Education
Scotland
Foghlam Alba

Corporate Plan 2021–2026

For Scotland's learners, with Scotland's educators

Index

Introduction from HM Chief Inspector and Chief Executive

In April 2019, we published Education Scotland's Corporate Plan, which was intended to cover a three-year period. Less than one year later, Scotland was dealing with a serious global pandemic which had huge implications for our education system. As a result, we reviewed the priorities and planned activity set out in our Corporate Plan and published an interim plan in September 2020 outlining how we would re-focus our work to lead and support the system.

I am pleased to present here our new five-year Corporate Plan, which builds on our interim plan and sets out how we will work towards our vision of achieving excellence and equity for Scotland's learners, with Scotland's educators. We are cognisant that we are entering a period of system change and organisational reform and we make a commitment to remain flexible, adaptable and, more importantly, aspirational. This plan, which was under development prior to the announcement of the educational reform in Scotland, sets out our detailed priorities for the next year and the direction we envision existing and successor organisations will take over the four years thereafter.

We believe that this plan will enable us to continue to promote and offer unparalleled guidance and support to practitioners, and others, in order that they can better support Scotland's learners. Working together with our staff and our stakeholders, we have identified our strategic priorities as:

• System Leadership
• Curriculum
• Learning, Teaching and Assessment
• Inclusion, Wellbeing, Equity and Equalities
• Best use of evidence
• Culture, values and behaviour

In the following pages you can read more about how we will deliver each of these priorities and, for each of them, our areas of focus.

Working in partnership with our stakeholders has always been an important part of the ethos of Education Scotland, and we will continue to engage with, work with and support the system. Included in this is our commitment to respect, protect and promote the rights of children and young people.

I was incredibly proud when, in March 2021 the Scottish Government passed a bill to incorporate the UNCRC into law. I have always been passionate about working with young people and I'm looking forward to more of that interaction over the coming months and years.

As we move forward, I see our main role at Education Scotland as supporting children and young people and those involved in their education. We believe that we play a significant role in the improvement agenda and that we have a positive impact on outcomes for young people. This is due to, in part, our ability to build capacity across the system. Our focus is to ensure that Education Scotland supports practitioners to meet learners' needs, including bespoke approaches, high-quality professional learning, and system leadership.

There is no doubt that these have been difficult times for everyone. I'd like to take this opportunity to say how proud I am of Scottish education and how proud I am of the staff at Education Scotland. Together, and across the country, we pulled together and did our very best for the children and young people of Scotland. Embracing change is part of the culture at Education Scotland and we will continue to do that. I am confident that this Corporate Plan sets us up to respond suitably, appropriately and positively, over the coming year and beyond.

Gayle Gorman
HM Chief Inspector of Education

About Education Scotland

Education Scotland is the national improvement agency for education in Scotland. We were established in July 2011 as an Executive Agency of Scottish Government under the terms of the Scotland Act 1998. Scottish Ministers have charged us with supporting quality and improvement in Scottish education and thereby securing the delivery of better learning experiences and outcomes for learners of all ages. To achieve these aims, we work in the following ways across education sectors, and at national, regional, local and establishment levels:

- providing professional learning and leadership programmes;
- providing improvement support, including face to face and digital resources;
- carrying out independent external scrutiny activity, including inspection and review;
- managing the development of national digital resources, including Glow, our online learning platform, which provides a safe environment for educators, learners and parents to communicate, and collaborate;
- providing independent policy advice to Ministers and civil servants, informed by our evidence.

Our role means that, in addition to supporting the system and gathering evidence on the performance of the system, we also provide professional analysis and interpret a wide range of data relating to Scottish education. In essence, we add value to Scottish education by making sense of the system in its totality. As the Executive Agency supporting quality and improvement in Scottish education, our role ultimately secures the delivery of better learning experiences and outcomes for Scottish learners of all ages.

Our status as an Executive Agency means that we operate independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of our work. This status safeguards the independence of inspection, review and reporting within the overall context of the National Improvement Framework.

Each year, the Chief Inspector agrees the scale and priorities of our inspection and scrutiny programme in agreement with the Cabinet Secretary for Education and Skills. The Cabinet Secretary for Education and Skills may also commission specific inspection and scrutiny activity.

The annual programme of scrutiny and inspection activity was paused on 16 March 2020 in response to COVID-19. A pause in the programme was to allow education establishments to concentrate on providing support for staff and colleagues, learners and local community, and on keeping their services open without the additional demands of preparing for inspection.

HM Inspectors of Education will adopt a phased approach to resuming scrutiny activity this academic year.

Initially, HM Inspectors will engage with establishments and services that were due to have a further inspection. HM Inspectors will undertake visits with timing arrangements planned in advance with local authorities and establishments. These visits will be planned and carried out before the end of 2021. There will be a

particular focus on discussions with leaders and practitioners as to the impact of the pandemic and the actions the school has taken and continues to take to support recovery and improvement. HM Inspectors will discuss with staff the progress around the areas for development identified from earlier scrutiny activity. Following the visit, HM Inspectors will publish a report.

From January 2022, HM Inspectors will undertake a programme of individual early learning and childcare settings and school inspections. HM Inspectors will continue to take account of COVID-19 recovery and the context in which establishments and settings have been working, as well as providing evidence for the Scottish Government's National Improvement Framework.

HM Inspectors will also carry out national thematic inspections. Those being planned currently focus on supporting children's and young people's wellbeing; local approaches to recovery; and outdoor learning.

Improvements in the education sector impact on the wider community. We actively engage with health, social services and other partners to provide integrated services to improve learners' wellbeing and opportunities.

Education Scotland employed 369 staff (348.72 Full Time Equivalent) as of 31 March 2021.

Our vision and mission

Our vision is achieving excellence and equity for Scotland's learners, with Scotland's educators.

Our mission is to work in partnership with all stakeholders involved in Scottish education to secure sustained improvement in achievement and attainment for all learners, closing the poverty-related attainment gap, and securing positive and sustained destinations for all learners, regardless of their age and where the learning takes place.

Our purpose is to support and empower educators to provide the best possible experiences and outcomes for Scotland's learners. We champion improvement across the whole education system in order to reduce inequity and to maximise life chances.

Our aim for 2021/22 is to continue standing alongside the profession, working flexibly and collaboratively with them to support recovery, quality, and improvement in Scottish education. This will secure the delivery of better learning experiences, and excellence and equity, for Scottish learners.

Our commitment – in 2021/22 the work of Education Scotland will be influenced by the OECD review recommendations announced in June 2021. Education Scotland are ready to work with Professor Ken Muir on how Education Scotland, and the wider system, can change to better reflect the needs of learners. We are ready to be flexible and adapt to change as required.

We will work collaboratively across ES and with our stakeholder groups with:

- **integrity** – we deliver on promises and role model our values;
- **respect** – we respect each other, work as one team and value diverse perspectives;
- **creativity** – we are curious, we embrace change and we seek creative solutions;
- **excellence** – we work to the highest standards, influence with credibility and learn from our experiences.

As an Executive Agency of Scottish Government, we work closely with our policy colleagues across government. We provide professional advice and expertise to inform policy development across the education sector from early learning and childcare through to tertiary education. Our evidence and intelligence, gathered through scrutiny activity and through national and regional partnership work with local authorities and other education providers is highly valued by Scottish Ministers. Over 2020-21 we have played a significant leadership role in developing national education continuity and contingency plans. For the year ahead we will continue to do so, working with other partners on the national COVID-19 Educational Recovery Strategy.

Everything we do is designed to contribute to the Scottish Government's national purpose of creating a more successful country with opportunities for all to flourish through increased wellbeing, and sustainable and inclusive economic growth. Our work in improving quality, effectiveness and equality in education contributes to the following National Outcomes.

That people:

- grow up loved, safe and respected so that we realise our full potential;
- are well educated, skilled and able to contribute to society;
- tackle poverty by sharing opportunities, wealth and power more equally;
- have thriving and innovative businesses, with quality jobs and fair work for everyone;
- live in communities that are inclusive, empowered, resilient and safe;
- respect, protect and fulfil human rights and live free from discrimination.

We will also ensure that our colleagues understand their role in contributing to In the Service of Scotland, which sets out the Mission, Vision and Values for all Scottish Government employees.

Our work in context

COVID-19

The unprecedented impact of the COVID-19 pandemic provides us with a context where there is a continued need to focus on recovery across the education system in Scotland. In September 2020 we published our Recovery Plan which set out:

- our substantial national advisory role in relation to education recovery;
- the role of our staff in providing advice, monitoring, and synthesising intelligence to inform Ministerial decisions;
- a review of our priorities and planned activity to support recovery and;
- how we would lead and support the system during recovery.

The priorities set out in this new Corporate Plan reaffirm that commitment to recovery for 2021-22 and beyond. Our new strategic priorities recognise the need to take account of significant global change.

Education Recovery: Key Actions and Next Steps

The contribution of education to Scotland's COVID Recovery

The educational reform in Scotland, signalled in the OECD review recommendations, clearly has an important impact on our work going forward. We are committed to working with Professor Ken Muir on how Education Scotland, and the wider system, can change to better reflect the needs of learners. We are a flexible and adaptable organisation where embracing change is part of our culture. This Corporate Plan sets us up to respond suitably, appropriately and positively.

Our strategic priorities focus on outcomes that we envision will be achieved by existing or successor organisations over the five year period of the plan. We also set out our short-term (one year) priorities to ensure our work continues to have focus during the review period.

The National Performance Framework

The National Performance Framework continues to underpin our work to drive forward improvement across Scottish education. The framework aims to:

- create a more successful country;
- give opportunities to all people living in Scotland;
- increase the wellbeing of people living in Scotland;
- create sustainable and inclusive growth.

It aims to reduce inequalities and gives equal importance to economic, environmental and social progress.

The National Improvement Framework

The National Improvement Framework (Dec 2020) sets out the key education policies which act as levers to achieving the over-arching aims of the National Performance Framework:

- Curriculum for Excellence
- Getting it Right for Every Child
- Developing the Young Workforce
- Scottish Attainment Challenge

Whilst the core ambitions of each of these key policies for Scottish education remains pertinent for us in 2021-22, the impact of COVID-19 has brought new issues, new evidence and new thinking about how best to bring about improvement.

The world has changed as a result of the pandemic and for well over a year, children, young people and their families have experienced education in ways we might never have previously imagined. For many educators it has been the most challenging time of their career, and for many children and young people the most challenging time of their life so far, especially those who are the most vulnerable and/or the most disadvantaged.

Priority policy implementation for the Scottish Government this year include:

- a new iteration of the Scottish Attainment Challenge;
- a refreshed Curriculum for Excellence narrative – Scotland's Curriculum;
- work to revitalise the National Improvement Framework.

- continued roll out of the expansion of early learning and childcare;
- implementation of the new Lead Teacher role;
- taking account of the recommendations within the Scottish Funding Council's Coherence and Sustainability Review of Tertiary Education.

All of this work requires to be taken forward at a swift pace, through collaboration with our partners across Scottish education and in line with the Education Recovery Strategy.

The Audit Scotland report

The Audit Scotland report Improving educational outcomes for young people through school education, (March 2021) highlights the need for increased system wide collaboration, to remove duplication and address the variability in outcomes for learners across Scotland to maximise recovery and improvement.
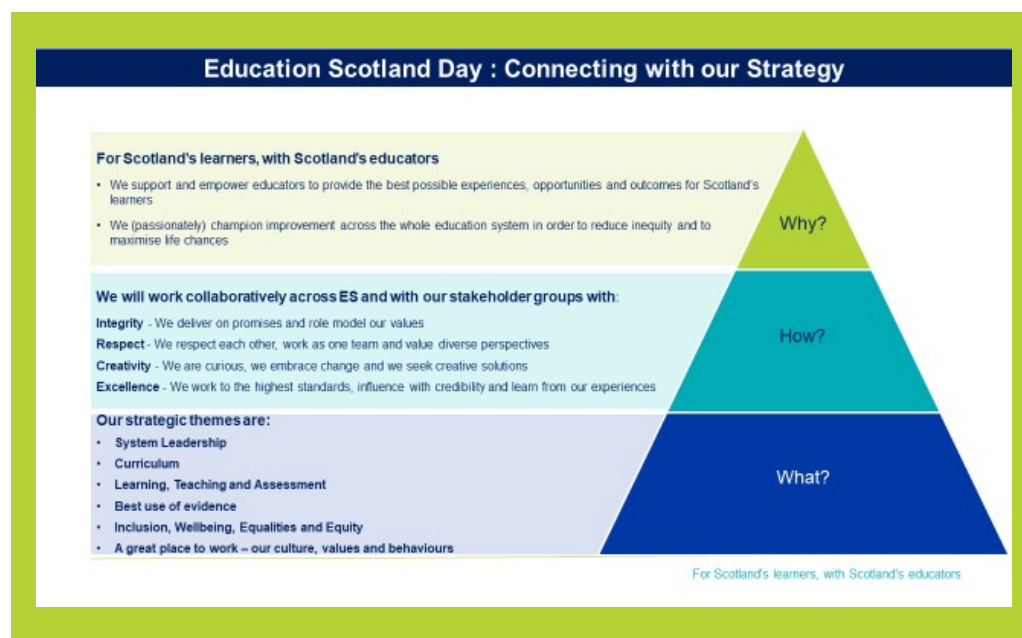
Equality

Equality is an integral part of the Scottish Government's business. The public sector equality duty requires Education Scotland to give due regard in our policies, legislation and activities to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people with different protected characteristics, as well as those disadvantaged by poverty.

Education Scotland makes decisions that affect the lives of everyone in our communities and it is therefore important that we consider the equality impact of all that we do. Education Scotland will continue to be a key contributor to delivering on Scottish Government's Equality Outcomes 2021-25, as set out in the Mainstreaming Report 2021 and supporting documents.

United Nations Convention on the Rights of the Child (UNCRC)

The UNCRC is the 'gold standard' across the world for children's rights. It covers all aspects of a child's life and sets out the civil, political, economic, social and cultural rights that all children everywhere are entitled to.

In March 2021 the Scottish Government passed a bill to incorporate the UNCRC into law. It will make it unlawful for public bodies, including Education Scotland, to act incompatibly with the UNCRC requirements. If they do, children, young people and their representatives will be able to use the courts to enforce their rights. There is also a requirement to complete Children's Rights and Well-being Impact Assessments and to involve children and young people in policy development.

Education Scotland will continue to respect, protect and promote the rights of children and young people both internally and in our engagement with stakeholders.

United Nations Sustainable Development Goals

The United Nations COP26 Climate Summit, to be hosted in Scotland in November 2021, provides us with a unique opportunity to consider the wider policy context for Scotland's curriculum. The twin challenges of the climate emergency and the threat to global biodiversity will be the defining challenges of the 21st century.

The Scottish Government has placed the United Nations Sustainable Development Goals at the heart of our National Performance Framework and has bold ambitions in relation to reducing greenhouse gases, protecting nature, promoting the circular economy and green jobs. Learning for Sustainability, as an entitlement for all learners in Curriculum for Excellence, is internationally recognised and provides us with a solid foundation upon which to build.

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 six strategic priorities are:

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

Details of each of those priorities are outlined below.

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.

During 2021/22 our work in this area will focus on:

- delivery of: Towards Headship, Into Headship, In Headship, Excellence in Headship, Middle Leadership and Teacher Leadership professional learning courses;
- developing a Professional Learning Catalogue, as part of our Transformation Programme;
- working collaboratively in providing professional learning to support curriculum developments for school leaders;
- providing pedagogy support to a range of educators;
- providing support for Minority Ethnic (ME) teachers through coaching and mentoring;
- offering access to health and wellbeing support for school staff;
- providing race equality, anti-racism and broader equality support for educators across Scotland, working with a range of partners and stakeholders;
- providing bespoke support for schools, their partners and local authority teams, to bring improvements in leadership; learning, teaching and assessment; curriculum; best use of evidence; and equality, equity, wellbeing and inclusion across all stages from 3-18;
- strengthening sustainability through improving leadership and pedagogy for equity.

Over the five year period our work in this area will focus on:

- working to ensure system leadership is clearly understood and support is developed;
- co-creating and offering capacity building for System Leadership for colleagues across the system, including Education Scotland staff;
- engaging in innovation and research, experimentation and enquiry as we move forward;
- supporting strategies for greater collaboration on complex, systemic issues;
- fostering a culture of collective leadership across the education system;
- supporting development of meeting spaces for communities of educators to build trusting relationships in support of system change and improvement;
- encouraging understanding of the key principles of a systems perspective, including systems thinking, complexity and systems change.

By 2025 it is our aim that there is:

- increased pace and improvement as an outcome of leadership support;
- greater coherence across localities and authorities;
- enhanced outcomes for learners;
- more trusting, supportive and collaborative relationships;
- enhanced targeted collaborative working;
- evidence of empowerment and system leadership at every level in the system;
- a self-sustaining culture of system leadership.

How will we measure this?

KPIs:

- the number and location of participants in professional learning programmes;
- the proportion of participants in professional learning programmes reporting increased awareness, understanding, knowledge and skills;
- the number of participants engaging in mentoring and coaching;
- number of sign ups and unique visitors to the PLL website.

Other measures will include:

- improved standards in professional learning and leadership, evidenced through schools, local authority and inspection evidence;
- improved standards on how well leadership is supporting quality and improvements, evidence through increased number of early learning and childcare settings and schools where leadership of change is evaluated as 'good' or better;
- the number of formal and informal system leadership communities and networks;
- the proportion of participants in professional learning programmes reporting they are likely to implement system leadership learning in practice.

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.

During 2021/22 our work in this area will focus on:

- collaborating with partners through a range of professional development activities to strengthen curriculum design and development;
- collaborating with partners to identify, develop and promote strategies for high quality learning, teaching and assessment that are aspirational and forward looking (including the development of skills);
- supporting schools and local authorities to deliver on their responsibilities for a range of national improvement priorities including literacy, numeracy & mathematics, Gaelic, STEM, creativity, improving gender balance and ongoing work to embed 1+2 modern languages and developing the young workforce;
- working in partnership with local authority subject networks to support improvements in outcomes for learners across all curriculum areas (including supporting Planning, Learning, Teaching, Assessment and Moderation);
- working with a range of partners to ensure the benefits and opportunities provided by COP26 are utilised to accelerate progress in embedding Learning for Sustainability;
- maintaining and developing international policy links, particularly linked to curriculum, inclusion, learning, teaching and assessment (including OECD2030, CIDREE and Salzburg Global Education Policy Makers Network);
- leading improvement to ensure equity is embedded in learning and teaching across all curriculum areas through our partnership work between regional improvement teams and local authorities.

Over the five year period our work in this area will focus on:

- working with early years settings, schools and local authorities to identify and understand local needs;
- supporting and, as needed, facilitating communities of practice;
- working with communities of practice to create a shared language and understanding of the curriculum to support consistency of message;
- identifying what works in curriculum design in order to stimulate professional dialogue and promote improvement;
- developing high quality professional learning on the curriculum;
- playing a key role in implementing the curriculum recommendations of the OECD Review;
- using the Refreshed Narrative to promote and support thinking about Scotland's Curriculum.

By 2025 it is our aim that:

- professional learning on curriculum design is informed by evidence and research is in place;
- professional learning participants report that it 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 regional collaborative has at least one community for educators in curriculum with participants reporting high levels of satisfaction in relation to the impact on their leadership and practice;
- there is evidence that a number of informal curriculum making communities are in place and thriving.

How will we measure this?

KPIs:

- increased number of participants engaging in professional learning programmes focused on Curriculum Design informed by evidence and research;
- an increasing proportion of participants in professional learning programmes report they are likely to have implemented curriculum design learning in practice,

subsequently improving outcomes for learners;
- increased number of engagements with Education Scotland's Curriculum Design support materials, guidance and resources.

Other measures will include:

- improved standards in curriculum design for learners, evidenced through schools, local authority and inspection evidence;
- evidence of increased practitioner knowledge, confidence, understanding and skills in relation to curriculum design;
- increased number of school, local authority and regional / locality support requests / engagements relating to Curriculum Design;
- the number of formal and informal curriculum design communities and networks;
- evidence of increased number of early years settings, schools and / or local authorities delivering their national improvement priorities.

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 2021/22 our work in this area will focus on:

- providing support to local authorities, schools and partners to be aware of, and meet, their responsibilities in relation to the new UNCRC requirements, including support for development of Children's Rights and Well-being Impact Assessments;
- work with RIC Lead Officers, Scottish Government and other partners to develop next steps for maximising the potential of regional collaboratives to provide excellence and equity for all learners;
- work in partnership with local authorities and Scottish Government to ensure an effective response to the recommendations of the Audit Scotland report "Improving outcomes for young people through school education" (March 2021);
- supporting Digital, Learning and Teaching (including cyber security and Internet Safety & Responsible Use);
- maintaining and supporting digital support and services (including Glow, SWAN, NeLO and future services).

Over the five year period our work in this area will focus on:

- working collaboratively with our stakeholders to offer high quality support, guidance, resources and professional learning;
- pedagogical approaches;
- 'Learning, Teaching and Assessment Cycle' within the Broad General Education (incorporating guidance from OECD);

- effective use of data and assessment information;
- assessment across the curriculum;
- learning from, and through, research, collaboration and enquiry;
- evidence from research, scrutiny and best practice.

Integral to these elements is the inclusion and embedding of:

- fostering creativity and innovation;
- enhanced inclusion of 'Skills for the Future' (meta skills);
- digital pedagogy and exploration;
- continuing focus on equality, equity and inclusion.

Approaches to achieve this objective will include:

- 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 and supporting dissemination and use across the system.

By 2025 it is our aim to have:

- increased levels of identification, rigour and response to 'gaps'

in children and young people's learning and attainment;
- consistently high quality standards, experiences and outcomes for Scotland's children and young people 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, leading to focused enquiry and improvements in learning, teaching and assessment;
- the practical learning, teaching and assessment guidance offered by Education Scotland supports practitioners to enhance the experiences and outcomes for all learners;
- signs of an 'inwards, outwards and forwards' learning system.

How will we measure this?

KPIs:

- increased number of participants engaging in professional learning programmes focused on Learning, Teaching and Assessment topics.

- an increasing proportion of participants in professional learning programmes report they are likely to implement the learning in practice, subsequently improving outcomes for learners;
- increased number of engagements with Education Scotland's Learning, Teaching and Assessment support materials, guidance and resources.

Other measures will include:

- improved standards in experiences for learners, evidenced through schools and local authority evidence;
- increased number of early learning and childcare settings and schools where Learning, Teaching and Assessment is evaluated as 'good' or better;
- evidence of increased practitioner knowledge, confidence, understanding and skills in relation to key Learning, Teaching and Assessment topics;
- increased number of school, local authority and regional / locality support requests / engagements relating to Learning, Teaching and Assessment (year on year).

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. This includes children, young people and adults who require additional support.

During 2021/22 our work in this area will focus on:

- working in partnership with key stakeholders to provide professional learning, resources and opportunities to share practice towards achieving equality of opportunity for those with protected characteristics, and the inclusion of marginalised and vulnerable groups;
- providing professional advice and guidance and building capacity for improvement in approaches to close the poverty related attainment gap including preparing for the next iteration of the Scottish Attainment Challenge;
- working in partnership with Scottish Government to plan and implement next steps for the National Improvement Framework and the Scottish Attainment Challenge;
- collaborating with partners to provide tools and professional learning to ensure that children and young people are present, participating, supported, and achieving (including equalities audit of Es and Os, relaunch of dyslexia GTCS professional learning modules, strengthening work around health and wellbeing, and relationships education);
- collaborating with the six Regional Improvement Collaboratives (RICs) to achieve priorities set out in their improvement plans for 2021-22 and enhance sharing of effective practice across and between RICs;
- working in regional improvement teams across early learning and childcare, primary and secondary education to support out of school learning, parental engagement and family learning including work with third sector partners.

Over the five year period our work in this area will focus on:

- facilitating meaningful engagement with children and young people and ensuring their rights, as set out in the UNCRC are supported;
- develop and maintain communities of educators to facilitate outcomes for children, young people, families and communities;
- working in partnership with key stakeholders to co-create resources, deliver professional learning, provide opportunities to share best practice, and to address inequalities for those children and young people with protected characteristics, or who are marginalised and vulnerable;
- supporting the implementation of legislation related to inclusive practice through our work with practitioners, Scottish Government, the third sector, and other relevant stakeholders;
- supporting the mental health and wellbeing of children, young people, their families and communities by co-creating high quality resources and professional learning;
- working collaboratively across Education Scotland, and with others, to improve universal approaches for all children and young people, and

targeted interventions for learners who require additional support to improve learning outcomes;
- leading professional learning for all Education Scotland staff to raise awareness of key areas of inclusion, wellbeing, equity and equalities;
- encouraging candidates from diverse backgrounds to apply for positions within Education Scotland and to take part in our professional learning and leadership programmes;
- introducing some new strands of work to increase innovation, creativity and partnership to strengthen the collective ambition of Scottish educators to close the poverty-related attainment gap

By 2025 it is our aim that:

- existing resources on the National Improvement Hub to support practitioners' inclusive practice will be refreshed to take account of the impact of and learning taken from COVID-19;
- professional learning opportunities, communities of educators and our staff will have led to increased

awareness, understanding, knowledge and skills in relation to inclusion, wellbeing, equity and equalities;
- parents and carers will have increased access to information and support in relation to inclusion, wellbeing, equity and equalities;
- there will be improved collaboration around inclusion, wellbeing, equity and equalities across Education Scotland, Scottish Government and with partners;
- inclusion, wellbeing, equity and equalities will be integrated as part of universal and targeted supports offered by Education Scotland;
- more candidates from diverse backgrounds will be successfully applying for roles within Education Scotland and participating in our professional learning and leadership programmes.

How will we measure this?

KPIs:

- number of professional learning opportunities focused on key areas of inclusion, wellbeing, equity and equalities;

- number of downloads of resources and good practice examples;
- proportion of professional learning participants who report increased awareness, understanding, knowledge and skills in relation to key areas of inclusion, wellbeing, equity and equalities;
- proportion of professional learning participants who indicate they are likely to implement the learning.

Other measures will include:

- improved standards through increased number of early learning and childcare settings and schools where on ensuring wellbeing, equality and inclusion is evaluated as 'good' or better;
- number of engagements with partners around key areas of inclusion, wellbeing, equity and equalities;
- number of Regional Improvement Team and Regional Improvement Collaborative plans which include reference to key areas of inclusion, wellbeing, equity and equalities;
- number of Equality (EWIA) and Children's Rights and Wellbeing Impact Assessments (CRWIA) produced;

- proportion of Education Scotland staff with one or more protected characteristics;
- proportion of professional learning and leadership participants with one or more protected characteristics;
- proportion of ES staff responding to the Civil Service People Survey who report that they experienced discrimination at work and identified a protected characteristic as a contributor to this;
- proportion of ES staff responding to Civil Service People Survey who report that the organisation respects individual differences e.g. cultures, working styles, background etc.

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 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.

During 2021/22 our work in this area will focus on:

- supporting schools and local authorities, through professional dialogue during scrutiny activities to ensure priorities for improvement for COVID-19 recovery are based on robust self-evaluation and effective approaches to quality improvement;
- supporting further development and implementation of a programme of local authority Collaborative Improvements in partnership with ADES;
- providing advice and support to schools on their priorities for improvement which takes account of evidence as part of COVID-19 recovery via a programme of national webinars;
- sharing examples of highly effective practice illustrating how establishments have made changes to learning experiences and the curriculum to address the impact of COVID-19;
- sharing evidence of the effectiveness of interventions put in place by establishments to address the impact of COVID-19 and meet the needs of learners;
- providing evidence through independent scrutiny activity of the impact of leadership on addressing the impact of COVID-19;

- undertaking national thematic reviews as part of the Education Recovery Strategy to support improvement and identify what is working well and highly effective practice. They will also highlight areas where further improvement is required.

Over the five year period our work in this area will focus on:

- promoting the analysis and effective use of a range of evidence as central to self-evaluation and continuous improvement;
- agreeing key data and evidence to support system improvement;
- collaborating with partners to support the system to gather and use data, evidence and independent evaluation more effectively;
- providing independent evaluation and assurance on the quality of education locally, nationally and at individual school level;
- offering professional development across the system on effectively using data and evidence to support improvement;
- making effective use of organisational self-evaluation and independent evaluation to direct and improve our work;
- developing systems to ensure all evidence and data is stored easily

and safely, and is simple to retrieve;
- developing appropriate tools to analyse data and evidence in a number of ways;
- presenting data and evidence to the system in a user-friendly manner;
- supporting the enhancement of Scotland's education research capacity.

By 2025 it is our aim that colleagues across the system will be able to:

- gather, store and retrieve data and evidence easily;
- analyse and evaluate data and evidence effectively as part of self-evaluation to inform improvement and demonstrate impact on outcomes for learners;
- Have a robust and accurate view of improvement in different contexts.

How will we measure this?

KPIs:

- number of professional development opportunities focused on use of evidence (internal and external stakeholders);
- proportion of professional development participants who

report increased knowledge, awareness, understanding and skills in relation to use of evidence;
- number of planned inspections carried out across different sectors;
- 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;
- percentage of headteachers/heads of settings who report that the school / setting has made changes as a direct result of the inspection;
- 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;
- number of engagements with examples of highly effective practice.

Other measures will include:

- number of engagements with stakeholders around use of evidence;
- proportion of professional development participants who indicate they have implemented the learning;
- proportion of Education Scotland staff who report increased knowledge, confidence, and skills in relation to use of evidence;
- proportion of Education Scotland staff who report increased access to evidence.

Culture, Values and Behaviour

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

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

During 2021/22 our work in this area will focus on:

- ensuring our staff are informed, engaged and consulted during the educational reform in Scotland;
- developing and implementing a strategy to support a culture of positive behaviour across the whole organisation;
- implementing an internal communications and engagements strategy to ensure all staff are given opportunities to communicate, connect, share and engage with colleagues across the organisation;
- implementing a coaching, shadowing and mentoring programme for all staff;
- undertaking a complete refresh of our corporate website;
- ensuring our staff feel safe and supported as they return to offices and resume face to face engagements and visits;
- improving the digital systems and resources that we need to support the work we do;
- improving our processes to get the most out of these resources and better align them with the business;
- ensuring our service design puts our users at the centre of what we do and is focused on designing with the people who use our services and access our resources, including our staff.

Over the five year period our work in this area will focus on:

- addressing issues of bullying and harassment;
- ensuring HR processes are applied consistently and fairly across the organisation;
- ensuring all staff share and own vision and purpose;
- increasing staff empowerment in decision making;
- promoting cross-organisation working and collaboration;
- making learning opportunities available for all;
- recognising the strengths of individual staff across the organisation;
- having clear and sustainable progression opportunities available for all.

By 2025 it is our aim that:

- the educational reform has had a positive impact on the work of the organisation and staff are positive about the process and the outcome;
- all colleagues work within a safe, healthy and supportive physical and psychological working environment;

- 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 to be able to access and engage with high quality information at the right time and place with opportunities to share and collaborate.

KPIs:

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

- that they have the information they need to do their jobs well.

Other measures will include:

- numbers/percentages of staff completing training and accredited learning;
- number of staff engaging with opportunities to connect and share;
- reductions in non-working days lost due to staff absence;
- levels of staff confidence, happiness and job satisfaction;
- staff progression and promotion (internal and external).

Executive Summary

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.

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).

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.

Culture, Values and Behaviour

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

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

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 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.

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.

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