Education, Children and Families Committee

10:00am Tuesday, 24 August 2021

Education Improvement Plan 2021-24

Executive/routine
Wards
Council Commitments

1. Recommendations

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

1.1.1 Note, and approve, the improvement, outcomes and key strategic actions related to the aspects of the draft Education Improvement Plan 2021-24

1.1.2 Agree next steps at 5.1 – 5.3

1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Julien Kramer

Interim Executive Director of Education and Children's Services

Contact: Jackie Reid

E-mail: Jackie.Reid2@edinburgh.gov.uk Tel: 0131 339 7115

Education Improvement Plan 2021-24

2.   Executive Summary

2.1   This report details the strategic context in which the Education Improvement Plan 2021-24 is placed. The plan is fully aligned to the strategic aims of The Edinburgh Children's Partnership Children's Services Plan 2020-23:-

2.1.1   Best Start - To be thriving adults, the first few years your people's lives are vital. The Edinburgh Children's Partnership is determined to ensure that appropriate support is provided at the right time to children and their families, to create the environment required to give every child the best start to a fulfilling life.

2.1.2   Bridging the Gap - Poverty and inequality affect many children and families, and this can bring great disadvantage upon a number of aspects of their lives. The Edinburgh Children's Partnership is determined to ensure that regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life.

2.1.3   Being Everything You Can Be - It is important to promote and support every child's aspirations to ensure they can become everything they can be, now and in the future. The Edinburgh Children's Partnership is determined to ensure that every child has the right to have all of their needs met and be able to shape and live a fulfilling life.

2.2   The Plan is also aligned to the key performance indicators within the Council Business Plan and the City Vision 2050, The overarching strategy is "Edinburgh Learns for Life – a vision for education." Included are the outcomes, key strategic actions, and measurements of impact, required to ensure all young people progress in their learning and experience success regardless of barriers they may be experiencing. The actions within the Plan are designed to create environment of collaboration that inspires connections across Schools and Lifelong learning, and beyond, to improve wellbeing of young people and their families, including strategies which reduce poverty.

2.3   This report describes the work needed in the following National Improvement Framework Priorities:-

2.3.1   reduce inequalities,

2.3.2   improve attainment in literacy and numeracy,

2.3.3 close the attainment and achievement gap between the most and least disadvantaged learners,

2.3.4 improve the health and wellbeing of all young people

2.3.5 improve the employability skills and sustained, positive destinations for all young people.

2.4 This report reinforces the Service commitment to, inclusion, equity for all learners and the eradication of poverty.

2.5 Particular emphasis is placed on improving outcomes for young people who living in poverty, are care experienced, or experiencing other barriers to learning.

2.6 The Early Years, Lifelong Learning and Community Learning and Development Improvement Plans are fully aligned to the Education improvement Plan 2021-24 to ensure that interservice actions are synergised in achieving the aims of the Edinburgh Learns for Life Strategy.

3. Background

3.1 The previous Education Improvement Plan 2018-21 can be found in Appendix 1.

3.2 The 2021-24 Plan has been drawn together by a group of officers who have Strategic responsibility for the key actions detailed. In addition, the Senior Change and Delivery Officer, and Senior Data Analyst, were consulted regarding outcomes, measurements of impact, to ensure these were appropriate and aligned to the Council Business Plan. The Service's attainment advisor reviewed the draft plan to ensure appropriate actions are included to reduce inequalities and close the attainment gap. An abridged version of the Plan was sent to all Head Teachers by way of consultation, with the opportunity to provide feedback.

3.3 The 2021-24 Plan is designed to fulfil the Edinburgh Learns for Life Vision to provide a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace.

3.4 The Plan is informed by self-evaluation data drawn from a range of sources and policy documents e.g. Local Child Poverty Action Report, Edinburgh City Vision 2050, Council Business Plan, Edinburgh Learns Frameworks and Empowered Edinburgh Board Action Plan evaluations.

3.5 Learning, and actions, from the report on the investigation into allegations of racism are embedded throughout the plan reinforcing our commitment to equality and diversity and equity of opportunity and success. This report can be accessed here:-
https://democracy.edinburgh.gov.uk/documents/s32017/7.1%20Equalities%20-%20Investigation%20into%20Allegations%20of%20Racism.pdf

4.   Main report

4.1   **Reducing Inequalities**: there is an overarching commitment to detailing actions which will reduce inequalities of outcome for all young people. This includes young people living in poverty, the care experienced community, and those with protected characteristics. This will be achieved through high level improvements which create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty; an aim which is central to the Edinburgh Learns for Life strategy. This will improve attainment and achievement for all learners through the provision of inclusive, equitable and valuable learning opportunities. Improving attendance is key to this strategy- our young people need to attend school to be best supported by the people who work with them and know them best. The ambition to develop "20-minute communities" will enable all young people, and their families, to access the supports and services they need to thrive and succeed as learners and citizens. This will be supported by the Learning estates strategy which ensure investment in high quality, agile learning and community environments.

Curriculum reform is underway to ensure a commitment to equalities permeates every school's curriculum offer, eliminating any conscious or unconscious bias which may exist. There will also be a focus on sustainability within curriculum pathways, to ensure young people are provided with learning experiences which prepare them as citizens for a greener future. An example of this is the commitment of £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. Pathways for all young people will provide a parity of esteem and flexibility, leading to a range of positive destinations, enabling young people to "find their passion." The Leadership for Equity professional learning programme will provide a main conduit to bring about the cultural, and attitudinal, change required to enable school leaders, and practitioners, to realise the Edinburgh Learns for Life vision and ensure positive attitudes to supporting young people living in poverty.

4.2   **Improvement in attainment, particularly Literacy and Numeracy:** The work of schools will focus on improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3, including addressing gaps in learning. School leaver attainment in literacy and numeracy, with a particular focus on SCQF Level 5 will be improved; together with Improvement in the percentage of school leavers accessing qualifications at SCQF level 6.

This will be facilitated by staff teams who are supported to improve their skills through access to high quality professional learning, supported by the professional development and review process. The key professional learning offer will be the Edinburgh Learns Teachers' Charter. Innovations in the Digital Strategy, through the Empowered Learning project (1:1 devices) will ensure advancements in pedagogy and equitable access for all learners, building on the digital skills acceleration which has occurred throughout the pandemic. Improvements in the provision of teaching, learning and assessment will lead to a higher number of schools and centres self-evaluating as "good" or better for Quality Indicator 2.3 Learning, Teaching and Assessment and for impact Quality Indicators 1.3 Leadership of change and 3.2 Raising Attainment and Achievement. The provision

of Gaelic Medium Education will be further developed supported by the learning estates strategies. This will include a learner-led curriculum review.

4.3 **Closing the gap between the most and least disadvantaged learners**: Each school, ELC and learning context will provide an inclusive and nurturing ethos of high expectation and achievement. This will create the right learning conditions to provide targeted interventions to improve the attainment and achievement of disadvantaged children and young people, particularly those who are living in poverty, care experienced or who have protected characteristics. This will include an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities. Exclusions will be reduced and attendance rates will be improved in our schools. Work in ELC will yield improvements in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months.

4.4 **Improvement in children and young people's health and wellbeing**: Schools will be supported to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond. The impact of their work will be evaluated against the Wellbeing Indicators. Schools will continue to establish cultural values based on the inherent principles of Getting It Right for Every Child. Learners' experiences will support young people to develop their personalities, talents, mental, spiritual and physical abilities to their full potential. Practice and experiences should ensure that the needs of children, young people and adults are identified and addressed. Central to this work will be an increase in nurture provision across all schools. Improvements in practice will lead to a higher number of schools and centres self-evaluating as "good" or better for Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion.

4.5 **Improvement in employability skills and sustained, positive destinations for all young people:** Schools will develop pathways to ensure a skilled and competent workforce to support the City Deal aims. This will include the development of a skills-based curriculum offer which ensure equality of access and opportunity for success for all learners. This will lead to an improvement in school leaver destinations enabling young people to become active, responsible citizens of Edinburgh. The views of young people will be sought to ensure high levels of satisfaction with learners' experiences.

5.   Next Steps

5.1 Progress work as outlined in the draft Education Improvement Plan (Appendix 1)

5.2 Evaluate the progress of this plan through the Edinburgh Learns Empowerment Boards and progress and impact as detailed in School Standards & Quality Reports/Improvement Plans.

5.3 Lead strategic officers will report on the progress of this work to the Quality Improvement & Schools and Lifelong Learning Senior Management Team and to the Education, Children and Families Committee.

6. Financial impact

6.1   Additional Covid Recovery Funding :- £4.7 m

6.2   Empowered Learning Project Investment:- £17.6 m

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.

8. Background reading/external references

8.1   [City-of-Edinburgh-Local-Child-Poverty-Action-Report-2019-20-final-0.4b.pdf (improvementservice.org.uk)](improvementservice.org.uk)

8.2   https://www.edinburgh.gov.uk/downloads/file/24286/gaelic-language-plan-2018-22

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

8.3   Edinburgh Learns Teaching and Learning Framework

8.4   Edinburgh Learns Assessment and Moderation Framework

8.5   Edinburgh Learns Professional Learning Offer

8.6   Edinburgh Learns HWB Strategic Plan (Appendix 2)

8.7   Edinburgh Learns Pupil Equity Funding Planning Guidance (Appendix 3)

9. Appendices

9.1   Appendix 1 Education Improvement Plan 2018-21

9.2   Appendix 2 Education Improvement Plan 2021-24

9.3   Appendix 3 Edinburgh Learns HWB Strategic Plan

9.4   Appendix 4 Edinburgh Learns Pupil Equity Funding Planning Guidance

The City of Edinburgh Council

Education

Improvement Plan

2021-24

EDINBVRGH
YOUR COUNCIL – YOUR SERVICES

Appendix 1
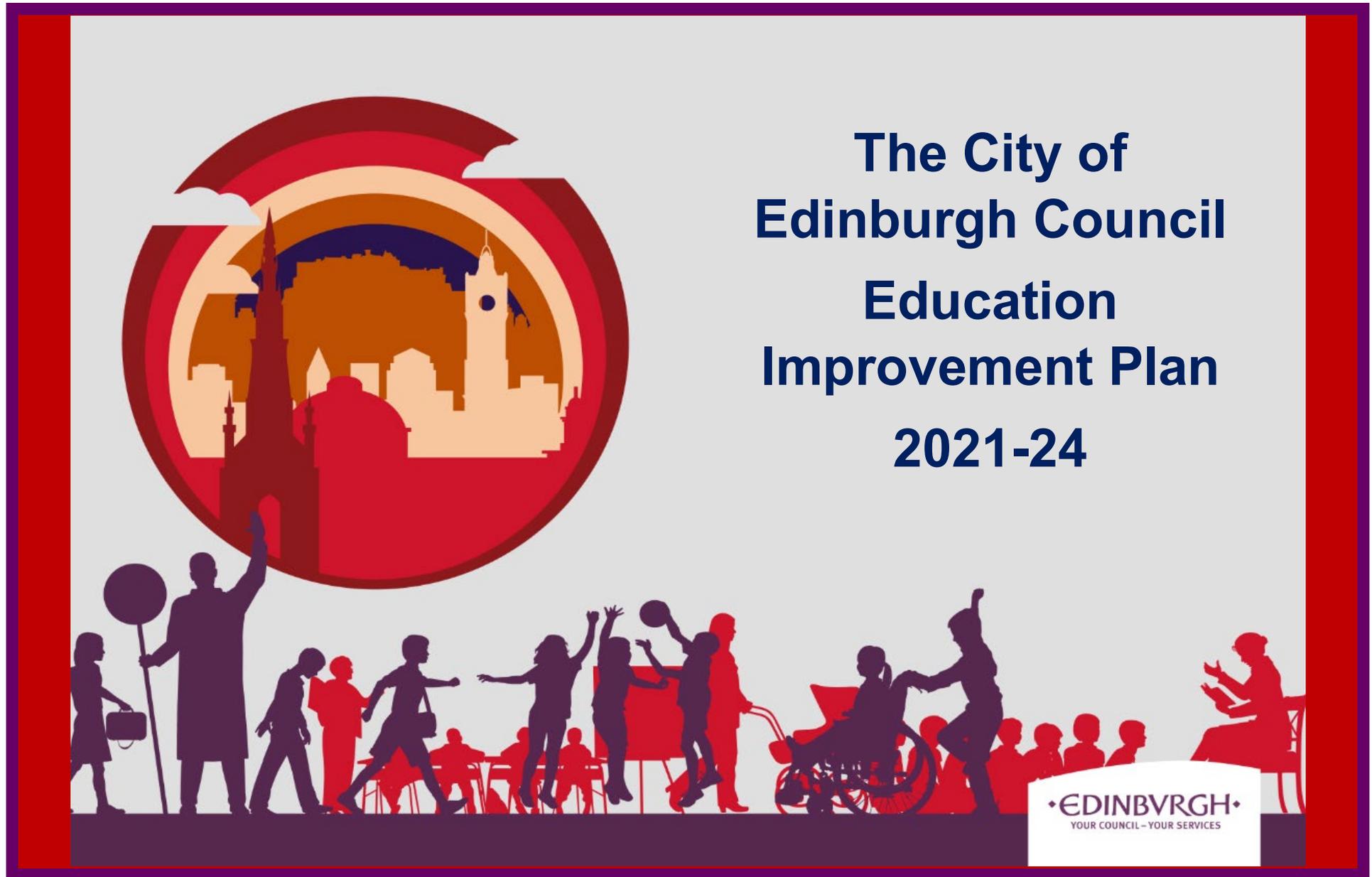
Foreword

Message from Councillor Perry	
	Introduction from Director of Education & CS

Business Plan

The Business Plan describes the approach we will take to deliver our city's priorities in the form of 15 outmes with actions. This plan stands as one part of a golden thread linking and guiding our operations, through to the shared goals and commitments of the Edinburgh Partnership and towards our long term ambitions for Edinburgh to be a fair,welcoming, pioneering, and thriving city as exressed by the 2050 Edinburgh City Vision. These priorities represent a core focus for all our teams over the next phase of the city's development and for the way we will reform our services.

Outcomes
- On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission
- On track to deliver new prevention service models
- More residents experience fair work and receive the living wage
- Intervene before the point of crisis to prevent homelessness
- Ongoing delivery of our 20,000 affordable homes programme
- Increasing attainment for all and reducing the poverty related attainment gap
- Edinburgh's economy recovers from recession and supports businesses to thrive

Outcomes
- On track to deliver our 2030 net zero target
- Citizens are engagedand empowered to respond to the climate emergency
- Deliver key strategic sites and project to meet the needs of a diverse and growing city
- The city has a well-connected and sustainable travel and active travel network

Outcomes
- People can access the support they need in the place they live and work
- Improved safety and wellbeing for vulnerable citizens
- Core services are maintained or improved
- Make better use of the Council estate and resources to meet our strategic priorities

Ending poverty by 2030

Becoming a sustainable and net zero city

Wellbeing and equalities

The Council Business Plan and the Education Improvement Plan

The Council Business Plan has 3 priorities:

- Ending poverty by 2030
- Wellbeing and Equalities
- Becoming sustainable and net zero

These priorities will be delivered through the Adaptation and Renewal programme, which has four Officer Working Groups. These are:

1. Change, People and Finance
2. Service Operations: Wellbeing Programme
3. **Life Chances**
4. Sustainable Economic Recovery

The **Life Chances** Officer Working Group will drive forward key projects to reduce poverty in the city. The group is focusing on:

- **Life Chances Vision**: Edinburgh is a fair and inclusive city with equal opportunities for all, where all citizens benefit from the city's success, and no one is left behind.

- **Life Chances Mission**: our priorities of addressing poverty, sustainability and wellbeing will be at the heart of this Programme's work.

Ending poverty by 2030

Preventing people from getting into poverty is at the heart of what we do, and it's one of our three priorities in the Business Plan.

There are seven key outcomes in the plan that will help us achieve this priority:

1. On track to end poverty in Edinburgh by 2030 by meeting the targets set by the Edinburgh Poverty Commission
2. On track to deliver new prevention service models
3. More residents experience fair work and receive the living wage
4. Intervene before the point of crisis to prevent homelessness
5. Ongoing delivery of our 20,000 affordable homes programme
6. **Increasing attainment for all and reducing the poverty-related attainment gap**
7. Edinburgh's economy recovers from recession and supports businesses to thrive

Education and Learning is key to lifting people out of poverty which is at the heart of the Education Improvement Plan.

The Life Chances board has identified three major workstreams that will focus on delivery of the key outputs:

- **Digital learning and teaching** - Implement education provision post-Covid-19 and assess longer-term education offering. Consideration of future learning estate and digital strategy.

- **Poverty and prevention** - Deliver an ambitious project of council-led actions in response to poverty commission findings to end poverty and embed all services' work into powerful approaches to improve citizen wellbeing and resilience.

- **Edinburgh Learns for life** – Longer-term learning and career goals, and partnership working with Higher Education and Further Education to develop new pathways for success.

The Education Improvement Plan supports **Edinburgh Learns for Life** which is one of the **Life Chances** major workstreams.

Introduction to Edinburgh Learns for Life

In keeping with the City Vision, our vision for 2050 is of a fairer, healthier, greener future for everyone where learning for life happens at home, in school, in the wider community and in the workplace. This is a long-term vision that begins over the next few years by

- ending poverty and preventing adverse outcomes such as homelessness and unemployment
- becoming sustainable and net zero city
- making sure wellbeing and equalities are enhanced for all

Uppermost is the need to remove stigma for all citizens. This can only be achieved by creating pathways of equal esteem and challenging ingrained cultural biases.

Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the

main priority. The school Renewal and Improvement Plans support the Education Improvement Plan and set out the expectations per school to meet core and statutory duties.

It is expected that each school operating within their learning community will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and the capacity to improve increases. Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.

Wellbeing and Resilience | Teaching, Learning and Assessment | Equity, Equalities Inclusion

School Renewal Planning Themes 2021/22

Edinburgh Learns for Life

Our Vision

A fairer, healthier, greener future for everyone, where learning for life happens at home, in school, in the wider community, and in the workplace.

Our Mission

To create a world class learning city where everyone's skills, knowledge, creativity and relationships with people and places are equally valued. To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

Our Goals

Transform

We will provide inclusive, equitable, valuable learning opportunities for everyone.

Connect

We will use a place based approach to build collaborative and sustainable learning communities and networks.

Empower

We will co-create the environments where learners can lead and shape their own learning.

Edinburgh Learns for Life Boards

Teaching, learning and assessment	Digital learning	Leadership	Learning together
Inclusion	Equalities	DYW (Pathways)	Sustainability
Rights	Equity	Health and wellbeing	

Empowerment will continue to underpin all our work through Edinburgh Learns for Life Boards, each of which has developed an Action Plan and revised Frameworks for schools to follow. Empowerment, Staffing, Finance and Learning Estates Boards also agree policy, monitor progress and co-construct decisions for schools.

Section 1:   Reducing inequalities

Governance: Edinburgh Learns Equalities Board
Edinburgh Learns Inclusion Board
Edinburgh Learns Equity Board
CEC Promise Governance Group
Corporate Parenting Members' Officer Group

Steps taken by the authority to reduce inequalities of outcome. This includes those living in poverty, care experienced young people and those with protected characteristics.

High level improvements		
	1.1	Create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty
	1.2	Improve attainment & achievement opportunities for pupils who are living in poverty, are care experienced or who have other protected characteristics
	1.3	Provide inclusive, equitable & valuable learning experiences for young people living in poverty, are care experienced, or experiencing other barriers, to ensure they fully develop their potential
	1.4	Improve the attendance of young people at risk of not achieving their potential due to non-attendance at school
	1.5	Improve pathways for all young people to provide parity of esteem and flexibility in learning which will lead to a range of positive destinations

Outcomes	Strategic actions	Measurement
IMPROVED STRATEGIC PLANNING All learners, regardless of their socio-economic status, or other barriers, access all opportunities in school and wider community	Support schools in the planning and delivery of Edinburgh Learns for Life strategy • 10 schools 20/21 • 40 schools 21/22 • Remainer 22/23	All school improvement plans detail actions which deliver the Edinburgh Learns for Life Vision
IMPROVED CULTURE Stigma related to young people living in poverty, and those with protected characteristics, is eliminated Strategies to eliminate poverty are implemented effectively	Ensure school leaders and staff attend: ○ Leadership for Equity; ○ Coaching for Equity; ○ T&L for Equity • Creating processes that ensure that staff are aware of their roles within promoting Equity • Embed 1 in 5 approaches, and priority areas including child poverty, Discover and temporary homelessness. • Embed City of Edinburgh Equity (Poverty Proofing) Framework	Leadership for Equity Programme a) Number and % of staff attending the programme b) evaluation feedback (learning and behaviour change via programme) • Number of schools actively engaged with 1 in 5 is increased • Number of new recommendations to Discover is increased • Total number of families who:, a) attend Discover and b) benefit from Discover is increased • Number of families provided with Discover in a box is increased • Number of child welfare concerns relating to poverty is decreased. • Number of families accessing support through the maximise programme is increased.

IMPROVED SERVICE DELIVERY	
IMPROVED SERVICE DELIVERY • The percentage of ELC/schools self-evaluated as 'good' or better for QI 1.3 Leadership of change is increased • The percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement is increased. The 'gap' continues to narrow for children and young people in SIMD Q1	• Increase the number of schools who have completed Nurture training • Implement or embed Nurturing Schools Principles • Establish Wellbeing Hubs in all Secondary Schools	• Pupils with protected characteristics report increased sense of belonging and wellbeing. • Participation rates in Nurture training. All Secondary Schools have an authority accredited Wellbeing Hub
BETTER VALUE The percentage of schools evaluated as 'good' or better for QI 1.5 Management of Resources for Equity is increased	All senior leaders attend QI 1.5 training	The percentage of schools evaluated as 'good' or better for QI 1.5 Management of Resources for Equity is increased.
BETTER EXPERIENCES Children and young people living in poverty and care experienced young people, requiring targeted interventions, are effectively assessed and supported at the earliest opportunity.	Ensure all appropriate staff (SfL, Pupil Support, PSAs, PSOs) are trained in core interventions • Literacy • Numeracy • nurture	Engagement and Participation rates (HWB census & Healthy Behaviour)
IMPROVED ATTENDANCE Low Attendance is improved for those learners who are care experienced or living in poverty	• Implement a robust monitoring and tracking system for low attendance with follow up support and challenge for schools.	• LA Attendance data • Reduction in % of exclusion rates and increase in attendance rates

	• Further develop partnership working and provide training for staff and school senior officers in risk management and reduction procedures • Develop an attendance strategy • Undertake thematic review of attendance procedures to provide targeted support for schools to improve attendance of the most vulnerable pupils • Undertake Desktop review for Flexible timetable thematic review	• % of pupils escalated to EWS/Senior Managers • Increase of % of pupils on flexible timetables working towards certificated awards and wider achievement. • Parent/Family questionnaire • Data from thematic reviews of attendance procedures
IMPROVED CURRICULUM (Equalities) • All children and young people experience an inclusive, decolonised and anti-racist curriculum which enables those with protected characteristics to maximise success and achievement	• Through the Equalities Staff Reference Group, review and decolonise the primary and secondary curriculum • Develop an inclusive and anti-racist curriculum • Review and develop an inclusive curriculum for Early years	Equalities Thematic Review (follow up) • Data gathered from children and young people about the design of curriculum offer, diversity of content and equality of access • School Curriculum Rationales
IMPROVED ELC (1140) All eligible 2, 3 & 4 year olds will receive 1140 hours of high quality early learning and child care within their chosen locality • Continuity for children 0-6 in the Early Years supporting child development and progression through play. • Improvement in literacy and numeracy levels for children experiencing deprivation. • Reduction in the level of concerns around child welfare.	• Flexibility of ELC provision will be enhanced through the completion of 5 new build ELC settings and through being responsive to the needs of families. • Within ELC, there will be a focus on interactions and environments, both indoors and outdoors, ensuring high quality learning experiences for all. • Collaboration with ASL service and EP Service to ensure that there is a robust system using Child Health Review data to ensure early intervention approaches.	• Parent and Carer Surveys • Percentage of children meeting all their developmental milestones at the 27-30 month child health review is increased. • Percentage of children meeting all their developmental milestones at the 4-5 years preschool child health review is increased. • All ELC settings will be graded good or above meeting the National Standard

• Families experiencing poverty will be supported in accessing available financial support.	• Implement the Maximise programme where applicable in the learning communities based on initial findings from the pilot	• Data from pilot Maximise project
IMPROVED EARLY LEVEL PEDAGOGY All primary schools offer learning through play in P1 and P2	• Establish seven 0-6 Learning Collaborative involving Early Years Centres and Primary Schools as pilot project year 1 • EYPs to work across early years and Primary 1. • Work with Health Visitors to use findings from Child Health Reviews to implement support for children. • Collaborate with ASL and Early Years EP services to support and implement progression in play pedagogy.	• Percentage of children achieving early level literacy at the end of Primary 1is increased. • Percentage of children achieving early level numeracy at the end of Primary 1 is increased.
IMPROVED CURRICULUM (Pathways) • Children and young people access a range of pathways which enables them to find their passion in learning, leading to positive destinations. This includes curricular and wider achievement opportunities. • Learners facing disadvantage are provided with the right support to access and progress in their learning	Working through Localities, closely monitor and promote attainment and achievement of young people living in poverty and care experienced learners educated within and outwith the authority	• View from young people about engagement in learning and wider achievement. • Tracking and monitoring of wider achievement data including certificated awards and personal achievements.

Section 2: National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 including addressing gaps in learning Improve leaver attainment in literacy and numeracy with a particular focus on SCQF Level 5; and Improve the percentage of school leavers accessing qualifications at SCQF level 6. All staff improve their skills through access to high quality professional learning, supported by the professional development and review process Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress Increase the percentage of schools self-evaluated as 'good' or better for QI 2.3 Teaching, Learning & Assessment

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Governance/Links to Plans	Key Strategic Actions	Measurement
Attainment & achievement for all is raised	Edinburgh Learns for Life Strategy (Lead Officer) Lorna French Edinburgh Learns Teaching, Learning & Assessment Board EL Learning & Teaching Framework EL Assessment & Moderation Framework	• Direct available funds to the effective deployment of staff to address gaps in learning • Implement targeted interventions for all Children & young people with gaps in literacy and numeracy skills • Implement or embed (authority) BGE Tracking and Monitoring system	• Evaluated Additional Covid Funding Recovery Plans • ACEL data, Complimentary tariff scores • School adoption rates (Waves 1, 2 & 3) including pilot phase

	Edinburgh Learns Raising Attainment Team EL Professional Learning offer		
Staff skills are improved	Edinburgh Learns Teaching, Learning & Assessment Board	• Ensure teaching staff achieve the Edinburgh Teachers' Charter • Ensure Early Years/Lifelong Learning Staff access appropriate core CLPL for individual roles • Revise PRD policy in line with authority guidance	• No of teaching staff (4000) demonstrating a high level of competence in all 4 aspects of the charter (30% yr1, 50% yr2, 70% yr3) • Practitioner Participation rates in appropriate CLPL is increased • No of schools who have revised process- audit
Tools and resources provided for staff are improved	Edinburgh Learns Teaching, Learning & Assessment Board Edinburgh Learns Digital Board	• Revise School/Cluster Teaching and Learning Policy in line with authority guidance • Revise School/Cluster Assessment Policy, including Quality Calendar in line with authority guidance • Implement Empowered Learning Project (1:1 Devices)	• QICS audit number/quality assurance of revised Policies • As above • Tracking of roll-out of devices • Participation rates in CLPL • Impact on pupils' learning (attainment data, evaluations from pupils, parents/carers, staff

Engagement in Family learning is increased **Engagement of parents & carers is increased**	Edinburgh Learns Learning Together Board Edinburgh Learns Learning Together Framework	• Providing Family Learning opportunities to parents across the city, to learn together, share experiences and ideas and build confidence to support their children's learning at home • Ensure future Family Learning programmes are developed in a way that meets the needs of families living in poverty, BAME families and parents/carers with children with ASN • Ensure progression routes for adult learners are more integral to family learning activities and programmes	• Participation rates in family learning opportunities • Evaluations from identified range of stakeholders • Quality assurance of sample of progressive family learning programmes • Participation rates in opportunities • Parents' & carers' evaluations of skills developed
Attainment in Numeracy and Maths is raised	Darren McKinnon (QIM) Edinburgh Learns Teaching, Learning & Assessment Board	• Improve Professional Learning Skills in mathematics – Second Level BGE • Revise Numeracy and Mathematics Policy in line with Authority Guidelines	• Participation rates in CLPL • QICS audit number/quality assurance of revised Policies
High quality learning experiences are delivered to all children across Early Level	Gill O'Rourke Early Years QIEO Early Years Improvement Plan	• Develop 'Edinburgh Learns for Life Early Years – Teaching, Learning & Assessment' booklet linked to HGIOELC, Realising the Ambition and the new CI Quality framework • Revise and refresh: -Core Early Years curriculum and pedagogy guidance	• Quality assurance using national documentation HGIOELC and Realising the Ambition • Ensure that all settings are meeting the National Standard based on CI Quality Framework

		-Play for Learning pedagogy guidance for Primaries 1 and 2	
Expansion of and improvements in the delivery of Gaelic Medium Education	GME Implementation Unit (Lorna French, Bethan Owen, Crawford McGhie Lead Officers) National Gaelic Language Plan 2018 – 2023 City of Edinburgh Gaelic Language Plan 2018 – 2022 Edinburgh Learns for Life Strategy Faster Rate of Progress (DFM Group)	• Develop and implement Gaelic Learning Strategy • Develop and implement Gaelic Learning Estates Strategy • Provide strategic leadership for expansion and improvement of GME provision. • Establish framework for Learner-Led Consultation on future provision of GME • Establish strategy for workforce planning and curriculum development. Engage fully with national partners to support development and improvement	• Increased provision for EY, primary and secondary GME in line with road map for expansion 21-25. • Planned incremental enhancement of staffing capacity to support leadership and expansion of curriculum offer. Roadmap for curriculum development aligned to outcomes of learner-led consultation.

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

High Level improvements	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school, ELC and learning context including out of school Improve attainment and achievement of disadvantaged children and young people, particularly those who are living in poverty, care experienced or who have protected characteristics Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Reduce exclusions and improve attendance rates in our schools, especially for care experienced children and young people Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

School Leadership   **School Improvement**   **Teacher Professionalism**   **Parental Engagement**   **Assessment of Children's Progress**   **Performance Information**

Appendix 1

Outcomes	Governance/Links to Plans	Key Strategic Actions	Measurement
The gap in learning between the most, and least, disadvantaged learners is reduced	Edinburgh Learns Equity Board Local Child Poverty Action Report (Linda Lees) Edinburgh Poverty Commission Calls to Action End Poverty in Edinburgh, City of Edinburgh Council Delivery Plan 2020-30 End Poverty Edinburgh Progress Monitoring Framework End Poverty Edinburgh Targets and Measures CEC Pupil Equity Fund Planning Guidance	• Promoting understanding of data and the ability to use data to inform next steps in closing the poverty-related attainment - and achievement – gap • Ensure all support staff access appropriate training- Edinburgh Learns Core Support Staff CLPL • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts	• LA Data % of pupils achieving expected level (comparison across SIMD qunitiles) • Participation rates in CLPL • QICS quality assurance of PEF Plans • School tracking and monitoring data

The City of Edinburgh Council Education Improvement Plan 2021-24

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

High Level improvements	Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond Schools evaluate children's progress in HWB as evidenced by Wellbeing indicators from N1-S6 Establish cultures based on Getting It Right for Every Child Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed Increase the provision of nurture across schools increase the percentage of schools evaluated as 'good' or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Governance/ Links to plans	Key Strategic Actions	Measurement
Equality for children and young people with protected characteristics is ensured	Edinburgh Learns Health and Wellbeing Board (Lead Officer Janice Watson) Edinburgh Learns: HWB Framework	• Embed revised local authority policy to prevent and respond to bullying and prejudice • Embed Tackling Racist Incidents guidance	• Increased % of pupils report they feel safe at school • Increased % of BAME pupils report they feel safe at school
A minimum standard for HWB across all sectors (Edinburgh HWB Guarantee) is implemented	• Edinburgh Learns Health and Wellbeing Board (Lead Officer Janice Watson) • Edinburgh Learns HWB Strategic Plan	• Cross sector SLWG to establish key components of the guarantee • Establish approach to evaluating HWB across schools/settings • Review and improve the PSE curriculum in secondary schools	• Edinburgh HWB Guarantee agreed across the sectors • All schools meet the agreed standard by 2024 • Approaches to evaluation of HWB agreed and embedded into Edinburgh HWB guarantee

		• Implement RHSP curriculum across the sectors as appropriate • Implement Mentors in Violence Prevention in all secondary and special schools (where appropriate) • Implement Young Minds Matter in secondary schools • Review and develop an inclusive curriculum for Early Years	• All schools have a plan to improve their PSE curriculum in line with Education Scotland guidance by 2023 • All primary schools have a trained RSHP lead by 2022 • All schools have a planned progressive, relevant RSHP curriculum by 2022 • All secondary/special schools have staff trained in MVP and the programme planned into their curriculum by 2023 • All secondary/special schools have YMM embedded in their PSE curriculum by 2024 • New inclusive curriculum in place across all EY settings by 2024
The PSE curriculum in secondary schools in improved		• All schools will implement Relationships, Sexual Health and Parenthood Curriculum	• No of schools implementing revised Curriculum
The provision to meet the needs of young people in secondary schools is improved		• Establish Wellbeing Bases in Secondary Schools • Undertake Inclusive Practice Review within three-year cycle	• Increase of % attendance of pupils identified on SEEMiS as SEBN

			• Reduction of % exclusions of pupils identified as SEBN • Increase of % of puils identified on SEEMiS as SEBN achieving certificated awards/wider achievement
Outdoor learning provision is increased		• Revise School/Cluster Outdoor Education policy	• QICS evaluations of Schools' Outdoor Education Policies

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

High level improvements	Increase the number of young people who report high levels of satisfaction with learners' experiences Support schools to develop pathways to ensure skilled and competent workforce to support the City Deal aims Support schools to develop skills-based curricula Support schools to improve school leaver destinations An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Governance/Links to plans		Key Strategic Actions		Measurement

Embed children's rights (UNCRC)		• All schools review Curriculum Rationale & Pathways to ensure children's rights and wellbeing are secured • Increase capacity to support schools in achieving Rights Respecting Schools status	• Young people's views about revised curricular pathways • No of schools achieving Rights Respecting Schools at bronze, silver and gold • Number of schools progressing from Bronze Rights Respecting Schools to Silver
Review curricular pathways to ensure coherent development of skills	Edinburgh Learns: Pathways to DYW Edinburgh Learns: Teaching & Learning (Teacher's Charter)	• All schools & Learning Communities (clusters) use My World of Work Learning Profile for primary to secondary transition • All schools embed Career Education Standard at appropriate stage • All schools embed Teacher's Charter and undertake relevant Skills CLPL through EL offer • All secondary schools implement Transitions Guidance for young people from S3 with additional support needs • Pupil support teams, working collaboratively with SDS, and DYW Coordinators provide high quality information, advice and guidance to improve pathway progression	• Number of senior phase learners doing Foundation Apprenticeships and SCQF Awards • Number of children and young people with MyWOW login • Number of staff undertaking EL CLPL – Skills and CIAG • Completion and retention rates in Further Education • Increase of % of young people with ASN moving into positive destinations

Align pathways to provide parity and fairness	Edinburgh Learns: Pathways to DYW Roberta Porter Linda Lees Paul McCloskey	• All secondary schools review and align curricula • Continue to develop flexible pathways for all learners, including access to appropriate vocational learning based on parity of esteem • 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 • Continue to develop digital consortia offer to improve breadth and depth of senior phase offer	• School Leaver Destination Results (SLDR) – initial and sustained • Participation Measure (monthly and annual) • Attendance measures • Number of senior phase learners doing digital consortia learning; Foundation Apprenticeships and SCQF Awards • Attainment: improve outcomes for all data • No. of accredited Wider Achievement Awards gained in and out of school
Develop strategic plans to meet the objectives of the City Vision 2050		• All schools prepare Edinburgh Learns for Life learning strategy and Routemap • Youth Employment Partnership, with a revived Edinburgh Guarantee service based on the Scottish Guarantee will ensure No One is Left Behind. This will provide a bridge between education and economic development structures and more effective gateway to training and employability opportunities.	• Number of training and employment opportunities within The City of Edinburgh Council for school leavers • Sustained SLDR

Year of Education Improvement Plan	Evaluation of Impact
Session 21-22	
Session 22-23	
Session 23-24	

Attainment in Edinburgh Schools (2017-20)

Broad General Education – literacy and numeracy in primary schools

- Note that no attainment data for the Achievement of Curriculum for Excellence Levels (ACEL) was gathered in 2020 – this was a decision made at national level. Our own tracking and monitoring, including predictions of ACEL, indicates that figures for 2020 would have dropped due to loss of learning during the pandemic (typically by 5 percentage points). Data for 2017-2019 is given below.
- We are focusing on improvements in numeracy, with a particular focus on P4-P7. High-quality professional learning has been developed and trialled remotely, focusing on a deeper understanding of pedagogical content knowledge and improved teaching and learning.

The table below shows the percentage of pupils achieving the expected CfE level in **literacy (reading)**

All pupils	2017	2018	2019
P1	82%	83%	84%

The table below shows the percentage of pupils achieving the expected CfE level in **numeracy**

All pupils	2017	2018	2019
P1	86%	86%	87%

	2017	2018	2019			2017	2018	2019
P4	79%	81%	82%	**P4**		78%	80%	81%
P7	80%	81%	84%	**P7**		76%	78%	81%
P1, P4, P7 combined	**80%**	**82%**	**83%**	**P1, P4, P7 combined**		**80%**	**82%**	**83%**

SIMD Quintile 1	**2017**	**2018**	**2019**	**SIMD Quintile 1**	**2017**	**2018**	**2019**
P1	69%	71%	72%	**P1**	75%	75%	77%
P4	65%	67%	68%	**P4**	65%	65%	68%
P7	65%	65%	71%	**P7**	60%	64%	67%
P1, P4, P7 combined	**67%**	**68%**	**70%**	**P1, P4, P7 combined**	**67%**	**68%**	**71%**

Senior Phase – literacy and numeracy (school leavers)

- From 2017-2019 figures were below national and Virtual Comparator figures, both for all pupils and for those living in our most deprived areas. It is encouraging to see the 2020 figures more in line (or above), but this needs cautious interpretation due to the different certification processes in place during the pandemic.
- We will continue to focus on improving attainment for our leavers in literacy and numeracy, and addressing the attainment gap.
- Particular areas of focus are improving the percentage of leavers achieving SCQF Level 5 qualifications, and improving pathways to Level 5 Numeracy.

School leavers achieving SCQF Level 5 (or better) in literacy and numeracy – all leavers

The table below shows the percentage of all school leavers achieving SCQF Level 5 (or better) in literacy and numeracy, compared to the Virtual Comparator (VC) and national figures, for the last four sessions:

School leavers achieving SCQF Level 5 (or better) in literacy and numeracy – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) achieving SCQF Level 5 (or better) in literacy and numeracy compared to the Virtual Comparator (VC) and national figures for the last four sessions:

Appendix 1

Year	Edinburgh	Virtual Comparator	National		Year	Edinburgh	Virtual Comparator	National
2017	65	69	66		2017	41	47	49
2018	67	70	67		2018	45	47	51
2019	67	70	67		2019	44	49	51
2020	72	72	69		2020	51	51	52

Senior Phase – SCQF Level 6 (school leavers)

- The data here broadly mirrors that for literacy and numeracy, with Edinburgh figures below VC (and national for SIMD Quintile 1) in 2017-2019 but improvements in 2020; again, this needs to be interpreted with caution.
- Our focus remains on improving tracking and monitoring; on improving the quality of teaching and learning via our Edinburgh Learns Teacher Charter; and on improving pathways at all levels to ensure an appropriate curriculum for all our young people.
- Our Leadership for Equity programme of professional learning for leaders will improve understanding of equity issues and the steps necessary to bring improvements in outcomes.

School leavers achieving one or more awards at SCQF Level 6 (or better) – all leavers

The table below shows the percentage of all school leavers achieving one or more awards at SCQF Level 6 (or better), compared to the Virtual Comparator (VC), for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	66	68	65
2018	67	69	66
2019	68	70	66
2020	71	72	68

School leavers achieving one or more awards at SCQF Level 6 (or better) – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) achieving one or more awards at SCQF Level 6 (or better), compared to the Virtual Comparator (VC), for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	42	46	48
2018	44	45	49
2019	46	49	51
2020	51	52	52

Achievement of Care-Experienced Children in literacy

- The data below, focusing on literacy levels in primary, confirm a gap in attainment outcomes for our Care-Experienced Children and Young People and addressing this is a real focus for the city.
- A designated manager in each school has been identified who has an overview of each Care-Experienced child/young person and their education planning.
- We are implementing robust tracking of attendance and appropriate and timely referrals made to the Education Welfare Officers, Homelink team and School Matters Project.
- Attainment is now tracked each term. A detailed plan for improving the learning experience and attainment of all looked after children is in place, with responsibility and accountability for delivery clearly indicated.
- Children and young people will have access to adults who value education, encourage them to have high aspirations and support their health and wellbeing, including mentors, counsellors, youth work staff, health professionals, third sector partners and play therapists.

The table below shows the percentage of children classified as "Looked After" (LAC) achieving the expected CfE level in **literacy (reading, writing and listening & talking combined)**

All pupils	2017	2018	2019
P1	42%	39%	53%
P4	30%	43%	28%
P7	45%	41%	37%
P1, P4, P7 combined	**39%**	**41%**	**39%**

For comparative purposes, the table below shows the corresponding figures for children living in the most deprived areas (SIMD Quintile 1).

LAC pupils	2017	2018	2019
P1	62%	63%	64%
P4	54%	59%	59%
P7	52%	54%	61%
P1, P4, P7 combined	**56%**	**59%**	**61%**

School leavers – positive destinations

- Improvements were evident in this area up to 2019, with Edinburgh broadly in line with national and VC figures. The drop in 2020 is noticeable.
- Evidence suggests that the pandemic has had a negative impact on destinations for young people within Scotland. Whilst it was generally expected that this impact would be felt more strongly within the Central Belt, it is disappointing to see the Edinburgh figure dropping below the national one, when there had been such strong improvements in this area in the previous year.
- Note that the data indicates that the figures for young people in our most deprived areas were actually better than national and VC figures for 2018 and 2019. We recognise there is work to be done, to ensure that young people are able to access appropriate pathways during school and beyond, and to ensure that these pathways are suitably aspirational.
- Work continues to ensure rigorous tracking and monitoring in this area, including appropriate and regular communication with our partner organisations.

School leavers heading into an initial positive destination – all leavers

The table below shows the percentage of all school leavers heading into an initial positive destination, compared to the Virtual Comparator (VC) and national figures, for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	92.5	94.1	93.7
2018	94.3	94.8	94.4
2019	95.1	95.6	95.1
2020	92.5	93.6	93.4

School leavers heading into an initial positive destination – SIMD Quintile 1

The table below shows the percentage of school leavers from the most deprived areas (SIMD Quintile 1) heading into an initial positive destination, compared to the Virtual Comparator (VC) and national figures for the last four sessions:

Year	Edinburgh	Virtual Comparator	National
2017	87.2	89.2	89.6
2018	91.0	88.8	90.4
2019	92.5	92.3	92.4
2020	88.9	89.7	90.0

Attendance Data 2017-20

The table below shows the percentage of all pupils with attendance rates < 85%   This relates to data collected from part-way through 2017-18, and to data to March 2019-20 .

Year	Edinburgh	Secondary
2018	6.8%	15.0%
2019	6.9%	14.2%
2020	8.0%	15.2%

Council Business Plan – Key Performance Measures (TBC)

Percentage of teachers who have met the Teaching, Learning & Assessment "Charter" standard
Percentage of schools have achieved the Digital Schools Award Scotland
Percentage of Primary pupils achieving expected attainment in literacy
Percentage of Primary pupils from deprived areas achieving expected attainment in literacy
Percentage of Primary pupils who are Looked After achieving expected attainment literacy
Percentage of Primary pupils achieving expected attainment in numeracy
Percentage of Primary pupils from deprived areas achieving expected attainment in numeracy

Appendix 1

Percentage of leavers with SCQF level 5 in literacy and numeracy
Percentage of leavers from deprived areas with SCQF level 5 in literacy and numeracy
Percentage of all leavers achieving 1 or more awards at SCQF Level 6 or higher
Percentage of all leavers from deprived areas achieving 1 or more awards at SCQF Level 6 or higher
Positive Destinations for School Leavers

The City of Edinburgh Council Education Improvement Plan 2021-24

The City of Edinburgh Council
Education Improvement Plan
2018-2021

Section 1:   Reducing inequalities

1. Steps taken by the authority to reduce inequalities of outcome for pupils who experience them as a result of socio-economic disadvantage or experience them for other reasons.

High level improvements	
	1.1 Improve attainment for pupils who are looked after
	1.2 Improve skills for learning, life and work for young people experiencing socio-economic or other barriers
	1.3 Poverty proof the school day, with actions in place to ensure that children and young people experiencing socio-economic and other disadvantage fully develop their potential
	1.4 Increase opportunities for wider achievement, particularly for those pupils who experience inequalities of outcome
	1.5 Improve pathways for all young people

Outcomes	Strategic actions
• Learners, regardless of their socio-economic situation, access all opportunities in school. • Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity • Attendance is improved for those learners living in areas of low SIMD • The attainment of looked after learners is improved • Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020. • Needs of refugees and asylum seekers are identified, supported and met. • More children in SIMD quintile 1 reach their developmental milestones • Parents are better able to support their children's learning • Children and young people are increasingly confident in identifying their interests, strengths and skills	• Implement Edinburgh Learns: Equity for Learning Framework • Embed the Equity Framework for Schools • Support schools provide targeted support to improve attendance of identified groups • Closely monitor and promote attainment and achievement of looked after learners educated within and outwith the authority • Pilot the increase in hours to 1140 and developing provision for eligible two year olds • Review and improve inter-agency partnerships for early years' services e.g. with NHS colleagues. • Support schools to build capacity of staff to support learners with English as Additional Language. • Support schools to build capacity of staff to support learners with barriers to wellbeing and learning and Language and Communication difficulties • Provide early intervention support for pre-school children with additional needs and their families • Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers. • Develop and implement mechanisms to engage parents and carers in their children's and their own learning • Increase participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Section 2:   National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

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

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions

Raised attainment for all	Edinburgh Learns
	Lorna Sweeney
		• **Continue to develop and embed the frameworks within the Raising Attainment for All Strategy: Edinburgh Learns**
		   o Equity for Learning
		   o Improving Quality in Learning
		   o Excellence in Learning
		      ▪ Teaching and Learning
		      ▪ Digital Learning
		   o Health and Wellbeing for Learning
		   o Pathways for Learning
		   o Parental Engagement
		• ASLS and EPS support and challenge schools to improve provision and improve outcomes for learners with additional support needs,

A culture of self-evaluation and improvement exists in all schools and centres	Gillian O'Rourke QIM Primary Darren McKinnon Anna Gray	• Embed **Improving Quality in Learning Framework** • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition

Improve monitoring and tracking of Early Years and the BGE	Jackie Reid Early Years Strategic Plan Lynn Paterson	• Implement electronic tracking system for ELCs and schools • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight
Raise attainment in Literacy and English	Michelle More Lifelong Learning Plan David Bruce	• Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries
Raise attainment in Numeracy and Maths	Darren McKinnon	• Implement Numeracy Strategy focussing on improved learning and teaching strategies o Devise guidance/framework to raise attainment in maths and numeracy
Improve approaches to assessment and moderation	Jackie Reid	• Implement and embed Assessment Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
Improve Leadership	Leadership Task Plan Anna Gray Creative Learning Plan	Provide support for leadership at all levels: Teacher Leadership; Middle Leadership; In Headship; Into Headship; Excellence in Headship; SCEL Fellowship; Creative Conversations Ensure PRD procedures are in place Signpost staff to leadership pathways
Improvements in the delivery of Gaelic Medium Education	Gaelic Language Plan	• Develop and implement Gaelic Education Plan • Provide guidance and support to schools in the delivery of Gaelic Medium Education

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

	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre Improve attainment of disadvantaged children and young people Develop higher levels of parental engagement in children's learning and in the life of the school

High Level improvements	Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Reduce exclusions and improve attendance rates in our schools, especially for looked after children Develop flexible learning pathways to reduce number of pupils on part-time timetables Reduce the number of children and young people reporting they experience bullying and/or hate crime Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

School Leadership	School Improvement	Teacher Professionalism	Parental Engagement	Assessment of Children's Progress	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
The poverty related attainment gap is reduced in all schools	Edinburgh Learns: Equity Framework Michelle Moore	• Embed Edinburgh Learns Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts
An inclusive ethos of aspiration exists in every school	Inclusive Practice Strategy: Martin Vallely Gillian Barclay Lifelong Learning Plan Anti-bullying – Aicha Reid CIRCLE Kirsty Spence/Keith Thomson	• Implement Inclusive Practice Strategy • Implement revised Anti-Bullying guidance • Implement Rights Based Learning (Rights Respecting Schools) • Implement CIRCLE resource • Implement policies and procedures for tracking and monitoring Looked After children
Parental Engagement is high	Edinburgh Learns: Parental Engagement Framework Maria Plant Sharon Muir Patti Santelices Lifelong Learning Plan	• Implement Edinburgh Learns: Parental Engagement Framework • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P) • Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide

Exclusions are reduced **Attendance is high**	Included Engaged and Involved Strategy: Gillian Barclay Kirsty Spence/Martin Gemmell Lifelong Learning Plan	• Implement Exclusion Guidance • Implement Included, Engaged and Involved
Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare	EY Strategic Plan ASLS Early Years Team – Kirsty Spence	• Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2

The City of Edinburgh Council Education Improvement Plan 2018-21

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

High Level improvements	Support schools to develop a curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in the local community and beyond
	Schools evaluate children's progress in HWB as evidenced by SHANARI indicators from N1-S6
	Establish cultures based on Getting It Right for Every Child
	Develop learners' experiences which support them to develop their personalities, talents, mental, spiritual and physical abilities to their full potential
	Develop partnership arrangements which ensure that all pupils experience a smooth transition across all stages, sectors and establishments to a positive and sustained destination
	Develop practices and experiences which ensure that the needs of children, young people and adults are identified and addressed
	Increase the provision of nurture across schools
	increase the percentage of schools evaluated as 'good' or better for QI 3.1 inclusion equity and wellbeing

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
All children and young people have best possible health and wellbeing	Edinburgh Learns: HWB Framework Janice Watson Inclusive Practice Strategy: Kirsty Spence Lifelong Learning Plan Linda Lees/Pattie Santelices	• Implement Edinburgh Learns: Health and Wellbeing Framework for Learning • Implement Inclusive Practice Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)

All schools and centres are compliant with Equality Act 2010	Aicha Reid/Maria Plant Paul McCloskey (Lifelong Learning Strategic Manager) ASL Staff Kirsty Spence	• Implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene
There is an increase in uptake of physical activity in all sectors	Active Schools Action Plan Outdoor Learning Action Plan	• Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE
There is an increase in uptake of musical, arts and creativity activity	Creative Learning Plan Youth Music Initiative Plan Linda Lees/Lorna Macdonald/Frances Rive	• Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
There is an increase in the levels of pupil participation and leaner voice	Pupil Participation QIEO Year of Young People Linda Lees	• Extend numbers of schools delivering Rights Respecting Schools • Embed actions within Child Friendly Edinburgh Plan • Embed Young People's 'How Good is Our School'
All children are supported to be safe	Maria Plant	• Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
Our children are well nourished	J Watson	• Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning
Culture of Getting it Right is in place in every setting	ASL Service – Kirsty Spence	• Continue to support staff to embed the principles of Getting It Right for Every Child (GIRFEC) in all schools and ELCs • Implement training on CIRCLE, autism, nurture, Visual Support Project, Emotion Talks

	Lifelong Learning Plan - David Bruce/Linda Lees/Paul McCloskey/Robin Yellowlees	• Provide up-to-date guidance on creating accessible school environments • Ensure compliance with new regulations on Information Sharing • Embed Rights Based Learning, e.g. Rights Respecting Schools
Our Looked After Children are supported to achieve	Corporate Parenting Leadership Group	• Implement the Corporate Parenting Plan • Implement the Looked After Children's Plan
Improvements in the Learning experiences in all schools and centres	Outdoor Learning Strategy Robin Yellowlees/Andrew Bradshaw EY Strategic Plan ASL Service – Kirsty Spence Aicha Reid, Depute Principal Psychologist Creative Learning Plan –IMS Action Plan	• Embed CIRCLE resource • Increase opportunities to develop outdoor literacy and numeracy • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy in Early Years • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people is SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative

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

High level improvements	Increase the number of young people who report high levels of satisfaction with learners' experiences Support schools to develop pathways to ensure skilled and competent workforce for City Deal aims Support schools to develop skills based curricula Support schools to improve school leaver destinations An increase in opportunities for young people to develop into active, responsible citizens of Edinburgh

School Leadership	School Improvement	Teacher Professionalism	Assessment of Children's Progress	Parental Engagement	Performance Information

Outcomes	Leads and Links to plans	Authority/School/Centre Actions
Improve learning and teaching, and pedagogy at early level	Edinburgh Learns: Teaching and Learning Framework David Leslie 1+2 Languages Plan	• Implement Edinburgh Learns: Teaching and Learning Framework • Establish Edinburgh Learns Team • Implement/embed One plus Two Language Plan
Our learners make the best use of technology	Digital Learning Strategy	• Develop and implement a Digital Learning and Teaching Strategy • Implement STEM Strategy

Flexible pathways are in place for all learners	Edinburgh Learns: Pathways for Learning
	Tommy Hughes
	Roberta Porter
	Linda Lees
	Paul McCloskey
	Robin Yellowlees (Lifelong Learning Strategic Managers)
		• Develop and Implement Edinburgh Learns: Pathways for Learning
		• Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways.
		• Implement Pathways Hub Pilot
		   o Embed Career Education and Workplace Standard
		   o Improve use of Labour Market Intelligence

DYW Manager Jet Team linking with Special Schools Education Support Officer, Chamber of Commerce/ Regional DYW Group, Edinburgh Guarantee, SDS. other partners. Early Years Strategic Plan	○ Increase the uptake of vocational qualifications available to those in the senior phase. ○ Support and promote foundation and modern apprenticeships - Increase participation and improve completion rates in Duke of Edinburgh's Awards for young people in SIMD deciles 1-3 - Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school - Increase numbers of paid work experience/internships for young people, targeting those from less affluent families - Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways

EDINBURGH LEARNS

Health and Wellbeing

EDINBVRGH
THE CITY OF EDINBURGH COUNCIL

Contents

Aims

"Every child and young person will have good wellbeing and achieve the best possible health."

The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. Good mental, emotional, social and physical health is important for success in all areas of learning and will ensure that today's healthy learners become tomorrow's healthy citizens.

The City of Edinburgh Council Health and Wellbeing for Learning Framework builds on what we know works. Schools, their staff, parents, learners and partners have shown their continuing commitment to supporting and safeguarding the health and wellbeing of all. This framework will detail practice that should be visible in all our schools and centres, to ensure health and wellbeing (HWB) across learning.

Background: national, local context and research
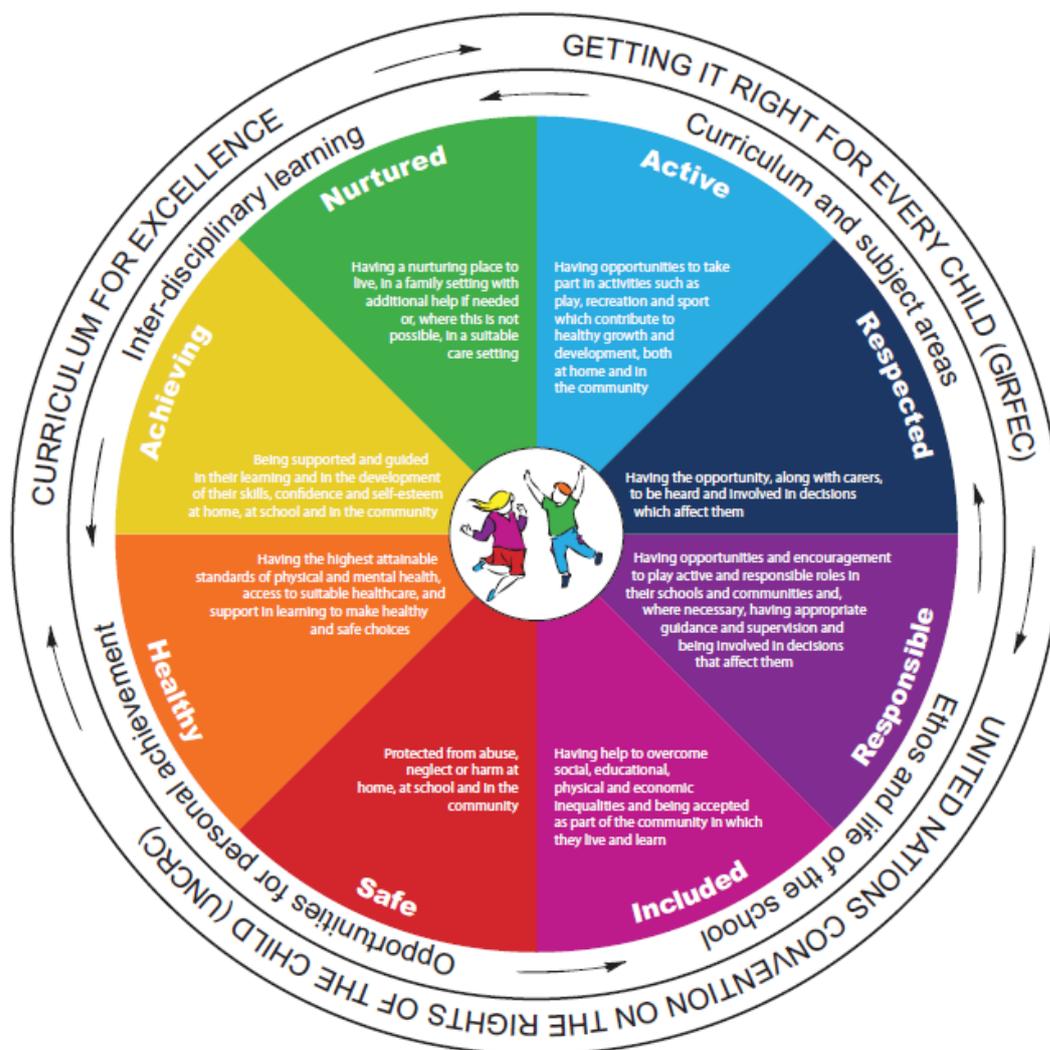
National context

Curriculum for Excellence recognises that health and wellbeing is central to effective learning. It highlights that learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this it is the responsibility of every teacher to contribute to learning and development in this area.

Scottish Government policy promotes excellence and equity: The National Improvement Framework set clear expectations for schools and centres to work in partnership with parents and stakeholders in pursuit of the four key priorities to achieve this.

Since 2010, Getting it Right for Every Child(GIRFEC) puts the rights and wellbeing of children and young people at the heart of the services that support them – such as early years services, schools and the NHS – to ensure that everyone works together to improve outcomes for a child or young person.

The Children and Young People's Act 2014 aims to make Scotland the best place in the world to grow up. By facilitating a shift in public services towards the early years of a child's life and towards early intervention whenever a family or young person needs help, the legislation encourages preventative measures, rather than crisis' responses. It is underpinned by the Scottish Government's commitment to the United Nations Convention on the Rights of the Child 1989 (UNCRC).[1]

All work relating to HWB in centres should be based on the understanding that relationships are key to supporting and improving the HWB of children and young people and that the Scottish definition of wellbeing and the language of the wellbeing indicators should be evident across all establishments.

Local Context

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Over the last ten years, the population of the city has grown by 10% and analysis suggests a further 9% growth by 2024, especially at both ends of the age spectrum.

The City Region Deal Partnership has agreed an ambitious vision for the future whereby in the next 20 years the Edinburgh and South-East Scotland City Region will become the most connected, most creative, most inclusive and most entrepreneurial place in Europe.

The Scottish Health Survey 2017 indicates that as a City Edinburgh is performing strongly in relation to a number of health-related indicators. The number of its citizens who smoke, are obese or suffer from cardiovascular conditions are significantly lower than the Scottish average. In addition, both in relation to consumption of fruit and vegetables and amount of physical activity taken, Edinburgh performs significantly better than the national average. Smoking is the only area identified where Edinburgh is performing significantly worse than the national average.

The mental, social and emotional health of our children and young people is becoming increasingly important in a dynamic, changing world. Equipping our citizens of tomorrow with the resilience to tackle barriers to their learning and wellbeing is paramount for their future success.

Our approach to HWB sits alongside and further builds on our core pillars of inclusion;

• Relationships

• Rights Respecting

• Resilience building

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[1] UNCRC; The Foundation of Getting It Right for Every Child

- Restorative

Research

There is no doubt the health and wellbeing of children and young people impacts on their ability to access learning. Pupil wellbeing is linked to attainment and a range of factors such as social and emotional learning, an assets-based approach and supportive and inclusive school communities contribute to this. [2]

The adverse impact of poverty on health and wellbeing is well documented. This is evident in both physical and mental wellbeing and the risk of illness, low self-esteem, stress, anxiety. https://www.jrf.org.uk/report/psychological-perspectives-poverty

Social and emotional competencies are key to enabling young people to achieve their academic potential and are most effective when implemented at whole school level.[3]

Nurture groups can impact positively on social, emotional and behavioural competencies, if implemented well. Literature on resilience and emotional wellbeing identifies connectedness and belonging, feeling safe, valued and liked as key features in relation to positive communities and long term positive outcomes.

Resilience Building

Adverse Childhood Experiences (ACEs)[4] refer to stressful events occurring in childhood (between 0-18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. Headteachers should ensure that all staff develop a clear understanding of the impact of adverse childhood experiences on all learners and be aware, that other factors, such as bereavement, attachment and poverty, although not included in the original study, are now known to have a similar impact on children.

Research evidence shows that it is possible to mitigate against these factors. Many staff already do this however, it is vital that all staff take cognisance of the importance in supporting the development of resilience factors which may help protect children/young people such as:

- Positive relationships and role models

- Building on children's strengths, interests and passions (e.g. music/reading/sports etc)

- Developing good social and emotional skills (e.g. executive functions – self-awareness, empathy, reflective capacity, emotional regulation etc)

- Being the key adult who can support children/young people

- Participation and engagement in activities/groups/learning/pupil voice which leads to sense of self efficacy/achievement etc

- Fostering a sense of meaning and belonging

- Actively promoting and encouraging high expectations

- Promoting kindness, compassion and caring for others

- Supportive families, (family engagement/parent programmes etc), supportive schools (positive ethos, culture, rights respecting, nurture and restorative approaches) and supportive communities (access to clubs/spaces to play/other people to turn to etc).

Key Adults and the School Environment

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[2] (Noble, T. et al 2008)
[3] Brooks F, Public Health England (2014)
[4] NHS Health Scotland: Adverse Childhood Experiences

The role of key adults has been identified as crucial. All adults should be ready to listen to and respond to individual pupils non-judgementally and to notice and speak to them when they are concerned. Developing a culture of trust and respect is vital in supporting positive relationships between adults and children. Restorative and solution focussed approaches should be implemented to protect and foster positive relationships across the school and wider community.

Positive relationships impact on attainment. The climate of the classroom and the school community are very influential in supporting learning. Where learners feel there is a climate of trust, they are more likely to have confidence to share what they don't know and so get feedback on what they need to do to improve their learning.[5]

The level of engagement a pupil feels with their school is strongly associated with attainment and meaningful learner voice is key to developing this sense of engagement. [6] Building trusting relationships and resilience in school-aged children is shown to mitigate against the impact of adverse childhood experiences.[7]

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[5] Hattie, J. and Yates, G. 2013

[6] SCCYP, "How Young People's Participation in School Supports Achievement and Attainment", 2015
[7] Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

Evaluating progress in health and wellbeing

The Scottish Government has made clear its commitment to closing the poverty related attainment gap and it recognises the role health and wellbeing has in achieving this ambition. Specific stretch aims have now been set nationally to show the required improvements in children's health and wellbeing and Edinburgh will aim for improvements in line with these.

Currently schools may use a range of measures to evaluate progress in HWB. These include:

- Pupil Wellbeing Questionnaire (P3-7) and Secondary Pupil Survey
- Pupil self-evaluation using the wellbeing indicators (Appendix 1)
- Participation (wider achievement opportunities and uptake) and engagement levels (eg using the Leuven scale)
- Inclusion - including – exclusions, days lost, attendance and late coming, quality and quantity of Pupil Plans (GIRFEC and health)
- Evaluation from staff and parents and partners regarding HWB using the wellbeing indicators (Appendix 2).

These measures link closely to the 'Big 5' (attainment, attendance, inclusion/exclusion, participation and engagement) which should be the key focus of schools when evaluating their progress towards closing the poverty related attainment gap. Such measure will contribute the picture of HWB across the establishment and focussing on improvement in these areas will feed into improving HWB. The authority will provide support for schools in using appropriate measures.

Key strategic actions

To effectively ensure HWB for learning, Headteachers should incorporate the following key features into the work of the school:

- *HWB profiling and improvement information*[8]
- Health and wellbeing responsibility of all
- Planned, progressive and relevant HWB curriculum[9]
- Self-evaluation and planning for HWB[10]
- Professional Learning for HWB

Each year, as part of their Standards and Quality and Improvement Plan or 3.1 return, Headteachers update the data and intelligence available for their setting. Much of this data and intelligence exists in the Equity Profile and includes:

- Demographic information and SIMD profiles
- *Evaluation of progress for HWB, linked to school improvement priorities*.
- Data at SIMD level extracted from tracking and monitoring of the following key measures:
    - Attendance and late coming
    - Exclusions
    - Participation
        - *Wider Achievement opportunities and uptake*
        - *Evidence of how learners influence decision making and affect change*
- Engagement
    - Assessment of baseline levels using the Leuven Scale for targeted cohorts
- Achievement
    - *Evidence of progress across HWB, other than responsibility of all, using the benchmarks to support professional judgement*

Headteachers should analyse all the above data with staff and key stakeholders, including partners, and use it to draft targets to ensure equity of provision, targeting groups of learners subject to poverty, as well as other groups known have less favourable educational outcomes, such as LAC, young carers, EAL and others relevant to the context of the school.

Planning for improvement at establishment level

Following analysis of the HWB data, Headteachers and senior leaders complete the full self-evaluation of their school and use it, in conjunction with all other evidence, to plan to improve health and wellbeing. They:

- Identify the desired outcomes (where appropriate, link to specific numerical targets)

    e.g.   using pupil questionnaire question:

    I have adults in school I can speak to if am upset or worried about something – improve response rate from 89% to 96% of pupils agreeing/strongly agreeing

- Identify appropriate interventions

    e.g.   CLPL and continued support for staff on role of key adult

    Increase opportunity for quality 1:1 time with tutor/class teacher to two x a term

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[8] Much of this information, particularly that found in italics, is not readily available to schools, however, this demonstrates our ambition to assist schools to gather such information in a manageable way to help support improvement in HWB.

[9] Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings, Education Scotland
[10] see Appendix 1

Develop self-referral system to key with pupil council so all pupils can identify who their key adult is and how and when they can access them

- State how impact will be measured

  e.g. pre- and post-intervention short questionnaires based on pupil interventions

  pre- and post-pupil focus group feedback on effectiveness of interventions

  response rate to pupil questionnaire question improved to 96% of pupils agreeing/strongly agreeing to question next time it is administered

This forms part of the normal improvement cycle and be evident in school improvement planning. In common with other planning formats, improvements for health and wellbeing should be:

- specific
- timed
- aligned
- numeric (where appropriate).

Quality assurance for health and wellbeing

To ensure that systems and processes deliver the necessary improvements, the following governance structures will be established

- The HWB for Learning Strategic Group[11] will meet each quarter to monitor progress in relation to actions from the Children's Partnership Plan, the Education Improvement Plan and other related plans; make recommendations for future actions
- This group, chaired by Strategic Lead for HWB, will comprise:
  o Headteacher and DHT from each sector
  o Quality Improvement Officer (HWB)
  o Senior Manager Additional Support for Learning
  o Depute Principal Educational Psychologist
  o Service Managers: Lifelong Learning
  o Senior Manager: NHS
  o Senior manager: Voluntary Sector
  o Trade Union(s)
  o Parent(s)
  o Young Person(s).
- The Council HWB Strategic Group will also share information with the Children's Partnership Group and report on an annual basis to the Education, Children and Families Committee as appropriate.
- A report on HWB will be presented annually to the Children and Families Committee

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[11] See Terms of Reference documentation (draft)

Roles, remits and responsibilities

To ensure improvements in Health and wellbeing, the Chief Education Officer:

- Provides an annual statement of HWB to the Education, Children and Families Committee as part of the Education Standards and Quality Report.
- Provides an annual update on HWB linked to QI 3.1 to the Education, Children and Families Sub-Committee on Standards.
- Provide clear targets to improve HWB for learners in Edinburgh based on analysis of data from the HWB surveys.
- Provides clear local authority stretch aims, shared with schools to support improving HWB.
- Provides each Headteacher with indicative stretch aims to support improving HWB.
- Provides support and challenge to senior leaders to ensure improvements in HWB.

To ensure improvements in health and wellbeing, officers:

- Discuss HWB as part of the school's improvement plan and or 3.1 return to ensure HWB is being embedded into the life and work of the school.
- Provide support and challenge to senior leaders to ensure improved health and wellbeing.

To ensure improvements in health and wellbeing, headteachers:

- Promote the importance of positive, enabling relationships in creating a positive ethos and a climate of trust and respect where learner voice is valued and acted upon.
- Model behaviour which promotes HWB.
- Embed restorative/solution orientated approaches across the establishment
- Ensure they fulfil statutory duties in relation to health and wellbeing.
- Provide regular training/essential learning for staff on the key aspects as detailed in The Healthy School: strategic components.
- Ensure robust policies and practices are in place to promote a holistic approach and shared vision for health and wellbeing based on the wellbeing indicators and children's rights.
- Promote the mental, emotional, social and physical wellbeing of children, young people and staff, through key Council supports;
  - "I in 5" Raising Awareness of Child Poverty resources
  - Pupil Equity Fund - A CEC Guide to Getting Started (April 2017)
  - Growing Confidence Programmes
  - Building Resilience/Cool, Calm and Connected
  - Nurture
  - Included, Engaged, Involved policy
  - Council Equity Framework
- Ensure a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice is in place.
- Ensure strong partnership working to plan for and meet the health and wellbeing needs of the school community.
- Ensure robust self-evaluation and planning to drive improvement in health and wellbeing
- Provide an annually updated HWB information as part of their SQIP (linked to QI 3.1) and, as appropriate, Equity Profile.

To ensure improvements in health and wellbeing, staff:

- Create a positive ethos and a climate of respect and trust where learner voice is valued and acted upon.
- Promote positive relationships and behaviour in the classroom, playground and beyond.
- Model behaviour which promotes HWB and positive relationships.

- Consider the wellbeing indicators and children's rights when planning learning, teaching and assessment to ensure barriers to learning are minimised or removed.
- Know their learners and their needs. Plan accordingly.
- Use the wellbeing indicators to plan for and evaluate progress in children and young people's HWB.
- Where appropriate, provide a relevant and progressive health and wellbeing curriculum with a strong focus on learner voice.
- Where appropriate, use HWB benchmarks to plan for and assess progress in HWB.
- Ensure that they are fully aware of and engage in appropriate professional learning.
- Ensure that they provide high quality learning and teaching as outlined in the CEC Teaching and Learning Framework.

Health and wellbeing – key strategic components

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Safe			
Child Protection legislation Named person Lead professional GIRFEC HWB Principles and practice paper Wellbeing Indicators Relationships Sexual Health and Parenthood and Substance Misuse curriculum	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrence Procedure Care Inspectorate Notification (eforms) (EY)	HWB Progression Frameworks (C) Positive Relationships for Behaviour and Learning (C) Child Protection (M) Nurture (C) Restorative approaches (C) Citywide Parenting Programmes (T) Eye Movement Desensitisation (T) Refugee Trauma guidance (T) Domestic Abuse (D) CALM (Sp Schools only) (T) FGM(C) Mentors in Violence Prevention (D) Essential Learning Pr, Sec and Special (M) Essential Learning Early Years (M)	**Values** The school community understands the wellbeing indicators and their role in supporting HWB across the curriculum Restorative approaches begin with the ethos of positive relationships, rights and respect Restorative approaches are for all members of the school community regardless of role **Practice** Strong culture of partnership working and joint planning across the learning community Regular planned opportunities for 1:1 dialogue with learners Staff trained and confident in supporting HWB needs, including skills to have effective 1:1 Dialogue with learners Regular time created for staff to discuss learners' HWB needs Safe Spaces in the establishment Supported lunch / break activities

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Healthy			
Better Eating Better Learning Schools Health Promotion and Nutrition Act Nutritional Standards Setting the Table (EY) Food and Health curriculum Adverse Childhood Experiences research Mental Health Strategy	School vision, values GIRFEC paper work Wellbeing forms Significant Occurrence Procedure	Seasons for Growth (C) Roots of Empathy (D) Food and Health Progression Framework (C) Growing Confidence training (C) Cool, calm and connected (C) Resilience pack and training (C) Emotion Talks (D) Emotionally Based School Refusal Resources (C) Mindfulness (D) Situational Mutism Resources (T) Wellbeing Academy (T)	**Values** Health and wellbeing is valued and seen as a priority The key adult role is a crucial component in a learner's resilience - we believe that any of us can be that key adult **Practice** Planned curricular opportunities for learners to develop resilience All staff demonstrate HWB is central to their practice High quality meals which meet nutritional requirements Planned progressive HWB curriculum, shaped by learner voice and local context We develop individual attributes and supports that promote resilience including making sure every child has at least one 'trusted adult'

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Achieving			
Developing the Young Workforce Skills for learning life and work (BTC4) National Improvement Framework Planning for Choices and Changes curriculum HGIOS 4 Realising the Ambition (EY) HGIOELC	Tracking and monitoring system - opportunities for personal achievement IEPs Promoting Attendance and Managing Absence Flexible Timetable Procedure	HWB progression framework (M) JASS (D) Duke of Edinburgh (D) Awards – various – HWB, Personal Development, Employability, CIRCLE Resources (M) Differentiation training (current Gap) Literacy and Dyslexia Guidelines (C) SCERTS (T) Up, Up and Away (EY) Hanen training (T) (EY)	**Values** All staff recognise the importance of HWB in combating disadvantage, improving achievement and helping to close the gap We look for opportunities for personal and wider achievement to highlight and build on individual strengths **Practice** Opportunities for wider achievement mean learners can develop skills across the 4 contexts for learning Achievement across the 4 contexts for learning is celebrated and valued Transitions are carefully planned they support HWB and progression in learning Learners self-report in their own progress in HWB and are supported to identify next steps We use the Getting It Right for Every Child approach to work together with children and their families We effectively track and monitor learners to ensure progression and target pupils at risk

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Nurtured			
Whole school nurturing approaches

Nurture groups

Better relationships, better learning, better behaviour | School vision, values

GIRFEC paper work

Wellbeing forms

Significant Occurrence Procedure

Positive Behaviour Guidance (to be written) | Nurture training (ESPS) (C)

SMHFA YP training (D)

Lego Therapy (T)

Mindfulness training | **Values**

Positive relationships are crucial to developing successful learning communities

Ethos of respect and trust where learners can and do voice their concerns and are listened to

Restorative, solution orientated approaches used to promote positive behaviour

Learners know staff care about them and feel confident to seek support

We form meaningful relationships with every child and young person, especially those who struggle with relationships. We notice them, we take an interest and we proactively make connections

Practice

Staff act as positive role models to learners

Staff demonstrate high expectations and ambition for all learners

We are all available and approachable - if a child or young person wants to connect with us at an unsuitable time we always offer an alternative

We provide nurture groups and support a culture of nurture |
| **National/local policy/plans/curriculum** | **Associated** | **Resources and training** | **What this should look like in establishments?** |

	Documents	M- Mandatory, C- Core, T-Targeted, D – desirable.	
Active			
2 periods/2 hrs PE Daily physical activity Outdoor learning Play	Risk benefit assessments	Physical Education, Physical Activity and Sport (PEPAS) cluster work (C) Active Schools (C) Forrest schools/kindergartens (D) PE Guidance (M) PE Cluster Guidelines (M) Loose parts play (C)	**Values** Daily physical activity is encouraged and valued Sport and recreational activities are promoted, valued and their contribution to HWB recognised across the establishment **Practice** Free Active Schools for all children in SIMD 1/2/3/known by the school to be living in poverty Positive relations with Active Schools link with a programme which is shaped by learner voice Frequent opportunities for outdoor learning, in the playground, local community and beyond Daily physical activity Tracking and monitoring systems identify learners who need to be more active and we plan for this Planned progressive learning experience for PE across the cluster Active travel promoted across the learning community

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Respected			
UNCRC Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People Universal entitlement to support Equalities Act 2010 Relationships Sexual Health and Parenthood curriculum	Anti-bullying guidelines Supporting Transgender Young People Guidance Learner Participation in Educational Settings 3-18 CEC Supporting LGBT Young People	Rights Respecting Schools Award (D) Positive Relationships for Behaviour and Learning (C) Restorative approaches (C) Mentors in Violence Prevention training (D) HWB Progression Frameworks (C) LGBT Charter Award (D) Sexual Health input for children with Additional Support Needs (developing)(T) RSHP National Resource (developing) (C)	**Values** All learners should feel listened to and valued Children's rights are core to the ethos and values of the school Relationships are based on mutual trust and respect We support everyone's right to access the support they need to achieve their potential **Practice** Views of learners are sought, valued and lead to change Learners people participate fully in the life of the school Diversity is celebrated and discrimination challenged We all model and share community values based on everyone's rights (to be safe, to learn, to be listened to)

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T-Targeted, D – desirable.	What this should look like in establishments?
Responsible			
Better Relationships, Better Behaviour, Better Learning	Learner Participation in Educational Settings 3-18 How good is OUR school Part 1 How good is OUR school Part 2	Restorative approaches (C) Solution orientated approaches(C) Leaderships roles	**Values** We show care and respect for others and model this behaviour We all have a responsibility to offer support to repair relationships Strong culture of learner voice, where views are listened to and acted upon **Practice** Learners co design their own learning in HWB and participate in delivery of some programmes Learners contribute to the wider life of the school and take on responsibilities e.g. on committees, buddies Learners have opportunities to develop skills across the 4 contexts for learning Restorative, solution orientated approaches used to promote positive behaviour We know there are consequences for decisions and actions that have had a negative impact on the rights of others, but consequences are proportionate and support us to develop behavioural awareness and ownership

National/local policy/plans/curriculum	Associated Documents	Resources and training M- Mandatory, C- Core, T- Targeted, D – desirable.	What this should look like in establishments?
Included			
Inclusion Framework ASL Act Equalities Act 2010 Entitlement to targeted support Included, engaged, involved 2 National Practice model GIRFEC	Improving Outcomes for Learners at Risk of Exclusion Procedure Risk Management Procedure Addressing Inclusion Included, Engaged, Involved Policy Supporting LGBT Young People in Edinburgh LGBT guidance and resources Antibullying and Equalities Policy CEC Supporting LGBT Young People	I in 5 (C) Making Education Equal for All - Edinburgh's Equity Framework (C) CIRCLE Resources (M) Differentiation training (current Gap) ASD training (M) FASD training (T) Visual Support Project (D) Playboxes (T) LGBT School's Charter(D) Up, Up and Away (EY) (C) Pupil Equity Fund – A CEC Guide to Getting Started	**Values** All staff understand the role of HWB in combating disadvantage and use this knowledge to support closing the gap The school community promotes equality, celebrates diversity and provides support for those who may at times feel excluded **Practice** Additional costs to the school day are minimised ensuring all children have access to resources for learning in the classroom Equal access to opportunities, regardless of income Poverty-related stigma is challenged so that all children and young people feel respected, included and supported by staff and pupils in their school and local community All learners have access to a key adult they know and can trust to discuss any issue or worry Strong culture of learner voice The 4 Rs underpin our practice; Relationships, Rights Respecting, Resilience Building, Restorative

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Bethell C et al, Health Affairs 2014, 33 no.12:2106-2115

Thematic inspection of personal and social education/health and wellbeing in Scotland's schools and early learning and childcare settings

https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf

Making the links, making it work resource to support HWB responsibility of all across an establishment

https://education.gov.scot/improvement/self-evaluation/Health%20and%20wellbeing;%20Responsibility%20of%20all%20-%20Making%20the%20links%E2%80%A6making%20it%20work

How good is our school 4?

https://education.gov.scot/improvement/documents/frameworks_selfevaluation/frwk2_nihedithgios/frwk2_hgios4.pdf

UNCRC; The Foundation of Getting It Right for Every Child

https://www2.gov.scot/Resource/0041/00417256.pdf

The link between pupil health and wellbeing and attainment

Brooks F, Public Health England (2014) The link between pupil health and wellbeing and attainment; University of Hertfordshire: Crown copyright

Tackling the Attainment Gap by Preventing and Responding of Adverse Childhood Experiences

http://www.healthscotland.scot/media/1517/tackling-the-attainment-gap-by-preventing-and-responding-to-adverse-childhood-experiences.pdf

Appendix 1 Evaluating progress in health and wellbeing

Establishments should be able to show evidence of the progress children and young people are making in relation to their health and wellbeing.

Staff and learners should have a clear vision of which aspects of health and wellbeing they are working on. Both should know where the child/young person is now, what they are aiming for and next steps.

Some examples of how establishments might build a picture of children and young people's progress in health and wellbeing include:
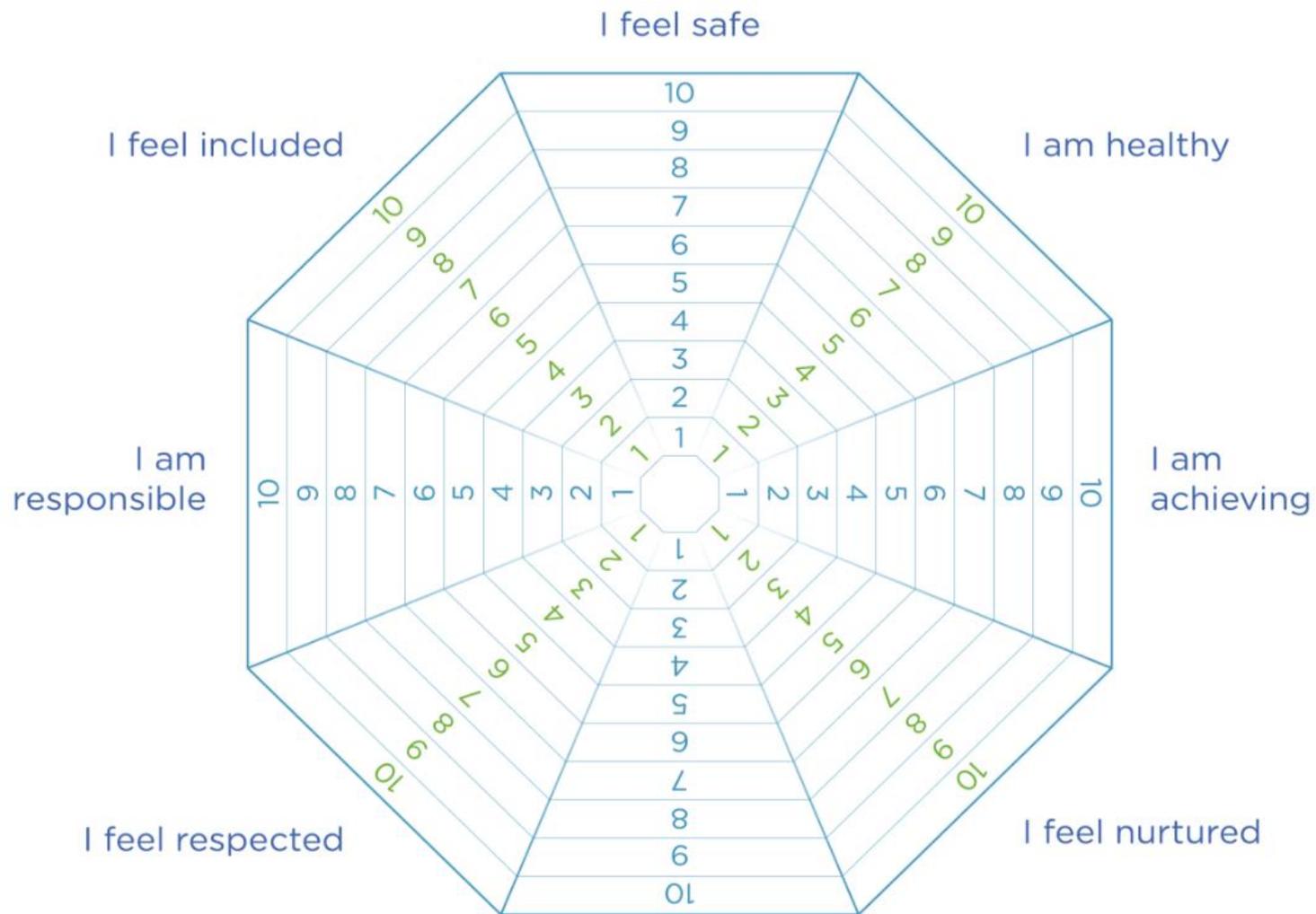
• Children and young people self-reporting on their own progress

• Observations and one-to-one dialogue between the learner and an adult who knows them well

Over time, dialogue with the learner will focus on progress in relation to the learner's journey across all the different aspects of health and wellbeing. This is synonymous with the clear expectations around the entitlement for universal pupil support.

The 'wellbeing web' can provide a useful tool for evaluating progress in relation to HWB and can also help to develop a greater understanding of the full meaning of HWB through the language of the wellbeing indicators. Children/young people can evaluate against the wellbeing indicators using, for example the Edinburgh Wellbeing Outcomes, Making the links, making it work booklet (NIH) or individual school definitions as a guide. This will help children to identify strengths and areas for development. The teacher can work with children/young people/classes to support them with this aspect of their HWB and review progress through further dialogue/self-evaluation.

This approach can help to identify both individual, whole class and whole school priorities for health and wellbeing in addition to providing a simple and manageable tool for measurement.

A variety of tools for gathering opinions of staff, pupils, parents and stakeholders can be found below.

I feel safe

I am healthy

I feel included

I am achieving

I am responsible

I feel nurtured

I feel respected

I am active

Scaling key

1 = Not at all true of me
10 = Very true of me

Edinburgh Wellbeing Outcomes

Safe	Healthy	Achieving	Nurtured	Active	Respected	Responsible	Included
I am safe with my family	I eat well	I am learning new things	I receive warmth and love	I play / take part in activities	I am involved in decisions which affect me	I am considerate to others	I have friends
I am safe where I learn or work	I look after myself	I feel confident	I have people who look out for me	I play / take part in activities with others	I have help to share my views	I have an understanding of right and wrong	In my learning environment people involve me in activities
I am safe where I live	I get the care and support I need	I do the best I can	I have the food I need and I am kept clean and warm		I am treated fairly	I meet my responsibilities	I have opportunities to be with people who are important to me
I keep myself safe	I enjoy life	I am ready for the next stage in my life	I receive praise and encouragement	I am helped to be active	I have my own space	I make a positive contribution	I feel that other people want me around
I am safe around other people	I am able to deal with difficult things	I get the help I need to learn	I am listened to when I am worried or upset		I have people around me who I trust and who trust me	I make good decisions	I have help to overcome disadvantages and barriers

Degree of Wellbeing

Low
1 → 2 → 3 → 4 → High 5

Wellbeing Web   Name _____

I feel safe

I feel Included

I am healthy

I am responsible

I am achieving

I feel respected

I feel nurtured

I am active
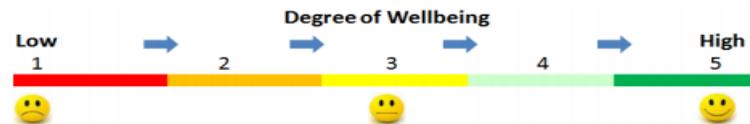
Not at all true of me   Very true of me
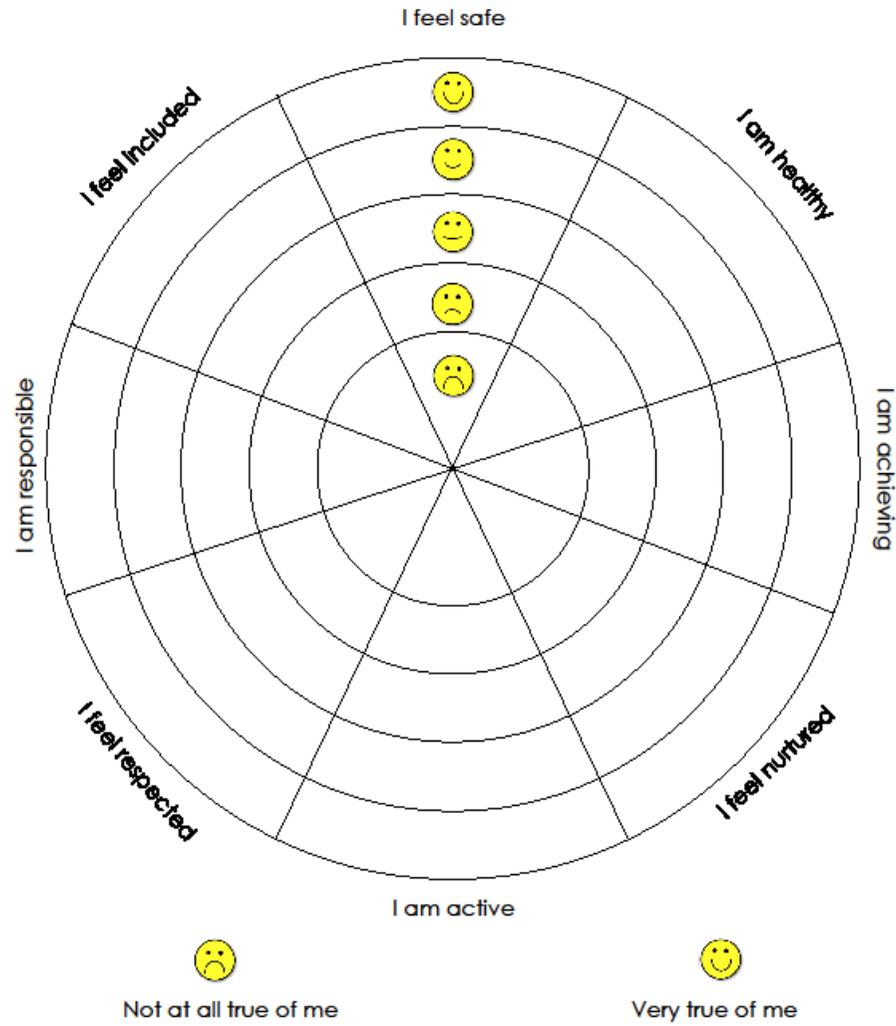
Appendix 2

Evaluating Health and wellbeing parents/stakeholders

Gaining the views of parents and stakeholders is vital if the establishment is to fully evaluate where they are with health and wellbeing and identify areas for development. Schools will know how best to gather such opinions; however, it is important that everyone has the same understanding of health and wellbeing so that meaningful information can be gathered to help the establishment move forward in a meaningful way.

The Education Scotland resource Making the links, making it work has helpful definitions of each of the wellbeing indicators in the resource booklet and more detailed definitions on the poster. Establishments may find these useful when trying to establish a shared understanding across the school community.

The wellbeing web (see Appendix 1) used in conjunction with a short narrative around strengths and next steps should provide helpful information to establishments around the views of stakeholders

CEC PEF Planning: 2021-22

Rationale and Local Operational Guidance

Rationale

Introduction

The rationale for Pupil Equity Funding continues to be to improve outcomes for children in equity cohorts. The social and economic impact of Covid-19 and the resulting school building closures in 2020 and 2021 have seen an increased number of families experiencing poverty-related barriers and a huge variance in the engagement of families and learners with the remote learning model. This has further magnified the need for 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 in order to close the attainment gap between the most and least disadvantaged learners. Schools have been issued with an additional 15% to the previously published 2021-22 PEF allocations, as part of a Pupil Equity Fund premium in response to challenges faced as a result of Covid-19.

The PEF National Guidance (May 2021) can be accessed here.

Key points from a City of Edinburgh Council perspective are:

- The importance of a robust contextual analysis including relevant data which identifies the poverty related attainment gap.
- School plans should outline clear outcomes to be achieved and how progress towards them will be measured.
- Plans must be grounded in evidence of what is known to be effective at raising attainment.
- Consideration of potential opportunities to plan for joint approaches and interventions across learning communities are encouraged.
- Where external services and resources are being purchased, the expectation is that schools use the CEC PEF Framework (found here).

In order to improve outcomes for equity cohorts within extremely tight budgetary constraints, there is an assumption within the City of Edinburgh Council that all spends should be linked to the following in order to close the poverty related attainment gap:

- **Core CEC/NHS staffing** to support children, young people and families experiencing poverty-related barriers
- **Family support/family learning approaches** for families experiencing poverty-related barriers*
- **Approaches to improving attendance for equity cohorts**
- **Counselling**
- **Reducing the Cost of the School Day and the Cost of Wider Achievement Opportunities**
- **Digital/ICT** (over and above DSM contributions, if schools wish to do this, with a key focus on learners who do not have access to a device due to poverty-related barriers)
- **Literacy and Numeracy interventions** to improve attainment for our most disadvantaged learners and close poverty-related attainment gaps
- **Wellbeing interventions (including nurture delivery)** to enable learners affected by poverty-related barriers to access learning and achieve positive outcomes

*Please note, *Maximise!* is being centrally funded in 2021/22 to deliver a city-wide support that all schools can access. Individual school PEF Plans should therefore not include *Maximise!*, as schools will be able to access appointments for their families via the centrally-funded model.

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Equalities and PEF

Headteachers should consider additional steps that might be required to close the educational attainment gap for pupils affected by poverty who may also experience disadvantage for other reasons. For example, disadvantage related to; a protected characteristic (disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex (gender) and sexual orientation); a need for which they require additional support; being looked after; or having caring responsibilities.

The City of Edinburgh Council Equalities Renewal Planning Guidance asks schools to consider how the interests, knowledge, identities and resources of underserved young people and communities (e.g. those from minority ethnic backgrounds or loan parent households) are being recognised and valued. The influence of unconscious bias is also covered within the Equalities CLPL offer of the City of Edinburgh Council, and this should be considered in relation to whose ideas are valued and how they influence PEF planning.

Staffing

Where schools identify the need to recruit additional staff for an appropriate intervention or activity, they should work closely with the CEC (as the employer) to ensure that the job remits and specifications are clearly tied to the aims of the intervention or approach.
- Headteachers need to take full account of local HR policies and procedures and that staffing costs include not just salaries but also on-costs such as pensions, sick leave, maternity cover and also potentially recruitment costs.
- Detail of these costs can be found here. Any teachers recruited through Pupil Equity Funding will be excluded from the authority's contribution to any national teacher numbers and / or ratio commitment, which means it is essential to fill core staffing posts first before recruiting additional teachers.

Accountability and Reporting

- Schools are expected to incorporate details of their Pupil Equity Funding plans and explicitly report on the impact on outcomes for learners impacted by poverty within existing reporting processes to their Parent Council and Forum, including in their annual School Improvement Plans and Standards and Quality Reports.
- The planning and reporting of Pupil Equity Funding is outlined in the document Edinburgh Learns for Life: Standards and Quality Reporting and School Renewal Planning 2021-22.
- This includes the submission of a completed and evaluated PEF Plan 2020-21 with the school Standards and Quality Report, and the submission of a completed PEF Plan for 2021-22 with the School Renewal Plan, using the City of Edinburgh Council PEF Plan Template.

Appendices providing information on the CEC PEF open framework can be found here.