Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Standards and Quality Report

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 Note the improvements in progress towards actions across every Edinburgh Learns themed Board

1.1.2 Note the flexibility and responsiveness of all staff in delivering service within the context of risk management

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Report

Standards and Quality Report

2. Executive Summary

2.1 Last session good progress was made across many measures and 'the best teaching and learning for all' goal was increasingly evident in schools. This was validated by scrutiny inspections from HMI and through the authority internal review system. Gains in attainment in literacy and numeracy were evident both in broad general education and senior phase. Schools increasingly focused on improving the teaching and learning skills of staff and empowering their communities. All Headteachers were aware of the need to improve the pace of change to close the poverty related attainment gap. Many schools were implementing the strategic guidance and good practice shared across the system to improve wellbeing, equity and inclusion, however the international review of equalities and racism have reprioritised work, and highlighted the need for more robust action to respond to pupils' views.

3. Background

3.1 Edinburgh Learns is the local authority strategic framework to deliver the aims of the National Improvement Framework. Themed Boards set actions and keep progress under review. These Boards comprise officers, teachers and where possible parents and partners. Each year they set specific, measurable actions to raise standards in the City of Edinburgh Schools.

4. Main Report

4.1 The Standards and Quality Report contains the annual reports from each Themed Board and is attached as Appendix 1.

Overall, we note improvements in most areas, though data collection for attainment in broad general education was only possible up to the point of lockdown, and only through teacher predictions. Senior phase attainment referenced in the report is for session 18/19 and show improvements in several key areas.

4.2   The most notable improvements in attainment were in literacy and numeracy at SCQF Levels 4 and 5. This was in line with the Virtual Comparator, where previously it had been significantly below. This measure augurs well for continued improvement in senior phase. Analysis of Broad General Education Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019. It showed improvements in the majority of measures, including a narrowing of the poverty related attainment gap.

4.3   The key input to these and all other improvements is the professional learning of a skilled and competent workforce and Edinburgh Learns Teaching & Learning Team have made significant progress in this area. Although their partnership work with the Teaching Unions to 'Empower Edinburgh' was paused, the team also during lockdown made considerable strides in supporting with digital and blended learning.

4.4   Leadership at all levels is another key input to school improvement and this includes pupil voice, as well as the formal leadership of the Headteacher and the senior leadership team. Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this. In addition, developing pupil voice to lead Equalities work has begun, was paused, and is now recommencing in line with actions on the Equalities plan.

4.5   As well as making improvements in the range of appropriate pathways, improving employer engagement and explicit use of the career education standard, we noted gains in the 2020 Annual Participation Measure with 92.4% of young people in education, employment or training and personal development, a 0.2% increase compared to August 2019. We are also still above the national average of 92.1%. This is encouraging during such challenging times and demonstrates the strength of our partnerships.

4.6   The Standards and Quality report normally influences the Education Improvement Plan, however the draft plan which was circulated to Headteachers in March was also paused while COVID recovery work is ongoing. Headteachers are therefore planning adapted improvements based on Adaptation and Renewal themes, rather than those directly linked to self-evaluation.

4.7   As schools settle into 'life with COVID' all efforts are being made to deliver high quality teaching and learning. Guidance continues to be drafted for the main themes: Health and Safety, Wellbeing and Resilience and Teaching, Learning and Assessment. Ensuring the latter is in place will result in reliable data being in place to guide next steps.

5.   Next Steps

5.1   Continue to support with School Renewal Planning including, Teaching, Learning and Assessment.

5.2 Modify the various self-evaluation practices, including diagnostic and summative Assessments

6. Financial impact

6.1 There are no additional financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 Consultation is embedded in the work of the Edinburgh Learns Themed Boards.

8. Background reading/external references

N/A

9. Appendices

9.1 Appendix 1   Standards and Quality Report

STANDARDS & QUALITY REPORT 2019/20

Our Goal: the best teaching and learning for all

Summary

Up to the point of lockdown good progress had been made across many measures and 'the best teaching and learning for all' goal for Edinburgh Learns was increasingly being seen in schools. This was validated by scrutiny inspections from HMI and through the authority internal review system. Overall, there was an increase in the quality values in Primary School Inspections since Session 2018-19. There were no Secondary Inspections during Session 2018-19 to compare, however the average grade of QI grades for special schools also improved over time.

The most notable improvements in attainment were in literacy and numeracy at SCQF Levels 4 and 5. This was in line with the Virtual Comparator, where previously it had been significantly below. This measure augurs well for continued improvement in senior phase. Analysis of Broad General Education Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019[1]. It showed improvements in the majority of measures, including a narrowing of the poverty related attainment gap.

The key input to these and all other improvements is the professional learning of a skilled and competent workforce. Edinburgh Learns Teaching & Learning Team have made significant progress in this area. Although their partnership work with the Teaching Unions to 'Empower Edinburgh' was paused, the team made considerable strides in supporting with digital, blended learning and in the core skills we need all teachers to have to raise attainment.

Leadership at all levels is another key input to school improvement and this includes pupil voice, as well as the formal leadership of the Headteacher and the senior leadership team. Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this.

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[1] Meaningful analysis of improvements this session is not possible in the absence of ACEL data for session 2019-20, and as we await Insight data based on examination results for 2019-20.

Self-Evaluation and Scrutiny

Our Outcomes: Scrutiny
- To ensure a culture of self-evaluation and improvement exists in all schools and centres.
- To ensure school's self-evaluation arrangements are rigorous and accurate to support evidence-based quality values submitted through Standards & Quality Reports and in Pre-Inspection Summary Self-Evaluation Papers. These values should then be validated through the external scrutiny process.
- To increase the number of schools evaluated as 4 (Good), 5 (Very Good) and 6 (Excellent) within the six-point scale used to grade the Quality Indicators within the HGIOS? 4 performance framework.
- To support our schools in preparing for external scrutiny through Education Scotland Inspections.

What Does Our Evidence Tell Us?
Primary Inspections

School	Date of Inspection	QI Values			
		1.3	2.3	3.1	3.2
Echline	Sept, 2019		3		4
Preston St	Dec, 2019	4	4	4	5
Bruntsfield	Jan, 2020		4		5
Deanpark	Jan, 2020	5	4	4	4

School	Date of Inspection	QI Values			
		1.3	2.3	3.1	3.2
Granton	Jan, 2020		3		3
Longstone	Feb, 2020		3		4
Pentland	Feb, 2020	4	4	5	5
St John's	Jan, 2020	4	4	4	4

Summary of QI Values

Quality Indicator	1	2	3	4	5	6
1.3				3	1	
2.3			3	5		
3.1				3	1	
3.2			1	4	3	

Secondary Inspections
Boroughmuir High School (short model)

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	very good

St Augustine's High School (Long model)

Quality indicators	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	very good

What Were Our Strengths?
Overall, there has been an increase in the quality values in Primary School Inspections since Session 2018-19. There were no Secondary Inspections during Session 2018-19.

Leadership of Change & Improvement
The Leadership of Head Teachers, & Wider Senior Leadership Teams, including the development of a shared vision & teamwork, has been identified as a strength of practice. Where the leadership of Head Teachers is creating a climate of high expectation, this supports strong attainment. Staff are committed to undertaking professional learning opportunities with a direct impact on outcomes for young people in evidence.

Teaching, Learning & Assessment
Inspection activity has identified some examples of interesting activities which enthuse learners. Play-based learning approaches, the quality of the outdoor learning environment (Forest Schools) and strategies to improve attainment in Reading have also been identified, together with an example of quality support for learning.

Ensuring Wellbeing, Equality and Inclusion
Dignity and worth are shown to all children and empathy demonstrated towards each other. Pupils consistently demonstrate a sense of pride in their schools. Engagement with partners, to promote Equity, was also highlighted as a strength. Respectful relationships exist between young people and with staff, which supports a purposeful ethos for learning. Young people are highly motivated, ambitious and keen to do well. Young people facing barriers to their learning are supported well. In one example, the school is identified as benefitting from the rich cultural diversity, with the health and wellbeing of young people at the heart of the school's vision. There are examples of a broad range of opportunities for young people to achieve more widely.

Raising Attainment and Achievement
In some schools, almost all pupils are achieving expected levels, with some exceeding expected levels. In one example, attainment was particularly strong in S4-6. Staff are consistently aware of their role in raising attainment with rigour in judgements about pupils' progress demonstrated in some schools. In some examples, Achievements are consistently tracked, with links made to skills. In some schools, there are very effective systems in place for of PEF/SFL/EAL to improve attainment of targeted cohorts.

What Are Our Next Steps?
- Provide further opportunities for involvement of wider community in leadership of improvement.
- Develop consistent delivery of high-quality teaching & learning to raise attainment.
- Increase pace & challenge in learning.
- Improve effective approaches to assessment, planning, tracking and monitoring.
- Provide more opportunities for young people to lead their learning.
- More effective use of data to inform a whole-school strategic picture of attainment.

- Increase rigour in teachers' judgements about pupils' progress.

- Ensure the consistency of a broad range of opportunities for young people engage in personal achievement.

QICS/Edinburgh Learns Teaching and Learning Team

- The QICS service will provide increased support to those schools graded/self-evaluated QI 2.3 (Teaching, Learning & Assessment) at a value of 3 (satisfactory) or less.

Supported Self Evaluation

The authority undertook a number of Supported Self-Evaluations (SSEs) during session 2019-20: Primary (6), Secondary (3), Special (3). There were also 5 follow-through visits (post- HMI Inspection) undertaken. This is done in partnership with school leadership teams

Leadership Learning Partnerships

LLPs take place four times per session and are organized, and coordinated, by the Quality Improvement Managers. Schools are allocated to a Partnership based on:

- sector

- profile, including demographic and improvement priorities

- levels of experience and support.

What Were Our Strengths?

Strengths identified were largely similar to those identified through Education Scotland Inspections. Leadership of change is well managed, by senior leaders, in several examples, with the school's Vision created collaboratively and shared clearly with stakeholders. Staff, in many schools, are committed to engaging in professional learning which directly improves outcomes for their learners. Relationships are positive, with nurture and pupils' wellbeing at the heart of practice. In several schools, learners were motivated, eager participants in their learning, with play-based approaches, and use of the outdoor space well-developed in some schools. There is a strong climate of inclusion in evidence in many schools. In several examples, pupils' progress is tracked well, including the identification of equity cohorts and poverty-related barriers to learning. In a few schools the Additional support for learning provision is well-developed, with effective use of pupil support assistants to support learners.

What Are Our Next Steps?

Schools should seek to provide further opportunities to involve parents, carers and partners in self-evaluation and school improvement. Leadership should be developed at all levels, including young people leading their own learning to a greater degree. Pace & challenge should be appropriate in all learning experiences. Further development is needed in ensuring pupils are confident in the use of "the language of learning" so that they can engage confidently in learner conversations about their strengths and next steps. All schools should continue to develop their Digital strategies to both further learning and support young people who may need to self-isolate as a result of Covid-19. Pupils should continue to engage in a range of wider achievement opportunities, which should be tracked effectively with data used to inform learning experiences within the school setting. Staff should continue to engage in a range of professional learning opportunities e.g. practitioner enquiry and Digital CLPL. There is a strategic focus on ensuring all staff engage in "Engagement with the Benchmarks" CLPL to continue to develop confidence to support rigour in teachers' professional judgements about pupils' progress.

Teaching and Learning

Our Outcomes: Teaching and Learning
- Our learners enjoy high quality learning experiences.

Raising Levels of Attainment

Raise attainment in Literacy and English, Numeracy & Mathematics as follows:-

- Improve CFE levels for Reading, Writing, Talking & Listening, Numeracy & Mathematics at P1, P4, P7 & S3 to > 85% (comparing favourably with comparator schools/LA) with a particular focus on Care experienced learners & learners living in poverty.
- Improve average complementary tariff score for all school leavers comparing favourably with comparator schools/LA.
- Literacy – 85% of school leavers to achieve SCQF Level 5 or better (Virtual Comparator is currently 83%).
- Numeracy – 75% of school leavers to achieve SCQF Level 5 or better (VC is currently 72%)

Self-Evaluation
- 100% of schools to evaluate QI 2.3 as Good or better (Level 4) in 2020-21 S&Qs, including increased number of schools, evaluating as Level 5 (very good)
- Ensure rigour in school's self-evaluation of QI 2.3 to decrease potential of disparity in evaluations through external scrutiny activity.
- Improve approaches to assessment and moderation.

Professional Learning
- Increase teachers' participation in EL professional learning offer to ensure engagement from a higher number of schools. This includes teachers' delivering professional learning within own schools/clusters.
- Increase % of teachers evaluating increased confidence in specific pedagogical approaches i.e. AFL, Differentiation, Skills & Leadership of Learning.
- Increase number of schools engaging in Teacher Enquiry approaches, leading to improvements in pedagogy.
- Establish network of Learning, Teaching and Assessment leads, supported by centralised professional learning.
- Create a matrix of available EL professional learning opportunities, including Creativity CLPL.
- Create a matrix of identified good practice.

Digital Learning
- Increase number of schools identifying good practice in digital learning in Standards and Quality Reports.
- Increase number of schools identifying areas for improvement in digital learning in School Improvement Plans.
- Create and strengthen Digital Learning Coordinator network.
- Ensure EL professional learning includes opportunities to showcase and develop use of digital learning.

What Does Our Evidence Tell Us?
Raising Levels of Attainment
Due to the Covid-19 pandemic schools were not asked to submit ACEL data.

Self-Evaluation – QI 2.3: Learning, Teaching and Assessment

Sector	Mean Self-Evaluation Grade	Number (and percentage) of schools self-evaluating at grade 3 or lower	Number (and percentage) of schools self-evaluating at grade 5 or above
Primary	3.89	17 (19%)	6 (7%)
Secondary	3.91	3 (13%)	1 (4%)

Special	3.36	5 (45%)	0 (0%)

Professional Learning

Approximately 600 individual teachers have engaged with EL T&L Professional Learning (Formative Assessment for Learning, Differentiation, Skills, Leadership of Learning, Leading a Learning Community).

Teacher post-confidence measures (% of teachers who reported significant or moderate)

Improvement in confidence related to knowledge and understanding	100%
Improvement in confidence related to planning opportunities for learners	100%
Impact of professional learning on learners' experiences	97%

Approximately 24 schools engaged in Lesson Study, supported by EL T&L Team. In addition, around 20 delegates were supported through practitioner enquiry as part of the ELITE programme.

Teachers who agreed:

The Lesson Study process has been beneficial for me as a practitioner.	94%
The Lesson Study process has been beneficial for my learners	80%

Digital Learning

We have had over 1300 engagements with our online digital professional learning offer. In addition, over 1000 teachers signed up for digital webinars delivered in June. Ninety six percent of attendees agreed (or strongly agreed) that attending the webinar increased their confidence.

What Were Our Strengths?

Increased rigour in engagement with attainment data, with attainment level predictions gathered in February for all schools. This has provided schools with a reliable set of data to support the identification of pupils' gaps in learning as they returned from lockdown. An increased number of schools have implemented EDICT/refined their own system to ensure systematic tracking and monitoring of pupils' progress.

Number of schools self-evaluating at a Quality Indicator of 4, or above for QI 2.3 (Teaching, Learning & Assessment). This has been as a result of the model of proportionate support provided by the QICS/Edinburgh Learns T&L Team to secure improvements in pedagogy.

High-quality professional learning offer, including comprehensive digital offer, which was evaluated strongly by practitioners. This has supported the contingency model of learning during lockdown and will support blended learning in the event of localised lockdowns/cohorts of pupils in self-isolation as a result of positive cases.

What Are Our Next Steps?

Focus on proportionate support from QICS/Edinburgh Learns Team for schools who self-evaluate at 3 or lower for 2.3 (25 schools).

Digital Upskilling:- all schools will be required to have a Digital Lead and a Digital Strategy to support contingency plans for learning. This will include increased professional learning to support practitioners, including the delivery of two-way video to deliver live teaching.

Closing the Gap teachers have been appointed, supported by PSOs, home link teachers etc. We will extend the offer of professional learning, given to this team, to the wider teacher population through the Edinburgh Learns Professional Learning offer. We will continue to provide relevant professional learning and support to those

practitioners, and to schools and clusters, to ensure that we make best use of closing the gap team to enable learners to catch up on any lost learning incurred during school closures.

Increase rigour in teachers' professional judgement, about pupils' progress, supported by the strategic focus and professional learning offer on "Using Benchmarks to Support Achievement of a Level."

Ensure all schools have a systematic approach to the tracking and monitoring of pupils' progress.

Parental Engagement and Involvement

Outcomes: Learning Together

- Ensure parental engagement is high through strategies to engage families in learning, including those funded by PEF.
- Involve parents & carers more actively in school improvement, including the evaluation of learning and teaching.
- Evaluate support to parents and carers using the CEC Parental Engagement Framework and the CEC How Good is our Support to Parents and Carers? toolkit.
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- Increase parental knowledge of parenting support programmes and ensure parents & carers are aware of how to express their views and how their views are taken into account.

What Does Our Evidence Tell Us?

During Lockdown, the initial support for families and school communities focused on health, wellbeing and safeguarding concerns. This increased to include support with blended learning. As a result, the shared responsibility for learning at home strengthened partnership working with parents and carers.

Relationships between parents and carers and school staff have improved. Families have contacted schools for financial advice and support with home learning, managing family wellbeing and behaviour during the pandemic. Schools have assisted parents and carers to access other agencies. Partnership working across sectors has increased as schools have worked with other agencies to ensure the best outcomes for learners and families.

There has been a higher number of parents & carers attending Parent Council Meetings held virtually.

Schools led and supported the community by:

- Holding community virtual assemblies.
- Providing a wide range of home learning activities including the use of MS Teams.
- Supporting transitions and providing bespoke support for children with additional support needs.
- Regular telephone contact with 'vulnerable' families.
- Setting up an online nurture room, with packs developed around anxiety, worry and restorative conversations at home.

What Were Our Strengths?

16,155 food boxes were provided by Schools and Early Years and Families from end of March to end of June for families across the city.

652 Food boxes were provided by Discover Online Family Programme during the six week summer holiday period.

Many schools supplemented these food parcels. Some schools sourced additional food donations from the Greggs Foundation and Cash4Kids. Schools supported vulnerable families by liaising with local businesses to provide food and devices.

School staff delivered food parcels from Social Bite and Spartans, some schools doing so several times a week (sometimes with hot meals).

Delivering food parcels provided a vital opportunity to check in with families, providing support to parents and speaking to children about how they were feeling and how their learning was going. Staff also delivered stationery and work packs or set up collection points from local shops.

National Recognition

Ann Moore, Head Teacher at Canal View Primary School, featured on 'The Nine' on BBC Scotland in May 2020, where she was filmed travelling to visit different families. Some parents were interviewed at their doorsteps and spoke about how supported they felt.

Engaging with parents on their doorsteps has impacted on teaching and learning. A teacher, working in the North West of the city, stated '*I am going to be so different when I get back into the classroom. When I was on my lunch run today, I realised that I had been teaching my children about a world they don't live in. I didn't understand before, I do now.*'

Data has been collated centrally of the families who received support.

A Head Teacher reported '*We have literally been met on doorsteps by mums in tears...they had been struggling to feed their families and had no-one to help. We have had parents jumping for joy in appreciation for 4 packed lunches and a £20 gift voucher for Morrison's. We have had parents offering prayers of thanksgiving on the spot for the help they are receiving. Our delivery teams are made up of PSAs, teachers and the school nurse even comes along on her day off! She can keep an eye on some of the more vulnerable children on our runs. I have received texts, emails, telephone calls from nearly every person on the delivery teams - they have been utterly moved and transformed by the experience.*'

What Are Our Next Steps?

- Parents & carers have been their children's teacher during the pandemic. Practice moving forward has to validate this role and ensure parents & carers are informed about their children's learning.
- Parental views to be sought by schools to evaluate the impact of the pandemic to support the needs of the school community.
- Clear communication for all families who continue to have changes in family circumstances to access supports from other agencies. Ensure support is accessible for all.
- Build on partnerships developed to include parents & carers in school development and contingency plans for blended learning.
- Continue to reconnect with parents & carers to identify any gap in the digital provision.
- On-going work to engage "harder to reach" parents & carers in school life.

Pupil Voice

Our Outcomes: Learner Participation

Our targets were to develop an awareness across Head Teachers and school staff of the four arenas of participation as outlined in *Learner Participation in Educational Settings 3-18* (Education Scotland, 2018), and to support them in self-evaluating their practice and impact across these, using the challenge questions and features of highly-effective practice for staff in *How Good is OUR School*: *Part 1* (Education Scotland, 2018). This was to ensure that Children and young people are increasingly confident in identifying their interests, strengths and skills and have a voice in decisions about their school.

Quality Improvement Education Officers worked directly with schools during the session 2019/20, by delivering professional learning for school staff on empowering learners through participation in decision-making across the four arenas of

- Learning, Teaching and Assessment
- Opportunities for Personal Achievement
- Decision Making Groups
- Links with the Wider Community.

All staff in 7 schools have engaged with this professional learning, and a further 17 have signed up for the academic session 2020/21. In addition, all members of the Head Teacher community from the Primary Sector, and some members from the Secondary sector attended CLPL delivered by the authority on this.

Edinburgh Learns Team delivered core CLPL to class teachers from a variety of settings entitled *Leadership of Learning*, which focussed in detail on the Learning, Teaching and Assessment arena.

The number of schools holding UNICEF Rights Respecting Schools Award accreditation, within which Article 13 directly relates to children's views and ability to inform decision-making, has increased to 46 Bronze, 21 Silver and 10 Gold Awards.

What Does Our Evidence Tell Us?

Evidence of increased engagement with learner views is apparent across schools, where pupil leadership groups are taking greater responsibility for school improvement and are able to influence this. Examples from across the city include community learning teams with pupils from across stages, pupil groups engaging with the 5 themes within *How Good is OUR School: Part 2* (Education Scotland, 2018) and reporting their findings to fellow learners, increased use of 'You Said, We Did' in communication to learners, pupils presenting to the Scottish Parliament on World Children's day to celebrate the 30th Anniversary of the United Nations Convention on the Rights of the Child in November 2019 about importance of young people engaging in discussion around children's rights and how their voice is so important as it represents the future of our country, and pupils participating in the *Future Schools Project* which involved them designing learning environments for their school which would lead to improved learning and teaching.

What Were Our Strengths?

Key strengths in 2019/20 included the delivery of a Learner Participation session to all Primary Head Teachers in January 2020, delivery of a self-evaluation input at the Primary/Secondary Head Teacher Conference in January 2020, using examples from HMI inspection findings as a stimulus for discussion and reflection. Feedback gathered from the sessions delivered to whole school staff demonstrated that staff felt they had an increased understanding of what effective practice across the four arenas looked like and were able to articulate their next steps in facilitating learner participation in their setting.

59 schools have put forward a main contact person for all matters relating to learner participation, to whom opportunities for learners to be involved in wider participation outwith their school will be directed, and from whom examples of progress and effective practice is being gathered.

In February 2020, over 130 young people from across the secondary sector participated in our first City of Edinburgh Council Youth Climate Summit, the content of which was informed directly by young people and delivered and facilitated by young people with support from the CEC Quality Improvement Team and Lifelong Learning team.

Pupils from **Wester Hailes Education Centre** presented to elected members in March 2020 about successful learner participation in decision making in the arena of Learning, Teaching and Assessment through the *Classroom Partnership* model they created regarding core expectations of teacher actions and pupil actions within lessons, which formed part of their Rights Respecting Schools Silver accreditation.

What Are Our Next Steps?

We will continue to build on the examples of effective learner participation that exist across the authority in schools across the city in terms of facilitating and promoting young people's participation in decision-making across all four arenas. Current gaps in the City of Edinburgh reflect the national picture outlined in the *Thematic Review of Pupil and Parent Participation* (Education Scotland, 2019), and can also be seen in Summarised Inspection Findings from HMI. For example, through young people influencing not just what they learn but how they learn and are assessed, young people deciding on the opportunities for personal achievement that are offered, young people leading and influencing the direction of their decision-making groups, and young people making decisions about their work with

the wider community. The CLPL offer will continue to be delivered across schools to upskill staff and promote effective self-evaluation in this area, allowing for effective targets to be created at school level.

We will continue to work with schools, using the challenge questions and the features of highly-effective practice from *How Good is OUR School* (Scottish Government, 2018) with school staff to ensure that they are creating the culture for genuine learner participation and ensuring that learner views are used to inform key decisions about all aspects of school improvement.

Health and Wellbeing

Our Outcomes

- To ensure that all children and young people have best possible health and wellbeing and that schools are compliant with the Equality Act 2010.

- Implement Edinburgh Learns Health and Wellbeing Framework

- Embed HWB Progression Pathways

- Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)

- Use of data from primary and secondary surveys to inform next steps in schools

- Review Relationships, Sexual Health and Parenthood materials to ensure they meet the needs of our learners

- Develop support for secondary schools in relation to PSE curriculum

- To implement new Scottish Government HWB survey (survey postponed until further notice)

- Respond to issues raised by young people

What Does Our Evidence Tell Us?

The Edinburgh learns framework is used widely across CEC schools to inform practice, including self-evaluation. Progression pathways are used to support continuity in learning in Health & Wellbeing.

Both primary and secondary HWB surveys identified a need to support schools to understand and deal with bullying more effectively. A partnership approach to training, in collaboration with Respect Me enabled senior leaders to receive Anti-Bullying training. Evaluations from this have been mixed and future sessions will be adapted accordingly to ensure they meet the needs of participants. The Preventing and Responding to Bullying and Prejudice Policy is also being strengthened to better reflect specific behaviours and pupil voice.

Schools are at the early stages of using the new national Relationships, sexual health and parenthood resources. Initial feedback has been positive. The authority has purchased additional resources developed by Hey Girls for each school to supplement education around menstruation and associated conditions.

Initial ideas have been formed to develop a potential HWB guarantee for our secondary schools, this would include curricular support.

Building Resilience for Transition Back To Secondary School was developed over the summer to help give secondary practitioners ideas of activities to support young people's mental health and emotional wellbeing following our experience of COVID-19 lockdown. This provides progression from the primary resource and the transition work experienced by our P7 pupils and a basis on which to develop a more comprehensive resource going forwards.

We have developed a collaborative approach to train the trainer training RSHP champions in each primary and special school with 'Healthy Respect' to enable each school to have an RSHP champion. 25 staff have participated in this training. All stated they were now more confident in their ability to work with other staff and pupils on this topic.

Healthy Respect continue to offer bespoke training for our secondary schools which is flexible to suit the individual context/need. Evaluations evidence increased confidence in supporting young people with a range of issues relation to this aspect of the curriculum.

Three food CLP sessions were planned for Primary schools. One took place and guidance shared was enthusiastically received by participants.

Psychological Services, ASL Services and our HWB team continue to offer a wide range of training to support a variety of areas of emotional wellbeing including, nurture, building resilience, relationships, learning and behaviour, managing anxiety and stress and trauma. Positive evaluations of these inputs indicate that participants benefited from the training.

QIEOs have been working directly with schools this session through delivering professional learning for school staff on empowering learners through participation in decision-making across the four arenas. All staff in 7 schools have engaged with this it was evaluated positively.

School staff continue to use the wellbeing indicators as the main tool to reflect on progress and priorities of HWB at both individual and whole school level. Staff report this consistent approach is helpful in identifying priorities in consultation with the whole school community. Discussions have been to provide more structure to this model to support a more consistent approach.

Young people continue to attend the HWB Strategic Group and inform its direction. The most recent meeting planned to take forward the topic of sustainability at the request of young people. This work was paused but will continue this year.

What Were Our Strengths?

The CPD we are providing to staff is of high quality, varied and responsive to needs. This was particularly evident with the development of professional learning in relation to supporting wellbeing during lock down and in anticipation of schools returning. Moving on coming together – supporting our wellbeing and Moving on coming together – focus on our children, young people and families' wellbeing – live sessions were accessed by over 1000 staff and narrated PowerPoints continue to be available for all staff. Feedback from these sessions has been hugely positive indicating positive outcomes for learners in supporting their Health & Wellbeing.

All schools inspected, by HMIe, received good or very good for Ensuring Wellbeing Equality and Inclusion.

Strong collaboration across the authority and with partners to meet the HWB needs of our schools. This was exemplified in the transition resources developed across teams to support both early years and primary to secondary transition during lockdown.

The development and use of new and existing authority curricular resources provided staff with materials to support the HWB needs of learners both during and post lockdown.

Guidance provided to schools for renewal planning in HWB identified 4 key areas of focus thus providing consistency to strategic direction.

Consistent use of the HWB indicators and values and practice provided in Edinburgh Learns materials to support self-evaluation.

What Are Our Next Steps?

Continue RSHP training over the next year so all primary schools have a champion to lead on this work.

Headteachers to complete as part of School Renewal Planning a separate plan for Equalities
required to detail actions regarding;

 - Equalities Lead Officer/ensure Pupil Voice

 - Anti-Bullying (school version)

 - Tackling Racist Incidents

All schools are required to establish and equalities group by December 2020There are plans to deliver further training focusing on hate crime and reporting and supporting in conjunction with Police Scotland. The HWB and Equalities groups liaise closely over this work.

Follow up of impact of food CPD and rescheduling remaining sessions for this academic year.

Consult on and plan potential HWB guarantee including the development of a curricular resource.

Provide clear strategic direction on evaluating improvement in health and wellbeing.

Progress work on sustainability.

Further develop training provided during lockdown to meet the changing HWB needs of staff and learners. This will remain responsive to needs as they develop over the year.

Pathways

Our Outcomes

- To ensure Flexible pathways are in place for all learners
- Implement Edinburgh Learns Pathways Framework
- Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways
- Embed Career Education and Workplace Standard
- Support looked after learners to stay on at school
- Learners access appropriate vocational learning
- Support and promote foundation and modern apprenticeships
- Improve use of Labour Market Intelligence
- Increase numbers of paid work experience/internships for young people, targeting those from Equity Cohorts

- Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

What Does Our Evidence Tell Us?

The Edinburgh Learns Pathways Framework gained committee approval in December 2019. Our strategic actions are being taken forward through the EL Pathways Board and related workstreams. Effective collaboration with key partners continues and strategic understanding has improved across the school estate, resulting in greater consistency and continuous improvement in implementation of Career Education Standard; completion of the 16+ Data Hub; School Leaver Destination Results and Participation Measure.

The role of QIEO with strategic responsibility for Looked After has been developed to improve learning outcomes for this equity cohort and we have also expanded our partnership with MCR Pathways.

The number of young people engaged in Foundation Apprenticeships has increased as result of improved collaboration with SDS, Edinburgh College and City of Edinburgh ELCC provider.

What Were Our Strengths?

The DHT 16+ Network is helping to drive consistency across the school estate and an improvement in employability skills and positive sustained destinations. This is demonstrated in the high completion rates across all three measures in the 16+ Data Hub – Edinburgh is above the national and regional trend.

Employer engagement with schools has improved with the development of DYW Locality partnerships (schools, employers, DYW partners) so employability events in schools are now being more effectively supported by local industry. These include both engaging and influencing partnerships. The DYW Quarterly Reports outline the nature of employer engagement with schools such as work-based learning projects, business breakfasts and career fairs.

The DYW Jobs Roadshow in March 2020 had over 1300 pupils in attendance, providing greater opportunities to explore vocational pathways, such as apprenticeships and job offers. Several young people have engaged with employer mentors through Career Ready and MCR Pathways. The JET programme for senior pupils and leavers has continued to support work placements and SCQF 4 and 5 awards.

The School College Partnership offer is a co-constructed programme for young people with pathways at a range of SCQF Levels. 468 senior phase pupils were studying vocational qualifications at Edinburgh college, representing an increase of 122% on the previous year.

The 2020 Annual Participation Measure showed that 92.4% of young people were in education, employment or training and personal development. A 0.2 percentage point increase compared to August 2019. We are also remaining above the national average of 92.1%. This is encouraging during such challenging times and demonstrates the strength of our partnerships.

What Are Our Next Steps?

We recognise the economic impact of Covid-19 on the positive destinations of our young people, in particular, on pathways such as higher and further education, training – apprenticeships - and employment. A focus as we move forward will be to look closely at those more vulnerable young people and families where their opportunities might be limited particularly due to the impact of COVID.

Vocational education, such as Foundation Apprenticeships, SVQs and Skills for Work programmes, are affected by the withdrawal of work placements until October 2020 at the earliest so virtual work-based learning is being developed.

We are engaged with the regional DYW (employer-led) group to develop a model for the implementation of DYW Coordinators across all Secondary schools. The priority will be to support 2021 Summer Leavers at risk of a negative destination.

The 2020-2021 SCP offer has had to be adapted due to the health and safety implications of Covid-19 on the provision of certain courses e.g. construction, hospitality. Edinburgh College is upholding the guarantee offer of a place to all school leavers who apply though it may not be in the course of their first preference.

Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service and new Scottish Guarantee.

Equity

Our Outcomes

Our outcome was to continue to improve outcomes for children and young people facing poverty related barriers to attainment and achievement. The Edinburgh Learns: Equity Framework acknowledges that teaching and learning remains the single most important feature for dynamic school improvement. The Framework also advocates that the promotion of partnerships with families and parents in all aspects of their children's learning will support equity, alongside schools where a culture of leadership based on shared strong values, clear vision and high ambition for all is embedded. Raising attainment for care-experienced learners remains high priority.

What Does Our Evidence Tell Us?

Evidence tells us that we narrowed the poverty related attainment-gap as follows:

- According to data from June 2019, there is narrowing of the gap for all measures in Literacy and Numeracy in P4, P7 and S3.
- Particular progress is evident in S3 (Fourth Level), with encouragingly large increases for the Quintile 1 figures in all areas.
- In terms of the senior phase, using Insight February 2020 data, Edinburgh is broadly in line with its Virtual Comparator for leavers who attain level 4 and level 5 Literacy and Numeracy.
- If we look at trends over time, the 1+ level 5 and level 6 measures the gap has improved, i.e. reduced, from the NIF baseline year (2016/17) and there has been general improvement from 2014.
- The gap for level 5 and level 6 is at its lowest since these measures were introduced.
- The 1+level 4 gap measure has fluctuated and is relatively flat.
- The trend for Edinburgh has been similar to the national one for all three NIF measures.
- Further evidence that Edinburgh's young people are leaving education with what they need for their chosen pathway is illustrated by Edinburgh's Initial Leaver Destinations are 95.11%, above the South East Improvement Collaborative who sit at 94.92% and the National percentage of 95.05%.

What Were Our Strengths?

Each meeting of the Edinburgh Learns: Equity board begins with children and young people explaining what they feel equity looks like and feels like in their schools. Young people are very aware of the importance of schools as a source of support and de-stigmatising and normalising the offer of such support, "without questions asked". Strong practice in poverty-proofing and reducing the cost of the school day was evident. The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) and this post will continue in 20-21.

Partnerships for Equity remain a strength – the Maximise! initiative, Discover programme, MCR Pathways, Forest Schools and working with EVOC were enhanced and developed during 19-20. The Edinburgh Equity Network was launched in 19-20 by practitioners for practitioners, with support from our Education Scotland Attainment Advisor, and will continue this year.

Schools continue to use SAC and PEF funding to plan for equity around the key themes of literacy, numeracy, health and wellbeing, communities and families, the use of data and teaching + learning. The completion of a Thematic Self-Evaluation of QI 1.5 took place in January 2020 and findings shared summer 2020. This has informed enhanced PEF planning for 20-21.

What Are Our Next Steps?

All staff will be asked to engage with the core professional learning offer from the Edinburgh Learns: Teaching and Learning team over the next 3 years. We know that improving the quality of learning and teaching is key to closing the poverty related attainment gap. Strengthening this universal offer to maximise the reach of high-quality professional learning on Assessment is for Learning, Skills, Differentiation and Leadership of Learning is a priority.

The Edinburgh Learns: Equity document and board membership will be reviewed and refreshed 20-21.

The Professional Learning offer Edinburgh Learns: Leadership for Equity (LiFE) will continue to be developed 20-21.

Enhanced support for PEF planning and reporting will be in place 20-21.

Inclusion

Our Outcomes

- To ensure than an inclusive ethos of aspiration and achievement exists in every school
- Exclusions are reduced
- To promote the presumption of mainstream for local children to local schools and the development of inclusive learning communities where every child is:

Present	Participating	Achieving	Supported
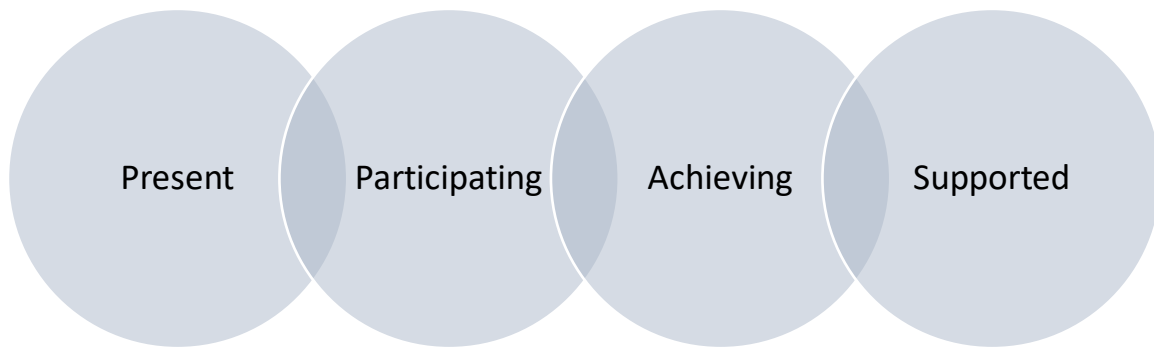
What Does Our Evidence Tell Us?

Exclusions

Citywide exclusions have reduced during 2019 to 2020[2]

- Total exclusions across the city reduced from 837 to 622. It is important to note that this total was calculated at the start of the COVID 19 school closures.
- The number of pupils impacted by exclusion reduced from 552 to 481
- Total openings lost (each open is half a school day) reduced from 5040 to 3750
- The number of exclusions for care experienced children reduced from 136 to 97
- We have successfully implemented a system to track and monitor exclusions for children with additional support needs.
- As a baseline this year 96 pupils were recorded as having no additional support needs therefore 86% of excluded pupils are considered to have one or more additional support needs.

Although part of this reduction could be attributed to the period of COVID 19 school closures this data indicates we are successfully maintaining the reduction in exclusions that has been achieved over recent years.

Flexible (part-time) Timetables

During September and October 2019 we successfully completed a survey of schools in relation to flexible timetables. There were returns from 63 (72%) primary schools, 19 (83%) secondary schools and 5 (50%) special schools.

- There was a total of 189 flexible timetables across all schools that responded (43 primary, 141 secondary, 5 special schools)
- The range in number per establishment was 0 to 3 in primary and special schools and 1 to 16 in secondary
- Of the 189 flexible timetables 51 were for 21 hours or more. It could be argued that these should be considered alternative timetables or reasonable adjustments depending on the circumstances.
- 9 in 10 pupils were involved in planning. Those that weren't were either very young and struggled to give their views. Schools felt the involvement of children was meaningful and influenced decisions.

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[2] It is important to note that this total was calculated at the start of the COVID 19 school closures.

In November a review of flexible and alternative timetables was undertaken to explore how well these are being used to deliver different learning pathways and identify any further local authority supports required for successful implementation. Key these emerged as follows:

Key Strengths
- Almost all schools are planning alternative and flexible timetables which begin with and are built around the interests and support needs of individual learners to maximise engagement.
- Schools are working hard to engage learners in the planning and review of alternative timetables to ensure a positive impact and demonstrate high levels of creativity, flexibility and planning based on meeting the needs of individual learners to deliver bespoke programmes.
- In schools where alternative timetables are working well, there is a strong focus on family engagement, with positive and supportive relationships between schools and families.
- Effective cluster working enables enhanced transition programmes for learners who may require alternative pathways. This is supported through strong collaborative relationships with key partners including Psychological Services and the ASL Service to plan and deliver alternative curricula, with schools initially using this partner support to build capacity and confidence and then taking responsibility for the implementation of alternative timetables.
- Strong, mutually beneficial collaborations are leading to increased opportunities for learners on alternative timetables and demonstrate the investment of partners in school communities.

Next Steps

- Schools should continue to work with the relevant local authority services and wider partners to ensure that all alternative and flexible timetables are sufficiently personalised to meet the needs of each pupil and allow them to engage in learning outside the traditional curriculum structure.
- Schools should continue to develop their use of PEF to create strategic roles supporting inclusion. Clusters should consider creative approaches to their use of PEF, e.g. cluster Family Liaison workers, to support high-quality individualised progression pathways.
- Further clarification of the differences between alternative curricula, alternative timetables, flexible timetables and reasonable adjustments should be provided to ensure all schools are clear about the use of terminology and SEEMiS coding.
- The authority should continue to support schools to develop approaches to tracking and monitoring, both through whole-school tracking systems and at individual child-level, to ensure that the timetables in place are improving outcomes for children.
- Schools should be supported to engage with partners to use space creatively to deliver alternative timetables; this may be space within the locality rather than in the school alone.

Edinburgh Learns Board: Strengths
- There has been a focus on the appropriate use and recording of flexible timetables including a survey in October 2019.
- Supported conversations took place between schools and their educational psychologists to ensure they were fully aware of recent policies and procedures in relation to Inclusion and had plans in place to ensure they were implemented in school.
- We have successfully finalised a local strategy for school counsellors and made conditional offers to 20 successful candidates. There is a plan in place to fulfil the Scottish Government pledge for a counsellor in every school by the end of September 2020.
- We have worked collaboratively to put in place training and advice in relation to the COVID 19 lockdown and to support the return of pupils to schools. This has included advice on home learning, anxiety returning to school and training for school staff.
- There are now 3 enhanced support bases and 4 wellbeing hubs in secondary schools to support higher levels of additional support needs within mainstream schools. This has included further development the Visual Support Project in secondary schools to support these learners to engage and develop their independence.

- We have engaged with the new Locality Operational Groups to extend locality-based flexible pathway support, including joint working between the ASL Service third-sector colleagues such as Growing Youth, Edible Estates and Spartans.
- We have reviewed the Inclusion Audit and implemented a new approach based on devolving funding and decision-making to schools so that Headteachers are empowered to use this budget as required, enabling decisions to be made at a local level and at the right time and place for the child.
- We have enhanced the ASL Service Early Years team to meet increased need and support transition from Nursery into P1

Edinburgh Learns: Next Steps?

- There will be further roll-outs of wellbeing hubs and enhanced support bases in secondary schools.
- Scottish government funding will be used to appoint more teaching staff and pupil support officers to support more vulnerable children as they return to school post lock down.
- We will evaluate the impact of school counsellors for 10 to 18-year olds.
- We will look to support effective use of pupil support assistant time which was postponed due to lockdown.
- We will continue to develop our approaches to regular training and development to support skills in relation to inclusive practice
- We are developing virtual school tours in schools to support transitions back to school for children and young people with anxiety.

Numeracy Outcomes

- Raise attainment in Numeracy & Mathematics
- Complete local authority Validated Self Evaluation in Mathematics
- Devise guidance/framework to raise attainment in maths and numeracy
- Implement Mathematics Strategy focussing on improved learning and teaching strategies
- Improve CfE levels of Numeracy attainment at P1, P4, P7 and S3
- Narrow the poverty-related attainment gap in Numeracy - including continuing to focus on improving outcomes for the most disadvantaged pupils
- Continue to support teachers to make robust professional judgements on achievement of a level in Numeracy.
- Provide high-quality CLPL for staff in Numeracy and Mathematics.

What Does Our Evidence Tell Us?

The Validated Self-Evaluation in Mathematics which was undertaken early in the session, involved visits to twelve schools across the city to identify areas for improvement as well as identify strong practice. This led to the creation of our new Raising Attainment in Mathematics Strategy, a three-year programme with the following aims:

- To improve attainment in numeracy and mathematics throughout the years of the Broad General Education (BGE) and Senior Phase.

- To improve outcomes and reduce inequity in numeracy and mathematics development.

- To increase confidence and fluency in mathematics for those who deliver mathematics education.

- To improve the quality of learning, teaching and assessment in numeracy and mathematics.

Although the full implementation of the strategy was placed on hold due to Covid lockdown, elements of professional learning have continued online, in particular engagement to support staff in SAC primary schools to develop pedagogy via a coaching model.

Meaningful analysis of improvements this session is not possible in the absence of ACEL data for session 2019-20, and as we await Insight data based on examination results for 2019-20.

Analysis of BGE Attainment in Literacy and Numeracy for session 2018-19 was presented to Committee in October 2019.

Analysis of leaver attainment for 2018-19 shows an improving trend in literacy and numeracy at SCQF levels 4 and 5. Attainment was in line with the Virtual Comparator (previously attainment at level 5 had been significantly below the VC).

Professional networks continued to meet to support the development of numeracy across learning, in primary and secondary sectors. As part of the South East Improvement Collaborative's Numeracy and Mathematics Workstream, representatives from each secondary school were trained in the use of Concrete/Pictorial/Abstract/Language (CPAL) approaches and supplied with resources to support classroom delivery. All centres (primary/secondary/special) were supplied with key texts to help support numeracy development and over 100 staff attended training in numeracy delivered by Peter Mattock (again, both of these were SEIC funded). SEIC-level evaluations of all these have been overwhelmingly positive.

What Were Our Strengths?

Based on the VSE findings, in schools with good practice the following was commonly noted:
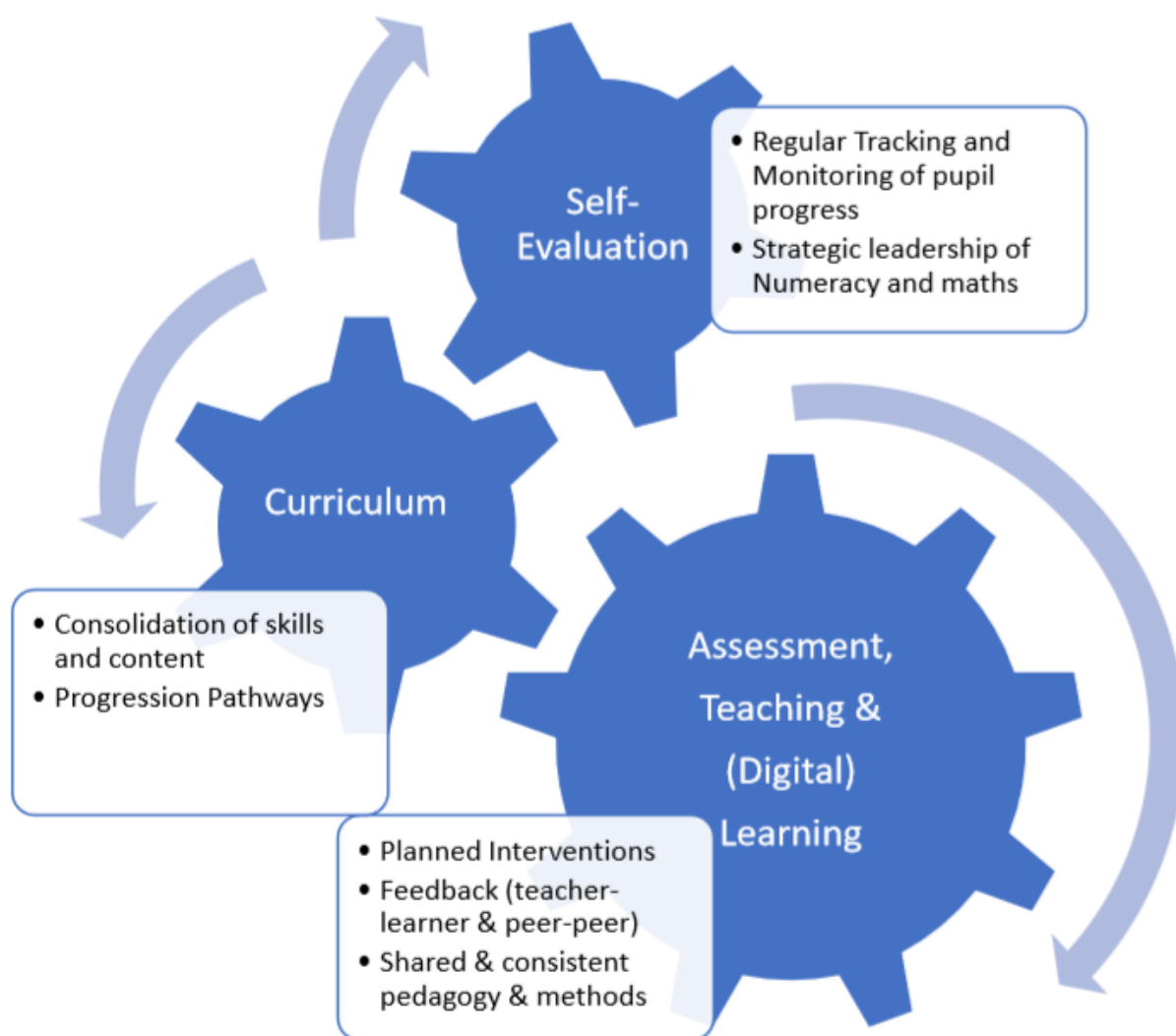
What Are Our Next Steps?

- A suite of professional learning is being developed to support the Mathematics Strategy.
- We will sensitively monitor the situation in our schools as they resume on a 100% model, to gauge when centres are ready to fully re-engage with the strategy.

- Training in CPAL approaches will be extended, within the strategy. A key focus for this session is the identification of appropriate numeracy interventions, in particular to support "catch up" learning supported by key staff.

In collaboration with the SEIC Mathematics Network we will continue to promote alternative pathways to attainment and achievement in numeracy and mathematics; this includes preparation for the delivery of the new Applications of Mathematics Higher in session 2021-22 as well as promotion of the National Progression Awards in Data Science.

Literacy Outcomes
- Narrow the poverty-related attainment gap in Literacy - including continuing to focus on improving outcomes for the most disadvantaged pupils
- Improve CfE levels of reading, writing, and listening & talking attainment at P1, P4, P7 and S3.
- Raise attainment in Writing by implementing the CEC Raising Attainment in Writing Strategy and an accompanying professional learning network
- Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia
- Implement Early years Literacy pathways
- Work across partnership services to raise Literacy attainment
- Continue to support teachers to make robust professional judgements on achievement of a level across the modes (reading, writing, talking and listening).
- Provide high-quality Edinburgh Learns: Literacy and English Professional Learning for English and Literacy, including building capacity in Literacy Leadership

What Does Our Evidence Tell Us?

Evidence tells us that we achieved a narrowing of the poverty-related attainment gap in Literacy in all measures in P4, P7 and S3 (session 2018-19 data).

Quintile 1 learners made encouraging progress at Fourth Level by the end of S3 (session 2018-19 data).

A further 300 staff attended Raising Attainment in Writing training in October-November 2019, following a successful pilot in 2018-19. A CEC Raising Attainment in Writing Professional Learning Network was launched just before lockdown in October 2019; this will continue in 2020-21 using a virtual platform. 22 staff took part in an Aspiring Literacy Leaders programme, led by Lead Teacher Literacy and Literacy QIEO. Secondary English and Literacy Curricular Leaders and Primary Literacy Coordinators engaged in well-established professional learning networks. CEC worked with our valued partner the Scottish Book Trust to provide reading bags, games and stationery as part of the universal book bag offer and targeted support for families facing poverty-related barriers. Edinburgh Family Learning workers delivered an Education Scotland Wee Blether on the use of Read Write Count to support family learning.

What Were Our Strengths?

Our strengths were the continuing provision of a comprehensive high-quality professional learning offer on all aspects of English and Literacy. This includes working with partnership services to deliver this offer – EAL, Literacy and Dyslexia Team, Speech and Language Therapy, ASL service, the Scottish Book Trust, Lifelong Learning – as well as teacher tutors. We continue to development and implement a systematic programme of intervention for children (0-5) – the Up, Up and Away programme. We offer training and support on the delivery of consistent and sustained reading interventions using structured phonics programmes Literacy Rich Edinburgh: P1 and P2 phonics programmes, Read Write Inc./Fresh Start (primary) and SRA (secondary). Education Scotland recognise CEC's training and support for assessment, moderation and engagement with benchmarks as best practice.

What Are Our Next Steps?

- To continue to address the poverty-related attainment for Fourth Level. It is recognised that this is a gateway measure for later success at literacy and numeracy qualifications at SCQF Level 5 in S4 and beyond. This will be underpinned by work underway on assessment and moderation.
- To continue to address the gap in writing through the CEC Writing Strategy, with professional learning and support available throughout session 2019-20 and beyond into 2020-21 following the pilot in 2018-19.
- To launch recently completed e-guidance on the CEC Writing Strategy P3-S3 and complete the Early Level Writing Toolkit.
- To continue to ensure high-quality guidance for play-based approaches and assessment of Literacy and Communication at Early Level is accessed.
- The South East Improvement Collaborative Literacy Group are engaging positively in professional dialogue and sharing professional learning offers where possible. We are seeking a joined-up and collaborative approach to Literacy across partner authorities.
- To update and relaunch the City of Edinburgh Literacy Strategy through the continued collaborative working of the Edinburgh Learns: Literacy Board