

Education, Children and Families Committee

10.00, Tuesday, 11 December 2018

Education Standards and Quality Report

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Executive Summary

The standard of education across the City of Edinburgh schools detailed in this report is in line with the requirements of the National Improvement Framework. It focuses on the four themes concerned with raising attainment in literacy and numeracy, improving outcomes for children in poverty, improving health and wellbeing, and improvements in employability skills and sustained, positive school leaver destinations for all young people. Other reports, previously considered or under consideration by the Education, Children and Families Committee provide more detailed information. This report should be regarded as an overall summary.

The report has been informed through evidence from a range of external and internal sources, but the culture of the self-improving system, regarded as the most impactful to raise attainment, continues to be the main focus of the Schools and Lifelong Service.

Education Standards and Quality Report

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Approve the Education Standards and Quality Report contained in (Appendix 1).

2. Background

- 2.1 The Education (2016) Act placed a duty on local authorities to plan and report on the outcomes set out in the Delivery Plan for Scottish Education.
- 2.2 The Standards in Scotland's Schools Act places a duty on education authorities to report and publish on progress towards improvements in provision.
- 2.3 The newly configured strategic groups for Edinburgh Learns, our framework to raise attainment and achievement for all, will each provide a separate report on the main drivers for improvement. These will be reported to the Education, Children and Families Committee at various points over the coming school session.

3. Main report

- 3.1 The Standards in Scotland's Schools (2000) Act places a duty on local authorities to produce a plan and report on the delivery of education, particularly with regard to raising attainment. The Education Act (2016) further details the content of the plan, which includes steps to reduce inequalities of income and address the four national improvement priorities.
- 3.2 Officers from the Quality Improvement and Curriculum Teams have undertaken a self-evaluation exercise which has informed the draft report and actions contained within the National Improvement Plan. The report highlights the good and improving standards and practice achieved by the education service, its schools and services, and is offered as a public record of some of the activities which have taken place and their impact on stakeholders.
- 3.3 Evidence to inform the report was drawn from the following sources:
 - Attainment and achievement data;
 - Reports on schools and nurseries from Education Scotland;

- Schools' Standards and Quality Reports;
- Data from stakeholder questionnaires
- Meetings with staff including head teachers
- Information gathered on visits to schools and centres by central staff;

3.4 Several strengths and next steps were identified within the report and are reflected as targets in the associated Education Improvement Plan.

4. Measures of success

- 4.1 Measures of success are detailed in the plan, while the action plans sitting underneath each improvement area will also contain measures of success.
- 4.2 Across schools and at authority level, attainment in children's progress in national assessments and Scottish Qualifications will demonstrate success towards improvements in literacy and English and numeracy and mathematics. SQA results for other subjects will also be documented.
- 4.3 The annual Health and Wellbeing survey will demonstrate success towards improvements in health and wellbeing.
- 4.4 The Annual Participation Measure will provide information about the pathways of leavers.
- 4.5 Officers will also support schools to analyse data for disadvantaged learners facing barriers to learning and wellbeing.

5. Financial impact

- 5.1 The recommendations in this report have been assessed in relation to finance and no negative impacts have been found.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy and compliance and no negative impacts have been found.

7. Equalities impact

- 7.1 The recommendations in this report have been assessed in relation to equalities and human rights and no negative impacts have been found.

8. Sustainability impact

- 8.1 No negative impacts have been found.

9. Consultation and engagement

- 9.1 Ongoing consultation and engagement is in place to gather views of parents and carers in completion of this report. The current mechanism is via the locality Parent Council Forum networks

10. Background reading/external references

- 10.1 [Statutory Guidance Standards in Scotland's Schools etc. Act 2000](#)
10.2 [National Improvement Framework for Scottish Education](#)

Alistair Gaw

Executive Director for Communities and Families

Contact: Lorna Sweeney, Service Manager, Schools and Lifelong Learning

E-mail: lorna.sweeney@edinburgh.gov.uk | Tel: 0131 469 3137

11. Appendices

- 11.1 Appendix 1 - Education Standards and Quality Report

Appendix 1

Foreword

This Standards and Quality Report has been written to show the progress and impact towards outcomes detailed in the Education Improvement Plan for Session 2017-18. Evidence for the report is gathered by the Quality Improvement and Curriculum Service, which support schools and services to raise attainment. External evaluation is carried out by Education Scotland and the Care Inspectorate.

This Standards and Quality Report also describes some of the significant achievements of City of Edinburgh Council's Schools and Lifelong Learning Service, the progress made in the implementation of Curriculum for Excellence and the aims of the National Improvement Framework in session 2017-18.

Background

In 2017-18, City of Edinburgh Schools and Lifelong Learning Service provided education through 23 secondary schools, 88 primary schools, of which XX have nursery classes, XX family centres and 9 special schools for children with additional support needs.

About the Standards & Quality Report

The Standards and Quality Report describes the progress towards achieving the outcomes and impact set out in the S&LL Service's Improvement Plan 2017-18. The Education Improvement Plan is organised under the National Improvement Framework outcomes and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

Evidence for the Standards and Quality Report is gathered through:

- Education Scotland reports on schools and services
- Follow through reviews from Education Scotland inspections
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

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

National Improvement Framework Key Priorities

Improvements in performance

Overall, this is evaluated as satisfactory with a good level of confidence. Whilst there is an improving trend in most areas, there are significant areas to address in terms of attainment in the Senior Phase.

Data includes: Broad General Education and SQA attainment data; the Insight analysis tool; Education Scotland’s Statistical Summary Report for City of Edinburgh; inspection findings (four primary schools and two secondaries in session 2017-18); and supported self-evaluation.

Broad General Education – attainment in literacy and numeracy

Attainment in literacy and numeracy in the BGE is good. Based on teacher judgement, there has been an increase in the percentage of learners achieving expected levels in literacy and numeracy for the last 3 years at all stages with the exception of P7 literacy, where progress was maintained in 2017-18, and P1 numeracy, where there was a slight fall of 1 percentage point.

More learners are achieving their expected levels in reading and in talking and listening, than in writing. Some primary and all secondary schools are reporting that a percentage of learners are exceeding their expected CfE levels in numeracy, and in each mode in literacy.

Literacy – Achievement of a Level (% achieved)

	2015-16	2016-17	2017-18
P1	82	83	84
P4	76	80	82
P7	76	81	81
S3 (3rd level or better)	86	88	91

Numeracy – Achievement of a Level (% achieved)

	2015-16	2016-17	2017-18
P1	87	87	86
P4	75	79	81
P7	73	76	78
S3 (3rd level or better)	87	91	92

Almost all primary schools have a completion rate for the literacy SNSA assessments of above 95% with many completing 100% of their testing this year. Most secondary schools have a completion rate for the literacy SNSA assessments of above 88%.

Senior Phase

Attainment in literacy and numeracy

Attainment in literacy and numeracy in the senior phase is satisfactory. In terms of SQA data, when comparing performance of leavers in 2017 with performance in 2016, the following strengths are notable:

- Percentage point improvement in literacy and numeracy at level 5: there has been a 3 percentage point rise in attainment at this level.
- There is a clear pattern of improvement of overall combined literacy and numeracy at Level 4 and 5: attainment has risen each year since 2011.

Despite these positive gains, the Edinburgh figures remain below the corresponding national figures and those of the Virtual Comparator.

Improving attainment for all

The table below shows the average complementary tariff score for leavers in 2017, broken down to show the figures for the highest-attaining 20%, middle 60% and lowest 20% of leavers (taken from Insight).

Establishment	Lowest 20%	Middle 60%	Highest 20%
Edinburgh, City of	161	884	1951
Virtual Comparator	188	928	1895
National	170	838	1822

The performance of the highest-attaining 20% is above the national and VC figures.

The performance of the middle-attaining 60% is above the national figure but significantly below the VC – this is a three-year pattern and is of concern.

The performance of the lowest-attaining 20% is below the national figure and significantly below the VC – this is a three-year pattern and is of concern.

HMIE inspections and school self-evaluation

Education Scotland Evaluations of QI 3.2 (Raising Attainment and Achievement) published in the academic year 2017-18 suggested an overall average of 3.8 in the 6-point scale. In almost all cases, inspectors agreed with the school's self-evaluation.

Features of schools being inspected as good or better for QI 3.2 included:

- Children are given good opportunities in other areas of the curriculum to apply and extend their literacy skills when writing in contexts, and during listening and talking activities. Good examples of this were observed in science and numeracy, particularly at the upper stages. Children also understand and are able to articulate the relevance and importance of literacy skills, in aspects of developing their skills for life, learning and work.
- Tracking of children's progress has been reviewed to focus on increased expectations of pace and challenge in literacy and numeracy. Where there is a risk of attainment slipping, staff take appropriate and prompt action.
- Children benefit from clear progressive pathways in literacy, numeracy, health and wellbeing based on the experiences and outcomes of Curriculum for Excellence.
- Staff use a well-considered broad range of tools to assess and diagnose children with barriers to their learning.

What are we going to do now?

- We are going to support schools to consider their curriculum offer in the Senior Phase. This will ensure that it is fit for purpose and meets the needs of all learners, thereby ensuring improvements in attainment for all. We will support schools to improve tracking and monitoring at all stages, so that learners' progress is checked and those young people in danger of leaving school with no or few qualifications are identified earlier and given appropriate support.

- We will also pilot the City of Edinburgh Council Raising Attainment in Writing Strategy with two secondary schools and eight primary schools in 2018-19. This pilot study is underpinned by a high quality professional learning offer which includes training and ongoing support from central and school staff.
- We will produce and pilot the City of Edinburgh Council Raising Attainment in Mathematics Strategy with a Scottish Attainment Challenge cluster in 2018-19.
- We will continue to ensure effective approaches to assessment and moderation are in place at all levels to enable staff to make reliable, professional judgements of progress through CfE levels and report these confidently to parents. Cluster working across stages will be strengthened and supported by QASMSOs and QIEOs from across the authority. SCHOLAR will continue to provide training in 2018-19 designed to further develop teacher confidence in the analysis of SNSA data.
- We will continue to improve attainment for all in literacy and numeracy in S4, S5 and S6 by providing moderation and sharing of standards opportunities for Curriculum Leaders and teachers.
- We will increase the number of leavers gaining level 5 qualifications in literacy by exploring a full range of pathways to accreditation at SCQF level 5, including increasing the number of centres offering National 4 and 5 ESOL qualifications in 2018-19.
- In common with colleagues across the South East Improvement Collaborative we will also increase the number of leavers gaining level 5 qualifications in numeracy by exploring a full range of pathways to accreditation at SCQF level 5.

Improvements in Health and Wellbeing

The strategy and quality assurance of our health and wellbeing programme is strong and continuing to develop well. It is referenced in several key planning documents and features in Council Commitments: there is very clear strategic commitment across all services to deliver the entitlements. Education has a strong presence in all groups and coordinates work with the other service areas.

Mental wellbeing/resilience

A range of training opportunities have been provided for staff, pupils and families to support their understanding and development of mental health, emotional wellbeing and resilience through Growing Confidence programmes. The Building Resilience whole school progressive learning and teaching programme has been piloted then rolled out in over 80 primary and some special schools across the city. Evaluation of the programme has found positive impact on a range of factors including, normalisation of setbacks, positive relationships, improved parental engagement and family learning and a shared common language across the whole school community. Work has begun on developing a secondary resource/support to help provide progression in this area.

1 in 5 Raising Awareness of Child Poverty work is also being rolled out across the city with over 80 schools having taken part in the training. Evaluations demonstrate a positive impact

on reducing stigma, improving attitudes and changes to practice all of which benefit families living in poverty.

Turn Your Life Around project has worked with over 1000 pupils and staff in 10 different schools to raise awareness on adverse childhood experiences and the research on resilience which shows that cycles can be broken and life turned around. Research has shown positive impact of this work on pupils, teachers and parents.

The Emotional Wellbeing Academy pathfinder project has trained Pupil Support Officers across 14 different schools. A small number of early evaluation measures have shown the positive impact of the low intensity anxiety management work with young people. Initial qualitative feedback indicates that schools are seeing positive outcomes for young people as a result of the work of the Pupil Support Officers.

Almost all schools provide two hours/periods of weekly **physical education**. The few schools who do not reach this target are monitored by the authority's PE lead officer who is working creatively to support them to meet the required provision. PEPAS cluster forums across all clusters and special schools provide a robust mechanism for collegiate working. An increase in cycle training means that most primary schools now provide this opportunity with over 2500 children benefiting from this provision. An increasing number of pupils benefit from the Active Schools programme with it now reaching 38% of pupils across the city. The majority of primary schools have engaged with a 'daily mile' activity, however, less than half of secondary schools are involved with this form of physical activity.

Our work with third sector organisations, funded by City of Edinburgh to support **substance misuse** education in schools is developing well. As a result of recent government research, a cross sector group has met to develop a framework to support schools and partners to work collaboratively to ensure evidence based practice is used when tackling these issues in schools. In addition, City of Edinburgh is working with NHS Lothian and ASH Scotland on the NHS Tobacco Prevention programme. The development of a new progressive substance misuse framework for use in early years and primary establishments is currently being planned.

Impact of work done to promote nutrition

The newly appointed Food and Health Development officer will lead on developing a policy framework to provide clarity around the expectations in relation to food within educational establishments. In addition, they will promote and support Better Eating Better Learning and provide guidance and support to schools and early learning settings to develop a holistic approach to food. They will support both breakfast clubs and holiday hunger programmes and the further roll out of Discover! to other holiday periods

Three CPD opportunities for staff to develop skills and confidence in teaching food and health in the primary classroom

A wide range of CPD opportunities are available to staff throughout the year to support staff ensure the children and young people in their care are **safe**. This includes the mandatory child protection training as well as a range of other opportunities on topics such as neglect, internet safety and child sexual exploitation. The 'Keeping Myself Safe' programme in primary schools is widely used across establishments. The Pupil Support Leaders Network provides a range of inputs on topics which help schools to access services to support young people both to assess and manage risk as well as upskilling staff on how best to support teenagers to keep themselves safe. Initial meetings have taken place in the authority to

develop a strategic approach to prevention and early intervention with a range of risk taking behaviours

Improvement in Employability Skills and sustained, positive school leaver destinations for all young people

- The Annual Participation Measure, published 28 August 2018, identifies Edinburgh City as sitting at 92.1% participation for 16-19 years old. This is a 1.3% increase on last year and above the national average of 91.8%.
- The JET programme continues to deliver high quality provision for many young people including targeted and universal offers. There are currently 212 young people on JET and 32 Young people on JET + (S5 Winter Leaver programme). JET Training Academies have been developed in sectors where there are not many placement opportunities and also growth employment areas: RUTS: Mechanics; Academy of Music and Sound: Employment in Creative sector and events; Screen Education Edinburgh: Film-making course; Introduction to childhood practice with Edinburgh college; Introduction to Health and Social Care with Edinburgh college; Give it a Go: for young people disengaging from JET (offering personal, social development and confidence building).
- Our strategic plan has identified high level improvements for developing the young workforce. The DYW strategic group has now been convened with a range of partners who will support the integrated strategy in line with the vision for Edinburgh 2050. A Pathways for Learning Framework is being developed in collaboration with a range of partners. Guidance will support schools to ensure flexible pathways for all learners are available, with enhanced support for young people within equity cohorts.
- The implementation of our DYW Action Plan has been enhanced through improved collaboration with partners. This partnership model has resulted in better interaction between schools (DHT 16+ Network), SDS, DYW (Edinburgh, Midlothian & East Lothian) and Education Scotland. There is improved use of Labour Market Intelligence and a greater focus on the Career Education Standard and Workplace Standard.
- To increase the range and uptake of vocational qualifications available we are reviewing our School-College partnership agreement. In particular our current model for delivery of Foundation Apprenticeship is under review to ensure high quality and best value for our young people.
- A number of our senior pupils continue to participate in the Career-Ready Mentoring Programme.
- Many schools offer a variety of wider experiences through employer and third sector partners which develop employability skills in their young people, particularly those who might be at risk of underachieving. Schools are beginning to improve their engagement with Marketplace via My World of Work.

- There are an increasing number of schools with My World of Work Ambassadors. In partnership with SDS the number of young people with a MWOW Login has increased.

National Improvement Framework Drivers

School Improvement

Schools inspected by HMI in session 17/18 were graded as follows:

School	1.1	1.3	2.3	3.1	3.2
Hermitage Park PS		5	4	4	4
Hermitage Park NS		4	4	4	4
Victoria PS	3				3
Corstorphine PS		4	3	4	4
Corstorphine NS		5	4	4	5
Dalry PS	4				4
Dalry NS	4				4
Ratho PS		4	4	3	4
Ratho NS		4	3	4	4
Bonaly PS		4	4	4	5
Bonaly NS		2	3	3	4
Tynecastle HS		4	3	4	3
Leith Academy		3	3	4	2
Prospect Bank	3				3
Averages	3.5	3.9	3.5	3.8	3.8

School Improvement Planning

Almost all schools have rigorous procedures in place to ensure all stakeholders collaborate and contribute effectively to the school planning process. Parent councils have a specific role in this and almost all of those sampled during locality discussions could describe their school's areas for improvement.

All schools have ensured that their targets for school improvement planning are reflective of the NIF, in terms of the 4 key priorities but have latitude to plan to meet the needs of the school community by setting over a three-yearly rather than annual basis. Support to plan using specific, timed and numeric measures of success was a feature of the support offered to senior leaders. This was supported by the Improvement Advisor and Attainment Advisor. Those schools involved in Scottish Attainment Challenge have had considerable support and coaching linked to setting SMART targets. This has ensured that meaningful measure are now embedded. Through engaging in this process we feel more confident that the key learning from SAC can now be extended to the wider cohort of schools. This will continue to be an area of focus for all schools.

School Leadership

Q1 1.3 Leadership of change

Almost 80% of schools evaluated leadership of change as good or better. Information from our recent moderation meetings suggest that most aspects of the Standards and Quality & Improvement planning process are developing well. Revised guidance has supported Headteachers to focus on how key national priorities are being delivered in schools. Actions

around closing the poverty related attainment gap are developing well. Two seminars have taken place to support staff with both operational planning, and writing detailed plans to ensure outcomes are focused. These were evaluated positively. As part of their role, QIOs have provided follow-up support and challenge to ensure that self-evaluation processes result in accurate, evaluative comments. Ensuring that we provide flexible, targeted, moderated support will be an area of improvement for the QI team.

Assessment of Children's Progress

SNSA

All SNSA training was well attended and almost all fed back positively about the experience. All schools completed the SNSA Assessments during a short window during April and May. Feedback was largely positive from P4-S3 teachers. The majority of P7 and S3 teachers felt the children performed better in these assessments than previous standardised assessments. P1 delivery was more challenging, mainly due to question style and delivery. Almost all leaders have found the 'low medium high' banding less helpful than previous specific assessment grades. We continue to work closely with all relevant colleagues to ensure our assessment approaches are appropriate.

Assessment and Moderation – Quality Assurance Moderation Support Officers

This session staff developed their skills in various aspects of the Moderation process. In June 2018, staff from Edinburgh schools identified writing as their key area for assessment and moderation activities. Using benchmarks and progression pathways to make confident judgements of a level and time to collegiately plan learning were other areas they had identified for further training and development.

Analysis of CfE levels for session 2017-2018 reflects an improvement in the overall achievement of a level from Early to Third in all assessed curricular areas. Growing confidence in teacher judgement has contributed to this increase. School inspection findings reference the work each school has participated in so far and recommend all schools to continue assessing and moderating the quality of learning and teaching consistently and effectively.

What are we going to do now?

- The authority will consider all national advice for the continued implementation of SNSAs and in discussion with professional associations and the Edinburgh Learns Teaching and Learning Strategic Group, guidance will be produced for staff.
- The approaches introduced by the QAMSOs will be revised and refined to better meet the needs of the city's teachers. This will increase the confidence of more staff in Achievement of a Level of the core curricular areas.
- Use will be made of the BGE Toolkit as another source of data in the suite of assessment information
- Electronic tracking will be introduced in all secondary schools with the Primary model coming online as the session progresses

Assessment of Children's Progress

Q1 2.3 Learning, teaching and assessment

HMI Inspections of schools noted approximately 74% of schools where learning, teaching and assessment was evaluated as good or better.

In the best examples we noted schools where:

- Relationships between staff and children which were positive and nurturing and an appropriate focus on children's rights and responsibilities
- Tasks and activities were differentiated well and matched to the needs of most learners.
- A variety of teaching approaches including active learning, whole class lessons, group and paired work
- Motivated teachers who provide clear, helpful instructions to their classes and use a variety of teaching techniques including direct teaching and self-and peer-assessment.
- Teachers shared learning intentions and as a result, children were clear on the purpose of their learning
- Most teachers used questioning to good effect to check understanding and build on prior learning and children are provided with a range of oral and written feedback.
- Staff use assessment for learning strategies well which helps children understand what they are trying to learn and what is expected of them.

Areas for improvement for schools inspected as satisfactory for Q1 2.3 included:

- Opportunities for young people to lead aspects of learning across the school and opportunities for staff to plan contexts for learning which are underpinned by skills for learning, life and work will help enhance the profile and importance of the overall development of skills.
- The consistent use of high quality feedback to learners should continue to be developed and teachers should increase their use of effective questions to encourage higher-order individual and collaborative thinking.
- Teachers are not yet fully using the information from assessments to inform practice and support appropriate differentiation
- Further develop moderation and a shared understanding of the National Benchmarks

Professional Learning

Primary Professional Learning Partnerships and Secondary DHT Learning and Teaching networks provided opportunities for colleagues to engage in professional dialogue, share practice and provide support for the self-evaluation of 2.3 *Learning, teaching and assessment*. There is now a need to share these approaches across

sectors and provide professional learning opportunities with a particular focus on the key strategic actions identified in *Edinburgh Learns: Learning and Teaching: formative assessment for learning, differentiation, skills and leadership of learning.*

Teacher Professionalism

Throughout 2017/18 we offered a range of professional learning. We offered Masters Level learning in partnership with the University of Edinburgh Teacher Education Partnership and leadership development with Scottish College for Educational Leadership (SCEL)

Initial Teacher Education

In 2017/18, figures in the Student Placement System (SPS) indicate that schools in Edinburgh hosted student placements from Scottish universities. The placement breakdown is as follows:

Nursery – 85

Primary – 597

Secondary – 378

We devised and offered, with our partners a course: “Supporting Teacher Learning in and through Practice”, enabling teachers to enhance their knowledge of the theories of pedagogical practice and how to best support students with this as part of their mentoring and coaching role.

Teacher Leadership

Teacher Leadership Scottish College for Educational Leadership has a focus on leadership of learning with Practitioner Enquiry. In 2018 14 teachers were recruited to the programme by SCEL. There are eight primary teachers and six secondary teachers. In total 35 teachers have been recruited to this programme since it was launched.

Supporting Teacher Leadership Scottish College for Educational Leadership: Three City of Edinburgh teachers were recruited to this programme in 2018.

Certificate in Leadership of Learning: Core Processes is a 60 credit masters certificate delivered by Edinburgh University. In 2018 six teachers (five secondary and 1 primary) were recruited to this programme. In total 13 teachers have been recruited to this programme.

Career-Long Professional Learning

A CPD Directory of opportunities is available to all staff and includes learning and development opportunities covering areas of the curriculum, learning and teaching, health and wellbeing and other relevant topics.

The Additional Support for Learning Service facilitate professional learning opportunities for school-based staff within the Directory.

A CPD Update is sent out by email to all staff regularly to advertise internal and external professional learning and development opportunities.

Middle Leadership

1. The Aspiring Head Teachers Group was created to address and support the experiential management and leadership needs of primary middle leaders. This is the third year of the course. This session an average of 16 people attended each event. Each meeting was designed using feedback from practitioners. One of the most significant improvements made to the programme was inviting current Head Teachers to host and speak to the group about their leadership journey and their philosophies on leadership. Each presentation has been different and enlightening and universally acclaimed. This session, we have covered 5 different themes –

staffing, business support, self evaluation, dealing with complaints and interview skills. From feedback, colleagues found the sessions very informative and enjoyed the opportunity to engage in professional dialogue. 3 of our group have been successful in acquiring Head Teacher posts. Most confirmed they would like to attend next session.

2. The Secondary Literacy Coordinators' Network is led by the Literacy Lead Teacher(s) and has met 3 times during 2017-18. The group comprised of school librarians and teachers working in partnership to broaden the cultural and social experience of reading and literacy, has focused on the creation of a reading culture in school.
3. The well-attended English Subject Leaders' Network is led by the Lead Teacher for English and has met 3 times during 2017-18. This group of English Curricular Leaders has engaged in professional discussion about the changes to the National Qualifications, shared practice in the delivery of SNSAs and BGE assessment and moderation, explored Literacy and English attainment in both their own settings and across the local authority.
4. 5 staff from SAC secondary schools have completed a Masters Level module in Practitioner Enquiry, funded by SAC. All have passed and have been recommended for GTCS professional recognition for their learning; 3 of the staff have submitted a written rationale which will accredit them with 20 Masters level APL credits

Parental Engagement

Attainment Challenge Schools

The impact of the Scottish Attainment Challenge (SAC) on parental engagement in the primary and secondary schools involved is significant. These schools are focusing on involving parents and carers more fully in improving the life and work of the school: they started off their SAC work with a major consultation with parents and have continued to involve them through evaluations and regular opportunities to contribute to school planning and development, for example through surveys, focus groups, open days, anonymous suggestions boards, and parent council.

All SAC schools have engaged in a creative range of activities aimed at reducing the potential barriers to parental engagement. The schools which are most responsive to family circumstances are those with family link/support workers. All schools have used a range of formal and informal settings to build improved relationships with parents. These include curriculum information sessions, social media, coffee mornings; regular meet the learning sessions and family social events. Most schools have targeted specific groups of parents to support. One school (HRHS) has run a particularly successful series of workshops over six-week blocks covering aspects of literacy, numeracy and health and wellbeing. The impact on the young people's participation in learning has been significant.

All schools are increasingly working with parents and other agencies in creative ways to help minimise the effect of poverty on children. Breakfast clubs, after school clubs, residential experiences and cultural experiences are offered free of charge to identified young people. Parents in one school (Canal View) identified the issue of hardship through the holidays and so the school used PEF to run holiday clubs providing food and high-quality arts experiences.

Evaluations from the SAC schools have identified the following features as key drivers behind the positive impact on parental involvement: additional finance, greater understanding among all staff about the impacts of poverty, the freedom to be creative, the support and challenge provided by the Attainment Adviser, being part of the overall group of SAC HTs, and attending ES conferences that showcase ideas nationally.

HMI reports

Almost all parents who responded to pre-inspection questionnaires in the 2 secondary, 5 primary and 2 special schools inspected in 2017-18 (i.e. reports published) were confident that the school kept them well informed about their child's progress and were happy with the school. In all of the inspected schools, the Parent Council is active in enhancing the profile of the school through dedicated events and evenings and in organising events to raise funds to help families who may be facing financial difficulties. However, in the primary and secondary schools inspected, the number of parents on the Parent Council is small and does not fully reflect the diverse nature of the parent body. Inspectors found that schools are continuing to develop ways to increase the role of parents in school improvement for example by inviting them to become members of school working groups. In one school (Corstorphine PS), they noted that good use was made of the expertise and skills of parents to help young people to develop a better understanding of the world of work. All schools inspected offer workshop sessions on the curriculum which give parents the added knowledge to better support their children at home. However, parents would welcome further opportunities to support homework and learning.

Parent/carer survey

Schools across the city were asked to invite a sample of parents/carers to complete a survey, based on the Education Scotland pre-inspection survey, by March 2018. Those schools which were the subject of an inspection were not asked to complete the survey. In total, 5,386 responses were received, an increase of 13% on the 2016 survey. The response from parents/carers is positive across the seventeen statements, with almost 90% of respondents agreeing that their child feels safe at school, enjoys learning at school and has the opportunity to take part in clubs and activities provided outside the classroom. A majority of parents/carers agree with all of the statements. The main issues where parents/carers appear less positive are on the resources available to the school, parental engagement, and support to overcome barriers to participation and achievement (although 29% of respondents ticked 'neither agree nor disagree' rather than disagree for this statement). 28% of parents/carers disagree that the school has the resources it needs, 24% disagree that the school keeps them well informed about their child's progress and 19% disagree that their views are asked for and that they are taken into account. Compared to the last survey of parents and carers, carried out in 2015/16, all of the responses are down. For the fifteen statements that are the same as last time (two new ones were added this year), eight have gone down by less than 5 percentage points and seven have gone down by 5 percentage points or more.

Improvement Planning

Primary schools

All schools are working hard to improve parental engagement and involvement. They are proactive in engaging parents to ensure their views are sought & listened to and to ensure

that a variety of engagement opportunities are available to parents - coffee afternoons, Foodie Fridays, volunteering opportunities. In most cases, this has led to positive engagement from more parents and from a wider range of parents. In one school (Castleview) there is a tracking tool in place to monitor and improve parental engagement. Primary schools report that, in the nursery, creative approaches are used to engage families: sharing their skills in art, storytelling, baking and gardening activities, sharing religious festivals, floorbooks incorporating parent voice, post-its on children's work to voice opinions, parents 1-1 on trips and a parents' box to voice opinions. A soft start each morning encourages families to stay and play with their child.

Many schools report that parents are beginning to develop their understanding of the curriculum and how they can support their child's learning. Successful world of work events have taken place. In one school (Cramond) a STEM event was held with parents running workshops and the secondary science department working in partnership.

Opportunities to participate in school events are offered in all schools. Examples of this are (Ferryhill) where parents have been invited to join the Daily Mile, (Liberton PS) where P1 pupils had the opportunity to experience Forest Schools with parent volunteers.

Primary schools are very well supported by active Parent Councils and often also by Parent Teacher Associations. However, almost all indicate that many families continue to be under represented in parent groups such as the Parent Council.

Secondary schools

According to schools' own self evaluations, parent feedback clearly indicates that communication between home and school has improved. In most secondary schools, parents are becoming more actively involved in defining and reviewing provision. In a few schools, parents engage in an annual improvement exercise which allows them to feed in to the school's improvement evaluation and planning. In one school (Drummond), parents are also involved in the work and evaluation of school improvement groups (SIGs).

In all schools, staff have led information sessions with parents for example on literacy, numeracy, aspects of health and wellbeing. A range of after school and holiday programmes are offered where parents and pupils can learn new skills together.

Use of Pupil Equity Funding (PEF)

In many primary and secondary schools, the recruitment of a family learning champion has enabled families who are vulnerable to feel comfortable coming into school with access to universal and targeted supports and interventions. There is a growing confidence amongst families in supporting their child at home as well as in their own abilities to do so. Feedback from the families who have received this support is overwhelmingly positive. They feel listened to, welcomed and are growing in confidence. The family learning programme in these schools has been a platform for positive parental/carer engagement. Teacher feedback has suggested that there is increased participation and engagement from the learners who are involved in this programme. In some cases, the family learning champion has worked individually with families on issues such as supporting children's attainment in maths and literacy and developing strategies for managing distressed behaviours at home. A number of secondary schools report that attendance has improved and exclusion rates have reduced.

A range of projects have been developed to encourage family participation including nurture projects which support young people and their families to explore healthy eating and 'eating together', homework projects, family art and drama clubs. These have all been evaluated positively by those who took part.

Of particular note is the work at Forthview. A group of parents worked with the Place 2 Be manager and family support teacher to write and publish a book for children about how to manage anxiety. This promoted lifelong learning for parents who had a very positive sense of achievement. The success of publication was celebrated when the book was launched in

February 2018 at the National Library of Scotland with distinguished guests including the Deputy First Minister. It increased the aspirations of the parents who participated. In a few schools, parents/carers are supported to complete applications for free school meals and school uniform grants.

What are we going to do now?

The authority will:

- Finalise and distribute the CEC Parental Engagement Strategy as part of the Edinburgh Learns Framework. This will be supported by a suite of professional learning opportunities.
- Continue to work in partnerships for example with Connect.
- Continue to focus on parental engagement in Supported Self Evaluation visits to schools.
- Organise a Learning Event which will take place in November 2018 as part of a sub group of the South East Improvement Collaborative, chaired by Lorna Sweeny SEM Edinburgh. The focus of the event will be to inspire, provoke, and challenge mindset and bias around parental engagement in schools, bringing the attention sharply back to the young person at the centre.

Schools will:

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

Glossary

SNSA:	Scottish National Standardised Assessment
QAMSO:	Quality Assurance Moderation Support Officer
BGE:	Broad General Education
QIEO:	Quality Improvement Education Officer
CPD:	Continuous Professional Development
SMART:	Specific, Measurable, Attainable, Relevant, Timed
DJHT:	Deputy Headteacher
JET:	Job, Education, Training
DYW:	Developing Young Workforce
QI:	Quality Improvement
STEM:	Science, Technology, Engineering, Mathematics