**Guidance on**

**KEY STRATEGIC PRIORITIES FOR SCHOOLS**

**Theme for 2014/15: Moving from *Good to Great***

**Purpose**

The purpose of this document is to clarify and distil from the Children and Families Service Plan the key strategic priorities for schools so that they can maximise their contribution to continuing to improve our children and young people’s life opportunities and fulfil their potential. The over-arching policy frameworks outlined in Curriculum for Excellence, the Children and Young People’s Bill and Getting it Right for Every Child should be implemented to deliver the strategic priorities outlined below. The Children and Families Service Plan is aligned with the Council’s Strategic Plan and Outcomes, the Edinburgh Partnership’s Single Outcome Agreement and the Edinburgh Children’s Partnership’s Integrated Plan for Children and Young People.

Schools, working with other services, have a key role to play at the heart of their communities in providing a range of services to meet children and young people’s needs.

This guidance will support School Improvement Planning and Standard and Quality Reporting. The guidance sets out the development and direction for our services for the medium to long term.

**Our Vision**

Our vision is for all children and young people in Edinburgh to enjoy their childhood and fulfil their potential. Our mission is to place children, young people and families at the heart of all our services and provide support when it is needed throughout childhood and the transition to adulthood. Ultimately, we want all children to leave school and enter adult life with positive options, making positive choices. Children and Families have identified seven priorities for improvement based on an assessment of areas where we need to target more effort to secure improvement, alongside those areas identified in the recent joint inspection of children’s services and the Capital Coalition Pledges. These priorities have been agreed together with our partners in the Edinburgh Children’s Partnership. Our Strategic Outcomes are as follows:

**Our Strategic Outcomes**

**Strategic Outcome 1** – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed

**Strategic Outcome 2** – Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

**Strategic Outcome 3** – Our children and young people in need, or with a disability, have improved life chances

**Strategic Outcome 4** – Our children and young people are physically and emotionally healthy

**Strategic Outcome 5** – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

**Strategic Outcome 6** – Our children’s and young people’s outcomes are not undermined by poverty and inequality

**Strategic Outcome 7** – Providing quality services and making best use of our resources

**Key Strategic Priorities for Schools**

The strategic priorities set out below are central to supporting learning and development,

wider achievement and ensuring that the needs of all pupils are met.

The following 3 key priorities are for **all** schools in session 2014/15:

* **Attainment:** Raise attainment and achievement for targeted groups; the lowest 20% and LAAC.
* **Curriculum:** Review the Broad General Education across the 4 contexts of learning 3-15 in light of Education Scotland key inspection findings in order to ensure progression and increase the pace.
* **Pedagogy:** Ensure appropriate challenge, appropriateness of activities to meet the needs of all children and improving the quality of learning activities to ensure all needs are met (5.3).

Schools should evaluate themselves against these key priorities to inform their own school

improvement plans. This evaluation, together with further audit information, involving a range

of stakeholders, should inform a school improvement plan which is based on robust self

evaluation and has clear outcomes contextual to the school.

* 1. **Improvements in Performance – SO 2**
* Continue to close the attainment gap by improving attainment for the lowest 20%, looked after children and young people and young carers.
* Continue to increase the number of young people who go on to positive destinations
* Continue to improve attendance and reduce exclusions
* Continue to improve outcomes in Literacy and Numeracy at all stages

**2.1 Learners’ Experiences – SO 2**

* Ensure high quality and consistent active learning experiences where children are involved in their own learning and can articulate how well they are doing and what they need to do next in order to improve
* Further develop the use of ICT in learning and teaching with regard to future technologies and Glow to develop skills for C21 learners.
* Implement effective tracking, monitoring, reporting and profiling of young people’s progress especially across the broad general education, including achievement.
* Implement effective assessment and moderation processes in the Broad General Education and effective assessment, moderation and verification processes in the Senior Phase

**5.1 Curriculum – SO 2 & 4**

**Priorities for all**

* Achieve 2 hours/periods per week of quality curricular PE for all
* Review the Broad General Education across the 4 contexts of learning 3-15 in light of Education Scotland key Inspection findings in order to ensure progression and increase the pace
* Continue to develop effective cluster Curriculum planning to ensure progression at points of transition. There should be a renewed focus on literacy and numeracy.

**Priorities for Primary Schools and Early Years**

* In primary schools, implement 1 plus 2 languages, SEAL and Assessment and Moderation (OTwL) over a three year rolling programme.
* Deliver high quality early learning and childcare in line with the expectations of the Children and Young People Bill over extended hours and for children under three where appropriate.

**5.1 Curriculum – SO 2 & 4 Continued**

**Priorities for Secondary Schools**

* In Secondary Schools, evaluate the implementation of new qualifications in S4 and prepare for the implementation of new Higher courses.
* To support young people into a positive destination, continue to implement the senior phase across the 4 contexts of learning providing increased vocational opportunities, employability skills and increased school/college provision through partnership working.

**5.3 Meeting pupils’ needs – SO 2 & 3**

* Ensure appropriate challenge, appropriateness of activities to meet the needs of all children and improving the quality of learning activities to ensure all needs are met.
* Evaluate the impact of GIRFEC through joint self-evaluation and use of the SHANARI indicators.
* Implement streamlined integrated Child Planning approaches in line with Getting it Right.
  1. **Self-evaluation**
* Implement the CEC self-evaluation toolkit to ensure continuous improvement, establishing more rigour and systematic approaches to self-evaluation which result in improved outcomes for children & young people
* Ensure pupil voice contributes to plans for school improvement and evaluation of impact
* Continue to develop leadership at all levels including opportunities for Career Long Professional Learning and the implementation of the new GTC Professional Standards
* Further develop Partnerships with Parents in line with the CEC Parental Engagement Strategy

**Key documents:**

The full service plan can be found on the orb: <http://www.edinburgh.gov.uk/info/20166/children_and_families_services/508/children_and_families_service_plan>

The SQIP zip file can be found on the Head Teacher Blog. The zip file also includes the following key documents:

* Education Scotland Increased Expectations: 5.1 and 5.9
* Education Scotland Primary School Inspection Findings (December 2013)
* Education Scotland Secondary School Inspection Findings (December 2013)
* CEC Parental Engagement Strategy

Primary Head Teacher Blog: <http://www.tinyurl.com/QIO-updates>

Secondary Head Teacher Blog: <http://tinyurl.com/EDCECQIT>

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