekly lessons, support SQA learning and offer a broad range of ensemble and performance opportunities. String tuition may start at Primary 4 and percussion at Secondary 1. All other tuition is offered from Primary 5 onwards. In 22/23 1525 young musicians received instrumental music lessons through the service.
Education Strategy and Operations 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 physical education, music and drama provision; • school management information systems and processes; • data analysis and performance; • pupil placement and admissions; • school estate projection planning; • staffing allocations; • scheme of devolved school management; • support for parental involvement and engagement through promotion of school parent councils; • Improved employee relations through collaborative working with Trades Unions.			
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.			

Appendix 2

SEF Core Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	66	51	73	22
Stretch Aim to be achieved 23/24	68	55	75	20
Stretch Aim to be achieved 24/25	71	59	77	18
Stretch Aim to be achieved 25/26	74	63	79	16
Improvement (%)	8	12	6	6

The Stretch Aims identified for ACEL literacy will result in East Lothian Council being in line with national comparator data, as a minimum, for this measure by 25/26. Indicative data suggests that we have met our ACEL literacy stretch aim for 22/23 and this provides a strong foundation on which to continuation this trajectory of attainment over time.

	Achievement of Curriculum for Excellence Levels NUMERACY P1,4,7			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	74	57	81	23
Stretch Aim to be achieved 23/24	76	61	82	21
Stretch Aim to be achieved 24/25	79	65	84	19
Stretch Aim to be achieved 25/26	82	69	86	17
Improvement (%)	8	12	5	6

The Stretch Aims identified for ACEL numeracy will result in East Lothian Council being in line with national comparator data, as a minimum, for this measure by 25/26. Indicative data suggests that we have met our ACEL numeracy stretch aim for 22/23 and this provides a strong foundation on which to continuation this trajectory of attainment over time.

	The proportion of school leavers attaining 1 or more pass at SCQF level 5 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	84.8	60.7	93.2	32.4
Stretch Aim to be achieved 23/24	87.7	67	96	29
Stretch Aim to be achieved 24/25	89	70	96.5	26.5
Stretch Aim to be achieved 25/26	90.8	73	97	24
Improvement (%)	6	12.3	3.8	8.4

The Stretch Aim identified for this measure will result in East Lothian Council being broadly in line with our Virtual Comparator by 25/26. Indicative data for 22/ 23 suggests that the Q1 pass rate is down 6% on 2022 and down 5% on the 5-year average. Q5 pass rate is down 3% on the 2022 average and 2% lower than the 5-year average rate. As a result, the Gap has increased by 3 percentage points in 2022 and the 5-year rate to 22.2 percentage points in 2023.
Attainment at level 5 is a strong focus in each of our secondary schools and supported by our Principal Teachers of Equity.

	The proportion of school leavers attaining 1 or more pass at SCQF level 6 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	58.8	21.4	77.2	55.7
Stretch Aim to be achieved 23/24	65.5	33	82	49
Stretch Aim to be achieved 24/25	67.1	36	82.5	46.5
Stretch Aim to be achieved 25/26	69	39	83	44
Improvement (%)	10.5	17.6	5.8	11.7

Indicative data suggests that Q1 pass rate is up 11% on the 5-year average. As a result, the Gap (Q1 –Q5) in 2023 has reduced by 13 percentage points compared with the 5-year average. This provides a good foundation on which to maintain our trajectory of attainment over time.

	The proportion of 16-19 year olds participating in education, employment or training			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	96.1	91.5	98.9	7.4
Stretch Aim to be achieved 23/24	94.4	91.9	99.1	7.1
Stretch Aim to be achieved 24/25	96.6	92.2	99.1	6.9
Stretch Aim to be achieved 25/26	96.9	95.5	99.2	6.7
Improvement (%)	0.8	4	0.3	0.7

Participation is above the national benchmark already so if this improvement can be achieved, it would be a very strong result. Q2 and Q5 present the most opportunity and are areas that will be a target with schools and the employability team.

	Overall School Exclusions			
	Overall levels rate	SIMD Quintile 1 rate	SIMD Quintile 5 rate	Gap (Q1-Q5) rate
Baseline	22.1	58.4	7.7	-50.7

Stretch Aim to be achieved 23/24	19.6	55.5	7.7	-47.8
Stretch Aim to be achieved 24/25	18.9	52.7	7.6	-45.1
Stretch Aim to be achieved 25/26	18.3	50.1	7.5	-42.6
Improvement (%)	3.8	8.3	0.2	-8.1

School exclusions were a core plus stretch aim last year. During this time the gap in school exclusions between Q1 and Q5 has decreased by 6.6%.

SEF Core Plus Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY S3			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	76	65	84	19
Stretch Aim to be achieved 23/24	82	71	89	18
Stretch Aim to be achieved 24/25	84	75	91	16
Stretch Aim to be achieved 25/26	87	79	93	14
Improvement (%)	11	14	9	5

ACEL literacy in S3 was a core plus stretch aim last year. We wish to continue to track and monitor this through our core plus stretch aims to achieve parity with national data, as a minimum, by 25/26.

	Achievement of Curriculum for Excellence Levels NUMERACY S3			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	84	60	91	31
Stretch Aim to be achieved 23/24	84	63	92	29
Stretch Aim to be achieved 24/25	86	66	93	27
Stretch Aim to be achieved 25/26	88	69	94	25
Improvement (%)	4	9	3	6

As above, re ACEL literacy.

	The proportion of school leavers attaining 5 or more passes at SCQF level 1 (All Awards)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	89.4	67.9	95.4	27.6
Stretch Aim to be achieved 23/24	89.7	68	96	28
Stretch Aim to be achieved 24/25	91.3	71	97	26
Stretch Aim to be achieved 25/26	93.2	74	98	24
Improvement (%)	3.8	6.1	2.6	3.6

To ensure that our stretch aims are inclusive to all learners we have added this as a core plus measure. This was also a measure last year to ensure that all of our learners are targeted to leave school with a minimum of 5 national qualifications, regardless of ability.

	The proportion of school leavers attaining 5 or more passes at SCQF level 5 (A-C)

	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	53.3	17.9	73.1	55.2
Stretch Aim to be achieved 23/24	58.3	29	76	47
Stretch Aim to be achieved 24/25	60	35	76.5	41.5
Stretch Aim to be achieved 25/26	62	41	77	36
Improvement (%)	8.7	23.1	3.9	19.2

In line with the Audit Scotland Report *Improving Outcomes for Young People Through School Education* raising we wish to continue to track and monitor this outcome closely. This stretch aim will bring us in line with our Virtual Comparator by 25/26

	The proportion of school leavers attaining 1 or more passes at SCQF level 6 (A-C)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	55.7	19.6	75.3	55.7
Stretch Aim to be achieved 23/24	60.1	26	77	51
Stretch Aim to be achieved 24/25	61.2	29	77.5	48.5
Stretch Aim to be achieved 25/26	63.2	32	78	46
Improvement (%)	7.5	12.4	2.7	9.7

Although the core stretch aims measure this outcome for All Awards by 25/26, we wish to maintain tracking and monitoring of this stretch aim at A-C as a signal of our ambition for young people and to maintain consistency in SEF tracking from 22/23 to this new tracking period.

	The proportion of school leavers attaining Literacy at SCQF level 5			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	78.3	53.6	90	36.4
Stretch Aim to be achieved 23/24	82.1	68	92	24
Stretch Aim to be achieved 24/25	83.6	71	92.5	21.5
Stretch Aim to be achieved 25/26	85.5	74	93	19
Improvement (%)	7.2	20.4	3	7.4

This was a core plus stretch aim for us last year. Indicative data suggests that we reduced our gap (Q1 –Q5) by 16% in 22/23. We also exceeded our stretch aim for Q1 learners by 4%. We wish to build on this trajectory.

	The proportion of school leavers attaining Numeracy at SCQF level 5			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	66.1	41.1	83.1	42
Stretch Aim to be achieved 23/24	71.1	48	84	36
Stretch Aim to be achieved 24/25	72.9	52	84.5	32.5
Stretch Aim to be achieved 25/26	74.6	56	85	29
Improvement (%)	8.5	14.9	1.9	13

This was a core plus stretch aim last year and we wish to continue to track and monitor attainment in this area to bring us in line with virtual comparator data by 25/26.

Each school will also have an individual stretch aim for pupil attendance. This is based on the following sliding scale:

Individual School Attendance 22/23	Minimum Annual Increase (23/24, 24/25 & 25/26)
Above 95%	Maintain

90-95%	0.5%
85-90%	1%
80-85%	1.5%

Total ELC Figures	22/23 Rate	23/24 Stretch Aim %	24/25 Stretch Aim %	25/26 Stretch Aim %
Primary	93	93.5	93.9	94.2
Secondary	85.9	87	88	89
Total	90	90.7	91.4	92

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