



Annual Review

2015-16

Foreword

Welcome to our Annual review for the year April 2015 to March 2016. This year's review reports on a challenging but highly productive 12 months. It was a year in which the agency played a key role, working closely with Scottish Government colleagues and other partners, in taking forward some major new strategic developments in Scottish education, whilst also continuing to deliver our more regular business with impact and quality.



In many ways this was a year of transition, leading to a step change in the pace and focus of the improvement agenda in Scottish education. The publication of the international Organisation for Economic Cooperation and Development's (OECD) review of Curriculum for Excellence, undertaken in June 2015, set the scene very clearly for that shift of focus. They highlighted that we were moving from a phase focused in getting in place the key elements of the new CfE framework, not least managing the changeover to the new national qualifications, to a phase in which we need to focus on ensuring those changes now fulfil their full potential. That means ensuring that our learners receive the full benefits that are intended to flow from the broad range of reforms and improvements that have transformed Scottish education in recent times.

The OECD report was very clear that we are on the right track with the direction of Scottish education reform. It encouraged us to proceed boldly towards realising our collective ambition. They commended

Scotland for the patient and forward-looking way in which we have gone about education reform, and I was pleased to see that they recognised explicitly the role of Education Scotland as being a 'linchpin' in leading the process of nationwide implementation. This annual review gives many examples of how we have been playing that role.

Shortly after the publication of the OECD report, the new National Improvement Framework (NIF) was launched, early in 2016. This Framework is providing a new level of strategic clarity for all partners in the system, from national bodies like ourselves, to practitioners in classrooms and services across Scotland, about how we need to align our efforts and actions to ensure we deliver excellence and equity for Scottish learners. Supporting the design, development and implementation of the NIF was a major new priority for the agency throughout the year and we will be continuing to focus our resources on the priorities and 'drivers for improvement' that it so clearly identifies in the years to come.

At its heart the National Improvement Framework sets out the collective national ambition to both achieve excellence, across a broad span of achievements, for all our learners, whilst also accelerating substantially the progress we are making towards closing the poverty-related attainment gap.

Our increasing focus on working with our partners to address inequity in educational outcomes is illustrated in many different ways throughout this annual review, from work in the early years to work in the field of adult learning.

I am also proud, however, of the way our staff responded to make rapid and decisive changes during the year, to shift our resources and working practices in ways which are ensuring we play our full part in driving forward the Scottish Attainment Challenge.

The Scottish Attainment Challenge developed strongly throughout the year as the new national

Foreword

flagship programme for driving progress towards closing the poverty-related attainment gap in the school years. Through the Challenge, Education Scotland and Scottish Government are providing all local authorities with a range of support to help them tackle the impact of poverty on attainment in their areas, targeted proportionately to where the challenge is greatest. We now have Attainment Advisors working with every local authority across Scotland, and an exciting new form of working partnership between ourselves as the national improvement agency and local authority improvement teams is becoming established.

Linked in with our support for the Attainment Challenge, I was pleased that we also launched our new National Improvement Hub during the year. The Hub is a modern, digital gateway to educational improvement resources and support. It will continue to evolve in order to help educators in all sectors quickly and easily find resources that will help them to drive improvement including self-evaluation and improvement tools, knowledge and research evidence, teaching and assessment resources, exemplars of practice and support for online collaboration and networks.

These are just some examples. The range of activities covered in the annual review this year, and the extent to which major new developments have emerged and expanded at pace, has reinforced to me the need for Education Scotland to

be an agile organisation. We need to be able to flex the way we deploy our staff over time, shifting the balance of the support and challenge we provide from year-to-year, and even within year, to reflect what is most needed at any particular point in time. With that in mind, it is also worth highlighting the range of work and effort that has gone into developing our organisational capability throughout the year, including, for example the implementation of a completely new business planning approach. Continuing that work will be vital as we seek to develop further our ability to respond and target our resources to achieve the best possible impact, in a context in which we know resources will continue to be tight for all public bodies.

I hope this review gives you insight into the breadth and quality of the agency's work in the year just past. I look forward to strengthening further our work with our partners to achieve that bold ambition, delivering excellence and equity for all learners in Scotland.

Bill Maxwell

Dr Bill Maxwell
Chief Executive

Our Purpose

Education Scotland is the national improvement agency for education in Scotland.

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 and attainment advisor networks, advice on curriculum, learning, teaching, assessment and support across sectors; and challenge activities, such as evaluation, inspection and review.

Our 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.

Our Mission

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

Our Ambition

To ensure that Scottish education ranks among the best in the world, demonstrating excellence at all ages and stages from early years to school years to post-school education and training and on to adult learning provision.

Our Strategic Objectives

To support the achievement of our vision and mission, we have identified six strategic objectives which we believe can help us to make the strongest contribution.

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

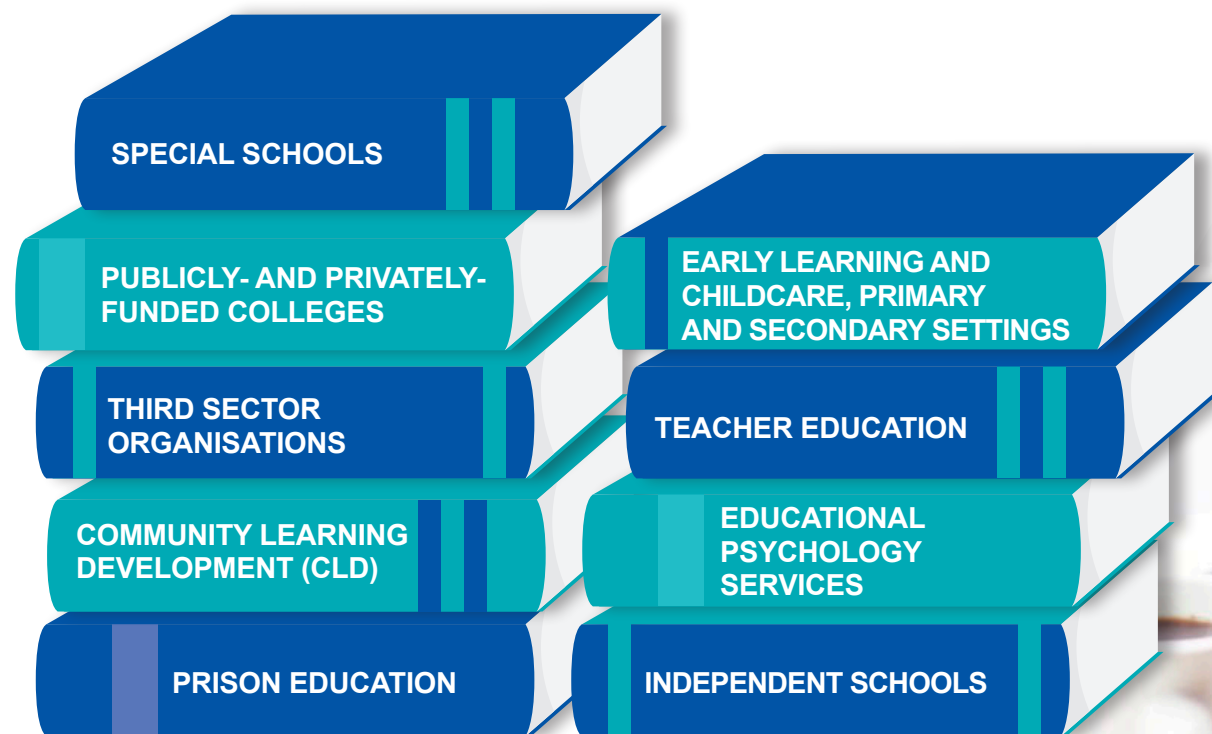
Strategic Objective 5:
Influence national policy through evidence-based advice

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



Our Stakeholders

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



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

We have a key role in leading the development of national guidance on the curriculum, learning, teaching and assessment, and in supporting its implementation by practitioners. This applies in particular to Curriculum for Excellence, covering ages 3 to 18. We also provide guidance and support in relation to early learning and childcare for children up to age 3 and for learning for those aged over 18, including adult learning.

Highlights

In December 2015, The Organisation for Economic Co-operation and Development (OECD) published their report *Improving Schools in Scotland: An OECD Perspective* which recognised the key role Education Scotland has played in implementing Curriculum for Excellence. They said:

‘There has been a decade of patient work to put in place the full curriculum programme. Education Scotland has been a linchpin in providing the guidance, resources and quality assurance.’

Support for the implementation of CfE continued to be a significant priority for Education Scotland again this year. Much of our work focused on providing support and advice to establishments and local authorities and in working with practitioners to develop and publish further resources to support learning and teaching.

For the third year running, we held a series of conferences to support the leadership of Curriculum for Excellence in secondary schools. Headteachers and depute headteachers from every secondary school in Scotland noted the benefits from attending, hearing about and discussing

good practice relating to national priorities such as the National Improvement Framework, implementation of new national qualifications, and curriculum design, including the Developing the Young Workforce agenda.

In May 2015, a virtual learning environment for education practitioners was launched to help improve learning and attainment in numeracy and mathematics across Scotland. The National Numeracy and Mathematics Hub provides an innovative resource for practitioners from early learning and childcare settings through to the senior phase of secondary school. Practitioners are able to access professional learning, contribute to and share effective practice to support children and young people to improve attainment in numeracy.

In June 2015 we celebrated 30 years of Gaelic medium education. A conference, hosted by Education Scotland, provided the perfect setting for a celebration and an opportunity to share Education Scotland’s recently published *Advice on Gaelic Education*. This advice supports practitioners and local authorities in evaluating and planning for improvement in Gaelic education. It supports the National Gaelic Language Plan 2012-17 by providing guidance on how high-quality learning experiences can be achieved in both Gaelic learner and Gaelic medium education.

Developing the Young Workforce continues to be an important focus for the organisation. To support our ambitions for employer engagement in education, careers advice, and quality work placements, new guidance documents have been developed and published for use by partners and practitioners. The Guidance for School/Employer Partnerships, new Career Education Standard (3-18), and new Work Placements Standard were developed in collaboration with a wide range of partners, including employers and young people, and were published in September 2015.

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

In January 2016, we launched *Citizen Science*. This resource gives young people and their communities the chance to get hands-on with science in an exciting and meaningful way. It provides them with opportunities to learn new skills, to discover more about the world around them, to engage with the scientific community and to find out how science impacts on their lives and on society. The downloadable guide explains how to embed *Citizen Science* within learning across different curriculum areas and contains links to online resources and mobile apps that can be used as part of a citizen science approach.

As well as providing significant support for the Broad General Education, we have also worked in partnership with partners to provide additional support for the new National Qualifications. This has included:

Numeracy and Mathematics

- The Cabinet Secretary announced the Make Maths Count initiative in September 2015. Education Scotland led a national development group to create resources which support learning and teaching for NQ in mathematics.

Sciences

- Face-to face professional learning input has been provided to 921 secondary science teachers since April 2015.
- Four NQ sciences sharing practice network events organised between April 2015 and March 2016 by Education Scotland on the themes of raising attainment, multi-level teaching and flexible progression routes from the BGE to senior phase.

Inclusion

- We have held events across the country with GTCS, SQA and local authorities to promote resources for National 1 and 2 courses.

Gaelic and Gaidhlig

- We have reviewed N3-AH for Gaelic Learners and N4-AH for Gaidhlig. We have uploaded N2 Social Science materials, N5 Geography materials, in Gàidhlig and N5 Gaelic Learners reading and listening materials.

Health and Wellbeing

- Advice on combining unit and course assessment outcomes in a new resource in our suite of PE materials at N5 to reduce the number of assessments.

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

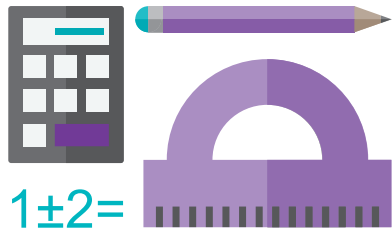
Our Reach

Here are just some of the activities we have been involved in.

Scots Language

- 60 unique events (Career Long Professional Learning sessions, conferences and events for practitioners/learners)

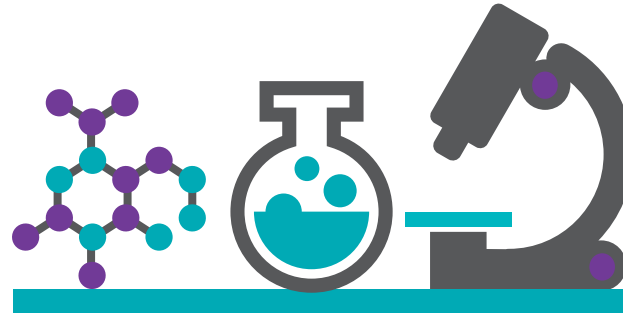
Numeracy and Mathematics



34,367 hits on the National Numeracy and Mathematics Hub Glow Group

- 2,864 monthly visitors, on average
- 21 learning events

Science



297,169 sessions across the 9 Sciences team websites and microsites

- 2,766 practitioners were reached in 2015/16 through 72 science-related professional learning events
- The total for downloads is 41,930

Religious and Moral Education (RME)

- 2 conversation days for RME/RERC practitioners
- 5 Leadership in RME engagement events
- 2 writers' workshop events, one for RME and one for RERC
- 7 presentations to local authority RME/RERC groups



5 'Opening Up Great Learning' visits to primary schools

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

Technologies

- 43 events delivered by the Technologies team



1,004 teachers attended these events

Glow



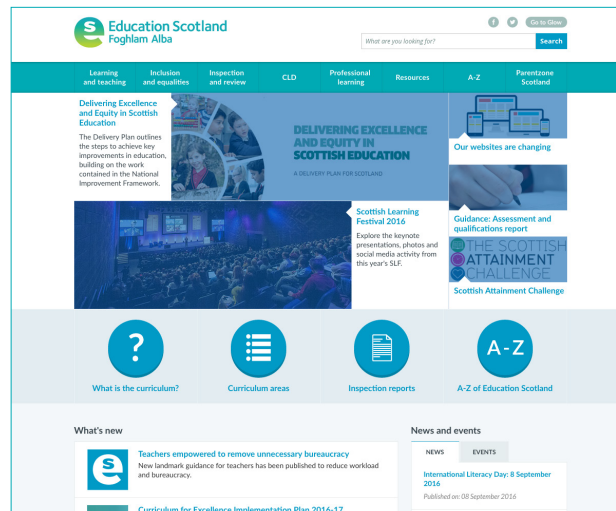
- Glow-related support to 18 local authorities
- 27 events involving over 430 teachers
- 28 Professional Learning Communities
 - Early Learning and Childcare Community has seen
 - 32,045 sessions over the year
 - 2,260 contributions to the collegiate dialogue
 - an average of 383 unique visitors per month
 - a total of 453 signed-up members
 - 242 shared learning resources.

CfE Leadership Events

Were held geographically, the number who attended each event is:

- Edinburgh - 100
- Dunblane - 170
- Glasgow - 260
- Aberdeen - 81
- Inverness - 80

Users of Education Scotland website in 2015/16 agree that the information they accessed supported them to improve curriculum, learning, teaching and/or assessment.



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

Case Study 1

Designing work placement standard with young people

In October 2014 a group over 120 young people from a range of schools met in Dumfries House, Cumnock for the first of a series of Young People's Conversation Days. The conversation groups were hosted by young people from the Princes Trust, some of whom had experienced challenges with the journey into employment. Together, the young people worked out what they knew about the world of work and what they would want to get from a work based learning experience. Their thinking shaped the first draft of the Work Placements Standard.

Main messages about work experience (from young people):

- 'One week is not long enough';
- 'There should be more work experience throughout the senior phase and you should do different placements';
- 'Work experience should give you more choices/opportunities';
- 'Work experience should give you proper responsibilities so you know what the job is really like'.

Feedback from member of staff who came with young people:

'It has been fantastic. A great practical, insightful event for young people and people in education and skills based learning.'

In March 2015 we took a working draft of the Standard to another group of young people at a Conversation Day in Montrose. We asked them to review the draft and share their thoughts on the emerging standard. The young people gave a very wide range of responses. Many had already completed a work placement and were able to reflect on their personal experience. Others had no experience or contact with the world of work. One specific request, for example, was that they be given a lead role after their placements in sharing their learning with younger students, peers and school staff. This request was incorporated into the final draft.

The conversation groups were hosted by young people from the Princes Trust, some of whom had experienced challenges with the journey into employment.



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

'It has been fantastic. A great practical, insightful event for young people and people in education and skills based learning.'

Participants were asked to identify the skills and attributes that they thought the ideal candidate would have in the eyes of an employer. The young people identified over 80 attributes and actions.

This is a sample of some of the feedback:

- 'Need more flexibility which placement you choose and when';
- 'Want more engineering and construction placements for female students (not just admin!);
- 'Link work placements to course choices and plans for the future';
- 'Keep going through S4, 5 and 6';
- 'Know what is expected of you before you start'.



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

Case Study 2

Building on work which began in 2014/15, the Scots Language team have continued to engage with as many areas of the country as possible, whilst exploring as much of and all levels of the curriculum.

Over the two years the four Scots Language Coordinators (SLC) were in post, they delivered Career Long Professional Learning (CLPL) in just over half of the local authorities. This in-depth series of training sessions was recorded via 'office mix' and the sessions are now available on Glow for practitioners to complete in their own time. The Scots language Glow page, *The Blether*, has over 300 members who use these CLPL materials. Additionally, the SLC team uploaded a wealth of resources to the Education Scotland website, to support practitioners to introduce and integrate Scots into their teaching plans.

The team has created strong and successful partnerships, leading to events and projects with:

- Into Film for the Scots translation of popular Julia Donaldson books *The Gruffalo* and *The Gruffalo's Bairn* (this project attracted BBC Reporting Scotland to come to Dundee to film Matthew Fitt, Diane Anderson and a great many excited learners at Dundee Contemporary Arts);
- in partnership with the National Library of Scotland, Scots Scriever Hamish MacDonald and Bruce Eunson visited Shotts Prison to pilot Scots language resources with prisoners; and
- the outgoing National Poet of Scotland, Liz Lochhead, visited Shetland in partnership with the Scottish Poetry Library to run sessions in Sandwick Junior High School. The Makar said of her visit to engage with learners and Shetland dialect: 'That is as good as it gets in terms of school visits.'

The SLC team delivered nearly 100 sessions with learners in schools – travelling as far south as Eyemouth Academy in the Borders and as far north as North Roe Primary School in Shetland.

The team began the development process which led to the creation of the joint Scots Language Policy between Education Scotland and the Scottish Government. The remaining coordinator is now working with interested local authorities and advising on how the policy can be adopted at regional levels.



The 'Keen tae Ken yir Kin' (KTKYK) project puts Scots language at the centre of learning in a context where two classes from different parts of the country are paired together to exchange written and recorded examples of the Scots language used in their area.

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

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The team worked closely with the SQA to promote both the Scots Language Award and the qualification in Scottish Studies. The number of learners submitting work for the award continues to grow and a new cluster of schools in Glasgow City has been formed with initial support meetings already taking place in advance of the 2016/17 school year.

The SQA Scots Language Award, together with new Education Scotland initiative 'Keen tae Ken yir Kin' was the central focus when MSP Alasdair Allan, then Minister for Learning, Sciences and Scotland's Languages, **visited Broughton High School.**

The 'Keen tae Ken yir Kin' (KTKYK) project puts Scots language at the centre of learning in a context where two classes from different parts of the country are paired together to exchange written and recorded examples of the Scots language used in their area. New resource material for KTKYK will feature on the National Improvement Hub for Scots language.

KTKYK partnerships in both primary and secondary sectors have been piloted recently, in places such as Shetland, Glasgow, Orkney and Aberdeenshire. A teacher from Fyvie Primary School wrote of her experience of the initiative:

'In the end I found it surprisingly easy (as a non-Doric speaker) to integrate Scots (mostly Doric) into the classroom. Practising by reading and writing in Doric myself helped a lot, as did my pupils' enthusiasm for learning – and for teaching me new words! The pupils very naturally use Doric and are learning where and when they should stick to English and when it's fine to use Doric. They sometimes answer questions in Doric (and in French!), as they're experimenting with the languages, and when we're practising our "Kung Fu punctuation" we often use sentences written in Scots and French.'

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

We have a key role in promoting professional learning in all education sectors. This includes our work in implementing the recommendations to improve teachers' professional learning set out in the *Teaching Scotland's Future* report. It also applies to our work in education sectors, such as early learning and childcare and adult learning services, and for professional learning for a wide range of practitioners including educational psychologists, and community learning and development and youthwork staff.

Highlights

We have delivered a wide range of professional learning activities to support local authorities and schools in closing the poverty-related attainment gap as part of the Scottish Attainment Challenge both at national and local level. The professional learning opportunities have been welcomed by participants. The discussion forums set up to support the introduction of the Attainment Advisors have been well received. The professional learning sessions held with local authority staff and Attainment Advisors were well received. Local authority officers who attended commented on how useful the sessions were in developing the role of Attainment Advisors and deepening their understanding of the Scottish Attainment Challenge. Education Scotland has also held joint conferences with the Scottish Government for Scottish Attainment Challenge Schools Programme. Feedback from participants was positive and indicated that they had found them helpful.

The teacher education team continues to work with our national partners to implement effective approaches to the development of career-long professional learning (CLPL) including masters level learning and improving leadership capacity in Scottish education. This includes ongoing engagement with the new Strategic Board for Teacher Education, the universities, the Scottish Teacher Education Council, the General Teaching Council for Scotland and the Scottish College for Educational Leadership.

The Flexible Route to Headship programme was delivered in close partnership with local authorities, universities and GTCS colleagues and has been a significant contribution to our work in increasing leadership capacity in Scottish Education. The last cohort went through the programme in 2015-16 and this programme has now been replaced by the Into Headship programme.

We have worked in partnership with the Skills team at Education Scotland and with colleagues at Skills Development Scotland to develop **professional learning tools** for teachers.

Education Scotland staff provided significant support for the International Congress for School Effectiveness and Improvement (ICSEI) conference, held in Glasgow in January 2016. This international conference, which attracted attendance from a wide range of acclaimed international academics, greatly enhanced Scotland's professional learning landscape, whilst also boosting the wider profiles of Glasgow and Scotland. A successful practitioners' day was held on the final day of the conference, for teachers, and a 'live' online presence ensured that key messages from the festival were shared more widely.

Education Scotland has contributed positively to Scotland's response to the humanitarian crisis arising from Syrian refugees.

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

We have published resources on advice and guidance in **Supporting Learners: the education of learners newly arrived in Scotland**. This review brings together a range of reports and resources to assist staff in considering positive interventions that will lead to successful inclusive education.

More than 100 of Scotland's strategic education leaders attended a conference aimed at supporting those working in education to tackle extremism and radicalism amongst children and young people. The PREVENT conference was organised by Education Scotland and was led by young people from Lourdes Secondary School in Glasgow.

In addition, Education Scotland are developing a safeguarding website to strengthen practice across the education community, and provide easy access to high-quality resources and materials to support the Scottish approach.

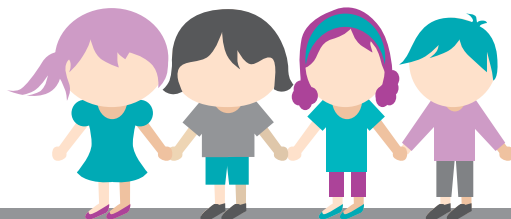
Our Reach

Scottish Learning Festival 2015

- 4,481 delegates
- More than 175 exhibitors
- Over 100 international delegates
- Four high-quality keynote sessions
- 114 seminars.

Developing the Young Workforce

- Engaging with around 800 primary and 700 secondary head and depute teachers through national events;
- providing learning events for up to 200 delivery partners across local authorities and college regions with a key role in supporting the implementation of DYW.



Engaging with almost **300 children and young people** at conversation days

Digital Learning Strategy Engagement

Evidence was gathered through a variety of means:

- 11 face-to-face consultations across Scotland;
- formal responses were received from 139 stakeholders;
- 93 children aged between 8 and 11; and
- survey of 82 older pupils.

Flexible Routes to Headship

- 36 participants graduated in March 2016.

Glow Early Learn

- We launched, Glow Early Learn, the National Professional Learning Community for Early Learning and Childcare practitioners, in January 2015.

SLF Extra

- Participants at SLF extra events reported that it had helped in developing and improving their own professional practice

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

Case Study 1

The Robert Owen Centre for Educational Change at The University of Glasgow has undertaken an evaluation of the support provided by the School Improvement Partnership Programme (SIPP). As a nationally coordinated initiative, the SIPP aimed to tackle disadvantage in education and improve outcomes for all children and young people by adopting a solution-focused approach to Scotland's attainment issues. The action research approach aimed to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change.

After two years of development and implementation, the available evidence from the external evaluation and the partnerships' own evaluative findings strongly indicated that the SIPP was having an impact. There was a clear indication from the four longitudinal surveys (surveys one and two in the first year, three and four in the second year) and other evidence that partnerships have had a positive impact on teachers' understanding of disadvantage and aspects of the inequality agenda. Almost all survey four responses (97% compared to 55% of those in survey two) suggested that SIPP activity had sharpened practitioners' focus on closing the achievement gap.

In the second year, compared to the first, there was a notable increase in partnership members reporting being more aware of appropriate methods to use to tackle educational inequality and disadvantage. Eighty percent of survey four (up from 54% of survey one) respondents agreed that SIPP developments had increased the capacity of teacher networks to address inequality in education.

There was also growing evidence from survey responses that the SIPP initiative had begun to impact on pupils. At the survey one stage just under a third of respondents (31%) indicated that SIPP involvement had had a positive impact on pupil aspirations. However, by the fourth survey this figure had risen to 94%. Similarly while 34% of responses to the initial survey indicated that the initiative had increased pupil achievement, by the fourth round of survey all respondents (100%) reported this. This was corroborated by empirical evidence in the partnerships' own project reports. These have demonstrated partnerships' use of a range of increasingly sophisticated practitioner enquiry approaches to assess and understand impact.

94% of respondents agreed that SIPP developments had increased the capacity of teacher networks to address inequality in education.



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

The action research approach aimed to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change.

Ninety percent or more of survey respondents indicated that collaborative working across the partnership increased collegiality between colleagues and created more opportunities for teachers to share their ideas and plans with colleagues. Collaborative working across the partnership had increased from 64% in the first survey to 100% in the fourth. Partnership working across schools and local authorities with a focus on exploring specific issues relating to educational inequity rose from 70% to 88%. The involvement of an appropriate range of partners to support the partnership's activities rose from 51% to 80%. Evidence indicates that colleagues outwith the schools have become increasingly important as the initiative has developed.

Now approaching the end of the programme, evidence from year three, gathered through external evaluation and partnership findings, will be evaluated and considered within the final SIPP report.



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

Case Study 2

Support for primary curriculum in Aberdeenshire

Education Scotland worked successfully in partnership with Aberdeenshire Council in 2015-16. During the previous year work had been undertaken to support primary headteachers in developing their understanding of, and approaches to, developing the curriculum at a strategic level using Curriculum for Excellence guidance. Following on from this the local authority had identified a need to improve understanding of children's progress in learning in its primary schools.

A team from Education Scotland worked with Aberdeenshire officers to plan and coordinate a unique, three-day professional learning event. Around 100 primary headteachers, early years staff, local authority officers and a team from Education Scotland worked together in groups to focus on different areas of the curriculum. They created materials designed for teachers and headteachers to use in school. The materials outlined what learning would look like across a range of different curriculum areas, such as science, expressive arts and religious and moral education in a primary school. One group focused on interdisciplinary learning. They all generated practical sets of guidance for schools to use. Groups shared their progress over the three days to ensure a consistent and coherent approach to the work.

After the event one of the local authority officers and a member of the Education Scotland team worked together to plan a set of support resources that could be used by schools as they began to work with the new learning materials. These contained film clips setting out the context and background to the materials and a few questions to help school teams work with them.

Participants commented on the positive impact on their own learning and thinking.



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

A total of 89 evaluations were returned at the end of the event. All the evaluations were immensely positive. Participants' comments and reflections on the three days mainly related to two areas:

- the positive impact on their own learning and thinking; and
- the benefits of collaborative working and dialogue with colleagues.

Participants' comments included the following:

'It has been a very challenging three days – challenged my thinking and therefore my thinking about my practice and the practice in my school. It has been invaluable working with a range of colleagues – discussing/questioning and analysing.'

'A great collaborative exercise that has deepened my own understanding of many aspects of what we are trying to achieve in education, not just progression frameworks.'

'A great collaborative exercise that has deepened my own understanding of many aspects of what we are trying to achieve in education.'

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

We give a high priority, across all the areas in which we work, to promoting improvement in the capacity of education professionals to self-evaluate and drive improvements in their own performance. We do this through a variety of mechanisms including providing national resources and training and through the way we engage with practitioners who work alongside us or who we meet in the course of inspections and other activities.

Highlights

The National Improvement Hub is a major new portal for educational improvement resources which was released in March 2016. It has been designed to help education practitioners quickly and easily find the materials and resources they need, including:

- self-evaluation and improvement tools;
- knowledge and research;
- teaching and assessment resources;
- exemplars of practice; and
- support for online collaboration and networks.

Content includes tools and resources to support improvement across all education sectors. This covers lots of topics from science and maths to play and engineering, and will be revised and updated regularly to make sure it is relevant and useful.

This release of the National Improvement Hub is an 'alpha' version, an initial design which allows ideas to be tested with practitioners. Stakeholder engagement programmes are being run across Scotland and information from these sessions, including an online user survey and regional workshops, will be used to design the next 'beta' version.

This year we have put in place a team of Attainment Advisors to work directly with local authorities and schools to help address the poverty related attainment gap. Each local authority has access to an Attainment Advisor who is helping build the capacity of practitioners and leaders to undertake self-evaluation and to plan effectively to support improvements.

This is achieved through working in partnership with local authorities and schools on agreed priorities which are aligned with the Scottish Attainment Challenge. Attainment Advisors are establishing and facilitating a range of networks, and encouraging schools to work with others within and across local authorities to promote shared learning activities. Attainment Advisors are drawing out learning from across Scotland about 'what works' and sharing it on the National Improvement Hub so that others can benefit from successful practice.

In November 2015, we published a revised framework for self-evaluation for the early learning and childcare sector. The new framework is called *How good is our early learning and childcare?*. The revisions have been made in consultation with groups of early learning and childcare practitioners, managers and wider stakeholders.

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



How good is our early learning and childcare? (HGIOELC) is made up of 15 quality indicators (QIs), which are organised into three key areas: Leadership and Management; Learning Provision; and Successes and Achievements. Each QI is described further in a number of themes, each of which has illustrations of what 'very good' looks like. In this new framework, we added for each QI 'features of highly effective practice' and 'challenge questions'. Feedback about these improvements from the sector have been very positive.

Since the publication of *How good is our school?* (3rd edition) in 2007, the aspiration for all schools to be ambitious, excellent schools has continued to be driven forward through Curriculum for Excellence and other policy initiatives including Getting it right for every child (GIRFEC) and Teaching Scotland's Future. Partnership working between key organisations supporting Scottish education has strengthened and we are well-placed to strengthen partnerships further at school and community level, with a continued focus on collaboration to achieve improved outcomes for children, young people and families.

How good is our school? (4th edition) aims to support improvement within this significant agenda through a continued focus on learning and learner outcomes.

The new version of *HGIOS?* was launched in September 2015 and is the result of a wide-ranging consultation through which stakeholders have contributed to the development of a substantially new set of 15 quality indicators.

It has been very well received by practitioners across Scotland and is available to download from the Education Scotland website.

The toolkit of illustrations, exemplar features of highly-effective practice and challenge questions are intended to be used by practitioners. They can be adapted and used with learners, parents and partners across

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

the school community to support collaborative enquiry and interrogative approaches to self-evaluation so that schools are able to identify their own features of effective practice, and develop a shared understanding of what to do next.

Following the publication a programme of professional learning and support was undertaken.

A new resource for third sector organisations which will help them evaluate their performance and improve their services was launched in June 2015.

The new *How Good is our Third Sector Organisation?* (HGIOTSO) resource uses a bespoke framework that has been designed to be easy to use and accessible to help third sector organisations understand what they do well, but also where they can do better and improve the positive impact they have. The tool-kit has been developed in partnership with organisations from the third sector, including SCVO and Evaluation Support Scotland.

How Good is Our Third Sector Organisation? can be used alongside other evaluation resources. It complements the work of Evaluation Support Scotland, the Scottish Council for Voluntary Organisations, and others to assist third sector organisations improve.

As a result Education Scotland has ensured that all sectors have clear frameworks to drive the quality of their self-evaluation.

Our Reach

Each year, Education Scotland seeks the views of Directors who have responsibility for education about the impact of the support, challenge and improvement activities delivered by Education Scotland. In total, 18 responses were received to the online questionnaire. In addition, a small number of Directors took part in telephone interviews and a focus group.

- Almost all respondents agreed that inspection activity had had a positive impact on learning and teaching within their authority.
- Almost all respondents who commented on the VSE they received indicated it had been helpful in supporting their Educational Psychology Service to identify next steps for improvement.



Most respondents felt that support provided by Education Scotland, including support provided by the ALO and through the Local Partnership Agreement, had also had a **positive impact on learning and teaching** within their authority.

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

Case Study 1

Attainment Advisors

We have put in place a team of 32 Attainment Advisors to support local authorities take forward priorities for the Scottish Attainment Challenge. Each local authority has access to an Attainment Advisor who is working alongside local authority staff and schools and provides a blend of support and challenge to support continuous improvement. Attainment Advisors are delivering professional learning activities across local authorities which take account of both local and national priorities. Attainment Advisors are promoting the use of research to provide advice to practitioners. They have a strong focus on helping practitioners take implement collaborative learning and enquiry. Attainment Advisors are establishing and facilitating a range of networks, which encourage schools to work with others within and across local authorities. Increasingly the Attainment Advisors are brokering networks across local authorities to promote shared learning activities.

Attainment Advisors have a key role in building the capacity of practitioners and leaders to undertake self-evaluation and to plan effectively to support improvements to help address the poverty-related attainment gap. This is achieved through working in partnership with local authorities and school on agreed priorities which are aligned with the Scottish Attainment Challenge. In one local authority the Attainment Advisor has worked with the Area Lead Officer to develop a toolkit based on *How Good Is Our School? 4* focusing on Raising Attainment and Closing the Gap to support self-evaluation.

The work of Attainment Advisors has been highlighted by *Teaching Scotland* magazine, the member publication for GTCS. The magazine was keen to do a series of features on the Attainment Advisors with a focus on what the Scottish Attainment Challenge means for practitioners. The magazine worked with two Attainment Advisors and their link local authorities, and will follow progress in each, including conversations

with practitioners, head teachers, parents and others involved. **The first feature appeared in the March 16 edition.** It was an interview with the two Attainment Advisors for Inverclyde and Dundee Councils which set the scene of the Challenge and their role in it. The second feature is due to be published in early May 16, and features practice in developing nurturing approaches. The August and November editions will look at the key topics of literacy and numeracy. Each edition highlights the work of Attainment Advisors and their role in supporting continuous improvement.



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

Case Study 2

External review approaches are valued by the college sector

Professional discussions with large numbers of staff across colleges support practitioners well to reflect on their teaching approaches and delivery of services identify key strengths and any potential improvement actions. This approach helps support continuous improvement. Published external review outcomes are presented to college Boards of Management to provide college managers and Board members with first-hand information about where a college is doing well and where enhancement or improvement is required. Published reports are generally viewed very positively across the sector. Upon conclusion of the external review, colleges develop and produce a learner version of the external review report. This helps inform existing and future learners of the college's key strengths and where actions for improvement are required. Almost all college reports identify examples of excellence which is worthy of wider dissemination across the college sector and could be adopted or replicated by other institutions. These are published separately and are known as examples of excellence. The findings of evaluative activities for colleges through external reviews, Annual Engagement Visits and SFC commissioned tasks are compiled annually to produce an overview report of the sector which identifies main areas for development. The report is used by SFC and College Development Network (CDN) to inform future planning of support to the college sector in Scotland. The external reviews of Career Information Advice and Guidance (CIAG), Modern Apprenticeship and private colleges have also been carried out and reported on within the agreed timescales.

Upon conclusion of the external review, colleges develop and produce a learner version of the external review report.

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

Case Study 3

GIRFEC

Education Scotland has been offering support to education authorities and establishments to help them take a closer look at how well children and young people's wellbeing is being promoted and their needs met. To do this, we have been using Scottish Government's self-evaluation tool *Getting it right for every child: An establishment guide to evaluating and improving wellbeing*.

Training inputs and follow-through supports for the task have differed in nature and number across authorities, based on the individual needs of each authority and the levels of engagement/understanding around GIRFEC.



Participating authorities are at various stages in taking forward this task through follow-up meetings and evaluative visits with project leads and cluster groups. The following broad qualitative reflections have been shared by way of evidence of impact:

- The self-evaluation tool has been effective as a means of focusing attention on wellbeing and identifying areas of priority within individual schools. In clusters which are further ahead, these identified priorities have been included in school improvement plans. Keeping the scope of the project focused and 'starting small' has been a key feature of success (for example focusing on just two wellbeing indicators per school session).
- A common language around health and wellbeing has been developed in school communities with learners, parents, staff and partner agencies demonstrating a shared understanding through consistent use of this language.
- There are early indications that children and young people are more confident, willing and able to self-evaluate their health and wellbeing by using the common language around GIRFEC.
- Practitioners have developed a greater understanding of their personal responsibility in promoting and supporting the wellbeing of the children in their classrooms and across the wider school community. This has led to more creative approaches to learning and teaching to embed aspects of health and wellbeing across the curriculum.
- Stronger cross-sector working relationships have been developed within clusters with schools and staff working together to improve outcomes for children and young people across the learning community. This has led to further joint working in other areas. Staff express confidence in these developing working relationships and believe them to be sustainable beyond the period of the GIRFEC task.
- Participation in the project has encouraged a distributive leadership approach with individuals at all levels in participating establishments demonstrating the confidence and skills to lead on aspects of the GIRFEC project.

Education Scotland is now initiating the second phase of the national task.

Strategic Objective 4: Providing independent evaluation of education provision

Providing independent evaluation continues to be a core function of Education Scotland, through individual establishment inspections, thematic reviews and other means. Through doing so we provide assurance on the quality of Scottish education whilst also generating evidence to inform policy making and valuable feedback for front-line services and professionals, designed to help them plan their next steps in improving outcomes for learners.

Highlights

To support Scotland's Youth Employment Strategy and implement the recommendations of Education Working for All!, Education Scotland has been commissioned by Scottish Government to undertake external review of the off-the-job training element of Modern Apprenticeship programmes.

All training providers are in scope to participate in the external review programme. The programme has commenced with the evaluation of off-the-job training in MA programmes in colleges and independent training providers (ITP). The evaluation of on-the-job training, delivered by ITPs in the workplace, will commence in April 2017 following consultation with the industry sectors, Skills Development Scotland (SDS) and the Scottish Government.

The first national report on Engineering MAs was published in September 2015 by Education Scotland. The current review on Hairdressing MAs is due to be published in September 2016 and the review of Automotive MAs will commence in autumn 2016 and be published in March 2017.

Grades are awarded for the following six questions in the three quality elements:

- Outcome and Impact
- Delivery of Training
- Leadership and Quality Culture.

A grade is also made for the Capacity to Improve judgement, based on evidence from all key areas, in particular Outcomes, Impact and Leadership.

In April 2015, Education Scotland published the latest in a series of Curriculum Reviews designed to build up a comprehensive picture of how children and young people are experiencing learning in different areas of the 3-18 curriculum across the country.

This report focuses on literacy and English and draws on a wide range of evidence including focused visits to educational establishments and inspection findings. The review identifies a number of strengths and identified a need to prioritise raising attainment in literacy across all sectors to drive up standards, reduce inequity and close the attainment gap. The report is being used to facilitate engagement with practitioners and professional bodies, as well as parents and young people, who are all encouraged to be involved in addressing development points that are identified.

In September 2015, we published an aspect review outlining the emerging areas of strength and aspects for development/areas of challenge in the partnership agreements between local authorities and universities providing initial teacher education (ITE).

Strategic Objective 4: Providing independent evaluation of education provision

The report outlines current practice and identifies important areas for further development amongst key players. It provides case studies of effective practice and sets out recommendations for improvement. Phase two of the aspect review will take place once further developments in ITE have taken place and will focus on improvements in the quality of partnership arrangements.

Our review of approaches to school inspection began in autumn 2014 and included wide-ranging and extensive engagement with key stakeholders, including with our External Reference Group which has more than 35 members representing the range of key partner organisations and professional associations from all sectors.

In 2015/16, using the results of the above consultation, we embarked on a year of trying out some new approaches to inspection and review, as shown below.

- Short, inspection visits of 2.5 days took place in a small sample of primary, special and secondary schools over November and December 2015. Some of these inspections had a two-week notice, and others had two days' notice.
- A localised thematic review was carried out in partnership with a volunteer local authority – Moray Council and evaluated the quality of learning in the Senior Phase across all sectors.

- Use of the new Quality Indicators (QIs) from *How good is our school?* (4th edition) (HGIOS4) and the new early learning framework, including negotiation of one of the QIs to be evaluated. We tried this approach in February and March 2016 in a small sample of primary schools with nursery classes and secondary schools.
- Neighbourhood approach – to be tried out in June 2016. Neighbourhood is defined by a secondary school and its associated primary schools and other learning settings across sectors. The try-out will be in Angus and will focus on the theme of transitions.
- The current inspection model with only two-day notice. With positive feedback on the two-day notice inspection model, we have (in agreement with our External Stakeholder Group) organised further inspections with a two-day notification period.
- 'Place-based' inspections on the themes of creativity and development trusts carried out by community learning and development inspectors.

We are currently evaluating these approaches against our 10 principles of inspection and review.

Strategic Objective 4: Providing independent evaluation of education provision

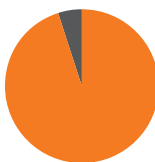
Our Reach

Inspection Statistics

Early learning and childcare settings	135	Annual engagement visits on behalf of the UK Border Agency, to centres which wish to deliver courses to international students	9
Primary inspections	97	External reviews of career information, advice and guidance delivered in partnership with Skills Development Scotland (2 follow-up reviews)	8
Secondary inspections	18	External reviews of Modern Apprenticeship off-the-job training in partnership with Skills Development Scotland	14
All-through schools	2	Colleges –	
Day special schools	11	External reviews	8
Residential special schools	8	Piloting new approach of review	3
Guernsey schools	6	Review in Guernsey	1
Independent schools (full visits)	2	Annual Engagement visits	14
Independent schools (Quality Improvement and Professional Engagement visits)	8	Learning communities	7
Children's services	6		
Prison education settings	5		



CLD Managers' Scotland report that inspection undertaken in 2015/16 has had a **positive impact on learning**.



Feedback through post-inspection questionnaires was positive in **over 95%** of inspections in relation to the focus on capacity building.

Strategic Objective 4: Providing independent evaluation of education provision

Post-Inspection Questionnaire Summary

Conducted with headteachers following inspection in their schools and covers Secondary, Primary and Special Schools.

100% of the respondents said that the Managing Inspector established positive relationships with the school before the inspection.

92% said that the Inspection team developed positive relationships with HTs and their staff during the inspection.

89% found taking part in professional dialogue with members of the inspection team helpful.

92% said that the demands of being involved in the inspection were acceptable.

85% said that the inspection drew on enough evidence to give a fair reflection of the school's strengths and areas for improvement.

92% found the inspection findings were helpful in identifying areas for improvement within the school.

Strategic Objective 4: Providing independent evaluation of education provision

Case Study 1

Moray Thematic Review

This thematic review of an aspect of provision across the Moray area was one of a range of new approaches to inspection and review being tried out across the 2015-16 academic session. The aim of this review was to explore a particular theme with a focus on the experience of the learner rather than any individual educational establishment. Moray Council volunteered for us to try out this approach in its geographical area. We agreed that we would explore how well learning pathways in the senior phase of Curriculum for Excellence lead to positive destinations for young people.

A team of inspectors with expertise in either secondary schools, college or community and learning and development, as appropriate to the agreed theme, undertook the review in December 2015. We were trying out also an approach to widen the breadth of the inspection team and with this in mind the inspection team included two nominated employees of educational establishments in the Moray area.

Six key partners are involved in provision of learning at the senior phase in the Moray area. These were secondary schools, Skills Development Scotland, Moray College UHI, local businesses and the Chamber of Commerce, the Community Learning and Development service and Third Sector organisations. These partners worked collaboratively with inspectors before the review to plan a range of activities and collate appropriate evidence to help us explore the agreed theme.

We used themes and descriptors from the relevant sector specific quality frameworks to support us in answering the above questions and to benchmark our evaluative comments.

Six key partners are involved in provision of learning at the senior phase in the Moray area.



Strategic Objective 4: Providing independent evaluation of education provision

The aim of this review was to explore a particular theme with a focus on the experience of the learner rather than any individual educational establishment.

A **report** of our key findings was agreed and published on our website. It outlined strengths and areas for development and provided a statement of confidence in the provision being provided for young people at the senior phase. Inspectors also identified and highlighted good practice worthy of sharing nationally. This was shared as an appendix of the report.

Feedback was sought from participants. Partners in Moray were positive overall about the review and helpfully suggested some improvements to the approach including better communication about the review at the notification stage. They felt that the review had added value, validated the direction of travel and contributed to their improvement agenda further. Since the review a strategic group 'Employability Moray' has been established to oversee the Developing Young Workforce Regional Group and to lead on employability, skills investment, and lifelong learning and will support taking forward areas for development identified in the report.



Strategic Objective 4: Providing independent evaluation of education provision

Case Study 2

Career Information Advice and Guidance (CIAG) Reviews

Education Scotland works in partnership with Skills Development Scotland (SDS) to review the quality of the Career Information Advice and Guidance services, provided by SDS, to young people and adults.

CIAG services delivered by SDS promote a 'Universal Offer' to support all secondary school pupils and a 'Targeted Service Offer' aimed at pupils who are at risk of not entering or sustaining a positive destination. There is also access to a range of services for post-school customers. These services are evaluated as part of the review.

In May 2014, a team of Education Scotland inspectors evaluated the CIAG services delivered by SDS within West Lothian. This report had grades of only Good and Satisfactory awarded and eight main points for action.

Following the review, SDS staff in West Lothian prioritised the main points for action and established an action plan, working in close partnership with partners and staff from local authorities and secondary schools.

The follow-up demonstrated that a transformational change had occurred in the provision of services to young people.



Strategic Objective 4: Providing independent evaluation of education provision

After 18 months a team returned to the region to conduct the Follow-up review. The outcomes from the Follow-up demonstrated that a transformational change had occurred in the provision of services to young people. For example, a major issue in the original review noted that 'careers staff are not always given sufficient access to pupils by schools to enable them to deliver CIAG services. As a result some pupils do not receive the appropriate level of service available to them'. The follow-up visit identified that all school pupils in the area now have access to appropriate services, including universal and targeted provision and that schools are making effective use of the resources and services offered by SDS.

Another main point for action was that SDS should 'ensure SDS careers staff at the local level evaluate stakeholder feedback and service delivery reports to inform actions and to enhance delivery and impact of the service'. This has been prioritised by SDS managers and staff in schools and local authorities work closely with SDS staff to jointly evaluate feedback and plan for improvements. A culture of trust and collaboration is now very firmly in place, a major improvement from the original review.

In all of the main points for action identified in the original report, SDS had made significant improvements. These examples demonstrate that there has been significant improvement made on the main criticisms from the original review report and establishes that Education Scotland CIAG review reports lead to significant improvements for young people and adults.



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

We place a high priority on ensuring we use our unique range of evidence and the professional expertise of our staff to provide policy colleagues and Ministers with authoritative professional advice to inform the development of national policy. We work closely with colleagues in Scottish Government as they provide policy support for Ministers. In Youth Strategy and Adult Learning, we provide policy advice to Ministers directly.

Highlights

Education Scotland welcomed the launch of new National Improvement Framework for education in January 2016. We played a key role in the development of this new flagship policy, collaborating directly in a joint programme with policy colleagues in the Scottish Government Learning Directorate.

The Framework will see new and better information gathered throughout primary and secondary school years to support individual children's progress and to identify where improvement is needed. The data will be used to set precise milestones for closing the gap in attainment between children and young people from the least and most deprived communities in Scotland.

The launch of the National Improvement Framework represents a major milestone in the journey towards making Scottish education amongst the most excellent and equitable in the world. The Framework shows clearly how Education Scotland can now focus the collective efforts on some key

priorities for improvement, capitalising on the potential of Curriculum for Excellence and other major educational reforms which stakeholders have worked hard to put on place in recent years.

We are working jointly with Scottish Government Learning Directorate in taking forward the Scottish Attainment Challenge. Our Chief Executive, Bill Maxwell jointly chairs the Scottish Attainment Challenge Programme Board. Over the past year we have provided continuous professional education advice to support the development of policy on attainment and the implementation of the programme.

A Strategic Director reports jointly to Education Scotland's Chief Executive and the Director of Learning in Scottish Government, to coordinate our increasing role in providing professional advice on key priority programmes such as the Scottish Attainment Challenge and the National Improvement Framework.

A key element of the National Youth Work Strategy was putting young people at the heart of policy making. In 2015, young people from across Scotland were involved in the design of the 2018 Year of Young People. This is the first ever themed Year of Young People in Western Europe. The Year of Young People is being co-produced by young people and the Scottish Government. The forthcoming Year of Young People will focus upon key areas in health, education, rural issues and democratic participation.

We are an active and participative member of the European Agency for Special Needs and Inclusive Education which coordinates the work of over 30 European countries focusing on inclusive education to inform policy and practice. Scotland is currently engaged in a number of projects with the agency including Raising Achievement for All in Inclusive Settings, the International Country Review Activity and Inclusive Pre-Primary Education. In 2015, Education Scotland established a network of Ambassadors for Inclusion, involving young people from local authorities

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

across Scotland. In October 2015, two of the ambassadors represented Scotland and gave evidence at the EASNIE Luxembourg Hearing, while in December 2015 one participated in the European Union's celebration of 10 years of the UN Convention on the Rights of Persons with Disabilities.

Education Scotland has published curriculum support materials and links to other resources to support the 'Scottish approach to safeguarding' through the Getting Ready for Emergencies website. The resources focus on giving children and young people learning experiences that will enable them to become more open minded and empathetic towards each other. Curriculum for Excellence does this through its emphasis on values, on making informed decisions and promoting positive attitudes. The resources support schools in delivering on their statutory duty to have due regard to the need to prevent people from being drawn into terrorism. Schools are required to have robust measures in place to help safeguard young people from the risks of violent extremism.

Our Reach

Education Scotland disburses over £4 million in grants to a range of organisations which ensures that their strategic direction, activities and initiatives are closely aligned to national policies and ES specific capacity building. The impact of this work provides a more comprehensive evidence base to inform Education Scotland's professional advice to Scottish Government. A summary of those grants is provided below:

Food for Thought (phase 3)	£297,138.18
Creativity	£186,248.00
Numeracy Hub Champions	£151,026.81
Physical Education Local Officer	£130,750.00
Physical Education	£333,825.30
School Improvement Partnership Programme	£48,161.16
Access to Education	£1,499,473.98
Strategic Funding Partnerships	£1,417,500.09



We have **contributed strongly** to policy development across the Scottish Government work streams in FGM, Child Sexual Exploitation and PREVENT. **Partnership working is strengthened and more productive.**



Education Scotland's Advice on Gaelic Education has supported the development of statutory guidance relating to the Gaelic aspects of the Education Scotland 2016 Act.

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

Case Study

A public consultation exercise was undertaken on development of a Digital Learning and Teaching Strategy for Scotland. The aim of this strategy is to create the conditions that will allow all of Scotland's educators, learners and parents to take full advantage offered by digital technology in order to raise attainment, ambition and opportunities for all. To achieve this, four proposed themes were identified:

- Empowering leaders to invest and innovate
- Extending the skills and confidence of teachers
- Ensuring curriculum and assessment relevance
- Improving access for all learners.

During the consultation, evidence was gathered through a variety of means involving educators, learners and parents – 11 face-to-face consultation events across Scotland; written responses were received from 139 stakeholders including key national organisations; and engagement activity was also undertaken with children and young people through Young Scot and the Children's Parliament. The response to the formal consultation was positive with 86% of respondents agreeing with the four proposed themes.

This work by the Programme team was taken forward in collaboration with Learning Directorate colleagues. It has been delivered on time and will lead to publication of the final strategy in summer 2016 which will both develop and inform digital learning and teaching policies.

The response to the formal consultation was positive with 86% of respondents agreeing with the four proposed themes.



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

Strategic Objective 6 is the focus for internal improvements within Education Scotland with an emphasis on ensuring we have the capacity and capability to deliver key organisational priorities effectively and efficiently. In December 2015, we established a dedicated programme of work – Improving our Organisation.

The key objectives of this programme of work are to:

- develop an agile and responsive delivery model for Education Scotland;
- use our organisational intelligence and evidence more effectively and efficiently;
- evaluate our methods for achieving impact and refocus our efforts accordingly; and
- optimise our people.

Highlights

This year, as part of our goal to have a more agile and responsive delivery model, we developed a programme approach to the way we will plan and manage our work in 2016/17. This is a significant shift away from previous ways of working and has identified nine priority programmes – eight of which are externally focused and the ninth – Improving our Organisation. The new approach involves focusing on outcomes and planning each programme around the achievement of these outcomes, rather than outputs. The priority programmes are supported by four significant areas of core business, including inspection and review and corporate services. The annual business plan for 2016-17 reflects these changes and a new, integrated reporting mechanism is being introduced from 2016-17.

The Optimising our People element of the Improving our Organisation Programme builds on the work undertaken by our People Board and ensures that our people flourish in our organisation and are able to develop to their full potential. To support this vision we have introduced a new approach to performance management which has an increased emphasis on personal learning plans and uses coaching as a means of enhancing skills and knowledge in the organisation.

This year, we have invested in digital technologies to support our work and to reduce travel costs and our carbon footprint in future years. The new technologies include improved video-conferencing and telephony systems.

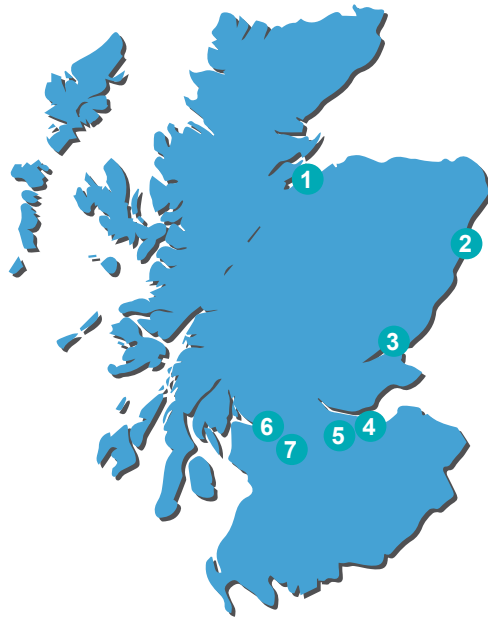
We have given a high priority to safeguarding this year. We have reviewed and updated our safeguarding policy, guidance and producers to include an appropriate emphasis on PREVENT duties. We have invested in PREVENT training and now have 12 Education Scotland staff trained as Workshop to Raise Awareness of PREVENT (WRAP) trainers; 48 HMI; and 71 ES SEO/EO/DO have been WRAP trained. Feedback from WRAP training indicated 90% of respondents were positive about the impact of the workshop on improving their knowledge and understanding across all the questions in the questionnaire (with those 90% improving by at least 1 category).

Facts and Figures

Our locations

We have offices in:

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



Our people

Our staff is made up of a mix of permanent, temporary and seconded staff, bringing together a rich mix of different skills and expertise, including HM Inspectors, Attainment Advisors, specialist education officers, corporate services professionals and analysts and experts in research.

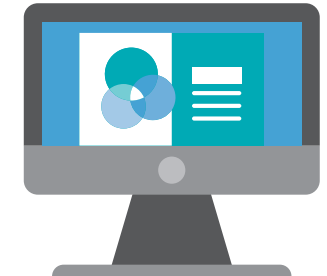
Permanent Staff	278
Fixed Term Appointments	10
Seconded Staff	51
Agency Staff	15
Total	354

Our costs

In 2015-16 our operating budget was **£36.4m**

Our website

- 6,450,763 sessions
- 4,310,719 users
- 20,947,632 page views
- Facebook 7,334 Likes
- Twitter 22,654 followers



Our communications

- 3,813 emails received to our enquiry inbox
- 7,352 *Weekly Digest* subscribers
- 57,764 subscribers to our range of e-bulletins

Our approach to sustainability

- We reduced the amount of waste sent to landfill by increasing the volume of recycling.
- We reduced our electricity usage and therefore our CO₂ emissions.
- This year our water usage increased, but the installation of water meters will mean we can better monitor and reduce our water usage in the future.

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

Case Study

Investing in our People

Investing in our people is at the very heart of everything that we do in Education Scotland and we make opportunities available to staff from across the organisation. We provide access to a wide range of development opportunities for all staff to ensure they have the right skills to perform well in their roles and contribute to achieving the organisation's objectives and support their own personal career aspirations.

In 2015/16 we provided financial support for 10 members of staff to participate in a two to three-year MPHIL programme. This is an advanced post-graduate research degree which will involve conducting research into a number of key areas of learning and teaching. The research will benefit the individuals, Education Scotland and Scottish schools.

Aileen Monaghan is a HM Inspector on the programme and Aileen says: 'I am finding the work very challenging but the best part to date has been the tremendous support from the other MPHIL colleagues in Education Scotland who are all helping each other to get through this challenging work. I am very well supported by my line manager and other Education Scotland staff and I regard it as a privilege to be involved in the programme. All of the work is helping me to become a better thinker, a better

life long learner and from there a better Inspector for Education Scotland.'

In preparation for moving to a new programme way of working in 2016, our Planning and Performance Team undertook a variety of training and development opportunities including Microsoft Project training at foundation and intermediate level, Prince 2 and Managing Successful Programmes qualifications, financial management and risk management training.

Ann Cura from the team says: 'The training has been really valuable and has helped me to be more effective and confident in my role and improved the quality of information we can provide to internal and external stakeholders. I have also benefited greatly from the expertise and knowledge gained on the job from other members of my team.'



International Education

International Engagement Website

- In 2015-16, we hosted 30 visits from high-level government officials, researchers and educators who came to learn about current initiatives in Scottish education and share information about their countries' education systems, and contexts. These visits included representatives from UAE, Iceland, Australia, Sweden, Finland and Holland. Evaluative feedback from international visitors on their arranged visits to Scotland is always sought, and is overwhelming positive. It is clear a number of countries actively use the Scottish approach to inspection and self-evaluation including Iceland and Australia, while others have continued to incorporate aspects of Curriculum for Excellence into their education system such as Guernsey.
- Education Scotland has worked closely with the Scotland Malawi Partnership to audit the number of schools with active partnerships in Malawi and provide help and self-evaluation support to these schools to maintain the links. There are currently 120 active school partnerships with Malawi in Scotland. The International Team have established clear areas for joint work in self-evaluation in Malawi which include leadership for improvement, and district inspection.
- We have also secured a contract with the Bailiwick of Guernsey to support self-evaluation approaches in their Education department and their schools. This is a five-year contract with the Bailiwick.
- In 2015-16 we further strengthened the partnership working with British Council (Scotland) and created a joint post focused on building on employability to support learners at Senior Phase stage to develop an international mind set. This included the innovative development and completion of 'Learners International' a new website created to provide a one stop shop for all things international. This website was created in close collaboration with educational staff and learners at all stages of the learning journey.
- We have actively strengthened our capacity to engage strategically with a wide range of partners across the world including SICI (Standing International Conference of Inspectorates), CIDREE (Consortium of Institutions for Development and Research in Education in Europe), the OECD, the European Commission, the Education World Forum and the British Council. Education Scotland staff play a key role in organisations such as SICI, CIDREE and the British Council.

Our continuing story:



Looking ahead, there is no lessening in the determination to drive improvement in Scottish education in the coming year, indeed much the reverse. The new Government and Ministerial team is clear that securing a world-class education for all Scottish learners is an absolutely top priority for government, and that closing the poverty-related attainment gap is seen as a key defining mission. Education Scotland has a key role in supporting this ambition. Our important contribution to the National Improvement Framework and the National Delivery Plan will inform our focus and priorities as we move into 2016/17.

During 2016-17 we will publish a comprehensive review of available intelligence, evidence and research on how well the Scottish education system is performing. It will make use of all available data, such as inspection evidence and achievement data, but also draw from international research and broader intelligence to relate education within its broader social and economic context.

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