NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

2017 EVIDENCE REPORT

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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.
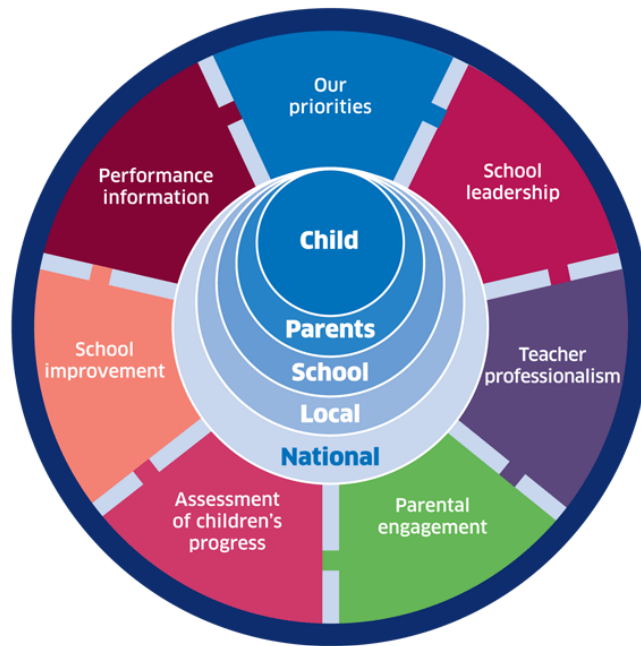
More information on these components can be found at:
http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

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 Achievement of Curriculum for Excellence (CfE) Levels return (based on Teacher Professional Judgements) introduced in 2015/16, Pupil Census, Teacher Census, Attendance, Absence and Exclusions, 27-30 month Child Health Reviews, Scottish Health Survey, HMI inspections, the General Teaching Council for Scotland (GTCS), the Scottish Qualifications Authority (SQA), and Skills Development Scotland (SDS).

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 2016 Evidence Report that was published by the Scottish Government in December 2016.

Context: The Scottish school system

Summary statistics for schools in Scotland 2017

Pupils

688,959 Pupils ↑ 4,611 from 2016

400,312 Primary ↑ 3,615 from 2016
281,993 Secondary ↑ 1,010 from 2016
6,654 Special ↓ 14 from 2016

Teachers

51,513 Teachers ↑ 543 from 2016

24,477 Primary ↑ 556 from 2016
23,150 Secondary ↑ 193 from 2016
1,836 Special ↓ 33 from 2016

88% probationers in employment ↑ 1% point on 2016

Pupil teacher ratio 13.6 ↓ 0.1 from 2016
Average class size 23.5 ↔ same as 2016

Early Learning & Childcare

2,532 Centres ↑ 18 from 2016
95,893 Registrations ↓ 1,068 from 2016
99% Uptake for age 3&4 ↔ Same as 2016

School estates

School buildings

86.0% in good or satisfactory condition ↑ 2% points from 2016
81.4% of a good or satisfactory suitability ↑ 0.1% point from 2016

Attendance, Absence and Exclusions

93.3% attendance in 2016/17 ↓ 0.4% points on 2014/15

18,377 cases of exclusion in 2016/17 ↓ 53 from 2014/15

Additional Support Needs
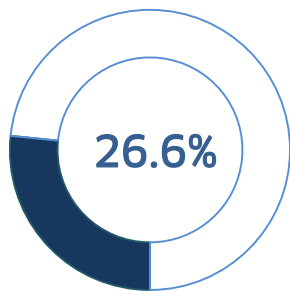
26.6% of all pupils had an additional support need recorded in 2017.

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

At 31 July 2016, there were **15,317** looked after children – a decrease of **83** (or less than **1%**) from 2015. This is the fourth consecutive year the numbers have decreased following a peak of **16,248** in 2012, although this year's decline is small.

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 (throughout Primary and up to the end of Secondary 3), and finally at the Senior Phase.

In line with our approach to the implementation of Curriculum for Excellence (CfE), high level assessment guidance for the Broad General Education (BGE) 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 Curriculum for Excellence (CfE) Levels' return was introduced in the school year 2015/16, and information was collected from all local authority and grant-aided schools in Scotland.

This new return collects 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 & Talking, and Numeracy as at the end of the school year (i.e. June).
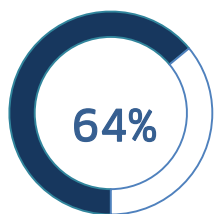
Early Years

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 in 2015/16:
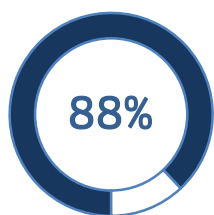
88% of all eligible children were reviewed, broadly similar since the review began in April 2013

64% of all eligible children are known to have no concerns about any aspects of their development, up from 62% in 2013/14.

Speech, language & communication continued to be the developmental domain where most concerns were identified. 11% of children reviewed had a newly identified concern about their speech, language & communication and an additional 2% had a known concern in this domain prior to their review.

Broad General Education

Primary

Achievement in Literacy and Numeracy

The annual Achievement of Curriculum for Excellence (CfE) 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 2016/17 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	80%	Achieving CfE Early Level
P4	77%	Achieving CfE 1st Level
P7	76%	Achieving CfE 2nd Level

English Writing

P1	77%	Achieving CfE Early Level
P4	71%	Achieving CfE 1st Level
P7	69%	Achieving CfE 2nd Level

English Listening and Talking

P1	85%	Achieving CfE Early Level
P4	83%	Achieving CfE 1st Level
P7	81%	Achieving CfE 2nd Level

Numeracy

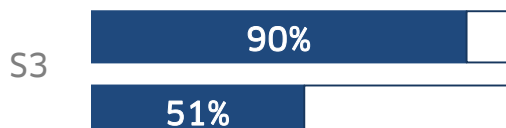|		
P1	83%	Achieving CfE Early Level
P4	75%	Achieving CfE 1st Level
P7	70%	Achieving CfE 2nd Level
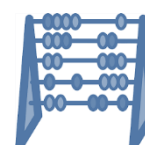
Secondary

Achievement in Literacy and Numeracy

The 2016/17 data shows that the percentage of S3 pupils who are achieving CfE 3rd Level or better, and those achieving CfE 4th Level are:
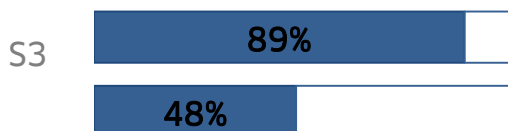
English Reading

S3

| 90% | Achieving CfE 3rd Level or better |
| 51% | Achieving CfE 4th Level |

English Writing

S3

| 89% | Achieving CfE 3rd Level or better |
| 48% | Achieving CfE 4th Level |

English Listening and Talking

S3
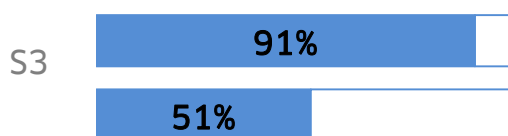
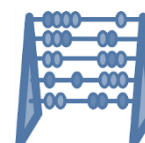| 91% | Achieving CfE 3rd Level or better |
| 51% | Achieving CfE 4th Level |

Numeracy

S3
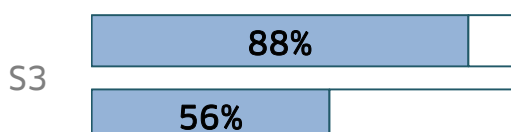
| 88% | Achieving CfE 3rd Level or better |
| 56% | Achieving CfE 4th Level |

Senior Phase:

Qualifications

Qualifications form an important part of the picture of how well young people have done 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 2017 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 2015/16, **61.7%** of school leavers left with one or more passes at SCQF Level 6 or better

2.0% with no passes at SCQF Level 3 or better

36.3% with highest level of pass at SCQF Level 3, 4, or 5
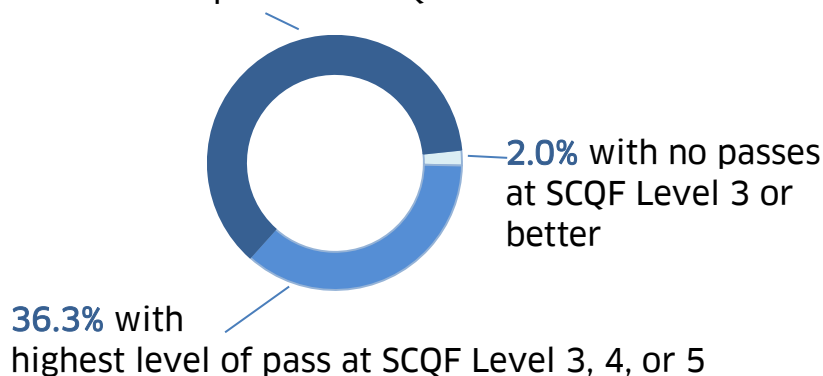
The percentage of school leavers gaining one or more qualifications at SCQF Level 6 or better increased from 60.2% for 2014/15 to 61.7% for 2015/16 school leavers.
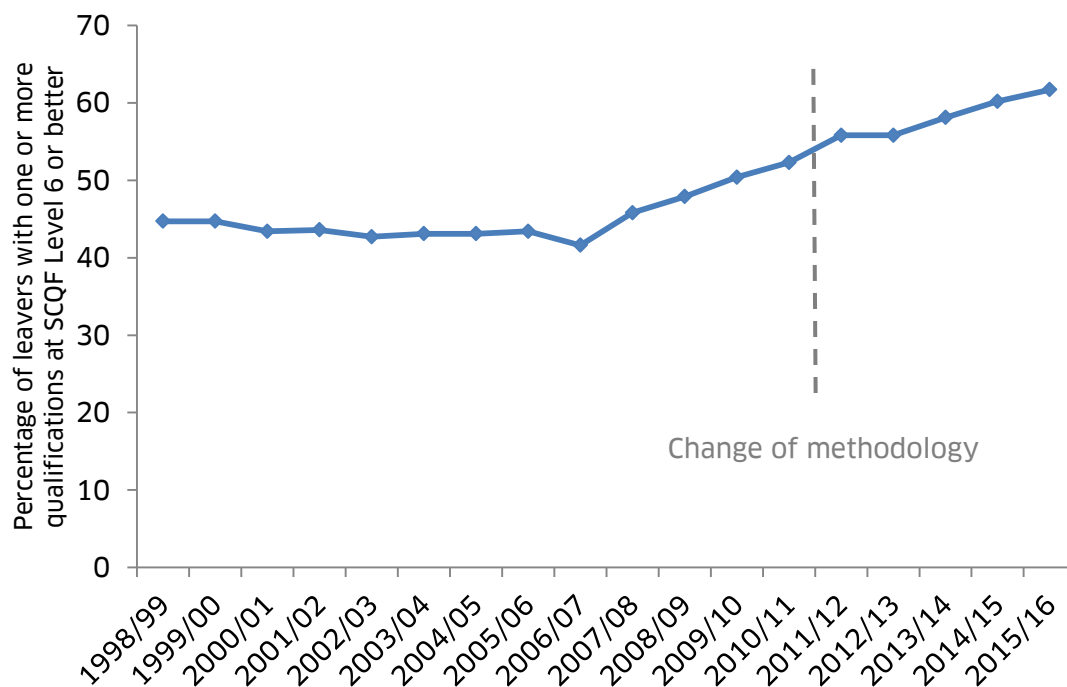
Literacy and numeracy are essential skills for any school leaver. Pupils can achieve literacy or numeracy at a certain level by passing the relevant Scottish Qualifications Authority (SQA) literacy or numeracy units at National 3, 4 and 5. These units are included within a range of courses at these levels. The percentages of leavers attaining Scottish Credit and Qualifications Framework (SCQF) Levels 3 to 5 in literacy and numeracy for 2015/16 are shown below. More information on these figures can be found in the 2017 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 2015/16. Likewise, 96.1% achieved this in numeracy.

At SCQF Levels 4 and 5 or better, a higher proportion of pupils attained literacy skills than numeracy skills.
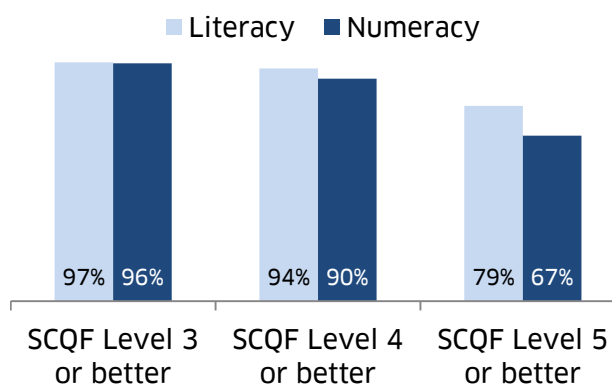
International Comparison – Collaborative Problem Solving

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 core domains – reading, mathematics and science.

In 2015, Scotland also participated in the innovative domain – **collaborative problem solving** which was define by the OECD as '**the capacity of an individual to effectively engage in a process whereby two or more agents attempt to solve a problem by sharing the understanding and effort required to come to a solution and pooling their knowledge, skills and efforts to reach that solution**'.

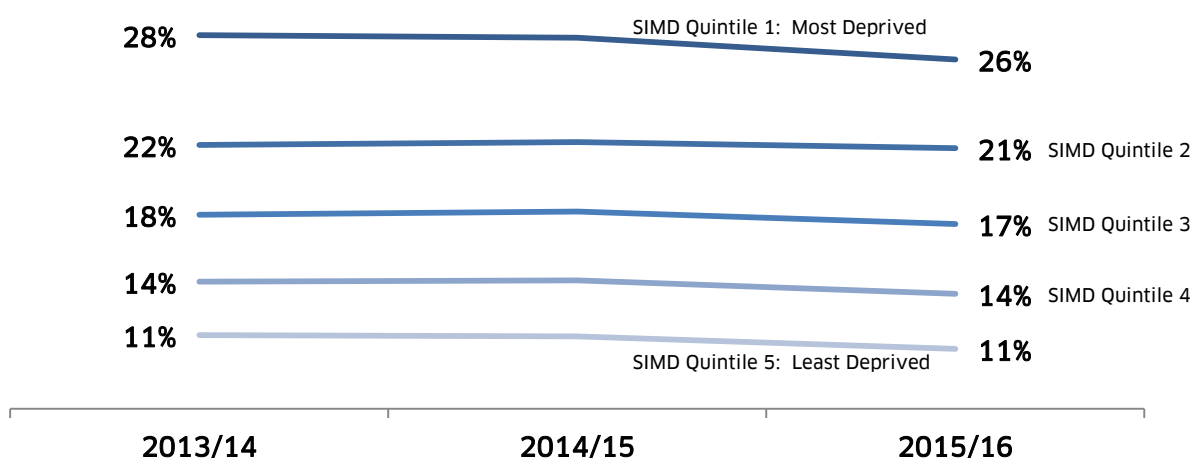The results of this assessment were published in November 2017, and showed:

- In **collaborative problem solving**, Scotland's performance in 2015 was higher than the OECD average with a mean score of 513 points.

- With respect to Scotland's relative position (compared to OECD countries and UK administrations) Scotland was outperformed by nine countries, was similar to six, and performed higher than 19.

- The proportion of low performers (below Level 2) was 23.8% and was lower than the OECD average (28.1%).

- The proportion of high performers (at Level 4) was 9.8%, and was higher than the OECD average of 7.9%.

- The strength of relationship between social disadvantage and a pupil's score in Scotland was lower than the OECD average. About 6% of the variation in Scotland could be explained by socio-economic factors.

- The extent to which disadvantage was related to performance (or 'gradient') in Scotland was similar to the average across OECD countries and amounts to around 28 points.

- Scotland's performance in collaborative problem solving was above the OECD average. Within the UK, Scotland's performance was below England, similar to Northern Ireland and above Wales.

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 shows that more than one in four children from the most deprived areas (26%) had at least one developmental concern identified in their 27-30 month review compared to one in nine for the least deprived areas (11%).

Percentage of children with a new or previously identified concern in at least one developmental domain by deprivation quintile, at their 27-30 month review, 2013/14 - 2015/16
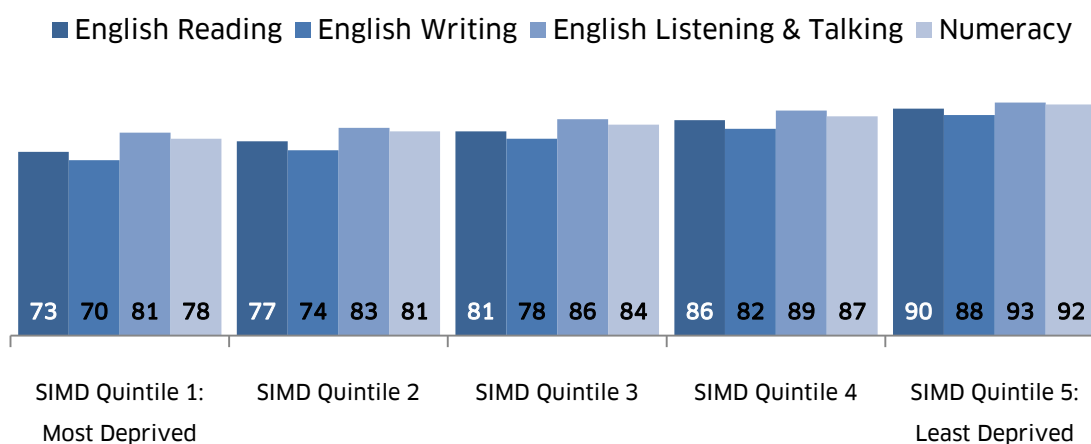
	SIMD Quintile 1: Most Deprived	
28%		26%
22%		21% SIMD Quintile 2
18%		17% SIMD Quintile 3
14%		14% SIMD Quintile 4
11%	SIMD Quintile 5: Least Deprived	11%
2013/14	2014/15	2015/16

Primary

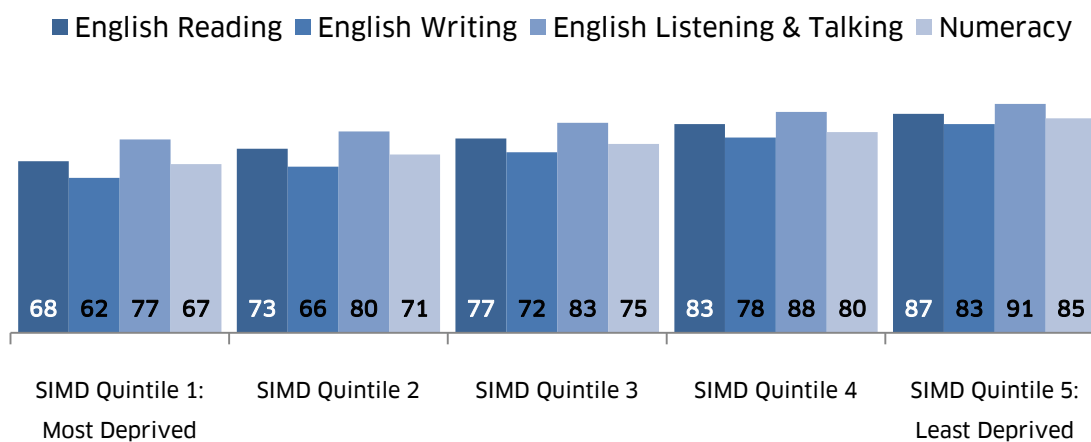## Achievement in Literacy and Numeracy

The 2016/17 Achievement of CfE Levels return shows that a higher proportion of pupils from the least deprived areas achieved the CfE Level relevant to their stage compared to pupils from the most deprived areas. This was true across all primary stages measured.

The proportion of P1, P4 and P7 pupils who achieved the expected CfE Level relevant to their stage within each SIMD quintile were:
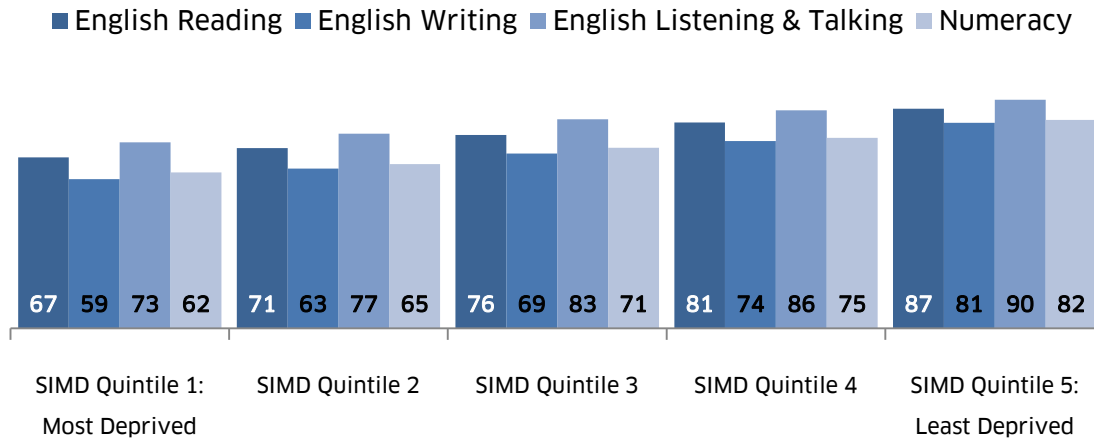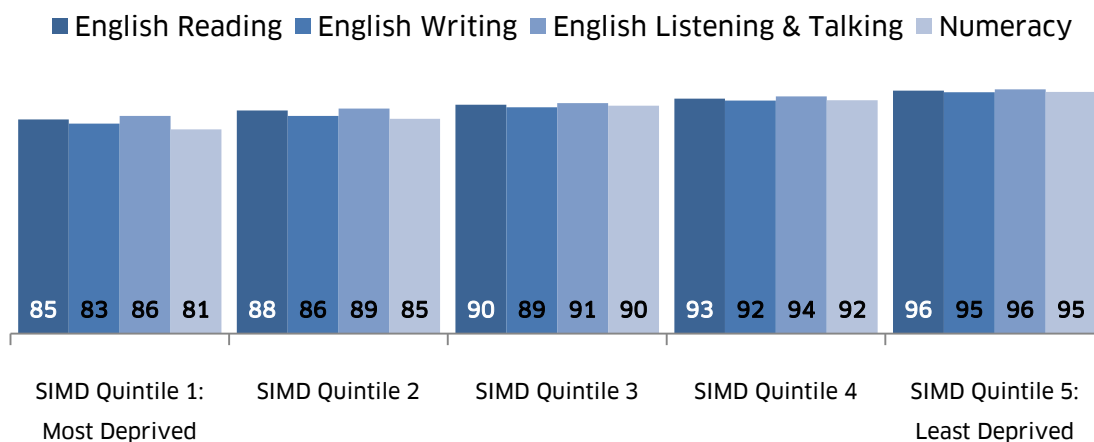
Percentage of P1 pupils achieving CfE Early Level by deprivation quintile, 2016/17

■ English Reading ■ English Writing ■ English Listening & Talking ■ Numeracy

SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
73 70 81 78	77 74 83 81	81 78 86 84	86 82 89 87	90 88 93 92

Percentage of P4 pupils achieving CfE 1st Level by deprivation quintile, 2016/17

■ English Reading ■ English Writing ■ English Listening & Talking ■ Numeracy

SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
68 62 77 67	73 66 80 71	77 72 83 75	83 78 88 80	87 83 91 85

Percentage of P7 pupils achieving CfE 2nd Level by deprivation quintile, 2016/17

■ English Reading ■ English Writing ■ English Listening & Talking ■ Numeracy

	SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
English Reading	67	71	76	81	87
English Writing	59	63	69	74	81
English Listening & Talking	73	77	83	86	90
Numeracy	62	65	71	75	82

Secondary

Achievement in Literacy and Numeracy

The 2016/17 Achievement of CfE Levels return shows that a higher proportion of S3 pupils from the least deprived areas achieved CfE 3rd Level or better, and CfE 4th Level, compared to pupils from the most deprived areas.
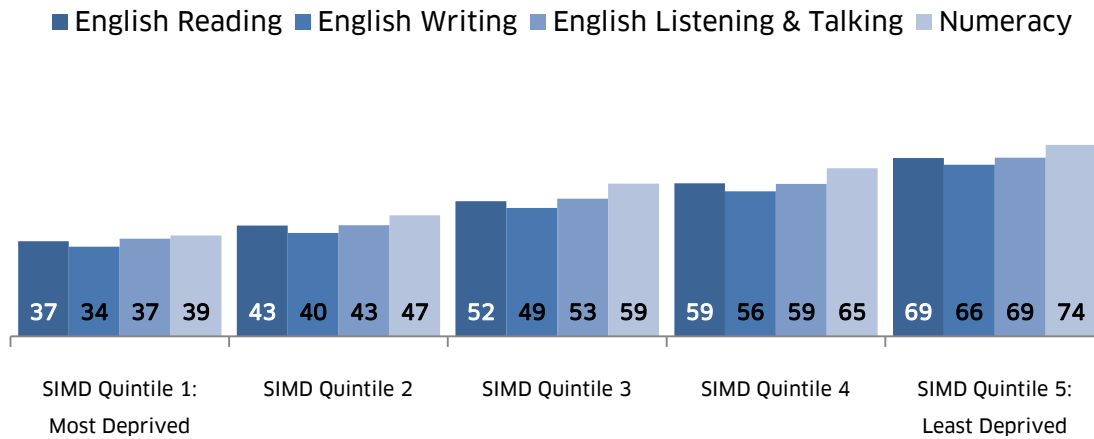
The proportion of S3 pupils who achieved CfE 3rd Level or better within each SIMD quintile were:

Percentage of S3 pupils achieving CfE 3rd Level or better by deprivation quintile, 2016/17

■ English Reading ■ English Writing ■ English Listening & Talking ■ Numeracy

	SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
English Reading	85	88	90	93	96
English Writing	83	86	89	92	95
English Listening & Talking	86	89	91	94	96
Numeracy	81	85	90	92	95

The proportion of S3 pupils who achieved CfE 4th Level within each SIMD quintile were:

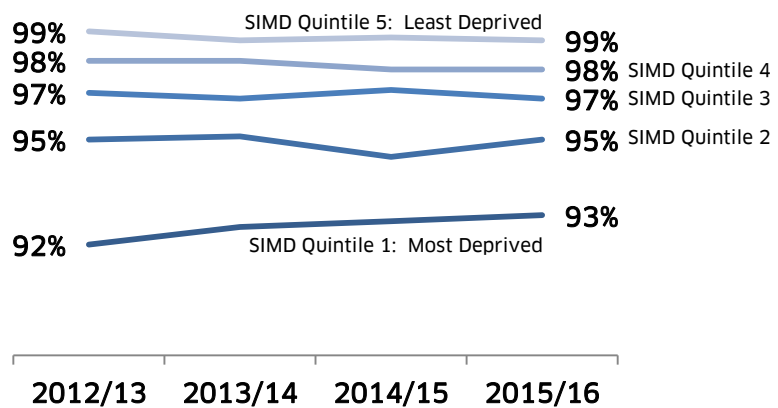### Percentage of S3 pupils achieving CfE 4th Level by deprivation quintile, 2016/17

■ English Reading ■ English Writing ■ English Listening & Talking ■ Numeracy

	English Reading	English Writing	English Listening & Talking	Numeracy
SIMD Quintile 1: Most Deprived	37	34	37	39
SIMD Quintile 2	43	40	43	47
SIMD Quintile 3	52	49	53	59
SIMD Quintile 4	59	56	59	65
SIMD Quintile 5: Least Deprived	69	66	69	74

Senior Phase

Qualifications:

98.8% of school leavers from the 20% least deprived areas and **92.8%** of leavers from the 20% most deprived areas gained one or more qualifications at SCQF level 4 or better in 2015/16.

The gap in attainment at SCQF level 4 or better has decreased slightly over the past three years: from 7.3 percentage points in 2012/13 to **6.0 percentage points** in 2015/16:

	2012/13	2013/14	2014/15	2015/16
SIMD Quintile 5: Least Deprived	99%			99%
SIMD Quintile 4	98%			98%
SIMD Quintile 3	97%			97%
SIMD Quintile 2	95%			95%
SIMD Quintile 1: Most Deprived	92%			93%

18

The attainment gap is wider at higher levels of qualifications: **94.7%** of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF Level 5 or better in 2015/16, compared with **74.4%** of those from the 20% most deprived areas.
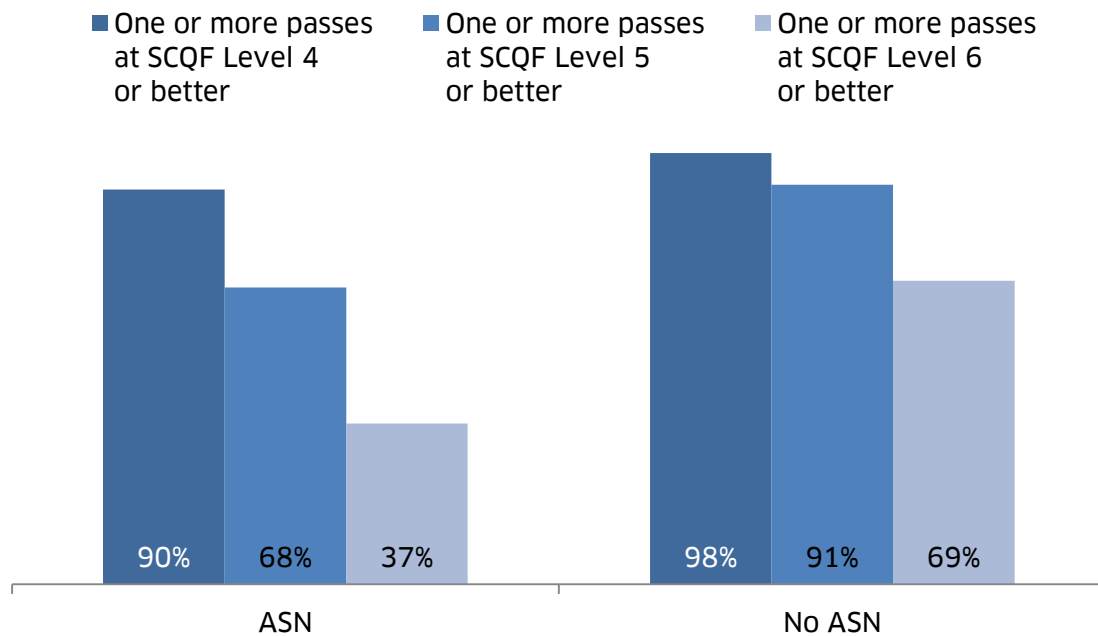
This gap in attainment at SCQF level 5 or better has decreased over the past three years: from 25.5 percentage points in 2012/13 to **20.3 percentage points** in 2015/16:
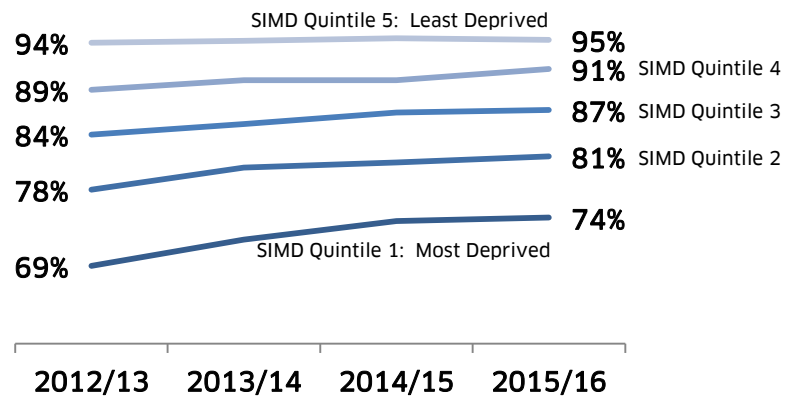
81.2% of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF level 6 or better in 2015/16, compared with **42.7%** of those from the 20% most deprived areas.

This gap in attainment has decreased slightly over the past three years: from 42.5 percentage points in 2012/13 to **38.5 percentage points** in 2015/16:
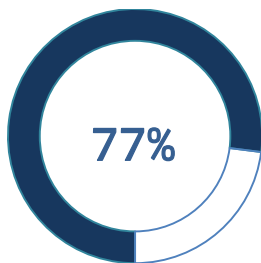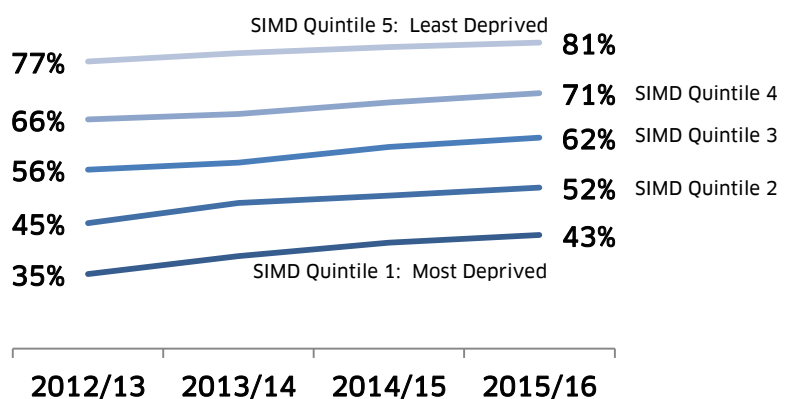
77% of looked after school leavers gained one or more qualifications at SCQF Level 4 or better in 2015/16, which was an increase from **67%** in 2011/12. Although improving, this is still substantially lower than the **96%** of all school leavers who achieved this in 2015/16.

The difference is wider at higher levels of qualifications, **40%** of looked after school leavers gained one or more qualifications at SCQF level 5 or better in 2015/16 (an increase from **28%** in 2011/12), whereas **86%** 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 2015/16 the percentage of school leavers by attainment at SCQF levels 4 to 6 are shown below. The graph is split between pupils with additional support needs and those with no additional support needs. More information can be found in the 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			No ASN	
90%	68%	37%	98%	91%	69%

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: physical health and health behaviours, life satisfaction and wellbeing, relationships with peers, parents and teachers, experience of the learning environment, and leisure time.

This data is drawn from a range of surveys. The Scottish Government is continuing its work 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 2015 and 2016 show that:
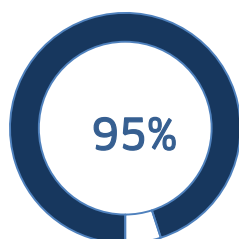
**95%** of children aged 0-15 continued to report to be in 'very good' or 'good' health in 2015/16.

Overall, girls were more likely than boys to report 'good' or 'very good' general health (97% of girls, compared with 94% of boys).

Self-assessed health varied significantly by age with reported levels of 'good' or 'very good' health being lower among older children aged 14-15 (91%), compared with children aged 0-13 (95-98%). This finding could in part be explained by the survey design which involved asking parents of children aged 0-11 about their child's health status, and asking children aged 12-15 directly.

The pattern by age was different for girls and boys, with more fluctuation in rates for boys than girls. Furthermore, parents of younger girls (0-7) were more likely to report they had 'good' or 'very good' health than parents of boys in the same age range (97-98% for girls compared with 91-96% for boys).

Long-Term Conditions
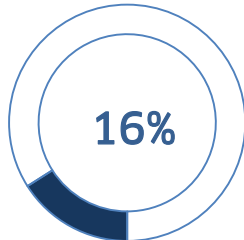
16% of children (aged 0-15) in 2016 had at least one long-term health condition. This proportion was comprised of 8% of children that had non-limiting condition(s) and 7% that had at least one limiting long-term condition.

Boys were significantly more likely than girls to have any form of long-term condition (18% and 14% respectively) as well as at least one limiting long-term condition (9% and 6% respectively).

Unpaid Caring
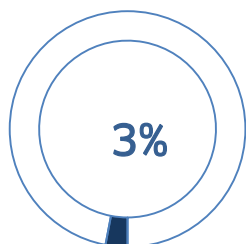
3% of children aged 4-15 in 2016 were providing regular, unpaid care to a family member, friend or someone else. There was little difference by gender (**3%** of boys, compared with **2%** of girls providing care overall).

However, older children were much more likely to provide unpaid care than their younger counterparts (**5%** of those aged 12-15 compared with **1%** of those aged 4-11).

The proportion of boys caring varied significantly by age, with boys aged 12-15 being the mostly likely to provide care (**7%**).

The difference between caring prevalence and age for girls was not significant (**2%** among girls aged 4-11 and **3%** among girls aged 12-15 providing care).

Respiratory Health

This section looks at the self-reported lifetime prevalence of doctor-diagnosed asthma, wheezing or whistling in the chest in the last 12 months (referred to in the text as wheezing in the last 12 months), and lifetime wheezing.

10% of children aged 0-15 in 2016 reported having doctor-diagnosed asthma, unchanged since 2015, confirming the pattern of reduced prevalence since the start of the time series in 2003 (**16%**)

In 2016, the prevalence of doctor-diagnosed asthma was similar for boys and girls (10% and 9% respectively).

Prevalence of doctor diagnosed asthma fell for boys between 2003 (20%) and 2016 (10%) to a similar level to that for girls. Prevalence for girls fluctuated between 9% and 12% over the same period; 9% in 2016.

The prevalence of wheezing in the last 12 months for children was 13% in 2016; this has remained relatively constant since 2003 ranging between 12-14%. Similarly, rates of having ever wheezed remained relatively steady at 23%, having fluctuated between 21% and 25% since 2003.

Prevalence of wheezing in the previous 12 months was similar for boys and girls (15% and 12% respectively), with little change among girls since 2003 (11-12%) and some fluctuation for boys since 2003 (13-17%).

Prevalence of ever having wheezed has shown little change over time with higher levels for boys (24-29%; 26% in 2016) than girls (19-22%; 19% in 2016).

Physical Health

98%
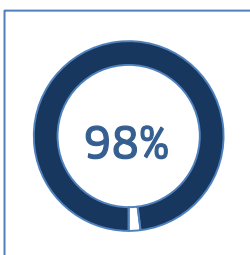
of schools (99% of primary and 93% of secondary schools) were meeting the target level of PE provision, the same as in 2016. More information can be found in the <u>Summary Statistics for Attainment, Leaver Destinations and Healthy Living</u> publication.

The <u>Scottish Health Survey</u> provides information in relation to children's physical activity.

Just over three quarters (76%) of children aged 2-15 were active at the recommended level (including activity at school) in 2016, representing a statistically significant increase of five percentage points since 2008.

This general trend of increased physical activity levels (including activity at school) was apparent for girls where it increased from 64% in 2008 to 72% in 2016. For boys the trend pattern was less clear fluctuating between 73% and 79% during the time period.

68%
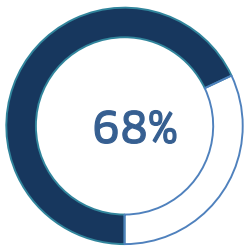
of children aged 2-15 had participated in sport in the week prior to interview, continuing the relatively stable trend since 2010 (ranging between 70% and 66%) following a drop from 73% in 2009.

Younger children were more likely than older children to meet the physical activity guidelines, (82% of 5-7 year olds doing so, compared with 61% of those aged 13-15, school-based activity included).

Proportion of children meeting physical activity guideline over an average week, (including activity at school), by age and gender, 2016

Age	Boys	Girls
2-4	77%	77%
5-7	83%	81%
8-10	81%	80%
11-12	86%	66%
13-15	72%	49%
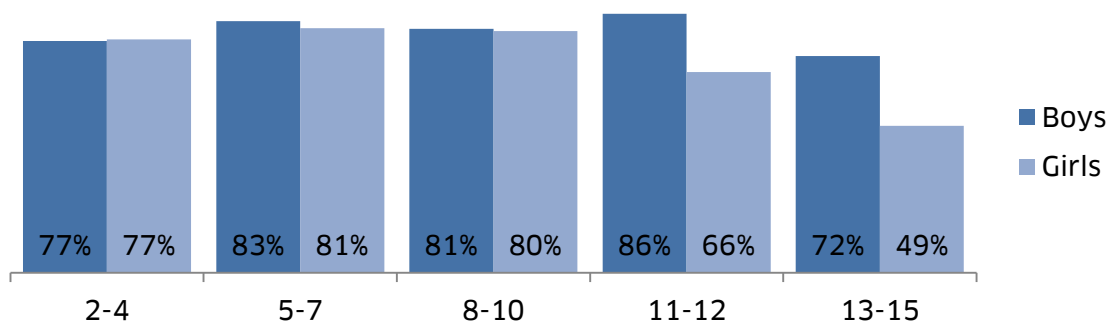
Children's physical activity levels varied by area deprivation, although there was no clear pattern of association.

Proportion of children meeting physical activity guideline over an average week, (including activity at school), by area of deprivation, 2016

SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
70%	77%	81%	71%	79%
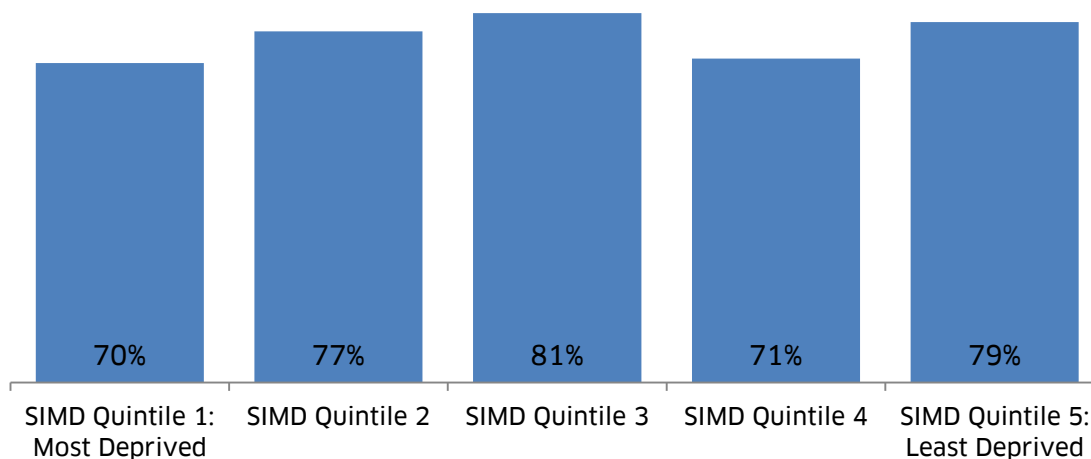
Activities In and Out of School

In the 2016 Scottish Survey of Literacy and Numeracy (SSLN) pupil questionnaire,

P4	P7	S2
20%	15%	10%
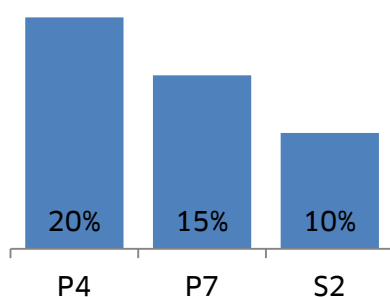
20% of P4, **15%** of P7 and **10%** of S2 pupils reported that they 'Go to a library or mobile library' 'very often' outside of school time.

P4	P7	S2
33%	30%	40%
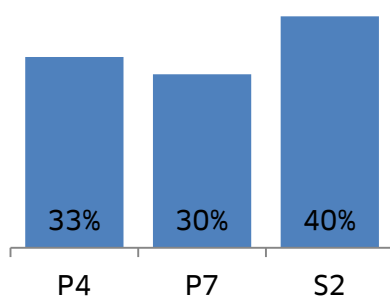
33% of P4, **30%** of P7 and **40%** of S2 pupils reported that they 'Read using an electronic device (e.g. Kindle, tablet, smartphone)' 'very often'.
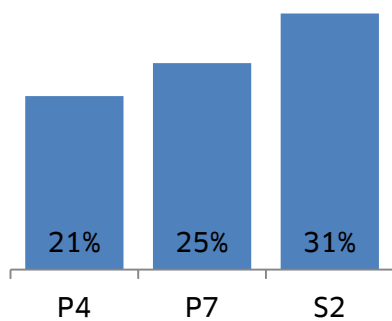
21% of P4, 25% of P7 and 31% of S2 pupils reported that they 'Read online (e.g. web pages, blogs)' 'very often'.
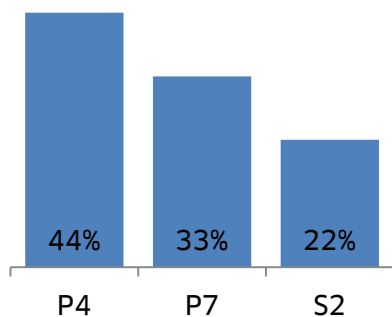
44% of P4, 33% of P7 and 22% of S2 pupils reported that they 'Read storybooks (novels) for enjoyment' 'very often'.

The most popular activities outside of school, as reported by primary pupils over five SSLN surveys, were 'I play or talk with friends' or 'I play sports'.

P4 pupils reported over 70% played and talked to friends 'very often' whereas for P7 pupils this was nearly 80%. Between 62% and 66% of primary pupils reported they played sports 'very often' over the five years.

For S2 pupils, these were also the most popular choices with over 70% of pupils reporting that played or talked with friends, though responses to playing sports was lower than primary pupils ranging from 51% to 53%.
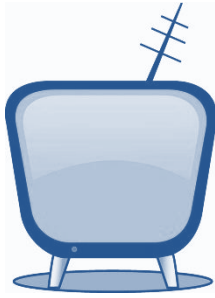
The proportion of pupils who report watching television and DVDs has declined between 2011 and 2016 for all three stages to around a third of P4 and S2 pupils and to about a quarter of P7 pupils.

This may be due to the increase in television and film content being viewed or streamed online, following the growth of the availability of these services since the beginning of the decade.

P7 and S2 pupils were most likely to use computers, tablets, etc. to do topic or project work. 53% of P7 pupils and 45% of S2 pupils reported they did this 'very often'.

The highest reported use of ICT by P4 pupils was completing work on their own (50%).

S2 pupils reported that they were most confident using ICT to find out information/carry out research and for typing or editing work (95% and 93% respectively).

A lower proportion of pupils across all stages reported they were confident creating tables and charts: 72%, 75%, 78% (P4, P7 and S2 respectively).

Diet

The Scottish Health Survey provides information on fruit and vegetable consumption among adults and children.
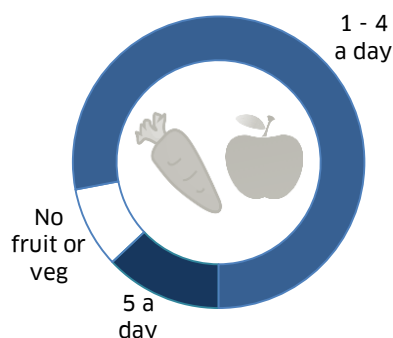
In 2016, **13%** of children aged 2-15 met the 5-a-day fruit and vegetables recommendations on the previous day, the proportion remaining relatively stable since 2008.

9% of those aged 2-15 ate no fruit or vegetables on the previous day.

In 2015/16, there were significant differences in the proportion of children meeting the 5-a-day guidelines on the previous day by gender, with **15%** of girls and **11%** of boys meeting the guideline. There was no clear pattern by age group (ranging between **11%** and **15%**).

However, there was a pattern by age group for the percentage of children eating no fruit or vegetables the previous day. Among children aged 2-4 a comparatively low **4%** had eaten no fruit or vegetables the previous day. However, those aged 11-15 were most likely to have eaten no fruit or vegetables on the previous day (at **12%**).

Percentage of children (2-15) eating 5+ portions of fruit and vegetables and no fruit or vegetables on previous day, by age, 2016
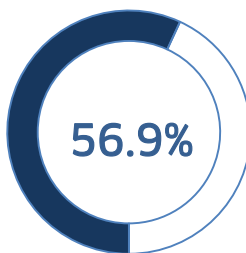
% 5 a day					% no fruit or veg				
13%	12%	15%	15%	11%	4%	7%	11%	12%	12%

Legend:
- 2-4 years
- 5-7 years
- 8-10 years
- 11-12 years
- 13-15 years
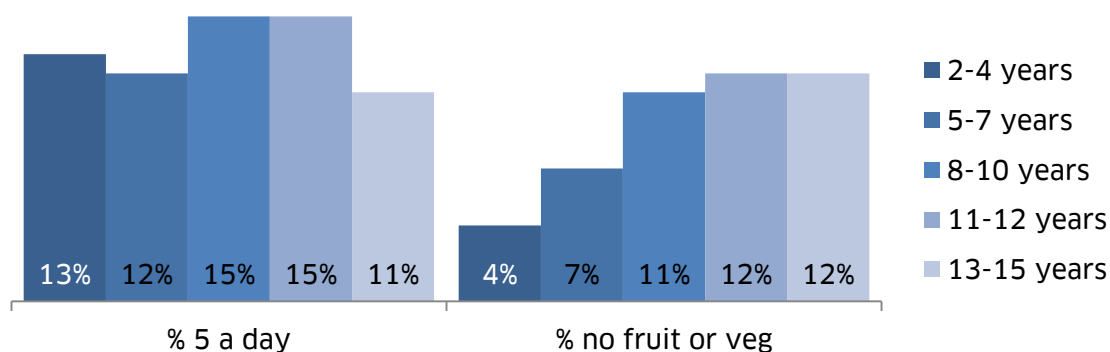
School Meals

The Healthy Living Survey conducted in 2017 showed that:
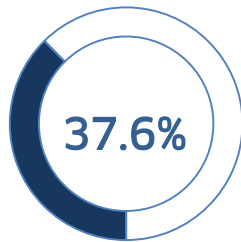
37.6% of pupils were registered for free school meals (**37.8%** in 2016).
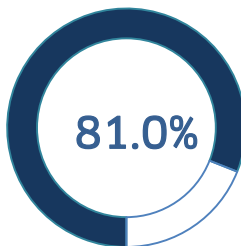
81.0% of those registered for free school meals and present on the survey day took a free meal (**81.5%** in 2016)

56.9% of those pupils present on the survey day took a meal (free or paid for) supplied by the school (**58.1%** in 2016).
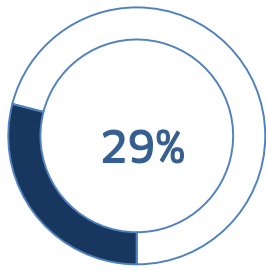
Obesity
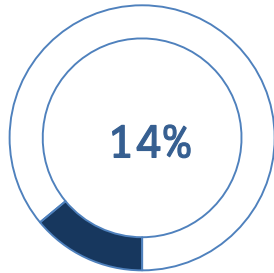
The Scottish Health Survey provides information on obesity among children.

In 2016, the prevalence of children aged between 2 and 15 in the healthy weight range was **70%**. Trends in children who are a healthy weight have remained fairly stable since 1998, with the lowest prevalence occurring in 2011 (**65%**) and the highest in 2015 (**72%**).

Following the trend for all children, healthy weight prevalence amongst both boys and girls has remained relatively steady since 1998. The prevalence of healthy weight in boys had been on the rise since 2011, falling only in 2016 to **70%** (down from **73%** in 2015).
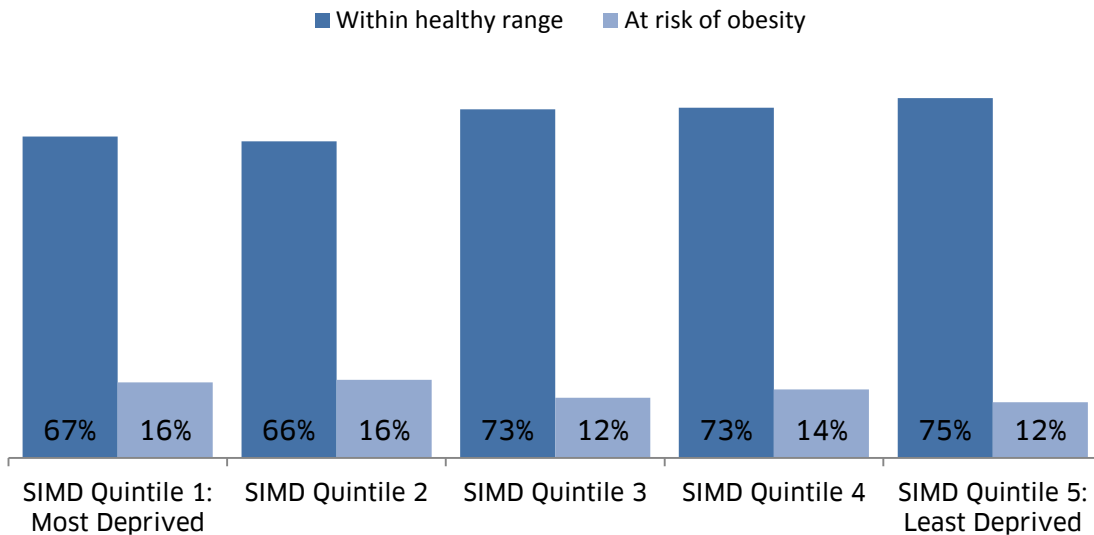
29% of children were at risk of overweight, including obesity. This has remained relatively stable since 1998.

14% of children were at risk of obesity, the same as in 1998. However, prevalence has been steadily decreasing since 2014, (from **17%** in 2014 to **14%** in 2016).

In 2015/16, prevalence of children in the healthy weight range was significantly associated with area deprivation; however the pattern did not follow a clear gradient. However, the prevalence of children at risk of obesity was not significantly associated with area deprivation

Proportion of children in the healthy weight range or who were at risk of obesity, by area of deprivation, 2015/16

■ Within healthy range   ■ At risk of obesity

	Within healthy range	At risk of obesity
SIMD Quintile 1: Most Deprived	67%	16%
SIMD Quintile 2	66%	16%
SIMD Quintile 3	73%	12%
SIMD Quintile 4	73%	14%
SIMD Quintile 5: Least Deprived	75%	12%

Children's Exposure to Second-Hand Smoke

The Scottish Health Survey provides information about the prevalence of children's exposure to second-hand smoke. In 2016,
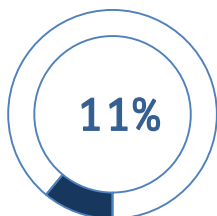
11% of children lived in accommodation in which someone regularly smoked inside, compared to 19% in 2012. A higher percentage of boys were affected (12% of boys compared to 9% of girls).
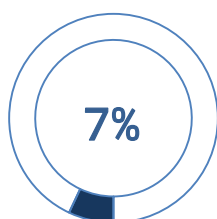
**7%** of children were reported to have been exposed to second-hand smoke in their home, compared to 12% in 2012. This percentage was the same for boys and girls.

There was a marked gradient by area deprivation for children who lived in accommodation in which someone smoked inside (from 3% for those living in the least deprived areas to 23% for those living in the most deprived areas).

Similarly, the percentage of children reported to have been exposed to second-hand smoke at home varied across area deprivation quintiles. For those living in the least deprived quintile areas, 1% of children were reported to be exposed to second-hand smoke in their home whereas the figure was 15% for those living in the most deprived quintile areas.

■ Whether anyone smokes in accommodation   ■ Reported exposure to secondhand smoke in own home

	SIMD Quintile 1: Most Deprived	SIMD Quintile 2	SIMD Quintile 3	SIMD Quintile 4	SIMD Quintile 5: Least Deprived
Whether anyone smokes in accommodation	23%	14%	10%	5%	3%
Reported exposure to secondhand smoke in own home	15%	9%	4%	4%	1%
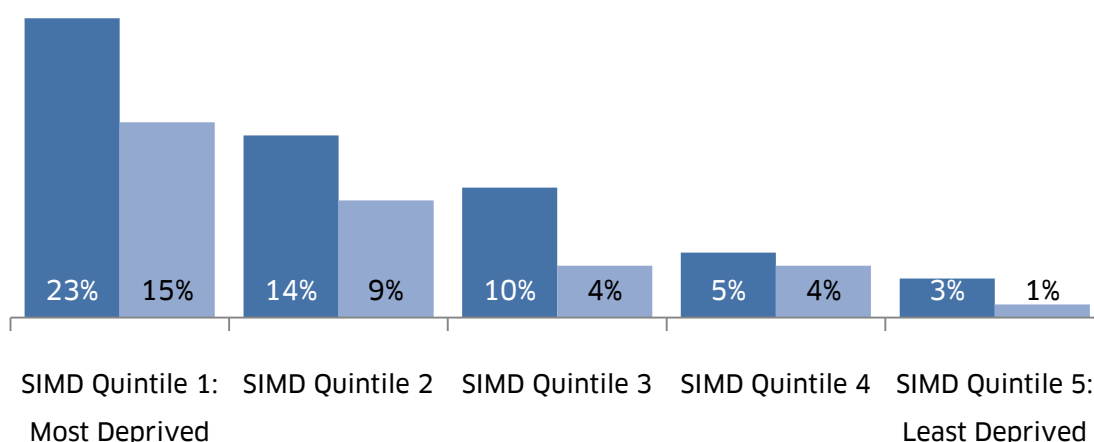
Experience of the Learning Environment
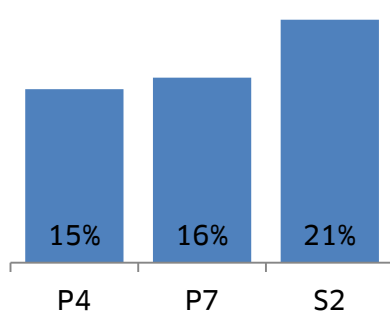
Attitudes to Learning

In the 2016 Scottish Survey of Literacy and Numeracy (SSLN) pupil questionnaire,
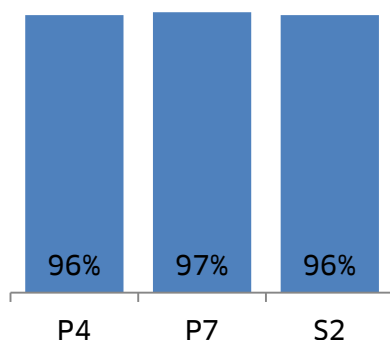
96% of pupils in P4 agreed a lot or a little with the statement '**I want to do well in my learning**', **97%** in P7 and **96%** in S2.
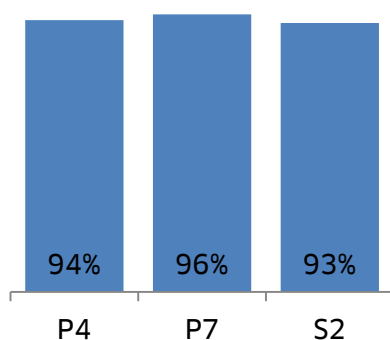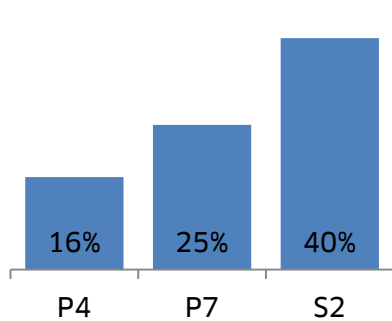
94% of pupils in P4 agreed a lot or a little to the statement that '**I try to find out the answers on my own**', **96%** in P7 and **93%** in S2.

15% of pupils in P4 agreed a lot or a little to the statement that '**I don't like learning**', **16%** in P7 and **21%** in S2.

There was no significant difference for P7 and S2 to 2011 reported results, whereas there was a small increase of four percentage points for P4.

40% of S2 pupils agreed with the statement that '**Learning is boring**', compared to **25%** at P7 and **16%** at P4.

The result for S2 pupils has always been at least double that of P4 pupils across all six SSLN surveys (2011 – 2016).

16%	25%	40%
P4	P7	S2

Overall Opportunities for Children to Play

Every two years, the Scottish Household Survey provides an overview of the types of play areas available for children to play in, followed by perceptions of adults on how safe it is for children to play there. Findings in 2016 are generally similar to those in 2014 when these questions were last included in the survey.
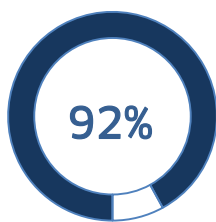
92% of households with children aged 6 to 12 years old have access to play areas within their neighbourhood. Around two thirds have access to a park (**65%**), whilst over half have access to either a playground (**56%**) or field or other open space (**53%**).

There are some differences based on the level of deprivation in urban areas. In particular, of those households within the 20% most deprived urban areas of Scotland, only a third (**36%**) say there is a natural environment or wooded area in their neighbourhood, compared to half of households (**50%**) in the rest of the urban areas of Scotland.

There is evidence of greater variation in access to play areas for children when comparing urban to rural areas. As expected, a higher proportion of households in rural areas have access to either fields or other open space (**62%**) or natural environment / wooded areas (**72%**) than urban areas (**51%** and **46%** respectively). Conversely, a higher proportion of households in urban areas have access to a park (**67%**) in comparison to rural areas (**55%**).

Children's Safety

Generally, households within rural areas are more likely to say children would be very or fairly safe when walking or cycling to play areas on their own compared to urban areas.

Furthermore, those in rural areas are generally more likely to say they think it is very or fairly safe for children to go to play areas with two or three friends than those living in urban areas.

However, across all urban and rural areas, the overall feeling of safety for playgrounds, parks and football or other games pitches is higher when children are going with two or three friends than they are when travelling alone.

Those from rural areas are less concerned about bullying by other children compared to those from urban areas across all types of play areas,

Furthermore, households in the 20% most deprived urban areas of Scotland are generally more concerned about bullying by other children compared to other urban areas.

There is a similar level of concern amongst householders of children being harmed by adults whilst playing in play areas. Households in urban areas are much more likely to be concerned about the safety of children being harmed by adults across all play areas than households in rural areas.

The average youngest age that most households consider it safe for a child to play in each of the different play areas without supervision is around 9 or 10 years of age.
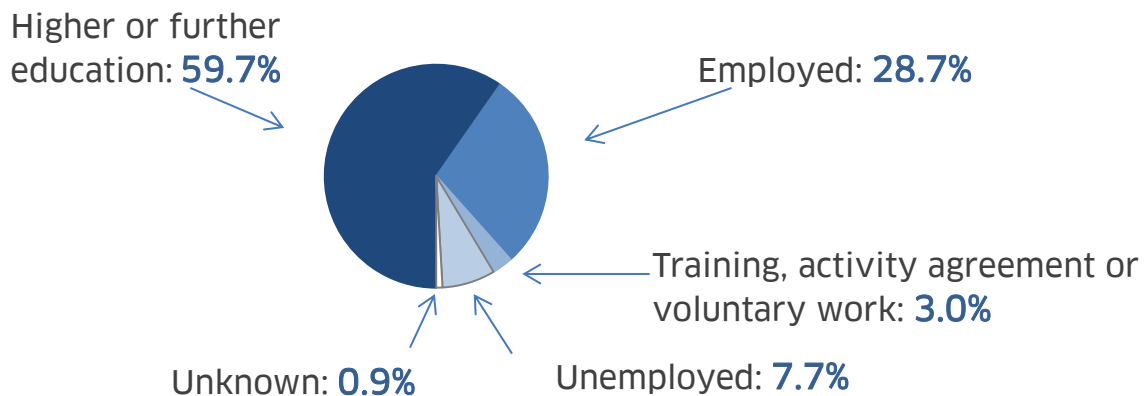
Key Priority: Improvement in employability skills and sustained, positive school leaver destinations for all young people

School Leaver Destinations: Main Findings

91.4% of leavers in 2015/16 were in a positive destination in March 2017 (a decrease from **92.0%** for 2014/15).
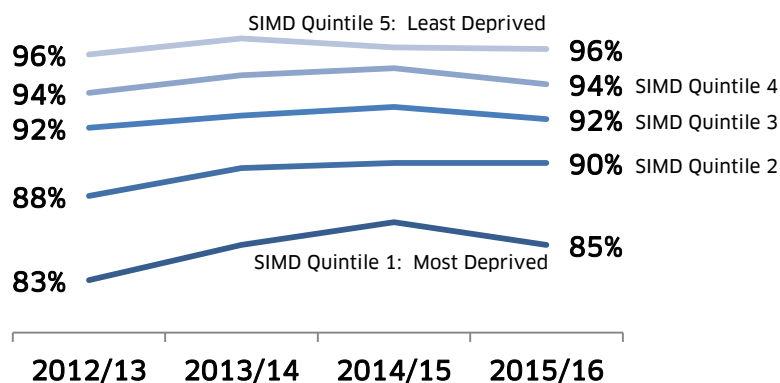
'Positive destinations' include higher education, further education, training, voluntary work, employment and activity agreements. The chart below shows the percentage of leavers from 2015/16 in positive destinations in March 2017, as well as the percentage of leavers who were unemployed.

Higher or further education: **59.7%**

Employed: **28.7%**

Training, activity agreement or voluntary work: **3.0%**

Unknown: **0.9%**

Unemployed: **7.7%**

School Leaver Destinations: Evidence on the Gap

96.2% of 2015/16 school leavers from the 20% least deprived areas were in a positive follow-up destination in March 2017 compared to **85.0%** from the 20% most deprived areas were in positive destinations.

This gap in positive leaver destinations has decreased slightly over the past three years: from **12.9 percentage points** in 2012/13 to **11.2 percentage points** in 2015/16:

Of the various types of positive destinations, the difference is most notable for further or higher education: while **70.9%** of 2015/16 school leavers from the least deprived quintile were in further or higher education in March 2017, this is the case for only **51.6%** of leavers from the most deprived quintile.

More information on leaver destinations can be found in the 2017 Summary Statistics for Attainment, Leaver Destinations and Healthy Living publication.

Developing the Young Workforce

Developing the Young Workforce (DYW) is a seven-year programme (2014 – 2021) 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 Curriculum for Excellence. The headline aim being to reduce youth unemployment by 40% by 2021.

The Scottish Government fulfilled this commitment four years ahead of schedule. Analysis of the latest ONS Labour Force Survey dataset from January to March shows that the level of youth unemployment excluding full-time education has fallen to 27,000 in 2017, from 52,000 in 2014, a decrease of 48.3%.

However, despite the success of DYW and the encouraging results there is more do be done to fully embed the DYW principles in the curriculum and expand the range of opportunities available to young people. We want all young people to undertake relevant work-related learning as part of their curriculum 3-18, regardless of their learning pathway, future career aspirations, gender or background.

The DYW Key Performance Indicator (KPI) 3 is to "increase the percentage of school leavers attaining vocational qualifications at SCQF level 5 and above by 2021".

2013/14	2014/15	2015/16
7.3%	9.0%	10.7%
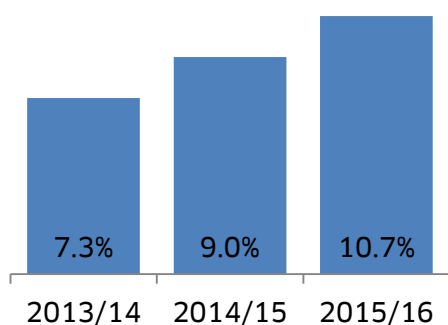
In 2015/16, 10.7% of school leavers left with one or more vocational qualifications at SCQF Level 5 or better, compared with 9.0% in 2014/15 and 7.3% in 2013/14.

During 2015/16, the percentage of school leavers attaining vocational qualifications also increased at SCQF Levels 2 to 7.

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 is **91.1%** in 2017, an increase of **0.7** percentage points compared to 2016.

90.4%   2016

91.1%   2017
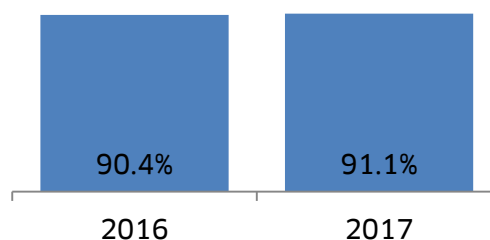
The proportion participating in education, training or employment by age in 2017 are:

- Rate for 16 year olds is **98.8%**
- Rate for 17 year olds is **94.0%**
- Rate for 18 year olds is **88.9%**
- Rate for 19 year olds is **83.4%**

98.7% — 98.8% 16 year olds

93.9% — 94.0% 17 year olds

88.0% — 88.9% 18 year olds

81.7% — 83.4% 19 year olds

2016   2017
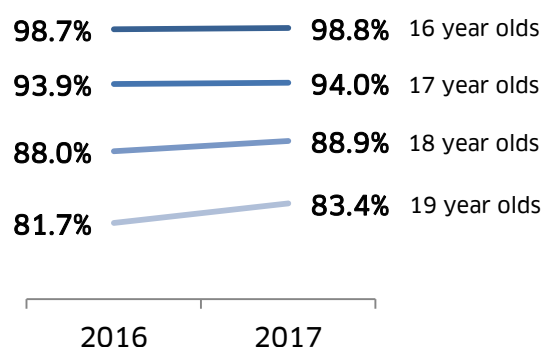
The proportion of 16-19 year olds not-participating within the annual measure is 3.7% in 2017, compare with 4.0% in 2016.

This is a decrease of 0.3 percentage points.
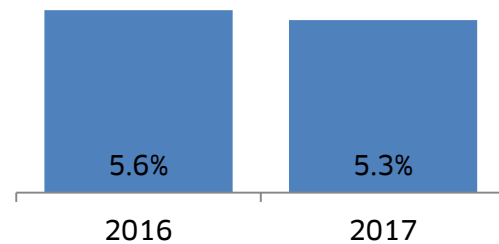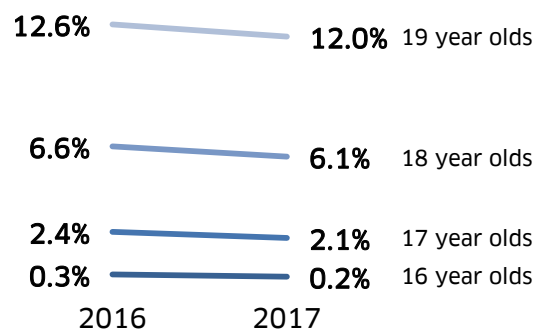

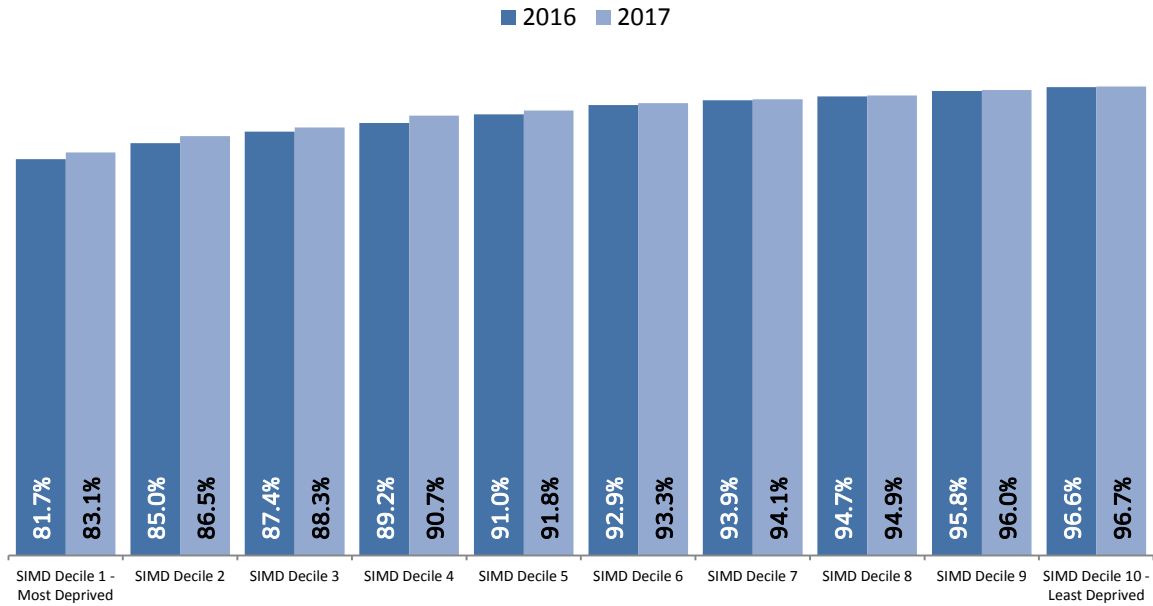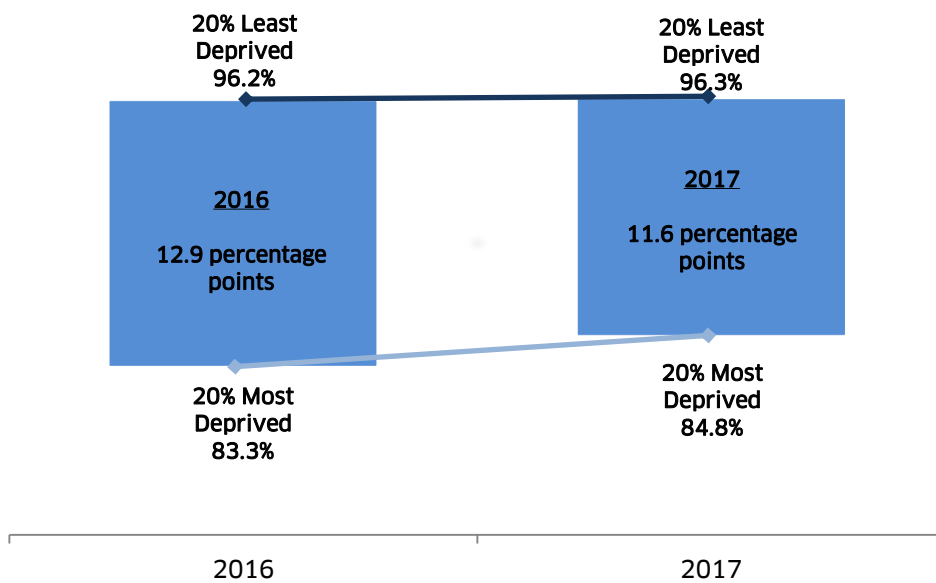| 4.0%	3.7%
2016	2017
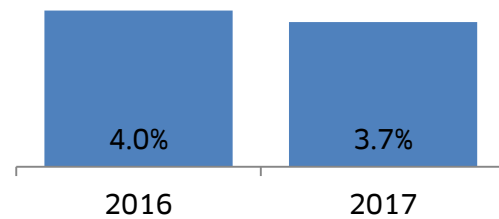
The proportion not-participating within the annual participation measure by age in 2017 are:

- Rate for 16 year olds is 1.0%
- Rate for 17 year olds is 3.9%
- Rate for 18 year olds is 5.1%
- Rate for 19 year olds is 4.5%

5.8%
5.5%
5.1% 18 year olds
4.5% 19 year olds
3.7%
3.9% 17 year olds
1.0%   1.0% 16 year olds
2016   2017
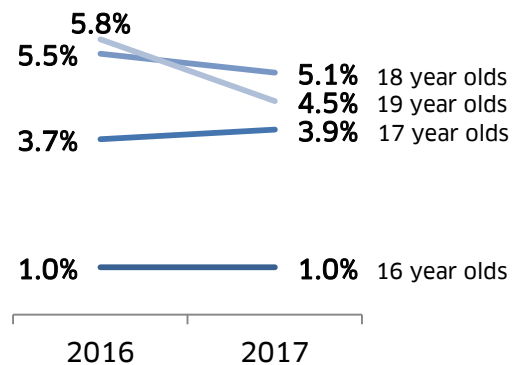
The proportion of 16-19 year olds reported as unconfirmed within the annual measure is 5.3% in 2017, compare with 5.6% in 2016.

This is a decrease of 0.3 percentage points.

5.6%	5.3%
2016	2017

The proportion reported as unconfirmed within the annual participation measure by age in 2017 are:

- Rate for 16 year olds is 0.2%
- Rate for 17 year olds is 2.1%
- Rate for 18 year olds is 6.1%
- Rate for 19 year olds is 12.0%

12.6%   12.0% 19 year olds
6.6%   6.1% 18 year olds
2.4%   2.1% 17 year olds
0.3%   0.2% 16 year olds
2016   2017

40

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

■ 2016 ■ 2017

81.7% 83.1%	85.0% 86.5%	87.4% 88.3%	89.2% 90.7%	91.0% 91.8%	92.9% 93.3%	93.9% 94.1%	94.7% 94.9%	95.8% 96.0%	96.6% 96.7%
SIMD Decile 1 - Most Deprived	SIMD Decile 2	SIMD Decile 3	SIMD Decile 4	SIMD Decile 5	SIMD Decile 6	SIMD Decile 7	SIMD Decile 8	SIMD Decile 9	SIMD Decile 10 - Least Deprived

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 an 11.6 percentage point difference in the participation rate between those from SIMD Quintile 1 and SIMD Quintile 5.

Participation Gap between the 20% most deprived areas (SIMD Quintile 1) and the 20% least deprived areas (SIMD Quintile 5)

20% Least Deprived 96.2%

20% Least Deprived 96.3%

2016

12.9 percentage points

2017

11.6 percentage points

20% Most Deprived 83.3%

20% Most Deprived 84.8%

2016

2017

Those from the lesser 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 83.6% compared to 61.4% for those from the most deprived areas (SIMD decile 1), a difference of 22.2 percentage points.

Breakdown of Participating 16-19 year olds, 2017
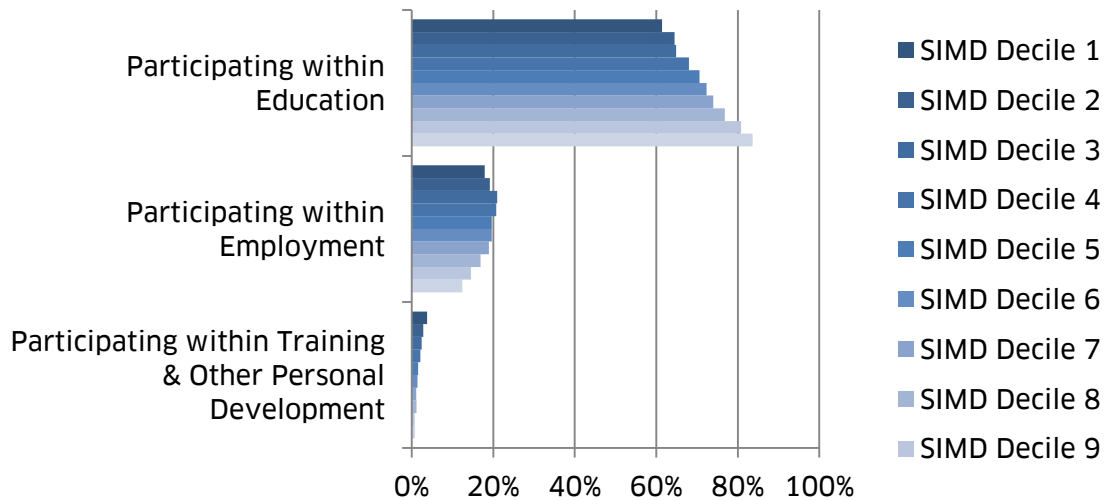
A higher proportion of 16-19 year olds from the more deprived areas are reported as unemployed seeking compared to those from the less deprived areas. For example, 4.6% of those from SIMD 1 are unemployed seeking compared to 0.5% from SIMD 10.

Breakdown of Not-Participating 16-19 year olds, 2017
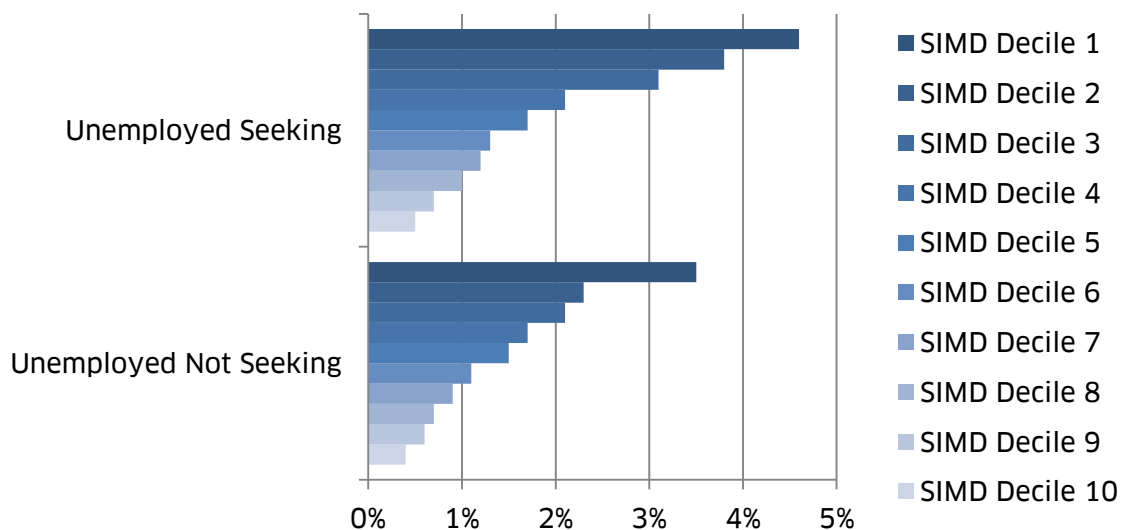
Summary of Evidence for Key Priorities

The evidence in this chapter has shown that data on qualifications at the end of the Senior Phase and the participation of 16-19 year olds 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.

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', a reduction in the proportion of children aged 0-15 reporting as having doctor diagnosed asthma, a higher proportion of children aged 2-15 being active at the recommended level, reductions in children's exposure to second-hand smoke, and by far most pupils want to do well in their learning.

However, there are challenging results on some aspects, such as the proportion of children aged 2-15 who were meeting the 5-a-day fruit and vegetables recommendations, and the variation by deprivation area in the proportion of children who are exposed to second-hand smoke.

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

Education Scotland Inspections

Education Scotland carries out inspections and reviews across sectors ranging from early learning and childcare to adult learning. Inspections are designed to promote improvement; provide assurance on the quality of education and provide evidence to inform national policy development.

Inspection reports and more information about school inspections can be found on the Education Scotland inspection and review pages.

From August 2016, Education Scotland implemented new arrangements for inspection and reporting on the quality of education in the schools and early learning and childcare sectors. As part of the new arrangements, HM Inspectors started using new quality indicators and national benchmarks for evaluating the quality of education. These benchmarks set challenging new standards to support improved attainment for all, whilst also promoting a shift towards closing the gap in attainment and achievement between the most disadvantaged children and their peers.

The updated set of quality indicators and six point scale for evaluating the quality indicators used by HM Inspectors are set out in *How Good is Our School?* (4th edition) (HGIOS4).

The new approaches to inspections are also aligned firmly with the National Improvement Framework. Evaluation grades for the quality indicators across a sample of 120 schools feed directly into the evidence base for the National Improvement Framework. In addition they provide evidence based on a sample of inspections of early learning and childcare settings. It should be noted that the sample is not representative of all Scottish schools or early learning and childcare settings.

As part of inspections from August 2016, HM Inspectors evaluated a new quality indicator 'Learning, Teaching and Assessment'. They evaluated the extent to which all children and young people experienced consistently high-quality learning experiences. HM Inspectors had an increased focus on the effectiveness of assessment approaches, including shared expectations of standards and arrangements for moderation across stages and the curriculum.
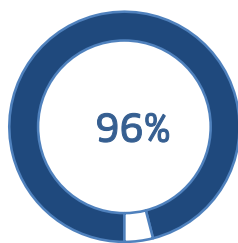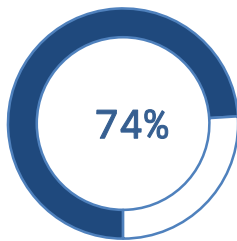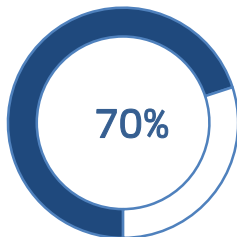
96% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as satisfactory or better on 'learning, teaching and assessment'.
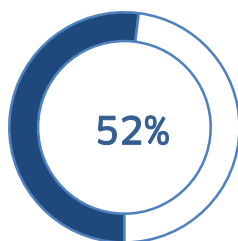
52% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as good, very good or excellent on 'learning, teaching and assessment'.

HM Inspectors evaluated the school's success in achieving the best possible outcomes for all children and young people. This focused on children's and young people's attainment across all areas of the curriculum and the service's ability to demonstrate improvements in children's and young people's achievements in relation to skills and attributes.
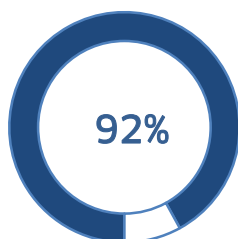
92% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as satisfactory or better on 'raising attainment and achievement'.
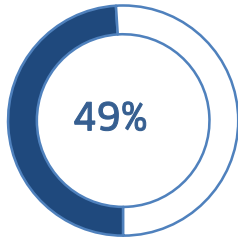
49% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017. were evaluated as good, very good or excellent on 'raising attainment and achievement.'

Local Authority Data

Local authorities provided Education Scotland with information in relation to key Quality Indicator evaluations. There were a number of schools for which information was not provided. Therefore, this information should be treated with some caution.

74% of the 2,451 schools across primary, secondary and special provision, for which information was provided, were evaluated as good or better on 'learning, teaching and assessment'.

70% of the 2,449 schools across primary, secondary and special provision, for which information was provided, were evaluated as good or better on 'raising attainment and achievement'.

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 2016/17 academic year published in Summary Statistics for Schools in Scotland.
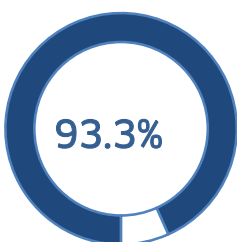
93.3% was the total attendance rate recorded for 2016/17, very similar to previous years. The attendance rate was higher for primary schools (94.9%) than secondary schools (91.2%) and special schools (90.3%).

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 **6.6 percentage points** lower than the pupils living in the 20% least deprived areas.

Exclusion rate per 1,000 pupils

The exclusion rate for all pupils in 2016/17 was **26.8 per 1,000** pupils This has been falling year on year since 2006/07.

2007/08	2008/09	2009/10	2010/11	2012/13	2014/15	2016/17
57.5	49.9	44.7	40.0	32.8	27.2	26.8
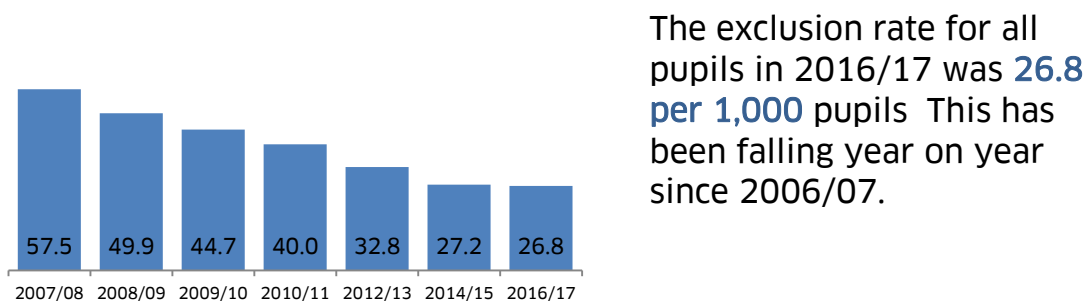
Rates of exclusions per 1,000 pupils for pupils living in the 20% most deprived areas were **48.5 per 1,000** pupils compared with **9.1 per 1,000** pupils living in the 20% least deprived areas.

Early Learning and Childcare

Information on the uptake of local authority funded early learning and childcare is published annually by the Scottish Government, with the most recent data published in Summary Statistics for Schools in Scotland.
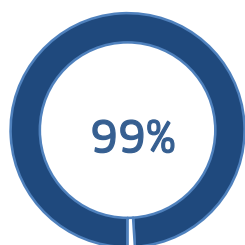
99% of 3 & 4 year olds registered for local authority funded Early Learning and Childcare in 2017, the same as in 2016.

Digital Schools Award Scotland Framework

Launched in September 2016, to date **415** primary schools have registered with **43** of them having achieved the award.

A secondary framework was launched in September 2017. To date **77** secondary schools have registered with **1** having achieved the award already.

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 2020. 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.

Standard for Headship

The number of primary and secondary school teachers who have achieved the Standard for Headship was 1,203 in 2017, compared with 1,190 in 2016 :
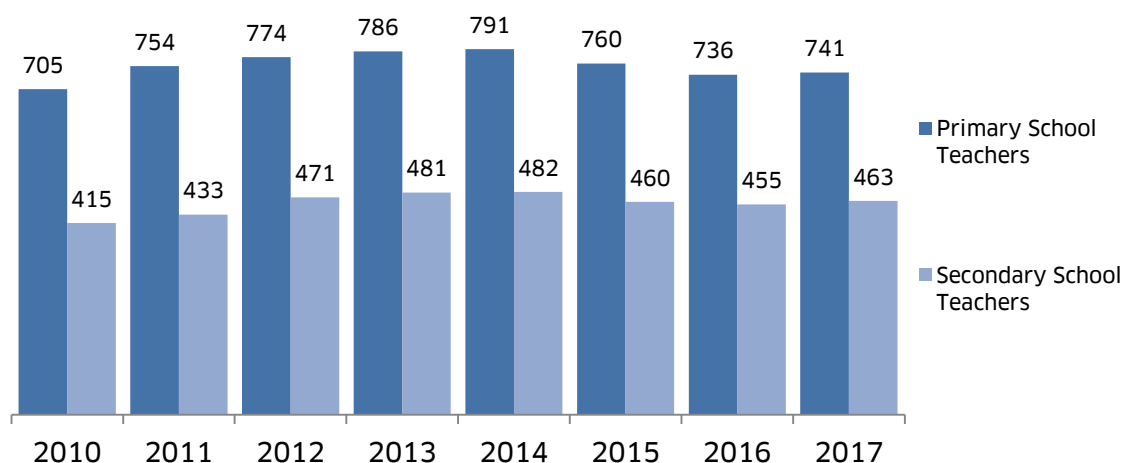
These figures are from the annual Teacher Census, and exclude certain teachers, such as those on maternity leave or secondment on the census day.

Into Headship Programme

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) recruited 142 participants, Cohort 2 (2016) recruited 183 participants and Cohort 3 (2017) recruited 179 participants.

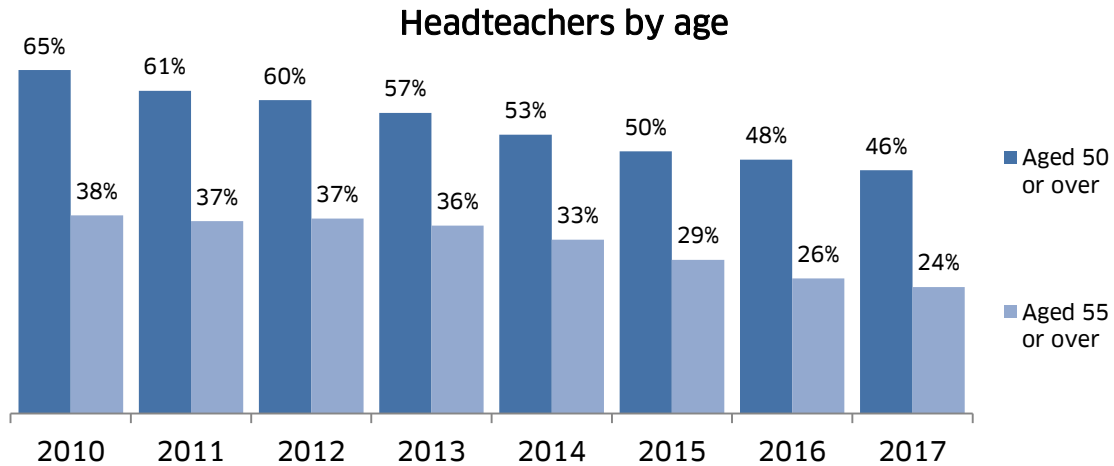## Effectiveness of the Framework for Educational Leadership
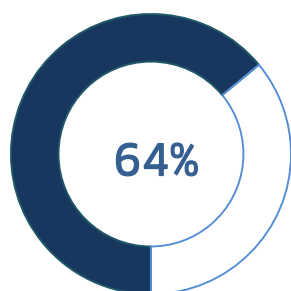
64% of respondents in the 'Survey of Professional Learning in Leadership – June 2017' undertaken by The Scottish College for Educational Leadership (SCEL) reported having used the Framework for Educational Leadership at least occasionally.

22.5% reported using it often or more than often. Of those who reported using the Framework, **74%** agreed that it was accessible, **80%** found it to be helpful and **75%** reported that it was effective.

The respondents who most engaged with the Framework were promoted staff and local authority personnel and were from the primary and secondary sectors. The highest agreement that the Framework is effective came from deputes and head teachers.

Potential barriers and recent experience in professional learning in leadership
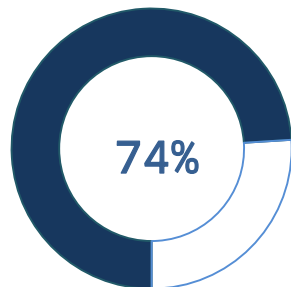
74% of respondents in the 'Survey of Professional Learning in Leadership – June 2017' undertaken by The Scottish College for Educational Leadership (SCEL) reported that there were barriers to their professional learning, though **79%** reported accessing professional learning in leadership within the past three years and **54%** accessed professional learning in leadership within the past year.

This might suggest that respondents were accessing professional learning in leadership despite perceived barriers.

Headteachers

Information from the Scottish Government Summary statistics in schools in Scotland shows that the percentage of local authority headteachers who were aged 50 or older has been falling, from **65%** in 2010 to **46%** in 2017, and the percentage who were aged 55 or older has fallen from **38%** in 2010 to **24%** in 2017.

Headteachers by age

Bars by year:

Year	Aged 50 or over	Aged 55 or over
2010	65%	38%
2011	61%	37%
2012	60%	37%
2013	57%	36%
2014	53%	33%
2015	50%	29%
2016	48%	26%
2017	46%	24%

Promoted Posts

% of promoted posts

Year	% of promoted posts
2010	27.3%
2011	26.8%
2012	26.1%
2013	25.8%
2014	25.3%
2015	24.8%
2016	24.3%
2017	24.4%
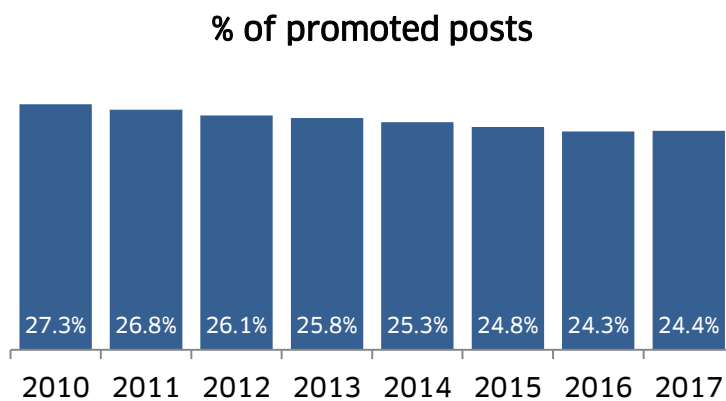
The percentage of the teaching workforce that were in promoted posts was **24.4%** in 2017, similar to the previous year but lower than in 2010 (**27.3%**).

Education Scotland Inspections

HM Inspectors looked at the approaches and impact of collaborative leadership at all levels. They evaluated the pace of change to ensure it was having a positive impact for children and young people and the approach taken to ensure that the vision and values were clearly linked to the context of the establishment and its community.
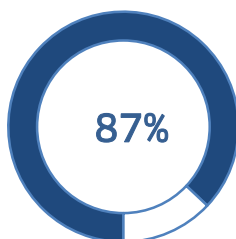
87% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as satisfactory or better on 'leadership of change'.
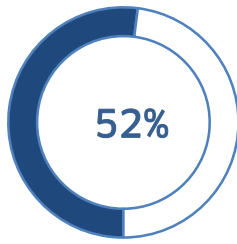
52% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as good, very good or excellent on 'leadership of change'.

Local Authority Data

Local authorities provided Education Scotland with information in relation to key Quality Indicator evaluations. There were a number of schools for which information was not provided. Therefore, this information should be treated with some caution.
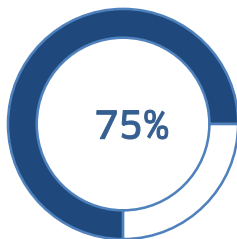
75% of the 2,450 schools across primary, secondary and special provision, for which information was provided, were evaluated as good or better on 'leadership of change'.

Key Driver: Teacher professionalism

Professional Update

Since August 2014, all teachers who are fully registered with the General Teaching Council Scotland (GTCS) are required to engage in 'Professional Update'. The aims of Professional Update are to support career-long professional learning (CLPL) of teachers and thereby promote the quality of teacher learning, 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 the GTCS as part of the Professional Update processes every five years. The records of GTCS show that of the cohort of 2016/17, 96.1% of those in this cohort have had their Professional Learning confirmed by their line manager.
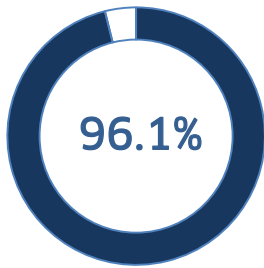
96.1% of the Professional Update cohort 2016/17 (as at November 2017) has had their Professional Update confirmed by their line manager and recorded by the GTCS. The GTCS will continue to work with their partners to support registrants to confirm their Professional Update for 2016/17.

Professional Standards

The suite of GTC Scotland's Professional Standards includes the Standard for Provisional Registration (SPR) and the Standard for Full Registration (SFR), the Standard for Career-Long Professional Learning (CLPL) and the Standards for Leadership and Management (SLM). These standards are underpinned by the themes of professional values, sustainability and leadership.

Professional values are at the core of the Standards for Registration. They are integral to, and demonstrated through, all our professional relationships and practices.

Learning for Sustainability is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world.

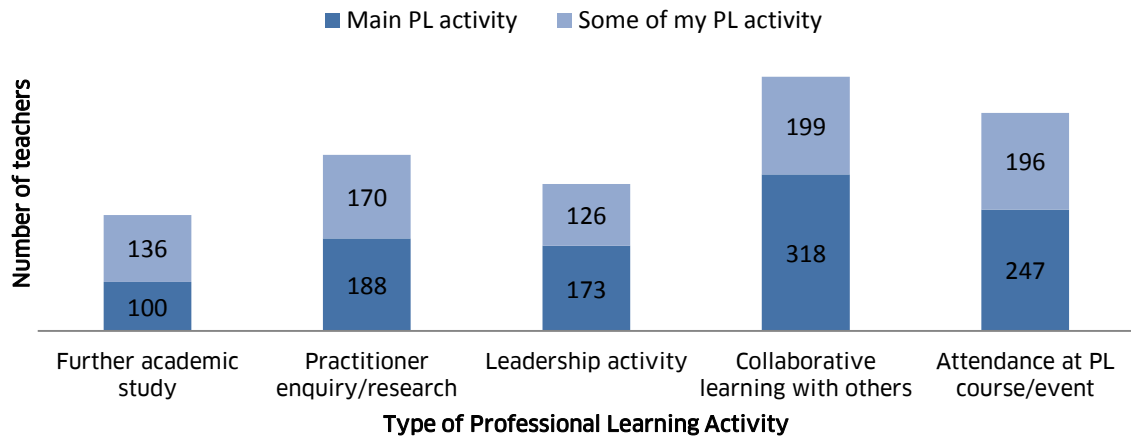All teachers should have opportunities to be leaders. They lead learning for, and with, all learners with whom they engage. They also work with and support the development of colleagues and other partners.

More information about Professional Standards can be found on the website of GTCS.

The suite of Professional Standards

Standard for Registration

Gives a clear and concise description of the professional qualities and capabilities fully registered teachers are expected to maintain and enhance throughout their career.

Standard for Career-long Professional Learning

Will help teachers to identify, plan and develop their own professional learning needs and to ensure continuing development of professional practice.

Standard for Leadership and Management

Has been developed to support self-evaluation and professional learning of those in, or aspiring to, formal leadership roles.

Professional Values
Professional values are at the core of the Standards for Registration. They are integral to, and demonstrated through, all our professional relationships and practices.

Learning for Sustainability
Learning for Sustainability is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world.

Leadership
All teachers should have opportunities 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.

Where a teacher is in their own professional 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 2016/17, all teachers reported that they are engaging with the Professional Standards. The Standard for Career-long Professional Learning was used by most teachers and **79.9%** of teachers reported they found this useful in guiding their professional learning to a large extent/some extent.
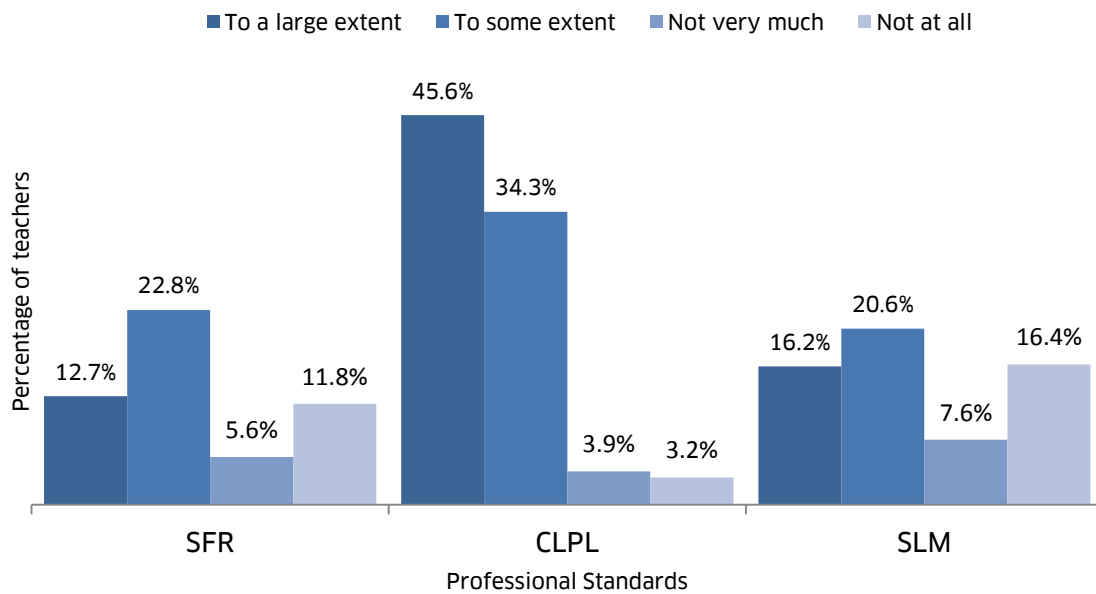
Teachers find the Standards useful as a reflective tool to critically self-evaluate professional learning and values, to consider the evidence of impact of their professional learning and identify their professional learning needs.

It is interesting to note the kinds of professional learning teachers are engaging in. From the GTCS Professional Update annual evaluation for 2016/17, collaborative learning and attendance at courses are the most popular and most valued approaches to professional learning.

Main PL activity   Some of my PL activity

Type of Professional Learning Activity	Main PL activity	Some of my PL activity
Further academic study	100	136
Practitioner enquiry/research	188	170
Leadership activity	173	126
Collaborative learning with others	318	199
Attendance at PL course/event	247	196

From the GTCS Professional Update annual evaluation for 2016/17, curriculum development and subject knowledge are the specific professional learning activities most engaged with by teachers.

Professional Learning Activity	Number of teachers
Curriculum area/dev (inc School dev)	505
Subject knowledge	435
Assessment	353
Pedagogical expertise	351
Specific teaching strategy/approach	350
Professional Values	348
Social, emotional, behavioural, and Spec Educ Needs	296
Leadership	273
IT/digital learning	268
Local or national initiative	268
Child protection/specific policy related training/GIRFEC	261
Classroom org and mngmt	252
SQA/National Assessment	248
Current research in a particular area (i.e. Current research about assessment)	230
Educational policy	210
About enquiry/research practices	193
Other	38

Teachers are continuing to engage in a range of professional learning opportunities.

From the GTCS Professional Update annual evaluation for 2016/17, 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.

Impact of Professional Learning
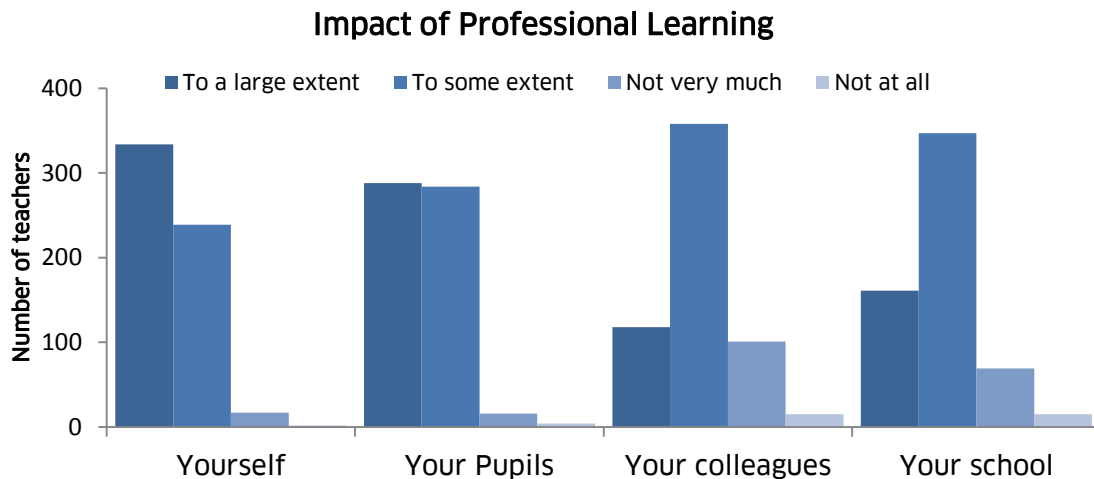
GTCS Professional Recognition Awards

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 864 registered teachers have gained Professional Recognition between October 2016 and October 2017.

The variety of Professional Recognition Awards, shown above, reflects the dynamic nature of professional learning and enquiry which is currently being undertaken by the teaching profession.

Excellence in Professionals Learning Awards for Schools and Learning Communities

The Excellence in Professional Learning Awards for School and Learning Communities recognises the central role that leadership at all levels plays in creating and sustaining professional learning environments where teacher professionalism can flourish and bring about sustained impact on learning and learners.

In this inaugural year four school and learning communities received the Excellence in Professional Learning Award, these were

- Windygoul Primary School, East Lothian
- The Fife Pedagogy team, Fife
- St Ninian's High School, East Dunbartonshire
- The North Ayrshire Professional Learning Academy, North Ayrshire

More information about Excellence in Professional Learning Awards can be found on the [website of GTCS](#).

5,552

Since 2011, universities have seen 5,552 teachers gain SCQF level 11 qualification at PG Certificate, PG Diploma and PG Degree.

Content Analysis of Initial Teacher Education (ITE)

The purpose of the Content Analysis of ITE was to publish information on the range of literacy, numeracy, health & wellbeing (HWB), data literacy and social justice coverage in initial teacher education programmes.

The key finding from this were:

- The dedicated hours of contract for literacy, numeracy, health & wellbeing, quality and data literacy across each ITE programme is wide ranging. The highest number of hours reported for any key area across all programmes was 173 hours for literacy whereas the lowest number of hours reported for any key area across all programmes was 2 hours for data literacy.

- There is less of a difference in number of hours dedicated to key areas across post graduate (secondary) programmes.

- Numeracy generally has the lowest difference of dedicated hours within programmes.

- A wide range of assessment strategies were reported by ITE providers although there are some common features across all ITE programmes.

- A wide range of pedagogy / andragogy strategies were reported by ITE providers.

Within the undergraduate (primary) programmes, the table below shows that the lowest difference of dedicated hours was for the key area of numeracy at 45 hours, with the highest difference being for literacy and equality at 125 hours.

Probationer Teachers

All probationer teachers (2,386) who completed the Teacher Induction Scheme in 2015/16 were invited to take part in a survey, of which 237 (9.9%) responded.

These 237 probationer teachers were made up of 139 (59%) primary and 98 (41%) secondary.

Post-Teacher Induction Scheme

Post-TIS teachers felt they could benefit more from support in all areas. Around two thirds of primary probationer teachers indicated they would like more support in numeracy (64.2%), Health and Wellbeing (66.7%), equality (67.5%) and data literacy (66.7%). More than half of secondary probationer teachers indicated they would like more support in Health and Wellbeing (59.0%) and equality (57.7%).

Summary

The data collected indicates that the majority of probationer teachers feel that they are confident in their knowledge and ability to teach literacy, numeracy and contribute to Health and Wellbeing to support pupil outcomes.

Equality appears to be more problematic than literacy, numeracy and Health and Wellbeing.

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 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 a "Driver 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.

Ensuring Wellbeing, Equality and Inclusion

HM Inspectors evaluated the impact of the service's approach to wellbeing, equality and inclusion which underpins children's and young people's ability to achieve success. There is a focus on how positive learners and staff feel and how well they are listened to and on how effectively legislative duties are understood and met.
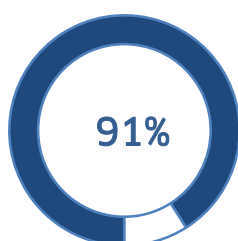
91% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as satisfactory or better on 'ensuring wellbeing, equality and inclusion'.
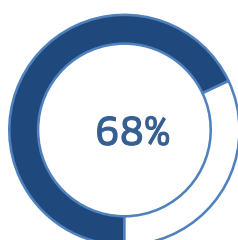
68% of the 120 schools across primary, secondary and special provision inspected as part of the sample for the National Improvement Framework between August 2016 and June 2017 were evaluated as good, very good or excellent on 'ensuring wellbeing, equality and inclusion'.

Pupil Pre-inspection Questionnaires

Before school inspections take place, HM Inspectors issue questionnaires to children and young people in the school. These give an indication of children and young people's satisfaction with various aspects of the schools to inform the inspection.

During the 2016/17 academic year, Education Scotland reviewed the range and content of the pre-inspection questions. The revised questions were piloted from January to June 2017 alongside the trial of a new online questionnaire system which was introduced in January 2017.

Each year, Her Majesty's Inspectors (HMI) inspect the quality of education and training across all sectors of the learner journey, from early learning and childcare to adult education. Inspections undertaken in a sample of schools form the main focus of this activity. These inspections cover primary, secondary, all-through and special schools.

The results are shown for the responses to pre-inspection questionnaires issued to schools inspected between January and June 2017 as part of this sample. These results are not representative of all children and young people across Scotland.

6,542 primary aged pupils and 5,855 secondary aged pupils completed the questionnaire between January and June 2017. Of those:
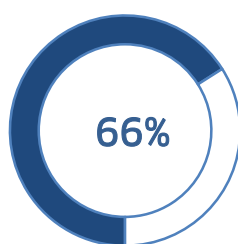
66% of the respondents agreed that the school listens to their views and takes them into account.
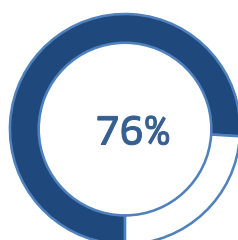
76% of the respondents of primary school age agreed that they feel comfortable approaching staff with questions and suggestions.
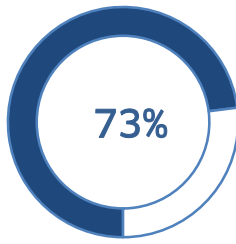
73% of the respondents of secondary school age felt comfortable approaching staff with questions and suggestions at least some of the time.
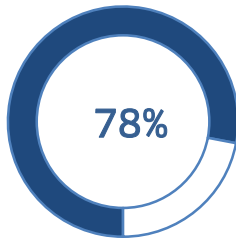
78% of the respondents of primary school age felt that their teacher asked them about what they want to learn at school at least some of the time.
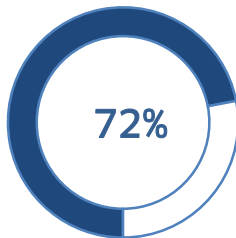
72% of the respondents of secondary school age felt that they were given the opportunity to influence what they learned some of the time.

Pupil engagement with teachers

In the 2016 Scottish Survey of Literacy and Numeracy (SSLN) pupil questionnaire pupils were asked about teachers' practices in the classroom.
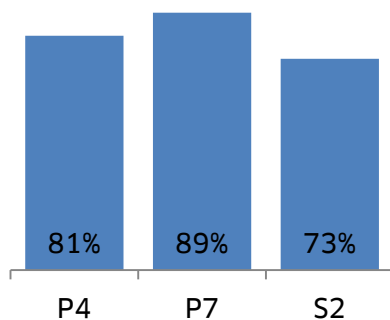
The most common practices being undertaken 'very often' were '**telling you what you are going to learn about before you start working**' (**81%**, **89%** and **73%** at P4, P7 and S2, respectively).

In the last six SSLN surveys, this has been the highest reported teacher practice by the pupils at all stages, with primary sectors consistently over **80%** and S2 over **70%**.

P4	P7	S2
81%	89%	73%

A similar pattern can be seen for 'encouraging you to work hard', over the six SSLN surveys this has the second highest rates recorded, with P7 consistently over 80%; P4 ranging between 67% and 75% and S2 between 64% and 68% of pupils reporting teachers did this 'very often'.

More than two-fifths of pupils reported that teachers in the primary sector very often 'explained to pupils how they would know when they have done well'. This has been consistent over the six SSLN surveys. This tended to be lower for S2 pupils (between 28% to 30%).
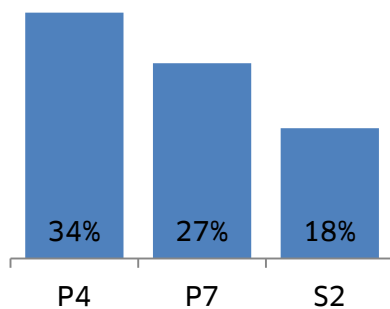
In 2016, the percentage of pupils who reported that very often 'someone at school talked to them about how they were doing overall in their learning' was 34% in P4, 27% in P7 and 18% in S2.

Over half of all pupils for all stages in 2016 reported that someone talks to them about their learning 'sometimes', and over a quarter of secondary pupils reporting 'hardly ever or never'

Careers Information, Advice and Guidance (CIAG) Services
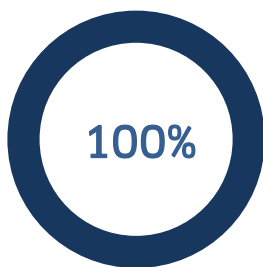
100% of the 5 CIAG inspections carried out between August 2016 and June 2017 were graded as good or better against "Customer progression and achievement of relevant high quality outcomes."

Key Driver: Parental engagement

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 2016 survey report. These showed that:
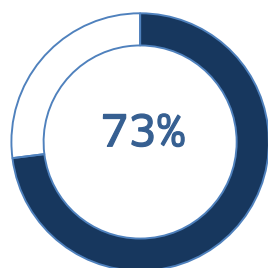
73% of adults were very or fairly satisfied with the quality of local schools in 2016. This was broadly the same for people living in the most deprived and least deprived areas.

The percentage of adults very or fairly satisfied with local schools has fallen over the last 5 years, from a high of **85%** in 2011 to the current level of **73%**.

People who have actually used the services i.e. those who have children in school arguably have a more informed opinion of the service.
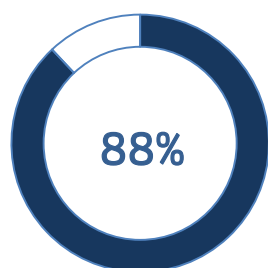
88% of adults who have used school were very or fairly satisfied with the quality of local schools in 2016. Satisfaction of service users is also more stable over time than that of all adults.

Parent Pre-inspection Questionnaires

Before school inspections take place, HM Inspectors issue questionnaires to parents. These give an indication of parents' satisfaction with various aspects of the schools to inform the inspection.

During the 2016/17 academic year, Education Scotland reviewed the range and content of the pre-inspection questions. The revised questions were piloted from January to June 2017 alongside the trial of a new online questionnaire system which was introduced in January 2017.

Each year, Her Majesty's Inspectors (HMI) inspect the quality of education and training across all sectors of the learner journey, from early learning and childcare to adult education. Inspections undertaken in a sample of schools form the main focus of this activity. These inspections cover primary, secondary, all-through and special schools.

The results are shown for the responses to pre-inspection questionnaires issued to schools inspected between January and June 2017 as part of this sample. These results are not representative of all parents across Scotland.

4,603 parents of pupils completed the questionnaire between January and June 2017. Of those:

Satisfaction with their engagement and involvement with the school
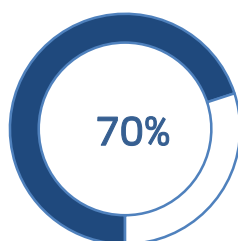
70% of the respondents agreed that the school gave them advice on how to support their child's learning at home.
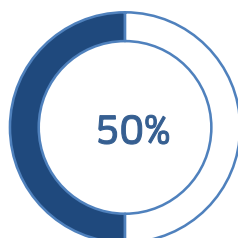
50% of the respondents agreed that the school organised activities where they and their child could learn together.
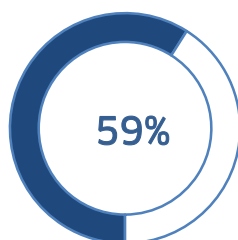
59% of the respondents agreed that the school took their views into account when making changes.
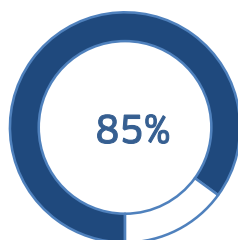
85% of the respondents agreed that they felt comfortable approaching the school with questions, suggestions and/or a problem.
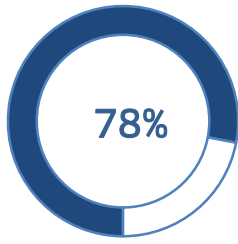
78% of the respondents agreed that they were kept informed about the work of the Parent Council and/or parent association.
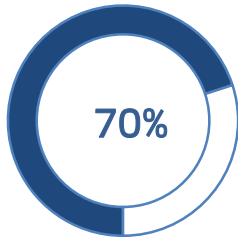
70% of the respondents agreed that they felt encouraged to be involved in the work of the Parent Council and/or parent association.
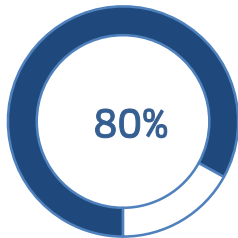
80% of the respondents agreed that they would recommend the school to other parents.
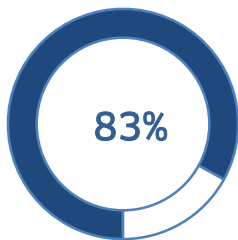
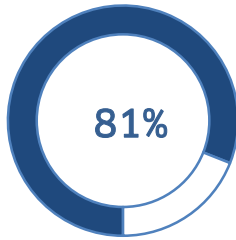**83%** of the respondents agreed that they were satisfied with the school.

Satisfaction with their child's progress with learning and the quality of reporting about their progress
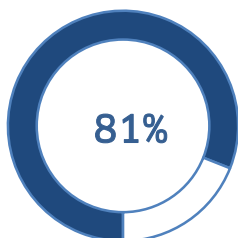
81% of the respondents agreed that their child found their learning activities hard enough.
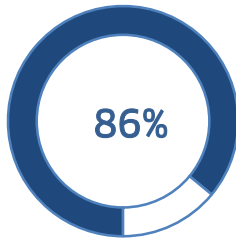
86% of the respondents agreed that their child was making good progress at school.

81% of the respondents agreed that they received helpful information about how their child was doing, e.g. informal feedback, reports, learning profiles.
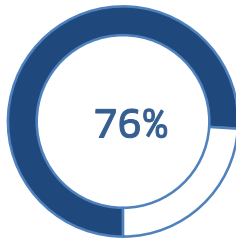
76% of the respondents agreed that the information they received about how their child was doing reached them at the right time.
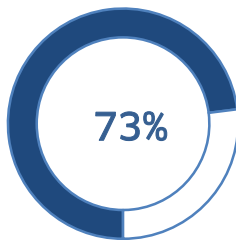
73% of the respondents agreed that they understood how their child was assessed.
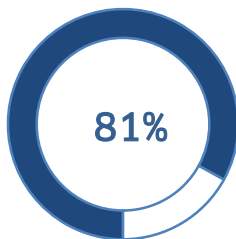
81% of the respondents agreed that their child received the help they needed to do well.

Before early learning and childcare (ELC) settings inspections take place, HM Inspectors issue questionnaires to parents. These give an indication of parents' satisfaction with various aspects of the ELC settings to inform the inspection.
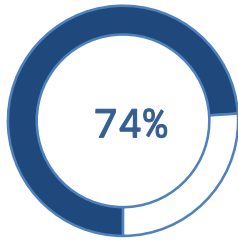
During the 2016/17 academic year, Education Scotland reviewed the range and content of the pre-inspection questions. The revised questions were piloted from January to June 2017 alongside the trial of a new online questionnaire system which was introduced in January 2017.

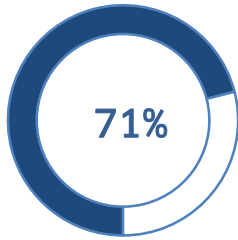These results are not representative of all parents across Scotland.

819 parents of pupils in early learning and childcare settings completed the questionnaire between January and June 2017. Of those:

## Satisfaction with their engagement and involvement with the school

83% of the respondents agreed that the setting gave them ideas on how to support their child's learning at home.

74% of the respondents agreed that the setting organised activities where they and their child could learn together.

83% of the respondents agreed that the setting took their views into account when making changes.

95% of the respondents agreed that they felt comfortable approaching the setting with questions, suggestions and/or a problem.
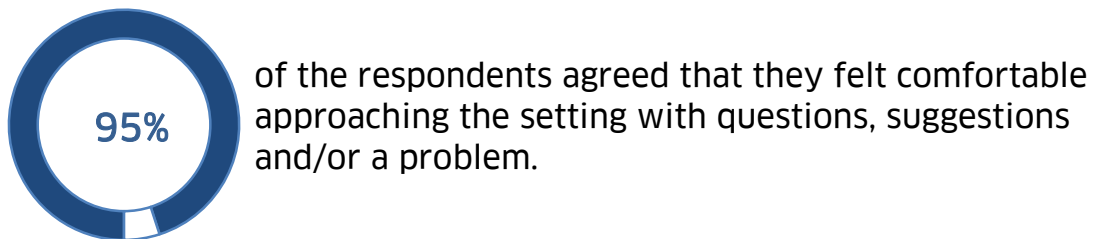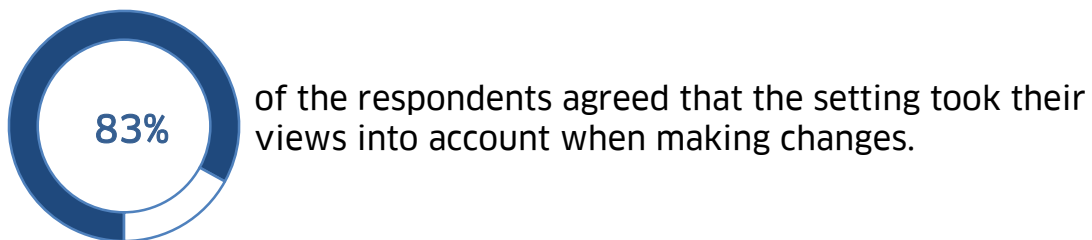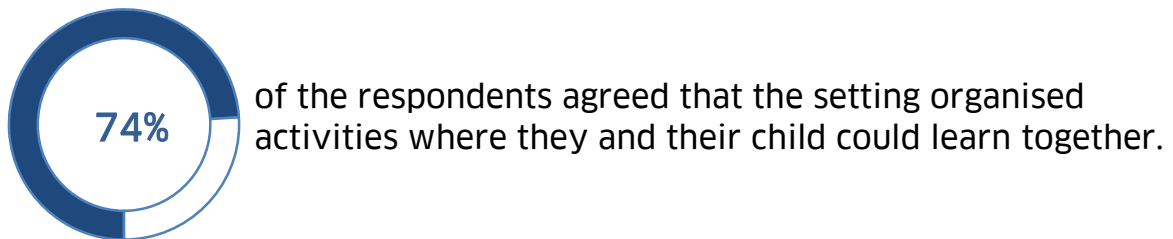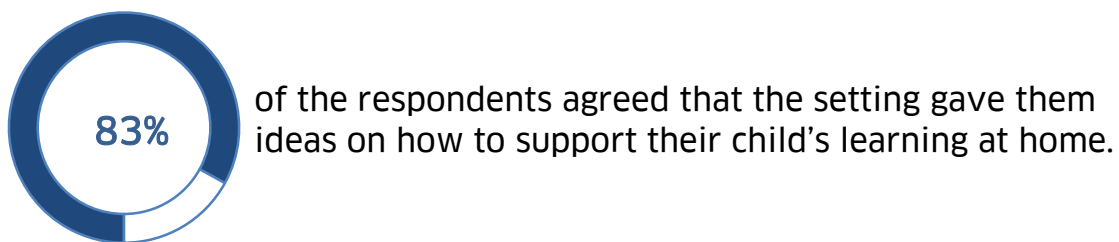
74% of the respondents agreed that they were kept informed about the work of the parent group.

71% of the respondents agreed that they felt encouraged to be involved in the work of the parent groups.
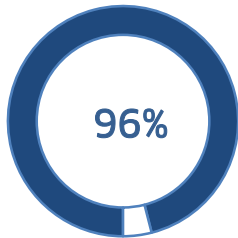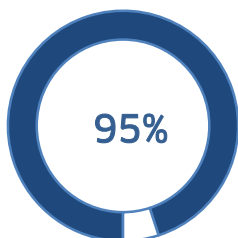
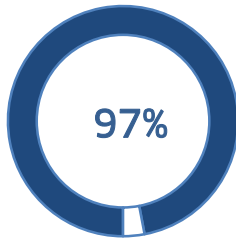**96%** of the respondents agreed that they would recommend the setting to other parents.
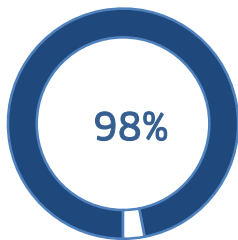
98% of the respondents agreed that they were satisfied with the setting.
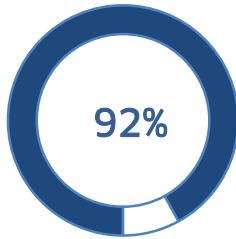
Satisfaction with their child's progress with learning and the quality of reporting about their progress
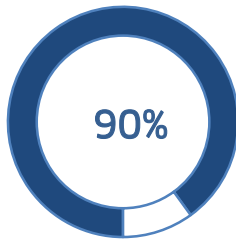
95% of the respondents agreed that the learning experiences their child has had at the setting were at the right level for them.
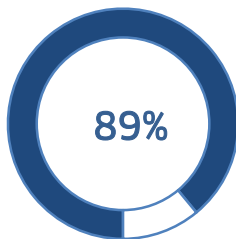
97% of the respondents agreed that their child was making good progress at the setting.
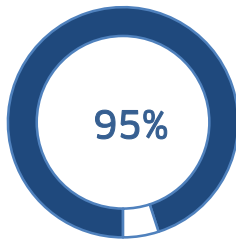
92% of the respondents agreed that they received helpful information about how their child was doing, e.g. informal feedback, reports, learning profiles.

90% of the respondents agreed that the information they received about how their child was learning and developing reached them at the right time.

89% of the respondents agreed that they understood how the setting monitored their child's progress with learning.

95% of the respondents agreed that their child's learning was well supported by the adults in the setting.

Qualitative research on parental involvement and engagement - the National Parent Forum review of Parental Involvement (May 2017)

The Scottish Government commissioned the National Parent Forum of Scotland to conduct an [independent review of parental involvement](). The review included qualitative research by IPSOS Mori.

Key findings from the research were:

- Substantial variation between the approaches of different local authorities in terms of the publicly available documentation and information related to parental involvement.

- Overall, parents were satisfied with the type and level of communication they received from their child's school, with a clear move towards modern communication methods.

- Parents felt that they should have more information on the topics that their child is learning at school and how it is being taught.

- Parents felt schools were not consulting as much as they should.

- Most parents had limited knowledge of what learning at home means, in particular the broader meaning of the term beyond homework.

- Across most features of parental involvement, those with children in secondary school found it more difficult to support their child than those with primary school.

- Basic awareness of Parent Councils is high amongst parents. However, there were concerns about the representativeness of Parent Councils (including gender imbalances and difficulties in recruiting members from more deprived, less middle-class and less formally educated backgrounds).

Pupil engagement with parents/carers

In the 2016 <u>Scottish Survey of Literacy and Numeracy (SSLN) pupil questionnaire</u> at least half of pupils generally reported that someone at home engages with them about school 'very often'.
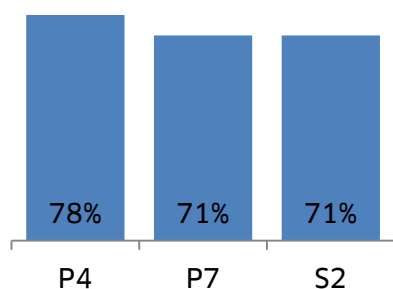
In 2016, P7 pupils tended to respond more positively to the question '**How often someone asked you what you did at school**' (**78%** responded 'very often') compared with P4 and S2 (both **71%**).

For the primary sector, there was **no change** between 2011 and 2016, but there was an increase of **four percentage points** at S2. So by 2016, **seven out ten** pupils had someone at home regularly asking them what they did in school.

78%	71%	71%
P4	P7	S2
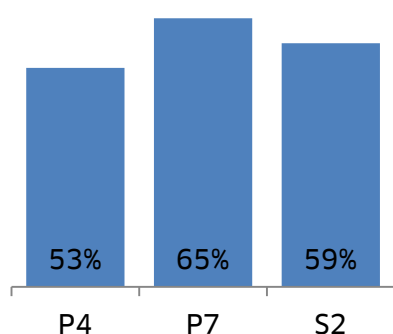
In 2016, the proportion of pupils responding 'very often' to the question '**How often does someone at home help you with your homework**' was **65%** for P7 pupils, followed by **59%** for S2 pupils and **53%** for P4 pupils.

53%	65%	59%
P4	P7	S2
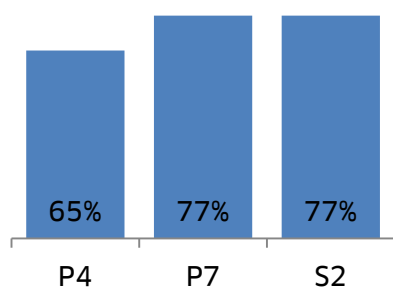
In 2016, **77%** of P7 and S2 pupils reported that someone at home told them school was important 'very often' (**65%** at P4).

For P7 and S2 there has been **no significant change** in responses to this question between 2011 and 2016, for P4 there was a **slight decrease** of four percentage points in those saying this happens 'very often'.

65%	77%	77%
P4	P7	S2

Key Driver: Performance information

Gathering and monitoring information with regards the drivers for improvement, and the outcomes for which we are aiming to have a positive impact on, help 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 For 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

- Child Health 27-30 Month Review Statistics
  https://www.isdscotland.org/Health-Topics/Child-Health/Publications/2017-02-07/2017-02-07-Child-Health-27m-review-Report.pdf?50204104186

- Children's Social Work Statistics Scotland
  http://www.gov.scot/Topics/Statistics/Browse/Children/PubChildrenSocialWork

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

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

- Review of the impact of the Scottish Schools (Parental Involvement) Act 2006
  https://www.npfs.org.uk/wp-content/uploads/2017/05/Final-E-versionpdf.pdf

- Scotland's People Annual Report: Results from the 2016 Scottish Household Survey
  http://www.gov.scot/Topics/Statistics/16002

- Scottish Government Summary statistics in schools in Scotland
  http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools

- Scottish Health Survey
  http://www.gov.scot/Topics/Statistics/Browse/Health/scottish-health-survey

- 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
  http://www.skillsdevelopmentscotland.co.uk/media/43580/2017_annual-participation-measure-report-29th-august-2017.pdf

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

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

Policy documents

- Education Scotland – Inspection and Review
  https://education.gov.scot/what-we-do/inspection-and-review

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

- How Good is Our School? (4th Edition)
  https://education.gov.scot/improvement/frwk2hgios

- National Improvement Framework for Scottish Education
  http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

Further Information

- Developing the Young Workforce (DYW)
  http://www.gov.scot/Topics/Education/developingtheyoungworkforce

- 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/