



Corporate Plan 2022-2024

For Scotland's learners, with Scotland's educators

Index

1. Introduction from HM Chief Inspector and Chief Executive
2. Our strategic priorities
 - a. System Leadership
 - b. Curriculum
 - c. Learning, Teaching and Assessment
 - d. Inclusion, Wellbeing, Equity and Equalities
 - e. Best use of evidence
 - f. Culture, values and behaviour
 - g. Transition to new organisations
3. Executive summary



Introduction and foreword from HM Chief Inspector and Chief Executive

Last year we published our five-year Corporate Plan which set out how we planned to work towards our vision of achieving excellence and equity for Scotland's learners, with Scotland's educators.

Since its publication, the Scottish Government has shared its response to Professor Ken Muir's review of our education system and set out its plans for reform, including the establishment of a new agency for Scottish education and a separate body for inspections. This has set us on a path of change and we welcome the opportunity to work together with the education system to collectively achieve this renewed vision.

This update to the plan focuses only on our Strategic Priorities which have been updated to reflect our current context.

I am aware of the important yet challenging role we will have to play over the coming years as we work to balance the delivery of our ongoing programmes of work and support for the system, with the reform agenda and the consultation and planning that is required to establish two new organisations.

As a result, an additional Strategic Priority has been added to our Corporate Plan to focus specifically on the reform agenda and the work we'll take forward in support of the Scottish Government and our stakeholders. It was also appropriate to reduce the timeframe for delivery to focus on what we will achieve by 2024, at which point the new agency and inspection body will become fully operational.



Regardless of the updates to this new plan, our commitment to delivering for Scotland's educators and learners remains steadfast. With the refreshed Scottish Attainment Challenge, the work taking place around the OECD review and our increased focus on working directly with local authorities to provide bespoke support and challenge, there will be lots of opportunity to work directly with many of you over the coming months and I look forward to what we can achieve together.

I also believe these areas of work have a crucial part to play in achieving the vision set out by the Scottish Government and that we have a real opportunity in front of us to make a positive impact. For that reason, we have identified four key delivery 'themes' that all our strategic priorities should align to ensuring an unwavering focus on the overarching aims and areas of work, and these are:

- Inspection
- SAC: Framework for recovery and accelerating progress
- Curriculum
- Reform

We are already making progress in providing more targeted support to schools with the greatest need as part of the Scottish Government's refreshed SAC programme.

This approach aims to draw on the range of local data that shows where there are challenges to progress with improving outcomes for children and young people especially affected by poverty. Using a range of data and intelligence we are now working together with education practitioners to develop a tailored plan to support improvement. We have already embarked on this journey with some local authorities and have supported the development of ambitious local stretch aims and agreed the range of support we can provide.

There will also be opportunity to work closely with stakeholders to implement the curriculum recommendations of the OECD Review and to establish and strengthen curriculum design capacity in each Regional Improvement Collaborative (RIC).

We have also committed to carrying out a national thematic inspection focusing on curriculum and look forward to what that will bring to the fore that we can collectively focus on as a system.

This gives some insight into how we are ensuring the four key themes connect and flow through all aspects of our organisational priorities. In the following pages you can read more about how our strategic priorities align with these areas of work and what that will entail over the coming months.

But we are also mindful that in the midst of this work, we are still recovering from a period of major interruption to our lives due to the pandemic. That is something we are aware of in all that we do and we will continue to reflect on this and discuss this with practitioners in the context of recovery and accelerating progress.

Our world is facing other challenges and there is a clear call from learners for climate change education and Learning for Sustainability to be more embedded

in their learning experiences. To support Scotland's rapid transition to Net Zero, we need to ensure these become key drivers in the future of Scottish education.

As we move forward, we want to reiterate our assurances that we will listen to you, work with you and learn from you so that together we can achieve the very best outcomes for Scotland's young people.

Gayle Gorman

His Majesty's Chief Inspector
Chief Executive



Our Strategic Priorities

Our strategic priorities, outlined below, have been developed with our staff and stakeholders to reflect the current priorities for Scottish education.

The use of digital technologies in education is more important than ever before and will play an even greater role in our work, and in Scottish education moving forward. Digital is not explicitly mentioned in the strategic priorities because digital will be embedded in all aspects of our work moving forward. This will include:

- our commitment to Glow;
- the future National eLearning Offer;
- professional learning in digital leadership, pedagogies and assessment practice;
- the role of digital in inclusion, wellbeing and equity;
- the use of digital tools and services in curriculum design and using evidence;
- digital technologies to contribute to our own organisational development.

Similarly, although we have a specific priority in relation to Inclusion, Wellbeing, Equity and Equalities, these themes are embedded in all that we do to achieve social justice, thereby ensuring wellbeing, lifelong achievement and a sense of individual and collective worth.

Our seven strategic priorities are:

- System Leadership
- Curriculum
- Learning, Teaching and Assessment
- Inclusion, Wellbeing, Equity and Equalities
- Best use of evidence
- Culture, values and behaviour
- Transition to new organisations

Details of each of those priorities are outlined below.



System Leadership

Outcome: All educators are able to lead effectively in complex circumstances.

Objective: To improve collective action on complex, systemic issues.

During 2022/24 our work in this area will focus on:

- Continuing delivery of our suite of professional learning and leadership programmes: Towards Headship, Into Headship, In Headship, Excellence in Headship, Middle Leadership and Educator Leadership;
- widening opportunities for educators to access health and wellbeing support;
- continuing to build on providing race equality, anti-racism and broader equality support for educators working with a range of partners and stakeholders;
- supporting whole systems to ensure all learners receive their entitlement to Learning for Sustainability;
- supporting the leadership and implementation of Collaborative Improvement with our key partners ADES & local authorities;
- collaborating with local authorities to provide targeted and intensive support on identified areas of improvement;
- supporting senior leaders in LAs across all sectors and settings to develop effective strategies for continuous improvement to meet the needs of all learners, families and communities;
- collaborating with senior leaders on the effective use of context specific data to address unacceptable variation, support self-evaluation for improvement and inform setting of local authority stretch aims, improvement planning, monitoring and reporting;
- co-creating and piloting a new national strategy to support effective use of data at all levels across the system focused on implementation of a Data Cycle to support planning and monitoring progress



- co-creating, supporting and evaluating communities of practice at all levels to shape and lead reform;
- providing professional learning to strengthen leadership capacity for identified local authorities (LAs) and practitioners;
- working with the young people's panel to inform our professional learning offer;
- co-creating and offering capacity building for system leadership ensuring the key practices of system leadership are clearly understood;
- modelling, supporting and embedding innovation and research, experimentation and enquiry.

By 2024 it is our aim that there is:

- increased pace around improvement as an outcome of our leadership support;
- evidence of the impact of enhanced learner voice;
- more trusting, supportive and collaborative relationships and ways of working;
- evidence of empowerment and system leadership at every level;
- Collaborative Improvement work in all 32 LAs has led to collective action for change;
- development of a self-sustaining culture of system leadership.

How will we measure this?

KPIs:

- the number of engagements with educational establishments, LA and regions relating to system leadership;
- the number of participants in professional learning and universal, targeted and/or intensive support focused on system leadership;

- the proportion of participants involved in professional learning and improvement support opportunities reporting increased awareness, understanding, knowledge and skills;
- the proportion of participants involved in professional learning and improvement support opportunities reporting they are likely to implement system leadership learning in practice.

Other measures will include:

- the number of school, LA and regional support requests/ engagements relating to system leadership;
- the number of engagements in relation to system leadership where evidence shows that agreed outcomes were achieved.



Curriculum

Outcome: Curriculum development and design is strong, sustainable and responsive, and results in improved outcomes for learners.

Objective: To work with partners to strengthen curriculum design and development. The use of highly effective curriculum practice is clearly defined, and understood for local contexts and circumstances.

During 2022/24 our work in this area will focus on:

- Working in curriculum design and development to further strengthen awareness of inclusion, sustainability and health and wellbeing;
- working with partners to:
 - implement the curriculum recommendations of the OECD Review and other relevant reports;
 - establish and strengthen curriculum design capacity in each Regional Improvement Collaborative (RIC);
 - strengthen high quality professional learning in curriculum design and development;
 - support early learning settings, schools and LAs and their partners such as CLD to deliver on their responsibilities for a range of national curriculum improvement priorities;
 - carrying out a national thematic inspection focusing on curriculum.



By 2024 it is our aim that:

- A national professional learning programme on curriculum design, informed by evidence and research, is in place;
- participants report that professional learning on curriculum design has impacted on their leadership and practice;
- settings and schools which require and request support relating to curriculum design report a high level of satisfaction with the outcomes;
- each RIC has at least one community for educators in curriculum design with participants reporting high levels of satisfaction in relation to the impact on their leadership and practice;
- a number of informal curriculum design communities are in place and thriving.

How will we measure this?

KPIs:

- The number of participants in professional learning and improvement support opportunities focused on curriculum design and development increases;
- the proportion of participants involved in professional learning and improvement support opportunities reporting they are likely to implement curriculum design and development learning in practice;
- the proportion of participants involved in professional learning and improvement support opportunities focused on curriculum design and development reporting increased awareness, understanding, knowledge and skills.

Other measures will include:

- The number of school, LA and regional / support requests / engagements relating to curriculum design and development;
- the number of engagements related to Curriculum where evidence shows that agreed outcomes were achieved;
- the number of engagements with Education Scotland's support materials, guidance and resources relating to curriculum;
- the percentage of schools inspected that provide learning pathways which support learners to build on their prior learning and ensure appropriate progression;
- the percentage of children in primary schools who report through pre-inspection questionnaires that teachers ask them about what things I want to learn in school;
- the percentage of pupils in secondary schools who report through pre-inspection questionnaires that they are given the opportunity to influence what and how I learn.



Learning, Teaching and Assessment

Outcome: All children and young people maximise their successes and achievements.

Objective: To identify, develop and promote strategies for high quality learning, teaching and assessment that are aspirational and forward looking.

During 2022/24 our work in this area will focus on:

- Working collaboratively with our stakeholders to offer high quality support, guidance, resources and professional learning;
- agreeing key pedagogical principles and promoting pedagogical approaches;
- learning from and using evidence from research, scrutiny and best practice;
- developing and embedding digital pedagogy;
- continuing focus on equality, equity and inclusion;
- delivering responsive, bespoke and practical learning, teaching and assessment improvement guidance;
- ensuring consistent and shared messaging of effective learning, teaching and assessment;
- sharing highly effective practice timeously and supporting dissemination and use across the system;
- improving learning, teaching and assessment in the context of the Framework for Recovery and Accelerating Progress. This will include the setting of ambitious local stretch aims and the provision of support where it is most required.

By 2024 it is our aim to have:

- Schools and educational establishments (with guidance and support from Education Scotland) will identify and respond effectively to the learning needs of all children and young people;
- consistently high quality standards, experiences and outcomes for Scotland's children and young people are delivered through reinforced, consistent and shared messaging of effective learning, teaching and assessment;
- enhanced levels of teacher empowerment, collaboration and engagement in high quality professional learning are in place, leading to focused enquiry and improvements in learning, teaching and assessment;
- the practical learning, teaching and assessment guidance offered by Education Scotland supports practitioners in all contexts including those in rural areas to enhance the experiences and outcomes for all learners.

How will we measure this?

KPIs:

- The number of participants engaging in professional learning and improvement support opportunities focused on Learning, Teaching and Assessment themes;
- the proportion of participants involved in professional learning and improvement support opportunities reporting they are likely to implement the learning in practice;
- the proportion of participants involved in professional learning and improvement support opportunities reporting increased awareness, understanding, knowledge and skills.

Other measures will include:

- The number of school, LA and regional engagements relating to Learning, Teaching and Assessment;
- the number of engagements related to Learning, Teaching and Assessment where evidence shows that agreed outcomes were achieved;
- the percentage of schools graded good or better for quality indicator 2.3 learning teaching and assessment;
- the percentage of early learning and childcare settings graded good or better for quality indicator 2.3 learning, teaching and assessment.



Inclusion, Wellbeing, Equity and Equality

Outcome: Children, young people, families, and communities feel valued and are included.

Objective: To collaborate with a wide range of partners to ensure that children, young people, families and communities are present, participating, supported, and achieving. This includes children, young people and adults who require additional support.

During 2022/24 our work in this area will focus on:

- Continuing to build capacity in relation to inclusion, relationship education, wellbeing, and rights and participation of children and young people, taking account of the recommendations from the Morgan Review, the Promise, UNCRC, OECD, and the Muir reports;
 - collaborating with the six RICs to achieve National priorities set out in their improvement plans for 2022-2023 and which relate to inclusion, wellbeing, equalities and equity, thereby enhancing and sharing effective practice across and between RICs;
 - continuing to work in partnership with Scottish Government to take forward the refreshed Scottish Attainment Challenge (SAC) programme and improve approaches to tackle the poverty related attainment gap. We will work with LAs to develop ambitious local stretch aims to support education recovery, reduce variation, and accelerate the pace of progress in achieving the mission of the refreshed SAC. This will include publishing a Recovery & Accelerating Progress report in autumn 2022;
 - supporting schools to strengthen engagement with teachers, parents, carers and children and young people in decisions relating to Pupil Equity Funding;
 - supporting previous SAC Challenge Authorities in their transition to the new Strategic Equity Fund and across all local authorities to support effective use of Pupil Equity Funding;
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- working with our partners in ADES, LAs and COSLA to understand and reduce variation to substantially eliminate the poverty-related attainment gap;
 - collaborating with a wide range of partners to ensure that children, young people, families and communities are present, participating, supported, and achieving. This includes children, young people and adults who require additional support;
 - carrying out a national thematic inspection focusing on inclusion: promoting positive behaviour.
- we will have built more capacity in the system in relation to inclusion, relationship education, wellbeing, and rights and participation of children and young people, thereby supporting the implementation of the recommendations from the Morgan Review, the Promise, UNCRC, OECD, and the Muir reports;
 - we will have worked with LAs to implement ambitious local stretch aims, and supported approaches to tackle the poverty related attainment gap.

By 2024 it is our aim that:

- Professional learning opportunities, and communities of educators and Education Scotland staff will have led to increased awareness, understanding, knowledge and skills in relation to inclusion, wellbeing, equity and equalities;

How will we measure this?

KPIs:

- The number of professional learning and improvement support opportunities focused on inclusion, wellbeing, equity and equalities;
- the proportion of participants involved in professional learning and improvement support opportunities who report increased awareness, understanding, knowledge and skills in relation to inclusion, wellbeing, equity and equalities;

- the proportion of participants involved in professional learning and improvement support opportunities who indicate they are likely to implement the learning.

Other measures will include:

- The number of school, LA and regional engagements around key areas of inclusion wellbeing, equity and equalities;
- the number of engagements relating to inclusion, wellbeing, equity and equalities where evidence shows that agreed outcomes were achieved;
- the number of LAs who engage with intensive, targeted and universal supports to achieve their stretch-aims;
- the percentage of schools that are graded good or better for quality indicator 3.1 ensuring wellbeing equality and inclusion;
- the percentage of early learning and childcare settings that are graded good or better for quality indicator 3.1 ensuring wellbeing equality and inclusion.





Best use of Evidence

Outcome: Education Scotland will support the system to gather, analyse, evaluate and share an agreed set of quantitative and qualitative data, including independent external evaluation.

Objective: To use evidence to support improvement in the quality of education, celebrate success and raise standards in Scottish education.

During 2022/24 our work in this area will focus on:

- Carrying out independent evaluation of education provision as set out in the [Annual Scrutiny Plan](#) to provide assurance and support improvement by identifying what is working well, effective practice and areas where further improvement is required;
- monitoring progress with stretch aims to address issues and challenges timeously with additional support if necessary;
- hosting quarterly meetings with local authority officers who lead on SAC work in their local context to share practice;
- providing support via NIF officers focusing on data analysis, including ensuring data is stored easily and safely
- sharing independent evidence gathered thorough inspection and other scrutiny activity on what is working well; what needs to improve and identifying any barriers in the system;
- delivery of the Self-evaluation for Continuous Improvement programme as part of targeted and intensive support to build capacity in evidence-based self-evaluation at establishment and LA level;
- offering professional development across the system on using data effectively.

By 2024 it is our aim that colleagues across the system will be able to:

- Analyse and evaluate data and evidence effectively as part of self-evaluation to inform improvement and demonstrate impact on outcomes for learners;
- use data along with other sources of evidence to support improvement;
- gather, store and retrieve data and evidence easily.

How will we measure this?

KPIs:

- The number and range of participants engaged in Self-evaluation for Continuous Improvement;
- the percentage of participants who report increased confidence, knowledge and skills through engagement in Self-evaluation for Continuous Improvement;
- the number of planned inspections carried out across different sectors;
- the percentage of headteachers/heads of setting who report that the professional dialogue with HM inspectors during the inspection has helped the school / setting to make improvements;
- the percentage of headteachers/heads of settings who report that the school / setting has made changes as a direct result of the inspection;
- the percentage of headteachers/heads of settings who report that the school / setting has used the inspection findings to inform its self-evaluation and improvement planning;
- the percentage of practitioners who report that the support provided by NIF officers has improved their skills in data analysis.

Other measures will include:

- the percentage of schools graded good or better for quality indicator 3.2 raising attainment and achievement.



Culture, Values and Behaviour

Outcome: Education Scotland staff feel valued, empowered and fairly treated.

Objective: To make Education Scotland a great place to work and ensure our staff feel well supported throughout the transition to the new agencies being established by the Scottish Government Reform Programme.

During 2022/24 our work in this area will focus on:

- Ensuring our staff continue to be informed, engaged and consulted during the period of educational reform in Scotland;
 - implementing a framework of approaches to support a culture of positive behaviour and change readiness across the whole organisation based on our values in action;
 - implementing an internal communications and engagements strategy to ensure all staff are given opportunities to communicate, connect, share and learn with and from colleagues across the organisation;
 - developing and implementing a strategic plan to enhance coaching within the organisation and embedding a coaching culture which supports staff resilience;
 - working to launch our new corporate website;
 - consolidating our advice and guidance on hybrid working and taking steps to ensure our ways of working and working environments are relevant to our staff, our partners and our business needs;
 - continuing to address issues of bullying and harassment;
 - increasing staff empowerment in decision making;
 - promoting cross-organisation working and collaboration;
 - making learning opportunities available for all.
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By 2024 it is our aim that:

- Our culture, values and behaviour strategy has had a positive impact on our work and staff are positive about moving into the next phase of educational reform;
- all colleagues work in a psychologically safe and supportive working environment which supports their wellbeing;
- every staff member receives a high-quality induction programme and ongoing appropriate support;
- all colleagues have fair access to learning and development opportunities to support their professional development and career progression;
- all colleagues are clear and confident in their role, feel valued and are empowered to lead;
- all colleagues are enabled to share and collaborate, supported by access to the information they need.



How will we measure this?**KPIs:**

- Levels of staff turnover and retention;
- the percentage of Education Scotland staff reporting that they are able to access the right learning and development opportunities when they need to;
- the percentage of Education Scotland staff reporting that learning and development activities completed at Education Scotland have been helpful for career development;
- the percentage of Education Scotland staff reporting that they have the tools to do their jobs effectively;
- the percentage of Education Scotland staff reporting that they have the information they need to do their jobs well.

Other measures will include:

- the number of staff engaging with opportunities to connect.

Transition to new organisations

Outcome: Working alongside partner organisations and key stakeholders, including children and young people, support, contribute and lead the commissions on behalf of Scottish Government to transition to three new organisations that are agile, responsive and proactive and put learners at the centre of all we do.

Objective: To ensure a smooth and effective transition to new organisations designed and developed in line with the principles outlined in the Muir report.

During 2022/24 our work in this area will focus on:

- Delivering on the work outlined in the commissions from Scottish Government;
- developing and delivering a clear timeline and change plan to achieve the objectives set out in the commissions;
- developing and implementing external and internal communication and engagement strategies and plans;
- aligning with the priorities in Culture, Values and Behaviour, ensuring our staff feel valued, supported, engaged and change ready as we prepare for change;
- in partnership with our stakeholders, developing a target operating model for the new education agency and the new inspectorate;
- in partnership with internal and external stakeholders, continuing to respond positively to any further commissions from Scottish Government and supporting the successful development of the new organisations;
- ensuring our staff are engaged in decisions about the reform of Education Scotland and the arrangements for transition to the new organisations.

By 2024 it is our aim that:

- The new organisations are in place, they meet the needs of our key stakeholders, are agile, responsive and proactive and put learners at the centre of all that we do;
- our staff have successfully transitioned to the new organisations and are enabled to support its vision, mission, purpose and aims.

How will we measure this?**KPIs:**

- Levels of engagement with staff sessions around reform;
- the percentage of Education Scotland staff reporting they feel supported and ready for change.



Executive Summary

Transition to new organisations

Outcome: Working alongside partner organisations and key stakeholders, including children and young people, support, contribute and lead the commissions on behalf of Scottish Government to transition to three new organisations that are agile, responsive and proactive and put learners at the centre of all we do.

Objective: To ensure a smooth and effective transition to new organisations designed and developed in line with the principles outlined in the Muir report.

Learning, Teaching and Assessment

Outcome: All children and young people maximise their successes and achievements.

Objective: To identify, develop and promote strategies for high quality learning, teaching and assessment that are aspirational and forward looking.

Curriculum

Outcome: Curriculum development and design is strong, sustainable and responsive, and results in improved outcomes for learners.

Objective: We will work with partners to strengthen curriculum design and development. The use of highly effective curriculum practice is clearly defined, and understood for local contexts and circumstances.

Best Use of Evidence

Outcome: The system is supported to gather, analyse, evaluate and share an agreed set of quantitative and qualitative data, including independent external evaluation.

Objective: To use evidence and independent evaluation to celebrate success, support improvement and raise standards in Scottish education; and engage in discussions about the quality of education in individual establishments, regionally, nationally and internationally.

Inclusion, Wellbeing, Equity and Equality

Outcome: Children, young people, families, and communities feel valued and are included.

Objective: We will collaborate with a wide range of partners to ensure that children, young people, families and communities are present, participating, supported, and achieving (including children, young people and adults who require additional support).

System Leadership

Outcome: Leaders are able to function effectively in circumstances of high uncertainty and complexity.

Objective: To improve collective action on complex, systemic issues.

Culture, Values and Behaviour

Outcome: Education Scotland staff feel valued, empowered and fairly treated.

Objective: To make Education Scotland a great place to work.

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