

### **East Dunbartonshire Council Education Service**

### **Standards and Quality Report**

### **Session 2017/18**

The Standards and Quality Report has been structured under the National Improvement Framework Priorities and Drivers, which are designed to support improvement in attainment, achievement and equity for all children.

A summary report has been submitted to Education Scotland as part of the statutory reporting requirements under the Education (Scotland) Act 2016.

#### **1.0 NATIONAL IMPROVEMENT PRIORITIES**

#### **1.1 Improvement in attainment particularly in literacy and numeracy**

##### **SQA**

Performance in SQA examinations was very good in the 2017 diet. Initial analysis of the SQA results showed that overall achievement rates among secondary school students continued to be high. There was continued improvement in performance in the following measures compared to previous years: S5 students obtaining 3 or more and 5 or more awards at Level 6 (Higher); S6 students obtaining 3 or more at level 6; and S6 students obtaining 1 or more at level 7 (Advanced Higher). In S5, most schools showed an increase in 3 or more and 5 or more awards at level 6 or better.

##### **Literacy and Numeracy**

In all secondary schools, there is continued improvement in both Literacy and Numeracy. Achievement of a Literacy qualification for Scottish Credit and Qualifications Framework (SCQF) Level 4 has increased by 0.4% to 99.19%. Achievement of SCQF Level 4 Numeracy has increased by 1.7% to 97.5%. Achievement of SCQF Level 5 Literacy has increased by 1.4% to 94.5% and achievement of SCQF Level 5 Numeracy has increased 3.4% from last session to 83.2%.

Rigorous and systematic analysis of SQA attainment information was undertaken at authority, school and departmental level. This was reviewed by the Education Service and targets agreed for improvement over the course of the academic session. The Quality Improvement Officer (QIO) monitored these targets throughout the session and supported schools as appropriate.

##### **Scottish National Standardised Assessments**

All schools implemented the new online Scottish National Standardised Assessments (SNSA) in Primary 1, Primary 4, Primary 7 and S3. These assessments are new and so the data is at an early stage. The data was used by teachers with a range of other assessment information to track children's progress. The assessments are graded using high, medium and low. Within Literacy, the greatest percentage of high scores was for Writing in P7 and S3 with

achievement of 84% and 78% respectively. The lowest number of high scores was for P1 Literacy with achievement of 39%. Most of the low grades were awarded for writing with P4 pupils achieving 19% and P1 Literacy with 13%. In some instances, there was a higher percentage of high scores for writing than for reading, particularly at P7 and S3. In part this may be due to the format and structure of the assessments. In writing, the focus of assessment is on the tools for writing, in particular spelling, grammar and punctuation. However, the reading assessment covers more than just the tools for reading and takes account of areas such as, understanding, analysing and evaluating.

Within Numeracy and Mathematics the results for the SNSA at Primary 1 were 32.7% of pupils graded as medium and 64.4% were graded as high. At P4, 54.1% were graded as medium and 38.6% of pupils were graded as high. At P7, 32.5% were graded as medium and 64.5% of pupils were graded as high. Performance in Numeracy at S3 continues to reflect consistently good attainment throughout the authority with 91% achievement within the high to medium bands. (High 52% and medium 39%).

### **Curriculum for Excellence (CfE)**

Over the last three sessions, Scottish Government has gathered data from all schools about achievement of Curriculum for Excellence (CfE) levels at Primary 1, Primary 4, Primary 7 and S3. Curriculum for Excellence levels are based on teachers' professional judgement using a range of assessment information, including SNSAs. The data is detailed in Section 2.4.

#### **CfE - Reading**

Over three academic sessions there has been a steady increase in achievement at early, first and second level in reading. The biggest increase is at first level where there was an increase of 6.7% noted from session 2015-16 to session 2017-18. At early level, there was an increase of 2.2% with an increase of 5.8% at second level in reading from session 2015-16 to 2017-18. Achievement levels for those pupils achieving third level or better in S3 is very high. 99.3% in session 2017-18 which is an increase of 2.3% from session 2015-16. There has been a large increase in the number of children achieving fourth level in third year with an increase of 22.2% to 85.2%.

#### **CfE - Writing**

For writing, from session 15-16 to 17-18 there has been an overall increase in pupil achievement at early, first and second level. The biggest increase across these three academic sessions was at second level, there was an increase of 8.4% up to 83.1%. While there was an increase at first level going from 76% to 81.8%, there was a slight dip of 0.2% from session 2016-17 to 2017-18. Achievement levels for those pupils achieving third level or better at S3 is very high at 98.9%. This is an overall increase of 1.9% from session 2015-16 moving from 97% to 98.9%. There is a large increase in the number of pupils achieving fourth level at S3 moving from 64% in 2015-16 to 85.7% in 2017-18.

#### **CfE - Listening and Talking**

From session 2015-16 to 2017-18, there has been a steady improvement in achievement in listening and talking at early, first and second level. The most marked increases have been for first and second level where there has been an increase of 5.8% moving to 92.3% at first level and 5.7% at second level moving to 93.6%. There was also an increase at early level of 3.2% over the same 3 year period increasing from 91.4% to 94.6%. Achievement levels for pupils in S3 achieving third level or better for listening and talking continues to be very high

at 99.3%. There is a 19.6% increase in those pupils achieving fourth level in S3. In session 2015-16 this was 67% and has increased to 86.6%.

### **Numeracy and Mathematics**

Attainment across all CfE levels has increased for Numeracy and Mathematics. As part of a validated self-evaluation exercise undertaken across the local authority, levels for Numeracy were compared with other available attainment data. A positive shift in attainment has been evidenced. At early level, pupil achievement has increased to 92.9%. At first level the increase in numeracy attainment across three academic sessions has been noted as 10.7% with results in 2015-16 at 75.4%, increasing to 86.1%. At second level an increase in attainment across the previous three academic sessions is 7.8%. This is as a result of CfE levels in 2017-18 rising to 85.2% compared to 2015-16 results of 77.4%. The increase in Numeracy attainment trends are also reflected at S3 for pupils achieving third level or better. In 2017-18, CfE figures increased to 98.8% from 96% in session 2015 - 16. At S3, pupils achieving fourth level in 2017-18 increased to 78.1%. This was an improvement in attainment of 11.1% across three academic sessions.

Overall, CfE attainment results could be attributed to a range of factors including, increased staff confidence and knowledge of the standard required to achieve a level and enhanced moderation processes being undertaken at department, school and cluster level. Pupil Equity Funding (PEF) has been used to provide support and appropriate interventions to narrow the poverty related attainment gap. There has also been a comprehensive Career Long Professional Learning (CLPL) Calendar in place for staff working across sectors, which specifically targets raising attainment in Literacy and Numeracy.

### **Self-Evaluation**

All schools engaged in self-evaluation using How Good is Our School 4 and eighty-84% rated themselves as good or better for Raising Attainment and Achievement (Quality Indicator 3.2). Support will continue to be provided to all schools to develop self-evaluation processes to identify areas for improvement and to forensically analyse data, including Standardised Assessment Data, in conjunction with CfE level data to ascertain next steps to improve attainment in Literacy and Numeracy and narrow the attainment gap.

### **Early Years**

The promotion of play-based pedagogy at early level has been undertaken in all early years' establishments and the schools participating in Play2Learn in Primary 1. Early level results show an increase in attainment in the twelve Play2Learn schools. In Reading, 92.5% achieved early level compared with 88.6% achieving this in the other schools. In Writing, 92.7% achieved early level compared with 87.3% achieving this in the other schools. In Listening and Talking 96.4% achieved early level compared with 93.5% achieving this in the other schools. In Numeracy, 94.2% achieved early level compared with 92.9% achieving this in the other schools.

In addition to CfE levels, standardised testing was used for pre and post measurements. The results show that all children made progress and there is a rise in attainment with all children participating in Play2learn performing better than children from schools who did not participate. The initial analysis of the standardised tests shows a narrowing of the attainment gap and particular benefit to boys. Early Level Support Teachers have carried out bespoke work in the 'Place' areas to support the Play2Learn pedagogy transitioning to P1.

## **1.2 Closing the attainment gap between the most and least disadvantaged children**

### **Pupil Equity Funding**

As part of Scottish Government's commitment to improving the poverty related attainment gap all schools were allocated Pupil Equity Funding (PEF). The funding awarded to schools was £1,564,800. The allocation is based on £1,200 per identified pupil, using Free School Meal data. Schools were asked to provide a clear rationale for their PEF priorities. Key to this being self-evaluation and engagement with stakeholders. PEF priorities are detailed in each School Improvement Plan and have been reported on in the annual Standards and Quality Report. Ongoing support has been given to all schools through Quality Improvement visits with a strong focus on Pupil Equity interventions and analysis of impact. Education Scotland has also attended visits in a third of all schools and the findings of these visits were very positive. Advice was also given to schools regarding measurement of impact for learners in order to address improvements in attainment, achievement and equity for all learners.

### **Literacy**

The Literacy Strategy was launched last session and arising from this, a detailed Professional Learning programme implemented to help raise attainment and ensure equity for all. Schools who had literacy on their School Improvement Plan and / or were using PEF to take forward literacy nominated a Literacy Champion who attended a comprehensive training programme. Thereafter, a Professional Learning Community (PLC) was set up with a focus on reading. Six secondary schools nominated a Literacy Champion, twenty-three primary schools and one early years centre also took part in the training programme. The impact of the training across all areas was significant. Over 70% of teachers, across sectors, completed an evaluation for the, Train the Trainer, reporting that they had gained good or strong knowledge, understanding and confidence in each area as a result of training. Feedback from the PLCs shows that the majority of Literacy Champions found the professional dialogue and sharing practice highly beneficial. All Primary Literacy Champions indicated that attendance at the PLC had increased their knowledge and understanding of reading. Secondary Literacy Champions indicated they would like the training to involve a greater focus on their particular sector and this is being planned. To further support this network, ICT has been used effectively to facilitate the ongoing ability to share ideas, resources and training materials through an online platform. Based on the analysis of attainment data, eighteen primary schools are currently receiving bespoke literacy support according to the needs of the school, with the majority taking the form of collegiate sessions focussed on reading strategies.

### **Numeracy**

Professional learning relating to Maths Recovery and the Stages of Early Arithmetical Learning (SEAL) has been undertaken again this session. All secondary and primary schools, early years' centres and partner providers now benefit from a specialist champion trained in Maths Recovery interventions. The impact of this training is evidenced by a large percentage of establishments reviewing their planning and delivery of numeracy within the broad general education (BGE). Teachers are reporting an improved understanding of national benchmarks and increased levels of subject knowledge and confidence. Initial research completed within the Kirkintilloch cluster of primary schools is providing evidence that Maths Recovery interventions at individual pupil, group and class level is beginning to support an improvement in attainment and is helping to close the poverty-related gap. To support improvement work at early level, a small number of targeted early years' partner providers have received Maths Recovery training. These partners are currently engaging in

separate research linked to identifying pre-school children, who are affected by poverty, and providing high quality learning experiences to minimise the risk of potential poverty-related gaps arising in primary one. There is continued engagement with the West Partnership. The work of the group reflects the recommendations of the Making Maths Count Scotland, National Profile Raising Group, and the focus has been maths recovery interventions and CLPL. Research has been undertaken with Educational Psychologists to measure the impact of the maths interventions and results have shown a significant increase in attainment.

### **Early Years Expansion**

The expansion to provide 1140 hours of funded early learning and childcare by 2020 has provided with the opportunity to invest further in the early years. Key principles of efficiency, quality, flexibility, accessibility and affordability are at the heart of provision. The Early Years Strategic Plan sets out progressive and innovative outcomes, grounded in early years' theory and developed through extensive community consultation. The Council is taking a phased approach to introducing 1140 hours entitlement in line with funding received from Scottish Government. Phase 1 began in the priority Place areas of Auchinairn and Lennoxton, with one hundred and forty children aged three to five receiving their full entitlement of 1140 hours and there has been particularly positive feedback from parents and carers. The provision of 1140 hours has now been introduced in Hillhead and Twechar Early Years Centres from August 2018. The introduction of this service is currently being supported by the central team. To ensure Best Value and develop available childcare for families in Lennoxton and Hillhead, a proposal to include provision for babies aged six weeks to two years old was developed as part of the Early Years Strategic Plan.

### **Parenting Support**

In line with the Integrated Children's Services Plan, Education continues to co-chair the Parenting Group, working in partnership with Health and Social Work to plan and implement services and support for parents. The parenting support is universally available, responsive and high-quality with a clear focus on prevention and early intervention. In recognition of the challenges and impact of poverty on parenting, two highly skilled Early Years Supporting Families Workers carry out focussed work in the priority Place areas. An Early Years Supporting Families Worker based in Clober Early Learning and Childcare Centre established an innovative Parenting Surgery. This drop in facility provided advice to parents on a range of issues. Based on the success of this it was scaled up to deliver two further surgeries in Colquhoun Park and Castlehill Early Learning and Childcare Centres. Feedback is very positive with all parents reporting a positive impact on family life and parenting stress.

The Little Explorer's Nurture Day (LEND) is a multi-agency approach to delivering community based high-quality early years services. LEND continues to be successful in Hillhead and was further developed in the new Community Centre in Auchinairn when it opened. Provision in Auchinairn has been shaped by extensive consultation with children and families and the local community and it has had early success with more than fifty local families attending exciting family learning events, such as storytelling, cookery, baby drop-in and family football. Summer family learning sessions took place in Auchinairn and Hillhead and were very well attended with positive feedback from all children and families.

### **Breakfast Clubs**

Breakfast clubs have been established in Thomas Muir, St Machan's, Lennoxton, Holy Trinity and Hillhead Primary Schools to support the most vulnerable children to access a healthy breakfast and have the best start to their day. All centres are running very

successfully with high levels of uptake, apart from Thomas Muir Primary School, where children arriving on transport arrive too late to access this service.

### **Impact of deprivation on SQA results**

All secondary school pupils leaving school achieve better than those in the virtual comparator school pupils in all deciles. Deciles are the determination of a pupil's place in the Scottish Index of Multiple Deprivation (SIMD) where SIMD1 relates to the most vulnerable young people and SIMD 10 to the least vulnerable. Pupil attainment is measured using a tariff score. Each SQA qualification has tariff points associated with it. The higher the qualification the more tariff points it has. This year pupils in the SIMD 1 banding achieved 329 tariff points more than the virtual comparator pupils. East Dunbartonshire outperforms almost all of the West Partnership authorities in all deciles. Average tariff scores for the lowest 20%, the middle 60% and the highest 20%, based on deprivation continue to improve. The lowest 20% showed the biggest increase in tariff scores attained and there was a 9.4% improvement on last year. With the middle 60% there was an 8.2% improvement and with the highest 20% there was a 2.4% improvement.

### **Attendance and Exclusions**

Monitoring attendance and exclusions is an ongoing function of the central team with available data discussed with schools on a monthly basis in order to track attendance and exclusions with a particular focus on children and young people who are looked after. Data on attendance and exclusions is reported nationally every two years. A group of school leaders and central staff are currently involved in reviewing local guidance in response to the publication of the national guidance, Included and Engaged, on the prevention and management of exclusions. Implementation of this guidance will follow professional learning for all school staff. An analysis of exclusions in the primary sector resulted in a professional learning community being established to support head teachers to manage challenging behaviour in primary schools. This group worked on a professional enquiry approach visiting each other's schools as well as visits to schools out with the authority.

### **Additional Support Needs (ASN)**

The Additional Support Needs Leadership Forum provided professional development for all schools and early learning and childcare centres. The Forum was the launch of the new guidance for schools for children and young people with additional support needs, Including Every Learner. The Forum also provided information about the new legislation on the rights of the child with additional support needs. This work will enable schools to further develop consistent approaches in seeking the views of all children and young people. The seminar was very highly evaluated.

Inclusion Support Officers continue to provide first line advice and support to schools on a range of issues related to additional support needs within each locality. The Cluster Support Group model has been evaluated as part of the wider ASN review and this has informed the Council's revised guidance for supporting pupils with additional support needs, Including Every Learner.

As part of the strategic review of additional support needs, stakeholder working groups were set up to consider primary and secondary provision for children and young people. A new enhanced support base was established for early years and primary pupils in Wester Cleddens Primary School and an extension to provision in Castlehill Primary School. This will support access to learning and teaching for pupils who do not require full time placement in a special

school. Places have been allocated based on the new assessment criteria detailed in, Including Every Learner. In the secondary sector, an extensive self-evaluation exercise was undertaken using relevant quality indicators from How Good is our School? 4. This will inform the bespoke provision that each school will put in place over the coming session to accommodate pupils, who have additional support needs and who can access mainstream education with support. This means young people will have the opportunity to continue to engage with education in their own community and builds on the current wellbeing provision within the secondary sector.

A statutory consultation was undertaken about the proposal to merge the Council's two special schools and build a new special school. This followed extensive pre-consultation work and responses to this consultation are being reviewed. There will be a report to Council in November.

The ongoing programme of support for Autism Advisers was highly evaluated. From analysis of the data, there are positive trends in practitioners' knowledge and understanding, and their levels of confidence in supporting both pupils and colleagues. In addition to this, staff in all early learning and childcare centres and early level support teachers were offered professional development sessions. Each participant has planned to take forward aspects of the training within their establishment and will be supported by the early level support teachers.

### **1.3 Improvement in children's health and well being**

The new enhanced learning resources based at Wester Cleddens and Catslehill Primary Schools are supporting children with varying degrees of language, communication and behavioural needs. Although just recently established, both services are reporting that children are settled and happy within their new environment. There has been an extensive staff training programme which is outlined within the policy Including Every Learner. This includes de-escalation and emotional coaching through the accredited CALM programme. Staff evaluation of training has been extremely positive and this is having great benefit within the schools. A train the trainer approach has been adopted in order to roll the professional learning programme out across all schools.

An authority wide launch of Adverse Childhood Experiences (ACEs) was held. All sectors were represented, as well as colleagues from Health and Social work. There are plans to extend this to all clusters. A stakeholder working group has been established and is chaired by the Child Protection Co-ordinator and the focus is looking at how best to support young people. All Educational Psychologists are using the language of ACEs in their core functions: consultation; assessment; intervention; training and research. This is leading to a greater awareness of ACEs in schools. Staff in the wellbeing resource in each secondary school have engaged in developing an understanding of how young people are affected by ACEs and in turn have used this knowledge to benefit young people. Almost all staff across sectors have been trained in nurture and nurturing principles.

The uptake of training in Mental Health First Aid has increased and has developed train the trainer sessions at schools to widen the scope of the training. The result is a higher number of staff, who have strategies to deal with mental health. Almost all reported an increased confidence in supporting young people in their schools.

The Education Psychology Service conducted an evaluation of the impact of the PATHS (Positive Alternative Thinking Skills) programme and this demonstrated improvements in social / emotional and academic outcomes for all learners. Twenty-four establishments have attended training, introduced the PATHS materials to identified classes and evaluated the impact. Evaluations demonstrated improvements in all establishments in relation to social, emotional and academic outcomes, such as attention, focus and reduced disruptive or aggressive behaviours. The programme was highly valued by pupils, families and teaching staff and benefits were noted out with the school environment.

Effective work is continuing in the Primary Wellbeing Service both within the base and with outreach support. The service has a strong understanding of the socio-economic factors affecting children. Staff ably support children and families to overcome potential barriers to learning including health needs, family circumstances and periods of prolonged interrupted learning. The service has established family learning initiatives to support parents to engage purposefully in their child's learning. The Secondary Wellbeing Service continues to enable pupils to achieve academic success through the provision of SQA accredited courses. Opportunities for wider achievement have also continued this session and notably very positive links have been established with Positive Achievements. Planning is underway to widen the offer for young people building on their first joint residential trip where feedback was very positive. Recent partnership arrangements have been established with the Secondary Wellbeing Service working with the staff and accessing facilities in New College Lanarkshire and it is hoped this will support further development of skills for learning, life and work.

A Validated Self-Evaluation (VSE) of the Wellbeing Resource in each secondary school confirmed that the service provides a safe and nurturing environment for children who require support for their social and emotional health and wellbeing through effective targeted support. Almost all schools provide support for professional learning for all school staff in order that wellbeing is embedded in the practice, culture and ethos of the wider school environment.

Uptake of Sexual Health and Relationships Education (SHRE) training continues to rise and the majority of teachers report an increase in confidence in this area. The majority of young people consulted reported an increased awareness and knowledge of their own sexual health. All Newly Qualified Teachers (NQTs) attended a training session focused on Relationships and Sexual Health and Parenthood Education. Ninety-four percent of primary staff and seventy eight percent of secondary staff rated the training as 'excellent' or 'very good'. The impact of this training has been increased teacher knowledge and confidence.

The impact of previous professional development sessions continues to be evident in almost all schools where quality physical education is embedded and this will continue to be monitored by Quality Improvement Officers. Recent pitch upgrades have supported extended opportunities for physical education outdoors.

This session the active schools team had an increase in both participant and activity sessions. There was a 6% increase in participant sessions from the previous session (135,582 sessions were provided) and a 4% increase in activity sessions (7659 sessions were delivered). In terms of pupil participation, 55% of the total primary school roll attended at least one extra-curricular sporting activity within their school and 32% of the total secondary school roll attended at least one extra-curricular sporting activity within their school. Sixteen training

courses ran throughout the year with two hundred and fifteen teaching staff, senior pupils, parents and coaches attending.

### **Self-Evaluation**

The Quality Indicator 3.1 from How Good is Our School? 4, Ensuring Wellbeing, Equality and Inclusion, is a quality indicator that focuses on the impact of approaches to wellbeing which underpin children and young people's ability to achieve success. Through self-evaluation, 98% of schools evaluated their performance as being good or very good for this which is considerably higher than the national average of 64%. As part of their role to support and challenge all schools, QIOs have worked with their link schools to ensure this is a robust and realistic reflection of their own self-evaluation and which can be evidenced.

## **1.4 Improvement in employability skills and sustained positive destinations**

School leaver destination data is tracked using Insight, the national Performance Management System. The School Leaver Destination Report published in February showed 98.3% of school leavers are in positive destinations compared to a national figure of 93.7%. This is an increase from last year where the figure was 97.5%. The follow up report showed 97.3% of leavers sustained a positive destination compared to the national figure of 92.9%. EDC is the top performing authority in Scotland. A notable achievement was one school where 100% of leavers achieved a positive destination.

The S4 Study Leave Programme, Find Your Inspiration, offered eleven courses with 120 participants. This programme targets young people, who are not sitting SQA examinations, and are often at risk of not achieving a positive and sustained post school destination. Throughout the programme there was a focus on developing skills for learning, life and work in line with Developing the Young Workforce. The programme involved three elements: a short course, work placement and career management input from Careers Advisors from Skills Development Scotland. During the four-week programme, ninety six young people were booked onto work placements with an employer. Youth workers from the Skills for Learning, Life and Work team delivered the Dynamic Youth Award in all secondary schools with sixty-seven young people achieving the award. This programme was highly evaluated by participants and staff involved.

Young people in all schools continued to access a wider range of Senior Phase options available at college. The Senior Phase Officer promoted this through presentations at assemblies, information evenings for parents and support for guidance staff in all schools. All courses offered were based on Labour Market Intelligence. The Senior Phase Partnership Programme continues to provide flexible learning pathways for over two hundred and fifty young people. There are forty-six courses offered across the following areas: Care; Health and Sports Industries; Creative and Digital Industries; Business and Service Industries; Science; Engineering; and Design and Manufacture Industries. In addition, there are twenty-two young people enrolled on the Foundation Apprenticeship programme from seven of the eight secondary schools as well as six young people completing year two of the Foundation Apprenticeship programme. From April 2017, seventy-five work placement offers for young people were provided across East Dunbartonshire Council.

### **Youth Workers**

All of the youth workers are linked to secondary schools and Merkland School with a view to supporting young people's employability, wider achievement and health. One hundred and

eighteen young people are undertaking awards. This includes: eighty young people undertaking a Dynamic Youth Award; twenty one accessing the Princes Trust Achieve Programme; five completing a Level 5 Leadership award; and seven accessing Duke of Edinburgh Bronze award. Youth workers supported the, Find your Inspiration study leave programme.

Targeted youth work services have been provided in partnership with the voluntary sector and other organisations including: schools; LGBT groups; Carers Link; Fire-reach and the Princes Trust. Youth clubs have operated on a weekly basis across a range of community settings. The highest attendance continues to be at the Saturday night club in Kirkintilloch Leisure Centre. Fifteen young people in the Senior Phase in secondary schools were recruited as volunteers for the youth clubs.

The Youth services team successfully accessed funding for a project, which supported young people in researching the impact that World War 1 had on women. Young people prepared an exhibition which is on display at the National Library of Scotland during the fringe festival.

### **Modern Apprenticeships**

There has been a pro-active approach to address youth employment issues. All Phase 5 Modern Apprentices have started and are progressing well in the areas of: ICT; Youth Work; Early Years; Construction Management; Vehicle Maintenance; Digital Marketing and Accountancy. A third year Construction Management Apprentice received an award for best student of the year from South Lanarkshire College and a third year Plumbing apprentice also received a special award from Volkera.

Six of the Phase three apprentices have completed the programme with five moving into employment and four of these within the Council. An ICT apprentice gained a place at university for further study in Cyber Security. The Construction Management apprentice is currently in his third year and has had several notable successes.

An Apprenticeship Ambassador Programme has been launched. This has involved current and past apprentices visiting secondary schools to speak about their positive experiences and to promote this as a career pathway for school leavers. Apprentices also attend events held by Skills Development Scotland to talk to parents and young people about their experience. The Digital Marketing Apprentice is producing marketing videos for use as part of the Council's social media to promote the different apprenticeship opportunities. Apprentices are also taking part in additional Life Skills training including Financial Education and other wider achievements awards.

Five new unemployed/underemployed graduates started work with the council as part of the mainstreamed GRAD + programme.

The Phase one, two, three and four programmes are complete. Evaluations have indicated that all of the graduates had benefited greatly from the programme and nineteen of twenty graduates that have completed the programme secured new employment, five with the Council.

## **Positive Achievements**

The programme has continued to support young people experiencing barriers to participation. Over last session this included: a school leaver programme for young people who have challenges to sustaining school; Jobs and Employment Programme for young people who have left school; personal development for young people up to twenty nine years old who have additional support needs; and a summer programme aimed at preventing young people from disengaging over the summer holiday. Over forty young people participated in the programme which involved personal development, life skills, vocational training, conservation and community projects and a range of social and outdoor activities. Young people on the programme achieved over two hundred and seventy seven awards including one hundred and sixty three accredited qualifications of which one hundred and forty were SQA accredited. These awards included Manual Handling, First Aid, Food Hygiene, Customer Services and Employability Awards. Two residential weeks were held for young people including for the first time a joint residential with the Wellbeing base for over twenty young people. Two large celebrations of learning achievement were held to mark the achievements of young people on the programme at which young people made presentations on what activities they had undertaken and what they had learnt.

## **Duke of Edinburgh Award**

During last session, there was an increase in the numbers starting the Duke of Edinburgh award (DofE). Currently there are 420 young people taking part and thirty are from low SIMD areas. A total of 239 awards were achieved and 20 were from low SIMD areas. Merkland School started the DofE award and are already looking to increase capacity with the help from Outdoor Education. Gold expeditions are on the increase as more schools are prepared take on participants and work collaboratively with Outdoor Education to deliver the expedition element for them. Outdoor Education staff delivered expeditions for 177 young people.

## **2.0 DRIVERS WITHIN THE NATIONAL IMPROVEMENT FRAMEWORK**

### **2.1 School Leadership**

Education Scotland conducted inspections of one secondary school, two primary schools, the Primary Wellbeing Base and one partnership early learning centre. The three published reports reflect a positive inspection with all evaluations as good or above in the quality indicator for 1.3, Leadership of Change. The secondary school was evaluated as excellent for this quality indicator. Overall, the secondary school inspection ranks alongside the best inspections in Scotland to date.

The quality indicator 1.3, Leadership of Change, is a quality indicator that focuses on collaborative leadership at all levels to develop a shared vision for change and improvement, which is meaningful and relevant to the context of the school. Through self-evaluation, 95% of schools evaluated their performance as being good or very good for this, which is considerably higher than the national average of 55%. As part of their role to support and challenge all schools, QIOs have worked with their link schools to ensure this is a robust and realistic reflection of their own self-evaluation and which can be evidenced.

Education Scotland noted the following about St Ninian's High School and Lairdsland Primary School.

*'The school's vision and its values (awareness, focus, creativity, integrity, perseverance and service) permeate the life and work of the school. They are aligned clearly with the Catholic values of the school and are key drivers for change and improvement.....A significant strength of the school is the outstanding commitment of all staff to developing their leadership capacity'.*

*'There is a positive, nurturing ethos in Lairdsland Primary School. Children benefit from warm and caring relationships with staff. The head teacher and all staff demonstrate a strong commitment to creating a place where all children feel safe and valued.'*

Seminars continued for School Leaders throughout the session, in line with the Education Service's Framework Ensuring Attainment, Achievement and Equity for all children. This framework informed the National Improvement Framework Plan. This complements the current policy and guidance documents for: Quality Improvement and Self Evaluation; Assessment; 3 to 18 Management of Cluster Working; Secondary Curriculum Framework; and the Literacy Strategy. In March, all school leaders met to discuss school planning and improvement. Education Scotland presented at the seminar with a focus on effective approaches to the use of the Pupil Equity Fund (PEF). Self-evaluation and improvement planning guidelines were also discussed to ensure that schools have clear direction about how to raise attainment and ensure equity.

In the secondary sector, a Depute Head Teacher (DHT) Professional Learning Community was formed to support attainment and achievement. As part of the practitioner enquiry approach, each DHT attended an attainment visit in another secondary schools. Following this there was a focus on attainment and achievement in the broad general education where the group shared good practice about moderation, attainment and tracking. Evaluations highlighted that all DHTs found the sessions useful and the collaborative work has enabled them to review strategies for interventions to ensure impact alongside approaches to tracking pupils.

A leadership learning community relating to nurture and wellbeing was established to support behaviour and exclusions within primary schools. Working collaboratively, the group shared effective practice and also visited other establishments to learn more about good practice. Some work was undertaken with partner authorities through the West Partnership. Head Teachers were involved in evaluating school practice in relation to nurture and the culmination of this work was the development of good practice models. The impact of work undertaken at school level has been monitored by QIOs during their school visits.

All head teachers and teaching staff engaged positively with the Professional Review and Development (PRD) process in schools and establishments.

## **2.2 Teacher professionalism**

### **Moderation of teachers' judgement within Curriculum for Excellence**

Moderation continues to be a priority for 3 to 18 cluster working. Staff are developing their understanding of standards through the use of Education Scotland benchmarking toolkits. There has been a strong focus on the benchmark statements for literacy and numeracy, in

order to inform understanding of CfE levels of attainment and next steps for learning. Exemplification of a level has been produced for aspects of literacy and numeracy and has been shared across clusters. Further development of moderation will continue next session using ICT to share moderated lessons/exemplification of work. Data relating to CfE levels continues to become more reliable and staff confidence increases as they become more familiar with the benchmarks and cluster moderation.

There is continued involvement in the National Quality Assurance and Moderation Programme (QAMSO) implemented by Education Scotland. The focus continues to be writing and numeracy and has been augmented with reading this year. The aim of the QAMSO programme is to support local authorities and schools to develop a better understanding of standards, share good practice and support effective assessment and moderation. It also supports authorities and schools to have greater confidence in the validity and reliability of teacher professional judgement. Linked to this, EDC joined the moderation and assessment group within The West Partnership. This development is focussed on moderating reading and listening/talking. Practitioners from one cluster have attended twilight sessions and been involved in planning and collecting evidence for use at West Partnership Moderation Conferences. As a result of this inter-authority collaboration, there is increased teacher confidence in understanding the standards within CfE Levels. Teachers are benefiting from sharing understanding and ideas with colleagues within and outwith EDC. This will ultimately impact on learners as the teachers involved will be reflecting on pace, challenge and support as well as progression and next steps in learning.

### **Professional Update**

Teacher professionalism has a high priority in all schools. There is an emphasis on career long professional learning linked to school improvement planning and classroom practice. Professional Update (PU) is a scheme of re-accreditation for teachers which ensures the highest standards are maintained in schools. Engagement in PU is designed to support continued improvement in the professionalism of teachers and enhance the impact they have on attainment and achievement. Almost all of those subject to professional update this session fully engaged with the process and retained their registration with the General Teaching Council Scotland. The Education Service will continue to communicate opportunities to staff to engage in career long professional development related to national and local priorities, school priorities based on self-evaluation and relevant data analysis.

### **Newly Qualified Teachers**

The Newly Qualified Teachers' (NQTs) professional development programme provides a mix of mandatory and elective professional learning experiences to complement the practical and collaborative professional learning at school level. 97% of a cohort of one hundred and nineteen NQTs successfully completed their one year induction placement and achieved the Standard for full Registration in June.

### **Leadership**

There is continued commitment to developing leadership at all levels. A new professional learning programme has been devised in order to develop management and leadership through an Aspiring Leaders Programme. There are three programmes targeted at different leadership levels. Applicants for this session include: thirteen senior leaders; fifteen middle leaders and fifteen teacher leaders. A number of staff continue to be involved in accredited leadership programmes including two middle leadership cohorts. The first cohort is about to embark on a final module to achieve a Post Graduate Diploma in Educational Studies. Staff

in the second cohort successfully completed the postgraduate certificate and are working towards a Masters in Educational Leadership. Seven, Depute Head Teachers have successfully interviewed for a place on the Into Headship programme and one Head Teacher will undertake the In Headship programme next session. Five experienced Head Teachers are engaged in the 'Excellence in Headship' programme.

### **Professional Learning Programme for Additional Support Needs (ASN)**

There has been a high level of staff participation in ASN professional learning opportunities for leaders, teachers and support staff with almost all evaluations being rated as good or better. A rolling programme of support in aspects of wellbeing and ASN provides challenge and support so that participants can focus on strategies and approaches that will have the greatest positive impact on learners. In addition, evaluations from ASN training sessions demonstrate an increase in knowledge and understanding of the legislation relating to pupils with ASN. As highlighted earlier a key element for this session has been a focus on the new guidance for all establishments, Including Every Learner.

### **Early Years Professional Learning Programme**

Following a presentation and workshop from Education Scotland all early years establishments have been supported to engage in professional learning to improve child initiated learning. Practitioners were also given the opportunity to self-evaluate their planning and performance using quality indicators from, How Good Is Our School? 4<sup>th</sup> Edition and How Good Is Our Early Learning and Childcare and were supported by Quality Improvement Officers. Almost all establishments reported that they found this helpful in focussing on their improvement plans for next session. The early years' strategy for professional learning includes working with partner providers to build capacity for delivery of 1140 hours. Partners have also been involved in the Aspire leadership programme.

## **2.3 Parental involvement**

A Parental Strategy and Action Plan has been developed this session. This clearly outlines ways in which schools can continue to strengthen engagement with parents in evaluating school and centre performance. These evaluations have led to greater communication and actions relating to future improvements for children and staff. There has been some notable good practice about ways to gather parental feedback and this will inform future sharing of good practice during the course of next session. Throughout this session a small working group of identified Parent Council Chairs has helped to inform this strategy and have worked collaboratively to enhance the profile and agenda for the Parent Forum meetings within the Council. In developing the strategy parents were consulted through the Parent Council Forum by means of a parental questionnaire. The results of the questionnaire showed that parents wanted clear lines of communication with schools and help and advice on how to help with learning. Next session, there is a clear action plan for Parent Forum meetings, which includes stronger means of communication, self-evaluation and the role of the Parent Council Chairs. A joint Parent Council Chair and Head Teachers seminar is planned for this session to allow a shared vision to be established.

### **Parenting Support**

The Family Champion support, which is provided in all local authority early learning and childcare centres involves an early years practitioner trained in Triple P (Positive Parenting Programme) and nurture strategies. This continued to be successful ensuring timely and appropriate support was readily available. Individual parent support is referred to the three

Early Years Supporting Families Workers. This session, the Early Years team, including the Family Champions, have supported 225 parents through a Triple P parenting intervention. All of these families were supported on a one to one basis. A further 21 parents, inclusive of fathers and grandparents, attended a six week group intervention with 64% of parents completing all sessions and 100% of parents reporting improved confidence. To complement Triple P approaches and in line with the new Health Visiting Universal Pathway, where all health visitors will make regular visits to parents, a multi-agency group will support training for key staff in the Solihull Approach which is a ten week parenting group for parents with children from universal to complex needs and aged 0-18 years. It is a model of containment, reciprocity and behaviour management. Early plans are for twenty four practitioners from education, health and social work to take part in training. This investment will support a sustainable approach to parenting.

The Daycare Childminding Service continues to provide a valuable, nurture-based service to support the most vulnerable children experiencing a crisis in their life, including Care Experienced children. Daycare Childminders are registered childminders who have undergone additional screening and training with Early Years and Social Work. There are currently eleven Daycare Childminders supporting thirteen children.

The Merkland Holiday Playscheme provides a play-based, fun service during the Easter, Summer and October school holidays for children aged five to twelve years who have mild to moderate additional support needs. This provides respite for parents and opportunities for friendships to be established and maintained. Seventy children attended the summer Playscheme, during which time the Care Inspectorate inspected. Initial feedback is very positive in relation to the service provision and involvement of families.

Education Scotland inspections reported almost all parents agreed or strongly agreed that they were involved with the school and were satisfied with their schools. Staff appreciate the importance and value gained in engaging parents in their child's learning. Many schools report that they are actively developing ways to increase parental engagement to support learning across the curriculum and in numeracy the majority of parents responding to a parental questionnaire reported a positive attitude to Maths Recovery.

Education Scotland reports highlighted that schools were committed to securing very positive partnerships with their parents. Schools were actively engaging with parents in different ways to involve them in all aspects of school life and schools were offering workshops to engage parents in their children's learning.

## 2.4 Assessment of Children's progress

### CfE and Standardised Assessment Data

#### East Dunbartonshire Council - Primary

Session	Reading (P1)	Reading (P4)	Reading (P7)	Writing (P1)	Writing (P4)	Writing (P7)	Listening and Talking (P1)	Listening and Talking (P4)	Listening and Talking (P7)	Numeracy (P1)	Numeracy (P4)	Numeracy (P7)
2015-2016	87.3%	80.8%	82.6%	84.7%	76.0%	74.7%	91.4%	86.5%	87.9%	89.9%	75.4%	77.4%
2016-2017	88.3%	84.2%	87.9%	84.9%	82.0%	84.7%	91.6%	88.9%	92.7%	89.0%	83.3%	84.4%
2017-2018	89.5%	87.5%	88.4%	88.5%	81.8%	83.1%	94.6%	92.3%	93.6%	92.9%	86.1%	85.2%

#### Scottish Government – National Average – Primary

Session	Reading (P1)	Reading (P4)	Reading (P7)	Writing (P1)	Writing (P4)	Writing (P7)	Listening and Talking (P1)	Listening and Talking (P4)	Listening and Talking (P7)	Numeracy (P1)	Numeracy (P4)	Numeracy (P7)
2015 - 2016	81%	75%	72%	78%	69%	65%	85%	81%	77%	84%	73%	68%
2016-2017	80%	77%	76%	77%	71%	69%	85%	83%	81%	83%	75%	70%

#### East Dunbartonshire Council – Secondary

S3 Pupils achieving Third Level or better					S3 Pupils achieving Fourth Level			
Session	Reading	Writing	Listening and Talking	Numeracy	Reading	Writing	Listening and Talking	Numeracy
2015- 016	97.0%	97.0%	99.0%	96.0%	63.0%	64.0%	67.0%	67.0%
2016-2017	98.0%	97.6%	98.4%	95.8%	80.6%	80.5%	81.3%	75.5%
2017-2018	99.3%	98.9%	99.3%	98.8%	85.2%	85.7%	86.6%	78.1%

#### Scottish Government –National Average – Secondary

S3 Pupils achieving Third Level or better					S3 Pupils achieving Fourth Level			
Session	Reading	Writing	Listening and Talking	Numeracy	Reading	Writing	Listening and Talking	Numeracy
2015-2016	86%	84%	87%	86%	39%	37%	41%	49%
2016-2017	90%	89%	91%	88%	51%	48%	51%	56%

## East Dunbartonshire Council - SNSA Data 17-18

This session all schools started to use the Scottish National Standardised Assessments (SNSA). Scoring for this assessment is not numerical but graded either high, medium or low.

	Reading P1	Numeracy P1	Reading P4	Writing P4	Numeracy P4	Reading P7	Writing P7	Numeracy P7	Reading S3	Writing S3	Numeracy S3
High	38.9%	64.4%	62.9%	59.4%	38.6%	77.0%	83.8%	64.5%	62.0%	77.0%	52.0%
Medium	47.9%	32.7%	21.1%	21.3%	54.1%	16.9%	11.1%	32.5%	25.0%	18.0%	39.0%
Low	13.2%	2.9%	16.0%	19.3%	7.3%	6.1%	5.1%	3.0%	13.0%	5.0%	9.0%

## SQA Results

		2017 DIET	2016 DIET	2015 DIET
<b>S6 Pupils</b>				
1+ Level 7	Advanced Higher level	35.8%	33.9%	30.9%
3+ Level 6	Higher level and above	33.1%	35.3%	36.0%
<b>S5 Pupils</b>				
1+ Level 6	Higher level and above	77.9%	78.3%	76.6%
3+ Level 6	Higher level and above	60.7%	58.5%	55.6%
5+ Level 6	Higher level and above	35.3%	34.1%	33.1%
<b>S4 Pupils</b>				
5+ Level 5	Examinations at National 5	66.8%	67.5%	97.1%

## School Leaver Destinations

The School Leaver Destination Report published in February showed 98.3% of school leavers are in positive destinations compared to a national figure of 93.7%. This is an increase from last year where the figure was 97.5%. The follow up report published in June showed that 97.3% of leavers sustained a positive destination compared to the national figure of 92.9%. EDC is the top performing authority in Scotland. A notable achievement was one school where 100% of leavers achieved a positive destination.

## Participation Measure

The participation measure is used by Skills Development Scotland to identify the status of the wider 16-19 years old cohort, not just those who have left school. The participation measure, published in August, indicated that 96.2% of 16-19 year olds from EDC were engaged in education (83.5%), employment (11.8%), training and personal development (0.9%), unemployed seeking (0.5%) and unemployed not seeking (0.5%). The Scottish average rate being 91.8%. The annual participation measure takes account of the status of all individuals over the whole year from the start of April 2017 to the end of March 2018.

## **2.5 School Improvement**

Education Scotland conducted inspections of one secondary school, two primary schools, the Primary Wellbeing Service and one partnership early learning centre. Three reports have been published and almost all reflect a positive inspection with two of the three evaluations good or above in the quality indicator for 2.3, and 3.2, Raising Attainment and Achievement. The quality indicator, Learning, Teaching and Assessment 2.3, focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. The quality indicator, Raising Attainment and Achievement 3.2 focuses on the school's success in achieving the best possible outcomes for all learners.

Through self-evaluation, 89% percent of schools evaluated their performance as being good or better for the Quality Indicator Learning, Teaching and Assessment. This is on a par with the evaluation in 2016 and is much higher than the national average which is 55%. In QI Raising Attainment and Achievement 3.2, 93% of schools evaluated their performance as being good or better. This reflects a rise from last year where self-evaluation rated 84% of schools as good or better. This could be attributed to a better, shared understanding of standards and confidence in teacher judgements. The national average for this indicator is 55%. As part of their role to support and challenge all schools, QIOs have worked with their link schools to ensure this is a robust and realistic reflection of their own self-evaluation and which can be evidenced.

### **Early Years**

Care Inspectorate reports indicate that all local authority and partner early years centres are evaluated as good or better. In addition, there will be a new EDC early years' quality standard established for all Early Learning and Childcare Centres including partner providers. This will provide assurance to parents in relation to the quality of provision. Criteria for awarding this will be based on the ability to demonstrate participation in professional learning as well as having a clear strategy for self-evaluation and leadership.

### **Attendance and Exclusion**

Monitoring of attendance and exclusions is an ongoing function of the central team. Regular updates on a school-by-school basis are discussed in order to track the attendance and exclusions of pupils with a particular focus on children and young people who are Looked After. Data on attendance and exclusions is reported nationally every two years.

The tables below demonstrate that in both primary and secondary schools school attendance is higher than the national average. School exclusion figures continue to decrease with a significant gap emerging between East Dunbartonshire Council and national figures in recent years.

## Attendance rates

	PRIMARY SCHOOLS		SECONDARY SCHOOLS	
	EDC	Scotland	EDC	Scotland
2013/14	Not available within SEEMIS	Data not collected	Not available within SEEMIS	Data not collected
2014/15	96.6	95.1	93.8	91.8
2015/16	96.4	Data not collected	93.4	Data not collected
2016/17	96.4	94.9	93.5	91.2
2017/18	96.2	Data not collected	93.5	Data not collected

## Exclusion rates in EDC schools per 1000 pupils

	PRIMARY SCHOOLS		SECONDARY SCHOOLS	
	EDC	Scotland	EDC	Scotland
2012/13	6	10	40	58
2013/14	Not available within SEEMIS	Data not collected	Not available within SEEMIS	Data not collected
2014/15	2.1	9.0	22.6	49.6
2015/16	3.1	Data not collected	26.0	Data not collected
2016/17	2.8	11	18.5	47.7
2017/18	3.3	Data not collected	12.6	Data not collected

Exclusions in secondary schools continue to decline. This is due to a range of approaches, including the development of the secondary wellbeing bases. Exclusions in primary school have shown an increase but this is due to a relatively small number of children, who require considerable support to manage their behaviour, which can be very challenging. There are a wide range of supports available including advice from the Educational Psychologists, the central ASN team and the Primary Wellbeing Service. The support focuses on developing wellbeing and nurture, through ensuring an appropriate curriculum and support. As part of reducing exclusions there will be a review and update of authority guidance in line with Scottish Governments recent publication of Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions.