EDUCATION SCOTLAND

Submission to the Education and Culture Committee

Background

Education Scotland was created in July 2011 through the merger of the former inspection (HMIE) and curriculum development (LTS) agencies to form a new integrated improvement agency for the education sector. It supports quality and improvement in all sectors of education and at all stages of the learning journey, from the early years to adult and continuing education. Its creation was a deliberate step to build a more coherent national infrastructure to support the ongoing reform of the education system in Scotland.

Education Scotland is an Executive Agency which sits within the DG Learning & Justice family within Scottish Government. We are responsible to the Cabinet Secretary for Education and Skills. The agency works closely with the Directorates for Learning, Children & Families and Advanced Learning and Science, bridging a number of Government priorities and policies. We also have working relationships with a number with a range of other policy areas within the Scottish Government and its associated public bodies on issues of mutual interest. These include links with policy colleagues in areas such as health, justice, culture, sport and community development. The agency provides direct policy support for Ministers in a few areas, specifically Community Learning and Development, Youth Strategy and Adult Learning.

Education Scotland’s status as an Executive Agency means that it operates independently and impartially, whilst remaining directly accountable to Scottish Ministers for the standards of our work. This status safeguards its independence of inspection, review and reporting within the overall context of the National Performance Framework.

Our Vision

Learners in Scotland will progress in one of the most effective education systems in the world, renowned for the ability of national and local partners to work flexibly together to achieve high-quality and equitable outcomes for all.

Our Mission

To provide the best blend of national support and challenge to inspire and secure continuous improvement in experiences and opportunities for all learners in Scotland.

Our Ambition

To ensure that Scottish education ranks among the best in the world, demonstrating excellence at all ages and stages from early years to school years to post school education and training and on to adult learning provision.

Our Reach

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

• Early learning and childcare, primary and secondary settings
• Special schools
• Publicly and privately funded colleges
• Third sector organisations
• Community learning development (CLD)
• Prison education
• Teacher education
• Educational psychology services
• Independent schools
• Modern apprenticeships and careers information and guidance.

Our Objectives
When the Agency was created in 2011, we identified six key strategic objectives to support the achievement of our vision and mission:

• Build a world-class curriculum for all learners in Scotland
• Promote high-quality professional learning and leadership amongst education practitioners
• Build the capacity of education providers to improve their performance continuously
• Provide independent evaluation of education provision
• Influence national policy through evidence-based advice
• Improve our organisational capability and invest in our people

While these objectives remain current and continue to inform our work, we intend to review them next year to ensure that they remain fit for purpose going forward. The scale of on-going reform across the field of Scottish education in recent years, and the recently announced Governance Review in particular, will undoubtedly have an impact on the future direction of the Agency and the expectations placed on it. Our next set of strategic objectives should reflect this direction of travel. The Scottish Government led Governance review, which is due to report early next year is re-considering how education should be governed and managed at every level, including asking questions about who should take decisions in relation to the education of children and young people to ensure that the education system delivers excellence and equity for all children and young people. It is also asking questions about how best to provide the support teachers and practitioners need to do their jobs well and specifically what services or support functions should be delivered at a regional and a national level by ourselves and other relevant public bodies.

We need to ensure that the objectives and outcomes we seek to deliver in future are clearly informed by, and are consistent with, the findings of the Governance Review. We will therefore develop our new Corporate Plan setting out the future objectives for the Agency in 2017 once the outcome of the Review is known.

In the meantime, our work continues to be informed by our current objectives, as set out above, whilst we also seek to ensure we are flexible and agile enough in order to respond to the changing external environment as it develops.
The Committee asked for a range of information about how Education Scotland delivers the outcomes expected of it by the Scottish Government, how Education Scotland’s strategic direction reflects the Christie Principles and the nature of the contribution Education Scotland makes to the Scottish Government’s climate change targets. Please find our response below.

How the outcomes expected of Education Scotland are reflected in its strategies and how Education Scotland measures its impact.

Education Scotland is fully committed to ensuring that our activities as a public body make a strong and effective contribution to the Scottish Government’s over-arching national purpose of creating a more successful country with opportunities for all to flourish through sustainable economic growth. As the national improvement agency for education charged with supporting quality and improvement in Scottish education, we have a unique combination of roles and capabilities, with the ability to blend guidance, support and constructive challenge in ways which increase the pace of improvement across the whole of the education system.

Overall, our work contributes most directly to the following National Outcomes in the National Performance Framework:

- **National Outcome 3**: We are better educated, more skilled and more successful, renowned for our research and innovation.
- **National Outcome 4**: Our young people are successful learners, confident individuals, effective contributors and responsible citizens.
- **National Outcome 5**: Our children have the best start in life and are ready to succeed.
- **National Outcome 8**: We have improved the life chances for children, young people and families at risk.
- **National Outcome 15**: Our public services are high quality, continually improving, efficient and responsive to local people's needs.

Our work impacts on the following National Indicators:

- Increase the proportion of schools receiving positive inspection reports, and
- Increase the proportion of pre-schools centres receiving positive inspection report
- Improve the skill profile of the population
- Improve levels of educational attainment
- Increase the proportion of young people in learning, training or work
- Improve people’s perceptions of the quality of public services
- Reduce Scotland's carbon footprint

As we plan our programmes of activity and assess our impact, we focus our work around our six Strategic Objectives set out earlier in this submission.

These objectives are focused on the areas where we believe we can make the strongest contribution and impact on the delivery of the National Outcomes, drawing on our unique role and position in the system.

The strategic objectives each have an accompanying strategy or key principles paper that has been developed to support delivery. These help Education Scotland staff and our key stakeholders align their work to make the biggest possible impact. We have also developed an additional
International Strategy which seeks to affirm our commitment to preparing today’s learners for a global future.

These papers set out what Education Scotland is seeking to do and the key features of implementation. When planning and delivering our work and then reviewing progress, these are used to determine whether what we are doing, or the way we are doing it, can be further improved to deliver greater impact. We publicly report on our work through our annual review and business plan and we have a level of external scrutiny through the non-executive directors who form part of our Management Board.

A major new priority for us throughout 2015-16 was our work to support the design, development and implementation of the National Improvement Framework (NIF). The NIF provides a new level of strategic clarity for all partners in the education system, from national bodies like Education Scotland, to practitioners in classrooms and services across Scotland. At its heart the NIF sets out the collective national ambition to both achieve excellence for all learners, whilst also accelerating the progress being made towards closing the poverty-related attainment gap. Education Scotland played a key role in the development of the NIF, collaborating directly in a joint programme with the Scottish Government and we will be continuing to focus our resources on the priorities and ‘drivers for improvement’ that the Framework highlights.

Since June, we have also re-prioritised our resources to address actions announced in the Scottish Government’s ‘Delivering Excellence and Equity in Scottish Education - A Delivery Plan for Scotland’. This includes publishing a definitive Statement on Curriculum for Excellence, publishing new benchmarks to support assessment in Literacy and English and Numeracy and Mathematics, and undertaking a review of how effectively each local authority has played its part in reducing unnecessary bureaucracy in schools.

To support our ability to respond flexibly to such new challenges or priorities, this year for the first time, all of our business activities are organised within nine priority programmes and four broad areas of core activity:

**Priority Programmes**

- Delivering the Scottish Attainment Challenge
- Developing employability and skills
- Developing the National Improvement Hub
- Embedding Digital Literacy and Learning
- Embedding inclusion, equity and empowerment
- Ensuring the impact of Curriculum for Excellence
- Implementing the National Improvement Framework
- Supporting the expansion of early learning and childcare
- Improving our Organisation

**Core Activity**

- Establishment/Service inspection and review activities
- Local authority and regional scrutiny and capacity building
- Corporate Services
- Strategic workload planning, delivery and review support
Each programme has been developed and planned using an outcome based approach and is aligned to one or more of Education Scotland’s six strategic objectives, supporting and contributing to the achievement of the National Outcomes and National Indicators mentioned above.

This new approach to delivery and planning is supported by a dedicated team of programme managers who are working with the programmes’ Senior Responsible Officers to develop prioritised in-depth plans to deliver our key priorities and outcomes. The business planning process is closely aligned to the budget planning process to ensure that our budget is efficiently and effectively allocated. The development of Education Scotland’s annual business plan is an iterative process, with significant discussion with key stakeholders, including SG policy colleagues and other partner organisations. The Management Board, which includes a number of non-executive members, plays a key role in the scrutiny of the overall planning process with Ministers approving the Plan itself.

Until June 2016 Education Scotland monitored the effectiveness and impact of our work through our Strategic Impact Board. This Board, which met quarterly, assessed the impact of the organisation’s work and reported in to the organisation’s Corporate Management Group. However, to support and reflect the Agency’s new delivery and planning model a revised approach to evaluating impact is currently being developed and will be reported through the Agency’s Portfolio Board. This Board, which met for the first time in May 2016, will oversee the operational performance of the organisation, including progress towards short, long term and medium outcomes identified by the programmes. It will, in turn, report by exception to the Corporate Management Group. While this new approach is still being developed, the suite of programme outcomes with performance measures will be in place by the end of the financial year.

We also engage with and seek the views of our external stakeholders in order to evaluate impact and to quality assure our work. We do so using a variety of methods, including impact visits and regular questionnaires. The method used is dependent on the nature of the work in question. For example, inspection reports are quality assured using a well-defined, formal process which is kept under review and which has recently been amended to reflect changes to the inspection process itself. This approach uses a combination of internal and external quality assurance, with the Head Teacher of the inspected school being provided with an opportunity to comment on the draft report before it is finalised and published.

Education Scotland works closely with local authorities as key stakeholders and we have partnership agreements with each. These are coordinated by our Area Lead Officers and are being used to plan and coordinate a range of support from Education Scotland. We also engage regularly with practitioners during inspection and at events, routinely asking whether our support has been helpful and how it can be improved. This year, for the second time, Education Scotland undertook a comprehensive survey of Directors of Education to establish their views on the impact and range of our support and challenge activities, including inspection and review and the resources available on the Education Scotland website. A detailed report was developed following this survey and informed our planning and priorities for 2016/17. Other sources of evidence about our impact come from systematic evaluations following conferences, events and inspections and from less formal small-scale surveys using Survey Monkey targeted at key stakeholder groups.

Another recent example of the Agency’s approach to impact and quality assurance can be seen in the approach used to develop the benchmarks for literacy and numeracy mentioned above. These benchmarks, as well as being subject to internal quality assurance, were also reviewed by partner
organisations and practitioners prior to being published. The published documents are in draft format and further feedback is now being requested from educators across Scotland.

Education Scotland actively seeks to gather information about how well our main delivery channels, from national events to online resources to localized training and support, are received and being used. As a direct result of feedback from the sector we have started the process of significantly streamlining the Curriculum for Excellence (CfE) guidance and will provide a much simpler set of resources that will be available from early 2017.

We also report annually to the Scottish Funding Council on the impact and effectiveness of our work in the further education sector.

How Education Scotland’s strategic direction reflects the Christie Principles

Education Scotland’s work makes a strong contribution to the achievement of the four pillars of public services reform outlined in the Commission on the Future Delivery of Public Services report: people, partnership, prevention, and performance. Our work is aligned fully with the Scottish Government’s agenda for public services reform, as set out in its response to the findings of the report.

Investing in people who deliver services through enhanced workforce development and effective leadership is demonstrated by the strong priority we place on strengthening professional learning for education practitioners and on enhancing leadership development opportunities. As reflected in our strategic objectives, we have a key role in promoting professional learning in all education sectors. This includes implementing recommendations to improve teachers’ professional learning set out in the Teaching Scotland’s Future report. It also applies to our work in sectors such as early learning, childcare and adult learning services, and for professional learning for a wide range of other practitioners including educational psychologists, community learning and development and youth work staff.

In doing so, Education Scotland works with a number of national partners to implement effective approaches to the development of career-long professional learning (CLPL). This includes ongoing engagement with the new Strategic Board for Teacher Education, universities, the Scottish Teacher Education Council, the General Teaching Council for Scotland and the Scottish College for Educational Leadership.

We also engage with around 500 Associate Assessors who work with us on both inspection and capacity building work. These are highly skilled leaders in their field who remain in their substantive posts and who work with us for short periods of time throughout the year. Associate Assessors receive high quality professional learning which improves their knowledge and understanding of educational best practice and enhances their own ability to bring about improvement.

We’re also investing in the development of key people in the education service. We have organised leadership conference with headteachers and depute headteachers from secondary schools in Scotland indicated the benefits from hearing about and discussing good practice relating to national priorities such as the NIF, implementation of new national qualifications and curriculum design including the Developing the Young Workforce agenda.

We also launched our new National Improvement Hub this year. The Hub is a modern, digital gateway to educational improvement resources and support. It has been designed to help education practitioners quickly and easily find the materials and resources they need, including:

- self-evaluation and improvement tools;
- knowledge and research;
- teaching and assessment resources;
Content includes tools and resources to support professional learning and improvement across all education sectors, including exemplars of practice. It will continue to evolve.

A focus on ‘place’ to drive better partnership, collaboration and local delivery is evident across our work, including that set out above. Indeed, partnership working is key to the successful delivery of much of the work undertaken by Education Scotland and it supports our model for delivery which is tailored to suit the needs of localities; establishments and services; programme partners and governing bodies. To ensure that roles, responsibilities and therefore accountability is clear, Education Scotland utilises different approaches, depending on the nature of the partnership working.

We have partnership agreements in place with each local authority in Scotland. These agreements, which are coordinated by our Area Lead Officers, are being used to plan and coordinate a range of support from Education Scotland to build capacity in the local authority. One example of partnership working with a local authority is the successful work carried out with Aberdeenshire Council. A team from Education Scotland worked with Aberdeenshire officers to plan and coordinate a unique, three-day professional learning event for around 100 primary headteachers, early years staff and local authority officers. They created materials designed for teachers and headteachers to use in school to support implementation of Curriculum for Excellence.

Education Scotland has also been supporting local authorities and establishments to help them take a closer look at how well children and young people’s wellbeing is being promoted and their needs met, thus supporting implementation of Getting It Right For Every Child (GIRFEC). Professional learning inputs and follow-through support have differed in nature and number across authorities, based on the individual needs of each authority and the levels engagement and understanding around GIRFEC.

We set up the School Improvement Partnership Programme (SIPP), a nationally coordinated initiative aimed at tackling disadvantage in education and improving outcomes for all children and young people by adopting a solution-focused approach to Scotland’s attainment issues. The action research approach aimed to encourage staff to learn from each other, experiment with their practice and monitor and evaluate change. The external evaluation by the Robert Owen Centre for Educational Change and teachers’ own enquiry has provided evidence that the SIPP is making a demonstrable impact. Participants identified that SIPP has supported the development of leadership and professional learning of staff at all levels.

We have also introduced a national team of Attainment Advisors to support the Scottish Attainment Challenge working in close partnership with local authorities and the Scottish Government. Attainment Advisors are embedded in local authorities, working in partnership with their staff and practitioners on agreed priorities which are aligned with the Scottish Attainment Challenge through the key areas of learning, teaching and leadership. As well as working with individual schools and local authorities, Attainment Advisors also work across groupings of local authorities promoting collaboration with practitioners engaged in learning from each other about effective practice. In this way, Attainment Advisors are promoting a strong culture of collaborative learning and enquiry. This is a new form of working partnership between Education Scotland and local authority improvement teams which will continue to develop.

We continue to worked closely with HM YOI Polmont to support the work with the most vulnerable and excluded young people. This innovative work has led to significant improvement in the experiences of this group of learners and we have also supported the wider work of the Scottish Prison Service in developing and improving their approaches to education provision.

Having a rich mix of education experts in development, support and inspection together in one place allows us to flex the way we deploy our staff over time, shifting the balance of the support
and challenge we provide from year to year to reflect what is most needed at any particular point in time. As we move into a new phase of embedding Curriculum for Excellence we are moving to a stronger emphasis on evaluating what is working best both for schools individually and together in networks, devising new ways of delivering the best possible learning experiences for their pupils. We have shifted our resources and working practices in ways which are ensuring we play our full part in driving forward the Scottish Attainment Challenge through the introduction of Attainment Advisors. Education Scotland, as already mentioned, also played a key role in the development of the National Improvement Framework (NIF), collaborating directly in a joint programme with the Scottish Government.

Promoting progress in the ‘Developing the Young Workforce’ agenda through partnerships working is another important focus for Education Scotland. The Guidance for School/Employer Partnerships, the new Career Education Standard (3-18) and the new Work Placements Standard were developed in collaboration with a wide range of partners, including employers and young people.

Education Scotland has a strong commitment towards prevention through, for example, early intervention to maximise success and equity in learners’ achievements, tackling deep-rooted cycles of underachievement and disengagement amongst some groups. We have a specific focus on developing inclusive practices and strategies for tackling inequity.

Education Scotland, in partnership with Scottish Government, has developed the Scottish Attainment Challenge mentioned above to drive progress towards closing the poverty-related attainment gap in the school years. Through the Challenge, Education Scotland and Scottish Government are providing all local authorities with a range of support to help them tackle the impact of poverty on attainment in their areas, targeted proportionately to where the challenge is greatest. We also launched the latest (fourth edition) of How good is our school? (HGIOS4) in September 2015. It is focused explicitly on making a strong contribution to closing the gap in attainment between the most disadvantaged children and their peers. HGIOS4 can be used by practitioners to evaluate how well learners of all backgrounds are achieving literacy and numeracy skills and how effectively their wellbeing and skills for learning, life and work are being developed.

Education Scotland is strongly committed to eliminating discrimination and promoting equality and diversity. We have established a Corporate Equality and Diversity Group and an Embedding Equality Education Group to ensure a coherent cross-programme approach to embedding equality outcomes across our work. We involve a range of stakeholders, including ‘protected characteristic’ groups, in our work, including through, for example, our Equality and Diversity Group, the Local Authority Inclusion Officer Network and Inclusion Ambassadors. Our Inclusion Ambassadors are an example of our engagement with children and young people. Each local authority from across Scotland has nominated an Inclusion Ambassador to represent their authority in a range of events and discussions on inclusion. This provides a forum for young people who face barriers to education to be given a voice at a national level.

Inspection and Review work also has a key role by promoting equality and fairness for all learners. It does this by making sure that establishments and services are held accountable to stakeholders and by driving improvement and capacity building through evaluating the extent to which education and service providers bring about inclusion and equity in education. From August 2016, the Quality Indicator “Ensuring Wellbeing, Equality and Inclusion” is evaluated in every school inspection. We will also continue to have a focus on safeguarding in every inspection.

Our Embedding Inclusion, Equity and Empowerment Programme aims to build communities’ capacity for sustainable self-improvement and it is linked to a number of legislative duties placed on local authorities and practitioners. The key areas relate to the Children and Young People Act, Additional Support for Learning Act, Equalities Act and Safeguarding, including the new PREVENT duties.
Education Scotland has contributed positively to Scotland’s response to the humanitarian crisis arising from Syrian refugees. We have published resources on advice and guidance in Supporting Learners: the education of learners newly arrived in Scotland. This brings together a range of reports and resources to assist staff in identifying positive interventions that will lead to successful inclusive education. We are also developing a safeguarding website to strengthen practice across the education community and provide easy access to high-quality resources and materials.

Education Scotland continues to work with the Scottish Government and local authorities to implement a proportionate approach to delivering PREVENT in schools. The approach gives pupils the opportunity to explore, discuss and debate and, more importantly, understand wider beliefs and values and how they are fundamental in both local and global communities.

Education Scotland works in partnership with Skills Development Scotland (SDS) to review the quality of the Career Information Advice and Guidance (CIAG) services provided by SDS to young people and adults. CIAG services promote a ‘Universal Offer’ to support all secondary school pupils and a ‘Targeted Service Offer’ aimed at pupils who are at risk of not entering or sustaining a positive destination. There is also access to a range of services for post-school customers. These services are evaluated as part of the review.

A more transparent public service culture which improves standards of performance is the central objective of all our work. Indeed almost all of Education Scotland’s work aims to build the capacity of education providers and professionals and empower them to self-evaluate and improve their performance continuously, reflecting the importance of our third Strategic Objective. We promote and encourage establishments and services to take proactive control of what they teach and how they teach it, adapting their provision to their local needs and taking responsibility for driving their own self-evaluation and improvement.

To support establishments and services we have reviewed and updated our frameworks for self-evaluation across a range of sectors, including HGIOS4 as mentioned above, but also including new or revised frameworks for early learning and childcare and third sector organisations. The frameworks are very well received by the education community and contain illustrations, exemplar features of highly-effective practice and challenge questions for use by frontline practitioners. They can be adapted and used with learners, parents and partners across communities to support approaches to self-evaluation and drive improvements.

Our strong focus on developing self-evaluation is complemented by our arrangements for external inspection and review. The approach to external scrutiny of education provision in Scotland is distinctive and commands broad support amongst stakeholders. It is fundamentally based on the belief that the best way of ensuring quality continues to improve is to encourage practitioners at the ‘front line’ to take responsibility for continuously evaluating and improving their own performance, with a carefully judged level of support and challenge from external inspectors to ensure this is happening effectively and that appropriate intervention occurs where it is not. Our approaches to inspection and review are therefore responsive to the individual circumstances of the establishment or service and are based on self-evaluation as the starting point.

As a result of our independence from the providers of education, and the strong governance arrangements which ensure our inspection judgments are free from inappropriate external influence of any kind, we can provide reliable and impartial evaluations of education practice and its impact.

Each year, we inspect and report on the quality of education in a sample of early learning and childcare centres, primary, secondary and special schools, community learning and development services, colleges and residential educational provision. To support improvement, inspectors focus on the quality of learners’ experiences and their attainment and achievements. We identify examples of innovative practice in schools and share this with practitioners to support improvement. We also continue to engage with schools where they have not improved
attainment sufficiently and where they have not focused sufficiently on meeting the learning needs of all. Our inspection processes, including our thematic evaluation reports, gather important evidence about what resources practitioners are using to improve their practice, whether they are aware of what is available and how useful they have found it. It also helps to identify gaps in the support available that we can either respond directly to, or inform relevant partners about.

We have recently undertaken a review of our approaches to inspection and review, carrying out a wide-ranging and extensive programme of engagement with key stakeholders including teachers, parents, local authorities and learners before trialling a range of new inspection models, including a localised thematic review looking at Senior Phase provision in partnership with a volunteer local authority and a ‘neighbourhood’ review across a secondary school and its associated primary schools and other learning settings. Following the success of the trial, since August 2016 we have started to introduce, across the sector, the range of new inspection models, all designed to suit particular circumstances and contexts.

In school inspections inspectors will use new Quality Indicators (QI) included in HGIOS4. In addition, inspections will incorporate themes from other QIs to ensure we continue to capture the evidence we need to promote improvement and provide evidence to inform national policy development. These themes will be reviewed regularly to ensure they remain relevant. A key priority in developing these new models is to ensure that inspections do not result in unnecessary extra work for teachers and learners. In addition these models are firmly in alignment with the National Improvement Framework and the Scottish Attainment Challenge.

All of our inspection reports are openly published on our website, and we conclude every inspection by rating a school on the appropriate Quality Indicators, using a six-point scale which ranges from ‘unsatisfactory’ to ‘excellent’. We have also improved how we communicate inspection findings to parents. From August 2016, a new format of report has been introduced - a short letter which highlights strengths and aspects for development. This year we are also publishing online the inspection evidence we gather during the inspection process in a new and clearer format.

Education Scotland is committed to continuing to review and develop our approaches to inspection, and to continuing to work with our External Reference Group of key stakeholders. We are doing more trial work on matters such as shortening the length of notice and we intend to adapt our approaches accordingly when fully evaluated. We will also be engaging further with the Deputy First Minister and Cabinet Secretary for Education and Skills about how to meet his commitment to strengthen further the role of inspection as a positive driver within the Government’s overall approach to driving improvement in quality and performance across the Scottish education system.

**How Education Scotland undertakes long term financial planning and manages change.**

As indicated above, we have decided to schedule the development of our next Corporate Plan to occur immediately after the completion of the Scottish Government’s Governance Review. As in the past, the development of our next Corporate Plan will involve extensive consultation in establishing and agreeing with Ministers the Agency’s high-level strategic priorities for a three year period. However, we recognise that things move at pace within the sector and that operational priorities can shift. To ensure we concentrate on the most appropriate operational activities we continue to review and refresh our focus each year in line with our business planning cycle. This involves taking a “zero-based” budgeting approach to business planning each year thus ensuring that all projects and programmes are re-assessed for their impact, effectiveness and value for money. Our main programmes of work have a recognised “life cycle” which provides a strategic context to their anticipated resource requirement each year, whether growing, reducing or staying
the same. This allows us to project further ahead and identify resource peaks and troughs that we may have to take account of by, for example, adjusting anticipated delivery dates of specific projects.

In operating our comprehensive business planning process each year, all of our work is captured in an electronic tool used for programme management and management information purposes. We have a central Planning and Performance Team who offer support and challenge to programmes in areas including financial forecasting, programme management and securing efficiencies. This ensures that we actively and robustly manage our expenditure and can accurately predict the impact of changing priorities on our existing work programme. The same information helps us to also accurately predict future resource requirements and the impact, both financial and educational, of new or amended priorities.

At the same time, we produce monthly performance reports, which include financial forecasting, at project, programme, directorate and organisational levels. These reports are discussed at our Corporate Management Group and also at our Management Board. As part of this continual monitoring and review we can re-profile, delay or stop lower priority work in order to accommodate new or higher priority work.

The agreed funding for the Education Scotland budget is allocated as a discrete element within the overall budgetary provision for the Learning and Justice portfolios, alongside budgets for policy directorates and other Agencies. Playing an integral part in the Scottish Government’s arrangements for each Spending Review allows us to secure the resources required to deliver on our published commitments.

From 2012-13 to 2015-16 Education Scotland managed budget reductions of £2.9m or almost 12%. For 2016-17 we made a further reduction of £1.5m or almost 7% as part of the last spending review. Despite these reductions, Education Scotland has continued to deliver on its priorities. We have only been able to do so by consciously and effectively planning for the longer term. Our ability to be flexible in our approach has enabled us to deliver not only against our published commitments but to also contribute towards or deliver additional initiatives such as the recent Workload Review and clearly demonstrates our ability to plan effectively.

How Education Scotland is contributing to the Scottish Government’s targets on climate change and how Education Scotland itself is doing so.

Education Scotland has undertaken a number of actions aimed at increasing the awareness of the impact of climate change and enabling people to adapt to future extreme weather events. In particular Education Scotland has continued to promote citizen science within Curriculum for Excellence (CfE). CfE has been designed to prepare pupils for learning, life and work in the 21st century. It provides a broad, flexible framework that enables practitioners to connect learning to real-life issues of relevance and interest to learners. As such, it provides many rich opportunities to learn about climate change and associated issues and is a prominent and popular context for learning in many educational settings within primary and secondary schools. For example, climate change and renewable energy have been deliberately built into the experiences and outcomes as a theme for interdisciplinary learning across the curriculum areas of sciences, social studies and technologies.

We have also continued to support Scotland’s Environment website which contains high-quality data for schools and the public to use to better understand their environment.

Education Scotland has also met with nearly all local authorities to discuss their approach to community resilience and facilitate engagement with schools. This has included the establishment
of a network of community resilience officers, civil contingency officers, emergency planners and education professionals to share practice and develop effective approaches for the promotion of community resilience within Curriculum for Excellence. A significant part of this is to raise awareness of the impact and ways to mitigate the effects of climate change such as flooding and extreme weather events.

Education Scotland also worked in partnership with Stirling and Clackmannanshire Councils to promote whole authority approaches to Learning for Sustainability. Community Resilience and Citizen science activities were a significant part of this and teachers had opportunities to meet with key partners such as Climate/Resilience professionals from the authority as well as key partner organisations such as The Conservation Volunteers and Opal Community Scientists.

In addition, Education Scotland is now managing the grant funding for Keep Scotland Beautiful/Eco-Schools Scotland on behalf of the Scottish Government. 98% of local authority schools in Scotland are engaged with the programme and the recent programme refresh now ensures all activity is focussed very heavily on the United Nations Sustainable Development Goals, including Goal 13 which promotes action on Climate issues.

Turning to how Education Scotland itself contributes as an organisation to the Scottish Government’s targets on climate change, we have set ourselves the following targets:

- **CO2 emissions** – The target is a year on year reduction in CO2 emissions. This is measured using electricity usage and Travel & Subsistence mileage.
- **Waste** – the target is a year on year reduction in waste generated. This is measured using the annual volume of waste generated.
- **Recycling** – the target is a year on year increase in the amount of waste recycled. This is measured using the relative proportions of overall waste which are recycled or sent to landfill.
- **Water** – the target is for no increase in water consumption. This is measured using volume of water consumed.

To support delivery of these targets, we have established a Health, Safety and Sustainability Working Group responsible for identifying health, safety and sustainability issues affecting Education Scotland, identifying the actions necessary to address these and monitoring and reviewing progress in implementing these actions. We have also established a group of Health, Safety and Sustainability Co-ordinators, consisting of volunteers from each of our buildings. They support the implementation of our Health, Safety and Sustainability Management System by also identifying areas for improvement, promoting our dedicated intranet area and good practice in their work areas and by being a local point of contact for advice and information.

We demonstrate our performance against the above targets in a Sustainability Report showing how we are responding to the challenges of the Climate Change Act across our estate and operations. This Report is included in our published Annual Accounts each year.

Finally, we have also contributed to the pilot of the annual Climate Change report following the Statutory Order which came into force on 23 November 2015 and as such we were one of 112 public bodies to have their 2014-15 report published publicly. Going forward, we will use the new reporting guidance and published reports to help identify operational inefficiencies, increase transparency and to encourage further debate and discussion leading to improved sustainable reporting.
Conclusion

Finally, Education Scotland welcomes this opportunity to present information to the Committee about Education Scotland’s strategic direction, at what is a very timely point for the whole of the education sector with the recent publication of the Governance Review.