



SOUTH EAST IMPROVEMENT COLLABORATIVE KEY STRATEGIC EVIDENCE

AS AT 31 AUGUST 2018



Note

This document provides an overview of key strategic evidence that has been used to inform the development of the South East Improvement Collaborative (SEIC) improvement plans. It includes a range of quantitative and qualitative evidence, including:

- Data relating to performance and quality improvement
- A summary of evidence relating to stakeholder views gathered during the development of previous improvement plans

The Data and Analysis workstream includes plans to further develop the “Key Strategic Evidence” document, as a key working document to support strategic decision making by collaborative leadership teams. Further details can be found in the SEIC Improvement Plan, Phase 2 – September 2018.

For further information, please contact Stuart Booker, the Data and Analysis Workstream lead for the South East Improvement Collaborative (stuart.booker@fife.gov.uk).

Contents

The Context of the South East Collaborative Region	2
Key facts about the SEIC local authorities.....	2
Performance and Quality Improvement Information	3
School leaver destinations	3
Senior Phase Outcome: Highest level of qualification achieved	4
CfE declarations: English reading	6
CfE declarations: numeracy.....	8
27-30 month developmental milestones.....	10
Attendance – all school sectors	11
Quantitative overview of inspection outcomes for 2016/17	12
The Views of SEIC Stakeholders.....	13
The views of our staff.....	13
Strategic priorities identified within SEIC.....	16
School priorities.....	16
The strategic priorities of SEIC local authorities	17

The Context of the South East Collaborative Region

Key facts about the SEIC local authorities

	City of Edinburgh	East Lothian	Fife	Midlothian	Scottish Borders
Population	513,210	104,840	371,410	90,090	115,020
No of CYP aged 0-17	86,478	21,365	72,081	19,254	21,479
Area	102 square miles	262.2 square miles	512 square miles	136.6 square miles	1,827 square miles
% of Children Living in Poverty	14.4%	12.3%	17.6%	15.8%	12.1%
% of School Pupils Living in SIMD deciles 1 & 2	20.5%	4.1%	22.6%	10.9%	7.4%
% of Children meeting developmental milestones	79.2%	84.8%	78.8%	85.8%	80.2%
FMR P4-P7	13.1%	9.9%	20.7%	16.2%	11.9%
FMR Secondary	10.2%	8.1%	17%	12.9%	10.2%
Funded registrations for Early Learning & Childcare	8,895	1,885	6,866	2,040	1,926
No. of Pupils	49,637	14,104	49,155	12,378	14,563
No. of Schools	123	41	162	40	72
No. of Teachers	3,281	935	3,498	892	1,055
Spend on Education	£333.4m	£90.8m	£337.7m	£93.7m	£112.9m

Sources:

- National Records of Scotland: Mid-2017 population estimates Scotland
- HMRC: Personal Tax Credits – children in low-income families local measure (at 31 August 2015)
- Improvement Service: Local Government Benchmarking Framework 2016-17
- Scottish Government: School Education Statistics
- Scottish Government: Scottish Local Government Financial Statistics 2016-17 – total spend on education across all sectors.

Performance and Quality Improvement Information

School leaver destinations

The data below relates to the proportion of school leavers in a positive destination amongst the 2016/17 school leaver cohort, at the time of the follow-up survey in March (sustained destinations).

Key messages

- The proportion of school leavers entering and sustaining a positive destination from school across the South East Collaborative region as a whole are close to the national average (92.5% for SEIC vs 92.9% for Scotland)
- The level of positive destinations from school vary within the SEIC region. This is evident at both local authority level and at school level.

Local Authority	No of leavers	% Post school destinations
Outcomes		
East Lothian	1,018	94.2
Edinburgh, City of	3,231	92.3
Fife	3,753	90.9
Midlothian	918	94.4
Scottish Borders	1,094	95.4
SEIC	10,014	92.5
Benchmarks		
Highest LA outcome		97.2
Scotland	51,172	92.9
Lowest LA outcome		88.9
Ranking position of 32 local authorities		
East Lothian		12
Edinburgh, City of		23
Fife		27
Midlothian		9
Scottish Borders		6

Additional comments

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.

Source

Attainment and Leavers Destinations, supplementary data, 2016/17 (Scottish Government, June 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat>

Senior Phase Outcome: Highest level of qualification achieved

The data below relates to the attainment of school leavers from the 2016-17 cohort of leavers.

Key messages from the data

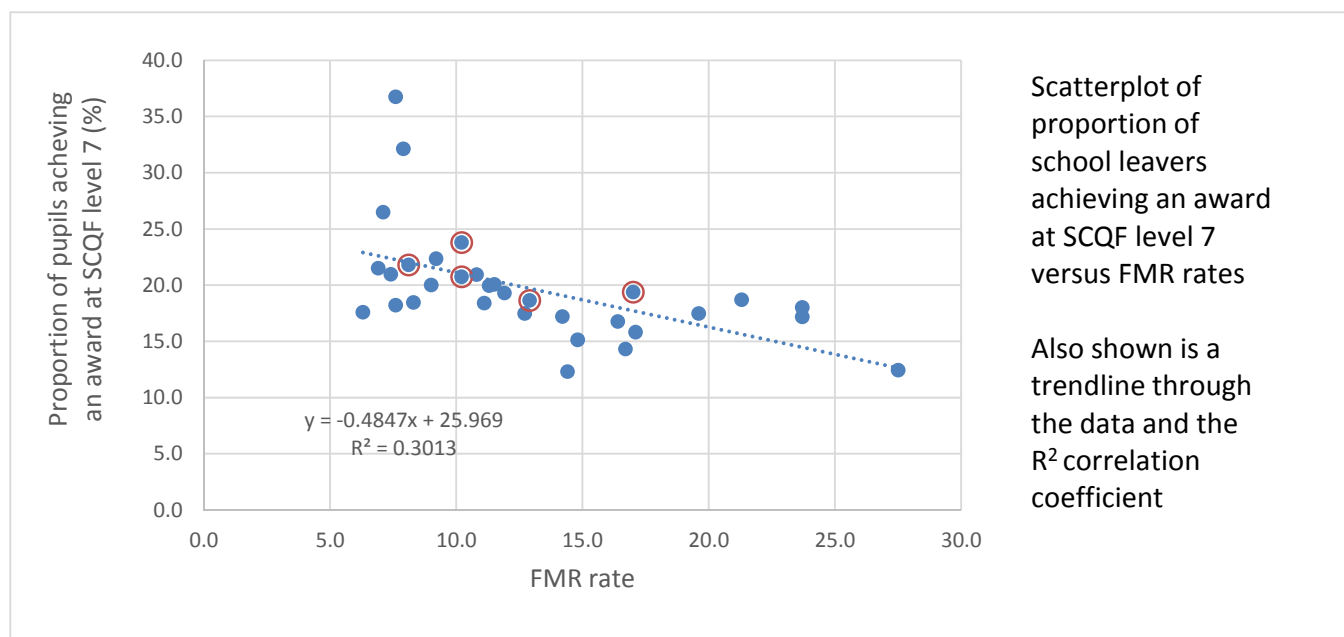
The table below shows the proportion of school leavers in each SEIC authority who achieved an award at SCQF level 4, level 5, level 6, level 7, or better.

Outcomes at authority level vary from year to year and also reflect differences in social context (e.g. levels of child poverty and FMR rates).

However, the following points are worth noting about attainment at a regional collaborative level:

- Outcomes for leavers achieving awards at SCQF level 7 vary but are better across the Collaborative overall than are seen nationally. This has been an area of relatively strong performance relative to national over recent years. These outcomes relate to the **20% highest attaining** school leavers.
- Outcomes for leavers achieving awards at SCQF level 5 are generally lower across the Collaborative than are seen nationally. Outcomes at this level have been generally lower than national over recent years. These outcomes equate to the **lowest attaining 15-40%** of pupils nationally.
- Outcomes for leavers achieving awards at SCQF level 4 and SCQF level 6 vary somewhat between authorities and over years, but have been broadly similar to national over recent years.

Local Authority	Number of leavers	1+ at SCQF Level 4 or better	1+ at SCQF Level 5 or better	1+ at SCQF Level 6 or better	1+ at SCQF Level 7
Outcomes					
East Lothian	1,018	96.5	84.7	63.7	21.8
Edinburgh, City of	3,239	95.3	84.6	62.8	22.8
Fife	3,761	94.7	82.1	55.6	16.9
Midlothian	919	97.0	84.4	56.3	16.3
Scottish Borders	1,102	96.3	83.9	63.1	21.8
SEIC	10,039	95.4	83.6	59.6	19.8
Benchmarks					
Highest LA outcome		99.5	96.6	83.5	38.9
Scotland	51,300	96.3	86.1	61.2	19.3
Lowest LA outcome		92.5	79.4	53.5	13.7
Ranking position of 32 local authorities					
East Lothian		17	21	12	8
Edinburgh, City of		27	23	15	6
Fife		29	30	31	24
Midlothian		12	24	28	27
Scottish Borders		19	26	14	9



There is, generally, a relatively strong correlation between the achievement of school leavers and measures of social context at local authority level. This is evident in the scatter plot, above, which shows the proportion of school leavers in the 2015-16 cohort achieving an award at SCQF level 7 versus FMR rates.

Similar correlations are evident for other levels of achievement and are a consistent feature of the data over time.

For reference, the R² correlation coefficient between the attainment of 2015-16 school leavers and FMR rates at a local authority level was: 0.26 for SCQF level 5, 0.27 at SCQF level 6, and 0.30 at SCQF level 7.

Additional Comments

Staying on rates influence the level of award achieved by school leavers. In addition, there is evidence of a general trend towards earlier leaving over the most recent years.

Further work will be undertaken to better understand how this issue affects outcomes reported for SEIC.

Source

Attainment and Leavers Destinations, supplementary data, 2016/17 (Scottish Government, June 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/leavedestla/follleavedestat>

CfE declarations: English reading

Key messages from the data

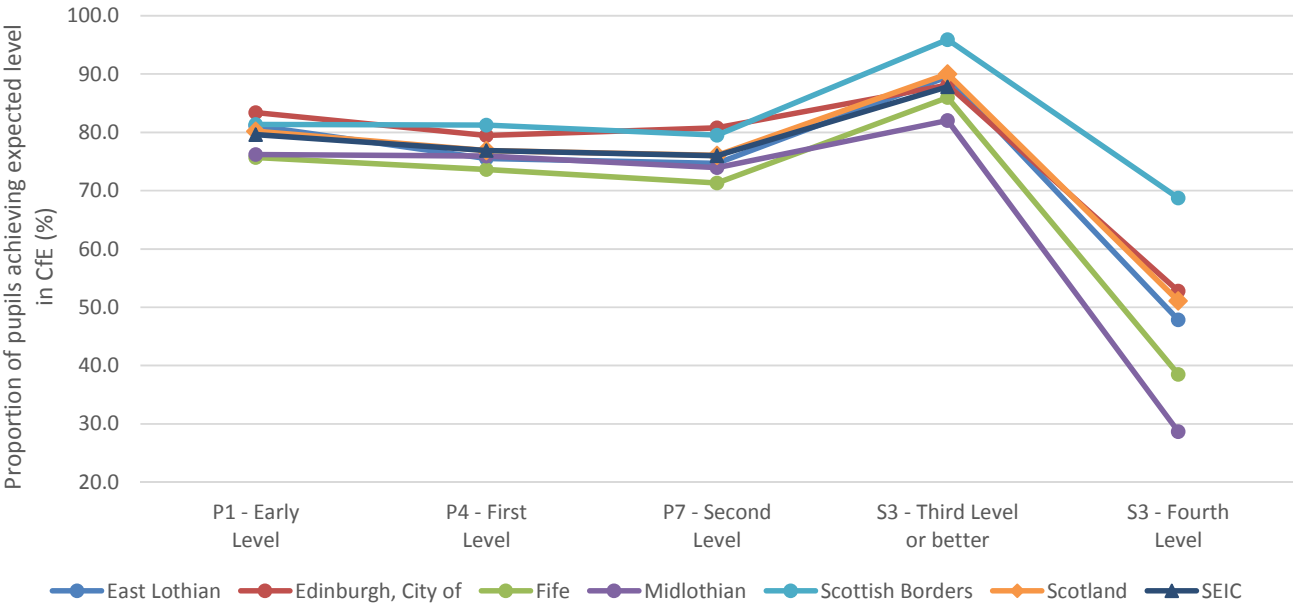
These data are currently classified as **experimental statistics** by the Scottish Government.

The data suggests that Scottish local authorities have developed an effective system for moderating teacher judgement of CfE achievement. This is clearly evident given the strong similarity in the profile seen across stages for different local authorities (see the figure below).

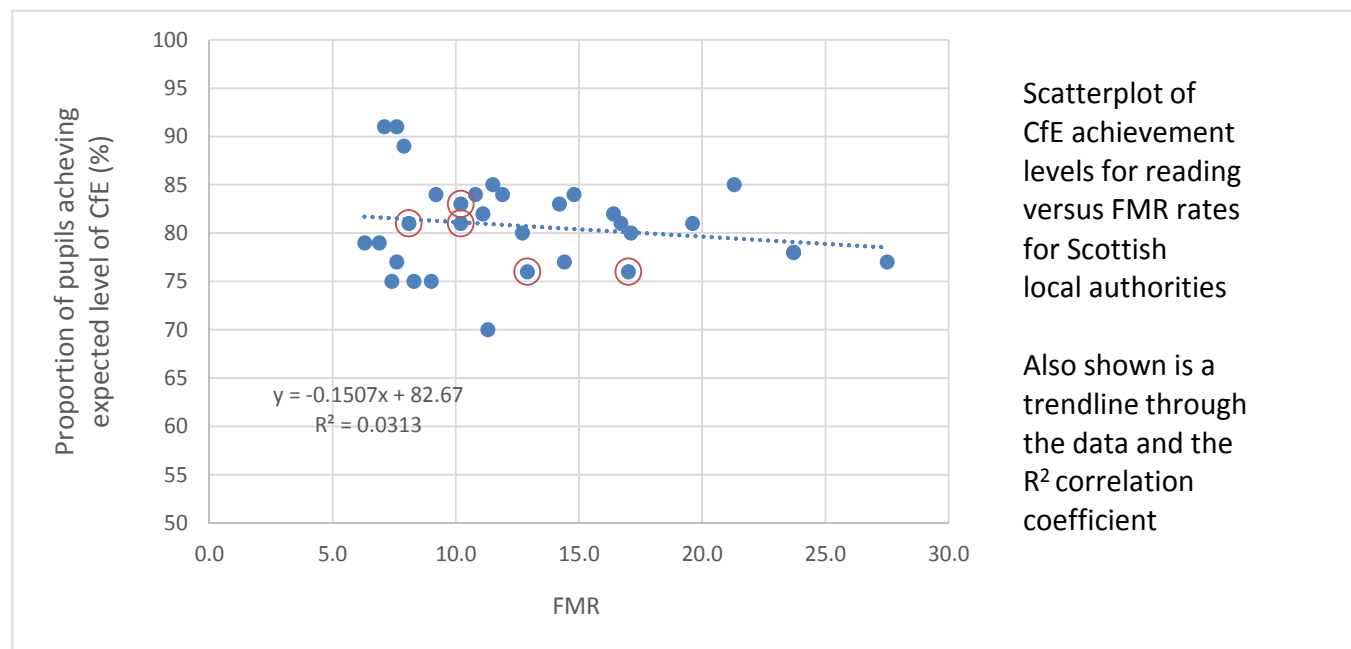
However:

- A greater level of consistency is being achieved within the primary sector than in stages S1-S3 of secondary.
- Further work is needed to improve the consistency of teacher declarations for achievement of a CfE level.

These key messages are what would be expected given the national framework within which local approaches to moderation of CfE achievement have developed over earlier years.



It is clear that further work is required to moderate achievement of a CfE level between different local authorities. This is evident from the figure below, which shows a scatter plot of achievement of CfE in reading versus FMR rates for P1 pupils.



As may be noted from the figure, there is little or no correlation between CfE achievement levels for reading and FMR rates at local authority level.

In particular, the R² correlation coefficient between achievement of reading and FMR rates at a local authority level is: 0.03 for P1, 0.14 for P4, 0.08 for P7, 0.02 for third level in S3, 0.04 for fourth level in S3.

The lack of a correlation between achievement and social context stands in contrast to the pattern seen for other educational outcomes (e.g. SQA attainment).

Source

Achievement of Curriculum for Excellence (CfE) Levels, by Local Authority and Deprivation (SIMD), 2016/17 (Scottish Government, January 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/ACELTrenddatasets>

CfE declarations: numeracy

Key messages from the data

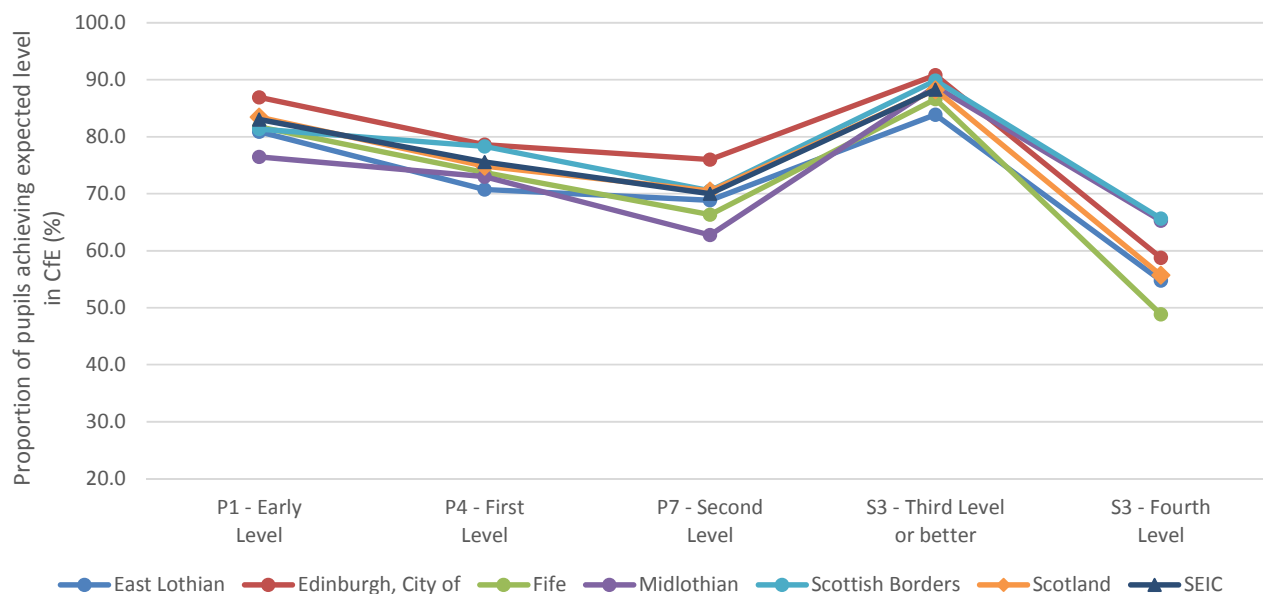
These data are currently classified as **experimental statistics** by the Scottish Government.

The data suggests that Scottish local authorities have developed an effective system for moderating teacher judgement of CfE achievement. This is clearly evident given the strong similarity in the profile seen across stages for different local authorities (see the figure below).

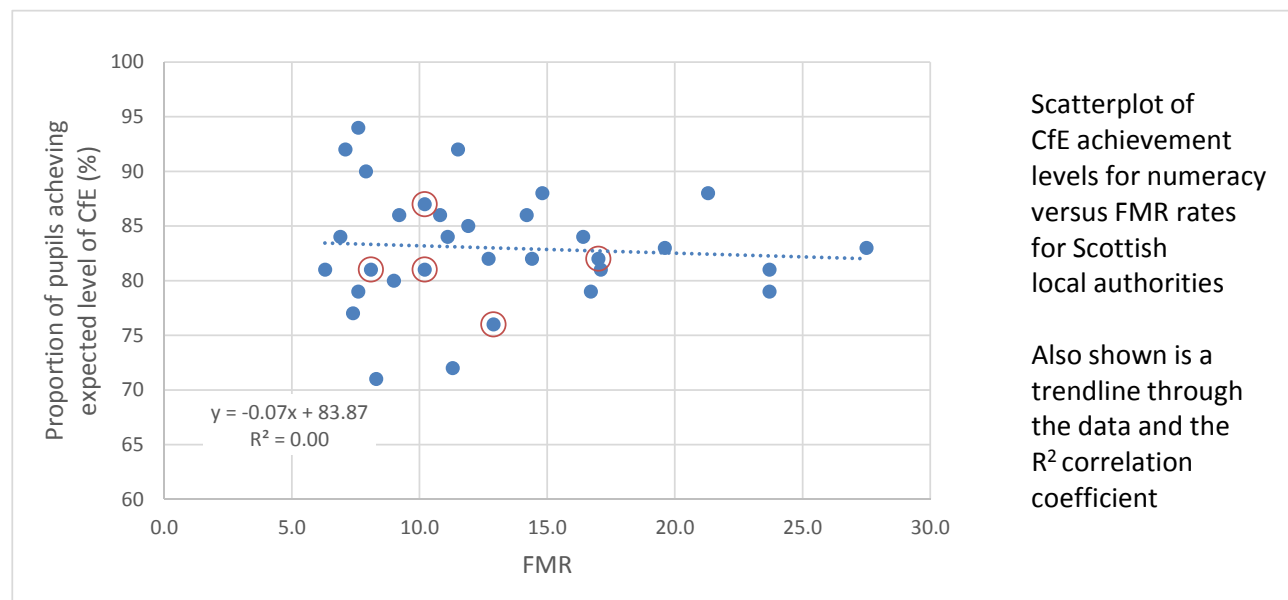
However:

- A greater level of consistency is being achieved within the primary sector than in stages S1-S3 of secondary.
- Further work is needed to improve the consistency of teacher declarations for achievement of a CfE level.

These key messages are what would be expected given the national framework within which local approaches to moderation of CfE achievement have developed over earlier years.



It is clear that further work is required to moderate achievement of a CfE level between different local authorities. This is evident from the figure below, which shows a scatter plot of achievement of CfE in numeracy versus FMR rates for P1 pupils.



As may be noted from the figure, there is little or no correlation between CfE achievement levels for numeracy and FMR rates at local authority level.

In particular, the R² correlation coefficient between achievement of reading and FMR rates at a local authority level is: 0.00 for P1, 0.04 for P4, 0.05 for P7, 0.05 for third level in S3, 0.18 for fourth level in S3.

The lack of a correlation between achievement and social context stands in contrast to the pattern seen for other educational outcomes (e.g. SQA attainment).

Source

Achievement of Curriculum for Excellence (CfE) Levels, by Local Authority and Deprivation (SIMD), 2016/17 (Scottish Government, January 2018)

<https://www.gov.scot/Topics/Statistics/Browse/School-Education/Datasets/ACELTrenddatasets>

27-30 month developmental milestones

Key messages

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; and the proportion of children for whom there were no concerns recorded was higher than in the rest of Scotland.

Local Authority	Number of reviews	% No concerns
Outcomes		
East Lothian	1,034	88.9
Edinburgh, City of	4,466	83.2
Fife	3,515	84.8
Midlothian	945	89.1
Scottish Borders	989	84.7
SEIC	10,949	84.9
Benchmarks		
Highest LA outcome		90.3
Scotland	50,102	82.2
Lowest LA outcome		66.5
Ranking position of 32 local authorities		
East Lothian		4
Edinburgh, City of		14
Fife		10
Midlothian		3
Scottish Borders		11

Note

During 27-30 month reviews, the health professional (normally a health visitor) assesses children’s developmental status and records the outcome (e.g. no concern, concern newly suspected as a result of the review, or concern or disorder already known prior to the review) against each of nine developmental domains (social, emotional, behavioural, attention, speech language & communication, gross motor, fine motor, vision and hearing).

Source

Child Development, 27-30 month review (ISD Scotland)

<http://www.isdscotland.org/Health-Topics/Child-Health/Child-Development/>

Attendance – all school sectors

The data below relates to attendance across all school sectors (primary, secondary and special). It relates to attendance for 2016/17 school year, as published by the Scottish Government in March 2018.

Key messages

- The rate of attendance across the South East Collaborative region as a whole are close to the national average (91.0% for SEIC vs 91.1% for Scotland)
- There is a significant variation in attendance within the SEIC region. This is evident at both local authority level and (in particular) at school level.
- There is a relationship between levels of attendance and social context / deprivation. This partially explains some of the variation in levels of attendance within and between local authorities within the South East region.

Local Authority	% Attendance
Outcomes	
East Lothian	91.6
Edinburgh, City of	90.9
Fife	90.8
Midlothian	89.9
Scottish Borders	92.2
SEIC	91.0
Benchmarks	
Highest LA outcome	94.2
Scotland	91.1
Lowest LA outcome	88.8
Ranking position of 32 local authorities	
East Lothian	15
Edinburgh, City of	23
Fife	24
Midlothian	27
Scottish Borders	10

Source

Attendance and absence, background data, 2016/17 (Scottish Government, March 2018)
<https://www.gov.scot/Topics/Statistics/Browse/School-Education/AttendanceAbsenceDatasets>

Quantitative overview of inspection outcomes for 2016/17

Sample sizes are still small, particularly at Collaborative level. At this stage, quantitative evidence from inspection outcomes should only be used to corroborate or contextualise qualitative evidence from inspection reports. The evidence base will be refined as further inspections results become available.

National data - proportion of QIs evaluated at each level, by QI (%)

	1.1	1.3	2.3	3.1	3.2	All QIs
Unsatisfactory or better	100.0	100.0	100.0	100.0	100.0	100.0
Weak or better	100.0	98.4	100.0	99.2	99.3	99.3
Satisfactory or better	95.2	86.3	96.0	90.3	92.4	91.4
Good or better	76.2	52.4	52.4	68.5	51.7	56.9
Very Good or better	28.6	14.5	7.3	24.2	9.7	14.3
Excellent or better	0.0	2.4	0.8	0.8	0.0	0.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of QIs reported	21	124	124	124	145	538

No. of Inspections	
2016-17	
24	SEIC
145	National

SEIC data - proportion of QIs evaluated at each level, by QI (%)

	1.1	1.3	2.3	3.1	3.2	All QIs
Unsatisfactory or better	100.0	100.0	100.0	100.0	100.0	100.0
Weak or better	100.0	100.0	100.0	100.0	100.0	100.0
Satisfactory or better	100.0	90.9	100.0	81.8	100.0	93.5
Good or better	100.0	45.5	40.9	59.1	54.2	51.1
Very Good or better	0.0	9.1	0.0	22.7	8.3	9.8
Excellent or better	0.0	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of QIs reported	2	22	22	22	24	92

Some high level messages

- At a **national level**, the sample size is still relatively small, especially for evaluations of QI 1.1 (self-evaluation for self-improvement). However, the evidence to date suggests that QI 1.1 is achieving better evaluations than QI 1.3 (leadership of change).
- Evaluations for SEIC schools tend to appear generally stronger than national at the level of Satisfactory or better, but weaker than national at the level of Good or better.
- QI 3.1 (ensuring wellbeing, equality and inclusion) tends to appear weaker for SEIC.
- QI 3.2 (raising attainment & achievement) tends to appear slightly stronger for SEIC.

Source. Education Scotland data on inspection outcomes under HGIOS 4 for 2016/17.

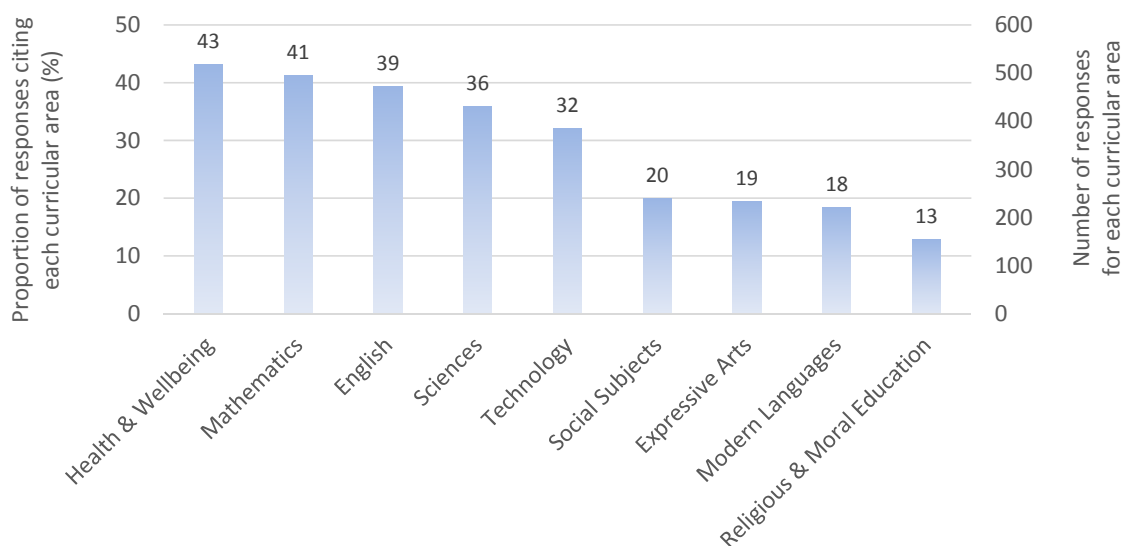
The Views of SEIC Stakeholders

The views of our staff

A staff survey was undertaken by SEIC staff during the development of the first Improvement Plan. This section summarises the feedback received. In total, there were 1,325 responses to the survey across all sectors.

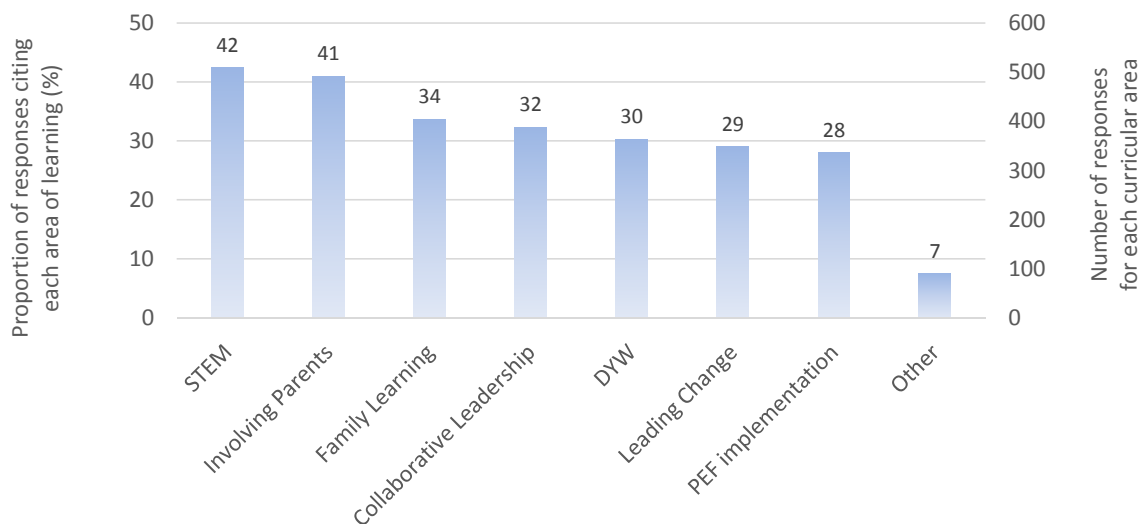
Responses to question 1

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.

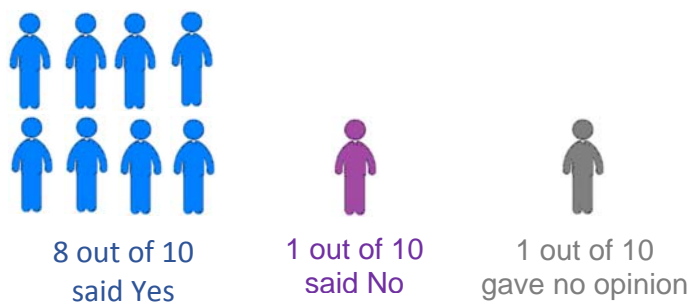


A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:

- 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?

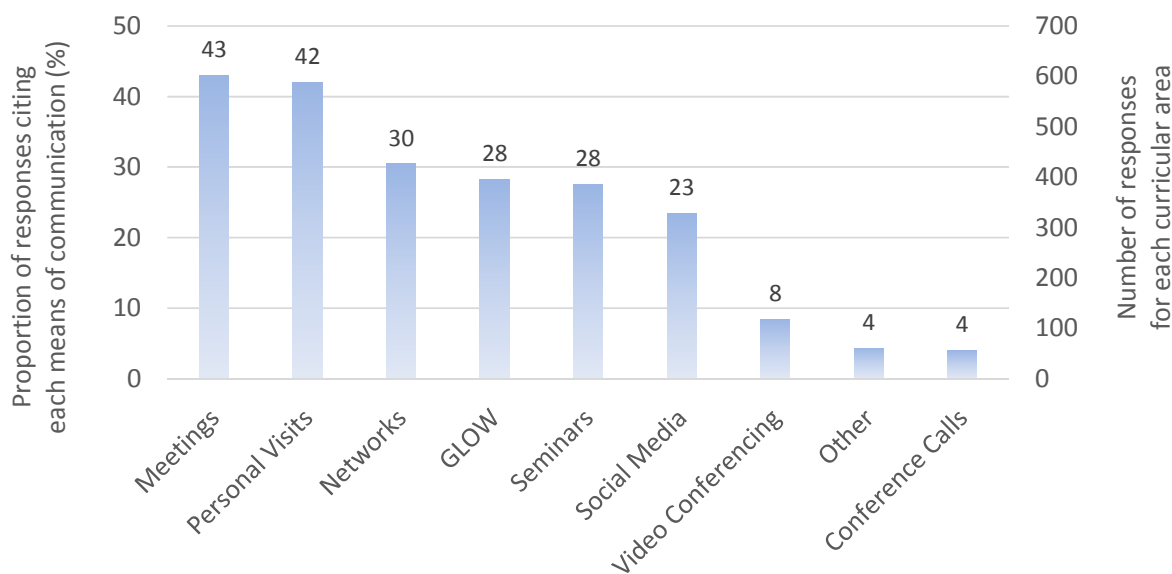


Comments received highlighted the need to ensure that the following aspects were not neglected:

- Health and wellbeing
- Literacy
- Early years
- Family learning and family engagement
- STEM

Responses to question 4

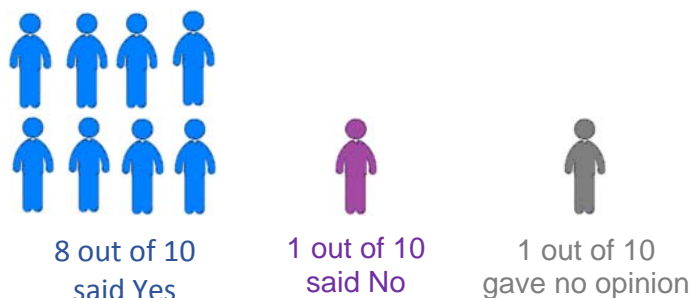
What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?



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

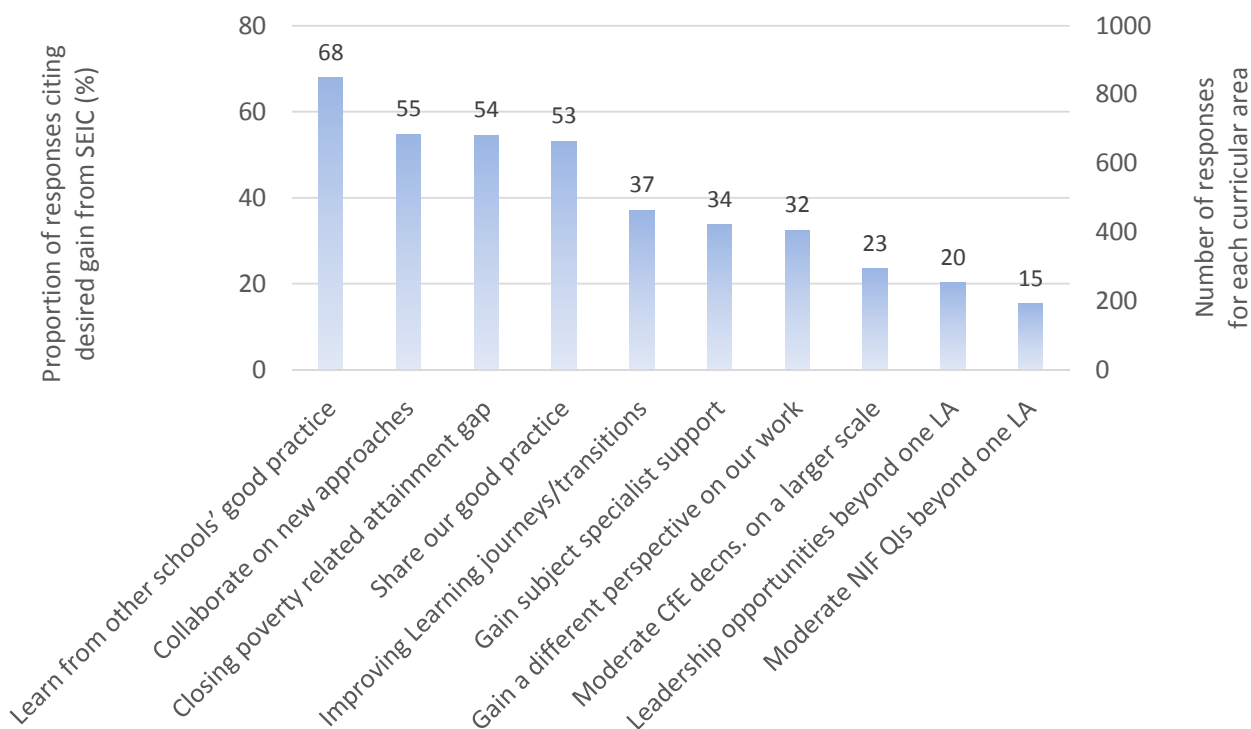
Should early learning and childcare be included in the work we develop across the South East Improvement Collaborative?



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

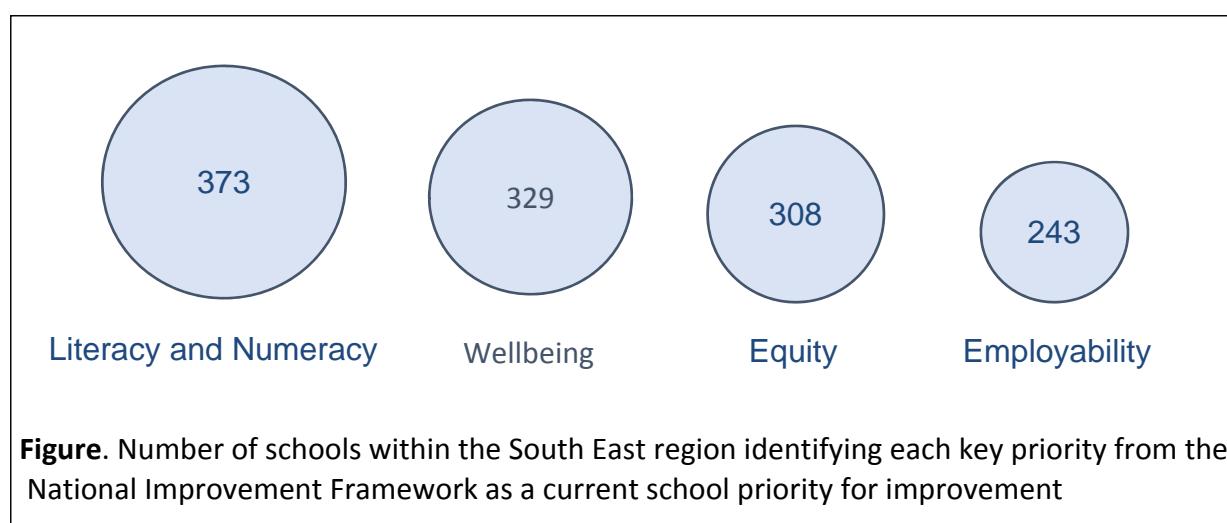
What would you want your school to gain from being part of the South East Improvement Collaborative?



Strategic priorities identified within SEIC

School priorities

During development of the initial SEIC improvement plan work was 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.



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

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

The strategic priorities of SEIC local authorities

An analysis was undertaken of the strategic plans of the 5 SEIC local authorities. The table below summarises the strategic priorities that were identified in these plans.

Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	<ul style="list-style-type: none"> • Analysis of Data • Tracking & Monitoring • Literacy Strategy • Close vocabulary gap • Numeracy Strategy 	<ul style="list-style-type: none"> • Mental health and wellbeing interventions • Training on ACEs • Anti-bullying 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Improve attainment and achievement • Implement curriculum frameworks • Continue to improve tracking and monitoring 	<ul style="list-style-type: none"> • Continue to improve inclusion • Implement H&WB Framework • P1 obesity • Mental Health • Child's Planning 	<ul style="list-style-type: none"> • Improve attendance and reduce exclusions • Inclusion policy and support for children with ASN • Readiness to learn • Closing attainment gap
Fife	<ul style="list-style-type: none"> • Effective learning & teaching • Quality of learning environment • Professional Learning matched to need • Using evidence based approaches to L&T 	<ul style="list-style-type: none"> • Supporting families • Child's Plan • Improving physical health and reducing obesity • Opportunities for play and physical activity • Our Minds Matter – emotional wellbeing Framework 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Improve attainment • EY focus on L&N • Planning, tracking, monitoring • Work of QAMSOs • Data analysis, measure with meaning 	<ul style="list-style-type: none"> • Improvement in H&WB • Inclusion review • Teenage pregnancy • Mental health & wellbeing • Promote Healthy Lifestyles 	<ul style="list-style-type: none"> • Closing gap • Family Learning Models • SAC / PEF monitoring
Scottish Borders	<ul style="list-style-type: none"> • Improving attainment • CfE, National Qualifications • Improved L&T 	<ul style="list-style-type: none"> • Improve inclusive practices • Mental wellbeing strategy • Parenting programmes • CP/neglect 	<ul style="list-style-type: none"> • Closing gap • School engagement • Included & engaged
Common themes across most or all SEIC plans	<ul style="list-style-type: none"> • Improving attainment, including literacy & numeracy 	<ul style="list-style-type: none"> • Mental health and emotional wellbeing • Physical health and activity 	<ul style="list-style-type: none"> • Attendance / exclusion / inclusive approaches • Closing the gap

Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	<ul style="list-style-type: none"> • STEM • Digital Learning • Audit Careers progression • Deliver DYW Plan • Career pathways for ELC 	<ul style="list-style-type: none"> • Teaching & Learning Strategy • Self-evaluation/VSE • Leadership • Review assessment policy 	<ul style="list-style-type: none"> • LAC Plan • Corporate Parenting Plan • Parental engagement strategy 	<ul style="list-style-type: none"> • Needs of Syrian refugees • Gaelic Medium education
East Lothian	<ul style="list-style-type: none"> • Access to vocational qualifications • Improving employability skills 	<ul style="list-style-type: none"> • Leadership • Moderation • School Reviews and VSE • Family Learning 	<ul style="list-style-type: none"> • Family Learning 	<ul style="list-style-type: none"> • School Estate Resources
Fife	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Self-evaluation • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments 	<ul style="list-style-type: none"> • 1140hrs ELC • GIRFEC • Prevention & early intervention • ACEs • Better parenting skills through family engagement 	<ul style="list-style-type: none"> • Person-centred & collaborative services
Midlothian	<ul style="list-style-type: none"> • Improvement in employability skills and PSD • Promote Midlothian employability skills • DYW 9 priorities • Centres of Excellence 	<ul style="list-style-type: none"> • Transitions • Moderation 	<ul style="list-style-type: none"> • Referral Processes • Focus on 3.1 	<ul style="list-style-type: none"> • Visible learning
Scottish Borders	<ul style="list-style-type: none"> • Embrace DYW • Improve positive destinations • Increased partnership working 	<ul style="list-style-type: none"> • Leadership • Partnership with families 	<ul style="list-style-type: none"> • Partnership with families 	
Common themes across most or all SEIC plans	<ul style="list-style-type: none"> • DYW / employability 	<ul style="list-style-type: none"> • Self-evaluation and evidence-based approaches to quality improvement • Effective use of data and evidence to inform improvement • Leadership 	<ul style="list-style-type: none"> • Family engagement / parenting skills • Vulnerable children / children with needs • Early intervention & prevention 	



SOUTH EAST IMPROVEMENT COLLABORATIVE
Working together, empowering all, improving outcomes