

Education, Children and Families Committee

10.00am, Tuesday, 22 May 2018

City of Edinburgh Education Improvement Plan

Item number	7.11
Report number	
Executive/routine	
Wards	
Council Commitments	31

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, 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 the 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.

City of Edinburgh Education Improvement Plan

1. Recommendations

- 1.1 It is recommended that the committee approve the Education 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 income and address the four national improvement priorities.
- 3.2 The Education Improvement Plan focuses outcomes and activity around the outcomes contained within the National Improvement Framework and clarifies actions for officers and schools.
- 3.3 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 Children's Partnership Plan and the Council Commitments.
- 3.4 In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious while also improving outcomes for those suffering poverty and barriers to wellbeing.
- 3.5 The overall strategy to Raise Attainment contains six key Frameworks. These are listed within the Education Improvement Plan. Robust self-evaluation should help schools prioritise which areas to focus on to raise attainment.
- 3.6 Attainment data indicates that the most significant area for activity for schools will be to embed the Equity for Learning Framework, to raise attainment for children and young people.

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 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 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, compliance and governance. Subsequent legislation may alter the council's position and agency in regard to some of the improvement actions.

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 Ongoing consultation with parents and young people informs school and authority planning.

10. Background reading/external references

10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)

10.2 [National Improvement Framework 2018](#)

Alistair Gaw

Executive Director for Communities and Families

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11. Appendices

11.1 Appendix 1 Education Authority Improvement Plan

City of Edinburgh Council

Education Improvement Plan

2018-2021

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 living in poverty

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

1.5 Improve pathways for young people

Outcomes

- 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
- Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020.
- Needs of refugees and asylum seekers are identified, supported and met.
- More children in SIMD quintile 1 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

Strategic actions

- Implement Equity for Learning Strategic Plan
- Embed the Equity Framework for Schools
- Support schools 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.
- Support schools to build capacity of staff to support learners with English as Additional Language.
- Support schools to build capacity of staff to support learners with barriers to wellbeing and learning and Language and Communication difficulties
- Provide early intervention support for pre-school children with additional needs 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

Section 2: National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements

Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3
 Improve average complementary tariff score for school leavers Lowest attaining 20%, middle attaining 60% and highest attaining 20%
 Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement
 Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress
 Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change

School Leadership

School Improvement

Teacher Professionalism

Parental Engagement

Assessment of Children's Progress

Performance Information

Outcomes

Leads and Links to plans

Authority/School/Centre Actions

Raised attainment for all

Raising Attainment Strategy
 Lorna Sweeney

- **Continue to develop and embed the frameworks within the Raising Attainment Strategy**
 - Equity for Learning
 - Improving Quality in Learning
 - Excellence in Learning
 - Teaching and Learning
 - Digital Learning
 - Health and Wellbeing for Learning
 - Pathways for Learning
 - Parental Engagement
- ASLS and EPS support and challenge schools to improve provision and improve outcomes for learners with additional support needs,

A culture of self-evaluation and improvement exists in all schools and centres	Gillian O'Rourke Lynn Paterson Darren McKinnon Anna Gray	<ul style="list-style-type: none"> • Embed Improving Quality in Learning Framework • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition
Improve monitoring and tracking of Early Years and the BGE	Stephen Gilhooley Early Years Strategic Plan Janice MacInnes	<ul style="list-style-type: none"> • Implement 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
Raise attainment in Literacy and English	Michelle More Lifelong Learning Plan David Bruce	<ul style="list-style-type: none"> • Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries
Raise attainment in Numeracy and Maths	Lynn Paterson Darren McKinnon	<ul style="list-style-type: none"> • Implement 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
Improve approaches to assessment and moderation	Stephen Gilhooley	<ul style="list-style-type: none"> • Implement and embed Assessment Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
Improve Leadership	Leadership Task Plan Anna Gray 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

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

High Level improvements	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre				
	Improve attainment of disadvantaged children and young people				
	Develop higher levels of parental engagement in children’s learning and in the life of the school				
	Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities				
	Reduce exclusions and improve attendance rates in our schools, especially for looked after children				
Develop flexible learning pathways to reduce number of pupils on part-time timetables					
Reduce the number of children and young people reporting they experience bullying and/or hate crime					
Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months					
School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children’s Progress	Performance Information
Outcomes	Leads and Links to plans		Authority/School/Centre Actions		
The poverty related attainment gap is reduced in all schools	Raising Attainment Strategy Equity Framework Michelle Moore		<ul style="list-style-type: none"> • Embed Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts 		
An inclusive ethos of aspiration exists in every school	Inclusive Practice Strategy: Martin Vallely Gillian Barclay Lifelong Learning Plan Anti-bullying – Aicha Reid CIRCLE Kirsty Spence/Keith Thomson		<ul style="list-style-type: none"> • Implement Inclusive Practice Strategy • Implement revised Anti-Bullying guidance • Implement Rights Based Learning (Rights Respecting Schools) • Implement CIRCLE resource 		
Parental Engagement is high	Parental Engagement Strategy Maria Plant Patti Santelices Lifelong Learning Plan		<ul style="list-style-type: none"> • 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) 		

		<ul style="list-style-type: none"> Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide
<p>Exclusions are reduced</p> <p>Attendance is high</p>	<p>Included Engaged and Involved Strategy: Gillian Barclay</p> <p>Kirsty Spence/Martin Gemmell</p> <p>Lifelong Learning Plan</p>	<ul style="list-style-type: none"> Implement Exclusion Guidance Implement Included, Engaged and Involved
<p>Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare</p>	<p>EY Strategic Plan</p> <p>ASLS Early Years Team – Kirsty Spence</p>	<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

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

High Level improvements

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

Schools evaluate children’s progress in HWB as evidenced by SHANARI indicators from N1-S6

Establish cultures based on Getting It Right for Every Child

Develop learners’ experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential

Develop partnership arrangements which ensure that all pupils experience a smooth transition across all stages, sectors and establishments to a positive and sustained destination

Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed

Increase the provision of nurture across schools

increase the percentage of schools evaluated as ‘good’ or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children’s Progress	Parental Engagement	Performance Information
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Outcomes	Leads and Links to plans	Authority/School/Centre Actions
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<p>All children and young people have best possible health and wellbeing</p>	<p>Raising Attainment Strategy: HWB Framework Janice Watson</p> <p>Inclusive Practice Strategy: Kirsty Spence</p> <p>Lifelong Learning Plan Linda Lees/Pattie Santelices</p>	<ul style="list-style-type: none"> • Implement Health and Wellbeing Framework • Implement Inclusive Practice Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)
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All schools and centres are compliant with Equality Act 2010	Aicha Reid/Maria Plant Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff - Kirsty Spence	<ul style="list-style-type: none"> • 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
There is an increase in uptake of physical activity in all sectors	Active Schools Action Plan Outdoor Learning Action Plan	<ul style="list-style-type: none"> • Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE
There is an increase in uptake of musical, arts and creativity activity	Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive	<ul style="list-style-type: none"> • Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
There is an increase in the levels of pupil participation and learner voice	Pupil Participation QIEO Year of Young People Linda Lees	<ul style="list-style-type: none"> • Extend numbers of schools delivering Rights Respecting Schools • Embed actions within Child Friendly Edinburgh Plan • Embed Young People's 'How Good is Our School'
All children are supported to be safe	Maria Plant	<ul style="list-style-type: none"> • Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
Our children are well nourished	J Watson	<ul style="list-style-type: none"> • Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning
Culture of Getting it Right is in place in every setting	ASL Service – Kirsty Spence	<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 training on CIRCLE, autism, nurture, Visual Support Project, Emotion Talks

	Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	<ul style="list-style-type: none"> • Provide up-to-date guidance on creating accessible school environments • Ensure compliance with new regulations on Information Sharing • Embed Rights Based Learning, e.g Rights Respecting Schools
Our Looked After Children are supported to achieve	Corporate Parenting Leadership Group	<ul style="list-style-type: none"> • Implement the Corporate Parenting Plan • Implement the Looked After Children’s Plan
Improvements in the Learning experiences in all schools and centres	<p>Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw</p> <p>EY Strategic Plan</p> <p>ASL Service – Kirsty Spence</p> <p>Aicha Reid, Depute Principal Psychologist</p> <p>Creative Learning Plan –IMS Action Plan</p>	<ul style="list-style-type: none"> • Embed CIRCLE resource • Increase opportunities to develop outdoor literacy and numeracy • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy in Early Years • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people in SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	<ul style="list-style-type: none"> • Develop and implement Gaelic Education Plan • Provide guidance and support to schools in the delivery of Gaelic Medium Education

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

High level improvements	<p>Increase the number of young people who report high levels of satisfaction with learners' experiences</p> <p>Support schools to develop pathways to ensure skilled and competent workforce for City Deal aims</p> <p>Support schools to develop skills based curricula</p> <p>Support schools to improve school leaver destinations</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	Authority/School/Centre Actions			
Improve learning and teaching, and pedagogy at early level	<p>Raising Attainment Strategy: Excellence in Learning David Leslie 1+2 Languages Plan Curriculum Guidance:</p>	<ul style="list-style-type: none"> • Implement Excellence in Learning Framework • Establish Edinburgh Learns Pedagogy Team • Implement/embed One plus Two Language Plan 			
Our learners make the best use of technology	Digital Learning Strategy	<ul style="list-style-type: none"> • Develop and implement a Digital Learning and Teaching Strategy • Implement STEM Strategy 			
Flexible pathways are in place for all learners	<p>DYW Action Plan Tommy Hughes</p> <p>Linda Lees Paul McCloskey Robin Yellowlees (Lifelong Learning Strategic Managers)</p>	<ul style="list-style-type: none"> • Develop and Implement Pathways for Learning Framework <ul style="list-style-type: none"> ○ Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways. • Implement Pathways Hub Pilot • Implement DYW Action Plan <ul style="list-style-type: none"> ○ Embed Career Education and Workplace Standard ○ Improve use of Labour Market Intelligence 			

DYW Manager
Jet Team linking with Special Schools
Education Support Officer, Chamber of
Commerce/
Regional DYW Group,
Edinburgh Guarantee, SDS. other
partners.

Early Years Strategic Plan

- Increase the uptake of vocational qualifications available to those in the senior phase.
- 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