

Education, Children and Families Committee

10:00am, Tuesday, 24 August 2021

Education Standards & Quality Report 20-21 (2)

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the progress and impact within each of the strategic areas of improvement reported in this section (part 2) of the S&Q report.
 - 1.1.2 Note the continued hard work of staff in schools, central teams and partners, to support children and young people as part of the Covid-19 response
 - 1.1.3 Agree next steps at 5.1 – 5.3
 - 1.1.4 Agree that updates on the work detailed in this report are presented at Committee as required.

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Report

Education Standards & Quality Report 20-21 (2)

2. Executive Summary

- 2.1 This Standards & Quality report provides a summary of the progress and impact within the following areas of strategic improvement within Schools and Lifelong Learning: Leadership, Learning Together, Sustainability, Children and Young People's Participation, 1+2 Modern Languages, Numeracy and STEM. In addition to the summaries detailed in the main report below, the full Standards & Quality Report is provided (Appendix 1) stating the outcomes, key strengths and next steps for each area, detailing sources of evaluative data.

3. Background

- 3.1 Each of these areas of school improvement is governed through an Edinburgh Learns Board and/or a central officer from the QICS or Teaching and Learning team. Each Board has senior leadership representation from each school sector and from partner agencies. This ensures empowerment of senior leaders to lead strategy at school, and Local Authority, level, including taking a central role in decision-making. This also enables the gathering of data, from a range of stakeholders, to support the evaluation of the progress and impact of the actions agreed by the Boards.
- 3.2 Progress reports from each of the Boards are regularly provided at senior leadership meetings to ensure the impact of agreed actions and to consider whether plans need to be adapted to ensure positive outcomes for learners.
- 3.3 The overarching aim of the Quality Improvement and Curriculum Service is to ensure consistency in the provision of high-quality teaching and learning, leading to improved outcomes for learners and positive destinations. The impact of the Covid pandemic has meant that initial plans have been adapted to reflect the local and National context and Health & Safety guidance. For example, this has meant a rapid acceleration in the development of digital skills and the need to adapt to new ways of working whilst continuing to improve outcomes for learners.

4. Main report

- 4.1 The Standards and Quality of education in the City's schools has been shown to be good in most areas, despite the ongoing challenges. Senior leaders in schools have demonstrated commitment to their communities through flexibility, adaptability and adherence to safety guidelines, which have been paramount. Of greatest note is the rapid improvement in the delivery of digital learning and the reconfiguration of the assessment of senior phase learners. Although formal scrutiny was not possible during the year, schools continued to self-assess the quality of their provision. A further report detailing strengths and development needs in Teaching, Learning and Assessment will be presented in October, providing analysis of the self-assessment across core Quality Indicators.

The report to follow outlines the summary from each strategic lead on progress around other related themes.

4.2 Leadership

School Leadership is recognised within the National Improvement Framework 2021 as a key driver of school improvement and raised attainment. The CEC Leadership Framework is centred on empowering leadership at all levels, building capacity, collaboration, ongoing self-evaluation and reflective practice. Core to achieving this is the opportunity for leaders at all levels to access high-quality professional leadership learning, locally, regionally and nationally. Edinburgh's uptake for Education Scotland PLL programmes, SEIC leadership learning opportunities and local CEC leadership programmes is high and increasing. Further local programmes for the middle to senior leadership pathway are in development for all sectors. The EL: Leadership Board, a collegiate partnership between officers and school leaders at all levels, meets three times a year. An action plan for 21-22 has been agreed which aligns with the Edinburgh Learns For Life vision.

As a core Quality Indicator, Leadership of Learning is assessed each year in schools and during HMIE full model inspections. Of the 6 that have taken place since June 2019, 1 school was graded as satisfactory, 4 as good and 1 as very good. In looking at school self-evaluation data from June 2020, primary schools on average evaluate at 4.15, secondary schools on average evaluate as 4.17, and special schools on average evaluate at 3.55. This reflects an improvement in the primary sector and a maintenance in the secondary and special sectors. All newly appointed or acting HTs have taken part in the CEC HT Induction programme and bring revitalised leadership approaches to their learning communities. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme in order to attain this.

4.3 Learning Together

Over the course of the pandemic all schools have strengthened their relationships with parents and carers. They have been responsive to the needs of families using a wide range of improvements based on self-evaluation data to tailor their approaches.

They have listened to their community to inform the setting of specific objectives. Almost all schools made effective use of Teams to run virtual family events and other digital solutions, such as Learning Journals and Seesaw, to communicate and consult with parents and carers. All schools have taken effective steps to support children where there may be financial hardship, supported by Pupil Equity Funding (PEF) and other community funding. All schools are developing a whole school approach to wellbeing which is shared and followed by staff, pupils, parents and carers based on Children's Rights and Building Resilience. Partnership working across sectors has continued to improve as schools have worked with other agencies to ensure the best outcomes for learners and families. Feedback from families who participated in centrally co-ordinated parenting programmes delivered in schools described what they had achieved, and progress in their own learning, as a result of the activities provided. The Parent Council Chair Survey (May 2021) identified an increase in parents and carers attending virtual Parent Council Meetings and Locality Meetings by up to 66%. Parents and carers had a good awareness of Locality Meetings, the Consultative Committee with Parents (CCwP) and their purpose.

The Learning Together EL Board will work closely with the CCwP and other partners to further improve provision, specifically by ensuring that the Learning Together guidance is implemented in more schools. Progress on this will be reported in December.

4.4 **Sustainability**

The current Sustainability Board was relaunched in March 2021 and links made with Education Scotland, Regional Improvement Collaboratives and Local Authorities. A shared strategy with colleagues in Policy and Insight will ensure alignment with corporate and whole CEC initiatives. Additional links established with partners including Scotdec, Sustainability Partnerships, Warp it! and Keep Scotland Beautiful.

Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags and 74 Primary schools, 21 Secondary schools and 9 Special schools with a Rights Respecting Schools Award. As part of the City's Emission Reduction Plan, councillors have agreed to allocate £40,000 of the £300,000 sustainability fund allocated within the Council's 2021/22 revenue budget to roll out a Climate Literacy Training programme across the organisation.

SOLU activity this session (Outdoor Learning) includes new curriculum renewal and rationale guidance; extended targeted deployment of staff into schools and hubs (over 30 staff in more than 50 schools); a new digital teaching resources library; sharing good practice via the new Outdoor Learning Map (<https://www.outdoorlearningmap.com/>), expanded online training; Covid-19 excursions toolbox (planning offsite provision, including risk assessments and Covid mitigations) and The Epic Days Programme. The Road Safety and Active Travel team ran campaigns in schools to promote walking and cycling; such as the WOW campaign with Living Streets motivating more children to walk, scoot and cycle to school. They also continued to support Bikeability in Primary Schools and organise specific events such as Young Driver in High Schools.

4.5 Children & Young Persons' Participation

From August 2020 to June 2021, 7 Primary Schools took part in (Virtual and face-to-face) Learner Participation Staff CLPL during In-service and twilight sessions. Feedback averaged at Very Good. Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags and 74 Primary schools, 21 Secondary schools and 9 Special schools with a Rights Respecting Schools Award. Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.

The Scottish Youth Parliament elections will take place in November 2021. A SLWG has met twice to ensure the Young People of Edinburgh are well represented and there are opportunities for all. To date, there are 62 YP candidates, which has exceeded expectations.

By June 2021, 18 secondaries and 79 primaries completed the Wellbeing Survey, with 3,992 secondary pupils and 15,462 primary pupils taking part. For the secondary survey, the majority responses positively to 24 of the 31 survey statements. Compared to the last survey two years ago, pupils responded more positively to 24 statements and less positively to 4 statements. For the Primary survey, scores associated with the child are down whereas those related to relationships and the learning environment have gone up.

4.6 Implementation of 1+2 Approach to Languages Learning

Languages teaching and learning in CEC schools aims to equip learners with language skills needed to participate fully in a global society and economy, by ensuring that all learners have access to high-quality learning experiences in Language 2 and Language 3, in line with entitlements set out in the Scottish Government 1+2 Approach to Language Learning. While our evidence shows some decline in provision of full entitlement for L2 session 2020-21, overall engagement across sectors remains high and SQA presentations and awards have increased, in contrast to national trends. Participation in CLPL has been strong and professional networks have been active and supportive. Leadership at LA level has been strengthened by full-time Development Officer working with QIEO team and CEC Lead Teacher. Learners have engaged enthusiastically and learning experiences have been enhanced by partnership and collaboration. Strategic planning should now focus on:

4.6.1 School leadership at SLT level

4.6.2 Supporting schools in robust self-evaluation of teaching and learning in languages

4.6.3 Promoting bilingualism

4.6.4 Heritage Languages and linking languages with the inclusive curriculum

4.6.5 Continuing to build sustainability through professional development and partnership working

4.7 Numeracy

An ongoing focus on improvement in numeracy is critical if we are to ensure excellence through raising attainment and achieving equity (NIF priorities). Teacher professionalism, one of the NIF drivers for improvement, focuses on improving skills and confidence of teachers. One of our priorities in 2020/21 has been a commitment to high quality professional learning in numeracy and mathematics through a mix of self-led and live training. There has been an ongoing commitment to early number training through our SEAL approach and an expansion of training post-SEAL including a focus on the themes of addition, subtraction, multiplication and division, along with word problem solving through a CPA (concrete, pictorial, abstract) approach.

A small number of schools have received additional support, with the aims of developing numeracy pedagogy, raising attainment and closing the attainment gap. This has been delivered through high-quality professional learning and pedagogical coaching. One school on the project reported that, despite the disruption due to COVID, attainment in numeracy has risen by 3% (and by 13% for learners living in SIMD 1 and 2). Across the authority, attainment in numeracy and mathematics was increasing at P4, P7 and S3 (and remaining steady at P1) between 2015 and 2019. We have seen a slight drop in attainment due to COVID; numeracy levels however remain on a par with literacy attainment.

4.8 Science, Technology, Engineering and Mathematics (STEM)

The City of Edinburgh Council had seven successful bids for STEM funding from Education Scotland for a variety of projects during session 2019-20, including: the development of mathematics CLPL; inclusive approaches to teaching numeracy; learning numeracy through play; improving resilience in numeracy/mathematics; developing science skills across the Broad General Education; embedding STEM within inter-disciplinary learning; and developing STEM and Digital Literacy. The delivery of some of these projects was affected by the lockdown, with only a small number being able to continue into session 2020-21.

In the most recent round of funding applications (2021-22), we have had two bids accepted, both focusing on developing effective CLPL (one in numeracy, the other in STEM more widely). The latter will allow us to appoint a STEM Associate Development Officer: this proposal addresses the ambition of the Scottish Government's STEM Education and Training Strategy by offering excellence and inspiration in the form of a programme of CLPL to improve the confidence, knowledge and skills of practitioners, with the aim of delivering inspirational STEM learning experiences to raise engagement and attainment. To ensure equity and equality, we will partner with Education Scotland's Improving Gender Balance and Equity Team to provide CLPL to challenge gender stereotypes. We aim to close participation and attainment gaps by enabling learners from typically under-represented or low "science capital" groups, including learners with ASN, to access stimulating and challenging STEM experiences.

In terms of our current work, the Primary STEM Network has been expanded to include every Primary school in Edinburgh, and several members of staff from some

settings. A network of STEM Developers from across EY and Primary, from CEC and Midlothian, has been created. Key information, resources and events have been shared through regular communications with Networks.

- 4.9 Relationships have been developed with many local key STEM partners and partnerships with schools have been facilitated. Partners have met Primary staff at Primary STEM Meet-ups.

A range of STEM CLPL has been delivered including:

4.9.1 STEM Developers course for EY and Primary staff from CEC and Midlothian

4.9.2 Primary STEM Meet-ups with partners and Primary staff

4.9.3 STEM Challenges training

4.9.4 Science Enquiry training

4.9.5 Secondary STEM coordinator meetings

Resources have been shared through shared drives. Uptake of CLPL courses has been strong, with remote delivery of courses increasing practitioner engagement.

5. Next Steps

- 5.1 Each Board completes an analysis of progress and areas for development which translates into next steps in the Action Plans for Session 2021-22. Boards are also ensuring actions are fully aligned to the City Vision, the Edinburgh Learns for life Strategy 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 The Edinburgh Learns Empowerment Boards have representation from school leaders and relevant partner agencies. They will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. The reach of the Boards is increased through the range of established sub-groups and networks.
- 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 & Quality Report 2020-21 Leadership
- 9.2 Appendix 2 Edinburgh Learns Standards & Quality Report 2020-21 Learning Together
- 9.3 Appendix 3 Edinburgh Learns Standards & Quality Report 2020-21 Sustainability
- 9.4 Appendix 4 Edinburgh Learns Standards & Quality Report 2020-21 Children & Young Persons' Participation
- 9.5 Appendix 5 Edinburgh Learns Standards & Quality Report 2020-21 1+2 Modern Languages
- 9.6 Appendix 6 Edinburgh Learns Standards & Quality Report 2020-21 Numeracy

APPENDIX 1

CEC STANDARDS & QUALITY REPORT

EDINBURGH LEARNS: LEADERSHIP



August, 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To empower leadership at all levels to support the implementation of the Edinburgh Learns strategy, raise attainment and improve outcomes for all learners.
- To ensure values-based leadership, a flexible and sustainable leadership community, leaders with high levels of skill and experience and enhanced professional learning lead to the delivery of high quality education and raised attainment.

What Does Our Evidence Tell Us?

School Leadership is recognized within the National Improvement Framework 2021 as a key driver of school improvement and improved outcomes for children and young people.

From June 2019 to June 2021, 15 City of Edinburgh primary schools, 2 secondary schools and 1 special school were inspected by HMIE. Inspection has understandably been halted during the Covid-19 period. 11 primary schools and 1 special school were inspected using the “short model” where Learning, Teaching and Assessment (QI 2.3) and Raising Attainment and Achievement (QI 3.2) are the focus. Leadership of Change (QI 1.3) is a feature of the “full model” for inspection and evaluations were as follows:

School	Date of Inspection Report	Evaluation for QI 1.3
St. John’s RC Primary School	21.7.20	4 - good
Pentland Primary School	21.7.20	4 - good
Dean Park Primary School*	23.6.20	5 - very good
St. Augustine’s RC High School	31.3.20	4 - good
Preston Street Primary School	31.3.20	4 - good
Prestonfield Primary School	10.9.19	4 - good

*Dean Park Primary School is part of the South East Improvement Collaborative (SEIC) Research Schools Phase 1 project. This enables practice to be shared.

In June 2020, school self-evaluation of QI 1.3 Leadership of Change was as follows:

Sector	2 – weak	3 – satisfactory	4- good	5- very good	6- excellent
Primary (19-20)	0	8	58	22	0
Secondary (19-20)	0	2	15	6	0
Special (19-20)	1	3	7	0	0

In the midst of a global pandemic, it is testimony to the strength of leadership at all levels within our educational establishments and local authority that leadership professional learning uptake has increased as outlined below. This shows clear appetite for leadership learning and the empowered approach. School leaders have noted “staff have stepped up” and how distributed leadership has developed during the past academic year. This includes in leading digital learning, wellbeing initiatives and innovative classroom pedagogy.

What Were Our Strengths?

By June 2021, the Edinburgh Learns: Leadership Board agreed updated Terms of Reference and a new EL4Life Action Plan where our contribution to transforming, empowering and connecting leaders at all levels is defined. The Board now includes Support Staff and looks forward to further strengthening the diversity of its membership 21-22. There are 3 working groups within the Board, led by Board members. These groups are planning an enhanced local leadership professional learning offer for 21-22 with a particular focus on aspiring senior leaders in all sectors.

CEC leaders at all levels have engaged positively in national, regional and local CLPL. It is important to note that the leadership professional learning offer has been enhanced considerably in all areas and our staff have been receptive to this.

Latest and best data from Education Scotland, shows the following uptake for 20-21:

Education Scotland PLL Programme	CEC uptake 20-21
Stepping Stones	46
Teacher Leadership	15
Supporting Teacher Leadership	3
Aspiring Middle Leaders	5
Middle Leaders Leading Change	14
Into Headship	5 (completed March 2021); 7 (completing March 2022)
Towards Headship	0
In Headship	2
Excellence in Headship	22 + 2 (Stretch EIH programme)
Coaching and Mentoring*	4
Evolving Systems Thinking	10

*This does not include those who have attended webinars or sessions on Coaching to support school leader wellbeing – only the formal Coaching for Success programme.

In looking at our participation rate over time in the Into Headship programme since its conception in 2015, the following data set can be noted:

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants	Primary School participants progressing into Headship posts	Secondary School participants progressing into Headship posts	Special School participants progressing into Headship posts
Cohort 1 2015-16	5	6 (2 DHTS at RC schools)	0	4	0	n/a
Cohort 2 2016-17	7 (1 DHT at RC school)	1	1	3 – CEC (1 RC) 2 – East Lothian Council	1 – CEC (RC)	1 – Perth and Kinross Council
Cohort 3 2017-18	3	2	2	2	1 – CEC (following QIEO post)	1 – QIM post (CEC) 1 – Independent Special School
Cohort 4 2018-19	6 (1 DHT at GME school)	3 (1 DHT at RC school, 1 QIEO)	1	3 – CEC (1 at GME school)	3 – CEC 1 – East Lothian Council (following QIEO post)	n/a
Cohort 5 2019-20	6	3	0	2- CEC	-	-

Cohort 6 2020-21	4	2	0	1 - CEC	-	-
Cohort 7 2021-22	9	4	1	3 - CEC	-	1 - CEC

The increased uptake for Cohort 7 can, in part, be explained by the now mandatory requirement for any head teacher appointed after August 2020 to hold the Standard for Headship in order to gain permanence.

Nationally, there is low uptake for the Towards Headship and In Headship programmes and this is being explored further by Education Scotland. Excellence in Headship now has 2 recruitment opportunities per year (March and August)– it is anticipated CEC participation will continue to grow.

There are now multiple offers for Middle Leaders and those Aspiring to Middle Leadership, nationally and locally. Education Scotland have increased the number of places available to 250 on each, due to online delivery. Recruitment took place in May 2021 for 21-22. Data on the CEC uptake for these programmes will be available from Education Scotland in autumn 2021.

Locally, we have developed 3 new CEC Leadership Learning programmes and piloted them during session 2020-21 – delivering these sessions online has led to high uptake and positive evaluation:

City of Edinburgh PLL offer (new)	Uptake	Overall participant evaluation (1 lowest; 5 highest)
Leading Teams Remotely	34	4.50 (NB: 100% of respondents said they would be interested in further CLPL on Coaching)
Aspiring DHTs	61	4.86
Aspiring HTs (secondary)	14	4.50
Middle Leaders (refreshed)	64	Commences September 2021

“Leading Teams Remotely” for middle leaders, “Aspiring DHTs” and “Aspiring HTs (secondary)” were co-constructed and delivered by officers in partnership with school leaders. Most comments indicated they wished for more opportunity for discussion during the sessions – this was perhaps limited by the online nature of delivery. We are not yet able to measure impact but evidence shows very high numbers of applicants for recent permanent DHT posts across sectors (one post in a secondary school in April 2021 had 41 applicants, for example). There is a culture of aspiration that the Edinburgh Learns: Leadership strategy recognises and wishes to harvest.

As regards teacher leadership of learning, again, national, regional and local offers have grown. Edinburgh teachers were well-represented on the Stepping Stones programme (Education Scotland) for recently qualified teachers and Teacher Leadership programmes.

Regionally, we had 8 CEC teachers deliver SEIC Pedagogy Pioneers sessions and 2 schools engaging with the Research Schools programme. 3 CEC DHTs engaged in the SEIC DHT Connect programme, which is an “Excellence in Depute Headship” approach for experienced DHTs.

Locally, the Edinburgh Learns: Teaching and Learning team continue to build their offer for classroom practitioners which includes the core aspects of the CEC Teaching Charter – Assessment is for Learning, Skills, Leadership of Learning and Differentiation. Adapting to the pandemic by moving online, producing Sway materials, ensuring a “bitesize” approach and making leadership learning more flexibly accessed has been successful for teacher leaders.

The CEC HT Induction programme, led by a Senior Education Officer and the EL: Leadership lead officer, has also moved online this session. There have been 22 participants and the programme has been updated in line with Edinburgh Learns for Life priorities. Following feedback, we hope to move this to a blended model 21-22 to enhance participant networking and discussion.

The CEC Lead Teacher network, led by a QIEO, has strengthened during the delivery of the SQA Alternative Certification Model. Lead Teachers facilitated moderation partnership opportunities, Understanding Standards events and were a vital source of key information for their networks throughout 20-21.

Partnership working remains a key strength. Of particular note is university partnership, with lead officers working together on the Masters Level Pathway Group (Moray House) and Teacher Education Partnership groups. We work well with our SEIC colleagues, again lead officers forming the SEIC Professional Learning and Leadership Working Group and working jointly with head teachers in the SEIC Secondary Curriculum Working Group. CEC also benefits from strong and positive relationships with PLL colleagues at Education Scotland, the CEC lead officer having recently been asked to present at a National Into Headship Conference.

What Are Our Next Steps?

- School Leadership remains a driver within the National Improvement Framework 2021.
- Work is underway on the development of a Professional Learning Pathway for support staff. This is being led by Fran Platt (ASL DHT) and Louise Stevenson (EL TLT SDO).
- The Working Groups of the Leadership Board wish to develop the successful “short courses” for the middle to senior leadership pathway further, using the model of the “CEC Middle Leaders” programme as a template. This work also includes an Early Years aspiring leadership workstream. The success of the “CEC Middle Leaders” programme is the monthly contact point, intersessional tasks, enquiry-based learning approach and ability to share learning at the culmination. Feedback also shows that the development and delivery of professional learning by CEC leaders, for CEC leaders, is a strength. The Board felt this was a very good model for other target audiences, going forward.
- The Board will work collaboratively with the EL: Inclusion and EL: Equalities lead officers, and the lead officer for Teacher Professionalism, to ensure alignment of priorities and leadership learning programmes. Of particular interest to the Board is how we can work together to support the leadership development of BAME staff.
- Work on Coaching and Mentoring is underway – initially, during 2020-21, with a focus on supporting school leader wellbeing. The lead officer has worked collaboratively with HR to plan for this. It is anticipated that this becomes a core offer over time – with a shift in focus to empowering school leaders to lead and create a culture of professional learning in their schools, and enhancing PRD processes.
- The global pandemic has meant that some of the usual external scrutiny around QI 1.3 Leadership of Change has not taken place. We welcome the recommencement of such activity, when Covid allows.
- QIEOs will engage in professional dialogue with HTs on their self-evaluation of the core Quality Indicators as usual, in the new session. This speaks to the emergent need of all staff in schools to lead learning digitally and remotely, to lead assessment and moderation, to lead and support the wellbeing of their pupils and communities, to be involved in strategic decision-making. It is important not to lose the gains we have made in empowering staff to be leaders in their own classrooms, schools and beyond.
- School Leaders will engage with a survey to capture their views on CEC leadership networking, communication and conferencing opportunities with a view to refining and improving this offer.
- The Board will consider the findings from the recent OECD report at the earliest possible opportunity. The Board will also consider the implications of the nationally agreed new Lead Teacher role for our local authority.

APPENDIX 2 CEC STANDARDS AND QUALITY REPORT LEARNING TOGETHER

Parental Engagement – Currie Community High School Workshop Format

- Presentation by Lead member of staff
- Prompt questions to enable open discussion:
 - What are we doing well?
 - What can we do differently? Better?
 - What can we do together so that parents can support the school and feel empowered to support their child?
- Actions/Next Steps (Excellence and Equity)



Family Learning in Edinburgh

Examples of provision through Lifelong Learning:

- Book gifting for families
- Transition into P1
- Storytelling courses for parents
- All About Maths course
- Families Connect
- Peep Learning Together
- Special projects – e.g. with museum / theatre
- Parent led school community events
- Family Fortunes course (new)
- 'Time for a Story' family activity sessions
- Family learning ESOL course for parents



RECOVERY UPDATE

Since children and young people returned to school in August 2020, many things in education look and feel different. Here is an update from Forthview Primary headteacher, SHARON MITCHELL.

FROM THE START OF LOCKDOWN:

- ENGAGING with PARENTS:** We used to support the effectiveness of our work and their parents' role. We used to use regular phone calls, use for our meetings, along with good choices and social media.
- STAFF DELIVERED FOOD PACKETS:** To ensure 50 families with 35-50 young and every week from the start of lockdown until August. 1000+ regular meals each week. (Some should have been provided as part of the Edinburgh Food Project).
- LEARNING JOURNALS:** Set-up over time to expand their use of learning journals for all year groups. This should support parents to be more confident about work included in their child's learning.
- LEARNING IN LOCKDOWN:** Paper packs and online learning packs. Each containing: meaningful learning packs and practical daily feedback links to learning sites.
- REGULAR CHECK-INS with MULTI-FAMILY – 100+:** This included teachers, teaching our daily events. These daily calls by senior staff with families more at risk.
- EMERGENCY FINANCIAL SUPPORT (in the school):** The learning site also gave out some equipment to ensure families to keep in contact and continue learning.
- TRIALING INHOUSING LEARNING PROGRAMME (LIP):** (Lessons online) Ongoing contact including some social distance face to face contact with individual members of the group.

SINCE AUGUST:

- The school has moved STAFF DELIVERED FOOD PACKETS to all health visitors with a view to provide more outdoor support.
- Staff are able to still have good contact with parents & all the school and work with them to help them overcome any learning barriers.
- ADDITIONAL SUPPORT is provided for parents (learning, mental health, financial issues etc).

» Visit hub page « » Read Family Learning Thematic Inspection Report « Highly-effective practice identified by HM Inspectors

EDINBURGH LEARNS @ HOME

Guidance for Parents and Carers February 2021

During this period of remote learning, learning tools and resources will be available to all children and young people to access from home during the course of the school day. Guidance will be available to parents and carers for the courses to ensure the school day.

What will remote learning look like?

Schools are not expected to completely replicate the school timetable remotely. Schools will adapt to best practice for remote engagement to reflect their context and needs of their learners and families. Learners should not engage in online learning for the entirety of the school day.

There is a description of the types of approaches to remote learning which will be used by our teachers with the goal, to the best of our abilities, will appear a combination of these approaches:

- providing learning tools and resources online
- providing direct instruction and learning resources online
- providing direct instruction and learning resources online
- providing direct instruction and learning resources online

Each teacher is encouraged to use many forms, including video, audio and text via the digital tools on Teams. This may be used to provide direct instruction, or to provide opportunities for discussion.

Practical tips to help you to learn in a family of four. This could be written on, and may be based on teacher, peer or self-reflection. It is not expected that teachers will provide written feedback or any form of assessment to learners.

Research shows that learning is best done in 10-15 min. It is advised that when young people are asked to work from home at a time that best suits them, they should be encouraged to learn in 10-15 min sessions.

As a guide, a combination of learning tools and approaches for the below recommended duration of time is suggested:

- Primary: 10-15 min weekly
- S1-S3: 15-20 min weekly
- S4-S6: 20-30 min weekly

Family Support Mapping and Parental Consultation 2020

ILL PARENT AND CAREY SUPPORT TEAM, HOMEKIT FAMILY SUPPORT, FVOC, LOGSUB GROUP'S PARENT AND CAREY SUPPORT COLLABORATIVE



Standards and Quality Report

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- Involve all parents and carers in the life and work of their child’s/children’s school(s).
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- Increase parental knowledge of parenting support programmes.
- Create opportunities for parents, carers and children to learn together.

What Does Our Evidence Tell Us?

Schools have strengthened their relationships with parents and carers. They have been responsive to the needs of families using a wide range of improvements, using self-evaluation data which included socio-economic data and local demography. Schools have worked to remove barriers to pupil participation through helping parents & carers to support their child’s learning during the second lockdown. Schools used Insights to identify families who required support with remote learning. By tracking pupil engagement, and having supportive conversations, with families they were able to tailor their approaches by listening to their community and setting specific objectives.

Schools have created a family agreement where families committed to actively engaging in the school’s equity and inclusion work, including specific steps to build a strong anti-racist community. Schools have supported the continuity of anti-racist work at home and beyond school, through the development and delivery of relevant resources and programming for all families. Schools have begun building the capacity of Parent Councils members, in their role as community leaders and ambassadors, to engage the larger parent body in their anti-racist practice.

Schools have taken effective steps to support children where there may be financial hardship, this is supported by Pupil Equity Fund (PEF) and other community funding. During Lockdown school staff were present in their local communities to meet and support parents and carers.

Schools have implemented a whole school approach to wellbeing which is shared and followed by staff, pupils, parents and carers based on Children’s Rights and Building Resilience.

Parental feedback, regarding learning at home during the second lockdown, showed improvement in the use of Teams and appreciation of live lessons, ‘Catch-ups’, learning videos and live assemblies. Schools made effective use of Team to run virtual family events. and other digital solutions to communicate and consult with parents and carers.

Partnership working across sectors has continued to improve as schools have worked with other agencies to ensure the best outcomes for learners and families.

Key Findings from the Family Support Mapping and Parental Consultation 2020, completed by 2,424 parents and carers, found 64% of all parents and carers reported that there had been positives for their families during the lockdown period. Equally the same number (64%) also reported that it had been very or quite challenging. Parents and carers felt grateful for the extra, unpressured time together with their children, being more involved with school learning and being supported by schools with regular communication. School closures had an overwhelming impact on families and outweighed all other written responses illustrating the difficulties of working from home and home schooling their own children, many of whom had no access to childcare or Hub places.

The Parent Council Chair Survey (May 2021) identified an increase in parents and carers attending virtual Parent Council Meetings and Locality Meetings by up to 66%. Parents and carers had a good awareness of Locality Meetings and the Consultative Committee with Parents (CCwP) and their purpose, generally viewed as opportunities to share information and discuss areas of common concern. The survey highlighted barriers to engaging through these forums, suggestions for future enhancement and areas for ongoing support.

The Family Learning in Edinburgh Report, published in May 2021, by Community Learning and Development Lifelong Learning service in partnership with primary schools found Family Learning has been effective in:

- Building the capacity of parents to engage in with their children in learning
- Supporting parents to understand the value of engaging in play and learning
- Building parents confidence to engage in other learning opportunities and become involved with school and wider community.

The Parental Engagement Read Write Count Equality and Equity Project Report, dated June 2021, found family learning is improving parents and carers capacity to learn. Feedback from families described how they felt they were achieving and progressing their own learning as a result of participating in the activities provided.

What Were Our Strengths?

- Positive relationships and high levels of trust between schools, parents and partners.
- Increased range of digital solutions used by schools to improve parental engagement in children's and young people's learning.
- Involvement of pupils and parents in creating and reviewing school vision, values and aims relevant to the context of the school within its community.
- Commitment of Parent Councils and other parent groups to support and be actively involved in school improvement.
- Centrally co-ordinated parenting programmes for targeted families delivered in schools including Peep Learning Together online sessions, Read, Write, Count, Mindroom sessions, Triple P training for targeted families.
- Capacity and skills of school staff and partners to support parental involvement and engagement.

What Are Our Next Steps?

- Clear communication for all families who continue to have changes in family circumstances to access supports from other agencies. Ensure support is accessible for all.
- Build on partnerships developed to include parents and carers in school development and renewal planning.
- Continue to connect with parents and carers to remove barriers to learning including digital poverty and to intervene when children are at risk with an awareness of the long term effects of poverty and disadvantage.
- Work together with parents and carers to plan family learning that takes account of the impact of the pandemic on families and communities

APPENDIX 3

CEC STANDARDS & QUALITY REPORT

SUSTAINABILITY



August 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To align outcomes, where possible, and actively engage with “Edinburgh 2030 Climate Strategy – Delivering a Net Zero, Climate Ready City”.
- To connect and coordinate children Sustainability opportunities and resources locally and nationally.
- Develop and enhance knowledge and awareness of Sustainability education.
- All learners should have an entitlement to Learning for Sustainability curriculum.
- Capitalise on Cop26 Global Climate Summit to create positive change.

What Does Our Evidence Tell Us?

Learning for Sustainability is concerned with every level and type of learning and the provision of quality education for all. It has been embedded within the Standards to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

For a school it is 'a whole school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable world.

There are elements of good practice in Sustainability across the school estate and elsewhere across the Council. However, this could be more consistent. A refreshed strategy should be connected and co-ordinated more effectively in order to achieve our outcomes and realise our vision of ‘A fairer, healthier, greener future for everyone.’

What Were Our Strengths?

- Sustainability Board relaunched in March 2021 and links made with Education Scotland, Regional Improvement Collaboratives and Local Authorities. A new shared strategy with colleagues in Policy and Insight will ensure alignment with corporate and whole CEC initiatives.
- Formal links established with partners including Scotdec, Sustainability Partnerships, Warp it!
- Currently there are 45 Edinburgh Schools with Eco-Schools Green Flags.
- As part of the City’s Emission Reduction Plan, Councillors have agreed to allocate £40,000 of the £300,000 sustainability fund allocated within the Council’s 2021/22 revenue budget to roll out a Climate Literacy Training programme across the organisation. This is planned to take place in Sept/Oct.
- Children and Young Persons’ voice is key to a Sustainable, greener future. Rights Respecting Schools is a UNICEF Award which supports Schools understand their rights and how they are entitled to be part of planning for improvement and their future. Currently, Edinburgh has 74 Primary schools 21 Secondary schools and 9 Special schools involved in this initiative. It was a good year for achievements, given that all of the work was virtual.
- Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. CEC, along with partners, invested over £250 million in the surrounding neighbourhoods. The plan is to deliver around 3,500 new net zero carbon homes, business start-up space and commercial opportunities, Europe’s largest

coastal park through creating new and enhanced green spaces, creative arts, culture and leisure space and key services including a school and health centre. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.

- The Enerphit approach to addressing the existing estate has been launched to address energy inefficiency in older schools in the Edinburgh Estate. Brunstane Primary School is the first school to go through this improvement. In addition, Currie High School was built to Passivhaus standard with “learning for sustainability” embedded in the vision. It is hoped the success of Brunstane and Currie will be the model for other schools needing this step change to meet energy expectations.
- During 2020/21 and in response to the pandemic, SOLU activity (outdoor learning) includes new curriculum renewal and rationale guidance; extended targeted deployment of staff into schools and hubs (over 30 staff in more than 50 schools); a new digital teaching resources library; sharing good practice via the new Outdoor Learning Map (<https://www.outdoorlearningmap.com/>), expanded online training; Covid-19 excursions toolbox (planning offsite provision, including risk assessments and Covid mitigations); Epic Days Programme (<https://www.edinburgh.gov.uk/news/article/13239/epic-adventures-for-primary-7-pupils>); and reintroduction of overnight camping expeditions.
- During 2020-2021, The Road Safety and Active Travel team ran campaigns in schools to promote walking and cycling; such as the WOW campaign with Living Streets motivating more children to walk, scoot and cycle to school. They also continued to support Bikeability in Primary Schools and organise specific events such as Young Driver in High Schools.

What Are Our Next Steps?

- SLWG will launch new CEC Sustainability Policy by September 2021.
- Each School will have a named Sustainability rep by October 2021.
- Carbon Literacy Training will be offered to all HT and DHTs in session 2021-2022.
- ‘Paw Print’ Carbon footprint App will initially be trialled in 1 Primary and 1 Secondary School in Term 1 of next session. Phase 2 will take place in 3 Learning Communities.
- In Sept/October 2021, 1000 S2 Pupils will take part in a Hydrogen Education Programme Challenge sponsored by Arcola, Scottish Power and ITM Power and in conjunction with Scottish Government.
- SLWG will consult with Outdoor Learning Unit to scope out strategy for Outdoor Learning and explore how they can influence curriculum design and planning in schools. In addition, incremental reopening of Benmore and Lagganlia residential outdoor centres, plus a new Edinburgh-based Outdoor Learning Centre (Bangholm re-build); review of the Excursions Policy and associated school/community evaluation resources (safety, environmental sustainability, equity, equality and effectiveness); deployment of new temporary additional staff (Covid-19 recovery); renewed Career-long Professional Learning offer (in partnership with the Early Years Team); and expansion of direct delivery provision via Bonaly.
- The Road Safety and Active Travel Team will undertake a review of school travel plans beginning at the start of the 21/22 academic year. We will ask pupils, staff and parents how routes to school can be improved and collate the outcomes in a new Travel Plan for each school. We intend to complete this project over 18 months and our progress will be shared on the Streets Ahead website.
- SLWG from Board will capture best practice from new school builds and Enerfit Programme to educate and mitigate energy inefficiency across school and community estate. Share “Edinburgh 2030 Climate Strategy – Delivering a net zero, climate ready City” message.
- SLWG will explore re-wilding of City Spaces and school grounds with staff from Water of Leith Conservation and other stakeholders.
- Sustainability Lead will liaise with Education Scotland and other partners to encourage full participation in COP 26 Summit Package in Schools, Colleges and Youth Centres. This may include a 1.5 Max Summit pre-COP 26 in November 2021.

- Scotdec will offer opportunities to take part in a Global Climate Seminar and provide other quality CLPL to support learning for sustainability.
- SLWG with colleagues from waste, recycling, and FM will consult over a series of meetings to refresh waste and recycling strategy. There has been budget allocated (£100k) for improvements in schools recycling (additional recycling bins) and actions in relation to further reducing plastic waste for catering and reducing food waste across the Learning Estate in Edinburgh.

APPENDIX 4

CEC STANDARDS & QUALITY REPORT

CHILDREN AND YOUNG PERSONS' PARTICIPATION



August, 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To coordinate children and young people’s participation activities.
- To feedback on the outcomes of children and young people’s participation activities to: Children’s Partnership; elected members; children and young people and staff.
- To seek to influence, and keep under review, authority policy and planning in line with information gathered through Children and Young People’s Participation.

What Does Our Evidence Tell Us?

What is participation? – *UN General Comments and documented in the Education Scotland presentation for launch of Learner Participation in Educational Settings (3-18), 2018)*

We must ensure that:

- children are **supported** to form a free view
- an **environment** that enables the child to exercise her or his right to be heard is provided
- (children’s views can) add relevant **perspectives and experience**
- (children’s views are) considered in **decision-making, policymaking** and preparation of **laws** and/or measures as well as their **evaluation**
- *The concept of participation emphasises that including children should **not only be a momentary act**, but the starting point for an **intense exchange** between children and adults on the development of policies, programmes and measures in all relevant contexts of children’s lives.*
- *Article 12 of the United Nations Rights of the Child stipulates that simply **listening to the child is insufficient**; the views of the child have to be **seriously considered** when the child is capable of forming her or his own views.*

What Were Our Strengths?

- From August 2020 to June 2021, 7 Primary Schools took part in (Virtual and physical) Learner Participation Staff CLPL during In-service and twilight sessions. Feedback averaged at Very Good. Training needs to be redesigned to reflect the recent UNCRC legislation in Scotland.
- Children and Young Person’s voice is key to a Sustainable, greener future. Rights Respecting Schools is a UNICEF Award which supports Schools understand their rights and how they are entitled to be part of planning for improvement and their future. Currently, Edinburgh has 74 Primary schools (24 registered, 24 Bronze, 19 Silver, 7 Gold), 21 Secondary schools (4 registered, 11 Bronze, 3 Silver, 3 Gold) and 9 Special schools (6 Bronze, 2 Silver, 1 Gold) involved in this initiative. It was a good year for achievements, given that all of the work was virtual.

- Consultation is well underway for The Granton Waterfront Project. It aims to promote sustainable growth and help Edinburgh become a greener, fairer economy. The Learner Lead Consultation has involved stakeholders from schools and Youth Talks.
- The Scottish Youth Parliament elections will take place in November 2021. A SLWG has met twice to ensure the Young People of Edinburgh well represented and there are opportunities for all. To date, there are 62 YP candidates, which has exceeded all expectations.
- By June 2021, 18 secondaries and 79 primaries completed the Wellbeing Survey, with 3,992 secondary pupils and 15,462 primary pupils taking part. For the secondary survey, the majority responses positively to 24 of the 31 survey statements. Compared to the last survey two years ago, pupils responded more positively to 24 statements and less positively to 4 statements. For the primary survey, scores associated with the child are down whereas those related to relationships and the learning environment have gone up.

What Are Our Next Steps?

- A series of 5 CLPL opportunities available to all staff next session designed to support the philosophy of the learner being at the heart of all policy, improvement and planning. Themes include: An overview of learner participation and leadership, Vision and Values, Curriculum Design, The 4 Arenas of Participation and Planning for Improvement.
- Colleagues from schools, CE Council, Schools and SYP will continue to work with candidates and their families and schools to prepare them for upcoming elections in November.
- Further consultation and good practice sharing of effective tracking of Wider Achievement in schools, colleges and youth groups. Consistent approach considered.
- Colleagues from C&YPP Board will conduct a baseline audit to scope out whether C&YP Voice is captured consistently and effectively in crucial decisions for Care Experienced, ASL and Child Protection cases.
- SLWG to consider how schools, Life-Long Learning (including CLD), youth groups and colleges can plan and collaborate more effectively learner pathways and opportunities.
- SLWG to discuss how we can involve our YP in all strategic CEC decision and policy making.
- Using RRS status data, further promote the award in schools.

APPENDIX 5

CEC STANDARDS & QUALITY REPORT

IMPLEMENTATION OF 1+2 APPROACH TO LANGUAGE LEARNING



August, 2021

Edinburgh Learns

“Our Goal is that every learner experiences the best teaching and learning”

Our Outcomes

- To improve language skills to enable our learners to participate fully in a global society and economy.
- To ensure that all learners have access to high-quality learning experiences in L2 and L3, in line with entitlements set out in the Scottish Government 1+2 Approach to Language Learning.

What Does Our Evidence Tell Us?

- Data collected via Scottish Government 1+2 Survey for session 2020-21 show a decrease in primary schools reporting full implementation of L2 P1 – P7: 97% in 2019 (national average 88%), compared to 64% full implementation and 36% partial in 2021 (no data was collected in 2020). L3 is currently reported as 73% full entitlement, 27% partial. In secondary schools, twenty offer full entitlement for L2 and three partial entitlement. Twenty-one secondary schools are providing a full L3 entitlement. To date, data for 2020-21 has not been collated centrally but our figures reflect expected national landscape for L2.
- Primary schools identify barriers to be conflicting priorities, staff skills and confidence, loss of momentum, reduced curriculum focus and bubble restrictions. Secondary schools cite timetabling, curriculum model and staffing. Relevance of these barriers differs according to context.
- Pupil voice gathered through research and teacher networks indicates strong engagement with and enjoyment of learning experiences within the BGE, coupled in some cases, with a desire for increased challenge.
- Data shows an increase in uptake and awards at SQA National 5 and Higher across languages between 2018 and 2020, in contrast to national trends, which show an overall decline.
- Evidence gathered through collaborative research in schools with SEIC partner LAs and Edinburgh University School of Education confirms internationally accepted findings and Scottish Government guidance, that successful implementation is strengthened by active involvement of school SLT and a planned, strategic whole-school approach. Engagement with our Lead Teacher and Curriculum Leads networks indicates this is an area for development in some primary and secondary contexts.

What Were Our Strengths?

- Working with QIEO team and CEC Lead teacher, full-time 1+2 DO has been able to offer significantly enhanced support for schools this session.
- CL and Primary Lead Teacher networks have been strengthened through increased collaborative activity and enhanced professional learning opportunities.
- There has been high participation with local and national CLPL on pedagogy, practice and leadership. CEC has funded more teachers than any other Scottish LA to complete OU language and pedagogy courses.
- CEC Lead Teacher, supported by QIEO team, has provided sector-leading support for the SQA ACM this year.
- Existing SEIC, partner agency and university partnerships have adapted and expanded this session. Fresh engagement has been initiated with Heriot-Watt University and Edinburgh College.
- Pupil engagement initiatives such as Language Ambassador programmes, have been developed, sustained and strengthened through Covid 19, to support wider achievement and near-peer collaboration.
- Remote and blended learning have boosted digital skills and increased links with families.
- Pupil experience and teacher skill significantly enhanced through strong, supportive partnerships.

What Are Our Next Steps?

- Messaging, regarding the need for strong leadership and planned, strategic implementation to guarantee full entitlement to learners in all contexts, must be unequivocal.
- Establish 1+2 Senior Leaders Network to ensure 1+2 SLT remit and responsibility clearly defined and allocated in all schools and QIEO Team able to support this.
- Enable improvement through reflective practice and strategic planning by supporting rigorous self-evaluation of languages learning and teaching as part of planning for attainment.
- Ensure heightened awareness of the benefits of bilingualism across learning communities to strengthen provision across 1+2 and Heritage Languages, raise attainment and support the inclusive curriculum.
- Increase sustainability through strengthening partnerships and enhanced CLPL for leadership and languages pedagogy.
- Build capacity in skilled, creative use of digital, linked to CEC Empowered Learning initiative.

APPENDIX 6

CEC STANDARDS & QUALITY REPORT

NUMERACY AND MATHEMATICS



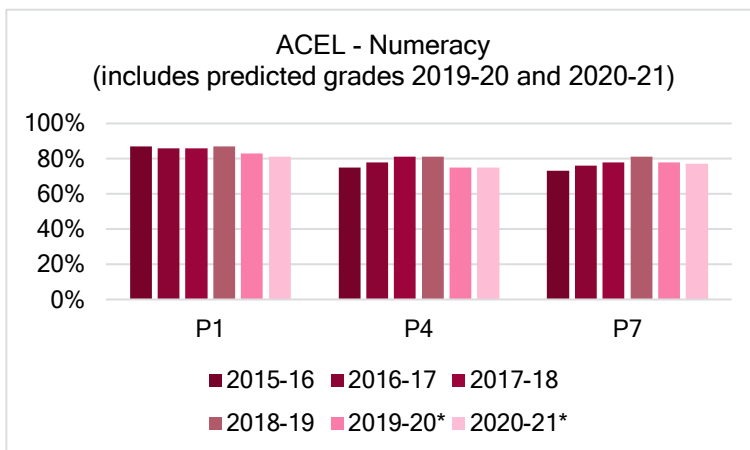
August, 2021

Our Outcomes

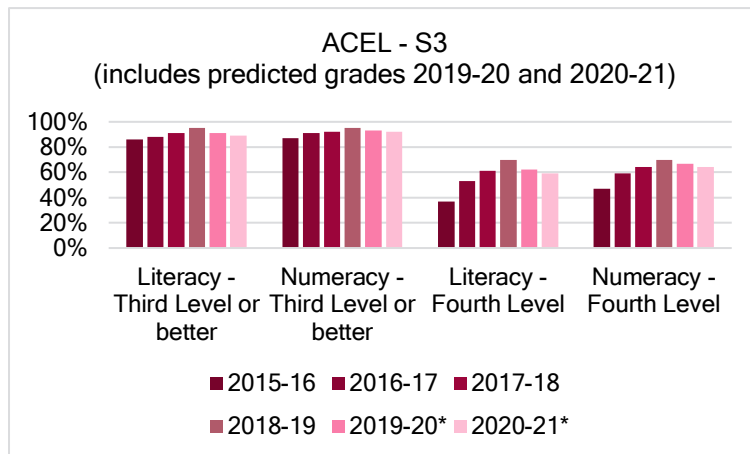
- To improve attainment in numeracy and mathematics throughout the years of the Broad General Education (BGE) and Senior Phase.
- To improve outcomes and reduce inequity in numeracy and mathematics development.
- To increase confidence and fluency in mathematics for those who deliver mathematics education.
- To improve the quality of learning, teaching and assessment in numeracy and mathematics.

These outcomes are taken from the Raising Attainment in Mathematics (draft) March 2020

What Does Our Evidence Tell Us?



Numeracy attainment in P1 remained steady (and above 85%) between 2015 and 2019. Over this time both P4 and P7 attainment improved across the city (up by 6% and 8% respectively over the 3 years). We have seen a dip in estimated attainment across all primary measured stages in the last 2 years. COVID will be a factor, and it's essential that our next steps reflect the need to raise attainment again and close the gaps. We note that we are seeing similar sized drops in aspects of literacy over the last 2 years.

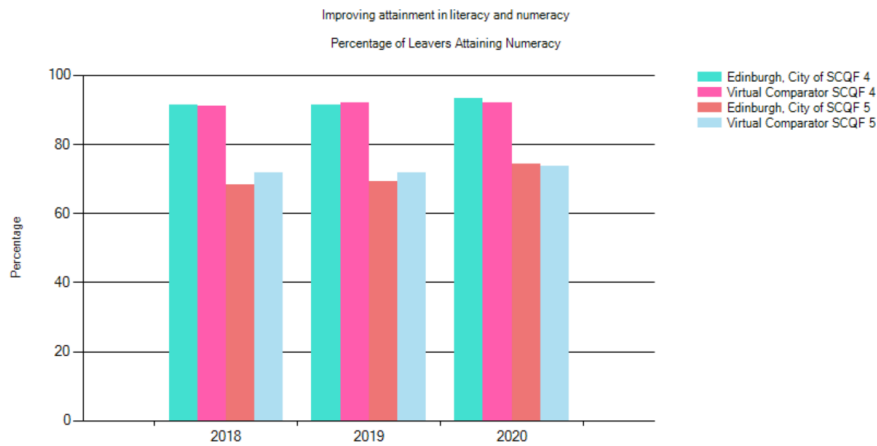


In S3, attainment at third and fourth levels have risen between 2015 to 2019 roughly in line with literacy. Numeracy attainment at 3rd level has been consistently above 85% (at 95% at its highest), and although we have seen a drop since 2019 the drop has not been as marked as in literacy. We have seen a marked improvement in 4th level attainment between 2015 and 2019 though there are still improvements to make here, particularly with the drop since 2019. Increased attainment at 4th

level by the end of S3 will impact favourably on attainment at National 5 and beyond in senior phase.

Numeracy	2016-17			2017-18			2018-19		
	Q1	Q5	Gap	Q1	Q5	Gap	Q1	Q5	Gap
P1	75%	94%	19%	75%	93%	18%	77%	95%	18%
P4	65%	88%	23%	65%	90%	25%	68%	90%	22%
P7	60%	87%	27%	64%	88%	24%	67%	90%	23%
S3 (Third Level)	80%	96%	16%	84%	97%	13%	89%	99%	10%
S3 (Fourth Level)	34%	74%	40%	39%	85%	46%	45%	86%	41%

Q1 and Q5 data shows that the poverty-related attainment gap is reducing slowly over time, with most improvement seen at third level. There is still progress to be made however.



When considering leavers' numeracy attainment at SCQF levels 4 and 5, we see that both have improved over the last 3 years and both were higher than the virtual comparator for the first time in 2020.

What Were Our Strengths?

- We have expanded and developed our high-quality professional learning offer, maintaining our commitment to early number training in our SEAL approach and introducing a wide and varied programme of live webinars. These have focused on the themes of addition, subtraction, multiplication and division, along with word problem solving through a CPA (concrete, pictorial, abstract) approach to support learning post-SEAL. These areas were identified as a priority through the analysis of data and through discussion with teachers.
- We have worked with a small number of schools, as part of an Education Scotland STEM grant and the SAC school programme, with the aims of developing numeracy pedagogy, raising attainment and close the attainment gap. This has been delivered through high-quality professional learning and pedagogical coaching. One school on the project reported that, despite the disruption due to COVID, attainment in numeracy has risen by 3% (and by 13% for learners living in SIMD 1 and 2).

What Are Our Next Steps?

- We will continue to develop our teachers' skills and knowledge support high quality learning, teaching and assessment. This is achieved through the delivery of professional learning in numeracy and mathematics, along with pedagogical coaching for individual schools and practitioners.
- We will work with the ASL service and Psychological Services to implement targeted interventions for children and young people with gaps in numeracy skills.
- Pupil Support Assistants (PSAs) play a vital role in supporting learners with numeracy and it is imperative that they have the skills they need to do so. As part of the wider plan for PSA training, we will offer a suite of numeracy professional learning. PSAs will be able to choose the training relevant to the stage and needs of the learners with whom they are working.
- The Raising Attainment in Mathematics (draft) Report was published in March 2020 following a Validated Self-Evaluation across the city. We aim to publish a final version of this report and share it with schools and relevant partners.
- We have an ongoing commitment to work with our SAC schools to help raise attainment and close the gap. The success of the partnership working between the numeracy development officer and

some of our SAC schools this session will be widened out to include more of these schools. We will take the lessons learned from the success of this year's project to apply to future engagement.

- We will continue to work with our partners across the South East Improvement Collaborative (SEIC) to support high-quality professional learning across the 5 local authorities.