Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Education Standards and Quality Report (1)

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 note the achievements and next steps across the themes reported in this section of the S&Q Report

1.1.2 Note the continued hard work of teams across departments within City of Edinburgh, our staff in schools and partners to support children and young people as part of the Covid-19 response

1.1.3 Review the S&Q Part 2 at the next ECF Committee in August

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Report

Education Standards and Quality Report

2. Executive Summary

2.1 This is the first of two Standards and Quality Reports (S&Q) summarising the significant work ongoing across the education service which has continued throughout the year of the pandemic. In previous years each Edinburgh Learns themed Board presented their annual report separately, which collectively form the authority S&Q Report, a statutory duty as part of the Standards in Scotland's Schools Act. In this Report we present the objectives, achievements and next steps for Equity, Pathways, Health and Wellbeing and Digital Learning. The areas for improvement are reflected as next steps for each theme and transferred into the Education Improvement Plan which will be reported fully in August 2021.

3. Background

3.1 Edinburgh Learns is the authority strategy to Raise Attainment and is developed through the work of various themed Boards. As part of the 'empowered, self-improving system' the Boards are attended by school leaders, parents and partners. They produce guidance, set out objectives at the start of each year and meet at various times to check progress. They are each revising their objectives to meet the new vision for Edinburgh Learns for Life.

3.2 Various sources of evidence are used to check progress, for example the Pupil Wellbeing Questionnaire, the Secondary Pupil Survey, Positive Destinations, attainment and attendance figures and school evaluations against the How Good is Our School/ELC Quality Indicators.

3.4 Periods of school closures due to lockdown, remote learning and isolation from friends and teachers will have had a range of impacts on progress across all areas and some of the impacts may not be known for some time. Schools will continue to gather qualitative and quantitative information, forming a full needs analysis, in the coming months.

4. Main report

4.1 Summaries of progress are shown below, drawn from the Report (Appendix 1) and the Education Scotland Report (Appendix 2)

4.2 Equity

The Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh (Education Scotland, March 2021)

This report (Appendix x), based on CEC evidence from the past 5 years, highlights the following:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy

4.3 As reported separately, although overall attainment increased in 2020, when looking at the attainment gap between the most and least disadvantaged learners (for school leavers) quintile 1 attainment actually decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures. The change in the way in which National 5 and Higher attainment was assessed may be a contributing factor, in addition to the level of engagement with remote learning that learners in different quintiles undertook during the first school building closures from March-June 2020 and the barriers that some of the most disadvantaged learners may have faced in terms of digital technology and connectivity. Emerging research from across the UK recognises a link between these two categories.

The gap closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

Health and Wellbeing

Supporting the Health, wellbeing and resilience of school communities has been a main priority for senior leaders, and staff teams, as part of their response to adaptation and renewal during the Covid-19 pandemic.

The results of the Pupil HWB Questionnaires, completed during lockdown, suggested some encouraging trends with 23/25 secondary responses more positive than in the previous survey, however a drop was noted in 'making progress with school work.' Some small gains in attitudes and confidence about reporting bullying were noted, balanced with some concerns around wellbeing and resilience of primary aged pupils

4.4 Resources, supports and training related to each area have been sourced and shared with schools. These key themes will continue to be a priority in School Renewal Plans 2021-22. Additional resources to support increased levels of anxiety, as an aspect of emotional and mental health, have also been shared with schools in response to this identified need.

4.5 High quality Professional learning, delivered within the Local Authority and with Partner agencies, has been effective in supporting practitioners in this aspect of practice. This has included supporting transitions through the Moving on, Coming Together programme and train the trainer sessions to support the delivery of the Relationships, Sexual Health and Parenting programme.

4.6 At strong commitment to collaboration across the Local Authority and with partners e.g. NHS has strengthened the development of the strategy, together with the response during Covid-19. This has included the development of new resources, and the effective use of existing resources including the development and pilot of the Secondary BGE Building Resilience resource.

4.7 Pathways (Developing the Young Workforce)

The 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development (August 2019). A 0.1 percentage point increase compared to 2018.

The number of senior phase learners studying vocational qualifications, as part of the School-College Partnership, continued to increase from 468 in 2019/20 to 688 in 2020/21.

The Initial School Leaver Destination Results in Edinburgh decreased from 95.1% in 2018/19 to 92.5% in 2019/20 (October 2020). There has been a reduction in the number of young people going into employment: 471 this year v 765 last year. An increased number of young people are unemployed and unemployed not seeking (NS) this year:

- 124 unemployed seeking this year v 98 last year
- 88 unemployed NS v 58 unemployed NS this year

The SDS Regional Skills Assessment March 2021 highlights that Covid-19 has impacted on industries that typically employ young people: hospitality, retail, tourism, construction and creative industries. www.skillsdevelopmentscotland.co.uk/media/47094/rsa-infographic-edinburgh-east-and-midlothian.pdf.

Higher Education is up in Edinburgh by 3.3% and FE by 1.7%. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

4.8 Digital Learning

Significant progress was made in developing the skills and confidence of staff as necessitated by the periods of lockdown and blended learning. This will be further extended as part of Empowered Learning, the programme of deployment of one to one devices.

During the session we procured and carried out a phased deployment of 3587 iPads and 1140 MiFi units, based on multiple surveys across the year, to support home access to remote digital learning. To ensure this was done safely we created 2-way video protocols and updated the Responsible Use policy to support 'live' remote lessons.

Significant professional learning took place, enhances by the purchase of ClickView, an online tool providing curriculum-aligned video content and teacher resources, plus contextual on-demand TV, and a place to store and share all teacher-created video content. Since August 2020, there have been 123,875 video views, by 12,900 unique users across all schools, at an average of 15,484 views per month. Since January, 26 digital learning webinars have been attended by approximately 460 teachers. Webinars covered a wide range of topics such as hybrid learning, digital pedagogies, and the creative use of video.

5. Next Steps

5.1 Each Board completes an analysis of progress and areas for development which are translated into next steps in the Action Plans.

Boards are also revising their objectives to more closely align to the City Vision and key city objectives such as eradicating poverty.

5.2 Each Board will revise their guidance materials, support and training for staff in schools.

5.3 Core activities will continue to be the development to high quality teaching and learning skills, and culture change to eradicate poverty. These actions are predicated to narrow the poverty related attainment gap, improve destinations and increase wellbeing and resilience.

6. Financial impact

6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

7.1 We gather information on progress from a range of sources, including the Pupil Wellbeing Questionnaire and the Secondary Pupil Survey.

7.2 Each year schools evaluate themselves against the HGIOS? 4 Quality Indicators

7.3 Each Board is completing an Integrated Impact Assessment which will fully engage stakeholders. These will be reported by the end of the next school session.

8. Background reading/external references

8.1 https://education.gov.scot/improvement/self-evaluation/HGIOS4

9. Appendices

9.1 Appendix 1 Edinburgh Learns Standards and Quality Report

9.2 Appendix 2 Scottish Attainment Challenge Report (Edinburgh)

Appendix 1

Edinburgh Learns

Standards and Quality Report (1)

May 2021

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Standards & Quality Report

Edinburgh Learns' Goal:

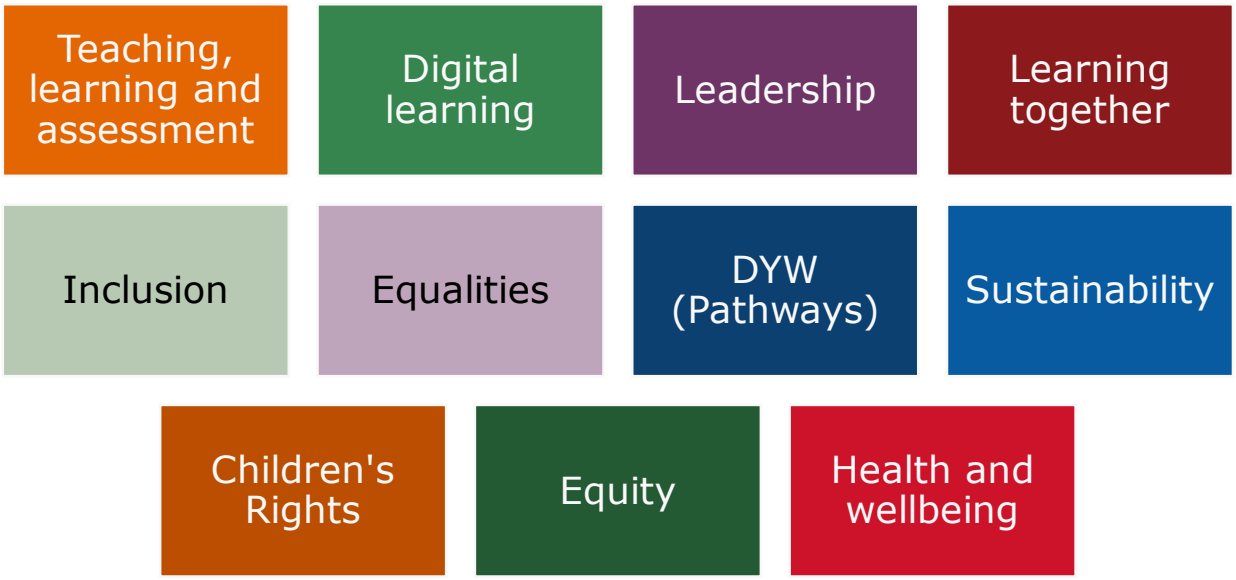
"The best teaching and learning for all"

Introduction

This report provides a summary of the outcomes, evidence sources, strengths and next steps from the themed Edinburgh Learns Boards and Steering Groups over session 2020-21. Each of the Edinburgh Learns Boards are constituted around the Empowered System, as set out by Education Scotland. This ensures that stakeholder engagement, local decision making and self-improvement are at the heart of actions.

Overall, the aim of the Quality Improvement and Curriculum Service is to provide the best teaching and learning for all learners, and this was adapted over the course of the session to meet the significant challenges presented by the pandemic. Work continued in an adapted fashion to meet the current context, however progress in almost all areas was impacted. Exceptions, such as the considerable strides in digital learning and the improvements in partnership working provide a strong platform for continued development and will feature in the forthcoming Education Improvement Plan.

Edinburgh Learns Boards



Pathways

Objectives

- To improve employability skills and sustained, positive school-leaver destinations for all young people.
- To ensure that flexible pathways are in place for all learners, including access to appropriate
- vocational learning based on parity of esteem.

What Does Our Evidence Tell Us?

The Edinburgh Learns Pathways to DYW Framework gained committee approval in December 2019. 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; and annual Participation Measure.

The 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development (August 2019). A 0.1 percentage point increase compared to 2018.

The number of senior phase learners studying vocational qualifications, as part of the School-College Partnership, continued to increase from 468 in 2019/20 to 688 in 2020/21.

The Initial School Leaver Destination Results in Edinburgh decreased from 95.1% in 2018/19 to 92.5% in 2019/20 (October 2020). There has been a reduction in the number of young people going into employment: 471 this year v 765 last year. An increased number of young people are unemployed and unemployed not seeking (NS) this year:

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Higher Education is up in Edinburgh by 3.3% and FE by 1.7%. Learning is delivered remotely due to Covid-19 risk mitigations and this has affected some vocational courses as students have been unable to undertake the practical elements of qualifications e.g. construction, hospitality, hair & beauty.

What Were Our Strengths?

The 16+/DYW Network has continued to thrive during 2020/21 with joint briefings delivered to SDS Careers Advisers and our new DYW School Coordinators. These meetings are helping to drive consistency across the school estate, promoting improvement in employability skills and positive sustained destinations. Subsequently Edinburgh continues to demonstrate high completion rates across all three measures for the 16+ Data Hub (above national and regional trends).

Although the nature of employer engagement with schools has had to be adapted due to Covid-19, our ability to establish both engaging and influencing partnerships will be enhanced by the appointment of DYW School Coordinators across the city.

Several young people have engaged with employer mentors through Career Ready and MCR Pathways and the JET Programme has continued to provide work-based learning projects.

The School College Partnership offer is a co-constructed programme for young people with pathways at a range of SCQF Levels. Participation has continued to increase with 688 senior phase pupils studying vocational qualifications at Edinburgh College.

Through IntoUniversity, Edinburgh University is establishing a new learning centre (May 2021) in Craigmillar to engage local children, young people, parents and carers. Utilising volunteers from local business and higher education, lifelong learning and career progression will be supported through a range of activities including, mentoring, academic support and school-based programmes.

What Are Our Next Steps?

Our universal approach to Senior Transition must be driven by a commitment to all young people having a positive destination. This is achieved through high quality information, advice and guidance delivered by skilled and informed pupil support teams, working collaboratively with SDS, Edinburgh College and Higher education institutions.

Senior Transition must include rigorous action planning for all those at risk of a negative destination. Partnerships between schools and post-school destination providers are critical to ensure the process is robust.

Ensuring our young people can engage in sustained positive destinations is the priority for our Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities. It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing.

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. Although the current School-College Partnership is a remote offer, Edinburgh College is planning for a return to on-campus learning during 2021-22. Through the new SCP Governance Board we aim to improve retention rates at Edinburgh College. Our priorities include matching young people to appropriate course at right SCQF level; better access to pastoral support; improved tracking of more vulnerable young people; early intervention with roles of Learning Development Tutor and SDS College adviser defined.

Equity

Our Objectives

- To achieve equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap between the most and least disadvantaged children and young people in literacy and numeracy.
- To ensure that schools receive the support and guidance they need to close the gap
- To ensure that all children and young people have access to a digital device in their household (individual or, at the very least, shared with other members of their family)
- To support with needs analysis of emerging or COVID related gaps in learning, in order to inform strategic decision making

What Does Our Evidence Tell Us?

The *Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh* (Education Scotland, March 2021) highlights the following:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy
- As national attainment data relating to the achievement of a CfE level (ACEL) was unable to be gathered by the Scottish Government in June 2020 due to Covid, and as city-wide attainment data gathered from schools demonstrates % of entire cohorts who were on track to achieve expected levels rather than by SIMD, we are awaiting summer 2021 when we will once again hold data at authority level broken down by quintile, based on the May 2021 ACEL data being gathered nationally.
- The Senior Phase leaver destination and SCQF data for 2019/20 was published on the Scottish Government *Insight* benchmarking tool in February 2021 and attainment of equity cohorts is referenced below:

Leavers with 1 or more award at SCQF 3 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived (SIMD 9, 10)	99.5%	99.0%	99.3%	99.1%	99.7%
Most deprived (SIMD 1, 2)	97.3%	96.7%	97.8%	97.4%	96.8%
Poverty-related attainment gap	2.2%	2.3%	1.5%	1.7%	2.9%

Leavers with 1 or more award at SCQF 4 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20

Least deprived (SIMD 9, 10)	99.0%	98.5%	98.6%	98.7%	99.3%
Most deprived (SIMD 1, 2)	93.5%	93.6%	91.4%	93.7%	91.0%
Poverty-related attainment gap	5.5%	4.9%	7.2%	5.0%	8.3%

Leavers with 1 or more award at SCQF 5 or better:

	2015/16	2016/17	2017/18	2018/19	2019/20
Least deprived (SIMD 9, 10)	95.1%	95.3%	95.7%	95.6%	96.6%
Most deprived (SIMD 1, 2)	75.8%	73.6%	72.1%	77.2%	76.9%
Poverty-related attainment gap	19.3%	21.7%	23.6%	18.4%	19.7%

- Although overall attainment increased in 2020, it can be seen that attainment of learners from quintile 1 decreased at SCQF Levels 3 and 4 (plus a slight drop at Level 5) compared to 2019. By contrast, the attainment of those young people living in the most affluent areas, increased for each of these measures. The change in the way in which National 5 and Higher attainment was assessed may be a contributing factor, in addition to the level of engagement with remote learning that learners in different quintiles undertook during the first school building closures from March-June 2020 and the barriers that some of the most disadvantaged learners may have faced in terms of digital technology and connectivity. Emerging research from across the UK recognises a link between these two categories.
- The gap closed a little for Level 6, with a 5.5 percentage point increase for those in the most deprived areas, compared to a 4.8 percentage point increase for those in the areas of least deprivation.

What Were Our Strengths?

- A co-ordinated approach to the distribution of devices to schools took place in December which ensured that all learners had access to a digital device within their household across the city. Some households were provided with more than one device, depending on the level of need and the number of children at home.
- Clearer guidance to schools on the best use of PEF planning, directing schools to prioritise staffing to promote attendance and wellbeing, digital learning and ongoing partnerships for income maximisation. This included a PEF planning format used by all 121 schools which outlines the gaps, the approaches planned to address these gaps and improve outcomes for learners experiencing poverty-related barriers, and an evaluation of the impact of these approaches and interventions throughout the session. Schools also now include this completed plan at the end of the session as part of their Standards and Quality self-evaluation submissions and work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for Renewal.
- The Care Experienced Fund supported the appointment of a Virtual School Leader (QIEO Care Experienced) during session 2019-20, and it has recently been confirmed that the post will be extended for session 2021-22. During this session, key actions have included:

    - Implementing a joint approach between education and social work to track, monitor and improve the attendance of care experience children and young people.
    - Securing a range of interventions to improve the health and wellbeing of our care-experienced population including the Cyrennians, Thrive and Columba 1400.
    - Developing a suite of professional learning opportunities for staff in schools which has at its core the de-stigmatisation of care experience in partnership with Who Cares? Scotland.
    - Supporting schools with the tracking and monitoring of attainment including the development of individualised plans to support literacy and numeracy attainment and the inclusion of education targets in LAC reviews.

- Schools have submitted predicted levels of pupil attainment in February & November, 2020 and in March 2021. The November data was analysed to identify schools predicting the most significant downwards trends. In response, additional staffing resource, in the form of Closing the Gap teachers, has been allocated to schools with a higher number of young people living in lower SIMD quintiles.
- Equity Network members from across our schools have participated in sessions delivered by Education Scotland Attainment Advisors about effective use of baseline data and setting of effective measurable outcomes, and by a Parental Engagement Development Officer about ways of engaging parents in school life during the current restrictions. The network has also provided a platform for the sharing of practice and professional discussions about how to overcome challenges of achieving equity and closing the poverty-related attainment gap, and members interrogated the Education Scotland *National Equity Audit* (January 2020) using it as a stimulus for discussion about challenges and mitigations in relation to the poverty-related attainment and achievement gap during Covid.
- From March 2021, the Council began to establish a partnership with the *People Know How*, the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change. This enables schools to direct families who do not own their own IT equipment to be able to apply for a device, and organisations who wish to donate equipment to be used by families to donate via *People Know How* (who work in partnership with the Edinburgh Remakery) in order to deliver these supports to families directly.

What Are Our Next Steps?

Enhanced support for PEF planning and reporting established in 2020-21 will continue to be developed and delivered in 2021-22. In addition, the following next steps, identified in The *Scottish Attainment Challenge: 2015-20 Impact Report for the City of Edinburgh* (Education Scotland, March 2021) are key priorities for our authority:

- intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
- providing support for schools to develop decision making processes which meaningfully include parents in PEF planning
- developing the leadership for equity professional learning suite aimed at supporting further improvement by:
    - providing a sustainable approach to professional learning on equity
    - equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

Of greatest significance for the next few sessions will be Leadership for Equity professional learning. This will contribute towards our city-wide aim of achieving a culture shift in terms of attitudes and perceptions about poverty, focusing on the key role that professionals in education play in ensuring that poverty does not present a barrier to any child or young person in terms of their attainment, achievement, or life chances.

- March 2021 attainment predictions will be analysed to review the allocation of additional CTG staffing resource for the remainder of the session.
- The newly-established 'Bridging the Gap' group working towards the achievement of the success measures associated with this aspect of the Edinburgh Children's Partnership Children's Services Plan 2020-22 (focussing on BAME and disability as specific protected characteristics)
- Aligning our work with the City of Edinburgh Council commitment to the End Poverty in Edinburgh Delivery Plan 2020-30 agreed at the Policy and Sustainability Committee in December 2020. These cams as a result of the Edinburgh Poverty Commission publication *A Just Capital: Actions to End Poverty in Edinburgh* (September 2020), which have formed core elements of the Council Business Plan. The actions within relate to the overarching premise of having 'the right support in the places we live and work'.

Health, Wellbeing and Resilience

What does our evidence tell us?

The results of the Pupil HWB Questionnaires suggested some encouraging trends with 23/28 secondary responses more positive than in the previous survey and some small gains in attitudes and confidence about reporting bullying in both sectors. However there were some concerns around wellbeing and resilience of primary aged pupils, with children felling less likely to think they have good ideas or have things to be proud of with a drop of 4% and 5% respectively and with 48% of children reporting that they feel able to learn from mistakes down from 54% in the previous survey .

There were encouraging trends relating to bullying in both sectors.

- Increase of 3% of children reported they would know who to go to if they were being bullied (Primary 70% -> 73%, Secondary 73 ->76)
- 3% increase in pupils saying adults deal well with bullying (Primary 80% -> 83%, secondary 43% -> 47%)
- Reduction in the number of children reporting bullying is prevalent in their school, down 15% in primary and 6% in secondary (48% -> 34% and 36% ->30%)

Trends relating to Learner voice

- Improvement in both primary (4%) and secondary pupils (14%) saying they feel listened to (Primary 85% -> 89% Secondary 61% -> 75%)
- Feeling noticed also up in primary by 4% (81% -> 85%)
- In secondary, having a say in making the way we learn in school better also an increase, from 38% to 43% and increase of 5%

Out of school activities

- Being encouraged to take part in out of school activities saw a reduction in primary from 69% to 62%, a 7% decrease and in secondary from 56% to 47% a 9% decrease

Actual percentages where yes, definitely is the response;

- Feeling I have lots to be proud of down from 49% to 44%
- Feeling happy with who I am down from 65% to 62%
- Able to clam myself down after getting angry down from 30% to 26%
- Even if I find something hard, I keep trying down from 54% to 48%

Secondary – key negative;

- I am getting along well with my school work down from 80% to 75% agreeing or strongly agreeing
- The school is helping me to become more confident is down from 61% to 58%

In general, in primary scores, some regarding children's self-confidence and resilience have decreased, which is likely to be an impact of the pandemic.
In secondary there is generally an improving picture with 23/25 responses more positive than 2 years ago, however the questionnaire, completed during lockdown, shows the impact on the responses around school work.

What Were Our Key Achievements?

- The Professional Learning we provide 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.

- Relationships, Sexual Health and Parenting train the trainer sessions with primary lead teachers continued with another 20 schools participating. 50% of our primary schools now have a lead teacher trained to support staff with the national resource, with the next cohort participating nest session.
- Strong collaboration exists 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, including the development and pilot of the secondary Building Resilience resource
- Guidance provided to schools for School Renewal Planning in HWB identified 4 key areas of focus thus providing consistency to strategic direction: Reconnect relationships; Acknowledge experiences; Create a nurturing environment; Support our learners to build resilience. Resources, supports and training related to each area sourced and shared. Additional resources on anxiety identified to meet changing needs.
- Consistent use of the HWB indicators is made across all schools to support self-evaluation.
- HWB support developed for Senior Leaders now part of bi-annual information gathering exercise to ensure we responsive to needs.

What Are Our Next Steps?

- Review current offer across secondary in relation to PSE in secondary schools, identify gaps and plan support, including Building Resilience programme for BGE and young people engaging with Mentors in Violence Prevention programme (SLWG)
- Scope out possible Edinburgh HWB Guarantee to establish a minimum HWB experience for all learners and consider citywide whole school nurture approach (SLWG)
- Consider the implications of legal compliance of UNCRC on the work of the board and HWB across our establishments
- To provide high quality professional learning responsive to professional learning needs, where appropriate, with partners.
- Develop a clear strategic plan to support mental, emotional and physical wellbeing of learners, staff and school communities (SLWG)
- Continue to support school leader and staff wellbeing e.g. new CLPL, termly one page wellbeing, one page coaching offers (SLWG)
- Provide clear strategic direction on evaluating improvement in health and wellbeing including promoting SHINE (Schools Health and Wellbeing Research Improvement Network) at senior leader network meetings in May. (SLWG)
- Articulate all actions with Edinburgh Learns for life goals; Transform, Connect, Empower
- Respond to issues raised by young people through primary and secondary wellbeing surveys

Digital Learning

What Were Our Strengths?

In session 2020-21, we:

- Created and updated digital skills training pathways to support the development of staff digital skills during periods of lockdown.
- Updated our Digital Support SharePoint site, to give clear guidance on staff digital skills, webinars, and all relevant remote learning documentation.
- Procured and provided training with ClickView, an online tool that provides curriculum-aligned video content and teacher resources, plus contextual on-demand TV, and a place to store and share all teacher-created video content. Since August 2020, there have been 123,875 video views, by 12,900 unique users across all schools, at an average of 15,484 views per month.
- Implemented a new Mobile Device Management (MDM) solution to improve speed of iPad deployment and improve level of device security and control.
- Gathered and collated a list of around 40 core software items for subjects/sectors and wrote DPIAs for them all, currently being processed by Information Governance prior to release to schools.
- Updated the Framework for Digital Learning, including clarifying school and local authority digital learning roles and responsibilities, documenting a proposed approach to 1:1 digital learning and a temporary procedure for implementing Bring Your Own Device (BYOD). This document was shared and discussed with all key digital staff in schools.
- Procured and carried out a phased deployment of 3587 iPads and 1140 MiFi units, based on multiple surveys across the year, to support home access to remote digital learning.
- Created 2-way video protocols and updated our responsible use policy to support 'live' remote lessons.
- Created a wide range of digital learning support videos, hosted in ClickView, to provide additional digital skills support to staff during lockdown.
- Organised the delivery of 26 digital learning webinars since January, attended by approximately 460 teachers. Webinars covered a wide range of topics such as hybrid learning, digital pedagogies, and the creative use of video.
- Delivered a Digital TeachMeet, attended by 106 teachers, to facilitate the sharing of good practice.
- Created an online digital self-evaluation tool based on Digital Schools Award Scotland, to enable school to establish digital strategy priorities and benchmark progress.
- Most recently, achieved signoff of 'Empowered Learning' 1:1 Digital Learning project. Project details are below. Approval of this project required significant work in terms of engaging with staff and councillors to establish aims, to create prospective rollout plans, to analyse existing school spending, and to secure an appropriate approach to joint funding by schools and council.

What Are Our Next Steps?

In session 2021-22, we will aim to:

- Successfully deliver the Empowered Learning project. This will provide a 1:1 device for all pupils from P6 to S6, all teachers, and a ratio of 1:5 devices for P1 to P5. It will also bring improvements to network infrastructure and deliver a programme of professional learning for all teachers to ensure digital technologies become an effective core component in teaching, learning and assessment. We will ensure regular stakeholder communication and discussion throughout the project, including direct engagement with learners.

- Support the use of Digital Schools Scotland self-evaluation and encourage increasing number of schools towards certification. Currently we have 3 schools with this award, so our aim is to increase this to at least 20% of schools within 3 years.
- Develop Digital Learning Strategic Leads and Digital Learning Coordinators' networks to help support schools' digital strategies, improve collaboration, and drive the effective integration of digital technologies across the curriculum.
- Investigate benchmarks/progression pathways for Digital Literacy and Computing, particularly in the primary sector, to improve awareness and delivery of these CfE Technologies areas.
- Work with the Edinburgh Learns Teaching and Learning Team, to deliver additional appropriate professional learning in effective digital pedagogies, to enhance and supplement training provided via Empowered Learning project.
- Work with the ASL and EAL Services to investigate and further develop effective use of the iPad's and Microsoft 365's accessibility/inclusion features to help unlock learning for learners with additional support needs and to better support bilingual learners.
- Work with Digital Services to support and improve the effectiveness of the technical infrastructure and IT service to best meet the needs of our schools and users.

Education Scotland
Foghlam Alba

Appendix 2

Scottish Attainment Challenge: 2015-20 Impact report

Local authority report
Edinburgh

For Scotland's learners, with Scotland's educators

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Executive Summary

The Scottish Attainment Challenge (SAC) was launched in February 2015 to help the Scottish Government achieve its vision of delivering excellence and equity in education. City of Edinburgh Council (CEC) has been part of the SAC since 2015 and receives funding through the Schools' Programme, Pupil Equity Fund and the Care Experienced Children and Young People Fund. CEC has received £36,666,580 over the last 5 years across these various funding streams.

This report highlights the impact of SAC funding for the children and young people of CEC and in particular those most affected by poverty.

The key strengths include:

- an improved strategic focus on closing the gap over the last three years which is beginning to build momentum in schools and demonstrate improved consistency in their practices including those focussed on closing the poverty-related attainment gap
- evidence over three years, of progress in both raising attainment and closing the gap for pupils living in Quintile 1 across most Curriculum for Excellence (CfE) data measures. This is demonstrated in raised attainment for pupils living in Quintile 1 with an average increase of 8.4% and a reduction in the gap by an average decrease of 4.2%
- evidence of closing the gap at SCQF level 3
- the rate of exclusion for pupils living in quintile 1 in primary and secondary has dropped with the extent of the gap significantly reducing in secondary by 45% and consistently less than the national gap
- improved focus on and support for improving pedagogy

Nevertheless, whilst attainment of children who live in Quintile 5 is higher than or in line with national averages, attainment of children who live in Quintile 1 is significantly lower. This is demonstrated by:

- an attainment gap of, on average, 20.67% across CfE data measures with the gap presenting above the national average in a majority of these measures
- the gap increasing at P1 in literacy, and at senior phase levels 4 and 5
- for almost all measures the attainment of LAC pupils remains consistently lower than that of quintile 1 pupils with particularly wide gaps evident in P4 and P7

To build on the progress outlined above and ensure outcomes continue to improve, future developments should include continuing to focus on the following areas:

- intensifying support for children, young people and families living in poverty and improving consistency across all schools in relation to practices supportive of closing the gap
- providing support for schools to develop decision making processes which meaningfully include parents in PEF planning
- developing the leadership for equity professional learning suite aimed at supporting further improvement by:
  - providing a sustainable approach to professional learning on equity
  - equipping leaders with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years

Section 1

Context of Scottish Attainment Challenge

The Scottish Government's ambition is for Scotland to be the best place to grow up. To achieve this, there is a need to raise attainment and reduce educational inequity for all of Scotland's children and young people. Attainment is the measurable progress which children and young people make as they advance through and beyond school. However, there continues to be a gap between the progress which is made between those living in Scotland's least and most deprived areas. The First Minister launched the Scottish Attainment Challenge (SAC) in February 2015 to bring these issues to the fore and provide a greater sense of urgency and priority to address them across the education system.

SAC funding has been available to local authorities and schools to support this vision since 2015. Various funding streams have been available throughout this period. As evidence and understanding evolved, different needs and supports were highlighted:

- Challenge Authority Funding (available to 7 authorities from 2015 and an additional 2 authorities since 2016/17)
- Schools Programme Fund (available to 57 primary schools since 2015 and to another 28 secondary schools since 2016/17) . There are now 72 schools in the Schools Programme (as a result of some becoming part of the Challenge Authorities programmes, some mergers and a school closure).
- Pupil Equity Funding (available to almost all schools in Scotland since 2016/17)
- Care Experienced Fund (available to local authorities since 2018/19)

Outcomes

Reducing educational inequity and closing the poverty- related attainment gap is a long term strategy which aims to impact on societal culture and thinking. Consequently a logic model was developed to allow the SAC Programme to recognise and measure short and medium term outcomes towards achieving the long term goals. This report will look at the outcomes achieved with reference to the logic model and how this information can be used to inform next steps. See appendix.

Edinburgh's context

The City of Edinburgh Council (CEC) has a population of 518,500, which increased by 16.2% between 1998 and 2018. Of this number, 88,866 are young people aged 0-17 years, with 50,607 attending schools. The school estate contains 122 schools, with 23 secondary schools, 88 primary schools and 11 special schools. Edinburgh has a distinctive poverty profile that is different from other cities in Scotland. Almost 78,000 people are living in poverty, representing 15% of the population. Child poverty rates in every city ward range from 3% to 27%. 18% of children live in relative poverty which represents almost 1 in 5, 14,600 approximately.

Edinburgh has participated in the Scottish Attainment Challenge (SAC) Schools' Programme since 2015 with 8 primary schools identified for support in areas with the highest concentration of pupils living in areas of multiple deprivation. In 2016, 4 secondary schools with similar profiles were identified for this support. The total Edinburgh Schools' Programme (SP) funding for 2020/21 is £837,356, with £362,291 allocated across the eight primary schools, £449,065 across the four secondary schools and £26,000 allocated to a strategic city project. All 88 primary schools and 23 secondary schools in Edinburgh are in receipt of Pupil Equity Funding (PEF) with the city receiving £7,265,551 in total for session 2020/21. Edinburgh is one of five local authorities forming the South East Improvement Collaborative (SEIC) since 2018. Where this report refers to 'the gap' it is referring to the attainment gap between children and young people living in Quintile 1 and Quintile 5.

Section 2

Approach used

During the period of 19th October 2020 to 4th December 2020, Attainment Advisors worked alongside SAC local authority project leads to analyse data and evidence from their individual local authority regarding the Scottish Attainment Challenge. The purpose was to provide qualitative and quantitative answers to three high level questions regarding the impact of SAC within each local authority:

1. How has the implementation of the SAC impacted upon the culture and systems of local authorities to ensure those cultures and systems are equitable for children, young people and families affected by poverty?

2. How has the SAC positively impacted upon, or contributed to, educational outcomes for children and young people affected by poverty?

3. Which lessons have been learned and what are the future priorities for the SAC?

Each Attainment Advisor completed a professional report template providing detail and evidence to thirty-four questions. This provided further detail and evidence around each of these three high level questions. They utilised data from a variety of different sources to triangulate the analysis.

Diagram 1 illustrates the range of data used. This report is the result of this analysis.

Diagram 1: Evidence used to collate the Local Authority professional reports on SAC by Attainment Advisors

Section 3

Transformational changes: cultural and systemic

3.1 Leadership

3.1.1: Strategic leadership:

Significant changes in leadership of the Attainment Scotland Fund (ASF) initiatives in Edinburgh affected progress over the first three years. However, significant progress has been achieved in improving the authority strategic focus over the last two years. Edinburgh Learns equity, quality improvement, parental engagement, leadership, health and well-being (HWB) and learning and teaching boards have been set up; associated strategies have been developed, widely shared and very positively received by all schools. This is building a collective momentum in the drive for improvement and beginning to demonstrate improved consistency in schools' practices including those focussed on closing the poverty-related attainment gap. Despite significant changes in the relevant personnel over the past five years of the SAC, partnership working between the attainment adviser (AA) and senior managers and the quality improvement teams (QIT) has continued to strengthen. From a strong, well-established base, the AA plays a strategic role across all authority excellence and equity related work streams. Following an audit of Edinburgh schools' work on PEF, the AA has collaborated with authority and SEIC personnel, including all head teachers, to design a suite of professional learning for leaders aimed at improving school cultures and all practices focussed on closing the poverty-related attainment gap. This suite of learning has already received endorsement from Education Scotland and will be delivered in session 21/22. The PEF planning and monitoring tool (see section 27) should enable more effective monitoring of the impact of the ASF initiatives at school and authority level and further improve strategic focus.

3.1.2: Leadership skills

83% of authority schools currently evaluate their leadership of change as good or above. Across almost all SP schools there are strong models of distributed leadership with staffing used innovatively; this includes more diverse roles being given to pupil support assistants (PSOs) with appropriate training. All SP schools identified during the rapid outcome assessment process that leadership skills had improved in their schools over the course of the SAC. As a result of increased awareness of the impact of poverty, almost all SP schools report staff being more inclusive in their practice. For example, in three of the secondary schools, teacher mentoring programmes have enabled staff to engage with pupils in a way which has led to a deeper understanding of their circumstances. This has allowed them to help pupils in other areas of their lives, for example, assisting with issues such as attending GIRFEC meetings, the optician or doctor. Pupils' ability to learn in school has then improved. A CEC equity network was set up in 2019/20 by a Senior Development Officer (SDO) supported by the AA and the SEIC equity SDO. The network is open to all staff, including Lifelong Learning staff, Pupil Support Officers (PSOs) , teachers who are equity leads or Development Officers (Dos) in their schools, and Head Teachers (HTs). It met twice last session and was very well-attended. Professional learning sessions have been provided based on feedback from participants. Almost all participants have evaluated the sessions positively and valued the opportunity to share practice and solve problems collaboratively.

3.2 Learning and teaching

3.2.1: Learning and teaching

80% of schools currently evaluate their learning, teaching and assessment as being good or above. The LA has used SAC funding to assist in developing the Edinburgh Learns teaching and learning team tasked with establishing a universal and targeted approach to developing pedagogy. This is aimed at drawing on best practice locally, nationally and internationally to build sustainability and consistency of practice across all schools. As a result almost all schools have included planned professional learning to improve pedagogy in their school improvement plans (SIPs). The Teaching and Learning team delivered support to 75% of SP schools in 2019-20 to address the gap in numeracy and mathematics, focussing on a lesson study approach. Follow-up evaluations showed that 82% of teachers found the process beneficial and the same number agreed that it had been valuable for learners. 75% of teachers also reported increased confidence in planning opportunities for pace and challenge in numeracy and mathematics. School leaders have commented on the impact of Edinburgh Learns professional learning. For example, one school depute said, “Engagement in the Edinburgh Learns courses alone has led to a positive change in classroom practice with individual teachers trying out new ideas they have picked up.” Across the schools involved there was an improvement in the percentage of learners on track in numeracy at P1, P4 and P7. Almost all Edinburgh primary schools have focused on improving early level pedagogy to ensure children’s needs are more closely met through learning through play. Schools need to develop confidence in measuring how new approaches are improving outcomes and ensure access to appropriate training and guidance.

3.2.2: Understanding the challenges and impact of poverty

The *1 in 5: Raising Awareness of Child Poverty* programme in Edinburgh has played a significant role in raising a majority of schools awareness of the challenges of living in poverty over the last five years. More than 74% of schools have participated and following training, 80-90% of staff involved were more aware of poverty and its impacts and felt more able to make changes necessary to tackle stigma and reduce the cost of services. ‘*Top Tips*’ for reducing school costs, developed from focus group recommendations, have been distributed to all schools and every education practitioner. The expectation is that schools should adopt some or all of the recommendations, as well as develop their own approaches in consultation with their school communities. These measures have supported a majority of schools to mitigate the impact of poverty as a barrier to children’s participation in the range of social and educational experiences on offer. The challenge for a minority of schools is to ensure these recommendations are integrated into everyday policy and practices to ensure that all children and young people are supported to develop across the four capacities. *Discover!* was developed and led by the Lifelong Learning team and is a well-established programme designed to address food and financial anxiety and support learning, health and wellbeing during the school holidays. 186 families have participated in the programme since December 2019. It has contributed to a significantly increased understanding in a majority of schools of the need to address these issues.

3.3 Families and communities

3.3.1: Family engagement with educational establishments

Across Edinburgh there is evidence of schools working harder to engage the wider parent body in school life and in their child’s learning. It is acknowledged that the range and diversity of parents involved needs further extension. A majority of schools identify parental engagement as a priority in their school improvement plans with some schools identifying a clear rationale and objectives, which include evaluating their current parental engagement strategy. Most primaries,

for example, have set parental engagement improvement targets. A growing number are providing PEF funded home link workers, family learning opportunities, teachers or pupil support assistants with a remit for parental engagement or partnerships with the third sector. In almost all secondary schools the level of parental involvement and engagement has increased though work still needs to be done to extend opportunities to involve those parents with poverty-related barriers to engagement. The majority of secondary schools have used PEF to appoint a dedicated parental engagement officer or family link worker. Examples of strategies to develop family engagement include: coffee mornings, cooking opportunities, newsletters, social media, transition, drop-in spaces and family and home learning opportunities.

3.3.2: Family learning .

Recent Quality Improvement team reports highlight strengths developing across sectors in parental communication and home and family learning. There is evidence of most schools working in innovative ways to engage parents in their child's learning. However the social and economic impact of Covid-19 and the resulting school building closures have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the home learning model. Holy Rood High School, Castleview, Canal View, Forthview, Clovenstone, Craigentinny and Dalry Primary schools (see attached case study) all provide strong examples of family learning provided through SP/PEF funding. Almost all SP schools report measurable success in increasing parental engagement with their child's learning. A recent rapid outcome assessment on parental engagement highlighted schools achieving a more equitable parental role, with a much higher degree of focus on children's learning.

3.3.3: Other improvements in outcomes for families and communities

The authority currently gather evidence through a bi-annual parent survey and school plans and reports. A strategic board oversees the Edinburgh Parental Involvement and Engagement Framework and toolkit created to ensure the goals of the Scottish Government's Learning Together action plan are met. A parental engagement in learning framework is currently in production. More work is required to develop school decision making processes which meaningfully include parents. For example, only a minority of schools currently report consulting parents on PEF spend or on curriculum development and evaluation. It is not always clear from school plans that schools have engaged with the families of targeted pupils. Where pupils have been identified for a literacy intervention for example, it is not clear that parents are routinely informed and steps taken to ensure they understand the rationale and how they can support. The authority are investigating the development of a more coherent strategy for the training of staff with a remit for parental engagement. There is scope to build on models of good practice of parental engagement, for example at Dalry primary school (see case study 1), Forthview primary school and Holy Rood High School.

3.4 How we work as a system

3.4.1: Effective use of data for improvement

All schools are increasingly aware of the role of data in school improvement and specifically in identifying and monitoring their poverty-related attainment gaps. A growing number recognise the need for all staff to engage more widely with data to fully understand the school's context as well as that of individual pupils. The majority of schools have engaged with a new online tracking system which highlights poverty-related attainment gaps at class, year, CfE level, and school level. Schools are beginning to use this data to discuss performance of equity cohorts as part of termly progress and attainment meetings to inform actions. These regular discussions with class teachers, provide opportunities for poverty-related attainment gaps to be identified

and interventions/supports for learners agreed. An increasing number of schools demonstrate emerging use of data to set “STAN” (Specific, Timed, Aligned, Numeric) targets to narrow the poverty-related attainment gap. The majority of schools would improve the efficacy of their work by more rigorous gathering of baseline data. The Attainment Adviser (AA) has continued to strengthen contributions to professional learning for practitioners and senior leaders across the authority on the use of data to establish priorities, set targets and monitor, evaluate and measure impact. This has begun to build enhanced rigour in support for schools. Following workshops, almost all participants have reported more confidence in using data to identify their gap. The Quality Improvement Manager committed to repeating the workshops regularly to reinforce these messages.

3.4.2: Collaboration including partnership working

Maximise! is a Family Advice and Support Project delivered in partnership by CEC, *Children 1st* and *CHAI* (Community Help and Advice Initiative). *Maximise!* provides relational and intensive advice, employability and family support in 20 schools and 5 Early Years Centres. In one year the project impacted on families with a total of 991 dependants, with 569 appointments attended and £669, 975 overall financial gains made for families. “Maximise has been an invaluable support. Having this amazing resource to offer at Craigour Park Primary School has been hugely useful.” Quote from DHT. CEC aims to have a *Maximise!* base in every school as well as in some other settings such as surgeries, community centres, and health centres. Edinburgh continues to play a role in SEIC workstreams and networks and sharing of practice across authorities has become stronger and more diverse as a result. Two highly successful parental engagement for equity conferences were extremely well attended and received. This has increased the impetus for collaboration in improving parental engagement across the SEIC. Schools are working closely with Community Learning and Development (CLD) partners to engage families in and refer families to the *Discover!* programme of funded, planned activities and meals over holiday periods. All SP schools have extended the range of their partnerships with 3rd sector and other bodies enabling them to diversify the support for some of their most vulnerable children. For example, Castlebrae High School has achieved a Scottish Education Award for outstanding practice in partnership working.

Section 4

Improvement in outcomes for children and young people

4.1 Literacy & Numeracy

4.1.1: Literacy

Primary – literacy (P1, P4, P7 combined) (2018-19) data shows: children living in quintile 1 achieve below the national average by 1.3%. This, however, is an improving picture with the difference reducing over a three year period by 0.9%. The gap also reduced over three years by 0.75% to 5.7% above the national gap. In P1 the performance of pupils living in Quintile 1 is 3.4% below the national average and the gap is 7.8% above the national gap. In P4 the performance of pupils living in Quintile 1 improved over 3 years from 16/17 by 5.2% and is 0.7% below the national average. The P4 gap also reduced over three years by 4.4% to 4.1% above the national gap. In P7 the performance of pupils living in Quintile 1 improved over 3 years by 8.1% and is 0.2% above the national average. The P7 gap improved over one year by 5.6% and is 5.3% above the national gap. S3 3rd level data shows the performance of pupils living in Quintile 1 had risen over 3 years by 11.4% and was 6.9 % above the national average. The gap had reduced over 3 years by 6.5% and was 4.2% below the national gap. S3 4th level data showed the performance of pupils living in Quintile 1 had risen over 3 years by 11.4% and was 11.5% above the national average. The gap had reduced over one year by 2.9% and was 0.3% below the national gap. CfE data therefore demonstrates a contrast in the proportion of Quintile 1 pupils achieving expected levels and the extent of gap at primary compared to the secondary sector. This raises queries around the reasons for these variations. All four secondary schools in the SP have significantly increased the percentage of S3 achieving 3rd level in reading since 2015/16. These increases range between 14% and 44%. Over the same period almost all eight primaries in the SP have increased the percentage of P1, P4 and P7 achieving expected levels in reading between 11% and 34%. A minority of SP primary schools employ speech and language therapists in P1 and these schools have strong closing the vocabulary gap evidence.

4.1.2: Numeracy

Primary – numeracy (P1, P4, P7 combined) (2018-19) data shows the performance of pupils living in Quintile 1 had risen steadily over 3 years by 3.4% and in 18/19 was almost in line with the national average for that cohort. The overall gap had reduced over 3 years by 1.9% and was 3.7% above the national gap. P1 numeracy data shows the performance of pupils living in Quintile 1 rising steadily over 3 years by 2%, with performance remaining below the national average by 1.4%. The gap had reduced since 16/17 by 2% but had remained at approximately 4% above the national gap for two years. At P4, the performance of pupils living in Quintile 1 rose over 3 years by 2.6%, with performance remaining at 0.3% below the national average. The gap reduced by 1% since 16/17 and in 18/19 was 3.5% above the national gap. At P7 the performance of pupils living in Quintile 1 had steadily improved over 3 years since 16/17 by 6.8% and was 0.1% above the national average. The gap had also steadily reduced from 16/17 by 3.5% and was now 3.5% above the national gap. S3 3rd level data showed the performance of pupils living in Quintile 1 rising steadily over 3 years by 8.3% and was now 6.4 % above the national average. The gap also improved over the same period by 6.1% to 3.8% below the national gap. S3 4th level data showed attainment for pupils living in quintile 1 rising over 3 years by 9.8% and was now 4.3 % above the national average. The gap reduced over one year by 5.3% and was now 4.1 % above the national gap. All four secondary schools in the SP have significantly increased the percentage of S3 achieving 3rd level in numeracy with increases ranging between 20% and 30%. Almost all of the SP primaries, demonstrate increases in numeracy attainment ranging between 9% and 19%.

4.2 Senior Phase

Analysis of leaver attainment for 2018-19 showed 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). Figures for the overall initial positive leaver destinations went from 92.5% in 2015-15 to 95.1% in 2018-19 (now just above national average). For leavers in quintile 1, the figure went from 88.6% to 92.5% over the same period – above both the national figure (92.4%) and the virtual comparator (92.3%). Improving attainment for all: the figures for the lowest-attaining 20% are consistently and significantly below the Virtual Comparator. They are also consistently below the national figures. Closing the gap: attainment versus deprivation; when comparing the attainment of leavers from the 20% most-deprived areas with those from the 20% least-deprived, in terms of those achieving one or more awards at SCQF levels 3 to 6, the following can be noted: Improvements - there is evidence of closing the gap at SCQF level 3 by this measure. The figure for the most deprived at level 6 reversed a decrease from the previous session. Areas for Improvement - the gap has increased at SCQF levels 4 and 5 by this measure. There is a two-year decreasing trend at level 5 by this measure.

Ensuring that the Youth Employment strategy milestones and Career Education Standards are achieved is a key focus of the Edinburgh Learns Pathways strategic board. Through clearer leadership of the DHT 16+ Network, the authority have improved consistency across schools 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 national and regional trends. 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. Several young people engage with employer mentors through Career Ready and MCR Pathways. The JET programme for senior pupils and leavers provides 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 2019 Annual Participation Measure showed that of the 13,329 16-19 years old in Edinburgh City, 92.2% were in education, employment or training and personal development representing 0.1% increase from 2018. However Edinburgh's national ranking is 14th out of 32 and given that 7.8% of 16-19 year olds are either not participating, or have unconfirmed status, the impact and reach of the City Deal could be explored further.

4.3 Achievement

Almost all schools are using PEF to support the building of cultural, social and emotional capital for disadvantaged children and young people. The majority of primary schools are beginning to track and monitor wider achievement more effectively and strategically. This is something that remains a challenge in the secondary sector. Most schools have used a proportion of PEF to "poverty proof" school activities. This includes providing free access to residential experiences, school trips and extra-curricular clubs. Many schools are seeking innovative ways to engage with business and community partners to support access to wider achievement for disadvantaged children and young people. CEC provide free access to Active Schools extra-curricular activity programmes across Edinburgh and teachers refer pupils who are disengaged, inactive and from areas of deprivation who they think would benefit most from getting active.

4.4 Wellbeing

Edinburgh Learns Resilience, Health and Wellbeing framework (2018) is embedded across almost all schools and provides clear guidance and resources to support pupils. The authority educational psychology and additional support for learning services as well as the health and wellbeing team have developed training and support for schools to establish evidence based approaches to areas of emotional wellbeing including, nurture, building resilience, relationships, learning and behaviour, managing anxiety and stress and trauma. Evaluations evidence that participants have benefited from the training. A growing number of all schools are training staff and offering both universal and targeted approaches to Nurture. Almost all of the SP schools have increased nurture provision including all four secondary schools. Through increasing nurture provision, Wester Hailes Education Centre achieved their lowest exclusion figures in five years. St Francis primary school achieved a Nurture Network Quality Mark award for outstanding practice. Most schools make increasingly good use of the well-being indicators as a tool to reflect on progress and priorities of health and well-being at both individual and school level. The Health and Wellbeing Team, in partnership with Young Edinburgh Action, consulted 450 children and young people on what was happening in schools to support mental health and emotional wellbeing and what could be improved (see Supporting Children and Young People's Mental Health and Well-being in Schools, ECFC 21 May 2019). The feedback was turned into a *Top Tips for Schools* document along with complementary *Top Tips for Parents/Carers* and *Top Tips for Children and Young People.*

4.5 Attendance & inclusion

4.5.1: Attendance

Overall attendance levels in primary, secondary and special schools remain similar to national figures. Primary attendance figures for Quintile 1 have remained similar to national figures over a 3 year period with the 4% gap persisting and remaining similar to national figures. Secondary attendance figures for Quintile 1 have also remained similar over a 3 year period and compare favourably to national figures. The gap has remained the same at 6% and is 1% below the national gap. 41% of SP schools have improved their attendance figures over the 5 years of the SAC, 17% have remained the same and 41% have deteriorated. These figures have tended to fluctuate from year to year rather than demonstrating steady increases or decreases. All 12 SP schools have a significant focus on improving attendance. These include the successful use of family or homelink workers in almost all schools. Craigroyston HS has had significant success in its Attendance Champion initiative where individual pupils with attendance concerns are allocated an adult attendance mentor (see case study 3).

4.5.2: Inclusion

Both primary and secondary overall exclusion rates have reduced over a three year period and continue to be lower than the national figures. Whilst the rate of exclusion for quintile 1 pupils in primary has dropped over the same three year period from 23 per 1000 pupils to 19, this has not kept pace with improvements in national figures and the extent of the difference has grown. In contrast, in the secondary sector, the rate of exclusion for quintile 1 pupils has significantly dropped from 76 to 47 pupils per 1000 which continues to compare very favourably with national figures. The extent of the gap has also significantly reduced by 45% (from 67 pupils to 37 pupils) and is less than the national gap. These improvements can be attributed to Getting It Right for every Child (GIRFEC) and Team Around The Child approaches, and increased use of nurture and restorative practices. Over the course of the SAC an increasing number of schools (majority), identified during AA visits, a significant risk to progress arising from an increase in the number of pupils displaying high tariff behaviours and resulting inclusion challenges. Despite this, 41% (5) of the schools significantly reduced their exclusions, 33% (4) of schools'

exclusion figures remained similar, 8% (1) of schools' figures rose slightly and 8% (1) of schools' figures rose significantly. All SP schools used restorative practice and almost all used nurturing approaches to improve inclusion.

4.6 Children and young people's voice

The authority is committed to developing a more coherent and coordinated approach to engagement with children and young people. They intend to respond to the specific areas of concern raised by children and young people through various engagement activities by using these concerns to form the basis of a new Children's Services plan. The *Youth Talk* programme has been rolled out across various communities in Edinburgh and almost 3,000 young people have participated in the process so far. For example in Leith young people expressed concerns about the ease of access to alcohol and a desire for more knowledge about the harmful effects of drugs and alcohol. As a result the North East Action on Alcohol group was updated about needs identified through *Youth Talk* and will be supporting future action.
62% of Edinburgh schools have been accredited by the *Right Respecting Schools* award scheme, demonstrating that they have created an environment that is conducive to participation. This includes providing opportunities for all children to become involved in decision-making in different contexts, including in governing bodies, staff appointments, curriculum planning and evaluating teaching and learning.

4.7 Children and young people who have experienced care

Curriculum for Excellence (CfE) levels were available for 200 pupils classified as looked after and accommodated (LAC). For almost all measures the attainment of LAC pupils remains consistently lower than that of quintile 1 pupils with particularly wide gaps evident in P4 and P7. In the senior phase there was a slight increase in the percentage of LAC leavers who achieved one or more awards at level 3. However, the percentage of LAC leavers who achieved one or more awards at levels 4 and 5 decreased. Raising attainment for care-experienced learners remains a very high priority. Frameworks have been provided to ensure Head teachers have key strategic guidance, professional learning and resources to improve outcomes for the most vulnerable children and young people. As well as addressing issues of attainment, the authority supports schools to ensure that attendance is also addressed for this key group. Consistent and effective multi-agency approaches are highlighted as a means to securing improvements. This includes an emphasis on improving universal support, improving targeted support such as nurture and mentoring, and improving support for families with looked after children and young people. 37 care experienced families across the city engaged successfully with *Maximise!* Family Advice and Support Project. For example, one school referred a care experienced family of three children, two of whom were previously in kinship care. Maximise supported the family to identify and work towards goals and build relationships. The team hope to recommend that the children are removed from the child protection register soon.

Section 5

Specific funding streams

5.1 Pupil Equity Funding

5.1.1: What worked well?

CEC has continued to make efforts to strengthen governance around PEF. Schools have been required to report on PEF in increasingly more detail in their standards and quality reports. The AA worked in partnership with the quality improvement team to carry out sampling visits to 10% of primary schools. Good practice in the use of PEF to improve outcomes was evident in the majority. The need to gather information more systematically to enable targeted support and challenge was highlighted. An audit of all closing the poverty-related attainment gap activities within school improvement plans (SIPs) was carried out by the AA working in partnership with the SEIC equity SDO. Most schools demonstrate an improved understanding of PEF rationale. A majority have embraced the cultural changes necessary to support closing the poverty-related attainment gap by carrying out 1 in 5 poverty training, taking a range of creative actions to reduce stigma and engaging in poverty proofing processes. SIPs demonstrate an increasing focus on targeted literacy and numeracy interventions, nurture provision and homelink and family learning. There is scope to build on identified good practice e.g. at Dalry Primary (see case study 1) and Tynecastle High School where PEF has been used to support ongoing poverty-proofing work and focus on equity. For example Tynecastle has established a Breakfast Club, tracking and monitoring uptake across SIMD deciles and targeting those who would benefit from attending. Brilliant Club, a STEM initiative to raise aspiration, and the appointment of a Development Officer of Outdoor Learning have continued to enrich the curriculum for identified learners.

5.1.2: Further developments

Approximately 10% of primary schools and 20% of secondary schools have experienced challenges in spending their PEF leading to significant financial carry forwards. Commonly indicated issues include human resources (HR), staffing and recruitment, and procurement procedures. The authority has addressed these issues by ensuring more effective support and challenge for schools. Steps need to be taken to address the huge variance in the engagement of families and learners with the home learning model which was evident throughout the recent school closures. The authority recently engaged in scrutiny of a sample of schools management of resources to support equity. In the light of these factors the authority has recognised the need to increase rigour in the management of resources to support equity to include best value principles, and to ensure that approaches and interventions impact positively upon the outcomes for children and young people. For these reasons, the CEC provided a PEF plan template to schools for 2020-21 for use as part of the Adaptation and Renewal planning process. All schools have completed this plan for the current session. This should enable more effective monitoring of the impact of the ASF initiatives at school and authority level and further improve strategic focus. The CEC has also requested additional support from Education Scotland to enhance progress in digital learning and teaching. It is clear from SIPs that most schools would benefit from more input on setting focussed, numeric targets with appropriate associated measures.

5.2 Care Experienced Fund for children and young people

5.2.1: What worked well?

A Quality Improvement Education Officer (QIEO) for care experienced children and young people has been appointed to provide intense support and challenge and improve inter-agency working. The creation of this role has already greatly improved sharing of knowledge and information across schools. It has enabled national networks to be established and awareness raised of good practice in other authorities. For example an S2 pupil has not attended school since September 2019, partly due to leaving the area; the QIEO has linked with Social Work (SW) and made an approach to a new, local catchment school, with an enrolment meeting planned for 3 February. The *Maximise!* initiative has proved very successful. See partnerships section for further details. In order to change culture the authority made a film showcasing the positive impact professionals can have on care experienced children. The film had wide exposure across different groups of education professionals. The reported impact included:

- Increased awareness and raised the profile of the needs of LAC children
- improved understanding of attachment and transactional analysis

Comments made by professionals included; “The film has reinforced the importance of our actions and behaviour when interacting with children.” Primary Forest Schools are established in each locality and have supported over 70 care experienced children. *MCR Pathways* mentoring scheme have 7 coordinators established in 9 schools including Craigroyston High School. Having *MCR Pathways* has given the school another avenue of support for young people who are care-experienced, vulnerable and impacted by the effects of poverty.

5.2.2: Further developments:

Working on the premise that “good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils,” (EEF Guide to the Pupil Premium), a significant proportion of the Care Experienced funding (256k) supported the development of a teaching and learning team with a universal as well as a targeted approach to improving learning and teaching. Schools which self-evaluated as satisfactory for raising attainment and achievement, and particularly for theme 4- Equity for all Learners (How Good is our School? 4), were given intensive support to improve. This was achieved through a mixture of core (courses available for teachers to book on) and bespoke (tailored for individual schools/clusters) professional learning. Although there is strong evidence to demonstrate that the teaching and learning team have had a range of very positive impacts on individual teachers’ practice and practice across schools involved, it has proved challenging to gather evidence to show direct positive impact of this initiative on care experienced children and young people either individually or as a group.

The care experienced film’s initial piloting in schools has identified the following actions:

- School/Cluster CPD planned, delivered and evaluated
- Section on LAC/CRs to be included in Standards and Quality Reports and SIPs

Other actions include: providing training on attachment and trauma, supporting robust self-evaluation and developing a “Promise” and corporate parenting plan.

5.3 National programmes

Over 90 schools have engaged in *1 in 5 : Raising Awareness of Child Poverty* and *Cost of the School Day* training. Of these schools a majority have embedded poverty proofing across the work of the school. (See section 19 for further information). The local authority has utilised

Scottish Government funding to recruit Closing the Gap teachers in both the Primary (initially 58) and Secondary (initially 23) sectors in every school cluster. Each secondary school has been allocated a teacher, and in the primary sector the Closing the Gap teachers are allocated proportionately across all clusters, ensuring that every school benefits from their support. This number is set to increase over the next 3 weeks due to further appointments made following interviews in October/November. In addition, a group of teachers have been appointed to the digital team to support the digital learning strategy in ensuring equitable access to learning via digital means. All Closing the Gap teachers receive training from the Edinburgh Learns Teaching and Learning Team covering the 4 core offers of differentiation, skills, leadership of learning, and assessment for learning before undertaking their roles at allocated schools. As this initiative is at a very early stage of implementation it is too soon to be able to gauge the impact.

Section 6

Lessons learned and future priorities

6.1 Lessons learned

6.1.1: Sustainability

CEC approach to School Renewal Planning for Equity and Inclusion aims to ensure that all schools are clear on their expectation that the highest priority should be given to maintaining the progress made in narrowing the poverty-related attainment gap. The rigour with which this strategy is implemented will be key in determining success in maintaining the progress that has been made towards narrowing the poverty related attainment gap.Schools will work with local authority officers to critically evaluate their planned use of PEF and ensure that it is used to support priorities for renewal. This includes how they will support equity cohorts through the delivery of targeted catch up provision. Within their plans for equity, schools refer to attainment, attendance, inclusion, participation and engagement) in order to ensure that improved outcomes and impact for those affected by poverty post-COVID-19 are targeted and measurable.

This strengthened focus on closing the gap is set within the overall context of a range of developing Edinburgh Learns strategies. These aim to ensure that all schools are clear about their role in the authority's drive towards improvement and consistency of practice in the overall journey towards excellence and equity. This in turn should help to ensure the pace and scope of improvement is sustained and improved.

Finally the Leadership for Equity professional learning suite and the high priority it has been given within the overall CEC Education Improvement Plan is aimed at providing a sustainable approach to ensuring that Edinburgh school leaders are equipped with the necessary knowledge, understanding, attitudes and skills which build on the lessons learned over the last five years and provide a robust response to the challenges of closing the poverty-related attainment gap.

6.1.2: Lessons learned

See comments in other sections regarding lessons learned and practice changing in relation to: increased understanding of the challenges faced by children and young people living in poverty; effective use of data for improvement and parental engagement including engagement with children's learning and improvements in outcomes for families and communities. There is evidence to suggest that a majority of Edinburgh schools have a growing awareness of and improving practice across all of these themes. However there is scope for further improvement in order to improve the pace and consistency of progress.

The authority and all schools have developed a much keener understanding of the need for more effective governance of finance. More effective professional learning and structures to provide support and challenge have been developed and this is already having a positive impact.

In order to support teachers to make valid and reliable assessments of progress through CfE levels, the authority has reviewed their strategy for moderation and assessment to ensure that all schools feel more confident in their ability to report on attainment in this area. The strategy will continue to be supported by appropriate professional learning opportunities, targeted both at school leaders and classroom practitioners. Alongside this the authority is continuing to focus

on ensuring effective arrangements are in place to track and monitor progress through the Broad General Education.

6.2 Future priorities

Information gathered from a recent Digital Devices, Connectivity and Remote Learning survey is being used to inform a fair and equitable distribution of devices and connectivity that the authority has access to. The QIEOs with responsibility for Equity and for Digital recently met with partners from other sectors to establish a coordinated and joint strategic approach and effective information sharing and communication with regard to support for those experiencing digital poverty. This included sharing information on what has been done so far and next steps. This has been organised through *People Know How,* the social innovation network that strives to bring together the academic, business, public and third sectors to drive social change. In addition a central digital closing the gap team of 8 members of staff has been formed to support schools particularly with their blended learning offer for disadvantaged learners.

CEC Education Improvement Plan 2020-23 has specific targets in place to support the closing of the poverty-related attainment gap and ensure those with protected characteristics do not face disadvantage, which include:

- implement revised Attendance procedures
- assertively track and monitor attendance, attainment and wider achievement of Care Experienced Learners and those in SIMD Quintile 1
- engage in Edinburgh Learning Schools: Leadership for Equity professional learning offer

This leadership for Equity professional learning offer will be fully developed for delivery in session 21/22. This will provide training modules for class teachers, leaders and PSAs to provide role specific knowledge and skills around the themes of Leadership, Learning and Teaching and Families and Communities .It will afford participants the opportunity to:

- enhance their vision and commitment by engaging with and reflecting on the underpinning social justice theories and values
- develop their expertise, practices and skills in leading improvements aimed at achieving equity
- apply new knowledge, understanding and skills to a school improvement project aimed at closing the poverty related attainment gap

Section 7

Case Study 1

SAC Impact Report
Case Study Craigroyst

Case Study 2

Edin SAC Impact
Report Case Study-Ca

Section 8

Glossary and Appendix

Term/ acronym	Meaning
AA	Attainment Advisor
ACEL	Achievement of a Curriculum for Excellence level
ASF	Attainment Scotland Fund
BGE	Broad General Education
CECYP	Care experienced children and young people
ES	Education Scotland
HWB	Health and wellbeing
Insight	Insight is a benchmarking tool designed to help bring about improvements for learners in the Senior Phase (S4-S6). The system is updated twice annually, around September for attainment results and February for school leavers data.
LA	Local authority
PEF	Pupil Equity Funding
NIF	National Improvement Framework
RIC	Regional Improvement Collaborative
SAC	Scottish Attainment Challenge
SEO	Senior Education Officer
SNSA	Scottish National Standardised Assessments

Appendix

Scottish Attainment Challenge Logic Model

Inputs

Funding:
- PEF
- SP
- CA
- CECYP
- National Programmes

Support and Collaboration
- Attainment Advisers, Regional Teams and other ES SAC support
- RICs
- Improvement Advisors + NIF Advisors
- Teacher / school level expertise
- SAC policy team support
- SG Education Analytical services
- Local authorities
- Public services – health boards, social work etc
- 3rd sector networks / relationships
- Cross SG network/ experience
- Parents, carers and families)

Data:
- National improvement framework measures and associated tools
- School, LA and National Data sets
- Evaluation evidence

Resources:
- National Improvement Hub (NIH)
- Print / online materials aimed at parents, carers and families
- Frameworks / tools to measure / monitor progress
- Operational guidance supporting funding
- COVID recovery funding (not SAC specific)
- COVID documentation inc return to school guidance

Activites

Accelerating Progress activities:

Additional, focused support

Specific approaches which are making the biggest impact identified and systematic sharing of them increased

[including capacity to deliver blended learning model / recovery curriculum where required]

Data for improvement

Embed successful approaches in to the curriculum.

Increase our collective efforts to improve the health and wellbeing and progress of children living in poverty.

Additional focused support to mitigate against any widening of attainment gap and increased wellbeing needs caused by C-19

Flexibility in funding to allow changes to interventions/ approaches at local leveL though still consistent with SAC principles

Focused equity related CLPL to build confidence and capacity (across the system) to deliver the new blended learning model

ST OUTCOMES

1. Awareness of need for leadership at all levels focussing on improved learning, teaching and self-evaluation to help close the poverty related attainment gap
2. Readiness to collaborate across the system to achieve equity and excellence
3. Increased engagement (participation) in professional learning with a focus on reducing poverty related attainment gap
4. Increased focus on HWB, literacy and numeracy, balancing efforts to address learning with HWB needs which originated/developed during COVID, to improve outcomes for children and young people living in poverty
5. Awareness of range of approaches to achieve equity within their particular context and settings
6. A focus on increasing the engagement of parents, carers and families living in areas of deprivation with their child's and their own learning
7. Awareness of challenges and barriers to learning faced by children & young people and parents, carers & families living in poverty and how these have been impacted by C-19
8. Shared understanding and engagement with the Scottish Attainment Challenge
9. Knowledge and skills in using data and other evidence
10. Awareness of who the children and young people and their families are that are living in poverty

MT OUTCOMES

1. Improved leadership at all levels, fully committed to, and with an unrelenting focus on, closing the poverty related attainment gap
2. Increased evidence of collaboration across the education system (between schools, LAs, 3rd sector, other delivery partners and professionals e.g. social work) to deliver and evaluate approaches aimed at closing the poverty related attainment gap
3. Identification of intersections with other policy areas/OGDs and engagement with them to help deliver long term programme aim
4. CLPL opportunities focussed on equity are embedded throughout the education system , LA and schools
5. Higher quality learning, teaching and assessment, including digital/remote approaches, focussing on achieving equity for learners, across HWB, literacy and numeracy, with a particular focus on HWB during the recovery phase
6. Teachers are able to use data effectively to identify the needs of their learners and improve learning and teaching
7. Active engagement with and support for children and young people, parents, carers and families living in poverty to engage in learning
8. A culture and ethos that promotes high aspirations for all and improves equity is embedded across the whole school community
9. Increased use of research evidence / data to monitor the progress, effectiveness and sustainability of approaches
10. Increased use of data/ evidence to demonstrate an impact against the key NIF measures at a local level for children and young people

LT OUTCOMES

1. Embeded and sustained practices related to addressing the impact of poverty related attainment
2. All children and young people are achieving the expected or excellent educational outcome, regardless of their background
3. An Education system which is aspirational, inclusive in ethos, practice and approaches for all including teachers, parents and carers, children and young people
4. Closing of the attainment gap between the most and least disadvantaged children and young people

Vision (to achieve aim)

Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed

Strategic Aim

Strategic Aim:

closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities.

Demonstrable progress during the lifetime of this Parliament and to substantially eliminate it in the next decade [set out in NIF 2018]

ES – purpose of SAC Strategic aim :

achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap.

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