

# Education, Children and Families Committee

10am, Tuesday, 20 September 2022

## Standards & Quality Report and Education Improvement Plan

Executive/routine  
Wards  
Council Commitments

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Committee is requested to note the progress made during the last academic session, despite the significant challenges relating to the pandemic
  - 1.1.2 Committee is requested to note the Education Improvement Plan targets which have been shared with schools, particularly those to Close the Poverty Related Attainment Gap

**Amanda Hatton**

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## Standards & Quality Report and Education Improvement Plan

### 2. Executive Summary

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- 2.1 This report contains the statutory Standards and Quality Report and Education Improvement Plan which are prepared annually, following analysis of data, consultation with Edinburgh Learns Boards, Headteachers and officers. Overall, progress has been maintained, despite the significant challenges presented by COVID-19.

### 3. Background

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

### 4. Main report

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- 4.1 The National Improvement Framework provides a structure for education services to plan and report on the provision of education around raising attainment, closing the poverty related attainment gap, improving health and wellbeing and improving pathways. For session 22/23 onwards it also places an emphasis on Children's Rights.
- 4.2 Assessing the standards and quality of education is normally done through analysis of externally verified SQA exams and internally verified teacher judgements for Achievement of a Level. Additional information is also taken into consideration, such as HMI inspections of schools, local authority reviews and analysis of self-evaluation reports from schools.
- 4.3 The standard and quality of education across all schools and centres in Edinburgh is satisfactory with elements of good practice. Gaps in learning across primary sector have been recovered in most instances. Senior Phase information is still being processed, however some aspects have improved since the last formal diet of exams in 2019.

- 4.4 The Poverty Related Attainment Gap persists however, and more schools need to ensure that their staff have the appropriate level of skills, and the appropriate culture in place, to tackle this deeply ingrained issue. The Teachers' Charter and the Leadership for Equity culture change programme are beginning to show indications of progress in closing the gap. Strong practice in tracking and monitoring attainment and achievement are also required. Schools which underperform are being more rigorously supported and challenged in the revised programme for Quality Improvement.
- 4.5 The full reports for Attainment, Equity, Inclusion and Health and Wellbeing are reported at various Committee cycles. The Standards and Quality Report contains summary information only.

## **5. Next Steps**

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

## **6. Financial impact**

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- 6.1 No financial impacts are noted for this report

## **7. Stakeholder/Community Impact**

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- 7.1 The Education Improvement Plan has been influenced by relevant Edinburgh Learns Boards, comprising Headteachers and officers.
- 7.2 The EIP has been shared with Headteachers for consultation.

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

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## **9. Appendices**

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- 9.1 Appendix 1 Standards and Quality Report
- 9.2 Appendix 2 Education Improvement Plan (Schools)

# EDUCATION STANDARDS & QUALITY REPORT 2021-2022

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The City of Edinburgh Council provides high quality services for all residents. This Standards and Quality Report shows the progress made towards educational outcomes in the

academic year 2021-22. Evidence for this report is gathered by the Quality Improvement and Curriculum Service through self-evaluation activities. External evaluation is carried out by Education Scotland and the Care Inspectorate who publish reports on the standards of education and care they observe. The COVID-19 pandemic presented new challenges and opportunities, developing resilience across neighbourhoods and schools, leading to stronger collaboration and an increased sense of what families really need. Under the leadership of Amanda Hatton, our Executive Director of Education and Children's Services, I am confident the Education Service will continue to build progress towards the council aims of reducing poverty, becoming net zero and improving wellbeing and equalities.

Joan Griffiths

Our education strategy: Edinburgh Learns for Life, underpins all of our work and seeks to transform lives through learning. Edinburgh Learns for Life is an ambitious vision for every learner in Edinburgh and fully incorporates the National Improvement Framework, which specifically tackles inequality in our society.

This report demonstrates the progress we have made towards the four national priorities set out in the National Improvement Framework, as well as the related themes and drivers which underpin it. We are fully committed to working in partnership with parents and carers, and community partners, forming a large and supportive family who meet the needs of all learners. Developing children and young people's health and wellbeing through high quality wider achievement and outdoor education is helping them to become healthy, active and confident citizens. Our aim for every young person to leave school and go on to further or higher education, employment or training and to narrow the gap between those living in different areas of affluence. Through the self-evaluation activities which have informed this report, we have identified next steps in achieving our vision which will be taken forward with renewed vigour this session. Closing the poverty related attainment gap in Edinburgh will require us to continue to build the highest quality teaching workforce through our Edinburgh Teachers' Charter, as well as to develop engaging, enriching curriculum pathways for all. These and other actions are shown in the Education Improvement Plan for 2021-24.

I am deeply committed to ensuring that the best possible learning and care for every child, young person and resident in the City of Edinburgh will enable them to become lifelong learners, and to close the deep inequalities which exist. I am very pleased to lead Education & Children's Services and sincerely hope that we will achieve our worthy ambitions together.

Amanda Hatton



### **Our vision**

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

### **Our mission**

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

### **Our goals**

#### **Transform**

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

#### **Connect**

We will use a Place-based approach to build collaborative and sustainable learning, communities and networks.

#### **Empower**

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

## Background Information

In 2021/22, our Education Service delivered education through:

In 2021/22, our Education Service delivered education through:

- 23 secondary schools
- 90 primary schools, of which 78 have nursery classes
- 20 Early Years Centres
- 11 Special Schools, of which 2 have nursery classes
- Delivered to 60,786 children and young people
- By 3680 teachers and 1520 support staff

The Education Service also has responsibility for Wider Achievement and Lifelong Learning.

- 28 Active Schools Coordinators
- 85 Music Instructors
- 12 Youth Music Tutors
- 12 Lifelong Development Officers

## About the Standards and Quality Report

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

Evidence for the Standards and Quality Report is gathered through

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

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



## Schools and Services Inspected

Education Scotland Engagement	Setting
<b>Critical friend support</b> (continued engagement visit due to one or more grade of satisfactory or less or nominated by LA)	<ul style="list-style-type: none"> <li>Colinton Primary School</li> <li>Gracemount Primary School</li> <li>St Crispin's Primary School</li> <li>Granton Primary School</li> </ul>
<b>National Thematic Inspections</b>	<ul style="list-style-type: none"> <li></li> </ul>
Approaches to supporting children and young people's wellbeing	<ul style="list-style-type: none"> <li>Roseburn Primary School</li> <li>Leith Academy</li> </ul>
Local approaches to recovery	<ul style="list-style-type: none"> <li>Moffat EYC</li> <li>Castleview PS</li> <li>Gracemount High School</li> </ul>
Outdoor learning	<ul style="list-style-type: none"> <li>St Andrew's Fox Covert Primary School</li> <li>Woodlands Special School</li> </ul>
Other (CLD)	<ul style="list-style-type: none"> <li>Discover</li> <li>Get into Summer</li> <li>Summer Epic Days programmes</li> </ul>
Additional virtual meetings to EYC	<ul style="list-style-type: none"> <li>Fox Covert EYC</li> <li>Tynecastle EYC</li> <li>Greendykes EYC</li> <li>Calderglen EYC</li> <li>Lauriston Castle Forest Kindergarten</li> </ul>
<b>Recovery Visits</b>	<ul style="list-style-type: none"> <li></li> </ul>
Continuity in learning Wellbeing of children, young people and staff Safeguarding and Child Protection Procedures	<ul style="list-style-type: none"> <li>St Margaret's Pre-school and Nursery</li> <li>Gracemount High School</li> </ul>
<b>Care Inspectorate Visits</b>	<ul style="list-style-type: none"> <li>Programme of Early Years Settings, including partner providers</li> <li>"Good or better" national agenda</li> </ul>

Summary of QICS Engagement	
Follow-through session 2021-22 (grade of satisfactory or less – normal cycle of 1 year from inspection)	<ul style="list-style-type: none"> <li>Colinton Primary School</li> <li>Granton Primary School</li> </ul>
Follow-through session 2021-22 (normal cycle of 18 months from inspection)	<ul style="list-style-type: none"> <li>Boroughmuir High School</li> <li>St Augustine's High School</li> </ul>
Remaining Follow-throughs (prioritised start of session 2022-23)	<ul style="list-style-type: none"> <li>Gracemount Primary School</li> <li>Echline Primary School</li> <li>Longstone Primary School</li> <li>Prestonfield Primary School</li> <li>Ratho Primary School</li> </ul>
Supported Self evaluation (start of session 2022-23)	<ul style="list-style-type: none"> <li>Holy Rood RC High School</li> <li>The Royal High School</li> <li>Queensferry Community High School</li> <li>Pirniahall Primary School</li> <li>James Gillespie's High School</li> <li>Wester Hailes High School</li> </ul>

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

### Objectives

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

### Raising Attainment and Achievement

Analysis of schools' standards & quality reports show Raising Attainment and Achievement (QI 3.2) self-evaluation as follows:

Sector (3.2)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	21	53	15	0	<b>3.93</b>
Secondary	0	1	5	12	5	0	<b>3.91</b>
Special	0	0	8	2	2	0	<b>3.50</b>

Schools evaluating as satisfactory or less are priority schools and receive a high level of support. These self-evaluations are also revisited during the session as more assessment data and analysis becomes available

### Senior Phase Attainment

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

- 49% achieved 5 or more passes at National 5 in S4 (an increase of 6 percentage points since 2019).

- The most significant increase in attainment at Level 6 in S5 was for those achieving 3 or more Higher passes – a 6 percentage point increase on 2019.
- At Advanced Higher in S6, the authority also achieved its best ever performance with 32% of the original S4 cohort achieving 1 or more Advanced Higher passes.
- Schools showing a strong pattern of improvement across all measures compared to 2019 are: Broughton, Craigmount, Firrhill, Leith, Liberton and Tynecastle.

### Percentage of the S4 roll attaining passes at SCQF levels

	2018	2019	2020	2021	2022
<b>By the end of S4</b>					
5@National 5	41	43	52	49	49
<b>By the end of S5</b>					
1@Higher	60	59	64	65	63
3@Higher	41	38	45	46	44
5@Higher	22	20	24	25	24
<b>By the end of S6</b>					
1@Higher	66	66	69	70	70
3@Higher	47	49	50	55	53
5@Higher	35	36	38	42	40
1@Advanced Higher	26	27	30	25	32

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

Over the course of the pandemic all attempts were made for learning to progress as normal and for gaps in learning to be filled through additional interventions. The results show that the steady improvements in performance, impacted by COVID are back to our expected levels. Additional interventions are planned to build on this strong and improving performance.

Literacy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	76.0%	78.3%	78.9%		71.9%	78.8%
P4	71.1%	74.3%	75.8%		76.3%	73.3%
P7	70.6%	74.2%	76.5%		73.4%	77.1%
P1,P4,P7 (Combined)	72.7%	75.7%	77.1%		73.8%	76.4%
S3 (3rd+)	84.7%	88.4%	93.8%			91.1%
S3 (4th)	48.2%	58.0%	63.6%			62.5%
Numeracy	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
P1	86.5%	85.7%	87.1%		84.6%	86.6%
P4	78.2%	80.2%	81.2%		78.8%	81.7%
P7	75.8%	78.1%	81.1%		78.1%	80.6%
P1,P4,P7 (Combined)	80.5%	81.5%	83.2%		80.4%	83.0%
S3 (3rd+)	90.1%	91.5%	95.4%			94.1%

S3 (4th)	58.3%	63.4%	69.7%			75.6%
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### Learning, Teaching & Assessment Summary 2021-22

Analysis of schools' standards & quality reports show teaching, learning and assessment (QI 2.3) self-evaluation as follows:-

Sector	Un-satisfactory	Weak	Satisfactory	Good	Very Good	Excellent	Average
Primary	0	0	18	65	6		3.9
Secondary	0	0	4	17	2		3.9
Special	0	0	7	3	2		3.5

This data helps to identify priority schools who will receive a high level of support from their QIEO. Schools evaluating as satisfactory or less are priority schools.

### Edinburgh Learns Teachers' Charter

One of our main aims to ensure all young people access the highest quality teaching and learning. This relies on the development of a highly skilled workforce. In 21-22, 20% of the teaching workforce, has been met or exceeded our requirements to be proficient in the 4 key areas shown below which make up the Teachers' Charter. We are on track to increase this to 40% for session 22-23 and 60% for session 23-24.

	Formative Assessment	Differentiation	Skills	Leadership of Learning
Full course	524	625	274	242
Aspect of the course (focused webinar)	393	685	389	367

All responders agreed that engagement with professional learning has had a positive impact on their practice and all agreed that their learning would have a positive impact on learners.

Evaluation comments from teachers included, "I'm new to Edinburgh so actually was quite thrilled to hear there are so many opportunities for collaboration.", and "This training was great! Reminded me that I am doing things well but also highlighted some things I could improve on in my classroom and the benefits this would have. Thank you :)"

### **Addressing Gaps in Learning**

Additional Covid Recovery Funding was allocated (£2,692,000) to schools to secure additional staffing to address gaps in learning. Additional funding (£1,238,734) has been allocated to each learning community to appoint a transition teacher to provide targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. Senior leaders have been issued with guidance to work as a "learning community" for financial, and improvement, planning which ensures both best value and better outcomes for learners.

### **Digital Learning**

The Empowered Learning project is on schedule to deliver 1:1 devices to all pupils from P6 to S6, all teachers, a ratio of 1:5 devices for pupils in P1 to 5, and an allocation of devices for use in Early Years, by December 2022. The project is also providing a significant uplift in WiFi provision across all schools, the installation of which is also progressing satisfactorily.

A suite of 10 professional learning courses (90 individual videos in total) has been created and shared to support the development of digital skills for teachers. To date, there have been 6532 individual views by 804 different teachers, which will increase as the project progresses towards completion. A range of pupil/carer-focused digital skills videos (23 to date) have also been created and shared, to provide further support for schools.

Good progress has also been made with the Digital Schools Award Scotland. Almost all schools have now registered for this award, the number of our schools

who now have the award has more than doubled from 3 to 7 this year, and we have a further 11 schools who have completed the self-evaluation process and will request a validation visit in the new term. Lastly, to further support and promote effective digital pedagogies, a wide range of webinars have been delivered, including embedding the use of tools like ClickView and Class Notebook, specific support sessions for P6,7 teachers new to 1:1, and a particularly successful Minecraft Challenge which attracted over 150 team entries, ultimately resulting in South Morningside Primary going on to win at national level.

### **Numeracy Strategy**

Following a thematic review of practice across schools, the Strategy for Numeracy was developed to develop lifelong skills in numeracy. The need for high quality professional learning for staff from all sectors was highlighted to improve confidence in the delivery of this area of the curriculum. During the 21-22 academic year there were 20 hours of online Numeracy CLPL delivered by the Development Officer and educational professionals to over 1000 teachers across the authority. All of these sessions were recorded for teachers to access through any time learning. 98% of attendees who completed evaluations predicted that the learning from these sessions would have a positive impact on the learning outcomes for pupils.

### **Literacy Strategy**

In 2021-22, a multi-disciplinary Literacy partnership of Additional Support for Learning (ASL) specialists, educational psychologists, and lead practitioners was established. Attainment data for 2020-21 writing skills identified an increase in the gap between children in Quintile 1 compared to Quintile 5. The Professional learning programme for session 2022-23 has been revised to include interventions to address this.

A Transition Writing project aimed at Primary 7 teachers was launched across the South East Improvement Collaborative. The project examined how to explicitly and systematically teach children to write through breaking down the teaching of writing into small chunks and linking this directly to the development of oral language. The Liberton Learning Community participated in this project. Evaluations highlighted an increase in teachers' confidence in making professional judgements on children's progress in 2<sup>nd</sup> Level Writing. In Early

Years, new 'Communication and Literacy' guidance was produced to support teacher/practitioner understanding of the skills children need to develop from birth. This guidance is being used across the SEIC to support good practice in play based pedagogy.

Lead Teacher networks for English and Media ran throughout the session. These network provide opportunities for sharing good practice, exploring standards and examining areas for future development. In addition, a new Literacy network for Secondary colleagues was established.

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

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

### Leadership for Equity

Leadership for Equity is our externally accredited professional learning programme to change the culture in our schools to eradicate poverty-related stigma. This programme is in its pilot year with delivery and participation extended over the next 3-4 years. This will include a programme for pupil support assistants and Newly Qualified Teachers. The programme covers a range of areas, including

- Social Justice, equity, poverty and associated implications for school and classroom ethos and culture
- The theory and pedagogical approaches required to address poverty, the poverty related attainment gap, associated challenges and barriers to learning
- Research on learning and teaching practices which have the biggest impact on closing the poverty related attainment gap
- Working in partnership with parents & carers and support staff to promote equity and close the poverty related attainment gap

Evaluations showed that 100% agree/strongly agree that the course will support them in developing key strategic actions for equity and have a positive impact on staff in their establishment. The course has been described as 'inspiring and thought-provoking' by participants.

Sector	Senior Leaders	Teachers
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Participation rates are as follows:-

Sector	Senior Leaders	Teachers
Primary	29	12
Secondary	9	9
Special	2	1

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

Note that "gap" data for session 2021-22 is not yet available

#### Broad General Education

The drop in attainment for 2020-21, compared to 2018-19, was greater for those living in areas of high deprivation, compared to those living in areas of low deprivation. In almost all cases, the gap between these two therefore widened. This was in contrast to the pattern from 2016-17 to 2018-19, where in most cases the gap narrowed. These gaps were widest for writing (all levels) and numeracy (P4 and P7). The gaps were "narrowest" for listening & talking. Given that in session 2021-22 attainment increased to levels roughly in line with 2018-19, we do expect to see progress in narrowing the PRAG once the data is available.

#### Senior Phase

Attainment for learners living in areas of high deprivation has fluctuated over the past five years at SCQF levels 4, 5 and 6, and the gap remains greatest for attainment at SCQF level 6 in session 2020-21. The attainment of learners from Quintile 1 at all three levels rose overall since 2016-17, and the PRAG was narrower at SCQF levels 5 and 6 than previously. Based on the 2021 data, the greatest progress was seen at SCQF level 5, whereby the PRAG of 15.5 percentage points was at its lowest level during the five-year period, with 81% of learners from Quintile 1 achieving 1 or more qualification at that level. Early indications are that Senior Phase attainment *decreased* in session 2021-22 due to the reintroduction of formal SQA examinations, although the attainment was

better than for 2018-19 (the last time there was a formal diet of examinations). We therefore expect the PRAG to widen compared to 2020-21.

### **Thematic Review of Attendance**

A Thematic Review of practice across a range of schools and centres took place November 2021. Schools with good practice had developed strong relationships and communication channels with families which removed barriers to attendance, and improved attendance rates. In addition, clarity around policies, procedures, roles and responsibilities, regular and rigorous monitoring of attendance, were helping to ensure attendance was high on the agenda. Early intervention and partnership working were also key components to success in improving attendance.

A range of challenges was also identified such as the broader impact of covid on attendance: effectiveness and functionality of recording systems; staffing capacity and the need to develop a whole community approach to tackle this issue. As a result, recommendations are being taken forward within the Craigroyston Learning Community as a pilot.

In addition, the critical of the PSO role in supporting attendance has been made clear and many schools are using PEF to create these posts.

### **The Promise**

We are fully committed to understanding and upholding our responsibilities to Care Experienced Children and Young People. Over 6000 staff across 123 schools participated in professional discussion around The Promise as part of our annual update on Child Protection. As well as deepening our understanding about our roles as Corporate Parents, staff were able to recognise and understand their crucial role in supporting, developing and inspiring Edinburgh's Care Experienced children. Using their own school practice as inspiration, staff discussed how we can ensure children and young people feel loved, safe and respected in Edinburgh's schools. The creation of a toolkit on feeling Loved, Safe and Respected in Edinburgh's schools has contributed to staff being able to respond and react to children in a way that attunes to their individual needs.

Further training on The Promise, Corporate Parenting and how to support Care Experienced Learners was delivered to 11 schools through our Communities that Care partnership with Who Cares? Scotland. As well as delivering professional learning to staff teams, Who Cares? delivered workshops to 1360 pupils in P5-S2. The sessions focussed on raising awareness of the issues care experience children face and breaking down the stigma of being in care.

**The sessions evoked powerful emotions and reflections from the young people involved. Comments changed from 'care experienced children are bad', 'don't listen' and 'have mental health problems' to 'everyone's journey is different', 'just because you are care experienced doesn't mean you can't achieve something big' and 'being in care is never a person's fault ever!'**

In order to meet the Calls to Action laid out in The Promise, we are now extending the project across a further 12 schools. This will be complemented with bespoke interventions to support health and wellbeing and raising attendance and attainment. Our Forest Schools approach has benefited over 140 care experienced children who participate in weekly outdoor learning opportunities. Our partnership with VTO (volunteer tutors organisation) supports primary ages children with one to one tutoring. Play therapist have supported children in ten primary schools and our partnership with the Hibs Foundation supported S3 – school leavers with positive destinations. We continue to work closely with social work colleagues and third sector partners to ensure our Care Experienced are prioritised.

### **Pupil Equity Funding**

Pupil Equity funding totalling £8.7 million was deployed to schools in 2021-22. The funds were spent on staffing, family support, attendance, counselling,

reducing the cost of the school day, digital resources, literacy and numeracy interventions, and wellbeing interventions, targeted towards children and young people experiencing poverty-related barriers.

### **Summary**

Our current data shows us that the past two years has seen an increase in the poverty-related attainment gap both across our local authority and nationally. We have focused in 2021-22 on developing an effective culture, skills, and support and challenge, in order to improve outcomes for learners. Next session, our plans include finalising a Team Around the Learning Community model for Strategic Equity Funding across the city, further expanding the reach of the Leadership for

Equity offer, continuing to increase engagement with the Teachers' Charter, and creating a new structure which enables schools to access relevant provision from partner providers that offers the highest impact for those learners who need it most.



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

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

### Wellbeing, Equality and Inclusion

Analysis of school S&Q reports confirms a continued strong performance in inclusion, equality and wellbeing

Sector (3.1)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	3	50	33	3	4.40
Secondary	0	0	1	10	11	1	4.52
Special	0	0	3	8	1	0	3.83

### Health and Wellbeing

Supporting the Health, wellbeing and resilience of school communities has continued to be a priority during and beyond the pandemic.

Resources, supports and training related to health and wellbeing have been shared with schools to enable them to meet the needs of their communities. Additional resources to support increased levels of anxiety and its broader manifestations have also been shared with schools in response to these identified needs. Sign posting to both national training and new community-based funding has been well received.

### Health and Wellbeing Census

The National HWB Census has been carried out in all primary and secondary schools. The total number of pupils from Edinburgh taking part in the national census was 24,186 with 10,354 responses from primary school pupils (P5, 6 and 7) and 13,832 responses from secondary school pupils (S1-S6).

All schools have been provided with detailed analysis of the responses for their pupils alongside city data for the appropriate sector to enable them to plan for improvement appropriately within their own context.

### What does our evidence tell us?

Please note the following caveats to the comparability of this data – we use a proportionate approach rather than a 'census' approach, we use exact % whereas the Census uses the nearest 5% and whilst these questions were similar, they were not the same, so it is not possible to draw firm conclusions from the results.

<i>Life at School and Learning</i>	<i>Primary: Agree/strongly agree</i>	<i>Secondary: Agree/strongly agree</i>
<i>I enjoy learning new things</i>	85%	80%
<i>I feel confident to speak up in class, ask questions and share my opinion:</i>	60%	55%
<i>Most of the time, I am happy at school:</i>	70%	50%

The Edinburgh HWB questionnaire is carried out every two years. This year all schools took part in the National HWB Census designed by Scottish Government. 6 questions (/48) in the primary census and 5 questions (/64) in the secondary census were similar to our own survey. From this we can observe that recent experiences may have had a negative impact on the health and wellbeing of some children and young people. Table below shows responses in previous census versus current census

<b>My teacher listens to what I have to say</b>	
<b>85% to 55% (P)</b>	<b>65% to 55% (S)</b>
<b>pupils saying they are treated fairly</b>	
<b>89% to 80% (P)</b>	<b>81% to 65% (S)</b>
<b>Anti-Bullying had improved</b>	
<b>84% to 55% (P)</b>	<b>47% to 50% (S)</b>
<b>Happy at school</b>	<b>Happy with self</b>
<b>82% to 70% (P)</b>	<b>90% to 70% (S)</b>
<b>Kept trying when things were hard 88% to 80% (P)</b>	
<b>Feeling optimistic about positive destination 88% to 85% (S)</b>	

In relation to feeling they have a choice in what they are learning at school, 40% agreed/strongly agreed whilst 25% disagreed/strongly disagreed. Last year the responses were 47% agree/strongly agree 31% disagree/strongly disagree, demonstrating a mixed picture in this aspect of school life.

## Exclusions

Schools are increasingly embedding an inclusive culture and ethos that values every individual equally. All staff engage in Inclusive Practice training and are skilled in using a range of approaches to support engagement in learning. We increasingly offer flexible curricular pathways to support more learners to attain and achieve, this includes making better use of learning spaces to support engagement and maximise learning opportunities for all. This has helped all practitioners to provide effective support for children and young people, encourage their own professional learning and development. This work will be further supported by national work on the strategy to review the deployment of support assistants in our educational settings.

Data shows that we had a significant downward trend over a number of years which then plateaued into a fairly stable annual figure. We have had a pattern of being significantly lower than the national average across mainstream schools but significantly higher within special schools. This was amplified post covid when children with complex addition support needs were perhaps struggling more to get back into routines and cope with COVID measures. Our Care Experienced and ASN learners are over represented. To address this, more schools will be challenged in their use of the Alternatives to Exclusions guidance, which states that learners are part of a resilient and positive learning community where they feel they belong, contribute and learn, are supported and can help others.

Exclusions	2017-18	2018-19	2019-20	2020-21
Primary	200	256	147	106
Secondary	562	529	446	374
Special	107	52	29	63
<b>Total</b>	<b>869</b>	<b>837</b>	<b>622</b>	<b>543</b>

## **Improved PSE Curriculum in Secondary Schools**

All Secondary Pupil Support Leads were surveyed on their current PSE provision across all curricular organisers. This identified gaps, good practice and areas for development.

A new framework was developed and a data base of support and resources for each organiser was created. This allowed good quality resources to be collated and stored in one place to help schools to navigate the plethora of resources available. This will support our practitioners to provide a planned progressive learning experience for young people. In addition, signposting for staff, parents and young people and training opportunities for staff have been provided to supplement the curricular materials.

This data base has also enabled us to continue to promote the national Relationships, Sexual Health and Parenthood resource, our own Young Minds Matter materials, the new Gender Based Violence and Harmful Sexual Behaviour toolkit and our continued work with the Mentors in Violence Prevention Programme.

## **Equalities**

In 2021-22 we continued the implementation of the procedure for preventing and responding to bullying and prejudice; revising and decolonizing the curriculum; and increasing diversity in the workforce.

A revised procedure was issued in November 2020. Equality Co-ordinators received regular training (November 2020 and annually) and briefings (termly) to support implementation. In addition, Senior Development Officer for Equalities and Equalities Officer supported schools to respond to more complex incidents. All school leaders attended a full day Race Equality in May/June 2021, followed by recall sessions in December 2021 and January 2022. These sessions were facilitated by a national expert involved in the Scottish Government REAREP (Race Equality and Anti-Racism in Education) programme.

Materials to support evaluation of our curriculum through an equalities lens were developed in 2021-22 including good practice guides, toolkits to examine the curriculum and a glossary of terms. Almost all schools have begun to audit the curriculum

A working group has also begun positive action measures to increase diversity in the workforce, particularly the number of staff from Black and Minority Ethnic backgrounds in teaching and promoted posts. A session for aspiring school leaders from Black and Minority Ethnic backgrounds was well received as a starting point for further positive action to support these colleagues.

Data on prejudice-based incidents for 2021-22 shows an increase in the number incidents recorded (and reported) in comparison with 2020-21 (not a full school year due to school closures), especially racist incidents. This increase is partly an anticipated result of the ongoing implementation of the strengthened procedure for preventing and responding to bullying and prejudice and guidance on tackling racist incidents. This is supported by training for Equalities Co-ordinators and Race Equality seminars for all school leaders. We know from school leader evaluations that there is raised awareness and understanding of what racism looks like and its impact on children and young people. In addition, it is recognised that historically there has been under-reporting and recording of racism, therefore an expected impact of focused work in this area is an increase in the number of reported and recorded incidents.

Qualitative feedback from Pupil Equality events and pupil and staff focus groups (as part of school self-evaluation) evidences that Equalities work is being led by children and young people, that they value the support and commitment of their teachers in this work, and the positive impact on their learning and social experiences in school. The school leader recall sessions included sharing practice items, with impressive contributions from young people.

## **Wellbeing Hubs in Secondary Schools**

Significant progress has been made in enhancing the support available in mainstream schools so that all learners have the opportunity to attend and receive targeted support in their local catchment school.

Underpinned by the principles of GIRFEC, the establishment of Wellbeing Hubs in secondary schools strengthens our commitment to ensuring young people claim their right to an education which develops their personality, talents and abilities to their fullest potential (UNCRC).

In 2020 Wellbeing Hubs were established in nine mainstream secondary schools. The tailored interventions support young people to strengthen their Health and Wellbeing, build positive relationships with their peers, and thrive in mainstream settings. This concept of staged intervention allows for less intrusive and more efficient support.

**A senior leader commented on the impact of the Wellbeing Hubs on the wider staff team 'we now feel in a better position to support a range of learners in our school. Young People belong in our school, we want to meet their needs. We are working together to ensure young people get the support they need so they can go on and access the curriculum and wider opportunities in our school and community'.**

In 2022 we will complete the rollout of Wellbeing Hubs to all secondary schools in Edinburgh. With a focus on P7/S1 transition, primary and secondary schools will work together to further support young people to flourish in their local community.

### **Inclusion Strategy**

Enhanced Support Bases (ESB) support children and young people with complex language and communication difficulties in their community. We now have 17 primary and 9 secondary ESBs across the localities catering for 210 children and young people and will extend the offer to include young people in the senior phase.

The ASL service continue to work closely with schools to support children and young people who require flexible and/or alternative pathways. 424 children and young people were supported, including 66 young people in the senior phase who accessed meaningful qualifications.

**'I learned how to make a fire and make a den. I learned how to use a saw. I think (the sessions) helped me listen more at school.'**

A thematic review will ensure that the provision offered is of high quality, and that the overall aims are to return children and young people to mainstream education when appropriate.

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

### Objectives

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

### Children's Rights

#### Rights Respecting Schools Awards

Sector	Registered	Not Registered	Bronze	Silver	Gold	Gold ++
Primary	16	16	31	15	11	1
Secondary	2	2	12	4	1	2
Special	2	2	6	2	1	

In schools last session, staff were increasingly using technology as a way of capturing Pupil Voice. There are more Edinburgh schools than ever accredited with UNCEF Rights Respecting Schools. 85 schools were trained in UNCRC during the session. In addition, Edinburgh had the highest number of expressions of interest from potential MSYP candidates in Scotland and fielded the most confirmed candidates (26). Collaboration between schools and Youth Work has continued to improve. In addition, Edinburgh Primary Schools hosted their first ever Climate Summit with 550 pupils online. Next session, A new 2 part CLPL training programme session will be available for Secondary and Primary School Staff in August and September focusing on UNCRC, Pupil Participation and Global Citizenship. A Young Person Liaison Group will be created to enable

and improve Young Person Participation and opinion in decisions at Council level. Using RRS status data, we will continue to further promote the award in schools. Case studies and examples of good working practice will be identified and shared through LAYC/CEC collaboration. Furthermore, a working group will consider how schools, Life-Long Learning (including CLD), youth groups and colleges can plan and collaborate more effectively learner pathways and opportunities.

### Pathways to develop the young workforce

Developing the young workforce through flexible learning pathways is fundamental to the Edinburgh Learns strategy for raising the attainment and achievement of our young people, and improving sustained positive school-leaver destinations. The 2021 Annual Participation Measure showed that of the

- 13,468 16-19 years old in Edinburgh City, 92.5% were participating in education, training or employment, a 0.1 percentage point increase from 2020.
- In Edinburgh 94.1% of all 2020/21 school leavers are in a positive follow-up (sustained) destination and this is above the national average (93.2%).

Our Annual Participation Measure highlights a 9.0 percentage point gap between the participation of 16-19 year olds living in the 20% most and least deprived areas – we are targeting appropriate interventions and resources to narrow this. Partnerships between schools and post-school destination providers are critical to ensure the process is robust. We continue to develop the quality and variety of learning pathways for all

young people, in particular Foundation Apprenticeships. This includes working with Edinburgh College to improve the completion rates of young people who attend as part of the School College Partnership.

It is our ambition to ensure young people are matched to right opportunity at the right time, including support for health and wellbeing. There is a relentless focus on a high-quality senior transition where all young people are known and receive their entitlement to personal support, including the SDS statutory obligation. This has been supported by improved 16+ data intelligence; a rigorous 16+ Quality Assurance timeline to ensure consistency across schools; and sharing of best practice. Senior Transitions will continue to include rigorous action planning for all those at risk of a negative destination.

### Sustainability

All schools are supporting the Edinburgh 2030 Climate Strategy – delivering a net zero, climate ready city. Last session we connected with colleagues and shared good practice both locally and nationally to capitalise on COP26. Our evidence suggests that some schools have developed good practice which we will build upon to improve consistency. The ‘Recycling in Schools Project in conjunction with Facilities Management and ‘Changeworks’ and the 2021 Outdoor Learning ‘Epic’ Transition days were very well evaluated and will be further developed. Next session, more leaders and practitioners will be upskilled and broaden their knowledge in Sustainability, Global issues and Carbon Literacy.

### Leadership

The Edinburgh Learns Leadership Framework sets clear expectations for schools to develop leadership at all levels. Across the city, senior, middle and Aspiring Leadership programmes were well attended and received positive evaluations. Of the 6 full model HMIE inspections that have taken place since June 2019 and which assess Leadership of Change, 1 school was graded as satisfactory, 4 as good and 1 as very good.

School self-evaluation grades show that almost all schools rate themselves as good or better, consistent with previous years.

### Leadership of Change

Sector (1.3)	Un-satisfactory	Weak	Satisfactory	Good	Very good	Excellent	Average
Primary	0	0	8	64	17	0	4.10
Secondary	0	0	1	15	5	0	4.26
Special	0	1	2	8	1	0	3.75

With the demands placed on senior leaders to manage health, safety and wellbeing over the past few years, leadership competency has been expanded to include appropriate completion of the Self Assurance Framework.

All newly appointed or acting HTs have taken part in the CEC HT Induction programme. This will be refreshed to ensure that it fully complements learning undertaken on the Into Headship programme. All newly appointed HTs either already hold the Standard for Headship or are enrolled in the Into Headship programme which will enable them to meet this standard.



### 1+2 Languages

This national policy aims to build language skills to participate fully in a global society and economy. Evidence shows increased provision of full entitlement for the second main language (L2) in session 2021-22, compared to 2020-21, as schools work to broaden their curriculum offer post-COVID 19. Levels of provision for L3 have increased, now reaching 100% in secondary schools. Overall engagement across sectors remains high and SQA presentations and awards have increased. Our professional learning diet aligns with Edinburgh Learns and provides career-long opportunities, with particular improvement in provision for probationer teachers, self-evaluation, curriculum design and leadership of learning. Tracking of participation in CLPL shows strong levels of engagement. Practitioners benefit from active, supportive professional networks while leadership and development work at LA level has increased sustainability within the model. Learners have engaged enthusiastically and learning experiences have been enhanced by extensive partnership and collaboration at school, learning community and authority levels. Working with the Digital Consortia Team, we have included Mandarin in the pilot offer and are working with school communities to extend this to further Heritage Languages.

### Learning Together (Parental Engagement and Involvement)

All Schools have continued to strengthen their relationships with parents and carers. Most schools have supported and encouraged parents and carers to engage with their children's life and learning at school. In-person events have been well received and well attended. Schools have worked closely with families to reduce potential barriers to engagement and most have been responsive to the family circumstances such as families affected by food poverty, English as an additional language and mental health issues. An increased range of digital solutions have been used by all schools to improve parental engagement in children's and young people's learning. All schools have taken effective steps to support children where there may be financial hardship, this has been supported by Pupil Equity Fund (PEF) and other community funding.

Improved practice in either parental engagement, parental involvement, and family learning was celebrated by 34 early years centres and primary schools who participated in the Learning Together professional learning.

All feedback from consultation with parents and carers has been used to improve practice and communication. All actions from the Parent Council Chair Survey (May 2021) have been completed and have increased awareness of system to promote parent voice in Edinburgh.

### Play for Learning Project:

Almost all Primary Schools are engaging with play pedagogy within Primary 1 and some into Primary 2. There is a clear desire and willingness to engage with play pedagogy in P1 and P2. However, through a baseline data exercise at the beginning of session 2021-22, a number of barriers were identified: low adult:child ratio, lack of understanding of play pedagogy, cost of resourcing continuous provision, meeting the needs of children working in more than one language, meeting the needs of children with ASN, structure of the school day, assessment and moderation.

To ensure success, the Early Years Quality Improvement Team are working in partnership with Education Scotland to update guidance, make use of digital platform to share practice and develop staff skills. 497 members currently engage with the Teams page. An additional Early Years Practitioner (EYP) has been allocated to all primary schools to support play, ensuring that high quality work is in place and moderated consistently across all centres and schools.

### Associate Headteachers

Experienced and skilled Headteachers were invited to become Associate Headteachers, to help shape the strategy for various Edinburgh Learns themed boards. External experts interviewed these Headteachers and posts have now



been taken up for Equalities, Teaching, Learning and Assessment and Digital Learning.

### **Transition Teachers**

Additional funding (£1,238,734) was allocated in session 2021-22 to all 23 learning communities to appoint a transition teacher. The focus was to provide targeted support to learners in P5-S3 to address gaps in literacy, numeracy and to support health & wellbeing. All learning communities have successfully appointed this practitioner. In the best examples, teachers report clarity of role focused on providing targeted interventions to young people with the most significant gaps in literacy and numeracy.

**“Families and pupils are appreciative of the link between primary & high school”**

**“Benefits include improved links & sharing practice withing the cluster. Improved consistency, improved pastoral care & knowledge of pupils”**

These teachers will continue to meet as a network to provide ongoing evaluation of impact and to identify further examples of good practice to be shared across learning communities.

### **Learning Communities**

From Session 22/23 all schools will work together as Learning Communities, extending the ‘cluster’ to include collaboration with special and denominational schools and early years establishments within the geographical community. Progress in learning, GIREC practice and Learner pathways will become more consistent. In the best examples so far, schools are pooling Strategic Equity Funding to achieve best value benefits and improve outcomes for learners. In the Craigmount Learning Community for example, Inclusion, Attendance and progress in learning have been consistently developed

### **Gaelic Medium Education**

Provision for Gaelic Medium Education, in line with the City of Edinburgh Gaelic Language Plan, aims to provide high-quality, immersive learning experiences for children and young people aged between 0-18 years. This session we have delivered GME to

- 120 children aged 0-3 and their families,
- 59 learners aged 3-5 (through our own Early Years Service and with a new Partner Provider)
- 384 primary pupils
- 169 secondary aged learners

Secondary school staffing has increased and now includes a dedicated GME DHT. The secondary curriculum offer has expanded to include immersive teaching and learning in Gaelic, History, Modern Studies, Geography, Art, Drama & Media, PE and RME within the BGE. Staff have worked collaboratively across sectors to provide enhanced support for families and learners at transition from P7 to S1. Parents reacted positively to this opportunity for additional engagement with GME staff. The James Gillespie’s HS Darroch Annexe will provide a sustainable, conducive environment for immersive teaching and learning for our GME pupils. Our Capital Gaelic officer has provided a range of opportunities for learners and families to engage with Gaelic language through cultural activities both in school and in the wider community. Through joint work with the City Art Centre JGHS pupils engaged with an art project and created and performed music and song linked to the work of artist Will Maclean.

### **Learning Estate**

A number of schools delivered over the past year have been shortlisted for building awards. Frogston, Victoria and Canaan Lane Primary Schools and Castlebrae and Queensferry High Schools have been highlighted as examples of best practice in the provision of inspiring learning spaces to improve experiences for learners.

Initial evaluations and feedback from Castlebrae colleagues have been very positive in terms of the transformative effect of the new environment, both on learning and teaching and health and wellbeing.

*"I think one of the biggest positive changes as been the flexibility of our spaces. Students can now be given so many more choices during the lesson, for instance the type of chair they sit on, how they group themselves, whether they work on a task at their desk, in a breakout space or a mixture of both. This choice has engaged them with their learning and allowed them to have more autonomy over their experience."*

## Outdoor Learning

Outdoor learning continues to focus on supporting education recovery. In 2021/22 there was an accelerated return to in-person training, including core workshops for all primary probationers and whole-school support for 4 schools. The reintroduction of residential visits to Benmore and Lagganlia Outdoor Centres resulted in 5,773 pupils participating with 93% attendance. 100% of schools agree or strongly agree the programme was adapted to meet the needs of pupils. Epic Adventures continued to support transitions for 1,133 pupils. Feedback was consistently positive noting the high quality of the provision. The Excursions Toolbox was shared with all schools and provided position statements and resources. Evaluations demonstrate that this successfully supported schools in reintroducing more off-site visits. In 2021/22, 9,125 pupils enjoyed visits which required enhanced planning due to factors including overnight stays, remote locations, adventurous and/or more hazardous environments.

St Andrew's RC Primary School was awarded the national [Learning Outside the Classroom Mark](#) (Gold); the highest achievement of its kind and the first in Scotland.

*'Achieving this award recognises our commitment to providing our pupils with progressive and creative opportunities to learn in a meaningful way'. Part of their progressive programme includes visiting Lagganlia. Rebecca said: 'the intended outcomes, linked to both wellbeing and the school's core ecological values, were covered in depth. Our assessments demonstrate improvements essential to developing the Curriculum for Excellence four capacities. The residential also impacted positively on our staff team as they co-delivered content with instructors, gathering skills to be used to develop their own pedagogical approaches for the 'urban wild spaces' back at school. It's education at its very best.'* (Head Teacher)

A new self-evaluation toolkit is being finalised to support schools in reviewing and developing their progression in outdoor learning.

## School Sport & Physical Activity

The focus in 2021/22 was the resumption of programmes and services following the pandemic. Each service area increased the provision of sport and physical activity opportunities for children and young people.

The Sports Academy resumed in January 2022 with badminton, netball, football, rugby, cricket, volleyball and a new sport, hockey. A full programme is in place for 2022/23.

Curriculum swimming initially started with only 4 primary schools participating in their own primary school pools. Provision rose throughout the year to over 70 primary schools participating.

In 2020/21 no pupils received curriculum swimming. In 2022 the team delivered a P6 swimming programme for pupils in the city's most disadvantaged schools. This resulted in 456 pupils across 18 schools receiving 8 swimming lessons that they would not otherwise have had.

Canal View Primary School won the Cycling Scotland school of the year due to their whole school approach to delivery. 46 schools participated in Bikeability level 2 last session with 2,857 pupils learning to cycle safely on roads.

Active Schools resumed activity in all schools following the implementation of a no charge policy to pupils. 18,300 pupils participated in Active Schools activities last session, activities were delivered by 612 people of which 520 are volunteers. 60 pupils graduated from the Active Schools leadership academy. For the first time an SQA unit, 'Assisting an Activity' at Level 4 was offered to the Leadership Academy, which was completed by 8 pupils.

The Edinburgh Primary School Sports Association (EPSSA) resumed in 2022 with 20 events running from February to June. The new calendar for 2022/23 will see over 40 events take place throughout the year.

### Music

The Instrumental Music Service (IMS) and Youth Music Initiative (YMI) together deliver free music in all mainstream and some special school for pupils from P1 – S6. IMS is offered from P4/5 – S6 and YMI from P1 – P6. Music was significantly impacted by Covid with IMS numbers dropping from 5,071 in 2019/20 to 3,245 in 2020/21, reversing what had been an upward trend. By June 2022, numbers had recovered with the number of SQA IMS pupils also recovering from 543 in 21/22 to xx in June 2022. THE SIMD profile of IMS broadly reflects that of the city as a whole.

YMI delivered whole class lessons in 2021/22 to 19,071 pupils, on track to reach pre-pandemic numbers of around 21,000 pupils. Lessons were delivered in 5 week blocks to all primary schools with blocks of lessons and bespoke projects in Special Schools. In 2021/22, 89 primary schools and 9 special schools have benefitted from YMI provision as follows.

- Early level: 182
- First level: 411
- Second level: 149
- Special Schools: 29

'You have inspired us to timetable weekly singing with both P2 classes together next term, and classroom music with our own classes to develop knowledge of other aspects of music too. (Primary Head Teacher following YMI input)

Our next steps are to re-build ensembles, choirs, bands and orchestras at school, learning community and city level. We will ensure Wider Achievement and SQA awards in music are gained by pupils across all SIMD.

### Duke of Edinburgh (DoE)

Targeted support and action by schools and other groups focused on the continued DofE pandemic recovery. Monitoring showed a strong recovery with the total awards started increasing by 83%, returning to about 87% of pre COVID-19 average rates, and total awards achieved increasing 5-fold. Awards started or completed by disadvantaged young people also increased significantly. Young people contributed about 9,685 volunteering hours to support their local communities. The Council undertook a prompt and sector-leading restart of DofE expeditions, including the Sport and Outdoor Learning Unit providing expedition delivery for 133 young people.

	01 Aug 2019 to 31 Jul 2020				01 Aug 2020 to 31 Jul 2021				01 Aug 2021 to 31 Jul 2022			
	B	S	G	Total	B	S	G	Total	B	S	G	Total
Total Awards Started	998	387	179	1564	549	163	76	788	1044	402	86	1532
Disadvantaged Awards Started	242	87	30	359	173	27	11	211	210	68	12	290
Total Awards Achieved	425	157	50	632	53	39	16	108	342	103	28	473
Disadvantaged Awards Achieved	86	21	6	113	16	4	2	22	69	18	3	90

As well as supporting the universal recovery of DofE, a focus on the number and proportion of disadvantaged young people starting and achieving an award will continue with ongoing targeted support. Closing the gap between disadvantaged and non-disadvantaged remains a service priority; building on significant pre COVID-19 achievements.



**EDUCATION RENEWAL  
AND IMPROVEMENT  
PLAN 2021-2024**

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## Introduction

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

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

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

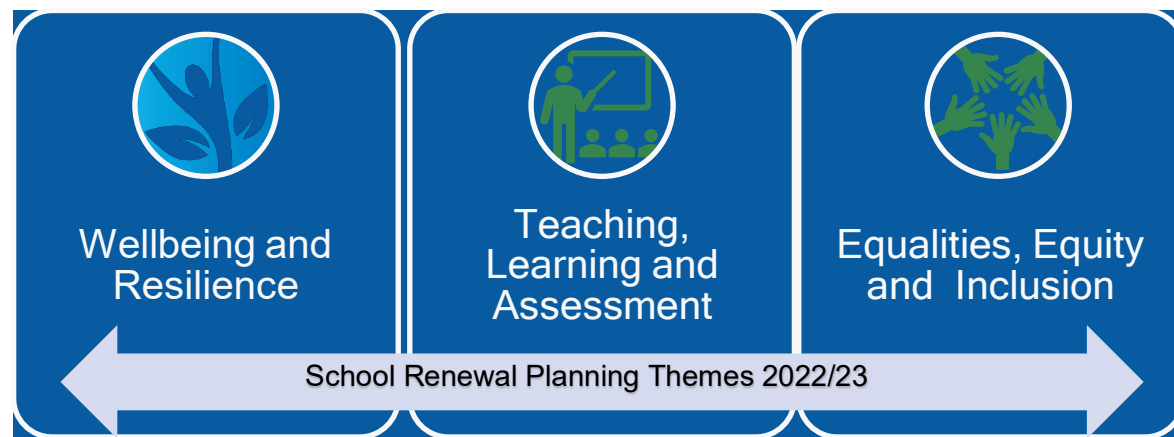
Implementing change such as this needs to begin immediately but will be most effective when the capacity exists to do so. Meeting basic health and safety needs and responding to the operational issues presented by the COVID response will continue to be the main priority.

The School Renewal and Improvement Plan set out on the following pages details the expectations per

school to meet core and statutory duties. It is expected that each school, operating within their learning community, will have achieved all objectives over the three-year period, assuming the COVID-19 response demands lessen, and capacity to improve increases.

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

Over the next three years all schools will produce their own Edinburgh Learns for Life Learning Strategy. This will include the policy and practice agreed at local level to make the city vision a reality.



## Edinburgh learns for life

### Our vision

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

### Our mission

To create a world class learning city where everyone's skills knowledge, creativity and relationships with people and places are equally valued.

To create an environment of collaboration that inspires connections, improves wellbeing and reduces poverty.

### Our goals

#### Transform

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

#### Connect

We will use a Place-based approach to build collaborative and sustainable learning, communities, and networks.

#### Empower

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



## Key school actions

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

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

Action number	Action	2021	2022	2023
1.1	Ensure teaching staff achieve the Edinburgh Teachers' Charter	Green	Green	Green
1.2	Revise PRD policy in line with authority guidance	Green	Green	Orange
1.3	Revise School/Learning Community Teaching and Learning Policy in line with authority guidance	Orange	Green	Orange
1.4	Revise School/Learning Community Assessment Policy, including Quality Calendar in line with authority guidance	Orange	Green	Orange
1.5	Implement or embed (authority) BGE Tracking and Monitoring system	Orange	Green	Green
1.6	Revise Numeracy and Mathematics Policy in line with Authority Guidelines	Orange	Green	Green
1.7	Improve Professional Learning Skills in mathematics – CfE Second Level	Green	Green	Green
1.8	Implement targeted interventions for all children and young people with gaps in literacy and numeracy skills	Green	Green	Orange
1.9	Implement School Digital Strategy to support Empowered Learning project (1:1 strategy)	Green	Green	Orange
1.10	Revise Early Years Literacy & Communication policy in line with authority guidance	Green	Green	Orange
1.11	Revise Early Years Numeracy and Mathematics policy in line with authority guidance	Green	Green	Green
1.12	Review and develop Play for Learning across the Early Level	Green	Green	Orange

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

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

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

Action number	Action	2021	2022	2023
2.1	Ensure school leaders and staff attend Leadership for Equity Coaching for Equity T&L for Equity	Amber	Green	Green
2.2	Implement revised Attendance Procedures	Green	Amber	Amber
2.3	Ensure all support staff are trained: Edinburgh Learns Core Support Staff CLPL	Amber	Amber	Green
2.4	Implement or embed Nurturing Schools Principles	Amber	Green	Green
2.5	School improvement plans will value and recognise the needs of their care experienced pupils with robust tracking of attendance and attainment so that support can be given early	Amber	Green	Green
2.6	Embed City of Edinburgh Equity (Poverty Proofing) Framework	Green	Green	Green

2.7	Following authority guidance, assertively track and monitor attendance, attainment and wider achievement of Care Experienced learners and learners in Quintile 1			
2.8	Ensure that Early Years staff access appropriate core CLPL for their individual roles within ELC			

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

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

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

Action number	Action	2021	2022	2023
3.1	Embed revised local authority policy to prevent and respond to bullying and prejudice			
3.2	Embed Tackling Racist Incidents guidance			
3.3	Revise and decolonise the Curriculum			
3.4	Revise School/Learning Community Outdoor Education policy			
3.5	Implement RHSP guidance			
3.6	Establish Wellbeing Bases in Secondary Schools			

3.7	Undertake Inclusive Practice Review within three-year cycle, with support of Psychological Services and ASL Service	Amber	Amber	Green
3.8	Embed Relationships, Learning and Behaviour Policy	Green	Green	Green
3.9	Facilitate access to localised enhanced support for children and young people with ASN across our pathways	Green	Green	Green
3.10	Review and develop an inclusive curriculum for Early Years	Green	Green	Green

Priority	Colour
Not a current year priority	Amber
Current Year priority	Green

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

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

Action number	Action	2021	2022	2023
4.1	All schools embed Career Education Standard & Work Placement Standard at appropriate stage	Green	Green	Green
4.2	All secondary schools review and align curricula	Amber	Amber	Green

4.3	All schools review Curriculum Rationale & Pathways to ensure children's rights, needs and wellbeing are secured	Amber	Green	Green
4.4	All schools review Curriculum Rationale & Pathways to ensure learning for sustainability	Amber	Green	Green
4.5	All secondary schools implement Transitions Guidance for young people from S3 with additional support needs	Amber	Green	Green
4.6	All schools prepare Edinburgh Learns for Life Learning Strategy and Routemap	Amber	Amber	Green
Priority	Colour			
Not a current year priority	Amber			
Current Year priority	Green			

## Edinburgh Learns for Life Boards

Teaching,  
learning and  
assessment

Digital learning

Leadership

Learning  
together

Inclusion

Equalities

DYW  
(Pathways)

Sustainability

Rights

Equity

Health and  
wellbeing

Teacher  
Professionalism

Wider  
Achievement

Finance

Staffing

Learning  
Estates