**Guidance on**

**KEY STRATEGIC PRIORITIES FOR SCHOOLS**

**Theme: *Moving from* *Good to Great***

**2015/16**

**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 Act 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, such as breakfast and after school clubs, to meet children and young people’s needs.

This guidance will support School Improvement Planning and Standards 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, development and wider

achievement ensuring that the needs of all children and young people are met.

The following 3 key priorities are for **all** schools in session 2015/16:

* **Attainment:** Raise attainment and achievement for all groups including the lowest 20% and LAC.
* **Curriculum:** Continue to implement and revise CfE across the 4 contexts of learning 3-15, in light of Education Scotland key inspection findings, and the local authority review of the Broad General Education, in order to ensure progression, increase pace and the development of skills .
* **Pedagogy:** Ensure appropriate challenge, appropriateness of activities to meet the needs of all children and deliver high quality 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, supported by the *CEC Good to*

*Great* self-evaluation toolkit, with 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 carers. Schools should use *Insight* data in order to help improve attainment for all and attainment versus deprivation in particular
* Improve outcomes in Numeracy at all levels
* Continue to improve outcomes in Literacy
* Continue to increase the number of young people who go on to positive destinations
* Continue to improve attendance and reduce exclusions
* Implement effective arrangements to track and monitor wider achievement

**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

*For Early Years:*

Ensure high quality learning and childcare is embedded in all establishments and is consistent with the National Guidelines Building the Ambition.

* Provide high quality experiences for children under 3 using the CEC quality assurance framework.

*For Primary and Secondary Schools:*

* Further develop the use of ICT in learning and teaching with regard to future technologies and Glow to develop skills for C21 learners.
* Implement CEC guidance on *Planning, documenting and communicating progress of a young person’s individual learning journey* (attached).
* Implement effective assessment and moderation processes in the Broad General Education in order to inform the reporting of progress using the new language ‘achieving a level’ which will replace D,C and S from August 2015.
* Continue to implement effective assessment, moderation and verification processes to support the ongoing implementation of the new qualifications 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
* Continue to implement and revise CfE across the 4 contexts of learning 3-15 in light of Education Scotland key inspection findings, and the local authority review of the Broad General Education, in order to ensure progression, increase pace and focus on the development of skills.
* Continue to develop effective cluster Curriculum planning to ensure progression at points of transition. There should be a continued focus on literacy and numeracy in particular.
* Implement the recommendations from the STEM strategy
* Continue to implement the recommendations from the national and local 1 + 2 languages strategies.

**5.1 continued - priorities for Primary Schools and Early Years**

* Continue to support the aims of the Early Years Collaborative for children to meet their developmental milestones at the end of Primary 1 and Primary 4.
* In primary schools, implement 1 plus 2 languages, SEAL and Assessment and Moderation as planned
* Continue to deliver high quality early learning and childcare in line with the expectations of the Children and Young People’s Act over extended hours and for children under three where appropriate.

**5.1 continued - priorities for Secondary Schools**

* Continue to implement the new qualifications
* Continue to improve positive destinations
* 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 in line with the recommendations of *The Commission for Developing Scotland’s Young Workforce.*

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

* Ensure the appropriate level of challenge and activities to meet the needs of all children in order to further improve the quality of learning activities.
* Continue to evaluate the impact of GIRFEC through joint self-evaluation and the employment of the SHANARI indicators.
* Continue to implement streamlined integrated Child Planning approaches in line with GIRFEC.
	1. **Self-evaluation**
* Continue to implement the CEC *Good to Great* self-evaluation toolkit to ensure continuous improvement by embedding more rigour and systematic approaches to self-evaluation which result in improved outcomes for all learners
* Embed the pupil voice ensuring that learners contribute 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 leadership opportunities for learners, which may include participation in MVP, Rights, Respecting Schools and the Schools of Co-operation programme
* Continue to further develop Partnerships with Parents in line with the CEC Parental Engagement Strategy

**Key documents so support improvement planning:**

The full service plan can be found on the orb: <http://www.edinburgh.gov.uk/info/20219/council_service_plans/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
* CEC Planning, documenting and communicating progress of a young person’s individual learning journey
* CEC Parental Engagement Strategy
* The Commission for Developing Scotland’s Young Workforce documentation

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

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

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