Education, Children and Families Committee

10.00, Tuesday, 12 December 2017

Education Standards and Quality Report

Item number	7.6
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Executive/routine	
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Executive Summary

The Standards in Scotland's Schools, etc. Act 2000, places a duty on education authorities to produce and annually publish a local improvement plan and a Standards and Quality Report detailing how the service, its schools and services have sought and achieved improvements in provision.

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.

Report

Education Standards and Quality Report

1.   Recommendations

1.1   It is recommended that the committee approve the Education Standards and Quality Report 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.

2.2   The Standards in Scotland's Schools Act places a duty on education authorities to report and publish on progress towards improvements in provision.

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 income and address the four national improvement priorities.

3.2   Officers from the Quality Improvement and Curriculum Teams have undertaken a self-evaluation exercise which has informed the draft report and actions contained within the National Improvement Plan. The report highlights the good and improving standards and practice achieved by the education service, its schools and services, and is offered as a public record of some of the activities which have taken place and their impact on stakeholders.

3.3   Evidence to inform the report was drawn from the following sources:

- Attainment and achievement data;
- Reports on schools and nurseries from Education Scotland;
- Reports on nursery establishments by the Care Commission;
- Establishments' Standards and Quality Reports;
- Data from stakeholder questionnaires;
- Information gathered on visits to schools and centres by central staff; and

- Meetings with staff including head teachers.

3.4 Several strengths and next steps were identified within the report and are reflected as targets in the associated Education Improvement Plan.

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 documented.

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 finance and no negative impacts have been found.

6. Risk, policy, compliance and governance impact

6.1 The recommendations in this report have been assessed in relation to risk, policy and compliance and no negative impacts have been found.

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 No negative impacts have been found.

9.   Consultation and engagement

9.1   Ongoing consultation and engagement is in place to gather views of parents and carers in completion of this report. The current mechanism is via the locality Parent Council Forum networks.

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](#)

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11.   Appendices

1. Education Standards and Quality Report

City of Edinburgh
Education Standards and Quality Report
Session 2016-17

National Improvement Framework Key Priorities

Improvements in Attainment in Literacy and Numeracy

Quality Indicator: 1.1 Improvements in Performance

- Overall, this is evaluated as good with a good level of confidence. The focus on attainment and accountability is well-embedded in the Authority and staff at all levels are engaged in raising attainment, particularly in literacy and numeracy and closing the poverty related attainment gap which are local as well as national improvement priorities.

- Data includes: Broad General Education and SQA attainment data collation, analysis and reporting at LA and school levels, SIMD data, standardised assessment data, inspection findings (6 primary and 1 secondary in 2016), validated self-evaluation of schools' own self – evaluation.

Attainment in Literacy and Numeracy 2016
Broad General Education (BGE) - attainment in literacy and numeracy

- Based on teacher judgement, there is a clear improving trend over the last 3 years of learners achieving the expected Curriculum for Excellence (CfE) levels in literacy and numeracy at P1, P4, P7 and S3. Most learners are achieving their expected levels in numeracy, in reading, writing and in talking and listening. However, at all stages fewer learners achieve the expected level in writing. While some learners in some primary and in some all secondary schools are exceeding their expected CfE levels, the numbers of young people achieving fourth level in literacy and numeracy are below the national figures.

- Mean standardised assessment scores in reading have been variable, although are now at above 100 for all stages. P4 learners have shown year on year improvement over the last 3 years but have a lower mean standardised score in reading than P1, P7 and S3. Girls outperform boys in standardised reading scores at every stage. Standardised scores for mathematics show some improvement over the last 3 years, particularly at P1. They remain lower than those for reading apart from at P1.

- In most schools, data shows there is a good correlation between teacher professional judgement of achievement of a CfE level in reading and numeracy and mean standardised assessment scores. In some primary and secondary schools, there is less co-relation between the data

- Work on assessment and moderation of progress in literacy and numeracy based on teacher judgements continues. It is beginning to strengthen teachers' confidence in their professional judgements of progress.

The Senior Phase
Attainment in Literacy and Numeracy
- The percentage of school leavers achieving literacy and numeracy at Scottish Credit and Qualifications Framework (SCQF) levels 4 and 5 shows a clear trend of improvement over the past 5 years. Most (88.06 %) of leavers achieved SQCF level 4 in 2016, up 4% from the previous year. The majority, (62.05%) of leavers attained SCQF level 5, an increase of 5% from 2015. While improving, these figures are below the corresponding national figures and the Virtual Comparator (VC). Continuing to raise attainment in literacy and particularly in numeracy throughout the Senior Phase remains a priority. Increasing the numbers of leavers gaining level 5 qualifications in literacy and in numeracy is also an aspect for further development.

Improving attainment for all
- Currently in Edinburgh there are no available data for attainment over time across all curricular areas in the BGE. In the Senior Phase, based on total tariff points, from 2012 to 2016 there has been an improving trend in the attainment of the lowest 20%, middle 60% and highest 20% of school leavers. The attainment of the middle 60% and highest 20% of leavers in 2016 continues to be above the national figures and is a strength.

- The percentages of leavers attaining SCQF levels 6 (Higher) and 7 (Advanced Higher) are consistently above the national pattern in the past 3 years. The performance of leavers at these levels is another strength. Despite an improving trend, the total tariff points for the lowest 20% of leavers in Edinburgh show they still did not perform as well as those nationally in 2016 – an average of 161 against a national figure of 170

Closing the Attainment Gap between the most and least deprived children

- 2016's data show that shows that the "attainment gap" between those leavers in the most deprived 30% (SIMD 1-3) and the least deprived 30% (SIMDs 8-20) who have gained at least one qualification at SCQF levels 3, 4, 5 and 6 has decreased since 2013. In 2016, almost all (97%) of the most deprived school leavers gained one or more qualification at SCQF level 3 or better compared to 100% of the least deprived.

- Improvements over time in the percentages of leavers achieving one of more qualifications at SCQF level 4 or better were sustained in 2016 with 93% of the most deprived leavers gaining one or more qualifications at level 4 or better compared to 99% of the least deprived. There is a clear improving trend in the percentages of the most deprived leavers gaining one or more qualifications at SCQF level 5 or better. This has risen from 69% in 2013 to 76% in 2016. A notable gap in attainment remains between the least and most deprived in this measure however, with 95% of the least deprived leavers gaining one or more qualification at SQCF level 5 in 2016. The situation is similar at SCQF level 6. Although there is also an improving trend in results since 2012, in 2016 45% of the most deprived learners gained one or more qualification at SCQF level 6 or better compared to 82% of the least deprived. Improving the attainment of the most deprived and narrowing the gap between how they and the least deprived achieve remain major priorities for CEC.

- In 2016, 87% of LAC school leavers achieved one or more qualifications at SCQF level 3 or better. While this is in line with the national pattern, it is well below the 97% of the most deprived leavers in Edinburgh who achieved at this level. While 75% of LAC leavers achieved one or more qualification at SCQF level 4 or better, roughly in line with the national pattern, this again was well below the 93% of the most deprived who achieved at this level. 33% gained one or more qualification at Level 5, 10% below the national figure and well below the 76% figure for the most deprived school leavers in Edinburgh.

Next Steps
- Continue improve attainment and achievement for all learners at all levels and for identified groups of leaners eg LAC, in numeracy and in literacy, especially writing in the BGE and at SCQF level 5 in the Senior Phase.

- Ensure all schools make effective use of performance data and implement evidence-based approaches to drive improvements in attainment and narrow the attainment gap at all stages.

- Undertake further work with schools to ensure consistent and rigorous approaches to the implementation standardised assessments and to assessment and moderation to ensure all BGE data from all schools is reliable. Develop effective LA approaches to tracking and monitoring of progress through the BGE to support this.

- Continue to deliver/implement, monitor and review a range of strategies including professional learning, proportionate, targeted support and challenge to schools, the

Integrated Literacy and numeracy strategies, improvements to tracking of both attainment and achievement to support this.

Scottish Attainment Challenge (SAC) Schools

- Almost all City of Edinburgh SAC schools have had a focus on developing literacy and numeracy since the start of their participation in the Attainment Challenge. There have been good gains in P4 numeracy in most SAC primary schools, however writing attainment is significantly lower than reading and numeracy in all SAC schools, at all stages.
- Almost all City of Edinburgh SAC primary schools are performing better than their mean SIMD for P1 would indicate in standardised reading and numeracy assessments. Improvements at Early Level appear significant.
- Most City of Edinburgh SAC primary schools are showing an improving percentage of P1 and P4 learners achieving expected levels in numeracy and literacy over the last 3 years. Most CEC SAC primary schools have improving percentages of learners achieving expected levels in literacy in P7 and almost all CEC SAC primary schools have improving percentages in learners achieving expected levels in numeracy at P7.
- City of Edinburgh SAC secondary schools show variable performance in percentage of S3 learners achieving a level in reading and numeracy over the last 3 years, however there is now a stronger correlation between mean standardised assessment scores and reporting levels, suggesting increased confidence in teacher professional judgement.
- Almost all CEC SAC secondary schools have reduced exclusions significantly.
- There remains a correlation between lower SIMD and lower attainment in both literacy and numeracy. The correlation is stronger for literacy than numeracy.
- Standardised reading assessment data shows that young people in SIMD deciles 1 and 2 are now making gains in literacy in P4. The attainment gap in SIMD decile 5 in literacy in P4 has been closed. The correlation between SIMD and attainment in literacy at P1, P7 and S3 remains strong although there are individual schools beginning to close this gap.
- All SIMD deciles show improved mean standardised assessment scores in numeracy in P4 and P7. Individual school data shows a number of schools beginning to close this gap.
- Most SAC schools are now able to identify successful interventions, with measurable impact on improving outcomes in young people, which can be shared more widely. This includes family engagement in learning, approaches to improving literacy or numeracy, skills development and cluster working.

Next Steps:
- Implement the CEC Closing the Gap Strategy with partners for use in schools and with the aim of schools developing their own bespoke Closing the Gap Strategy.

- Support CEC schools, with a particular focus on SAC schools, to raise attainment in writing by developing a clear CEC strategy for this.

- Continue to support SAC schools to identify their gap, track progress of identified target groups, include numerical stretch aims and increase rigour in the planning of their universal and targeted literacy and numeracy interventions.

- Remind SAC schools of key indicators (attainment, attendance, inclusion/exclusion, engagement and participation) and support them to drill down into their data in order to evaluate their work further.

- Continue to provide high quality CLPL for literacy and numeracy based on teacher feedback and identified learning needs.

Improvements in Health and Wellbeing

The strategy and quality assurance of our health and wellbeing programme is strong and continuing to develop well. It is referenced in several key planning documents and features in Council Commitments: there is very clear strategic commitment across all services to deliver the entitlements. Education has a strong presence in all groups and coordinates work with the other service areas.

Across all schools the provision for developing **mental health and wellbeing/resilience** is developing very well. CEC has a long and established tradition of highly effective practice through the Growing Confidence programmes. The Building Resilience whole school progressive learning and teaching programme has been piloted and rolled out in most primary schools across the city. Evaluation of training finds improved understanding of factors that influence mental health and wellbeing, improved relationships with some evidence of changed behaviour or practice. A full evaluation of impact of these materials is currently underway. 1 in 5 Raising Awareness of Child Poverty work is also being rolled out across the city with the majority schools having taken part in the training. Anecdotal evidence highlights most of these schools have subsequently taken steps to poverty proof the school day.

Almost all schools provide two hours/periods of weekly **physical education**. The few schools who do not reach this target are monitored by the authority's PE lead officer who is working creatively to support them to meet the required provision. PEPAS cluster forums across all clusters and special schools provide a robust mechanism for collegiate working. An increase in cycle training means that most primary schools now provide this opportunity with over 2500 children benefiting from this provision. An increasing number of pupils benefit from the Active Schools programme with it now reaching 38% of pupils across the city. The majority of primary schools have engaged with a 'daily mile' activity, however, less than half of secondary schools are involved with this form of physical activity.

Our work with third sector organisations, funded by City of Edinburgh to support **substance misuse** education in schools is developing well. As a result of recent government research, a cross sector group has met to develop a framework to support schools and partners to work collaboratively to ensure evidence based practice is used when tackling these issues in schools. In addition, City of Edinburgh is working with NHS Lothian and ASH Scotland on the NHS Tobacco Prevention programme. The development of a new progressive substance misuse framework for use in early years and primary establishments is currently being planned.

Nutrition, food and health is a key aspect of the curriculum covered by the majority of primary and all secondary schools in the city. The development of a progressive food education framework for use in early years and primary establishments is at its early stages.

Last year 6 establishments received from Food for Thought funding from Education Scotland and evaluations of this work highlight a range of benefits to the schools and their learners. Better Eating Better Learning is beginning to be used in some establishments. City of Edinburgh is working to ensure that every child who attends a mainstream primary should have access to a breakfast club. Currently almost all primary schools and most Special Schools do provide their pupils with the opportunity to access this nutritious start to the day. All primary pupils have access to milk during the school day and this provision is free for those pupils in receipt of free school meals. The majority of primary children in non-PPP schools access school meals, however, only a minority of secondary pupils take this opportunity to have a nutritionally balanced school meal. Parents are informed twice yearly of the new school meal provision to encourage even greater uptake

A wide range of CPD opportunities are available to staff throughout the year to support staff ensure the children and young people in their care are **safe**. This includes the mandatory child protection training as well as a range of other opportunities on topics such as neglect, internet safety and child sexual exploitation. The 'Keeping Myself Safe' programme in primary schools is widely used across establishments. The Pupil Support Leaders Network provides a range of inputs on topics which help schools to access services to support young people both to assess and manage risk as well as upskilling staff on how best to support teenagers to keep themselves safe. Initial meetings have taken place in the authority to develop a strategic approach to prevention and early intervention with a range of risk taking behaviours

Improvement in Employability Skills and sustained, positive school leaver destinations for all young people

- Almost all schools are at the early stages of implementing the Career Education Standard and Work Placement Standard. The JET programme continues to deliver high quality provision for many young people including targeted and universal offers. Many schools offer a variety of wider experiences through employer and third sector partners which develop employability skills in their young people, particularly those who might be at risk of underachieving. This year 246 senior pupils are participating in the Career Ready Programme

- The Annual Participation Measure shows an annual increase of 0.9% in the number of 16-19 year olds in education, training or employment. A small rise (0.2%) was also noted this year in the number not participating. Slightly more than 5% are unconfirmed, in line with the national average.

- Our strategic plan has clear areas for improvement and measures for success. A DYW strategic group has now been convened with a range of partners who will support the integrated strategy in line with the vision for Edinburgh 2050.

National Improvement Framework Drivers

Practice across City of Edinburgh has developed and adapted over recent years. The range of approaches has changed from full quality reviews to smaller 'taking a closer look' approaches. Practices in different sectors have adapted to meet the needs of each group.

The new strategy will determine the best overall approaches in light of HGIOS?4, the National Improvement Framework and the expectations of the Improvement Collaboratives.

In response to the expectations for quality early learning and childcare as part of 1140 hours, the Early Years team have taken a 'back to basics' approach to ensure practice is strong across the core Quality Indicators. Early Years staff are very positive about the impact of focusing on agreed core QIs over the session and staff report that this has deepened discussions at cluster levels and permeated additional areas for improvement.

The Joint Practice Visits (Primary) provide a very good model for future collaboration and moderation. They enable Headteachers to present self-evaluation summaries of the core QIs which they then defend following critical challenge from peers and QIO. Peer learning visits to schools also take place; this model is strong and developing well and allowing us to draw robust conclusions about the accuracy of self-evaluation across all schools. For example, almost all recent HMI evaluations have accorded with the judgements made.

Secondary Attainment visits make very effective use of senior phase data from Insight ensuring that senior leadership teams account for trends over time as well as focus on the impact of poverty on attainment. These discussions, supported by QIOs, provide rigorous support and challenge.

School Improvement

Of the six schools inspected the grades for core Quality Indicators were as follows:

School	1.3	2.3	3.1	3.2
Oxgangs PS	4	3	4	3
Oxgangs PS NC	5	4	5	4
St John Vianney RC PS	2	3	2	3
St John Vianney RC PS NC	2	2	3	3
Craigour Park PS	3	3	3	3
Craigour Park PS NC	3	3	3	3
St Cuthbert's RC PS	5	4	5	5
Blackhall PS	5	4	5	5
Portobello HS	3	3	3	4

QI 3.2 Raising attainment and achievement

Almost 74% of schools evaluated themselves as good or better in Quality Indicator 3.2
Our Attainment Visits (secondary) and Joint Practice Visits (primary) ensure schools focus on patterns of attainment over time. We are data rich and many schools already make good use of the range of information available, however we plan to continue to more rigorously scrutinise data, looking for trends and celebrating success as appropriate.
Our overall strategy to Raise Attainment and Achievement is under development. This will be underpinned by five other key strategies: Closing the Gap, Quality Improvement, Learning and Teaching, Wellbeing and Inclusion, and Parental Engagement. Each of these strategies will provide key information for Headteachers to implement within their schools.

In summary, our self-evaluation approach is providing a rich seam of information which we plan to use to re-design our Improving Schools strategy. We are confident that by embedding quality assurance and reporting mechanisms within our new Improving Schools strategy we will be very well prepared to continue to support our schools and to comment, with accuracy, on their processes.

School Improvement Planning

Almost all schools have rigorous procedures in place to ensure all stakeholders collaborate and contribute effectively to the school planning process. Parent councils have a specific roll in this and almost all of those sampled during recent locality discussions could describe their school's areas for improvement. Most parent councils also felt strongly that Headteachers were best placed to make decisions about the areas for improvement.

All schools have ensured that their targets for school improvement planning are reflective of the NIF, in terms of the 4 key priorities. As detailed earlier we recognise the need to continue to sharpen the focus on the target setting aspect of school improvement planning. The other major theme of reducing inequalities has not yet been fully implemented at school level in terms of self-evaluation activity or setting meaningful targets. Work is due to commence on supporting schools to complete Poverty Profiles which will help clarify actions to close the gap.

Those schools involved in Scottish Attainment Challenge have had considerable support and coaching linked to setting SMART targets. This has ensured that meaningful measure are now embedded. Through engaging in this process we feel more confident that the key learning from SAC can now be extended to the wider cohort of schools. This will be an area of considerable focus for the remainder of the session.

School Leadership
QI 1.3 Leadership of change
Almost 80% of schools evaluated leadership of change as good or better. Information from our recent moderation meetings suggest that most aspects of the Standards and Quality & Improvement planning process are developing well. Revised guidance has supported Headteachers to focus on how key national priorities are being delivered in schools. Actions around closing the poverty related attainment gap are developing well. Two seminars have taken place to support staff with both operational planning, and writing detailed plans to ensure outcomes are focused. These were evaluated positively. As part of their role, QIOs have provided follow-up support and challenge to ensure that self-evaluation processes result in accurate, evaluative comments. Ensuring that we provide flexible, targeted, moderated support will be an area of improvement for the QI team.

Assessment of Children's Progress
QI 2.3 Learning, teaching and assessment
Approximately 70% of schools evaluated learning, teaching and assessment as good or better.
Children's Rights is developing well across several schools. Results from biannual questionnaires indicate that almost all primary pupils (83%) and most secondary pupils (68%) are experiencing high levels of engagement and enjoy learning (81% primary, 70% secondary). Most schools use digital technology to deliver aspects of the curriculum and many schools have implemented or are developing innovative approaches to IT as part of their curricular rationale. Primary JP visits provide the opportunity for peer challenge during learning rounds. This is an area which is developing well and with increased support will lead to more robustly moderated evaluations. Continuing to develop high quality teaching

skills in our staff is reflected in our Education Authority Improvement Plan: AiFL, differentiation and skills are all areas of focus. The revised Assessment Guidelines have recently been published. These will be supported by the Authority Assessment and Moderation Policy to ensure that staff are fully aware of local assessment and moderation policy.

Effectiveness of moderation of teacher judgement of CfE levels in literacy and numeracy
Almost all HTs report increased levels of confidence in teacher judgements of CfE levels in the second gathering of NIF data. Where schools have embedded benchmarks in their planning and assessment, HTs are confident that their staff are making accurate judgements. Our own analysis shows a higher correlation between CfE and Standardised Assessments at certain areas, e.g. S3 and in certain subjects, i.e. reading.

The work to support effective Quality Assurance & Moderation (QAMSOs) has had a good impact on providing a solid basis to embed thorough planning and assessment in line with BTC5 recommendations. As this continues to develop we expect an enhanced knowledge and therefore application of these skills across all sectors, however, many HTs report that the focus on holistic assessments should be reviewed to ensure that assessment of a discrete subject is addressed, as it more accurately reflects what teachers are expected to produce. This is particularly relevant in the secondary sector. Our plans now include making better use of Curriculum Leaders Networks to provide opportunities for planning and moderation of work.

Teacher Professionalism

Within the City of Edinburgh, we continue to support teacher education across the continuum from the early phase through to strategic educational leadership.
Throughout 2016/17 we have supported engagement in professional learning activity by providing a directory of opportunities which staff can book on to. We have also worked with the University of Edinburgh Teacher Education Partnership to provide masters level learning opportunities and with the Scottish College for Educational Leadership (SCEL) to enable access to leadership development.

Early Years

EELCA - Edinburgh's Early Learning and Childcare Academy is central to providing quality training and supporting leadership with the Early Years. These include

- Aspiring Leaders within the Early Years
- Early Level Teachers
- Funded qualifications BA Childhood Practice, PDA Level 9 and Froebel training
- Forest Kindergarten training

Through locality working the central Early Years team have provided effective support and challenge in all settings across the city. Last session support was offered to 117 partner providers, 17 early years centres and 10 nursery schools. Support is also provided to 74 nursery classes in liaison with the primary QIOs. In addition, high quality support for all early years settings is provided through a wide range of networks - seminars, conference, meetings, EY blog and support and challenge visits.

Within our Early Years settings, we continue to work closely with parents strengthening the support to parents and carers through groups such as PEEP- Parents Early Educator Programme and POPP- Psychology of parenting programme.

Initial Teacher Education
In 2016/17, figures in the Student Placement System (SPS) indicate that schools in Edinburgh hosted 1002 student placements from Scottish universities. The placement breakdown is as follows:
Primary = 575
Secondary = 346
Nursery = 81

Working with Edinburgh University staff and other local authority partners we have supported teacher involvement in a new course, delivered in partnership called Supporting Teacher Learning in and through Practice. This has enabled teachers on the course to enhance their knowledge of the theories of pedagogical practice and how to best support students with this as part of their mentoring and coaching role.

Career-Long Professional Learning
A CPD Directory of opportunities is available to all staff and includes learning and development opportunities covering areas of the curriculum, learning and teaching, health and wellbeing and other relevant topics.
The Additional Support for Learning Service facilitate professional learning opportunities for school-based staff within the Directory.
A CPD Update is sent out by email to all staff regularly to advertise internal and external professional learning and development opportunities.

Practitioner Enquiry
In partnership with Edinburgh University 13 primary teachers have begun a 20 masters credit module **Practitioner Enquiry with a Focus on Numeracy in the Primary School.**
In partnership with Edinburgh University seven teachers (5 secondary,1 primary and 1 special school) have begun a **Certificate in Leadership of Learning: Core Processes (60 masters credit certificate)**

Teacher Leadership:
22 (14 secondary, 7 primary and 1 ASLS) teachers have engaged in the Teacher Leadership Programme facilitated by SCEL. The Programme has a focus on leadership of learning with Practitioner Enquiry with some face-to-face delivery and tutorial support with online learning.

Middle Leadership:
Middle leaders from local authorities in the partnership were invited to attend a half day conference which was held by the **Scottish College for Educational Leadership** in December 2016. Participation was voluntary.
A professional learning opportunity which includes a series of twilight sessions for those aspiring to headship in primary schools was facilitated by the Quality Improvement Team in 2016/17.
In partnership with Edinburgh University 6 secondary Curriculum Leaders completed a 20 masters credit course **Leading from the Middle.** Middle leaders within secondary schools were given priority as it was identified that colleagues undertaking the role would welcome leadership development.
In August 2017 **Leading from the Middle** was opened to application from middle leaders across the sectors. There are now seven participants on the course (3 secondary and 4 primary).

In 2016/17 eight middle leaders began the **Certificate in Leadership and Management** (60 masters credit certificate) with Edinburgh University. There are 6 secondary middle leaders and 2 special school middle leaders on this programme.

Strategic Leadership:
Nine City of Edinburgh participants successfully completed the Into Headship Programme in 2017 (five secondary and four primary)
Six participants (four primary, 1 secondary and 1 special school) are working on their final module
Nine participants (four primary, 3 secondary and 2 special school) have been recruited to the programme, starting in August 2017
The Into Headship Programme is also delivered in partnership with the University of Edinburgh.
Participants who completed the programme successfully in 2017 have informally shared the impact that the course has made on their view of strategic leadership and their practice. Two participants shared their experience and the value of being involved in the Programme at the briefing session in March 2017 for interested participants.
Eleven head teachers (4 secondary and 7 primary) were trained in 2016/17 to undertake the role of Professional Verifier for the Into Headship Programme. Some of the head teachers involved in this have remarked on the impact that the activity has made on their own learning and development. Part of the verification role included a visit to the Participant's school and engagement in moderation activity of submissions at the University of Edinburgh.

Seven head teachers (five primary, 2 special school) have engaged in the Excellence in Headship Programme aimed at head teachers with two years or more experience.

Two primary head teachers are undertaking the new In Headship course with Stirling University. The course has begun recently and will support both head teachers who are in their first headship post. This course will provide 60 masters level credits on successful completion.

Two depute head teachers, one from primary and one from secondary are undertaking the Towards Headship course led by SCEL. Both participants have successfully achieved the Standard for Headship in recent years and are now engaging in further professional learning and development to support their progress towards becoming a head teacher.

Practitioners' understanding of expectations in literacy and numeracy across all curriculum areas

There is a strong and improving picture of practitioners' understanding of expectations in literacy and numeracy across all curriculum levels. The CEC Progression Pathways are embedded in all primary schools and have been updated to reflect the benchmarks.
The work to ensure consistent planning and moderation of literacy and numeracy through the QAMSO approach continues to develop well with almost all primary schools now reflecting the methodology. Secondary schools are less reliant on this approach though plans are now in place to develop approaches to support and challenge the planning, assessment and moderation of literacy and numeracy in the secondary sector at Curriculum Leaders meetings. Our Integrated Literacy Strategy and Integrated Numeracy Strategy will provide clear and detailed guidance to schools on our expectations for all schools and centres. Our Standards and Quality Guidance will also be updated to reflect this.

Parental Engagement

Family Learning

We have significant, proven and successful programmes delivering family learning and parenting skills. Our work is rigorously evaluated and used to deliver universal and targeted parenting support, as appropriate. Through the introduction of the Pupil Equity Fund, additional targeted family learning is now offered across a range of schools.   The impact of the introduction of these interventions and strategies are being monitored to ensure that money is being directed to best effect. Professional learning for staff has been a focus to ensure that staff are well equipped and supported to carry out these duties. Headteachers report positively on the impact of family learning where it is taking place. There is scope for further development for this important area of activity through collaboration, professional enquiry and focus groups. This will be reflected in the QI Strategy and in the roll-out of the Equity in Schools guidance.

Family Learning is informed by schools' and locality priorities. In line with the principles of adult education, dialogue with parents is central to the process. Developments are therefore also influenced by participant feedback, which informs the self evaluation process. To date the programmes have been delivered by CLD staff in approximately 20% - 30% of the authority's primary schools and Early Years establishments, prioritised according the FSME with a focus on families with children in nursery – primary 3. Annual participation in family learning citywide is approximately 2400 adults and 3700 children. Outcomes include increased parental engagement, increased confidence of parents to support their child's learning and a reduction in isolation through building networks of support in the community. Evidence shows that Family Learning is often an effective pathway for parents to progress to training, work or other learning opportunities: this encourages a culture of learning in the home and can contribute to reducing poverty by increasing parents' employability.

The range of parenting programmes across Edinburgh is extensive. Several hundred practitioners and families have been trained. 60% of children whose parents/carers attended one of the PoPP courses, moved out of the SDQ high risk clinical range. Raising Children with Confidence is a universal programme for parents and carers of children aged 0-11yrs. Of parents who completed programme, 95% had improved understanding of the factors that contributed to promoting positive mental health and wellbeing and were doing things differently with their children as a result including spending more time talking and listening to them and being better able to deal with child's emotions and behaviour. 91% felt the course had positively impacted on parent mental health and emotional wellbeing. Raising Teens with Confidence is a Universal programme for parents and carers of secondary school aged children. 96% believe the course has had a positive impact on their relationship with their kids. Teen Triple programme is a targeted intervention for parents of adolescents (aged 11-16 years) who wish to prevent or address behaviour problems. 98% said the way they deal effectively with their teenager's behaviour had improved (71%) or greatly improved (20%).

Our data for the impact of family learning will be gathered at school level and sampled by QIEOs as part of their ongoing quality assurance work.

Impact of parents on improvement

We gather significant data on parental satisfaction every two years through the biannual Parent/Carer survey, which highlights strengths and areas for development. The most recent response from parents/carers was overwhelmingly positive across the fifteen statements, with 90% and above agreeing that their child enjoys learning, feels safe and is treated fairly at school; and that their child has the opportunity to take part in clubs and activities provided outside the classroom

The main issues where parents/carers appear to be less positive are on parental engagement, communication between schools and parent/carers, and the resources available to the school.

20% of parents/carers disagree that their views are taken into account, 21% disagree that the school keeps them well informed about their child's progress and 28% disagree that the school has the resources it needs. These are the highest 'disagree' responses in the survey. The highest 'neither agree nor disagree' response, at 18%, is to 'the school takes my view into account'.

In addition to the survey, participation is sought across several other areas.
file:///H:/Item_8.1___Participation_and_Engagement_in_Communities_and_Families.pdf

This session we will present our Parental Engagement and Family Learning Strategy to the Children and Families Committee. This will detail our definition of different approaches and will stipulate how these are to be used across our schools and centres. Schools will then use the strategy to produce their own policy.