

# Education, Children and Families Committee

10am, Tuesday, 3 March 2015

## Vision for Schools

Item number	7.3
Report number	
Executive/routine	
Wards	

### Executive summary

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This report summarises the progress made following the report on the findings from the consultation about the Vision for Schools which was carried out between January and June 2013. This report provides an update to the report which was considered by the Education, Children and Families Committee on [8 October 2013](#).

### Links

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Coalition pledges	<a href="#">P2, P3, P4 and P5</a>
Council outcomes	<a href="#">C01 - CO6</a>
Single Outcome Agreement	<a href="#">SO3</a>

## Vision for Schools

### Recommendations

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The Committee is asked to:

- 1.1 Note the good progress which has been made in implementing our Vision for Schools in Edinburgh.
- 1.2 Note the positive feedback from Education Scotland about Education Services in Edinburgh.
- 1.3 Note that the next action plan relating to the Vision for Schools will be integrated into the Children and Families Service Plan for 2015/16.
- 1.4 Request a further report on progress in March 2016 focussing on the areas listed in paragraph 3.43.

### Background

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- 2.1 On 9 October 2012, the Education, Children and Families Committee considered the draft Vision for Schools. Officers were asked to carry out wider consultation with parents, young people, teachers and other school/department staff, communities and elected members. A report presenting the findings of this consultation was considered at Committee in May 2013. A subsequent meeting of the Education, Children and Families Policy Development and Review Sub Committee in June 2013 investigated the current strengths and areas for development in education in Edinburgh. This report provides an update on the progress made over the course of session 2013/14.

### Main report

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- 3.1 Our vision is for all children and young people to enjoy their childhood and achieve their potential. Our ambition is for all children and young people in Edinburgh to: have the best start in life; be physically and emotionally healthy; be successful learners, confident individuals, and responsible citizens making a positive contribution to their communities; and leave school into a positive destination well prepared for work, leisure, family life and lifelong learning. This report outlines the progress made towards this ambition and covers ten main elements: (a) Best Start in Life; (b) Curriculum for Excellence; (c) school leavers; (d) healthy children and young people; (e) schools at the heart of their communities; (f) improved life chances for children in need; (g) schools in

challenging circumstances; (h) leadership and professional development; (i) parental and pupil engagement and (j) resources. A copy of the original Vision for Schools is included in Appendix 1.

### **Best Start in Life**

3.2 Substantial progress has been made with the four aims of the Early Years Strategy which seeks to develop: integrated, flexible services to provide effective learning and childcare; a highly skilled and motivated workforce; universal services in partnership; Learning through Play and active learning as integral parts of the Early Years Service. Key achievements include:

- the implementation of additional hours of early learning and childcare in line with the Children and Young People (Scotland) Act 2014 for all 3 and 4 year olds and eligible 2 year olds;
- improving the quality of early years services; focused work on 0–3s development; increased support for parents from universal services;
- increased number of local authority places;
- investment in the early years estate;
- improved partnership working through the national Early Years Collaborative and improved outdoor learning experiences for children;
- the development of the Edinburgh Early Learning and Childcare Academy to provide training and support for the early years workforce including an innovative training programme for modern apprentices and trainees who now have the opportunity to acquire the skills and qualifications necessary to begin a career in early learning and childcare.

### **Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens**

3.4 Education Scotland's Annual Report on Education Services in Edinburgh was very positive. It commended:

- effective political and managerial leadership that sets a clear vision for education and a focus on improving outcomes;
- the leadership and implementation of Curriculum for Excellence;
- the well developed literacy strategy;
- strong promotion of children's wider achievement;
- very effective structures for engaging parents;
- strong commitment to promoting the voice of young people.

A full copy of the feedback from Education Scotland is included in Appendix 2 of this report.

The entitlements of the Broad General Education have now been implemented and schools are in year two of the implementation of the new qualifications. In session 2013/14 the 'Good to Great' strategy was launched with schools focussing on the five core quality indicators: Improvements in performance; learners' experiences; curriculum for excellence; meeting learning needs; and improving self-evaluation.

### **School Leavers**

- 3.5 Our vision is that all sectors of the city work together to ensure that every school leaver in Edinburgh has a positive destination in employment, education or training. The Edinburgh Guarantee is a Council-supported but essentially collaborative action between the city's private, public and voluntary sectors. It aims to help every school leaver in the city secure a job, university, college, training or volunteering place. In 2010, 82.5% of school leavers achieved a positive destination in Edinburgh. In August 2011 the Edinburgh Guarantee was launched and in 2014, the percentage of school leavers entering a positive destination was 91.2%, an improvement of 8.7%. This was achieved through a strong focus on positive destinations in all secondary schools which included better preparation, tracking and support through 16+ Learning Choices and broader range of curricular options through the Senior Phase Curriculum for Excellence. More information about the Edinburgh Guarantee is available at [www.edinburgh.gov.uk/edinburghguarantee](http://www.edinburgh.gov.uk/edinburghguarantee).

### **Healthy Children**

- 3.6 There is a small central team within Schools and Community Services which has responsibility for developing, supporting and delivering a number of policies, programmes and initiatives that focus on improving the health and wellbeing of children, young people and families. There is a significant emphasis on partnership working across the Council, with other public sector agencies and with the voluntary sector to achieve this. Good health and wellbeing supports effective learning and development and the promotion of confidence, independent thinking and positive attitudes underpins activities delivered within this area. The team comprises staff working on substance use and misuse, sexual health and relationships, emotional and mental health and wellbeing, and childhood obesity, and all activity is framed by Getting it Right for Every Child. Specific work includes the delivery of the highly successful Growing Confidence programme, the development of innovative approaches to counteract increasing concerns about child healthy weight, sexual health and relationship education across school and community sectors, and the development and delivery of effective early intervention and prevention programmes relating to alcohol and drug use.

### 3.7 Some highlights include:

- Development of Risk Taking Behaviours Policy and seminars to over 1,600 S4 pupils per annum;
- Delivery of training, programmes and resources to over 2500 staff to raise awareness and strategies to support children and young people's mental health and emotional wellbeing through Growing Confidence programmes (Teenage Brains and Behaviour, Confident Staff, Confident Children) and NHS Mental Health First Aid courses. S5/6 pupils training up to become peer mentors in Cool, Calm and Connected (promoting emotional well-being) course;
- Pilot of Raising Teens With Confidence with over 70 parents and carers of teenagers;
- Delivery of Raising Children With Confidence (training programme around health and wellbeing) to over 2,000 parents and carers in schools and settings across Edinburgh;
- Development of the Supporting Children and Supporting Young People Guides (early intervention resource to promoting mental health and dealing with wellbeing concerns) for primary and secondary schools;
- The development of a discrete Children, Young People and Families Commissioning Plan to increase funding for alcohol and drugs services.

#### **Schools at the heart of their communities**

- 3.8 Schools have a key role to play at the heart of their communities. Local Schools for Local Children creates additional opportunities for parents to engage with schools before making placing requests. Schools have used this as an opportunity to highlight their good practice. This has enabled parents to make informed decisions about schools and to alleviate any concerns in advance. Schools have also considered opportunities to promote wider engagement with local employers, further education and links with industry.
- 3.9 The team around the cluster (TaC) comprises key partners, services and resources that support problem solving and early intervention at school cluster level. Schools are seen as the most effective 'hub' around which to orientate services. The aim is to strengthen the potential for early and effective problem solving and create solution closer to the point of concern. Many of the solutions will require the engagement of families and the wider community and schools will be actively involved in the development of effective home, school and community partnerships. Schools are valuable community assets and the vision is that local communities can be more meaningfully involved in helping to determine the extent to which schools can help meet community need. The success of school based Community Sports Hubs, the school based Adult Education programme and the extensive use of school lets indicate the importance of schools to local communities.

- 3.10 The Community Access for Schools project is ensuring a strong and consistent approach to increasing community access to school facilities across the city.
- 3.11 Good support for Arts, Music, Creative Learning, Sport and Outdoor Learning in schools contributes to wider achievement and greater community involvement. A free instrumental music service in every school and an extensive Youth Music Initiative programme brings children and young people together from a range of schools to learn and perform together. Playing at local and national events means young musicians are great ambassadors for the city. Developing young people's creativity through the arts and music provides opportunities for children in all schools to engage with Edinburgh's wider cultural and creative community and provides pathways into the Creative Industries.

### **Additional Support Needs – a changing picture**

- 3.12 The vision for schools reflects our commitment to schools that are effective in meeting the diverse needs of their communities. At its best this commitment is achieved through inclusive universal approaches that anticipate the needs and strengths of all learners and enable them to thrive. For the learner this offers an experience of success and progress in achievement, independence and growing self-esteem. Where additional support is required it is most effective when it is built on a foundation strong universal provision
- 3.13 A key part of our action plan is to strengthen the capacity of all schools, early years providers and partner services, to anticipate and meet learners' needs through high quality universal provision.
- 3.14 'An inclusive approach reflects a move away from a deficit model which focuses on aspects of the learner as the problem, where the learner is viewed as deficient in some way. A deficit model also pays inadequate attention to factors such as social expectations, or aspects of the education system or learning environment that could be changed to enable diverse learners [to participate and learn](#).'
- 3.15 Over recent years we have seen significant changes with far reaching implications for our approach to meeting additional support for learning needs including:
- changes in our population,
  - changes in legislation, in particular the Equalities Act (2010) and the Children and Young People (Scotland) Act 2014;
  - a growing understanding of the benefits of early intervention to prevent the escalation of needs
  - opportunities to provide more personalised approaches afforded by the curriculum and technological progress;
  - opportunities for more pro-active collaborative approaches to school improvement.

- 3.16 In December 2012, the Education Children and Families Committee approved a strategic programme to address current and future needs and improve performance to ensure that:
- all learners with additional support needs have their needs met;
  - we provide effective, proportionate and timely support to children in need.
- 3.17 The key elements of this programme are:
- a) Redesigning and improving the effectiveness of provision for children with additional support needs by simplifying access and integrating the support we offer to schools and to children and their families;
  - b) improving outcomes for the lowest 20%, in the early years, primary and secondary schools;
  - c) a quality improvement programme for the education of looked after children;
  - d) Improving the standards of self-evaluation, leadership and partnership working in relation to additional support needs.
- 3.18 Phase 1 focused on strengthening universal provision in our schools. For example, problems in learning to read and write are the most commonly reported additional support need, which can arise from a variety of factors. These include English as an Additional Language, social and environmental factors, and developmental factors (including dyslexia). The most important single factor, however, is access to appropriate high quality teaching. Taking into account all of the above we put into effect a comprehensive programme of universal and targeted measures from early years to secondary, leading to improvements in outcomes and closing the attainment gap.
- a) A 'readiness to read' programme for use in all early years settings.
  - b) A systematic and inclusive approach to teaching literacy in P1 and P2 'Literacy Rich Edinburgh'.
  - c) Targeted intervention in schools in schools where progress in literacy is a concern (in P3 – P6.
  - d) A 'safety net' intervention, at the beginning of secondary school.
  - e) A high quality individualised support framework for children with persistent reading difficulties/dyslexia.
  - f) A high quality professional learning programme.
- 3.19 The strengthening of universal approaches on a city-wide basis will remain a key element of our improvement strategy as we move forward. Current developments include:
- a) a professional learning framework for additional support needs.
  - b) the visual classroom - improving access and independent learning for children with language and communication support needs.

- c) enhanced child planning and support - taking into account the particular needs of children with autism.
  - d) Emotion Talks a systematic approach to promoting children's understanding of feelings and behaviour.
- 3.20 Phase 2 was directed to integrating our approach to Additional Support Needs with our wider approach to supporting children in need, as part of our approach to getting it Right for Every Child. This included the introduction of a single child's plan. In parallel with this, we are streamlining access to services to enable timely and progressive support, high quality and equitable approaches and best use of resources.
- 3.21 Phase 3 builds on the above to enable a new collaborative approach to be developed locally with school clusters. From August 2015, ASL cluster teams will be established. Alongside this, budgets to provide additional support previously allocated centrally will be devolved to clusters. These changes will enable a new collaborative approach to respond to need in a local context closely linked to school improvement processes.
- 3.22 Special schools have continued to raise attainment and achievement over the last few years and have developed models of collecting and analysing information and data within a consistent framework to identify strengths and next steps for development in performance.
- 3.23 There have been a number of successes and achievements which demonstrate the increasing capacity in special schools to develop staff, their community and to raise attainment and achievement. Special schools have continued to achieve success in the widely recognised Junior Award Scheme Scotland (JASS), Duke of Edinburgh Awards and Eco Schools Awards and have further demonstrated success in terms of participation and achievement at both school and individual levels across an outstanding range of local and national awards and events.
- 3.24 All special schools continue to learn and support each other to improve outcomes for learners. Joint continuing professional development takes place and there are many more opportunities for professional dialogue within and across the schools. Each year, for the last two years, a continuing professional development session for teachers across the special schools has taken place, including a keynote presentation from Education Scotland. Each school presented a workshop activity in an area of work which supported raising attainment and achievement. Over 130 staff attended each event including staff from the secondary resources and the primary language classes. The evaluations were very positive and many areas of effective practice have been shared and developed across the schools.

### **Schools in Challenging Circumstances**

- 3.25 In 2014 the new senior phase benchmarking tool called 'Insight' was implemented which has four attainment measures. Two of these focus directly on closing the gap: Improving Attainment for All and Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers. This



session all secondary schools were issued with pupil data related to the deciles linked to the Scottish Index of Multiple Deprivation.

- 3.26 Significant improvements in outcomes for pupils have been achieved in both Craigroyston and Wester Hailes Education Centre. The recent inspection of Craigroyston Community High School praised the community for their shared vision which focuses on securing positive destinations for all young people; strong engagement of partners in the development and delivery of the curriculum; coordinated and high quality support for young people and their families; staff and partners leading developments to improve the quality of young people's learning; and young people who are increasingly ambitious for their future. In order to improve outcomes for learners at Castlebrae Community High School a robust action plan has been implemented and a progress report was presented to the Education, Children and Families Committee on 9 December 2014. In addition, Education Scotland published a letter on 13 January 2015 outlining that a further inspection visit will take place no later than 30 November 2015.
- 3.27 We are committed to closing the attainment versus deprivation gap and we regularly share best practice through our Head Teacher networks. During session 2013-14, the schools which have made the most progress towards improving outcomes for learners in the lower deciles are Firrhill (SIMD 1-3, Holy Rood (SIMD 1-5) and St Thomas of Aquin's (SIMD 1-4). In session 2014, the City of Edinburgh performed higher than the national levels for Attainment for All in all three measures as follows: 38 average total tariff points above the national figure for Attainment for All: highest 20%; 23 average total tariff points above the national figure for Attainment for All: middle 60%; and 10 average total tariff points above the national figure for Attainment for All: lowest 20%.
- 3.28 A full picture of the latest performance in attainment is available on the agenda in the Educational Attainment 2014 report.

### **Leadership and Professional Development**

- 3.29 Highly effective leadership is central to school improvement and during session 2013/14 a series of Curriculum for Excellence Head Teacher and Depute Head Teacher networks continued with the commitment to sharing best practice. In addition, through the work of the self-improving system the role of leadership and effective networks in improving schools is central and a wide range of CPD opportunities are offered to staff at all levels through the annual CPD directory.
- 3.30 'Teaching Scotland's Future' has driven much of the work related to this area in the past 12-18 months. Actions from this report outlined a need to develop leadership, to enhance professional learning and at the heart of this to review and update professional review and development procedures. Additionally, to ensure that teachers remain skilled in their posts and continue to learn and develop the system of Professional Update was established.
- 3.31 In addition the professional standards for teachers were reviewed and revised. The 3 new Standards (Standards for Registration, Standard for Career-long

Professional Learning and Standards for Leadership and Management) were published and in place for August 2014.

- 3.32 Professional Update is based on effective, consistent Professional Review and Development and high quality professional learning. It is focused on outcomes for a teacher's own learning and development and also on improving outcomes for children and young people.

## **Parental and Pupil Engagement**

### **Parents/Carers**

- 3.33 There has been significant progress in strengthening parental engagement in education including:
- New Parental Engagement Strategy was approved by Committee.
  - New approach to parental representation through neighbourhood groups and CCwP in operation and involving more parents.
  - Parent Councils operating effectively in schools across Edinburgh.
  - 4,600 parents/carers completed the parent/carer survey in 2013/14 – an increase of 16% on the previous year. More parents/carers strongly agreed that their views were asked for by schools and that their views are taken into account. Each participating school received a report of its parents/carers' views – these reports inform the development of school improvement plans.
  - A project to work with parents/carers to identify barriers to their involvement is planned in several primary schools in deprived communities in Edinburgh.
- 3.34 Education Scotland has highlighted Edinburgh's very effective structures for engaging parents.

### **Pupils**

- 3.35 Education Scotland noted that elected representatives and officers promote the voice of young people in Edinburgh. There are strong and continually improving arrangements in place to seek the views of and engage young people in decision making.
- More than 12,000 primary school pupils completed the Pupil Well-being Questionnaire in 2012/13 and almost 3,000 secondary pupils completed the 'About your school' survey. The surveys are being run again this year. Each participating school received a report of its pupils' views – these reports inform the development of school improvement plans
  - A series of focus group of pupils with disabilities was carried out in schools across Edinburgh as a follow-up to the pupil survey. Findings from the focus groups have been reported to participation schools and improvement actions identified.
  - Pupil councils operate across Edinburgh schools.

- The Youth Participation Team engages with young people in a range of participation activities such as participation mentors, action research projects and youth gatherings, as well as supporting Members of the Scottish Youth Parliament. A detailed report on this work is later on the agenda.
- 3.36 A full outline of the outcomes of the pupil and parent survey can be found in Appendix 3 of this report.

### **Resources**

- 3.37 The Council has protected education services from any further significant budget reduction in the 2015/16 budget. Spend per pupil at primary and secondary level is relatively low. Despite this educational attainment is above the national average and comparators in most measures. There has been significant investment in the ICT infrastructure in schools in recent years with many of Edinburgh's schools now judged to be sector-leading in this area.
- 3.38 Since October 2013 there have been a number of developments in the school estate with the projects to deliver the new Portobello, James Gillespie's and Boroughmuir High Schools and the significant extension to Kirkliston Primary School now being under construction. Full details regarding all developments is included in the most recent [Capital Coalition Pledges Monitoring Report](#) which was considered by Council on 20 November 2014; Pledges 3 and 4 are the most relevant.
- 3.39 In addition, the latest [Children and Families Asset Management Plan 2014](#), approved by the Education, Children and Families Committee on 9 December 2014, identifies the significant capital expenditure that will be made in the Children and Families estate in the next five years. However, there remain significant financial challenges due to the continued requirement to upgrade the Children and Families estate and hence many currently unfunded investment priorities also exist. A full assessment of these issues is also provided in the Asset Management Plan.

### **Summary**

- 3.40 There has been good progress in implementing our Vision for Schools in Edinburgh. Educational attainment has improved significantly since 2007 and is now above the national average and comparators on most measures. There is strong commitment to meeting the needs of vulnerable children. There is also recognition of the importance of children's wider achievement and highly valued opportunities for music, sport, youth work and the development of children's healthy lifestyles have been maintained.
- 3.41 Education Scotland feedback positively about Education Services in Edinburgh highlighting the Council's effective political and managerial leadership with a clear vision for education, the commitment to parent and pupil engagement, the effective implementation of Curriculum for Excellence and strong promotion of children's wider achievement. It judges education services to be "green", of low risk and with sound capacity for continuing improvement.

- 3.42 The service has a good understanding of its strengths and also of the areas which still require improvement. This self-evaluation is informed by good quality performance information, a restructured and strengthened Quality Improvement Team, and feedback from Head Teachers, parents and pupils.
- 3.43 The following areas are identified as priorities for development and will be the subject of future reports:
- 3.43.1 Moving schools from “good to great” with a particular focus on:
- supporting the further development of leadership at all levels.
  - supporting the continuing development of high quality teaching.
  - reducing the variability in performance across primary schools.
  - continuing the improvement in positive destinations.
- 3.43.2 Continuing and sustaining improvements in educational attainment with a particular focus on:
- Improving outcomes for the lowest achieving 20% of children
  - Children living in areas of deprivation
  - Children looked after
  - Young carers
- 3.43.3 Continuing to strengthen support for children with additional support needs/disability.
- 3.43.4 Continuing to improve the quality of early years services, implement more flexible option for parents; develop more provision for 2 year olds; continue to identify and support children and families as early as possible; develop a high qualified and structured workforce.
- 3.43.5 Continuing to develop and upgrade the school estate so that, in the context of rising rolls, there are sufficient places for children to attend their catchment school and all schools in Edinburgh are graded B or above for condition.
- 3.44 The update to the Action Plan for the vision which was drawn up in accordance with the points identified in paragraph 2.4 of the 2013 report contains the points which are consistent with existing priorities and where details of these can be found (Capital Coalition Pledges 1-7, the Children and Families Service Plan and the Key Strategic Priorities for Schools Plan). The update to the original plan is included at Appendix 4. The plan for session 2015/16 will be integrated into the Children and Families Service Plan.

## **Measures of success**

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- 4.1 The Vision for Schools is incorporated into the planning and practice of schools across the city and integrated into the Children and Families Service Plan. The key measure of success will be in improved outcomes for children and young people.

## **Financial impact**

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- 5.1 There are no financial impacts arising directly from this report.

## **Risk, policy, compliance and governance impact**

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- 6.1 There are no adverse impacts arising from this report.

## **Equalities impact**

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- 7.1 The findings and recommendations in this report should lead to greater equalities for children and young people attending, and staff working in, City of Edinburgh Schools by helping to identify where improvements can be made.

## **Sustainability impact**

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- 8.1 There are no impacts on carbon, adaptation to climate change or sustainable development arising directly from this report.

## Consultation and engagement

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- 9.1 Extensive consultation and engagement has taken place throughout the process of gathering the data for this report. This has included feedback from schools through their Head Teachers, staff and Education Scotland.

## Background reading/external references

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## Links

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<b>Coalition pledges</b>	<p>P2 – Hold the maximum P1 class size at 25 and seek to reduce class sizes in line with Scottish Government recommendations</p> <p>P3 – Rebuild Portobello High School and continue progress on all other planned school developments, while providing adequate investment in the fabric of all schools</p> <p>P4 – Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</p> <p>P5 – Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p>
<b>Council outcomes</b>	<p>CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</p> <p>CO6 – Our children’s and young people’s outcomes are not undermined by poverty and inequality</p>
<b>Single Outcome Agreement</b>	<p>SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential</p>
<b>Appendices</b>	<ol style="list-style-type: none"><li>1 Vision for Schools</li><li>2 Education Scotland Feedback</li><li>3 Parent/Carer Survey findings</li><li>4 Action Plan</li><li>5 Measuring Progress</li></ol>

## Appendix 1

### **CITY OF EDINBURGH COUNCIL**

#### **Vision for Schools in Edinburgh**

**Our vision is for all children and young people to enjoy their childhood and achieve their potential**

Our ambition is for all children and young people in Edinburgh to:

- have the best start in life;
- be physically and emotionally healthy;
- be successful learners, confident individuals, and responsible citizens making a positive contribution to their communities; and
- leave school into a positive destination well prepared for work, leisure, family life and lifelong learning.

#### **Best Start in Life**

We have high quality early years provision in Edinburgh delivered through a combination of nursery schools, nursery classes, partner providers and Child and Family Centres. This will continue to be one of our highest priorities and we are determined to strengthen our provision further so that all children have access to early learning & childcare and family support from the age of three and vulnerable children have this from birth.

The Government's recent commitment to extend early learning and childcare to 600 hours per child per year will significantly strengthen early years provision for all young children and their families. The Capital Coalition has made a commitment to increasing affordable childcare through the development of Childcare Co-operatives. In addition to this, we recognise the need to strengthen support pre-birth and in early years for vulnerable children and families. The Government's commitment to early learning and child care for vulnerable 2 year olds and the Early Years Change Fund provide a real opportunity to do this.

We want to strengthen support for children in early years. This will be achieved by:

- developing more early years services linked to schools e.g. more schools to have a nursery or playgroup;
- developing integrated learning and childcare so parents have access to nursery education and wrap around childcare all year round;
- increasing the availability of affordable childcare, e.g. through the development of Childcare Co-operatives;
- early identification and support for children and families who need extra help;
- support for parents e.g. PEEP groups, Incredible Years, Mellow Parenting;
- strengthening health services particularly health visiting services;
- targeting support to areas of greatest need;
- improving support for early language and literacy; and
- effective transition from early years to school including nursery staff working in Primary 1 and vice versa.

## **Successful Learners. Confident Individuals. Effective Contributors. Responsible Citizens**

Schools in Edinburgh already provide a high quality education for their pupils. Educational attainment at Highers and Advanced Highers is in the top quartile for Scotland. This is an especially impressive achievement given the high level of pupils in the independent sector at secondary level. We are ambitious for our educational service and for our pupils. We are determined to improve further from 'good' to 'excellent'. We will also develop our focus on wider achievement in schools, ensuring that it has a much higher profile and that its hugely important contribution to young people's learning and development is recognized and acknowledged.

There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for children and young people in Scotland. We recognize that it needs time to become consolidated and we need to ensure consistent and effective implementation in a way that secures:

- high quality teaching and learning in every classroom;
- a broad and balanced education;
- high standards of educational attainment which are internationally competitive; a strong focus on recognizing and placing higher value on children's wider achievements;
- strengthening support for literacy and numeracy; and
- effective progression and transition from early years through school to post school
- educational outcomes which equip young people for lifelong learning and work

This will be achieved by:

- increasing confidence of parents and staff in CfE, including effective arrangements for reporting at all stages, arrangements for profiling at P7 and S3, and new national qualifications;
- improving arrangements for effective transition and progression;
- strengthening arrangements for self-evaluation, including monitoring quality of teaching;
- national benchmarks to assess progress in improving outcomes for children, particularly at primary and lower secondary and especially for literacy and numeracy and including 'added value' measures;
- ensuring a shared understanding of standards through effective arrangements for assessment, moderation and reporting to parents;
- strengthening support for staff so there are opportunities for sharing standards and good practice;
- considering delivery of Advanced Higher consortia arrangements, including use of technologies, shared campus model, involvement of universities;
- investing in opportunities for wider achievement including Active Schools, music, sports, outdoor education;
- holding the maximum P1 class size at 25 and seeking to reduce class sizes in line with government recommended actions; and
- improving engagement and communication with parents about Curriculum for Excellence.



## **Healthy Children**

Physical and emotional health are recognized as essential for enjoyable and successful lives. All of our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.

## **Improved Life Chances for Children in Need**

We will further develop this priority and continue to raise the attainment of the lowest achieving 20% of pupils and narrow the attainment gap between the highest and lowest achieving children. We recognise the important role of special schools. We also want to strengthen support for children with additional support needs, including those with emotional and behavioural needs, within mainstream schools. We want to reduce the need for children to be excluded from school and reduce the number of children who are absent from schools. We are determined to achieve this whilst ensuring that all children and young people are supported to achieve their potential.

This will be achieved by:

- strengthening support for children and families from pre-birth through childhood, e.g. including Family Nurse Partnership, Prepare, parenting;
- implementing CFE with the focus on personalised learning and skills for life;
- implementing Getting it Right for Every Child with its focus on early identification and intervention, single assessment, single plan and lead professional;
- strengthening the role of lead professional and key worker ensuring sufficient time for continuity of support and effective relationships between lead professional and child and family;
- ensuring that staff have the necessary skills to engage with pupils with emotional and behavioural needs including whole staff training;
- whole system prioritisation to tackle the issue of drug and alcohol misuse in parents and young people;
- strengthening support for children with emotional and behavioural needs in schools e.g. Audit hours, behaviour support teachers, in-school learning units, learning support assistants, nurture programmes, Improving Relationships programme, Growing Confidence, Rights Respecting Schools, Place 2 Be, solution focussed/restorative approaches;
- strengthening joint agency support for schools to meet children's needs e.g. support services working effectively around each school cluster so that each cluster has a social worker, youth worker, school nurse, health worker, welfare officer, psychologist, active schools co-ordinator, and police officers etc
- developing a directory of services in each cluster;
- ensuring a whole Council and joint agency approach to tackle poverty and inequalities in areas of deprivation e.g. Total Place initiative;
- protecting children from the adverse impact of benefits reform;
- strengthening multi-agency arrangement to improve school attendance including appropriate use of prosecution;
- developing more effective partnerships with health, housing, social work, voluntary sector;

- strengthening support for looked after children;
- increasing support for vulnerable children, including help for families so that fewer need to go into care;
- strengthening engagement with and support for parents, especially those who are hardly reached e.g. home school link workers; and
- targeting resources to children and schools in areas of greatest need, including strengthening support for positive action schools.

### **Schools in Challenging Circumstances**

We are determined to maximise our support for schools in challenging circumstances by:

- targeting additional resources to those schools and communities;
- implementing a Total Place approach so that all partners work together more effectively to improve outcomes for children and young people;
- managing school catchment areas to secure, as far as possible, comprehensive schools
- trial all year provision in areas of the city e.g. through summer/holiday provision including community based activities;
- trialling all year provision in areas of the city and
- trialling family/ vertical groupings in schools as a method of supporting positive behaviour and learning.

### **School Leavers**

We are determined to ensure that all young people in Edinburgh leave school into positive and sustained destinations in education, employment or training. We need to do more to ensure that education meets society's future needs e.g. economic development, skills for lifelong learning, future patterns of employment, and skills required by employers. A high priority will be to develop stronger links with Further and Higher Education and with employers, business and industry.

This will be achieved by:

- ensuring effective partnership working, particularly in the senior phase, including engagement with further and higher education, community learning and development and employers;
- leadership and resources at a Government and Council level to ensure that school leavers are prioritised for opportunities in further and higher education, employment and training;
- closer links between employers, colleges, universities and schools;
- learning from examples of good practice e.g. Edinburgh Guarantee;
- employers encouraged to support school leavers through jobs, internships, apprenticeships, work experience, mentoring;
- ensuring support for 16+ learning choices are more embedded within schools and across partner organisations; and
- improved information for young people about the opportunities available and for employers about how they can help.

### **Schools at the heart of their communities**

Schools have a key role to play at the heart of their communities. There is significant potential to:

- develop all schools as community schools providing learning opportunities and

- services for their community;
  - develop and strengthen school clusters as the hubs for the delivery of a range of support services and partnership working (link police officers, social workers, youth work, adult education, parenting, family support, health services, active schools etc);
  - provide resources to clusters through DSM to encourage more partnership working;
  - open up school facilities and resources for the benefit of their communities (playing fields, sport and leisure facilities, adult education), extend after hours provision and ensure that all schools are welcoming places;
  - strengthen links between home and school e.g. family link workers, support for parents to achieve qualifications;
  - review arrangements and funding for school lets so that they are more affordable for community groups; and
  - strengthen community capacity building e.g. Time Bank initiative in West Edinburgh;
  - strengthen links between schools and local employers.
- Promote a city-wide culture of learning

## **Leadership**

Strong and effective leadership of schools is key to achieving our vision for schools and improving outcomes for our young people. We already have strong leadership of our schools but there is more that we can do to support our leaders further:

This will be achieved by:

- leadership based on partnership between senior officers centrally and head teachers as senior officers in their communities;
- Investing in effective recruitment and high quality, inspiring professional development;
- ensuring strong networks of support and challenge across schools, including opportunities for staff to move between schools;
- ensuring that leaders have access to work shadowing, coaching and mentoring including external mentors;
- strengthening succession planning for Heads and Deputes;
- ensuring regular and effective appraisals;
- strengthening the self-evaluation in schools based on good practice already in place across the Authority;
- building the capacity of school leaders at all levels; and
- ensuring that management structures support the delivery of Curriculum for Excellence
- Developing a more unified school management style
- ensuring opportunities for rewarding staff for wider leadership roles;
- ensuring flexibility and career progression opportunities for all staff in schools e.g. learning support assistants, business managers.

## **Professional Development**

Staff are our most important resource and investment in their development is key. We want to strengthen support for development of staff including:

- rotation of head teachers and of other staff as a voluntary opportunity to experience practice in different settings ;

- increased opportunities for all staff to move between schools to support wider professional development;
- exploring greater use of external and non-teacher trained professionals alongside teachers bringing in a range of talent, skills and support;
- high quality professional development backed by research;
- improving initial training so failing students are not allowed to progress to probation, and implementing further measures to deal with 'failing' teachers;
- increased opportunities for learning between schools e.g. sharing good practice and developing innovative practice; and
- secondment of staff to work in each other's schools and at the centre.

### **Parental and Pupil Engagement**

We recognise that strong parental and pupil engagement in the life of the school has significant benefits in terms of the quality of education that we provide. We would like to strengthen parental and pupil engagement in schools.

This will be achieved by:

- regular feedback from parents and pupils;
- good quality information for parents and pupils;
- parental and pupil engagement in decision making at school, local and authority level;
- parents encouraged to share their skills with pupils, e.g. skills for work, knowledge about employment ; and
- strengthening arrangements for hardly reached parents and raising their ambitions for their children.

### **Resources**

Everyone understands that resources are constrained. The challenge is for the Council to make the best use of its resources in order to achieve its vision for schools.

There has been significant investment in the school estate over the last decade but there are still schools where there are concerns about the condition or suitability of the building. The Council needs to invest in its school buildings to ensure that, over time, all schools come up to the standards of the best. We will rebuild Portobello, James Gillespie's and Boroughmuir High Schools and continue progress on all other planned school developments while providing adequate investment in the fabric of all schools.

Despite the rising primary roll and the pressure in some primary schools across the city, there are still almost 5,000 empty school places across the primary estate. We will draw up a long-term strategic plan to tackle both overcrowding and under use in schools. There is a need to promote "local schools for local pupils" so that increasingly parents want to send their child to their local school. Parental expectation needs to be managed as it is clear there will be fewer places in schools for non catchment children in future.

The Council has invested £5m in the ICT refresh for schools. This now needs to be implemented in a way that makes maximum use of this investment and moves Edinburgh schools to the forefront of technological development including:

- ICT infrastructure which is secure and reliable
- more accessible VLE
- strategy in place for support for 1 to 1 technology

- arrangements for sharing best practice
- addressing issues regarding SEEMIS and GLOW
- development of a strategy for post 2016.

In order to make the best use of resources, we will:

- ensure maximum flexibility for Head Teachers to deploy resources to needs
- maintain business support for schools so that Head Teachers and teachers are able to focus on leadership and teaching & learning;
- improve the use of technology for business support e.g. SEEMIS, pupil tracking arrangements, financial systems; and
- strengthen and simplify support arrangements for Head Teachers including HR, property services and ICT.

**Education Scotland**  
**Edinburgh City Council Education Authority**  
November 2014

## Key Messages

**Summary:** Overall risk relating to education continues to be low

### Positive

- Clear vision and priorities
- Effective political and managerial leadership which sets a clear vision and a focus on improving outcomes
- Open and positive relationship with Education Scotland
- A restructured and strengthened quality improvement team is in place and making a difference schools are receiving more consistent support and challenge
- The self-improving schools work shows promise
- Welcome decision to protect education budgets from cuts
- Significant investment in school estate over the last decade
- Strong corporate approach to improve positive destinations. (10% increase over last 4 years)
- Strong commitment to Looked After children
- Promotion of wider achievement continues to be strong
- Implementation of Curriculum for Excellence is well led
- The Council has a well developed Literacy strategy and is one of four National Literacy Hubs
- The Council is well ahead with its preparations for 1+2 policy for modern foreign languages
- Overall the social work service provides effective help and support
- The implementation of GIRFEC is assisting staff to provide help and support
- The authority provides a good range of CPD
- Positive learning community inspections
- Strong scrutiny of budgets and service performance
- Strong strategic drive to strengthen partnership work
- Very effective structures for engaging parents
- Health promotion in schools continues to be successfully implemented
- Elected representatives and officers promote the voice of young people

- The service has sound capacity for continuing improvement

## **Areas for Development**

- Moving from 'good' to 'great'
- Continuing and sustaining improvements in attainment
- Performance across schools, particularly in the primary sector, continues to be variable though improved management arrangements mean schools are receiving more consistent support and challenge
- Need to embed culture of self-evaluation across all schools
- The Council is developing a similar approach to numeracy as it did with literacy
- The authority wants to strengthen leadership training for Curriculum Leaders
- In some cases children who need extra help are missing out or do not get help quickly enough
- Plans for children need to be more outcome focussed

## Parent/carer and pupil feedback

### Feedback from parent/carer survey 2013/2014

4,607 parents/carers responded to last year's (2013/2014) survey, an increase of 16% on the previous year.

Surveys now alternate between parents/carers one year and pupils the next, so pupils are currently being surveyed. Their response will be reported on in March.

### Strengths

Parents/carers are very satisfied with schools, with more than 90% agreeing that their child enjoys learning at school, that their child feels safe at school and that school helps their child to be more confident.

A majority of parents/carers responded positively to all 14 statements – with the percentage of those agreeing ranged from 94% to 64%. Responses are positive across the sectors with parents/carers of nursery and special schools appearing to be the most satisfied (although on a lower sample of responses).

The differences in the previous year's responses between parents/carers of children with additional support needs and other parents/carers appear to have reduced.

### Areas for improvement

Parents/carers are less likely to agree that the school asks for their views (75%) or takes them into account (64%) than other statements. One in four parents/carers either disagreed or were unsure if schools asked for their views and about one in three either disagree or are unsure if their views are taken into account. Although these issues were also present in the previous year's response, the number of parents/carers strongly agreeing that the school asks for their views and takes them into account did show an increase.

75% of parents/carers agreed that the school kept them well-informed about their child's progress, with 20% disagreeing.

Only 68% of parents/carers agreed that their school has the resources it requires to deliver a high quality education, with 22% disagreeing.

**Please note that the information below on the views of pupils is taken from the pupils surveys carried out in the year 2012/2013.**

### Secondary school pupils

#### Strengths

The majority of pupils responded positively to 20 of 22 survey statements.

Pupils agreed that:

- Staff expect me to take responsibility for my own work in class (93%)
- I expect to be able to get a job, college, training or university place when I leave school (92%)
- I am getting along well with my school work (87%)
- I get help when I need it (84%)



### **Areas for improvement**

Over one third of pupils disagreed that staff talk to them regularly about how to improve their learning, or that they take part in out-of-class activities or school clubs. Over 40% of pupils did not feel that the pupil council is good at getting improvements made in the school (17% 'don't know'), that they have a say in making the way they learn in school better (12% 'don't know') or that school encourages them to make healthy food choices.

### **Primary school pupils**

Primary schools undertake the Pupil Well-being Questionnaire which is designed to help gain a deeper understanding of the emotional health and well-being of pupils rather than to find out their views on strengths and areas for improvement. Nevertheless some of the results are relevant with pupils more likely to agree this year than last year that:

- I enjoy being in school (81%)
- Adults in our school set a good example (91%)
- I think my teacher cares about me (88%)
- My teacher talks with me about how I can make my work better (81%)

**Vision for Schools Action Plan – progress March 2015**

<b>Best Start</b>	<b>Aileen Mclean</b>
We are determined to ensure that all children have the best start in life. All eligible 3 and 4 year olds will have access to high quality early learning and childcare in line with the requirements of the Children and Young People (Act 2014). This will also be available for eligible two year olds and children under two who are vulnerable.	
<b>Pledge 06: Establish city-wide co-operatives for affordable childcare for working parents</b>	
<b>Strategic Outcome 1: Our children have the best start in life, are able to make and sustain relationships and are ready to succeed</b>	
	<b>Progress report / further detail</b>
Importance of Early Years and Early Intervention	<a href="#">Early Years Change Fund – Progress update on Year Two, Children and Families Committee, 20 May 2014</a>
Ensure early Intervention and support continues throughout the entire school programme	<a href="#">Early Years Change Fund – Progress update on Year Two, Children and Families Committee, 20 May 2014</a>
Meet the increased entitlement to 600 hours	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a>
Further develop transition from nursery to primary	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a>
Further develop affordable childcare	<a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014
Improve the focus on Early Years and parental engagement	<a href="#">Early Years Strategy Progress Report, Children and Families Committee, 20 May 2014</a> <a href="#">Parental Engagement, Children and Families Committee, 11 September 2014</a> <a href="#">Parental Engagement Strategy and Action Plan</a>

<b>Successful Learners, Confident Individuals, Effective Contributors, Responsible Citizens</b>	<b>Karen Prophet</b>
Schools in Edinburgh already provide a high quality education for their pupils in which all children are encouraged to achieve their potential. Attainment at Highers and Advanced Highers is in the top quartile for Scotland. We will improve further from 'good' to 'excellent', and continue to value wider achievement as key to a fully rounded education. There is full support for Curriculum for Excellence and its potential to make a real difference to outcomes for all children and young people in Edinburgh.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Consolidate Curriculum for Excellence	Educational attainment – Education, Children and Families, 3 March 2015 <a href="#">Early Years Strategy Progress Report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014
Recognise and profile wider achievement as part of a broad and general education	Educational attainment – Education, Children and Families, 3 March 2015 <a href="#">Sports and Outdoor Learning Unit</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">International Unit</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Responsible Citizenship - Volunteering in Schools</a> – Education, Children and Families Report, 10 December 2013
Place a greater focus on the quality of teaching and learning	Educational attainment – Education, Children and Families, 3 March 2015
Strengthen support for children with additional support needs	<a href="#">Additional Support Needs Planning and Performance Update 2013 - Follow up report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee May 2014
Develop a city-wide culture of learning	Community Learning and Development strategic plan for the city is currently in development.

Increase and develop contact time in classroom with non-teaching professionals	This work requires further engagement in order to develop actions going forward
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<b>School Leavers</b>	<b>Karen Prophet</b>
We will ensure that all of our young people receive an education that meets the future needs of our communities, society and economy and prepares them for work, leisure, family life and lifelong learning. We will continue to increase the number of school leavers in positive destinations.	
<b>Pledge 07: Further develop the Edinburgh Guarantee to improve work prospects for school leavers</b>	
<b>Strategic Outcome 6: Our children's and young people's outcomes are not undermined by poverty and inequality</b>	
	<b>Progress report / further detail</b>
Continue to develop the Edinburgh Guarantee and Activity Agreements	<a href="#">The Edinburgh Guarantee Web Pages</a> <a href="#">Improving positive destinations</a> – Education, Children and Families Committee, 11 September 2014

<b>Healthy Children and Young People</b>	<b>David Bruce</b>
Physical and emotional health are recognised as essential for enjoyable and successful lives. All our children and young people will have access to regular and high quality sport, physical activity and outdoor learning at all stages, and support with mental health and wellbeing, and with healthy lifestyle choices.	
<b>Strategic Outcome 4: Our children and young people are physically and emotionally healthy</b>	
	<b>Progress report / further detail</b>
Further develop and strengthen sport, physical activity and outdoor learning provision	<a href="#">Sports and Outdoor Learning Unit</a> – Education, Children and Families Committee, 11 September 2014
Further develop support with Mental Health and Wellbeing	Children and Young People's Health and Wellbeing <a href="#">Report to Education, Children and Families Committee, 05 March 2013</a>

Raise awareness of and educate about healthy lifestyle choices, including healthy eating and promoting greater take-up of school meals	<a href="#">Free School Meals</a> - Education, Children and Families Committee, 9 December 2014 <a href="#">Food for Life Accreditation in Edinburgh Schools</a> – Education, Children and Families Committee, 20 May 2014
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<b>Schools at the Heart of their Communities</b>	<b>David Bruce / Karen Prophet</b>
Schools provide a focal point for community life. We will encourage local parents to choose to send their children to their local school. We will develop schools as a community resource for a range of valuable local services, including, where appropriate childcare, adult learning, youth work, and sports and leisure activities.	
<b>Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve the collective approach to partnership and multi-agency working so that all agencies work together in the interests of getting it right for every child	<a href="#">Children's Partnership Web Pages</a>
Build stronger links with FE/HE, and employers, business and industry	<a href="#">The Edinburgh Guarantee Web Pages</a>
Develop more effective joined-up services (e.g.Total Neighbourhood)	<a href="#">Children's Partnership Web Pages</a> Integrated Children’s Services – Education, Children and Families Committee, 3 March 2015 Total Craigroyston – Education, Children and Families Committee, 3 March 2015
Reduce barriers to reaching the most vulnerable and hard-to-reach sectors of society	A new project was recently implemented to support hardly reached parents by removing barriers to their children’s learning by supporting the home learning environment.
Improve the quality of education from “good” to “excellent”	The following five levers are essential to raising attainment: the quality of teachers; the quality of leadership; robust tracking and monitoring; involvement of parents in their child’s learning and the importance of the learner clearly understanding how they are doing and what they need to do next in order to improve their learning. These key levers have been incorporated into our strategies for further improvement.

Continue to improve community engagement	<a href="#">Review of Community Access to Schools</a> – Education, Children and Families Committee, 20 May 2014
Understand and address the reasons why so many parents make out of catchment requests. Encourage local children to attend local schools	Children and Families recently ran successful campaigns to encourage families to send their children to their catchment school
Highlight the role and impact of social mix on educational attainment	This work requires further engagement in order to develop actions going forward

<b>Improved Life Chances for Children in Need</b>	<b>Alistair Gaw</b>
We are determined to reduce inequalities and provide high quality, appropriate support for all children and young people who need extra help, as soon as it is needed and for as long as it is needed. We are determined to improve the attainment of the lowest achieving children in Edinburgh and ensure that the attainment gap between highest and lowest achieving pupils is narrowed.	
<b>Pledge 01: Increase support for vulnerable children, including help for families so that fewer go into care</b>	
<b>Strategic Outcome 3: Our children and young people in need, or with a disability, have improved life chances</b>	
	<b>Progress report / further detail</b>
Improve outcomes for the lowest achieving 20% of children	Educational attainment 2014 – Education, Children and Families, 3 March 2015.
Improve support for pupils with Additional Support Needs	<a href="#">Additional Support Needs Planning and Performance Update 2013 - Follow up report</a> – Education, Children and Families Committee, 20 May 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee May 2014
Place greater emphasis on the needs/experiences of disabled pupils, with more joined-up services	<a href="#">Support to Children with Disabilities</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Progress of the Implementation of Self-Directed Support</a> – Education, Children and Families Committee, 20 May 2014
Improve the link between poverty and attainment	All schools are now tracking pupil progress by SIMD. A further report on attainment and deprivation will be presented to Committee in October 2015.
Provide Early intervention and support throughout entire school career	<a href="#">Early Years Strategy</a> ; <a href="#">Additional Support Needs; Planning and Performance Update</a> .

Develop the skills for learning, life and work required for young people in special schools to move into and sustain an appropriate post-school destinations	<a href="#">Improving positive destinations</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Special Schools</a> progress report – Education, Children and Families Committee, 20 May 2014
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<b>Schools in Challenging Circumstances</b>	<b>Karen Prophet</b>
We will maximise our support for schools in challenging circumstances enabling them to develop innovative and creative multi-agency approaches towards improving outcomes.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b> <b>Strategic Outcome 6: Our children’s and young people’s outcomes are not undermined by poverty and inequality</b>	
	<b>Progress report / further detail</b>
Improve equality and work to close the gap between children and schools in poorer areas and those in other parts of the city	Improving the outcomes for children living in the most deprived areas of the city is a key priority for the Council. A report will be scheduled to come to Committee.
Develop innovative and creative multi-agency approaches for improving outcomes	<a href="#">Children's Partnership Web Pages</a>
Enable and encourage the best teachers to be deployed where they are most needed	This work requires further engagement in order to develop actions going forward.

<b>Supporting and Ensuring Excellence</b>	<b>Karen Prophet</b>
<b>Leadership</b>	
We will ensure that all of our schools have strong and effective leaders who are improving outcomes for children and young people. We will strengthen our support for leadership at all levels through a comprehensive programme of leadership development and collaboration.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Develop a greater understanding of the work/roles of head teachers and investigate opportunities for exploring good practice	Sharing best practice is central to improving outcomes for learners and we deliver an annual programme of Head Teacher, Depute Head Teacher and subject networks. Last session, the <i>good to great</i> self improving systems was developed in order to establish a strategic approach to securing continuous improvement.
Incentivise Head Teachers and teachers to work in schools in challenging circumstances	This work requires further engagement in order to develop actions going forward.
Provide a more unified school management style, and develop leadership at all levels	<a href="#">Implementation of Revised Secondary School Management Structures</a> – Education, Children and Families Committee, 9 December 2014
Strengthen support for school leadership at all levels	<a href="#">Implementation of Revised Secondary School Management Structures</a> – Education, Children and Families Committee, 9 December 2014
Give greater responsibility to head teachers and strengthen accountability	This work requires further engagement in order to develop actions going forward.












<b>Professional Development</b>	<b>Gillian Hunt</b>
Staff are valued as our most important resource, and investment in their development is a key priority. Opportunities for development will include sharing and experiencing good practice within Edinburgh and elsewhere.	
<b>Pledge 05: Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</b>	
<b>Strategic Outcome 2: Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</b>	
	<b>Progress report / further detail</b>
Improve initial training for teachers and ensure that students who don't meet standards don't progress to probation	Partnership working with local authorities and universities has strengthened following publication of 'Teaching Scotland's Future'. CEC now has a formalised partnership with the University of Edinburgh and 5 other local authorities. Two senior managers represent CEC on the Steering Group which meets every two months. Sub-groups comprising central officers and staff from schools take forward developments to continue improve initial teacher education. The partnership has become stronger, more focused and more effective. An Aspect Review by Education Scotland will take place in February 2015, and will identify good practice.
Ensure that all teachers are appropriately skilled	A comprehensive Directory of learning opportunities is provided. Staff carry out PRD and plan learning and development, supported by their line manager. Events such as the Edinburgh Learning Festival and the Scottish Learning Festival provide opportunities to share and learn from best practice.CEC have reviewed and revised PRD processes and paperwork which has been validated by GTCS. Professional Update will support the drive to continually improve the skills of teachers.
Ensure that staff feel valued and motivated	The biennial Employee Survey includes wellbeing questions such as morale and satisfaction with workloads. Analysis of this data is considered at Children and Families Senior Management Team and improvement activity identified and carried forward through the People Planning Steering Group.







Achieve the correct skills mix in schools to meet the needs of all children/young people	The CEC Employee Survey highlighted how staff feel about their work. Teachers reported higher levels of job satisfaction than any other group of staff. However, the Council requires to work on this area and all service areas have this in their People Plans.
Develop closer links between primary/secondary sectors and secondary/FE/HE sectors	<a href="#">The Edinburgh Guarantee Web Pages</a>
Create opportunities to move Head Teachers and other staff between schools, on voluntary basis, and create more mentoring and shadowing opportunities	This work requires further engagement in order to develop actions going forward.
Reduce unnecessary paperwork and increase time for direct work with pupils	The Council is committed to tackling bureaucracy and work is underway to develop improvement activity.

<b>Parental and Pupil Engagement</b>	<b>Moyra Wilson /David Maguire</b>
Strong parental and pupil engagement in our education service is key to improving outcomes for children. Parents, pupils and communities will be fully involved in shaping and developing learning and decisions affecting the life of their school.	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve Parental and Pupil Engagement particularly with those who are hard to reach and unengaged	<a href="#">Parental Engagement</a> – Education, Children and Families Committee, 11 September 2014 <a href="#">Parental Engagement Strategy and Action Plan</a> <a href="#">Engagement of Children and Young People in the Development of Services</a> – Education, Children and Families Committee, 20 May 2014

<b>Resources</b>	<b>Billy MacIntyre</b>
The challenge is for the Council to make the best use of its resources to achieve its vision for schools. This will include ensuring that school buildings are fit for purpose, with ICT resources which meet the needs of all learners and users.	
<b>Pledge 03: Rebuild Portobello High School and continue to progress on all other planned school developments, while providing adequate investment in the fabric of all schools</b> <b>Pledge 04: Draw up a long-term strategic plan to tackle both over-crowding and under use in schools</b>	
<b>Strategic Outcome 7: Providing quality services and making best use of our resources</b>	
	<b>Progress report / further detail</b>
Improve the school estate	<a href="#">Capital Coalition Pledges Performance Monitoring May-Oct 2014</a> , City of Edinburgh Council meeting, 20 November 2014 <a href="#">Rising Rolls</a> – Education, Children and Families Committee,9 December 2014 <a href="#">Children and Families Asset Management Plan</a> – Education, Children and Families Committee,9 December 2014 <a href="#">EC&amp;F Asset Management Programme</a> – Education, Children and Families Committee,9 December 2014 <a href="#">Primary School Capacity Pressure in South Edinburgh</a> – Education, Children and Families Committee,9 December 2014
Improve ICT systems and equipment	Significant progress has been made including £5m investment in school ICT.

## Measuring Progress

Description	Performance			Target	Status	Progress Note
	2011/12	2012/13	2013/14			
Percentage of children entering mainstream P1 with a baseline numeracy score of 85 or more	91%	91%	90%	92%		Age appropriate development measures for 0-5s and primary school age are being developed. These interim measures are based on the baseline numeracy and literacy tests at entry to P1.
Percentage of children entering mainstream P1 with a baseline literacy score of 85 or more	90%	89%	89%	90%		The introduction of the Kinship support team has improved capacity to support kinship carers. Performance is monitored on a monthly basis and the figure shown is that as at the end of July 2014.
Number of early learning and childcare hours per year provided for children receiving their entitlement in Local Authority pre-school provision	475	475	475	475		Current levels maintained. We will provide and secure 600 hours universal entitlement of quality early learning and childcare for 3 and 4 year olds, and for 2 year olds who are, or have been, looked after or in kinship care placements and to eligible 2 year olds in households in receipt of out of work benefits by August 2014.
Percentage of pupils gaining 5+ SCQF awards at Level 6	29%	29.7%	30.4%	30%		Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. The national average was 28.1%.
Percentage of pupils gaining 5+ SCQF awards at Level 6 in the 20% most deprived areas (Scottish Index of Multiple Deprivation)	7.8%	8.1%	8.7%	12.6%		Data is pre-appeal and the indicator is defined by the Improvement Service Benchmarking programme. The national average was 12.6% and is the target to be reached. The aim is to close the gap between those living in the most deprived areas and their peers across the city.
Percentage of half days attended by pupils in primary schools	95.2%	94.9%	95.5	94.9%		Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 94.9%.
Percentage of half days attended by pupils in secondary schools	92.1%	92.5%	93.0%	91.4%		Latest data relates to performance over the school year 2013/14, taken directly from SEEMIS, and shows improvement. No national data will be published for 2013/14. The national average in 2012/13 was 91.9%.
Number of young people participating in Duke of Edinburgh Awards (Gold, Silver and Bronze)	2,202	2,986	3,633	3,135		Record numbers of young people are participating in the scheme,
Number of young people achieving Duke of Edinburgh Awards (Gold,	N/A	432	616	457		Bronze 458, Silver 106 and Gold 52

Description	Performance			Target	Status	Progress Note
	2011/12	2012/13	2013/14			
Silver and Bronze)						
Percentage of primary schools delivering 2 hours quality curriculum PE (P1 to P7)	69%	84%	95%	100%		All schools should meet target by August 2014. Continued funding from SportScotland allows for a focus on developing quality curricular PE
Percentage of secondary schools delivering 2 periods quality curriculum PE (S1 to S4)	48%	65%	96%	96%		The 96% PE target for Secondary Schools relates to the current facility issues at Portobello HS which are unlikely to be overcome until the new school is built.
Percentage of school leavers from mainstream schools who go on to positive destinations	88.3%	91.4%	91.2%	92.3%		Data is for leavers from 2013/14 school session from mainstream schools. The target to reach the national average was met in 2012/13 but not in 2013/14.
Percentage of school leavers from mainstream schools who are in a follow-up positive destination	89.8%	91%	N/A	90%		Latest data shows that 91% of pupils were still in a positive destination, six months after leaving the 2012/13 school session from a mainstream school. Performance showed continued improvement from 83.1% in 2009/10 and exceeded the target level of 90% - the national average due to be reached by 2012/13.
Percentage of secondary school condition assessed at Level A or B	87%	91%	78%	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration' (11=A; 7=B). 2012/13 data is based on assumption of all Wave 3 schools being replaced. 2013/14 data does not include impact of Wave 3. National average for 2013/14 was 84%.
Percentage of special school condition assessed at Level A or B	100%	93%	100%	100%		Level A = 'Performing well and operating effectively'. Level B = 'Performing adequately but showing minor deterioration' (6=A; 6=B). 2012/13 data is based on assumption of all Wave 3 schools being replaced. 2013/14 data does not include impact of Wave 3. National average for 2013/14 was 73%.