

Education, Children and Families Committee

10.00am, Tuesday, 10 October 2017

Education Authority Improvement Plan

Item number	7.2
Report number	
Executive/routine	Executive
Wards	
Council Commitments	

Executive Summary

The Scottish Government has embedded the four outcomes contained within the National Improvement Framework within the guidance for the Education Scotland Act 2016, thus focussing the work of local authorities and schools on raising attainment, improving health and wellbeing, improving employability skills and closing the poverty related attainment gap.

The Education Scotland Act makes it a requirement that local authorities consult with stakeholders to achieve these aims, produce an annual plan and report on the impact of the plan each year.

The Education Authority Improvement Plan (Appendix 1) sets out actions at authority and school level. The Standards and Quality Report that informs the plan and the arrangements for consulting with stakeholders will be presented in separate reports.

Education Authority Improvement Plan

1. Recommendations

- 1.1 It is recommended that the committee approve the Education Authority Improvement Plan contained in Appendix 1.

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of outcome and address the four national improvement priorities.
- 3.2 Work of this nature has been ongoing across the authority for many years, however the actions have been contained in separate plans. The Education Authority Improvement Plan focuses on outcomes contained within the National Improvement Framework and clarifies actions for officers and schools.
- 3.3 Schools are expected to continue to use 'How Good is our School?' and 'How Good is our Early Learning and Childcare?' as the basis for self-evaluation. They are expected to identify actions across a timeline which will result in practicable plans within a 'tackling bureaucracy' culture.
- 3.4 While actions within the Education Improvement Plan are directed to address the priorities of the National Improvement Framework, they are also reflective of the City of Edinburgh context and articulate with the other planning frameworks, such as the Council Business Plan, the Children's Services Plan and the Council Commitments.
- 3.5 Raising attainment cannot be achieved by school staff alone, so the actions integrate work from across all of the Schools and Lifelong Learning Service, and embed national policy such as Getting it Right for Every Child.

- 3.6 In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious for all learners while improving outcomes for those affected by poverty, narrowing the attainment gap and barriers to wellbeing.

4. Measures of success

- 4.1 Measures of success are detailed in the plan, while the action plans sitting underneath each improvement area will also contain measures of success.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics. SQA results for other subjects will also be detailed.
- 4.3 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.4 The School Leaver Destination Report will provide information about the pathways of leavers.
- 4.5 Officers will also support schools to analyse data for disadvantaged learners facing barriers to learning and wellbeing.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to financial impact. Currently schools are in receipt of Pupil Equity Funding to address certain actions contained within the EIP. This funding and subsequent legislation may alter the Council's capacity to deliver some of the improvement actions. This will be discussed in greater detail in accompanying reports Fair Funding to Achieve Excellence and Equity and Pupil Equity Funding.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions. This will be discussed in greater detail in accompanying reports (Fair Funding to Achieve Excellence and Equity).

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 The recommendations of this report are focused on ensuring sustainability for Edinburgh's children and families. No negative impacts have been found.

9. Consultation and engagement

- 9.1 Extensive consultation will be required to ensure the Education Improvement Plan is fully effective. Work has been started to gather views and will be reported at a subsequent Education Committee meeting.

10. Background reading/external references

- 10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)
10.2 [National Improvement Framework for Scottish Education](#)

Alistair Gaw

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11. Appendices

1. Education Authority Improvement Plan

City of Edinburgh
Schools and Lifelong Learning
Education Improvement Plan
2017-18

Vision

Children's Services Plan 2017 - 2020

The Edinburgh Children's Partnership's **vision** is:

'Edinburgh's children and young people enjoy their childhood and achieve their potential'

Executive Summary

The Edinburgh Education Authority Plan has been written to ensure that the above vision becomes reality. It is both aspirational and inclusive, and makes use of a wide range of insight, which reflects the needs of our children and families. Central to each improvement theme is the need to reduce inequalities, so that all learners grow up in a child-friendly Edinburgh and become citizens of our thriving capital city. To do this we will be relentless in our drive to raise standards and strengthen our partnerships. We will seek out views, listen actively to our children and families and carefully measure the impact of the actions set. We will ensure that our staff are highly trained and well supported. Above all, we will nurture and develop a sense of aspiration for all of our children.

Alistair Gaw, Executive Director for Communities and Families

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Edinburgh's Context

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced (Council Business Plan)

Improve quality of life

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Our priority is to continue to **improve quality of life for all our citizens**

Ensure economic vitality

Edinburgh is home to the most successful and vibrant economy in Scotland, powering growth and jobs for a wide city region. Our priority is to strengthen our international competitiveness, **supporting inclusive growth and investment that benefits all our citizens**

Build excellent places

Edinburgh is a beautiful city with a rich historic build environment co-existing with first-class modern infrastructure. Our priority is to **maintain our city as an attractive place to live, work and visit**

Strategic Outcomes identified by Edinburgh's Children's Partnership

Strategic Outcome 1

Every child will have the best start in life

Strategic Outcome 2

Children and young people's attendance, engagement and achievement will be improved and the poverty related attainment gap will be reduced

Strategic Outcome 3

Every child and young person will have good wellbeing and achieve the best possible health

Strategic Outcome 4

Equity amongst children and young people and their families will be advanced

Strategic Outcome 5

Children, young people, their families and communities will be empowered to improve their wellbeing

Demographic, socio economic drivers: a growing city with growing inequality (Council Business Plan)

Over the last 10 years

- Edinburgh has been one of the fastest growing local authorities in the UK
- From 2005 to 2015, the population of the city grew by 10% - over 49,000 people
- This is more than double the growth seen across Scotland, and faster than that of any other city

Over the next 10 years

- Analysis suggests that Edinburgh is likely to see further population growth
- The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum
- The population aged 12 – 17 is projected to grow by around 23% in this period
- The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

This growing population is one of the most visible signs of Edinburgh's success. However, that not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

- In 2015 estimates show that almost 80,000 people in Edinburgh were living on incomes below the UK poverty threshold
- This means that 16% of Edinburgh's citizens are living in poverty, a rate very close to the Scottish average of 18%
- Within that overall rate, **poverty levels among households with children are particularly high**
- Data shows that **21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes.**

These estimates, mask the depth of poverty and income inequality faced by many. Within the most deprived wards of Edinburgh, as many as **30%** of all residents live in households below the poverty threshold. Looking at smaller geographical areas and communities, these rates can be even higher, with pockets of poverty and deprivation as severe as those recorded in any other part of Scotland.

The map of poverty in Edinburgh shows a picture of inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Analysis shows that this pattern of income inequality is more severe in Edinburgh than in most other cities and mirrors similar wide inequalities in the life chances and wellbeing of residents.

For children's services, the projections imply increased capacity requirements in Early Years facilities and rising overall school rolls across the primary and secondary education sector, as well as suggesting steady growth in the number of at-risk children.

DRAFT

Communities and Families: Schools and Lifelong Learning

Approximately four thousand teachers are employed by Communities and Families, supported by centrally and locality based Schools and Lifelong Learning Services. There are around nine thousand children attending pre-school provision, almost thirty thousand primary pupils and over eighteen thousand secondary pupils, although almost a quarter of young people at secondary school are educated within the Independent sector.

Schools and Lifelong Learning works in partnership with around 120 pre-school providers who deliver pre-school education and care to around 40% of Edinburgh's pre-school age children. Lifelong Learning works with a range of third sector organisations who deliver a range of youth work, family and community support services. Communities and Families, of which Schools and Lifelong Learning is part, also includes Children's Services.

Schools and Lifelong Learning

- 15 Early Years Centres
- 12 nursery schools
- 71 nursery classes
- 88 primary schools (6 of which include specialist classes)
- 23 secondary schools (4 of which include specialist resources)
- 10 special schools and Edinburgh Secure Services
- 38 community centres
- 3 Outdoor Learning Centres (2 residential)
- 29 Libraries (including Central Library)
- 23 Secondary School Libraries,
- 1 Prison Library
- 1 Hospital Library
- 5 mobile libraries
- The Risk Factory
- Moving Image and Screen Education Unit

Children's Services

- A range of specialist teaching and support services for additional support needs
- An educational psychology service
- 9 residential units, including close care and secure provision
- 5 practice teams including a disability practice team
- 19 Adoption, Fostering and Kinship Approval panels
- Services to support parents, carers and families

Attainment in Edinburgh Schools (2012 – 2016)

BGE (Broad General Education)

BGE (Broad General Education)

- Pupils have made better than the expected levels of improvement in reading and mathematics from P4 to P7
- Levels of attainment in writing are lower than those of reading in all stages of primary
- The percentage of pupils achieving the expected CfE levels in literacy and numeracy by the end of P1, P4, P7 and S3 has increased since the previous session
- In terms of standardised assessment, reading scores have increased year on year for P4 and P7
- In common with the national picture, there is an attainment gap between those living in low and high levels of SIMD

The table below shows the percentage of pupils achieving the expected CfE level in **literacy**

Reading	2013-14	2014-15	2015-16
P1 Early	73%	73%	82%
P4 First	65%	66%	75%
P7 Second	59%	64%	76%
S3 Third	65%	69%	86%

The table below shows the percentage of pupils achieving the expected CfE level in **numeracy**

Numeracy	2013-14	2014-15	2015-16
P1 Early	77%	77%	87%
P4 First	64%	66%	75%
P7 Second	59%	61%	73%
S3 Third	76%	75%	87%

Senior Phase

S4 pupils achieving SCQF Level 4 (or better)

The table below shows the percentage of S4 pupils achieving SCQF Level 4 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last five sessions:

Year	Edinburgh	Virtual Comparator	National
2012	52.29	63.17	60.99
2013	54.72	64.81	62.63
2014	80.54	79.20	77.38
2015	84.32	84.36	82.63
2016	85.79	84.65	83.08

S4 pupils achieving SCQF Level 5 (or better)

The table below shows the percentage of S4 pupils achieving SCQF Level 5 (or better) in literacy and numeracy compared to the Virtual Comparator (VC) and national figures for the last five sessions:

Year	Edinburgh	Virtual Comparator	National
2012	22.81	27.78	23.70
2013	24.23	28.96	25.05
2014	38.20	42.48	37.64
2015	45.21	48.55	43.51
2016	50.02	52.69	47.57

Improving Attainment for All

The table below shows the average complementary tariff points for **S4** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S4	Lowest 20%	Middle 60%	Highest 20%
CEC.	110	315	430
VC	116	327	428
National	106	310	424

The table below shows the average complementary tariff points for **S5** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S5	Lowest 20%	Middle 60%	Highest 20%
CEC.	190	595	979
VC	207	628	982
National	188	579	960

The table below shows the average complementary tariff points for **S6** pupils in session 2015-16, based on the attainment of the lowest 20%, middle 60% and highest 20%:

S6	Lowest 20%	Middle 60%	Highest 20%
CEC	346	872	1427
VC	389	905	1399
National	359	857	1357

Attainment of Looked After young people in S4

The table shows the percentage of Looked After learners in S4 in Edinburgh achieving SCQF Level 4 in Literacy AND Numeracy for the last five sessions, compared to the figures nationally.

The cohort column indicates the number of Looked After learners in Edinburgh for each session

Year	CEC	National	Cohort
2012	8.96	23.57	67
2013	11.11	25.28	72
2014	39.29	37.33	56
2015	45.33	45.93	75
2016	49.28	47.81	69

School Leaver Destinations

The pattern over the last three years has been consistently positive with over 90% of the leaver cohort moving in to positive destinations in each of the three years. In 2013/14: Edinburgh – 91.27, VC – 93.46, National – 92.52 and 2014/15: Edinburgh – 92.53, VC – 93.53, National – 93.02, we were below and slightly below our Virtual Comparator (VC) and the National figure. In 2015/16 we have moved in to line with our VC and the National figure: Edinburgh – 93.73, VC – 93.94, National – 93.33. (Data from INSIGHT)

The pattern for the S4 cohort over the last three years is positive. In 2013/14 we were below both our VC and the National figure by 5.23% and 7.45% respectively.

For 2015/16 the picture is very positive with a move beyond our VC and the National figure with +2.64% and +1.46% respectively.

For the S5 cohort there is a positive pattern over the last three years. In 2013/14 we were significantly below our VC and the National figure and this continued, albeit with a slight narrowing, in 2014/15. In 2015/16 we have moved in to line with our VC and the National figure: Edinburgh – 89.86, VC – 89.61, National – 89.07.

The pattern for the S6 cohort is positive over the last three years with positive destinations at 95%+.

For the year 2015/16 we are in line with our VC and the National figure: Edinburgh – 96.15, VC – 96.97, National – 96.47.

Jobs, skills, qualifications and attainment in Edinburgh

Jobs increasingly require higher levels of qualification, including entry level jobs. The highest level qualifications of the resident working age population is a useful barometer of skills attainment levels.

At 57%, a much higher proportion of working age adults in Edinburgh hold SCQF qualifications at levels 7 – 12 than in Scotland and the UK overall (43% and 37% respectively) (2015)

146,000 job openings are forecast in Edinburgh City between 2016 – 2024. Openings will be highest in professional occupations, experiencing both expansion and replacement demand. The total requirement for workers in administrative and secretarial and elementary occupations is also expected to rise significantly, again experiencing both expansion and replacement demand.

The majority of openings in Edinburgh, East Lothian and Midlothian from 2016 – 2024 will require individuals with higher level qualifications. Individuals qualified to SCQF level 7 or above will account for 61% of expected openings. The remaining opportunities will mainly be for individuals qualified to SCQF levels 5-6, equivalent to 30% of openings over the forecast period. There will be limited demand for those with qualifications below this level.



Lifelong Learning

Lifelong Learning supports learning in and out of school and covers a wide range of services, much of which is delivered by staff in each of the four Localities. There are three strategic Lifelong Learning service areas, linking locality delivery with key strategic drivers as well as delivering some citywide services. The three strategic areas are:

CLD and Libraries: includes youth work; adult education, ESOL for young people; partnerships with third sector organisations; a range of wider achievement awards; 1 in 5 Child Poverty (with Health and Wellbeing); library and information services delivered through the central library, community libraries, High school libraries, Edinburgh prison library, mobile services, digital library services and collections

Creativity, Health and Wellbeing: includes Arts Education and Creative Learning; Instrumental Music Service; Youth Music Initiative; Screen Education Edinburgh; Mental Health and Wellbeing; Growing Confidence, Building Resilience, Rights Respecting Schools, Turn Your Life Around, Global Citizenship; Parent and Carer Support; Paolozzi Prize for Art; employability programmes (Creative Industries); Arts Awards; Moving Image Arts A Level; 1 in 5 Child Poverty (with CLD)

Sport and Physical Activity: includes Active Schools; Community Sports Hubs; sport development; club development; PE targets; Outdoor Learning and Outdoor Learning Centres; Achievement Awards including Duke of Edinburgh Award; John Muir Award; cycle training; city wide sports events for schools and school sport competitions

Across Lifelong Learning, the various services and teams attract substantial sums of external funding much of which is used to support CfE curriculum areas particularly in music, art, PE and dance. Lifelong Learning contributes to literacy and provides significant support to schools around Creative Learning, Outdoor Learning and Health and Wellbeing. Most teams offer specialist CLPL and develop support resources and materials for teaching staff and school leaders. Lifelong Learning services also deliver a number of youth employability programmes and a range of wider achievement awards.

What does all this tell us about what we need to do?

Edinburgh is a thriving, international city well placed to continue to develop as a global centre of culture and business. Our children and young people require and deserve a first-class education system to enable them to become active citizens within it. The work already begun to close the poverty-related attainment gap, and to improve outcomes for those with significant barriers to learning and wellbeing must continue. Our analysis of data and our commitment to developing an intelligent, skilled workforce must be relentless in order to support our ambitious delivery plans. Developing a culture of aspiration among our children, families and workforce, and enabling each person and team to reach their potential will ensure that our plans for the future are realised.

Section 1: Reducing inequalities



1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements	1.1 Improve attainment for pupils in lowest 3 SIMD deciles
	1.2 Improve skills for learning, life and work for young people experiencing socio-economic or other barriers
	1.3 Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential
	1.4 Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome

Outcomes	Strategic actions
<ul style="list-style-type: none"> Learners, regardless of their socio-economic situation, access all opportunities in school. Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity Attendance is improved for those learners living in areas of low SIMD The attainment of looked after learners is improved 	<ul style="list-style-type: none"> Support schools to make effective use of data to provide equity of access Support schools in South West locality to provide targeted support to improve attendance of identified groups Closely monitor and promote attainment and achievement of looked after learners educated within and outwith the authority Pilot the increase in hours to 1140 and developing provision for eligible two year olds Review and improve inter-agency partnerships for early years' services e.g. with NHS colleagues.

- Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020.
- Needs of Syrian refugees and asylum seekers are identified, supported and met.
- More children in SIMD deciles 1-3 reach their developmental milestones
- Parents are better able to support their children's learning
- Children and young people are increasingly confident in identifying their interests, strengths and skills

- Support schools to build capacity of staff to support learners with English as Additional Language, barriers to wellbeing and learning and Language and Communication difficulties
- Provide early intervention support for pre-school children with ASN and their families
- Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers.
- Develop and implement mechanisms to engage parents and carers in their children's and their own learning
- Increase participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Leads and Links to Plans:

- Lifelong Learning Improvement Plan: David Bruce, Linda Lees, Paul McCloskey, Robin Yellowlees
- CfE Plan: Lorna Sweeney, Liz Gray, Lynn Paterson
- EY Plan: Janice MacInnes
- CLD Plan: David Bruce
- Locality Improvement Plans
- Children's Partnership Plan



Section 2: National Improvement Framework: 4 key NIF Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	<p>Improve CfE levels of reading, writing, talking, listening, and numeracy and mathematics attainment throughout the years of the broad general education</p> <p>Improve attainment national examinations for school leavers</p> <p>Improve attainment in the senior phase</p> <p>Increase the percentage of schools evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement</p> <p>Further develop a culture of self-evaluation and continuous improvement in all schools and centres</p> <p>Further develop a culture of collaborative professional enquiry in all schools and centres</p> <p>Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change</p>
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School Leadership

School Improvement

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

Performance Information

Outcomes	Leads and Links to plans	Timescale	Authority Actions	School/Centre Actions
Raised attainment for all	<p>CfE Action Plan Lorna Sweeney</p> <p>Lifelong Learning Plan David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees</p>	December 2017 and ongoing	<ul style="list-style-type: none"> • Develop the 0-18 Raising Attainment and Achievement for All Strategy • Strategic group oversee • QIEOs support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target setting process and improved learning and teaching; with additional focus on lowest performing pupils and pupils from deciles 1-3 • QIEOs and Lifelong Learning Strategic Managers work together to support schools to raise attainment and celebrate achievement 	<p>All schools develop a strategy in line with the CEC CYPIC Strategy</p> <p>This should include use of data including SIMD as part of tracking and monitoring to identify attainment gaps and requirement for intervention and support; include detailed intervention approaches in terms of curriculum, learning and teaching and parental engagement.</p>

				Self-Evaluation QI 3.2
A culture of self-evaluation and improvement exists in all schools and centres	CfE Action Plan Liz Gray/Lynn Paterson Early Years Strategic Plan	December 2017	<ul style="list-style-type: none"> • Develop the Quality Improvement Strategy • Validated Self-Evaluation to identify strengths & areas for development • Support schools and centres to strengthen practices in self-evaluation using How Good is our School 4 and How Good is our Early Learning and Childcare and Building the Ambition • QIEO support and challenge 	Continue to develop approaches to self-evaluation Self Evaluation QI 1.1 (self-evaluation for self-improvement) and 1.3 (Leadership of Change)
Improve monitoring and tracking of Early Years and the BGE	CfE Action Plan Darren McKinnon Early Years Strategic Plan Janice MacInnes	June 2018	<ul style="list-style-type: none"> • Devise electronic tracking system for ELCs and schools • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight 	Self Evaluation QI 1.1 (self-evaluation for self-improvement)
Raise attainment in Literacy and English	CfE Action Plan Liz Gray Michelle More Vocab Gap Action Plan SALT Hanen trainers Lifelong Learning Plan David Bruce	March 2018 and ongoing	<ul style="list-style-type: none"> • Refresh Integrated Literacy Strategy focussing on improved learning and teaching strategies <ul style="list-style-type: none"> ○ Devise guidance/framework to raise attainment in literacy and English • Implement actions to close vocabulary gap • Implement actions to raise attainment for young migrants • QIEO support and challenge 	Implement literacy strategy using authority guidance Continue to develop partnerships with libraries Self Evaluation QI 3.2

Raise attainment in Numeracy and Maths	CfE Action Plan Lynn Paterson Darren McKinnon	March 2018 and ongoing	<ul style="list-style-type: none"> • Refresh Integrated Numeracy Strategy focussing on improved learning and teaching strategies <ul style="list-style-type: none"> ○ Devise guidance/framework to raise attainment in maths and numeracy • QIEO support and challenge 	Implement numeracy strategy using authority guidance Self Evaluation QI 3.2
Improve approaches to assessment and moderation	CfE Action Plan Stephen Gilhooley	June 2018	<ul style="list-style-type: none"> • Review authority Assessment Policy <ul style="list-style-type: none"> ○ Working group produce guidance for schools 	Implement new SNSAs Implement revised approaches to assessment and moderation Self-Evaluation QI 2.3 (learning, teaching and assessment)
Improve Leadership	Leadership Task Plan Lynn Paterson Creative Learning Plan		Provide support for leadership at all levels: Teacher Leadership; Middle Leadership; In Headship; Into Headship; Excellence in Headship; SCEL Fellowship; Creative Conversations	Ensure PRD procedures are in place Signpost staff to leadership pathways Self-Evaluation of 1.2, 1.3, 1.4 (Leadership)



2.2 Closing the attainment gap between the most and least disadvantaged learners

High Level improvements	<p>Ensure an ethos of high expectations and achievement in every school and centre</p> <p>Improve attainment of disadvantaged children and young people</p> <p>Develop higher levels of parental engagement in their children’s learning and in the life of the school</p> <p>Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p> <p>Maintain or improve upon exclusions and attendance rates in our schools, especially for looked after children</p> <p>Maintain or reduce the number of children and young people reporting they experience bullying and/or racist behaviour</p> <p>Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 month</p>
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School Leadership **School Improvement** **Teacher Professionalism** **Parental Engagement** **Assessment of Children’s Progress** **Performance Information**

Outcomes	Leads and Links to plans	Timescales	Authority Actions	School/Centre Actions
The poverty related attainment gap is reduced in all schools	Raising Attainment Strategy	June 2018 and ongoing	<p>CtG Strategic Group</p> <ul style="list-style-type: none"> • Devise strategy <ul style="list-style-type: none"> ○ Research, Professional Enquiry, Leadership, Collaboration, Use of Data, Aspirations, Interventions, Relationships with families, Partnerships • Support schools to implement agreed actions • Support schools to identify gap, plan, measure and report on outcomes in relation to Pupil Equity Funding • Collaborate with partners within and outwith authorities, including Education Scotland and CEC partners (SLL, SW, 3rd Sector, ASL, EPs) 	<p>SAC plans implemented based on research, knowledge, professional enquiry and effective collaboration</p> <p>Improve leadership at all levels to promote collaboration, practice development and self-evaluation</p> <p>Identify and address poverty-related attainment gap</p> <p>Provide clarity of shared expectations and aspirations of children in SIMD 1 and 2</p> <p>Implement effective, robust planning in relation to PEF</p>

<p>An ethos of aspiration exists in every school</p>	<p>Psychological Service Plan Martin Vallely Gillian Barclay</p> <p>Lifelong Learning Plan David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees</p>	<p>June 2018 and ongoing</p>	<p>Support all schools to use data effectively to track and provide effective intervention to raise attainment and close the gap; Implement recommendations from Inclusive Practice Report to include support for schools to develop</p> <ul style="list-style-type: none"> • Children’s Rights • Resilience • Restorative Practice • Relationships <p>Support schools and centres to build the curriculum around children and young people’s interests and hobbies, particularly through IDL</p>	<p>Review Wellbeing/ Promoting Positive Behaviour policies Develop/embed solution oriented practice Develop/embed rights based learning Self- Evaluation of QI 2.4</p> <p>Schools and centres work with Lifelong Learning Services to access/offer a wide range of opportunities (particularly in arts and sport) that develops aspiration and confidence</p>
<p>Parental Engagement is high</p>	<p>Parental Engagement Strategy Maria Plant Patti Santilices</p> <p>Lifelong Learning Plan Adult Education/ESOL Linda Lees/Paul McCloskey</p>	<p>Dec 2018 and ongoing</p>	<ul style="list-style-type: none"> • Support schools to implement Parental Engagement Strategy • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P) • Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide 	<p>Schools and centres work with Parent Councils to review parental involvement programme to incorporate family learning approaches.</p> <p>Self-Evaluation of QI 2.5</p>
<p>Exclusions are reduced</p>	<p>Included Engaged and Involved Strategy Gillian Barclay</p>	<p>June 2019</p>	<ul style="list-style-type: none"> • Review Exclusion Policy • QIEO support and challenge to schools 	<p>Schools work with Inclusion staff to provide appropriate interventions for children at risk of exclusion</p>

	Lifelong Learning Plan Linda Lees/Paul McCloskey/Robin Yellowlees			Schools work with Lifelong Learning staff to provide appropriate interventions for children at risk of exclusion
Attendance is high	Maximising Attendance Policy Gillian Barclay	June 2018	<ul style="list-style-type: none"> Review guidance on maximising attendance QIEO Support and challenge 	Review policies to track attendance Implement guidance
Reduction in numbers of children educated outwith mainstream school	Psych Service Improvement Plan	June 2019	<ul style="list-style-type: none"> Support schools to provide appropriate learning pathways for disengaged learners 	Analyse/quality assure pupil support tracking processes
Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare	EY Strategic Plan	June 2018 and ongoing	<ul style="list-style-type: none"> Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2 	Work with partners to ensure uptake of places; closely monitor and provide targeted interventions as required



2.3 Improvements in children and young people's health and wellbeing

High Level improvements	<p>Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond</p> <p>Establish cultures based on Getting It Right For Every Child</p> <p>Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential</p> <p>Develop partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination</p> <p>Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed</p> <p>Increase the provision of nurture across schools</p> <p>increase the percentage of schools evaluated as 'good' or better for QI 2.3 learning, teaching and assessment</p>				
School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	Leads and Links to plans	Timescale	Authority Actions		School/Centre Actions
<p>All children and young people have improved mental health and wellbeing</p>	<p>J Watson HWB Progression Framework Group HWB Strategic Plan</p> <p>Psychological Service Improvement Plan</p> <p>Lifelong Learning Plan Linda Lees/Pattie Santelices</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Establish HWB Strategic Group • Analyse results of Pupil HWB questionnaires • Training for all staff on impact of ACES • Provide and promote: MESP wellbeing using Edinburgh Wellbeing Outcomes • Develop support to enable pupils to identify next steps to improve their HWB • Develop guidance to staff to help them support pupil's wellbeing • Support Special Schools to revise Vision, Values and Aims • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected) 		<p>Develop policy and practice in line with authority guidance</p> <p>Self-Evaluation QI 3.1 (Wellbeing, Equality and Inclusion)</p>

<p>All schools and centres are compliant with Equality Act 2010</p>	<p>HWB Action Plan Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support continued implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act; • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene 	<p>Review policies to ensure compliance with Equality Act Review Anti-Bullying policy</p>
<p>There is an increase in uptake of physical activity in all sectors</p>	<p>Active Schools Action Plan Outdoor Learning Action Plan - Robin Yellowlees/Jude Salmond/Andrew Bradshaw</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support schools to improve quality of PE • Increase access to outdoors spaces 	<p>All schools fully embed use of Benchmarks in HWB curricula</p>
<p>There is an increase in uptake of musical, arts and creativity activity</p>	<p>Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning 	<p>Schools embed the use of Benchmarks in Expressive Arts, H&WB and use the Creativity Skills Progression Framework</p>
<p>All children are supported to be safe</p>	<p>Maria Plant</p>	<p>ongoing</p>	<ul style="list-style-type: none"> • Support continued implementation of aspects of Child Protection Levels 1-4 	<p>Self-Evaluation QI 2.1 (Safeguarding and CP)</p>
<p>Our children are well nourished</p>	<p>J Watson HWB Strategic Plan</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Continue to support Better Eating Better Learning guidelines 	<p>Continue to promote healthy eating through curriculum guidance on good food choices,</p>

				cooking practices and food knowledge and extend to family learning
Culture of Getting it Right is in place in every setting	Principal Psychologist - Martin Gemmell ASL Service Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	ongoing	<ul style="list-style-type: none"> Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and ELCs Implement GIRFEC internal audit actions including 5 Rs: Rights, Resilience, Relationships, Restorative Implement training on autism, nurture 	Ensure compliance with new regulations on Information Sharing Self-Evaluation 2.4, 3.1 using ASSET (ASL service) Attend ASL Team Lead events to ensure effective practice is shared across schools Embed children's rights
Our Looked After Children are supported to achieve		Ongoing	<ul style="list-style-type: none"> Implement the Corporate Parenting Plan Implement the Looked After Children Plan 	Implement guidance
Improvements in the Learning experiences in all schools and centres	CfE Action Plan Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw	June 2018	<ul style="list-style-type: none"> Support schools and ELCs to provide high quality, inclusive learning experiences Review AifL and approaches to differentiation Increase opportunities to develop outdoor literacy and numeracy Improve quality of play and pedagogy in Early Years 	Self-Evaluation of QI 2.3

	<p>EY Strategic Plan</p> <p>Aicha Reid, Depute Principal Psychologist</p> <p>Creative Learning Plan – Linda Lees/Lorna Macdonald</p> <p>IMS Action Plan</p> <p>Linda Lees/Martin Hutchison</p>		<ul style="list-style-type: none"> • Increased CLPL activity for HWB to include Building the Ambition, SHANARRI, Emotion talks, HANAN, mindfulness, moving to learn, early movers, nurture • Environments for learners with sensory needs and ASN reviewed and adapted. • Increase numbers of young people in SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative 	
Improve learning and teaching	<p>CfE Action Plan</p> <p>1plus2 Languages Plan</p> <p>Curriculum Guidance: STEM; Raising Attainment in Science (RAiSE)</p> <p>Creative Learning Plan</p> <p>Linda Lees/Lorna Macdonald</p>	June 2018	<ul style="list-style-type: none"> • Provide support to develop staff skills in Learning and Teaching • QIEOs and Lifelong Learning Strategic Managers work together to support schools to raise and celebrate achievement 	<p>Attend CLPL sessions</p> <p>Refresh Learning and Teaching policies</p> <p>Following self-evaluation, implement authority advice on 1plus 2, STEM and RAiSE</p> <p>QI 2.3 (Learning, Teaching and Assessment)</p> <p>QI 2.2 (Curriculum)</p> <p>QI 3.3 (Creativity)</p>
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	June 2018	<ul style="list-style-type: none"> • Provide clear and consistent guidance and support to schools in the delivery of Gaelic Medium Education 	<p>Following self-evaluation, implement authority advice on Gaelic Medium Education</p>

2.4 Improvements in employability skills and sustained, positive school-leaver destinations for all young people

High level improvements	<p>A skilled and competent workforce</p> <p>A further improvement in school leaver destinations</p> <p>An increase in the number of pupils, school leavers and adults with well-developed employability skills</p> <p>An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh</p>				
School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information
Outcomes	Leads and Links to plans	Timescale	Authority Actions		School/Centre Actions
Our stakeholders are fully involved in processes which affect them	Parental Engagement Strategy	June 2018	<ul style="list-style-type: none"> Support schools to provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement Continue to analyse and learn from complaints and amend practice to ensure improved experience for service users and learners 		<p>Review procedures for consultation with stakeholders</p> <p>Review compliments and complaints</p>
Our learners make the best use of technology	CfE Strategic Plan	June 2019	<ul style="list-style-type: none"> Develop and implement a Digital Learning and Teaching Strategy and STEM strategy 		Implement authority guidance
Pathways are in place for all learners	<p>DYW Action Plan</p> <p>Tommy Hughes</p> <p>Linda Lees</p> <p>Paul McCloskey</p>	June 2018	<ul style="list-style-type: none"> Audit careers provision from 3- 18 across clusters and generate associated action plan Implementation of the Career Education Standard and Work Placement Standard in schools 		<ul style="list-style-type: none"> Review the provision of career education and business links within the curriculum in line with Career Education Standard.

Robin Yellowlees
(Lifelong Learning
Strategic Managers)

DYW Manager
Jet Team linking with
Chamber of Commerce/
Regional DYW Group,
Edinburgh Guarantee,
SDS. other partners.

Early Years Strategic
Plan

- Support schools and work with partners to deliver the Developing the Young Workforce Plan
- Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs
- Increase the uptake of vocational qualifications available to those in the senior phase.
- Increase the number of youth employability programmes Work Placement, Career Ready and JET students who work with Lifelong Learning Teams and partners
- QIEO support and challenge of DYW approaches
- Support and promote foundation and modern apprenticeships
- Increase participation and improve completion rates in Duke of Edinburgh's Awards for young people in SIMD deciles 1-3
- Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school
- Increase numbers of paid work experience/internships for young people, targeting those from less affluent families
- Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

- Provide clearer careers advice/learner pathways for those at risk of under employment.
- Increase promotion of senior phase college options to pupils, parents and staff.
- Develop the use of Labour Market Intelligence to develop Career Management Skills/Career Information and Guidance skills.
- Support young people in vulnerable groups to access appropriate vocational pathways.
- Self-Evaluation 3.3.
(Increasing creativity and employment)