

COMMITTEE:	Education & Children' Services Committee
MEETING DATE:	18 November 2025
BY:	Depute Chief Executive Children and Communities
REPORT TITLE:	Education Service Progress Report and Improvement Plan 2025/26
REPORT STATUS:	Public

1 PURPOSE OF REPORT

- 1.1 To seek the Committee's approval of the Education Service Progress Report and Improvement Plan on key improvement priorities achieved for session 2024/25 and identification of key improvement priorities planned for session 2025/26.

2 RECOMMENDATIONS

Members are recommended to:

- 2.1 Note the overall positive progress made by the Education Service in delivery of the Council's Plan, the Education Progress and Improvement Plan 2024/25 and the priorities within the National Improvement Framework.
- 2.2 Note the steps being taken to secure continuous improvement in session 2025/26.
- 2.3 Approve the Progress Report and Improvement Plan 2025/26 (Appendix 1).
- 2.4 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 2025/26 continues to be '***Back to Basics- a Relentless Focus on Equity and Excellence.***'
- 3.6 The aim of the Children and Communities Directorate is to continue to develop an integrated service that seeks to get it right for all of our children, living and learning in East Lothian through the actions taken across our service areas and in our schools, and to improve the quality of the experiences we provide for children, young people and families in East Lothian.

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

- 3.8 Our three priorities from last school session, matching the key HMIE inspection Quality Indicators, encompassed our aspirations for continuous universal and targeted improvement while taking into account evaluation of outcomes from last session.

3.9 **Priority 1: 2.2 Curriculum and 2.3 Learning, Teaching and Assessment**

Evaluation of progress of this priority can be seen on pages 7-28 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

3.10 **Priority 2: 3.1 Ensuring Wellbeing, Equality and Inclusion**

Evaluation of progress of this priority can be seen on pages 28-44 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

3.11 **Priority 3: 3.2 Raising Attainment and Achievement**

Evaluation of progress of this priority can be seen on pages 45-48 of the Plan and will be outlined in detail in the Raising Attainment Report at November Education and Children's Services Committee.

3.12 **Priorities for Session 2025/26**

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

3.13 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 3 years of the plan's duration.

3.14 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.

3.15 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

3.16 These priorities can be seen in detail on pages 52-64 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 RESOURCE AND OTHER IMPLICATIONS

5.1 Finance: None

5.2 Human Resources: None

5.3 Other (e.g. Legal/IT): None

5.4 Risk: None

6 INTEGRATED IMPACT ASSESSMENT

6.1 **Select the statement that is appropriate to your report by placing an 'X' in the relevant box.**

An Integrated Impact Assessment screening process has been undertaken, and the subject of this report does not affect the wellbeing of the community or have a significant impact on: equality and human rights; tackling socio-economic disadvantages and poverty; climate change, the environment and sustainability; the Council's role as a corporate parent; or the storage/collection of personal data.

X

or

The subject of this report has been through the Integrated Impact Assessment process and impacts have been identified as follows:

Subject	Impacts identified (Yes, No or N/A)
Equality and human rights	
Socio-economic disadvantage/poverty	
Climate change, the environment and sustainability	
Corporate parenting and care-experienced young people	
Storage/collection of personal data	
Other	

[Enter information on impacts that have been identified]

The Integrated Impact Assessment relating to this report has been published and can be accessed via the Council's website:

https://www.eastlothian.gov.uk/info/210602/equality_and_diversity/12014/integrated_impact_assessments

7 APPENDICES

- 7.1 Education Service Progress and Improvement Plan 2024/25 (Appendix 1)

8 BACKGROUND PAPERS

- 8.1 Education Service Progress and Improvement Plan 2024/25 (Appendix 1)

9 AUTHOR AND APPROVAL DETAILS

Report Author(s)

Name	Nicola McDowell
Designation	Head of Education
Tel/Email	Nmcdowell1@eastlothian.gov.uk
Date	27 October 2025

Head of Service Approval

Name	Nicola McDowell
Designation	Head of Education
Confirmation that IIA and other relevant checks (e.g. finance/legal) have been completed	Yes
Approval Date	27 October 2025

Education Progress and Improvement Plan

Session 2025/26



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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

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 \(www.gov.scot\)](https://www.gov.scot/publications/national-improvement-framework-for-scottish-education/pages/1-3.aspx) and Delivering Excellence and Equity in Scottish Education [Introduction - Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/delivering-excellence-and-equity-in-scottish-education/pages/1-3.aspx) (*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 2024/25 and also sets out our improvement priorities for Session 2025/26.

Context of East Lothian

The mid-year 2024 population estimates published by the National Records of Scotland (NRS) in August 2025, show East Lothian had an estimated population of 115,180, a further 1.2% increase on the previous year, and an increase of 12% since 2014. This is the second highest percentage change in Scotland over that period with Scotland's overall population increasing by 4.0%. The Under 15 age group accounted for 17.6% of the overall population in East Lothian and has increased by 7.1% since 2014 with the school rolls in East Lothian increasing by 10.3% from 13,716 in 2014/15 to 15,124 in 2024/25. 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 further 3% increase for the P1 to S6 pupil population between 2024/25 and 2028/29 (based on the 2024-pupil census roll) and an overall increase of 10% by 2034/35.

In 2024/25 there were:

- 8,391 pupils in East Lothian Council's 34 primary schools (2 opening August 2025 and 2 mothballed)
- 6,733 pupils in 7 secondary schools
- 2,416 children aged 3-5 years accessing early learning and childcare across 30 council settings, 12 partner nurseries, 1 community group and 23 childminders
- 91 Eligible 2s accessing early learning and childcare across 4 council settings, 12 partner nurseries, 1 community group and 6 childminders
- 37.8% 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 19.3% in the 20% least deprived areas
- the Pupil Teacher Ratio (PTR) increased to 15.0 from 14.6 in 2024/25
- the average primary class size reduced from 22.2 in 2023/24 to 21.6 in 2024/25
- 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 2024/25 with our priorities

The next section of this report describes the progress made with our main priorities between August 2024 and June 2025. 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 2025/26 which take account of our progress to date, what the data is telling us and our proposed actions. This reflects year 2 of a 3 year plan.

The Standards in Scotland's Schools etc. Act 2000 [Statutory Guidance: Standards in Scotland's Schools etc. Act 2000 \(www.gov.scot\)](http://www.gov.scot/publications/statutory-guidance/standards-in-scotland-s-schools-etc-act-2000/) places duties on education authorities in relation to the delivery of school education and having due regard to reduce inequalities of educational outcome experienced by pupils as a result of socio-economic disadvantage. 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 2025 National Improvement Framework and Improvement Plan <https://www.gov.scot/publications/2025-national-improvement-framework-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](https://www.eastlothian.gov.uk/info/210592/community_planning/11857/the_east_lothian_plan_2017-27) 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 2025/26 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? \(4th edition\) \(education.gov.scot\)](https://www.gov.scot/publications/how-good-is-our-school-4th-edition/) and How Good is our Early Learning and Childcare [How good is our early learning and childcare? \(education.gov.scot\)](https://www.gov.scot/publications/how-good-is-our-early-learning-and-childcare/) continue to support the Education Service to benchmark our service provision, including feedback from our key stakeholders.

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

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

All of our most up to date data and projections are contained within the Raising Attainment Strategy 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 2025, and Insight data will be published in February 2026. We are not permitted to share this data until that time.

Education Service Improvement Priorities 2024/25: Evaluation of Progress and Next Steps

PRIORITY 1

2.2 Curriculum

2.3 Learning, Teaching and Assessment

In 24/25 we aimed to:

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

Evaluation of Progress

Raising Attainment Strategy

See Priority 3

Digital Learning and Teaching Strategy

Since approval in May 2023, substantial progress has been made with the Digital Learning and Teaching Strategy. The strategy was broken down into 4 main priorities. Below are the areas of development in each of these key actions. [see action plan here.](#)

Priority 1 - Digital Literacy of Staff

- ✓ Further development and streamlining of EduHub as well as the launch of the Learning Library has ensured easy access to resources, policies and CLPL opportunities for staff.
- ✓ Substantial work has been completed to ensure access to more applications on Chromebooks to enhance opportunities of creativity online. Adobe Express and Book Creator have been successful additions to primary classrooms.
- ✓ Widespread delivery of Chromebook Accessibility training to support staff learners with accessing technology.

Priority 2 - Digital Infrastructure

- ✓ Learning, Connected will provide 1:1 devices to all secondary learners, with primary schools to enhance ratios to a baseline of 1:2.
- ✓ Completion of upgraded Wi-Fi network across all schools.
- ✓ New web-filter system has been installed across all managed devices. This provides schools with transparency around online behaviours. This also provides IT teams with the ability to ensure safer browsing environments for learners.
- ✓ Availability of Teams for all schools as part of the O365 rollout, with continued access to other apps in the future.

Priority 3 - Digital Learning & Teaching

- ✓ Established the 'Digital Community' working group to explore new tools and devices and provide feedback on developments.
- ✓ Explored and tested a range of tools to support learners completing digital exams. Continued work on this is required and a working group has been established.
- ✓ Several pilot projects have been undertaken in nurseries, primary and secondary settings to assess impacts and assist future planning.
- ✓ Sanderson's Wynd Primary School have been engaging in a case study focusing on Digital Learning and Teaching. [Click here to find out more.](#)
- ✓ The annual Game Jam saw record numbers of primary aged learners engage in this IDL project, with over 2500 learners participating, over 350 online games were created.

Priority 4 - Digital Distance Learning

- ✓ The establishment of the Learning Library not only acts as a CLPL platform but one in which build online offers for learners. This is currently being explored by Alistair Stewart and a group of DHT's.
- ✓ The Learning Library has been utilised to offer learners access to 'Virtual Learning Lessons' supporting staff and learners understand the new tools they have available and how these can be implemented across curricular areas.
- ✓ We have begun to explore how courses can be offered in virtually across all schools, with Google Workspace and the Learning Library being used.

Curriculum, Learning and Teaching Strategy

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

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. In session 2024/25, 71% of schools evaluated their performance as good or better for QI 2.3 Learning Teaching and Assessment. As part of the QUAD, rubrics for QI 2.3 have been introduced to further develop a shared understanding of standards for high quality teaching, learning and assessment to strengthen quality assurance, inform professional learning and further improve practice.

Play Pedagogy

In 2024/2025 the Play Leadership Group continued to lead play pedagogy in East Lothian. Primary 1 and 2 practitioners were invited to attend 4 x 2 hour professional learning sessions with a member of their SLT. Senior leaders across all primary schools also completed an STG task to support their ongoing self-evaluation of play pedagogy in their setting. Twenty-five schools participated in the sessions involving 78 practitioners. Feedback from the sessions has had a positive impact with practitioners who participated last session sharing positive changes to their practice and leading learning. Evaluation information on this priority can be found in the 24/25 Pedagogy Team evaluation:

Evaluation of Progress

Digital Learning and Teaching Strategy

Since approval in May 2023, substantial progress has been made regarding the Digital Learning and Teaching Strategy. The strategy was broken down into 4 main priorities, below outlines areas of development in each of these key actions, [see action plan here](#).

Priority 1 - Digital Literacy of Staff

- ✓ Further development and streamlining of EduHub as well as the launch of the Learning Library has ensured easy access to resources, policies and CLPL opportunities for staff.
- ✓ Substantial work has been completed to ensure access to more applications on Chromebooks to enhance opportunities of creativity online. Adobe Express and Book Creator have been successful additions to primary classrooms.
- ✓ Widespread delivery of Chromebook Accessibility training to support staff learners with accessing technology.

Priority 2 - Digital Infrastructure

- ✓ Learning, Connected will provide 1:1 devices to all secondary learners, with primary schools to enhance ratios to a baseline of 1:2.
- ✓ Completion of upgraded Wi-Fi network across all schools.
- ✓ New web-filter system has been installed across all managed devices. This provides schools with transparency around online behaviours. This also provides IT teams with the ability to ensure safer browsing environments for learners.
- ✓ Availability of Teams for all schools as part of the O365 rollout, with continued access to other apps in the future.

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- ✓ Established the 'Digital Community' working group to explore new tools and devices and provide feedback on developments.
- ✓ Explored and tested a range of tools to support learners completing digital exams. Continued work on this is required and a working group has been established.
- ✓ Several pilot projects have been undertaken in nurseries, primary and secondary settings to assess impacts and assist future planning.
- ✓ Sanderson's Wynd Primary School have been engaging in a case study focusing on Digital Learning and Teaching. [Click here to find out more.](#)
- ✓ The annual Game Jam saw record numbers of primary aged learners engage in this IDL project, with over 2500 learners participating, over 350 online games were created.

Priority 4 - Digital Distance Learning

- ✓ The establishment of the Learning Library not only acts as a CLPL platform but one in which build online offers for learners. This is currently being explored by Alistair Stewart and a group of DHT's.
- ✓ The Learning Library has been utilised to offer learners access to 'Virtual Learning Lessons' supporting staff and learners understand the new tools they have available and how these can be implemented across curricular areas.

- ✓ We have begun to explore how courses can be offered in virtually across all schools, with Google Workspace and the Learning Library being used.

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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
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Play Pedagogy

In 2024/2025 the play leadership group continued to lead play pedagogy in East Lothian. Primary 1 and 2 practitioners were invited to attend 4 x 2 hour professional learning sessions with a member of their SLT. Senior leaders across all primary schools also completed an STG task to support their ongoing self-evaluation of play pedagogy in their setting. Twenty-five schools participated in the sessions involving 78 practitioners. Feedback from the sessions has had a positive impact with practitioners who participated last session sharing positive changes to their practice and leading learning. Evaluation information on this priority can be found in the 24/25 Pedagogy Team evaluation:

<https://drive.google.com/file/d/1sa-fF7jizM-vpLO8CHXuxwKU3l7jNFkt/view?usp=sharing>

Assessment and Moderation

A programme of professional learning to further develop an 'Asset-based approach' to assessment and moderation has been developed with a focus on developing knowledge and skills of middle leaders across primary and secondary schools. This has been led by school senior leaders and has developed a toolkit for moderation to be taken forward in schools by middle leaders in session 2025/26. This work underpins the local authority priority to raise attainment through further developing a shared understanding of national standards using the CfE benchmarks, creating a framework and resources to support effective assessment and moderation in schools and focusing on what learners can do to demonstrate achievement rather than gaps in learning.

Curriculum Rationale, Design and Making

All schools have continued to engage in ongoing development of curriculum rationale, curriculum design and curriculum making. A majority of school leaders (23) have reported curriculum rationales have been developed as a school community and are grounded in commitment to securing children's rights and wellbeing. A majority of schools have engaged with East Lothian's Our Aspirational Curriculum Toolkit. Six professional learning sessions for school leaders were provided from September - December 2024 to support curriculum development. Attended by school leaders from 10 schools, attendees all reported the sessions were relevant and increased knowledge and understanding. School leaders stated, 'feeling positive about next steps in process', 'I have a clearer plan for my next steps' and 'I'm keen to build our curriculum plan with an eye on assessment and tracking to ensure it gives us information that is useful to support learners.' A suite of 5 professional learning videos and accompanying toolkits, hosted on East Lothian's learning library, have been created to support anytime, anywhere learning.

All schools have engaged in professional learning sessions to support knowledge and understanding of the Curriculum Improvement Cycle (CIC). School leaders feedback that the CIC process is welcomed and is based on a sound rationale. Opportunities were identified to align the Broad General Education to the Senior Phase, strengthening middle leadership and a realising greater balance between knowledge and skills in the curriculum. Leaders identified concern over the lack of clarity to date and recognised the challenge in capacity realising this change process will require.

Literacy Strategy

Good progress has been made against both strategic measures.

Measure 1: *For P1-4-7-S3 Literacy ACEL (Progress and Achievement), 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 – November / 'Very Good' or better – May).*

P1-4-7-S3 Combined (All Schools)	'On Track' Literacy - % of Schools Tracking at 70% of Learners or better
June 2024 ACEL – 70% or better	67%
Stretch Aim	85%
December 2024 Tracking (Good Progress or Better)	28%
May 2025 Tracking (Very Good Progress or Better)	83%
June 2025 ACEL – 70% or better	68%

The above data evidences:

- a 55% improvement in terms of the % of schools between December 2024 and May 2025 tracking 70% or more of their learners as 'on track' to achieve CofE Literacy (83% of all schools). The May 2025 measure (83%) was in line with the stretch aim of 85% of schools.
- a 1% increase in the number of schools recording Literacy ACEL at 70% or better in June 2025 compared to June 2024.

(NB - the 2025 stretch aim was based on a total of 42 schools. At the end of session 2024-25, there were 41 schools whose data was collected, and which the above measures are based upon).

Measure 2: For P1-4-7-S3 Literacy ACEL (Progress and Achievement), ensure 34% 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 – November / 'Very Good' or better – May).

P1-4-7-S3 Combined (All Schools)	'On Track' Literacy - % of Schools Tracking at 80% of Learners or better
June 2024 ACEL – 80% or better	26%
Stretch Aim	34%
December 2024 Tracking (Good Progress or Better)	8%
May 2025 Tracking (Very Good Progress or Better)	58%
June 2025 ACEL – 80% or better	45%

The above data evidences:

- a 50% improvement in terms of the % of schools between December 2024 and May 2025 tracking 80% or more of their learners as 'on track' to achieve CofE Literacy (58% of all schools). The May 2025 measure (58% of schools) was above the stretch aim of 34% of schools.
- a 19% increase in the number of schools recording Literacy ACEL at 80% or better in June 2025 compared to June 2024.

(NB - the 2025 stretch aim was based on a total of 42 schools. At the end of session 2024-25, there were 41 schools whose data was collected, and which the above measures are based upon).

% ACEL Data – All Pupils			
P1 – P4 – P7 – S3	2024	2025	Improvement
Reading	80%	82%	2%
Writing	76%	79%	3%
Listening & Talking	86%	87%	1%
Literacy	73%	77%	4%

(NB - the 2025 data is based on a total of 41 schools. The 2024 data is based on a total of 42 schools).

Strategy Impact:

When compared to June 2024, the data in the table above further supports the evaluation of both strategic measures of improvement in ACEL Literacy for P1-4-7-S3 stages in June 2025. Measure 1 evidences that the % of schools recording ACEL Literacy for 70% of learners or better remained consistent compared to June 2024. In June 2025 there was a significant increase of 19% of schools recording appropriate ACEL for 80% of learners or better (45% of schools in June 2025 compared to 26% in June 2024 - or an increase of eight schools). Therefore, the data supports the view that in June 2025, improved numbers of pupils achieved the appropriate CfE Literacy level in the majority of East Lothian schools when compared to June 2024. This improvement again relates to improved validity and reliability of professional judgements of teachers, and the impact of work in schools focusing on assessment and moderation of progress within a level and achievement of a level. The significant improvements in Writing attainment in National Improving Writing Programme schools has also been a contributory factor (see below).

National Improving Writing Programme

Very Good progress has been made against both strategic measures.

Measure 1: By June 2025 to achieve 140 trained teachers across 73% of primary schools.

Session	New Schools to NIWP		Established Schools Cascading Practice		Session Total	
	Number of Schools	Number of trained Staff	Number of Schools	Number of trained Staff	Schools	Trained Staff
2022-23	9	31	N/A	N/A	9	31
2023-24	7	19	5	13	12	32
2024-25	9	35	12	38	17	73
Project Total	25	85	17	51	N/A	<u>136</u>

The data above evidences that the number of actual NIWP trained teachers across three years of the programme stands at 136. This was in line with the stretch aim of 140 by June 2025. A survey of trained practitioners indicates that almost all practitioners have continued to use the quality improvement methodology to support learners' progress in Writing. A few practitioners have also applied their professional learning in relation to quality improvement to other curriculum areas.

There are now 71% of East Lothian primary schools with at least one practitioner trained in the National Improving Writing Programme pedagogy. Most trained practitioners teach at the Primary 3 to Primary 7 stages, but a few teachers have used the methodology at Primary 2. Across the Primary 3 to Primary 7 of all NIWP schools there were 5639 primary pupils in 2024-25. There has been a significant improvement in ACEL Writing at both Primary 4 and Primary 7 stages for 2024/25 compared to the same measure for June 2024:

- Primary 4 First Level Writing ACEL: 5.9%-point improvement
- Primary 7 Second Level Writing ACEL: 3.3%-point improvement
- Primary 1-4-7 (Combined) Writing ACEL: 3.9%-point improvement

Measure 2: *Achieve the stretch aim of a 2.5% improvement or better in June 2025 in the achievement of First Level Writing at P4 stage across all NIWP schools (69% to 72% of P4 learners across Cohort 1-4 schools)*

The data below evidences improvements in First Level Writing ACEL across all NIWP schools compared to the same measure in June 2024.

NIWP Cohort	Average Writing ACEL June 2024 – Primary 4 First Level	Average Writing ACEL June 2025 – Primary 4 First Level	ACEL Writing % Improvement 2024 vs 2025 – Primary 4 First Level
All Cohort 1-4 NIWP schools	66.5%	74.7%	8.2%
Non NIWP schools and Cohort 5 and 6 NIWP schools	76.3%	77.4%	1.1%
Difference	-9.8%	-2.7%	7.1%
ALL SCHOOLS	69.8%	75.8%	6.0%

The above data reflects the following evaluative points in terms of Primary 4 ACEL at First Level Writing:

- In June 2025, across Cohort 1-4 schools where NIWP practice was developed, there was an 8.2% points improvement recorded compared to June 2024
- In June 2025, across non-NIWP schools and Cohort 5 and 6 NIWP schools, there was a recorded improvement of 1.1% points at First Level ACEL Writing compared to June 2024.

- When comparing ACEL June 2024 with June 2025, the rate of improvement at First Level Writing ACEL was greater in NIWP schools compared to non-NIWP schools (+7.1% points).
- Across all East Lothian schools, First Level Writing ACEL improved by 6.0% points compared to June 2024.

(NB - the 2025 data is based on a total of 41 schools. The 2024 data is based on a total of 42 schools).

Numeracy Strategy

Good progress has been made against both strategic measures.

Measure 1: *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.*

P1-4-7-S3 Combined (All Schools)	'On Track' Numeracy - % of Schools Tracking at 70% of Learners or better
June 2024 ACEL – 70% or better	70%
Stretch Aim	80%
December 2024 Tracking (Good Progress or Better)	38%
May 2025 Tracking (Very Good Progress or Better)	88%
June 2025 ACEL – 70% or better	88%

The data above evidence improvement in terms of the % of schools tracking 70% or more of their learners as 'on track' to achieve CofE Numeracy between December 2024 and May 2025 and realisation of the measure stretch aim (+10%). In June 2025, there were 88% of East Lothian schools recording Numeracy ACEL for 70% of learners or better. This was an improvement of 18% of schools (+6 schools) compared to June 2024. This was 8% points above the stretch aim of 80% of schools

(NB - the 2025 stretch aim was based on a total of 42 schools. At the end of session 2024-25, there were 41 schools whose data was collected, and which the above measures are based upon).

Measure 2: *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)*

P1-4-7-S3 Combined (All Schools)	'On Track' Numeracy - % of Schools Tracking at 80% of Learners or better
June 2024 ACEL – 80% or better	44%
Stretch Aim	54%
December 2024 Tracking (Good Progress or Better)	18%
May 2025 Tracking (Very Good Progress or Better)	48%
June 2025 ACEL – 80% or better	56%

The data above evidences improvements in terms of the % of schools tracking 80% or more of their learners as 'on track' to achieve CofE Numeracy between December 2024 and May 2025. The stretch aim for this measure was not realised (-6%). In June 2025, there were 56% of East Lothian schools recording Numeracy ACEL for 80% of learners or better. This was an improvement of 12% of schools (+4 schools) compared to June 2024. This was 2% points above the stretch aim of 54% of schools. *(NB - the 2025 stretch aim was based on a total of 42 schools. At the end of session 2024-25, there were 41 schools whose data was collected, and which the above measures are based upon).*

% ACEL Data – All Pupils			
P1 – P4 – P6 – S3	2024	2025	Improvement
Numeracy	78%	81%	3%

Numeracy Strategy Impact:

When compared to June 2024, the data in the table above further supports the evaluation of both strategic measures of improvement in ACEL Numeracy for P1-4-7-S3 stages in June 2025. 2025 levels of Numeracy ACEL were 81% and demonstrate an improvement on 2024 levels.

Measure 1 data evidence shows that the % of schools recording ACEL Numeracy for 70% of learners or better improved by 18% of schools to 88% compared to 70% in June 2024 (an increase of 6 schools).

In June 2025 there was an increase of 12% of schools recording appropriate ACEL for 80% of learners or better (56% of schools in June 2025 compared to 44% in June 2024 - or an increase of four schools).

Therefore, the data supports the view that in June 2025, improved numbers of pupils achieved the appropriate CfE Numeracy level in the majority of East Lothian schools when compared to June 2024. This consistency relates to improved validity and reliability of professional judgements of teachers, and the

impact of work in schools focusing on assessment and moderation of progress within a level and achievement of a level, including improvement work in the use of diagnostic assessments led by our Pedagogy Team.

Early Years: Literacy and Numeracy Tracking

In EL&CC we have extended the curricular tracking and Progress and Achievement pilot to 4 schools (Sanderson's Wynd, Preston Tower, Wallyford and Musselburgh Burgh) with the lowest SIMD in the authority. During this process demand for a consistent tracking model saw wider distribution of the pilot materials available to all settings both in the local authority and PVI sector. In addition to the pilot schools, the Early Years team supported settings in exploring the right tracking option for them, and in the implementing of this with Senior Leadership and/or staff teams. The majority of local authority settings have introduced this over 24/25 and are continuing to embed this. EL&CC Education Support Officers collaborated with the Education Information and Research Team to provide access to an equity tracker page for EL&CC for settings who choose to use SEEMiS P&A. To complement curricular tracking, developmental overviews have been made available to all settings with a focus on offering an alternative to paid assessments for practitioners to understand and track children's developmental progress and provide developmentally appropriate learning experiences for all children. Most settings are accessing this resource to support children with additional support needs.

Measure 1:

ELCC Stretch aim for 24/25

- Literacy – 71% on track
- Numeracy – 79% on track

Measure 2:

- 100% of pilot schools hold Progress and Achievement (P&A) meetings between SLT and EL&CC key workers. 75% of pilot schools have recorded on track data for Literacy and Numeracy for Early Level (EL&CC).
- In 75% of pilot settings, SLT hold data around nursery attainment which is available through curricular tracking and P&A. The expansion of the availability of the curricular tracking and P&A access over 24/25 has enabled all settings to access methods of collecting nursery attainment data. The accuracy of data held, could be improved through the moderation of professional judgement to ensure reliable data detailing progress through Early Level.

Next Steps

Digital Learning and Teaching Strategy

- ✓ Deliver the Learning, Connected project, ensuring support for staff, learners and families.
- ✓ Establish a business case that supports the review of current licensing for Google Workspace and outlines the benefits of investment.
- ✓ Review the allocation and condition of devices in primary schools to ensure baseline ratios of 1:2 and devices are fit for purpose.
- ✓ Complete ongoing Chrome Tablet pilots in nurseries, review feedback and plan for next steps.
- ✓ Provide centralised support for the Digital Schools Award with a focus of having all school registered and aware of the support framework.
- ✓ Review and test 'Natural Reader' as the preferred software for digital exams, have this available before prelims and gather feedback.
- ✓ Engage secondary schools as part of the Digital Community, having representation from all settings.
- ✓ Review user engagement on the Learning Library and ensure 75% of staff have registered and accessed the platform.
- ✓ Ensure all Central Education Teams have been supported with Learning Library contributions.
- ✓ Provide staff with over 250 offers on the Learning Library.
- ✓ Work closely with Promethean to begin migration from Activ Inspire to Activ Suite, starting with the new build schools.
- ✓ Ensure 30% of schools have a pupil digital leader programme using [Digital Leaders Scotland Frameworks](#).
- ✓ Full completion and review of learner/staff experiences related to courses offered virtually.

Curriculum, Learning and Teaching Strategy

- As part of the self-improving schools approach, develop the use of the QI 2.3 rubric for learning, teaching and assessment across STGs to:
 - Ensure a shared understanding of high-quality Learning and teaching within and across schools
 - Provide explicit next steps to improve quality of learning and teaching to inform professional learning and QA processes.
 - Strengthen evaluation of QI 2.3
- Continue to develop professional learning informed by self-evaluation that meets the needs of our practitioners including in person professional learning aligned to the service priorities, online resources as part of the learning library, universal and targeted professional learning from the Pedagogy Team, professional research and reading.
- Further support effective pedagogical approaches in Play Pedagogy, Assessment and Moderation, Planning learning, teaching and assessment in the BGE S1 to S3.

- Strengthen leadership of learning and teaching through a professional learning programme for senior and middle leaders as part of the strategic leadership days for session 2025/26.
- Continued support and challenge provided to schools developing their curriculum, including rationale as well as development of design and making stages.
- Further develop professional enquiry to support improvements in learning teaching and assessment and ensure a shared ownership for improvements in outcomes.
- Continue to engage with Education Scotland as part of the Curriculum Improvement Cycle, providing support and guidance to schools as well as determining strategic response and direction.
- Development of a curriculum self-evaluation toolkit utilising the QI 2.2 rubric for curriculum.
- Further development of East Lothian's SCOT Group curriculum strategic plan.
- Identification of priority work streams with oversight by the SCOT Group.
- Align East Lothian's Curriculum, Learning and Teaching Strategy and Digital Learning and Teaching Strategy

Literacy Strategy:

- Through enhanced use of Accelerated Reader and National Standardised Assessment data sources, provide additional support and challenge to schools to further enhance the tracking of Reading attainment and the impact of school-based interventions.
- To further support the planning of teaching, learning and assessment by trialling the enhanced ELC Writing Frameworks across a pilot group of schools to gather feedback on further adaptations required before rolling out in 2026-27.
- To develop a professional learning programme to support learner progress in Reading at Early Level. This work will be in partnership with Education Scotland National Improvement Programme.
- To deliver National Improving Writing Programme to seven East Lothian schools who are yet to engage with this professional learning (Cohort 7). To support a further 7 schools who have experienced NIWP to spread practice through their involvement in the national CYPIC training offer.
- To consider appropriate supports to schools in developing their approaches to assessing pupil progress and attainment in "Understanding, Analysing and Evaluating"
- To further embed the 'Reading Schools' initiative across East Lothian schools to support the development and improvement of 'Reading for Enjoyment' for all our learners.

Numeracy Strategy:

- When released, support schools to embed new national Mathematics technical frameworks into planning, learning, teaching and assessment.
- Develop a programme of professional learning to support schools to engage with and embed the new technical frameworks.
- Establish a test of change involving 6 Primary Schools with attainment gaps at second level numeracy to inform approaches to the East Lothian Numeracy Improvement Programme and raise attainment.
- Focus on numeracy within a context and multi-step problems within professional learning to improve stretch and challenge at 1st and 2nd level Numeracy.
- Further develop approaches to moderation of Numeracy providing guidance and professional learning for schools.

Early Years: Literacy and Numeracy Tracking

- Understand and develop the accuracy of attainment data held through moderation of professional judgement, supported by curriculum training available on the learning library and EL&CC training website.
- Develop a HWB tracking model to support practitioner's requirement to track Literacy, Numeracy and HWB, and provide consistency across the authority including PVI.
- Build a robust overview of developmental progress evidenced through developmental snapshots will allow us to track gaps and enable the identification of where interventions from partners agencies in the community can support families with children birth – three to provide early intervention.
- Enable SEEMiS access for EL&CC ESOs to monitor attainment data and equity dashboards to allow analysis of data, to support and challenge settings to ensure positive outcomes for all children.

Develop a 3-18 Health and Wellbeing Strategy

***Implement the updated Health and Wellbeing Curriculum (secondary focus)**

Evaluation of Progress

East Lothian's Revised Health and Wellbeing Curriculum Framework has been fully imbedded across all secondary schools. The revised framework extends across Early to Fourth Level, as well as providing guidance for Senior Phase. The framework incorporates the national RSHP curriculum resource and, in Early to Second level, God's Loving Plan, meeting the needs of East Lothian's Roman Catholic schools. The Health and Wellbeing Framework was launched with Primary Schools in September 2024, with the expectation that all schools plan for implementation from August 2025. Learners responding to the annual Student Experience Evaluation (SEE Survey) reported 80% or more positive responses to health and wellbeing curriculum questions. This is an increase of 1.6 percentage points on the 2023-2024. The Health and Wellbeing curriculum was identified as a positive example of practice within two school reviews during academic year 2024-2025.

A majority of secondary schools are tracking and monitoring health and wellbeing with a range of systems in place. Secondary schools reported that systems remain under development and that further development is required to ensure that information gathered is meaningfully used to improve learner experiences and outcomes. A majority of learners responding to the SEE survey responded positively to questions relating to reporting concerns to staff, and this increased by 4 percentage points in secondary schools from 2023-2024.

Most secondaries have delivered the Mentors in Violence Prevention Programme during 2024-2025 and 33 staff were trained to further strengthen the programme. Feedback from a sample cohort (17) S6 learners who undertook the MVP training reported most learners felt more confident talking to others about violence against women and girls and a majority reported feeling confident to teach S3 learners about gender-based violence prevention.

Next Steps

- An evaluation of the Health and Wellbeing curriculum in secondary schools will be undertaken to gather feedback on the relevance and impact of the framework. This will include engaging with all stakeholders, with a significant focus on pupil voice.
- Development of an East Lothian Health and Wellbeing tracking and monitoring system.
- MVP programme in 6 secondary schools.
- Pilot of Equality Safe at Schools programme in one secondary.
- A minimum of two primary schools engaging in the Education Scotland early intervention gender-based violence prevention programme.

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

Evaluation of Progress

Measure 1: 80% of ELCC CI (23/24) achieving 4 or above (How Good is Our Care, Play and Learning)

Measure 2: 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

60% of EL&CC, across local authority and PVI, achieved a grading of 4 or above in How Good is Our Care, Play and Learning and 50% achieved Good or better in QI 2.3 in How Good Is Our Early Learning and Childcare. We have now put in place data collection measures to capture and track quality progress over time for both Care Inspectorate Inspections and HMIE Inspections across the totality of EL&CC in East Lothian. We have moved from a scrutiny model to a Self-Improving Schools model, in line with our primary and secondary colleagues, and delivered training to our PVI settings to support this. The development and launch of our suite of Early Years Building High Quality Foundations guidance is now available in all settings to support observations, planning, environment, and learning stories. Following an Early Years Service Review, we now have eight Quality and Equity Leads to model and scaffold practice in settings to support improvement planning.

Measure 3: 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.

Next Steps

- Continued engagement in the National Curriculum Improvement Cycle
- Develop Learning for Sustainability Strategy
- A series of self-directed training clips will be developed to support practitioners to further develop their knowledge of CfE in Early Years.
- School and Setting Leaders will be invited to engage in Pedagogical Leadership for Early Learning and Childcare Leaders delivered in partnership with Education Scotland.
- Implement reviews with PVI settings to quality assure self-evaluation.

- Implement Early Years Building High Quality Foundations guidance documentation in tracking, personal plans and interactions.
- Develop peer collaboration within the Self-Improving Schools model across EL&CC.
- Implement the new Quality Improvement Framework for the Early Learning and Childcare Sectors and align this to both the ELC school and PVI review process.

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

Evaluation of Progress

Measure:

85% East Lothian schools or more evaluated as good or better for 2.3 Learning, Teaching and Assessment

High quality learning experiences:

School reviews and inspections have highlighted the need for improvement in learning teaching and assessment, with a focus on the S1-S3 Broad General Education. In response to this, a pilot professional learning programme was designed and developed by three STG secondary schools to provide targeted support to curriculum middle leaders and a selection of Support for Learning and Inclusion Principal Teachers in developing their skills in effective assessment of learning and teaching and instructional coaching techniques. This researched-based programme was designed and implemented by secondary deputy head teachers and the programme was attended by 24 secondary curriculum middle leaders. Feedback from the programme evidenced a deepened understanding of planning, assessment, and learner experience through practical observation and discussion. All participants reported the sessions achieved their aims, with a majority identifying improved knowledge and understanding of learning, teaching and assessment. Participants also

reported increased confidence in challenging practice through leadership and highlighted the need for improvements in quality assurance practices. Following the success of this programme, the sessions will be further developed and extended across all secondaries during session 2025-2026.

Transition in learning:

A pilot project involving an Associated School Group within the Prestonpans area ran during session 2024-2025 to develop a shared understanding of a learner's journey in numeracy from P6 S3, with a focus on how assessment is planned for and evidence is gathered. The pilot took an asset-based approach and aimed to improve the curriculum planning, pedagogy and assessment of numeracy. Whilst the project remains at an early-stage, initial feedback has highlighted 100% of practitioners surveyed are using benchmarks to support judgements; however, there is inconsistencies in the use of resources, the pedagogy used, and the assessment judgements made. Continuation of the pilot within the ASG will aim to increase consistency, raise standards and improve numeracy outcomes.

A baseline audit of school leaver planning was completed in session 2024-2025 across all secondary schools following a 1.79 percentage point decrease in East Lothian SLDR. The audit found examples of effective practice in the tracking of anticipated leave dates and the use of targeted interventions to meet the needs of those most at risk of a negative destination. However, areas for improvement were also identified. Working in collaboration with Skills Development Scotland, a strategic plan will be developed to support transition planning for leavers, with a focus on those most at risk. This will include the establishment of a short-life working group alongside targeted interventions to provide support and challenge to schools.

Robust tracking and monitoring of S1- S3 attainment data:

In the majority of secondary schools, there has been Quality Improvement Team engagement with middle leaders to focus on the development of:

- professional knowledge and understanding of Curriculum for Excellence principles and practice
- the role of assessment in planning progressive learning experiences within BGE
- the range of assessment evidence to be used to inform professional judgement of learner progress against CfE Benchmarks in terms of breadth, challenge and application of learning
- The tracking of learner progress using Progress and Achievement

Through planned BGE attainment reviews, most schools have demonstrated an improved awareness of the CfE principles and have built on their understanding and use of BGE assessment evidence to underpin professional judgement of learner progress.

The data below evidences consistencies between June 2024 and June 2025 attainment of Third Level at S3.

S3 Third Level	Reading	Writing	Talking and Listening	Literacy	Numeracy
June 2024	85.5	84.3	86.8	83.4	85.5
June 2025 (Indicative)	86.1	85.7	86.1	84.6	85.2
Improvement (2024 vs 2025)	+0.6	+1.4	-0.7	+1.2	-0.3

The data below evidences improvements between June 2024 and June 2025 attainment of Fourth Level at S3.

S3 Fourth Level	Reading	Writing	Talking and Listening	Literacy	Numeracy
June 2024	53.8	52.1	52.1	50.2	59.0
June 2025 (Indicative)	58.5	57.1	59.1	53.9	61.1
Improvement (2024 vs 2025)	+4.7	+5.0	+7.0	+3.7	+2.1

Quality Improvement scrutiny from QIOs suggests that further work is required to ensure greater validity and reliability of assessment evidence used to support professional judgement of learner progress at BGE.

Personal support:

Curriculum rationale & evidence of personal pathway planning – consider Literacy & Numeracy pathways

Recent national reports, including the Muir and the Hayward Reports, state that ‘personal support is integral to curriculum design and delivery’ and that this is reflected in curriculum design principles as well as personal learning planning. In line with national trends, East Lothian Council also has a growing number of young people with ASN and schools are responding accordingly. All secondary school reviews carried out 2023-2025 were inclusive of recommendations for improvement. Evidence of effective practice was found and highlighted examples where ‘teachers make use of a range of media and resources to support learning’ and ‘learning visits (evidenced) digital technology is used to support individual learners’. Recommendations included ‘creating a climate for learning through carefully considered universal approaches to support inclusion across all classes including Circle’ and that consideration is made as to ‘how class teachers use data to plan learning which provides an appropriate level of challenge and support for learners’. The examples of positive practice and recommendations for next steps provide a baseline for taking this work forward in 2024-2026.

Next Steps

High Quality Learning Experiences

- Establishment of Learning, Teaching and Assessment Depute Head Teacher leadership group
- Extension of Middle Leaders effective assessment of learning and teaching and instructional coaching programme

Transitions in Learning

- Baseline P7 – S1 transition learner experience and impact assessment
- Continuation of P6-S3 ASG numeracy pilot
- A Positive Destinations Strategic Plan will be developed

Robust tracking and monitoring of S1- S3 attainment data:

- further work with Middle Leaders to provide support and challenge in leading teacher professional learning in relation to the principles and standards relating to Curriculum for Excellence
- work with Senior and Middle Leaders to:
 - further develop and support BGE approaches to planning of learning, teaching and assessment at BGE (with a focus on Literacy and Numeracy across the curriculum),
 - ensure tracking of learner progress is against Benchmarks
 - Quality-assure accuracy of schools' monitoring rate of learner progress towards achievement of Third and Fourth Level CfE

Personal Support

- Continued development of curriculum rationale, design and making inclusive of personal support
- A strategic plan for personal support will be developed

Engage with the recommendations of the Hayward Review

Evaluation of Progress

The establishment of a secondary Depute Head Teacher Curriculum Leadership Group has led to developments in the senior phase curriculum that are reflective of the local market intelligence in employment pathways. Training has been provided to support school leaders in the use of the 16+ Data Hub to inform curriculum planning, and an example of good practice has been shared with all head teachers. Secondary pupils will be able to access a new SCQF Level 5 qualification in Health and Social Care. This course will prepare learners for a pathway into the health social care sector and work is underway to introduce an SCQF Level 6 course for 2026-2027. Working in partnership with Edinburgh College, a pilot National Certificate in Build Environment SCQF L6

will run in 2025-2026 providing learners with a pathway into professional careers within the construction industry. A pilot Advanced Higher Business Management Digital Consortium has been developed and introduced to allow young people to access a wider curriculum learning offer learning remotely from their school without the need to travel. This pilot will be evaluated during the course of 2025-2026 and consideration will be made as to extending this model further to include more courses. Enhanced alignment of the common school day has allowed for collaboration between two schools to deliver a newly introduced Foundation Apprenticeship in IT: Hardware.

Next Steps

- continued engagement with Education Scotland to inform and support the national Curriculum Improvement Cycle
- continued Enhanced Common School Day
- further enhanced use of data, including local market intelligence, Data Hub and attainment data in to inform curriculum design
- introduction of NC Built Environment
- introduction of L5 Health and Social Care pathway
- introduction of FA IT: Hardware
- pilot AH Business Management Digital Consortium, including review and feedback leading to assessment of further extension of digital consortium offer.

PRIORITY 2

3.1 Ensuring Wellbeing, Equality and Inclusion

In 2024/25 we aimed:

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/carers engagement and family learning)

Evaluation of Progress

Child Planning Framework

- Creation of new Child Planning Framework documentation.
- Training delivered to over 100 members of staff to support implementation.
- Over 95% of staff agreed / strongly agreed with the following statements about the new documentation:
- *I have an improved understanding of East Lothian's Child's Planning Framework.*
- *I have a clearer understanding of the language that should be used when writing plans within the Child Planning Framework.*
- *I understand how to take the knowledge gained from this training and apply it within my setting.*
- *I believe that the planned changes to the child planning framework will have a positive measurable impact for staff, children and young people and their families.*

Child Planning Framework- Locality Teams (CPF-LTs)

- 128 Children and Young People have been presented to CPF-LTs during school year 2024/25.
- Of the 128 children and young people, 10% were subsequently referred to Children's Services. Alternative supports and planning was put in place for the other 90% of children and young people at the additional level. This aligns with the principle of early intervention and meeting needs outwith targeted interventions.
- An evaluation of CPF-LTs was undertaken in June 2025. Of those professionals attending:
- *82% felt that the CPF-LT provided an opportunity for discussion and a solutions orientated approach to a 'great extent'.*
- *73.9% stated that the process helps to identify next steps for children and young people to a 'great extent'.*
- The following benefits of CPF-LTs were identified:
- *Needs are being met in a multi-agency way 63%*
- *Being able to discuss and collaborate with colleagues 87%*
- *Information and links to outside agencies and third sector partners 80.4%*
- *Reassurance from colleagues in attendance 63%*
- *Challenge to ensure all supports have been explored and all processes have been followed 60.9%*
- *One of the CPF-LT chairs commented that the CPF-LTs are: "a real support for transition. Getting to know all of the cluster heads better and knowing about some of the new cohort way ahead of time has been really valuable."*

Additional Support Needs (ASN) Funding

- Approval was given by Education & Children's Services Committee in November to change the allocation of funding to support children and young people with Additional Support Needs (ASN). This is in recognition of the growing numbers of those with ASN and the changing nature of needs. Underpinned by the SEEMiS Risk Register, the funding allocation to schools is based on a wide range of needs including, but not limited to: poverty, care experience, child protection, English as an additional language and having child planning in place.
- Audit processes have been established to measure the impact of this funding from session 2025/26.

Equity & Inclusion, Education Outreach Service

- The service was established during school year 2024/25. Whilst referrals were building, the service provided in school support. In this time the service supported the attainment of 115 qualification and an additional 142 national qualifications units. Impact statements were gathered from school colleagues about this aspect of the service:
- *"pupil struggled to come into school until working one-to-one with Education Outreach Officer. He is very grateful and keen to keep achieving."*
- *"The class and the children have been significantly more settled and we continue to make good progress. The children's pace of learning is improving considerably."*
- *"input was invaluable and enabled the learner to be supported in school and to make progress. The family expressed their sincere thanks to the outreach team for their support in making their child's transition here a success."*
- The service received a further 177 referrals to work with individual children and young people over the course of school year 2024/25. Each child / young person working with the service is supported to achieve a SMART target related to their attainment and our local authority stretch aims. Of these learners 78% achieved their target. Therefore demonstrating measurable impact of the service.
- On a sliding scale of 1-10, 10 being the highest, 87.6% of learners rated their experience with the service as 9 or 10. 96.8% of learners felt the service supported them to achieve their target. 87.1% of learners felt the service helped them to feel more at ease / happier in their learning. Some comments from learners included:
- *"It helped me to feel more confident about learning."*
- *"It was fun and encouraged me to enjoy learning again."*
- *"My tutor broke the maths down well so it made it easier to understand."*
- The feedback from parents and carers was also encouraging. On a sliding scales of 1-10, 10 being the highest, 95.8% rated the service as a 9 or 10. 95.8% of parents / carers felt that the service supported their child to achieve their target and same percent felt that the service helped their child to become more confident in their learning. Some comments from parents / carers included:
- *"Child came home after every session full of praise that he learnt a lot."*
- *"Outreach has made him more comfortable with learning he has really blossomed with confidence as well."*

- *“This has been an absolute game changer for my daughter who was really lost with schoolwork due to long absences mostly health related. Outreach has given her confidence, and she has gained qualifications which has flipped her attitude to school. she is now hungry to learn and gain more qualifications. Officer absolutely got her back on track, I am so grateful for this service.”*
- *“Amazing service so glad it was available to child. I think without this she may have just left school with no qualifications, but she is now going to stay on for 5th year.”*
- *“I just want to say I think this is a fantastic service for our children. My son probably wouldn't have gotten himself back to school if it hadn't been for the support that he received. Very grateful this was available for him.”*
- *“Outreach transformed child's ability to engage with education from virtually zero to being highly engaged and ready to learn. Child's experience with Officer has been transformational and I don't use that word lightly.”*

Deaf Support Services

- This service has expended to meet growing needs and now has a Principal Teacher supported by a Class Teacher and two Communication Support Workers. The service supports 81 children and young people.
- In addition to this, the service has delivered training on BSL and Deaf awareness across our schools.
- The staff are working to further develop their proficiency in BSL through further study and qualifications.

Young Carers Service

- To further raise the profile of Young Carers, the service delivered school staff briefings, awareness raising assemblies and in-class workshops. In 2024/25 an additional 270 children / young people registered with the service. Of these children and young people, 73% requested a Young Carers' Statement.
- In session 2024/25, 89% of the existing Young Carers' statements which were reviewed 89% noted achievement of children and young people's personal goals.
- 468 young carers have taken up the offer of free access to local leisure services.
- The service facilitated 33 events for children and young people to attend during the school holidays.

Specialist Provision Estate

- To meet the needs of the growing population of children and young people with complex and enduring additional support needs and to support *Belonging to East Lothian* there has been an expansion to the specialist provision estate.
- Since 2023 the capacity of the estate has increased by 45% to provide an additional 77 spaces.

Supporting Neuro affirming Practice

Bespoke Training Programmes

- The Educational Psychology Service delivered a series of bespoke training programmes for key teams within Education & Children's Services:
 - The Mental Health and Wellbeing Service (3 sessions)
 - The Education Outreach Team (3 sessions)
 - Families Together East Lothian / Social Work Intake and Assessment Team/ Pre – School Home Visiting Team (1 session repeated = 2 sessions)
- Examples of content covered includes:
 - Information on ND conditions
 - Masking/Conforming to Neurotypical Norms
 - Environment First
 - Making Learning Meaningful
 - Thinking Styles
 - Perspective Taking
 - Stress Systems / Seek to understand distress
 - Strategies, Tools and Resources
 - How to support ND families
 - Sharing Good Practice
- Pre and post measures demonstrated improvements across the following measures for all participants:
 - Feeling well equipped to support pupils with neurodivergent (ND) conditions
 - Feeling knowledgeable about ND conditions
 - Knowing how to adapt practice for working with pupils with ND conditions
 - Feeling confident about working with pupils with ND differences
- The following qualitative statements were gathered from participants:
 - How The Learning Will Be Taken Forward
 - *Use of the NAIT framework/documents*
 - *Use of a Nurturing & Trauma Informed Approach*
 - *Having a better understanding of other services will support multi-agency working*
 - General Feedback
 - *These inputs were so well thought out and helpful for me personally and for my work.*

- *I really appreciate you tailoring the sessions to areas we as a team have identified.*
- *The information and resources that were shared are much appreciated.*
- *Really informative sessions. Thank you for allowing a lot of the time to be discussion based.*
- *It was a really interesting and engaging course.*
- *I feel lot more confident now, Thank you.*
- *The services from the EPS service have been so informative. Being able to pull on their knowledge to support the development of the Education Outreach Service has been invaluable. We look forward to working together again in the future.*
- *A huge thank you to the Educational Psychology Services team—please keep up the amazing work! Your ethos, care, and compassion is truly heart-warming and inspiring.*

Training– Review of CLPL ASD Level 2 Course

- The EPS, Equity and Inclusion Service and Allied Health Partners have reviewed the current CLPL Level 2 ASD Training offer and have created a new neuroaffirming CLPL Level 2 ND training programme for secondary teachers. The content reflects current research and thinking around neurodivergent conditions and associated approaches for supporting young people. The programme is based on a framework of professional learning that involves learning through collaborative interaction and the provision of opportunities for dialogue and critical reflection to foster good practice and ensure high quality experiences for CYP.

Website

- The EPS are represented on the Pan Lothian ND Steering Group and 2 related subgroups focusing on:
 - Referral Pathways
 - Communication and Engagement
- The work in these groups will support the review and revision of the education department's online information and resources relating to ND.

Mental Health & Wellbeing Service (MHWBS) – Supports for CYP and Families

- A range of ND specific services have been recently commissioned. Service delivery will carry over into 2025-26. Below is a brief outline of the services and the progress to date:
 - **EPIC** – online webinars and individual support sessions for parents and carers of 5–12-year-olds that focus on executive functioning. The programme will provide for 36 families, 6 groups with 6 parents in each group. Initial advertising immediately filled all available spaces for the duration of this programme. 2 of the 6 groups have completed the programme, with the majority of participants having completed the majority of the webinars. Initial feedback:

"I found the discussion around memory very interesting. [My child] struggles academically and will often not engage and we are trying to find out why and I had not considered memory before."

"I liked having the opportunity to discuss my son's own personal needs rather than a group setting, I felt more confident doing this. "

" (online on-demand resources) I liked how you could access the resources in 3 different ways to meet your needs."

- **Choose Play** – facilitated whole family play sessions with indoor and outdoor play for CYP and a space for parents to access peer support. The first quarterly report is due in July 2025.
- **Team United** – multi-sport camps during the holiday periods for 10–15-year-olds. 2 camps have taken place. 43 spaces were taken up over the camps, with an average attendance rate of 84%. All children reported enjoying the camp. The majority made a new friend, most learnt a new skill, and everyone reported leaving with a smile on their face.

"It helps me make new friends."

"Football camp gets me out the house."

"Keeps me active & fit".

- **Salveson Mindroom** - post diagnostic individual support to explore different aspect of neurodiversity. The service supports the exploration of what the diagnostic outcome means for the CYP, using a holistic strengths-based approach. This service started in June.
- 2 Mental Health Youth Workers have been trained in delivering the 'Body Project', a group work approach for young people that looks to challenge and change cultural ideals and pressures around body image.

Whole Family Wellbeing Funding: implement preventative whole family support measures (parent/carers engagement and family learning)

Families Together East Lothian (FTEL): Early Intervention Outreach Service (referral based): voluntary 1:1 early intervention family outreach support where families can self-refer by contacting FTEL directly or be referred in by other agencies to receive support to improve and facilitate independent, sustainable management of concerns around daily life. From August 2024 to June 2025, our data shows that:

- 260 families were supported across East Lothian. This included 174 new referrals, with 86 families referred prior to Aug 2024 whose support continued into 24/25 year)
- In addition to the above, Parent/Carer Support Offers included a wide range of informal groups and drop-ins across East Lothian for parents/carers to speak to FTEL without a referral and receive advice, reassurance, signposting, peer support, and support with forms. This Included: Library drop-ins, Parent Space, Parenting Toolbox sessions, Raising Children with Confidence, Mobile Drop-Ins. There was a total of 430 contacts with families at these offers.
- Children and Young People (C&YP) Support Offers (combination of referral and non-referral) involved a selection of offers for C&YP to receive direct support in areas such as anxiety, grief, peer support, navigating relationships, and ensuring safety of their personal belongings. Specifically, this included: LIAM (referral), Seasons for Growth (referral), No Worries (non-referral but identified CYP), Bike Maintenance (non-referral) From these offers, 214 direct contacts with C&YP.
- Joint offer with Salveson Mindroom (non-referral): drop-in advice sessions for parents/carers with a neurodivergent child saw 26 parents/carers being directly supported.
- Salveson Mindroom (commissioned): offering 1:1 support to 15 families whose children have ASN.
- Peep Training for practitioners across East Lothian to support family play and interactions saw 18 practitioners trained in Antenatal course, with 20 practitioners trained in Learning Together Programme to develop family group work.

We continue chart the journey of every family using Blossom Tool to celebrate progress and work together to identify next steps, either through Mid Intervention support or careful signposting to another agency. 100% of families who provided feedback said that the support they received was what they had expected and had helped their family. Some comments included:

- It was more than what was expected. Which I am very pleased with. The help was not only with my younger ones. The support was also extended to my boys as well. with ongoing issues in school and with rebellious behaviour at home with one of my sons. The support and encouragement help me a lot. Which is appreciated.
- Our FOW was fantastic-she had lots of ideas and information regarding opportunities in our local area (that I would have never heard about otherwise). She was also caring and knowledgeable and took the time to get to know the whole family. I know my son was sad when our time came to an end. I'll miss our chats too!
- Yes, we appreciate every help knowing I am a single mum of 4. The information and directions and advice was very important. Which help me to keep on track.
- 100%. she pointed us in the right direction for services, and it felt like she really cared about my son. She took calls and emails after the service ended and just generally went above and beyond!
- I think everyone in a similar situation would benefit massively. Even just to be able to talk about concerns openly is extremely helpful!

Next Steps

Child Planning Framework

- Delivery of two quality assurance workshops in session 2025/26. A minimum of 90% of attendees will report increasing confidence through attending.

Child Planning Framework- Locality Teams (CPF-LTs)

- To maintain referral rates as 2024/25 as a minimum.
- For all children and young people presented to have a clear action identified and implemented in response to meeting their wellbeing needs.

Additional Support Needs (ASN) Funding

- Implementation of audit processes with all schools able to demonstrate achievement of measurable outcomes for children with ASN.

Equity & Inclusion, Education Outreach Service

- To maintain referral rates as 2024/25, as a minimum with all learners achieving their SMART target associated with working with the service.

Deaf Support Services

- For all staff to be working towards or have achieved the level 3 British Sign Language qualification.
- Development of a Deaf Support page on EduHub for children/ young people, parents/ carers and school staff to be able to access information, resources and links to other services.

Young Carers Service

- Sign the Young Carers Covenant for East Lothian Council to further demonstrate commitment to Young Carers and meeting their needs.
- With the DHT for Equity & Inclusion, implement 'Carefest' week in October 2025. All participants should note positive impact from participating.

Specialist Provision Estate

- To continue to develop the estate to meet the needs of learners identified through the Education Resource Group.
- To undertake Child Protection and Safeguarding audit visits with all provisions to ensure consistency of best practice.

Quality Assurance for Care Experienced Designated Members of Staff

- Launch East Lothian Council's Care Experienced Self-Evaluation Toolkit. Trial this with a minimum of five schools all of which to report positive impact for processes, supports and outcomes for children and young people with care experience.

Supporting Neuroaffirming Practice

- Review and revise the current web-based information and resources using the ND Steering Group framework as a point of reference.
- Deliver and evaluate the new CLPL ND training offer with a view to widening the offer to other staff cohorts.

MHWBS – Supports for CYP and Families

- Ongoing review and evaluation of the current services including the addition of a pre-school version of the online webinars for parent and carers which will be rolled out in 2025-26.
- Piloting the 'Body Works' programme within our secondary settings.

Whole Family Well-being

- Integrate FTEL and WFWF supports into Belonging to East Lothian.

All schools should progress their journey with Rights Respecting Schools, with a minimum expectation of achieving Bronze by March 2025

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

Evaluation of Progress

All East Lothian Schools are on the Rights Respecting Schools Award (RRSA) framework. East Lothian schools have made progress in incorporating the UNCRC into school leadership, curriculum and learning using the UNICEF RRSA programme. During the course of 24-25 21 schools have gained a RRSA accreditation award with 4 schools achieving Bronze or Bronze Re-accreditation, 12 schools achieving Silver and 4 schools achieving Gold. This progress has led to 26% of East Lothian schools awarded Bronze Award accreditation, 56% Silver Award accreditation and 18% Gold Award accreditation. This work has been supported by the development of online resources to support schools.

Through the annual Student Experience Evaluation 85.5% of learners reported that they had learned about their rights under the UNCRC presenting a 4.1 percentage point increase on 2023-2024. Learners reported this was strongest in primary, with P7 learners reporting 94.7% a positive and 79.9% across S2 & S4 combined. Although a majority of learners (56.3%) reported they were involved in their school's Rights Respecting School Award work, further work is required to ensure an increased proportion of learners are actively engaged. S2 & S4 learners reported a 3.9 percentage point increase on 2023-2024 leading to 43.1% reporting involvement and P7 learners reported an increase of 4 percentage points on 2023-2024 leading to 78.3% of learners reporting a positive response. Whilst this likely reflects the different learning context of the primary and secondary schools, this is also reflective of the proportionate progress made by primary schools in developing the UNCRC within the curriculum.

Learner focus groups form a key component of all school reviews. In most of school reviews the Rights Respecting Schools Award was identified as a feature of good practice and there was clear evidence of learners' knowledge of the UNCRC. Most learners responding to review surveys reported their school helps them understand and respect other people and a majority learners reported a positive response when asked if their school takes their view into account. Reviews also highlighted rights in evidence in classroom practice in most schools. A strong culture of rights and learner voice used to inform curriculum planning and approaches to learning were highlighted in reports.

The target to have all schools at Bronze level by March 2025 has now been achieved level.

To date, the progress of schools is:

- No schools unregistered or just at registration stage
- 10 schools Bronze- 26%
- 22 schools Silver- 57%
- 7 schools Gold - 18%
- 74% of East Lothian schools at Silver and Gold. At the end of the funding period from Scottish Government (March 2025) roughly 42% of Scottish schools were at Silver or above
- Every school has a named RRSA/ UNCRC lead or leads.
- Comments were gathered from children and young people. These included:
 - *"I like how we learn about our rights and it means that the teachers listen to us and it makes the school feel kind."*

- *"I feel listened to and I see small, continual changes happening because of my ideas."*
- *"Our school is inclusive. We get to be independent and learn about things we want to."*
- A class teacher said:
- *"There is a sense of security across the school. The UNCRC has a universality- everyone can relate to it. It feels equal across younger and older children. We want children to come into our school and feel happy safe and secure and the bedrock to this is rights. It is across all cohorts of children and staff. We are currently trying to extend that sense and ethos to parents and visitors."*

Pupil Consultation Group – Uniform Guidance

- A group of young people from each secondary school was formed to create new school uniform guidance in response to guidance from the Scottish Government. This was presented to Education & Children's Services Committee in June 2025.
- The young people's views about being part of this group were gathered. They stated:
- 71% felt confident/ very confident about how able they were to make a difference.
- 83% felt confident/ very confident about what to do to make changes in their local community.
- 88% felt confident/ very confident about their rights.
- 92% felt confident/ very confident that adults would listen to them.
- 96% felt confident/ very confident about what to do to make changes in their school.
- The pupils said of the time they spent in the Consultation Group:
- *"I liked seeing other people's points of view represented from other schools."*
- *"The best parts of the group have been meeting others from different schools and finding out they have similar issues to us. Another part was meeting the primary school children and getting everyone's voices heard."*
- *"I loved getting the opportunity for your voice to be heard, and the opportunity to make a difference."*
- *"We got to lead the primary school children and get them to share their views like how we shared our views... the adults listened to us."*

Included, Engaged and Involved Policy Suite

In light of the United Nations Convention on the Rights of the Child (UNCRC) becoming part of Scots law through the UNCRC (Incorporation) (Scotland) Act 2024, key policies are being reviewed and updated to ensure compliance with the new legal framework. This reflects our commitment to upholding children's rights.

- Each policy update demonstrates:
- Clear alignment to specific UNCRC articles
- Increased emphasis of the importance of meaningful collaboration with children and young people.
- Updates also aim to reflect best practice across the local authority and reinforce our commitment to promoting, protecting, and fulfilling children's rights in all aspects of service delivery. By embedding a rights-based approach, we aim to create consistent, child-centred policies that uphold the dignity and wellbeing of every child.

Next Steps

Rights Respecting School

- Review of Rights Respecting Schools and the UNCRC principles within schools
- Revise 3 year plan for development of UNCRC

Gender Statement

Included, Engaged and Involved Policy Suite *

- To publish refreshed policies on Child Protection & Safeguarding, Additional Support for Learning, Attendance, Respect: Anti-Bullying and Relationships.
- To deliver 23 'in a nutshell' sessions to school staff at all levels to support understand and application of these policies. All attendees to report improved confidence in their application and supporting learners.

Review and develop the professional learning offer to continue to develop a trauma informed and skilled workforce, able to adapt to emerging needs.

- The creation and delivery of a CLPL Trauma Programme for primary and secondary teachers
- Trauma / Regulation training for other professional groups
- Conduct a school staff survey to provide a needs analysis for Suicide Prevention to generate data and a related action plan

Evaluation of Progress

CLPL Trauma Programme for Primary and Secondary Teachers

- The Educational Psychology Service (EPS) & Project Manager for Person Centred/Trauma Informed created and delivered a '*Stress, Regulation & Trauma*' training programme for primary and secondary teachers aimed to develop participants' skills, knowledge and practice. The programme comprised 5 x 2.5 hours sessions across the school year, using an implementation framework to enable assessment of participants' readiness and ability to plan and deliver within their school context.
- 16 teachers enrolled in the programme.
- Pre and post measures showed that participant's self-rating of their knowledge and understanding of the topic increased from a mean of 5.7 to a mean of 7.8 on 10-point scale.
- Data from the final session showed:
 - Most participants reported that the course 'very much' deepened their understanding of stress
 - Most reported being more confident in recognising the signs of stress/ trauma
 - All reported being more knowledgeable about how to support children/ young people impacted by stress/ trauma
- Qualitative feedback on the most useful aspects of the programme:
"Book was excellent. Sharing ideas. Signposting resources."
"Strategies to use with children. Specific questions to ask to reflect on what could be done. Opportunity to discuss with colleagues."
"I found the last session helpful as it helps me to see what the next part is and how to move forward in implementation at school."
- Examples of actions implemented or planned as a result of the programme:
 - One school focussing on regulation, using movement breaks and the development of a pack to support the development of regulated classrooms with the aim of creating more consistency across the whole school. 4 x CAT sessions for the whole school staff planned for next session.
 - Another school focussed on staff wellbeing to in turn support regulation within school through setting up a dedicated wellbeing space, including a staff library. They plan to provide related training sessions for support staff next session.

Online learnPro Modules

Education Staff have access to a suite of non-mandatory online modules designed to build an understanding of the key principles and subsequently support the skill development of trauma informed and responsive practice:

- Introduction to Understanding Trauma Informed Practice
- Trauma Skilled (4 modules from the National Trauma Transformation Programme)

Module	Numbers Completed
Introduction to Trauma Informed Practice (ELC)	71 (37 primary, 28 secondary & 6 central/peripatetic)
Trauma Skilled	8 (2 primary & 6 secondary)
Total	79

Mental Health and Wellbeing Service (MHWBS) – Suicide Prevention

- A survey issued to schools in October 2024, for all staff (teaching and support staff) was designed to gather local information on the presenting context and staff needs. There were 133 responses from both primary and secondary school staff. The results highlighted the mental health challenges faced by CYP and the experiences of the staff supporting them. It clearly identified the need for training to support the acquisition of further knowledge, skills and confidence building. This was subsequently offered and delivered across the year.

Training offered was on 2 levels:

- Applied Suicide Intervention Skills Training (ASIST)

A comprehensive 2-day course. 2 courses were provided. 32 staff completed the training (20 education staff and 12 staff from partner agencies.)

- Most participants gave the training the maximum rating score.
- Almost all said they would recommend the training to others.
- All participants reported the training had helpful practical application.
- Participants provided the following feedback:
 - *An utterly fantastic CPD that could literally contribute to saving lives.*
 - *I support young people who have shared thoughts of suicide in my role. However, until now, I have not had a clear idea of how to do this in a clear, confident manner. I now feel that I have a framework to use, vocabulary to use and advice about how to capitalise on glimmers of hope they may share.*
 - *I found this to be one of the best trainings I have attended. I found it extremely helpful to have a workable guide to help me through the different stages. I feel confident to use this in both my professional and personal life.*
 - *This was an absolutely fantastic workshop and one of the best CPD's I have ever attended. Not only has it expanded my knowledge, but it has also given me confidence and practical ways forward to use not only professionally, but personally as well.*

- Crisis Handling Awareness Training (CHAT)

A 3.5 hrs training course. 4 courses were offered. 37 education staff completed the training.

- Almost all staff providing feedback rated the course content positively.
- Participants provided the following feedback on what they valued:
 - *I enjoyed the vibe of the course and the ability to chat with others in the breakout rooms. I liked the fact that given the emotive subject there was someone on hand for any attendees to leave in the knowledge that they would receive a check in from a fully trained professional.*
 - *It was practical with good strategies that can be used in the moment.*
 - *The information was clear and concise and is easy to follow through with in practise.*
 - *I felt with the nature of the course that the facilitator was able to talk to the group in a way that was helpful and approachable*
 - *The discussion with colleagues and receiving the slides and resources so that you can go back to them once you have had time to process the content.*

- **Equity & Inclusion Service - Career Long & Professional Learning (CLPL) Offer**

CLPL sessions delivered to support, teaching and promoted staff throughout the year. Of the staff who attended:

- *Almost all staff agreed / strongly agreed that content was useful and supportive of their development in their current role.*
- *Almost all staff agreed/ strongly agreed that the content would be beneficial to them in working with and supporting children and young people.*

- **Child Protection and Safeguarding Return**

All schools completed and submitted a Child Protection and Safeguarding return.

This was noted as excellent practice in the local authority Thematic Inspection by education Scotland.

All schools received feedback and next steps on their return to ensure continuous improvement with almost all, 89%, of schools participating in a child protection and safeguarding audit visit by the Equity and Inclusion service.

- **Equity & Inclusion, Education Outreach Service**

The Educational Psychology Service delivered a series of CLPL sessions to the Outreach Officers.

The Officers have also participated in a professional reading cycle on Trauma Informed Practice and the service has developed a Trauma Informed Roadmap.

As a result of these sessions all officers reported increased confidence in responding to the needs of pupils in a trauma informed way. The evidence referenced above also attests to the impact of this.

Next Steps

CLPL: Trauma, Stress and Regulation

- To use the data, evaluative measures and feedback from 2024-25 to shape the offer for 25-26.

MHWBS – Suicide Prevention

- To explore potential baseline training levels for schools and options for a rolling programme of suicide prevention training for staff.
- Extend the current online bereavement resources to include a 'Suicide Prevention' section with a related roll-out event for schools.

Equity & Inclusion Service - Career Long & Professional Learning (CLPL) Offer

- See * above.

Child Protection and Safeguarding Return

- To develop a bespoke audit visit template for specialist provisions. To use this across all provisions to highlight good practice and the identification of clear next steps.

PRIORITY 3

3.2 Raising Attainment and Achievement

In 24/25 we aimed to:

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

Evaluation of Progress

Tracking and Monitoring

- Equity & Inclusion trackers are now embedded in approaches to tracking and monitoring all children and young people and particularly those impacted by poverty, care experience and with additional support needs. Education Support Officers meet with their link schools on a regular basis to provide support and challenge.

Depute Head Teacher for Equity and Inclusion

- The remit of the DHT for Equity and Inclusion has been strengthened to include strategic lead for children and young people with care experience. The DHT has regular meetings with schools which includes the Principal Teacher of Equity to maximise on supports available through the Scottish Attainment Challenge. These meetings allow for the early identification of children and young people with care experience who are off track with their learning or need additional support.
- The Outreach service recruited a further two outreach workers during session 2024/25 to provide expedited support directly to these learners.

Exclusions

- Indicative exclusion data for 2024/25 indicates that exclusions have reduced for all children and young people with the most significant decrease for children and young people living in quintile 1.
- The stretch aims to reduce the gap in exclusions for children and young people living in quintiles 1 and 2 has been exceeded, based on indicative data.

Attendance

- Indicative data indicates that the total attendance for East Lothian schools exceeded the stretch aim for the year.
- This data also indicates that closing the attendance gap for learners with care experience exceeded the stretch aim and is the lowest it has been in five years.

- Creation of an 'Attendance' section for schools on EduHub containing research, supports and resources for professionals, parents/carers and young people. <https://sites.google.com/edubuzz.org/eastlothianeduhub/enabling-learning/attendance>

Scottish Attainment Challenge (SAC) Internal Audit

- Approaches to SAC were audited and a report presented to Audit and Governance Committee in June 2025. The report provided substantial assurance in the areas of: policies and processes for administering SAC, performance reporting on the impact of SAC and the governance framework for the effective monitoring of the funding.

Next Steps

- Achievement of stretch aims in the Raising Attainment Strategy for 2025/26.
- Further work with secondary schools to support the application of evidence-based approaches and implementation methodologies to support the raising of attainment.

Work closely across services and third sector partners to reduce the cost of the school day and mitigate the impact of child poverty.

Evaluation of Progress

Cost of the School Day Working Group

- A working group was established in 24/25. As result an East Lothian 'Cost of the School Day' accreditation has been devised to be shared with all schools in session 2025/26.

Next Steps

Cost of the School Day Accreditation

- To launch the accreditation and have a minimum of 50% of schools engaging with it in session 2025/26.

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/carers involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

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

Closing the Poverty-Related Attainment Gap in East Lothian

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

This is illustrated in the graphic below of data zone SIMD 2020 deprivation ranking by quintile in East Lothian:

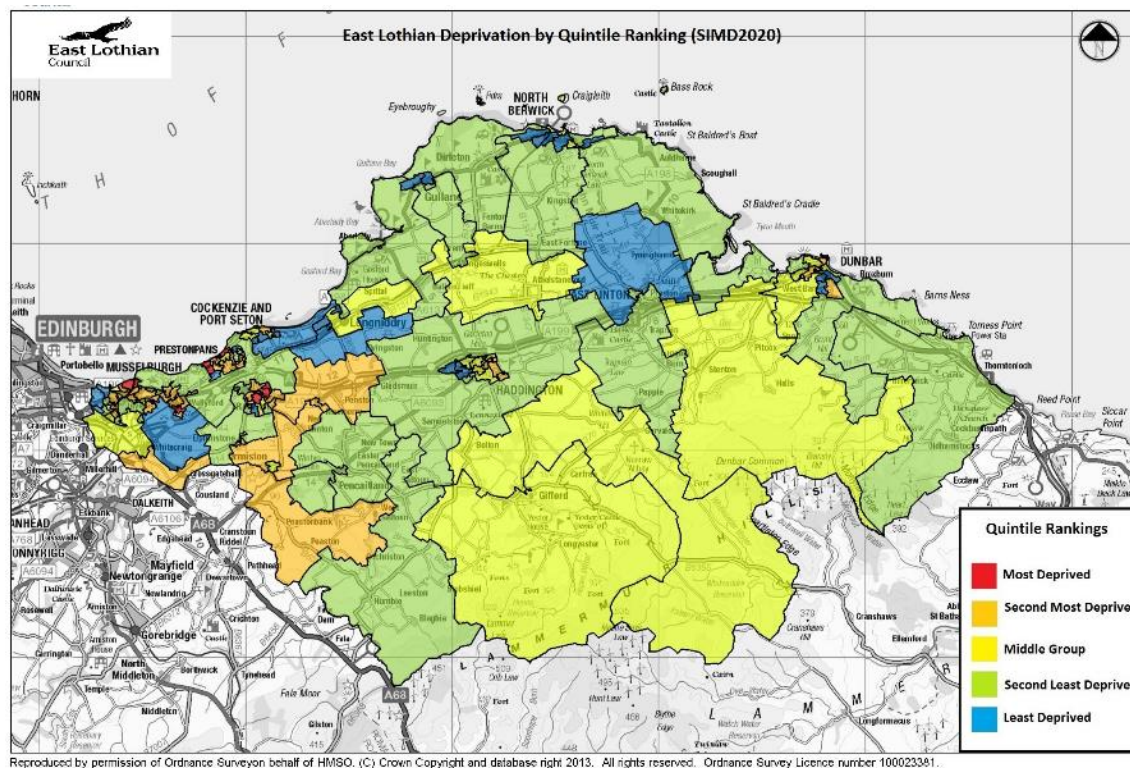
The [East Lothian Council Plan 2022-2027](#) | [East Lothian Council](#) is based around three overarching objectives adapted in response to the three fundamental challenges we face, and this Education plan is reflective of these objectives.

- ***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.***

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

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

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



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

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

The Scottish Attainment Challenge Refresh

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

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

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

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

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

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

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

Through this fund, the post of an Education Support Officer for Care Experienced Children and Young People has been created (ESO CECYP). 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 25/26. These can be seen in Appendix 2.

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

East Lothian Education Priorities Session 2025/26 – Year 2 of 3 Year Plan

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	Baseline Measures	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 Year 3 2025-26 Raising Attainment Strategy Digital Learning and Teaching Strategy Curriculum, Learning and Teaching Strategy Numeracy Strategy	KH NT AS AC DR September 2025 – May 2026	<u>Literacy Strategy:</u> 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) Baseline June 2025 – 66% (27 schools out of 41) 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) Baseline June 2025 – 44% (18 schools out of 41) National Improving Writing Programme – Baseline Measures: June 2024: 68 NIWP trained teachers in 45.5% of East Lothian primary schools.	<u>Literacy Strategy:</u> By June 2026: - For P1-4-7 ACEL Literacy, ensure 69% or more of East Lothian Schools report ACEL 'on track' progress at 70% of learners or better (28 out of 34 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. - For P1-4-7 Literacy ensure 50% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved (17 out of 34 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. National Improving Writing Programme – By June 2026: Ensure there are 180 NIWP trained teachers across 79% of primary schools (27 out of 34 primary schools) or better.

		June 2025: 136 NIWP trained teachers in 71% of East Lothian primary schools. Measure: First Level Writing at P4 for NIWP schools Cohort 1 and 2 schools: June 2022: 56% of P4 learners June 2023: 66% of P4 learners June 2024: 65% of P4 learners June 2025: 71% of P4 learners Cohort 3 and 4 schools: June 2023: 72% of P4 learners June 2024: 75% of P4 learners June 2025: 80% of P4 learners Cohort 5 and 6 schools: June 2024: 77% of P4 learners June 2025: 79% of P4 learners Cohort 7 schools: June 2025: 74% of P4 learners ALL NIWP Schools: June 2025: 75% of P4 learners All Non-NIWP Schools June 2025: 81% of P4 learners Across all primary schools attainment of First level Writing improved: June 2022: 62% of P4 learners June 2023: 69% of P4 learners June 2024: 69% of P4 learners June 2025: 75% of P4 learners Curriculum, Learning and Teaching Strategy	Stretch aim of a 3% improvement or better in June 2026 in the achievement of First Level Writing at P4 stage across all NIWP schools (75% to 78% of P4 learners across Cohort 1-7 schools).
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		Baseline June 2024 – 12% of schools Curriculum Rationale ‘fully realised’ Baseline June 2025 - Early Years: Literacy and Numeracy Tracking • Progress & Achievement (P&A) for 3-5 years available to all settings. • Baseline June 2025 ELCC ‘on track’ attainment data from pilot setting • N4 Literacy and English – 62% N5 Literacy and English – 64% • N4 Numeracy – 61% N5 Numeracy – 71% • In the four settings, all children have a record of P&A attainment in place. • In the four settings, Early Years staff are tracking Literacy and Numeracy to establish ACEL data baseline. Numeracy Strategy: <u>Primary Schools:</u> Measure 1: % of East Lothian Schools report ACEL progress at 70% of learners or better for P1-4-7 Numeracy Baseline June 2024 – 67% (24 schools out of 36) Baseline June 2025 – 88% (30 schools out of 34) Measure 2: % of East Lothian Schools track ACEL progress at 80% of learners or better achieved for P1-4-7 Numeracy Baseline June 2024 – 39% (14 schools out of 36) Baseline June 2025 – 56% (19 schools out of 34)	90% of schools (37) will have a fully realised curriculum rationale by June 2026 Early Years: Literacy and Numeracy Tracking • ELCC Stretch aim for 25/26 • Literacy – 74.6% on track • Numeracy –82.4% on track • The majority of 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 Early Level attainment supported by moderation of professional judgement by EYPs and teachers. Numeracy Strategy: <u>Primary Schools:</u> Measure 1: For P1-4-7 Numeracy ensure 79% or more of East Lothian Schools report ACEL ‘on track’ progress at 70% of learners or better achieved (27 out of 34 primary schools) Measure 2: For P1-4-7 Numeracy ensure 47% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved (16 out of 34 primary schools)
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		<u>Secondary Schools:</u> Measure 1: % of East Lothian Schools report ACEL progress at 70% of learners or better for S3 Numeracy Baseline June 2024 – 86% (6 schools out of 7) Baseline June 2025 – 86% (6 schools out of 7) Measure 2: % of East Lothian Schools track ACEL progress at 80% of learners or better achieved for S3 Numeracy Baseline June 2024 – 71% (5 schools out of 7) Baseline June 2025 – 71% (5 schools out of 7)	<u>Secondary Schools:</u> Measure 1: For S3 Numeracy ACEL (Third Level), ensure 85% or more of East Lothian Schools report ACEL progress at 70% of learners or better achieved (6 schools out of 7) Measure 2: For S3 Numeracy ACEL (Third Level), ensure 71% or more of East Lothian Schools report ACEL progress at 80% of learners or better achieved (5 schools out of 7)
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	Baseline – 2023-2024 2 secondaries delivering Young Minds Matter recourse within PSE 2024-2025 - All secondaries delivering Young Minds Matter 2 school reviews identified HWB curriculum as positive examples of practice 2023/2024 - 75% positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions 2024/2025 - 80% positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions	All secondary and primary schools delivering the updated Health and Wellbeing curriculum framework (PSE) All secondary schools will engage with National MyWoW profiling tool to support Planning for Choices and Changes 84% or more positive responses to S2 & S4 SEE survey health and wellbeing curriculum questions Development of an East Lothian Health and Wellbeing Tracking Tool
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. All secondary schools will meet the requirements of the Equally Safe Delivery Plan
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	KH NT AC AS	62% of ELCC across Local Authority and PVI, CI (24/25) achieving 4 or above (How Good is Our Care, Play and Learning) - HMIE The three ELCC settings inspected by Education Scotland in 2024 – 25 and were evaluated as Satisfactory or Good	75% of ELCC settings will be evaluated as GOOD or better against new Quality Framework in QIs related to Learning, Teaching and Assessment for CI and HMIE.

Priority 2

3.1 Ensuring Wellbeing, Equality and Inclusion

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
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 - Education Outreach Team - FTEL - MHYW	JB AC AH/RH AH/JM/LW	No baseline, new priority	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

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			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) SLDR 2023/2024 cohort was 94.5 (-1.93 decrease on 2022-2023) 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%	2023-2024 APM stretch aim: 96.4% 2024-2025 APM stretch aim: 96.6% 96.6% 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%

		5+@5 or more: All 58.3% Gap 47% 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%	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% 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 ▪ Stretch Aims for Q1 - Literacy – 59% - Numeracy – 65%
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			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
HGOURS	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

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 34 primary schools (2 opened August 2025 and 2 mothballed) and 7 secondary schools.

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

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 <i>One Council Approach</i>. East Lothian Works is the central point of contact for employment advice, training and skills development, working in partnership with a number of external partners including Queen Margaret University, Napier University, The Edinburgh College, Skills Development Scotland and Job Centre Plus. Its main focus is an employability support and intervention service.

Appendix 2

SEF Core Stretch Aims

	Achievement of Curriculum for Excellence Levels LITERACY P1,4,7			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	66	51	73	22
Stretch Aim to be achieved 23/24	68	55	75	20
Stretch Aim to be achieved 24/25	71	59	77	18
Stretch Aim to be achieved 25/26	77	67	85	18
Improvement (%)	11	18	12	4

The Stretch Aims identified for ACEL literacy 25/26 were revised to reflect the progress made and to improve the alignment to the national comparator data for this measure by 25/26. Indicative data suggests that the overall stretch aim for 24/25 will be exceeded.

	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	83	69	88	19
Improvement (%)	9	12	7	4

The Stretch Aims identified for ACEL numeracy 25/26 were revised to reflect the progress made and to improve the alignment to the national comparator data for this measure by 25/26. Indicative data suggests that the overall stretch aim for 24/25 will be exceeded. Indicative data suggests attainment for learners in quintile 1 & quintile 5 will exceed the 24/25 stretch aims.

	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

The Stretch Aim identified for this measure will result in East Lothian Council being broadly in line with our Virtual Comparator by 25/26.

	The proportion of 16-19 year olds participating in education, employment or training			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	96.1	91.5	98.9	7.4
Stretch Aim to be achieved 23/24	94.4	91.9	99.1	7.1
Stretch Aim to be achieved 24/25	96.6	92.2	99.1	6.9
Stretch Aim to be achieved 25/26	95.7	94.7	98	3.3
Improvement (%)	-0.4	3.2	-0.9	4.1

The stretch aim for this measure was amended for 25/26. The overall and quintile 5 stretch aims were reduced following below target progress. Following strong progress the quintile 1 stretch aim was increased. This represents a significant reduction in the Q1-Q5 gap, if achieved.

	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	47	7.5	-39.5
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

Indicative data suggests that the 24/25 stretch aims for both 84% 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	79	94	15
Improvement (%)	4	9	3	6

Indicative data suggest that the 24/25 stretch aims for both quintile 1 of 66% and the gap between learners in quintile 1 and 5 of 27% will be exceeded.

	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

The Stretch Aim identified for this measure will result in East Lothian Council being broadly in line with our Virtual Comparator by 25/26. Indicative data suggest that the 24/25 stretch aim for quintile 1 and the Q1-Q5 gap will be exceeded.

	The proportion of school leavers attaining 5 or more passes at SCQF level 5 (A-C)			
	Overall levels %	SIMD Quintile 1 %	SIMD Quintile 5 %	Gap (Q1-Q5) %
Baseline	53.3	17.9	73.1	55.2
Stretch Aim to be achieved 23/24	58.3	29	76	47

Stretch Aim to be achieved 24/25	60	35	76.5	41.5
Stretch Aim to be achieved 25/26	62	41	77	36
Improvement (%)	8.7	23.1	3.9	19.2

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

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

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

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

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.

	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.

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

Individual School Attendance 22/23	Minimum Annual Increase (23/24, 24/25 & 25/26)
Above 95%	Maintain
90-95%	0.5%
85-90%	1%
80-85%	1.5%

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

Indicative data for 2024/ 25 suggests that primary school attendance overall is 93.9% and secondary school attendance is 90.2% overall.



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Local Authority: East Lothian Council

Completed by: Nicola McDowell, Head of Education

East Lothian Council
John Muir House
Brewery Park
Haddington
East Lothian
EH41 3HA

www.eastlothian.gov.uk

Call Centre 01620 827 827