

# National Improvement Framework for Scottish Education

## 2015 Interim Framework Report

January 2016



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# 1. Introduction

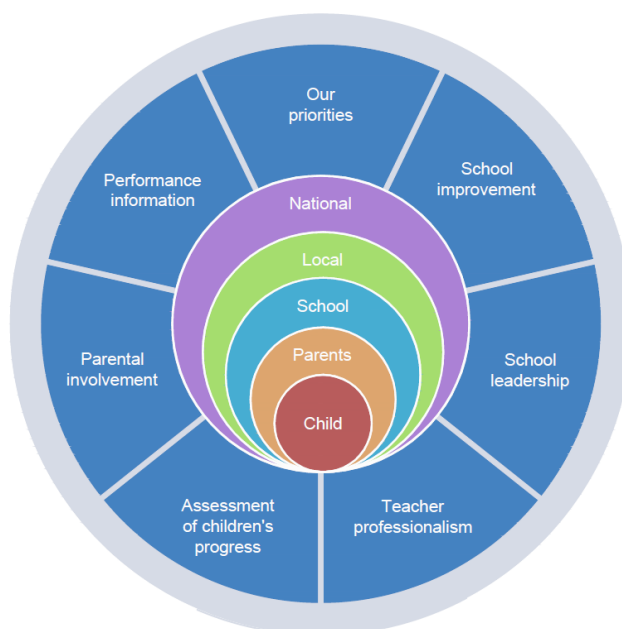
## The National Improvement Framework

The National Improvement Framework for Scottish Education aims to:

- Improve the attainment of all Scottish pupils, especially in reading, writing and numeracy
- Close the attainment gap between the most and least disadvantaged children
- Improve children and young people’s health and wellbeing
- Improve sustained school leaver destinations for all young people

There are 6 key factors that are known to influence children’s attainment and health and wellbeing. We will take action in each of these 6 “drivers of improvement”:

- School improvement
- School leadership
- Teacher professionalism
- Assessment of children’s progress
- Parental involvement
- Performance information



This report was produced around the [Draft National Improvement Framework](#) which was published on 1 September 2015. More information on these components can be found in that draft.

## Purpose of this report

This 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 evidence on attainment, health and wellbeing, and the wider education system, with a specific focus on differences between children from the most deprived and least deprived areas. It aims to present an objective picture of Scottish education, based on a wide range of sources.

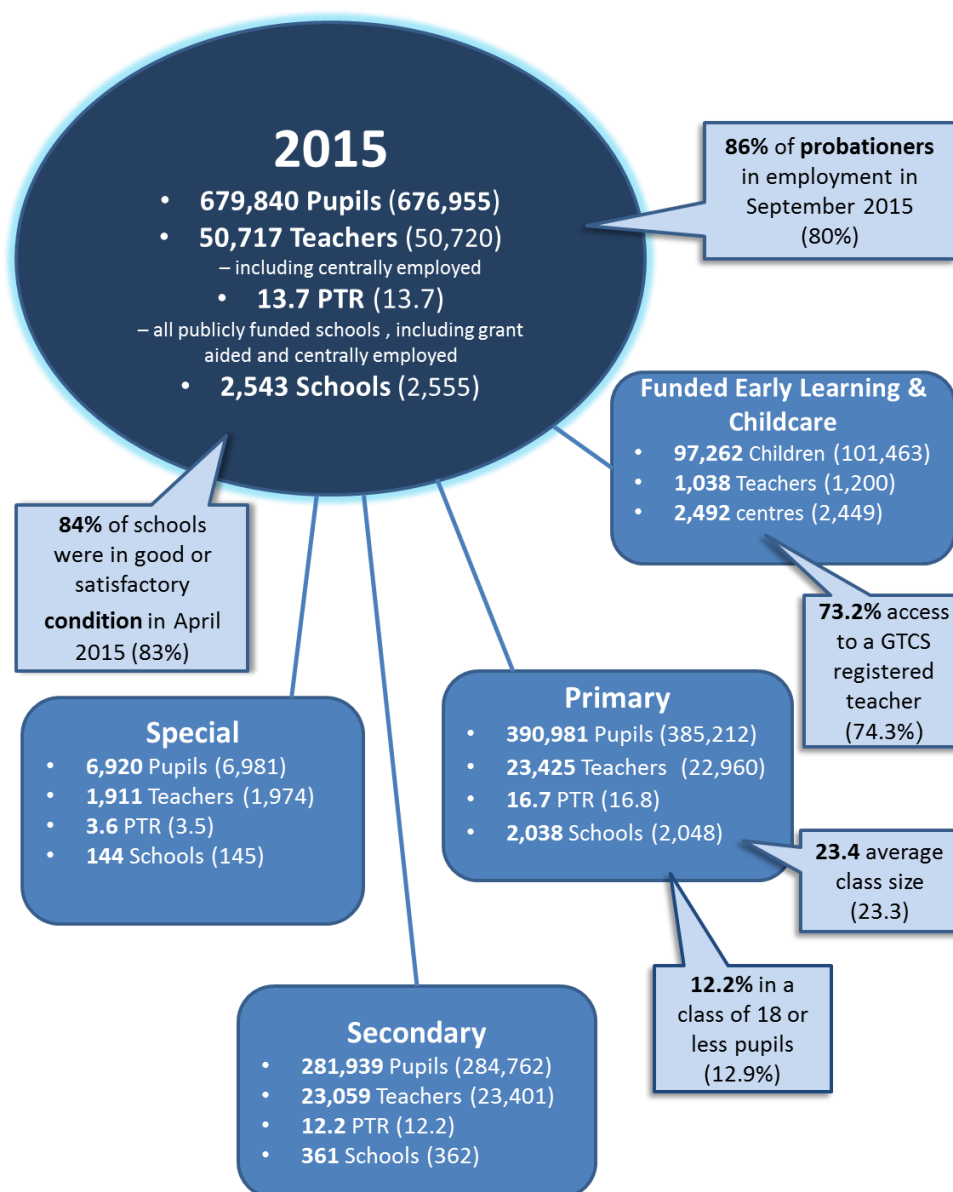
Such evidence is crucial to be able to learn from good practice and develop plans for improvement where needed. This is why one of the drivers of improvement set out in the National Improvement Framework is performance information: information on the extent to which we are achieving the aims of the Framework.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

Future Framework reports will include data on the achievement of Curriculum for Excellence levels in literacy and numeracy based on teacher judgement as informed by standardised assessment. These data are essential to allow comparisons to be made over time, and highlight differences between the most and least disadvantaged pupils. It is anticipated that future Framework reports will also include information from a new survey on children and young people's health and wellbeing, which is being developed with a wide range of stakeholders.

Until these new data collection methods are available, this first Interim Framework report brings together information on pupils' attainment and health and wellbeing from a range of existing data sources, such as the Scottish Survey of Literacy and Numeracy (SSLN), the pupil census, the teacher census, Growing Up in Scotland, and the OECD's Programme for International Student Assessment (PISA). 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.

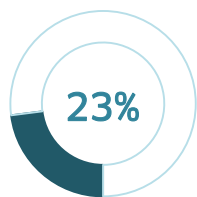
## Context: The Scottish school system

There are almost 680,000 pupils in schools across Scotland and over 97,000 children in funded Early Learning & Childcare centres. Below is an overview of the children and teachers in the Scottish school system in 2015. The figures in brackets are for 2014.



The figures in the 2015 bubble do not include Early Learning and Childcare data, with the exception of the teacher numbers. PTR stands for pupil teacher ratio; GTCS for General Teaching Council for Scotland and ELC for Early Learning and Childcare. The 2014 Teacher numbers were published in December 2014, but corrections were made in February and December 2015.

## Additional support needs



of all pupils had an additional support need recorded in 2015.

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

## Looked after children

As at July 2014, **15,580** children in Scotland were looked after. This has decreased from a peak of 16,248 in 2012. More information can be found in the [Children's Social Work Statistics Scotland](#) publication.

## Attendance, absence and exclusions

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



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

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



The exclusion rate has been falling year on year since 2006/07. In total, **18,430** pupils were excluded in 2014/15 compared to 44,794 in 2006/07.

## 2. Evidence on attainment

This chapter focuses on attainment and the attainment gap based on evidence that is currently available.

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

Our approach to assessment across the Broad General Education is evolving. The development of the National Improvement Framework will be based on the availability of data on a consistent, robust and transparent basis to support performance improvement at all levels within the system.

In order to gain a better understanding of the variety of approaches to assessment across the Broad General Education, in September 2015 all local authorities were asked to detail their current practice for recording teacher judgements on pupils' achievement of Curriculum for Excellence levels in reading, writing and numeracy.

Local authorities described a range of different types of evidence used by teachers in making their judgements, including different standardised assessments and moderation activities. They also provided information on progress towards CfE levels based on local assessment practice. This range of findings will provide valuable insight in developing guidance to increase consistency. This will support teachers in making consistent judgements about children's achievements of Curriculum for Excellence levels in literacy and numeracy and we will publish this information in future years.

Until that information is available, this chapter gives an overview of what we know about attainment and the attainment gap from existing data sources. It shows the main evidence on attainment in early years and Primary 1 (section 2.1), the Broad General Education phase (section 2.2), the Senior phase (section 2.3), and evidence on how Scotland compares internationally (section 2.4).

## 2.1 Early years and Primary 1

### Early Years

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



The recently published Growing Up in Scotland report '[Tackling Inequalities in the Early Years](#)' showed a small but statistically significant **improvement** in the mean vocabulary scores of three-year-olds when comparing children born in 2010/11 with those born in 2004/05.



The study also highlighted **inequalities**: three-year-olds from the 20% highest income groups had higher vocabulary scores and problem-solving scores than those from the 20% lowest income groups.



Yet these **inequalities decreased** slightly when comparing children born in 2010/11 with those born in 2004/05 for both vocabulary and problem-solving. However, in the latter case the narrowing of the gap was caused by both an improvement among the lowest and a decline among the highest income group.

### Primary 1

Over 1,100 schools in Scotland use the Centre for Evaluation and Monitoring's (CEM) Performance Indicators in Primary Schools (PIPS) assessment to assess the progress children make in P1 in early maths, early literacy and non-cognitive development and behaviour. On the basis of these data, CEM created a sample for 2012/13 that is representative of all Scottish P1 pupils and analysed the starting points and progress of pupils in P1. Below are the main findings from this analysis. More information can be found in the report '[Children's Development at the Start of School in Scotland and the Progress Made During their First School Year](#)'.

School makes a large difference in children's development and children make considerable progress during Primary 1. It is estimated that if children did not go to school, it would take them over **four** years more before they



were able to read at the same level as at the end of Primary 1, and **three** years to perform at the same level in early mathematics.

In the findings below, differences in pupils' progress are described in terms of 'months of development'. This indicates how much older children on average would have to be to make the observed progress if they did not attend school.

### At the start of Primary 1:

Children from the 20% most deprived areas had lower cognitive development scores than children from the least deprived areas by the equivalent of around **14 months** of development.



This shows broadly the same findings as the Growing Up in Scotland '[Tackling Inequalities in the Early Years](#)' report. At age five, 54% of children in the lowest income quintile had below average vocabulary ability, compared to 20% in the highest income quintile. Likewise, 53% of five-year-olds in the lowest income quintile and 29% in the highest income quintile had below average problem-solving ability.

The earlier Growing Up in Scotland '[Cognitive Ability in the Pre-School Years](#)' report showed that the largest differences in ability were between children whose parents have higher and lower educational qualifications. Five-year-olds with a degree-educated parent were around **18 months** ahead on vocabulary and **13 months** ahead on problem-solving ability compared with five-year-olds whose parents had no qualifications.

Other key findings from CEM's analysis are that:

### During Primary 1, children from the 20% most deprived areas:

- Made around two months less progress than children from the least deprived areas in early reading and vocabulary. In other words, the gap between children from the most and least deprived areas **widened**.
- Made around half a month more progress in early mathematics. In other words, **the gap narrowed**.

In addition to differences between pupils from the most deprived and least deprived areas, CEM's analysis also showed considerable differences between the average progress of pupils in different schools.

## Between schools:

- The progress pupils made in Primary 1 varied by the equivalent development of around **12 months** for reading and **14 months** for mathematics.
- But the study found no evidence that the link between deprivation and progress varied between the schools in the sample. That is, it found no evidence that some of the schools did significantly better than others in addressing the attainment gap during Primary 1.



In addition to the analysis of pupils in 2012/13 described above, CEM also looked at differences between 2012/13, 2013/14 and 2014/15.

## Between 2012/13 and 2014/15:

The **scores** in Scotland for early reading and early mathematics **at the start of Primary 1 declined slightly**.



But the **progress** pupils made **during Primary 1 increased slightly** over the three years. This meant that there were no significant drops in scores at the end of Primary 1 in this period for mathematics. For reading there was a decline but it was very small.




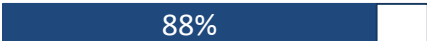

## 2.2 Primary 4, Primary 7 and Secondary 2: Scottish Survey of Literacy and Numeracy

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

### Main findings

The SSLN samples around 12,000 pupils each year. The 2013 (numeracy) and 2014 (literacy) surveys showed that the majority of pupils are doing well in both areas, with the exception of pupils in S2 for numeracy. But they also showed that results declined between 2011-2013 (numeracy) and 2012-2014 (literacy) in most of the stages. The proportions of pupils who performed well, very well or beyond their level (the 'beyond' category only exists for writing and listening and talking) are:

#### Reading

P4	 78%	83% in 2012
P7	 88%	90% in 2012
S2	 80%	84% in 2012



#### Writing

P4	 64%	64% in 2012
P7	 68%	72% in 2012
S2	 55%	64% in 2012



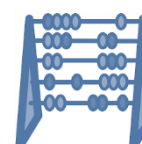
#### Listening and talking

P4	 59%	No comparison with 2012 available because of changed methodology
P7	 66%	
S2	 52%	



#### Numeracy

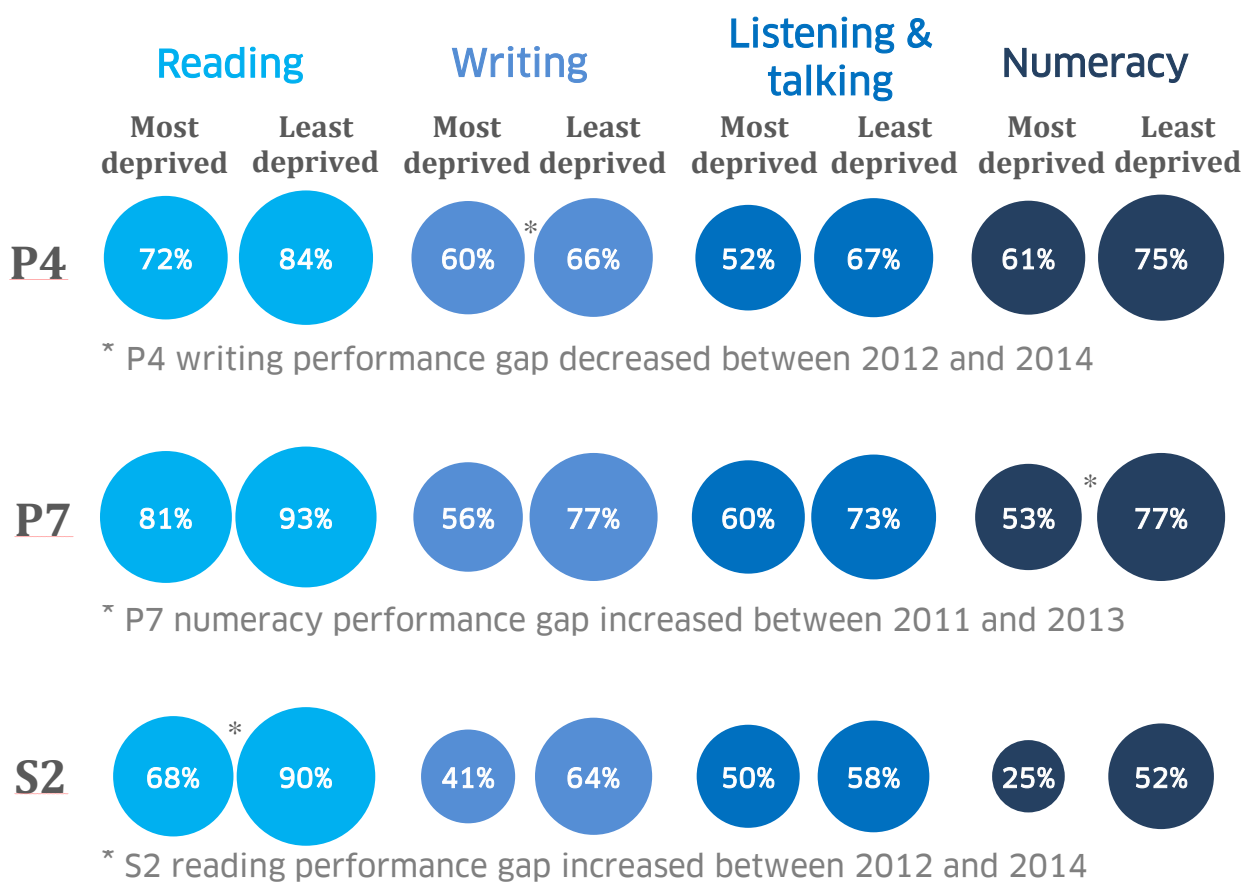
P4	 69%	76% in 2011
P7	 66%	72% in 2011
S2	 42%	42% in 2011



## Evidence on the attainment gap

In both the SSLN 2014 (literacy) and SSLN 2013 (numeracy) pupils from the least deprived areas showed statistically significant higher performance than pupils from the most deprived areas. This was true across all stages measured.

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



## 2.3 Senior phase: Qualifications and sustained school leaver destinations

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

Information on qualifications and sustained school leaver destinations are published annually in June. Below are the main findings from the 2015 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.

### Qualifications: Main findings

Under Curriculum for Excellence, 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 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 2013/14, **58.8%** of school leavers left with one or more passes at SCQF level 6 or better

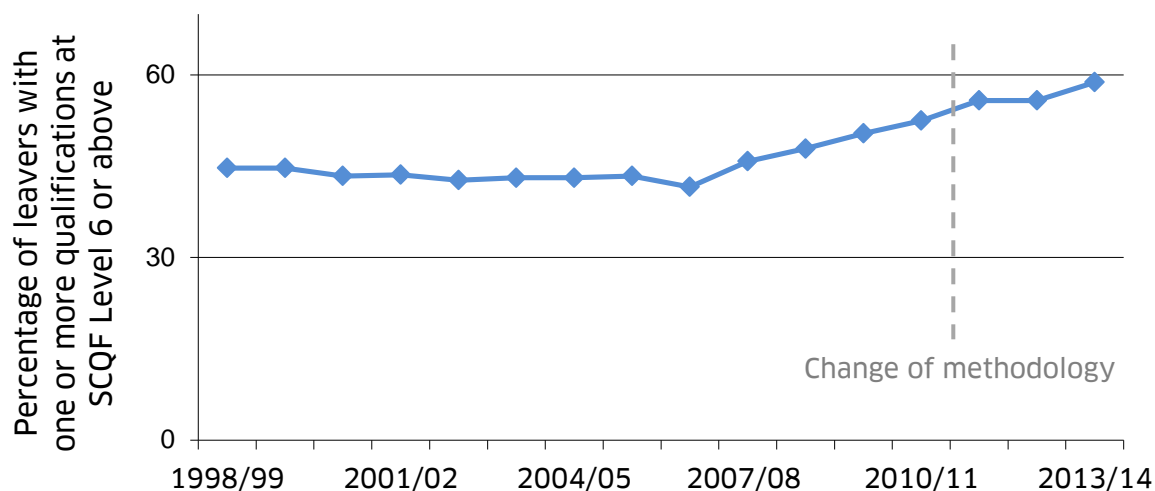


39.6% with highest level of pass at 3, 4, or 5

1.7% with no passes at level 3 or better

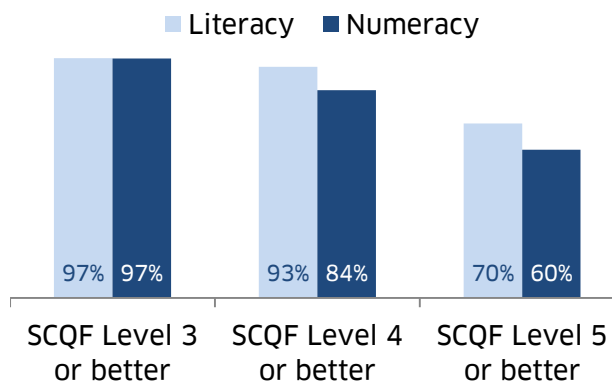
The percentage of school leavers gaining one or more qualifications at level 6 or above increased from 55.8% for 2011/12 and 2012/13 to 58.8% for

2013/14 leavers. Prior to 2009/10, less than half of leavers gained one or more qualification at this level, although the methodology was updated from 2011/12 onwards, so care should be taken when making comparisons over time.



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 2013/14 are shown below. More information on these figures can be found in the 2015 [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#) publication. More information on the SCQF levels can be found on the [SCQF website](#).

Around **97%** of leavers attained literacy at SCQF level 3 or above in 2013/14. Likewise, **97%** achieved this in numeracy. At SCQF levels 4 and 5 or better, a higher proportion of pupils attained literacy skills than numeracy skills.

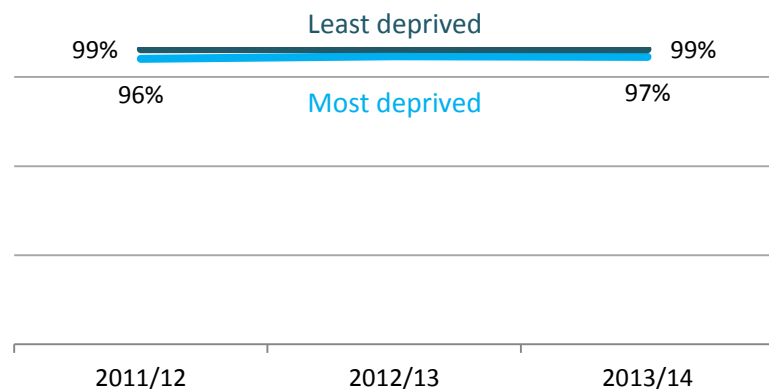


Within the qualifications being attained by young people, we are seeing notable increases in the volume of wider awards such as Skills for Work and Personal Development Courses, SQA Awards, National Certificates, and National Progression Awards. For example, the SQA post-review results for December 2015 showed that such awards had increased by **10%** compared to 2014, to 52,544. More information on the attainment of wider qualifications is available on the [Scottish Qualifications Authority Statistics 2015](#) website.

## Qualifications: Evidence on the attainment gap

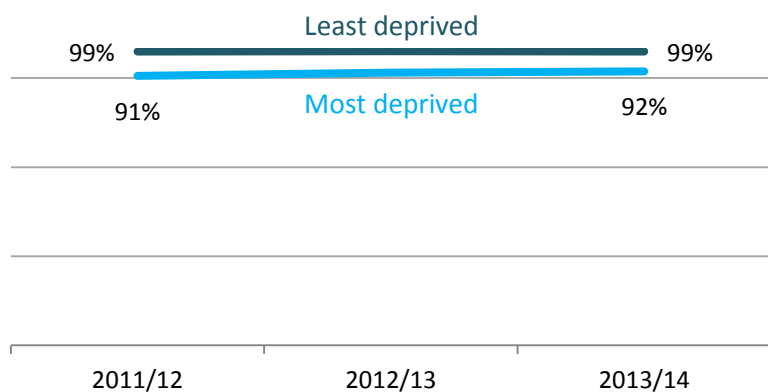
Attainment at SCQF level 3 or better is broadly similar between pupils in the 20% least deprived and most deprived areas. **99%** of school leavers from the least deprived areas and **97%** of leavers from the most deprived areas gained one or more qualifications at SCQF level 3 or better in 2013/2014.

The gap in attainment at SCQF level 3 or better has decreased slightly over the past three years: from 3.3 percentage points in 2011/12 to **2.6 percentage points** in 2013/14:



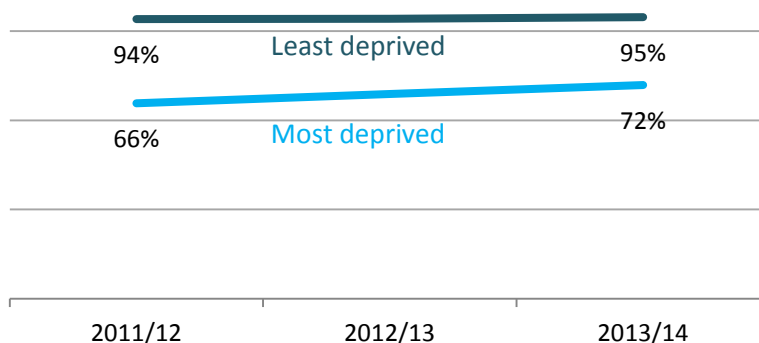
**99%** of school leavers from the 20% least deprived areas and **92%** of leavers from the 20% most deprived areas gained one or more qualifications at SCQF level 4 or better in 2013/2014.

The gap in attainment at SCQF level 4 or better has decreased slightly over the past three years: from 8.2 percentage points in 2011/12 to **6.6 percentage points** in 2013/14:



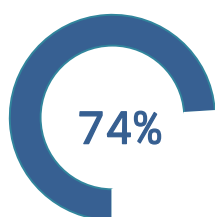
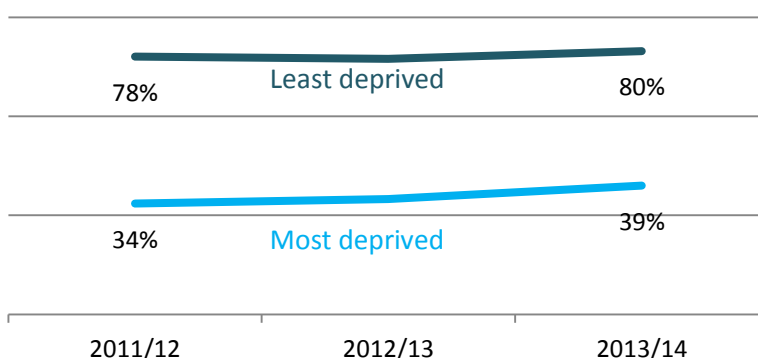
The attainment gap is wider at higher levels of qualifications: **95%** of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF level 5 or better in 2013/2014, compared with **72%** of those from the 20% most deprived areas.

This gap in attainment at SCQF level 5 or better has decreased over the past three years: from 28 percentage points in 2011/12 to **23 percentage points** in 2013/14:



**80%** of school leavers from the 20% least deprived areas gained one or more qualifications at SCQF level 6 or better in 2013/2014, compared with **39%** of those from the 20% most deprived areas.

This gap in attainment has decreased slightly over the past three years: from 45 percentage points in 2011/12 to **41 percentage points** in 2013/14:

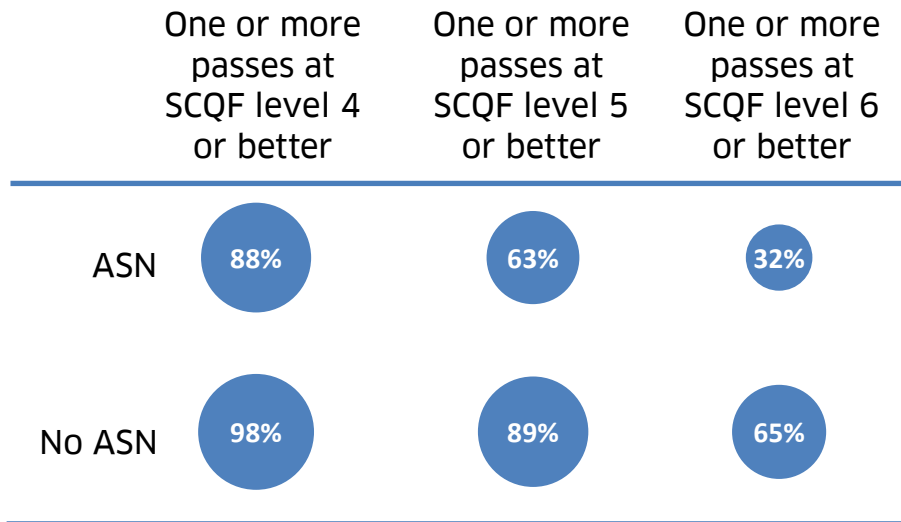


of looked after school leavers gained one or more qualifications at SCQF level 4 or better in 2013/14, which was an increase from 67% in 2011/12. This is substantially lower than the **96%** of all school leavers who achieved this in 2013/14.

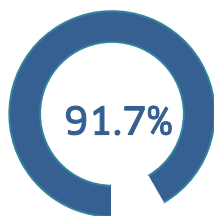
The difference is wider at higher levels of qualifications, **40%** of looked after school leavers gained one or more qualifications at SCQF level 5 or better in 2013/14 (an increase from 28% in 2011/12), whereas **84%** of all school leavers achieved this. More information can be found in the [Education 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 2013/14 the percentage of school leavers by attainment at SCQF levels 4 to 6 are shown below for pupils with additional support needs and those with no additional support needs. More information can be found in the 2015 [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#) publication.



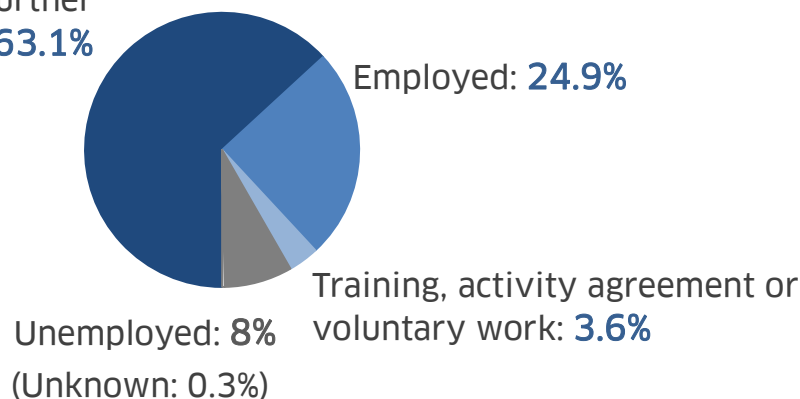
## Leaver destinations: Main findings



of leavers in 2013/14 were in a positive destination in March 2015 (an increase from 90.4% for 2012/13 and 89.6% for 2011/12)

'Positive destinations' include higher education, further education, training, voluntary work, employment and activity agreements. The chart below shows the percentage of leavers from 2013/14 in positive destinations in March 2015, as well as the percentage of leavers who were unemployed.

Higher or further education: 63.1%

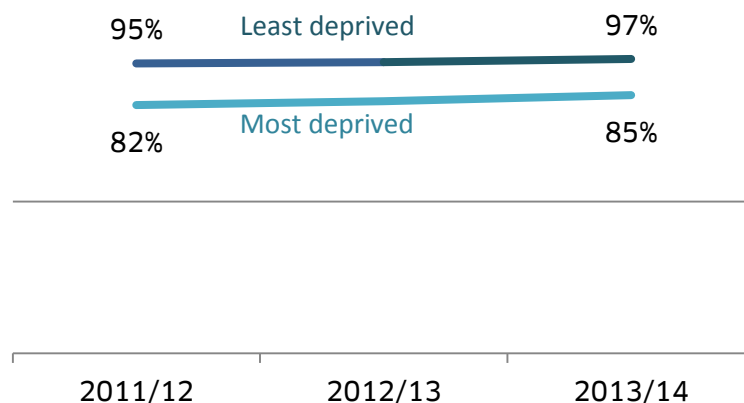


## Leaver destinations: evidence on the attainment gap

While **96.9%** of 2013/14 school leavers from the 20% least deprived areas were in a positive follow-up destination in March 2015 (3% were unemployed), **85.0%** from the 20% most deprived areas were in positive destinations (14.4% unemployed)



This gap in positive leaver destinations has decreased slightly over the past two years: from 13.6 percentage points in 2011/12 to **11.9 percentage points** in 2013/14:



Of the various types of positive destinations, the difference is most notable for further or higher education: while **73.9%** of 2013/14 school leavers from the least deprived quintile were in further or higher education in March 2015, this is the case for only **55.6%** of leavers from the most deprived quintile.

More information on leaver destinations can be found in the 2015 [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#) publication.

## 2.4 International comparison: PISA results

The Programme for International Student Assessment (PISA) is an assessment of 15-year-olds' skills carried out under the auspices of the Organisation for Economic Co-operation and Development (OECD). Each survey includes questions on three domains - reading, mathematics and science. The latest published data is from 2012. More information can be found in the PISA [Highlights from Scotland's Results](#) report.

### PISA 2012: main findings

Scotland's performance in 2012 compared to the OECD average was as follows:



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



Reading performance was **above** the OECD average



Science performance was **above** the OECD average

Between 2003 and 2006 there was a decrease in Scotland's performance for maths and reading, both in absolute terms and compared to the OECD average (there was no comparable assessment for science in 2003). But since 2006 Scotland's performance has remained stable for all three domains.

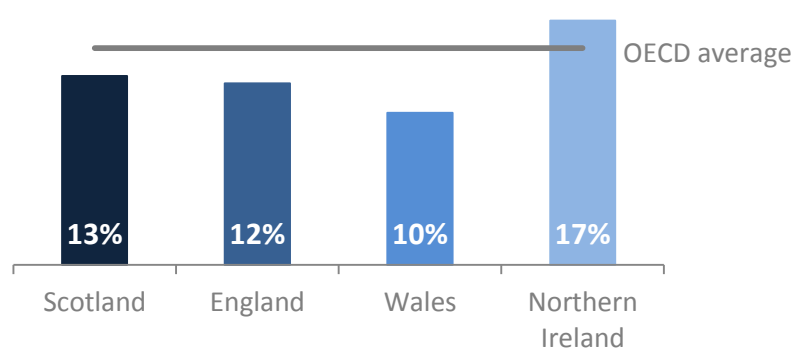
In 2012 Scotland's performance was similar to England, and above Wales, for all three domains. Performance was similar to Northern Ireland for the reading and science domains and above Northern Ireland for maths.

## International comparison: Evidence on the attainment gap

Differences in attainment between pupils from more disadvantaged and less disadvantaged backgrounds exist across the world, but in some countries the differences are larger than in others. For example, the 2012 PISA study showed that in Norway 7% of the variation in 15-year-olds' performance in mathematics was explained by differences in their socio-economic background, while in France this was 23%.

Across OECD countries, on average **15%** of the variation in 15-year-olds' performance in mathematics in 2012 was explained by differences in their socio-economic background.

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



While the above figures show the share of variation in test scores that is explained by students' background, the PISA study also measures the *degree to which* pupils' average attainment changes as socio-economic background changes. In 2012, a one point improvement on PISA's Index of Economic, Social & Cultural Status had an average impact across OECD countries of 39 points for maths, 37 for reading and 38 for science.

In Scotland, this difference between disadvantaged and less disadvantaged pupils was similar to the OECD average for all three domains. But the impact of socio-economic background did become smaller between 2009 and 2012:

In maths, it was 37 points in 2012 compared to 45 points in 2009.  
In reading, it was 34 points in 2012 compared to 44 points in 2009.  
In science, it was 36 points in 2012 compared to 47 points in 2009.

## 2.5 Summary

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

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

## 3. Evidence on 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 (section 3.1), life satisfaction and wellbeing (3.2), relationships with peers, parents and teachers (3.3), experience of the learning environment (3.4), and leisure time (3.5).

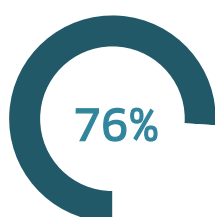
This data is drawn from a range of surveys. The Scottish Government is currently working with stakeholders to review the existing health and wellbeing data collections and investigate the possibility of a new Scottish children and young people's health and wellbeing survey. It is anticipated that in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

### 3.1 Physical health and health behaviours



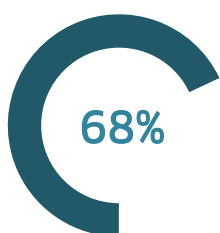
98% of all primary and secondary schools were meeting the target level of PE provision in 2015, an increase from 96% in 2014. More information can be found in the 2015 [Summary Statistics for Attainment, Leaver Destinations and Healthy Living](#) publication.

The Scottish Health Survey is an annual survey that covers many aspects of the health of the Scottish population. Below are some key findings from the latest survey on children's physical activity and weight levels. More information can be found in the [2014 Health Survey report](#).



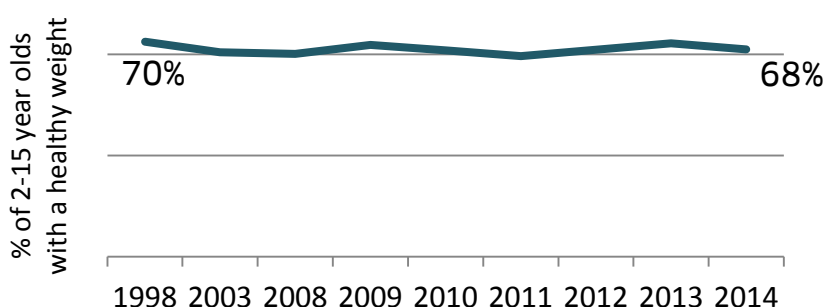
76% of children aged 2 to 15 met the recommended weekly level of at least one hour of moderate to vigorous activity daily in 2014, when activities at school are also taken into account. This is comparable to 2013 (75%), but there has been an increase since 2008, when it was 71%.

There was no overall relationship between area deprivation and the proportion of children meeting the recommended level of moderate to vigorous activity. But the proportion of children in the most deprived areas who participated in sport in the week before the survey has been at least **10 percentage points** lower in most survey years than the proportion in the least deprived areas. This difference has increased significantly over time because of declining levels of sport participation amongst children in the most deprived areas.



of children aged 2 to 15 had a healthy weight in 2014

This percentage has remained broadly the same since 1998:



While **63%** of children in the most deprived quintile had a healthy weight in 2014, the figure was **73%** of children in the least deprived quintile. In every year since 1998, children in the least deprived areas had the lowest levels of obesity risk (Body Mass Index at or above the 95th centile) and, from 2009 onwards, those in the most or 2nd most deprived areas had the highest risk (difference of 9-14 percentage points).

### 3.2 Life satisfaction and wellbeing

The cross-national Health Behaviour in School-Aged Children (HBSC) survey gathers information on many aspects of young people’s wellbeing. It has taken place every four years since 1990 amongst a nationally representative sample of 11, 13 and 15-year-olds attending school. In Scotland, the study is funded by the NHS and organised by the Child and Adolescent Health Research Unit at the University of St Andrews. Below are

some of the main findings from the 2014 survey. Detailed findings and more information about the survey can be found in the [HBSC 2014 national report](#).



of young people reported they were highly satisfied with their life in 2014. This percentage has remained broadly the same since the question was first included in the 2002 survey.



The HBSC survey also showed that the percentage of pupils who were very satisfied with their lives decreases with age. This is especially the case for girls, which corresponds to other findings in the HBSC survey, such as that teenage girls report higher levels of stress than boys. In addition, the recently published [‘Mental Health and Wellbeing Among Adolescents in Scotland’](#) report showed an increase in mental health and wellbeing problems amongst 15-year-old girls between the 2010 and 2013 surveys.

In the HBSC survey, proportionately more pupils aged between 11 and 15 living in the least deprived quintile were highly satisfied with their lives than in the most deprived quintile: **91%** compared to **86%**, respectively.



This corresponds to findings on younger children in the Growing Up in Scotland report [‘Family and School Influences on Children’s Social and Emotional Wellbeing’](#) in which a higher proportion of seven-year-olds in households in the lowest income quintile reported relatively low life satisfaction: **29%** compared to **19%** in the highest income quintile.

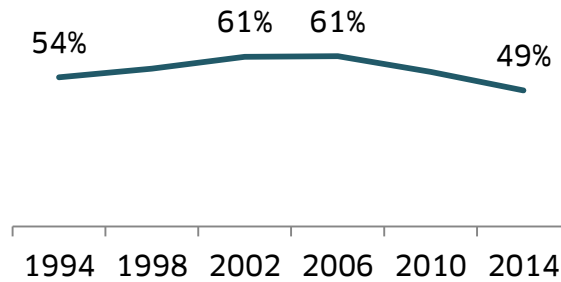
This report also showed that some of these differences can be explained by school factors. Even controlling for other differences between children with lower life satisfaction (including socio-economic and parenting factors), low emotional engagement at school, problems with school work and not being happy in the school playground were independently associated with lower life satisfaction.





of young people in the 2014 HBSC survey said they often or always felt confident in themselves. This was higher amongst pupils living in the least deprived areas: **55%** compared to **50%** amongst those in the most deprived areas. It was also higher amongst boys than girls.

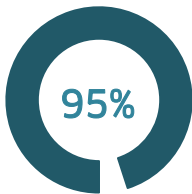
The survey also showed a gradual decrease in the percentage of young people who said they often or always felt confident, after a peak of 61% in the 2002 and 2006 surveys:



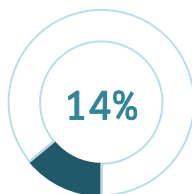
### 3.3 Relationships with peers, parents and teachers

#### Peers

In the 2014 HBSC survey



of 13 and 15-year-olds reported having three or more close friends. 1% said they had no close friends, 1% had one close friend, and 3% had two. This was broadly the same for pupils living in the least and most deprived areas.

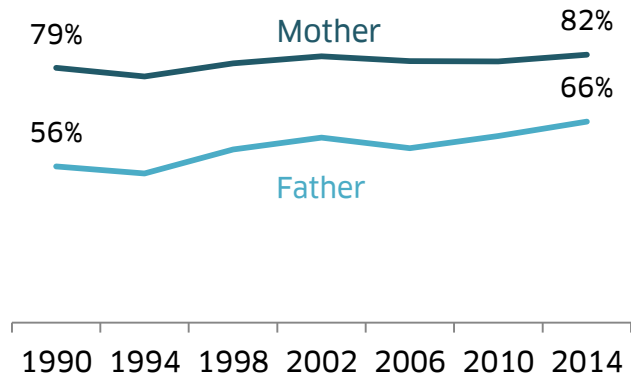


of 11, 13 and 15-year-olds said they had been bullied at least 2 or 3 times a month in the past couple of months. This was slightly lower amongst pupils living in the least deprived areas (10%) than those living in the most deprived areas (14%).

Looking at younger children, the Growing Up in Scotland report '[Children's Social, Emotional and Behavioural Characteristics at Entry to Primary School](#)' showed that at the age of school entry **24%** of children from families in the lowest income quintile displayed problems with peer relationships, compared with only **12%** of those from families in the highest income quintile.

## Parents

In the 2014 HBSC survey, **82%** of pupils said they find it easy to talk to their mother about things that really bother them, and **66%** said they find it easy to talk to their father. These percentages have gradually increased since the early 1990s:



The proportions of pupils who find it easy to talk to their father and mother were slightly higher amongst pupils in the least deprived areas than amongst those in the most deprived areas, with a difference of between 3 and 4 percentage points for both.

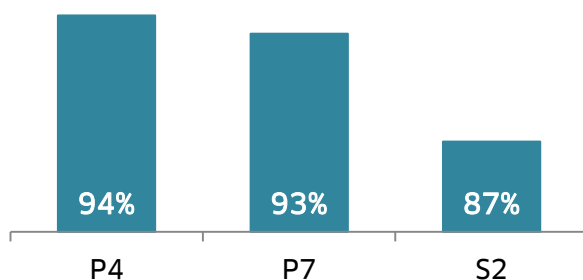
## Teachers



**59%** of pupils in the 2014 HBSC survey agreed or strongly agreed that their teachers care about them as a person. This was broadly the same for pupils living in the least deprived areas and those living in the most deprived areas.

## 3.4 Experience of the learning environment

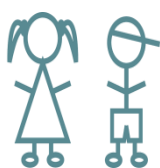
### Enjoyment of learning



In the 2014 [SSLN pupil questionnaire](#), **94%** of pupils in P4 agreed they enjoy learning, **93%** in P7 and **87%** in S2.

72% of pupils in the 2014 HBSC survey reported that they like school ‘a lot’ or ‘a bit’, and as in the SSLN, this percentage was lower amongst older than younger pupils. It was also slightly lower amongst pupils living in the most deprived areas (73%) than amongst those in the least deprived areas (77%).

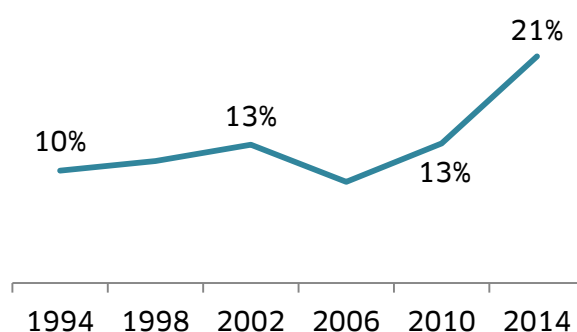
Other research indicates that differences in experience of the school environment between children from different socio-economic backgrounds may exist at a younger age too:



When children were approaching their sixth birthday, the Growing Up in Scotland study measured parents’ perceptions of how ready the child was for school. Children living in areas of lower deprivation had slightly higher perceived readiness scores than those living in areas of high deprivation. More information can be found in the Growing Up in Scotland report [‘Early Experiences of Primary School’](#).

## Pressure from schoolwork

In the 2014 HBSC survey, 21% of pupils said they felt ‘a lot’ of pressure from the school work they had to do. This was broadly the same amongst pupils living in the most deprived and least deprived areas. But the percentage has increased from 10% in 1994:



Whilst there was an increase amongst both boys and girls in the proportion saying that they felt a lot of pressure from their schoolwork, this change was particularly noticeable in girls, with an increase from 14% in 2010 to 25% in 2014. For boys, there was an increase from 11% to 16%.

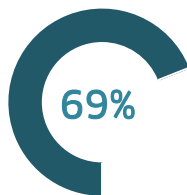
The proportion of pupils feeling a lot of pressure from school work increased with age: it was lowest amongst the 11-year-old and highest amongst the 15-year-old respondents. This corresponds to findings from the 2013 [Scottish Schools Adolescent Lifestyle and Substance Use Survey \(SALSUS\)](#), in which 41% of 15-year-olds compared to 15% of 13-year-olds reported feeling strained or pressured by their schoolwork ‘a lot of the time’.

## Early years home learning environment



For pre-school children, good relationships with parents and carers ('nurture'), are crucial for children's development and health and wellbeing. The 2009 Growing Up in Scotland report ['The impact of children's early activities on cognitive development'](#) measured activities parents undertook with their children aged 10 months and 22 months, such as playing games that involved number, shape or letter recognition and reading or looking at books. It showed a **strong link** between home learning activities and children's cognitive development, regardless of children's socio-economic background.

The Growing Up in Scotland report [Tackling Inequalities in the Early Years](#) showed a statistically significant **increase** in the proportion of parents who look at books with or read stories to their children every day or most days from the earliest years of their lives:

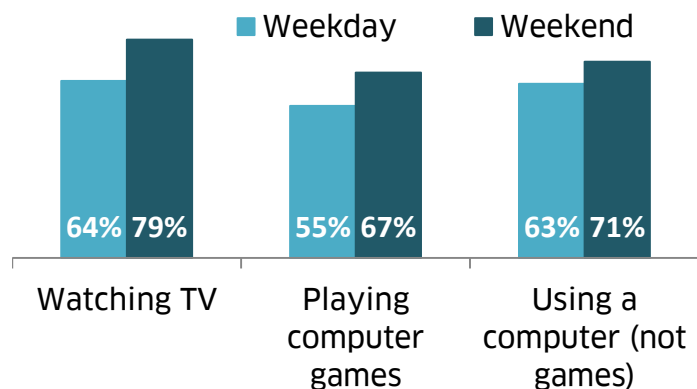


of parents of children born in 2010/11 looked at books with or read stories to their 10-month-old child every day or most days, compared to 66% among parents of children born in 2004/05.

## 3.5 Leisure time

In 2014, **74%** of 15-year-old pupils in the 2014 HBSC survey said they were able to do things that they wanted to do in their free time 'quite often', 'very often' or 'always'. This is a decrease from 82% in 2006.

**64%** of 11, 13 and 15-year-olds in the HBSC survey said they watch television, **55%** that they play computer games and **63%** that they use a computer for other activities for at least two hours daily during the week.





The HBSC survey showed an **increase** in 11 to 15-year-olds' use of computers for purposes other than games for at least two hours a day: from 51% in 2010 to 63% 2014.



Yet the proportion of 11 to 15-year-olds in the survey who said they watched TV for at least two hours a day **decreased** between 2002 and 2014, from 75% to 64%.



In contrast, the Growing Up in Scotland report 'The Circumstances and Experiences of 3 Year Old Children Living in Scotland in 2007/08 and 2013' showed an **increase** in TV watching amongst three-year-olds: while 12% of children aged three in 2007/08 watched over three hours of TV on a typical weekday and 26% during a typical weekend, these proportions increased to 15% and 42% respectively amongst three-year-olds in 2013.

Watching TV or using computers during the school week was higher amongst pupils living in the most deprived areas:



**69%** of pupils in the most deprived areas and **55%** in the least deprived areas watched TV for more than two hours daily



**60%** in the most deprived areas and **44%** in the least deprived areas played computer games for more than two hours daily



**67%** in the most deprived areas and **57%** in the least deprived areas used computers for other purposes for more than two hours daily

This difference is seen amongst younger children as well. The Growing Up in Scotland report '[The Circumstances and Experiences of 3 Year Old Children Living in Scotland in 2007/08 and 2013](#)' shows that the majority of three-year-olds in the study watched television every day. But children from more disadvantaged households were more likely to watch television for more than three hours daily during the week and on the weekend than children from less disadvantaged households.

## 3.6 Summary

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 they enjoy learning, that pupils are finding it easier to talk with their parents, and that more parents look at books with or read stories to their children from the earliest days of their lives. There are challenging results on other aspects, such as a decrease in confidence and an increase in mental health problems and pressure felt by schoolwork, especially amongst teenage girls.

In addition there are differences between pupils from the most deprived and least deprived areas on many of the aspects of health and wellbeing, including life satisfaction and confidence, and healthy weight, sports and computer games. The fact that one of the most important measures of children's wellbeing - life satisfaction - is associated with aspects of their engagement at school, suggests that schools may be able to help improve children's wellbeing.

## 4. Evidence on other drivers of improvement

School improvement, school leadership, teacher professionalism and parental involvement are all factors that contribute to the quality of our education system. The [Draft National Improvement Framework](#) has set out a number of goals for each of these 'drivers of improvement', which can be found on pages 8 and 9 of the document.

This section presents the main information available about these drivers. The information currently available is limited, and together with stakeholders we are considering how best to collect information on these drivers in future years.

### 4.1 School improvement

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

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

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



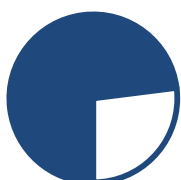
Between April 2014 and March 2015, 128 schools were inspected. **75%** of them were evaluated as good, very good or excellent on 'improvements in performance' (and 91% as satisfactory or better). However, note this is not representative of all Scottish schools.

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



Of the 128 schools inspected between April 2014 and March 2015, **63%** were evaluated as good, very good or excellent on 'improvement through self-evaluation' (90% as satisfactory or better). Again, this is not representative of all Scottish schools.

HM Inspectors also inspect pre-school centres. This includes local authority pre-school centres and private, independent and voluntary pre-school centres which are in partnership with local authorities to provide pre-school education for children. Of the 131 pre-school centres inspected between April 2014 and March 2015:



**73%** were evaluated as good, very good or excellent on 'improvements in performance' (and 96% as satisfactory or better).



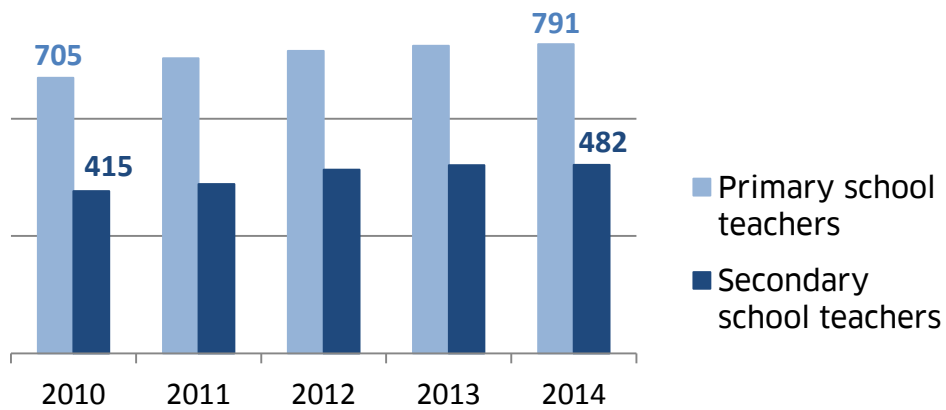
**61%** were evaluated as good, very good or excellent on 'improvement through self-evaluation' (87% as satisfactory or better).

## 4.2 School leadership

The National Improvement Framework sets out the commitment for all new headteachers to hold the Standard for Headship by 2018/19. 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 by the General Teaching Council (GTC) Scotland which defines the knowledge, understanding and skills required of headteachers.

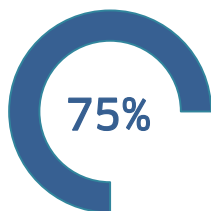
The number of primary and secondary school teachers who hold the Standard for Headship has gradually increased over the past years, from a total of **1,120** in 2010 to **1,273** in 2014:





These figures are from the annual [Teacher Census](#) results, and exclude certain teachers, such as those on maternity leave or secondment on the census day. At the moment, 145 teachers are undertaking the new 'Into Headship' programme that will result in the award of the Standard for Headship.

As part of an evaluation of the Teaching Scotland's Future programme, teachers across Scotland in all grades and at all stages of their careers were recently surveyed about their views of current professional development opportunities. The full evaluation results will be published in 2016 on the [Scottish Government publications website](#), but one of the initial findings related to school leadership is that:

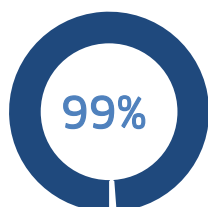


75% of teachers said they had opportunities to develop their leadership skills by leading projects, initiatives or pieces of work.

## 4.3 Teacher professionalism

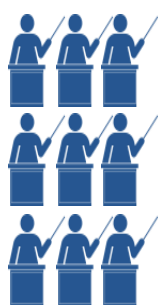
Since August 2014, all teachers who are fully registered with the General Teaching Council (GTC) Scotland are required to engage in 'Professional Update'. This aims to support career-long professional learning (CLPL) and thereby to promote the quality of teachers, the impact teachers have on children's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

One element of the Professional Update programme is that teachers are required to keep a record with evidence of and reflections on their professional learning, which is signed off with GTC Scotland every five years. GTC Scotland's records show that of the cohort of teachers who were to have their Professional Update signed off in 2014/15:



99% had their Professional Update signed off with GTC Scotland.

Teachers take part in many different types of CLPL activities. The [2013](#) and [2014](#) SSLN teacher questionnaire results showed the percentage of primary school teachers who took part in CLPL activities in the year before the survey in relation to numeracy (2013) and literacy (2014). The types in which teachers most commonly took part were:



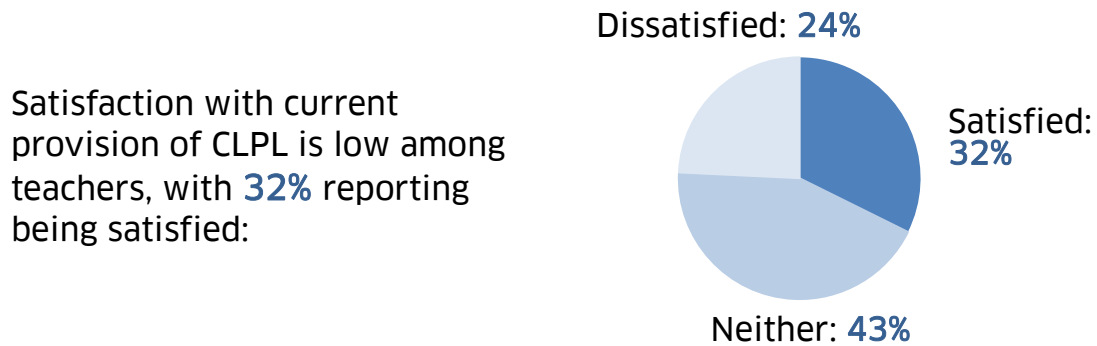
- **Reading and discussing the CfE literacy or numeracy experiences and outcomes with colleagues**  
(90% of teachers for literacy, 92% for numeracy)
- **Sharing standards and moderation**  
(91% of teachers for literacy, 84% for numeracy)
- **Professional enquiry through reading / personal study**  
(86% of teachers for literacy, 84% for numeracy)

The least common types were:

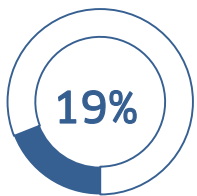


- **Attending local or national conferences**  
(24% of teachers for literacy, 19% for numeracy)
- **Visits to other schools to observe good practice**  
(34% of teachers for literacy, 27% for numeracy)
- **Attending training sessions run by external providers**  
(44% of teachers for literacy, 36% for numeracy)

Since the publication of Teaching Scotland's Future in January 2011, partners across education have worked to provide teachers with the opportunities to develop their skills and a culture of career-long professional learning (CLPL). Below are some initial key findings from the recent survey as part of the ongoing evaluation of Teaching Scotland's Future. The full results will be published in 2016.



of teachers said that they regularly try new approaches to improve their professional practice. The same proportion agreed that they would know how to evaluate the impact of the new approaches they try.



of teachers said they have either completed or are currently undertaking SCQF level 11 learning, whilst **29%** are not interested in undertaking this learning.

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**3,500**

Since 2012 the Scottish Government has provided funding to enable teachers to undertake SCQF level 11 professional learning, as part of its aim to ensure that teachers have the necessary skills and knowledge. To date it has supported around **3,500** teachers, of which around 1,500 were in 2015/16.

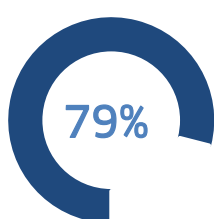


The latest [PISA survey](#) (2012) showed that **89%** of 15-year-olds are in schools where the headteacher agrees or strongly agrees that "the morale of teachers in this school is high". This percentage is similar to the OECD average.

## 4.4 Parental involvement and satisfaction with schools

### 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 2014 [survey report](#). These showed that:



of adults were very or fairly satisfied with the quality of local schools in 2014. 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 is the same as it was in 2007, after a small increase between 2007 and 2011 and a small decrease between 2011 and 2014.

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

6,161 parents of pupils in primary, secondary and all-through schools completed the questionnaire between September 2014 and June 2015. Of those:

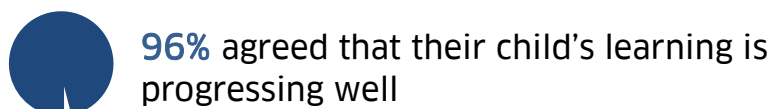
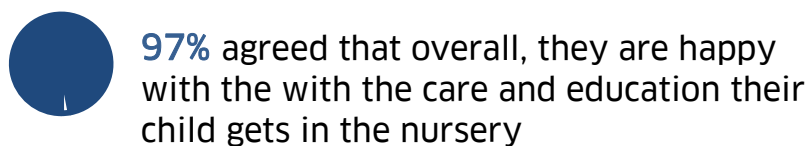


**91%** agreed that overall, they are happy with the school



**92%** agreed that their child's learning is progressing well

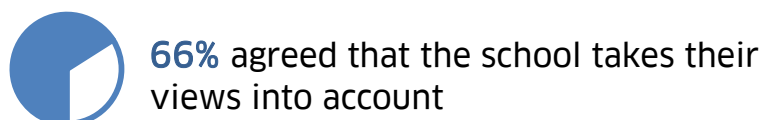
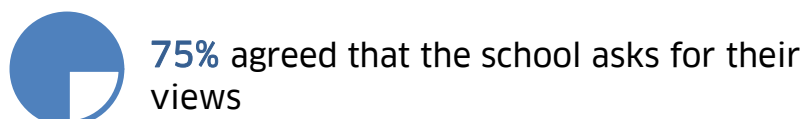
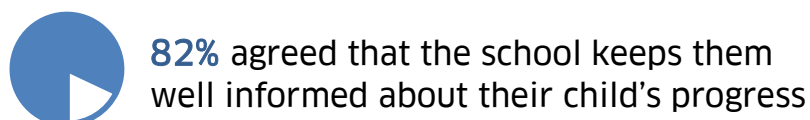
2,167 parents of pupils in pre-school centres completed similar questionnaires in the same period. Of those:



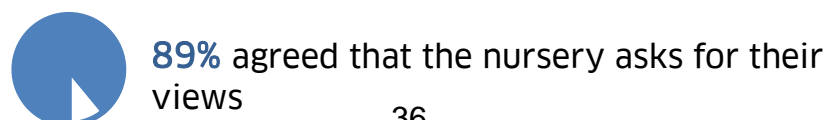
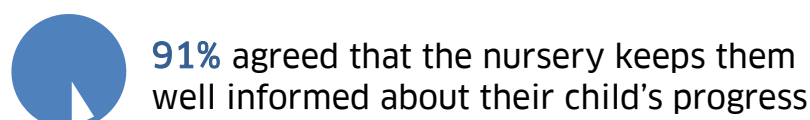
## Parental involvement

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

Of the 6,161 parents of pupils in primary, secondary and all-through schools who completed the questionnaire between September 2014 and June 2015:



Of the 2,167 parents of pupils in pre-school centres who completed the questionnaires:





**88%** agreed that the nursery takes their views into account

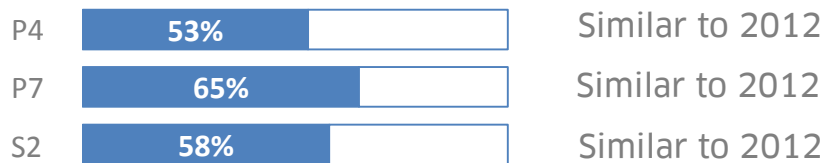
The [SSLN questionnaire](#) asks pupils how involved their parents or other people at home are with their schoolwork. In 2014 the following percentage of pupils said that someone at home “very often”:

### Asks them what they did in school



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### Helps them with their homework if they need help



## 4.5 Summary

This chapter has given an overview of existing evidence on school leadership, school improvement, teacher professionalism and parental involvement. 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 shows that many aspects of the Scottish education system are performing well, but that there is also room for improvement. As part of the National Improvement Framework, the Scottish Government and stakeholders are considering how to gather further evidence on these aspects in future years in order to support such improvement.

## 5. What happens next?

As part of the National Improvement Framework, this is the first report outlining the evidence available on Scottish education. A similar report will be published annually to reflect new findings and to provide a broad overview of how Scotland's children and young people are progressing against the priorities set out in the National Improvement Framework. This evidence will show what is working well and where there is need for further improvement towards the aspiration of annual progress on narrowing the attainment gap.

The revised Framework document will further outline the steps to be taken to tackle the attainment gap and the statutory guidance within the Education (Scotland) Bill will clarify the role of the reporting process in future years.

# 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

- Children's Development at the Start of School in Scotland and the Progress Made During their First School Year: An Analysis of PIPS Baseline and Follow-up Assessment Data  
<http://www.gov.scot/Publications/2015/12/5532>
- Children's Social Work Statistics Scotland  
<http://www.gov.scot/Publications/2015/03/4375>
- Education Outcomes for Scotland's Looked After Children  
<http://www.gov.scot/Publications/2015/06/6439>
- Growing Up in Scotland: Children's Social, Emotional and Behavioural Characteristics at Entry to Primary School  
<http://www.gov.scot/Publications/2010/04/26102809/0>
- Growing Up in Scotland: Early Experiences of Primary School  
<http://www.gov.scot/Publications/2012/05/7940>
- Growing Up in Scotland: Family and School Influences on Children's Social and Emotional Well-being  
<http://www.gov.scot/Publications/2014/06/7422>
- Growing Up in Scotland: Tackling Inequalities in the Early Years: Key Messages from 10 Years of the Growing Up in Scotland Study  
<http://www.gov.scot/Resource/0048/00486755.pdf>
- Growing Up in Scotland: The Circumstances and Experiences of 3 Year Old Children Living in Scotland in 2007/08 and 2013  
<http://www.gov.scot/Publications/2015/10/9668>
- Growing Up in Scotland: The impact of Children's Early Activities on Cognitive Development  
<http://www.gov.scot/Resource/Doc/263956/0079071.pdf>
- Mental Health and Wellbeing Among Adolescents in Scotland: Profile and Trends  
<http://www.gov.scot/Publications/2015/11/9339>



- Programme for International Student Assessment (PISA) 2012: Highlights from Scotland's Results  
<http://www.gov.scot/Publications/2013/12/4338>
- Scottish Health Behaviour in School-Aged Children (HBSC) Study  
<http://cahru.org/research/hbsc-scotland>
- Scottish Health Survey  
<http://www.gov.scot/Topics/Statistics/Browse/Health/scottish-health-survey>
- Scottish Household Survey  
<http://www.gov.scot/Topics/Statistics/16002>
- Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)  
<http://www.gov.scot/Topics/Research/by-topic/health-community-care/social-research/SALSUS>
- Scottish Survey of Literacy and Numeracy (SSLN)  
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/SSLN>
- Scottish Qualifications Authority - Statistics 2015  
<http://www.sqa.org.uk/sqa/63001.html>
- Summary Statistics for Attainment, Leaver Destinations and Healthy Living  
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/PubAttainment>
- Summary Statistics for Schools in Scotland  
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/Summarystatsforschools>
- Teacher Census, Supplementary Data  
<http://www.gov.scot/Topics/Statistics/Browse/School-Education/teachcenssuppdata>

## Policy documents

- Draft National Improvement Framework for Scottish Education  
<http://www.gov.scot/Resource/0048/00484452.pdf>
- Education Scotland – Inspection and Review  
<http://www.educationscotland.gov.uk/inspectionandreview/>
- Getting it Right for Every Child  
<http://www.gov.scot/Topics/People/Young-People/gettingitright/well-being>
- Scottish Credit and Qualifications Framework (SCQF)  
<http://scqf.org.uk/>



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