



# Annual Review

2016-17



Transforming lives through learning

# Foreword

In my role as Interim Chief Inspector, and working alongside Karen Reid as Interim Chief Executive since July 2017, I am delighted to present our Annual Review for the year April 2016 to March 2017. It has been a very busy, challenging and rewarding year for Education Scotland as we continued to support the Scottish Government in its reform of Scottish education.



From early years through to adult learning, our unrelenting focus this year remained on addressing the unacceptable poverty-related attainment gap that still stubbornly exists in Scotland as it does in many countries across the world. Our blend of national support and challenge was delivered this year with this focus very much at the forefront of our planning.

This year we have supported the Scottish Attainment Challenge through our network of Attainment Advisors who work within and across local authorities providing professional learning and invaluable support to practitioners across the country. Their role has been critical in identifying and sharing good practice which has benefited many children and young people in Scottish education.

Building a world-class curriculum continued to be a key strategic objective this year. In June 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills launched Delivering Excellence and Equity in Scottish education – a Delivery Plan for Scotland which clearly set out how partners would work together to deliver excellence and equity for every child in

Scottish education. This publication was a key driver for much of our activity in this year.

As Curriculum for Excellence (CfE) has embedded within schools, it was recognised that there have been some unintended consequences and unnecessary bureaucracy which was detracting from learning and teaching. Three main requirements for Education Scotland were set out in the Delivery Plan to address these issues.

- to publish a clear and concise statement of the basic framework within which teachers teach;
- to provide clear, practical advice on assessing achievement in literacy and numeracy – making clear the expected Benchmarks for literacy and numeracy, for each level of CfE; and
- to review the demands placed on schools and local authorities in relation to Curriculum for Excellence (particularly for curriculum, planning, assessment and reporting).

To respond to these requirements, we worked closely with teachers and in August 2016 the HM Chief Inspector, Bill Maxwell published “A Statement for Practitioners” which set out very clearly and concisely what teachers should focus on, and equally important what should be avoided. This aimed to empower teachers to spend less time on bureaucracy and more time teaching. I am pleased to report that this new guidance received strong support across the profession. It was quickly followed by the publication of Benchmarks for literacy and English and numeracy and mathematics which again provided clarity to teachers on the standards expected across each curriculum area. Collaboration and the involvement of teachers was essential in developing the Benchmarks and again they have been very positively received. Benchmarks covering all areas of the curriculum were published in March 2017.

**Graeme Logan**  
Interim Chief Inspector

# Our Purpose

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Education Scotland (ES) is the national improvement agency for education in Scotland.

We deliver a coherent and balanced blend of activities to support improvements in Scottish education. This includes: support activities such as working in partnership with education authorities through practitioner, area lead officer and attainment advisor networks; advice on the curriculum, learning, teaching and assessment; and evaluative activities such as inspection and review. We also provide assurance to Ministers and the public on the quality of education in Scotland and are responsible for policy in Community Learning and Development (CLD), Youth Strategy and Adult Learning.

# Our Vision

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Learners growing up 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

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To provide the best blend of national support and challenge to inspire and secure continuous improvement in the opportunities that all Scottish learners can access.

# Our ambition

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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

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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

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## Strategic Objective 2:

Promote high-quality professional learning and leadership amongst education practitioners

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## Strategic Objective 3:

Build the capacity of education providers to improve their performance continuously

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## Strategic Objective 4:

Provide independent evaluation of education provision

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## Strategic Objective 5:

Influence national policy through evidence-based advice

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## Strategic Objective 6:

Improve our organisational capability and invest in our people

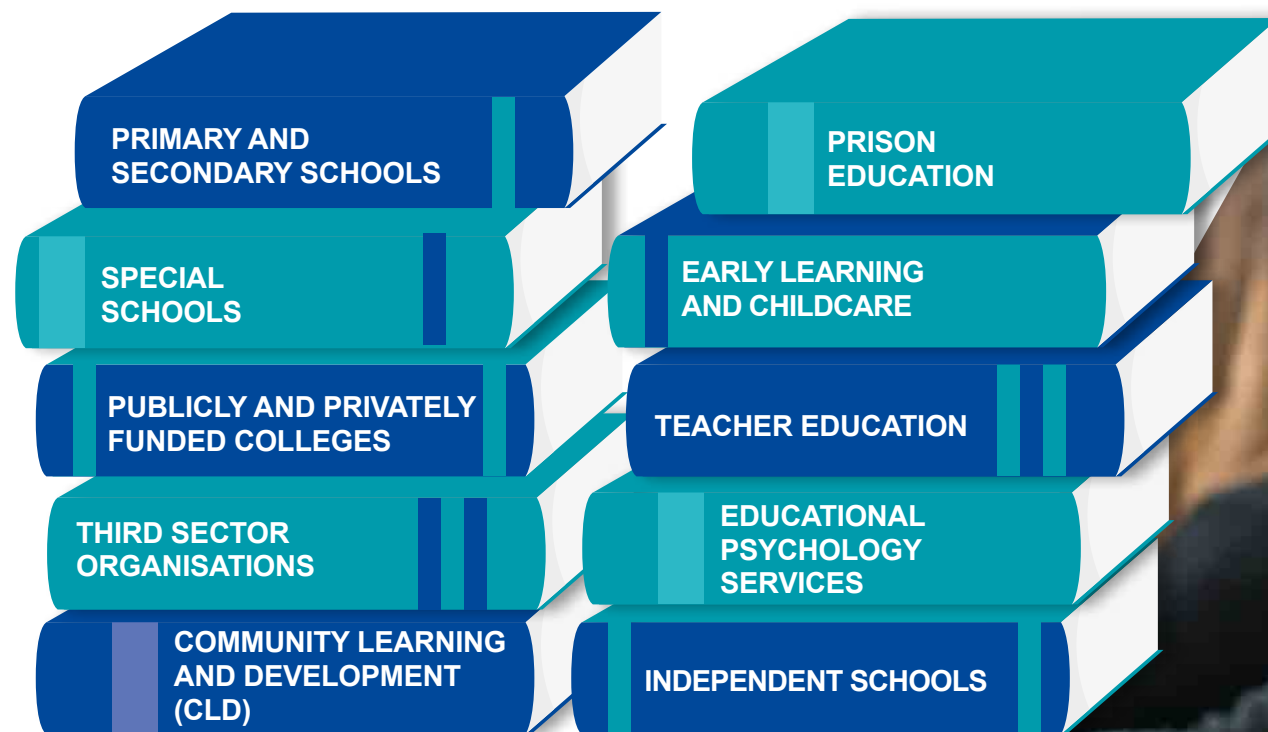
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# Our Stakeholders

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



# Strategic Objective 1: Build 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.

## Our key focus

In August 2016, following the publication of *Delivering Excellence and Equity in Scottish Education – A Delivery Plan for Scotland*, we published a definitive statement for practitioners on CfE from HM Chief Inspector of Education. This statement provides clear, practical advice for teachers and practitioners on planning learning, teaching and assessment. It also provides key messages about what they are expected to do, as well as suggesting what should be avoided.

The statement identified the two key resources which teachers should use to plan learning, teaching and assessment as the Experiences and Outcomes and the Benchmarks. Outlined in this section, are the key areas of support we have provided to practitioners from all sectors over the course of the year.

## Benchmarks and Experiences and Outcomes

To provide clarity on the national standards expected within each curriculum area at each level, this year we developed Benchmarks across all the curriculum areas. They set out clear lines of progression in literacy and English and numeracy and mathematics, and across all other curriculum areas from early to fourth levels (early to fourth levels in modern languages). Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

- draft literacy and English and numeracy and mathematics Benchmarks were published in March 2017; and
- following extensive consultation and joint working with stakeholders, we published Benchmarks for all remaining curriculum areas by March 2017.

Working in partnership with practitioners, we also updated and revised the Experiences and Outcomes for technologies which were published in March 2017.



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

### Early Learning and Childcare (ELC)

We have also supported the implementation of the commitment by Scottish Government in *Delivering Excellence and Equity in Scottish Education – A Delivery Plan for Scotland*, to almost double the early learning and childcare entitlement to 1,140 hours per year by 2020. Our input has been vital in ensuring that the needs of children, and the quality of early learning remain high on the national agenda. Further, we have worked with colleagues to ensure that future developments are aligned with practice guidance and what is known about effective pedagogical approaches for young children, linking to our strategic objective of building a world class curriculum.

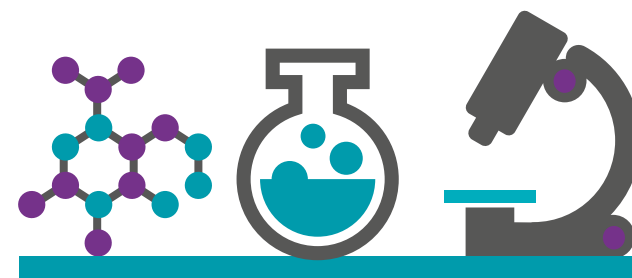
### Progression from the Broad General Education to the Senior Phase

We also published *Progression from the Broad General Education (BGE) to the Senior Phase – updated guidance*. The guidance is for schools, local authorities and their partners, to help them to support improvements in learning for young people and to secure reductions in workload for teachers.



### National Improvement Hub

Another of our significant commitments this year, was to develop a new National Improvement Hub (NIH) to coordinate all the support and resources to help teachers to raise attainment and improve performance. We were also committed to streamlining the resources on offer. The alpha version of NIH was launched in February 2016 and updated web services were launched in December 2016 including our corporate site, Parentzone Scotland and National Qualifications Online. The new sites have fewer than half the overall number of pages of their predecessors. NIH provides a one-stop shop for information, advice and resources relating to the Scottish Attainment Challenge (SAC). It also has an important role to play in supporting practitioners across Scotland to share resources.



### Sciences Technologies Engineering and Mathematics (STEM)

STEM continues to be an important priority for the organisation. We supported the development of the National STEM Education and Training Strategy for Scotland. We drew on our shared learning and the findings from the National STEM project and the Improving Gender Balance project to identify the actions needed to make progress with our STEM ambitions. We developed these projects through partnership working with SSERC, as Scottish Schools Education Research Centre (SSERC), Skills Development Scotland (SDS), the Institute of Physics (IOP), Generation Science, STEMNET and the Scottish Council for Development and Industry (SCDI).

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

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### Developing the Young Workforce (DYW)

We are a lead partner in the DYW programme, a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work. In 2016-17 there was a particular focus on making sure that the *Career Education Standard (3-18)*, which we developed and published in 2015, was being implemented in secondary schools. This included support for the new enhanced offer from SDS enabling access to careers guidance for young people from S1 onwards.

### Scottish Prison Service (SPS)

We continue to support young people and practitioners in all settings. We supported SPS to develop their first Learning and Skills Strategy, 2016-2021, in May 2016. We are continuing to advise and support strategy implementation through representation on their newly formed SPS National Advisory Board. Finally, we provided advice and support to SPS in the refresh of the Big Plus Challenge (literacy and numeracy screening tool) used in all 13 establishments.

### Community Learning and Development

Earlier this year, we updated and published *Scotland's Adult Literacies Curriculum Framework Guidelines for learning, teaching and assessment* in order to reflect:

- priorities for adult literacies and related work;
- developments and improvements in practice;
- guidance on learning, teaching and assessment; and
- developments in adult literacies and adult learning policy.



**There was a particular focus on supporting the implementation of the Careers Education Standard (3-18)**

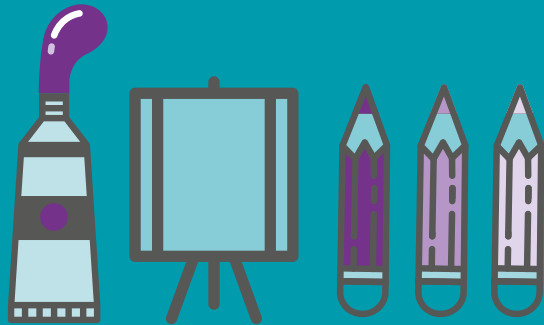
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## Strategic Objective 1: Build a world-class curriculum for all learners in Scotland

### Other highlights

- we hosted the first national meeting of Scotland's Ambassadors for Inclusion in December 2015 and they now meet three times a year. 22 young people with a range of additional support needs from 20 education authorities shared their views and experiences on inclusive education;

We received over **2000** high quality entries across all sectors for the John Byrne National Drawing Competition. Judging was carried out in partnership with Strathclyde University. An exhibition of the winning artwork took place in Paisley Museum and Art Gallery and featured extensively in national media.



- we supported **134** schools who received Food for Thought funding across all **32** local authorities. We have liaised with Business in the Community to match **58** schools with **89** food-related businesses;
- we held the **27th** European Physical Education Association Forum in November 2016 involving **20** European countries;

The delivery of a national financial education conference in March 2017 brought **145** delegates from **17** local authorities and **23** other organisations together. **95%** of delegates who responded to the conference evaluation agreed that the conference aims were met.



- A suite of creativity skills posters were distributed to every school and ELC centre in Scotland to support curriculum planning;
- we developed an online creativity skills infographic maker for educators to work with learners and staff to explore creativity themes across all areas of learning;
- we published a series of digital infographics exploring creativity skills across learning and the links to attainment and employability;
- we published professional learning resources to support primary teachers' understanding of progression from CfE first to second level in modern languages;
- we worked in partnership with Bòrd na Gàidhlig to organise a successful conference for teachers and other stakeholders on the theme of 'transitions into secondary'; and
- we provided advice to Scottish Government colleagues and worked with the Scottish Book Trust to ensure Gaelic is suitably included in Read Write Count (gift bags for children in P2 and P3) and the First Minister's Reading Challenge.



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

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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 youth work staff.

### Our Key Focus



### Scottish Attainment Challenge (SAC)

We continue to work closely with colleagues in Scottish Government to take forward the SAC programme. This key government priority is targeted at closing the poverty-related attainment gap and is supported through a £750 million Attainment Scotland Fund.

A variety of professional learning resources and materials have been published on the National Improvement Hub. These have been shared in order to support practitioners in selecting the most appropriate interventions for the children and young people they work with.

*Interventions for Equity* was published in December 2016 encompassing a range of examples organised under 12 approaches to closing the equity gap. This framework has since been further developed and added to.

The Attainment Advisors have supported and delivered a range of professional learning, with a focus on closing the equity gap, through their work within and across local authorities. This support has taken a variety of forms, including face to face sessions with practitioners and school leaders and sharing examples of practice nationally through the National Improvement Hub.

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

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### Raising Aspirations in Science Education (RAiSE)

Another key priority for this year was the establishment of the RAiSE programme, in partnership with The Wood Foundation, Association of Directors of Education in Scotland (ADES), Scottish Government and SSERC. The programme is designed to secure improvements in primary science by developing the confidence and competence of teachers to ensure all learners experience highly engaging and motivating learning opportunities. Ten local authorities joined the programme by end 2016-17.

### Dyslexia and Inclusive Practice

We held two conversation events which were attended by 24 local authorities. Almost all attendees felt that the events provided an opportunity to further develop their knowledge and reflect on their practice in collaboration with others. Professional learning sessions were provided to eight local authorities at the Dyslexia Scotland's 2016 Education Conference.

The *Addressing Dyslexia Toolkit* website was refreshed and launched in March 2017 by the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney, and Sir Jackie Stewart. The first of three free online modules was published in collaboration with the Open University, Scottish Government and Dyslexia Scotland. Extremely positive registration numbers and feedback have been received to date. A range of professional learning resources are available on the NIH.

### Developing Leaders for the Future

We also commissioned the *Developing Leaders for the Future* programme in 2016 to develop the leadership skills and strategic thinking of aspiring leaders within the broad field of CLD. Feedback from participants indicated that it was a meaningful, practical, unique and in some cases, a “transformational” learning programme.



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

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### CLD Standards Council

The CLD Standards Council for Scotland was established in 2008 by the Cabinet Secretary for Education and Lifelong Learning as the professional body for community learning and development practitioners.

Its mission is to drive high standards of professional practice in the CLD sector by the approval of professional learning, the registration of practitioners and the enabling of professional development, working with its members to be a voice for the profession.

In the past year, the Standards Council has:

- maintained quality assurance of degree and other programmes through the peer-led approval process;
- published new *Guidelines for Professional Practice Placement in CLD*;
- continued to grow its registered membership and consolidated registration systems;
- worked with partners to review Community Development SVQs and put revised qualifications in place;
- published *Influencing Change: CLD in Scotland, 2001-2015*, a comprehensive overview of policy and practice developments in CLD; and
- developed new partnerships, for example with the Big Lottery Fund.



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

### Other highlights

- we held *Prevent* conversation days with education authority representatives resulting in engagement with **27** local authorities;
- **29** out of **32** authorities have allocated National Numeracy and Mathematics Hub (NNMH) champions;
- **80** Better Movers and Thinkers (BMT) staff tutors have been trained;
- we provided Career Long Professional Learning (CLPL) sessions across all **32** local authorities, including a Summer School in BMT;
- we provided funding to **three** local authorities to provide Mental Health First Aid Training (MHFAT) in year three of a five-year programme of support; and
- we worked in partnership with Creative Scotland to deliver the aims of the national Creative Learning Plan through funding Creative Learning Networks in **28** local authorities. Through their individual programmes of work, they recorded **23,140** attendances in predominantly CLPL activities designed to champion creativity and creativity skills across the curriculum.

- **18** professional learning modules have been uploaded to the National Numeracy and Mathematics Hub (NNMH).

Working in partnership with SDS we developed a suite of online resources to support the implementation of the Career Education Standard (3-18).

- We facilitated a range of practice sharing events.



- **Three national National Network for Outdoor Learning (NNOL) events were held.**

- **a modern languages event** was held for local authority 1+2 development officers.



- **a series of face to face events** between National Numeracy and Mathematics Hub Champions took place.

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

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We give a high priority across all the areas in which we work, to promote 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.

### Our Key Focus



#### National Improvement Framework (NIF)

We have been working on the publication of advice and guidance for schools, parents and partners on school improvement planning, with a focus on NIF priorities and giving emphasis to the engagement of parents.

In November 2016 the *National Improvement Framework Parent Communication Plan* was delivered. The plan details the key principles and priorities for communicating with parents on NIF and was developed with members of the National Parental Engagement Steering Group, including the National Parent Forum of Scotland (NPFS) and the Scottish Parent Teacher Council (SPTC).

There have been a series of events during 2016-17 focusing on quality assurance and moderation to improve the robustness of the achievement of a level data submitted and improving the consistency of teachers' professional judgements across Scotland. The events were supported through an online community on Yammer where resources and materials that had been developed were shared. There are 373 members of this community. Evaluations from those who attended the events highlight that they have improved their understanding of quality moderation of CfE levels.

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

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#### School Improvement Partnership Programme (SIPP)

The final phase of the SIPP focused on issues of sustainability, including strengthening and deepening connections within and between partnerships to create a network or “improvement community”.

The final research evaluation report, *Sustaining Collaboration and Enquiry to Tackle Educational Inequity (September 2016)*, considers the impact and progress of SIPP. After three years of development and implementation, the evidence from the external evaluation and the partnerships’ own evaluative findings, indicate that SIPP had an impact. This included fostering collaborative working to tackle educational inequity, developing capacity at school and local authority level to effect positive change, including improving enhanced leadership opportunities; building teachers’ knowledge, confidence and skills to challenge inequity; improving teachers’ understanding of evaluation and practitioner enquiry and increasing learners’ aspirations and achievement.

The report found that as the programme developed, there was growing evidence from staff surveys that SIPP involvement had a positive impact on pupil aspirations and had increased pupil achievement. It also identified that in most partnerships, the original SIPP development and lessons learned have influenced learning and teaching and other measures more widely in participating schools and other schools in their local authorities.



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

### Self-Evaluation Frameworks

In August 2016, *How good is our early learning and childcare?* replaced *Child at the Centre* as the self-evaluation framework for early learning and childcare. It builds on the strengths of previous and existing frameworks for improvement. It offers specific illustrations of practice for practitioners working in ELC for children aged 0-5 years and the early stages of primary school. By working with our strategic partners to raise awareness of and improve *How Good is Our Early Learning and Childcare* we have increased capacity for effective self-evaluation for improvement. For example, we delivered sessions with a range of stakeholders and partners including Strathclyde University, local authorities, Care Inspectorate and ADES to increase knowledge and understanding of new materials. In partnership with Glasgow City Council, we developed the resource *Applying Nurture as a whole school approach: A framework to support the self-evaluation of nurturing approaches in schools and Early Learning and Childcare settings*.

In addition, *How Good is the Learning and Development in our Community* - a refreshed version of this self-evaluation resource was published in April 2016.

Our new quality framework for colleges in Scotland was published earlier this year - *How good is our college?*. It builds on the commitment that Scotland's colleges have made over many years to developing effective internal quality arrangements. The new framework recognises and responds to the extensive change in the college sector over the last four years and takes account of the role of the Scottish Funding Council's Regional Outcome Agreements. It acknowledges and promotes the contribution of individual colleges and of the sector as a whole, in developing an approach which is well adapted to this new landscape. The document was the result of a collaboration between Education Scotland, colleges, Scottish Funding Council and key stakeholders. It requires colleges to promote equity, ensuring all learners have the best chance of a successful outcome.



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

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### Review of Family Learning

In December 2016 we published a *Review of Family Learning - Supporting Excellence and Equity*. It is being used to inform future business planning for policy and improvement work in family learning in Scottish Government and within Education Scotland. It was informed by national and international evidence, focus groups of family learning practitioners, strategic delivery partners and Scottish academics.

### Developing the Young Workforce (DYW)

Building on work started in 2015-16 through the regionally based learning events, we established the National DYW Leads Network. The network supports local authority and college DYW leaders to build capacity and lead change in their regions. Going forward the network will work with the DYW employer groups and will form part of a hub of collaborative groups.

### Prison Service Learning Provision

HM Inspectorate of Prisons for Scotland inspected HMYOI Polmont in April 2016 as part of a longitudinal inspection. Some of the positive messages from the report were where ES had played a key role, including significant work in redefining the institution as a learning environment.

**Review of Family Learning was published in December 2016**

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

### Other highlights

- the *Review of Family Learning - Supporting Excellence and Equity* attracted over **2,500** page views on NIH and was positively received on social media;
- we held two national events on political education that reached **120** CLD practitioners;
- we co-produced three national events on democratic education that reached over **150** CLD practitioners; and
- we worked with regional CLD networks across Scotland to help deliver a range of professional learning opportunities including:
  - o Sessions on our new self-evaluation framework, *How Good is the Learning and Development in our Community?* which reached over **700** practitioners in total.
  - o Sessions held in Falkirk and Dundee on how CLD practitioners can respond to the Community Empowerment (Scotland) Act 2015, which reached over **150** practitioners in total.

As part of our work to build capacity in Creativity across Learning we developed and launched the Transforming Learning Approach, a practical toolkit which empowers transformational change and leadership at all levels.



We ran a range of capacity building events with Quality Improvement Officers and headteachers in Aberdeen, Aberdeenshire, Angus, Dundee, Fife, Perth & Kinross, Falkirk, Clackmannanshire and Stirling.



## Strategic Objective 4: Provide independent evaluation of education provision

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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 frontline services and professionals, designed to help them plan their next steps in improving outcomes for learners.

### Our Key Focus

#### New Inspection Models

We introduced two new approaches to inspections in early years setting and schools in 2016-17, the first being a full inspection model. Four Quality Indicators (QIs) are evaluated in every school or setting and a further QI for focus is chosen by the school. It enables school staff and inspectors, together, to focus on a particular area of the school's work related to its current context, with the aim of bringing about improvement through professional dialogue. In addition, inspections incorporate themes from other QIs to ensure we continue to capture the evidence we need to promote improvement and provide evidence to inform national policy development. These themes will be reviewed regularly to ensure they remain relevant. From August 2016, we have included a Learning Pathways theme and referred to Partnerships in evaluating the impact of parental engagement.

We also introduced short model inspections this year. This is one of the approaches being introduced in a phased approach. We tried out a short, focused visit inspection model in a small sample of primary schools between February and June 2017. We evaluated the approach and will make changes before the model is tested in other sectors. This approach involved visiting an educational establishment for a total of two days with a smaller number of inspectors, dependent on the school roll. During these visits we evaluated two QIs.

We continue to work towards developing and introducing a suite of approaches which we can use to suit a range of contexts. For example, we are currently developing a short visit model for use in secondary school inspections.

A new CLD inspection model has been in place since September 2016 and CLD partnerships are engaging effectively with it.

In partnership with stakeholders, including the Care Inspectorate, SG, ADES, and Scottish Childminding Association (SCMA), we are developing arrangements to support the inspection, quality assurance and improvement of funded ELCC, including childminders. This has resulted in the identification of two possible models of inspection for childminders.

We reviewed the range and content of the pre-inspection questions to help gather the views of parents, staff and learners. The revised questions were piloted from January 2017 alongside the trial of a new online questionnaire system.

## Quality and Improvement in Scottish Education and Inspection Evidence

In March 2017, Scotland's Chief Inspector for Education published the *Quality and improvement in Scottish Education 2012-2016* report. It summarises findings from inspections and other evaluative activities carried out by ES over the period January 2012 to June 2016. The report summarises the professional view of inspectors based on the evidence gathered from observing practice at first hand. It looks across all sectors in which we undertake inspection and reviews of front-line service provision, from early learning provision to adult learning.

We have identified five key aspects of education provision and practice which should be prioritised for improvement across many or all of Scotland's education sectors:

- **exploiting** fully the flexibility of Curriculum for Excellence to better meet the needs of all learners;
- **improving** arrangements for assessment and tracking to provide personalised guidance and support throughout the learner journey;
- **maximising** the contribution of partnerships with other services, parents and the wider community to enhance children's and young people's learning experiences;
- **improving** further the use of self-evaluation and improvement approaches to ensure delivery of consistent, high quality of provision; and
- **growing** a culture of collaboration within and across establishments and services to drive innovation, sharing of practice and collective improvement.

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Quality and Improvement in Scottish Education 2012-2016 report was published in March 2017

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## Strategic Objective 4: Provide independent evaluation of education provision

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### Review of Standards and Guidance implementation

We undertook a review of progress of the implementation of the *Career Education Standard (3-18)*, the *Work Placements Standard* and the use of the guidance on school/employer partnerships. These standards and the guidance were published in September 2015 to support the aims of the DYW programme. In addition to the evidence available from on-going inspection activity, the review included visits to 29 secondary schools across 13 authorities, four Additional Support Needs (ASN) schools and close to 500 survey responses from headteachers. The findings of the review are available on the National Improvement Hub and are being used to inform the next stage of DYW implementation.

### Inspection and Review Activities

Early Learning and Childcare Settings	98
Primary Inspections	102
Secondary Inspections	17
All-through schools	0
Day Special Schools (local authority, grant-aided and independent)	11
Residential Special Schools (local authority, grant-aided and independent)	9
Guernsey Schools	2
Independent Schools (full visits)	1
Independent Schools (Quality Improvement and Professional Engagement visits)	6
Children's Services	6
Prison Education Settings	3
Annual engagement visits on behalf of the UK Border Agency, to centres which wish to deliver courses to international students	6
External reviews of Career Information, Advice and Guidance delivered in partnership with SDS	Visits 5 (follow up reviews 3)
External reviews of Modern Apprenticeship off-the-job training in partnership with SDS	10
Colleges – on-going engagement visits	27
Development and Trust Reviews	3
Community Learning and Development Inspections	8
Educational Psychological Services Inspections	11

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

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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.

### Our Key Focus

#### Workload Review

In June 2016, the Deputy First Minister and Cabinet Secretary for Education and Skills asked Education Scotland to undertake a focused review of local authority demands placed on schools, particularly around their arrangements for planning, assessment and reporting in schools. The review was planned as one strand within a wider set of actions announced in the Government's "Delivery Plan" to eliminate unnecessary workload demands. The review took place in August 2016. Teams of HM Inspectors visited local authorities for one day or a day and a half. They met Directors of Education, local authority officers, representatives of teachers' professional associations, Local Negotiating Committees for Teachers (LNCT), and primary and secondary headteachers and teachers. They looked at arrangements, expectations and associated workload requirements for CfE as well as any guidance and support provided by the authority to help minimise bureaucracy and workload. In September 2016, we published a *Review of local authorities' actions to tackle unnecessary bureaucracy and undue workload in schools*.



## Capacity Building in the Community Learning and Development Sector

We continued to chair the national Strategic Forum for Adult Learning and co-chair the national reference group for the Youth Work Strategy with YouthLink Scotland. The Strategic Forum for Adult Learning commissioned The Learner Voice Working Group to conduct a survey to gather examples of how adult learners are engaged in influencing local and national policy. The responses will be used to create a practitioner resource pack for promoting learner voice. After the Scottish Government's Community Empowerment Unit took the policy lead for community development in late 2015, Education Scotland staff worked with them to ensure that we had a joined up approach around CLD policy and capacity building support to the CLD sector.

## Community Planning Partnerships (CPP)

We contributed to the development of guidance for CPP reporting duties and implementation of the Children and Young People (Scotland) Act 2014 as part of a working group with Scottish Government policy colleagues, Children's Commissioner's Office, Together, Children's Parliament, and UNICEF. We consulted with policy colleagues and children's rights stakeholders: Children's Parliament, Together, Children's Commissioner's Office and UNICEF to scope and advise on a children's rights and participation resource for pre-schools and schools.

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

### Expansion of Early Learning and Childcare (ELC)

We provided professional advice and information to Ministers and policy officials through the early learning and childcare governance structure of the Early Learning and Childcare Strategic Forum, the Workforce and Quality Group, and the Strategic Evidence Group.

We played a key role in supporting and leading on the education outcomes for the *New Scots: Integrating Refugees in Scotland's Communities* strategy and used links to other national bodies and internal expertise to support some of the specific areas of work related to language and linguistic diversity. We have been successful in seeking continued involvement and commitment from national organisations such as SQA, SDS, Workers Educational Association, Student Awards Agency for Scotland, Scottish Funding Council and Scottish Credit and Qualifications Framework as well as work with other colleagues in Scottish Government to ensure that issues cutting across other themed areas were linked.

### Other highlights

- **over £4 million in grants disbursed to a range of organisations** which ensures that their strategic direction, activities and initiatives are closely aligned to national policies specific to capacity building. The impact of this work provides a more comprehensive evidence base to inform Education Scotland's professional advice to Scottish Government; and
- **we provided advice to Scottish Government colleagues on policy** including the Mental Health Strategy, Pregnancy and Parenthood in Young People Strategy, Physical Activity Implementation Plan, Good Food Nation 2015 and the Daily Mile. We have also provided advice on literacy and English, numeracy and mathematics and Gaelic education.

We contributed to the National Implementation Support Group for *Getting It Right For Every Child* (GIRFEC) and the National GIRFEC Lead Officers Group. We contribute to the national working groups for the development of refreshed policy guidance on anti-bullying (Respect for All) and on exclusions.



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

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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. Improving our Organisation is a dedicated programme of work where the key objectives 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

### Our Key Focus

We have continued to develop and improve our business delivery model by introducing a programme management approach to our operational delivery. We have also improved our operational governance and have introduced programme boards for every programme, overseen by a Portfolio Board chaired by our Chief Operating Officer. By the end of March 2017, every programme had also identified short and medium term outcomes to help to measure impact.

This year, we launched an internal online skills survey to identify the personal development needs of all staff and to develop a picture of the range and levels of skill and expertise across the organisation. The survey captured information on core skills and additional skills from all staff across the organisation. In total 227 responses were analysed and we are using this information to inform our future staffing model and determine our learning and development offer for all staff.

We recognise the value and importance of our people and this year we introduced a Learning and Development Portal on our staff intranet. This portal is a one-stop-shop where all staff can go to identify professional learning opportunities using a variety of contexts, including online learning.

We launched our draft Equality and Diversity Strategy and Policy earlier this year and we have been consulting widely with both external stakeholders and with our own staff during a series of staff events. We were delighted with the level of engagement and constructive feedback about this document which will be launched by the end of 2017.

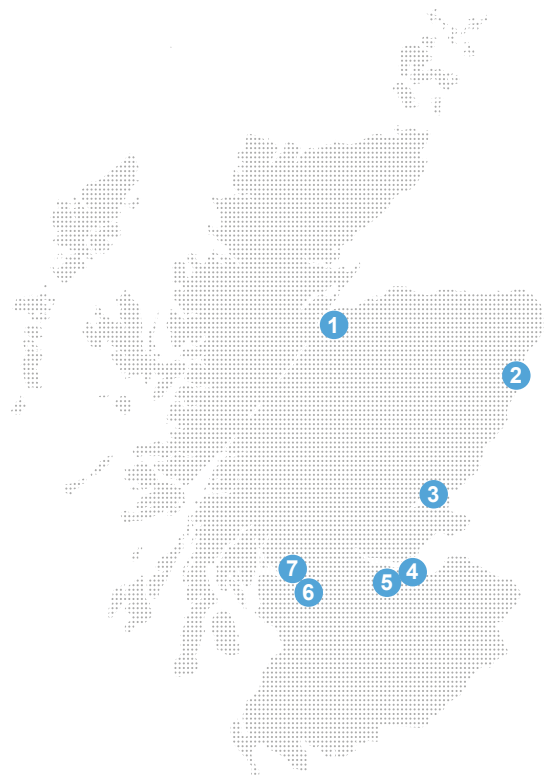


## Strategic Objective 6: Improve our organisational capability and invest in our people

### 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 Advisers, specialist education officers, corporate services professionals and analysts and experts in research.

Headcount	All	Male	Female
SCS	5	4	1
Other permanent staff	267	79	188
Fixed term staff	9	2	7
Secondees	30	5	25
Agency	6	3	3
<b>Total</b>	<b>317</b>	<b>93</b>	<b>224</b>

### Our costs

In 2016-17 our operating budget was **£36.1 million**



### Our communications

- **28,919** Twitter followers;
- **10,506** Facebook Likes;
- **8,513** Weekly Digest Subscribers;
- **75,606** Subscribers to our range of e-bulletins; and
- **4,372** Scottish Learning Festival 2016 visitors.

### Our Approach to Sustainability

- we continued to increase the amount of waste recycled and reduce the amount going to landfill. We also made a significant reduction in travel due to increased use of technologies such as Skype for business and videoconferencing; and
- Education Scotland is accredited as a “Living Wage” employer.



# International Education

## Our Key Focus

We engaged in a wide range of international activity at a local, national and international level. The key activities included delivering and reporting on progress on our international strategy, and welcoming and supporting a range of international visitors to Scotland including Ministers and senior officials. We also contributed to Scottish Government's *International Development Strategy 2016* working with key priority countries including Malawi and Zambia. We developed a partnership with Telangana in India through the creation of the "Scottish Offer" and along with the General Teaching Council for Scotland, and the Scottish College for Educational Leadership have collaborated to produce a partnership agreement focused on educational improvement. We also support the joint post with British Council to improve further education knowledge and understand and develop Learners International.

Our representative board member for UK (Scotland) for the European Agency for Special Needs and Inclusive Education (EASNIE) participated in board meetings and thematic sessions on the role of inclusive education in response to the migrant crises across Europe, and decentralisation within the Education System, trends, challenges and opportunities. They also supported the Inclusive Early Childhood Education (2015–2017) project. Activities focused on identifying and describing examples of inclusive practice in inclusive early childhood education at national level.

Our representative has also been involved in the EASNIE Raising the Achievement of All Learners in Inclusive Education (2014-17) project. It targets policy decision makers at national and local levels and focuses on the issue of raising the achievement of all learners, and quality education in inclusive settings. It focuses on pedagogical strategies, teaching approaches and school leadership. It will provide guidance for teachers and school leaders, drawing on practical school-based work carried out in three learning communities in Italy, Poland and the UK (Scotland). The learning community in Scotland is Calderglen High School in South Lanarkshire. Croatian, Czechoslovakian, Danish, Dutch, German, Icelandic, Irish, Italian, Maltese, Norwegian, Polish, Slovakian, Spanish, Swedish and Welsh participants engaged with practitioners from the Calderglen Learning Community to share practice and learn directly from others promoting inclusion and inclusive learning across Europe. On day three, the European participants were joined by local authority representatives including practitioners and inclusion officers from primary and secondary schools.



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Transforming lives through learning

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