Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Education Improvement Plan

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

  1.1.1   approve the updated Education Improvement Plan

Alistair Gaw

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Report

Education Improvement Plan

2. Executive Summary

2.1 The Education Authority Improvement Plan sets out the actions at authority and school level to meet local and national improvement objectives, including those for the National Improvement Framework. It is the third of a three-year plan. Most actions are now at the 'embedding' stage.

3. Background

3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities

3.2 The overall strategy to Raise Attainment is called Edinburgh Learns. It contains seven Frameworks. These are listed within the Education Improvement Plan and provide guidance for schools and officers to ensure that attainment is raised.

3.2 Progress across each theme is reported in the relevant Edinburgh Learns Annual Report. An additional We Said We Would Report shows examples of progress.

4. Main report

4.1 The Education Improvement Plan details the objective and actions required to meet National Improvement Framework and clarifies actions for officers and schools.

4.2 While actions within the Education Improvement Plan are directed to address the priorities of the national improvement framework, they are also reflective of the City of Edinburgh context and articulate with the other planning frameworks, such as the Children's Partnership Plan and the Council Commitments.

4.3 In keeping with the vision for the city, the Education Improvement Plan has been written to be ambitious while also improving outcomes for those suffering poverty and barriers to wellbeing.

4.4   A 'basket of measures' reflective of those which are reported nationally and as part of our Council Commitments are included at the end of the Plan.

4.5   Each Edinburgh Learns Framework is overseen by a Board of officers and Headteachers who ensure progress is maintained. Their outputs and summary are provided in separate annual reports.

5.   Next Steps

5.1   Officers and Headteachers will work together to ensure that the actions are progressed.

6.   Financial impact

6.1   There are no financial implications as this is a high level plan detailing work which is core.

7.   Stakeholder/Community Impact

7.1   Each Edinburgh Learns Board consults directly or uses feedback gained from other processes. These are detailed in each annual report and are circulated separately.

8.   Background

None

9.   Appendices

9.1 Appendix 1 Education Improvement Plan

THE CITY OF EDINBURGH
Education Improvement Plan 2019-2020

Our goal is that every learner experiences the best teaching and learning in all of our ELC settings and schools

Section 1: Reducing inequalities

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

High level improvements	
	Improve attainment for children and young people living in poverty and who are Looked After
	Improve skills for learning, life and work for young people living in poverty and who are Looked After
	Poverty proof the school day, with actions in place to ensure that children and young people living in poverty and who are Looked After fully develop their potential
	Increase opportunities for wider achievement, particularly for children and young people who are living in poverty and who are Looked After
	Improve learning and career pathways for young people living in poverty and who are Looked After

Outcomes	Strategic actions
- Attendance is improved for learners from Equity Cohorts - Attainment is improved for learners from Equity Cohorts - Eligible 2 year olds and all 3 and 4 year olds receive 1140 hours of quality Early Learning and Childcare by 2020. - Needs of refugees and asylum seekers are identified, supported and met.	- Implement Edinburgh Learns Attendance Project - Embed the Lifelong Learning Equity Framework for Schools - Develop Early Years Edinburgh Learns Equity Framework. - Implement Care Experienced Fund Projects - Extend the increase in hours to 1140 and developing provision for eligible two-year olds - Implement Edinburgh Learns: Learning Together (Parental Engagement & Involvement) Framework - Implement Edinburgh Learns: Inclusion Framework

- More children in SIMD quintile 1 reach their developmental milestones
- Parents are better able to support their children's learning
- Children and young people are increasingly confident in identifying their interests, strengths and skills
- Learners, regardless of their socio-economic situation, access all opportunities in school.
- Children requiring targeted interventions are effectively assessed and supported at the earliest opportunity

- Develop Early Years Edinburgh Learns: Learning Together Framework
- Develop Early years Edinburgh Learns: Inclusion Framework
- Implement Edinburgh Learns: Pathways Framework
- Provide early intervention support for pre-school children with additional needs and their families
- Provide inter-agency support, including professional learning and resources, to meet the needs of refugees and asylum seekers.
- Improve participation in learning experiences in school and in the wider community that build confidence and develop skills, taking particular account of those pupils who are affected by poverty, are looked after, have protected characteristics or any other additional support need

Section 2:   National Improvement Framework: National Priorities

2.1 Improvement in attainment, particularly in literacy and numeracy

High level improvements	Improve CfE levels of reading, writing talking and listening, and numeracy attainment at P1, P4, P7 and S3 Improve average complementary tariff score for school leavers Lowest attaining 20%, middle attaining 60% and highest attaining 20% Increase the percentage of schools self-evaluated as 'good' or better for QI 3.2 Raising Attainment and Achievement Increase the percentage of centres self-evaluated as 'good or better for QI 3.2 Securing children's progress Increase the percentage of schools evaluated as 'good' or better for QI 1.3 Leadership of change Improve number of schools delivering Language 2 progressively N1-S3

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

Outcomes	Authority/School/Centre Actions
2.1.1 **A culture of self-evaluation and improvement exists in all schools and centres**	• Embed **Improving Quality in Learning Framework** • Support schools and centres to strengthen practices in self-evaluation using How Good is our School? 4, How Good is our Early Learning and Childcare? and Building the Ambition
2.1.2 **Improve monitoring and tracking of Early Years and the BGE**	• Implement electronic tracking system for schools • Work in partnership with Health Visiting service to share data on new developmental assessments • Develop approaches to analysis of data • Provide support to senior staff and teachers in schools in using tracking and monitoring tools including Insight
2.1.3 **Raise attainment in Literacy and English**	• Implement Raising Attainment in Writing Strategy • Implement actions to raise attainment for young migrants • Continue to improve targeted intervention for learners with Literacy difficulties and Dyslexia • Continue to develop partnerships with libraries • Implement Early years Literacy pathways

	• Develop the role of 20 SEYIO for targeted support in identified settings

2.1.4
Raise attainment in Numeracy and Maths
	• Implement Numeracy Strategy focussing on improved learning and teaching strategies
	    o Devise guidance/framework to raise attainment in maths and numeracy
	    o Complete local authority VSE 0-15
	• Implement STEM strategy (see 2.4.3)
	• Develop and implement numeracy pathways:
	  update EY numeracy guidance
	Develop the role of 20 SEYIO for targeted support in identified settings

2.1.5 **Improve approaches to assessment and moderation**	• Implement and embed revised Assessment and Moderation Policy • Implement 3-15 cluster moderation activities for numeracy and literacy • Embed use of SNSAs to support professional judgement of progress through CfE • Embed benchmarks across all curricular areas
2.1.6 **Improve numbers of schools offering Language 2 progressively**	• Implement One Plus Two Languages Plan
2.1.7 **Improve Leadership**	Embed EL Leadership Strategic Framework Develop clear pathways to leadership at all levels: • Teacher Leadership – embed Practitioner Enquiry model through EL Teaching and Learning Team Lesson Study approach • Middle Leadership – increase number of PTs and DHTs completing the following courses: • Thinking Critically: introduce pilot course for one cohort of PTs • Aspiring Leaders: from 10 – 25 PTs/DHTs across all three sectors • Middle Leadership: from 18 – 25 EYOs/SEYOs/PTs/DHTs across all three sectors • Into Headship: increase number of Primary School participants from five to eight • Into Headship: ensure sufficient supports in place for all participants to complete course • In Headship: increase number of participants from one to five

- Excellence in Headship: increase number of participants from one to six

Creative Conversations
Ensure PRD procedures are in place
Create Early Years Edinburgh Learns: Leadership Framework
Enhance leadership funding to include Level 8, 9 and BA for middle leaders
Implement workforce plan for EY settings; Nursery teacher, EYA, EYO, SEYO, Head of Centre and Head Teacher.

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

High Level improvements	Ensure an inclusive and nurturing ethos of high expectations and achievement in every school and centre Increase the number of schools evaluated as good or better in QI 2.3 Improve attainment of disadvantaged children and young people Improve Participation Rates (16-19 year olds) for Looked after young people Develop higher levels of parental engagement in children's learning and in the life of the school Deliver an increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities Reduce exclusions and improve attendance rates in our schools, especially for looked after children Develop flexible learning pathways to reduce number of pupils on part-time timetables Reduce the number of children and young people reporting they experience bullying and/or hate crime Ensure an improvement in the percentage of young children reaching their expected developmental outcomes at 27 – 30 months

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

Outcomes	Authority/School/Centre Actions

2.2.1 **The attainment gap for Looked After learners is reduced**	• Implement Care Experienced Plan
	   o Attendance Project
	   o Edinburgh Learns Teaching and Learning Team
	   o Forest Schools
	   o Secondary Wellbeing Bases
	   o MCR Pathways
	   o Multi-Systemic Therapy & Family Group Decision Making
	   o Maximise
	   o Entitlements

2.2.2 **The attainment gap for children in poverty is reduced**	• Attendance Project • Embed Edinburgh Learns Equity Framework • Use Pupil Equity Fund to resource approaches to raise attainment for Equity Cohorts

2.2.3 **An inclusive ethos of aspiration and achievement exists in every school**	• Implement Edinburgh Learns Inclusion
	   o Present (Attendance Project)
	   o Participating (Pathways Guidance)
	   o Achieving (Teaching and Learning Guidance)
	   o Supported (ASL Guidance)
	• Implement revised Anti-Bullying guidance
	• Implement Rights Based Learning (Rights Respecting Schools)
	• Embed CIRCLE resource – secondary schools
	• Ensure support staff are trained in supporting Literacy, Numeracy and HWB

2.2.4 **Parental Engagement is high**	• Implement Edinburgh Learns Learning Together Framework • Develop approaches for Family Learning across city • Continue to provide Parenting Programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P, Incredible Years)

	• Continue to provide literacy and numeracy family learning for adult learners, and ESOL classes for new and settled adult migrants and refugees citywide
2.2.5 **Exclusions are reduced**	• Implement Included Engaged Involved Part 1 Guidance (Revised)
2.2.6 **Eligible 2, 3 and 4 year olds access high quality, extended hours of early learning and childcare**	• Continue roll-out of 1140 hours in targeted settings with capacity and high intake of SIMD 1 and 2

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

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

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

Outcomes	Authority/School/Centre Actions
2.3.1 **All children and young people have best possible health and wellbeing**	• Implement Edinburgh Learns Health and Wellbeing Framework • Implement Edinburgh Learns Inclusion Framework • Embed HWB Progression Pathways • Implement mental health and wellbeing interventions in schools (Building Resilience, Cool Calm and Connected)
2.3.2 **All schools and centres are compliant with Equality Act 2010**	• Implementation of Anti-bullying policy, including Equality Act training; Develop processes to ensure monitoring of Equality Act • Provide training: Mentors in Violence Prevention (MVP) training, and support staff and pupils to develop and use the skills to safely intervene

2.3.3 There is an increase in uptake of physical activity in all sectors	• Embed use of Benchmarks for HWB • Increase access to outdoor spaces • Implement Active Schools Plan • All children benefit from 2 hours quality PE • Implement Space to Grow
2.3.4 There is an increase in uptake of musical, arts and creativity activity	• Embed Benchmarks in Expressive Arts • Embed Creativity Skills Progression Framework • Support schools to identify and access opportunities for pupils to improve wellbeing through participation in music, the arts and creative learning
2.3.5 There is an increase in the levels of pupil participation and leaner voice	• Extend numbers of schools delivering Rights Respecting Schools • Embed Young People's 'How Good is Our School' • Implement Learner Participation (Empowerment Board) • Learner voice in planning: implement and embed consistently
2.3.6 All children are supported to be safe	• Support continued implementation of aspects of Child Protection Levels 1-4 • Update current guidance on Keeping Myself Safe
2.3.7 Our children are well nourished	• Continue to support Better Eating Better Learning guidelines • Incorporate actions for breakfast clubs and family learning • Implement Food for Thought Action Plan (Looked after children) • Implement criteria 10 (Food) of National standard in all EY establishments
2.3.8 Culture of Getting it Right is in place in every setting	• Continue to support staff to embed the principles of Getting It Right for Every Child (GIRFEC) in all schools and ELCs • Develop partnership working with EY and HV services to implement new procedures. • Provide up-to-date guidance on creating accessible school environments • Ensure compliance with regulations on Information Sharing

2.3.9 **Our learners enjoy high quality learning experiences**	• Increase opportunities to develop outdoor literacy and numeracy • Implement new playgrounds guidance for all settings • Special Schools and provisions engage in Social Communication, Emotional Regulation and Transaction Supports (SCERTS) programme • Improve quality of play and pedagogy at Early Level • Review and adapt environments for learners with sensory needs and Additional Support Need • Increase numbers of young people is SIMD deciles 1-4 gaining national awards in music • Increase participation in Youth Music Initiative
2.3.10 **Learners who speak Gaelic enjoy the highest quality learning experiences**	• Develop and implement Gaelic Education Improvement Plan • Provide guidance and support to schools in the delivery of Gaelic Learning Education

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

High level improvements	Schools develop pathways to ensure skilled and competent workforce for City Deal aims Schools develop skills based curricula relevant to their context Increase opportunities for young people to develop into active, responsible citizens of Edinburgh Increase number of learners experiencing STEM subjects Increase in the number of leavers entering positive sustained destinations

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

Outcomes	Authority/School/Centre Actions
2.4.1 **Improve learning and teaching, and pedagogy at early level**	• Embed Teaching and Learning Framework
2.4.2 Our learners make the best use of technology to support their learning	• Develop and implement Digital Learning Strategy
2.4.3 Our learners develop high quality skills in science, technology, engineering and maths	• Implement STEM Strategy • Implement Raising Attainment in Numeracy and Maths Strategy

2.4.4
Flexible pathways are in place for all learners
	• Implement Edinburgh Learns Pathways Framework
	  o Implement guidance on enhanced support for young people within Equity Cohorts to access appropriate pathways.
	  o Embed Career Education and Workplace Standard
	  o Support looked after learners to stay on at school

2.4.5 Learners access appropriate vocational learning	• Support and promote foundation and modern apprenticeships • Improve use of Labour Market Intelligence • Increase numbers of paid work experience/internships for young people, targeting those from Equity Cohorts • Support Scottish Government targeted recruitment of S3-S6 into ELCC career pathways
2.4.6 Learners participate in a range of wider achievement opportunities	• Increase participation and improve completion rates in Duke of Edinburgh's Awards (and JASS) for young people in SIMD Quintile 1 • Increase the number of pupils who gain a range of wider achievement and youth leader awards in and out of school

CEC Education Improvement Plan Year 3 2019-20

Indicator	Strategic Aim(s)	Frequency	Reference	Education Improvement Plan	Corporate Leadership Team	Commitment	Children's Services Plan
Percentage of learners in Equity Cohorts (SIMD Q1 & Looked After) with levels of attendance good or higher				2.2.1 2.2.2			Y
Percentage of learners achieveing CfE at 2nd level in literacy by end P7				2.1.3 2.1.4 2.1.5			
Percentage of all leavers achieving Literacy and Numeracy Level 5				2.1.3 2.1.4 2.1.5	Y		
Percentage of all leavers from deprived areas achieving 1 or more awards at SCQF Level 5 or higher				2.2.2	Y		Y
Percentage of all leavers from deprived areas achieving 5 or more awards at SCQF Level 5 or higher	A City of Opportunity	Annual		2.2.2	C&F007		
Percentage of all leavers achieving 1 or more awards at SCQF Level 6 or higher				2.1.4			
Percentage of all leavers achieving 5 or more awards at SCQF Level 6 or higher	A City of Opportunity	Annual		2.1.4	C&F008		
Percentage of Looked After school leavers in positive initial destination				2.2.1			Y
Percentage of all school leavers in positive initial destination	A City of Opportunity	Annual		2.4.4	C&F006		
% of Primary Schools delivering Language 2 progressively	A City of Opportunity	Annual	-	2.1.6		29	
% of schools engaging with the RAiSE programme	A City of Opportunity	Annual	-	2.4.3		29	
Percentage of children achieving expected CfE level for numeracy by Primary 7	A City of Opportunity	Annual	-	2.1.4		29	
Number of pupil support assistants trained in wellbeing and attainment	A City of Opportunity	Annual	-	2.2.3		30	
Number of senior phase age pupils studying vocational qualifications delivered by Edinburgh college	A City of Opportunity	Annual	-	2.4.5		31	Y
Number of pupils on the rolls of Primary and Secondary Gaelic Medium Education		Annual		2.3.10		36	
Number of staff trained to deliver Gaelic Learner Education				2.3.10		36	
Percentage of schools evaluated as good or better in 2.3				2.2.3			
Percentage of schools evaluated as good or better in 3.1				2.2.3			