

# Count Us In: Success for All

A report by HMIE

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# Count Us In: Success for All

## 1. Introduction to the report

### Who is this resource for?

This resource gives the professional view of HMIE on the strengths and best practice in implementing inclusion and equality across education in Scotland, and sets out what needs to be done now to improve. It is designed to be used by all who work with children, young people and adult learners to assist them in reflecting on their current practice and in improving that practice to meet the needs and aspirations of all in Scottish society.

The resource consists of:

- an introduction by Bill Maxwell, Her Majesty's Senior Chief Inspector;
- a summary which gives an overview of inclusion and equality; and
- five sections, corresponding to the headings of Journey To Excellence, which give statements of entitlements, more detail on HMIE's findings, illustrations of best practice, and reflective questions for practitioners.

Throughout this resource, we sometimes refer to "children, young people and adult learners", and sometimes simply to "learners". Our intention is that we are considering all learning experiences, planned and unplanned. We also refer to "establishments and services" to show that we are referring to **all** providers of learning experiences, and those who work in partnership with them to support learning.

While reading this report and considering the issues, you should always have in mind the following questions.

- What are we doing now that is effective in improving experiences and outcomes for children, young people and adult learners?
- What are we going to do in the future to further improve experiences and outcomes for learners?
- Who do we work well with now, and who are we going to talk to and work with in the future?
- How will we know if we have made a difference?



### What will HMIE do?

HMIE will continue to work with Learning and Teaching Scotland, Scottish Government colleagues, and partner professionals to:

- ensure the implementation of Curriculum for Excellence and Getting it Right for Every Child delivers success for all;
- continue to monitor how barriers to learning and progress arise and are dealt with, while ensuring that responses do not in themselves create other barriers; and
- continue to monitor the implementation of inclusion and equality in order to ensure effective support for learners.
- support improvements, including using Glow, to establish networks of practitioners to continue to share sector-leading, innovative, interesting and developing practice.



### **What will you do?**

Each section of this report has a corresponding professional development section. This links to illustrative film clips which are part of the Journey To Excellence resource, and has a series of reflective questions about how you can improve your practice. The Glow network will support professionals in discussing and sharing their practice in inclusion and equality. The main difference to the lives of children and young people is made by the professionals who directly interact with them, and we must always remember that they can have a significant, positive impact.



### **Feedback**

HMIE will continue to engage in professional discussion with stakeholders and partners while carrying out inspections and reviews, and through ongoing liaison with education authorities, establishments, services, and the voluntary sector.

However, if you wish to contact us directly about an aspect of inclusion and equality, please contact <mailto:hmi.inverness@hmie.gsi.gov.uk> or the normal HMIE enquiries mailbox.

## 2. Foreword by HMSCI



The promotion of positive approaches to inclusion, equality and diversity has been a key theme at the heart of the Scottish education system for many decades. We have much to be proud of in terms of what has been achieved.

Since the introduction of comprehensive education in the 1960s and the broadening of our qualification system through the introduction of Standard Grade and the Higher Still programme in the 1980s and 1990s, many young people have reached levels of attainment and achievement which would not previously have been possible for them. More recently, the Additional Support for Learning Act in 2004 and 2009, the publication of Equally Well in 2009, and the implementation of the principles of Getting it right for every child (GIRFEC), have laid the groundwork for further progress in coordinating and improving support for children, young people and adults who have a wide range of backgrounds and additional support needs.

The OECD review of quality and equity in Scottish education published in 2007 reported that: “Overall, Scotland has a fairer and more equitable education system than most other countries.” The full implementation of Curriculum for Excellence and GIRFEC have the capacity to help us consolidate and improve on that strong progress even further.

However, there remain substantial inequalities in outcomes for children, young people and adult learners. Levels of achievement for some children and young people, such as those who are looked after, whether at home or away from home, remain unacceptably low. There is a huge disparity in levels of attainment of young people from different socio-economic groupings, an issue which was also highlighted in the OECD report. The experiences of many learners with emotional and behavioural difficulties, and the support for them, are often poor.

The numbers of children and young people with additional support needs, including complex needs, has steadily increased over the years. It is no longer only the responsibility of specialist staff to support the wide range of learning needs of children and young people. This support is now regarded as being everyone’s job. HMIE recognise the resulting demands on staff, and the need for high quality initial teacher education and ongoing continuing professional development for all staff to support them in their work.

We cannot back away from the challenges that face us. Promotion of inclusion and equality is essential to achieve social justice and to maximise the contribution of everyone to our society.

Since 2002, HMIE has published a number of reports in its Count Us In series, using evidence gathered from visits to establishments and services, inspections and reviews across all sectors, and professional discussions with colleagues and partners. We have published illustrations of identified good practice within our reports and on our website. The key message emerging is that there is much high quality, imaginative and successful work going on in schools, local authorities, and partner agencies to ensure success for all.

I hope this latest Count Us In report, and the professional development resource that is part of it, supports you in identifying where the strengths in everyone’s work on promoting inclusion and equality lie, what the benefits to all of us are, and what each and every one of us can now do to improve outcomes for all learners.

**BILL MAXWELL**  
**HM Senior Chief Inspector**

### 3. Background to the report

#### What is inclusion?

Over time, the working definition of “inclusion” has changed significantly. It began with the desire to integrate children and young people who had additional support needs within mainstream schools and classrooms. It moved on to looking more closely at how best to meet the different needs of children and young people for example, those with noticeably lower levels of attainment, widening to look at children and young people with many kinds of barriers to making progress, and finally to **success for all**. At the same time, work on the promotion of equality and diversity has been ongoing through the Equality and Human Rights Commission, and HMIE’s own Equality and Diversity Group. HMIE now use the term “inclusion and equality” to make sure that all aspects are covered and incorporated.

The HMIE view throughout this report is that “inclusion and equality” means all learners achieving as highly as they can. “Success” means having the knowledge, skills and resilience to maximise one’s choices in life, and to “be all you can be”.



#### Useful reports on inclusion and equality

HMIE has published its evidence and findings on aspects of inclusion in a number of reports in the *Count Us In* series, starting with *Count Us In in 2002, Moving to Mainstream* in 2003, *Promoting Race Equality* in 2005, through *Missing Out* in 2006 to *Count Us In: A Sense Of Belonging* in 2009. These reports, and others, have looked at the provision and outcomes for groups of children, young people and adult learners who have circumstances which may give rise to significant barriers to learning. These groups include looked after children, and children and young people with dyslexia, autism, or sensory impairments.

In partnership with LT Scotland, HMIE have held regular *Count Us In* conferences to showcase best practice and to stimulate professional discussion. The features of good practice have remained remarkably constant over the years, particularly the impact of “dynamic leadership and effective management of change” identified back in 2002.

The key messages of all the HMIE reports mentioned above, from HMIE data gathered during inspections, and from other Scottish Government data, were summarised in *Improving Scottish Education (2005-2008)* published in January 2009.

#### HMIE's evidence

In inspections and reviews, HMIE evaluate the quality of learning experiences and their impact on learners. We also draw on evidence from other task visits.

HMIE carried out surveys of education authorities in June 2005 and again in June 2008 to ask what their systems were for supporting children and young people who were at risk of under-achievement, or faced potential barriers to achievement. We asked where authorities felt they were making a real

difference, and where they faced major challenges. A team of inspectors carried out follow-up visits to explore issues surrounding inclusion and equality further, and to capture good practice. The information gathered has contributed to this resource.

HMIE liaise actively with many groups across the country, both professional and voluntary, who are supporting groups of children and young people who may face particular barriers. These include LGBT Youth Scotland, Stonewall Scotland, the Scottish Travellers' Education Programme, Youth Link Scotland, Young Scot, and *RespectMe*. We also keep in contact with colleagues in universities, in professional bodies such as the Association of Scottish Principal Psychologists and the Scottish Guidance Association, and in the Equality and Human Rights Commission to discuss our emerging views.

This latest *Count Us In* report is based on the evidence sources mentioned above and informed by the views of all those HMIE work with. It sets out where strengths lie within Scottish education, and what needs to be done to improve.



### **Overall key observations**

Many children, young people and adults face circumstances which can create barriers that may limit learning and achievement. Barriers may arise from family circumstance, social and emotional factors, and health or disability. Factors such as age, race, gender and sexuality, and interruptions to learning, can also give rise to barriers.

Evidence from HMIE and from research strongly suggests that most children, young people and adults can overcome one barrier to progress, such as might be produced by difficult family circumstances, provided that other factors are supportive. Overcoming more than one barrier is much more problematic. It is clear that a positive learning environment goes a long way to mitigating the impact of barriers. In particular, effective transitions, both between sectors and learning providers and at times of absence and exclusion, are crucial. However, a poor learning environment can create significant barriers.

Through all of HMIE's work in inspections, visits and professional engagement, we see the following features in the most effective practice.

- Staff have high expectations for the achievement of all learners.
- Learners are eager to learn and are making good progress. They understand what they are to learn, what they are doing well, how they can improve, and how they can access additional support.
- Teachers create a positive climate for learning and provide learners with experiences that take good account of their individual needs,
- Staff work to identify and overcome barriers to learning quickly.
  - Staff who have contact with any particular child or young person assume a duty of care and are alert to any vulnerabilities and changes in demeanour.
  - Information is shared fully and timeously.

- Key staff involve the child or young person and their parents in discussions about their circumstances and what can be done to help.
- Staff work effectively together and with external partners to try to overcome barriers.
  - All partners share the responsibility for the success of the partnership.
  - Clear protocols ensure that the partnership works effectively.
  - A lead professional takes overall responsibility for any particular child or young person, and ensures that support is appropriate and effective.
- The impact of intervention is evaluated.
  - The views of learners and stakeholders are gathered and respected, and taken into account as much as possible.
  - Data is analysed to check whether all children and young people are progressing well.
  - Where intervention is seen not to have been successful, critical case reviews are carried out to determine what could be improved in future.

However, there is much work still to be done. Outcomes for learners, particularly those who face barriers to success, vary within and between establishments and services. Staff are not always given key information on the circumstances faced by some learners or do not act appropriately on the information given and do not measure the impact of intervention. In addition, while support for many children and young people, such as looked after children, is often **extensive**, it is too often not as effective as it should be, so that they continue to achieve poorly throughout their lives. Attainment for the socio-economically deprived is still too low overall, and is hardly improving in most aspects. The factors involved in this correlation are many and varied, so that identifying a clear cause and effect is problematic.

Addressing these issues, and ensuring success for all, remains a challenge. This resource is designed to help you reflect on how well you are meeting the needs of children and young people who are at heightened risk of missing out and/or underachieving.

#### ***4. How well do all children, young people and adults learn?***

##### ***What should we be doing to ensure success for all?***

Every child and young person can expect their education to provide them with:

- a curriculum from 3 to 18 which is coherent, relevant and personalised; and
- an effective system for supporting all learners to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide.

Learning activities need to be well structured. Support and challenge are needed to ensure that all children and young people are able to make appropriate progress, taking account of the need for breadth and depth.

##### ***What are the features of best practice?***

- A positive learning environment supported by very good relationships between staff and learners.
- Imaginative and interesting learning activities which engage all young people.
- Detailed and open questioning by staff which checks the understanding of children and young people, and shapes the development of their learning.
- Children and young people who are fully involved in their own learning.



##### ***How are we doing?***

There is now a much wider range of recognition for achievements, such as through ASDAN and Youth Achievement Awards, and this is growing all the time. In many aspects, levels of attainment are increasing. However, attainment for the lowest performing group of young people, and for many young people who face barriers such as those arising from poor family circumstances or social and emotional behaviour needs, has not improved.

The OECD report of 2007 highlighted the impact of socio-economic factors on the outcomes of education in Scotland. There is overwhelming evidence that levels of attainment are much lower overall in areas of deprivation. Young people from Scotland's most socio-economically deprived areas left school at S4 in 2008 with average levels of attainment around half of those from the least deprived areas. There is no clear overall understanding of why this should be the case, and indeed there is considerable variation from education authority to education authority. Children and young people from deprived socio-economic areas have higher levels of absence and exclusion, which will impact on achievement. Those with a chaotic home life are unlikely to be able to focus on their learning. However, HMIE inspection evidence shows that key aspects of education, including how well learners' needs are met, do not depend on the socio-economic characteristics of where a school sits.



Staff need to understand how the circumstances faced by many children and young people may give rise to barriers which affect their learning and achievement. In order to support staff in meeting the diverse learning needs of all children and young people, there is an ongoing need for initial and continuing professional development. Professionals need strategies to support all children and young people, and match tasks and activities well to their needs. They also need to help the children and young people themselves develop strategies to overcome barriers arising from their own personal circumstances.

In addition, staff need to know wherever possible the specific circumstances faced by individual children, young people and adults. In some cases these circumstances are not obvious. Children or young people may be young carers, or living in families affected by drug and/or substance misuse. Some children and young people have mental health issues which go undetected, but result in chronic underachievement. Some may have a particular sexual orientation which they prefer to keep secret. Where staff are aware of learners' circumstances, they must not lower their own expectations of what can be achieved. In particular, staff must not make hasty judgements about children and young people, perhaps through flawed assessment techniques, which limit expectations and aspirations.

### ***What does the best practice look like?***

Below are links to video clips from Journey to Excellence and other good practice resources. Each clip will lead you to related clips. Feel free to explore as much as you have time for, but do try to look at clips from areas you may not be entirely familiar with.

Martyn Rouse describes the “inclusive classroom”

<http://www.journeytoexcellence.org.uk/videos/martynrousetheinclusiveclassroom.asp>

Brian Boyd and Ian Smith discuss the nature of intelligence in these videos

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/intelligenceisnotfixedbrianboyd.asp>

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/growingintelligenceiansmith.asp>

Examples of imaginative and relevant contexts for learning:

[http://www.journeytoexcellence.org.uk/videos/video\\_tcm4552680.asp](http://www.journeytoexcellence.org.uk/videos/video_tcm4552680.asp)

<http://www.journeytoexcellence.org.uk/videos/youthstartjohnwheatleycollege.asp>

Supporting asylum seekers in Anniesland College

<http://www.journeytoexcellence.org.uk/videos/annieslandc.asp>

Developing literacy in a multi-lingual context in Cuthbertson PS

[http://www.journeytoexcellence.org.uk/videos/video\\_tcm4567125.asp](http://www.journeytoexcellence.org.uk/videos/video_tcm4567125.asp)



***What do I need to work on to improve my practice and influence the practice of others?***

1. How will I as a practitioner and leader further develop learning approaches which are imaginative, flexible and adapted to take account of all learners' interests and involve them fully in their learning?
2. Where am I currently most successful, and where do I need to make most improvements?
3. In another section, I will be looking at partnerships, but who should I engage with to support my own work in improving learners' experiences, and help improve the practice of others?
4. How will I work more effectively to ensure continuity of learning for children and young people from stage to stage, and at transitions, particularly where there is offsite support? To what extent am I aware of the difficulties that weaknesses at transition cause? What are the barriers to effective transition, and what can I do to try to remove them?

## ***5. How well do all children, young people and adults achieve?***

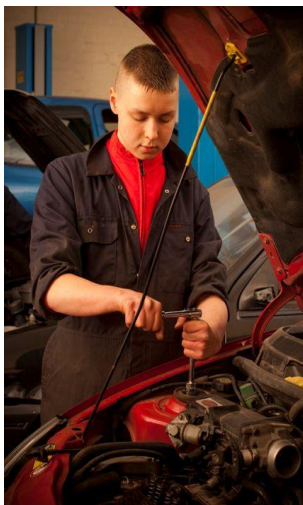
### ***What should we be doing to ensure success for all?***

Every child and young person can expect their education to provide them with:

- assessment activities which give feedback to children and young people on what they have learned and how much and how well they learned it so that they can build on previous learning and experiences.
- a wide range of success, achievement and attainment which maximises their life chances;
- a broad definition of what constitutes achievement;
- full recognition for their skills and talents and learning, wherever it takes place;
- tailored support which takes account of their personal circumstances and prior learning; and
- support in moving into positive and sustained destinations beyond school.

### ***What are the features of best practice?***

- Imaginative and interesting learning activities which match learners' interests and needs, and offer an appropriate level of challenge.
- Detailed and open questioning by staff which allows them to ensure that learners make appropriate progress and get the support they require.
- A wide range of achievement and attainment in schools and establishments and in the community which is well monitored, recognised and celebrated by all staff.
- Children and young people who are very well prepared to move onto the next stages of their lives.



### ***How are we doing?***

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areas. There is no clear overall understanding of why this should be the case, and indeed there is considerable variation from education authority to education authority. Children and young people from deprived socio-economic areas have higher levels of absence and exclusion, which will impact on achievement. Those with a chaotic home life are unlikely to be able to focus on their learning. However, HMIE inspection evidence shows that key aspects of education, including how well learners' needs are met, do not depend on the socio-economic characteristics of where a school sits.

Staff need to understand how the circumstances faced by many children and young people may give rise to barriers which affect their learning and achievement. In order to support staff in meeting the diverse learning needs of all children and young people, there is an ongoing need for initial and continuing professional development. Professionals need strategies to support all children and young people, and match tasks and activities well to their needs. They also need to help the children and young people themselves develop strategies to overcome barriers arising from their own personal circumstances.

In addition, staff need to know wherever possible the specific circumstances faced by individual children, young people and adults. In some cases these circumstances are not obvious. Children or young people may be young carers, or living in families affected by drug and/or substance misuse. Some children and young people have mental health issues which go undetected, but result in chronic underachievement. Some may have a particular sexual orientation which they prefer to keep secret. Where staff are aware of learners' circumstances, they must not lower their own expectations of what can be achieved. In particular, staff must not make hasty judgements about children and young people, perhaps through flawed assessment techniques, which limit expectations and aspirations.

### ***What does the best practice look like?***

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In this video, Dylan William discusses assessment strategies and the purposes of assessment.

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/assessmentstrategiesdylanwilliam.asp>

Overcoming barriers in multi-cultural Annette St Primary

<http://www.ltscotland.org.uk/video/a/annettestprimaryschool.asp>

Supporting learners with autism in St Benedict's PS

[http://www.ltscotland.org.uk/video/s/video\\_tcm4540781.asp](http://www.ltscotland.org.uk/video/s/video_tcm4540781.asp)

Supporting young people with dyslexia in Rossie Secure Accommodation

[http://www.ltscotland.org.uk/video/r/video\\_tcm4540777.asp](http://www.ltscotland.org.uk/video/r/video_tcm4540777.asp)

Support for pre-school to primary transitions in Glenlee PS

<http://www.ltscotland.org.uk/video/s/spacetoplay.asp>

Supporting primary to secondary transitions with the Cooking Bus project

[http://www.ltscotland.org.uk/video/e/video\\_tcm4531636.asp](http://www.ltscotland.org.uk/video/e/video_tcm4531636.asp)

Supporting transition from secondary to positive post-school destinations in Clydebank HS

<http://www.ltscotland.org.uk/video/c/clydebankhigh.asp>

The staged intervention strategy in St Luke's High School

[http://www.ltscotland.org.uk/video/e/video\\_tcm4552674.asp](http://www.ltscotland.org.uk/video/e/video_tcm4552674.asp)

The HMIE report “*Out of site, out of mind?*”

<http://www.hmie.gov.uk/documents/publication/oosoom.html> includes illustrations of best practice in work with children and young people who need emotional and behavioural support.



### ***What do I need to work on to improve my practice and influence the practice of others?***

1. How will I develop my understanding of children’s learning and development, and family circumstances, which will allow me to interact sensitively with them and support them in making progress? Where is my current understanding strongest, and where is it weakest? Am I aware of all the circumstances and learning needs in the children and young people I deal with? How can I play my part in helping learners in ensuring that their circumstances do not form barriers to learning?
2. How can I help my colleagues to use strategies more effectively to improve learning? How can I help children and young people to develop strategies for managing their personal and family circumstances?
3. How will I improve my approaches to assessment to allow me to gain information about learners’ progress, attainment and achievement, and use this effectively to intervene quickly and improve practice? How effectively am I implementing AiFL strategies? How do I seek the views of all learners, ensuring that the progress of children and young people is accurately and usefully recorded?
4. How might we consider the extent of which our assessment policies and practice might themselves become a barrier to learning and participation?

## **6. How well do staff work with others to support the learning of children, young people and adults?**

### **What should we be doing to ensure success for all?**

- Leadership of a partnership needs to be shared, with collective responsibility for the effectiveness of the partnership.
- *Curriculum for Excellence* expects that partners will together plan appropriate learning and teaching to meet the challenges young people will encounter. Partners should include all those who can contribute to delivery of the experiences and outcomes. It includes, for example, further education colleges, Skills Development Scotland, youth work staff, health professionals, community police, voluntary sector providers, training providers, children's services partnerships, parents, employers and community learning providers. Learners themselves are key partners in their own learning.
- Better partnership working is needed across statutory and community/ voluntary sectors to share and access services for children and families. To develop this approach, strategic integrated working will have to increase with the community and voluntary sector, and community police, building on the *GIRFEC* practice approach.
- Staff need to fully involve health, educational psychological services and social work services in implementing the Additional Support for Learning Act. Other agencies, particularly the voluntary sector, need to involve parents and provide them and their children with more information about their rights under the new legislation and about the different plans and programmes being used. Agreements are needed with independent providers about drawing up and using coordinated support plans (CSPs) effectively for children and young people in residential schools or secure accommodation.

### **What are the features of best practice?**

- Partners planning to ensure a shared understanding of everyone's roles in supporting children and young people so that partnerships are successful both operationally and strategically, and are sustainable.
- In establishments and services, a key professional ensures that information is gathered and shared with due regard to confidentiality. Communication protocols and clear information is used effectively to support children and families.
- Establishments and services have staged intervention processes to ensure timely and effective intervention for the child or young person by all relevant agencies working together.



### **How are we doing?**

Where HMIE has identified good practice in almost any area of education, effective partnership working has been at its heart.

We know that many effective partnerships exist. In the best practice, these are supported by clear protocols for data sharing and for the frequency, structure and purpose of meetings. They are further supported by procedures to evaluate the impact of the partnership. In these circumstances partnerships thrive and are effective. However, too often partnerships which are successful at an operational level depend on the personalities of the people on the ground, and on personal networking skills. These can become less effective when key staff leave. Obviously, the learner is a key partner in his or her own learning, and this is increasingly being recognised.

The development of the *Early Years Framework* has given a significant focus to joint working across early years, support services and other professionals, in how to improve the way children's needs are met at the earliest possible stage. The impact on coordinating effective, early support for children, young people and their families is clear. It leads to better learning, fewer absences and exclusions, and better mutual understanding. Likewise, partnership working between community learning and development, colleges and the voluntary sector have improved outcomes for adult learners. The implementation of the Parental Involvement Act 2006 has led to many schools adopting more flexible and relevant approaches to working with parents. However, there are still groups of parents who find it hard to engage with establishments for various reasons.

Partnership working needs to improve through more training, and better accountability and leadership. It is still rare to find joint training so that staff in all agencies understand clearly what each other do and how they can work together. Partners need to take joint responsibility for positive outcomes for learners. Weaknesses identified in many Child Protection inspections often arise through partners not taking a joint responsibility for leadership of effective partnerships.

*Getting it Right for Every Child* places a clear obligation on all partners to support individual children and young people. It gives more accountability for the team round the young person through the role of the lead professional. Better outcomes for children and young people needing protection are strongly linked to effective partnerships and joint working.

As partners develop *Curriculum for Excellence*, each has to be clear on how their work links together to deliver a coherent learning experience for all children and young people.

### ***What does the best practice look like?***

Below are links to video clips from Journey to Excellence and other good practice resources. Each clip will lead you to related clips. Feel free to explore as much as you have time for, but do try to look at clips from areas you may not be entirely familiar with.

An introduction to partnerships.

[http://www.ltscotland.org.uk/video/p/video\\_tcm4571578.asp](http://www.ltscotland.org.uk/video/p/video_tcm4571578.asp)

How Corseford School works with partners to support learners with complex additional support needs.

<http://www.ltscotland.org.uk/video/t/teamworking.asp>

Gylemuir Primary School – at the heart of its community.

<http://www.ltscotland.org.uk/video/g/gylemuird5.asp>

The role of the YMCA in supporting young people in Scottish Borders.

<http://www.ltscotland.org.uk/video/y/ymca.asp>

The role of the educational psychological service in Falkirk in promoting mental health.

<http://www.ltscotland.org.uk/video/f/falkirkeps.asp>

Role of housing in addressing homelessness in North Ayrshire.

[http://www.ltscotland.org.uk/video/n/video\\_tcm4576246.asp](http://www.ltscotland.org.uk/video/n/video_tcm4576246.asp)

Inter-agency referral procedures for Child Protection in West Lothian.  
[http://www.ltsotland.org.uk/video/w/video\\_tcm4576235.asp](http://www.ltsotland.org.uk/video/w/video_tcm4576235.asp)

Social inclusion and re-engaging learners through the Xplore project.  
[http://www.ltsotland.org.uk/video/x/video\\_tcm4540773.asp](http://www.ltsotland.org.uk/video/x/video_tcm4540773.asp)



### ***What do I need to work on to improve my practice and influence the practice of others?***

1. To what extent do all staff within my establishment or service seek creative ways of working together to benefit pupils, particularly as Curriculum for Excellence is implemented? Which partners should be involved but aren't? Are there partners about whom I know very little? Are there potential partners around, but I simply don't know what they could contribute?
2. How do I ensure that children and young people experience coherent and progressive curricular programmes, consistent learning approaches and appropriate levels of challenge when they transfer from one establishment or service to another? Which transitions are strongest, and where do weaknesses lie? Where young people are partly, or wholly, educated in offsite provision, is someone maintaining an overview of their progress and giving appropriate personal support?
3. How good is the understanding of the individual and shared roles of my partners and me in ensuring that children are safe, healthy, active, nurtured, achieving, respected, responsible and included? Do we have clear protocols for partnership working that we are all signed up to, or ideas to improve these? Are there good communication networks amongst partners, or are some hard to reach? Are all my partners fully committed to improving outcomes for all learners, or is it a low priority for some? How well do I and my colleagues understand the principles and practice of Giftec?
4. How well do I involve the children and young people and their parents (including corporate parents and carers) as partners, especially those who are disengaged and disaffected? Are parents and carers engaged quickly enough when intervention is required? How well are we supporting the learning of parents? How well do we help parents to understand any particular needs their children may have? Do the leaders of my establishment or service help contacts with parents through setting the right tone and encouraging openness?



## ***7. Are staff, children, young people and adult learners actively involved in improving the local community?***

### ***What should we be doing to ensure success for all?***

- Planning of the curriculum should encourage participation by, as well as being responsive to, the learner, who can and should influence and contribute to the process. This is particularly important for those children and young people who need additional support for their learning.
- Children and young people should have their views listened to and they should be involved in decisions that affect them.

### ***What are the features of best practice?***

- There is a well-established culture of self-evaluation in most Scottish schools and education authorities.
- Staff in establishments and services rigorously analyse attainment and achievement levels and trends, and monitor of the progress of individuals. This leads to effective intervention to support learners and improve their achievement and outcomes through their lives.
- Education authorities effectively collect and analyse data across education authorities to monitor the achievement and experiences of learners who face particular barriers to progress, and put in place effective intervention strategies.
- The views of all children, young people and adult learners are gathered and acted upon. Learners are actively involved in bringing about improvements, and understand the impact they have had.



### ***How are we doing?***

In many establishments and services, the message that stands out is that outcomes and experiences are good for most children and young people. While this is to be celebrated, the question must still be asked: where outcomes are not strong for a small number of children and young people, how poor are they, and what can we do to improve this?

A culture of self-evaluation is becoming increasingly well embedded across the Scottish education system. In the best practice, staff stay focused on outcomes for learners. They ensure that all aspects of the learning and achievement of children and young people are taken into consideration, including out-of-school learning, in order to secure improvement. Learning activities are continually being evaluated and improved. However, HMIE inspections still show many services and establishments where the focus is on self-evaluation processes such as collecting data and views for their own sake, rather than to drive improvement. Too often there is insufficient focus on learners who are not doing well.

In the most effective establishments, children and young people are able to comment on the quality of their learning, are consulted on how the establishment can improve, and have a sense of joint

ownership of their education. In the best practice, systems for advocacy allow the views of the most vulnerable young people to be heard. This is by no means universal, and too often the views of some children and young people are not actively sought.

### ***What does the best practice look like?***

Below are links to video clips from Journey to Excellence and other good practice resources. Each clip will lead you to related clips. Feel free to explore as much as you have time for, but do try to look at clips from areas you may not be entirely familiar with.

Introductory video on people.

[http://www.ltscotland.org.uk/video/p/video\\_tcm4571577.asp](http://www.ltscotland.org.uk/video/p/video_tcm4571577.asp)

How Fairview School ensures that its review of children's progress leads to improvement.

<http://www.ltscotland.org.uk/video/d/dim82intro.asp>

Being empowered to influence the future development of the school.

[http://www.ltscotland.org.uk/video/f/video\\_tcm4540783.asp](http://www.ltscotland.org.uk/video/f/video_tcm4540783.asp)

How Cults Academy ensures that young people are fully involved in school improvement.

<http://www.ltscotland.org.uk/video/c/cultsd8.asp>



### ***What do I need to work on to improve my practice and influence the practice of others?***

1. How well do I and my partners approach quality improvement, including using Learning Together, the GIRFEC wellbeing indicators, HMIE self-evaluation guides, and a wide range of CPD opportunities? Where are the weaknesses in our joint approaches, and what can I do to address these? How good are staff and partner agencies at knowing what is working well and sharing good practice?

2. What opportunities do our staff and partners have to discuss our practice, share knowledge of their skills and observe and help one another? How committed are we all to identifying areas for improvement and challenges for the future? Am I a member of a community of practitioners who discuss our practice?

3. To what extent are I and my partners engaged in identifying the aims and priorities for our own professional development? How proactive are we in furthering our own learning and in sharing this learning widely with colleagues as appropriate? Are some colleagues shy of sharing their own good practice, and discussing how it could be even better? Is there a culture of "we're already as good as we're ever going to get"?

4. To what extent are the children and young people in my establishment or service valued as active partners in their learning, and encouraged to contribute to developing their own learning experiences? How well do they recognise and value the role of staff as partners in their learning? Is learning controlled by staff?

5. When evaluating the quality of achievement, and learners' experiences, how well do I get to the achievement and experiences of **all** learners, including those with circumstances which may give rise to barriers to their progress? Are we content with "most" achieving well or are we always trying to do better? How deeply do we look at data on attainment and achievement?

## ***8. Do establishments and services have high expectations of all, young people and adult learners?***

### ***What should we be doing to ensure success for all?***

- Through the entire period from age 3 to 18, including the important stages S1 to S3, learning needs to be planned to maintain **challenge and enjoyment**, with the highest possible expectations of what young people can achieve.
- A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being.
- Ensuring that children, young people and adult learners have the highest expectations for their own achievement.

### ***What are the features of best practice?***

- There is a well-established culture of self-evaluation in most Scottish schools and education authorities.
- Staff in establishments and services rigorously analyse attainment and achievement levels and trends, and monitor the progress of individuals. This leads to effective intervention to support learners and improve their achievement and outcomes through their lives.
- Education authorities effectively collect and analyse data across education authorities to monitor the achievement and experiences of learners who face particular barriers to progress, and put in place effective intervention strategies.
- The views of all children, young people and adult learners are gathered and acted upon. Learners are actively involved in bringing about improvements, and understand the impact they have had.
- Shared high expectations for behaviour, attainment and achievement by staff and learners.
- Positive attitudes and relationships amongst all learners and staff, including learners who face barriers to learning and who have had poor experiences.
- Increasingly, staff and individual children and young people jointly set targets for learning and achievement.
- In many establishments, senior managers successfully establish a culture of high expectations for all.
- Management information is often used very well to support that culture of high achievement, and to try to establish expectations for future progress.



### ***How are we doing?***

As children enter pre-school education, expectations and challenge are mostly very high, and staff build on children's natural capacity to learn and make sense of the world around them. For most children and young people, the level of challenge and support they receive through their education is appropriate. In many schools there is a consistently very strong culture of promoting success for all learners – “be all you can be” – and celebrating achievement in all its forms. This is backed up by

effective tracking of progress, and quick intervention if the pace of progress slows. In many establishments and services, learning is open-ended and responsive to the interests and needs of the learner.

However, for some children and young people, including those who are capable of very high achievement in particular areas, there is insufficient day-to-day challenge. Instead, there is a narrow, slow-paced approach which stifles creativity and leads to loss of interest, and, in the worst cases, to frustration and depression. These approaches reduce achievement.

Some children and young people, such as young carers or those with challenging family circumstances, have difficulty in meeting day-to-day expectations for punctuality and homework. Too often, staff respond by reducing their own expectations of what these learners are capable of, sometimes in the belief that they will encourage the learners by helping them avoid failure. However, such children and young people have high levels of responsibility outwith school, which often go unrecognised.

Many learners find some teaching approaches uninteresting, and respond by disengaging from learning. In turn, staff assume a lack of ability and lower their expectations.

### ***What does the best practice look like?***

Below are links to video clips from Journey to Excellence and other good practice resources. Each clip will lead you to related clips. Feel free to explore as much as you have time for, but do try to look at clips from areas you may not be entirely familiar with.

The “achievement gap” and how we can break the cycle, Martyn Rouse.

<http://www.ltscotland.org.uk/video/m/martynrousebreakingthecycle.asp>

Alan McLean contrasts the different perspectives of motivation that can be held by learners and teachers.

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/aboutmotivationalanmclean.asp>

Carol Craig talks about the impact of an optimistic mindset on expectations.

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/learnedoptimismcarolcraig.asp>

The headteacher of Barrhead HS describes how she creates a climate of high expectations for young people with a wide range of support needs.

[http://www.ltscotland.org.uk/video/a/video\\_tcm4547297.asp](http://www.ltscotland.org.uk/video/a/video_tcm4547297.asp)

How Dunbar Grammar created a climate of self-evaluation and improvement.

[http://www.ltscotland.org.uk/video/d/video\\_tcm4552668.asp](http://www.ltscotland.org.uk/video/d/video_tcm4552668.asp)



***What do I need to work on to improve my practice and influence the practice of others?***

1. How consistently high are my expectations and those of the staff in my establishment or service for what all learners can achieve? How well do leaders challenge the attitudes and expectations of all staff to ensure equality of opportunity for all learners?

2. To what extent do the staff in my establishment or service believe that all young people can learn and improve and that it is possible to improve the performance of the lowest attaining learners? How well do we demonstrate this belief in our attitudes and work?

3. How successful am I in working to ensure that all learners have high aspirations for themselves, clear goals, and clarity about what they have to do to improve their attitudes, learning and achievement?

## ***9. Do establishments and services have a clear sense of direction?***

### ***What should we be doing to ensure success for all?***

- The OECD report Quality and Equity of Schooling in Scotland raises challenges for Scottish education – the need to address underachievement and to provide more choices and more chances for all our children and young people, particularly those from disadvantaged socioeconomic backgrounds. This framework challenges all those involved in planning the curriculum to work as partners to provide more opportunities for vocational education and the need to promote greater flexibility and creativity. These are the challenges and opportunities that those planning the curriculum will have to meet. There will be implications for leadership at all levels and for continuing professional development.
- Leaders at all levels need to develop a shared understanding of the purposes and practices within Curriculum for Excellence and the concept of inclusion and equality, and success for all.
- Children and young people should actively contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the school community into practice.

### ***What are the features of best practice?***

- Equality of opportunity for all learners.
- Education authorities who set a clear tone for expectations across all establishments and services in their area, and ensure a collective understanding of success for all.
- Leaders at all levels who set clear expectations of the best possible outcomes for all children, young people and adult learners, and build a climate that supports the realisation of those expectations.
- Staff who show commitment to improving their practice through professional engagement and personal development.



### ***How are we doing?***

Leadership is a continuing strength in most establishments and sectors in Scottish education. In the best practice, leadership roles are taken on by most staff and many learners.

Through HMIE's work on "Better behaviour, better learning" it became clear that the impact of leadership can be quite subtle. There was a strong link between the perceptions of staff about behaviour and how well this was managed in a school, and the quality of leadership. Similarly, where heads of establishments or services give strong leadership on inclusion and equality issues, staff understand them better and improve outcomes for learners. Conversely, where staff have a limited or

poorly understood view of inclusion and equality, they do not engage well with learners who face barriers to progress.

Leaders at all levels need to set out clear expectations of success for all, support staff with high quality CPD, and deploy staff and resources effectively to bring those expectations to fruition. In too many cases, staff do not understand the principles behind the promotion of inclusion and equality, and what “success for all” means, and do not understand the consequences of failing to fully engage with learners.

Greater consistency of approaches and delivery is needed across councils and their planning partners. Improved merging of community plans and integrated children’s services plans offer opportunities to bring together health, education, social work, housing, the voluntary sector and economic development. Leadership skills of people and partnerships are critical to manage successful partnership working.

### ***What does the best practice look like?***

Below are links to video clips from Journey to Excellence and other good practice resources. Each clip will lead you to related clips. Feel free to explore as much as you have time for, but do try to look at clips from areas you may not be entirely familiar with.

Martyn Rouse describes the features of excellent, inclusive schools.

<http://www.Itscotland.org.uk/video/m/martynrouseinclusiveexcellentschools.asp>

The headteacher of Balwearie HS describes how trust and relationships are at the heart of leadership.

<http://www.Itscotland.org.uk/video/b/balwearied4.asp>

Leadership in St Andrew’s HS West Dunbartonshire, which has an international student body.

<http://www.Itscotland.org.uk/video/s/standrewshigh.asp>



### ***What do I need to work on to improve my practice and influence the practice of others?***

1. How strong and consistent is the commitment amongst all managers, staff, pupils, parents and the wider community to high achievement and high quality learning? How well is inclusion and equality promoted and explained, and discrimination challenged and tackled?

2. How well do our leaders motivate and inspire others to sustain this commitment through their daily interactions? Do they help to continuously reinforce an atmosphere of collective responsibility and mutual support between staff and staff, pupils and pupils and staff and pupils? Do we create, review and improve structures for formal management, learning and support, in order to secure these relationships?



3. To what extent do leaders at all levels demonstrate a collective responsibility for positive experience and outcomes for all, including the children and young people who face personal circumstances which may give rise to barriers?

4. How well does staff development focus on learning, teaching and meeting needs and their impact on pupils' achievement? Is this professional development collaborative and collegiate, and led by valued and respected professionals? Are staff clear on the difference that classroom practice can make to the lives of children and young people?

5. How strong is the personal commitment of staff to furthering their own learning and to modelling learning for pupils? To what extent are children and young people developing leadership skills and taking on genuine leadership roles?

## **10. Appendix: Relevant reports and links**

Count Us In: At the Edge

[http://www.hmie.gov.uk/documents/publication/REVISS\\_report\\_final27611.pdf](http://www.hmie.gov.uk/documents/publication/REVISS_report_final27611.pdf)

Count Us In, Achieving Inclusion in Scottish Schools 2002

<http://www.hmie.gov.uk/documents/publication/cui.html>

Learning With Care - Information for carers, social workers and teachers Concerning the Education of Looked After Children and Young People 2003

<http://www.hmie.gov.uk/documents/publication/5679text.pdf>

Moving to Mainstream 2003

<http://www.hmie.gov.uk/documents/publication/Moving%20to%20Mainstream%20Main.pdf>

HMIE Guide - Inclusion and Equality Part 1: Evaluating education and care placement for looked after children and young people 2003

<http://www.hmie.gov.uk/documents/publication/hgioslac.pdf>

HMIE Guide - Inclusion and Equality Part 2: Evaluating education for pupils with additional support needs in mainstream schools 2004

<http://www.hmie.gov.uk/documents/publication/hgiosasnms.pdf>

HMIE Guide - Inclusion and Equality Part 3: Promoting Race Equality 2004

<http://www.hmie.gov.uk/documents/publication/hgiospre.pdf>

Implementing Inclusiveness in FE 2004

<http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>

A Climate for Learning 2005

<http://www.hmie.gov.uk/documents/publication/rbblr.html>

Promoting Race Equality 2005

<http://www.hmie.gov.uk/documents/publication/premih.html>

HMIE Guide - Taking a closer look at: Inclusion and Equality - Meeting the needs of Gypsies and Travellers 2005

<http://www.hmie.gov.uk/documents/publication/hgiosmnog.pdf>

Evaluating Inclusiveness: A Guide for Scotland's Colleges 2006

<http://www.hmie.gov.uk/documents/publication/evalincl.html>

Missing Out 2006

<http://www.hmie.gov.uk/documents/publication/hmiemoeo.html>

Education for Pupils with Autism Spectrum Disorders 2006

<http://www.hmie.gov.uk/documents/publication/epasd.html>

Count Us In: Promoting Understanding and Combating Sectarianism 2007

<http://www.hmie.gov.uk/documents/publication/cuipepss.html>

How good are we at Implementing the Additional Support for Learning Act? How good can we be?

[http://www.hmie.gov.uk/documents/publication/B53740%20HMIE%20A5\\_P3.pdf](http://www.hmie.gov.uk/documents/publication/B53740%20HMIE%20A5_P3.pdf)

Count Us In: Achieving Success for Deaf Pupils 2007  
<http://www.hmie.gov.uk/documents/publication/asfdp.html>

Count Us In: We're Still Here: Successful Transitions from Secondary School 2008  
<http://www.hmie.gov.uk/documents/publication/cuiwsh.html>

Improving the Odds: Improving Life Chances 2008  
<http://www.hmie.gov.uk/documents/publication/itoilc.html>

Count Us In: Improving the education of our looked after children 2008  
<http://www.hmie.gov.uk/documents/publication/cuiielac.html>

How good are our services for young carers and their families? 2008  
<http://www.hmie.gov.uk/documents/publication/isfc.pdf>

Education for learners with dyslexia 2008  
<http://www.hmie.gov.uk/documents/publication/eflwd.html>

How Good is Our Corporate Parenting? 2009  
<http://www.hmie.gov.uk/documents/publication/ischgiocp.html>

Developing Successful Learners in Nurturing Schools: The Impact of Nurture Groups in Primary Schools  
<http://www.hmie.gov.uk/documents/publication/ingps.html>

Count Us In: A Sense of Belonging 2009  
<http://www.hmie.gov.uk/documents/publication/cuimnas.html>

Positive Start, Positive Outcomes 2009  
<http://www.hmie.gov.uk/documents/publication/eyfltpspo.html>

Learners with profound and complex needs in Scotland's colleges 2009  
<http://www.hmie.gov.uk/documents/publication/lpcnsc.html>

Out of site, out of mind? 2010  
<http://www.hmie.gov.uk/documents/publication/oosoom.html>

### **Useful links for reference**

Learning and Teaching Scotland Inclusive Education:  
<http://www.ltscotland.org.uk/supportinglearners/>

Learning and Teaching Scotland, Looked After Children  
<http://www.ltscotland.org.uk/supportinglearners/additionalsupportneeds/lookedafter/index.asp>

Other websites which are relevant to inclusive education include:

Assessment is for Learning  
<http://www.ltscotland.org.uk/learningteachingandassessment/assessment/index.asp>

Learning and Teaching Scotland Education for Citizenship:  
[www.LTScotland.org.uk/citizenship](http://www.LTScotland.org.uk/citizenship)

Curriculum for Excellence:  
<http://www.curriculum-for-excellence.co.uk/>

Children in Scotland  
[www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)

Centre for Research in Education Inclusion and Diversity  
<http://www.creid.ed.ac.uk/index.html>

Centre for Studies on Inclusive Education  
<http://www.csie.org.uk/>

Scottish Sensory Centre, Moray House School of Education, University of Edinburgh  
[www.ssc.education.ed.ac.uk](http://www.ssc.education.ed.ac.uk)

Pupil Inclusion Network Scotland  
[www.pinscotland.org](http://www.pinscotland.org)

UNESCO – Inclusive Education  
<http://www.unesco.org/en/inclusive-education>

OECD – Social cohesion and education  
[http://www.oecd.org/topic/0,3373,en\\_2649\\_37455\\_1\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/topic/0,3373,en_2649_37455_1_1_1_1_37455,00.html)

Scottish Government and mainstreaming equality  
<http://www.scotland.gov.uk/Topics/People/Equality/18507>

GIRFEC implementation guide: A Guide to Implementing Getting it Right for Every Child  
<http://www.scotland.gov.uk/Publications/2010/07/19145422/0>

Enquire  
<http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>

You can access a copy of:

- Education (Additional Support for Learning) (Scotland) Act 2004 at .  
<http://www.opsi.gov.uk/legislation/scotland/acts2004/20040004.htm>
- Education (Additional Support for Learning) (Scotland) Act 2009 at  
[http://www.opsi.gov.uk/legislation/scotland/acts2009/asp\\_20090007\\_en\\_1](http://www.opsi.gov.uk/legislation/scotland/acts2009/asp_20090007_en_1)
- Supporting Children's Learning code of practice, at  
<http://www.scotland.gov.uk/Publications/2005/08/15105817/58187>.
- Supporting Children's Learning code of practice (revised edition)  
<http://www.scotland.gov.uk/Publications/2010/08/11140218/0>
- Summary Handout on the Additional Support for Learning Act at  
<http://www.scotland.gov.uk/Publications/2004/06/19516/39190>.

Scottish Teacher Education Committee's National Framework for Inclusion  
<http://www.hmie.gov.uk/documents/publication/Implementing%20inclusiveness%20in%20FE.pdf>

Multiverse: a website to support teachers who work with learners from a diverse range of backgrounds  
<http://www.multiverse.ac.uk/>

## 11. Appendix of Key Statistics

The main source of Scottish Government statistics on education can be found at <http://www.scotland.gov.uk/Topics/Statistics/Browse/School-Education>

The index page <http://www.scotland.gov.uk/Publications/2010/03/22111037/0> gives access to a wealth of analysis of school leaver attainment by ethnicity, gender and deprivation. More detail on SQA attainment available in schools and education authorities is available through the ScotExed website (for which you need a username and password).

This table shows how attainment levels are improving across the board, but that the gap between the bottom 20% and the rest is widening.

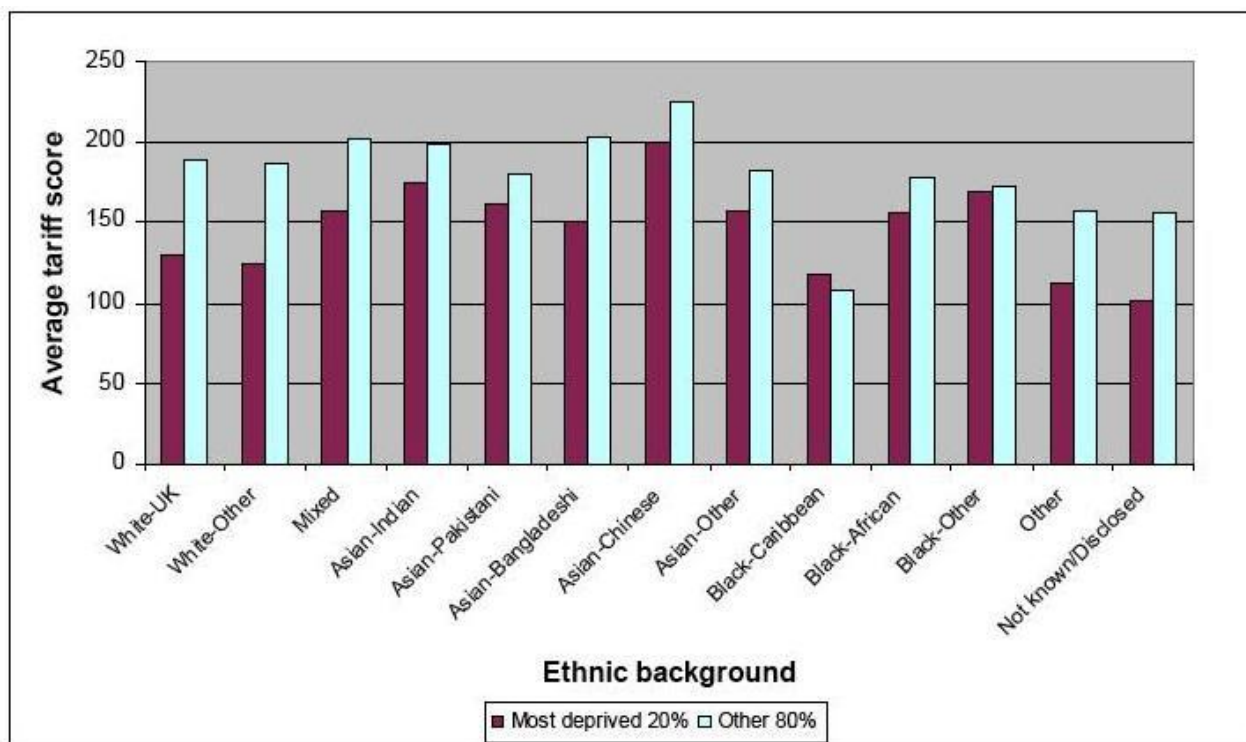
### Average Tariff Scores of S4 Pupils

	<b>Lowest attaining 20%</b>	<b>Remaining 80%</b>	<b>All S4 pupils</b>	<b>Difference between lowest attaining 20% compared to remaining 80%</b>	<b>Difference between lowest attaining 20% compared to all S4 pupils</b>
<b>1998/99</b>	54	190	162	136	108
<b>1999/00</b>	54	194	166	140	112
<b>2000/01</b>	53	196	167	143	114
<b>2001/02</b>	53	197	168	144	115
<b>2002/03</b>	53	197	168	144	115
<b>2003/04</b>	53	199	170	146	117
<b>2004/05</b>	51	199	170	148	119
<b>2005/06</b>	53	202	172	149	119
<b>2006/07</b>	53	201	171	148	118
<b>2007/08</b>	54	204	174	150	120
<b>2008/09</b>	59	209	179	150	120

Data on the average tariff scores of school leavers is available from <http://www.scotland.gov.uk/Publications/2010/03/22111037/0> and shows wide differences.

## Average tariff scores of school leavers plotted by ethnicity and levels of deprivation

This chart shows the average tariff scores of school leavers plotted by ethnicity and levels of deprivation. The gap is widest for white UK (especially boys, though this isn't shown in the chart), and narrowest for most young people with Asian backgrounds.



## Cases of exclusion amongst pupils living in areas associated with the top and bottom 20% of the Scottish Index of Multiple Deprivation (2006)

The table below shows levels of exclusion by deprivation. Key questions arising from this data are:

- what is the underlying reason for such high levels in areas of high deprivation?
- what is the impact of high levels of exclusion?

	Number of exclusions	Number of temporary exclusions	Number of removals from register	Number of pupils at census <sup>(1)</sup>	Rate per 1,000 pupils
<b>Most Deprived</b>	14,416	14,380	36	144,643	100
<b>Least Deprived</b>	1,756	1,753	3	130,801	13

(1) Pupil numbers as at September 2008.

There are similar wide variations in exclusion levels by ethnicity and family circumstances. Full sets of data are available at <http://www.scotland.gov.uk/Publications/2010/02/15094039/0>.

### Tariff scores achieved by school leavers

The chart below shows the average tariff score achieved by school leavers grouped by ASN, being looked after, and in the bottom 20% of datazones. It illustrates how barriers can accumulate, so that having additional support needs, being looked after, and experiencing deprivation gives by far the lowest tariff score.

