

# Education, Children & Families Committee

10:00am, Tuesday, 5 September 2023

## Standards & Quality Report and Education Improvement Plan

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 note the progress made during the last academic session.
  - 1.1.2 note the Education Improvement Plan targets which have been shared with schools, particularly those to Close the Poverty Related Attainment Gap.
  - 1.1.3 Agree next step at 5.1.

#### **Amanda Hatton**

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## Standards & Quality Report and Education Improvement Plan

### 2. Executive Summary

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- 2.1 This report contains the statutory Standards and Quality Report and Education Improvement Plan 2023 which are prepared annually, following analysis of data, consultation with Edinburgh Learns Boards, Headteachers and officers. Overall, there have been notable improvements in performance. This includes narrowing the poverty-related attainment gap to the lowest percentage in the last 5 years. The attainment of learners living in SIMD Quintile 5 has also continued to rise and the range of courses and awards expanded to offer more personalised learning pathways.

### 3. Background

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- 3.1 The Standards in Scotland's Schools Act (1980) and the Education Act (2016) place a duty on local authorities to report, and keep under review, the provision of education particularly the aims of the National Improvement Framework.

### 4. Main report

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- 4.1 The National Improvement Framework (NIF) provides a structure for education services to plan and report on the provision of education around raising attainment, closing the poverty related attainment gap, improving health and wellbeing and improving pathways. For session 2023-24 onwards an additional priority has been added to the NIF focusing on the Rights and Needs of every child and young person.
- 4.2 Assessing the standards and quality of education is normally done through analysis of externally verified SQA exams and internally verified teachers' professional judgements relating to the Achievement of Curriculum for Excellence Levels (ACEL). Additional information is also taken into consideration, such as Education Scotland inspections of schools, local authority reviews and analysis of self-evaluation reports from schools.

- 4.3 Based on available internal and external scrutiny, the standard and quality of education across all schools and centres in Edinburgh is largely satisfactory/good.
- 4.4 HMI identified examples of good, very good and sector-leading (excellent) practice. In the sector-leading examples, practice is being shared at local, national and international level, with relevant Headteachers taking up Associate Headteacher responsibilities to shape and lead strategy. Identified areas of practice relate to Digital Learning, Equity, Equalities and Children's Rights.
- 4.5 The Poverty Related Attainment Gap has narrowed to the lowest point over a 5-year period for both Literacy and Numeracy. For Primary Combined Literacy Attainment, the Stretch Aim of 22% has been achieved. The revised Numeracy and Mathematics Strategy (2020) has had a positive impact on attainment in Numeracy which has shown sustained improvement over time, benefiting all learners in the broad general education phase.
- 4.6 Improvements have also been noted in the senior phase with an increase in the numbers of young people achieving National Progression Awards, 765 passes, an increase of 158% from 2019. This indicates that significantly more personalised learning pathways, including Foundation Apprenticeships, are being offered. We have also seen an increase in literacy, the results at SCQF level 4 are the best on record and the results at levels 4 and 5 are above our comparator figures and the pre-pandemic levels of 2019.
- 4.7 There continues to be a need to improve consistency in the quality of leadership and teachers' skills to ensure high-quality learning experiences for all learners. The Teachers' Charter and the Leadership for Equity culture change programme remain central to progress in narrowing the gap. Strong practice in tracking and monitoring attainment, attendance and achievement remain a priority for session 2023-24. Schools which underperform are rigorously supported and challenged through the QICS proportionate model which focuses on ensuring Equity for the most disadvantaged learners.
- 4.8 The full reports for Equity, Inclusion and Health and Wellbeing are reported at various Committee cycles. The Standards and Quality Report contains summary information only.

## **5. Next Steps**

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- 5.1 The Education Improvement Plan (Appendix 2) sets out the next phase of implementation to meet the objectives of the National Improvement Framework and the Council Business Plan.

## **6. Financial impact**

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- 6.1 No Financial Implications are noted for this report.

## **7. Equality and Poverty Impact**

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- 7.1 The Standards and Quality Report reports on progress made in improving outcomes for learners including those experiencing socio-economic disadvantages. This includes evidence of progress in narrowing the poverty-related attainment gap. This focus must continue to ensure further improvements.
- 7.2 Sector-leading practice has been identified in the areas of Equalities, reducing Poverty-related stigma and Poverty-proofing strategies which are being shared at Local, National and International levels.
- 7.3 The Education Improvement Plan 2023-24 specifies clear actions to close the poverty related attainment gap, create learner-led curriculum pathways and to further strengthen improvements in practice related to Equalities and Children's Rights.

## **8. Climate and Nature Emergency Implications**

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- 8.1 All schools are required to create a Learning for Sustainability Improvement Plan.
- 8.2 All schools will review Curriculum Pathways to ensure progressive learning experiences related to climate and social justice.
- 8.3 Additional staffing resource is being allocated to all schools to support both areas of work.

## **9. Risk, policy, compliance, governance and community impact**

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- 9.1 All Edinburgh Learns Boards are required to complete an Integrated Impact Assessment when creating their action plans each year.
- 9.2 The Service Risk Register is regularly reviewed by the Education Senior Leadership team to identify and assess the level of risks and implement mitigations.
- 9.3 The Edinburgh Learns Boards consult with a range of reference groups i.e., senior leaders, practitioners, parents/carers, young people & Education Scotland to identify improvement priorities which are aligned to the National Improvement Framework and Council Business Plan priorities e.g. Improvements in Attainment between the most and least disadvantaged learners; improvements which further the commitment to social and climate justice. Progress and impact is evaluated throughout the session.
- 9.4 All schools are required to evaluate progress with improvement priorities and should modify planned actions where measurable impact is not evidenced. This work is closely monitored by the Quality Improvement Service with proportionate support provided.

## **10. Background reading/external references**

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10.1 None

## **11. Appendices**

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11.1 Appendix 1 Standards and Quality Report 2022-23

11.2 Appendix 2 Education Improvement Plan 2023-24 (Schools)

# APPENDIX 1

## EDUCATION STANDARDS & QUALITY REPORT 2022-23



## Contents

<b>Introduction .....</b>	<b>Error! Bookmark not defined.</b>
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I am pleased to share this Standards and Quality Report for session 2022-2023. It is based on extensive analysis of data collated by the Quality

Improvement and Curriculum Service and shows the progress made across many educational outcomes. As a council, we are committed to improving the health, wellbeing and achievements of children and young people, and reducing the impact that living in poverty can bring. This report shows the ways in which all of our children and young people are being supported to flourish no matter where they live.

I am confident that our skilled and committed staff will continue to adapt and meet the needs of the city's youngest citizens, ensuring that they each find their pathways into the world of higher and further education, or work.

Joan Griffiths



Edinburgh Learns for Life is our strategy to educate and transform lives through learning. It is highly ambitious in terms of both achieving excellence and tackling inequalities.

Our aim is for every young person to leave school and go on to further or higher education, employment or training and to narrow the gap between those living in different areas of affluence. Through the self-evaluation activities which have informed this report, we have identified next steps in achieving our vision which will be taken forward with renewed vigour in 2023/24. We have made solid progress in building the highest quality teaching workforce in Scotland through our Edinburgh Teachers' Charter, as well as by developing engaging, enriching curriculum pathways for all. These and other actions are shown in the updated Education Improvement Plan for 2021-24.

I am confident that even more of our early years centres and schools will become known for the quality of learning and teaching they provide, so that our children and young people become lifelong learners, and we can reduce the deep inequalities which exist in the city. I am hugely proud of the Education Service and all that the staff have achieved in the past year.

Lorna French



### **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.

### **The Edinburgh Imperatives**

- We will raise attainment for all
- We will close the poverty related attainment gap
- We will improve the skills of staff
- We will improve attendance for all
- We will improve health & wellbeing outcomes
- We will improve our curricular pathways

## Background Information

In 2022/23, our Education Service delivered education through:

- 23 secondary schools
- 90 Primary schools, of which 78 have early learning & childcare classes
- 20 Early Years Centres
- 105 Partner Early Learning & Childcare Settings
- 20 Standalone Early learning & Childcare Settings
- 43 Childminders
- 7 Forest Kindergartens
- 10 Special Schools, of which 2 have early learning and childcare classes
- Delivered to 60,064 children and young people
- By 3,726 teachers and 1,352 support staff

The Education Service includes Wider Achievement and Lifelong Learning. (WA&LL), a citywide service delivered by the following frontline staff:

- 85 Instrumental Music Instructors
- 50 Development Officers (covering all aspects of WA&LL)
- 40 Outdoor Centre staff
- 24 Active Schools Coordinators
- 12 Youth Music Tutors
- 8 Swimming Teachers
- Adult tutors, youth workers, sports coaches, outdoor instructors

## About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Improvement and Renewal Plan 2021-24. The EIP is underpinned by our strategy: Edinburgh Learns for Life and is organised under the National Improvement Framework national priorities.

Evidence for the Standards and Quality Report is gathered through:

- School Supported Self Evaluation Reviews
- Thematic Reviews
- Education Scotland and Care Inspectorate reports on schools and services
- Follow through reviews from Education Scotland inspections
- Audits carried out by the Quality Improvement & Curriculum Service
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

The results of this self-evaluation have been used to plan the next steps, which are incorporated into the accompanying Education Improvement Plan for 202

## Schools and Services Inspected

Education Scotland Engagement	Setting
<b>Short Model Inspections</b>	<ul style="list-style-type: none"> <li>Howdenhall Special School</li> <li>Clovenstone PS</li> <li>Wester Hailes High School</li> <li>Rowanfield School</li> <li>Stockbridge PS</li> <li>Sciennes PS</li> </ul>
<b>Full Model Inspections</b>	<ul style="list-style-type: none"> <li>Currie PS</li> <li>Juniper Green PS</li> <li>Royal High School</li> <li>Canalview PS</li> <li>East Craigs Primary School</li> <li>Colinton Private Nursery</li> </ul>
<b>National Thematic Inspections</b>	<p>Inclusion Promoting Positive behaviour</p> <ul style="list-style-type: none"> <li>St. Crispin's School</li> <li>St John Vianney's PS</li> <li>Royal High School</li> </ul> <p>Curriculum</p> <ul style="list-style-type: none"> <li>Liberton JS</li> <li>Corstorphine PS</li> </ul> <p>1140 Expansion</p> <ul style="list-style-type: none"> <li>Braidburn School</li> </ul>
<b>Care Inspectorate Visits</b>	<ul style="list-style-type: none"> <li>Leith Primary NC</li> <li>St Cuthbert's NC</li> <li>East Craigs NC</li> <li>Gilmerton EYC</li> <li>Craigentiny EYC</li> <li>Craigour Park PS NC</li> <li>Sighthill PS NC</li> <li>Queensferry PS NS</li> <li>Ferryhill PS NC</li> </ul>

	<ul style="list-style-type: none"> <li>Moafft EYC</li> <li>Prestonfield PS NC</li> </ul>
<b>Thematic Inspections</b>	<ul style="list-style-type: none"> <li>Equalities</li> <li>Behaviours of Concern</li> <li>Quality of 1140 ELC provision</li> <li>Active Schools</li> <li>Literacy (Part 1)</li> </ul>

### Education Scotland (HMI) Evaluations

Quality Indicator	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent
<b>1.3 Leadership of Change</b>	0	1	1	1	1	1
<b>2.3 Learning, Teaching &amp; Assessment</b>	1	1	3	4	2	0
<b>3.1 Ensuring Wellbeing, Equality &amp; Inclusion</b>	0	1	2	1	1	1
<b>3.2 Raising Attainment &amp; Achievement</b>		1	4	3	2	0

We completed local authority reviews including Supported Self-Evaluation processes in 18%, and Inspection Follow-through visits in 10%, of our schools. This was an accelerated programme to give important feedback to Head Teachers in their self and peer assessment of provision. The main finding, in both internal and external scrutiny processes, is the need to continue to develop our staff skills, as leaders or as teachers. This will ensure consistent, high-quality learning experiences for all learners. Of particular focus is the need to provide learning experiences which are differentiated well to meet the range of learners' needs, including increased pace and challenge, and further opportunities for young people to lead their own learning. Improvements are also required to track attainment, attendance and achievement well in order to provide targeted interventions. We found that:

- In almost all schools, staff have developed positive, nurturing relationships with young people
- In most schools, staff have a strong understanding of the socio-economic and cultural context
- In most schools, Assessment for Learning strategies are in place but the quality of learning intentions, success criteria and feedback could be improved

- In almost all schools, a tracking system is in place but a significant number should use data more effectively to plan interventions to support learners. Attainment, attendance and wider achievement should be tracked more consistently.
- In some schools, highly effective practice has been identified in Equalities, Equity and Inclusion. There were several examples of sector leading practice. We have arranged for these Head Teachers to share their practice at local Conferences, through National Forums, across the South East Improvement Collaborative (SEIC) and at the SEIC Tri-Nations Conference.

## National Priority 1 – Improvement in Attainment, particularly literacy and numeracy

### Raising Attainment and Achievement

Analysis of schools' standards & quality reports, over a 3-year trend, shows Raising Attainment and Achievement (QI 3.2) average self-evaluation as follows:

Sector (3.2)	2020-21	2021-22	2022-23
Primary	3.8	3.9	3.9
Secondary	3.9	3.8	4.0
Special	3.4	3.5	3.2

Schools evaluating as satisfactory (3) or less are priority schools and receive intensive support. These self-evaluation grades are also revisited during the session as more assessment data and analysis becomes available.

### Senior Phase Attainment (2021/22)

Pupils across the city worked hard under very challenging conditions and were graded with strong results. These achievements are a tribute to the support they received from parents, carers and staff. In particular:

- 49% achieved 5 or more passes at National 5 in S4 (an increase of 6 percentage points since 2019).
- The most significant increase in attainment at Level 6 in S5 was for those achieving 3 or more Higher passes – a 6 percentage point increase on 2019.
- At Advanced Higher in S6, the authority also achieved its best ever performance with 32% of the original S4 cohort achieving 1 or more Advanced Higher passes.

### Improving attainment in literacy and numeracy

**Improvements** – the percentage of leavers achieving SCQF level 4 Literacy has increased year-on-year. We continue to be above the VC for SCQF level 4 Literacy and Numeracy, and SCQF level 5 Literacy.

**Areas of concern** – more leavers attained literacy skills than numeracy skills, which was more marked at higher SCQF levels, and reflects the national picture. We are below the Virtual Comparator (VC) for SCQF level 5 Numeracy.

**Next steps** – we are undertaking a Literacy thematic review to identify best practice and develop a more coherent literacy strategy.

### Improving attainment for all

All SCQF course passes and awards carry tariff points, these points are then used to demonstrate levels of attainment for all young people at the point of them leaving school. The data set is analysed in three sets; the lowest performing 20%, the middle 60% and highest 20%.

**Improvements** - There has been a drop in the average complementary tariff points for the lowest-attaining 20% and middle-attaining 60% in 2021/22 however this aligns with the national and VC pattern. Attainment is higher than that of the pre-pandemic data (2019 and earlier). The highest-attaining 20% continue to outperform the VC and national, demonstrating an improving trend over time.

**Areas of concern** – 1.4% of school leavers in Edinburgh attained no passes at SCQF Level 3 or better in 2021/22. This is lower than the national proportion (2.1%).

### Attainment in the Broad General Education (P1-S3) Stretch Aims:

The gap for Literacy is at the **lowest level** for the last five years and we have achieved the stretch aim for the Literacy gap of 22.0 pp (P1, P4, & P7 combined).

- Literacy Achievement of Curriculum for Excellence Levels (ACEL) (P1, P4 & P7 combined) all pupils:
  - 77.04% (2021-22)
  - 77.34% (2022-23)
- We are only 1.2pp short of our ambitious stretch aim of 78.5% for 2022-23 for all pupils.
- We almost achieved (0.7pp short) of our stretch aim of 84.5% for all pupils in numeracy
- Numeracy ACEL (P1, P4 & P7 combined)
  - 80.4% (2021-22)
  - 83.0% (2022-23)
- The gap for Numeracy is at the **lowest level** for the last five years.
- We are 2.5pp short of the ambitious gap stretch aim at 19pp.

Literacy Gap	2020/21	2021/22	2022/23	Stretch Aim
P1,4,7 (Combined)	28%	24%	22%	22%
S3 (3rd+)		13%	7%	
S3 (4th)		33%	27%	
Numeracy Gap	2020/21	2021/22	2022-23	Stretch Aim
P1,4,7 (Combined)	24%	20%	19%	16%
S3 (3rd+)		9%	7%	
S3 (4th)		29%	33%	

### Literacy

Literacy levels have increased in 2022-23 at P1 (80.5%) and P7 (77.6%) compared to session 2021-22 (by 0.6pp and 0.5 pp respectively). There has been a slight decrease in P4 of 0.1pp to 74.1%.

Some improvement in Writing is evident, particularly in P1 and P7. We will track progress in Listening and Talking closely as there are drops of 1pp at P1 and P4. The actions arising from the Literacy Thematic Review will continue to support progress across each of the organisers.

In secondary there has been an increase of 1.6pp to 93.7% at 3<sup>rd</sup> Level or better compared to 2021-22. Those achieving Fourth Level have increased by 8.6pp to 71.7%.

### Numeracy

Primary numeracy levels increased in 2022-23 for the P1 and P7 stages. P1 increased to 87.6% from 86.6% in 2021-22 and P7 increased by 1.7pp to 82.3%. In P4 there has been 0.3pp decrease to 81.4%.

In secondary, there has been an increase of 1 pp at Third Level compared to 2021-22 and 78.4% are achieving Fourth Level, a 2.8pp increase from 2021-22.

Numeracy ACEL (P1, P4 & P7 combined) for all pupils: 82.97% (2021-22), 83.77% (2022-23). The impact of the revised Numeracy and Mathematics Strategy (2020) is reflected in the strong attainment levels which demonstrate sustained improvement over time. Consistently high quality teaching of Numeracy has been embedded through the Stages in Early Arithmetical Learning (SEAL) approach, the use of Progression Pathways to ensure continuity and progression in learning and better articulation of learning within the Broad General Education and the Senior Phase.

Literacy	2017/18	2018/19	2019/20	2020/21	2021/22	2022-23
P1	78.3%	78.9%		71.9%	78.8%	81%
P4	74.3%	75.8%		76.3%	73.3%	74%
P7	74.2%	76.5%		73.4%	77.1%	78%
P1,P4,P7	75.7%	77.1%		73.8%	77.04%	77%
S3 (3rd+)	88.4%	93.8%			91.1%	93%
S3 (4th)	58.0%	63.6%			62.5%	72%
Numeracy	2017/18	2018/19	2019/20	2020/21	2021/22	2022-23
P1	85.7%	87.1%		84.6%	86.6%	88%
P4	80.2%	81.2%		78.8%	81.7%	81%
P7	78.1%	81.1%		78.1%	80.6%	82%
P1,4,7	81.5%	83.2%		80.4%	83.0%	84%
S3 (3rd+)	91.5%	95.4%			94.1%	95%
S3 (4th)	63.4%	69.7%			75.6%	78%

## Learning, Teaching & Assessment Summary 2021-22

Analysis of schools' standards & quality reports, Learning, Teaching & Assessment (QI 2.3) average self-evaluation grades

Sector (2.3)	2020-21	2021-22	2022-23
Primary	3.8	3.8	3.8
Secondary	4.0	3.9	3.9
Special	3.5	3.6	3.5

Schools evaluating as satisfactory or less are priority schools and receive intensive support.

### Literacy Strategy

The refreshed Literacy Strategy will be launched following extensive auditing and reference to research as part of the Literacy Thematic Review. Early analysis of attainment data as part of Phase 1 of the Literacy Thematic Review suggests that, while progress has been made, some areas of concern have emerged over recent years. Literacy levels in P4 (particularly in writing), were identified for further analysis. Phase 1 focused on 5 core themes: Leadership, Professional Learning, Curriculum, Teaching Learning and Assessment, and Universal, Targeted and Intensive Support. Focus groups were held with teaching staff, support staff, children, and parents. An online survey was also conducted across schools to assess teacher confidence in making judgements about pupils' attainment levels in literacy. Criteria for the selection of schools included those where there has been a marked drop or improvement in writing attainment. Early analysis shows that, in the best examples, a clear vision and literacy strategy is in place together with the consistent use of progression pathways to plan learning. Engagement in professional learning, including aspects of the

Teachers' charter, is improving teachers' skills and confidence levels. Learners in these schools were provided with a range of opportunities to write for a variety of purposes and audiences. Within the learning through play context, learners experienced an appropriate balance of independent and intentional teacher-led learning in Literacy. Analysis of ACEL data confirms that P4 attainment, particularly in writing should remain a focus for scrutiny and improvement. Follow up activity, as part of Phase 2 of the thematic review, will be undertaken at the start of the new session which will widen the number of schools sampled and will focus on Leadership of Literacy Learning.

### Edinburgh Learns Teachers' Charter

Our main aim is to ensure all young people receive the highest quality teaching and learning. This relies on the development of a highly skilled workforce. From 2021-2023, engagement in professional learning across the 4 aspects of the Teachers' Charter is shown below.

	Formative Assessment	Differentiation	Skills	Leadership of Learning
% of teachers	34%	39%	28%	26%

We predict that we will meet the 40% target for the first 2 aspects.

Evaluations for Teachers' Charter professional learning have been overwhelmingly positive. One hundred percent of attendees agreed that the professional learning would have a positive impact on their learners. One teacher wrote (about formative assessment)

***"I love how clear everything is made and the practical examples. This is exactly the kind of training course that works for me and I'm sure will work for others."***



***After completing the skills course another wrote “Looking forward to planning and implementing more explicit, focused, and creative learning opportunities for my young people.”***

### **Addressing Gaps in Learning**

The new 'Finance for Equity Framework' is a comprehensive document that provides clear guidance on how to use Attainment Scotland Fund (ASF) to close the poverty-related attainment gap in Edinburgh. A place-based approach to the management of finance for equity has been developed that will ensure best value as well as improving outcomes for learners. This holistic way of planning, utilising a team around the learning community (TALC), has seen Strategic Equity Funding allocated to learning communities who have secured approval for their proposals to close the poverty-related attainment gap. These proposals are clearly based on Learning Community needs analyses. This approach to identifying needs, and the joint planning for meeting these needs across each learning community, are important levers for improving equity and closing the poverty related attainment gap through collaborative improvement.

### **Digital Learning**

The Empowered Learning deployment of 44700 iPads was completed in March 2023, providing 1:1 iPads to all pupils from P6 to S6, all teachers, a ratio of 1:5 iPads for pupils in P1 to 5, and an allocation of iPads for use in Early Years. The project also provided a significant uplift in WiFi provision across all schools.

A suite of 14 online professional learning courses (164 individual videos in total) has been created and shared to support the development of digital skills for teachers. To date, there have been 23,468 individual views by 1309 different teachers, from 85% of our schools. A range of pupil/parent/carer-focused digital skills videos (38 to date) have also been created and shared, to provide further support for schools. Additional online courses and a series of bite-sized weekly 'Digitips' continue to be created, and an 'Edinburgh Learns Digital' website has been developed to provide easy access to support with digital strategy, pedagogy and skills for school leaders, teachers, pupils and parents/carers.

Good progress continues to be made with Digital Schools Award Scotland. Almost all schools are registered and are undergoing the self-evaluation process, 9 schools have now achieved this accreditation, 2 more are currently waiting validation, and a further 16 have completed the self-evaluation process and should request a validation visit next session. 53 schools have also registered for the new Digital Wellbeing Award for Cyber Resilience and Internet Safety, with 1 school already successfully achieving this new award.

To further support and promote effective digital practice, a wide range of webinars and face to face sessions have been delivered, reaching over 600 teachers this session, with an average evaluation of 4.2/5. In addition, a very successful Edinburgh Minecraft Build League has been running throughout the year, involving teams from 45 schools, with 4 teams travelling to Abertay University in Dundee to take part in a national competition (which South Morningside Primary won last year). A series of 'live lessons' have also been delivered this session with up to 1600 pupils participating remotely in each lesson, supporting the development of effective digital learning for pupils and staff simultaneously.



Lastly, Digital Learning Coordinators from almost all schools recently participated in our inaugural Edinburgh Learns Digital Conference. 174 members of staff attended, with an average overall evaluation of 4.3/5. The conference included

keynotes and wide range of workshops delivered by Education Scotland, Apple, Microsoft, Edinburgh University, Edinburgh College, ClickView and Edinburgh schools and central staff.



### **Numeracy Strategy**

During session 2022-23, a comprehensive professional learning (PL) offer for numeracy with a particular focus on second level was delivered. Based on research and evidence of what works, this PL aimed to develop teachers' skills in approaches such as Concrete, Pictorial Abstract and the use of digital. The universal PL offer was complemented by more targeted 1:1 coaching and team teaching to further develop teachers' skills, and raise attainment. This coaching approach has had a particular impact on teachers' confidence and practice, and on learner engagement and progress, with a focus also on closing the attainment gap. All teachers working with the numeracy development officer in this way found the approach extremely useful, with impact evident on their practice and on learner progress. This has had direct impact on raising attainment overall in Numeracy.

## NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve, for the care experienced and those living in poverty
  - Attendance
  - Attainment
  - Wider achievement

### Leadership for Equity

In the current school session, the target Key Performance Indicator (KPI) for the training of school leaders was set at 20%. We have exceeded this target substantially, with 29% of school leaders having completed the equity training. However, while our performance has been strong in this aspect, it is evident that there is a need for improvement in the training of teachers. Our set KPI was 5%, but participation rates are reached 2%. Going into the next school session, we will take a more targeted approach to address the shortfall in teacher training. We will be increasing the number of cohorts for the training, with 2 middle leader groups and 3 teacher groups scheduled to take part. This represents an increase in our training capacity and should allow us to address the current gap in teacher training. To ensure that these training sessions have the desired impact, we will focus on improving engagement and communication, as well as addressing any potential barriers to participation. This includes providing clear information about the benefits of the training and how it can directly impact teachers' skills and students' success. We are also now developing variations of this professional learning to target groups including: Early Years Heads of Centre, Early Officers, Early Years Practitioners, Pupil Support Assistants and Newly Qualified Teachers.

Sector	Senior Leaders		Teachers		Middle Leaders	
Year	21-22	22-23	21-22	22-23	21-22*	22-23
<b>Primary</b>	18	49	9	29		11
<b>Secondary</b>	9	12	4	14		7
<b>Special</b>	1	0	1	0		1
<b>Total</b>	89		57		19	

\*Middle Leaders course introduced in 2022-23

### Closing the Poverty-Related Attainment Gap (PRAG)

#### Broad General Education

The identified areas of improvement in attainment for 2022-23 are also reflected in the poverty-related attainment data. The gap in attainment between those living in Quintile 1 versus those in Quintile 5 is at its lowest level in the last five years for Numeracy and each of the Literacy organisers (Reading, Writing, Listening & Talking) in P1 and P7. For Numeracy there has been a reduction of 7 percentage points (pp) in P1 and 4pp in P7 since 2021-22. For Literacy in P1

the gap for Reading is 18% (22% in 2022); Writing is 18% (6pp drop since 2022); Listening & Talking is 11% (16% in 2022). In P7 the gap for Reading is 17% (20% in 2022); Writing is 20% (3pp drop since 2022); Listening & Talking is 11% (16% in 2022).

In P4 the Gap in Numeracy and each of the Literacy organisers has increased since 2021-22. The gap in Numeracy has increased to 23% (16% in 2022). There has been a 4pp increase in the Reading gap (to 22%) and 5pp increase in the Listening & Talk gap (now 17%) compared to 2022. Writing in P4 has the largest gap of 27% (8pp increase since 2022). Therefore, accelerating progress in learning for this particular cohort of children is a priority.

In S3 the poverty-related attainment gap is at its lowest level in the last five years for Third Level + Numeracy and Literacy (7%). It is also at its lowest for Fourth Level Literacy (27%). There has been an increase of 4pp in Fourth Level Numeracy to 33% though this gap is less than the pre-Covid period.

### Senior Phase

#### National summary statistics for Leavers (All SCQF Awards)

The table opposite displays the attainment gap between the most deprived and least deprived areas for leavers attaining 1 pass or more for whole course awards at SCQF levels 4,5 and 6.

#### National summary statistics for Leavers (National Qualifications only)

	2018		2019		2020		2021		2022	
	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5	Q1	Q5
1@ SCQF 4	92	99	94	99	90	99	94	99	95	99
<b>Gap</b>	<b>7%</b>		<b>5%</b>		<b>9%</b>		<b>5%</b>		<b>4%</b>	
1@ SCQF 5	72	96	76	95	76	97	81	96	80	96
<b>Gap</b>	<b>24%</b>		<b>19%</b>		<b>21%</b>		<b>15%</b>		<b>16%</b>	
1@ SCQF 6	44	86	46	84	51	89	51	87	45	86
<b>Gap</b>	<b>42%</b>		<b>38%</b>		<b>37%</b>		<b>36%</b>		<b>41%</b>	

**Improvements** – There is an improving trend over a five-year period in the gap between the proportion of school leavers from the most deprived and least deprived areas attaining 1 pass or more at SCQF levels 4 and 5.

**Areas of concern** – The attainment gap for 1 pass or more at SCQF 6 remains static, this measure will be a key area for improvement.

#### Improving Attendance

Attendance Conferences took place in November and March to share practice and upskill those involved in improving attendance. Over 160 staff – senior leaders, Pupil Support Officers (PSO) and administration staff from primary, secondary and special sectors attended each of these events. Evaluations indicated significantly increased confidence in staff ability to improve attendance after each conference. Key themes for these events included, the role of the PSO, common barriers to attendance and supports available, and using data to support attendance.

An Attendance Network has been created for staff to access a range of supports, resources and presentations to further support their roles in improving attendance in their schools. Most learning communities are or are planning to work collaboratively to share good practice, develop synergies and promote the importance of good attendance across their communities.

This session, overall attendance in the primary sector improved every month compared to last year. By May in the secondary sector it was broadly similar to last session. In line with national priorities we are now focusing on the poverty related attendance gap..

A Steering Group has been set up, focussing on three key areas.

- Clarifying the roles, remit and responsibilities of those managing Attendance, including the accessing of training for Pupil Support Officers
- Reviewing administration and procedures relating to attendance to streamline these to ensure maximum efficiency.
- Seemis functionality relating to the output of attendance data with the aim of identifying best practice through user feedback, highlighting any potential training requirements and opportunities for knowledge sharing

Analysis of the attendance gap data confirms the impact of poverty on school attendance. Stretch aims have been set as part of the Scottish Attainment Challenge.

Sector	Quntile 1	Quntile 5	Gap	Stretch Aim
Primary	89.4	95.2	5.7	3.5
Secondary	85.3	92.6	7.3	6.2
Special	85.9	91.3	5.4	N/A

## The Promise

We are fully committed to understanding and upholding our responsibilities to Care Experienced Children and Young People. Over 6000 staff participated in professional discussion around The Promise as part of our annual update on Child Protection. All schools are required to identify measurable actions in their School Improvement Plans to improve outcomes for Care Experienced Young People. This is tracked and quality assured. Further training on The Promise. Corporate Parenting and how to support Care Experienced Learners was delivered to 5 further schools through our Communities that Care partnership with Who Cares? Scotland. As well as delivering professional learning to staff teams, Who Cares? delivered workshops to 529 pupils in P5- S2. The sessions focussed on raising awareness of the issues care experience children face and breaking down the stigma of being in care. This is year 2 of this partnership and 16 schools have now undertaken the training. In order to meet the Calls to Action laid out in The Promise, we are now extending the project in year 3 across a further 6 schools whilst continuing to support the pupils and staff who have already participated in this initiative.

***'I feel like the presentation has opened my eyes and helped me reflect on my past experiences with care experienced children and made me better understand how to meet the needs of present and future children who are care experienced.'* ( Teacher)**

The We Matters team continues to raise awareness of the impact of care experience and how staff can support Children and Young People. They have done this through offering a range of bespoke training such as We Matter in the Classroom and Grief and Loss. We plan to share examples of current good practice through our Edinburgh Cares Conference in early 2024. We have also established Place2Think provisions in 4 High Schools. This initiative provides a therapist to work with staff to support them in building capacity to support our Care Experienced Young People.

This work is complemented with bespoke interventions delivered to Care Experienced Children and Young People to support health and wellbeing and raising attendance and attainment. Our Forest Schools approach has benefited

over 166 care experienced children who participate in weekly outdoor learning opportunities. 90 care experienced young people have attended placed based leadership academies with Columba 1400. Our partnership with VTO (volunteer tutors organisation) supports P6 and P7 children with one to one tutoring. 26 care experienced children have been supported this year. We have also developed a VTO Hub Partnership in one learning community and this will be extended into a second learning community in 2023-2024. Play therapist's from With Kids have supported children in nine primary schools. Our 'Key to Potential' partnership work with Cyrenians has supported 14 Care Experienced Young People across 6 High Schools to enter and sustain positive destinations. MCR Pathways have worked with 190 Care Experienced Young People through group work and mentoring. We have worked in partnership with Bridge 8, MyAdventure and Cyrenians to provide bespoke outdoor learning programmes for Care Experienced Young People (S1-S4) out of education or on flexible pathways. They have provided support which has re-engaged identified young people with education and offered initial outdoor qualifications that the young people can work towards. Supporting enhanced transition has remained a focus, we have worked with Spartans to provide an enhanced transition for Care Experienced Young People in one learning community alongside providing Care Experienced transition guidance to all schools.

We continue to work closely with social work colleagues and third sector partners to ensure our Care Experienced are prioritised.

### **Pupil Equity Funding**

Pupil Equity Funding Allocations are fixed for four years, from 2022-23 up until 2025-26 with approximately £7.86 million was deployed to schools in 2022-23.

Headteachers are required to plan for and publish PEF spend as part of the School Improvement Planning cycle. Interventions and approaches are targeted towards the four Edinburgh Imperatives of Attendance, closing the poverty-related attainment gap in Literacy and Numeracy, improving pathways, and, health and wellbeing. The Senior Development Officer Equity, and Education Scotland Attainment Adviser have been working with Head Teachers to ensure they are maximising resources to improve outcomes for learners. This has included targeted support for 24% of schools. This support has had a positive impact on narrowing the poverty-related attainment gap, including meeting the Stretch Aim for the Literacy Poverty-related attainment gap of 22%.

### **Summary**

Our current data shows us that our poverty-related attainment gap is the lowest it has been over a 5 year trend. We have focused in 2022-23 on developing more effective approaches to tracking and monitoring and high quality teaching and learning in order to improve outcomes for learners. Next session, we will continue to focus on these areas of work, including the procurement of a cloud-based, universal tracking and monitoring to ensure consistency of practice and the effective identification of gaps in learning. Work will also continue in ensuring accuracy and confidence in teachers' professional judgements.

### NIF 3: Improvement in children's and young people's health and wellbeing

- We will ensure equality for all children with protected characteristics
- We will revise and decolonise the curriculum
- We will improve the PSE curriculum in secondary schools
- We will improve provision to meet the needs of young people in secondary schools
- We will learn outdoors

Supporting the Health, wellbeing and resilience of school communities continues to be a main priority for senior leaders, and staff teams. A wide range of supports, resources and training have been made available to schools to facilitate this work. High quality Professional learning, delivered within the Local Authority and with Partner agencies, has been effective in upskilling practitioners across various aspects of HWB. This has included train the trainer sessions for both Mental Health Matters and for the Relationships, Sexual Health and Parenting programme with most primary schools now having taken part. Almost all secondary schools are now trained in the Mentors in Violence Prevention programme and all schools will be delivering this programme during Session 2023-24.

New resources have been provided this year, including a toolkit for secondary schools to support a planned, progressive Personal and Social Education curriculum. Within this toolkit is further support and guidance for schools on developing a whole school approach towards Gender Based Violence and Harmful Sexual Behaviours. Our Mentors in Violence Prevention training programme supports this work and the Stop it Now! pilot project will provide further evidence-based practice to share. The new young Minds Matters resource provides a progressive approach from our primary Building Resilience programme to teach mental and emotional skills to young people., which is critical for supporting wellbeing and attendance.

Individual school data from the National HWB Census and collated sector specific data was shared with all schools. Sessions were provided for school leaders and HWB networks to support analysis of this data and implementation of

next steps at school level. A short life working group continues to work strategically to plan citywide responses to the data.

#### Wellbeing, Equality and Inclusion

Analysis of school standards & quality reports, over a 3-year trend, of Wellbeing, Health & Inclusion (3.1), confirms a continued strong performance in the average self-evaluation

Sector	2020-21	2021-22	2022-23
Primary	4.4	4.3	4.3
Secondary	4.4	4.4	4.3
Special	4.3	3.7	3.9

#### New areas of work

To respond to the increase in the proportion of Primary 1 children who are at risk of being overweight or obese, a range of partners have worked with council officers to develop a positive food and physical activity culture. A pilot project has been set up in one learning community and an authority wide commitment to focussing on the development of PEPAS(Physical Education, Physical Activity and Sport) groups in each learning community.

Following concerns from parents and carers, preliminary steps have been taken to develop a citywide approach/policy to vaping in collaboration with children/young people, school staff, parents and partners.

A review and update of our primary Health and Wellbeing progression pathways is planned to ensure they remain current and relevant.

### Exclusions

School staff are committed to ensuring that all of Edinburgh’s children feel loved, safe and respected in school. Across the city and in Learning Communities we offer flexible curricular pathways to support more learners to attain and achieve, this includes making better use of learning spaces to support engagement and maximise learning opportunities for all. Our citywide exclusion data shows a significant downward trend (32%) since 2016-17 (when COVID disrupted years are removed on the basis of reduced weeks in school). Edinburgh data is also lower than the most recent national average across all sectors. Although all sectors have reduced exclusions over the same period (since 2016-17) there have been identified annual increases and variance across schools and sectors. Please see data table. Work should continue at sector and school levels to understand variances and further develop effective practice to reduce exclusions. We recognise that all behaviour is communication and therefore exclusion indicates additional support needs. This is reflected in school recording with all excluded children and young people being identified as having additional support needs. The greatest improvement has been in special schools where exclusions have reduced by 62% between 2021-22 and 2022-23. The ongoing development of our secondary Wellbeing Hubs and Community Mental Health Supports will continue to target support related to Social, Emotional and Behavioural Needs (56% of exclusions), Mental Health needs (9%) and interrupted learning (9%). Capacity building through whole school autism training will target communication needs including autism (10% of exclusions).

Exclusions	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Primary</b>	<b>242</b>	<b>200</b>	<b>256</b>	<b>147</b>	<b>106</b>	<b>161</b>	<b>163</b>
Secondary	636	562	529	446	374	532	493
Special	99	107	52	29	63	71	13
Total	977	869	837	622	543	764	669

### Equalities

Inspection Reports from HMIE this session in Juniper Green Primary School and in The Royal High Secondary School described their work on equalities as sector leading.

Focussed Race Equality reviews together with an Equalities thematic review provided clear evidence of progress in our equalities work in the areas of; culture and ethos, managing incidents, the development of an inclusive, diverse and decolonised curriculum, and how the voices of children and young people influence policy and practice in our schools.

Guidance for schools on an inclusive, diverse and decolonised curriculum was launched in May 2022 and is being used by schools to take forward this aspect of school improvement plans. In addition, Edinburgh colleagues continue to collaborate with Education Scotland and Glasgow City Council to develop resources for anti-racist education for the national hub.



In August 2022, Council approved the recommendations of the Edinburgh Slavery and Colonialism Legacy review ([Edinburgh Slavery and Colonialism Legacy Review group to present recommendations – The City of Edinburgh Council](#)), including the recommendation that ‘Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland’s and Edinburgh’s role in slavery and colonialism’.

In September 2022, six Edinburgh History teachers attended a national professional learning residential led by Diana Paton (Professor of History at University of Edinburgh), Lisa Williams (Edinburgh Caribbean Association) and others. In May 2023 in the City Chambers we celebrated the contribution of the participants of the Teaching Slavery in Scotland Residential as well as those staff who completed the Building Racial Literacy program. Training to support all aspects of the Education Equality, Diversity and Inclusion action plan continues. A Human Library event (<https://humanlibrary.org/>) for school leaders took place in March 2022.

The award ceremony for the inaugural Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 11<sup>th</sup> October 2022 in the City Chambers. Pupil nominations were received from primary, secondary and special schools, under the following categories: Proud to be Me; How Prejudice Makes me Feel; and Activism.

Work continues to increase career opportunities for teachers from black and minority ethnic backgrounds. An application and interview process workshop for teachers aspiring to middle leadership and identifying as black, Asian and minority ethnic was held in June 2022, with a follow-up session planned for November 2022. A mentoring programme for teachers from under-represented groups will be developed, in collaboration with HR.

A collaboration with ELREC resulted in 7 people from minority ethnic backgrounds being offered volunteering roles in schools to gain experience

working with children in a professional setting with the aim of strengthening their application for future posts. We will evaluate this initiative with the volunteers and if successful, extend the collaboration with other community organisations.

16 secondary schools and 2 primary schools are currently developing their practice in supporting learners from Lesbian, Gay, Bisexual and Transgender (LGBT) communities through the LGBT Charter programme. Lorne Primary received particular recognition for the standard of their Silver Charter award portfolio. All secondary schools will engage with this work over the three-year funding period to August 2023.

A toolkit for preventing, and responding to, Gender Based Violence and Harmful Sexual Behaviours toolkit was launched in May 2022 to support schools to navigate the range of training, resources and approaches available to promote understanding and reduce the incidence of these behaviours. The toolkit includes information about: whole school approaches and audit tools; curriculum resources; staff training; signposting for pupil and parents/carers.

### **Wellbeing Hubs in Secondary Schools**

£2.5 million has been allocated to fund Wellbeing Hubs in all of our mainstream secondary schools. Targeted interventions provided have impacted young people’s peer relationships positively and improved enhanced transition for identified P6 and 7 pupils.

### **Behaviours of Concern**

In February, 2023 we undertook a thematic review of how schools minimized and responded to Behaviours of Concern. This included a desk top analysis of data, feedback from specialist staff, questionnaires, and of focus groups in a sample of

schools. The analysis concluded that while good progress has been made in ensuring Behaviours of Concerns are managed, understood and reduced, the work should be continued to improve consistency, and to ensure that new staff, including school leaders, are supported and trained appropriately. Through analysis of the data, it was recognised that many incidents involved learners who have additional support needs affecting their ability to regulate their emotions and resulting behaviour. It was acknowledged that although significant training was in place to support learners with Additional Support Needs, improvements should be made to clarify: roles, remits and responsibilities; application of policy; communication and support, and quality assurance by senior officers, including Headteachers and that settings should ensure staff participate in professional learning on differentiation, autism, nurture, de-escalation and environments for learning. A Framework has been produced to set out the roles, remits and responsibilities, as well as guidance and governance to continue to make the necessary progress in this important area of work.

### **Inclusion Collaborative Improvement**

In April, 2023 a team of senior officers from the local authority, Association of Directors of Education Scotland (ADES), Education Scotland and circa 70 Head teachers and central officers took part in the Collaborative Improvement process adopting a validated self-evaluation of Inclusion. The process focused on four themes

- How effective is our vision for inclusion?
- How well do our resources deliver our vision?
- How effective are our processes supporting learners to be included?
- How effective is our leadership to support inclusion?

### **Key strengths**

- Committed, dedicated staff
- Policies which align to the National Vision of Education and are set within a Children's Rights Context
- Overall vision for Inclusion is clear and strong
- Very well resourced at Intensive, Targeted and Universal levels

- Impact of the Teachers' Charter professional learning
- Partnership working
- Collaboration across learning communities
- Learning through play
- Networks to support self-evaluation and moderation

### **Areas for Development**

The main objective will be to revisit Vision, Values & Aims of the Education Strategy, Edinburgh Learns for Life, making more explicit links between inclusion and the work on improving equity and excellence for all.

We will also reinforce the core purpose of learning (curricula and wider achievement) and the importance of the quality of the universal provision.

A full review of Inclusion, as it is delivered at the universal, targeted and intensive levels will

- Refresh Edinburgh Learns Inclusion Framework to update the roles, remits and responsibilities
- Clarify self-evaluation approaches
- Clarify Named Person Responsibilities
- Refresh Pathways of support (Universal, Targeted and Intensive)
- Simplify guidance supporting inclusion
- Incorporate refreshed narrative into Learning Community practice
- In conjunction with the Children's Partnership, refresh GIRFEC Policy and Procedures

## NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

### Objectives

- We will embed place children's rights and needs at the heart of education
- We will review curricular pathways to ensure coherent development of skills
- We will align pathways to provide parity and fairness
- We will develop strategic plans to meet the objectives of the City Vision 2050
- We will review the curriculum to ensure learning about sustainability including environmental integrity, economic viability and the need for a just society

### Children's Rights

Sector	Registered	Not Registered	Bronze	Silver	Gold	Gold ++
Primary	14	10	35	15	10	1
Secondary	1	2	13	4	1	2
Special		1	7	2	1	

figures correct as at February 2023

There are more Edinburgh schools than ever accredited with UNICEF Rights Respecting Schools. Professional learning for staff on UNCRC, Learner Participation, Global Citizenship and Learning through Rights in the Early Years,

continue to strengthen opportunity and confidence in school staff to develop learner's and young people's voice in our schools. An officer presented their Early Years learning journey through UNCRC at a national event to colleagues from across Scotland and Europe. This was an excellent opportunity to reciprocate good practice developed in weaving UNCRC through everyday play and practice with international colleagues. A strategic bid will be made to Scottish Government to develop understanding of cultural entitlements and UNCRC.

Learners are engaging well in leadership opportunities in most schools evidenced through shared classrooms experiences and focus groups on school self-evaluation visits. Learners and young people value these opportunities and are advocating that they have an even greater voice in their learning and their school experience. Moving forward, the aim next session will be to ensure all learners in Edinburgh schools are learning through rights and raising understanding and awareness of Children's Rights.

A Young People's Forum was created to enable and improve participation and opinion in decisions at Council level. Edinburgh Youth Action (EYA) was established and held its inaugural meeting in the City Chambers alongside Members of the Scottish Youth Parliament (MSYPs) and local councillors. The impact of the launch led to the creation of aims and objectives, protocols, roles and responsibilities, relationship between the central and local groups and initiated discussion on a priority theme for young people: the right to food and the cost of living.

Next steps for the group are to meet centrally four times each year and to establish EYA locality forums who will meet prior to the central forum to discuss local views and opinion. Each locality forum will nominate an agreed number of young people to attend the central forum and represent their views. Partnership

working with MSYPs and EYA and schools will help prepare young people for forthcoming MSYP elections in November 2023.

### **Pathways to develop the young workforce**

We have established a shared vision that is focused on the importance of tackling the poverty related attainment gap, particularly school leaver destinations. The gap between leavers from the least and most deprived areas in a positive initial destination in 2021/22 is 3.2%. This has narrowed from 5.1% in

2020/21. The Youth Employment Partnership provides the bridge between school and post-school destinations. Over the last three years there has been an improving trend in our school leaver destination Results.

Young people at risk of a negative destination are known and tracked through the 16+ system with relevant partners so that appropriate follow-up is in place. Positive destinations for school leavers for session 21-22 was 96.1%. This is Significantly above the national average (95.7%) and above the virtual comparator (95.9%).

There is a better understanding of the Scottish Credit and Qualification Framework (SCQF) and now a broader range of options in schools. In the Senior Phase we offer 64 vocational whole course awards in the form of National Progression Awards (NPAs) or Skills for Work Courses. The NPAs are particularly suited to learners whose post school destination will be college as the curriculum content and mode of assessment articulates better with the college curriculum offer. The number of NPA passes have increased from 623 in 2020 to 765 passes in 2022.

Our success in integrating employer engagement continues to grow. We have 138 young people with employer mentors through Career Ready Internships, 200 in the JET programme and 345 engaging with MCR Pathways.

The Edinburgh Learns professional learning offer has skills as a core component of the Teachers' Charter. The PL is structured to offer an introduction webinar, self-led professional learning and a final reconnect session. Between August 2022 and May 2023 28% of CEC teaching staff have engaged with skills professional learning. All probationer teachers attend the introduction webinar



## Sustainability

Schools are continuing to work towards meeting the targets contained within the Edinburgh 2030 Climate Strategy – delivering a net zero, climate ready city. Colleagues from two primary schools and one secondary school shared their journey in developing whole school practice in Learning for Sustainability at a Head Teacher Conference in January 2023, encouraging colleagues to consider and evaluate their own practice in this area. A Learning for Sustainability Twitter page has been created which shares practice in Outdoor Learning, Global Citizenship and Sustainable Development Education in Edinburgh schools as well as highlighting practice and policy nationally, internationally, and globally. A network has been created for sustainability champions in school to have regular opportunities to come together to hear key messages, information, to collaborate and share practice. Seven secondary schools participated in the Edinburgh heat

of the Scottish Schools' Hydrogen Challenge organised by Ballard. Edinburgh enjoyed great success in the national finals with a group of pupils from Boroughmuir High School taking first place and a group of pupils from Leith Academy taking third place. A number of colleagues in Education and CLD participated in Climate Fresk training and Train the Trainer CLPL which will support them in facilitating workshops for colleagues and learners next session to support a greater understanding of issues associated with climate change.

Next session, a new action plan will be created which will align with the new National Action Plan published in June 2023. Staff will be supported to ensure that they have a whole school approach to providing Learning for Sustainability experiences as an entitlement for all young people and that their work encompasses the four Cs: Curriculum, Culture, Community and Campus. Significant investment into this important area will ensure that every school has a dedicated leader of Learning for Sustainability who will have dedicated weekly time to develop the approaches being undertaken. Climate Fresk training will be



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available for staff and P6-S6 pupils to develop their knowledge and understanding of climate change. Further opportunities will be provided for schools to collaborate and share their practice with others, providing supportive networks and encouraging staff and learners to learn with and from one another.

### Leadership

The Edinburgh Learns Leadership Framework sets clear expectations for schools to develop leadership at all levels. We continue to seek ways in which we can strengthen our leadership pathways. Across the city, senior, middle and Aspiring Leadership programmes were well attended and received positive evaluations. Of the 3 full model HMIE inspections that have taken place this session and which assess Leadership of Change, 1 school was graded as Excellent, 1 as Very Good and 1 as Good.

Analysis of schools' standards & quality reports, over a 3-year trend, Leadership of Change (QI 2.3) average self-evaluation

Sector (1.3)	2020-21	2021-22	2022-23
Primary	4.1	4.1	4.0
Secondary	4.2	4.2	4.1
Special	3.9	3.7	3.9

We continue to review our model to support and develop leadership skills within our schools. This session our coaching professional learning offer was well attended and included an extended course which offered GTCS professional recognition. 100% of respondents felt that the course had extended their knowledge and skills in this area, enabling them to effectively adopt this approach in their school. Additionally, our Quality Improvement Team delivered training to further the skills of leaders in key areas such as Quality Assurance and Tracking and Monitoring. This was further supported by carrying out Coaching in Context to enhance the confidence of school leaders in this area. The expansion of our leadership support included the appropriate completion of

the newly developed Self Assurance Framework. 94% of respondents in a recent survey felt that this training had been helpful. All newly appointed or acting HTs have taken part in the CEC Head Teacher (HTs) Induction programme and all substantive new headteachers are currently enrolled on our Leadership for Equity programme. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme which will enable them to meet this standard within the required timescale of 30 months.

### 1+2 Languages

Schools have continued to engage with the national policy for languages which aims to build language skills to participate fully in a global society and economy. The policy has now reached its year of full implementation and associated Scottish Government funding to local authorities has come to an end. All mainstream schools now offer a second modern language with all secondaries and most primaries also offering at least one third modern language. The range of languages offered has increased in some schools, as we have begun to build our Heritage Languages provision. This session we piloted on-line provision for Higher and Advanced Higher Mandarin, through the Digital Consortia, and worked collaboratively with partner organisations to support a pilot for Polish GCSE. Both initiatives proved successful and the offer will be built on further in session 2023-24. Overall SQA presentations and awards have increased, although there has been a slight decline at Higher and Advanced Higher levels. Teachers have been supported to access high-quality professional learning opportunities through the Open University and SCILT, Scotland's National Centre for Languages. Our in-house professional learning offer has been aligned to Edinburgh Learns and involved close collaboration with partner SEIC local authorities. We continue to use extensive partnership work to enhance the learner experience, seeking creative solutions, including the use of digital, to mitigate the effects of BREXIT.

### Learning Together (Parental Engagement and Involvement)

2535 parents and carers participated in the National Parental Involvement and Engagement Census in March 2022 with parents and carers from 83 of the 89 Primary schools, 9 of the 11 Special schools and 22 of 23 our Secondary schools taking part. The survey was issued to parents and carers when national health and safety guidance prevented them from entering school buildings.

Participant data shows that 81% of the parents and carers who completed the survey are female, 86% white and 83% between the ages of 35-54. Responses

to the question:- *Overall, how satisfied are you with how the school engages you?* 58% of CEC respondents were satisfied/very satisfied; 21% were neither satisfied or dissatisfied; 21% were dissatisfied or very dissatisfied. This is in line with National data which reported 59% of respondents as satisfied/very satisfied.

An analysis of the Census and our actions/next steps was shared with Head Teachers in April 2023. Almost all schools have used a Local Authority survey, and other data-gathering tools, to obtain feedback from parents/carers to improve their practice. In June 2023, Head Teachers evaluated the impact of parental engagement on learners as part of their performance review within How Good is Our School (Version 4) Quality Indicator 2.7 Partnerships within their school's Standards and Quality Reports. This data shows that class visits, information sessions and events for parents and carers have been well attended. Parents' and carers' voices have had a direct impact on school improvement, including anti-racism work, outdoor learning improvements and collaborative events. Parents and carers have been involved in running clubs and volunteering in school to support learning and extra-curricular activities. Feedback from parent/teacher meetings was positive with parents/carers reporting that sessions helped them to have a better understanding of their child's learning and next steps.

An increased range of digital solutions have been used by all schools to improve parental engagement in children's and young people's learning. Centrally co-ordinated parenting programmes for targeted families continue to be delivered in schools including:- PEEP Learning Together online sessions, Incredible Years, Read, Write, Count Initiative, Triple P and Teen Triple P training. The capacity and skills of school staff and partners to support parental involvement and engagement has improved. During session 2022-2023 staff from 40 early years centres and primary schools took part in Edinburgh Learns Learning Together professional learning which supported practitioners in their use of self-evaluation evidence to effect change in an aspect of the Learning Together Framework. .



Impactful practice was shared and celebrated at a Learning Together Celebrating Success Event in June 2023. Feedback gathered was positive and captured how attendees would take learning forward in their own settings.

Learning Together training was delivered to probationers and modern apprentices on the importance of building partnerships with parents and carers to support their children's learning and raise attainment. Joint delivery of training sessions for Parent Council chairs and members of Parent Councils with Connect continue to provide support for Parent Councils. A handbook and a Buddying programme has been put in place to support new post holders.

Next steps:-

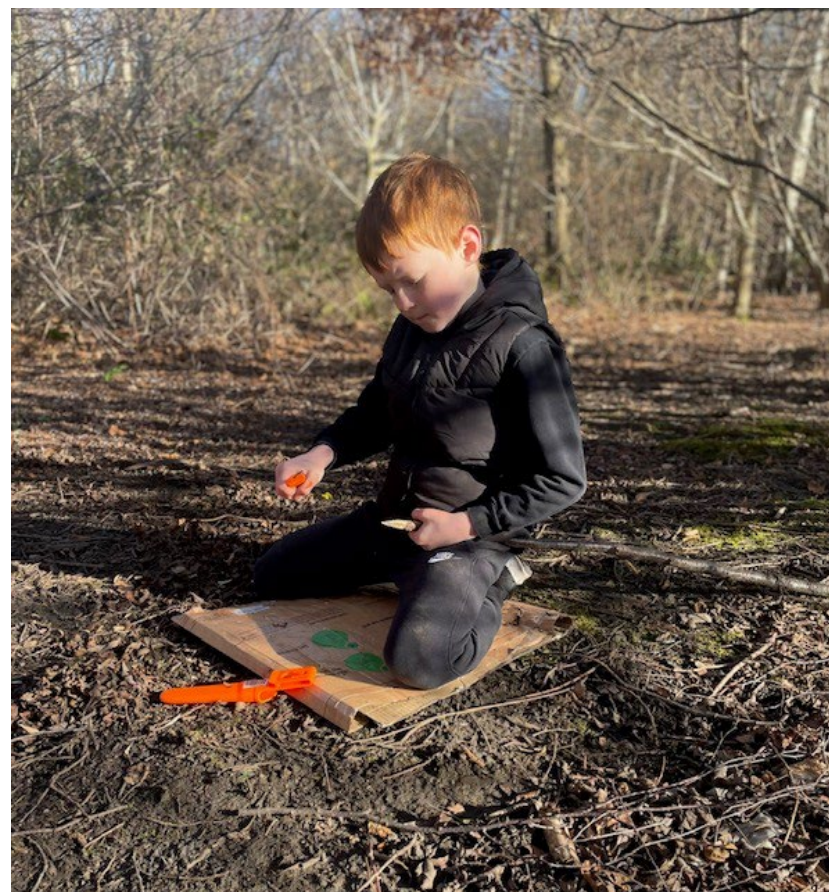
- Build on partnerships developed to include parents and carers in school renewal planning, including PEF spending and reducing the cost of the school day.
- Develop Learning Community/ Cluster Links across Parent Councils.
- Promote parental involvement for each Edinburgh Learns Board.
- Use the Locality Meetings to share the Board's outcomes and progress
- Update the Learning Together Framework.
- Trial the interactive pictorial representation with parents and carers
- Devise an interactive pictorial representation for schools.

### **Play for Learning Project:**

Almost all Primary Schools are engaging with play pedagogy within Primary 1 and some beyond. We at the end of year 2 of the 3 year strategic project. The baseline data from the start of the project identified a number of barriers: low adult:child ratio, lack of understanding of play pedagogy, cost of resourcing continuous provision, meeting the needs of children working in more than one language, meeting the needs of children with ASN, structure of the school day, assessment and moderation.

To ensure success, the Early Years Quality Improvement Team are working in partnership with Education Scotland. The guidance for schools has been

revised in line with Realising the Ambition, additional resources to support including an environment tool and a Play moderation cycle have been developed. A digital platform where resources can be easily accessed and practitioners can collaborate is well established. The membership of the Teams platform has increased this session from 497 to 786 members. An additional Early Years Practitioner (EYP) has been allocated to all primary schools to support play, ensuring that high quality work is in place and moderated consistently across all centres and schools.



Evaluations from this session have shown:

Senior Leadership Teams (SLT) perception of staff confidence has grown, with 69% rating confidence levels of staff 4 or 5 out of 5 in 2023 compared to 58% in the baseline in 2021. While this represents a positive shift, we also believe that this represents staff and leaders gaining a greater understanding of the demands of play pedagogy, and potentially offering a more considered view. SLT confidence has increased too, from an average of 3.8/5 to 4.06/5. The average HGIOS self-evaluation figures sit at 4.23, rising from 4.08 in 2021. In recent HMIE inspections play has been highlighted as a strength. 64% of SLT responded that they allocate per capita budget to resource their primary 1 provision. A high-quality environment is crucial to the success of this approach, and we will use this information to support schools moving forward.

947 children took part in our child voice survey. From this, 97.4% reported that they enjoyed Primary 1. Some key areas were highlighted as less successful from the point of view of learners in primary 1: 26% of children reported that they 'don't like' or 'don't' play with adults, 27% reported that the 'don't like' or 'don't have' a home corner, and 26% of children reported that they 'don't like', or 'don't have' a block play area.

The evaluations will inform the strategic plan for year 3.

### **Associate Headteachers**

We have continued to augment the network of experienced and skilled Head Teacher Associates (HTAs), including Raising Attainment HTAs who have helped to shape the strategy for closing the poverty related attainment gap. In session 2023-24, HTAs will lead the Edinburgh Learns strategy and contribute to updating Policy and Guidance.

### **Transition Teachers**

The role of Transition Teachers across our 23 Learning Communities has continued throughout session 2022-23. The focus has been on providing targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. Best practice has been shared through our Headteacher Conferences and the Transition Teacher network.

## **Learning Communities**

### **Collaborative Improvement**

Within the Edinburgh Learns for Life vision, collaborative leadership is being developed across each of the learning communities to improve the outcomes for children and young people through shared strategies for progress in learning, GiRfEC and curriculum pathways for every learner. Learning communities are part of our much wider Scottish educational system including cultural and business partners, independent sector, higher and further education and Regional Improvement Collaboratives.

Learning Communities are required to take a collective, place-based approach to the management of Finance for Equity (for example Strategic Equity Funding and Pupil Equity Funding) by pooling resources. This will result in economies of scale as well as reducing the risk of services being duplicated. This model has the potential to offer better value for money if the service model is focused on poverty prevention and aligned to a clear set of outcome measures. These outcome measures link directly to 'the Edinburgh Imperatives'

- Maximising Attendance Education
- Closing the Poverty Related Attainment Gap in Literacy and Numeracy
- Accredited Pathways
- Improving Health and wellbeing

Learning communities were invited to submit a bid to secure an allocation of Strategic Equity Funding to supplement the work of the Learning Community. Criteria for successful bids were

- Based on needs analysis
- Clear outcomes for learners to close the poverty related attainment gap
- Effective innovative practice
- Demonstrates a best value approach
- Considers current assets available, including Pupil Equity Funding

Learning communities who have been allocated funding are required to report on the impact on outcomes for learners throughout the session. The

process of formulating the bids has proven to be a powerful lever for collaboration across learning communities.

### **Gaelic Medium Education**

Provision for Gaelic Medium Education (GME), in line with the City of Edinburgh Gaelic Language Plan (GLP), aims to provide high-quality, immersive learning experiences for children and young people, aged between 1-18 years. We are currently working on the next iteration of the GLP. This session, over 60 families have regularly attended our 0-3 provision and we have delivered GME to 40 children in the nursery, 394 in primary and to 170 secondary learners. There has been a focus on supporting children to regain fluency and confidence with Gaelic language across our settings, following the negative effects of COVID 19. We have improved the acoustic in most learning spaces in the primary school and the refurbishment of the Old Janitor's House is now complete. This will provide a home for 0-3 sessions and additional capacity for the school. GME secondary provision successfully transferred to the refurbished Darroch annexe, with the majority of GME teaching now taking place in the building. This has given a new home to our secondary GME community and is enabling the strengthening of a Gaelic ethos and vision. The staff team, now led by a dedicated GME Depute Head, deliver nine out of sixteen subjects through Gaelic in the BGE and offer an expanded choice of subjects through Gaelic in S3. JGHS won the National Education Award for Secondary GME provision this year. The Capital Gaelic officer and network has extended the range of opportunities for learners to engage with Gaelic language and culture beyond school, which have included contributing to the National Library of Scotland' first bilingual exhibition.

### **Learning Estate Expansion**

Edinburgh's Learning Estate Strategy (September 2021) supports the development of learning environments through the 10 Scottish Government Guiding Principles for Learning Estate. Within this is a focus on the 5 core learning estate themes for Edinburgh of Teaching and Learning, Inclusion, Community, Sustainability and Digital. It sets out the vision for learning environments to inspire and innovate while supporting creative and collaborative practice with flexible spaces to meet the needs of communities. Developed in

line with the strategic objectives of the Council, new learning environments should support and facilitate the delivery of excellence in learning and teaching.

Throughout the 22/23 session, work has continued to raise the profile of Edinburgh's Learning Estate Strategy across the Council and to embed it in the strategic future planning of CEC assets. The document has been at the core of informing and guiding further CEC policy to support the development of the Learning Estate, including:

- developing a High-Level Principles document from the Secondary School Strategic Brief.
- development of policy to support community access to schools.
- a review of our Secondary School estate and capacity methodology
- providing Design Teams with a clear vision from which to start planning new builds, extensions and refurbishment.
- Coordinating inspection of school grounds to ensure the continued safety of fixed play equipment.
- engaging with key stakeholders to plan the infrastructure requirements arising from any development of Gaelic Medium Education.
- supporting the retrofit of the Council's school buildings to meet Net-zero aspirations.

A number of schools recently delivered have been shortlisted for building awards. Frogston, Victoria and Canaan Lane Primary Schools and Castlebrae and Queensferry High Schools have been highlighted as examples of best practice in the provision of innovative learning spaces to improve experiences for learners, with Castlebrae winning the award for Inspiring Learning Spaces at The Learning Places Scotland Conference, November 2022.

There is significant investment in our Learning Estate across the City and recently completed projects include:

- new Nursery provision at Nether Currie, St. John Vianney, St. Mark's, Granton and Craigentiny Primary Schools.
- establishing Forest Schools sites at Costorphine Hill, Cammo Estate, Queensferry and two within Craigmillar.
- the provision of additional classrooms for Echline and Castlevie Primary Schools,

- a 12-classroom extension for Boroughmuir High School.
- new PE and sports facilities for Trinity Academy within the new Bangholm Outdoor Learning and Sports Centre.
- the refurbishment of the Darroch Annexe for James Gillespie's High School.

Projects that are in progress or advanced stages of planning include:

- Pennywell MacMillan Hub (including Early Years provision) under construction.
- a new Nursery, Library and Community room at Ratho.
- a new Newcraighall Primary School.
- a new Maybury Primary School, under construction and due for delivery August 2024.
- a new Currie High School, under construction and due for delivery December 2024.
- a new Liberton High School, with construction due to start summer 2023 and completion by September 2025.
- a new Wester Hailes High School with refurbishment of Community facilities (main enabling and decant works for school to start summer 2023).
- an extension for The Royal High School (delayed but due to be delivered during the 2023/24 session).
- developing a strategy for the delivery of new school infrastructure to support city expansion in the West of Edinburgh.

In addition to the projects listed as complete or ongoing above, work has started on early engagement and consultation on:

- future secondary school provision for Queensferry and Kirkliston, including consultation on a new Kirkliston High School.
- expansion of Castlebrae, Craigroyston and Craigmount High Schools.

- a new Primary School for Greendykes.
- a new St. Catherine's Primary School

### Next Steps

- Continue to embed and raise the profile of Edinburgh's Learning Estate Strategy as part of Edinburgh Learns for Life.
- Continue to develop our Strategic Briefs for different school/learning settings and involve key colleagues and stakeholders in the process towards Committee approval.
- Continue to review the capacity of our Learning Estate in the context of rising rolls and increased demand for school spaces.
- Continue to develop the operational strategy for new Community Hub School builds (with specific reference to both the new Currie and Liberton High Schools).
- Develop a Consultation and Engagement Strategy to support future projects.
- Develop a process for Suitability Assessments at every school.

### Outdoor Learning

To reflect a renewed national focus on Outdoor Learning (OL) and its core role within Learning for Sustainability (LfS), the Edinburgh OL Self-Evaluation and Improvement Toolkit was launched. This aims to support schools in achieving regular, relevant and progressive OL experiences for all learners and provide substantial support to a whole-school approach to LfS. The Toolkit will allow the Council to better identify and share good practice and measure/monitor City-wide OL improvements. This unique resource is a collaborative project between the Council's schools and the OL Team.

In 2022/23, about 17,100 pupils undertook visits requiring enhanced planning involving overnight stays, remote locations, adventurous activity and/or more hazardous environments. This is an 88% increase compared with last year (effective pandemic recovery), which represents significant work by schools. The

Council continues to invest in an OL Team with the necessary breadth and depth of technical expertise to provide guidance, approve visits and build capacity.

High quality career-long professional learning (CLPL) is vital to improving staff confidence and skills. The OL Team delivered CLPL to about 1205 educators in 2022/23. Sessions included teaching and learning e.g. primary and secondary probationers; excursions; wider achievement awards; staff wellbeing and the Lowland Leader Award.

The Council secured a unique subscription to Love Outdoor Learning for all schools until June 2024. This provides free access to high quality curriculum resources and support. About 51% of schools accessed this resource within 3 months of the launch (March 2023). The OL Team has embedded this resource within the Toolkit and will monitor and develop its impact.

The Council continues to value the importance of relevant high-quality residential visits within a whole-school progressive approach to OL. This is evidenced by operating its own residential centres; Benmore and Lagganlia. About 5885 pupils attended Benmore and Lagganlia in 2022/23. Schools continue to achieve an impressive 90%+ attendance rate (last data point - March 2023). Satisfaction rates remain extremely high with 100% of evaluation returns agreeing visits were a success.

*'Our visit was incredibly positive from start to finish. It was amazing to see how resilient our young people were when faced with new challenges and how much they supported and encouraged one another during activities. The experience strengthened our relationships as a P7 team, enabled new friendships to be formed and countless new skills to be developed. Both our learners and staff team were left feeling inspired to go outdoors and try something new!'* Group Leader – visit to Benmore Outdoor Centre

Other direct delivery experiences include the ongoing targeted Epic Adventures programme (about 1300 participants) and numerous Duke of Edinburgh's Award expeditions.

The OL Team and Additional Support for Learning Service worked collegiately to recruit an additional support needs (ASN) outdoor instructor. The instructor worked with 40 ASN pupils via one-to-one or small group support through the flexible pathways approach. A good example of in-house provision delivering significant impact. For example, one school reported 85% of the group demonstrating significant increases in pupil confidence, sense of belonging and communication skills.

2023/24 priorities include embedding the Toolkit and its contribution to Learning for Sustainability; launching a renewed Learning Together CLPL offer; increasing direct delivery capacity e.g. Epic Adventures; offsite visits policy and resources renewal incorporating equity, equality and environmental sustainability; and further embedding Benmore and Lagganlia residentials into the curriculum.

## The Duke of Edinburgh's Award (DofE)

Monitoring showed the total awards started and completed increasing again in 2022/23 to return to approximate pre-pandemic levels. Awards started or completed by disadvantaged young people also continued to recover. Young people contributed about 10,442 volunteering hours to support their local communities.

### 2020 – 2023 Bronze, Silver and Gold Awards

	23 Jun 2020 to 22 Jun 2021				23 Jun 2021 to 22 Jun 2022				23 Jun 2022 to 22 Jun 2023			
	B	S	G	Total	B	S	G	Total	B	S	G	Total
Total Awards Started	554	143	73	770	962	420	76	1458	1087	376	109	1572
Disadvantaged Awards Started	155	22	11	188	192	66	8	266	238	53	16	307
Total Awards Achieved	41	42	19	102	317	105	26	448	552	118	26	696
Disadvantaged Awards Achieved	10	5	1	16	59	17	3	79	91	15	1	107

The Outdoor Learning Team will focus on continuing to improve general and disadvantaged completion/achievement rates. This includes developing two DofE Action Zones to focus support and develop partnership working to accelerate progress in two areas of Edinburgh; Wester Hailes and Craigroyston.



## **Active Schools**

Active Schools supported 970 extra-curricular activity sessions each week across the school estate. All schools run extra-curricular activities, of which 750 were free to the participant and were delivered by teachers, parents, local club coaches, students and senior pupils. There were totals of 581 deliverers, 495 of which were volunteers. 74 senior pupils enrolled in the Leadership Academy. Active Schools recruited 42 Young Ambassadors this year from S4 and joined the 44 S5 pupils who were ambassadors the previous year. The Young Persons Sports Panel was introduced this year and we have successfully recruited 12 young people to be a part of this panel. 76 schools attended the Games @ the Hub event which took place over 2 locations, with just over 3,000 pupils attending over the 2 events.

## **Active Travel**

Over 50 schools delivered bikeability levels 1 and 2 training with over 3,300 children receiving lessons. 4 Special schools were involved in this. Funding from smarter choices smarter places allowed our Bike4Ever programme to continue with focused groups of children in Castlebrae and Broughton learning to plan and navigate trips to local areas.

## **Community Sport Hubs (CSH)**

The addition of a Community Sport Hub Manager to our staffing team has been instrumental to a shift towards a strategic approach which involves strong partnership work to tackle specific social issues in identified areas. Interventions are planned in 5 focus CSHs in areas of high deprivation (Wester Hailes, Pilton, Leith, Craigmillar and Liberton). CSHs aim to provide opportunity for identified groups by targeted projects through sport which supports the physical, mental and social wellbeing of participants.

## **Curriculum Swimming**

90 primary schools participated in curriculum swimming in 2022/23 with over 5000 pupils in P4/P5 receiving lessons.

Quote from primary HT "The swimming has worked really well this year - thank you so much for all your organisation and giving the pupils such a positive

experience. The swim gala was a huge success for us and many of those that attended included it in their yearbook as one of their best memories from P7."

Three courses were provided, attended by over 50 school staff who have now been trained in the NRASTC Award which qualifies them as a lifeguard while teaching swimming. More courses are already planned for next session.

## **Physical Education**

The launch of the new PEPAS (Physical Education, Physical Activity and Sport) approach was a great success with over 70 staff attending a conference on a Friday afternoon in May. The approach looks to transition pupils from one school stage to the next, and into the community providing them the opportunity to follow their passion in physical activity or sport.

## **Sports Development**

Successful programmes in football, rugby and racquets have been successfully run by our Sports Development team and the full sports academy resumed operations in badminton, cricket, girls football, hockey, girls netball, rugby and volleyball/beach volleyball.

## **Music**

The Instrumental Music Service (IMS) and Youth Music Initiative (YMI) together deliver free music in all mainstream and some special school for pupils from P1 – S6. IMS is offered from P4/5 – S6 and YMI from P1 – P6 in mainstream schools and up to S6 in Special Schools

Since the drop in numbers during Covid, IMS recovery has been steady. By June 2023, pupil numbers had increased from 3,245 in 2021/22 to over 4,656 with the number of SQA IMS pupils also recovering well. The SIMD profile of IMS broadly reflects that of the city as a whole.

YMI delivered whole class lessons in 2022/23 to 22,195 pupils, exceeding pre-pandemic numbers of around 21,000 pupils. This increase was achieved despite a delay in funding, Lessons were delivered in 5 week blocks to all primary schools with blocks of lessons and bespoke projects in Special Schools. In 2022/23, classes in 90 primary schools and 11 special schools have benefitted from YMI provision as follows.

- Early level: 188
- First level: 473
- Second level: 164
- Special Schools and ESB classes: 46

*'A brilliant addition to our class timetable, and we would relish any opportunity for this experience again. Our class loved our YMI music sessions, they were delivered in a very engaging way with lots of patience and understanding of children's additional needs, making it a very inclusive session.'* (Primary class teacher)

In 2022/23, our priority was to re-build ensembles, choirs, bands and orchestras at school, learning community and city level. This was achieved with the first concert since 2019 taking place in December 2022. Over 300 pupils from schools across the city participated playing and performing to a high standard. This was a real success as the senior and experienced pupils had left school since the last concert. Younger pupils had little or no previous ensemble/orchestra experience.

Our next steps are to ensure Wider Achievement and SQA awards in music are gained by pupils living across all deciles in the Scottish Index of Multiple Deprivation. We will also introduce an Arts Award for pupils participating in YMI programmes in 2023/23. A further priority for 2023/24 is to address some of the inconsistencies in the allocation of instructor time to schools.



# APPENDIX 2

## EDUCATION RENEWAL AND IMPROVEMENT PLAN 2021-2024 (YEAR 3)



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## Introduction

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 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

Our data tells us that the persistent poverty-related gaps in attendance, attainment and wellbeing have a real chance of being narrowed more quickly if we continue to improve the skills of our staff, either as leaders or those who work directly with children. The Teachers' Charter and forthcoming Support Staff Charter remain our key drivers for success, however we are also now including curriculum reform to ensure that pathways are relevant and hold equal esteem.

The revised Education Improvement Plan set out on the following pages details the expectations for staff

in schools and learning communities in the final year of this 3-year cycle. It incorporates revisions to the National Improvement Framework, as well as our Edinburgh Imperatives.

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

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.

Edinburgh Imperatives and School Improvement Planning Themes 2023-24 are :-



## 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.

## Key school actions

### NIF1: Improvement in attainment, particularly in literacy and numeracy

- We will raise attainment for all
- We will improve the skills of staff
- We will improve the tools and resources for staff
- We will raise attainment in Literacy
- We will raise attainment in numeracy and mathematics

Action number	Action	2023-24
1.1	Ensure teaching staff complete the Edinburgh Teachers' Charter	
1.2	Revise School/Learning Community Teaching, Learning & Assessment Policy including Quality Calendar, in line with authority guidance	
1.3	Develop (authority) BGE Tracking and Monitoring system	
1.4	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	
1.5	Improve Professional Learning Skills in mathematics – CfE Second Level	
1.6	Implement Edinburgh Learns Digital 2.0 Strategy	
1.7	Revise the Authority Literacy Strategy, including approaches to the teaching of Writing	
1.8	Revise Early Years Literacy & Communication policy in line with authority guidance	
1.9	Revise Early Years Numeracy and Mathematics policy in line with authority guidance	
1.10	Extend Developmentally Appropriate Pedagogy through 3-18	

## NIF 2: Closing the attainment gap between the most and least disadvantaged children

- We will remove the stigma of poverty in all schools
- We will embed The Promise
- We will improve outcomes for the care experienced and those living in poverty in :-
  - Attendance
  - Attainment
  - Wider achievement

Action number	Action	2023-24
2.1	Ensure school leaders and staff attend Leadership for Equity	
2.2	Revise Attendance Procedures	
2.3	Develop and implement Support Staff Charter	
2.4	Review and Deliver Inclusive Practice Training	
2.5	Update EL Assessment & Moderation framework (care experienced, those living in poverty, learning through play)	
2.6	Implement or embed Nurture Training	
2.7	Refresh City of Edinburgh Equity (Poverty Proofing) Framework	

### **NIF 3: Improvement in children's and young people's health and wellbeing**

- We will ensure equality for all children with protected characteristics
- We will improve the provision to meet the needs of all young people
- We will learn outdoors

Action number	Action	2023-24
3.1	Revise GIRFEC Policy, Procedures and Training (inter-agency)	
3.2	Revise local authority policy to prevent and respond to bullying and prejudice in line with new national guidance	
3.3	Embed Tackling Racist Incidents guidance	
3.5	Revise School/Learning Community Outdoor Education policy	
3.6	Evaluate Wellbeing Bases in Secondary Schools	
3.7	Revise Relationships, Learning and Behaviour Policy (Included, Engaged & Involved)	
3.8	Develop appropriate pathways for all learners as part of the Team Around the Learning Community	

### **NIF 4: Improvement in employability skills and sustained positive school leaver destinations for all young people**

- We will develop strategic plans to meet the objectives of the City Vision 2050

- We will review curricular pathways to ensure coherent development of skills
- We will take a learner-led approach to develop a curriculum, and local learning provision, which fully considers interests, passions and ambitions of children and young people

Action number	Action	2023-24
4.1	Align curricular pathways across learning communities to ensure progressive skills development	
4.2	Develop plans for learning for sustainability	
4.3	Develop Transitions Guidance for learners, including those with additional support needs	
4.4	Publish Edinburgh Learns for Life Learning Strategy and Routemap	
4.5	Implement Wider Achievement Framework	



**NIF5 : We will place the human rights and needs of every child and young person at the centre of education**

- We will review curricular pathways to ensure equalities and rights are evident across all pathways
- We will review the curriculum to include learning for sustainability including environmental integrity, economic viability and the need for a just society
- We will align pathways to provide parity and fairness for all learners
- We will ensure young people’s voices have a more strategic impact in Policy and Decision- making

Action number	Action	2023-24
5.1	Review Curriculum Rationale & Pathways to ensure equalities and children’s rights, needs and wellbeing are secured	
5.3	All schools develop a Learning for Sustainability plan	
5.3	Ensure children and young people’s views inform change and improvement in schools, settings and at Council levels	
5.4	All schools provide opportunities for children and young people to lead learning, change and improvement	

## Edinburgh Learns for Life Boards

During Session 2023-24, Head Teachers will chair the majority of the Boards to further develop empowered systems leadership.



Finance

Staffing

Learning  
Estates