Education, Children and Families Committee

10.00am, Tuesday, 8 October 2019

Standards and Quality Reports: Edinburgh Learns

Executive/routine
Wards
Council Commitments

1.   Recommendations

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

1.1.1   note the substantial work undertaken across schools and Early Learning & Childcare settings, detailed in each Edinburgh Learns annual report

1.1.2   note the specific examples contained within the We Said We Would magazine

1.1.3   approve the strengths and areas for development contained in each report

1.1.4   continue to support and promote the empowered work which is driving improvement

Alistair Gaw

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Report

Standards and Quality Reports: Edinburgh Learns

2. Executive Summary

2.1 As Edinburgh Learns matures, each theme, overseen by a strategic Board, has produced an annual report detailing progress and next steps: these reports comprise the authority Standards and Quality report. The Edinburgh Learns Annual Reports all feature examples of stakeholder engagement as well as analysis of data, including external scrutiny from HMI. Our overall performance, taking all National Improvement Framework objectives and drivers into consideration, is assessed as good, with a strong level of confidence. Our key priorities continue to be closing the poverty-related attainment gap, building on the strengths which are emerging in the broad general education.

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.

3.3 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 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 annual reports.

4.2 Two of the annual reports were presented to ECF Committee in May 2019. These are Equity and Health and Wellbeing.

4.3   The Broad General Education and Senior Phase Attainment Reports were approved at committee on 9 October, 2018 and 21 May, 2019, respectively.

4.4   The remaining reports: Teaching and Learning, Leadership, Learning Together, Inclusion and Pathways are all attached to this report.

4.5   All reports analyse data, self-evaluation, stakeholder feedback, current research (as appropriate) and national, external scrutiny information. They all identify strengths and next steps.

4.6   In summary, in almost all cases the quality of the delivery of education is seen as good with a good level of confidence. The level of confidence is strong because of the triangulation of evidence from various sources. The development of progress is good because of the key strengths identified which more than outweigh the areas of weakness.

4.7   Our capacity to further improve is also strong, due to the solid foundations built to date and our clarity of vision and leadership. This is also constructed in an empowered, collaborative system where officers support Headteachers and where teaching and learning is seen as our most important driver for improvement.

4.8   Through this approach we have already begun to demonstrate significant improvements in positive sustained destinations and attainment in the BGE. Our Leadership is also assessed as very good, based on analysis of scrutiny and self-evaluation.

5.   Next Steps

5.1   We need to continue to position high quality teaching and learning at the heart of our improvement agenda, with a particular focus on those learners in areas of deprivation and those who have experienced care.

6.   Financial impact

6.1   There are no financial implications.

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 Reading

None

9. Appendices

9.1 Appendix 1 Teaching and Learning
9.2 Appendix 2 Leadership
9.3 Appendix 3 Learning Together
9.4 Appendix 4 Inclusion
9.5 Appendix 5 Pathways
9.6 Appendix 6 We Said We Would Magazine

Note that the Health and Wellbeing, Equity, Attainment (BGE and Senior Phase) annual reports were previously circulated and approved

EDINBURGH LEARNS

Teaching and Learning 2018/19

Executive Summary

Our Goal is that every learner experiences the best teaching and learning in all of our schools and early years settings

In October 2018 the Education, Children and Families Committee approved the Edinburgh Learns Framework for Teaching and Learning. This gave a firm mandate for the Quality Improvement and Curriculum Service to prioritise teachers' skills as the main driver to raise attainment for all.   The recent Integrated Children's Services Inspection (June 2019) gave further support to this with a call to improve attainment for vulnerable children.

Since the new Framework was launched, a team of expert practitioners, the Edinburgh Learns Teaching and Learning Team, has been recruited and their work with schools has already shown dividends. Headteachers have worked in Leadership Learning Partnerships, presenting their evaluations of learning and teaching to peers and officers, and more schools have taken part in Supported Self-Evaluations during which their assessments of learning and teaching were validated.

Analysis shows that the quality of teaching is good, and that most strengths lie in Formative Assessment for Learning approaches. We must now ensure that more teachers can effectively differentiate in their teaching (providing appropriate pace and challenge), have greater confidence in their judgements of progress, and that all schools develop greater consistency of approach. Further, we must be unremitting in our focus to improve outcomes for vulnerable leaners by improving our use of tracking, monitoring and forecasting performance, and by continuing to develop teachers' skills.

What the Children Said

Fox Covert Primary School

What does good learning look like?

A group of senior pupils shared with the Strategic Board what good learning and teaching looks like in their school and what makes a difference to their learning:

The key areas they identified are:

- Motivating learning opportunities, with high quality explanations, lead to higher levels of learner engagement & participation.
- Formative Assessment for Learning approaches, including a clear understanding of **what** they are learning and **how** learning can be successful, lead to effective engagement in learning.
- Teacher feedback is essential in supporting progress in learning.
- Opportunities for pupils to engage in self, and peer, assessment help learners to "know themselves as learners."
- Opportunities to lead learning ensure learning is personalised and responds to pupils' interests and individual abilities.

Boroughmuir High School

Outdoor learning

A group of S1 pupils shared with the Strategic Board their evaluations of their outdoor learning experience at the Hermitage of Braid. They described how the experience provided them with:

- Opportunities to link learning across a range of areas of the curriculum.
- Active outdoor learning experiences.
- Opportunities to develop a range of skills including teamwork and negotiating with others.
- Learning experiences which are relevant and fun.

Kirkliston Primary School

How does assessment improve our learning?

A group of pupils from P5 & 6 shared their views about assessment. Pupils were asked about what would make things the best they could be during engagement in an assessment. They identified the key areas as:-

- The need for a quiet environment when engaging in assessment.
- Having access to support if they encountered challenges. This included support from adults and resources.
- Thinking time to be built into the assessment experience.
- The ability to look back at previous learning.
- Assessments should be creative and fun.

Pupils' views have been included in the Assessment & Moderation Framework.

How good is our Teaching and Learning?

Overall, the quality of teaching and learning in our schools is good, with a good level of confidence. This is derived from the following information:

HMI Scrutiny of Quality Indicator 2.3

During session 18/19, 10 primary schools and 2 special schools were inspected using either the full or short model. To date 5 primary reports and 1 special school report have been published. One school was graded at satisfactory and the other 5 at good.

Supported Self Evaluation

This session SSEs took place in 8 Primary Schools, 2 Secondary Schools, 2 Special Schools. The Service has also undertaken follow-through/continuing engagement visits in 6 Primary Schools, 2 Secondary Schools and 2 Special Schools. The review teams validated most schools' grades as good or better.

Leadership Learning Partnerships

Peer evaluations of the quality of learning and teaching supported the moderation of the final grades submitted in schools in Standard and Quality reports shown below.

Quality Improvement (Indicator 2.3)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as Good for Quality Indicator 2.3).

Primary Schools

Grade	1	2	3	4	5	6	Average
No of schools			20	60	8		3.86

Secondary Schools

Grade	1	2	3	4	5	6	Average
No. of schools			6	13	4		3.9

Special Schools

Grade	1	2	3	4	5	6	Average
No. of schools		2	4	4	1		3.4

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Key Strategic Components
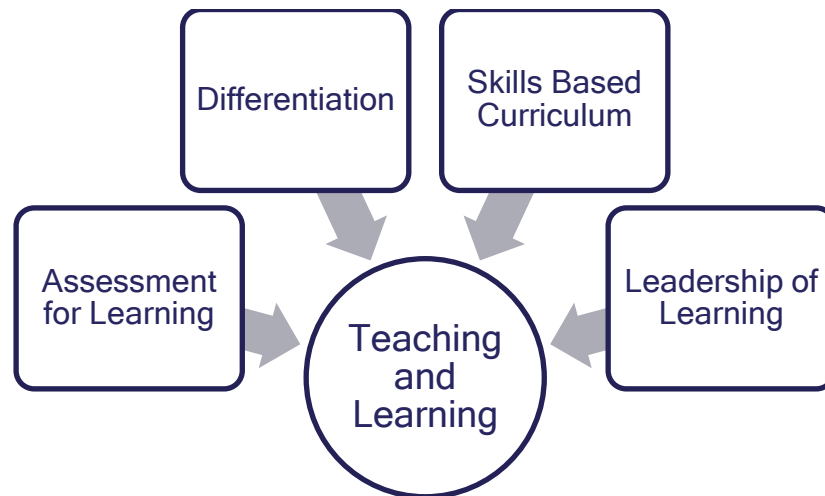
Assessment for Learning

Strengths

- All schools engage in a range of assessment activities (formative, summative and holistic) to inform teachers' judgements about pupils' progress. In the best cases, assessment is integral to the planning of learning and teaching and is used to ensure further progress in learning.
- Most schools share the purposes of learning with pupils, including schools beginning to involve pupils in the co-creation of success criteria. Feedback delivered, in the best cases, is firmly focused on learning intentions, and success criteria.
- In the best cases, pupils are able to evaluate their own learning and provide feedback on the learning of peers. This would include setting personal learning targets.
- All schools consider a range of evidence which is used to report on the progress of pupils.
- In all schools, practitioners have engaged with the Education Scotland Benchmarks, to develop a shared understanding of expectations of standards to be achieved.
- Most schools have developed processes which monitor and evaluate pupils' progress, particularly in Literacy, Numeracy, Health & Wellbeing.
- There are 20 Primary, and 5 Special Schools, participating in the EdICT (electronic tracking system) pilot, including consultation regarding the system features. A number of schools have fully implemented the system, which has provided valid, reliable data about pupils' progress.
- Schools are required to plan moderation activity in either Literacy or Numeracy each session. They make this decision based on Cluster self-evaluation data. In some clusters this has been successful, particularly within the area of Writing.
- Some schools engage in additional moderation activity within their own settings.
- The Authority has provided a model to support Moderation at Cluster level, based on feedback and the identification of good practice in other local authorities. This is beginning to show improved emphasis and to deepen understanding
- Practitioners engage in professional learning offered to support a range of aspects of SNSAs. The LA has delivered a consistent message that data should be used diagnostically, as part of a wide range of evidence, with schools making their own decisions about when pupils engage in the assessments.

Areas for Development

- The Assessment & Moderation Framework (launched June, 2019) provides guidance for schools regarding effective practice as part of the school's Assessment & Moderation Strategy.
- The Quality Improvement & Curriculum Service will continue to support and challenge schools in developing AFL practice as part of Support and Challenge visits and participation in Sharing Classroom experience.
- Edinburgh Learns Teaching and Learning team will provide professional learning focusing on aspects of AFL, including those which enables teachers to develop greater confidence in reporting on pupils' progress. There will also be a strong focus on increased engagement in the Education Scotland benchmarks with four professional learning sessions delivered in each Locality. This will also help teachers understand and share effectively the purpose of learning, how to help children to be aware of how they can be successful and how to use quality feedback to inform next steps.
- The Strategic Lead Officer will deliver three professional learning sessions providing a model for Cluster Moderation activity, focusing on Numeracy & Mathematics. The focus will be on moderation of teaching and learning approaches at P7/S1 stages to support consistency, continuity and progression in learning together with developing teachers' confidence in making judgements about pupils' progress.
- The Lead Officer for Assessment & Moderation/QIEOs will ensure engagement with, and gather evaluations of, planned Moderation activity at school and Cluster level.
- The EdICT electronic tracking system to be rolled out across all schools throughout next session.

Differentiation

Strengths

- The majority of schools plan, and deliver, learning experiences which meet the needs of individuals and groups of pupils.
- There is a stronger focus on placing learners at the centre of planning of learning experiences, where their views are reflected in what, and how, they learn.
- Schools are implementing approaches which differentiate learning environments in order to meet the needs of all learners, taking account of relevant research.
- In schools, and nurseries, where planning and the learning provision is responsive, and strongly reflects children's ideas and interests, there are high levels of pupil engagement.

Areas for Development

- QICS Service will continue to support and challenge schools in developing approaches which differentiate learning effectively for all pupils.
- The Edinburgh Learns Teaching and Learning Team will deliver professional learning sessions focusing on Differentiation. These will provide practical strategies to improve teachers' skills in this key area of practice. Teachers will examine the four modifications for differentiation and look at practical ways to ensure pace and challenge, including assessment of prior learning and effective and adaptive questioning.

Skills

Strengths

- Many schools are developing progressive skills frameworks, within their curriculum design, which contribute to pupils' employability, including enterprise and creativity.
- In the best examples, teachers make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development.

- The majority of schools engage in activities linked to the World of Work, making use of partnerships with parents/carers, community and business partnerships.
- Many schools are engaging with the Career Education Standard (3-18) and Developing the Young Workforce - Scotland's Youth Employment Strategy, when reviewing curriculum frameworks to ensure entitlements are met.

Areas for Development

- QICS service will continue to support schools in designing curriculum frameworks which ensure all young people are supported in developing skills which maximise employability. This will include links with Business partners, local employers, Further and Higher Education Establishments.
- The Edinburgh Learns Teaching and Learning Team Professional will deliver professional learning sessions which will focus on skills for learning, life and work. Teachers will learn about practical approaches including higher order thinking skills, creativity and metacognition to support learners' development of skills and their ability to talk about the skills they are developing.

Leadership of Learning

Strengths

- In the best examples, pedagogical approaches in schools promote children's autonomy, creativity, inquiry and curiosity, leading to high levels of engagement and participation.
- The majority of schools involve learners well in the planning, and evaluation of learning, to inform next steps in teaching and learning.
- There is a strong focus on Pupil Participation strategies, which schools are engaging in.
- Rights Respecting Schools Approaches ensure that pupils' views are sought and acted upon, including about aspects of school improvement. (see HWB Annual Report)
- There are examples of schools who have developed Pupil Leadership Teams (P1-7) to lead aspects of school, and community, improvements.

Areas for Development

- QICS Service will deliver professional learning to schools, promoting strategies to enhance Pupil Participation focused on leadership of learning and school improvement.
- Edinburgh Learns professional learning sessionswillo provide guidance about how to empower learners to lead their learning by making meaningful decisions about what they want to learn and how they want to learn it. Sessions run for secondary middle leaders will explore how to work as a team to improve the quality and consistency of teaching and learning across a faculty. The Inspiring Teacher Enquiry programme will offer teachers the opportunity to develop teacher leadership through research, enquiry and reflection.

Edinburgh Learns Teaching and Learning Team

The Edinburgh Learns Teaching and Learning Team is our most important driver to raise attainment for all by improving the universal offer available in all schools. The specialist team offer a range of professional learning to schools and clusters on different aspects of the teaching and learning framework. To date, the team has worked with 8 schools on in-service days (from January 2019), engaging with 135 teachers.

The team uses two common short-term measures of impact to collect evaluative data:

Impact Measure	Percentage of teachers who agree (or strongly agree)
The session has improved my understanding, knowledge and skills	99%
I will use what I have learnt in my practice	100%

The Teaching and Learning Team offer for session 2019/20 is based on feedback from teachers and senior leaders in schools, ensuring that it meets their needs. Teachers can choose from a range of models for professional learning:

- a one off TeachMeet to share good practice
- a 2-session course on a key theme of the framework
- a 6-session course to develop their skills to lead learning in their establishment.

For targeted groups, particularly learners who are care experienced, the Edinburgh Learns Teaching and Learning Team are supporting the establishment and delivery of Curiosity Clubs in some schools across the city. These clubs give children exciting, hands-on learning opportunities in STEM and problem solving. The aim of these clubs is to improve attendance and engagement for our most vulnerable learners.

Next steps

Continue to improve teaching standards in The City of Edinburgh schools by

- extending the numbers of professionals engaged in collaborative enquiry, through Lesson Study.
- delivering bespoke inputs on teaching and learning, and on relationship and team development through Strengths Deployment Inventory (SDI).
- delivering the Education Scotland endorsed Middle Leadership Training: Inspiring Teacher Enquiry

Progress in Digital Learning

The City of Edinburgh Digital Learning Strategy identifies four key objectives:

- To develop the skills and confidence of educators in the appropriate and effective use of digital to support learning and teaching.
- To improve access to digital technology for all learners.
- To ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- To empower leaders of change to drive innovation and investment in digital technology for learning and teaching.

The Digital Learning Strategic Board has been set up to support schools in ensuring progress in digital learning. The following actions have been taken:

- All schools have been encouraged to complete the Digital Schools Award Scotland self-evaluation to further inform next steps in improvement planning.
- The City of Edinburgh's Digital Learning Team is working in collaboration with the Edinburgh Learns Teaching and Learning Team to ensure that professional learning opportunities around digital learning are aligned with the Teaching and Learning Framework, meeting the needs of teachers.
- A network of Digital Leaders (teachers) is being set up to ensure professional learning opportunities, and further opportunities for sharing good practice, are fully accessible. This will help ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Links with the South East Improvement Collaborative (SEIC) are already established with our Digital Learning Team regularly meeting with colleagues from across the collaborative, and beyond, to discuss, and learn from, local and national practice.
- The Digital Learning Board will ensure that the City of Edinburgh Council fulfils its obligation to ensure equity and excellence for all learners in, and through, digital learning.
- A review of technical support is being carried out to ensure that all schools and establishments can deliver a digitally-enhanced curriculum across all stages and subject areas.
- Work is underway to ensure that all practitioners and learners have easy access to Glow.
- The Digital Learning Board will continue to meet in schools and early learning and childcare settings to gather the views of young people about digital learning experiences. The Board met in Kirkliston Primary School in May 2019 and heard from their group of senior pupil digital leaders on how they use digital technologies to enhance their learning including the support of other students and staff in the school.

Conclusion

Analysis of all evidence identifies three key aspects which should be priorities for improvement across many, or all, of our schools.

Areas for Improvement

- **Improving practice in each of the key components detailed in the Edinburgh Learning Teaching Framework: Assessment for Learning, Differentiation, Skills, Leadership of Learning.**

- QICS/Edinburgh Learns Teaching and Learning team will work collaboratively to support and challenge schools in all aspects of learning, teaching and assessment. This will include the delivery of the Edinburgh Learns Professional Learning offer, which will be fully evaluated. QIEOs will ensure that School improvement plans include a firm focus on improving teaching and learning year-on-year, with regular evaluation of impact on pupils' learning. These key components will form the basis for support and challenge dialogue sessions to ensure schools retain this focus in considering approaches to improve teaching and learning. These key components will be evaluated during Supported Self Evaluation & Follow-through visits, Leadership Learning Partnership meetings, Sharing Classroom Experiences and the Thematic Review of Numeracy & Mathematics. Practitioner enquiry will be embedded as a core improvement methodology, with the lesson study approach implemented to develop a collaborative enquiry. Clear messages will be delivered to Senior Leaders regularly, from LA Officers, to ensure teaching and learning is placed at the centre of their journey of improvement. QICS service will continue to support schools in designing curriculum frameworks which ensure all young people are supported in developing skills which maximise employability, supported by relevant community partners. They will also support schools in continuing to develop strategies for Pupil Participation.

- **Improving arrangements for Assessment, Moderation & Tracking activity, including deepening a shared understanding of standards within Curriculum for Excellence levels to ensure teacher confidence in making judgements about pupils' progress.**

  QICS Service/Edinburgh Learns Teaching and Learning Team will continue to support and challenge schools in developing AFL practice through delivery of professional learning and as part of Support and Challenge sessions. They will ensure that schools develop an Assessment & Moderation strategy which specifies the roles and responsibilities of Senior leaders and teachers in ensuring planned opportunities for formative, holistic and summative (including SNSAs) assessment. This will be evaluated during Supported Self Evaluation & Follow-through visits, Leadership Learning Partnership meetings, Sharing Classroom Experiences.

  Edinburgh Learns Teaching and Learning team will provide professional learning focusing on aspects of AFL, including those which enables teachers to develop greater confidence in reporting on pupils' progress.

  The Strategic Lead Officer will deliver professional learning sessions providing a model for Cluster Moderation activity, focusing on Numeracy & Mathematics. The focus will be on moderation of teaching and learning approaches at P7/S1 stages to support consistency, continuity and progression in learning together with developing teachers' confidence in

making judgements about pupils' progress. This will be evaluated, with impact on ACELs as a key impact measure.

The Lead Officer for Assessment & Moderation/QIEOs will ensure engagement with, and gather evaluations, of planned moderation activity at school and cluster level in line with Cluster Improvement Plans. QIEOs will ensure that all schools engage in self-evaluation activity, to track pupils' progress, at regular points throughout the session. This will include recording information about expected pupils' progress.

The LA will collect forecasts in November and March, from all schools, about expected levels of pupil attainment at P1, 4 & 7 & S3 in Reading, Writing, Listening & Talking, Numeracy & Mathematics. The EdICT electronic tracking system will be rolled out across all schools throughout next session to ensure a consistent authority approach to tracking of pupils' progress.

- **Improving approaches to the use of Digital Technologies to enhance teaching and learning experiences.**

The Digital Technologies QIEO will review the Digital Schools Award Scotland self-evaluation data to further inform next steps in improvement planning. The Digital Learning Team/Edinburgh Learns Teaching and Learning Team will ensure that professional learning opportunities are aligned with the key components of the Teaching and Learning Framework and that they meet the needs of teachers.

The Digital Technologies QIEO will support the Digital Leaders network, (teachers) in providing professional learning, and sharing practice, across the teaching community. This will extend to the RIC. QICS will support schools in ensuring that Digital Technologies are used in all schools to enrich, and support, teaching and learning.

The Digital Learning Strategic Board will ensure that the City of Edinburgh Council fulfils its obligation to ensure equity and excellence for all learners in, and through, digital learning. This will include undertaking a review of technical support to ensure that all schools and establishments can deliver a digitally-enhanced curriculum across all stages and subject areas. The Digital Learning Team will ensure that all practitioners and learners will be able to access GLOW support materials and resources.

The Digital Learning Board will continue to meet in schools and early learning and childcare settings to gather the views of young people about digital learning experiences.

Officers within our Quality Improvement Service, and Edinburgh Learns Teaching and Learning Team, will continue to support our schools through a proportionate model considering the level of support negotiated with Head Teachers, as detailed in our Capacity and Risk Register. This support, and challenge, is firmly premised on a model of collaboration to ensure a comprehensive service. Key approaches, to build on the good capacity for continuous improvement, will be coaching and practitioner enquiry. The team will support schools in improving practice consistently in the key components and in fulfilling their core roles, remits and responsibilities. The impact of these will continue to be evaluated through the aforementioned activities. Regular progress updates will be provided to the Learning and Teaching Strategic Board, to inform ongoing improvement activity, and to the Quality Improvement Strategic Board.

EDINBURGH LEARNS

Leadership

Contents

Executive Summary

"Our goal is to ensure that every learner experiences the best teaching and learning in all of our early years settings and schools."

The Edinburgh Children's Partnership has the highest aspirations for all Edinburgh's children and young people. Empowering leadership at all levels is key to improving outcomes for children and young people, and underpins the Edinburgh Learns Frameworks for Learning.

The overarching principle underpinning all educational leadership actions is the delivery of quality education. To do this we need to maintain a flexible, sustainable community of values-based leaders of learning who have the necessary skills, experience and professional learning to provide the most effective leadership in our early years settings and schools. Through developing and nurturing high-performing, values-based leaders, our educational establishments will be equipped to tackle the significant task of leading and managing in challenging and changing times.

Our educational establishments work within the relevant professional frameworks to develop leadership capacity within the authority, building collaborative leadership pathways throughout our learning communities and across the South-East Improvement Collaborative (SEIC). We do this by focusing on:

- Systems Leadership
- School/Establishment Leadership
- Middle Leadership
- Educator[1] Leadership
- Learner Leadership

It is clear that leadership is developing across the system, with leaders at all levels accessing professional learning and development opportunities to enhance their practice. There are particular strengths in the quality of professional learning in leadership of change, through the PRAISE framework training and Learning Leadership Partnerships, as well as professional learning in Middle Leadership. More work needs to take place to develop teacher enquiry and pupil leadership. We also need to review our pathways to leadership to ensure that we have sufficient opportunities to identify and nurture future school leaders.

Overall the level of Leadership of Change in evaluated as good, with a very good level of confidence. This report details how this grading was agreed and what processes underpin it.

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[1] Educator includes all early years and school staff involved in direct contact with children and young people

School Leadership

School Leadership is recognised as a key driver in the achievement of the National Improvement Priorities, within which there is a focus on the development of clear educational leadership pathways as reflected in both the City of Edinburgh Council Education Improvement Plan and the South-East Improvement Collaborative Improvement Plan. The Scottish Government recognises the crucial role of school leadership as a driver of excellence, as demonstrated in its commitment, set out in *Education Governance – next steps* (June 2017), to develop the capacity of school leaders through an enhanced leadership support package.

The Edinburgh Learns Leadership Strategy supports the implementation of stronger leadership for school improvement, providing strategic direction and a clear approach to the development of leadership at all levels. The Leadership Strategy is aligned with the Edinburgh Learns Teaching and Learning Strategy, with a focus on improvements in leadership of learning.

Measures of success of the Leadership strategy include:

- Uptake of Professional Learning in Leadership
- Number of HMIE inspection evaluations of QI 1.3 as 'Good' or better
- Number of City of Edinburgh Council Supported Self-Evaluation evaluations of QI 1.3 as 'Good' or better
- Number of school Standards and Quality self-evaluations of QI 1.3 as 'Good' or better

The next section outlines progress in each of these areas over session 2018-19.

Leadership in Edinburgh

1. Professional Learning in Leadership - SCEL Programmes

a. Into Headship

The Into Headship programme for aspirant headteachers was introduced in 2015. Since this time, 36 Depute Headteachers and 1 QIEO in Edinburgh have undertaken the programme, with 9 Depute Headteachers beginning the programme in June 2019 as part of Cohort 5. 10% of our current school leaders have achieved the Standard for Headship through the Into Headship programme.

INTO HEADSHIP GRADUATES COHORTS 1-4 BY SECTOR
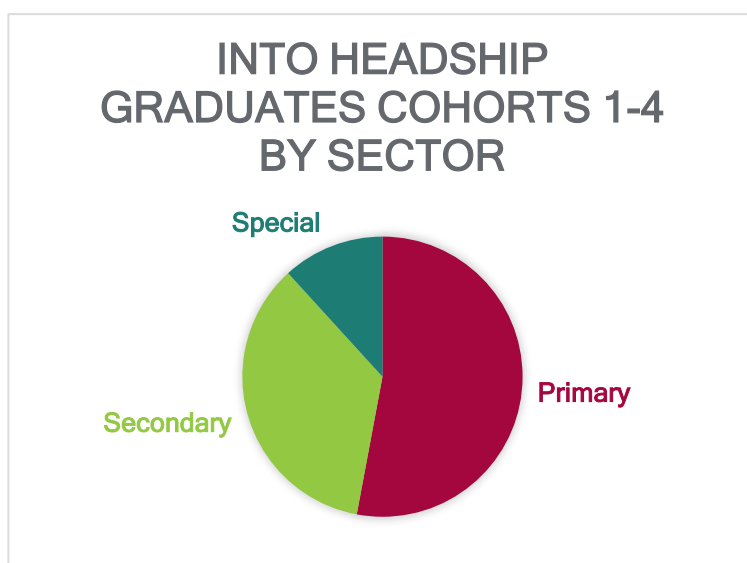
The picture in Edinburgh reflects national trends, with a larger number of primary than secondary school graduates. However, there are fewer primary graduates in Edinburgh than the national average, and a greater number of projected primary school Headteacher vacancies over the next five years. This indicates that while we will have sufficient Into Headship graduates in the secondary sector to cover anticipated vacancies, there are insufficient numbers of graduates in the primary sector. This could be linked to current school management structures in the primary and special school sectors in Edinburgh, where fewer management posts are available, impacting on leadership progression routes. To address this, the QICS team is currently working to identify and actively recruit more Into Headship participants from the primary and special school sectors, including individuals who have completed CEC Leadership programmes, along with middle leaders who are actively engaging in strategic leadership initiatives at school, cluster and authority level.

The table below indicates numbers of Into Headship graduates and progression rates for each sector:

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants	Primary School participants progressing into Headship posts	Secondary School participants progressing into Headship posts	Special School participants progressing into Headship posts
Cohort 1 2015-16	5	6 (2 DHTS at RC schools)	0	4	0	n/a
Cohort 2 2016-17	7 (1 DHT at RC school)	1	1	3 – CEC (1 RC)	0	1 – Perth and Kinross Council

				2 – EL Council		
Cohort 3 2017-18	3	2	2	2	1 – QIEO post (CEC)	1 – QIM post (CEC) 1 – Independent Special School
Cohort 4 2018-19	6 (1 DHT at GME school)	3 (1 DHT at RC school, 1 QIEO)	1	1 – (Acting) CEC	2 – CEC	n/a
Cohort 5 2019-20	6	3	0	-	-	-

b. In Headship

In Headship is a postgraduate programme which was introduced in 2017. The programme supports new headteachers to develop the necessary knowledge, skills and understandings required of headteachers.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017	2	0	0
Cohort 2 2018	0	4	0
Cohort 3 2019	1	0	0

To date, a greater number of secondary school Headteachers have completed the programme compared to primary school Headteachers. No special school Headteachers have undertaken the programme. An identified next step is a focused evaluate exercise to measure the impact of the In Headship programme on course participants, and identify supports required to increase uptake.

c. Excellence in Headship

Excellence in Headship supports Headteachers who have been in post for two years or more to strengthen and enhance their school leadership skills. The programme focuses on school improvement to deliver excellence and equity and improve outcomes for all learners.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017	5	0	2
Cohort 2 2018	3	1	0
Cohort 3 2019	2	5	0

Uptake of this course has been strongest in the primary school sector. Qualitative feedback indicates that the course has provided a valuable professional learning opportunity in itself and has also supported participants to consider their contribution to systems-level leadership. To achieve this, an identified next step is for Excellence in Headship graduates to develop and deliver the Aspiring Headteachers programme with a focus on supporting future school leaders to evaluate their current practice against the GTCS Standards for Leadership and Management and identify next steps for professional learning.

2. Professional Learning in Leadership – City of Edinburgh Council Middle Leadership Programmes

a. CEC Middle Leaders Programme
This 6-session programme has been developed by six Senior Leaders from schools across Edinburgh to support the development of leadership practice for aspiring Senior Leaders. The course has a focus on critical thinking and reflection.

Cohort	Mainstream Primary School participants	Mainstream Secondary School participants	Special School participants
Cohort 1 2017-18	20	6	0
Cohort 2 2018-19	33	0	0

An identified next step is for GTCS Accreditation to be obtained for this course, in recognition of its impact on participants as leaders of and for learning.

b. Secondary Schools Middle Leadership Training – 2018-19
This training is aimed at middle leaders in secondary schools to support their professional learning in leadership and empower Curriculum Leaders and Depute Headteachers to fulfil their roles as leaders of learning. The initial programme was developed by a City of Edinburgh Headteacher and shared with all secondary Headteachers as part of a Leadership Development professional learning event. To date, bespoke Middle Leadership CLPL programmes have been delivered in eleven secondary schools, with three schools planning to deliver Middle Leadership training over session 2019-20. The City of Edinburgh Council Middle Leadership programme has also been shared with SEIC colleagues to support the development of the SEIC Excellence in Depute Headship programme.

3. Professional Learning in Leadership – City of Edinburgh Council Professional Learning Opportunities

a. PRAISE Framework Training
This collaborative training between CEC officers and HMIE provides an opportunity for school Senior Leadership Teams and Council Officers to engage in themed training for school improvement as a joint capacity building exercise. The training supports an increase in levels of understanding and confidence to enable school leaders to be more effective in their role within quality assurance through enhanced skill and confidence in the application of the HGIOS? 4 evaluation framework in practice. Themes are agreed through analysis of Local Authority capacity, in discussion with HMIE. Through the cluster-based cross-sector approach, school leaders are supported to develop collective leadership capacity to drive improvement across the authority.

To date, PRAISE Framework Training has been delivered in the following clusters:

Currie cluster – January 2018
Broughton cluster – October 2018
Forrester cluster – November 2018

Qualitative feedback gathered indicates that the programme has increased participants' skill and confidence in effective self-evaluation practice including the use of evaluative as against descriptive language. Further training is being developed next session as part of the SEIC Associate programme.

b. Learning Leadership Partnerships and Early Learning Improvement Partnerships

These partnerships are coordinated by the QICS team across each sector. Headteachers meet in trios at planned intervals over the course of the academic session to self-evaluate against the four evaluated Quality Indicators. These meetings focus on:

- Validation and moderation of school self-evaluation
- Triangulation of evidence
- Providing critical feedback for improvement
- Professional learning for Headteachers

Formal evaluation of the impact of Learning Leadership Partnerships will be undertaken as part of QICS team Quality Assurance activity over session 2019-20, with a focus on measuring the impact of the partnerships on Headteacher confidence and accuracy in self-evaluation using the HGIOS?4 Framework.

4. Children and Young People's Improvement Collaborative Scottish Coaching and Leading for Improvement Programme (SCLIP)

This national programme is aimed at professionals working with children, young people and families across sectors, with a focus on coaching methods to support the achievement of organisational improvement. Upon completion of the course, participants will have an enhanced understanding of improvement methodology and the application of these theories to effectively lead change. These skills underpin the Edinburgh Learns Quality Improvement Strategy. To date, eight participants from Edinburgh have completed this programme, enhancing leadership capacity within these schools.

SCLIP Graduates	
Cohort	Participants
Cohort 1	2
Cohort 2	3
Cohort 3	3

An identified next step is for graduates to contribute to the development of colleagues across the authority through local improvement team coaching and facilitation. This will support the delivery of our strategic objectives in leadership and in turn build leadership capacity across the system.

Quality Assurance and Inspection

Education Scotland Inspections – Quality Improvement (Indicator 1.3) National Data

Data obtained from HM Inspections focuses on the approaches and impact of collaborative leadership at all levels, the pace of change to ensure it is having a positive impact for children and young people and the approach taken to ensure that the vision and values are clearly linked to the context of the establishment and its community.

National data obtained for session 2016-17, the most recent data published, is as follows:

- **87%** of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as **satisfactory or better** on ' **leadership of change**'.

- **52%** of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as **good, very good or excellent** on ' **leadership of change**'.

HMIE Inspection Quality Improvement (Indicator 1.3) City of Edinburgh Council Data

During session 18/19, three primary schools and one special school were inspected using the full model, which includes evaluation of the Leadership of Change Quality Indicator 1.3. To date, reports have been published for two primary schools and one special school. **Each of the schools was evaluated at 'Good' for QI 1.3 'Leadership of Change'.** Therefore, although the numbers are too small to draw a firm comparison, coupled with our other data, we can see that leadership of change is strong across the authority

Analysis of comments relating to Leadership of Change include the following key strengths and areas for improvement:

Strengths

- 'Staff are responding well to the new opportunities available to undertake leadership roles. They feel more empowered and involved in the process of school improvement this session.'

- 'The headteacher has judged the pace of change well and has ensured the school's vision accurately reflects its growing diversity and multi-cultural context.'

- 'The Headteacher and Depute Headteacher are committed in their roles and ensure improvement priorities are well led. Together, they place high value on children taking leadership roles and ensuring their voices are heard.'

- 'Since taking up post, the headteacher has worked with staff, children and families to establish the vision and values of the school. Children can discuss the simply articulated values and they are often referred to in class and assemblies.'

- 'There is a clear approach to planning for improvement which involves all stakeholders in identifying priorities.'

Areas for improvement

- 'As recognised by the school, further work is needed to improve pupil participation across the school.'

- 'The Headteacher should now include partners in evaluating new initiatives such as those supported through Pupil Equity Funding and measure how these are leading to improved attainment.'

- 'We would encourage them to continue to develop professional enquiry and monitor the impact change has in improving outcomes for all learners.'

- 'A number of staff are involved in leading a teacher learning community to develop approaches to promoting positive behaviour and growth mindset across the school. We ask staff to continue to build on this and increase their leadership roles across the school.'

- 'There is considerable scope to increase children's leadership roles across the school, and to provide opportunities for them to lead their learning.'

City of Edinburgh Council Quality Improvement (Indicator 1.3) Local Authority Data

The progress of schools and Early Years settings in Quality Indicator 1.3 is evaluated by the local authority through the following measures:

- Inspection Reports
- Supported Self-Evaluation
- Validated Self-Evaluation
- Thematic Reviews
- SQIP self-evaluations
- Care Inspectorate Reports
- Support and Challenge visits
- Participation in PRAISE Framework training
- Uptake of Leadership CLPL across schools
- Uptake of SEIC Leadership CLPL across schools
- Self-evaluation against HGIOELCC/HGIOS4 Quality Indicators
- Staff evaluations
- Parent, learner and partner surveys
- Professional Update, reviewed as part of PRD process

School Self-Evaluations

Analysis of Standards and Quality report evaluations for QI 1.3 'Leadership of Change' for session 2018-19 was undertaken in July 2019.

Early Years Establishments

…% of early years establishments evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.

…% of early years establishments evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Grade	1	2	3	4	5	6
No of establishments						

Schools

- **83%** of schools evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.

- **22%** of schools evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Special Schools

Grade	1	2	3	4	5	6	Average
No of schools		1	3	7			3.45

Primary Schools

Grade	1	2	3	4	5	6	Average
No of schools			15	52	21		4.06

Secondary Schools

Grade	1	2	3	4	5	6	Average
No. of schools			2	15	6		4.17

All Schools

Grade	1	2	3	4	5	6	Average
No. of schools		1	20	74	27		4.04

QI 1.3 'Leadership of Change' is evaluated as strongest in the secondary school sector, and less strong in the special school sector. It is likely that this is connected to the number of new special school headteachers over session 2018-19, in which four of the eleven schools had a new Headteacher. This could also be connected to management structures in the special school sector and to a lesser extent in the primary school sector, where there are fewer opportunities for progression into leadership posts. To address this, a programme of DHT exchanges will be explored over session 2019-20 as part of the review of leadership and management structures, to support capacity building across the city.

There has been a small improvement over the last school session in evaluations of 'Good' and a slight decrease in the number of schools evaluating themselves as 'Very Good' or better for QI 1.3 'Leadership of Change' compared to 2017-18, in which evaluations were as follows:

Early Years Settings

- **78%** of early years establishments evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.
- **49%** of early years establishments evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Schools

- **81%** of schools evaluated themselves as 'Good' or better for QI 1.3 'Leadership of Change'.
- **23%** of schools evaluated themselves as 'Very Good' or better for QI 1.3 'Leadership of Change'.

Leadership of Learning

Qualitative feedback on Leadership of Learning has been obtained through HMIE inspection along with local authority scrutiny.

Strengths

- In the best examples, pedagogical approaches in schools promote children's autonomy, creativity, inquiry and curiosity, leading to high levels of engagement and participation.
- The majority of schools involve learners well in the planning, and evaluation of learning, to inform next steps in teaching and learning.
- There is a strong focus on Pupil Participation strategies, which schools are engaging in.
- Rights Respecting Schools Approaches ensure that pupils' views are sought and acted upon, including about aspects of school improvement. (see HWB Annual Report)
- There are examples of schools who have developed Pupil Leadership Teams (P1-7) to lead aspects of school, and community, improvements.

Areas for Development

- QICS Service will deliver professional learning to schools, promoting strategies to enhance Pupil Participation focused on leadership of learning and school improvement.
- Edinburgh Learns professional learning sessions will provide guidance about how to empower learners to lead their learning by making meaningful decisions about what they want to learn and how they want to learn it. Sessions run for secondary middle leaders will explore how to work as a team to improve the quality and consistency of teaching and learning across a faculty. The Inspiring Teacher Enquiry programme will offer teachers the opportunity to develop teacher leadership through research, enquiry and reflection.

Leadership Strategic Board Activity

The Leadership Strategic Board has met on three occasions. The first meeting was used to agree the terms of Terms of Reference for the group. Key messages from inspections and initial priorities for the group were agreed and the draft Edinburgh Learns Leadership Framework was shared for feedback. At the second meeting, leadership development priorities within each sector were discussed, and integrated into the Edinburgh Learns Leadership Framework which was subsequently finalised along with the accompanying A5 booklet. The Edinburgh Learns Leadership Framework was launched in May 2019. The four themes of Headteacher empowerment, Improvement, Curriculum, Staffing and Funding, have been incorporated into this Framework, as they have been into each of the Edinburgh Learns strategic frameworks. Feedback from schools is that the Edinburgh Learns Leadership Strategy provides clarity around Leadership pathways, supporting the professional learning of leaders at all levels. It was recognised that values have to be overtly discussed as part of the strategy.

The third meeting of the Strategic Board focused on reviewing the effectiveness of existing supports and networks to develop and nurture school leaders, and ways in which these could be improved. Initial feedback suggests that a number of school leaders feel further work is required to streamline Leadership networking events to ensure that these offer the most effective use of school leaders' time. There is also a recognition that further work needs to be done to nurture school leaders, by the establishment of robust systems of support. This will be the focus of the first meeting of the Leadership Strategic board next session.

Leadership development opportunities offered this session as part of the Quality Improvement and Curriculum Service approach to supporting school improvement, including Learning Leadership Partnerships, PRAISE Framework Training and Supported Self-Evaluation visits, will continue over the course of the session. These will be complemented by the planned SEIC Associate training. Further Edinburgh Learns Leadership Activity planned for next session is detailed below.

Conclusion

The Edinburgh Learns Leadership Framework was launched in May 2019, providing increased clarity around Leadership pathways within the City of Edinburgh Council, across the SEIC and through the SCEL Framework. The board will continue to review these leadership pathways as part of the wider review activity detailed in the Leadership Framework.

Next steps
- To continue to provide high quality professional learning responsive to professional learning needs, including a clear training framework for support staff, linked to local and national priorities;
- To review pathways to leadership and school management structures to ensure there are appropriate routes to develop leadership across the system;
- Work with Headteacher Executive to review range and effectiveness of Leadership Networking and development events, to ensure effective and proportionate approach to leadership development;
- Review health and wellbeing supports for school leaders, with a focus on empowering and enabling Headteachers;
- To continue to review supports in place for participants in the Into Headship programme, to support their progression into Headteacher posts;
- To undertake a focused evaluate exercise to measure the impact of the In Headship programme on course participants, and identify supports required to increase uptake;
- To collaborate with Excellence in Headship Graduates to develop Professional Learning in Leadership opportunities for Aspiring Leaders;
- Develop opportunities for participants in the Children and Young People's Improvement Collaborative Scottish Coaching and Leading for Improvement Programme to disseminate this learning more widely across the authority;
- Facilitate sharing of practice in the use of How Good is OUR School to support the development of learners as leaders;
- To collaborate with the SEIC in the development of the Excellence in Depute Headship programme.

Officers, head teachers, staff and partners will continue to work together to ensure the aims of the Edinburgh Learns Leadership framework are achieved.

EDINBURGH LEARNS

Learning Together: Parental

Involvement and Engagement

Contents

Executive Summary

Parental involvement describes ways in which parents can get involved in the life and work of their child's school. Parental engagement is about parents' interaction with their children's learning. Schools and partners can play a vital role in supporting families to do this effectively by:

- enabling ongoing, two-way communications between home and school;
- supporting parents to contribute to school improvement and making decisions that affect the school;
- using the skills of parents to enrich the curriculum where appropriate; and
- providing opportunities for families to come together and engage with learning.

There are **six types of involvement** which encompass the many ways in which families may support their child's learning and engagement with school. None is better than any other: all are equally valid, and families are likely to engage in different ways at different points.

- **Parenting**: promote and foster parenting skills to develop home environments that support children as learners

- **Communicating**: establish regular and meaningful two-way communication between home and school

- **Volunteering**: welcome, value and recruit parental support and assistance in school activities

- **Learning at home**: support families/parents to play an integral role in assisting student learning

- **School decision-making**: include parents in school decisions and develop parent leaders and representatives

- **Collaborating with the community**: identify and use community resources and services to strengthen schools, families and student learning and development

This report provides a summary of the work of the Quality Improvement & Curriculum Service, primary, secondary and special schools to support parental involvement and engagement across the City of Edinburgh.   It shows strengths across all sectors in parenting, communicating and learning at home, but also concludes that more work is required to develop school decision making processes which genuinely and meaningfully include parents.

What the Parents Said

There is evidence in Standards and Quality Reports that schools are regularly inviting the views of parents and are taking action in response. Some examples feature below:

In Craiglockhart PS, a survey was undertaken asking specific questions about what good family learning might look like and asking parents about their priorities. Feedback from the survey will be collated for next session.

In Dalmeny PS, a parent focus group reported that the leaflets about Rights Respecting Schools and information in home learning letters allowed families to participate with the programme easily and all parents in the group said that their children were able to talk openly about their feelings using the information shared by school as a prompt.

In Dean Park PS, 40 parents have agreed to participate in the Homework Working Group.

In Craigentinny, 100% of referred families attended summer holiday outings organised by the homelink worker who modelled positive interactions (for parents' benefit) and suggested fun, free places for families to visit on their own. Feedback from parents and children from these outings was positive.

At Craigmount, the work of the parent communications group on engagement has also helped the school to redesign communications in a way that best meets the needs of the school community. Feedback has been very positive.

Evaluating progress in parental involvement and engagement

The Scottish Government is piloting a Parental Involvement and Engagement Questionnaire. This was issued to all local authorities in June 2019. An analysis of findings has yet to be completed and shared with local authorities.

Currently schools evaluate progress through a range of measures.

- Biannual Parent Survey, last completed and reported on in June 2018.
- Self-evaluation through school questionnaires and focus groups of parents.
- Parental feedback drawn from attendance at and evaluations of events.
- Scottish Attainment Challenge (SAC) reports.

Parent Survey

These are completed by parents every two years. The data from the next questionnaire will be available to schools and the authority in April 2020.

Questionnaires and focus groups of parents

Consultation with families regarding Literacy, Numeracy and Health and Wellbeing has taken place in almost all schools through questionnaires and focus groups linked to the Improvement Plan for next session.

Attendance and evaluations of events

Schools are working hard to engage the wider parent body in school events. Examples of note are as follows:

Forrester High School reported an increase in attendance at parents' nights: up on average 20-30% per year group.

At St Augustine's High School, at all parent events, application forms for free school meals and assistance with school uniform in both English and Polish are available and assistance in completing these forms is offered. Free refreshments and play activities for younger children are provided at parents' evening. Free transport has also been provided when appropriate.

At Dalry Primary School, the number of parents attending family learning events through work with the Scottish Book Trust has increased by 50%. This has allowed more pupils and their parents to have high quality family and home learning opportunities together.

Scottish Attainment Challenge Schools

The impact of the Scottish Attainment Challenge (SAC) on developing parental involvement and engagement in the eight primary and four secondary schools involved continues to be significant.

Almost all of these schools have appointed a dedicated family link worker or development officer with the specific remit of engaging targeted families. Their focus has been to improve the wellbeing of children and their readiness to learn. The families have been offered additional support for literacy and/or numeracy, and health and wellbeing, particularly mental health support. In one school (Sighthill PS),116 families have received support or engaged successfully with the programme, many voluntarily. In this school, 80% of the parents reported that their child's confidence in learning had increased. The secondary schools (especially Castlebrae and WHEC) have focused mainly on family learning events to develop literacy. One school reported a 12% increase at level 3 and a 4% increase at level 2 in reading. Two secondary schools (Craigroyston and Castlebrae) have worked

in partnership with Columba 1400 to encourage parents to develop their own leadership potential for the benefit of the school community.

The majority of SAC schools have created a designated family engagement room which serves as a venue for support sessions in literacy and numeracy, focus and discussion groups, and a lending library of educational and general interest books. At one school (HRHS), the use of this room has been systematically monitored. Results show that it is used regularly by approximately 25% of the targeted families who welcome the less formal space to meet with staff and other parents.

All SAC schools have recorded improved attendance with targeted pupils. This is particularly notable in schools with breakfast clubs. (Canal View). SAC primary schools have reported an increase in parents attending family learning events, for example family cooking events and Dads' nights (Clovenstone, Niddrie Mill).

Headteachers in SAC schools have identified next steps which include engaging better with parents whose first language is not English, providing more time for identified families to build resilience, improving digital communication, and targeting families for holiday activities such as *Discover*. They have commented positively on the support received from the Education Scotland Attainment Advisor.

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Quality Assurance and Inspection

Quality Improvement (Indicator 2.7)

An analysis of School Standard and Quality Reports 2018-2019 has been undertaken. Although schools are not systematically required to provide an annual self-evaluation for this indicator, almost all schools have commented on their progress with parental involvement and engagement.

Primary Schools

Almost all primary schools have made progress in engaging with parents and providing a range of ways for them to be involved in their children's learning. The number of parents engaging positively with schools is increasing. Parents' nights, workshops and joint learning events are well attended. A number of parent volunteers support the life and work of their child's school through helping in classes, reading to small groups of children and attending visits. It is acknowledged that the range and diversity of parents involved in these activities needs to be extended.

Almost all schools have an active Parent Council who regularly engage with projects to improve the experiences offered to children and families. Senior leadership teams have put additional opportunities in place for parents to communicate with the school including electronic sharing of letters, weekly e-newsletter, open events, use of Twitter and Facebook.

Schools with homelink workers have demonstrated that their role is crucial in encouraging parental involvement and engagement. They are able to build up their knowledge and links with families and this leads to strong bonds of trust between home and school for many families. An excellent example (Forthview) details the high-quality universal and targeted support that enables families to access learning activities which meet their needs. All families meet the family support teacher and everyone is given her contact number as well as the school contact number. This information is repeated in every monthly newsletter.

Secondary Schools

The level of parental involvement and engagement has increased in almost all schools. Parents are more actively involved in reviewing and evaluating provision, although all headteachers acknowledge that work still needs to be done to extend this opportunity to the wider parent body.

All schools have an active Parent Council which contributes valuably to the life of the school. Parents in the majority of schools are involved in delivering careers and skills for work events, extra-curricular clubs and, in all schools, they are involved in the recruitment of staff to promoted posts. Increasing numbers of parents are attending curricular support and study skills events, Raising Teens with Confidence workshops and Poverty Proofing advice sessions. All schools have consulted with parents when reviewing their vision, values and aims.

An increasing number of schools (15 – Gracemount, Forrester, Liberton, QHS, St Augustine's, Tynecastle, Broughton, RHS, Craigmount, Liberton, Tynecastle, HRHS, Craigroyston, Castlebrae, WHEC) have used PEF money to appoint a dedicated Parental Engagement Officer or family link worker whose focus is to improve links between home and school. In other schools, this role has been taken on by an existing member of staff as a leadership opportunity.

School Inspections

Almost all parents who responded to pre-inspection questionnaires in the ten primary schools and one special school inspected in 2018-19 (ie reports published) were positive about the information they received on their child's progress in learning and felt that they were encouraged to contribute to the life and work of the school.

In all of the inspected schools, the Parent Council is active in supporting the school such as through fundraising activities and is now taking a greater interest in school improvement priorities. However, there is scope to increase the number of parents involved in these activities. A few parents in some of the schools were involved in school improvement groups (SIGs) but this good practice could be extended to involve more participants.

Inspectors found that schools were working hard to include and involve all parents using a variety of methods including social media, newsletters, and noticeboards to share information about events and opportunities. Staff value the views of families and encourage them to contribute to the learning experience, for example, through sharing cultural experiences or skills relating to the world of work.

Learning Together Board: Analysis of Progress

The Board has met on two occasions. The first meeting was used to finalise the Learning Together Framework and ensure that it meets the Aims and Goals of the Scottish Government's Action Plan *Learning Together*.

Following feedback from the Education, Children and Families Committee, at the second meeting, the Edinburgh Learns A5 booklet for parents and teachers was discussed and amended to be more user-friendly. This will be translated into a number of languages in order to be accessible to the wider parent body. A parent representative on the Board produced materials which outline the consultation structure for parents within Edinburgh

- the Parent Forum
- the Parent Council
- Locality Groups
- the Consultative Committee with Parents
- the Education Children and Families Committee, and
- the National Parent Groups.

These materials have been distributed to all Parent Council Chairs.

The first meeting of session 2019-2020 will be used to evaluate progress against the action points outlined in the Edinburgh Learns Framework.

Parent representatives on the Board and from localities joined teaching staff and officers at a very successful conference on Parental Involvement and Engagement at Murrayfield in November 2018. The conference attracted over 200 participants. The keynote speakers, Janet Goodall and Morag Treanor, were followed by a series of workshops led by practitioners from the five authorities in the South East Improvement Collaborative (SEIC). Evaluations were all very positive and feedback was comprehensive. Staff commented on what they had learned: the importance of using research; realising that not all staff are confident in approaching parents; parental engagement is more than parents being in the building. They identified their future needs: how to support parents in their own learning; how to engage with time- poor parents; how to learn about good practice elsewhere. Parent representatives commented on their better understanding of the importance of current research and practice and the need to continue to engage and involve a greater number and diversity of parents at local and national level.

Conclusion

Illustrations of all six aspects of parental involvement and engagement are evident across the school estate: communication, volunteering, decision making, family and home learning, community engagement, and parenting skills. Specific examples include a very successful "Bring Your Parent to School Day" which attracted 60 parents (Boroughmuir) and will be repeated in a number of schools next session; a parental engagement wellbeing event which was co-delivered by staff and parents (Craigmount); Growth Mindset sessions which attracted an increased number and diversity of parents due to innovative practice and targeting individual families (Firrhill); an Inclusion evening which involved collaboration between community members and school in offering a well-received event for parents, many of whom struggle to engage (Queensferry).

In session 2019-2020, schools are planning a range of ways to increase parental engagement: each faculty will lead at least one family learning event (Castlebrae); increased parental engagement will be piloted at P7/S1 transition (Balerno cluster); a Parent Information Hub will be developed (Broughton); work will take place with parents to create resources to support learners with Maths learning at home (Fox Covert).

Next steps

The authority will:

- Conduct a bi-annual survey of parents/carers and report on the findings.
- Evaluate the impact of the CEC Parental Involvement and Engagement Strategy: Learning Together.
- Report to the Education Children and Families Committee on the work of the Edinburgh Learns Strategy Board.
- Continue to work in partnership with representatives from the Scottish Government and with Connect.
- Continue to work in partnership with colleagues in the South East Improvement Collaborative to promote and support the development of Parental Involvement and Engagement.

Schools will:

- Ensure that there are more opportunities for parents and carers and grandparents to be involved in their children's learning.
- Put in place strategies to engage families in learning and target groups of parents to be invited to workshops.
- Involve parents more actively in working on and engaging with priorities within the SIP.
- Evaluate support to parents and carers using the CEC Parental Engagement Framework and the CEC How Good is our Support to Parents and Carers toolkit.
- Implement further strategies to support 1 in 5 poverty awareness with a view to reducing the cost of the school day.
- More fully engage parents and pupils in the evaluation of learning and teaching and further develop opportunities to engage parents in the life and work of the school.
- Increase parental knowledge of parenting support programmes and ensure parents are aware of how to express their views and how their views are taken into account.
- Create opportunities for parents/carers and children to learn together and create a culture of learning within the family.
- Continue to develop parental engagement through providing family learning courses, funded by PEF money.

Edinburgh Learns Inclusion Annual Report 2018-19

Contents

Executive Summary

"In Edinburgh every child or young person irrespective of identity background or ability is part of a resilient and positive learning community where they feel:
We belong
We contribute
We learn
We are supported and we help others"

This report provides a summary of the work carried out during the course of the 2018 to 2019 academic session to build on our strengths and further develop our local approach to inclusion. It uses a range of evidence from HMI school inspections, self-evaluation by schools and management information which is gathered centrally.

Overall we conclude that inclusion in The City of Edinburgh schools is good with a good level of confidence and very good capacity for continued development. Our analysis identifies that inclusive practice is strong in most schools, ably supported by educational psychologists, Additional Support for Learning staff and third sector partners. We are pleased to see a reduction in exclusions but recognize that more needs to be done to secure better outcomes for children who are looked after or who live in deprivation. In particular, we need to encourage higher levels of attendance, and more appropriate pathways for these groups. This will be our focus for next session.

What Our Children Said

As part of the Edinburgh Learns Inclusion Framework the board conducted a consultation on the draft vision for Inclusion with Children and Young People. We asked a group of pupils in one of our primary schools and a group of young people in one of our secondary schools what they thought of our draft vision statement.

They told us they liked the emphasis on belonging and contributing;

> *'I like, "I contribute". When you are in a school, you feel you are part of something – there are people to talk to. In P3, I wrote a story and I was sent to show it to the Head Teacher. The teachers are always positive and help me to feel successful.'*

They suggested thinking about 'We' instead of 'I';

> *'Maybe some of it could be everyone – "We", because our school gives space for everybody, it's a really good school.'*

Their views resulted in the following recommendations from the board which were incorporated into the final vision statement found on page 2 of this report;

- The wording in the statement should be changed from 'I' to 'We'
- Successful is dropped as a focus within the statement
- Respected is not added as it is included within the 4 Rs core principles for practice eg. Relationships, Rights Respecting, Restorative and Resilience Building
- The 4 remaining words will also then map well onto the Scottish Government measures of Inclusion[1] - present (We belong), participating (We Contribute), achieving (We learn), supported (We are supported and we help others) which will strengthen links to national guidance within the two key documents (Included, Engaged and Involved in Edinburgh policy and Edinburgh Learns Inclusion Framework)
- Suggestion to include Faith and Sexuality in the opening section would result in a long list. Rather than looking to list everything change statement to the broader descriptors of identity, background or ability.

The views of children and young people were also gathered to inform the work of the Children's Partnership What Kind of Edinburgh and are gathered annually through the Wellbeing Questionnaire. This is analysed and reported in the Health and Wellbeing Annual Report.

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[1] Guidance on the Presumption to Provide Education in a Mainstream Setting (2019) https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/

Evaluating our Progress in Inclusion

Scottish Government describes inclusion as being:
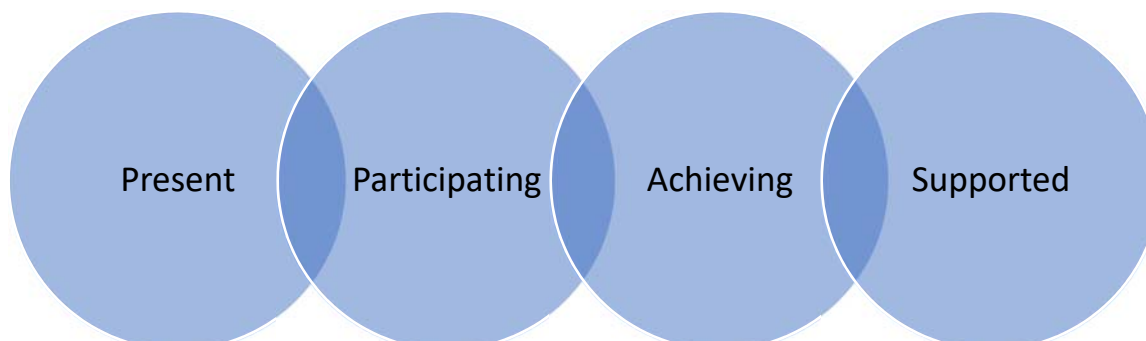
There are several sources of local authority data that are indicators of our inclusive practice;

Exclusions 2018-19

Year	2016-2017	2017-2018	2018-2019
Total Exclusions	977	869	837
Days lost through exclusion	2925	2587	2520
Number of children effected by exclusion	642	572	552

This is the first year exclusions for care experienced pupils have been monitored. 83 care experienced children were excluded this session (45 were currently Looked After and 38 were previously Looked After). Reducing care experienced exclusions is a local authority priority.

Attendance

Reducing the numbers of pupils who have less than 85% attendance is currently a target in our strategy to improve overall pupil attendance. As part of this system of monitoring, our primary schools are grouped as less than 5%, 5 to 10% and greater than 10% (of pupils with less than 85%). Our secondary schools are grouped as less than 9%, 9 to 19% and greater than 19% (of pupils with less than 85%).

In January as an indicative midpoint in the 2018-2019 school session attendance across the authority was;

	Less than 5%	5% to 10%	Greater than 10%
No. of Primary Schools	35	24	29
	Less than 9%	9% to 19%	Greater than 19%
No. of Secondary Schools	7	6	10

This is an area of work which will continue to be a focus in ensuring all our learners are present, participating, achieving and supported.

Requests for specialist provision

Requests for specialist (pathway 4) placements are reviewed at the end of each academic year. All requests from Edinburgh schools are made in the context of our Getting it Right for Every Child In Edinburgh Child Planning process. In 2017-2018 there were a number of positive findings;

Secondary

Year	Secondary Requests for provision total	Provision Offered	S1 to S6	Provision Offered	P7 to S1 Requests total	Provision Offered
2015-2016	**124**	**92 (74%)**	**74**	**No data**	**50**	**No data**
2016 - 2017	**145**	**114 (79%)**	**64**	**40 (63%)**	**81**	**74 (91%)**
2017-2018	**116**	**102 (88%)**	**51**	**42 (82%)**	**65**	**60 (92%)**

For early years 2017-2018 was the first year of data collation;

Total Requests	Specialist Nursery	Agreed	Retained Year	Agreed	Looked After Out of Authority	Agreed
24	**14**	**8 (57%)**	**7**	**6 (86%)**	**3**	**3 (100%)**

For primary 2017-2018 was the first year of data collation;

Total Requests	Agreed	Nursery to P1 Requests	P1 to P6 Requests
149	**111 (79%)**	**51**	**98**

- All CEC LAC out of authority requests were agreed

Flexible Timetables

The new Flexible and Alternative Timetable procedure was launched in March 2019. Schools will be supported to implement this in 2019-2020. This will allow city wide tracking of the number and duration of flexible (reduced) timetables over subsequent years.

Quality Assurance and Inspection

Quality Improvement (Indicator 3.1)

Following analysis of School Standard and Quality Reports, most schools self-evaluate quality of provision as good for Quality Indicator 3.1

Primary Schools

Grade	1	2	3	4	5	6
No of schools			10	43	35	

Secondary Schools

Grade	1	2	3	4	5	6
No. of schools			2	15	6	

Special Schools

Grade	1	2	3	4	5	6
No. of schools			4	5	2	

School Inspections

During session 18/19, 2 primary schools and one special school were inspected using the full model which includes evaluation of the Wellbeing, Equality and Inclusion Quality Indicator 3.1. To date, two reports has been published. One school was graded at very good and the other good.

Inclusion Strategic Group Analysis of Progress

Finalising the Edinburgh Learns Document
There has been a consultation process on the main document carried out at primary and secondary headteacher National Improvement Framework (NIF) days. This resulted in a number of amendments. The final version was then further edited to ensure it was as succinct and clear as possible. The final version was presented at a meeting of the strategic board in May 2019. Some further minor amendments were agreed and finalised at that meeting.

Board Membership
The strategic group (now Board) will meet 4 times annually. Secondary school representation will be reviewed to maximise attendance and ensure views from all sectors are represented within the group.

The Board has discussed the role that key partners and voluntary organisations play in contributing to the action plan for inclusion. Alongside schools and early years there is therefore also representation from social work and voluntary organisations as well as community learning and development, additional support for learning service and psychological services.

Action Plan for Inclusion
The strategic board will update and progress an annual action plan. Actions completed in 2018 to 2019 include;
- Included, Engaged and Involved in Edinburgh Policy – working draft agreed by committee in November 2018
- Policy and procedures mapped out alongside the inclusion framework and other key local authority and national drivers (appendix 2)
- Improving Outcomes for Learners at Risk of Exclusion – finalised in December 2018
- Flexible and Alternative Timetables – finalised in March 2019
- Managing and Reducing Risk - finalised in March 2019
- Relationships, Learning and Behaviour – finalised July 2019
- Consultation on Mental Health informing tops tips for children, schools and carers
- Inclusion statement from the Director of Education disseminated to all schools
- Review of the model of audit allocation completed
- Ongoing evaluation and extension of Wellbeing Academy Project
- Ongoing evaluation and extension of nurture approaches
- Inclusion survey completed by all schools

Conclusion

Over the course of 2018-2019 the Edinburgh Learns Inclusion Framework board has been established and the framework document with accompanying A5 guide has been finalised. Alongside this a number of actions in relation to our strategy for inclusion have been progressed. These have been outlined above.

Our analysis of School Standard and Quality Reports shows most schools self-evaluate quality of provision as good for Quality Indicator 3.1 which relates directly to inclusion.

Our citywide data shows there continues to be a positive overall trend in reducing exclusions and we are now beginning to look at this in relation to target groups such as our care experienced learners.
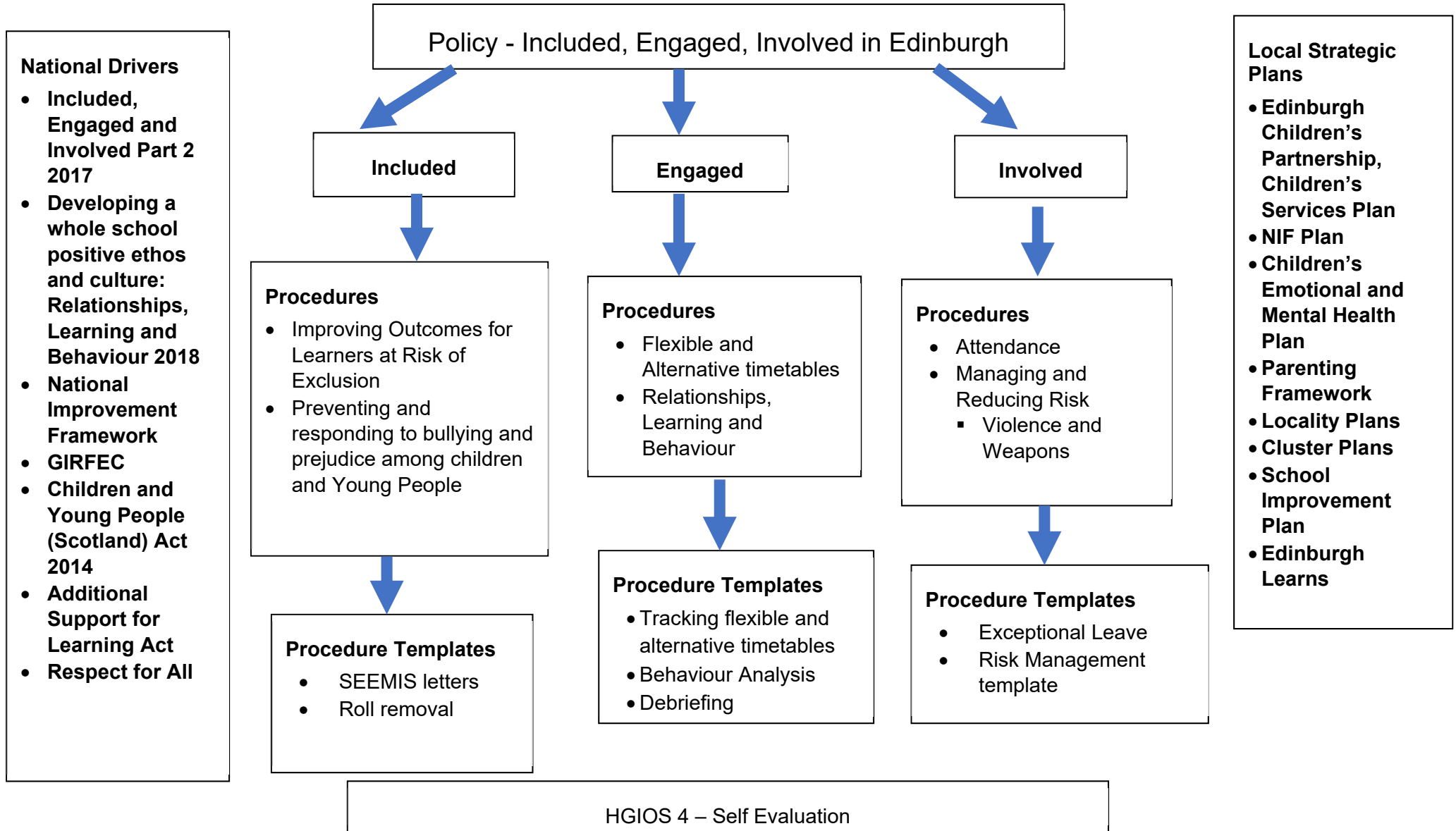
We recognise that for many learners attendance is an area that would improve their ability to be present, participating, achieving and supported. We now have a focus on reducing the numbers of learners with less than 85% attendance rather than focussing on overall school attendance across stages. This change in focus will better enable us to shine a light on those most vulnerable and implement targeted strategies and supports.

At the end of 2017 to 2018 annual data across early years, primary and secondary showed that most requests for specialist provision were appropriate and resulted in the offer of a placement. The implementation of annual reporting for early years and primary requests at the end of 2017-2018 will now also allow us to look at year on year tracking of special placement requests and placements across all sectors.

Next steps

- Support the implementation and embedding of the key policy and procedures disseminated during 2018-2019
- As part of the process of implementation ensure accurate recording of flexible timetables, physical harm or weapons in school and physical intervention to prevent harm (as outlined in the procedures) to allow citywide tracking and monitoring
- Continue citywide tracking and monitoring of exclusion including a specific focus on reducing exclusion for care experienced learners
- Continue to implement approaches to capacity building in mainstream including the development of secondary Wellbeing in Education bases
- Continue to draw on the views of children and young people through participation forums such as Youth Talk, My Kind of Edinburgh and themed topics such as Mental Health
- Continue local capacity building in evidence based approaches such as nurture, the Wellbeing Academy and Seasons for Growth
- Continue to work with key partners and voluntary organisations to provide the right support at the right time to children and families who are at risk of not being 'Included, Engaged and Involved'
- Ensure appropriate training is available to staff with a focus on Relationships, Learning and Behaviour
- Continue to explore, pilot and evaluate approaches to increase attendance for vulnerable learners

Appendix 2: Examples of Associated Policies, Procedures and Strategic plans

National Drivers

- **Included, Engaged and Involved Part 2 2017**
- **Developing a whole school positive ethos and culture: Relationships, Learning and Behaviour 2018**
- **National Improvement Framework**
- **GIRFEC**
- **Children and Young People (Scotland) Act 2014**
- **Additional Support for Learning Act**
- **Respect for All**

Policy - Included, Engaged, Involved in Edinburgh

Included

Procedures
- Improving Outcomes for Learners at Risk of Exclusion
- Preventing and responding to bullying and prejudice among children and Young People

Procedure Templates
- SEEMIS letters
- Roll removal

Engaged

Procedures
- Flexible and Alternative timetables
- Relationships, Learning and Behaviour

Procedure Templates
- Tracking flexible and alternative timetables
- Behaviour Analysis
- Debriefing

Involved

Procedures
- Attendance
- Managing and Reducing Risk
  - Violence and Weapons

Procedure Templates
- Exceptional Leave
- Risk Management template

Local Strategic Plans

- **Edinburgh Children's Partnership, Children's Services Plan**
- **NIF Plan**
- **Children's Emotional and Mental Health Plan**
- **Parenting Framework**
- **Locality Plans**
- **Cluster Plans**
- **School Improvement Plan**
- **Edinburgh Learns**

HGIOS 4 – Self Evaluation

EDINBURGH LEARNS

Pathways Annual Report

Contents

> *"Edinburgh Learns*
> *Our Goal: To ensure that every learner experiences the best teaching and*
> *learning in all of our schools."*

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this, they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents, carers and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the Council Strategy to Raise Attainment for All, comprises key frameworks informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment for all our children and young people.
The Edinburgh Learns Framework - Pathways to develop our young workforce – exists to ensure:

> "*all learners are on the right route to the right job, through the right course via the right information*"
> 15-24 Learner Journey Review (2018)

We need Scottish education to deliver both excellence in terms of ensuring children and young people, from 3-18, acquire a broad range of skills and capacities at the highest levels, whilst also delivering equity so that every child and young person should thrive and have the best opportunity to succeed, regardless of their social circumstances or additional needs. We want to develop with our partners an empowered and collaborative system, where everyone's contribution is heard and valued and improving children and young people's outcomes from 3-18 is at the heart of everything we do.

Ensuring all our learners can feel supported to make suitable, realistic and informed choices and follow progressive curriculum pathways that are tailored to their skills, strengths and interests is central to our inclusive economic growth and social justice ambitions.

By Pathway we mean:

"the totality of all that is planned for children and young people throughout their education"

(Scottish Government 2008)

This report provides a summary of the work of the Quality Improvement & Curriculum Service, in collaboration with our schools and partners, to support the improvement of Pathways to develop our young workforce across the city.

EL Pathways Strategic Board

The Pathways Strategic Board commenced in November 2018.
It consists of the following representatives:

- Senior Education Manager – Chair
- Quality Improvement Education Officer – DYW (Secondary)
- Quality Improvement Education Officer – DYW (Primary)
- Quality Improvement and Education Officer – (Early Years)
- Senior Leaders from each educational sector (3-18)
- Depute Principal Educational Psychologist
- Partners
    - SDS Regional Manager
    - DYW Regional Board
    - Edinburgh College
- Professional Association Representation

The *EL Framework Pathways to develop our young workforce* has been informed by research led by Young Scot and cited within the *15-24 Learner Journey Review* (2018) into young peoples' experiences of the education and skills system. Views expressed by young people include:

- The highest value learner journey is one that is specific to meet the needs for each individual young person
- Many young people make choices about their learning based on short-term, annual options rather than considering longer pathway planning toward particular careers and advanced level knowledge and skills
- Some young people felt the focus on attainment and qualifications within schools was not giving them the skills required to succeed in life, learning and work. As a result, some felt ill-prepared for life after school and this had a negative impact on their learner journeys
- When young peoples' learner journeys falter, this is often the result of personal, social and health issues
- Access to the right support at the right time was identified as being key to minimising the potential negative impact that these issues can have on young peoples' learner journeys.
- Young people felt there was a lack of parity of esteem between vocational and academic career pathways.
- Many young people from all backgrounds report negative early experiences of the world of work. Lack of relevant and beneficial work experience was cited as a key barrier to young people getting certain jobs

As the Edinburgh Learns Pathways Board seeks to implement the Pathways Framework across all educational settings, the role of children and young people will be critical in shaping our action plan and evaluating impact. Our *My World of Work* Ambassadors have expressed how important their leadership role is, in championing DYW with peers in schools. Over 200 young people, across 15 schools, volunteer as Ambassadors because they are committed to encouraging other pupils to create an online *MWOW* learner profile and be empowered to shape their own learning pathway. The EL Pathways Board will seek to establish effective partnership-working with the *MWOW* Ambassadors going forward.

Key Strategic Actions

Leadership

Strengths

- Strong systems leadership is being delivered through the Pathways Strategic Board, Regional DYW Board and School-College partnership. These forums bring together stakeholders from education, including senior leaders from 3-18 settings, Edinburgh College, Skills Development Scotland, DYW Board and employers to improve outcomes for our learners and develop the young workforce.

- We have a shared vision focused on supporting all young people into positive and sustained leaver destinations. Ensuring that the Youth Employment strategy milestones are achieved is a key focus and this is helping to drive DYW.

- Our starting point has been to understand why the system needs to change to be better for the learner and then action plan to implement the conditions for this to be realised.

- Early Years and School senior leaders are empowered to design and implement their own curriculum model and narrative, based on national guidance, to best fit the learning needs of the children and young people within their unique educational setting.

- In June 2019 Councillor Alison Dickie celebrated the role of 71 young people who lead as Ambassadors championing the *My World of Work* website. There are over 200 Ambassadors

in 15 Edinburgh schools who promote the range of MWOW resources with other pupils, parents/carers and staff. They support young people to register and create an online MWOW learner profile, empowering them to lead their own learning pathway.

Leadership

Next Steps

- Continue to liaise with partners, including Education Scotland, the DYW Regional Board, Skills Development Scotland and the South East Improvement Collaborative (S.E.I.C.) to ensure that the quality of the curriculum and learning pathways for all children and young people, is continually improved through effective collaboration.
- Embed a culture based on parity of esteem for all learning pathways and promote the curriculum offer using the Scottish Credit and Qualifications Framework (SCQF) to develop language of progression and attainment at Levels of qualification.

Career information, advice and support

Strengths

- All schools engage in a range of assessment activities (formative, summative and holistic) to inform teachers' judgements about pupils' progress. Within best practice, assessment is integral to the planning of learning and teaching and is used to inform future progress in learning (EL Assessment and Moderation Annual Report).
- A range of reliable assessment evidence, alongside benchmarks and data is being used by teachers to plan more appropriate learning pathways for children and young people at key transition points. GIRFEC principles and practice underpin this.
- Most schools have developed processes which monitor and evaluate pupils' progress, particularly in Literacy, Numeracy, Health & Wellbeing
- Cluster Improvement Plans include priority to continue developing robust assessment and moderation processes to track and monitor learners' progress to ensure pace, challenge and continuous progress in learning resulting in improved outcomes for all learners.
- Children and young people's entitlements to personal support are being fulfilled in most schools, enabling learners to review their own learning with a key adult who knows them well, helps them to plan next steps and prepare for changes and choices. Systems to support Key Adult time vary across schools and impact needs to be evaluated to ensure best practice.
- Almost all High Schools are supporting young people to register with *My World of Work* (M.W.O.W.). *My World of Work* provides an online learner account that enables young people to access a profiling tool and record their attributes, skills, achievements and successes to help them plan their learner journey into work
- Through our collaboration with SDS an action plan to implement *My World of Work* across the Primary sector is being developed to support delivery of the Career Education Standard and improve P7 transition using the online profiling tool.

- Gender imbalances across the curriculum and prejudice-based choices about future careers are being actively challenged through a range of platforms and supported by our STEM strategy:
    - *Unconscious Bias* - professional learning delivered at Duddingston PS
    - *P2 Future Nurse Pilot* – NHS and DYW partnership project
    - Foundation Apprenticeship Children and Young People – actively encouraging more men working within Early Years settings
- There is improved partnership working with the regional DYW Board and SDS, facilitated through the DHT 16+/DYW Network:
    - Presentations on current labour-market intelligence has resulted in more relevant career information and advice being provided at times of choice and change eg. Liberton HS Choice Booklet. This best practice is being shared to improve consistency across all schools.
    - Professional learning delivered by SDS on the 16+ Data Hub has improved data input on Anticipated Leave Dates, Preferred Occupation and Preferred Routes.
    - Guidance on the 16+ Meeting, including remit responsibilities for each partner, and a 16+ Quality Assurance timeline, outlining key tasks and transition points throughout the school year, have been co-produced to improve consistency of practice across all schools. Best practice is based on GIRFEC principles and involves early identification, a planned progression pathway with the necessary support in place and devised in partnership with either the third sector, colleges or an employer.
    - SDS have developed the transition team to bridge in-school and post-school provision, placing relationships with young people at the centre. By having more cohesion and coordination we hope that our young people in Edinburgh will be better supported into the right path at the right time.
    - Locality DYW hubs connecting schools with local employers have been established. These hubs enable us to more effectively fulfil the aims of the Career Education Standard and Work Placement Standard: building ambition and better preparing children and young people for positive sustained leaver destinations through progressive learning that connects them more directly to employment e.g. Delivery of *Veolia Circular Economy* challenge to 200 Primary 6 pupils across the Leith cluster. There has also been an increase in the number of employers pledging to engage with schools eg. *Balerno High School Business Briefing* resulted in 45 pledges for delivery next session
    - The Edinburgh DYW Board reports the following progress:
        - *Marketplace* (provides work-based learning opportunities): in last 3 months 864 places have been booked by 25 out of 35 schools (Edinburgh, Mid & East Lothians). Currie High School has highest number of bookings in Edinburgh
        - *Founders 4 Schools*: 103 business leaders have volunteered 667 hours of their time to visit classrooms or to host work experience placements in Edinburgh,

Midlothian and East Lothian. Over the last 3 months 5 High Schools have had 9 events delivered and 5 events are already in the pipeline for the next academic year. 4 Primary schools have used the system to deliver 8 events.

- o Delivery of Regional Conference - 240 delegates, 5 workshops, 12 exhibitors, research on Work Readiness presented and campaign launched, over 100 pledges made.

Career information, advice and support

Next Steps

- We must continue to build the confidence of our children and young people that they are making the right decisions about their learning pathways in line with their aspirations and abilities.
- We achieve this by ensuring that learners are supported to make the best choice in the first place through embedded universal and targeted support.
- We will promote *My World of Work* as the preferred digital platform to implement the S3 Learning Profile more effectively across all schools. This tool enables young people to track their own learning journey; understand strengths and areas for improvement; identify future goals and pathways. It includes a focus on what they feel are their latest and best successes.
- Apt professional learning for practitioners will support the implementation of *My World of Work* from P5 upwards. This will enable children and young people to reflect on their skills development and support the P7 and S3 learning profile.
- We will continue to promote Skills Development Scotland www.skillsdevelopmentscotland.org.uk with young people, parents and carers, and staff as the "one-stop shop" to better signpost all qualifications, pathways and support for learners in Scotland.
- Edinburgh Learns Team will deliver CLPL focusing on aspects of AFL, including that which enables teachers to develop greater confidence in reporting on pupils' progress, with a focus on engagement in Education Scotland benchmarks.
- EDICT tracking system to be rolled out across all schools throughout next session.
- The ability to track employer engagements across 3-18, as part of the Work Placement Standard, is an aspect for further development.

Provision

Strengths

- Senior leaders are empowered to shape the curriculum rationale and narrative based on the shared values and unique features of their educational setting and local community; national guidance; and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities.

- Edinburgh Learns and relevant frameworks promote best practice and continuous improvement in skills development for literacy, numeracy, health and wellbeing, digital literacy, creativity and employability across all curriculum areas and contexts of learning.

- In the best examples, teachers make explicit reference to the relevant skills at the beginning of every lesson and incorporate within Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development.

- Schools are increasingly engaging with the Career Education Standard (3-18) and the Work Placement Standard when reviewing curriculum frameworks to ensure learners' entitlements are met.

- Employer engagement with schools has improved with the development of DYW Locality partnerships. Events such as the DYW Regional Conference and Jobs Roadshow ensure that young people across Edinburgh are having greater opportunities to explore vocational pathways.

- Recognition of parity alongside traditional academic routes is better and has been helped by the SDS media campaign and partner events, however we need to continue upskilling all those who provide advice to young people on the learner journey.

- SDS Careers Advisers are building stronger relationships with schools as part of the Service Level Agreement.

- JET review (Appendix – G. Brady)

- Our post-15 provision in schools is enhanced by the School-College partnership delivering additional vocational pathways at Edinburgh College campuses throughout the city. This includes Foundation Apprenticeships, alongside other Level 5 and 6 qualifications, such as National Progression Awards.

- The City of Edinburgh Council is now offering the Foundation Apprenticeship Children and Young People at the Hub schools of WHEC and Liberton. This provides a viable pathway to the Modern Apprenticeship and ensures a skilled workforce for our expanded early years provision.

- The City of Edinburgh Council is represented on the Scottish Government's 15-24 Learner Journey Review workstream and this will ensure cohesion with local priorities.

- Support for statutory leavers, looked after/care experienced young people and those at risk of disengagement is improving. A key driver has been enhanced understanding of the 16plus Data Hub's role in improving outcomes for young people. Across most Edinburgh schools, data entry is more rigorous, therefore our tracking of anticipated leave date, preferred occupation and preferred route is much better. The few schools needing to improve data hub management have received joint follow-up support. We can better identify leavers and those at risk of a negative destination. This enables us to coordinate resources more effectively across the estate and support young people with the right guidance at the appropriate time – e.g. Edinburgh Guarantee/SDS Careers Event for Winter Leavers

Provision

Next Steps

- Schools will continue to review curriculum structures to develop additional flexibility and more appropriate learning pathways based on SCQF Levels to meet the needs of all young people.
- QICS service will continue to support schools in building curriculum frameworks which ensure all children and young people are supported in developing skills which maximise employability, including links with Business partners, local employers, Further and Higher Education Establishments.
- A sub-group of the EL Pathways Strategic Board is developing an online regional senior phase prospectus to improve equity and expand the vocational and academic pathways on offer to all of Edinburgh's young people – increasing routes from schools into employment, further education closely linked to employment or higher education.
- With the appointment of a Foundation Apprenticeship Coordinator we will improve marketing of vocational pathways and increase uptake across the FA frameworks.
- Through co-production and co-delivery, schools, SDS, DYW and Edinburgh College will engage meaningfully with children, young people, teachers, parents, partners and employers to promote understanding of different types of qualifications at each SCQF Level.
- Edinburgh Learns Professional learning will focus on skills for learning, life and work. Teachers will learn about practical approaches including higher order thinking skills, creativity and metacognition to support learners' development of skills and their ability to talk about the skills they are developing.
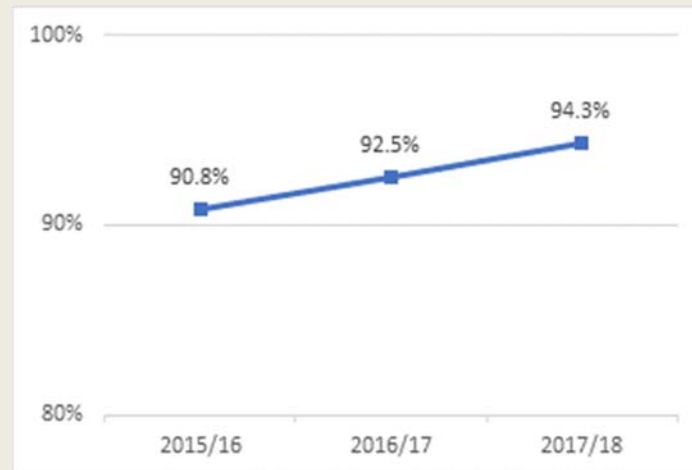

Performance – self-evaluation

Strengths

- Rigorous approaches to self-evaluation build our capacity to improve outcomes for children and young people (Edinburgh Learns Quality Improvement). These are based on our core principles of:
  - Collaborative
  - Proportionate
  - Supportive
  - Comprehensive
- Improved data intelligence is resulting in a more robust analysis of a range of evidence and data to monitor and track progress for all learners.
- Practitioners engage in professional learning offered to support a range of aspects of SNSAs. The LA has delivered a consistent message that data should be used diagnostically, as part of a wide range of evidence, with schools making their own decisions about when pupils engage in the assessments.
- The performance of our partnership approach to improving outcomes for learners can be assessed through our local authority Participation Measures and School Leaver Destination

Results. The participation measure shows the proportion of young people aged 16-19 years participating in education, training or employment. We need to narrow the gap between the proportion of those in the most deprived areas participating in education, training and employment compared with young people in the least deprived areas   School measures of attendance, attainment, engagement and inclusion will also demonstrate how well the learning needs of our young people are being met through an improved curriculum offer

Progress Indicator:	% of 16-19 years old participating in education, training or employment	
		n

- The 2017/18 City of Edinburgh Participation Measure is now 94.3% with a national average of 94.4%. This is a marked improvement on last year as the figure for 2016/17 in Edinburgh was 92.5%. Progress has been achieved through improved collaboration at a strategic level between The City of Edinburgh Council and critical partners.
- Joint follow-up to the 2017/18 Initial School Leaver data resulted in more robust and comprehensive data on young people's destinations being gathered.
- The overall figure of 93.6% for sustained positive leaver destinations 2017/18 (see Appendix) is a 0.9 percentage increase compared to the previous session and is above the national figure. The City of Edinburgh is now ranked 14 out of 31 local authorities, whereas last year, it was 23 out of 31.
- The upward trend in PSLD at Currie High School can be attributed to number of factors:
  - Relentless whole-school and cluster focus on DYW
  - Implementation of Skills Framework has embedded skills within the school vocabulary and across all curriculum areas
  - Robust 16+ systems to support planned learning pathways for those at risk of disengaging

Performance – self-evaluation

Next steps

- We need to improve the number of young people sustaining college as a first destination. A review of our PSLD data indicated that some of the decreases in sustained destination data, compared to initial, could be attributed to young people withdrawing from Edinburgh College during Year 1. All partners need to work more closely with Edinburgh College around this and ensure that young people are being supported into the most appropriate pathway. SDS, The City of Edinburgh and Edinburgh College have committed to reviewing attainment outcomes for young people engaged in the SCP offer, to ensure equity and excellence is being upheld.
- There are logistical obstacles, such as travel, transport, timings, that can inhibit young people from fully engaging with the school-college offer. We will continue to review delivery models to overcome these.   To improve transition to further education and build relationships with young people and parents/carers at an earlier stage, a number of pilot events at schools and Edinburgh College have been delivered.

- The Quality Improvement and Curriculum Service places self-evaluation at the heart of all activity, supporting schools to make effective use of data, improvement planning, research and innovative practice. Educational settings are empowered to develop approaches to self-evaluation which best suit their context and provide robust data about what is working well in improving outcomes for our children and young people.

- Effective self-evaluation is a rigorous process which provides a unique and valuable picture of what is having most and least impact on learners in a single class, at a stage, within a school or across a cluster or local authority. Self-evaluation involves all stakeholders in the learning community considering 'How good can we be?' Once the quality of the impact on learners has been evaluated, then plans for improvement can be drawn up.

The City of Edinburgh Council systems to support the design and development of the Senior Phase:	
Edinburgh Learns	Council strategy to Raise Attainment for All and comprises a range of frameworks at various stages of implementation: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Pathways (to Develop our Young Workforce), Inclusion and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment.
EL Framework - Pathways to develop our young workforce	Developed to ensure: "*all learners are on the right route to the right job, through the right course via the right information*" 15-24 Learner Journey Review (May 2018) By curriculum pathway we mean: "*the totality of all that is planned for children and young people throughout their education*" (Scottish Government 2008) **The Framework upholds the principle of Headteacher empowerment to design the school's Senior Phase offer**. Rigorous self-evaluation means the Headteacher is best placed to understand the unique features of the school context and local community and develop an appropriate curriculum rationale and

	narrative to best meet the needs of all learners. Schools advised to implement curriculum based on national guidance and Curriculum for Excellence (CfE) design principles, taking account of learners' entitlements and the four capacities. The Framework will support Headteachers to design their senior phase curriculum offer by outlining: • National and local context • Current educational policy and guidance • Roles & Responsibilities • Key Strategic Actions
Quality Improvement and Curriculum Service	QIEO supports continuous improvement of schools within assigned locality – serve needs of school as determined by Headteacher Upholds quality assurance processes to support continuous improvement
Headteacher Meetings	Led by Schools and Lifelong Learning Manager and Quality Improvement Manager Facilitate collaboration across Edinburgh schools to promote continuous improvement in all aspects of school leadership and management
DHT Network Curriculum/Timetable	Facilitated by Quality Improvement Education Officer to improve and expand the senior phase offer across all Edinburgh schools Column E identified as "Travel Column" – Tuesday and Thursday afternoons Opportunity for learners across Edinburgh to access broader offer through consortia arrangement between schools and the School-College partnership Supports range of learning pathways Promotes academic and vocational options with parity of esteem Local authority funds curricular travel
DHT Network 16+	Facilitated by Quality Improvement Education Officer to improve outcomes for all young people, such as positive and sustained destinations Focuses on post-15 Careers advice, information and personal support Promotes best practice and consistency

	Collaboration with partners, such as SDS, regional DYW Board, and Edinburgh College, to ensure young people being supported into most appropriate learning pathway
Curriculum Networks	Facilitated by Quality Improvement Education Officer to support collaboration within curriculum/faculty areas across schools in Edinburgh Lead Teachers appointed to each curriculum area to coordinate networks across the authority
School – College Partnership	Collaboration between The City of Edinburgh Council and Edinburgh College to improve and expand senior phase offer, including NPAs and Foundation Apprenticeships
Local Authority delivery of FA Framework	Established hub schools for delivery of FA Children and Young People
Partnership working	JET (Jobs Education Training) Team – provides targeted support for young people in senior phase at risk of not attaining JET Plus – targeted support for Winter Leavers
Leadership Learning Partnerships	Opportunity for schools in all sectors to work in partnerships, with support from officers, to: • validate and moderate schools' self-evaluation • provide critical feedback for improvement • provide valuable professional learning for staff

Supported Self-Evaluation	Work in partnership with schools in all sectors to:
	• validate and moderate schools' self-evaluation
	• provide critical feedback for improvement
	• gather information on the capacity of schools to improve
	• provide valuable professional learning for staff
	Each SSE team provides support and challenge in the following:
	• leadership of change
	• learning, teaching and assessment
	• wellbeing and inclusion
	• school's own choice.
	In addition, an evaluative statement is provided for the:
	• curriculum
	• learning pathways
	• progress to reduce the attainment gap for children living in poverty
	• progress to meet the needs of looked after children.

Conclusion

The *Edinburgh Learns Framework Pathways to Develop our Young Workforce* will be launched in August 2019. The guidance is one of the frameworks of the Edinburgh Learns Strategy to Raise Attainment for all learners. It provides schools with information about key strategic actions which should be at the heart of professional practice to ensure improved outcomes for all learners.

Officers within our Quality Improvement Service, and Edinburgh Learns Pathways Team, will continue to support our schools through a proportionate model. Collaboration with senior leaders across all settings will build consistency in the delivery of the strategic actions to improve positive and sustained destinations for all our young people. High quality professional learning focused on better knowledge and understanding of the Career Education Standard, Labour Market intelligence and SCQF learning pathways will build the capacity of all staff to improve learners' outcomes. Our partnerships will help us to expand our provision of progressive learning pathways. Monitoring our performance across key measures will enable us to evaluate impact. Regular progress updates will be provided to the Pathways Strategic Board and to the Childrens's Service Plan Strategic Outcome 2 Board.

Next steps
- Implementation & evaluation of *Edinburgh Learns Framework Pathways to Develop our Young Workforce*
- Delivery of Edinburgh Learns CLPL offer to ensure high quality career information, advice and personal support
- Undertake Thematic review of Part-time Timetables

Appendices

Appendix 1

Positive and sustained Leaver Destinations – 4-year pattern									
	Initial PDs				Sustained PDs				
School	**2015**	**2016**	**2017**	**2018**	**2015**	**2016**	**2017**	**2018**	
Balerno CHS	96.0	93.8	97.4	95.5	97.1	97.3	97.4	93.2	
Boroughmuir HS	95.0	95.5	94.4	98.5	93.6	93.4	94.4	96.0	
Broughton HS	90.0	93.5	89.3	93.0	86.3	89.9	86.0	92.5	
Castlebrae CHS	94.0	89.3	73.1	84.2	92.5	89.3	76.9	95.0	
Craigmount HS	94.0	97.8	95.3	95.6	93.6	95.5	95.3	96.7	
Craigroyston CHS	88.0	87.2	87.1	89.5	86.9	91.9	83.5	82.9	
Currie CHS	98.0	95.7	95.3	99.2	98.0	95.7	96.9	97.5	
Drummond CHS	88.0	81.4	88.3	92.8	91.9	87.1	87.0	91.3	
Firrhill HS	93.0	96.6	94.9	94.2	95.7	94.3	96.4	94.1	
Forrester HS	91.0	96.5	89.5	96.4	88.3	90.1	93.5	89.9	
Gracemount HS	91.0	91.8	91.1	91.3	88.3	90.7	91.1	86.4	
Holy Rood RC HS	86.0	90.3	90.3	89.9	86.6	90.3	88.7	94.7	
James Gillespie's HS	93.0	93.5	95.8	97.3	91.7	92.9	96.9	95.9	
Leith Academy	91.0	92.4	88.8	91.5	88.7	91.8	91.1		
Liberton HS	87.0	87.6	90.9	93.1	90.2	89.9	89.1	88.7	
Portobello HS	93.0	92.9	89.8	92.6	93.0	95.1	92.1	94.0	
Queensferry CHS	94.0	95.7	94.0	95.2	95.5	95.7	88.8	94.4	
St Augustine's RC HS	98.0	96.6	96.1	96.7	93.8	93.0	92.2	92.6	
St Thomas of Aquin's RC HS	87.0	96.8	97.7	96.4	87.9	94.4	98.4	96.4	
The Royal High School	98.0	96.9	95.4	94.6	97.6	97.3	93.7	95.6	
Trinity Academy	95.0	94.0	90.6	92.6	96.1	90.2	92.6	97.3	
Tynecastle HS	90.0	93.2	91.7	94.4	89.3	88.0	94.0	92.2	
Wester Hailes EC	86.0	89.5	87.8	90.5	78.3	78.9	73.5	82.5	
City of Edinburgh	93.0	94.0	92.5	94.3	**92.0**	**92.7**	**92.1**	**93.6**	
	Red if 2018 lower than 2017 figure				Red if 2018 lower than 2017 figure				
Shading:			indicates figure significantly above Virtual Comparator						
			indicates figure significantly below Virtual Comparator						

| | (shading only available for initial PDs) | | | | | | | |

Appendix 2

School	Sustained PDs				Trend	
	2015	2016	2017	2018		
Balerno CHS	97.1	97.3	97.4	93.2		
Boroughmuir HS	93.6	93.4	94.4	96.0		
Broughton HS	86.3	89.9	86.0	92.5		
Castlebrae CHS	92.5	89.3	76.9	95.0		
Craigmount HS	93.6	95.5	95.3	96.7		
Craigroyston CHS	86.9	91.9	83.5	82.9		
Currie CHS	98.0	95.7	96.9	97.5		
Drummond CHS	91.9	87.1	87.0	91.3		
Firrhill HS	95.7	94.3	96.4	94.1		
Forrester HS	88.3	90.1	93.5	89.9		
Gracemount HS	88.3	90.7	91.1	86.4		
Holy Rood RC HS	86.6	90.3	88.7	94.7		
James Gillespie's HS	91.7	92.9	96.9	95.9		
Leith Academy	88.7	91.8	91.1	93.9		
Liberton HS	90.2	89.9	89.1	88.7		
Portobello HS	93.0	95.1	92.1	94.0		
Queensferry CHS	95.5	95.7	88.8	94.4		
St Augustine's RC HS	93.8	93.0	92.2	92.6		
St Thomas of Aquin's RC HS	87.9	94.4	98.4	96.4		
The Royal High School	97.6	97.3	93.7	95.6		
Trinity Academy	96.1	90.2	92.6	97.3		
Tynecastle HS	89.3	88.0	94.0	92.2		
Wester Hailes EC	78.3	78.9	73.5	82.5		
City of Edinburgh	**92.0**	**92.7**	**92.1**	**93.6**		
	Red if 2018 lower than 2017 figure					

Appendix 3

2018-19 Annual Report of Progress – JET
Garret Brady

Background:

JET (Job Education Training) provides extended work placements to pupils in the Senior Phase. The programme aims to equip statutory leavers with critical employability skills and support them into a destination on leaving school.

Outcomes:

A high percentage of the JET cohort experience barriers to education. Please see attached case study for a working example.

Barriers JET pupils experience:

39 pupils are Looked After/Care Experienced

6 Gorgie Mills Pupils

14 Young Carers

12 ASD diagnosis

24 Mental Health (engaging with Educational Psychologists, CAMHS or other 1 to 1 supports)

Table A: Destinations JET

JET Destination	Number	Percentage
Activity Agreement	3	2%
Apprenticeship	3	2%
Employability Fund	3	2%
Employed	7	4%
FE	32	19%
JET+	8	5%
Modern Apprenticeship	5	3%
Other Training	1	1%
Return to School	99	58%
Unemployed	4	2%
Unknown	5	3%
	170	**100%**

Barriers JET + S5 Winter Leaver Programme

16 of the 30 JET + pupils on the 2018/2019 programme were identified by Skills Development Scotland as having a "Maximum level of need". Criteria for being identified as maximum include - care experienced, young carer, those with ASN, young offenders and young people at risk to themselves and others.   JET + is very successful at supporting this cohort into a destination and offers aftercare to encourage sustained engagement.

Table B: Destinations JET + (S5 Winter Leaver Programme)

Destination	Number	Percentage
Activity Agreement	3	8%
Employability Fund Stage 2	1	3%
Employability Fund Stage 3	5	13%
Employment	6	16%
Further Education	6	16%
MA	6	16%
Moved Outwith Scotland	1	3%
Other Formal training	3	8%
School	3	8%
Unavailable Ill Health	1	3%
Unemployed	3	8%
	38	100%

Strengths

Placement:

Aim of JET is to provide young people who face barriers to education with a positive experience with an employer and support with the transition from school. Young people who are referred to the programme often excel in a work environment, for many this practical experience is a lightbulb moment and a connection is made between learning and work.

Partnership working:

JET has strong working partnerships with schools, SDS, Edinburgh college, employers at youth employability provision. These partnerships allow us to respond to need and provide a personalised programme. 34 % of JET pupils leave school to a destination which involves learning – either through an MA, or college itself.

To ensure the programme prepares young people for their next steps we have built a strong partnership with Edinburgh College and they now offer courses for JET pupils in:

- Introduction to Childhood Practice
- Health and Social Care
- Introduction to Built Environment
- Future Pathways (Winter Leaver Course)

The sectors above have been selected as they are all growth sectors in Edinburgh. We are working with the college to expand this offer.

Next Steps

- Track and monitor all young people engaged in JET rigorously, providing early intervention to reduce dropout rate
- Increase numbers of ASN pupils who access JET and improve employer offer
- Improve targeting of young people for JET – liaise closely with schools to ensure referral process robust. Interrogate Data Hub to identify potential JET candidates
- Map out learning pathways and progression routes to and from JET
- In 2020 we are piloting an S3 JET junior programme to provide earlier intervention through employer engagement
- Appoint an additional project officer to increase offer to ASN and care experienced pupils
- In SE and West localities provide young people in *Youth 180* groups and disengaged pupils with placements and employability input
- Place College at the heart of JET by providing all pupils with a college experience and planned learning pathway
- Work with college, schools and other partners to roll out S3 JET programme to all schools

EDINBURGH LEARNS

We said we would...

Introduction

We said we would…

…support schools to improve leaver destinations

99% of school leavers from Currie High School in 2018 entered a positive destination – this was one of the highest figures in Scotland and well above the national average of 94%.

Pupils' aspirations of having a good future are valued at Currie and support is provided to allow young people to pursue their interests and identify their skills. This journey starts in the Currie cluster primary schools, where learning about the world of work takes place, and continues from S1-S6 with employer "road trips" which allow pupils to visit workplaces, leadership training, use of Skills Development Scotland's My World of Work system, and tailored work placements.

Currie High is working as an SCQF Ambassador School, raising awareness of different levels of qualifications and how they can influence an individual student's learning journey.

We said we would... improve the quality of learners' experiences

We developed a Curiosity Club model to provide teachers with skills and resources to run exciting, practical STEM-based problem-solving sessions to develop science capital amongst learners, increase pupil participation and raise engagement. Curiosity Clubs can be used to develop skills in learners with a keen interest in STEM, or to provide a stimulating context for identified learners who may have barriers to engagement and attendance. Club members enjoy collaborating to solve problems, including code cracking, hands-on experimentation and investigations.
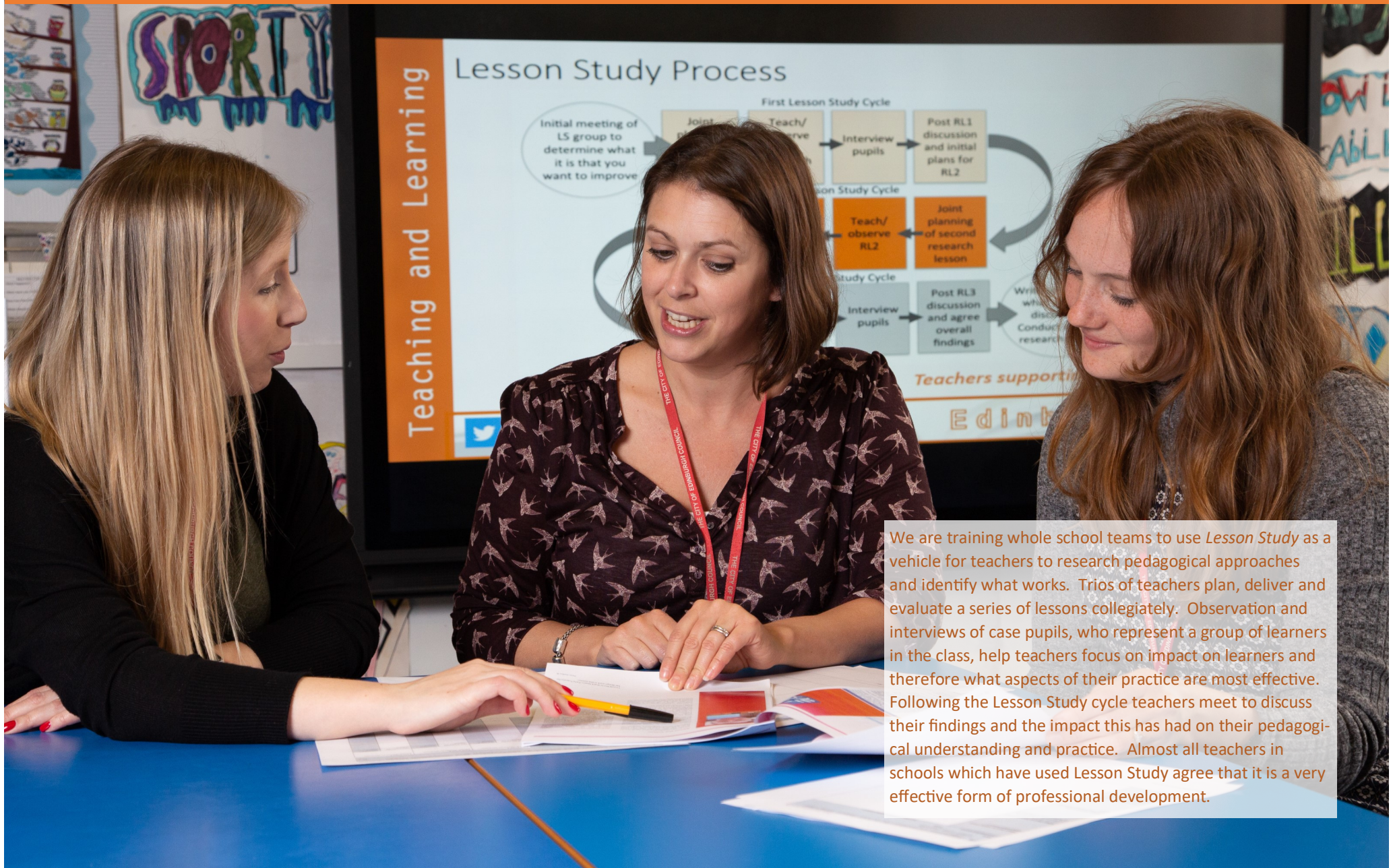
We are training whole school teams to use *Lesson Study* as a vehicle for teachers to research pedagogical approaches and identify what works. Trios of teachers plan, deliver and evaluate a series of lessons collegiately. Observation and interviews of case pupils, who represent a group of learners in the class, help teachers focus on impact on learners and therefore what aspects of their practice are most effective. Following the Lesson Study cycle teachers meet to discuss their findings and the impact this has had on their pedagogical understanding and practice. Almost all teachers in schools which have used Lesson Study agree that it is a very effective form of professional development.

We said
we would...
... improve attainment in writing

Craigour Park Primary School took part in our Raising Attainment in Writing Pilot 2018-19. Staff in the pilot schools were trained in ten research-based strategies and then supported throughout the year.

In P4, 80% of learners at Craigour Park achieved First Level in 2019 (an increase of 13 percentage points) and in P7, 60% of learners achieved Second Level (an increase of 7 percentage points). Most pilot schools are showing similar gains.

At Liberton High School, mathematics teachers used improvement science to investigate different approaches to teaching mathematics. In session 2017-18, S4 pupils were able to choose between National 5 Mathematics and National 5 Applications of Mathematics. As a result of widening curricular pathways and improving the quality of teaching, the percentage of pupils achieving an award in mathematics at National 5 level in S4 rose to 49% - an increase of over 20 percentage points in one session. The Curriculum Leader of Mathematics has shared this good practice with a number of our schools.

68% of City of Edinburgh school leavers in 2018 achieved SCQF Level 5 Numeracy, an increase of 7 percentage points since 2015.

We said we would... improve attainment in numeracy and mathematics

We said we would…

… develop higher levels of parental engagement

Parents in all schools have been involved in community events, from coffee mornings to conferences, from health and wellbeing events to holiday activities, from fundraising to film nights.

The majority of primary and secondary schools have appointed dedicated family link workers to support parents of their pupils with parenting skills.

Parents volunteer in different ways in all our schools. At Wardie Primary School, parents contributed to French Week and bilingual parents led classroom activities in French to enhance the 1 + 2 Languages programme.

We said we would…

… support health and wellbeing

Our draft health and wellbeing frameworks for early and second level have been used this year by a number of primary schools. Feedback from our Health and Wellbeing Network has shown that staff have found them helpful in planning learning and improving the learning experience for our children.

This year, we have worked with colleagues from across the authority, different education sectors and partners to provide a streamlined approach to teaching all aspects of the HWB curriculum and help staff make links with other curricular areas to provide meaningful and relevant learning.

We said we would…

… pilot the increase in Early Learning and Childcare hours and develop our provision for eligible two-year olds

We gave priority to the implementation of 1140 hours of Early Learning and Childcare before August 2020 to areas of the highest deprivation. 23/40 settings within SIMD quintile 1 are now delivering 1140 hours.

1076 children aged 3- 4 years old and 190 eligible 2's from settings within SIMD quintile 1 have early access to the increased early learning and childcare hours. 72% of 3-4 year olds and 86% of eligible 2 year olds accessing the 1140 hours early are from settings within SIMD quintile 1.

Staff report improved outcomes in children's development and learning. Positive impact on children's communication and language skills through targeted interventions.

All settings will deliver 1140 hours from August 2020.

Forest Kindergarten has continued to expand following the pilot supported by the Scottish government in 2017. From August 2019, 220 nursery children across six forest kindergarten sites will attend a quality forest kindergarten experience, providing 1140 hours of blended Early Learning and Childcare.