South East Improvement Collaborative
Regional Improvement Plan

This draft South East Improvement Collaborative Plan has been noted by the Oversight Group (Conveners and Chief Executives) on 25 January 2018 but is still subject to political approval in each of the constituent local authorities.

Contents

Note:

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.

Please note:

This plan has been created at pace for this first phase in order to be completed by end of January 2018.

To fully meet the guiding principles, as outlined in the steering group paper, further work is required in phase 2 to ensure that we clearly add value across our 5 local authorities and allow for both regional and local accountability for outcomes.

The work of the SEIC will have a clear focus on additionality ensuring no displacement of existing governance and service delivery.

The SEIC plan is an iterative plan that currently takes account of existing legislation and guidance and will evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

To implement the SEIC Plan we would propose to bid for additional support from Education Scotland or the Scottish Government to help establish the initial stages of our work and ensure we meet the functions required for phase 2 of the SEIC Plan in the timescales set.

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1. Introduction

Our Vision for the South East Region

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.

However, there are significant variations within the region, as the table below shows.

Local Authority	Rural areas settlements of <1,000 people	1,000-10,000	>10,000 people
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	**10.8%**	**14.3%**	**74.9%**

The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high and persistent concentrations of worklessness and unemployment. These issues are a particular challenge for the regions most disadvantaged and vulnerable individuals, for whom access to good jobs is effectively closed off.

The region's low supply and high demand labour market is also driving growing skill shortages that could have a significant and adverse impact on the regional economy, if unaddressed.
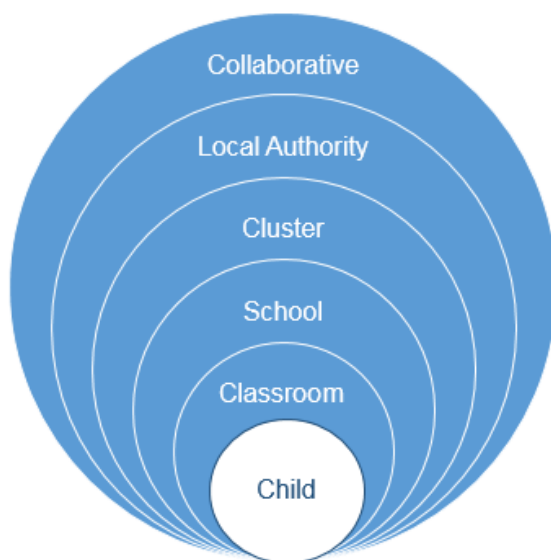
There is need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

By working collaboratively, the partners within the South East Improvement Collaborative, will achieve *our shared vision:*

> *"to improve outcomes for all learners within the context of GIRFEC, ensuring excellence and equity in our schools and increasing life chances through the skills agenda."*

How we will achieve our vision

As a South East Improvement Collaborative we see our work taking account of how we improve outcomes and close the attainment gap by looking at how we can add value and have impact at 5 levels.
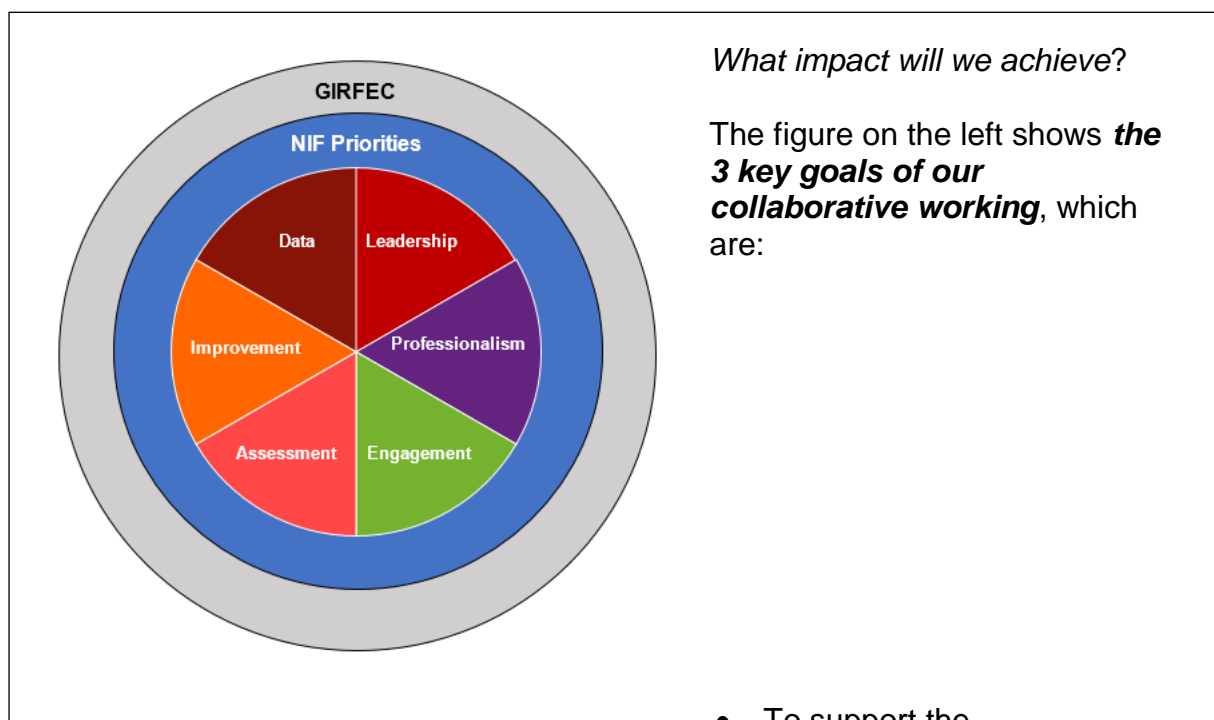

Where will we make an impact for children and young people?

The figure on the left shows the *5 levels of impact*, where our collaborative working aims make a significant difference to outcomes. These are:

- At classroom level.
- At school level.
- At cluster level.
- At local authority level.
- At the level of the Regional Improvement Collaborative itself.

The South East Improvement Collaborative Plan is built on the National Improvement Framework set firmly in the context of GIRFEC.

What impact will we achieve?

The figure on the left shows **the 3 key goals of our collaborative working**, which are:

- To support the implementation of *GIRFEC*.
- To deliver the National Improvement Framework Priority Outcomes (i.e. the *Key Priorities of the NIF*).
- To develop the six *Drivers for Improvement* of schools and local authorities within the Collaborative.

The South East Improvement Collaborative is a new grouping and is committed to getting to know each other's contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and focus going forward.

This South East Improvement Collaborative Plan outlines how we have started to develop our shared vision and agreed activities in phase 1. The plan also provides an overview of work to be undertaken in phase 2 – during which further analysis will be undertaken to inform a review of the Collaborative's Improvement Plan, with more specific actions and SMART measures to track the Collaborative's progress in improving outcomes.

Our plan has a focus on the key areas that we have identified from our initial analysis of Children's Services Plans, local authority education plans, school plans, a data set

built on the National Improvement Framework outcomes and what our staff are telling us.

The two areas of our focus are described as:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Both are set within the context of GIRFEC.

2. The National Context

Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's strategy for making Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that the planning and delivery of services is: integrated across partners; focused on securing quality and value; based on a preventative approach; and dedicated to promoting, supporting and safeguarding children's wellbeing. In order to achieve this, the Children and Young People (Scotland) Act 2014 requires:

- The publication of a three-year strategic Children's Services Plan in each area of Scotland, in April 2017, setting out how outcomes are to be improved for children and young people.
- The publication of an annual report on progress towards improving outcomes for children and young people, achieved through delivery of the Children's Services Plan.
- The publication of a report every three years to describe the steps taken to better secure, or give further effect to, rights of children and young people.

Governance Review

In June 2017 the Deputy First Minister, John Swinney, announced how the Scottish Government intends to take forward its review of Education Governance. The Next Steps paper has a clear message that headteachers and teachers should have more power over decisions on learning and teaching, staff selection and management structures. The Next Steps paper also outlined a move towards Regional Improvement Collaboratives, comprised of local authority staff from the regional grouping and staff from Education Scotland.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. Our Regional Improvement Collaborative covers City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners

and communities to deliver excellence and equity for all our children and young people.

The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. The Regional Improvement Collaborative will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers.

The initial Regional Improvement Plans are to be developed by 30 January 2018 and should set out regional priorities for improvement. These regional priorities will be informed by existing school and local authority priorities as well as the National Improvement Framework. In the first phase of the plan there should also be an indication of how the Regional Improvement Collaborative will take forward work to develop the plan further through additional analysis, consultation and engagement. A further iteration of the Regional Improvement Plan will be produced in Autumn 2018.

The consultation on the forthcoming Education Bill may require amendments to the plan in the future but due to being in the consultation phase has not been considered in the current SEIC Plan.

3. Our Local Context

City of Edinburgh

Geography

- Population: 498,810 (9.3% of Scotland)
- Area: 102 square miles

Social Context
- Poverty: 17.0% of children living in poverty (17th highest level in Scotland)
- SIMD: 20.5% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 13.1% (19th highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare
- 8,895 Funded registrations for ELC

Schools
- Pupils: 49,637 (7% of Scotland)
- Schools: 123 schools
- Teachers: 3,281 (6% of Scotland)

City of Edinburgh is one of the fastest growing local authorities in the UK with a rate of population growth exceeding 12% over the last 10 years which is more than double the national rate.

Driven by a birth rate and increased investment in housing, one of the main contributors to this growth has been a child (0-15) population which has expanded by 11.4% since 2006. This has attributed to increased demand for Early Years provision and school places across the city.

The local authority maintains a unique partnership with the large number of independent sector where almost a quarter of young people of secondary age attend independent schools. However, there remains significant pressure on the Secondary sector with the 12-17 aged population projected to grow by around 23% by 2024. With one dedicated Gaelic primary school in the city already popularity for GME at both primary and secondary levels continues to increase.

Although Edinburgh attracts significant investment and is home to the most successful and vibrant economy in Scotland, the map of poverty demonstrates a picture of inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Some 21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes. These pockets of poverty and deprivation are as severe as those recorded in any part of Scotland.

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East Lothian

Geography
- Population: 103,050 (1.9% of Scotland)
- Area: 262.2 square miles

Social context
- Poverty: 14.1% of children living in poverty (22nd highest in Scotland)
- SIMD: 4.1% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 9.9% (25th highest rate in Scotland)
- FMR Secondary: 8.1% (25th highest rate in Scotland)

Early Learning & Childcare
- 1,885 Funded registrations for ELC

Schools
- Pupils: 14,104 pupils (2% of Scotland)
- Schools: 41 schools
- Teachers: 935 (2% of Scotland)

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East Lothian is the 21st largest area out of Scotland's 32 local authorities in terms of population. Western areas of East Lothian tend to have a higher proportion of 0-15 year olds. Rural and coastal areas are more likely to include a higher proportion of pensionable age. East Lothian's population is projected to grow by about 1% a year over the next 20 years from just over 100,000 to over 125,000 by 2037. Significant growth is projected across all age groups but particularly among children and older people: the 0-16 year age group is projected to grow by almost a third.

The SIMD data shows the persistently high levels of income related benefits in parts of East Lothian but does not show the full picture of the impact of the recession and changes to welfare benefits over the last six years. *Reducing inequalities within and across our communities* continues to be the overarching objective of the Council's Plan.

East Lothian is divided into 6 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools and 35 primary schools. Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools.

Overall, there is high level out-commuting to employment and lower local jobs density. A higher proportion of the population is employed in professional and managerial occupations than the Scottish average.

Key facts
- Population: 368,080 (6.9% of Scotland)
- Area: 512 square miles

Social Context
- Poverty: 19.8% of children living in poverty (9th highest in Scotland)
- SIMD: 22.6% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 20.7% (7th highest rate in Scotland)
- FMR Secondary: 17% (7th highest rate in Scotland)

Early Learning & Childcare
- 6,866 Funded registrations for ELC

Schools
- Pupils: 49,155 (7% of Scotland)
- Schools: 162 schools
- Teachers: 3,498 (7% of Scotland)

Fife's population is distributed through a diverse range of communities and – in terms of its mix of urban areas, small towns and rural areas – Fife broadly resembles Scotland as a whole.

Beyond the major towns of Kirkcaldy, Dunfermline, and Glenrothes there are rural communities founded on agriculture and settlements in former mining areas. The range of coastal communities owe their existence to tourism or, to a lesser degree now, fishing. While Glenrothes is an established product of the "New Town" approach, St Andrew's is one of Scotland's oldest settlements underpinned by an ancient University.

Fife has 18 clusters, each with a high school and a number of associated primary schools (16 non-denominational and 2 Roman Catholic). There are 5 special schools in Fife and a range of Fife-wide services for the most vulnerable and those with significant support needs, including: the Pupil Support Service (supporting vulnerable young people) and the Supporting Learners Service (for those with additional support needs).

Across a range of measures, child poverty is relatively high in Fife compared with the national average and has been generally increasing over recent years.

The Education and Children's Services Directorate in Fife comprises early learning and childcare, primary schools, secondary schools, special schools, Supporting Learners Service, Pupil Support Service, Educational Psychology Service, Out of School provision, Children and Families Social Work and Criminal Justice.

Midlothian

Geography
- Population: 88,610 (1.6% of Scotland)
- Area: 136.6 square miles

Social Context
- Poverty: 18.7% of children living in poverty (12th highest in Scotland)
- SIMD: 10.9% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 16.2% (16th highest rate in Scotland)
- FMR Secondary: 12.9% (13th highest rate in Scotland)

Early Learning & Childcare
- 2,040 Funded registrations for ELC

Schools
- Pupils: 12,378 (2% of Scotland)
- Schools: 40 schools
- Teachers: 892 (2% of Scotland)

Midlothian, covering an area to the south of the City of Edinburgh bounded by the Pentland hills on one side and the Moorfoot hills on the other, bisected by the valleys of the north and South Esk rivers which join at Dalkeith before flowing into the Forth Estuary. Midlothian's population (2017) is 88,610, an increase of 5,423 on the Census 2011 estimate of 83,187. Midlothian's population is growing very rapidly. The most recent population projection predicts a population of 99,090 by 2027 but planned housing development means this is likely to be an underestimate. Midlothian's current population can be characterised by a population swell between the ages of 30 and 59 and the 0-15 year age bands. The area was formerly the home of heavy industries, chiefly mills and mines, but has experienced significant redevelopment in the past 30 years to become an attractive rural setting for small commuter towns serving the City of Edinburgh, and home to major innovation centres of animal science and biotechnology at the Midlothian Science Zone adjacent to Penicuik, food manufacturing excellence at the Bilston Glen industrial park, including McSween's haggis makers and Stewarts Brewers. Tourism centres have developed at the National mining museum of Scotland in Newtongrange, Roslin Chapel, Penicuik and Arniston Houses. Situated on the City bypass and with a new railway line crossing the east of the County, the area has rapid transport links to nearby Edinburgh Airport, Rosyth ferry port and main trunk routes south to England along the A1, A7, A68 and A702.

For catchment purposes, Midlothian is divided into 6 learning communities each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools, 32 primary schools and 1 special school. There are 7 Roman Catholic primary schools and 1 Roman Catholic secondary school. The Education service manages early learning and childcare, primary schools, secondary schools, special schools, Additional Support Needs, After School Provision,

Educational Psychology Service, Arts and Culture, Digital Learning, Lifelong Learning and Employability and the Resources service.

Scottish Borders

Geography
- Population: 114,030 (2.1% of Scotland)
- Area: 1,827 square miles

Social context
- Poverty: 14.4% children living in poverty (19th highest in Scotland)
- SIMD: 7.4% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 11.9% (23rd highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare
- 1,926 Funded registrations for ELC

Schools
- Pupils: 14,563 (2% of Scotland)
- Schools: 72 schools
- Teachers: 1,055 (2% of Scotland)

Scottish Borders is a rural local authority where 30% of the population lives in settlements of under 500 people or in isolated hamlets. The largest town is Hawick followed by Galashiels. The only other towns with a population of over 5,000 people are Peebles, Kelso and Selkirk. Almost half the population in Scottish Borders have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 9 secondary schools and 64 primary schools. There are 4 Roman Catholic schools situated in Peebles, Galashiels, Selkirk and Hawick. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

Despite interventions by partners since the Scottish Index of Multiple Deprivation (SIMD) was first published, the same areas within the Scottish Borders are still showing as some of the most deprived in Scotland.

Overall there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with low or no qualifications compared to Scotland.

4. Our Regional Improvement Plan

As the South East Improvement Collaborative we have agreed to ensure a collaborative approach that has the function to:

- Raise attainment and achievement
- Help to deliver excellence and equity
- Develop work related to GIRFEC and tackling attainment inequity
- Share expertise across the Collaborative to effect change
- Maintain local democratic accountability
- Contribute to the growth of the regional economy
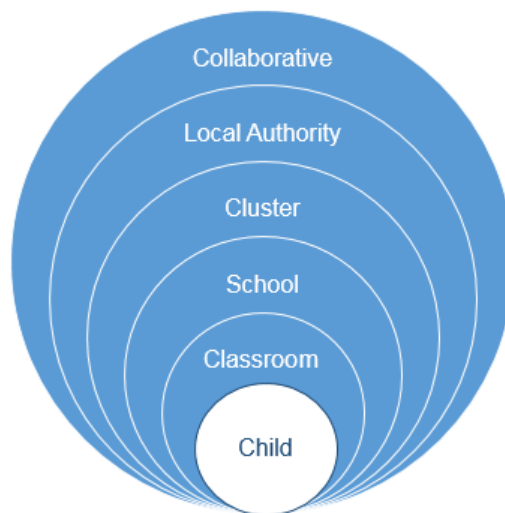- Contribute to relevant Edinburgh City Deal outcomes

The South East Improvement Collaborative Plan is based on robust analysis of available data leading to prioritisation of our initial two areas of focus:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Work on these priorities is underpinned by further work to improve the implementation of GIRFEC across the Collaborative ensuring that key children's services partners are contributing to the improvement in outcomes.

The South East Improvement Collaborative Improvement Plan has been informed by evidence from across *the **5 levels of impact***, including:

- Current *local authority* strategic priorities for improvement (as described section 5).
- Current priorities for *schools* and *clusters* across the collaborative region (as described in section 6).
- A review of the current performance of *schools* and *local authorities* within the region and of the *collaborative* itself (as described in section 7).
- The views of *classroom* stakeholders, including staff, children and young people (as described in section 8).
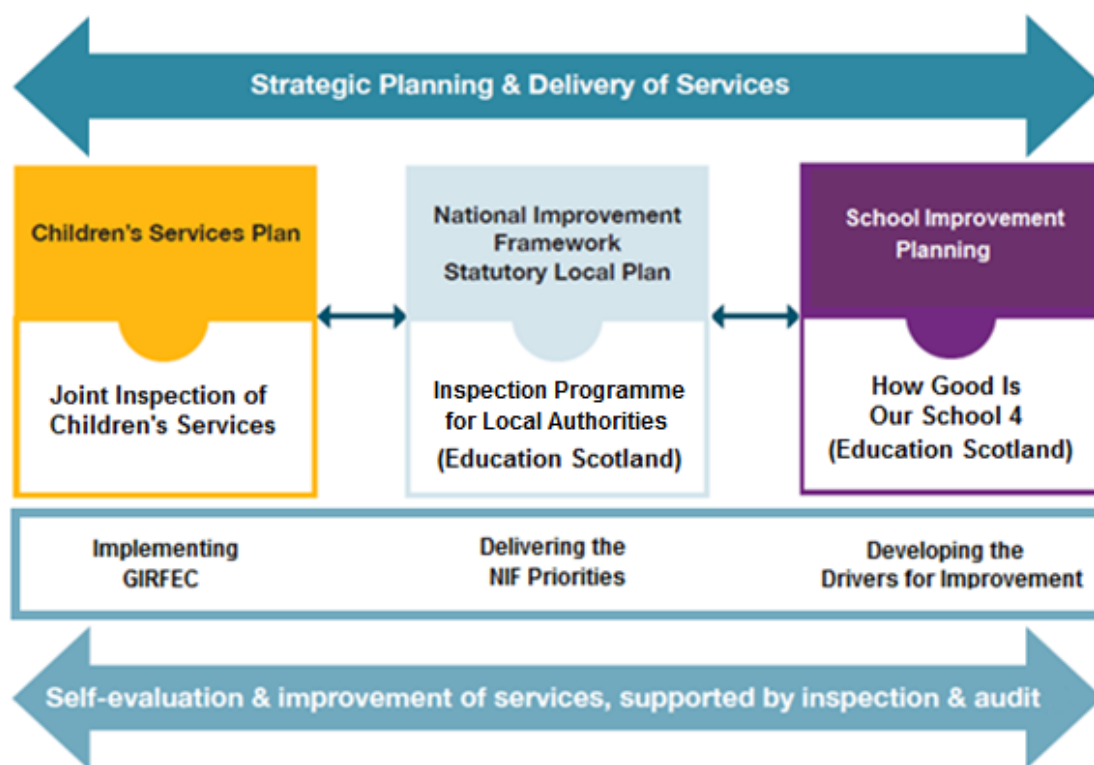
This initial plan outlines:

- The actions that will be taken in the first phase of our plan (section 9).
- A workforce plan for delivering phase 1 and developing phase 2 of our collaborative workplan (section 10).
- The risk assessment that we have undertaken in developing the plan (section 11).
- How we will manage the implementation of the Regional Improvement Plan and how we will evaluate its impact (section 12).

The plan also details how we will undertake additional analysis and consultation to develop a further iteration of our plan by Autumn 2018 (as described in section 13).

This Regional Improvement Plan will help the South East Improvement Collaborative to improve outcomes for children, young people and families. It will also fulfil a range of duties and legislative responsibilities, including:

- Leading local authority contributions to the implementation of GIRFEC and the delivery of Children's Services Plans.

- Delivering the National Improvement Framework, to help ensure a continued improvement in attainment and a further closing of the attainment gap.

- Supporting local systems for school improvement planning.

- Enabling the ongoing self-evaluation and improvement of schools and wider children's services, supported by inspection by Education Scotland and other national agencies and scrutiny bodies.

5. Current Strategic Priorities

An analysis has been undertaken of the key strategic priorities (appendix 1) within each of the strategic plans for education of the five local authorities within the South East Region. The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.

- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).
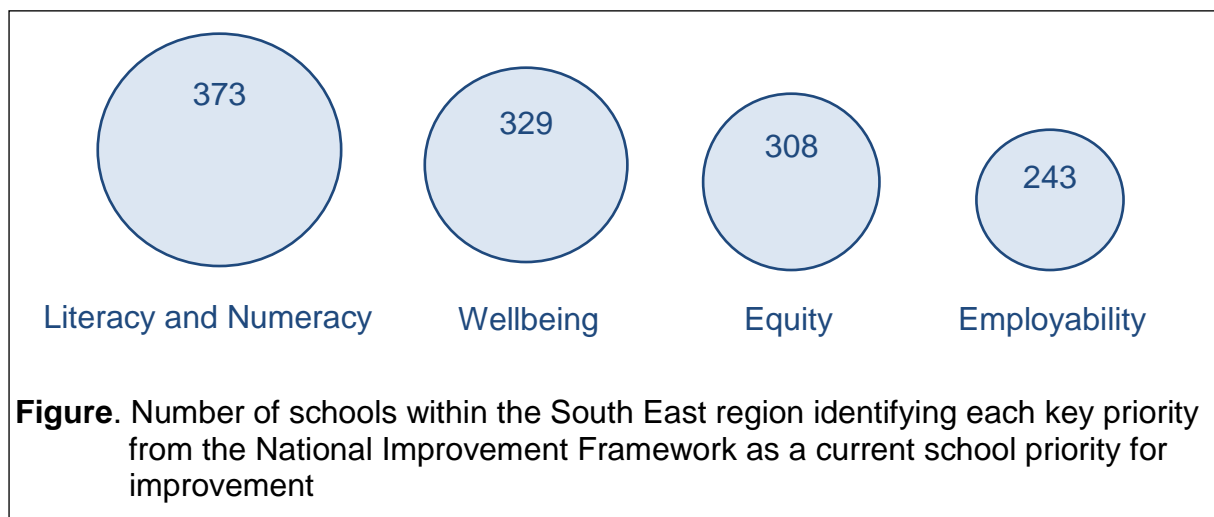
In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

The analysis has allowed us to explore the further analysis of data relating to the areas identified. This has helped to identify and confirm the focus for our initial workstreams (as described in section 9) and other collaborative activity across the South East Alliance.

It also gives us an opportunity to explore work in phase 2 that would allow identification of evidence based best practice to share across the South East Improvement Collaborative.

6. Current School Priorities

Work has been undertaken to identify the current key priorities of schools across the South East region, as identified within current School Improvement Plans and by headteachers at engagement events. The figure and table below show the results of schools' key priorities.

Figure. Number of schools within the South East region identifying each key priority from the National Improvement Framework as a current school priority for improvement

Driver for Improvement	No of Schools
Assessment of Children's Progress *including moderation, etc*	229
Parental Engagement *including family learning, parental engagement, etc*	195
School Improvement *including improvement methodologies*	233
Leadership *including partnership working, etc*	203
Teacher professionalism *including particular aspects of practice and pedagogy*	239
Performance information *including use of data, etc*	207

Table. Number of schools within the South East region identifying each Driver of Improvement as a current school priority for improvement

Schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

In phase 2 of the South East Improvement Collaborative plan it is our intention to take account of schools' new priorities for 2018/19.

7. Current Performance

Analysis Undertaken

An initial review of current performance within the South East Improvement Collaborative has been undertaken during the preparation of the initial Improvement Plan, as part of the work within the Data and Analysis workstream.

This workstream has looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes have been benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes).

The analysis has included a review of data across a wide range of outcomes for children and young people, including:
- Participation of young people aged 16-19 years old
- Positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and measures of wider attainment
- Achievement of CfE levels for reading, writing, listening & talking and numeracy across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that have been reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular:
- Outcomes from school inspections for 2016-17

Review of Current Outcomes – high level messages for the South East Region

School leavers
- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment
- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and

(particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.

- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education
- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as experimental statistics. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years
- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance
- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during phase 2 will focus on:

- Validating the key strengths and areas for improvement within the region – at regional, local authority and school levels.
- Identifying the key cohorts within the region for which outcomes particularly need improved.
- Assuring the quality of data available (particularly at school level).
- Investigating the potential of additional, local data sources (e.g. local authority stakeholder surveys of children and young people, parents and staff and local data on aspects of wellbeing)
- Agreeing an appropriate range of high-level measures to provide a strategic overview of the Collaborative's progress in achieving excellence and equity for the region's schools and early learning and childcare settings.
- Developing a performance pack, to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.
- A baseline of measures for each of the workstreams will be developed to identify success and inform further planning.

8. Stakeholders' Views

The Views of Our Staff

A staff survey has been undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and was conducted via Survey Monkey during December 2017. In total, more than 1,300 responses were received from across the five Collaborative authorities, which were broadly representative of the proportion of staff working within each sector across the Collaborative region (see table below).

Sector	Number of responses by sector	Proportion of responses by sector (%)
Central Support Staff	17	1.3
Early Years	123	9.3
Primary	587	44.3
Secondary	531	40.1
Special / ASN	67	5.1
Total	**1325**	**100.0**

Table. Number and proportion of staff completing the staff survey by sector

The results of the survey suggest that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

The 5 local authorities involved in the South East Improvement Collaborative each establish feedback from staff as part of their established planning processes. This feedback comes from a range of formal and informal sources (e.g. staff surveys, consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities described in section 4.

The strategic priorities identified through this local planning process (as outlined in appendix 1) are also in line with the survey feedback, as summarised above.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers*. Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People*. Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners*. Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

These sources of feedback have informed the development of the local strategic priorities identified in appendix 1, which have been used to help shape this initial action plan.

A more detailed analysis of the feedback from these stakeholders will be undertaken during phase 2 of the action plan. This will help to inform an updated version of the Collaborative's action plan.

Work will also be undertaken to scope the approaches needed by SEIC to gather feedback from all key stakeholders over the medium to long term.

9. Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Work that had already begun to support the embedding of GIRFEC across the Regional Improvement Collaborative will be included in phase 2 of the plan.

Improving Attainment and Achievement, including closing the attainment gap

Two initial workstreams have been identified within this key theme. They are:
- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Quality Improvement in Schools and Early Years settings

Three initial workstreams have been identified within this key theme. They are:
- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Embedding GIRFEC in Schools and Early Years Settings

Two further workstreams, already in existence will be included in the plan, to support the embedding of GIRFEC. They are:
- *Early Learning and Childcare*
- *Additional Support Needs*

The following pages provide an overview of these seven initial workstreams with 4 detailed in full and 3 in preparation. The overview includes a summary of:

- The **context**: why this workstream has been identified as an initial priority for working across the Collaborative, including the objectives of the work involved.
- The **aims** of the work: the expected outcomes from the workstream, including measures of success.
- The **actions** planned: a summary of key activity planned over the short, medium and longer term, with timescales for progressing this work.
- The **measures of success**: how the impact of the work will be identified and evaluated.

Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Mathematics and Numeracy

Context

Improvement in attainment in numeracy is a key priority in the National Improvement Framework. All 5 collaborative authorities have identified raising attainment in numeracy within their local service plans and have a history of working collaboratively on Mathematics and Numeracy through the national numeracy hub, shared staff development opportunities and work on moderation through the QAMSO network. There is scope to build on this practice with a strategic focus through the collaborative on strategies to address the attainment gap, improving attainment for school leavers and building capacity through staff development and moderation.

Aims

- To raise attainment in mathematics and numeracy 3-18.
- To promote packages for achievement in numeracy to ensure meaningful qualifications for all and to improve attainment in numeracy for school leavers.
- Continue to improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development across all 5 LAs, building capacity and ensuring greater consistency.
- Build confidence and expertise in assessment and moderation of mathematics.
- To share and develop targeted strategies to support schools to address the poverty related attainment gap.

Actions

Short term (February – June)

- Identify leads from each authority to develop a network of practitioners to promote and support best practice in improving attainment in numeracy for school leavers
- Share professional learning materials on National Numeracy & Mathematics Hub tile for SERC.
- Identify representatives from each authority to meet to share practice in moderation.
- Work with the data and analysis SEIC workstream and individual LA MIS teams to share identified gaps within and across LAs in relation to numeracy and mathematics.
- Identify good practice where schools and LAs are successfully closing the gap.

Medium term (during 2018-19)

- Identify and share effective practice in delivering courses and tracking pupil progress.
- Share/create resources and training as required, including online materials.
- Build opportunities for shared staff development opportunities into collegiate calendars.
- Moderation of assessment evidence from each authority/all levels of numeracy and of mathematics.
- Develop and share materials for moderation through the development of a support pack for each authority
- Plan and develop shared approaches to targeted support with a focus on closing the attainment gap.

Longer term (2018-19 onwards)

- Analyse data to track progress and identify improvements and areas for further development.
- Evaluate the effectiveness of staff development approaches
- Continue to review and develop shared moderation opportunities
- Use learning to continue to plan and develop approaches 2019-20.

- Looking at ways to promote teaching of mathematics as positive career pathway.

Measures of success

- Increase in mathematics attainment

• Closing of the gap in numeracy

Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Improve the outcomes for children living in poverty

Context

Nationally and locally, there is a much greater understanding of the impact of poverty on attainment.

The introduction of the Pupil Equity Fund has been largely successful in raising awareness across the profession of the need to target resources to improve outcomes for children in poverty.

The use of data to target and measure the effectiveness of interventions is developing well, particularly in those schools who were already Scottish Attainment Challenge schools.

There is significant research available to support staff on which interventions are most appropriate.

While schools are creative about how best to deploy funds and resources, support for headteachers is essential to ensure that their capacity is maximised, not diminished.

Aims
- To provide clear strategic guidance for headteachers on ensuring equity and raising attainment for all, in line with national frameworks and improvement advice.
- To develop professional learning opportunities on the use of QI 3.1 to determine the impact in each school on chosen cohorts for closing the gap.
- To share good practice of effective strategies, use of improvement methodology and the way we measure impact.

Actions

Short term (February – June)
- Actions and measures identified to develop Equity Theme: Families and Communities
- Identification of schools/projects demonstrating impact in delivery of service/intervention to enhance approaches to family learning
- Guidance produced around 6 sub-themes of Involvement (School, Family, Community & Partnerships – SPTC) using pilots ongoing across the Collaborative
- Review of each LA guidance on PEF: production of Collaborative PEF Guidance

- Scoping of actions that measures subsequent themes for Equity:

    - Leadership (PEF)

    - Learning & Teaching (PEF)

Medium term (during 2018-19)
- Professional Learning Networks/Leadership Learning Communities for F&C
- Development of 'Toolkit' to assess and plan for interventions for F&C (or implementation of Education Scotland Toolkit)
- Identification of School Improvement Partnerships to develop approaches: Families and Communities
- Links with other workstreams
    - Data & Analysis
    - Quality Improvement

Longer term (2018-19 onwards)
- Development of 'Toolkit' to assess and plan for interventions for:
    - Leadership (PEF)
    - Learning & Teaching (PEF) (or implementation/revision of E Scotland toolkit)

Measures of success
- Use of effective strategies to close attainment gap
- Improved confidence in measuring the impact of PEF

Key theme: Quality Improvement in Schools and Early Years settings
Workstream: Data and Analysis

Context

Effective use of data and analysis are key to identifying the right outcomes for improvement and enabling the drivers for improvement.

At present, data and analysis processes vary widely across the 5 Collaborative authorities, as do approaches to performance reporting at school level.

However, the key education datasets are common across the authorities, as is use of the SEEMIS management information system.

There is significant scope for the Collaborative authorities to improve the impact of their data and analysis on school improvement.

Aims
- To improve the recognition of strengths and areas for improvement across the collaborative (identifying the right focus on outcomes for improvement).

- To improve the quality assurance (QA) of data and to improve its capacity to support more effective moderation (enabling key drivers for improvement to have a greater impact).

Actions

Short term (February – June 2018)
- Completion of analysis to support the delivery and ongoing development of the Collaborative's action plan, based on data for the 2016/17 leaver cohort.
- Identification of cohorts for targeted interventions.
- Quality assurance of school level data (e.g. comparing NIF QI data/ACEL with social context, etc) to help inform moderation processes and to better identify strengths and areas for improvement at school and Collaborative level

Medium term (during 2018-19)
- Development of quality assurance processes across the Collaborative (e.g. to support moderation of teacher judgements)

Longer term (2018-19 onwards)
- Development of performance reporting that provides useful information for assessing the impact of interventions (e.g. linking ACEL/Insight outcomes measures and other summary measures of performance to individual pupils)
- Development of value-added reporting to support improved learning journeys / pathways (e.g. linking social context and SNSA prior attainment data to attainment and destination outcomes, better understanding how the participation measure reflects pathways to improved life opportunities across the regional economy)
- Investigating the potential opportunities to achieve a more unified approach to managing, analysing and using data across the Collaborative.
- Develop comparator school groupings across SEIC in conjunction with the BGE dashboard to be able to make contact and learn from each other.

Measures of success
- An improved evidence-base for decision making at authority and school levels (assessed by self-evaluation); greater confidence in conclusions reached (assessed by staff feedback);

evidence of improved attainment for low attaining groups.

- Development of a cross-collaborative approach to the quality assurance of data to support and inform moderation in schools; improved consistency in teacher judgement.

| **Key theme:** Quality Improvement in Schools and Early Years settings |
| **Workstream:** Professional Learning / Leadership |

Context

The Scottish Government's National Improvement Framework identifies School Leadership and Teacher Professionalism as key drivers of improvement and key factors in improving children's learning and the outcomes that they achieve.

School leadership is second only to classroom teaching as an influence on pupil learning. The OECD report on CfE emphasises the importance of developing the skills and knowledge of middle leaders in particular in order to bring about sustained changed for positive outcomes in learning for our young people.

The Regional Improvement Collaborative recognises the need to develop and maintain the professional skills and competences of all staff and the impact of this on children's progress and achievement. Leadership is recognised as one of the most important aspects of the success of any organisation and is key to ensuring the highest standards and expectations are delivered across the Regional Improvement Collaborative's services and schools to achieve excellence for all.

Aims
- To create a collaborative culture throughout our learning communities and build collaborative networks across the regional collaborative
- To improve the quality and impact of leadership at all levels
- Recruitment and retention of quality leadership staff
- To develop leadership capacity and develop a collaborative leadership pathway

Actions

Short term (February – June)
- Analysis of stakeholder feedback on current and future professional learning opportunities
- Audit of existing professional learning opportunities and collation of CLPL opportunities across the collaborative
- Evaluation of leadership programmes and further development of leadership programmes
- Delivery of the Leadership Matters course for experienced depute headteachers

Medium term (during 2018-19)
- Development of professional learning opportunities and leadership programmes across the collaborative
- Build a comprehensive leadership pathway using GTCS Standard for Leadership and Management and the SCEL Framework for Educational Leadership

Longer term (2018-19 onwards)
- Development of CLPL calendar of activities and specialist support directory

Measures of success
- Increase in number of schools evaluated as good or better QI Leadership of change
- Increase in number of teachers completing leadership programmes, including Into Headship
- Regional Improvement Collaborative stakeholder survey responses indicate staff can access high-quality professional learning and leadership development opportunities ensuring staff have the range of skills to do their current and future jobs as effectively

as possible.

These workstream descriptions require further work for phase 2 of the South East Improvement Collaborative Plan but groups are already meeting and working together.

Key theme: Quality Improvement in Schools and Early Years settings
Workstream: Quality Improvement Approaches

The work needs to add value and lead to processes and outcomes which are better than what it replaces. It will lead to improved outcomes in attainment and achievement – at a classroom level and have an impact on leadership and management and the way schools approach improvement. The group is determined to be both ambitious and realistic in its goals with any output being seen as useful and credible. The work needs to have integrity, be focused and proportionate and in this way should help us foster and develop professional trust across the five local authorities.

This workstream aims to work collaboratively and productively as a group, sharing practice across the five local authorities and learning from each other. The workstream will endeavour to influence and improve practice across the SEIC supporting tangible improvement in outcomes.

The principal vehicle for us will be our work with, and impact upon, the leadership and management of improvement.

Key theme: Embedding GIRFEC in Schools and Early Years Settings
Workstream: Additional Support Needs

ASN remains a key priority in every LA, with policies and development of existing policies it is vital that the Alliance work together to create shared values around inclusion and exclusion policies. It has been recognised that a collaborative approach may also help enhance policy development and that there may be significant benefits in shared commissioning of services which each LA already use.

To provide clear strategic guidance for headteachers on ensuring equity of provision for all, in line with national legislation and government updates. Develop core principles for policies, and work together to write and update following on from legislation changes.

Key theme: Embedding GIRFEC in Schools and Early Years Settings
Workstream: Early Learning & Childcare

The South East Early Years group was established at the beginning of 2017 and meets regularly to discuss key issues within the early years' sector.

The main focus for the group has been the expansion of funded early learning and childcare from 600 hours to 1140 hours by 2020. The group has explored key aspects of the expansion plan including sharing learning from the 1140 trials in Edinburgh and Scottish Borders. Other aspects of this collaboration have enabled the local authorities to share approaches to working in partnership with private providers and childminders as well as solutions to addressing the challenges of implementing the increased hours e.g. delivering lunches to large numbers of children.

Following submission of the expansion plans, the South East Early Years group is exploring opportunities to address workforce related matters including combined training for existing staff and implementation of the Additional Graduate programme.

10. A Workforce Plan to Support Delivery

Section 9 outlined the seven initial workstreams that are being developed, to support school improvement across the South East Improvement Collaborative region. The following staff have been identified to develop this work:

Workstream Title	Workstream Participants
Improving Attainment and Achievement, including closing the attainment gap	
Improve the outcomes for children living in poverty	Edinburgh: Service Manager East Lothian: Service Manager (ASN) Fife: Education Officer Midlothian: School Group Manager Borders: Attainment Officer *NB: Additional support will be provided by the Principal Educational Psychologists, Improvement Advisors and Attainment Advisers for the local authorities within the Collaborative*
Mathematics and Numeracy	Edinburgh: Quality Improvement Officer East Lothian: Quality Improvement Officer Fife: Development Officer Midlothian: Education Support Officer Borders: Quality Improvement Officer
Quality Improvement in Schools and Early Years settings	
Quality Improvement Approaches	Edinburgh: Quality Improvement Manager East Lothian: Quality Improvement Manager Fife: Head of Education & Children's Services Midlothian: Senior Education Manager Borders: Quality Improvement Manager
Data and Analysis	Edinburgh: Quality Improvement Officer East Lothian: Principal Officer Fife: Executive Support Officer Midlothian: Performance Group Leader Borders: Business Services Officer *NB: Additional support will be provided by the Attainment Advisers for the local authorities within the Collaborative, as appropriate.*
Professional Learning / Development & Leadership	Edinburgh: Quality Improvement Manager East Lothian: Principal Officer Fife: Education Officer Midlothian: School Group Manager Borders: Quality Improvement Officer
Embedding GIRFEC in Schools and Early Years Settings	
Additional Support Needs	Edinburgh: Quality Improvement Manager East Lothian: Service Manager Fife: Education Officer (ASN) Midlothian: School Group Manager (ASN) Borders: Quality Improvement Manager

Early Learning and Childcare	Edinburgh: Senior Education Manager East Lothian: 1140 Hours Lead Officer Quality Improvement Manager Fife: Acting Education Officer Midlothian: School Group Manager (Early Years) Borders: Quality Improvement Officer

Group Title	Group Participants
SEIC Oversight Group	Edinburgh: Chief Executive Head of Schools & Lifelong Learning Education Convener Education Vice Convener East Lothian: Chief Executive Head of Education Education Convener Education Vice Convener Fife: Chief Executive Executive Director of Education and Children's Services Education Convener Education Vice Convener Midlothian: Chief Executive Head of Education Education Convener Education Vice Convener Borders: Chief Executive Chief Officer – Education Education Convener Education Vice Convener
SEIC Board	Edinburgh: Head of Schools & Lifelong Learning East Lothian: Head of Education Fife: Executive Director of Education and Children's Services Midlothian: Head of Education Borders: Chief Officer – Education Education Scotland: Regional Adviser Skills Development Scotland: Area Manager

Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children's Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

A more detailed workforce plan will be developed during phase 2 of the Improvement Plan and will outline where support from Scottish Government, Education Scotland and Care Inspectorate would be requested.

11. Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.
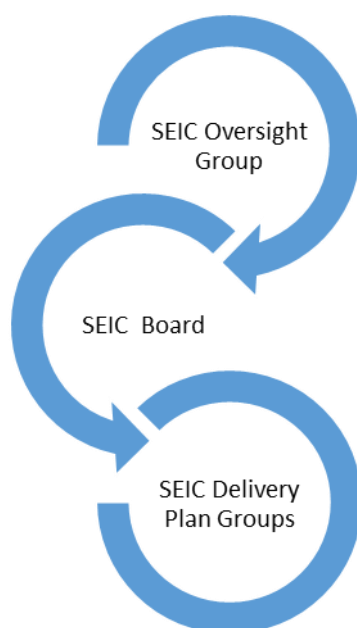
Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensuring effective communication • Input locally and regionally for elected members
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Data on CfE still experimental	• Moderation exercises to have confidence in CfE declarations
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC
• Further legislative changes through the Education Act	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

12. Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groups have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.

The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland and Skills Development Scotland. The SEIC Board meets quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads. The first meeting in each new financial year will consider progress and set new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.
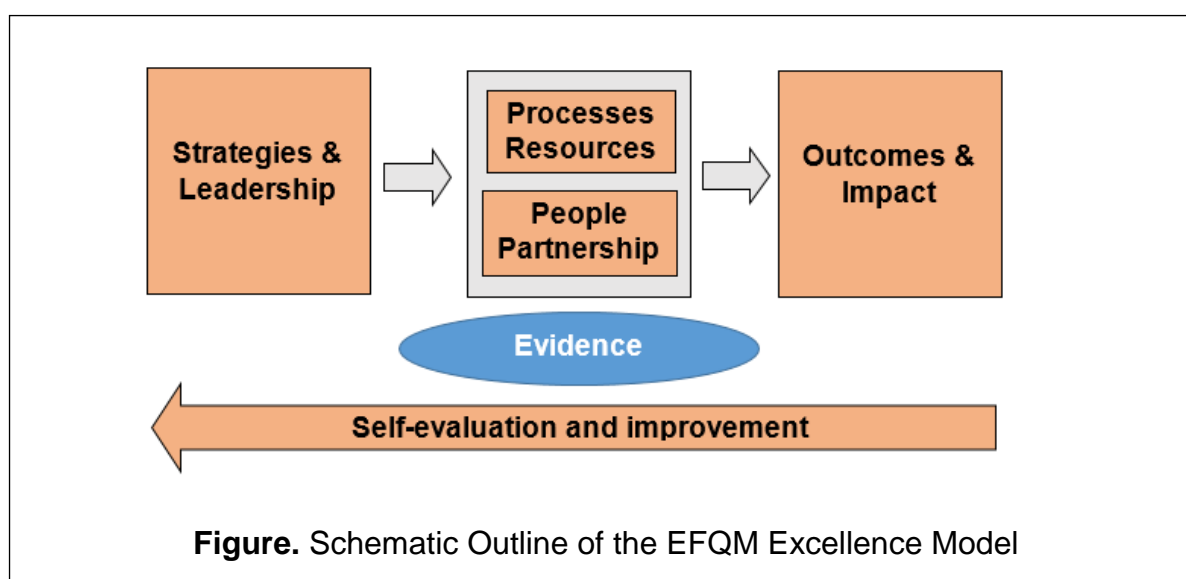
SEIC Delivery Plan Groups accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate to levels of expertise and need.

Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

These underpin the approaches to inspection taken by national agencies, including: How Good is Our Early Learning & Childcare (HGIOELC), How Good is Our School (HGIOS 4), How Good is the Learning and Development in Our Community (HGILDIOC), How Well are We Improving Learning, Raising Attainment and Closing the Poverty Related Attainment Gap (INPLA), and How Well are We Improving the Lives of Children, Young People and Families (Joint Inspection of Children's Services).

The Framework is based on the EFQM Excellence Model, an internationally recognised and widely used framework for improving organisational performance.

Figure. Schematic Outline of the EFQM Excellence Model

During phase 2 of the SEIC Plan, work will be undertaken to develop a framework for evaluating the work of the Collaborative. This will enable SEIC to:

- Evaluate the impact of its work and the progress that is being made against the objectives of the Improvement Plan.
- Support improved self-evaluation and improvement within each local authority area.
- Better meet the demands of the inspection frameworks for education and wider children's services that support schools and local authorities within the South East region.

-

13. Next Steps

Learning from Phase 1

As a new Regional Improvement Collaborative we will continue to build relationships across our local authorities and learn from the feedback on phase 1 of our plan. All learning from phase 1 will help to inform phase 2 of our plan not just from our SEIC plan but the learning from across the other 5 Regional Collaboratives.

Phase 2 – SEIC Plan

Consultation / Engagement

The timeframe for phase 1 allowed an element of time for consultation and engagement with elected members, staff and other relevant stakeholders. However, in phase 1, we as a Collaborative felt we needed time to consult more widely with our key stakeholders. This further engagement will take place prior to the next iteration of the plan and will take account of views of the following groups:

- Children and Young People;
- Parents;
- Staff / Schools;
- City Deal Consultation;
- Politicians;
- Other relevant stakeholders.

Some of this will include looking at the outcomes of consultations already carried out but will also include new engagement with key groups.

Analysis of Data, Plans and Consultation

In phase 1 there was an analysis at a high level of our plans, data and consultation outcomes. It is our intention in phase 2 of the SEIC plans to spend time through the data workstream to undertake more detailed analysis of the following:

- CfE and SQA data to identify cohorts requiring intervention/support
- New school priorities 2018/2019
- New local authority plans 2018/2019
- Existing local authority / Community Planning Partnership surveys
- NIF evaluations at school level
- Education Scotland reports on local authority performance

A high level performance report card will be developed as a way to measure impact.

Workforce Plan

Further scoping work is required beyond the staff roles identified in each workstream for phase 1 of the SEIC plan.

Areas of Expertise

The South East Improvement Collaborative local authorities are aware that each local authority has its own areas of expertise. It is our intention to work on identifying expertise and evidence based good practice to be able to be communicated to schools and partners as part of phase 2.

In partnership with our University colleagues we would hope to be able to identify evidence based good practice.

Inclusion of Further Partners

In phase 1 preliminary discussions have taken place regarding the inclusion of the City Deal 'skills and innovation' workstream to develop this work within the context of the SEIC. Similarly early discussions with our CLD colleagues have identified a desire for us to see how we include CLD in our SEIC Plan. Currently our CLD groupings do not match the Regional Improvement Collaborative groupings. Phase 2 will detail work in this area.

Communication

The pace of the development of the plan did not allow for as much consultation and engagement as we would have liked. We recognise a need for better communication about the developing work of the SEIC and in phase 2 we intend to work with our schools and partners to help us create the best ways to communicate the work of the SEIC.

Appendix 1. Current strategic priorities – evidence

The tables below and on the following page map the current local priorities to the NIF.

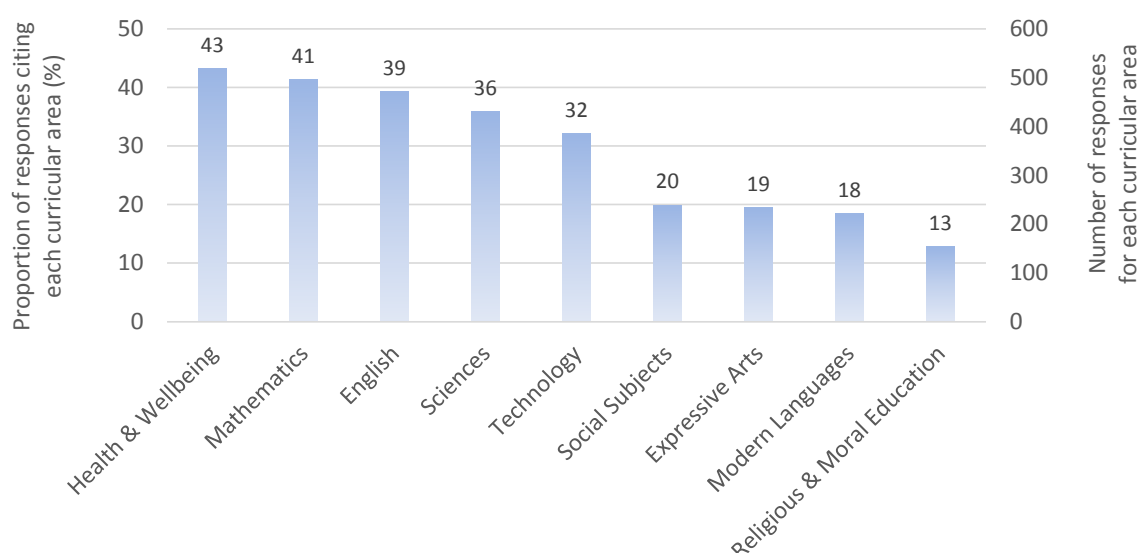| Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	• Analysis of Data • Tracking & Monitoring • Literacy Strategy • Close vocabulary gap • Numeracy Strategy	• Mental health and wellbeing interventions • Training on ACEs • Anti-bullying	• Use of data to provide equity of access • Attendance • Pilot of 1140hrs • Poverty proof the school day • Engaging parents in Learning • Review Exclusion policy • Equity strategy
East Lothian	• Improve attainment and achievement • Implement curriculum frameworks • Continue to improve tracking and monitoring	• Continue to improve inclusion • Implement H&WB Framework • P1 obesity • Mental Health • Child's Planning	• Improve attendance and reduce exclusions • Inclusion policy and support for children with ASN • Readiness to learn • Closing attainment gap
Fife	• Effective learning & teaching • Quality of learning environment • Professional Learning matched to need • Using evidence based approaches to L&T	• Supporting families • Child's Plan • Improving physical health and reducing obesity • Opportunities for play and physical activity • Our Minds Matter – emotional wellbeing Framework	• Closing the gap in the BGE • Responding to families in need • Pupil and Parental Participation • Supporting Learners Strategy • Use of PEF/SAC • Greater equity in health outcomes • Improve attendance
Midlothian	• Improve attainment • EY focus on L&N • Planning, tracking, monitoring • Work of QAMSOs • Data analysis, measure with meaning	• Improvement in H&WB • Inclusion review • Teenage pregnancy • Mental health & wellbeing • Promote Healthy Lifestyles	• Closing gap • Family Learning Models • SAC / PEF monitoring
Scottish Borders	• Improving attainment • CfE, National Qualifications • Improved L&T	• Improve inclusive practices • Mental wellbeing strategy • Parenting programmes • CP/neglect	• Closing gap • School engagement • Included & engaged
Universal themes across all SEIC authority plans (5)	• Improving attainment, including literacy & numeracy	• Mental health and emotional wellbeing	• Attendance / exclusion / inclusive approaches • Closing the gap
Common themes across most SEIC plans (3-4)		• Physical health and activity	

Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	• **STEM** • Digital Learning • Audit Careers progression • **Deliver DYW Plan** • **Career pathways for ELC**	• **Teaching & Learning Strategy** • **Self-evaluation/VSE** • **Leadership** • Review assessment policy	• **LAC Plan** • **Corporate Parenting Plan** • **Parental engagement strategy**	• Needs of Syrian refugees • Gaelic Medium education
East Lothian	• **Access to vocational qualifications** • **Improving employability skills**	• **Leadership** • **Moderation** • School **Reviews and VSE** • **Family Learning**	• **Family Learning**	• School Estate Resources
Fife	• **Senior phase attainment** • DYW Strategy • **Key worker for those at risk of negative destinations** • **School leaver destinations** • **Increasing attainment of key qualification sets** • **Improve school leaver destinations**	• **Self-evaluation** • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments	• **1140hrs ELC** • **GIRFEC** • **Prevention & early intervention** • **ACEs** • **Better parenting skills through family engagement**	• Person-centred & collaborative services
Midlothian	• **Improvement in employability skills and PSD** • **Promote Midlothian employability skills** • **DYW 9 priorities** • Centres of Excellence	• Transitions • **Moderation**	• **Referral Processes** • Focus on 3.1	• Visible learning
Scottish Borders	• **Embrace DYW** • **Improve positive destinations** • Increased partnership working	• **Leadership** • **Partnership with families**	• **Partnership with families**	
Universal themes across all SEIC authority plans (5)	• **DYW / employability**	• **Self-evaluation and evidence-based approaches to quality improvement**	• **Family engagement / parenting skills** • **Vulnerable children / children with needs**	
Common themes across most SEIC plans (3-4)		• **Effective use of data and evidence to inform improvement** • **Leadership**	• **Early intervention & prevention**	

Appendix 2. The views of our staff

This appendix provides a summary overview of the results from the SEIC staff survey. There were 1,325 responses to the survey across all sectors.
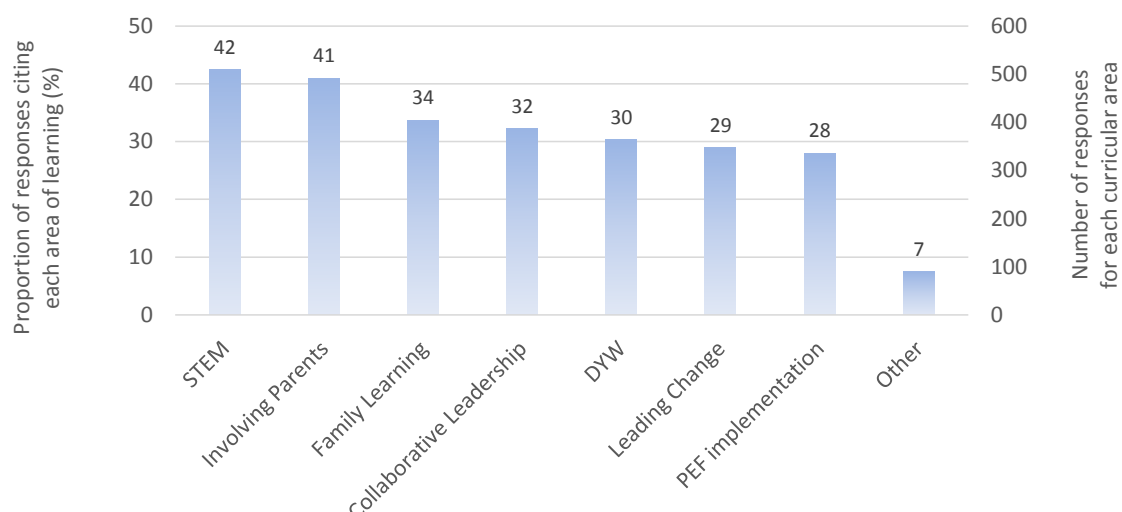
Responses to question 1
What curricular area(s) would you hope to access support for from the South East Improvement Collaborative?

Responses to question 2
Please indicate the areas of professional learning that you would hope to seek support for from the South East Improvement Collaborative.
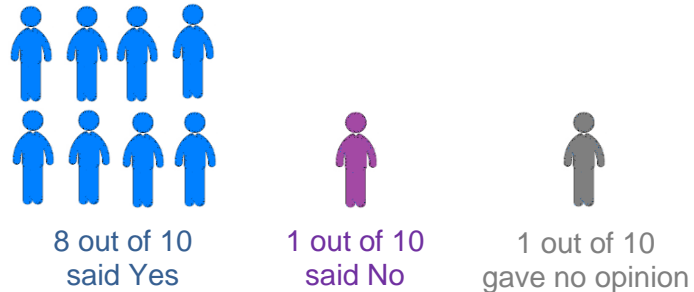

A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:
- Early years
- Inclusion / inclusive practice / nurturing approaches

- Support for learners with particular needs (e.g. autism, dyslexia, complex ASN, etc)
- Mental health awareness and support
- Curriculum design and IDL

Responses to question 3

The initial 4 workstreams identified are looking to focus on Maths, Pupil Equity Fund, Use of Data and Quality Improvement approaches. Do these seem an appropriate focus to start planning our work?

8 out of 10 said Yes

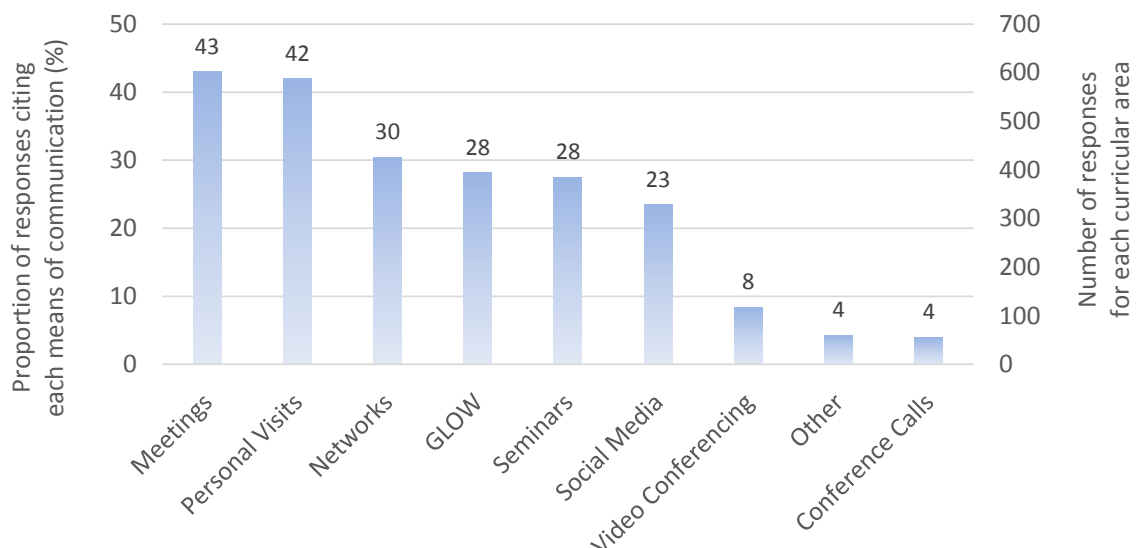1 out of 10 said No

1 out of 10 gave no opinion

Comments received highlighted the need to ensure that the following aspects were not neglected:
- Health and wellbeing
- Literacy
- Early years
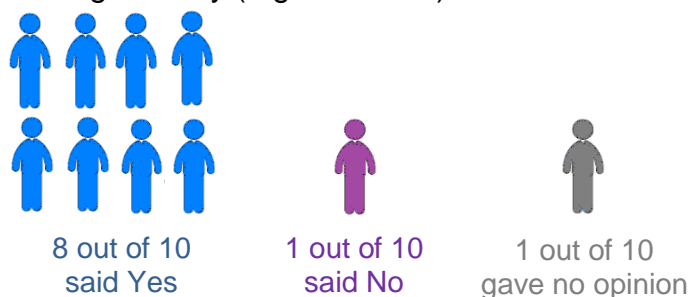- Family learning and family engagement
- STEM

Responses to question 4

What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?

Comments under the category of "other" highlighted the importance of online communication (e.g. email) and training delivery (e.g. webinars).

Responses to question 5

8 out of 10 said Yes

1 out of 10 said No

1 out of 10 gave no opinion

Should early learning
and childcare be
included in the work we
develop across the
South East Improvement
Collaborative?

The overwhelming majority of comments offered on this question were strongly supportive of the inclusion of early learning and childcare within the work of SEIC. For example, typical comments highlighted: the 3-18 nature of the curriculum, the importance of the early years as a foundation for later educational and life outcomes, the need for early intervention to improve outcomes, etc.

Responses to question 6
What would you want your school to gain from being part of the South East Improvement Collaborative?