



WELCOME TO OUR ANNUAL REVIEW

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ANNUAL REVIEW 2013/2014



This annual review highlights the fact that 2013/2014 was a year marked by many significant milestones for Education Scotland as we accelerated the pace in developing our role as Scotland's new integrated national improvement agency for education.

Earlier in the year we published our first three-year Corporate Plan. The plan sets out an ambitious vision for ensuring that all Scottish learners, regardless of background, can benefit from a world-class education system. It describes how we plan to go about creating a 'virtuous cycle of improvement' in the education system which generates and spreads excellence from the ground up.

The plan also, of course, sets out Education Scotland's own commitment to maximising our role in achieving the vision, defined in terms of six strategic objectives. This review takes each of those objectives in turn and reports on the progress we have made in taking them forward over the last year.



The following pages present a record, I believe, of strong progress in which our impact is growing in both breadth and depth. There are examples of where we are taking a leading role in ensuring the effective implementation of major programmes of reform, particularly with regard to Curriculum for Excellence and Teaching Scotland's Future. Equally, there are examples of the agency leading the development of new policy and strategy such as in the areas of community learning and development, youth strategy and adult learning. There are many creative examples of how we are engaging in new ways with practitioners across all sectors to encourage professional learning, collaboration and improvement within and across education sectors. There are also many examples of how we are working to extend our reach beyond traditional boundaries to promote and support cross-sectoral working with partners beyond education in areas such as the early years, health and wellbeing and in prisons and the justice system.

I hope you find this review to be an interesting, informative and accessible account of the growing range of work Education Scotland is now undertaking, and the outputs and impact we achieved over the last year as a result. If you are a stakeholder who already engages with us in any sector, I hope it also stimulates you to consider how we might work together even more effectively in the future, to improve the quality and equity of outcomes for all learners in Scotland.

Bill Maxwell, Chief Executive

Who we are

What we do

What we achieved in 2013/14

Strategic Objective 1: Build a world-class curriculum for all learners in Scotland

Strategic Objective 2: Promote high-quality professional learning and leadership amongst education practitioners

Strategic Objective 3: Build the capacity of education providers to improve their performance continuously

Strategic Objective 4: Provide independent evaluation of education provision

Strategic Objective 5: Influence national policy through evidence-based advice

Strategic Objective 6: Improve our organisational capability and invest in our people

WHO WE ARE

We are Scotland's national improvement agency for education.

Our work covers the full range of education provision in Scotland for all learners in:

Primary, secondary and special schools



Third sector organisations



Community learning and development (CLD)



Teacher education



Independent schools



Publicly and privately funded colleges



Early years centres



Prison education



Educational psychology services



Our executive agency status safeguards our ability to evaluate and report impartially on the quality of education provision and the success of national policy in practice.

We work closely with Scottish Ministers and policy colleagues within the Scottish Government.

OUR STAFF ARE OUR KEY RESOURCE

They bring together a rich mix of different skills and expertise, including curriculum development specialists, HM Inspectors, corporate service specialists, analysts, and experts in research, information, communications, technology and other areas.

We maintain a blend of permanent staff, full and part-time secondees as well as temporary staff to ensure continuously refreshed thinking and approaches.



327 Staff

- 252 permanent
- 51 secondees
- 13 temporary staff
- 11 fixed-term appointments

Our operating budget for 2013/14 was £34.9 million.

We present our accounts to the Scottish Parliament by the end of each year. They are published on our website annually. During 2013/14 procurement savings totalled £866k and savings from office rationalisation totalled £292k.

We have offices in:

1. Inverness
2. Aberdeen
3. Dundee
4. Edinburgh
5. Livingston
6. Clydebank
7. Glasgow



WHAT WE DO

Through engagement with our staff and key partners we developed a vision and mission:

VISION

Learners in Scotland will progress in one of the most effective education systems in the world, renowned for the ability of national and local partners to work flexibly together to achieve high-quality and equitable outcomes for all.

MISSION

We will provide the best blend of national support and challenge to inspire and secure continuous improvement in experiences and opportunities for all learners in Scotland.

All our staff have contributed to defining our core values, which are:



We deliver a coherent and balanced blend of activities to support improvement in Scottish education. This includes support activities such as working in partnership with education authorities through the area

lead officer network, advice on curriculum, learning, teaching and assessment across sectors; and challenge activities, such as evaluation, inspection and review.

WHAT WE ACHIEVED IN 2013/14

In prioritising **Education Scotland's** work for the next three years we focused on the areas where we believe we can make the strongest contribution, drawing on our unique role in the system. We defined this contribution in terms of six strategic objectives.

Our strategic objectives directly support delivery of our vision and our mission. Each makes a distinctive contribution to building the coherent overall framework which is necessary to ensure that a strong virtuous cycle of improvement becomes established across the country.

Strategic Objective 1: Build a world-class curriculum for all learners in Scotland

Educators need a clear framework of national guidance on what learners are expected to learn. We have a clear role in ensuring that such guidance is established in all areas and that it is kept under review to ensure that it remains fit for purpose in the years ahead.

In Scotland we are committed to a curriculum framework which focuses on outcomes and a broad definition of the knowledge, skills and attributes which we want our learners to develop and which gives practitioners a high level of professional freedom to tailor learners' experiences to meet their specific local needs.

This includes Curriculum for Excellence but also other guidance we produce on areas beyond the age range CfE covers.

We:



developed a wide range of curriculum development and assessment support materials which have been published on our website:

- [Curriculum for Excellence Briefings](#),
- resources for primary science,
- materials related to [e-portfolios, profiling, assessment and moderation materials](#),
- [course materials](#) for the new National Qualifications and also for the new Higher,
- **12** [professional focus papers](#) for the courses at National 2,
- advice and guidance for **26** units at National 1,
- a [professional learning resource](#) drawing on the work published on the [National Assessment Resource \(NAR\)](#),

WHAT WE ACHIEVED IN 2013/14



- worked in partnership with the [Scottish Qualifications Authority](#) (SQA), to publish a resource entitled [Making Good Assessment Decisions](#),
- worked with the [National Parent Forum of Scotland](#) to support the development of the '[Great Learning](#)' leaflet for parents,
- filmed exemplification of good practice in developing the primary curriculum,
- provided translations of translations of key new National Qualification support material for Gaelic Medium education and a resource to support primary modern languages.



are committed to achieving a sustainable future for the Gaelic language. Our work on Studying Scotland ensures that learning about Gaelic language and culture can be an integral part of children and young people's learning about Scotland and its identity.

we continue to support, build and develop confidence and understanding with early years practitioners through visits and resources. Our Early Years Matters publication reaches every early learning and childcare setting.



developed a resource to evaluate the primary curriculum which has been used with groups of Headteachers and local authority staff.



developed guidance for the introduction of modern language learning in Primary 1.



hosted a series of conversation days across the curricular areas in both primary and secondary to help support and build the confidence of practitioners. More than 75% of participants found the events either excellent or very good and more than 85% reported an intention to improve aspects of the senior phase curriculum in their school.



planned, organised and delivered a wide range of events aimed at supporting the development of the curriculum. For example, in February and March 2014, working in partnership with ADES, [School Leaders Scotland](#) (SLS), [SQA](#) and [Scottish Government](#), we organised four national Curriculum for Excellence Leadership events focusing on the senior phase.



visited around 70 secondary schools to engage in professional dialogue about how the curriculum is changing and the impact it is having.



brought together staff working with children and young people in special schools and units, including those with complex needs, to engage with the implementation of Curriculum for Excellence.



WHAT WE ACHIEVED IN 2013/14



engaged with teachers and Headteachers in special schools to take forward recommendations from the strategic [Review of learning provision for children and young people with complex additional support needs](#) in terms of curriculum learning, teaching and assessment in special schools for those with complex needs.



established a strong and well-connected set of communities in sciences, technologies, engineering and mathematics. Within a few months of its launch, over **900** individuals had subscribed to the new STEM e-bulletin.

We have supported schools in improving the quality of the learning experience in physical education for all children and young people. Increasing the amount of PE pupils receive in schools has been a government priority for a number of years. The percentage of primary schools meeting the target is now 97%, and secondary schools is 90%.



sought the views of parents through our [Parentzone](#) survey and by engaging stakeholders in our work. We have begun to make use of this to form a number of focus groups who will comment on and contribute to the development of our web estate.



have an enhanced focus on supporting children's rights as the fundamental foundation on which to build a whole school inclusive community through working with a range of partners from local authorities, schools, the [Association of Directors of Education Scotland](#) (ADES), the [Association of Scottish Principal Educational Psychologists](#) (ASPEP) and the Scottish Teacher Education Committee (STEC) and have produced an online [Children's Right's resource](#).



over 900 individuals had subscribed to the new STEM e-bulletin”

WHAT WE ACHIEVED IN 2013/14

worked with youth work organisations from across Scotland to produce an ambitious [National Strategy for Youth Work](#), that emphasises the strong links between Curriculum for Excellence and Youth Work.



supported curriculum development in the college sector through our engagement during [reviews and through our annual engagement visits](#).



co-produced a [Statement of Ambition for Adult Learning](#) in Scotland with adult learning organisations that links adult learning activities to Curriculum for Excellence.



worked with the College Development Network and published thematic reports to support colleges, for example [Improving Outcomes for Learners in Communities: Maximising the Contribution of Scotland's Colleges to Community Planning in a Regional Context](#), and, [Meeting the Needs of Learners and Employers Through Effective Planning, Application and Admissions Processes in Scotland's Colleges](#).



[Game On Scotland](#), the official education programme for the Commonwealth Games 2014, now hosts over 30 films specifically created to support learning around the Commonwealth Games (including 16 for the venue tours).



**GAME ON
SCOTLAND
SUBSCRIBERS
(SIGN-UPS):
3800+**

**OVER 90
ATHLETE VISITS
TO SCHOOLS
CONDUCTED**

**OVER 100
GAME ON
SCOTLAND
PLAQUES
AWARDED**

**GAME ON
CHALLENGES
(SCHOOLS ON
INTERACTIVE MAP
GAMES-RELATED
LEARNING):
600+**

**12 GAME ON
SCOTLAND GLOW
MEETS WERE
RECORDED AND
SHARED**

Strategic Objective 2: Promote high-quality professional learning and leadership amongst education practitioners

Improvement in the education system relies on consistently achieving high-quality professional practice both in terms of service delivery by individual education practitioners and the leadership displayed in educational services and establishments. We have a key role to play in promoting and delivering effective professional development opportunities on a national basis.

We developed and published our [strategy](#), which sets out what we believe about promoting high-quality professional learning and leadership amongst education practitioners.

We have played a key role in the ongoing implementation of the recommendations from Teaching Scotland's Future. As a member of the National Implementation Board and working in partnership, we



worked closely with professional associations such as the [Educational Institute of Scotland](#) (EIS) to jointly plan and host successful practitioner events, that focussed on improving professional learning.



developed a new aspect review model which will report on the quality of new partnership arrangements between universities and education authorities.



worked with universities and education authorities to develop [Mentoring Matters](#) to support professional educators leading and/or participating in individual or group peer mentoring.



commissioned three research projects each with a focus on different aspects of the role of mentoring in supporting teachers' professional learning: [Improving Initial Teacher Education](#); [Improving the PRD Process](#); and [Improving Career-long Professional Learning](#).

WHAT WE ACHIEVED IN 2013/14



worked in collaboration with the [University of Glasgow](#) and [GTCS](#) to create the [Career-long Professional Learning](#) guidance.



have supported the development of [Scotland's College for Educational Leadership](#) (SCEL) through the scoping phase and early work done to establish the college as an independent organisation. We have also played a key role on the shadow board.



worked with national partners including [GTCS](#), [SCEL](#) and universities to develop the [Framework for Educational Leadership](#).



promoted international professional learning about Scotland's approaches to inclusive education and data collection on inclusive practices with the [European Agency for Special Needs and Inclusive Education](#).



Supported professional learning and the sharing of good practice in [Opportunities for All](#).

In addition, we led:

the participation of 20 volunteers in **Education Scotland** in the pilot phase of [Professional Update](#) for GTCS registered teachers.



the [Flexible Route to Headship](#) (FRH) programme.



the development of revised national guidance for [Professional Review and Development \(PRD\)](#) in collaboration with national partners including professional associations.



We host:



[The Standards Council for Community Learning and Development](#) for Scotland, which has delivered its Learning village, established a membership and registration scheme and approved a range of higher and further education courses for the profession across Scotland.

WHAT WE ACHIEVED IN 2013/14



We work with our partners to manage Glow, the Scottish education intranet. Glow provides a unique national platform for spreading effective professional practice and promoting engagement in high-quality CPD.



97,072

new users provisioned

= 1,240,559

users in total provisioned



170,507

log-ins on average per week



33,000

mail accounts in total



3217

establishments
live in Glow



25-26 September 2013
SECC ► GLASGOW

**SCOTTISH
LEARNING
FESTIVAL 2013**
OVER 100 SEMINARS
4381 DELEGATES
OVER 170 EXHIBITORS



4381 delegates attended the Scottish Learning Festival in 2013”

Strategic Objective 3: Build the capacity of education providers to improve their performance continuously

Establishments and services need to continuously evaluate their own performance and take well-judged action to improve. We believe in building quality from the ground up. We have a range of ways in which we provide relevant guidance, advice and support to providers across all sectors.

We developed and published our [strategy](#), which sets out what we believe about building capacity for continuous improvement.

Supporting local authorities, we:



launched the School Improvement Programme as an approach to Scotland's attainment issues with a focus on innovating to tackle educational inequality. We published the School Improvement Partnership Programme (SIPP) [Interim Evaluation Report](#), which provided encouraging evidence that the programme is having an impact. We are leading the development of **10** individual partnership projects through this programme.



developed local partnership agreements with **13** local authorities which have provided more targeted and customised input from our staff to support improvement.



provide support and challenge to their work through [Validated self-evaluation](#) (VSE).



developed a self-evaluation toolkit to help councils improve the way they undertake the [Schools Consultation process](#).



have supported their development of their policies and approaches to relationships and behaviour in light of the new guidance in [Better Relationships, Better Learning, Better Behaviour](#).



supported the use of the [GIRFEC self-evaluation](#) tool to evaluate current practice and plan improvement in the implementation of [Getting it Right for Every Child](#).

WHAT WE ACHIEVED IN 2013/14

Working with establishments and services, we



carried out **91** support visits following inspections across a range of sectors and schools to build capacity and support further improvement.



supported capacity building for improvement in **41** Residential Special Schools and services with a focus on taking forward school improvement priorities.



supported HMYOI Polmont in taking a transformational new approach to the development of the learning environment and approaches to Social Emotional Health and Wellbeing support for young people.

Working nationally, we:

supported and built self-evaluation capacity with **9** national adult learning organisations in CLD through our work in Strategic Funding Partnerships.

hosted a series of five 'Creative Conversations' to support Community Learning and Development practitioners explore areas of current national policy and practice.

recruited and trained the first **30** Associate Assessors from the Culture and Sports sector from across Scotland to support the self-evaluation tool 'How Good is our Culture and Sport?'.

developed a new self-evaluation tool for use in third sector organisations 'How Good is Our Third Sector Organisation?'.

worked in partnership with the Insight Project Board to contribute to the development of [Insight – Benchmarking for Excellence](#).



We have gathered **59** examples of innovative practice following inspection and reviews which we have shared more widely through our website. The [Journey to Excellence](#) website attracted **240,875** visits compared to 201,591 visits for the previous reporting year. This demonstrates a **19.5% growth** in visits to the site in search of knowledge of innovative practice across Scotland.

Strategic Objective 4: Provide independent evaluation of education provision

Whilst self-evaluation is key, improvement in education also relies on having a strong flow of objective evidence from evaluations of both current and newly emerging practice. This is important so that education providers can share learning and build on each other's successes and so Ministers and all stakeholders have access to evidence of how well all parts of the system are performing. Providing independent evaluation is a core role of our organisation drawing on our unique reach to all education sectors and across all parts of the country.

We have begun work on a long-term review of our inspection models across all sectors, looking ahead to what inspection and review might look like in three to five years.

Over the period 1 April 2013 to 31 March 2014, we have carried out inspections and reviews as detailed in the table below.

<i>'Stand-alone' pre-school settings</i>	103	<i>Prison education settings¹</i>	5
<i>Primary schools</i>	159 (includes 85 with a pre-school class)	<i>Learning communities</i>	29
<i>Secondary schools</i>	30	<i>Children services²</i>	6
<i>All-through schools</i>	3 (includes 3 with a pre-school class)	<i>Third sector organisations</i>	1
<i>Day special schools</i>	9 (includes 1 with a pre-school class)	<i>Independent schools</i>	2
<i>Residential special schools and secure care services</i>	6 (includes 1 with a pre-school class)	<i>Best Value³</i>	2
<i>School care accommodation service</i>	1	<i>Community Planning Partnerships⁴</i>	3
<i>College reviews</i>	9	<i>Total</i>	368

We carried out five further inspections in pre-school settings; 30 in primary schools; ten in secondary schools; six in special schools and eight in learning communities to evaluate the progress made with aspects for improvement identified during their original inspections.

¹In partnership with [HM Inspectorate of Prisons for Scotland](#)

²In partnership with [Care Inspectorate](#)

³In partnership with [Audit Scotland](#)

⁴In partnership with [Audit Scotland](#)

WHAT WE ACHIEVED IN 2013/14

In addition to our programme of establishment and service-focused inspections, we



worked in partnership with the [Care Inspectorate](#), to introduce a new shared approach to inspecting pre-school settings which takes into account our duties under the [Public Service Reform \(Scotland\) Act 2010](#).



piloted a new approach to evaluating the impact of inspection, starting with the pre-school sector.



published [3-18 curriculum impact reviews](#) on health and wellbeing; creativity; and religious and moral education, and updated our reviews on science and social studies.



piloted a revised approach to engaging with independent schools. [Quality Improvement through Professional Engagement](#) (QUIPE) visits aim to provide assurance to parents that a school's approaches to quality assurance are robust and that the school has the capacity to continue to improve.

developed a new partnership approach to the external review of Careers Information Advice and Guidance with [Skills Development Scotland](#) (SDS).



carried out **29** Annual Engagement Visits to colleges. These are a significant element of the formal evaluation done by us on behalf of the [Scottish Funding Council](#) of the quality of provision in colleges. We also carried out **12** annual engagement visits to independent colleges.



carried out **12** Annual Engagement Visits, on behalf of the Home Office, to private colleges and English language schools who require successful educational oversight in order to recruit international students.



evaluated the funding model of Strategic Funding Partnerships.



contributed to the [shared risk assessment](#) (SRA) process of all **32** local authorities co-ordinated by [Audit Scotland](#).



WHAT WE ACHIEVED IN 2013/14

Strategic Objective 5: Influence national policy through evidence-based advice

Scottish Ministers and their policy officials require good access to timely, well-founded professional advice to help them develop and revise policy on education and other areas of public services. We have access to a uniquely broad base of knowledge and evidence, and through combining this with knowledge from research and international analyses, we aim to provide high-quality, professional advice and engage in ways which maximise our impact in this area.

In Adult Learning and Youthwork we provide policy development support for Ministers at first hand.

We published:

[the Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#)

[Our Ambitions for Improving the Life Chances of Young People in Scotland](#) (the national Youthwork Strategy 2014-2019), in partnership with [YouthLink Scotland](#)

[Adult Learning in Scotland, a Statement of Ambition](#)

In addition, we:



are developing our knowledge management arrangements and capability to improve our abilities to generate high-quality, impartial advice to influence national policy.



have worked with Scottish Government and partners in contributing to cross-cutting policy areas, such as Post 16 Reform and the [Commission for Developing Scotland's Young Workforce](#), and in policy areas beyond education and children's services, including the [Community Empowerment \(Scotland\) Bill](#).

WHAT WE ACHIEVED IN 2013/14



have provided evidence-based policy advice that has influenced issues of national priority, such as:

- the strengths and areas for further support in implementing Curriculum for Excellence.
- the [Ministerial Report for 2013](#) in relation to implementing the Education (Additional Support for Learning) (Scotland) Act 2004, including advice to the National Advisory Group on effective practice in supporting learners at transitions.
- reports on **59** consultations on school closures and amendments to the [Schools \(Consultation\) \(Scotland\) Act 2010](#).
- through our policy lead on adult learning, working with the sector to lead the development of a Statement of Ambition for adult learning to be a central element of personal and community empowerment.



WHAT WE ACHIEVED IN 2013/14

Strategic Objective 6: Improve our organisational capability and invest in our people

Our success in pursuing the previous five strategic objectives will, to a large extent, rely on how effective we are at improving our own organisational capability and realising the potential of our staff. We are, therefore, committed to continuous improvement of our systems and practices.

We have established a People Board, Strategic Impact Board and Resources Board which now form a major component within Education Scotland's overall governance structure and reports directly to our Corporate Management Group.

Our corporate functions enable our activity. We are committed to improving our organisational capability and improving our performance.

in relation to organisational capability, we have:

reviewed our knowledge management approaches to support **Education Scotland's** system-wide capacity and capability for using knowledge. This included the establishment of our Analytical Services Team and the development of a revised approach to the development and use of research and statistical analysis through a Corporate Analytical Services Programme.

commissioned high-quality, independent research and evaluation and provided statistical support to inspection, review and development work.

In addition we have:

in relation to sustainability:

established a baseline to monitor overall CO₂ emissions, reduce the amount of waste we generate, increase the amount of waste we recycle and reduce the overall business miles travelled.

in relation to financial efficiency:

achieved savings of £2.8 million over the course of 2013/14. Further information is available in our annual accounts.

in relation to investing in our people:

Our People Board is taking forward key developments in:

- embedding our values;
- managing and leading change;
- improving our learning and development;
- improving internal communications and engagement; and
- increasing the impact of line management.

WHAT WE ACHIEVED IN 2013/14

we have implemented 'monthly conversations' where our staff have regular one-to-one discussions with their line manager.

in relation to Equality and Diversity:

we have worked together with partner organisations to support work on Tackling Sectarianism, including developing resources and publishing Learning Journeys in English and Gaelic. We continue to link with a diverse set of groups through our networks for Diversity and Equality and Tackling Sectarianism.

we played a key role in promoting the Scottish Government's public sector equality duties, making a key contribution to the Scottish Government's specific equality outcome on education.



Education Scotland website:

4,043,362 unique visitors

6,195,272 visits

24,777,467 page views

257 e-bulletins issued

113 Education Scotland events



6476 General enquiries

95 FOIs

98 Complaints



4506 Twitter followers



988 Facebook likes

Follow us on [twitter @educationScot](#) and find us on Facebook.

WHAT WE ACHIEVED IN 2013/14

International engagement

Our [international strategy](#) affirms our commitment to preparing today's learners across all sectors for a global future. It reflects our ongoing work with children, young people and adults in implementing language learning, global citizenship, international education and sustainability programmes. The strategy also focuses on how we can learn from engagement with the international community through international benchmarking activities, and through working closely with a selected group of other countries and international organisations to engage in strategic dialogue and the sharing of policy and practice in the development of national education improvement strategies.

We:

-  hosted 30 international delegations who visited to find out about our approaches to improvement and to learn from our good practice.
-  are working with the Standing International Conference of Inspectorates to look at how we understand and evaluate the social impact of learning institutions.
-  established a cooperation agreement over the period 2014–2019 with the Malawi government to improve education outcomes in both Scotland and Malawi.
-  hosted the SICI Annual General Assembly which was attended by 90 delegates from 20 different countries.
-  strengthened our partnership working with key stakeholders involved in International engagement.
-  are working in partnership with the [British Council](#) to deliver an International Collaborative programme focused on school improvement. **22** secondary headteachers across **14** Scottish local authorities have been linked with headteachers in Hong Kong and Taiwan.



Our continuing story:

By continuing to focus on our Strategic Objectives we will seek to make a significant contribution to achieving Scotland's collective ambition for education. This will mean:

- educational outcomes for all learners are improving;
- inequity in educational outcomes is eradicated;
- public confidence in education is high.



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Transforming lives through learning

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