NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2016 EVIDENCE REPORT

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Edinburgh 2016

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INTRODUCTION

The National Improvement Framework

In January 2016, the Scottish Government published its National Improvement Framework for Scottish Education.

The National Improvement Framework identifies four key priorities:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing;
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Everyone working in Scottish education should be clear about what they are seeking to achieve in making their contribution to addressing these priorities. There may be further improvement priorities at school level, based on local needs and self-evaluation.

The priorities may change over time, depending on what the evidence shows. Indeed, we expect they will as issues are addressed successfully and new priorities emerge.

The National Improvement Framework also sets out six key drivers for improvement which provide a focus and structure for gathering evidence which can then be analysed to identify where further improvements are required.

The key drivers for improvement are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

The links across these key areas are essential to enable continuous improvement. They are all equally important.
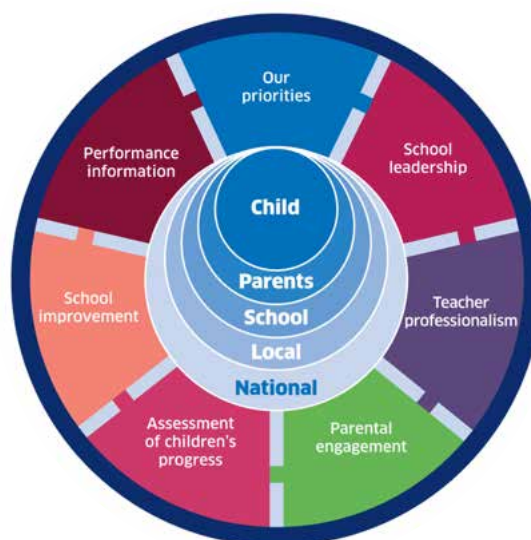
More information on these components can be found at:
http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

Purpose of this report

This evidence report gives an overview of what we know about Scottish education and the context in which our children and young people learn. It brings together available current evidence on achievement, attainment, health and wellbeing, and the wider education system, with a specific focus on differences between children living in the most deprived and least deprived areas. It aims to present an objective picture of Scottish education, based on a wide range of sources.

Such evidence is crucial to be able to learn from good practice and develop plans for improvement where needed. This is why one of the drivers for improvement set out in the National Improvement Framework is performance information: information on the extent to which we are achieving the aims of the Framework.

This report brings together information on pupils' achievement, attainment and health and wellbeing from a range of existing data sources, such as the new Achievement of CfE Levels return (based on teacher professional judgements), Scottish Survey of Literacy and Numeracy (SSLN), Pupil Census, Teacher Census, Attendance, Absence and Exclusions, Growing Up in Scotland, 27-30 month Child Health Reviews, the OECD's Programme for International Student Assessment (PISA), Scottish Health Survey, the Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) and HMI inspections.

Whilst these sources provide evidence on different aspects of the system, and use differing methodologies, together they give a broad picture of education in Scotland. This evidence report is an updated version of the 2015 Interim Framework Report that was published by the Scottish Government in January 2016.

Context: The Scottish school system

Opposite is an overview of the children and teachers in the Scottish school system in 2016. This shows that there are almost 684,500 pupils in schools across Scotland and just under 97,000 funded registrations for early learning and childcare.

Summary statistics for schools in Scotland 2016

Pupils

684,415 Pupils	↑	4,408 from 2015
396,697 Primary	↑	5,549 from 2015
280,983 Secondary	↓	956 from 2015
6,735 Special	↓	185 from 2015

Teachers

50,970 Teachers	↑	253 from 2015
23,920 Primary	↑	495 from 2015
22,957 Secondary	↓	102 from 2015
1,869 Special	↓	42 from 2015
100% probationers in employment	↑	14% points on 2015

Pupil teacher ratio 13.7	↔	same as 2015
Average class size 23.5	↑	0.1 from 2015

Early Learning & Childcare

2,514 Centres	↑	22 from 2015
96,961 Registrations	↓	301 from 2015
985 Teachers	↓	53 from 2015

School estates

2,524 Schools	↓	14 from 2015
84% in good or satisfactory condition	↔	Same as 2015
81% of a good or satisfactory suitability	↑	1% point on 2015

Additional support needs

24.9% of all pupils had an additional support need recorded in 2016.

More information on pupil and teacher numbers, and on pupils with additional support needs, can be found in the annual Scottish Government publication Summary Statistics for Schools in Scotland.

Looked after children

As of July 2015, **15,404** children in Scotland were looked after. This is a decrease of 196 (or 1%) from 2014. The figure has fallen each year since 2012, when there were 16,248 children looked after. More information can be found in the Children's Social Work Statistics Scotland publication.

EVIDENCE FOR THE KEY PRIORITIES

Key Priority: Improvement in attainment, particularly in literacy and numeracy

This chapter focuses on the available evidence in relation to the National Improvement Framework Priority 'Improvement in attainment, particularly in literacy and numeracy'.

It shows the main evidence on childhood development in the early years, and achievement throughout the Broad General Education (primary and secondary) including how Scotland compares internationally, and finally at the Senior Phase.

In line with our approach to the implementation of CfE, high-level assessment guidance for the Broad General Education was developed nationally and implemented locally, based on the principles of personalisation and a learner-centred culture. There has been no national requirement to undertake set assessment tasks throughout the Broad General Education, or to produce assessment data in specific formats. Assessment during the Senior Phase of CfE is primarily based on SQA qualifications, alongside other benchmarked qualifications and wider achievement awards.

Our approach to assessing achievement across the Broad General Education is evolving. In order to gain a better understanding of children and young people's achievement in literacy and numeracy across the Broad General Education, a new 'Achievement of CfE Levels' return has been introduced in the school year 2015/16, and information was collected from all local authority and grant-aided schools in Scotland.

This new return has collected information on the CfE Level for which teachers have professionally judged their children and young people in Primary 1, Primary 4, Primary 7, and Secondary 3 have achieved in relation to their Reading, Writing, Listening and Talking, and Numeracy as at June 2016.

Early years

Children's experiences and development during the first years of their lives often have a large effect on their learning throughout their lives.

The latest published Child Health 27-30 Month Review Statistics showed that the coverage of the review was 87% in 2014/15,

72% of all reviews actively recorded that there were no concerns about any aspects of the child's development.

A new or previously known concern was noted for at least one aspect of the child's development in 19% of reviews.

Speech, language and communication was the developmental domain where most concerns were identified. 11% of children reviewed had a newly identified concern about their speech, language and communication and an additional 3% had a known concern in this domain prior to their review.

The Growing Up in Scotland report 'Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing Up in Scotland cohorts' showed that:

• Children who were aged 3 in 2013 had slightly better vocabulary than children aged 3 in 2007/08. This difference remained even when controlling for known differences between the cohorts such as parental level of education.
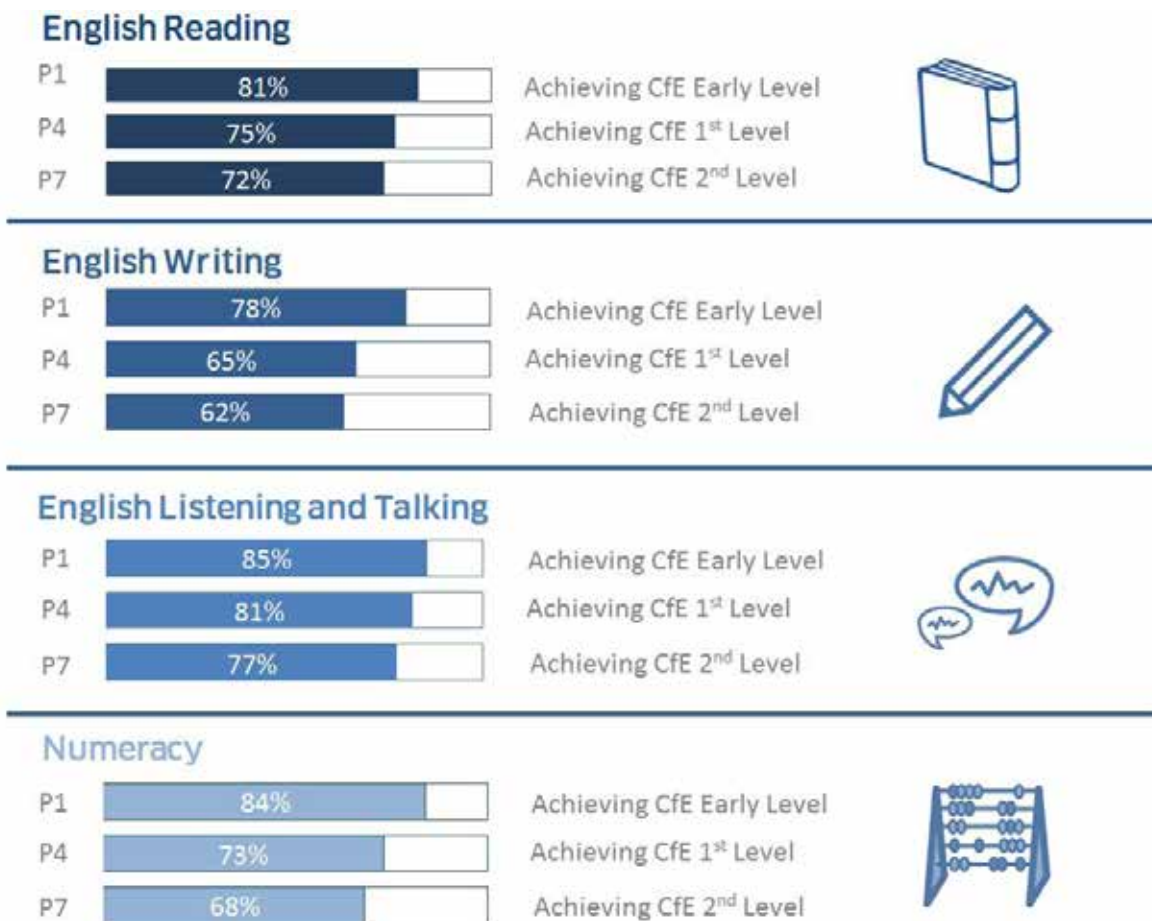
Broad General Education

Primary

Achievement in literacy and numeracy

The new annual Achievement of Curriculum for Excellence (CfE) Levels return collects data from all publicly funded schools, and gathers information for all pupils in Primary 1, Primary 4, Primary 7 and Secondary. This return measures national performance in aspects of literacy (i.e. reading, writing, and listening and talking) and numeracy, and reports on the proportion of pupils who have achieved the expected CfE level, based on teacher professional judgments, relevant to their stage.

The 2015/16 data shows that the percentage of P1, P4 and P7 pupils who are achieving the expected CfE Level relevant for their stage are:

English Reading

P1	81%	Achieving CfE Early Level
P4	75%	Achieving CfE 1st Level
P7	72%	Achieving CfE 2nd Level

English Writing

P1	78%	Achieving CfE Early Level
P4	65%	Achieving CfE 1st Level
P7	62%	Achieving CfE 2nd Level

English Listening and Talking

P1	85%	Achieving CfE Early Level
P4	81%	Achieving CfE 1st Level
P7	77%	Achieving CfE 2nd Level

Numeracy

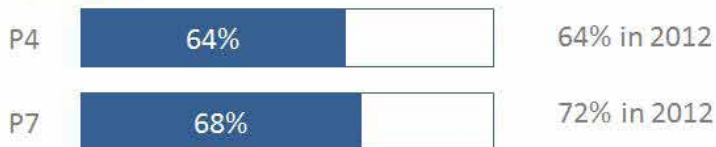|		
P1	84%	Achieving CfE Early Level
P4	73%	Achieving CfE 1st Level
P7	68%	Achieving CfE 2nd Level

The Scottish Survey of Literacy and Numeracy (SSLN) is a nationally representative sample survey of pupils in P4, P7 and S2, which assesses pupils' performance in numeracy and literacy in alternate years against the standards set by CfE. Below are the main findings from the latest surveys. The full reports and more information on the survey methodology are available on the Scottish Survey of Literacy and Numeracy website. The results of the 2015 SSLN (numeracy) survey were published on 31 May 2016. The latest SSLN (literacy) survey was conducted in May 2016, and the findings will be published in May 2017.

The SSLN samples around 12,000 pupils each year. The 2015 (numeracy) and 2014 (literacy) surveys showed that the majority of P4 and P7 pupils were doing well in both areas. However, they also showed that results generally declined between 2011-2015 (numeracy) and 2012-2014 (literacy). According to the latest data, the percentage of P4 and P7 pupils who performed well, very well or beyond their level (the 'beyond' category only exists for writing and listening and talking) were:

Reading

P4	78%	83% in 2012
P7	88%	90% in 2012

Writing

P4	64%	64% in 2012
P7	68%	72% in 2012

Listening and Talking

P4	59%	No comparison with 2012 available because of changed methodology
P7	66%	

Numeracy

P4	66%	69% in 2013
P7	66%	66% in 2013

Secondary

Achievement in Literacy and Numeracy

The 2015/16 data shows that the percentage of S3 pupils who are achieving CfE 3rd Level or better, and those achieving CfE 4th Level are:

English Reading

S3

86% Achieving CfE 3rd Level or better

39% Achieving CfE 4th Level

English Writing

S3

84% Achieving CfE 3rd Level or better

37% Achieving CfE 4th Level

English Listening and Talking

S3

87% Achieving CfE 3rd Level or better

41% Achieving CfE 4th Level

Numeracy

S3

86% Achieving CfE 3rd Level or better

49% Achieving CfE 4th Level
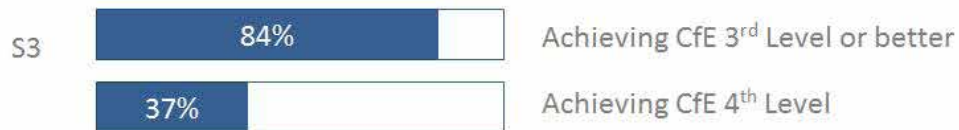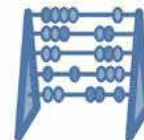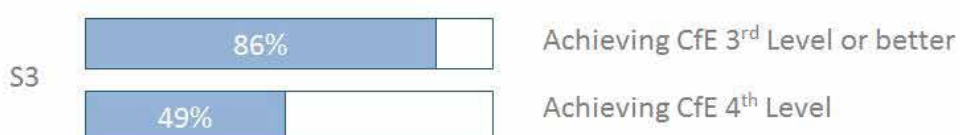
The 2015 SSLN (numeracy) and 2014 SSLN (literacy) surveys showed that the majority of S2 pupils are doing well, with the exception in numeracy. However, they also showed that results generally declined between 2011-2015 (numeracy) and 2012-2014 (literacy). According to the latest data, the percentage of pupils who performed well, very well or beyond their level (the 'beyond' category only exists for writing and listening and talking) are:
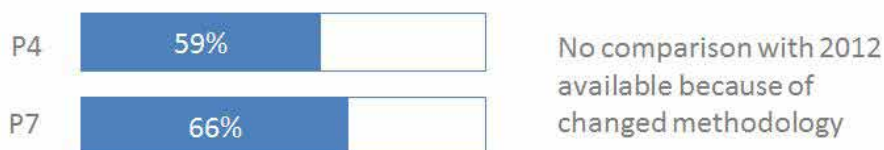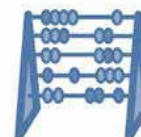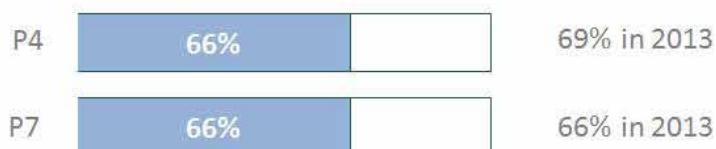
Reading

S2   **80%**   84% in 2012

Writing

S2   **55%**   64% in 2012

Listening and Talking

S2   **52%**   No comparison with 2012 available because of changed methodology

Numeracy

S2   **40%**   42% in 2013

Senior phase

Qualifications

Qualifications form an important part of the picture of how well young people do when they leave school. In addition to formal qualifications, many young people achieve vocational and other awards, gaining skills relevant to a wide range of employment opportunities. Another key part 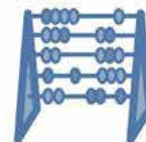of the picture is whether young people enter positive destinations after leaving school, such as attending college or university, entering employment, securing activity agreements or undertaking voluntary work.

Information on qualifications and sustained school leaver destinations are published annually in June. Below are the main findings from the 2016 publication. The full publication and more information on this data collection can be found in the Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication.

Under CfE, schools and partners are able to offer a greater personalisation and choice in the Senior Phase (S4 to S6) in a range of ways. For example by designing the Senior Phase as a three-year experience rather than planning each year separately, or by delivering national qualifications over a variable timeframe in response to young people's needs and prior achievements. It is therefore important that we look at the attainment of young people at the point of exit from school (leavers), not at some specific point during their school career (e.g. in S5) or in specific qualification types (e.g. Highers).

In 2014/15, **60.2%** of school leavers left with one or more passes at SCQF Level 6 or better

2.1% with no passes at SCQF Level 3 or better

37.7% with highest level of pass at SCQF Level 3, 4, or 5

The percentage of school leavers gaining one or more qualifications at Level 6 or above increased from 58.1% for 2013/14 to 60.2% for 2014/2015 leavers.
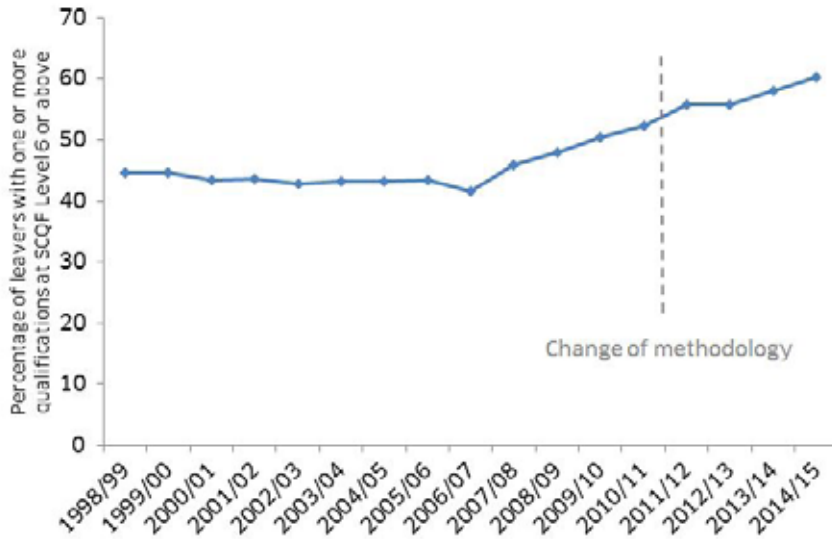
Literacy and numeracy are essential skills for any school leaver. Pupils can achieve literacy or numeracy at a certain level by passing the relevant Scottish Qualifications Authority (SQA) literacy or numeracy units at National 3, 4 and 5. These units are included within a range of courses at these levels. The percentages of leavers attaining Scottish Credit and Qualifications Framework (SCQF) Levels 3 to 5 in literacy and numeracy for 2014/15 are shown below. More information on these figures can be found in the 2016 Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication. More information on the SCQF Levels can be found on the SCQF website.

Around **96.5%** of leavers attained literacy at SCQF Level 3 or above in 2014/15. Likewise, **96.3%** achieved this in numeracy. At SCQF Levels 4 and 5 or better, a higher proportion of pupils attained literacy skills than numeracy skills.
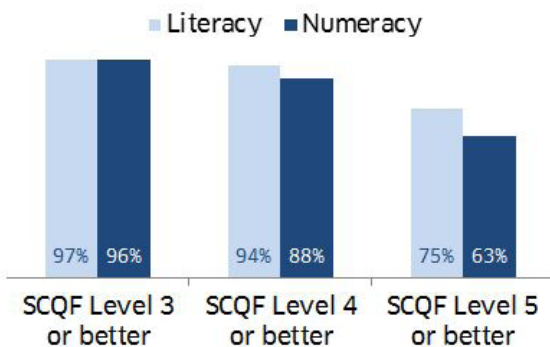
International comparison

The Programme for International Student Assessment (PISA) is an assessment of 15-year-olds' skills carried out under the auspices of the Organisation for Economic Co-operation and Development (OECD). Each survey includes questions on three domains – reading, mathematics and science. The latest published data is from 2015. More information can be found in the PISA Highlights from Scotland's Results report.

Scotland's performance in 2015 compared to the OECD average was as follows:

Maths performance was **similar to** the OECD average

Reading performance was **similar to** the OECD average

Science performance was **similar to** the OECD average

Between 2012 and 2015 there was a statistically significant decrease in Scotland's performance for science and reading, both in absolute terms and compared to the OECD average. Performance in maths was similar to 2012.

In 2015 Scotland's performance was similar to England in maths and reading, and below England in science. Scotland was similar to Northern Ireland and above Wales for all three domains.

Key Priority: Closing the attainment gap between the most and least disadvantaged children

Early years

The latest published 'Child Health 27-30 Month Review Statistics' highlighted **inequalities**: children from the most deprived areas were more than twice as likely to have at least one developmental concern identified (27%) than those in the least deprived areas (12%).

Percentage with a new or previously identified concern in at least one developmental domain by deprivation quintile, 2014/15:
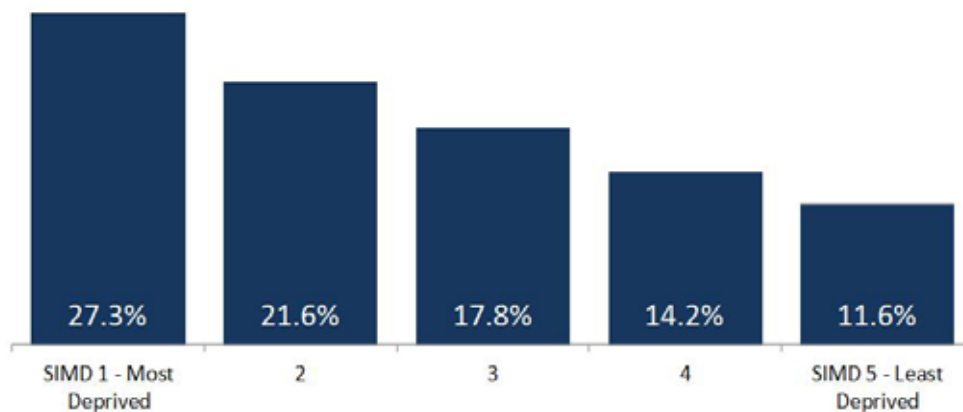
27.3%	21.6%	17.8%	14.2%	11.6%
SIMD 1 - Most Deprived	2	3	4	SIMD 5 - Least Deprived

The Growing Up in Scotland report 'Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing Up in Scotland cohorts' showed that:

- The difference in vocabulary between the most and least advantaged children (as measured by parental level of education) for children aged 3 in 2013 compared with children aged 3 in 2007/08 appears to have reduced slightly between the two cohorts.

Primary

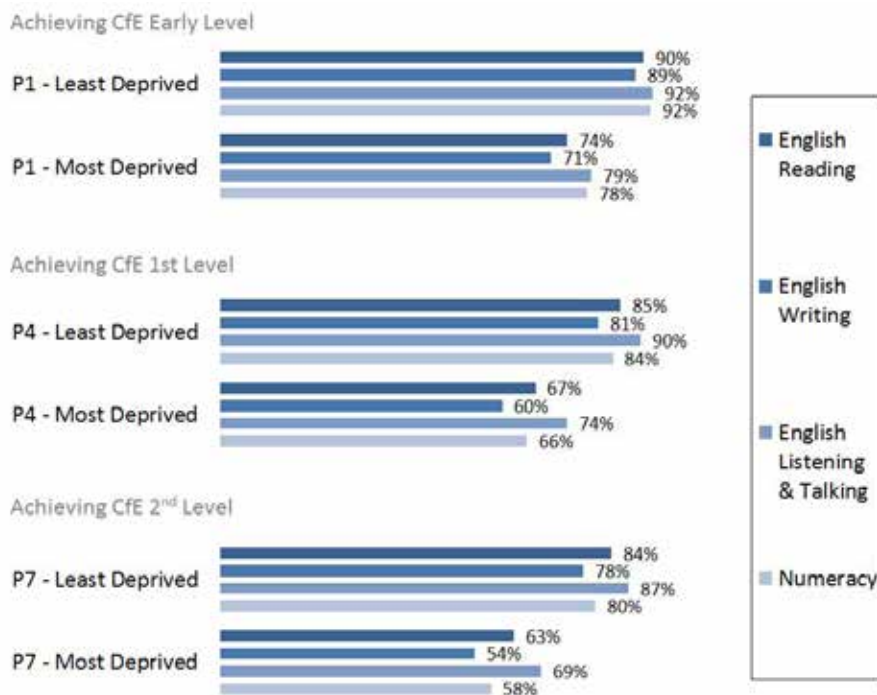## Achievement in Literacy and Numeracy

The proportions of pupils in the 20% most deprived and in the 20% least deprived areas who achieved the expected CfE Level relevant to their stage were:

In both the SSLN 2014 (literacy) and SSLN 2015 (numeracy), pupils from the least deprived areas showed statistically significant higher performance than pupils from the most deprived areas. This was true across both primary stages measured.

The proportions of pupils in the 30% most deprived and in the 30% least deprived areas who performed well, very well or beyond their level (the 'beyond' category only exists for writing and listening and talking) were:

* P4 writing performance gap decreased between 2012 and 2014
** P4 numeracy performance gap increased by 7 percentage points between 2011 and 2015

* P7 numeracy performance gap increased between 2011 and 2013
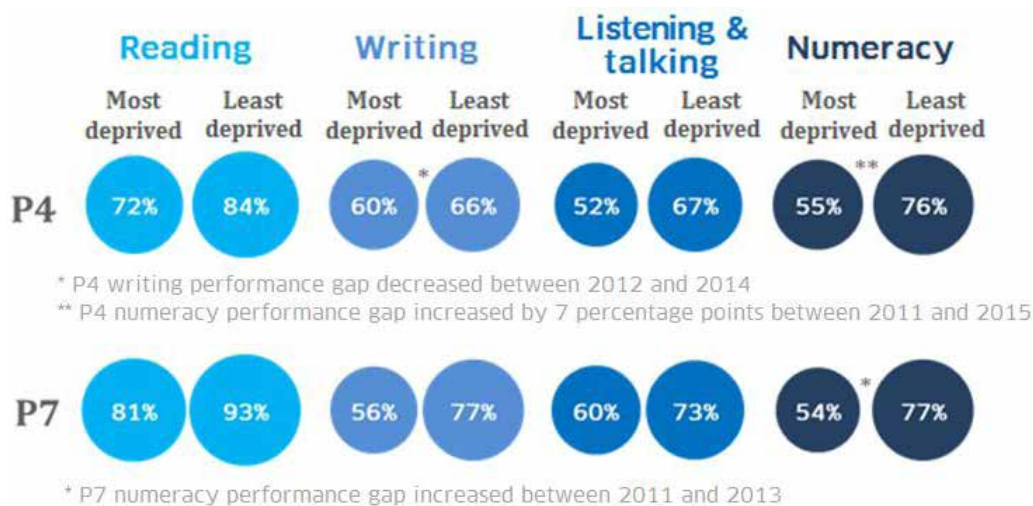
Secondary

Achievement in Literacy and Numeracy

The 2015/16 Achievement of CfE Levels return shows that a higher proportion of S3 pupils from the least deprived areas achieved CfE 3rd Level or better compared to pupils from the most deprived areas.

The proportions of pupils in the 20% most deprived and in the 20% least deprived areas who achieved CfE 3rd Level or better were:

In both the SSLN 2014 (literacy) and SSLN 2015 (numeracy), S3 pupils from the least deprived areas showed statistically significant higher performance than S3 pupils from the most deprived areas.

The proportions of S3 pupils in the 30% most deprived and in the 30% least deprived areas who performed well, very well or beyond their level (the 'beyond' category only exists for writing and listening and talking) were:
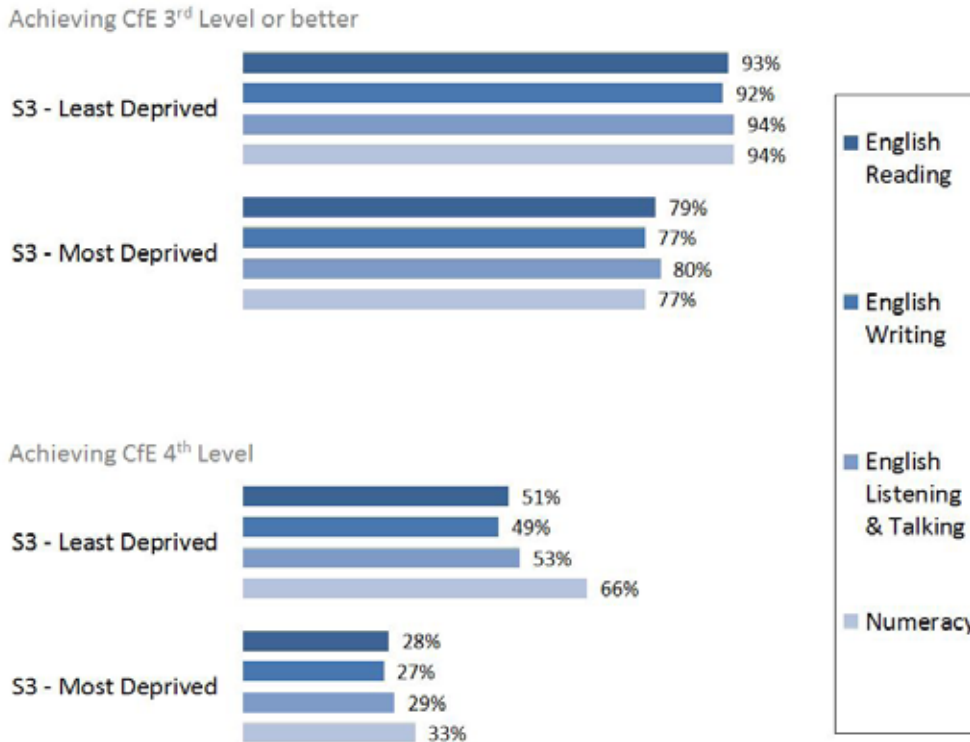
Senior phase

Qualifications

Attainment at SCQF Level 3 or better is broadly similar between pupils in the 20% least deprived and most deprived areas. **99.3%** of school leavers from the least deprived areas and **96.0%** of leavers from the most deprived areas gained one or more qualifications at SCQF Level 3 or better in 2014/2015.

The gap in attainment at SCQF level 3 or better has remained the same over the past four years at 3.3 percentage points:
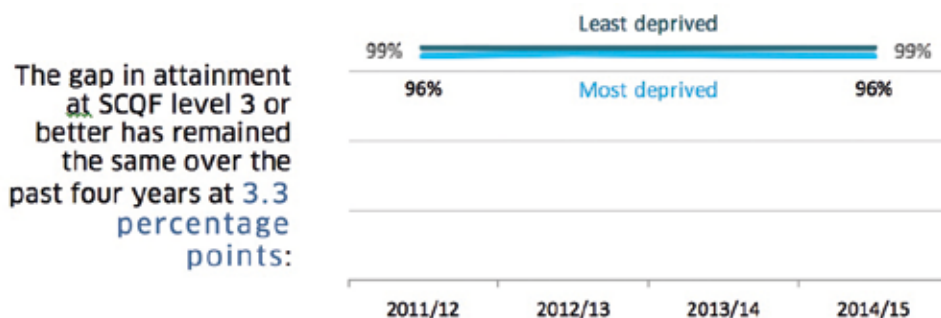
98.9% of school leavers from the 20% least deprived areas and **92.6%** of leavers from the 20% most deprived areas gained one or more qualifications at SCQF Level 4 or better in 2014/2015.

The gap in attainment at SCQF level 4 or better has decreased slightly over the past four years: from 8.2 percentage points in 2011/12 to 6.4 percentage points in 2014/15:
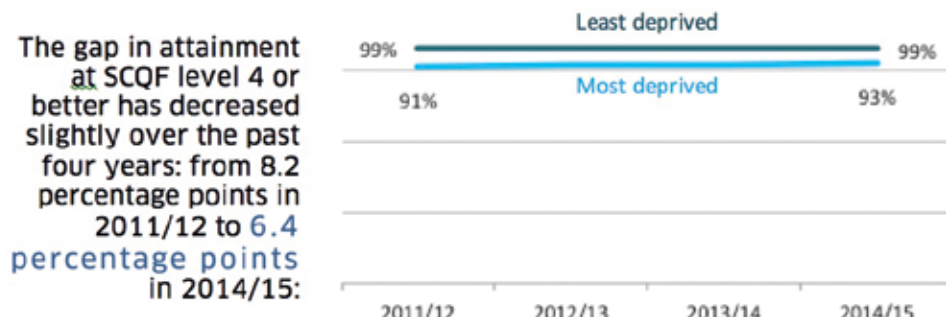
The attainment gap is wider at higher levels of qualifications: **94.9%** of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF Level 5 or better in 2014/15, compared with **74.0%** of those from the 20% most deprived areas.

This gap in attainment at SCQF level 5 or better has decreased over the past four years: from 28.0 percentage points in 2011/12 to 20.9 percentage points in 2014/15:

Least deprived
94%   95%
Most deprived
66%   74%

2011/12   2012/13   2013/14   2014/15

80.3% of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF Level 6 or better in 2014/15, compared with **41.2%** of those from the 20% most deprived areas.

This gap in attainment has decreased slightly over the past four years: from 45.0 percentage points in 2011/12 to 39.1 percentage points in 2014/15:
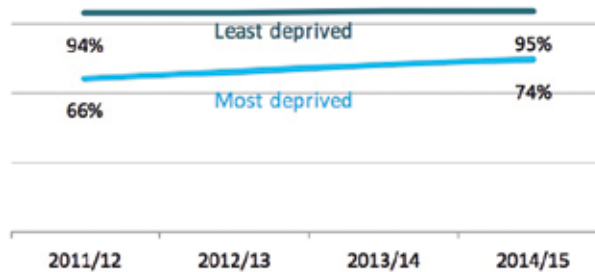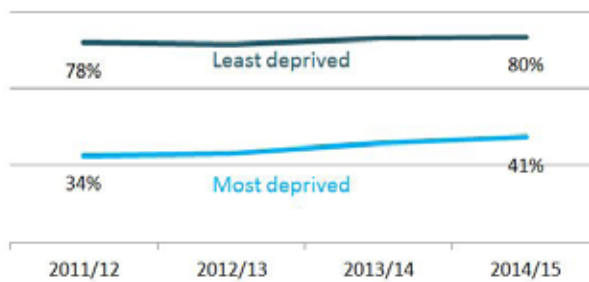

Least deprived
78%   80%
Most deprived
34%   41%

2011/12   2012/13   2013/14   2014/15

73% of looked after school leavers gained one or more qualifications at SCQF level 4 or better in 2014/15, which was an increase from 67% in 2011/12. This is substantially lower than the 96% of all school leavers who achieved this in 2014/15.

The difference is wider at higher levels of qualifications, **35%** of looked after school leavers gained one or more qualifications at SCQF Level 5 or better in 2014/15 (an increase from 28% in 2011/12), whereas **85%** of all school leavers achieved this. More information can be found in the Education Outcomes for Scotland's Looked After Children publication.

School leavers with additional support needs have lower attainment compared to school leavers with no additional support needs. For 2014/15 the percentage of school leavers by attainment at SCQF Levels 4 to 6 are shown opposite. The graph is split between pupils with additional support needs and those with no additional support needs. More information can be found in the 2016 Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication.

| One or more passes at SCQF level 4 or better	One or more passes at SCQF level 5 or better	One or more passes at SCQF level 6 or better
ASN 89%	65%	33%
No ASN 98%	90%	67%

International comparisons

Differences in attainment between pupils from more disadvantaged and less disadvantaged backgrounds exist across the world, but in some countries the differences are larger than in others. For example, the 2015 PISA study showed that in France 20% of the variation in 15-year-olds' performance in science was explained by differences in their socio-economic background, while in Norway this was 8%.

Across OECD countries, on average 13% of the variation in 15-year-olds' performance in science in 2015 was explained by differences in their socio-economic background.

In Scotland, England and Northern Ireland the level of variation explained by socio-economic background in science was similar to the OECD average. In Wales, it was lower than the OECD average.

OECD average

Scotland	England	Wales	Northern Ireland
11%	11%	6%	12%
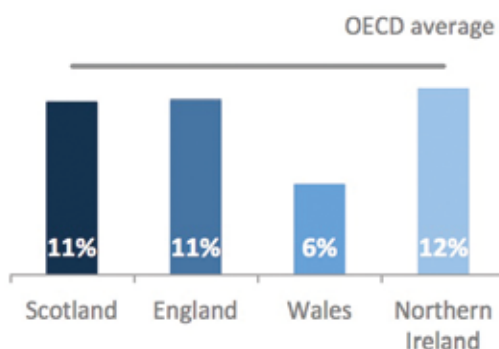
While the above figures show the share of variation in test scores that is explained by students' background, the PISA study also measures the degree to which pupils' average attainment changes as socio-economic background changes. In 2015, a one-point improvement on PISA's Index of Economic, Social and Cultural Status had an average impact across OECD countries of 37 points for maths, 37 for reading and 38 for science.

In Scotland, this difference between disadvantaged and less disadvantaged pupils was similar to the OECD average in science and maths, but lower than the OECD in reading. Between 2012 and 2015 the impact of socio-economic background was similar, but a reduction between 2009 and 2012 was maintained:

• In maths, it was 33 points in 2015 compared to 37 points in 2012 and 45 points in 2009.
• In reading, it was 32 points in 2015 compared to 35 points in 2012 and 44 points in 2009.
• In science, it was 37 points in 2015 compared to 36 points in 2012 and 47 points in 2009.

Key Priority: Improvement in children and young people's health and wellbeing

One of the aims of the National Improvement Framework is to improve children's and young people's health and wellbeing. There are many aspects to children's health and wellbeing, which the Getting it Right for Every Child approach defines as the SHANARRI indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included.

Families, communities and schools all influence these aspects. This chapter shows some of the main findings from recent data on aspects of children and young people's wellbeing that closely relate to the school environment: general health, mental wellbeing, social, emotional and behavioural development, physical health, diet, obesity, injuries/accidents, lifestyle and substance use, and experience of the learning environment.

This data is drawn from a range of surveys. The Scottish Government is currently working with stakeholders to review the existing health and wellbeing data collections and investigate the possibility of a new Scottish children and young people's health and wellbeing survey. It is anticipated that in future years this survey will be used as a key source for evaluating progress in health and wellbeing and for monitoring differences between those from the most and least deprived areas.

General health

Each year in the Scottish Health Survey, participants aged 13 and over are asked to rate their health in general with answer options ranging from 'very good' to 'very bad'. For children under the age of 13 the question is answered by the parent or guardian completing the interview on their behalf.

Results from combining data from the Scottish Health Surveys conducted in 2014 and 2015 show that:

95% Nearly all (95%) of children self-assessed their general health as either 'very good' or 'good' health.

General health was broadly similar for boys and girls, with 65% of boys and 67% of girls having 'very good' reported general health

Levels of 'very good' health ranged between 65% and 73% for those aged 0-11 but declined from 63% for those aged 12-13 to 52% for those aged 14-15. This may in part reflect differences in the way parents report their child's health (for those aged 0-12), and the way children (aged 13-15) report their own health.

The decline in 'very good' health as children aged was steeper for girls than boys. Around three-quarters (76%) of girls aged 0-1 were described as being in 'very good' health in general with this declining to 47% of those aged 14-15. A shallower decline was seen for boys, from 70% of those aged 0-1 to 56% of those aged 14-15.

Mental wellbeing

In the Scottish Health Survey, mental wellbeing is measured using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) questionnaire. It has 14 items designed to assess: positive effect (optimism, cheerfulness, relaxation) and satisfying interpersonal relationships and positive functioning (energy, clear thinking, self-acceptance, personal development, mastery and autonomy). The scale uses positively worded statements with a five-item scale ranging from '1 – none of the time' to '5 – all of the time'. The lowest score possible is therefore 14 and the highest score possible is 70; the tables present mean scores.

Main findings

Mental wellbeing among 13 to 15 year olds decreased with age for all children (52.3 for those aged 13 compared with 50.0 for those aged 15).

The average score for 13- to 15-year-old boys (52.0) was significantly higher than for girls of the same age (49.9).

Age-standardised mean scores for children aged 13-15 did not differ significantly by area deprivation (varying from 50.1 to 51.5 across the deprivation quintiles).

Social, emotional and behavioural development

The social, emotional and behavioural development of children aged 4-12 has been measured in the Scottish Health Survey via the Strengths and Difficulties Questionnaire (SDQ). The SDQ is a brief behavioural screening questionnaire designed for use with the 3-16 age group. In the Scottish Health Survey, the SDQ was completed by a parent on behalf of all children aged 4-12.

The SDQ comprises 25 questions covering themes such as consideration, hyperactivity, malaise, mood, sociability, obedience, anxiety and unhappiness. It is used to measure five aspects of children's development: emotional symptoms; conduct problems; hyperactivity/inattention; peer relationship problems; and pro-social behaviour.

A score was calculated for each of the five aspects, as well as an overall 'total difficulties' score which was generated by summing the scores from all the domains except pro-social behaviour. The total difficulties score ranged from 0 to 40 with a higher score indicating greater evidence of difficulties. There are established thresholds indicating 'normal' (score of 13 or less), 'borderline' (14-16) or 'abnormal' scores (17 or above).

Main findings

The proportion of children aged 4-12 who had a borderline or abnormal total difficulties score decreased from 2003 (17%) to 2014/15 (14%).

Children in the most deprived areas were more likely to have a borderline or abnormal total difficulties score (22%) than those in the least deprived (6%) in 2012/2015, with prevalence for boys much higher than for girls (18% compared with 10%).

Physical health

98% of all primary and secondary schools were meeting the target level of physical education provision in 2016, the same as 2015 and an increase from 96% in 2014. More information can be found in the 2016 Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication.

The Scottish Health Survey provides information in relation to children's physical activity and weight levels.

Main findings

In 2015, just under three-quarters (73%) of children met the guideline on physical activity (including school-based activity), a similar proportion to that seen in 2008 (71%).

Boys (77%) were more likely to meet the guideline than girls (69%).

The proportion of children meeting the guideline in 2012-2015 was significantly higher if their mother was active at the recommended level than if their mother was not. There was no significant difference according to whether their father met the recommendations or not.

68% of children had participated in sport in the prior week, a similar level to 2014 (67%) but lower than in 2008 (71%). Sports participation levels were comparable for boys (69%) and girls (66%).

Children were sedentary for an average of 3.3 hours on weekdays and 4.5 hours on weekend days, excluding time at school or early learning and childcare setting.

Diet

The Scottish Health Survey provides information on fruit and vegetable consumption among adults and children.

Main findings
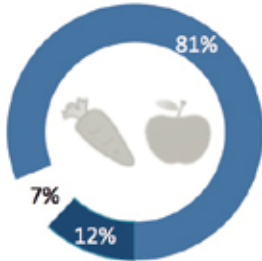
In 2015, 12% of children aged 2-15 met the 5-a-day fruit and vegetables recommendations on the previous day.

The proportion of children consuming no fruit and vegetables on the previous day in 2015 (7%) was significantly lower than that in 2012 (11%) and 2013 (10%).
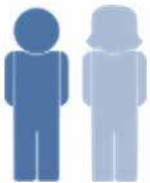
There were no significant differences by age or gender in the proportion of children meeting the 5-a-day recommendations.

Eating no fruit and vegetables tended to increase with age for both boys (4% for those aged 2-4 to 16% for those aged 13-15) and girls (2% for those aged 2-4 to 8-9% for those aged 11-15).

In total, 43% of children whose parents did not eat any fruit and vegetables on the previous day also ate none themselves, compared with 2% of children whose parents met the 5-a-day recommendations.

School meals

The Healthy Living Survey conducted in 2016 showed that:

37.8% of pupils were registered for free school meals (38.7% in 2015).

81.5% of those registered for free school meals and present on the survey day took a free meal (80.1% in 2015).

58.1% of those pupils present on the survey day took a meal (free or paid for) supplied by the school (56.5% in 2015).

Obesity

The Scottish Health Survey provides information on obesity among adults and children.

Main findings

The proportion of boys of healthy weight (73% in 2015) has increased year on year since 2011 (63%) and is comparable to the level seen in 1998 (70%).

The proportion of girls who were a healthy weight in 2015 was 70%, a level which has remained relatively steady since 1998.

- Just over one in four (28%) children were at risk of overweight in 2015, with no significant difference between boys and girls (26% of boys and 29% of girls).

- In 2015, 15% of boys and 14% of girls were at risk of obesity, figures which were identical to those in 1998.

- Compared to a child with parents of a healthy weight, a child with an obese parent was significantly more likely to be at risk of overweight, including obesity (40% compared with 22%), or at risk of obesity (23% compared with 11%).

Injuries/Accidents

The Scottish Health Survey provides information on injuries/accidents among adults and children.

In order to concentrate on events which are most salient to those monitoring health in Scotland, the definition of 'accident' used in the Scottish Health Survey (SHeS) is any which resulted in injury or physical harm where advice was sought from a doctor, nurse or other health professional, or which caused time to be taken off work or school.

Participants were asked to recall any accidents they had had in the 12 months prior to the interview which fitted this definition. Figures shown within the report, however, are based only on those accidents about which advice was sought from a doctor or which required a visit to hospital.

The survey covers most, but not all, accidents. Since SHeS collects data directly from participants, fatal accidents are excluded. In addition, there will be under-representation of accidents that lead to long-term hospitalisation. For these reasons, the accident data presented in this chapter can best be described as non-fatal accident prevalence for the household population. Reported prevalence will most likely slightly under-estimate true accident prevalence because of the exclusions. However, since the great majority of accidents do not lead to long-term stays in hospitals, any downward bias should be small.
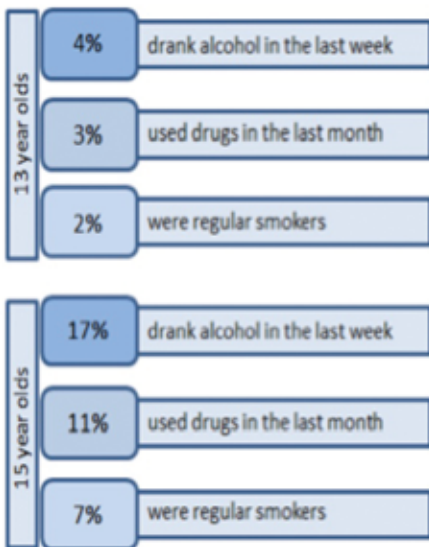
Main findings

The proportion of children aged 0-15 having had an accident in the previous 12 months was similar in 2003 (16%), 2009/2011 (14%) and 2013/2015 (15%).

- The proportion of boys (17%) having had an accident in the last 12 months in 2013/2015 was significantly higher than the proportion of girls (12%).

- Prevalence of accidents tended to increase with age, from 9% among those aged 0-1 to 20-22% among those aged 12-15.

- The main cause of accidents for children was a fall, slip or trip (53% of children who had had an accident in the last 12 months), followed by sports or recreational accidents (21% of children).

Lifestyle and substance use

The Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS) provides information about the prevalence of smoking, drinking and drug use. It also looks at the risk factors and protective factors associated with substance use, source of substances, attitudes towards substance use, and views on the support and advice provided by schools.

13 year olds

4%	drank alcohol in the last week
3%	used drugs in the last month
2%	were regular smokers

15 year olds

17%	drank alcohol in the last week
11%	used drugs in the last month
7%	were regular smokers

Substance use prevalence has remained largely stable since 2013, but it remains the case that prevalence has declined considerably over the last couple of decades

Among 13 year olds, prevalence of use across all three substances has remained unchanged since 2013, but there were some differences among 15 year olds

Drinking in the last week remains more common than smoking regularly or having used drugs in the last month

Education

- Close to two thirds of pupils reported that they had received lessons, videos/DVDs or discussion in class on each of the three substances in the last 12 months.

- Overall, receiving lessons on a substance was not correlated with lower levels of use. wThe exception was 15 year olds who had received a lesson on drugs.

- Just over two-thirds of pupils thought that their school was providing them with enough advice and support about smoking, drinking alcohol and taking drugs.

- Those that agreed that their school provided enough advice and support about smoking, drinking alcohol or taking drugs were less likely to be regular users of that substance

Confidence about making choices

Proportion of pupils who felt confident about... (2015)

13 year olds		15 year olds
90%	Having the information you need to make the right choices about your health and wellbeing	88%
89%	Saying no to doing something that you don't want to do	90%
83%	Knowing where to go for information and support about substance related issues	79%
89%	Avoiding getting into risky situations due to alcohol	87%
90%	Avoiding getting into risky situations due to drugs	88%

The majority of pupils of both age groups reported that they felt confident about their health and wellbeing choices. 13 year olds were slightly more likely than 15 year olds to feel confident that they know where to go for information and support about substance related issues.

Feeling confident about health and wellbeing choices was associated with lower substance use behaviour.

Across all five statements, pupils who felt confident were less likely to smoke regularly, have drunk in the last week or have used drugs in the last month.

Risk factors: School variables

All of the school-related variables in the survey were associated with all forms of substance use. Overall, the more engaged a pupil is with school (e.g. if they like it or if they haven't been excluded etc.) the less likely they are to use substances.

The relationship between feeling pressure from schoolwork and substance use was more complex. Among 13 year olds, the more pressure they felt due to schoolwork, the more likely they were to use substances. However, among 15 year olds, those who never felt pressured by schoolwork were the most likely to use substances.

Proportion of pupils using drugs in the last month by how often they feel strained or pressured by the schoolwork they have to do (2015)
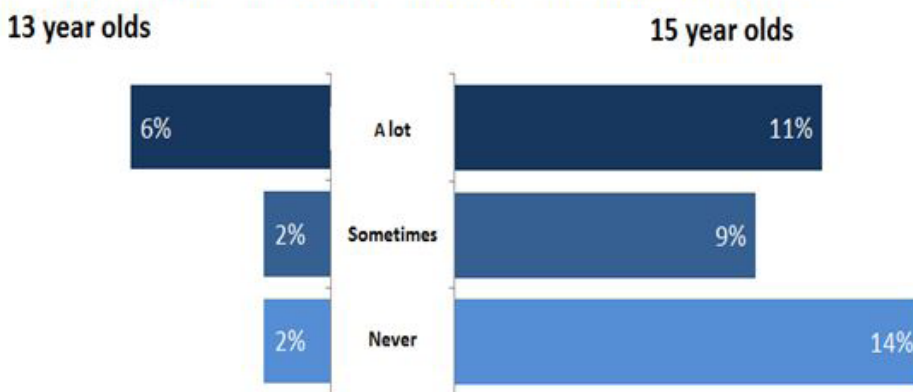
Risk factors: Deprivation

Proportion of 15 year olds who were regular smokers, by SIMD band (2015)

10%	9%	7%	6%	5%
SIMD Quintile 1 - Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5 - Least Deprived
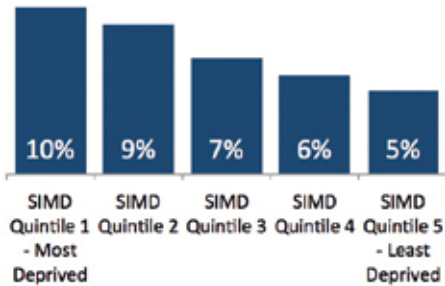
Living in a deprived area (as measured by SIMD) was associated with higher levels of regular smoking and drug use in 15 year olds. But area deprivation was not linked with drinking for either age group.

Experience of the learning environment

Enjoyment of learning

95%	93%	88%
P4	P7	S2
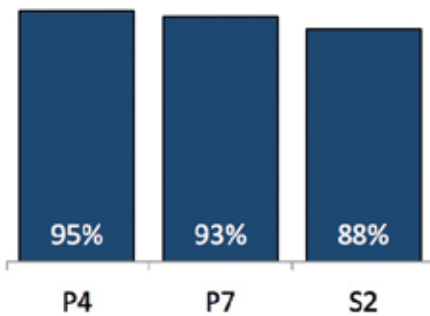
In the 2015 SSLN pupil questionnaire, 95% of pupils in P4 agreed they enjoy learning, 93% in P7 and 88% in S2.

In the 2015 SSLN pupil questionnaire, enjoyment of learning was high throughout the survey stages, though the strength of this agreement reduced slightly at S2.

Sixty per cent of pupils in P4, 64% in P7 and 37% of S2 pupils strongly agreed that what they are learning in school is useful to them outside of school. This rises to over 90% for both primary stages and 80% for S2 stages when including pupils who also agreed a little.

School environment and use of ICT

In the 2015 SSLN pupil questionnaire, a higher proportion of P4 (83%) and P7 (82%) pupils report that 'most pupils behave well in my class' than is the case at S2 (66%).

72% of P4 and 67% of P7 and S2 pupils agreed a lot or a little to the statement 'I am often distracted from my work by other pupils talking or misbehaving'.

Pupils were asked what they would do if they didn't understand what they were learning. For P4 (42%) and P7 (52%) pupils the most common response was to 'ask a teacher or classroom assistant'. However, S2 (51%) pupils were more likely to 'ask another pupil to help me'.

Only 15% of S2 pupils felt they were included in decisions that related to their class/school very often. Whereas, 25% of P4 pupils and 36% of P7 pupils felt this.

When asked about their engagement in cultural and local activities pupils in S2 were less likely to be involved across all measures than was the case for both P4 and P7. In particular the proportion of pupils who said they or their class had engaged in 'activities related to the environment' decreased from 66% in P4 and 72% in P7 to just 26% in S2.

Similarly, when asked about 'activities that involve people in your local area' 43% of S2 pupils said they had been involved in the current school year compared to 70% in P4 and 77% in P7.

 Over 90% of pupils were confident in using a computer or tablet to find out information or carry out research. Large majorities at all stages reported being confident typing and editing work, creating tables, graphs or charts and making presentations.

Pupils also reported enjoying using computers and tablets and doing well in computer based tasks, at all stages. The use made of them for literacy and numeracy work was highest at P4 and lowest at S2. At P4, 32% of pupils reported using computers or tablets to complete literacy work and 38% numeracy work. In P7, this was 24% for literacy and 26% for numeracy; for S2 this was 20% for literacy and 18% for numeracy.

The latest PISA 2015 Scotland report shows that Scottish students were more likely to report high levels of support from their teachers than across the OECD, and teachers were more likely to be persistent (i.e. 'teacher continues teaching until the students understand'). However, the report shows that students were more similar to the OECD on the question of whether 'The teacher gives students an opportunity to express opinions'.

Key Priority: Improvement in employability skills and sustained, positive, school-leaver destinations for all young people

Leaver destinations: Main findings

92.0% of leavers in 2014/15 were in a positive destination in March 2016 (an increase from 90.4% for 2012/13).

'Positive destinations' include higher education, further education, training, voluntary work, employment and activity agreements. The chart below shows the percentage of leavers from 2014/15 in positive destinations in March 2016, as well as the percentage of leavers who were unemployed.

Higher or further education: **60.2%**

Employed: **27.8%**

Training, activity agreement or voluntary work: **3.9%**

(Unknown: 0.6%)
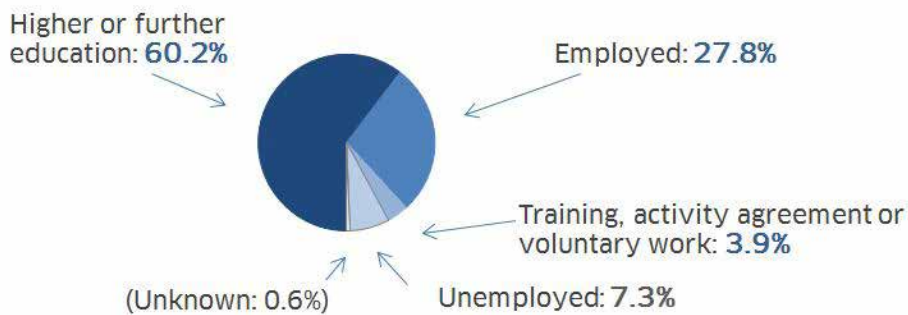
Unemployed: **7.3%**

Leaver destinations: Evidence on the gap

While **96.3%** of 2014/15 school leavers from the 20% least deprived areas were in a positive follow-up destination in March 2016 (3.3% were unemployed), **86.3%** from the 20% most deprived areas were in positive destinations (12.7% unemployed)

Least deprived

Most deprived
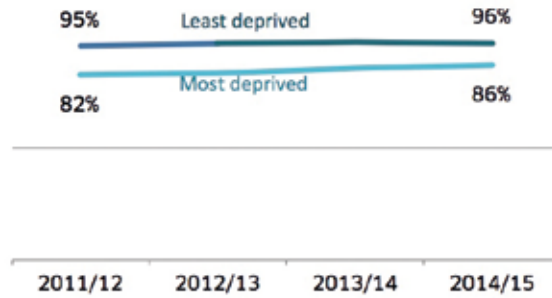
This gap in positive leaver destinations has decreased slightly over the past four years: from 13.6 percentage points in 2011/12 to 10.0 percentage points in 2014/15:

95%	Least deprived		96%
82%	Most deprived		86%

2011/12   2012/13   2013/14   2014/15

Of the various types of positive destinations, the difference is most notable for further or higher education: while **72.1%** of 2014/15 school leavers from the least deprived quintile were in further or higher education in March 2016, this is the case for only **51.8%** of leavers from the most deprived quintile.

More information on leaver destinations can be found in the 2016 Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication.

Developing the Young Workforce

Developing the Young Workforce is a seven-year programme that aims to better prepare children and young people from 3–18 for the world of work. This programme builds on the foundations already in place as part of CfE. The programme's headline aim is to reduce youth unemployment by 40% by 2021.

The Scottish Government published a 'Youth Employment Strategy', with a focus on improving work experience, careers information, advice and guidance and providing greater access to vocational learning.

The strategy includes a set of Key Performance Indicators, one of which is to 'increase the percentage of school leavers attaining vocational qualifications at SCQF Level 5 and above by 2021'.

In 2014/15, **9.0%** of school leavers left with one or more vocational qualifications at SCQF Level 5 or better, compared with **7.3%** in 2013/14.

Participation measure

In 2012 the Scottish Government made an explicit commitment to offer a place in learning or training to every 16-19 year old in Scotland who is not currently in employment, education or training. This Opportunities for All (OfA) pledge aims to ensure all young people are supported in their path to sustainable employment.

The annual participation measure (PM) reports on the activity of the wider 16-19 year-old cohort, including those at school, and will help to inform policy, planning and service delivery and determine the impact of the OfA commitment. The measure uses the shared data set held by Skills Development Scotland (SDS) on their Customer Support System (CSS).

Central to the creation of the shared dataset is the sharing of information to allow partners to identify what young people are doing in 'real time' throughout their 16-19 journeys. It also allows SDS and partners to improve service delivery and provide a more tailored offer, helping to identify the right time to engage with customers.

Main findings

The proportion of 16-19 year olds participating in education, training or employment within the annual measure is 90.4%.

- Rate for 16 year olds is 98.7%
- Rate for 17 year olds is 93.9%
- Rate for 18 year olds is 88.0%
- Rate for 19 year olds is 81.7%

The proportion of 16-19 year olds not participating within the annual measure is 4.0%.

- Rate for 16 year olds is 1.0%
- Rate for 17 year olds is 3.7%
- Rate for 18 year olds is 5.5%
- Rate for 19 year olds is 5.8%

The proportion of 16-19 years within the annual measure reported as unconfirmed is 5.6%.

% Annual Participation of 16-19 year olds by SIMD Decile (2016)

SIMD Decile	Participation
SIMD 1 - Most Deprived	81.7%
2	85.0%
3	87.4%
4	89.2%
5	91.0%
6	92.9%
7	93.9%
8	94.7%
9	95.8%
SIMD 10 - Least Deprived	96.6%

National Average 90.4%
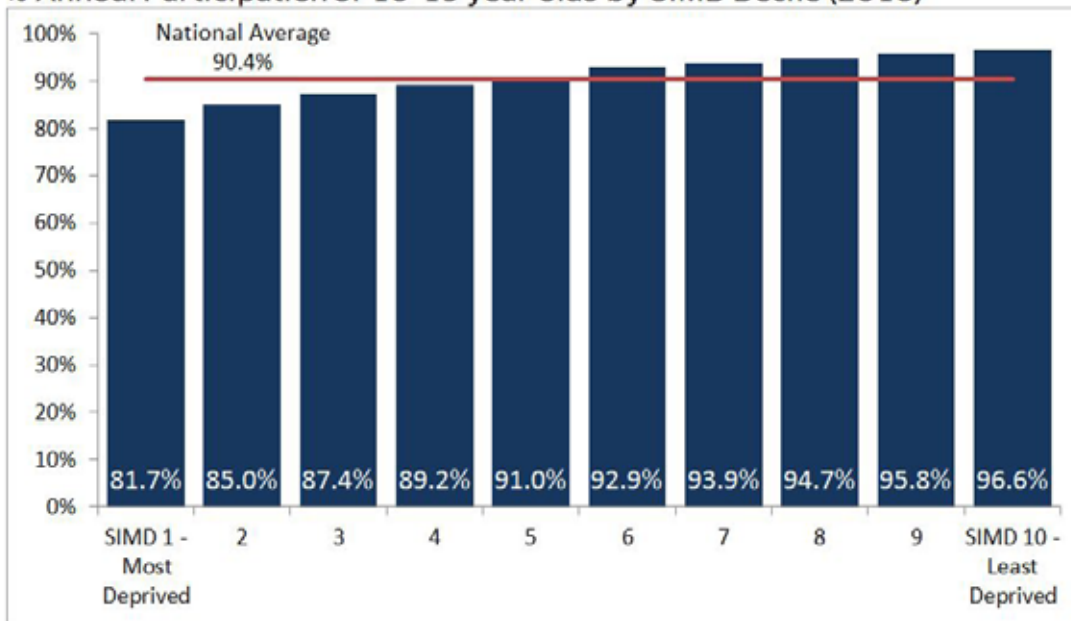
Overall, those who live in more deprived areas are less likely to be reported as participating within the annual measure than those from the less deprived areas: There is a 14.9 percentage point difference in the participation rate between those from SIMD 1 and SIMD 10.

Those from the less deprived areas are more likely to be reported in education compared to those from more deprived areas. The proportion of 16-19 year olds reported as participating in education from the least deprived areas (SIMD decile 10) is 84.1% compared to 61.2% for those from the most deprived areas (SIMD decile 1), a difference of 22.9 percentage points.

A higher proportion of 16-19 year olds from the more deprived areas are reported as unemployed seeking employment or training compared to those from the less deprived areas. For example, 6.2% of those from SIMD 1 are unemployed seeking employment or training compared to 0.6% from SIMD 10.

SUMMARY OF EVIDENCE FOR KEY PRIORITIES

The evidence in this chapter has shown that while Scottish pupils are performing similar to the OECD average, the attainment in numeracy and literacy in the Broad General Education phase has generally declined in recent years. At the same time, data on qualifications at the end of the Senior Phase and on positive leaver destinations shows improvement, both generally and in terms of equity.

There is evidence of a gap in the development between pupils from the most deprived and least deprived areas from before pupils start Primary 1, which continues to exist throughout the Broad General Education and Senior Phase, and is clearly visible in final qualifications results. Evidence suggests that the effect of pupils' socio-economic background on their attainment in Scotland is comparable to the OECD average in science and maths, but lower in reading.

The findings in this chapter show a mixed picture on progress in health and wellbeing. There are positive results on some aspects, such as that almost all pupils say their general health was 'good' or 'very good', the proportion of boys of healthy weight has been increasing in recent years, substance use has declined considerably over the last couple of decades, most 13 and 15 year olds felt confident about their health and wellbeing choices, and most pupils enjoy learning.

However, there are challenging results on some aspects, such as mental wellbeing for girls aged 13 to 15 years was significantly lower than for boys, children from deprived areas were more likely to have borderline or abnormal scores in relation to their social, emotional and behavioural development than those in least deprived areas, and 15 year olds living in deprived areas were more likely to regularly smoke and take drugs.

EVIDENCE FOR KEY DRIVERS FOR IMPROVEMENT

School improvement, school leadership, teacher professionalism, assessing children's progress, parental engagement and performance information are all factors that contribute to the quality of our education system. The National Improvement Framework has set out a number of goals for each of these 'drivers for improvement'.

This section presents the main information available about these drivers. Information currently available is presented here but, together with stakeholders, we are considering how best to collect additional information for these drivers in future years.

Key Driver: School improvement

Each year, Her Majesty's (HM) Inspectors inspect the quality of education in a sample of schools. These inspections cover primary, secondary, all-through and special schools. They aim to provide assurance on the quality of Scottish education and promote improvement in schools. Inspection reports for individual schools and more information about school inspections can be found on the Education Scotland inspection and review pages.

Below is a summary of main findings on school improvement from school inspections. This information includes inspections of publicly funded and grant aided schools. It does not include inspections undertaken by Education Scotland of independent schools and independent special schools.

One of the aspects which HM Inspectors evaluate in school reports is the overall performance of their pupils' progress, and how well the school does in improving this.

62% Between April 2015 and March 2016, 129 schools were inspected, of which quality indicators were evaluated for 114 schools. 62% of them were evaluated as good, very good or excellent on 'improvements in performance' (and 91% as satisfactory or better). However, note this is not representative of all Scottish schools.

HM Inspectors also evaluate schools' ability to undertake self-evaluation in order to improve the quality of learning and teaching.

55% Of the 114 schools inspected, where quality indicators were evaluated, between April 2015 and March 2016, 55% were evaluated as good, very good or excellent on 'improvement through self-evaluation' (85% as satisfactory or better). Again, this is not representative of all Scottish schools

HM Inspectors also inspect early learning and childcare settings. This includes local authority settings and private, independent and voluntary pre-school settings which are in partnership with local authorities to provide pre-school education for children. Between April 2015 and March 2016, 135 pre-school centres were inspected, of which quality indicators were evaluated for 131 centres.

Of the 131 early learning and childcare settings inspected between April 2015 and March 2016:

74% were evaluated as good, very good or excellent on 'improvements in performance' (and 95% as satisfactory or better). However, note this is not representative of all early learning and childcare settings in Scotland.

58% were evaluated as good, very good or excellent on 'improvement through self-evaluation' (89% as satisfactory or better). Again, this is not representative of all Scottish early learning and childcare settings.

Attendance, absence and exclusions

Information on attendance, absence and exclusions from school is now collected on a biennial basis, with the most recent data for the 2014/15 academic year published in Summary Statistics for Schools in Scotland.

93.7% was the total attendance rate recorded for 2014/15. This is an increase from 93.2% for 2007/08. The attendance rate was higher for primary schools (95.1%) than secondary schools (91.8%) and special schools (90.7%).

Pupils living in areas with higher levels of deprivation had lower attendance rates. In secondary schools, pupils living in the 20% most deprived areas had an attendance rate that was **5.8** percentage points lower than the pupils living in the 20% least deprived areas.

Exclusion rate per 1,000 pupils

2006/07	2007/08	2008/09	2009/10	2010/11	2012/13	2014/15
63.9	57.5	49.9	44.7	40.0	32.8	27.2
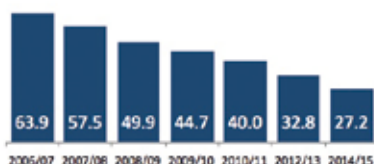
The exclusion rate for all pupils in 2014/15 was 27.2 per 1,000 pupils This has been falling year on year since 2006/07.

Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were **52** per 1,000 pupils compared with **7.9** per 1,000 pupils living in the 20% least deprived areas.

The latest PISA 2015 Scotland report shows that:

Scottish students were more likely than OECD students to say that they had 'Never' skipped classes in the two weeks prior to the PISA test (**80.3%** compared with **73.9%**) and less likely to report that they had done this 'Once or twice', 'Three or four times' or 'Five or more times'.

However, they were less likely to report that they had 'Never' arrived late for school in the two weeks prior to the assessment (**53.1%** compared with **55.5%**) and similar to the OECD in the other categories.

Scottish students were more likely than the OECD to be in schools were the headteacher said that 'Student truancy' hindered learning 'Very little' (**66.3%** compared with **51.9%**) and they were less likely to be in schools where the headteacher reported this to be true 'To some extent' or 'A lot'. This pattern was also true for 'Students skipping classes'.

Key Driver: School leadership

The Delivering Excellence and Equity in Scottish Education Delivery Plan sets out the commitment for all new headteachers to hold the Standard for Headship by 1 August 2019. Headteachers are responsible for leading schools effectively and play a vital role in ensuring high quality teaching and learning, as well as engagement with parents and the community. The Standard for Headship is a professional standard held by the General Teacher Council for Scotland (GTCS) which defines the knowledge, understanding and skills required of headteachers.

The number of primary and secondary school teachers who have achieved the Standard for Headship was **1,190** in 2016, compared with **1,220** in 2015:
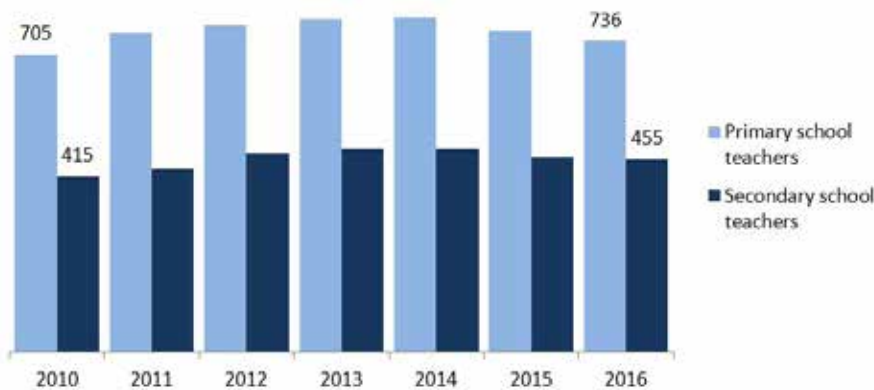

These figures are from the annual Teacher Census results, and exclude certain teachers, such as those on maternity leave or secondment on the census day.

The new 'Into Headship' programme for aspirant headteachers was introduced in 2015 (http://www.scelscotland.org.uk/what-we-offer/into-headship/). Successful completion of this development programme will result in the award of the Standard for Headship. Cohort 1 (2015) attracted 149 participants and cohort 2 (2016) attracted 182 participants.

In March 2016 the Association of Directors of Education in Scotland (ADES) report on Headteacher Recruitment was published. The report identified key issues to be tackled in order to increase interest in Headteacher posts.

Information from the Scottish Government Summary statistics in schools in Scotland (December 2016) shows that:

■ aged 55 or over   ■ aged 50 or over
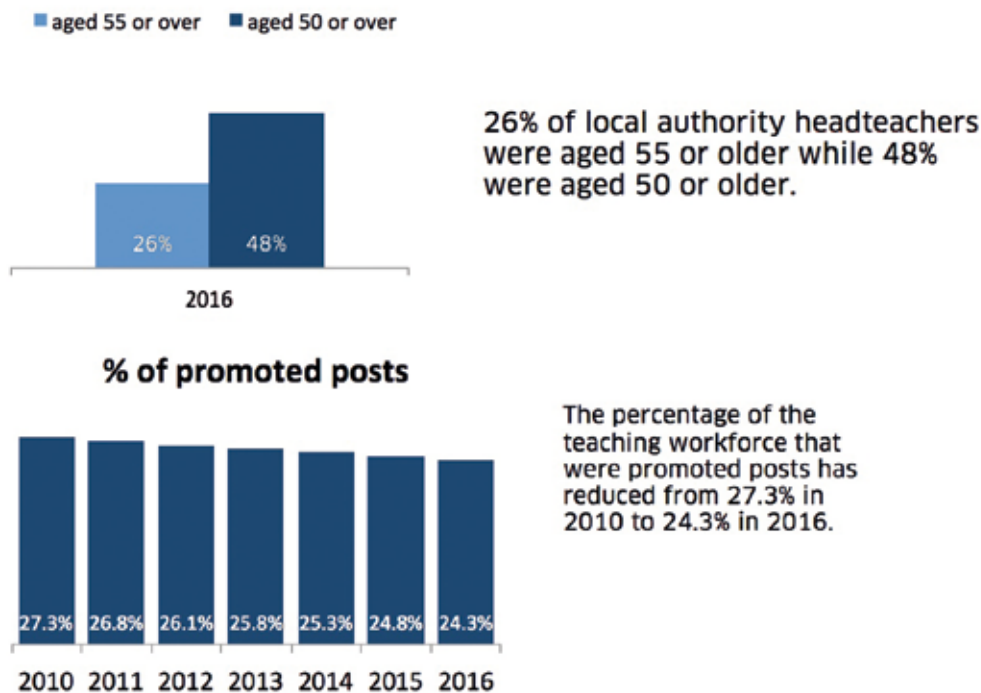
26% of local authority headteachers were aged 55 or older while 48% were aged 50 or older.

26%   48%

2016

% of promoted posts

The percentage of the teaching workforce that were promoted posts has reduced from 27.3% in 2010 to 24.3% in 2016.

27.3% 26.8% 26.1% 25.8% 25.3% 24.8% 24.3%

2010 2011 2012 2013 2014 2015 2016
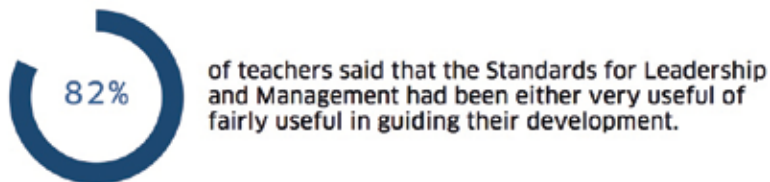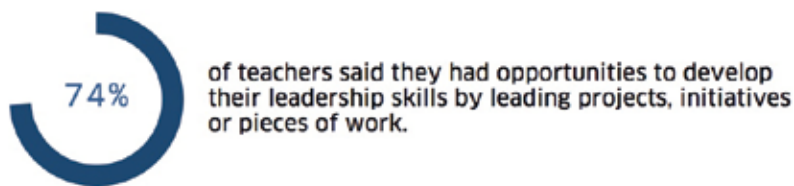
The 'Teaching Scotland's Future' (TSF) report was published in 2010 and was a fundamental review of teacher education in Scotland (http://www.gov.scot/resource/doc/337626/0110852.pdf). It recognised that leadership was a key area for development, citing the increasing difficulty that education authorities were experiencing in recruiting headteachers. Consequently, the report identified supporting and strengthening the quality of leadership as an important and achievable way in which school education can realise the high aspirations Scotland has for its young people.

To evaluate the impact of the implementation of the TSF programme, an evaluation was conducted five years on. As part of this evaluation, teachers across Scotland in all grades and at all stages of their careers were recently surveyed about their views of current professional development opportunities.

The Evaluation of the Impact of the Implementation of Teaching Scotland's Future (2016) highlighted that focus on school leadership had improved, and that teachers at all career stages are becoming increasingly aware of opportunities to develop their leadership skills.

Particularly, the evaluation highlights:

• Increased awareness of professional learning opportunities in leadership

• Clearer leadership pathways based around the Standards for Leadership and Management

• Improved career-long professional learning (CLPL) opportunities for headteachers

74% of teachers said they had opportunities to develop their leadership skills by leading projects, initiatives or pieces of work.

82% of teachers said that the Standards for Leadership and Management had been either very useful of fairly useful in guiding their development.

The GTCS undertake an annual survey of teachers as part of the Professional Update process. The survey covering 2015/16 was completed shortly after May 2016. From the survey respondents who identified themselves as either headteachers or depute headteachers the following analysis can be made:

• All headteachers and depute headteachers used the Standards for Leadership and Management to complete the Professional Update process. Around 68% found to a large extent the Standards for Leadership and Management useful for this purpose.

• Eighty-four per cent of headteachers and depute headteachers felt they had to a large extent ownership over their professional learning. While 76% felt that to a large extent their learning was relevant to their development needs.

• The majority of headteachers and depute headteachers felt that to a large extent their professional learning had a positive impact on themselves (80%), their school (72%), their pupils (52%) and their colleagues (52%).

The PISA 2015 Scotland report shows that Scottish students were more likely than the OECD's to be in schools where the headteacher reported 'at least once a month' to the statements 'I praise teachers whose students are actively participating' (**80.9%** compared with **64.5%**), 'I pay attention to disruptive behaviour in classrooms (**88.3%** compared with **80.9%**) and 'When a teacher brings up a classroom problem, we solve the problem together' (**84.7%** compared with **75.4%**).

Key Driver: Teacher professionalism

Since August 2014, all teachers who are fully registered with the General Teaching Council Scotland (GTCS) are required to engage in 'Professional Update'. This aims to support career-long professional learning (CLPL) and thereby to promote the quality of teachers, the impact teachers have on children's learning, and the reputation of the teaching profession in Scotland. More information can be found on the website of GTCS.

The Professional Update process is based on:

Professional Learning

• Teachers engaging in professional learning to stimulate their thinking and ensure that their practice is critically informed and up to date. This may include personal professional learning, in school professional learning and beyond school professional learning. It may also include undertaking practitioner enquiry.

Using Professional Standards

• The Standards offer support in identifying, planning and developing professional learning to ensure continuing development of professional knowledge, skills and understanding and practice.

Professional Dialogue

• Ongoing professional dialogue plays a central role in the Professional Review and Development process. It provides teachers with an opportunity to reflect on their practice and to consider how to improve their professional skills and knowledge.

As part of the Professional Update process, teachers are required to keep a record with evidence of, and reflections on, their professional learning, which is confirmed by their line manager. This is recorded by GTCS as part of the Professional Update processes every five years. The records of GTCS show that of the cohort of 2015/16, **96.6%** of those in this cohort have had their Professional Learning confirmed by their line manager.

96.6%

As of December 2016, 96.6% of the Professional Update cohort 2015/16 has had their Professional Update confirmed by their line manager and recorded by the GTCS. GTCS will continue to work with their partners to support registrants to confirm their Professional Update for 2015/16.

The key findings of the Evaluation of the Impact of the Implementation of Teaching Scotland's Future, published in 2016, revealed that the teaching profession has risen to the challenge set out in TSF. The evaluation highlighted four particularly encouraging signs of development:

1) Teachers are more engaged with professional learning and are using the Professional Standards to guide their professional learning.

2) There is a greater willingness to try new approaches to professional learning.

3) Teachers are engaging in a range of professional learning opportunities, professional dialogue being highlighted as an important professional learning activity.

4) There is a greater focus on the impact of professional learning on pupil outcomes.

Teachers are more engaged with professional learning and are using the Professional Standards to guide their professional learning.

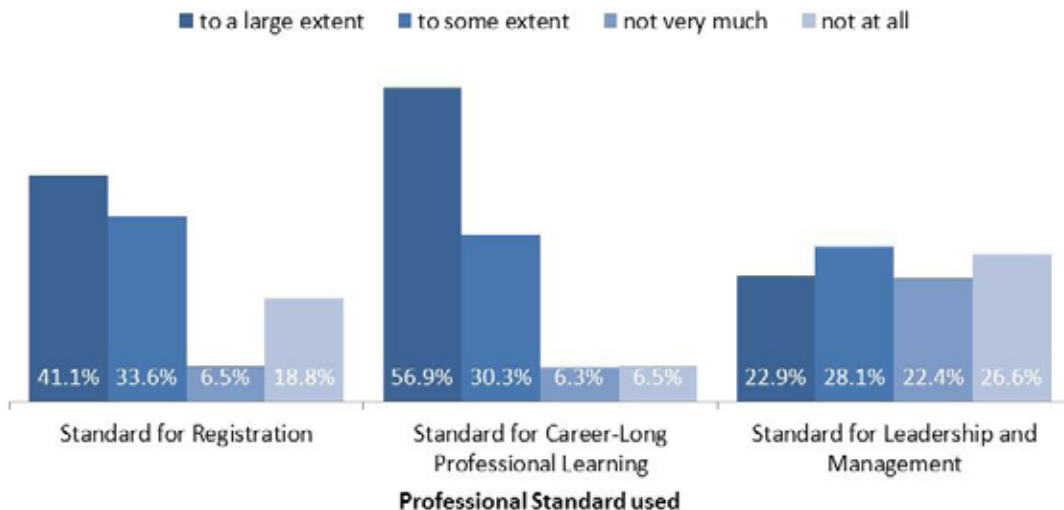| Standard for Registration	Standard for Career-long Professional Learning	Standard for Leadership and Management
gives a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their career.	will help teachers to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.	has been developed to support self-evaluation and professional learning of those in, or aspiring to, formal leadership roles.

Where a teacher is in their own learning journey will determine which Professional Standard they use and for what purpose. The standards are underpinned by the themes of professional values, sustainability and leadership. They are integral to, and are demonstrated through, all of a teacher's professional relationships and practice. All of the standards have a clear focus on leadership for learning. All teachers should have the opportunity to be leaders. They lead learning for, and with all learners with whom they engage. They also work with and support the development of colleagues and other partners.

From the GTCS Professional Update annual evaluation for 2015/16, all teachers reported that they are engaging with the Professional Standards. The Standard for Career-long Professional Learning was used by most (**83.5%**) teachers and 56.9% of teachers to a large extent found this useful in guiding their professional learning.

Legend: ■ to a large extent ■ to some extent ■ not very much ■ not at all

	to a large extent	to some extent	not very much	not at all
Standard for Registration	41.1%	33.6%	6.5%	18.8%
Standard for Career-Long Professional Learning	56.9%	30.3%	6.3%	6.5%
Standard for Leadership and Management	22.9%	28.1%	22.4%	26.6%

Professional Standard used

Teachers find the Standards useful as a reflective tool to critically self-evaluate professional learning and values, to consider the evidence of impact of their professional learning and identify their professional learning needs.
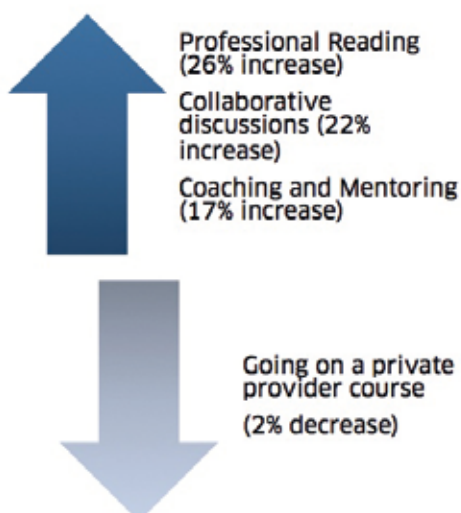
There is a greater willingness to try new approaches to professional learning.

In the Evaluation of the Impact of the Implementation of Teaching Scotland's Future (2016) teachers felt they are being encouraged and supported to try new professional practice.

83% of teachers reported that they regularly try new approaches to improve their professional practice

79% of teachers felt they were encouraged to try new professional practices

67% of teachers felt supported to try new approaches in their professional practice
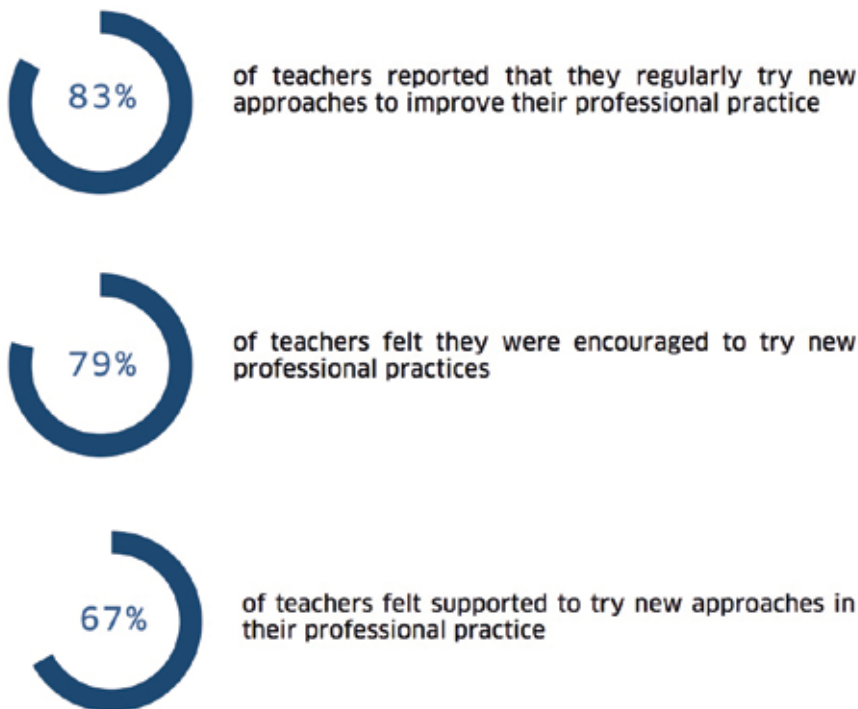
Teachers are engaging in a range of professional learning opportunities.

From the Evaluation of the Impact of the Implementation of Teaching Scotland's Future (2016) professional reading and dialogue are highlighted as important professional learning activities.

Professional Reading (26% increase)

Collaborative discussions (22% increase)

Coaching and Mentoring (17% increase)

Going on a private provider course (2% decrease)

The type of professional learning teachers engage in has changed over the last 5 years.

Other types of professional learning which are highly rated by teachers are:

- Practitioner enquiry/teacher led research
- Using digital technology to support learning and teaching
- Participating in a Teacher Learning community

GTCS Professional Recognition Awards.

The GTCS Professional Recognition Awards acknowledges the expertise and accomplishment of the teacher as an enhanced practitioner in an area. This award aligns with the Standard for Career-Long Professional Learning and recognises and supports teachers as they develop as reflective, accomplished and enquiring professionals.

The graph below shows the range of topic areas in which the 1,705 registered teachers have gained Professional Recognition since August 2011.

**Professional Recognition Awards
August 2011 - October 2016
By Award Area**



Area of accomplished practice
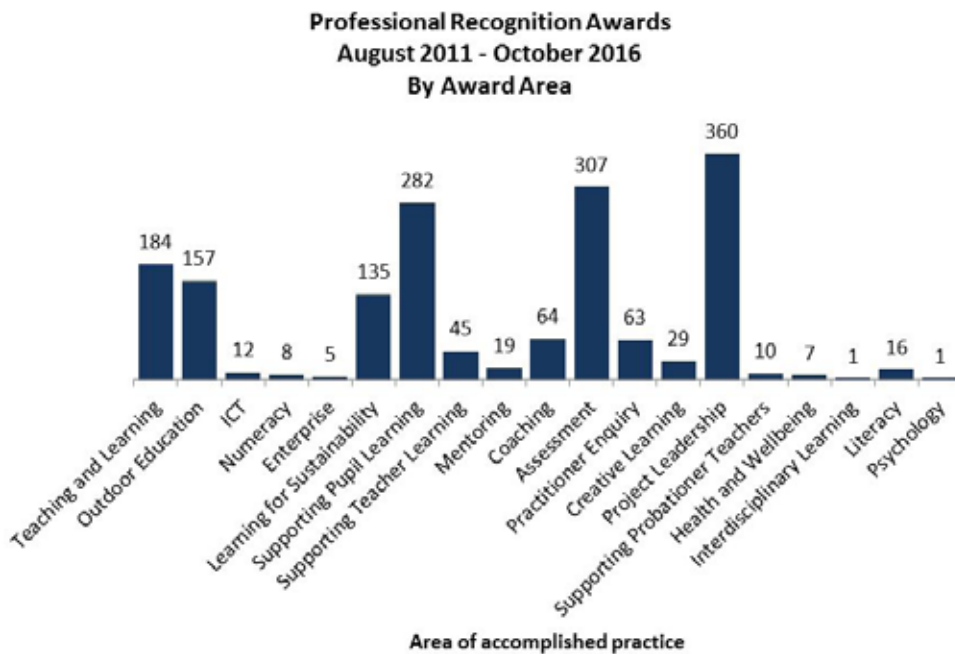
This shows the variety of Professional Recognition Awards, reflecting the dynamic nature of professional learning and enquiry which is currently being undertaken by the profession.

4,600 Since 2012 the Scottish Government has provided funding to enable teachers to undertake SCQF Level 11 professional learning, as part of its aim to ensure that teachers have the necessary skills and knowledge. To date it has supported around 4,600 teachers, of which around 1,100 were in 2016/17.

41% of teachers are either planning or interested in undertaking SCQF level 11 learning and 15 local authorities provide professional learning at this level.
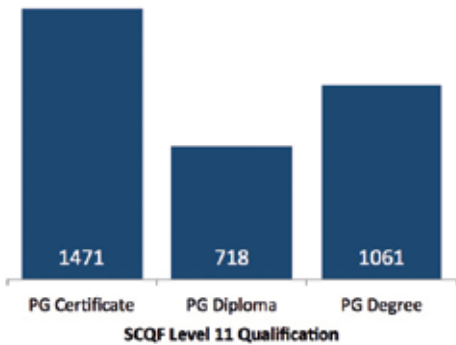
Since 2011, universities have seen 3,196 teachers gain SCQF level 11 qualifications. 1,471 have exited with a PG Certificate, 718 with a PG Diploma and 1,061 with PG Degree.

There is a greater focus on the impact of professional learning of pupils.

From the GTCS Professional Update annual evaluation for 2015/16, it can be seen that teachers believe that their professional learning is having a positive impact on their own learning and the learning experiences of children.
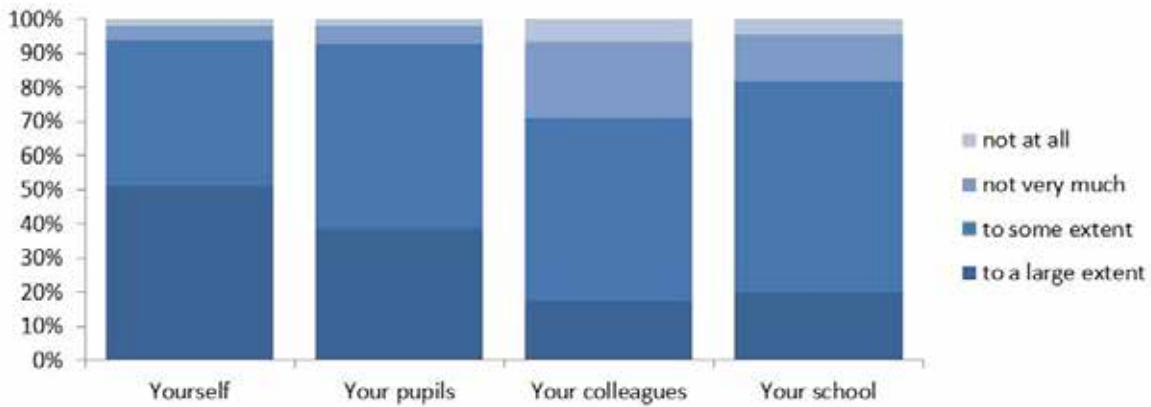
Key Driver: Assessment of children's progress

The range of robust evidence currently available on how children are developing and progressing (i.e. their outcomes) as they move through their early and school years, to the time they leave school, are now reported under each of the Key Priorities at the start of this evidence report.

These outcome measures help to identify where things are going well and whether changes in practice, or the interventions being implemented, are having a positive impact on these outcomes.

In addition, measuring outcomes also, in themselves, act as 'Drivers for Improvement', as they help to identify areas where, collectively, more needs to be done in order for further improvement in these outcomes to occur and whether improvement is occurring at the pace expected.

Teacher feedback

The PISA 2015 Scotland report has shown that:

Scottish students were generally more likely to report that teachers would give them feedback than students across the OECD.

12.1%
Scottish students were significantly less likely to say that teachers "Never or almost never" told them "…how I am performing in this course" (12.1% compared with 27.1%), and more likely to say this would happen in "Some lessons" or "Many lessons".

18.5%
This pattern was similar for "The teacher gives me feedback on my strengths in this class" with Scottish students less likely to say "Never or almost never" than OECD students (18.5% compared with 38.2%) and more likely to say this would happen in "Some lessons", "Many lessons" and "Every or almost every lesson".

12.9%

This was also the case for "The teacher tells me in which areas I can still improve" with Scottish students less likely to say "Never or almost never" (12.9% compared with 31.9%) and more likely to say this would happen for "Some lessons", "Many lessons" and "Every or almost every lesson".

15.1%

For "The teacher tells me how I can improve my performance", Scottish students were also less likely to say "Never or almost never" (15.1% compared to 28.0%) and more likely to say "Some lessons" and "Many lessons" than the OECD.

18.4%

Scottish students were more likely than OECD students to report that "The teacher advises me on how to reach my learning goals" with less saying "Never or hardly ever" (18.4% compared to 31.7%) and being more likely to choose "Some lessons", "Many lessons" and "Every or almost every lesson".

Careers Information, Advice and Guidance (CIAG) Services

100%

Of the 12 CIAG inspections carried out since June 2014 were graded as 'good' or 'very good' against "Customer progression and achievement of relevant high quality outcomes."

Key Driver: Parental engagement

Early Parent-Child Activities

The Growing Up in Scotland report 'Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing Up in Scotland Cohorts' has shown that:

At the time they were aged 10 months, children in the 2010/11 birth cohort (69%) were slightly more likely than children in the 2004/05 birth cohort (66%) to be read to or to be looking at books most days.

- The overall frequency of home learning activities undertaken with children when they were aged 3 did not differ between the 2004/05 and 2010 birth cohorts. However, children who were aged 3 in 2013 (59%) were slightly more likely than children aged 3 in 2007/08 (56%) to have played at recognising letters, words, numbers or shapes 'most days' in the last week.

- Children aged 3 in 2013 were more likely than children aged 3 in 2007/08 to be doing activities by themselves, with their mother, and with their father.

Specifically, there was an increase in the proportion of children doing all four of the following activities with their father (looking at books/reading stories, singing songs/reciting nursery rhymes, drawing/painting, and playing at recognising letters, words, numbers or shapes).

- In both the 2004/05 and the 2010 birth cohorts, children living in advantaged circumstances were more likely to undertake frequent home learning activities than children living in less advantaged circumstances. Overall, this relationship was similar across the two cohorts. The study found no evidence of any 'narrowing of the gap' in relation to the frequency of activities undertaken at age 10 months or 3 years.

- Amongst parents who read with their child once a week or less when the child was aged 10 months, almost nine out of ten had increased the frequency at which they read with their child by the time the child was aged 3. Parents in the 2010 birth cohort were slightly less likely to increase their frequency of reading than parents in the 2004/05 birth cohort.

77% of parents recalled having received a Bookbug pack by the time their child was aged 10 months. Of those who recalled receiving the Bookbug pack, the vast majority had used at least one of the items enclosed in the pack.

82% of parents had not accessed the PlayTalkRead website at the time of the 10 month or age 3 years interviews.

Those living in more advantaged circumstances (such as in high income households, in the least deprived areas, and with high levels of educational qualifications) were more likely to report having received and used the Bookbug packs and were more likely to have accessed the PlayTalkRead website.

Satisfaction with schools

Every year, the Scottish Household Survey asks adults (not only parents) how satisfied they are with a number of local services, including schools. The latest findings of the survey are published in the 2015 survey report. These showed that:

74% of adults were very or fairly satisfied with the quality of local schools in 2015. This was broadly the same for people living in the most deprived and least deprived areas.

The percentage of adults very or fairly satisfied with local schools has fallen over the last four years, from a high of 85% in 2011 to the current level of 74%.

Before school inspections take place, HM Inspectors issue questionnaires to parents. These give an indication of parents' satisfaction with their schools to inform the inspection. The results are not representative of all parents across Scotland.

4,860 parents of pupils in primary, secondary and all-through schools completed the questionnaire between September 2015 and June 2016. Of those:

93% agreed that overall, they are happy with the school

93% agreed that their child's learning is progressing well

2,643 parents of pupils in early learning and childcare settings completed similar questionnaires in the same period. Of those:

98% agreed that overall, they are happy with the care and education their child gets in the early learning and childcare setting

96% agreed that their child's learning is progressing well

Parental involvement

The pre-inspection questionnaires also ask questions about parents' satisfaction with the extent to which schools involve them with the school and their child's learning. Again, the results are not representative of all parents across Scotland.

Of the 4,860 parents of pupils in primary, secondary and all-through schools who completed the questionnaire between September 2015 and June 2016:

**84%** agreed that the school keeps them well informed about their child's progress

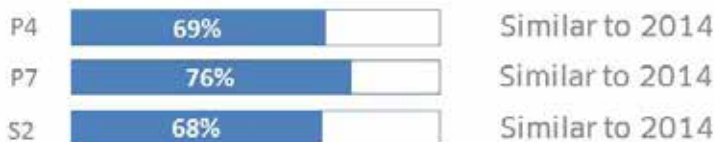**80%** agreed that the school asks for their views

70% agreed that the school takes their views into account

Of the 2,643 parents of pupils in early learning and childcare settings who completed the inspection questionnaires:
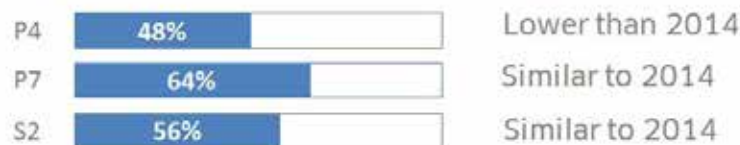
92% agreed that the early learning and childcare setting keeps them well informed about their child's progress

90% agreed that the early learning and childcare setting asks for their views

88% agreed that the early learning and childcare setting takes their views into account
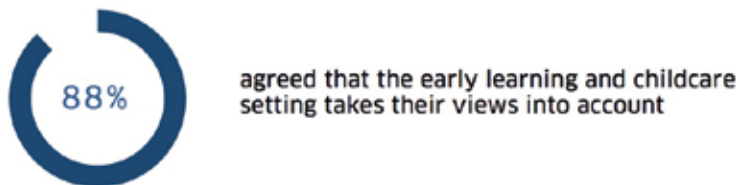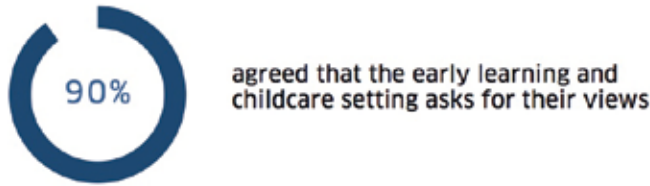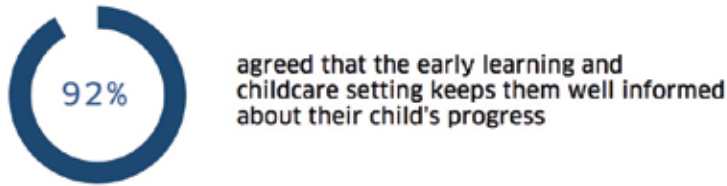
The SSLN pupil questionnaire asks pupils how involved their parents or other people at home are with their schoolwork. In 2015 the following percentage of pupils said that someone at home 'very often':
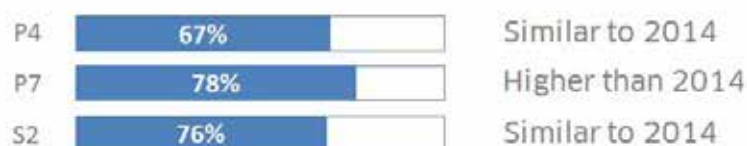
Asks them what they did in school

P4	69%	Similar to 2014
P7	76%	Similar to 2014
S2	68%	Similar to 2014

Helps them with their homework if they need help

P4	48%	Lower than 2014
P7	64%	Similar to 2014
S2	56%	Similar to 2014

Tells them that working hard at school is important

P4	67%	Similar to 2014
P7	78%	Higher than 2014
S2	76%	Similar to 2014

The Programme for International Student Assessment (PISA) includes surveying parents on a range of issues. The latest published data from 2015 showed that:

84% Of parents agreed or strongly agreed that their child's school provides them with regular and useful information on their child's progress

86% Of parents agreed or strongly agreed that their child's school provides effective communication between the school and families

86% Of parents agreed or strongly agreed that their child's school provides an inviting atmosphere for parents to get involved

74% Of parents agreed or strongly agreed that their child's school involves parents in the school's decision-making progress

73% Of parents agreed or strongly agreed that their child's school informs families about how to help students with homework/other school-related activities

38% Of parents agreed or strongly agreed that their child's school offers parent education (e.g. courses on family literacy) or family support programmes (e.g. to assist with health, nutrition)

85% Of parents agreed or strongly agreed that their child's school informs co-operates with other services in the community to strengthen school programmes and student development

The Scottish Government commissioned the National Parent Forum of Scotland to conduct an independent review of the impact of the Scottish Schools (Parental Involvement) (Scotland) Act 2006. The review included independent research and a call for evidence.

The National Parent Forum of Scotland will provide their full report in early 2017. Initial findings include the following:

- Parents generally preferred schools to communicate through direct forms of contact such as emails, letters and text message, rather than providing information that parents would have to seek out (e.g. on a website).
- Parents saw time as the main barrier to greater involvement in the life of their child's school. Busy working lives, having young children or having children at different schools were reported as the challenges that parents faced when trying to find time to get involved with wider school activities.

The chart below, drawn from the research for the review, shows the proportion of parents who engaged in the various forms of parental engagement in primary and secondary schools.

Proportion of parents who have done or attended any of the following, by primary/secondary school
Q. Within the last school year, have you done any of the following at your child's school?
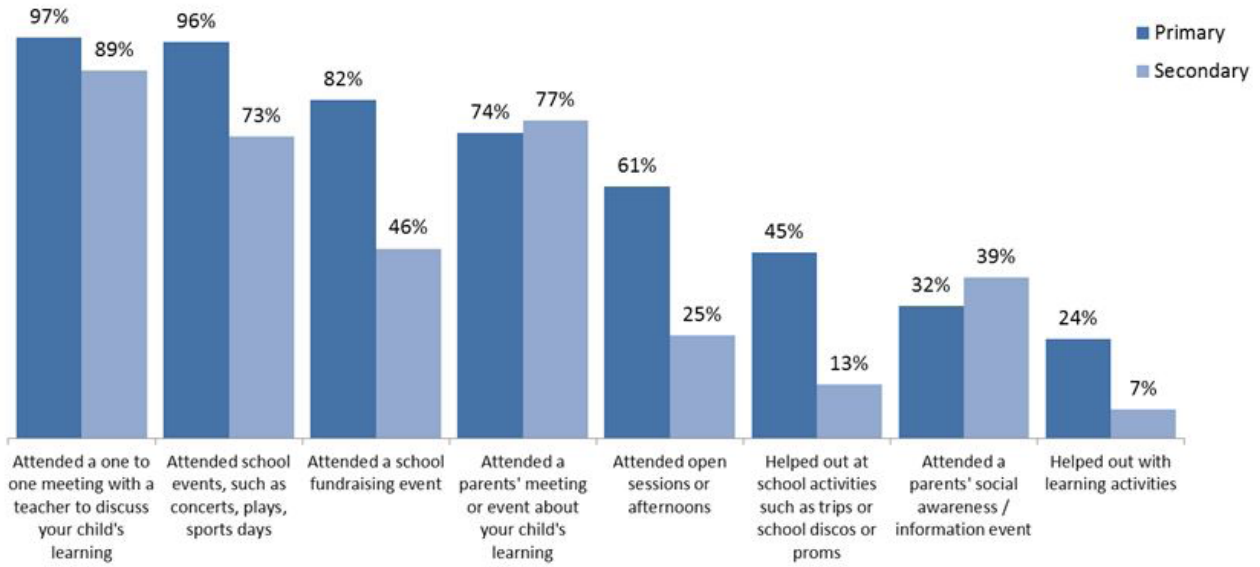
Source: Ipsos Mori – NPFS Review

Key Driver: Performance information

Gathering and monitoring information with regards to drivers for improvement, and the outcomes for which we are aiming to have a positive impact, helps to provide a full picture of how well Scottish education is performing and whether it is improving.

This evidence report aims to provide an overview of what we know about Scottish education and the context in which our children and young people learn. It brings together available current evidence not only on children's outcomes but on the drivers for improvement. It also aims to present an objective picture of Scottish education, based on a wide range of sources, with a particular focus on the differences in outcomes for children living in the most deprived and least deprived areas.

Such evidence is crucial to be able to learn from good practice and develop plans for improvement where needed.

SUMMARY OF THE EVIDENCE FOR THE KEY DRIVERS OF IMPROVEMENT

This chapter has given an overview of the existing evidence on school leadership, teacher professionalism, parental engagement, assessment of children's progress, school improvement, and performance information.

Each of these is important to create and maintain an education system that provides excellent teaching and learning opportunities for its pupils, and is able to reduce the gap in attainment between pupils from the most deprived and least deprived areas.

The evidence presented here covers a wide range of information, such as findings from school inspections, the impact of implementing specific policies and initiatives, teacher qualifications and professional learning, parental involvement and satisfaction, and how Scotland compares internationally.

The evidence shows that many aspects of the Scottish education system are performing well, but that there is still room for improvement in order to achieve the aims set out in the National Improvement Framework.

REFERENCES

This report is based on a wide range of evidence sources. Below is an overview of all sources cited throughout the report.

Research reports and statistical publications

- Achievement of Curriculum for Excellence (CfE) Levels return (based on teacher professional judgements)
  http://www.gov.scot/stats/bulletins/01253

- Association of Directors of Education in Scotland (ADES) report on Headteacher Recruitment (March 2016)
  http://www.gov.scot/Resource/0050/00505011.pdf

- Child Health 27-30 Month Review Statistics (December 2015)
  http://www.isdscotland.org/Health-Topics/Child-Health/Publications/2015-12-15/2015-12-15-Child-Health-27m-review-Report.pdf

- Children's Social Work Statistics Scotland
  http://www.gov.scot/Publications/2016/03/5133

- Education Outcomes for Looked After Children 2014/15
  http://www.gov.scot/Publications/2016/06/7455

- Evaluation of the Impact of the Implementation of Teaching Scotland's Future (March 2016)
  http://www.gov.scot/Publications/2016/03/5736/

- Growing Up in Scotland: Language Development and Enjoyment of Reading: Impacts of Early Parent-Child Activities in Two Growing Up in Scotland cohorts
  http://www.gov.scot/Resource/0050/00501021.pdf

- Programme for International Student Assessment (PISA) 2015: Highlights from Scotland's Results
  http://www.gov.scot/Resource/0051/00511095.pdf

- Scotland's People Annual Report: Results from the 2015 Scottish Household Survey (September 2016)
  http://www.gov.scot/Resource/0050/00506173.pdf

- Scottish Government Summary Statistics in Schools in Scotland (December 2016)
  http://www.gov.scot/stats/bulletins/01255

- Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)
  http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS

- Scottish Health Survey
  http://www.gov.scot/Publications/2016/09/2764

- Scottish Survey of Literacy and Numeracy (SSLN)
  http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN

- Skills Development Scotland Participation Measure for 16-19 year olds in Scotland
https://www.skillsdevelopmentscotland.co.uk/media/38957/participation_measure_final_publication.pdf

- SSLN Pupil Questionnaire Analysis (Additional analysis of SSLN results): 2011-2015
http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN/PQ20112015

- Summary Statistics for Attainment, Leaver Destinations and Healthy Living
http://www.gov.scot/Topics/Statistics/Browse/School-Education/PubAttainment

- Summary Statistics for Schools in Scotland
http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools

- Teacher Census, Supplementary Data
http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata

- Teaching Scotland's future: Report of a review of teacher education in Scotland (December 2015)
http://www.gov.scot/resource/doc/337626/0110852.pdf

Policy documents

- Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland (June, 2016)
http://www.gov.scot/Publications/2016/06/3853

- Education Scotland – Inspection and Review
http://www.educationscotland.gov.uk/inspectionandreview/

- Getting it Right for Every Child
http://www.gov.scot/Topics/People/Young-People/gettingitright

- National Improvement Framework for Scottish Education – achieving excellence and equity
http://www.gov.scot/Publications/2016/01/8314

Further Information

- GTCS Professional update: http://www.gtcs.org.uk/professional-update/professional-update.aspx

- Into Headship programme:
http://www.scelscotland.org.uk/what-we-offer/into-headship/

- SCQF Levels: http://scqf.org.uk/

- SSLN: http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN

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