



The coronavirus (COVID-19) pandemic in particular has shone a spotlight on many of the strengths and weaknesses in the current education system.

The Scottish Government accepted the [recommendations in Professor Ken Muir's report](#) as a starting point for Education Reform. This included the creation of three new national education bodies:

- a new qualifications body;
- a new national agency for Scottish education;
- an independent inspectorate body.

These will replace the Scottish Qualifications Authority (SQA) and Education Scotland. Building on the successes within Scottish education, these bodies will reflect the culture and values to be embedded throughout the education and skills system. Future developments will be co-created with stakeholders, and the voices and participation of children and young people during this process is central.

This will be a multi-phase programme of reform covering discovery, design and delivery and transition activity, with the new national bodies going live from 2024.

This period of education reform in Scotland also provides opportunities to reflect on some of the existing governance structures and build improvements into the design and delivery of the national governance structure. It will provide opportunities to influence local authority and school community governance structures. The legislation of the UNCRC through the Scottish Parliament will be a ground-breaking event for children and young people in Scottish schools, as their rights to an inclusive education are enshrined in Scots law.

Consequences

Families of children and young people are entitled to expect that their children experience a high-quality inclusive education. Although reports and reviews have been positive about the aims and values of the inclusive Scottish education system, the experiences of many learners, families and staff do not reflect this. The current period of education reform which has been set in motion by the Scottish Government in response will have high expectations to deliver inclusive education for all learners. Lessons can be learnt over the past twenty years to ensure that existing and any new governance procedures are transparent and accountable and will support the changing world.



SECTION 5. QUALITY ASSURANCE AND ACCOUNTABILITY

This section provides information on the general and specific quality assurance and accountability frameworks and mechanisms informing the country's education system.

5.1 School inspection processes and structures for all forms of educational provision

Education Scotland, through His Majesty's Inspectors, inspects, reviews and reports on the provision made by schools and education authorities across Scotland. The inspection process includes reporting the inspection findings to the school, school community and education authority. Every school inspected is evaluated on how well it meets the needs of all children and young people in the school and how well they are engaged in learning ([CPRA – UK Scotland](#), pp. 19–20).

The inspection process includes reporting the inspection findings to the school, school community and the EA. Education Scotland contributes to a national picture of Scottish education through:

- the national performance framework reporting mechanism, 'Scotland Performs';
- the 'Improving Scottish Education' series, which provides a broad overview of Scottish education and reports on equality of provision (European Agency, [Country information](#)).

The system is built on schools' self-evaluation; sets of quality indicators are available to schools to evaluate their provision.

Education Scotland contributes to a national picture of Scottish education through the national performance framework reporting mechanism, Scotland Performs. It also does so through the Improving Scottish Education series, which both provides a broad overview of Scottish education and reports on equality of provision (European Agency, Organisation of Provision, pp. 7–8; [CPRA – UK Scotland](#), pp. 19–20).

As 32 education authorities deliver services, there are differences across the country in how services are delivered; however, quality standards and expectations are set nationally and are consistently applied by the inspectorates ([CPRA – UK Scotland](#), p. 28).

The school inspection framework document, published on 11 August 2011, covers a range of sectors, including standalone pre-school centres, primary including those with nursery classes, secondary including community learning and development (CLD) as part of secondary, and aspects of transition, special, independent and all-through schools. It also has implications for continuing engagement.

[Inspection and review: What we do](#)

Education Scotland aims to provide assurance on the quality of Scottish education and promote improvement and innovation to enhance learners' experiences and lead to



better outcomes. Its inspections also contribute to National Performance Framework reporting. The National Performance Framework underpins delivery of the Scottish Government's agenda, which supports the outcomes-based approach to performance.

[National Performance Framework](#)

Each year, it inspects and reports on the quality of education in a sample of early learning and childcare settings, primary schools, secondary schools, special schools, community learning and development services, colleges, and residential educational provision. It also inspects the education functions of local authorities.

To support improvement, inspectors focus on the quality of children and young people's learning and achievement. There is a particular interest in the development of children and young people's skills and understanding in literacy, numeracy, health and well-being which enables access to the highest possible learning within a broad general education and beyond ([CPRA – UK Scotland](#), pp. 40–41).

5.2 Other quality assurance processes for all forms of educational provision

GIRFEC well-being indicators provide a common language and measure for learners, practitioners, parents and partner agencies to jointly assess the well-being of every child and young person ([CPRA – UK Scotland](#), p. 39).

All the initiatives listed below are holistic around the well-being of the child, each one bringing in the different stakeholders and partners in early learning. Improving early learning and childcare: developing strength and resilience, with entitlement and support for vulnerable children:

- Scottish Government's interrelated policy frameworks – The Early Years Framework (2008), Equally Well (2008) and Achieving Our Potential (2008).
- The Getting It Right for Every Child (GIRFEC) approach – policy and delivery of services at national and local levels.
- Early Level of CfE (from 3 years until the end of Primary 1): promoting continuity and progression.
- The Children and Young People (Scotland) Act 2014 – strengthens early years support in children's and families' lives ([CPRA – UK Scotland](#), p. 27).

There are Standards for Leadership in the General Teaching Council for Scotland (GTCS).

Social Justice:

- Embracing locally and globally the educational and social values of sustainability, equality and justice, and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief, and sexual orientation.



- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future ([Professional Standards – The General Teaching Council for Scotland](#); [CPRA – UK Scotland](#), p. 32).

The new [Work Placements Standard](#) has been co-produced by a wide variety of key groups in response to the recommendation that a modern standard should be established for the acceptable content and quality of work experience. The content and design of this new standard has been shaped by young people, employers, parents, schools and local authorities with the document setting out clear expectations for these core groups ([CPRA – UK Scotland](#), p. 49).

Scotland promotes a two-part strategy called ‘Included, Engaged and Involved’. [Included, Engaged and Involved Part 1](#) includes guidance on managing attendance and absence in Scottish schools, aiming to promote good attendance. Absence from school, whatever the cause, disrupts learning. This guidance draws together advice on good practice and establishes requirements for classifying and recording attendance and absence.

Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions provides guidance on managing school exclusions, with a strong focus on approaches that can be used to prevent the need for exclusion ([Preventing School Failure](#), p. 17).

5.3 Evaluation mechanisms used to monitor outcomes at different system levels

General outcomes (academic, social, well-being, etc.) for all learners

Page 14 of the [National Improvement Framework](#) outlines expectations in relation to Parental Engagement. Parental and family engagement is a key factor in helping all children achieve the highest standards while reducing inequity and closing the attainment gap. The information gathered will inform knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities ([CPRA – UK Scotland](#), p. 18).

The Doran Strategic Commissioning Group, established in 2016, will identify mechanisms for evaluating demand for services developing approaches to ensure an appropriate range of services to meet learners’ complex needs ([CPRA – UK Scotland](#), p. 23).

The Children and Young People (Scotland) Act 2014 sets out duties on a range of public bodies to report on how they are taking forward children’s rights as set out in the UNCRC ([CPRA – UK Scotland](#), p. 5).

All the initiatives listed below are holistic around the well-being of the child, each one bringing in the different stakeholders and partners in early learning. Improving early



learning and childcare: developing strength and resilience, with entitlement and support for vulnerable children:

- Scottish Government's interrelated policy frameworks – The Early Years Framework (2008), Equally Well (2008) and Achieving Our Potential (2008).
- The Getting It Right for Every Child (GIRFEC) approach – policy and delivery of services at national and local levels.
- Early Level of CfE (from 3 years until the end of Primary 1): promoting continuity and progression.
- The Children and Young People (Scotland) Act 2014 – strengthens early years support in children's and families' lives ([CPRA – UK Scotland](#), p. 27).

Specific outcomes (academic, social, well-being, etc.) for learners vulnerable to exclusion

Each year, Scottish ministers collect information from each education authority (EA) on:

- the number of learners with additional support needs for whose school education the authority is responsible;
- the principal factors giving rise to the additional support needs of those learners;
- the types of support provided to those learners;
- the cost of providing that support.

Scottish ministers must publish the information collected each year (European Agency, [Country information](#)).

Outcomes for schools (professional development, staff and personal well-being, etc.)

Since 2012, the General Teaching Council for Scotland [Professional Standards](#) for initial teacher education, teacher registration, and leadership and management have included a set of values aligned to social justice. The standards expect career-long professional learning in inclusive education for all teachers. Refreshed Professional Standards for teachers launched on 13 January 2021 and were enacted on 2 August 2021 (European Agency, [Country information](#)).

Annual report to parliament: an important aspect of the annual reports is sharing examples/features of effective practice which have an important role in raising awareness of expectations. The requirement to report annually was built into the ASL legislation ([CPRA – UK Scotland](#), p. 14).

Since 1996, 'How good is our school?' (HGIOS) has become a nationally and internationally recognised brand, which underpins effective self-evaluation as the starting point for school improvement. How good is our school? Provides a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. It is a key aspect of the Scottish approach to school improvement. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels.



Quality Indicators in HGIOS 4 relevant to evaluating the effectiveness and quality in inclusive education include:

- 2.1 Safeguarding and child protection
- 2.4 Personalised support
- 1.5 Management of resources to promote equity
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Improving well-being, equality and inclusion
- 3.2 Raising attainment and achievement ([CPRA – UK Scotland](#), pp. 20–21).

There is summary analysis of the evaluations of the first post-baseline sample of pre-school centres and schools (primary, secondary, all-through and special) in relation to the three Reference Quality Indicators which inform National Indicators in the National Performance Framework ([Summary Reference Quality Indicator Evaluations; CPRA – UK Scotland](#), p. 40).

The Standards for Initial Teacher Education (SITE) are published by the General Teaching Council for Scotland (GTCS) and contain many elements that are directly relevant to the development of teachers to work in inclusive schools (Teacher Education for Inclusion [country report](#): UK (Scotland), p. 1).

The [Standards for Career-long Professional Learning](#) contribute to professional update that every teacher has to undertake every five years ([CPRA – UK Scotland](#), p. 45).

Revised national guidance on Professional Review and Development was published in 2014. It extends previous guidance, Professional Review and Development (2003) in recognition of the changing priorities within Scottish education and the recommendations from the Teaching Scotland’s Future report (2011).

The guidance was developed by a National Steering Group which had wide representation, including professional associations, local authorities and GTCS. The aim is to ensure that professional review and development is an on-going process which takes place within a supportive, challenging and collegiate culture, and is a positive and professional experience.

It is recognised that it is both an entitlement and the responsibility of all teachers to engage in professional review and development (TPL4I [Policy Mapping Grid](#), p. 26).

Outcomes for parents and families (support, participation, family well-being, etc.)

HGIOS 4 quality indicators outline expectations related to parental engagement ([CPRA – UK Scotland](#), pp. 20–23).



5.4 Evaluation mechanisms used to monitor the effectiveness of processes at different system levels

Effectiveness of teaching and learning processes

School reports from the Inspectorate consider wider achievements; inspectors carry out some inspections across schools and communities and include an evaluation of wider achievements. Currently, this relates to HGIOS 3 Quality Indicator 2.1 – Improvement in Performance, and in [HGIOS 4](#) to Quality Indicator 3.2 – Raising attainment and achievement ([CPRA – UK Scotland](#), p. 22).

Effectiveness of school management processes

No information.

Effectiveness of teacher professional development processes

The Scottish Attainment Challenge promotes the use of collaborative enquiry to support research-based improvement. The GTS sets out expectations for teachers to use research to inform their career-long professional learning ([CPRA – UK Scotland](#), p. 23).

Efficiency and effectiveness of funding mechanisms

Reports to parliament include an overall figure for the cost of support ([CPRA – UK Scotland](#), p. 24).

Every year, local authorities publish their abstracts of accounts, and parents are entitled to a copy. Parents can also see the reports and minutes of meetings detailing the breakdown of the education budget (European Agency, [Country information](#)).

Effectiveness of (vertical) co-operation between stakeholders at different system levels

It has been recognised that to achieve systems change, wide representation across different levels of the system is needed, together with strong leadership. This is achieved through the use of Programme Boards (e.g. those for equalities, health and inclusion) which are facilitated by civil servants and chaired by stakeholders. National action plans are agreed by stakeholders, and presented to ministers by civil servants for comment and agreement.

Effectiveness of (horizontal) co-operation between ministries and ministerial departments

GIRFEC expectations, as specified in the Children and Young People (Scotland) Act 2014, apply across health, education, police and social services ([CPRA – UK Scotland](#), p. 22).

Programme boards which have intersectionality with ministers' portfolios co-operate and share information. For example, the work on equalities across different protected characteristics includes Minister for Equalities and Minister for Education, and Minister for Education and Minister for Justice.



5.5 Specific monitoring mechanisms relating to learners vulnerable to exclusion from inclusive education

Education (Scotland) Act 2016 placed duties on education authorities to plan and report their strategic decisions in relation to socio-economic disadvantage.

Scottish ministers must publish the information collected each year. This annual report, called 'Implementation of The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended): Report to Parliament' has become a very useful milestone in further improving provision.

Scottish ministers collect information from each education authority on:

- the number of children and young persons with additional support needs for whose school education the authority is responsible;
- the principal factors giving rise to the additional support needs of those children and young persons;
- the types of support provided to those children and young persons
- the cost of providing that support (European Agency, Organisation of Provision, p. 7).

The strategic review of learning provision for children and young people with complex additional support needs (Doran Review) was commissioned in 2010. The final report 'The Right Help at the Right Time and Right Place', published in November 2012, provides a set of recommendations aimed at providing better outcomes and experiences for children and young people with complex additional support needs.

The Scottish Government has published five reports to parliament on aspects of additional support. Diversity and equality have featured as examples of good practice nationally. In every inspection, schools are asked to self-evaluate and offer their response to the questions 'How well do you promote inclusion and diversity? How successfully do you address equality?'

Education Scotland has set up an Inclusion Team and given a clearer focus to Inclusion and Equalities through its webpages ([CPRA – UK Scotland](#), pp. 21–22).

Scotland also monitors impact and uses evidence to plan an improvement agenda. Smarter data collection and use will allow for robust prioritisation, decision-making and improvement planning. National data evidence drives policy change and allows for funding to be targeted to areas with the greatest need.

For example, in an operational context, Glasgow's Improvement Challenge prioritises, among other things:

- supporting families to be better able to support their child's learning and development;
- enhancing the leadership of staff at all levels;



- raising attainment in secondary schools by providing additional supported study and mentoring with a continued focus on improving learning and teaching ([Preventing School Failure](#), p. 52).

Schools are required to publish standards and quality reports – their own annual self-evaluation reports to parents. Most schools will engage with parents and also survey their views. This is in line with the Standards in Scottish Schools Act, 2000.

His Highness' Inspectors of Education inspect equalities and inclusion, together with performance and leadership (see HIGIOS?4). A collation of the outcomes from inspections is provided each year for public consumption.

5.6 Specific evaluation mechanisms relating to learners vulnerable to exclusion from inclusive education

No information.

5.7 Specific accountability mechanisms to ensure the inclusion of learners vulnerable to exclusion from inclusive education

No information.

Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of quality assurance and accountability for inclusive education in practice. It specifically considers the implications of how different stakeholders across the education system are accountable for ensuring the effective implementation of policy for inclusive education in practice.

Challenges

A challenge for families, children and young people is knowing where to find information on their entitlements to a high-quality inclusive education, and who is accountable if this is not their experience. A range of communication methods are required to ensure that national and local authority information is always updated and publicly available on Curriculum of Excellence, well-being supports available and the ASL process, including mediation and redress.

A challenge for educational professionals at all levels is ensuring they have access to high-quality professional learning opportunities where inclusive education is core.

All educational professionals in Scottish early learning and childcare settings, schools and local authorities have a responsibility to support inclusive education for children and young people. Most will belong to a professional body with criteria for professional standards and qualifications; for example, [General Teaching Council for Scotland](#) (GTCS). Professional bodies also have frameworks which set out their vision and values, skills and knowledge. This would apply to teachers, community learning and development early year



practitioners and educational psychologists. However, one workforce which provides valuable, direct support to children and young people are pupil support staff (a generic term for support for learning assistants) and they do not have a professional body in Scotland to provide quality assurance. Professional Learning for pupil support staff is being developed as a result of the Morgan Review and is described in the next section.

Opportunities

The ASL action plan includes a refresh of information, guidance and professional learning on the ASL process and planning aimed at all stakeholders – families, children and young people, educators, social services and health.

[Additional Support for Learning review: action plan – November 2022 update](#)

Inclusion, well-being and equalities now form part of Education Scotland’s National professional learning and leadership programmes – Stepping Stones, Middle leadership, and Into Headship.

The Scottish Government provides funding for a range of organisations who provide free support, information and advocacy to families, young people and professionals on inclusion and additional support needed. They can be contacted through helplines and email:

- [Enquire – The Scottish advice service for additional support for learning](#)
- [Reach](#) – a website for children and young people with additional support needs
- [My Rights, My Say](#).

The HMI inspection model was paused during the COVID-19 pandemic but has begun again and establishments are once again participating in an evaluative process for improvement (See HIGIOS⁴ and inspection Reports).

Education Scotland led on a Scottish Government-funded Pupil Support Staff engagement programme between October 2022 and February 2023. The aims were to explore with the workforce a collaboratively agreed vision and values, skills framework and professional accreditation and registration. The programme was evaluated in spring 2023 and a report shared with the Scottish Government.

[Pupil Support Staff Engagement Programme 2022–2023](#)

Consequences

Relationships are at the heart of Scottish education. Ensuring a transparency of accountability is vital if families and their children are to feel supported by local authorities and early learning centres and schools.

Education professionals are required to meet their professional standards and duties, and families, children and young people are entitled to expect that these will be met. If they are not met, faith in the system will be reduced, as highlighted in the 2020 Angela Morgan review.



SECTION 6. STAKEHOLDER COLLABORATION, CO-OPERATION AND EFFECTIVE COMMUNICATION

This section provides information on the structures, mechanisms and opportunities for stakeholder collaboration and co-operation in the country.

6.1 Does the legislation and policy framework specify learner voices are used to inform the development of learning and teaching environments?

Yes.

6.1a Description of the legislation and policy framework around the use of learner voice

The Education (Scotland) Act 2016 includes provisions which extend the rights of children aged 12 and over with capacity under the Additional Support for Learning Act. Children who are able to are encouraged to use their rights on their own behalf to affect decision-making about them.

[Education \(Scotland\) Act 2016](#)

Section 35 of the 2000 Act: Parents', children's and young people's views should be taken into account when it comes to the issue of school placement and there remains an element of choice in provision (European Agency, Organisation of Provision, p. 7; [CPRA – UK Scotland](#), p. 30).

All children and young people should be involved in planning and reflecting on their own learning, through formative assessment, self- and peer-evaluation, and personal learning planning. Information is available for parents and carers.

[How schools plan additional support – Types of plan](#)

Every year, local authorities have to publish their abstracts of accounts, and parents are entitled to a copy. Parents can also see the reports and minutes of meetings detailing the breakdown of the education budget (European Agency, Organisation of Provision example, p. 3). Council meetings are also in the public domain, as are committee reports.

Schools are required to publish standards and quality reports – their own annual self-evaluation reports to parents. Most schools will engage with parents and also survey their views. This is in line with the Standards in Scottish Schools Act, 2000.

The [School Handbook](#) is only one part of parental engagement and, as highlighted in the public consultation findings, parents and carers need to be informed about key aspects of their child's learning journey on an on-going basis so that they can fully support the school and their child's learning. The new School Handbook also fits in with the provisions for parental involvement as defined in the Scottish Schools (Parental Involvement) Act 2006 ('the 2006 Act') ([CPRA – UK Scotland](#), p. 23).



Learners' voice and their participation in their learning are expected to have a greater influence in the life of the school. Nationally, Education Scotland organise events for young people to engage as a group on curriculum developments, provision about diversity and equality, and provision for deaf learners ([CPRA – UK Scotland](#), p. 35).

In 2015, Education Scotland managed and facilitated a Scottish Government-funded Ambassadors for Inclusion programme. All 32 education authorities were invited to nominate a young person to share their views on inclusive practices and to develop resources.

[‘Ask Us, Hear Us, Include Us’ – A film by the Young Ambassadors for Inclusion](#)

The Young Ambassadors for Inclusion are now managed by Children in Scotland and contribute to the development of education policy.

[Children in Scotland](#)

Guidance to support learner participation was initially developed in response to research that was commissioned by the Children and Young People's Commissioner Scotland and carried out by the University of Stirling. This demonstrated that schools who were performing higher than expected in attainment had a strong focus on learner participation. The guidance includes support materials to help schools and early years settings develop an understanding of learner participation and plan for implementation within their setting.

[Learner Participation in Educational Settings \(3–18\)](#)

A range of guides and toolkits have been created to help stakeholders understand the link between schools and their industry partners. These resources offer information that will ensure all young people have the opportunity to experience the world of work.

[Work placements and work-related learning](#)

6.2 Does the legislation and policy framework ensure curriculum development processes take account of all learners and their communities?

Yes.

6.2a Description of how the legislation and policy framework around curriculum development processes take account of all learners and their communities

Education Scotland is a Scottish Government executive agency charged with supporting quality and improvement in Scottish education. It secures the delivery of better learning experiences and outcomes for Scottish learners of all ages. Education Scotland's support for inclusive education at the school, local and regional levels to reduce and prevent school failure includes professional learning and coaching sessions for regional practitioners. These aim to promote equality and diversity of opportunities and improved educational outcomes for learners, with a focus on care-experienced, young carers, anti-sectarian (religion), race, Gypsy/Travellers, English as an additional language, disability and gender ([Preventing School Failure](#), p. 51).



The overall aim of the curriculum is for children and young people to achieve the four capacities: successful learners, effective contributors, responsible citizens and confident individuals (Building the Curriculum 3).

[Building the Curriculum for Excellence](#)

Scotland aims to build the curriculum, learning and support around the child and offer a responsive system aiming to get it right for every child.

[Getting it right for every child \(GIRFEC\)](#)

The provision made is guided by [statutory guidance](#) on additional support for learning ([CPRA – UK Scotland](#), p. 31).

Personalised learning and support involves the learners' participation on what needs to be done to improve their learning – this is policy as detailed in Building the Curriculum

The new curriculum for Scottish schools, 'Curriculum for Excellence', is informed by the inclusive principles embedded in relevant legislation such as the Additional Support for Learning Act (Teacher Education for Inclusion [country report](#): UK (Scotland), p. 1; [CPRA – UK Scotland](#), p. 30).

[What is Curriculum for Excellence?](#)

The Education (Disability Strategies and Pupils' Educational Records) Act 2002 requires that an education authority has an accessibility strategy. The strategy covers a three-year period and sets out how the authority will improve:

- access to the curriculum for learners with disabilities;
- physical access for learners with disabilities;
- information normally provided in writing for learners with disabilities (European Agency, Organisation of Provision, p. 2; [CPRA – UK Scotland](#), p. 10).

The Improving educational outcomes for children and young people from travelling cultures guidance (2018) supports Gypsy/Traveller learners and their families to engage in school education to improve their life outcomes ([Preventing School Failure](#), p. 36).

6.3 Does the legislation and policy framework support the active involvement of different stakeholders in ensuring inclusive learning environments?

Parents and families

Yes.

[How good is our school? \(HGIOS 4\)](#) promotes partnership, collaboration and self-improvement:

Meeting the wide-ranging needs of all children, young people and their families is the heart of what makes an excellent school. Schools cannot achieve this by themselves. As noted in the Building the Curriculum series, strong, effective partnerships at local and national level are the key to future



improvement in Scottish education. This edition of How good is our school? supports you to evaluate the impact of your partnership-working and collaborative activity. You will have a range of partners such as the third sector, youth workers, community learning and development staff, colleges, universities and employers who work with you to deliver learning pathways to meet the needs of all children and young people. Other partners with specialist expertise in additional support needs will also work alongside you to remove barriers to learning and ensure all children and young people experience success in school and beyond school ([CPRA – UK Scotland](#), p. 9).

The [Scottish Schools \(Parental Involvement\) Act 2006](#) places a responsibility on local authorities to improve parental involvement in three ways: learning at home, home/school partnerships and parental representation.

The Scottish Government's aspiration for children and young people is clear: for Scotland to be the best place in the world to grow up. The [National Parenting Strategy](#) seeks to turn that aspiration into practical action – by championing the importance of parents to Scottish society, by strengthening the support on offer to parents, and by making it easier to access that support. Put simply, by helping the nation's parents to be the very best they can be to make a positive difference to children and young people.

The statutory guidance for implementation of the ASL Act includes specific information on involving children and families ([CPRA – UK Scotland](#), p. 9).

Education establishments are encouraged and supported to engage with parents. The role of parents as partners in their child's education is a key aim of Curriculum for Excellence.

[Getting involved – Parent Zone](#)

Parents are key partners within the National Improvement Framework: Parental and family engagement is a key factor in helping all children achieve the highest standards while reducing inequity and closing the attainment gap. The information gathered will inform knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities ([CPRA – UK Scotland](#), p. 18).

Greater guidance is offered through the [Parentzone](#) website, as well as Enquire, a nationally funded independent advice service. Enquire provides a [parents' guide](#) to additional support for learning and provides a helpline which links to other organisations providing specialist services ([CPRA – UK Scotland](#), p. 26).

Improving the voice of young people

Learner engagement is a key principle which lies at the heart of Scotland's Curriculum for Excellence.

[National Improvement Framework and Improvement Plan 2020: summary](#)

School-leaders/leadership teams, teachers and specialist staff

Yes.

A successful approach here was the *Schools Improvement Partnership Programme* The Robert Owen centre at Glasgow University linked with Education Scotland and authorities



in schools in partnerships to develop collaborative enquiry towards leadership, teaching and working together ([CPRA – UK Scotland](#), p. 23). This is now replaced by programmes provided by Education Scotland’s National [Professional Leadership and Learning Team](#).

There are Standards for Leadership in the General Teaching Council for Scotland (GTCS).

Social Justice:

- Embracing locally and globally the educational and social values of sustainability, equality and justice, and recognising the rights and responsibilities of future as well as current generations.
- Committing to the principles of democracy and social justice through fair, transparent, inclusive and sustainable policies and practices in relation to: age, disability, gender and gender identity, race, ethnicity, religion and belief and sexual orientation.
- Valuing as well as respecting social, cultural and ecological diversity and promoting the principles and practices of local and global citizenship for all learners.
- Demonstrating a commitment to engaging learners in real-world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future (GTCS professional standards for leadership and management; [CPRA – UK Scotland](#), p. 32).

Stakeholders in the local communities

Yes.

See the information on [How Good is Our School 4](#) in the Parents and families section above.

Curriculum for Excellence defines the life and ethos of the school as one of the four contexts for learning. There is also an emphasis on citizenship skills as defined in the skills, attitudes and capacities, which requires learner engagement and participation in the school and community ([CPRA – UK Scotland](#), p. 35).

Local-level decision-/policy-makers

Yes.

See the information on [How Good is Our School 4](#) in the Parents and families section above.

Non-governmental organisations, disabled people’s organisations or other organisations representing vulnerable groups

Yes.

Schools are encouraged to work with partners to promote more effective learning and also more effective support: [Building the Curriculum 3](#) and [CfE Briefing 10](#) ([CPRA – UK Scotland](#), p. 19).



Other(s)

Colleges, universities, employers

Colleges have developed their work in conjunction with other national initiatives, such as Skills for Scotland, 16+ Learning Choices and Curriculum for Excellence (European Agency, Organisation of Provision, p. 8).

Schools develop their approaches in the Senior Phase of the secondary school (aged 15 years onwards) and extend the range of experiences at this stage including work placements. Building the Curriculum 3 makes clear that the senior phase can only be successfully delivered in partnership between schools, colleges and employers in the locality.

[A summary of Developing the Young Workforce \(DYW\) resources](#)

[Virtual Work Placements Guidance](#)

[Developing the Young Workforce – School/Employer Partnerships \(September 2015\)](#)

expects education and employers to work closely together to equip all young people with the skills and knowledge they will need to flourish in work, and to support diversity in the workforce. This [Guidance for School/Employer Partnerships](#) is intended to support the aim of meaningful and productive school–employer partnerships operating in all secondary schools by 2018/19, although it also applies to primary schools and early years. These partnerships should build on good practice and existing links with employers. They should bring mutual benefit and evolve to respond to local circumstances ([CPRA – UK Scotland](#), pp. 47–48).

Foundation Apprenticeships continue to be developed to create better links between young people, education and employers and to better prepare young people for the world of work. [Foundation Apprenticeships: Skills Development Scotland](#) lasts for two years and is studied alongside other school subjects (typically National 5s and Highers). Starting in fourth or fifth year, learners get the opportunity to complete elements of a Modern Apprenticeship while still in full-time education. Upon successful completion of a Foundation Apprenticeship, young people can continue their studies at college or university, go into direct employment, or gain accelerated entry onto a related [Modern Apprenticeship](#) ([CPRA – UK Scotland](#), p. 48).

Qualifications and assessment processes are currently being reviewed by an independent review body as a result of the recommendations from the OECD. This will redefine qualifications, hopefully making them more inclusive with more choice.

6.4 Does the legislation and policy framework ensure that curriculum development processes involve the participation and contribution of different stakeholders?

Yes.



6.4a Description of the legislation and policy framework ensuring the involvement of stakeholders in curriculum development processes

Curriculum for Excellence provides a framework which supports a personalised approach to learning. It recognises that all learners should be active participants at the centre of all planning, learning, teaching and assessment. Within Curriculum for Excellence (CfE), the focus is on partnership delivery in and out of school and supporting collaboration with employers, local partners and other agencies to deliver the entitlements within CfE.

[Building the Curriculum 3](#)

Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people ([Building the Curriculum 4](#); [CPRA – UK Scotland](#), p. 8).

Schools develop their approaches in the Senior Phase of the secondary school (aged 15 years onwards) and extend the range of experiences at this stage including work placements. Building the Curriculum 3 makes clear that the senior phase can only be successfully delivered in partnership between schools, colleges and employers in the locality.

[A summary of Developing the Young Workforce \(DYW\) resources](#)

Developing the Young Workforce School/Employer Partnerships Guidance for schools September 2015: This [Guidance for School/Employer Partnerships](#) is intended to support the aim of meaningful and productive school–employer partnerships operating in all secondary schools by 2018/19, although it also applies to primary schools and early years. These partnerships should build on good practice and existing links with employers. They should bring mutual benefit and evolve to respond to local circumstances.

The current review of the Curriculum for Excellence has an added focus on inclusion and equalities, with social justice at the heart of any new work being undertaken by the implementation groups taking forward the OECD recommendations ([CPRA – UK Scotland](#), pp. 47–48).

6.5 Does the legislation and policy framework support the development of learning communities in local/regional areas?

Yes.

6.5a Description of the legislation and policy framework that supports the development of learning communities

Professional learning communities for professionals have been developed and support parental involvement and family learning. GLOW blogs have also been developed for practitioners ([CPRA – UK Scotland](#), p. 19).



Evaluative commentary

This section provides a qualified, evidenced-based reflection on the **challenges, opportunities and consequences** of stakeholder collaboration, co-operation and effective communication for the implementation of inclusive education in practice. It specifically considers how effectively different stakeholders across the education system are supported to increase their personal and collective ability to be inclusive in practice.

Challenges

Relationships are at the heart of Scottish education, and the 2020 Angela Morgan review was critical that not all families, children and young people feel included.

Curriculum for Excellence intended to provide a framework which supports parental involvement and a personalised approach to learning. It recognises that all learners should be active participants at the centre of all planning, learning, teaching and assessment. Within Curriculum for Excellence (CfE) the focus is on partnership delivery in and out of school and supporting collaboration with employers, local partners and other agencies to deliver the entitlements within CfE ([Building the Curriculum 3](#)).

The challenge for Scottish education is to find a way to embed these principles into practice, ensuring consistency of approach across Scotland. Ensuring those with lived experiences of additional support and disability are supported to shape practice, policy and the collaborative development of resources which support inclusive education. Using a service design approach to implementing the recommendations from the OECD review will ensure that all stakeholders are involved in developing the refresh and visioning. Currently, a number of workstreams with key stakeholders are investigating a range of topics such as profiling achievement, learner pathways and Inter-disciplinary learning. All of these workstreams include representatives from vulnerable groups, IWE and Curriculum Innovation officers from Education Scotland, and a range of practitioners from the mainstream and additional support needs sectors.

Opportunities

The **National Improvement Framework (NIF)** and improvement plan for Scottish education is designed to help deliver the twin aims of excellence and equity in education. All 32 local authorities are required to submit an annual plan which focuses on six drivers that are considered essential to enabling continuous improvement and minimising unintended consequences. One of which is parental engagement.

Local authorities and establishments can access a range of resources and professional learning opportunities which will support them to improve through learner participation.

[How good is OUR school? Self-evaluation](#)

The education reform and national conversation is actively engaging with a wide range of stakeholders to enable them to share their vision and suggestions for reform.

[National Discussion on education](#)



Consequences

If the opportunities to engage in the national discussion are maximised by stakeholders, their participation will provide meaningful contributions to the future of Scottish education.

The Scottish Government, Education Scotland, local authorities, early learning centres and schools are required to facilitate and promote stakeholder engagement in their planning and policy development. It is vital that the totality of the curriculum and support required is developed 'with' and not 'for' children and young people if Scotland is to continue the development and improvement of inclusive education.



SECTION 7. FINAL COMMENTS AND REFLECTIONS

As a result of a number of independent reviews related to the **Curriculum**, ([OECD, Scotland's Curriculum for Excellence: Into the Future](#)), **Inclusion** ([Review of additional support for learning implementation: report](#)), **The Promise** ([Independent Care Review Scotland](#)) and **Assessment and Qualifications** ([Professor Hayward's Independent Review of Qualifications and Assessment – public consultation](#)), Scotland is in an exciting period of reform. Building on best practice commended in national and international appraisals, and a robust legislative and policy context, Scotland has an opportunity to further refine and develop practice to match the ambition of the legislation and policy drivers. The vision, values and aims continue to be valid and important: **to provide excellence and equity for all**. The way in which we achieve this will reflect the recommendations from the expert bodies above, but importantly children and young people will be at the centre, together with those with 'lived experience', practitioners and other stakeholders in a genuine and meaningful partnership.