East Lothian
Council

REPORT TO: Education & Children's Services Committee

MEETING DATE: 19 November 2024

BY: Executive Director – Education & Children's Services

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SUBJECT: Education Service Progress Report and Improvement Plan 2024/25

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 2023/24 and identification of key improvement priorities planned for session 2024/25.

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 2023/24 and the priorities within the National Improvement Framework.

ii. Note the steps being taken to secure continuous improvement in session 2024/25.

iii. Approve the Progress Report and Improvement Plan 2024/25 (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   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.

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

3.5   The focus for session 2024/25 continues to be '***Back to Basics - a Relentless Focus on Equity and Excellence.'***

3.6   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.

KEY SUCCESSES, SUMMARY OF PROGRESS AND NEXT STEPS

3.7   Our five priorities from last school session, matching those of the National Improvement Framework, encompassed our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.

Priority 1: Placing the human rights and needs of every child and young person at the centre of education

3.8   Evaluation of progress of this priority can be seen on pages 8-11 of the Plan. Key successes include:

- our approaches to consulting and capturing the voice of young people through current practices such as school reviews and the annual SEE survey
- use of the Rights Respecting School Award to support pupil leadership and voice, supported by both central team members as well as a network of 41 RRSA Leads
- an increase in the number of Gold Award schools from 1 to 4, Silver Awards from 8 to 16 and Bronze Award schools from 17 to 21, from June 2023 to June 2024

Priority 2: Improvement in children and young people's health and wellbeing

3.9   Evaluation of progress of this priority can be seen on pages 12-25 of the Plan. Key successes include:

- a new Health and Wellbeing Framework which provides progressive learning programmes for learners aged 3-18
- delivery of ten training sessions to ensure knowledge and understanding of statutory guidance and policy with regards to health and wellbeing

Priority 3: Closing the attainment gap between the most and least disadvantaged children and young people

3.10   Evaluation of progress of this priority can be seen on pages 26-32 of the Plan, and will be outlined in detail in the Raising Attainment Report at November Education and Children's Services Committee.

Priority 4: Improvement in skills and sustained school-leaver destinations for all young people

3.11   Evaluation of progress of this priority was reported to Education and Children's Services Committee in June 2024. The report can be seen here: Agendas, reports and minutes | East Lothian Council

Priority 5: Improvement in attainment, particularly in literacy and numeracy

3.12   Evaluation of progress of this priority can be found on pages 37-46 of the Plan.

Key successes include:
- all schools engaged in development of a refreshed rationale for their curriculum
- a rise in the percentage of schools reporting their performance as good or better for QI 2.3 Learning, Teaching and Assessment
- delivery of the National Improvement in Writing Programme (NIWP) leading to evidence of raised attainment in literacy in classes where NIWP practice is used

Priorities for Session 2024/25

3.13   East Lothian's improvement priorities take cognisance of the Council's new priorities and are based on the vision of the National Improvement Framework.

3.14   The priorities reflect that the stretch aims are central to our agenda of raising attainment, with our collective ambition being to make steady and sustained progress in overall attainment over the next 3 years.

3.15   For the last three years, our service priorities have had a 'recovery' focus, with plans outlined for one year only. We recognise that that recovery is the 'new normal' and have begun a new 3-year planning cycle.

3.16   While the local authority and individual schools will continue to be required by law to submit an annual standards and quality and improvement plan, our overarching priorities will be created on a 3-year cycle, and will be updated accordingly on an annual basis.

3.17   To support continuous improvement linked to inspection, review and self-evaluation outcomes, our priorities for the next 3 years will be focused as follows:
Priority 1: 2.2 Curriculum and 2.3 Learning, Teaching and Assessment
Priority 2: 3.1 Ensuring Wellbeing, Equality and Inclusion
Priority 3: 3.2 Raising Attainment and Achievement

These priorities can be seen in detail on pages 50-59 of the plan.

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 2024/25 (Appendix 1).

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DATE	19 November 2024

Education Progress and Improvement Plan

Session 2024/25

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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. Working in partnership with Children's Services, we aim 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

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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*):

- 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 achievement, particularly in literacy and numeracy.

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 2023/24, and also sets out our improvement priorities for Session 2024/25.

Context of East Lothian

The Mid-year 2022 population estimates published by the National Records of Scotland (NRS) in March 2024, show East Lothian had an estimated population of 112,450, having previously increased by 21.5% from 99,920 in 2011 to 109,580 in 2021. This is the highest percentage change in Scotland over that period with Scotland's overall population increasing by 8.2%. The Under 15 age group accounted for 17.9% of the overall population in East Lothian. East Lothian's population is projected to increase by 7.2% (*Data Source: 2018 based population based NRS projections*) to 113,403 in 2028, compared to a projected increase of 1.8% for Scotland as a whole, though this could be an under-estimation. This is the 2nd highest projected increase in Scotland. East Lothian Council's Education Service school roll projections, which take into account local policy such as new housing developments, show a 5.6% increase for the P1 to S6 pupil population to 2028/29 (based on the 2023-pupil census roll)

 In 2023/24 there were:

- 8,450 pupils in East Lothian Council's 34 primary schools
- 6,667 pupils in 7 secondary schools
- 2,403 children aged 3-5 years accessing early learning and childcare across 31 council settings, 12 partner nurseries, 1 community group and 23 childminders
- 87 Eligible 2s accessing early learning and childcare across 4 council settings, 9 partner nurseries, 1 community group and 7 childminders
- 36.2% of all pupils had an additional support need
- 2.1% of all pupils were recorded as care experienced
- 5.2% of pupils were recorded as living in the 20% most deprived areas compared with 19.5% in the 20% least deprived areas
- The Pupil Teacher Ratio (PTR) reduced to 14.6 from 14.7 in 2023/24
- The average primary class size reduced from 23.0 in 2022/23 to 22.2 in 2023/24
- 78% 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 2023/24 with our priorities

The next section of this report describes the progress made with our main priorities between August 2023 and June 2024. 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 2024/25 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 2024/25 continues to be '***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 Progress and Improvement 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

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- 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 which was approved at Education Committee in March 2024, 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 2024, and Insight data will be published in February 2025. We are not permitted to share this data until that time.

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Education Service Improvement Priorities 2023/24: Evaluation of progress and next steps

PRIORITY 1: Placing the human rights and needs of every child and young person at the centre of education

In Session 2023/24 we aimed to:

- undertake a review of service wide policies to ensure [UNCRC principles are considered](#) and included as key drivers
- deliver training in and use of How Good is OUR School
- develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes
- develop a commitment to Pupil Leadership and voice at all levels
- have representative pupil groups in all schools
- evidence that ALL pupils have the opportunity to be heard
- develop school approaches to "Learners as Leaders of Learning"
- deliver the [Stand Up and Be Counted](#) - School Library Service (SLS) Initiative (also linked to Literacy Strategy)

Evaluation of Progress

Undertake a review of service wide policies to ensure [UNCRC principles are considered](#) and included as key drivers:

The Education Service has worked collaboratively with other local authority services to prepare for the implementation of the UNCRC Act 2024. Due to the non-statutory nature of Children's Rights Impact Assessments (CRIA) placed upon local authorities by the UNCRC Act, our local authority's services have worked collaboratively to review current processes in place to capture the voice of children and young people through the lens of policy development across all local authority services. As a result of this audit, the Education Service has identified key strengths in our approaches to consulting and capturing the voice of young people through current practices such as school reviews and the annual SEE survey. A council wide approach to CRIA has been drafted for consultation across services, and this will be adopted by the Education Service in 2024-25 policy development as a model of effective practice.

Deliver training in and use of How Good is OUR School (HGIOURS?):
Ensure pupil voice is a key driver in developing the 24/25 opportunities on offer:

An audit across East Lothian schools was carried out to identify areas where HGIOURS? is being used to capture learner voice to inform self-evaluation of the impact of improvements upon the four contexts of the curriculum.

Areas where schools were confident in the use of HGIOURS? to capture learner voice to inform self-evaluation practices included:

- developing a shared understanding of the importance of children and young people's rights in relation to wellbeing, equality, and inclusion

- recognising that participation has a range of benefits for learners including improved attainment, enhanced learning and teaching, improved relationships, and wider engagement of the life of the school
- developing participation processes which are inclusive and provide opportunities for all learners to participate in the life of the school and in the wider community
- ensuring that children's and young people's rights are embedded across all aspects of school life and work

Areas where schools are developing their competency in using HGIOURS?:
- providing a range of regular opportunities to deepen their knowledge and understanding of children's and young people's rights
- providing evidence of practical examples whereby children and young people are confident their views are valued by all staff and partners
- developing opportunities for children and young people to use effective communication skills to share their views
- developing opportunities for staff, children, and young people work together to evaluate a range of aspects of school life including teaching and learning

Areas where schools were less confident in the use of HGIOURS? included:
- raising learners' awareness and knowledge about what has been improved because of their opinions
- developing a culture of openness and transparency which enables children and young people to engage in discussions about data and other self-evaluation evidence
- providing opportunity for children and young people to lead evidence-gathering and report on aspects of the school's work

The outcomes of the audit will be used to plan professional learning in the use of HGIOURS? for senior and middle leaders in 2024-25.

Develop practical approaches based on effective practices to support schools in capturing pupil voice as part of their self-evaluation processes:
Following collaboration with the Educational Psychology, Equity and Inclusion and Information and Research teams, the annual Student Engagement Evaluation Survey (SEE survey) was revised to better reflect service priorities and support materials were provided to schools to ensure accessibility by all learners.

 All P6, S2 and S4 pupils in East Lothian schools are invited to take part in the annual SEE Survey each year to gather the views of young people living in East Lothian in relation to a range of matters including teaching and learning, community issues, access to services/information and physical/sports activities. The survey responses are gathered anonymously using Google Forms. There were 57 experience questions/statements in the survey in 2023-24 for P6 and S2 pupils and 58 for S4 pupils grouped by the SHANARRI headings, this number increased from 43 following consultation, review, and update of the surveys. 49 of the 58 can be calculated to measure the proportion of pupils who 'Agreed' or 'Strongly agreed' as a positive response, for the remaining statements, "Yes" was counted as a positive response.

A total of 2,506 pupils completed surveys between February 2024 and April 2024 from a possible number of 3,750 students, which is a **66.8%** response rate overall. The response rates across the three stages varied from 48.9% at the S4 stage to 82.8% at the P6 stages. 18 statements returned a positive response of 80% or more

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The following table shows the average positive response rate for all questions/statements grouped under each heading compared with the previous year:

Average Positive Response Rate (P6, S2 & S4)

	SAFE	HEALTHY	ACHIEVING	NURTURED	ACTIVE	RESPECTED	RESPONSIBLE	INCLUDED
2023-24	**77.8**	**79.1**	**76.0**	**69.0**	**73.3**	**67.9**	**64.0**	**82.2**
2022-23	86.8	83.2	63.4	61.8	71.6	73.2	62.9	80.9

19 statements showed an increase on the previous year with the most notable increases across the three stages related to the access and use of digital technologies and those participating regularly in voluntary work/activity. 24 statements showed a decrease of 2% or more with the most notable related to perceptions around pupils in the school being successful learners (71% compared with 83% in 2022/23) and being able to contribute to decisions about improving their school (64% compared with 76%).

The results from the SEE Survey are shared with Head Teachers for further discussion in their schools to inform the school improvement planning process.

Develop a commitment to Pupil Leadership and voice at all levels:
Rights Respecting School Award (RRSA) is the main framework used within East Lothian Council to support pupil leadership and voice within our schools. RRSA has been implemented in almost all East Lothian schools, with 98% of schools engaging. RRSA is growing in strength within East Lothian supported by both central team members as well as a network of 41 RRSA Leads. East Lothian has increased its number of Gold Award schools from 1 to 4, Silver Awards from 8 to 16 and Bronze Award schools from 17 to 21, from June 2023 to June 2024.

The UNCRC is also being embedded across the curriculum, including within East Lothian's new Personal and Social Education programme within the Health and Wellbeing Framework. Across East Lothian's primary schools there is evidence of increased learning about the rights listed in the UNCRC. 93% of young people in P6 reported having learned about their rights, reflecting an increase of 5% on the previous year. There remains variance within secondary schools, however in the highest recorded setting 85% of S2 & S4 pupils reported learning about their rights. There is a correlation between increased learning of rights and schools' progression in Rights Respecting Schools Award framework. Where schools have achieved Silver and Gold accreditation, most school reviews identified children's rights feature as a strength within the themes of self-evaluation for self-improvement, leadership of change and learning, teaching & assessment. Further evidence of impact was found within the theme of safeguarding, where it was identified that in one school the combination of RRSA Silver accreditation, the LGBT Youth Scotland Charter and provision of the Mentors in Violence Prevention programme was contributing towards an inclusive learning environment.

Have representative pupil groups in all schools:
Almost all schools have representative pupil groups, and pupil leadership groups are a feature of nearly half of school improvement plans. This a strength within East Lothian Primary Schools, where there are strong examples of pupil voice, participation, and agency. Across East Lothian Primary Schools 74% of P6 pupils stated they were involved in their school's Rights Respecting Schools Award and 84% of P6 pupils stated they had opportunities to take on leadership roles in their school, either on

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their own or as part of a group. Within Secondary Schools, 66% of S2 & S4 pupils identified having opportunities to take on leadership roles. There remains some variance within secondary settings.

Evidence that ALL pupils have the opportunity to be heard:
A multiagency project group (Educational Psychology Service, Mental Health Youth Workers & Education Support Officer) has been established to strengthen the representation of the Pupil Voice within the GIRFEC/Child Planning Framework. This 5 phase project will extend into the next academic year.

The Early Years Service has developed a suite of practice documentation in collaboration with setting practitioners which is underpinned by UNCRC. This will be expected practice guidance used in all settings over 24/25 and beyond. Training has been developed to compliment this suite of documents which is provider neutral and can be accessed remotely to promote self-directed training and learning to suit the individual development needs of each setting.

Deliver the [Stand Up and Be Counted](#) - School Library Service (SLS) Initiative (also linked to Literacy Strategy):
Approximately 5000 free books were distributed to all primary and secondary schools, providing a range of materials to support equality and diversity themes within the Health and Wellbeing curriculum offer in schools.
School librarians gathered feedback on the Stand Up and Be Counted initiative and materials from samples of learners and school staff through a range of events. There were teacher information sessions held in each ASG for school staff to promote the use of the Stand Up and Be Counted materials, along with promoting links with themes in the health and wellbeing curriculum. Practical support was offered to some schools to assist in the cataloguing and storage of the materials.
Further staff training events were held on using picture books to support teaching on representation and other diversity topics, along with Dekko Comics workshops for pupils and parents of pupils to support additional support such as Dyslexia and Neuro Diversity.
In summary:
- every primary school received a core collection of 140 books, plus Early Years appropriate titles for primary schools with a lower years campus; each primary school also received 5-50 additional books dependent on school roll
- six secondary schools received a core collection of 80 books along with a selection of additional titles; Rosehill received a smaller collection due to their library materials already being newly purchased in staff/pupil consultations, and reflecting diversity
- 30 author events offered across the authority; staff CLPL; parent/carer learning workshop with Dekko Comics

Ensure 50% of instrumental music service learners participate in an ensemble activity:
Increase pupil engagement in a diverse range of cultural opportunities:

Learners had the opportunity to participate in the Instrumental Music Service Macmillan Solo and Ensembles concerts, National Youth Orchestra of Scotland Engage pilot scheme, secondary school ensemble weekend, school concerts, school assemblies, church services, East Lothian piano festival, senior ensembles, the ELC Young Musician of the Year competition and various local festivals and community events. 73% of pupils engaged in an ensemble or performance experience during the 23/24 school session. A pupil engagement survey has been created to direct the ensemble provision in the 24/25 school session.

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PRIORITY 2: Improvement in children and young people's health and wellbeing

In Session 2023/24 we aimed to:
- revise and update the Health and Wellbeing Curriculum (secondary focus)
- continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality
- continue to develop knowledge, understanding and application of statutory guidance and policies relating to inclusion and equality
- meet the needs of learners with additional support needs
- support schools to develop understanding and use of the Wellbeing Indicators
- refresh the Health and Wellbeing Framework and PSE curriculum in consultation with schools

Evaluation of Progress

Revise and update the Health and Wellbeing Curriculum (secondary focus):

East Lothian Council's draft Health and Wellbeing Framework is live and available on the EduHub East Lothian EduHub (google.com), providing progressive learning programmes for learners aged 3 – 18. At this stage of development, the framework remains focussed on Personal and Social Education (PSE) and is inclusive of the national Relationships, Sexual Health and Parenthood (RSHP) Programme. The framework has been mapped to the Wellbeing Indicators alongside the UNCRC. The PSE framework was launched to secondary schools through the Secondary Subject Collaborative in May and schools have begun to actively use this. Secondary teacher feedback is very positive, and there has been agreement to move to the next stage of developing tracking and monitoring systems and establishing effective assessment and moderation. Initial consultation work has been undertaken with Primary Head Teachers and following feedback further development has been carried out. The framework will be launched with Primary School leaders in autumn 2024, with supports developed to ensure high quality learning experiences for children and young people. Pupils who have experienced delivery of the secondary Young Minds Matter resource provided positive feedback reporting the course content was appropriately paced and covered key curriculum learning outcomes. Areas for further development were identified in making wellbeing indicators more explicit and linking learning to the UNCRC. Through a process of self-assessment, a quarter of school leaders have reported that equality within the curriculum is now a strength and for two-thirds is area under development. The Relationships, Sexual Health and Parenthood curriculum is showing signs of strength, with pupils in P6, S2 & S4 reporting an increase of 2.6% when asked about support in managing relationships.

All schools with a senior phase are engaged in the Mentors in Violence Prevention (MVP) programme. Half of schools are at an initial stage, beginning delivery of the learner-led programme to S1-S3 next session and half of schools will move to embedding the programme having run the programme successfully during session 2023-2024.

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

To further develop, knowledge and application and knowledge of statutory guidance and policy a programme of CLPL session were delivered to school staff. The impact of these sessions is noted in the following post session survey data:

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Deliver a new programme of 10 CLPL sessions to staff linked to statutory guidance and policy:

A comprehensive programme has been delivered.

1. Trauma Informed Practice:
   - 77% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 77% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
2. Bullying & Equalities
   - 100% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 100% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
3. Inclusive Communication
   - 67% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 67% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.
4. Digital Learning to Support ASN
   - 100% of attendees responded agree / strongly agree that course provided them with knowledge to take forward.
   - 100% of attendees responded agree / strongly agree that the course provided them with an improved understanding of the content delivered.

Produce a new an East Lothian Council statement on Gender Recognition

A baseline survey of all school and Education Service to inform East Lothian Council's Gender Statement was conducted and 132 responses were received. A summary of these responses is below:

How confident are you in your use of language to support transgender children and young people?	15.2% very confident	80.3% confident	4.5% not at all confident.
To what extent do our record management procedures such as SEEMiS and pupil files allow appropriate recording of all pupil information?	3.3% highly effective	82.9% effective.	13.8% ineffective.
How confident do you feel to support children and young people's rights around gender identity?	11.5% very confident	84% confident	4.6% not at all confident

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How confident do you feel to support families in relation to the gender identity of their children or young people?	3.1% very confident	80.2% confident	16.8% not at all confident
Does your school's approaches to uniform support children and young people to exercise their rights around their gender identity?	38.9% fully supports	57.2% supports	4.5% does not support
Does your curriculum support all children and young people to learn about gender identity?	10.6% fully supports	87% supports	2.4% does not support

This baseline data, together with national legislation and guidance and local policy and guidance will inform East Lothian Council's Gender Statement. An initial draft has been produced and following a consultation and subsequent revision will be finalised for publication by November 2024.

Establish as new an equity and inclusion pupil steering group:

A Steering Group has been established with representation from S2 pupils from across all seven secondary schools. The group has met regularly across session 23/24.

A baseline of responses to equity and inclusion statements from the young people attending was captured at the start of session of 23/24 and then revisited at the end of the session. The following improvements were noted:

Statement	Improvement in Responses
My school recognises and celebrates my achievements	200%
I have learned about my rights listed in the UNCRC	120%
I am able to contribute to decisions about improving my school	100%

Qualitative data was also captured in the form of the young people's views:

What have you liked best about being part of this group? Please write down as many things as you can think of	"Having a chance to change things about my school."

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	"I feel heard and respected. I've met lots of people who feel the same way I feel about school and have given great ideas to improve our school and learning." "Getting to make contributions to school systems." "An opportunity to make change."
What do you think would make the group better?	"More meetings." "Longer meetings."
Do you think this group has improved your confidence and/ or ability to express your opinion? If so, how?	"Yes, I don't feel judged or unreasonable when sharing my ideas." "Yes. I don't like meeting new people but this group has helped a lot." "Yes, I have the confidence to speak up to the trusted adults who run this group."

Meet the needs of learners with additional support needs:
The Digital Learning Team has developed a core offer to support schools with making best use of accessibility tools on Chromebooks. Every school has been offered and now received this training to some extent. We have also been working with IT to make available screen reading software available for exams. This has been trialled at Knox Academy and has been successful. We will now look to explore a more advanced piece of software for this and roll this out across all secondary schools.

Equity and Inclusion Service

- Each school has a link Education Support Officer (ESO) for Equity & Inclusion. ESOs work with their link schools to support strategic and operational improvements in relation to equity and inclusion. ESOs support schools with:
- Their equity and inclusion data to support improvement in key measures such as attendance and exclusions, in line with stretch aims and to close the gap for our most vulnerable learners;
- The application of local and national guidance, policy and legislation in relation to additional support needs, equity and inclusion;
- The training and development of staff in line with policy and legislation;
- Quality Assurance of processes designed to meet the needs of all leaners and
- The needs of individual children and young people to ensure that these are met.

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The Education Support Officer for Care Experienced Children and Young People tracks and monitors the attainment and attendance of all learners with care experience supporting schools to identify and close the gap, consistent with our stretch aims.

To ensure the safeguarding and protection of all children and young people, the Education Support Officer for Child and Public Protection works closely with the East and Midlothian Public Protection Office and each schools' Designated Manager for Child Protection to support and deliver key training and quality assure processes to keep learners safe.

To support Young Carers, the Young Carers' Youth Work service provides a range of supports in our schools including assemblies, class workshops, weekly drop ins and the production of Young Carers' Statements. The Youth Workers visit all of their schools regularly. This ensures children and young people have access to long-term, responsive and consistent support. Since its inception in 2021, registrations to the Young Carers' Service have increased by over 300%. The service also provides invaluable break from caring opportunities during holidays.

Educational Psychology Services
The Educational Psychology Service (EPS) evaluated their new service delivery model designed with a focus on the equitable and efficient deployment of resources. 58% of schools responded. Schools found the Request for Assistance (RFA) guidance helpful and were satisfied with the time between an RFA being made and Educational Psychologist (EP) involvement. 44% of respondents thought the system created greater equity of service, 56% were unsure. The EPs all reported enhanced equity of service delivery, naming greater transparency and accountability. Schools and EPs advised they value the systemic overview and data generated by the RFA panel process. Schools advised that clear communication with the EPS is valued when RFAs are not accepted. 67% of respondents reported the EP time they received matched their level of need, 33% felt that it did not. All EPs stated the time allocation model worked well, enabling more flexibility and responsiveness and supporting efficient use of time. Both schools and EPs were inconclusive regarding the impact of the new model on improved outcomes for children and young people.

The following actions were identified:
- panel dates to be communicated to schools at the start of each academic year
- school visit records and reporting to be reviewed/ refreshed to provide schools with a clear record and regular feedback
- further consultation with schools to identify and implement changes around feedback when an RFA is not accepted
- 2024-25 focus on casework evaluation to gather evidence on impact and outcomes

School Staff Quotes:

"The process of referring to EP is straight forward as you don't need lots of detail because everything is already noted in the Child Plan."

"More flexibility about when the EP is in school."

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"Less risk of wasted/unnecessary visits."

The Neurodevelopmental Pathway Test of Change

The Neurodevelopmental (ND) Pathway Test of Change (ToC) ran from August 2022 to March 2024.

The key tests of change were:

- Enhanced information gathering from schools in the pre-referral stage, trialling screening tools to improve the quality and consistency of information at the initial stages of the pathway.
- Training with schools and stakeholders to develop their understanding of the pathway and making RFAs.
- Testing aspects of the multidisciplinary team's clinical assessment across Community Paediatrics and CAMHS, including Education colleagues.
- Testing all ages of referrals being submitted through the SPA.
- Assessing all neurodevelopmental concerns following an integrated referral and assessment process.

Data Overview

There were a total of 1517 RFAs to the ND Pathway during the ToC, with the majority coming from schools and nurseries.
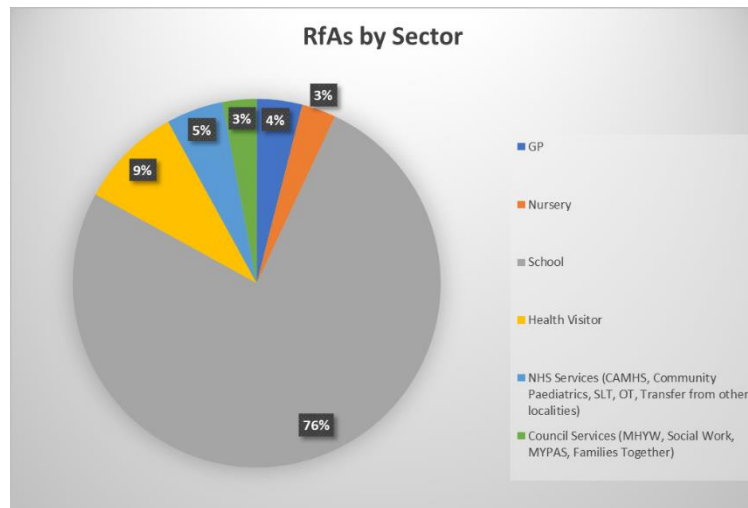
An average of 79 RFAs were received each month.

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No of RfAs received into health

Screening Outcomes

- Accepted 62%
- Not Accepted 34%
- Pending Screen (April 2024) 4%
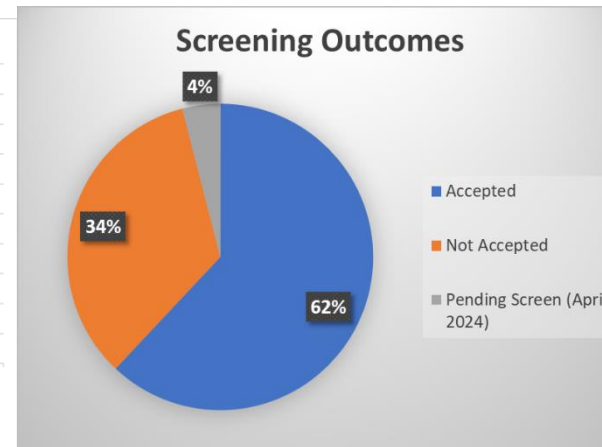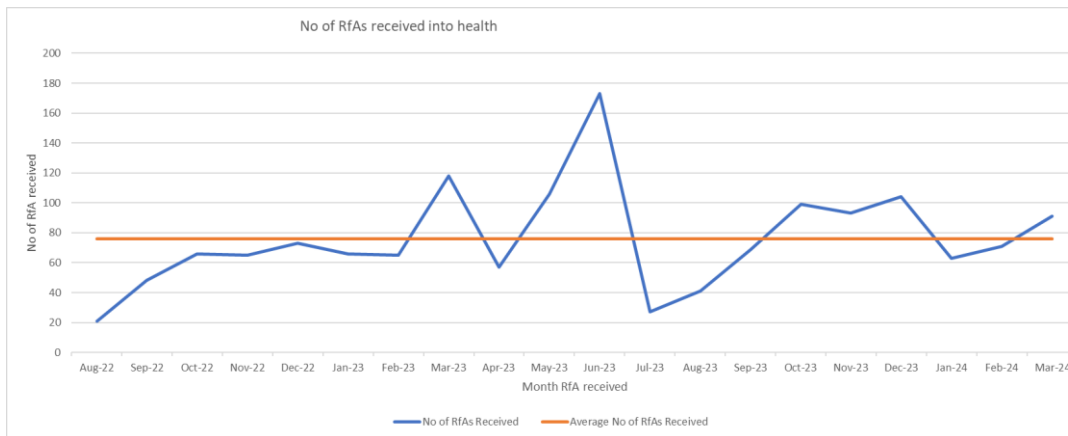
Of these an average of 68 RFAs were accepted each month. The most common reason for an RFA not being accepted was insufficient information from both home and school. The peaks and troughs align with school holidays.

The sequence of requests for ND assessment and Mental Health (MH) supports was explored. The largest number of RFAs were for both ND assessment and MH support at the same time 1286 (78%). For the remaining requests 247 (19%) requested MH support first and then a later ND assessment, and 43 (3%) requested ND assessment first and then MH supports.

The time taken to complete assessments in the ToC was considered using a sampling technique to compare with the Treatment as Usual Pathway (TAU). The results below demonstrate reductions in the number of days and the number of appointments within the ToC.

CAMHS	Age (Median)	Number of days (Median)	Number of appointments (Median)
ToC	7-18 yrs	122.5	7.5
TAU	7-18 yrs	242	10

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Community Paediatrics	Age (Median)	Number of Days (Median)	Number of appointments (Median)
ToC	1-7 yrs	136	2
TAU	3-10 yrs	1111	5.5

The key strengths of the ToC were identified as being:
- The robust info gathering at the initial stages of the process, which reduced assessment time
- Multidisciplinary working benefits, including troubleshooting, problem solving, flexibility, greater understanding of complexity, service roles and responsibilities
- A greater understanding of the ND assessment process and transparency for all stakeholders
- The SPA process, providing a framework for the delivery of the MH supports
- The impact of the 3rd sector ND specific supports provided during the ToC
- The inclusion of the Dimensions Tool enabled school staff to structure initial discussions with children, young people and families about neurodiversity, as well as capturing the frequency and severity of broader concerns such as anxiety or mood. The latter could then be responded to through Universal supports or RFAs to the SPA for MH supports.

The key challenge for Education within the ToC was identified as being:
- Greater emphasis on school involvement from the start of the assessment process, creating a front-loaded role for education. This has significant implications for school staff. School managers have reported that this increase adds significantly to workload alongside concerns regarding the sustainability of this approach.

The next steps for Education:
- Participation in a newly created Joint Strategic Oversight Group
- Engagement with children, young people and families in co-developing the next phase of ND work
- An Educational focus on training and further development at the Universal and Additional Level
- A multi-agency focus to provide more specialist supports
- Community based accessible information and supports

A full report has been provided to Scottish Government as a requirement of the ToC project.

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The Mental Health & Wellbeing Single Point of Access (SPA)

The SPA received 1219 Requests for Assistance (RFAs) between August 2023 and May 2024. The breakdown of the RFAs was as follows:

- Mental Health Support (MHS) 594 (49%)
- Mental Health Support and Neurodiverse Assessment (NDA) 167 (14%)
- ND Assessment 424 (35%)

The total number of RFAs seeking MHS was 761 (62%). With an average number of 76 MHS RFAs per month. Of the 761 MHS RFAs received 499 (66%) were processed and closed, the remaining 262 (34%) remain within the triage system.

The RFAs received across the school stages are represented in the graph below, demonstrating an upwards trajectory, peaking at S1-S3.

Referrals by School Stage 23-24
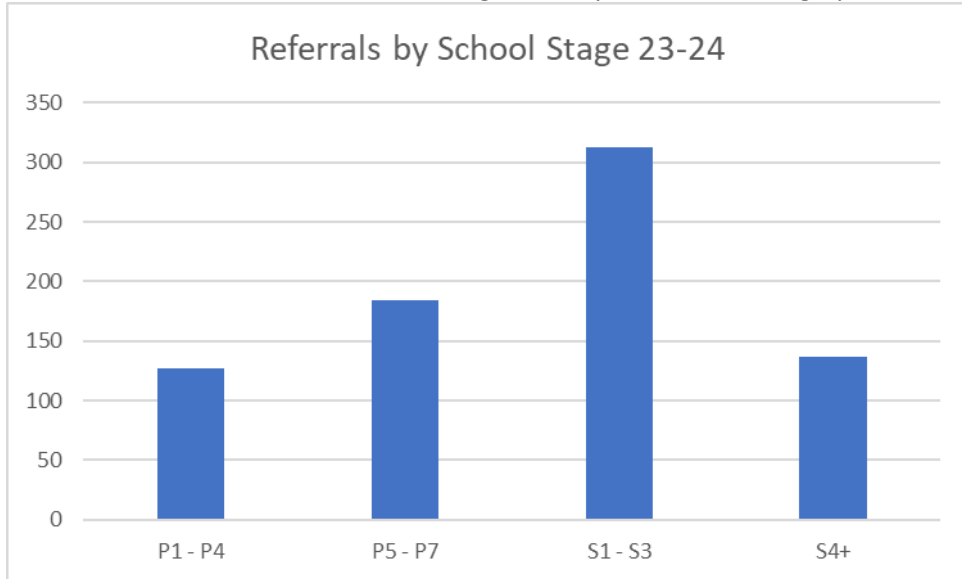
The gender-based data on RFAs is represented in the graph below and follows the general trend for MH requests, with more RFAs being made for females than males. The RFA form has an open question regarding gender which can limit the data gathering. Rising numbers of CYP identifying as non-binary are noted.

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Referrals by Gender 23-24
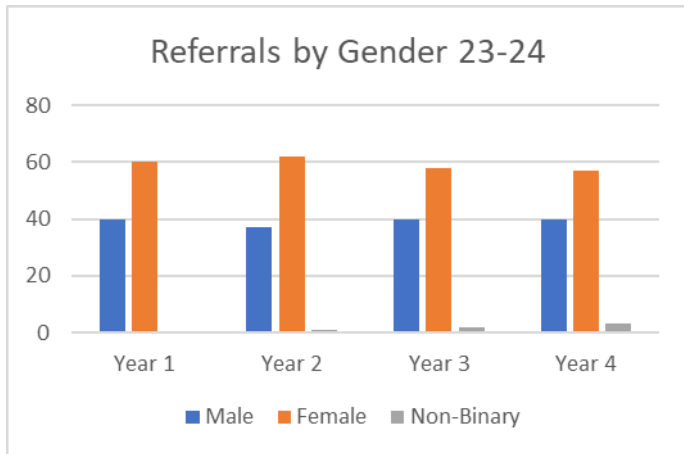
The reasons for the RFAs are captured in the graph below.

Reasons for Request

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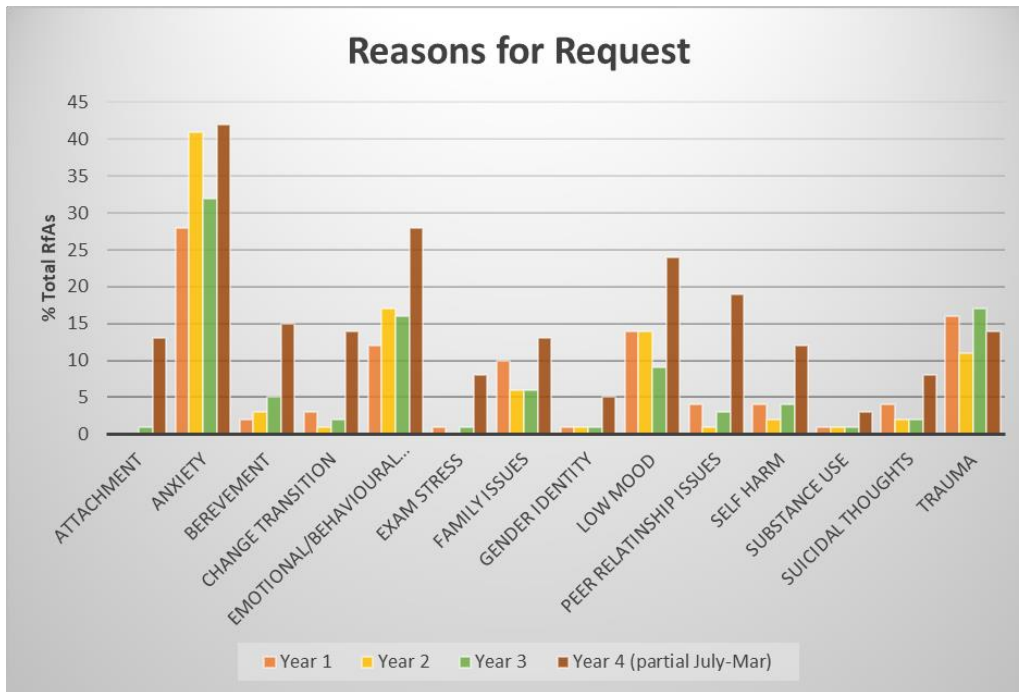
Years 1-3 data allowed only for one main reason for the RFA to be gathered. In Year 4 this changed to include all of the reasons, providing a more comprehensive and useful profile of the challenges being experienced to inform future development within the SPA.

The MHS outcomes are illustrated in the chart below, with School Counselling, Creative Therapies, commissioned 3rd Sector Supports and LIAM (Let's Introduce Anxiety Management) being the mostly widely accessed supports. A significant number of children and young people already had supports in place, were referred onto Child and Adolescent Mental Health Serice (CAMHS) and were provided with resources. 33 (4%) of cases were considered not appropriate for allocation.

Mental Health Referral Outcomes

Legend:
- Other NHS
- Other Internal ELC
- Behavioural Activation
- Social Work
- YP Declined Support
- Seasons for Growth

Chart segments: Counselling, Creative Therapies (Art/Music/Play), Other Commisioned 3rd Sector, Appropriate Support Already in Place, LIAM, Not Appropriate/No Allocation, CAMHS, Resources Provided, Wellbeing Sessions, EIST/FTEL, Support No Longer..., Non-Commisioned 3rd...

Evaluation of the MH Services provided the following outcomes:
- School Counselling – 87% of children and young people (CYP) reported an improved outcome
- Art Therapy – 83% of CYP reported an improved outcome
- Mental Health Youth Worker interventions (LIAM, Brief Behavioural Activation and Wellbeing Support Sessions) - 93% of CYP reported an improved outcome

- Creative Therapies (primary aged children) - see the tables below for this data

(SDQ – Strengths and Difficulties Questionnaire)

| SDQs	%
Teacher SDQ	
One pt or more improvement teacher SDQ	62.5%
One pt or more improvement teacher SDQ - Children in the severe range	100%
Clinical recovery children in the severe range - Teacher	40%
Are the child's problems a bit or much better - teacher	77.7%
Parent SDQ	
One pt or more improvement parent SDQ	66.6%
One pt or more improvement parent SDQ - Children in the severe range	75%
Clinical recovery children in the severe range - Parent	37.5%
Are the child's problems a bit or much better - parent	50%
Homelife improved-parent	50%

Qualitative Data from Stakeholders who received a Mental Health Support	
Parent Quotes	**CYP Quotes**
"It's like having the old (YP) back again. She's not as angry and we're getting on a lot better now so being at home is a nicer place" *"Thanks for speaking to my child. He's already changed, he now wants to go into school and is happy going in. It's made such a difference."* *"My daughter loves coming there and we have seen such a good change in her at home and at school."* *"My son really likes working with you, he will be happy to see you again"*	*" I understand that I'm not just crazy now and when people tell me I am, I'm able to explain it to them. I still get anxious feelings but I know how to deal with them and I know that the voice in my head giving me a hard time isn't me."* *"Thank you so much for helping me. I am better at talking to people, making new friends and I use your tips to help me deal with arguments better so that we don't fall out badly."*

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	'Having a session on Tuesday and being able to talk about everything that's going on helps me to stay calm for the rest of the week. I love making art." "I am going to miss coming here" "Since coming to Place2Be I have learned different ways to cope with things"

The impact of the SPA, which started to operate in October 2020, providing Tier 2 intervention, can be seen on the CYP waiting list times for East Lothian CAMHS. Over 90% of CYP who require MHS from CAMHS are seen within the national target of 18 weeks. The national average is 86%.
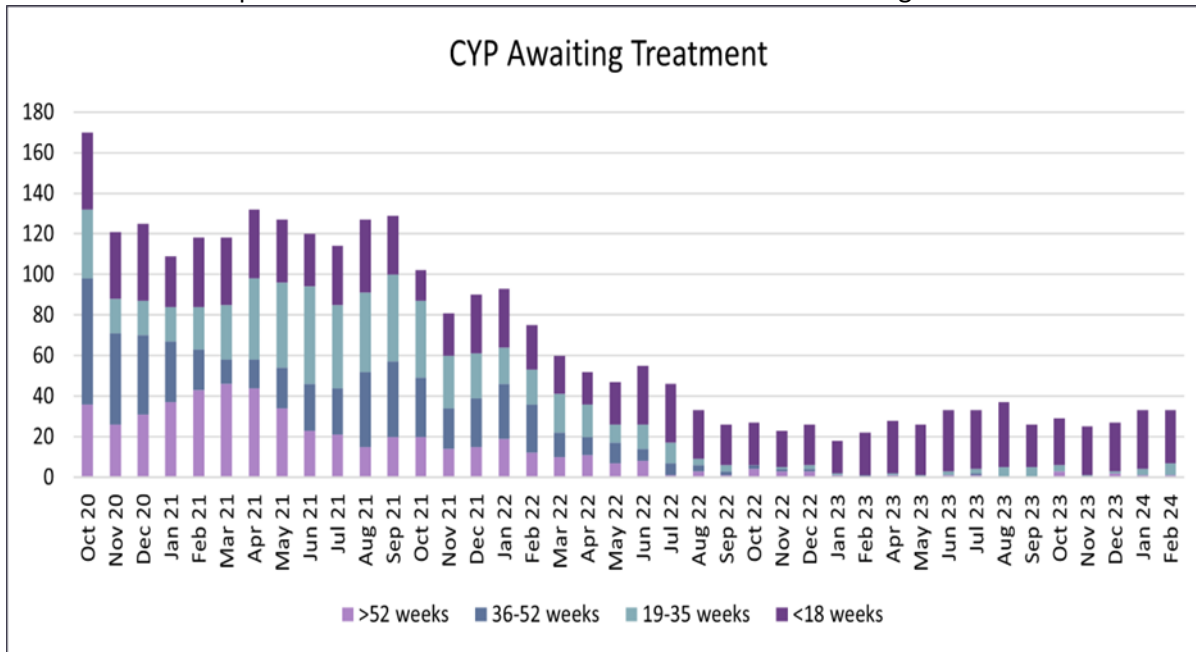
Next steps for the SPA:

- To further develop the range and availability of services through group work supports.
- To develop the range of services specifically for CYP with ND

Support schools to develop understanding and use of the Wellbeing Indicators:

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Refresh the Health and Wellbeing Framework and PSE curriculum in consultation with schools:
The revised and updated Health and Wellbeing framework has the wellbeing indicators embedded throughout with explicit curriculum links to specific wellbeing indicators throughout the programme. Resources have been updated to enable teaching staff to increase learner understanding of the wellbeing indicators and how these can be utilised to support mental, emotional, social and physical wellbeing as well as risk reduction. Development work will continue in session 24-25 with the design and implementation of wellbeing tracking and monitoring across primary and secondary settings.

PRIORITY 3 – Closing the attainment gap between the most and least disadvantaged children and young people

In Session 2023/24 we aimed to:

- 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
    - who are care experienced
    - those with additional support needs
- Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty
- 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
- Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice
- Implement a universal tracking system across all ELCC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level
- Consult with families to inform future 1140 models ensuring that barriers to access are removed and children's ELCC entitlement is accessible

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Evaluation of Progress

Focus the Raising Attainment Strategy on Equity and Closing the Poverty Related Attainment Gap:
The Raising Attainment Strategy was completed and approved at Education Committee in November 2023 FINALExcellenceEquityRaisingAttainmentforAll_March24.docx
    - Google Drive

Stretch aims were first implemented for session 22/23 and supported through the newly created posts of Principal Teachers of Equity in each Secondary and Equity School and Family Support Workers in four identified Primary schools. Data includes:

P1,4 & 7, Literacy (Combined)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**62.8**	**66.3**
Q1	42.6	50.3
Q2	50.9	56
Q3	67.7	68.5
Q4	68.9	74.2
Q5	72.7	73.5
Q1 – Q5 Gap	**30.1**	**23.2**
Q2 – Q5 Gap	21.8	17.5

Curriculum for Excellence literacy and numeracy attainment has improved for all learners and learners in quintile 1. The poverty related attainment gap in literacy has reduced by 6.3%.

P1,4 & 7, Numeracy (Combined)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**72.4**	**73.8**
Q1	56.1	56.3
Q2	65.4	64.8
Q3	75.3	77
Q4	76.8	80.6
Q5	78.3	79.9
Q1 – Q5 Gap	**22.2**	**23.6**

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Q2 – Q5 Gap	12.9	15.1

School Leavers, Level 5 Literacy (Or Above)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**78.3**	**78.5**
Q1	53.6	60.3
Q2	65.1	68.2
Q3	81.7	77.3
Q4	85	87.8
Q5	90	87.9
Q1 – Q5 Gap	**36.4**	**27.7**
Q2 – Q5 Gap	24.9	19.7

At Level 5 or above, literacy levels have also increased slightly for all, but most noticeably for learners in quintile 1, which is the highest level of attainment achieved in this measure. The poverty related attainment gap also decreased by 8.7%.

School Leavers, 5 or More Awards at Level 1 (Or Above)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**89.4**	**87**
Q1	67.9	78.1
Q2	86.6	82.7
Q3	89.9	83.3
Q4	91.5	91.6
Q5	95.4	94
Q1 – Q5 Gap	**27.6**	**15.9**
Q2 – Q5 Gap	8.9	11.2

There was a slight decline in the overall percentage of young people leaving school with 5 or more awards at level 1, or above. However, the percentage of learners in quintile 1 leaving with 5 qualifications increased by 10.2% and the poverty related gap reduced by 11.7%.

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School Leavers, 1 or More Awards at Level 6 (A-C)		
Cohort Quintile	% Achieving in 2021-22	% Achieving in 2022-23
All	**55.7**	**55.4**
Q1	19.6	21.9
Q2	37.3	38.9
Q3	58.3	55
Q4	64.6	67.6
Q5	75.3	74.1
Q1 – Q5 Gap	**55.7**	**55.2**
Q2 – Q5 Gap	38.1	35.2

For learners leaving school with 1 or more awards at level 6 (A-C) or above, there was a slight decline in the overall figures. However, there was an increase in the percentage of leaners in Q1 achieving this measure by 2.3% and a slight reduction in 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:
A new tracking and monitoring system has been devised and implemented across all seven secondary schools. This provides granular detail about the attainment of individual pupils and links this to the tracking and monitoring of stretch aims. This supports the work of the Principal Teachers of Equity and early and effective intervention for learners who are off track.

Equity and Inclusion data in relation to attendance and exclusions is shared with schools monthly. This data informs the work of each school's link Education Support Officer to provide support and challenge through progress visits. All schools have regular progress visits from their education Support Officer with key actions identified.

Focus on children and young people:
- **from our most deprived areas**
- **care experienced and accommodated**
- **those with additional support needs**

Stretch aims for children and young people with care experience have been devised and implemented for session 23/24. These were approved at Education and Children's Services Committee, November 2023 as part of The Raising Attainment Strategy.

Data towards progress with these stretch aims is tracked and shared with schools monthly. This data informs the work of the Education Support Officer for Care Experienced Children and Young People.

Data gathered for session 22/23 includes:

Care Experienced School Leavers, 5 or More Awards at Level 1 (Or Above)		
Cohort	% Achieving in 2021-22	% Achieving in 2022-23
Care Experienced	**65.2**	**86.2**
No Care Experience	89.9	87
Gap	**24.7**	**0.8**

The percentage of care experienced school leavers to obtain 5 or more awards at level 1, or above increased, by 21% and the gap for learners with care experience decreased by 23.9%, almost eradicating the gap in this measure.

Work across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty:
East Lothian Council's guidance on equity and school visits has been fully implemented <u>School Visits, Wider Achievement and Equity April 23.docx – Google Drive</u> with an accompanying guide for parents / carers <u>School Visits Parent Carer Leaflet April 23.docx - Google Drive</u>

A working group of school staff and central officers has been established in relation to The Cost of the School Day. In session 24/25 an interactive resource will be shared to evidence approaches and best practice across East Lothian Council. A Cost of The School Day accreditation for East Lothian school will also be launched.

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.
Child Planning Framework – Locality Teams (CPF-LTs) [GIRFEC in East Lothian - Multi-agency Forums (google.com)](#) have now been established in each locality, with actions for the locality members identified for 100% of all children and young people referred.

An evaluation the CPF-LTs was conducted in June 2024, following their establishment in each locality.

The following strengths were identified:

- policy and Legislation is at the heart of the process - GIRFEC, National Child Protection Guidance 2021 and Curriculum for Excellence
- balance between flexibility and consistency- not a one size fits all approach, allows for individual identities to be present in each of the localities
- agreed membership by the wider group - meets individual locality needs

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- face to face meetings to allow attendees to be fully present
- solutions-based SMART targets for focused expectations and agreements
- clear structure, format and expectations across all localities
- all children given the same length of time on the agenda and no restrictive timelines as to how long children can continue to be discussed, 'it takes as long as it takes'
  roll out across localities staggered and therefore benefitted from the learning of previous areas
- clear record keeping processes followed consistently
- papers circulated in advance so members were well prepared

The following areas for improvement were identified:

- representation across partners and across localities is very mixed
- Primary Schools are far less represented than Secondary Schools which means that valuable information from children's earlier education experiences can be lost, including relationships with, and understanding of, families
- key partners such as school Guidance Teachers and Connected Communities were inconsistently present in meetings and members felt the mixed attendance resulted in inconsistencies of case discussions, challenges with following through on the actions and poorer understanding of the children than there might have been with the correct people in the room
- communication needs to improve with parents before and after the meetings as parents reported they were often unsure about what actions had been agreed and who would be following them up

Launch, and promote the newly developed website resource 'Regulated and Ready to Learn' which promotes evidence-based practice:
The Regulated and Ready to Learn Website was launched, with an accessible link from the Eduhub website [Regulated and Ready to Learn (google.com)](#). The Educational Psychology Service (EPS) has promoted the site and supported its application through training and consultation for individual children and young people with staff and parents. Google Analytics, set up mid-May 2024, shows that in the following month there were 157 site users. EPs report regularly referring to this site to support their work.

The pilot project at St Martin's PS, Neurosequential Model in Education (NME) was implemented, involved teaching the staff and children of the P7 class about brain development to support regulation in the classroom.

Questionnaire evidence from the 2 participating teachers showed an increase in teacher confidence around 'interactions that support the regulation needs of learners' (a shift from 4 to 5 on a 5 point scale for both teachers, where 5 = 'very good'). Questionnaire evidence from children showed that 95% of learners agreed 'to some extent' that they had learned about what helps them to feel safe and calm.

Quotes from children:
"from now on I am going to stay calm and work on being myself and learn more"
"..breathing exercises when I feel stressed"

Leuven scale measures (a 5-point scale) for the 25 children in the class showed an increase in learner engagement throughout the session:
- 6 learners increased their 'active engagement in learning' score
- At the start of the pilot 6 children had the highest level of score, by the end of the project this had increased to 9 (24% to 36%)

Curricular gains in attainment were reported for the P7 class in reading, writing and numeracy. These are detailed in the table below.

Curricular Area	Percentage increase of pupils on track with their learning from June 2023 to June 2024
Reading	54% to 77% (up 23%)
Writing	58% to 77% (up 21%)
Numeracy	58% to 69% (up 21%)

School staff feedback identified that the NME element of the provision made for the P7 class fitted well with the new class model. The teaching staff commented, on several occasions, that NME helped them to understand, at a deeper level, the principles underpinning regulation support strategies. This subsequently led to their increased levels of confidence.

Next steps in 2024-25: NME will be implemented in 3 primary schools in the Tranent ASG and one secondary school has also expressed interest.

Implement a universal tracking system across all ELCC settings based on SEEMiS Progress and Achievement to encompass the whole of Early Level:
A Test of Change was trialled at Musselburgh Burgh PS, to develop a tracking system for the whole of Early Level which mirrors SEEMiS Progress and Achievement. The aim was to use this to provide an accurate record of attainment during the N4 and N5 years of Early Level in Literacy and Numeracy. This model also aimed to provide seamless tracking of attainment over the transition from ELCC to Primary 1 and clearly identify the poverty-related attainment gap RAG across Early Level. This system has been made available to all funded ELCC settings in East Lothian. Further work is required to spread and implement widely.

Consult with families to inform future 1140 models ensuring that barriers to access are removed and children's ELCC entitlement is accessible:
The feedback received through this consultation shows that the primary reasons for accessing ELCC is due to families being in full or part time work.
75% of families are satisfied with the ELCC offer within East Lothian Council and those that were dissatisfied with the model were mainly within specific settings/areas.
Responses show the complexity of decision making that families face when choosing an ELCC setting and model for their child, taking into account their personal circumstances, preference, hours, availability, routines, and eligibility.
The intention of this consultation was to identify areas that may need further consideration and review. The following recommendations for action are to:

- review the ELCC models available, linked with families' views from the survey
- understand the impact of model changes on children's uptake of ELCC entitlement
- plan further consultations to capture the views of families once new models are in place and existing models are embedded
- consider how we raise awareness to families of their child's entitlements, the range of provision available, and how they access this
- continue to review the childcare capacity across all ELCC settings, including Funded Provider Nurseries, Funded Provider Childminders and Third Sector settings

Future consultations will continue to be representative and inclusive. We will continue to liaise with wider professionals across the authority to capture family's views and needs.

PRIORITY 4 – Improvement in skills and sustained, positive school-leaver destinations for all young people

In Session 2023/24 we aimed to:
- 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 Curriculum, Learning and Teaching Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development
- 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 curriculum rationales through the SCOT Group with feedback provided to schools
- form a Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders to develop the Curriculum, Learning and Teaching Strategy and identify clear curriculum priorities and progressive routes for 3-18 skills development
- increase % capacity for Foundation Apprenticeship offers across ELC
- increase sustained % uptake of Foundation Apprenticeships across ELC
- introduce Foundation Apprenticeships within Early Learning & Young People for Senior Phase
- 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
- ensure school staff and EPs develop a strong knowledge and skills base in person centred planning
- further develop flexible learning pathways which lead to raised attainment through meeting the needs and aspirations all learners, with a strong focus on literacy, numeracy and health and wellbeing
- 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

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- investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT.

Evaluation of Progress

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:
East Lothian's initial Positive Destinations Report (SLDR), for the 2022/23 cohort was 96.3% (0.7% increase on 2021/22) against a national picture of 95.9%. This is the highest recorded positive destination for East Lothian. In all measures, 22/23 positive destinations for care experienced school leavers are higher than the Virtual Comparator, the South East Collaborative and the National Establishment as reported within the Insight Dashboard. An analysis of the recent statistics shows an increase of 1.4% of the number of young people moving directly into higher education, an increase of 1.2% moving into further education and a decrease of 4.8% in the number of young people moving directly into employment. However, East Lothian continues to maintain a much higher trend of young people moving into employment versus that of the national picture.

Staff within East Lothian Works (ELW), in partnership with colleagues within SDS have followed up with all leavers from the 2022/23 cohort. The service is currently awaiting the follow up SLDR statistics. These relate to sustained destinations at a point 6 months beyond leaving school. All young people have been offered a range of supports from ELW in order to help them identify an appropriate onward positive destination.

East Lothian's current Annual Participation Measure (APM), measures the proportion of 16-19 year olds participating in education, training or employment over a 3 year period. Currently the APM is 96.1% an increase of 2.8% (93.3%) on the 2021/22 statistic. Whilst East Lothian remains above the national rate, which was 94.3%, the stretch aim for the next 3 years is 96.4%.

East Lothian is slightly behind the national average for those aged 16 and 17 however above for both 18 and 19 year olds; Age 16: ELC 99.1% National 99.2%; Age 17: ELC 95.6%   National 96.1%; Age 18: ELC 94.8%   National 92.6%; Age 19: 92.8%   National 88.9%.

22/23 positive destinations for care experienced school leavers are in-line with the percentage for the whole cohort and the percentage is higher than the Virtual Comparator (VC), the South East Collaborative and the National Establishment as reported within the Insight Dashboard. Over a three-year period, East Lothian has sustained a percentage average above the VC, South East Collaborative and National Establishment. There is evidence of lower sustainability of positive destinations from the APM, which is inclusive of S4 leavers to young people aged 24, where the positive destination figure is 60%. Further consideration of tracking this cohort should be considered.

Develop a Regional Curriculum Strategy, including manageable and ambitious curriculum priorities and progressive routes for 3-18 skills development:
Work on a Curriculum, Learning and Teaching Strategy has begun with engagement of all schools on curriculum rationales and the curriculum design process. The Strategic Curriculum Oversight Team (SCOT Group) has set out the strategic goal of supporting and empowering teams to develop their rationale for their curriculum and the design of this that meets the needs of their learners. The group will support school leaders to develop a shared understanding of the key features of the curriculum design process,

including by creating a clear process for developing curriculum rationale and design. The foundations of this work will allow for further development of progressive routes for 3-18 skills development and regional curriculum pathways.

Ensure each secondary school's curriculum rationale reflects their own employability data, with appropriate pathways for their own learners that meet their individual needs:
All secondary school curriculum rationales have been informed by local and national employability trends. Where applicable, schools have included destination trends and local employability data, within curriculum rationales. Used to its fullest effect, this data is being used to ensure appropriate pathways and provide learners with opportunities to explore important employment sectors.

Form a Strategic Curriculum Oversight Group (SCOT) of Head Teachers and stakeholders to develop the regional Curriculum, Learning and Teaching Strategy and to identify clear curriculum priorities and progressive routes for 3-18 skills development.
The Strategic Curriculum Oversight Team (SCOT Group) was formed in August 2023. The group has established a strategic role in developing a shared understanding of learner-centred curriculum design and planning. The group was highlighted as a strength in the recent Collaborative Improvement which stated, 'School leaders reported a clear vision for curriculum development, underpinned by shared values, whilst giving autonomy and agency to schools to apply local solutions.' The work of this group has been supported by Education Scotland through professional learning workshops for school leaders. These workshops have been well received and have impacted on the work underway by schools to further develop curriculum rationales. This has been reflected in school improvement plans, where curriculum is a priority area. All East Lothian schools are now actively engaged in curriculum design and planning.

Peer review of curriculum rationales through the SCOT Group, with feedback provided to schools:
The SCOT Group has created resources to support schools to develop curriculum rationales and undertake a curriculum design progress. 65% of schools have identified they are mid-design process, including engaging with stakeholders such as young people and parents. This process is reflective of the recommendations published in the Education Scotland thematic inspection report published May 2024.

Increase % capacity for Foundation Apprenticeship offers across ELC:
Increase sustained % uptake of Foundation Apprenticeships across ELC:
To support attainment and post school destinations, the Education Service, through East Lothian Works, offers a portfolio of work-based Level 6 Foundation Apprenticeships (FAs), in partnership with businesses across Edinburgh, East and Midlothian. These work-based pathways, equivalent to two Higher level qualifications are currently offered in the following sectors - Business Skills, Accountancy, Scientific Technologies, IT Software and Social Services Children and Young People. Pupil numbers continue to increase across all frameworks. In academic session 2023/24, 148 ELC students enrolled in an East Lothian delivered Foundation Apprenticeship. This was an increase from 95 students in academic year 22/23 due in part to a one-year pilot model delivered alongside the traditional 2-year duration. Following the success of this model, both delivery durations will remain a feature of the 24/25 offer.

Further development work has been undertaken to develop frameworks and East Lothian's Scientific Technologies FA is now being supported by a pilot National Progression Award in Forensics for session 2024-2025, which will operate in three secondary schools. During session 2023-2024, a pilot one-year Social Services: Children and Young People course has operated, and assessment of this will be made following completion. Work is continuing to monitor, review and build our Foundation Apprenticeship offer and this remains a strength within East Lothian.

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Foundation Apprenticeships within Early Learning & Young People will be introduced for Senior Phase:
This aim was not met due to the ongoing Early Years Service Review. It will continue to feature as part of the 3-year Early Years improvement Plan.

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:
Person Centred Planning training was delivered to 11 staff members (2 EPs, 5 school staff from specialist provisions, 3 from mainstream secondary and 1 from mainstream primary) by the Thistle Foundation. The training comprised pre-course learning materials and a course pack with resources to support further reflection and skill development. There were 3 days of training, focusing on 2 different planning formats (a PATH and a MAP), along with skill development in the dual facilitation roles for these processes, and a 4th follow-up day for further practice and reflection.

The evaluative outcomes reported by staff are in the table below:

- Almost all staff found the sessions to be positive and contributed to their own personal professional development.
- Almost all staff said that this training has and will continue to positively influence their learning and the culture within their setting.
- All staff involved in the training are using the tools and approaches, to some degree, with the children and young people in their settings.
- Almost all staff intend to continue to develop the use of these tools and approaches to facilitate and better capture pupil voice, especially at key stages of transition.
- Some staff have begun to use the tools and approaches to facilitate school improvement planning and development.

Quotes from participants:

'Captures the young person's voice –amplifies it'

'The deeper connection with family and child – mutual connection'

'Starting with the Dream really engaged people.'

Next Steps for session 24/25:

For all staff to continue to develop and embed their own personal knowledge, understanding and use of the tools and approaches within Person-Centred Planning support the development of capturing the pupil voice at points of transition.

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:
Investigate industry aligned 2-18 skills pilot projects in the Broad General Education, through SCOT:

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Schools are continuing to work on curriculum pathways, with literacy, numeracy and health & wellbeing identified as key areas of focus. In addition, schools have identified digital skills and employability skills as key areas under development. Secondary schools have worked to amend course choice guidance to better reflect the changing landscape of the senior phase qualifications enabling parents, carers, and young people to compare courses using the SCQF framework.

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.:

Alongside Foundation Apprenticeships, the East Lothian Works Team continues to support young people to engage with a variety of vocational programmes, all certificated, including Construction Crafts, Rural Skills, Summer and winter leaver provision and Personal Development Awards. During academic session 2022/23, 54 young people achieved a SCQF Level 4/5 award in Construction Crafts delivered by our partners The Ridge. In addition, 6 young people obtained SCQF Level 4 in Rural Skills, and 21 young people achieved a Personal Development Award Level 3-5. Of these 21 young people, 8 students achieved a further SCQF Level 6 qualification in First Aid and Mental Health First Aid. Academic session 2022/23 also offered engagement programmes to young people within BGE (S1-S3), including, 33 young people engaged with Boxing, 12 attended a Working with People course and 21 young people participated in a 1-year pilot programme 'QMU Creates' delivered in partnership with East Lothian Council Arts Colleagues and Queen Margaret University.

For academic session 2023/24, over 140 young people are enrolled in certificated courses coordinated by East Lothian Works, including Construction Crafts, Rural Skills, Make Up Artistry, Personal Development Award and The Saltire Awards

The Regional Construction Skills Academy based within Wallyford Learning Campus opened in June 2023, delivering vocational and industry led courses to young people, and adults across East Lothian. Partnering with Edinburgh College, to deliver a pilot programme in 2022/23, 14 senior phase students achieved SCQF Level 4 Construction Crafts with an additional 12 students undertaking this within session 2023/24. Recruitment has commenced to continue this delivery for session 2024/25. Edinburgh College also delivered a year long 'Introduction to Construction' course for school leavers, and young people up to age 24.

In partnership with Edinburgh College, 200 East Lothian senior phase students attained qualifications from the School to College Partnership (SCP) offer during 2022/23. Attending courses on a Tues and Thus afternoon within Edinburgh College campuses, East Lothian students successfully engaged in a variety of certified courses, including, Automotive, Professional Cookery, Hair and Beauty, Early Learning and Childcare, Criminology and Games Development Design. This was an increase from 150 students from academic session 2021/22. For session 2023/24, circa 240 students are planning to undertake an SCP to complement their course choices at school and help plan for their post-school future.

In line with the SCOT group priorities for 23/24 and the development of industry aligned 3-18 skills pathways, 309 young people from P6 to S3 engaged in global infrastructure and build environment learning experiences, as part of the pilot stage of a 3-18 pathway. This included 144 girls and 165 boys with 49% of young people coming from SIMD 1-4. It is expected this will be extended in session 24/25 and other pathway initiatives will be developed in response to local market intelligence.

PRIORITY 5 – Improvement in attainment, particularly in literacy and numeracy

In Session 2023/24 we aimed to:

- Support schools to develop a refreshed curriculum rationale shaped by their values, reflecting the current needs of the school and its community
- 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
- Ensure every learner experiences quality learning and teaching
- Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching
- Deliver Building High Quality Foundations Project – back to basics mandatory training for all ELCC practitioners

Evaluation of Progress

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

All schools are engaged in a curriculum review and the design process, and this has been reflected in initial discussions of school improvement priorities. Pivotal in this work has been the collaboration of East Lothian Council and Education Scotland's Curriculum Innovation Team through a programme of professional learning sessions for school leaders, instigated by the Strategic Curriculum Oversight Team (SCOT group) who have developed a strategic aim for curriculum leadership. Over half of all school leadership teams engaged directly with the sessions and feedback from these was positive. The resources developed for these sessions have been shared with all schools and additional resources developed, by school leaders, have been provided through East Lothian Council's online platform, East Lothian EduHub - Curriculum Rationale & Design (google.com).

School leaders have reported increased confidence in areas of curriculum development and have reported greater clarity in the function of curriculum rationale. There is variance in progression through the development of school curricula; however, there is a clear alignment of values reflecting East Lothian priorities and key policies. Pupil voice and engagement with stakeholders, such as parents and carers, are also key features of school leadership of curriculum development and curriculum rationales.

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:

To ensure all schools were maximising their use of technology, the Digital Learning Team supported each school with a Chromebook Clinic. These clinics explored how many devices each school had access to, how they were distributing them across the school and what approaches could be improved to make their devices more accessible. These Chromebook Clinics lead to a range of productive conversations and many school reinventing the way they used their technologies.

Chromebook Clinics have now been completed in all East Lothian Schools and further work has now been undertaken to ensure schools have complete transparency with managing their devices. This has been completed in collaboration with school ICT officers to ensure all stakeholders are present and involved in this process. The tools created to assist with device management have all been developed in house alongside our IT and infrastructure teams, which will lead to further efficiencies and enable IT staff to support schools in other ways. This approach will also support the collection of accurate device data, to establish the level of investment required to achieve the 1:2 ratio set out in the Digital Learning and Teaching Strategy.

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Due to the extension of Chromebook support from Google, we are also exploring the recycling of working refresh devices to increase access to technology at zero cost. A forthcoming pilot in secondary schools will be introduced from September 2024 as we look to gauge the effectiveness of this option.

Ensure every learner experiences quality learning and teaching:
In session 2022/23, 57% of schools evaluated their performance as good or better for QI 2.3 Learning Teaching and Assessment.
In session 2023/24, 71% of schools evaluated their performance as good or better for QI 2.3 Learning Teaching and Assessment. This met the stretch aim in the East Lothian Service Plan 2023/24 of 70% of schools evaluated as good or better.

Across ELC schools inspected by Education Scotland in the last three academic sessions (since 2021-22), 56% of schools were graded as GOOD or better for QI 2.3 (Learning, Teaching and Assessment)

School reviews learning visit overview 2023/24 - During reviews across both secondary and primary schools in 2023-24, 320 lessons were visited.
In these lessons across the curriculum, the quality of learner engagement, the level of challenge provided to learners, and the quality of feedback during lessons was as follows:

Overall quality of learner engagement

Unsatisfactory ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent
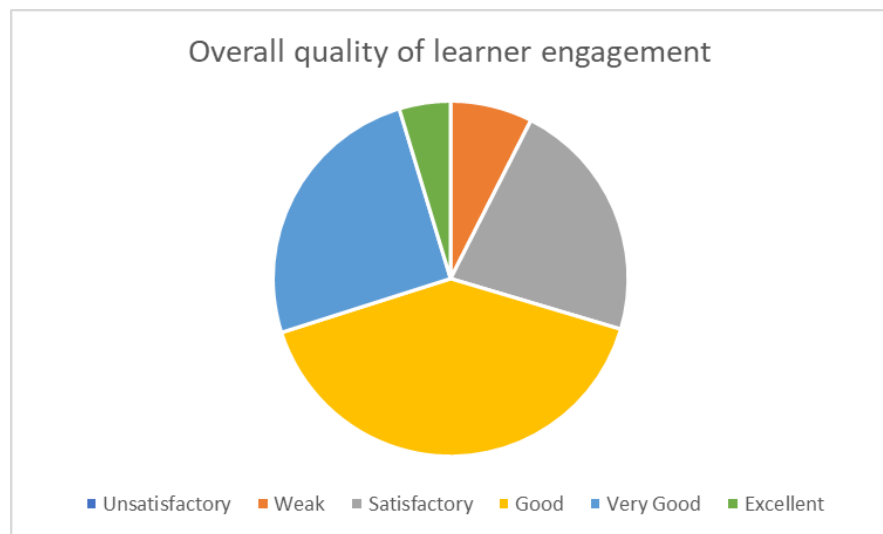
In the majority of lessons visited the quality of learner engagement was evaluated as 'Good' or better (70%).

Overall quality of challenge to learners in their learning

Unsatisfactory ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent

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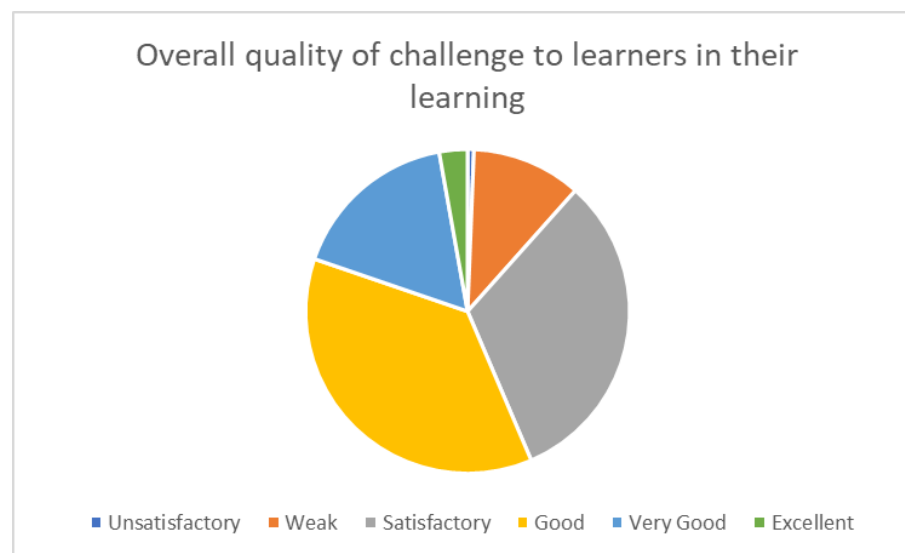
In the majority of lessons visited the quality of challenge given to learners in their learning was evaluated as 'Good' or better (57%).

Overall quality of feedback provided to pupils on their learning

■ Unsatisfactroy ■ Weak ■ Satisfactory ■ Good ■ Very Good ■ Excellent
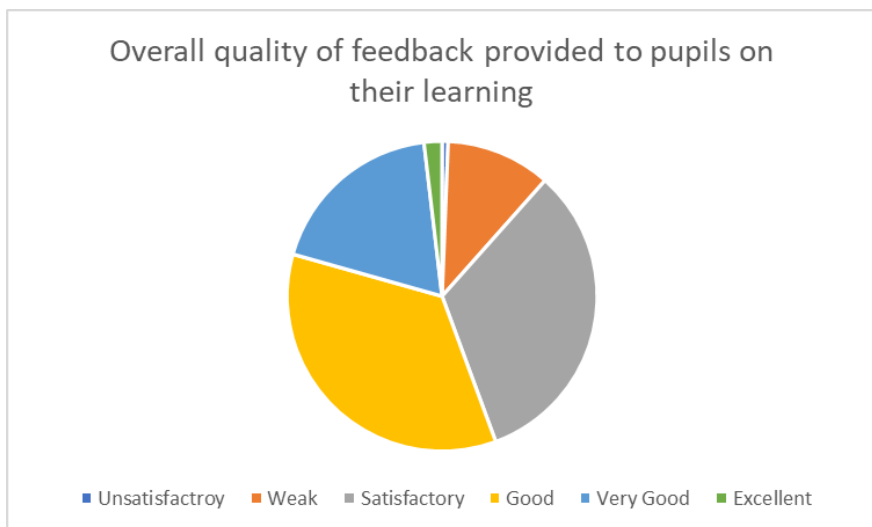
In the majority of lessons visited the quality of feedback given to learners in their learning was evaluated as 'Good' or better (56%).

Strengthen, align and raise awareness of strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching:
The Quality Improvement Team has worked in partnership with Education Scotland to sample writing from Q1 learners working at 1st level in Primary 4. Education Scotland presented the findings at Head Teacher and Depute Head Teacher conferences. They provided ASG moderation and school moderation sessions to increase awareness of national expectations and national benchmarks. This is developing a stronger focus on an asset-based approach to assessment and moderation of progress within Curriculum for Excellence levels and is leading to improved attainment in Broad General Education both at P1-4-7 and S3 measures (see tables below):

P1,4,7 combined	East Lothian 2020-21	East Lothian 2021-22	East Lothian 2022-23	East Lothian 2022-23	National 2022-23		East Lothian 2023-24	ELC 2023-24 stretch aim
Literacy	60.7	62.8	66.3	66.3	72.7		69.8	68.0
Numeracy	68.8	72.4	73.8	73.8	79.6		75.3	76.0

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Number of S3 pupils achieving CfE THIRD Level by end of S3:				
Achieved Status	**No**	**Yes**	**Total Pupils**	**% Achieving**
Literacy				
2022-23	294	936	1230	76.1%
2023-24	201	1013	1214	83.4%
Numeracy				
2022-23	206	1029	1235	83.3%
2023-24	176	1037	1213	85.5%

There continues to be focus on improving approaches to planned learning to improve the quality of learning and teaching to raise attainment.

The Pedagogy Team has worked in a targeted way with 12 schools with a focus on improving the quality of planning, learning, teaching and assessment to improve attainment. Improvement methodologies are used to define measurable outcomes and measure impact on learners. Evaluation of this targeted support can be found in the evaluation summaries for schools:
https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Play Pedagogy
The Scottish Government guidance emphasises the need to achieve 'a consistent pedagogical approach across the ELC sector and the early primary stages' (Realising the Ambition 2020: p47). Evidence from our school reviews during session 22/23 identified Play pedagogy as an area for development across our schools. The Play Pedagogy Leadership Group was established and in collaboration with Education Scotland, a series of professional learning sessions were planned and delivered to 65 Primary 1 teachers across 30 East Lothian schools. Of the evaluation responses received, 92% of teachers evaluated the professional learning as effective or very effective in supporting them to introduce and develop play in their classrooms. This programme of professional learning is being extended to new Primary 1 teachers, Primary 2 teachers and Senior Leaders in schools for session 2024/25. Opportunities to share practice and for Quality Assurance of Play Pedagogy has been built into School Team Group (STG) tasks to support teachers to embed their learning and further develop confidence in their practice. Further evaluation information on this priority can be found in the 23/24 Pedagogy Team evaluation: https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Numeracy Frameworks and Professional Learning
The East Lothian Numeracy Frameworks were revised and updated during session 2022/23. These were shared with schools to be used by staff in session 2023/24. The East Lothian Numeracy Diagnostic Assessments were revised and updated to align with the revised Frameworks during session 2023/24. Professional learning has been delivered to schools throughout session 2023/24 to support the delivery of the new frameworks and the diagnostic assessments. This professional learning has been provided through both targeted support and universal support requests. Numeracy training has also been provided to all primary NQTs and secondary maths NQTs.

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Of the practitioner feedback received following the professional learning, 67% strongly agreed and 33% agreed that they would be able to apply their learning in the classroom. Further evaluation information on this priority can be found in the 23/24 Pedagogy Team evaluation: https://docs.google.com/document/d/1fDkDQpLaxCTTUozZY5ou12Gj3LADgeugRyq5cc3G7wo/edit?usp=sharing

Literacy Strategy:

AIM: Ensure 85% or more of East Lothian Schools track ACEL progress at 70% of learners or better as 'on track' for Literacy at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).

IMPACT MEASURE: In May 2024, 66% of all schools were tracking 70% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Literacy levels by June 2024.

SUPPORTING EVIDENCE:

Literacy Measure	% of East Lothian Schools tracking ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – November / 'Very Good' or better – May).														
	Primary 1			Primary 4			Primary 7			Primary 1-4-7 Combined			S3		
	Dec-23	May-24	Imp % pts	Dec-23	May-24	Imp	Dec-23	May-24	Imp	Dec-23	May-24	Imp	Dec-23	May-24	Imp
Reading	79	86	7	75	59	-16	71	65	-6	75	76	1	57	86	29
Writing	77	81	4	67	46	-21	64	62	-2	69	70	1	43	86	43
Listening and Talking	83	92	9	83	70	-13	78	73	-5	81	84	3	100	86	-14
Literacy	57	78	21	38	49	11	33	57	24	41	62	21	29	86	57

Primary 1: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 21% points between December 2023 and May 2024 to 78% of primary schools. This was underpinned by the following increases across organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 7% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 4% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Literacy increased by 9% points between December 2023 and May 2024

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Primary 4: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy increased by 11% points between December 2023 and May 2024 to 49% of primary schools. This was despite the following decreases across organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 16% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 21% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Literacy decreased by 13% points between December 2023 and May 2024

Primary 7: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy increased by 24% points between December 2023 and May 2024 to 57% of primary schools. This was despite the following decreases across organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 6% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 2% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Literacy decreased by 5% points between December 2023 and May 2024

Primary 1-4-7: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 24% points between December 2023 and May 2024 to 86% of primary schools. This was despite maintaining consistency across all organisers:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 1% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 1% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Literacy levels increased by 3% points between December 2023 and May 2024

S3: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 57% points between December 2023 and May 2024 to 62% of secondary schools. This included a decrease in relation to Listening and Talking:

- Reading: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 29% points between December 2023 and May 2024
- Writing: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy increased by 43% points between December 2023 and May 2024
- Listening and Talking: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Literacy decreased by 14% points between December 2023 and May 2024

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Further evaluations of each Strategy Action Group action plans **can be found here**

National Improving Writing Programme (NIWP)
In 2023-24, we delivered the National Improving Writing Programme (NIWP) to two cohorts of primary schools, initially focusing on those schools with the most challenging attainment picture at First Level Writing for Primary 4. In total, 36 teachers were trained in NIWP methodology, contributing to a total of 68 NIWP trained teachers since 2022-23.
Improvements in First Level Writing attainment at Primary 4 have been evidenced in all participating schools in 2023-24, with some schools being new to the programme, and some schools choosing to spread professional practice into other stages (P5-6-7). We now have 68 NIWP trained teachers in 45.5% of East Lothian primary schools. By June 2025, we anticipate having 140 NIWP trained teachers across 73% of our primary schools.
Progress and Achievement tracking of First and Second Level Writing in NIWP schools continues to evidence of improved learner attainment (in terms of rate of learner progress and achievement of ACEL) in all classes where NIWP practices are used.

Reading Schools Initiative
Most schools in East Lothian have registered for the Reading Schools initiative, supported by Scottish Book Trust. Reading Schools is an accreditation programme for schools that are committed to building a culture of reading for their learners and communities. Research proves that reading for pleasure has positive impacts on learners' attainment across the curriculum, supporting wellbeing, critical thinking, creativity, empathy and resilience.
Cockenzie Primary School became East Lothian's first accredited primary Reading School, and now has the option to advance to silver and gold status.
In summary:
- **August 2023** = 12% of schools registered; 1 registered for silver
- **June 2024** = 68% of schools registered; 1 accredited (Cockenzie, Core); 1 registered for silver (Preston Lodge)
  - At least 5 additional schools have signed up for an account on the website, but not yet officially registered
  - Scottish Book Trust have noted an increase in interest and contact from East Lothian this past term
- **Cockenzie Primary achieved Core (June 2024)** - first ELC school to achieve accreditation.
- Reading Schools page on EduHub with bespoke resources, contacts, news
  - **June 2024** - 67 page views

School Library Service/Library Initiatives
- **2023-24 school year primary issues:** 69,458 total issues via SLS; 53,426 project box materials; 11,166 fiction box; 4292 AR box; 574 secondary titles
- **2023-24 school year secondary issues:** 474 project box materials
- **2023-24 SLS engagement:** 100% of schools have engaged in some capacity; quantity and quality of engagement vary
  - 88% of primary schools used the project/fiction boxes service for at least 1 class group
  - 100% of schools engaged with their ASG's secondary school librarian in some capacity (events, transition, AR/SUBC/Reading Schools support, advice, etc)
  - 534 class visits to public libraries in 2023-24 (a total of **9,927** pupils)

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Numeracy Strategy

Measure 1:

AIM: Ensure 85% or more of East Lothian Schools track ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).

IMPACT MEASURE: In May 2024, 73% of all schools (32 of 44) were tracking 70% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Numeracy levels by June 2024.

Numeracy														
% of East Lothian Schools tracking ACEL progress at 70% of learners or better as 'on track' at key points of the year (e.g., 'Good' or better – November/ 'Very Good' or better – May)														
Primary 1			Primary 4			Primary 7			Primary 1,4,7 Combined			S3		
Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts
76	84	8	54	54	0	43	73	30	76	73	-3	86	71	-15

Primary 1: the % of schools tracking 70% of learners or better as 'on track' to achieve Early Level Numeracy increased by 8% points between December 2023 and May 2024 to 84% of primary schools.

Primary 4: the % of schools tracking 70% of learners or better as 'on track' to achieve First Level Numeracy remained the same between December 2023 and May 2024 at 54% of primary schools.

Primary 7: the % of schools tracking 70% of learners or better as 'on track' to achieve Second Level Numeracy increased by 30% points between December 2023 and May 2024 to 73% of primary schools.

Primary 1-4-7: the % of schools tracking 70% of learners or better as 'on track' to achieve expected Numeracy levels decreased by 3% points between December 2023 and May 2024 to 73% of primary schools.

S3: the % of schools tracking 70% of learners or better as 'on track' to achieve Third Level Numeracy decreased by 15% points between December 2023 and May 2024 to 71% of secondary schools.

Measure 2:

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AIM: Ensure 55% or more of East Lothian Schools track ACEL progress at 80% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – December 2023 / 'Very Good' or better – May 2024).
IMPACT MEASURE: In May 2024, 50% of all schools (22 of 44) were tracking 80% or more of learners (P1-4-7-S3) as making 'very good' progress or better towards attaining appropriate Numeracy levels by June 2024.

Numeracy														
% of East Lothian Schools tracking ACEL progress at 80% of learners or better as 'on track' at key points of the year (e.g. 'Good' or better – November/ 'Very Good' or better – May)														
Primary 1			Primary 4			Primary 7			Primary 1,4,7 Combined			S3		
Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts	Dec 23	May 24	Imp % pts
59	57	-2	41	46	5	30	51	21	27	46	19	0	71	71

Primary 1: the % of schools tracking 80% of learners or better as 'on track' to achieve Early Level Numeracy decreased by 2% points between December 2023 and May 2024 to 57% of primary schools.

Primary 4: the % of schools tracking 80% of learners or better as 'on track' to achieve First Level Numeracy increased by 5% points between December 2023 and May 2024 to 46% of primary schools.

Primary 7: the % of schools tracking 80% of learners or better as 'on track' to achieve Second Level Numeracy increased by 21% points between December 2023 and May 2024 to 51% of primary schools.

Primary 1-4-7: the % of schools tracking 80% of learners or better as 'on track' to achieve expected Numeracy levels increased by 19% points between December 2023 and May 2024 to 46% of primary schools.

S3: the % of schools tracking 80% of learners or better as 'on track' to achieve Third Level Numeracy decreased by 71% points between December 2023 and May 2024 to 71% of secondary schools.

Deliver Building High Quality Foundations Project – back to basics mandatory training for all EL&CC practitioners:
Four practice guidance documents – High Quality ELCC Environment, Observations, Planning and Learning Stories – have been written, piloted and will be implemented in all ELCC settings from August 2024. A training model has been developed to allow Senior Leadership Teams to lead and support practitioners to engage with guidance

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and implement it within their settings. This will be a focus of Quality Improvement visits from the Early Learning and Childcare Service over 2024/25. It is expected that 100% of settings will engage with this guidance to reflect, evaluate and develop their practice in a continuous cycle.

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.

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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:
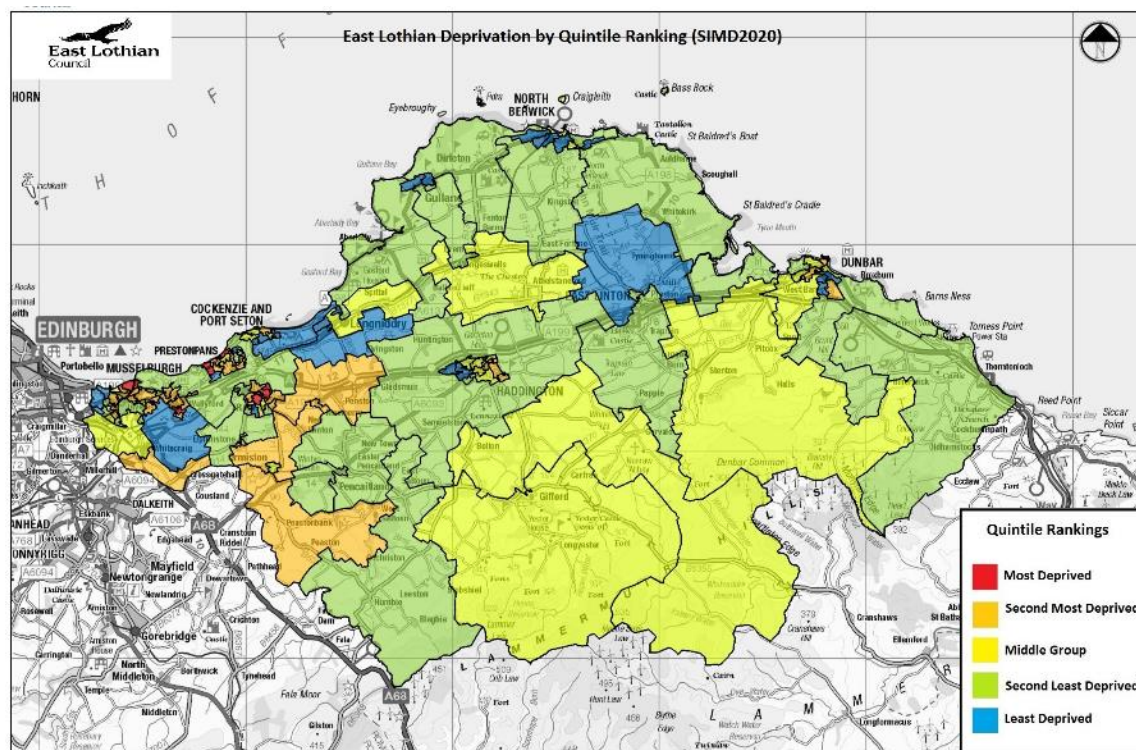
The East Lothian Council Plan 2022-2027 | East Lothian Council is based around three overarching objectives adapted in response to the three fundamental challenges we face, and this Education plan is reflective of these objectives.

- **Recovery and Renewal** – recovering from the COVID pandemic by investing in regeneration and a sustainable future
- **Reduce poverty and Inequality** – supporting our communities to deal with the growing levels of poverty and inequality

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- **Respond to the Climate Emergency** – meeting our net zero climate change targets

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.

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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 2024/25

•	**Ensure the financial sustainability of the Council through the delivery of approved savings and transforming the way we deliver services.**
•	**Target resources on statutory services and focus on the highest risks and those most in need.**
•	**Deliver key infrastructure, economic development and environmentally sustainable projects within available council resources and maximising external funding.**

2.2 Curriculum 2.3 Learning, Teaching and Assessment	3.1 Ensuring Wellbeing, Equality and Inclusion	3.2 Raising Attainment and Achievement
Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Curriculum, Learning and Teaching Strategy • Literacy Strategy • Numeracy Strategy **See each strategy here:** East Lothian EduHub - Enabling Learning (google.com) **Develop a 3-18 Health and Wellbeing Strategy** ***Implement the updated Health and Wellbeing Curriculum (secondary focus)** **Updated HWB resources can be found here:** East Lothian EduHub - Health and Wellbeing (google.com)	Through the **Belonging to East Lothian** initiative, develop an integrated **Early Intervention Service** to: • provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team • strengthen the Child Planning process and the work of the Locality Teams • rationalise referral routes and processes for early intervention services • Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning)	***Implement the Raising Attainment Strategy with a key focus the stretch aims.** **Strengthen approaches to 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:** • who are most affected by poverty • who are care experienced • with additional support needs **See Raising Attainment Strategy here:** East Lothian EduHub - Enabling Learning (google.com)
*Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on: • data driven evidence • national expectations • research-based pedagogical practice ***Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through:** • high quality learning experiences • transition in learning • robust tracking and monitoring of S1- S3 attainment data • personal support **Pedagogy supports can be found here:** East Lothian EduHub - Pedagogy (google.com)	***All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025** **RRSA information can be found here:** East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com) **Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:** • ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included • ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred **3 year plan for development of UNCRC will be developed**	Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. **See East Lothian Council's Poverty Strategy here:** ELC_East_Lothian_Poverty_Plan_2021_2023.pdf **See CPF-LT Guidance here:** GIRFEC in East Lothian - Multi-agency Forums (google.com)
Engage with the recommendations of the Hayward Review	Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.	

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Priority 1

2.2 Curriculum   2.3 Learning, Teaching and Assessment

Back to Basics- a Relentless Focus on Equity and Excellence

High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
Strengthen, align and raise awareness of 3-18 strategies to ensure articulation and a strong focus on raising attainment and quality learning and teaching • Literacy Strategy • Raising Attainment Strategy • Digital Learning and Teaching Strategy • Curriculum, Learning and Teaching Strategy • Numeracy Strategy	KH NT AS AC DR September 2024 – May 2025	**Literacy Strategy:** Measure: % of East Lothian Schools report ACEL 'on track' progress at 70% of learners or better for P1-4-7-S3 Literacy **Baseline June 2023– 52 % - 22 schools out of 42** **Baseline June 2024 – 67%- 29 schools out of 43** Measure: % of East Lothian Schools report ACEL 'on track' progress at 80% of learners or better for P1-4-7-S3 Literacy **Baseline June 2023– 21 % - 9 schools out of 42** **Baseline June 2024 – 33%- 14 schools out of 43** **National Improving Writing Programme –** Measure: 68 NIWP trained teachers in 45.5% of East Lothian primary schools. Measure: First Level Writing at P4 for NIWP schools **Cohort 1 and 2 schools** improved from 56% in June 2022 to 66% of learners in June 2023 and sustained this improvement in June 2024 to 65% of learners in June 2024.	**Literacy Strategy:** For P1-4-7 Literacy ensure 74% or more of East Lothian Schools report ACEL 'on track' progress at 70% of learners or better achieved (23 out of 35 primary schools) For S3 Literacy ACEL (Third Level), ensure 85% or more of East Lothian Schools report ACEL progress at 70% of learners or better achieved. For P1-4-7 Literacy ensure 34% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved (12 out of 35 primary schools) For S3 Literacy ACEL (Third Level), ensure 71% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved **National Improving Writing Programme –** By June 2025 to achieve 140 trained teachers across 73% of primary schools. Stretch aim of a 2.5% improvement or better in June 2025 in the achievement of First Level Writing

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			Cohort 3 and 4 schools improved from 72% of learners in June 2023 to 75% of learners in June 2024. **Across all primary schools** attainment of First level Writing improved from 63% in June 2022 to 70% of learners in June 2023 and increased this improvement in June 2024 to 71% of learners in June 2024. Early Years: Literacy and Numeracy Tracking • Test of Change Progress & Achievement (P&A) for 3-5 years trialled in one school. • Baseline June 2024 ELCC 'on track' attainment data from pilot setting Literacy and English – 49% Numeracy – 49% • In the setting, all children have a record of P&A attainment in place. • In the setting, Early Years staff are tracking Literacy and Numeracy to establish ACEL data baseline. Numeracy Strategy: % of East Lothian Schools report ACEL progress at 70% of learners or better for P1-4-7-S3 Numeracy **Baseline June 2023–** 69% - 29 schools out of 42 **Baseline June 2024 – 70%- 30 schools out of 43**	at P4 stage across all NIWP schools (69% to 72% of P4 learners across Cohort 1-6 schools) **Early Years: Literacy and Numeracy Tracking** • ELCC Stretch aim for 24/25 Literacy – 71% on track Numeracy – 79% on track • 3 additional ELCC settings will have a record of P&A attainment in place for Early Level. In these settings, all Early Years staff will track Literacy and Numeracy to establish 'on track' data baseline. • In each setting, SLT will hold accurate data around nursery attainment.

		% of East Lothian Schools track ACEL progress at 80% of learners or better achieved for P1-4-7-S3 Numeracy **Baseline June 2023**– 45% - 19 schools out of 42 **Baseline June 2024 – 44% - 19 schools out of 43**	Numeracy Strategy: For P1-4-7-S3 Numeracy ACEL, ensure 80% or more of East Lothian Schools report ACEL progress at 70% of learners or better achieved (additional 3 schools) For P1-4-7-S3 Numeracy ACEL, ensure 54% or more of East Lothian Schools track ACEL progress at 80% of learners or better achieved (additional 3 schools)
Implement the updated Health and Wellbeing Curriculum (secondary focus) **Updated HWB resources can be found here:** East Lothian EduHub – Health and Wellbeing (google.com)	AS	2 Secondaries delivering Young Minds Matter resource within PSE School reviews 75% positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions	All secondary schools delivering the updated Health and Wellbeing curriculum framework (PSE) 78% or more positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions All secondary schools track and monitor Health and Wellbeing Launch and support the introduction of the updated Health and Wellbeing curriculum across nurseries & primary schools.
Develop a 3-18 Health and Wellbeing Strategy	AS	New priority	Strategy is developed in collaboration with a range of practitioners, communicated to all schools and feedback requested.

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Implement the 3-18 Curriculum, Learning and Teaching Strategy, ensuring every learner experiences high quality learning and teaching through a focus on: • data driven evidence • national expectations • research-based pedagogical practice	KH NT AC AS	• 60% of ELCC CI (23/24) achieving 4 or above (How Good is Our Care, Play and Learning) • HMIE The two ELCC settings inspected by Education Scotland in 2023 – 24 and were evaluated as Weak and Satisfactory for QI2.3 Learning, Teaching and Assessment • % of East Lothian schools evaluated as GOOD or better (How Good is Our School 4) for QI 2.3 Learning Teaching and Assessment Baseline June 2023 - 57% Baseline June 2024 - 71% • HMIE School Inspections (QI 2.3) - the three ELC schools inspected by Education Scotland in 2023-24 were evaluated as Satisfactory for QI 2.3.	• 80% of ELCC CI (23/24) achieving 4 or above (How Good is Our Care, Play and Learning) • All ELCC nurseries will be evaluated as GOOD or better (How Good is Our Early Learning and Childcare) for QI 2.3 Learning, Teaching and Assessment • Stretch Aim: 85% East Lothian schools or more evaluated as 4 or better for QI 2.3 Learning, Teaching and Assessment in Standard and Quality Reports, validated through school quality assurance, school reviews, HMIE inspections.
Across priorities for Session 2024/25, have a clear focus on improving the delivery of the BGE, particularly in S1-3 through: • high quality learning experiences • transition in learning • robust tracking and monitoring of S1- S3 attainment data • personal support East Lothian EduHub - Pedagogy (google.com)		June 2023 Baseline – 57% (24 schools) June 2024 Baseline – 71% (29 schools) 2022/2024 Baseline 68% of Secondary School lessons evaluated as good or better- 2023-24 Baseline 2.3 3.71 average 2023-24 Baseline 71% schools Good or better	**QI 2.3 Learning, Teaching and Assessment** 85% East Lothian schools or more evaluated as good or better for 2.3 Learning, Teaching and Assessment
Engage with the recommendations of the Hayward Review	AS	No baseline	Strategic remit of the Strategic Curriculum Oversight Team (SCOT Group) is established and communicated to all stakeholders DHT Curriculum Leadership Group is established Regular communication to all stakeholders is in place

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<tr>
<td colspan="4" align="center">**Priority 2**
3.1 Ensuring Wellbeing, Equality and Inclusion</td>
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<tr>
<td colspan="4" align="center">Back to Basics- a Relentless Focus on Equity and Excellence</td>
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<tr>
<td align="center">**High Level Actions**</td>
<td align="center">**Lead Person Timescale**</td>
<td align="center">**2023-24 Baseline Measure**</td>
<td align="center">**Expected impact and measurable outcomes for learners**</td>
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<tr>
<td>**Through the Belonging to East Lothian initiative, develop an integrated Early Intervention Service to:**

- provide bespoke supports for children and young people at risk of disengagement from Education, to ensure our children and young people get the support they need, when they need it, through the development of the Education Outreach Team
- strengthen the Child Planning process and the work of the Locality Teams
- rationalise referral routes and processes for early intervention services
- Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carer engagement and family learning)

Provide capacity building at all levels within the Child Planning process to support Neurodiverse CYP and their families through:
- Creation of a website with ND specific approaches, tools, and resources
- CLPL ND Programme (including a review of previous ASD Level 2 training)
- ND training for
   o   Education Outreach Team
   o   FTEL
   o   MHYW

Continue to develop the range and availability of MHWB supports for CYP and their families through:

- The development of Group Work
- The provision of ND specific supports</td>
<td align="center">JB
AC

AH/RH

AH/JM/LW</td>
<td>No baseline, new priority</td>
<td>Add measurable outcomes Each learner referred to the Education Outreach Team will have a SMART target. It is anticipated that 100% of these targets will be met by the service.

- The level of footfall and engagement to be measured by Google Analytics to inform future development.
- Create revised programme with pre/post data measures and staff reporting increased levels of knowledge/skills/confidence in understanding and responding to ND.
- Create bespoke programmes for specific staff groups involving needs analyses with pre/post data measures and staff reporting increased levels of knowledge/skills/confidence in understanding and responding to ND.

- % outcomes for CYP receiving group work / reported levels of satisfaction and improved MHWB reported by CYP
- % outcomes for CYP with ND receiving support services/ reported levels of satisfaction and improved MHWB reported by CYP</td>
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The Creation of Suicide Prevention Guidance for our schools & provisions through: • A school staff survey to provide a needs analysis to inform the content and nature of the information required. • Further development of the Bereavement, Loss and Grief Guidance Website to include this content. Bereavement, Loss & Grief (google.com) • Provision of related training to support the implementation of the resource.			• Stakeholder feedback confirming the staff voice being reflected and recognised in the content and structure of the website. Training evaluation and website feedback that demonstrates staff reporting increased confidence, knowledge and skills following access to the website and related training.
*All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025 **RRSA information can be found here:** East Lothian EduHub - UNCRC and Rights Respecting Schools Award (google.com) **Undertake a review of service wide policies to ensure UNCRC principles are considered and included as key drivers:** • ensuring compliance with Included, Engaged, Involved suite of policies to ensure all children and young people are safe, supported and included • ensuring policies are equitable, consistent, lean, coordinated, co-designed with relevant partners, and learner centred **3 year plan for development of UNCRC will be developed**	AS/AI NT	As of June 2024 51% of schools @Bronze RRSA 39% of schools @Silver RRSA 10% of schools @Gold RRSA As of June 2024 0% of new policy passed at Education Committee during 23-24 evidenced consideration of UNCRC principles.	100% of schools @Bronze minimum by March 2025 70% of schools @ Silver by June 2023 30% of schools @ Gold by June 2023 Increased awareness of rights across pupil cohorts. Increased participation in Rights Respecting Schools Award across pupil cohorts. 100% of new policy passed at Education Committee during January 2025 – June 2025 will have considered appropriateness of CRIWA. 100 % of new policy passed at Education Committee during January 2025 – June 2025, where a CRIWA is appropriate, will evidence consultation with , and evaluate of the impact of policy change upon children and young people. 3 year plan for UNCRC, including: UNCRC bedded within the curriculum Sustainable model for RRS Award within schools Pupil Voice & Leadership guidance and self-evaluation toolkit CONSIDERATION OF POLICY & SYSTEMS
Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.	JB/SB AH		

Priority 3
3.2 Raising Attainment and Achievement
Back to Basics- a Relentless Focus on Equity and Excellence

High Level Actions	Lead Person Timescale	2023-24 Baseline Measure	Expected impact and measurable outcomes for learners
*Implement the Raising Attainment Strategy with a key focus the stretch aims. **Strengthen approaches to 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:** • who are most affected by poverty • who are care experienced and accommodated • with additional support needs **See Raising Attainment Strategy here:** East Lothian EduHub - Enabling Learning (google.com)	JB AH KH NT AS AC	SLDR 2022/23 cohort was 96.3% (0.7% increase on 2021/22) Annual Participation Measure for 2023 was 96.1% (2.8% increase on 2022) Stretch Aim baselines to be confirmed with publication of data. Anticipated baseline in RA strategy: ACEL Literacy: All 68% Gap 20% ACEL Numeracy: All 76% Gap 21% 1+@5 or more: All 87.7% Gap 29% 1+@6 or more: All 65.5% Gap 49% Exclusion Rate: All 19.6 Gap 47.8 ACEL (S3) Literacy: All 82% Gap 18% ACEL(S3) Numeracy: All 84% Gap 29% 5+@1 or more: All 89.7% Gap 28% 5+@5 or more: All 58.3% Gap 47%	96.4% Target 96.2% Target ACEL Literacy: All 71% Gap 18% ACEL Numeracy: All 79% Gap 19% 1+@5 or more: All 89% Gap 26.5% 1+@6 or more: All 67.1% Gap 46.5% Exclusion Rate: All 18.9 Gap 45.1 ACEL (S3) Literacy: All 84% Gap 16% ACEL(S3) Numeracy: All 86% Gap 27% 5+@1 or more: All 91.3% Gap 26%

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1+@6 or more: All 60.1% Gap 51%

Literacy L5: All 82.1% Gap 24%

Numeracy L5: All 71.1% Gap 36%

Attendance to be confirmed with publication of data. The figures based on the RA strategy assume:

Primary 93.5%

Secondary 87%

Early Years: Literacy and Numeracy Tracking

72% of children from the pilot school are in Q1 or Q2 with no children in Q5.
Gap between LA stretch aim and setting now established.

ELCC – Baseline June 2024 ELCC 'on track' attainment data from pilot setting

Q1

Literacy – 0%
Numeracy – 25%
Q2
Literacy- 58%
Numeracy – 54%

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5+@5 or more: All 60% Gap 41.5%

1+@6 or more: All 61.2% Gap 48.5%

Literacy L5: All 83.6% Gap 21.5%

Numeracy L5: All 72.9% Gap 32.5%

Primary 93.9%

Secondary 88%

- BURGH PRAG DATA – Achievement of Early Level by end of P1
  - 2022-23:
    - Literacy: -100% point gap (Q5 performed better than Q1)
    - Numeracy: 0% point gap (All Q1 and Q5 pupils achieved Early Level)
  - 2023-24:
  - Literacy: +67% point gap (Q1 performed better than Q5)
  - Numeracy: 0% point gap (All Q1 and Q5 pupils achieved Early Level)
  - The gap between Q1 and the LA stretch aims 23/24 for Literacy is -55% and for Numeracy is -36%.
  - 24/25

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			o Stretch Aims for Q1 Literacy – 59% Numeracy – 65% Early Years: Literacy and Numeracy Tracking 4 ELCC settings will have baseline PRAG data by June 2025
Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty. **See East Lothian Council's Poverty Plan here:** ELC_East_Lothian_Poverty_Plan_2021_2023.pdf **See CPF-LT Guidance here:** GIRFEC in East Lothian - Multi-agency Forums (google.com)	JB/CI	Update baseline and expected impact No baseline, new priority.	A new East Lothian Council Cost of the School Day Award will be created based on nationally identified good practice. 75% of schools will achieve this in session 24/25.

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	**PRAG**	Poverty Related Attainment Gap
CAMHS	Child and Adolescent Mental Health Service	**PSE**	Personal and Social Education
CECYP	Care Experienced Children and Young People	**QAMSO**	Quality Assurance and Moderation Support Officer
CfE	Curriculum for Excellence	**QIO**	Quality Improvement Officer
CLPL	Career Long Professional Learning	**RFA**	Request for Assistance (from Educational Psychology)
CPF-LT	Child's Planning Framework Locality Teams	**RRSA**	Rights Respecting School Award
CRIA	Children's Rights Impact Assessment	**RSHP**	Relationships, Sexual Health and Parenthood
DYW	Developing the Young Workforce	**SCOT**	Strategic Curriculum Oversight Team
EAL	English as an Additional Language	**SDQ**	Strengths and Difficulties Questionnaire
ELCC	Early Learning and Childcare	**SEE**	Student Engagement Evaluation Survey
ELW	East Lothian Works	**SEF**	Strategic Equity Fund
EPS	Educational Psychology Service	**SEIC**	South East Improvement Collaborative
ESO	Education Support Officer	**SIP**	School Improvement Plan
GIRFEC	Getting it Right for Every Child	**SIMD**	Scottish Index of Multiple Deprivation
HGIOURS	How Good is OUR School?	**SPA**	Single Point of Access
HWB	Health and Wellbeing	**SQA**	Scottish Qualifications Authority
IMS	Instrumental Music Service	**SQR**	Standards and Quality Report
LGBT	Lesbian, Gay, Bisexual, Transgender	**STG**	School Team Group
LIAM	Let's Introduce Anxiety Management	**ToC**	Test of Change
MHYW	Mental Health Youth Worker	**UNCRC**	United Nations Convention on the Rights of the Child

Appendix 1

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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 1 community 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.

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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
<u>Instrumental Music Service (IMS)</u>	The IMS deliver free high quality instrumental music tuition in 7 secondary schools and 33 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 5 and percussion at Secondary 1. All other tuition is offered from Primary 6 onwards. In 23/24, 1719 young musicians received instrumental music lessons through the service.

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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.

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Appendix 2

	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 the overall stretch aim of 68% will be met. It also suggests that there has been a reduction in the gap between learners in quintile 1 and 5.

	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 attainment for learners in quintile 1 will exceed the stretch aim of 61% and that the target to close the gap between learners in quintile 1 and 5 will be met.

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	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. 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 for this measure suggests that the stretch aim of 33% for learners in quintile 1 will be exceeded and that the gap between learners in quintiles 1 and 5 will reduce further that the stretch aim.

	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 (96.4)	91.9	99.1 (99.0)	7.1

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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

Baseline participation is above the national benchmark already so if this improvement can be sustained, 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	21.1	58.4	7.7	-50.7
Stretch Aim to be achieved 23/24	20.3	55.5	7.7	-47.8
Stretch Aim to be achieved 24/25	19.6	52.7	7.6	-45.1
Stretch Aim to be achieved 25/26	18.9	50.1	7.5	-42.6
Improvement (per 1000 pupils)	2.1	8.3	0.2	-8.1

Data for 2023-24 shows that school exclusions increased overall to a rate of 22.6 per 1000 pupils, above last year's baseline rate of 21.1 and the stretch aim for 2023/24. The rate for the Q1 cohort (65.0 per 1000) and the Q5 cohort (11.2 per 1000) was also above the baseline and stretch aim with the gap between Q1 and Q5 increasing to 53.8 per 1000 pupils.

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

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Indicative data suggests that the stretch aims for both 82% for overall levels and the gap between learners in quintile 1 and 5 of 18% will be met.

	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

Indicative data suggest that the stretch aims for both overall levels of 84% and the gap between learners in quintile 1 and 5 of 29% will be met.

	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

Indicative data suggests that the attainment of learners in quintile 1 will exceed the stretch aim and that the gap between leaners in quintiles 1 and 5 will reduce by more than the stretch aim.

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	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. In this measure, indicative data suggest that the attainment of learners in quintile 1 will exceed that of the stretch aim and will be at its highest level in five years.

	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. In this measure, indicative date points to the attainment of learners in quintile 1 outperforming the stretch and the gap between learners in quintiles 1 and 5 reducing further than the stretch aim.

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	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

The attainment of Literacy at level 5 is a focus in each of our secondary schools and supported by the work of the Principal Teachers of Equity. Indicative data suggests that the attainment of learners in quintile 1 will be lower than the stretch aim with the gap between learners in quintiles 1 and 5 increasing, above the stretch aim.

	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

The attainment of Numeracy at level 5 is a focus in each of our secondary schools and supported by the work of the Principal Teachers of Equity. Indicative data suggests that the attainment of learners in quintile 1 has increased since last year with the gap between learners in quintiles 1 and 5 reducing over the last two years.

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%

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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

Indicative data for 2023/ 24 suggests that primary school attendance overall is 93.2% and secondary school attendance is 86.5% overall.

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