
Report To:	Education & Communities Committee	Date:	5 September 2023
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/40/23/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 For Decision For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes update on:

- Care Inspectorate inspection outcomes
- Education reform update
- Withers Review of the Skills System
- School Uniform consultation response update
- Placing requests 2023
- Requirement to maintain teacher numbers and the length of the pupil week.
- Lomond View Academy stakeholder engagement
- Tier 2 and tier 3 Mental Health services update

2.0 RECOMMENDATIONS

2.1 Members of the Education and Communities Committee are asked to note the content of the update report.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 UPDATES

3.1 Care Inspectorate inspection outcomes

Binnie Street Children's Centre was inspected in May 2023. The full report can be found here: [InspectionReport-315444.pdf](#)

The provision was found to be very good in all aspects as below:

How good is our care, play and learning?	Very Good
How good is our setting?	Very Good
How good is our leadership?	Very Good
How good is our staff team?	Very Good

Blairmore Nursery School was inspected in June 2023. The full report can be found here: [Find care \(careinspectorate.com\)](#)

The provision was found to be good in all aspects as below:

How good is our care, play and learning?	Good
How good is our setting?	Good
How good is our leadership?	Good
How good is our staff team?	Good

MORe Childminding was inspected in May 2023. The full report can be found here: [Find care \(careinspectorate.com\)](#)

The provision was found to be excellent in all aspects as below:

How good is our care, play and learning?	Excellent
How good is our setting?	Excellent
How good is our leadership?	Excellent
How good is our staff team?	Excellent

3.2 Education Reform update

3.2.1 The national discussion, "Let's Talk Scottish Education" / Hayward review

The National Discussion was carried out following a recommendation from Professor Ken Muir's report: "*Putting Learners at the Centre: Towards a Future Vision for Scottish Education*" which said the Scottish Government should hold a national discussion to establish a compelling, consensual and renewed vision for the future of Scottish education that:

- puts the learner at the centre; and
- Is as inclusive as possible.

The report also noted that it had been 20 years since Scotland last had a national debate on education. The National Discussion was launched in Autumn 2022 and was entitled "Let's Talk Scottish Education". Just over 38,000 people took part with 5600 responses to the consultation being received.

Key recommendations of the Hayward report include:

- adopting the SDA (Scottish Diploma of Achievement) as a graduation certificate for all senior phase educational settings
- the end of exams in S4 and a wider range of assessment methods used in Highers and Advanced Highers

- a digital profile for all learners which allows them to record personal achievements, identify and plan future learning

The SDA would be awarded to school leavers when achievements are recognised in each of three elements. The Programmes of Learning element would focus on individual courses, while the Project Learning would focus on learning in practice and may look at areas such as climate change, migration or artificial intelligence while the Personal Pathway would allow a learner to reflect on learning through social, cultural, economic and well-being perspectives.

The Scottish Government's detailed response to the [IRQA](#) will be considered alongside wider reform activity being taken forward following the [National Discussion](#), the [Review of the Skills Delivery Landscape](#), the forthcoming Purpose and Principles for Post-School Education, Research and Skills, and establishment of the new national education bodies.

The full report can be found here: <https://www.gov.scot/news/hayward-review-published/>

3.2.2 **National Education Bodies**

In respect of the new national education bodies, the priority for this programme continues to be ensuring that the roles, responsibilities, and accountabilities of each body, individually and within the education system, are clearer and more readily reflect the needs of learners. Alongside this, ensuring that teachers and education practitioners are supported to improve that experience and education outcomes.

The Education (Scotland) Bill will be introduced to establish a new independent inspectorate and a new public body responsible for qualifications.

Draft strategic target operating models (TOMs) for the three new organisations continue to be developed. The draft TOMs will set out the options for the high-level functions and services to be delivered by each body:

- The development of the TOM for the new national agency is currently focussing on the key functions of Curriculum; Learning, Teaching and Assessment; and Professional Learning and System Leadership.
- The development of the TOM for the new inspectorate is focussing on refining the options for the role of an independent Chief Inspector and the approach to inspection, building on experience to date and consideration of other inspection models.
- The draft TOM for the new qualifications body is also being developed. It includes arrangements to support the decision that regulation and accreditation functions will move into the new body, but with new governance arrangements to support the independence of these functions from the awarding function.

Continued and expanded stakeholder and user engagement is an ongoing focus of the programme. The Education Reform Stakeholder Reference Group met for the third time on 22 March.

Professor Alma Harris, co-facilitator of the National Discussion, outlined that a great deal of work had been undertaken and thanked everyone from throughout Scottish Education who had taken part to date. In her presentation Professor Harris:

- noted that there had been a high degree of engagement with the National Discussion and that she was not aware of another country that had engaged on this scale.
- outlined that she believed the level of engagement reflected the high level of enthusiasm and passion in Scotland's education system for reform.

- noted that the International Council of Advisors had commented on the breadth and depth of engagement.
- shared a draft vision for Scottish education and explained the importance of every young person feeling that they matter, and that the education system is for them; and
- shared three draft values (inclusive, ambitious, and supportive) and outlined that ‘excellence and equity’ – the current strapline of Scottish education – was not heard during engagement and that she believed it was not present in learners’ consciousness.

Discussion among members covered areas including the scope of the vision and call to action, in particular in the context of the post-school and lifelong learning environments, ensuring its language was relevant and accessible, and the role of stakeholders and users in shaping and delivering its outputs.

Scottish Government presented an overview of intent and aims in the prospective Education Reform legislation. It was highlighted that legislation is planned to be enabling and broad enough to provide an overarching framework that will allow the new national bodies to be flexible, responsive, and agile to future change, and takes into account Professor Muir’s recommendations.

Discussion on this item covered topics including the governance arrangements for the new qualifications body, and the need to ensure alignment between the new functions and activity of the new inspectorate and other relevant quality and inspection frameworks.

3.2.3 **Withers Review of the Skills System**

On 7 June 2023 the Fit for the Future: developing a post-school learning system to fuel economic transformation was published. James Withers was an Independent Advisor to the Scottish Government who was previously Chief Executive of Scotland Food & Drink and the National Farmers Union of Scotland.

The Scottish Government initiated the Withers review in August 2022, seeking recommendations on how the public body landscape should be adapted to drive forward the ambition for a skilled workforce – as set out in the [National Strategy for Economic Transformation \(NSET\)](#).

Key recommendations made by Withers include:

- the creation of a new single funding and delivery body, bringing together functions from Skills Development Scotland (SDS), the Scottish Funding Council (SFC) and, possibly, the Student Awards Agency Scotland (SAAS)
- giving the enterprise agencies a clear remit for supporting businesses, with workforce planning as an embedded and integrated part of business development and planning
- ensuring there is a clear remit for the new qualifications body – the successor to the SQA - in overseeing development and accreditation of all publicly funded post-school qualifications
- moving responsibility for national skills planning to the Scottish Government
- reform of SDS to create a new body with a singular focus on careers advice and education

The review has clear links to the review of qualifications by Professor Hayward and the National Discussion on Education. Our schools are preparing young people to enter the post school learning system, whether this be entering training, college, university or employment. Some of our young people also access college courses whilst in S4 and some skills based courses, such as National Progression Awards, are offered and delivered by our schools. We also work closely with SDS, through the Careers Advisors, and this organisation has been recommended for

reform. Any changes implemented as a result of the Withers report will have an impact on our schools and plans we are currently implementing.

The full report can be found here:

[Fit for the Future: developing a post-school learning system to fuel economic transformation - gov.scot \(www.gov.scot\)](https://www.gov.scot/fit-for-the-future)

3.3 **School Uniform consultation response update**

The analysis report on responses received to Scottish Government's consultation on school uniform has now been published and can be viewed here: [School uniforms in Scotland - Scottish Government - Citizen Space \(consult.gov.scot\)](https://www.gov.scot/school-uniforms).

Moving forward, the Scottish Government has committed to developing statutory guidance on school uniforms during the course of the current parliamentary term. A guidance working group has been convened, which includes a cross-section of stakeholders, who will consider the content of this report when developing this guidance. Further information about the School Uniform Guidance Working Group is available through the following web link: [Education: School Uniform Working Group - gov.scot \(www.gov.scot\)](https://www.gov.scot/education-school-uniform).

We anticipate the guidance will publish next year, becoming effective from August 2024. This guidance will be non-statutory in the first instance, converting to statutory guidance later in this parliamentary term.

The overarching themes from the consultation can be summarised as:

- Affordability and Cost
- Equalities and Inclusion
- Sustainability
- Scope
- Compliance

3.4 **Placing requests 2023**

As part of the school admissions process for the academic year 2023/24 the follow information is a summary of the overall picture relating to placing requests.

For primary schools:

Total placing requests received: 129

Total placing requests granted: 123

Total placing requests refused: 6

Total appeals received: 3

Total appeals successful: 0

For secondary schools:

Total placing requests received: 120

Total placing requests granted: 112

Total placing requests refused: 8

Total appeals received: 5

Total appeals successful: 0

4.0 REQUIREMENT TO MAINTAIN TEACHER NUMBERS AND THE LENGTH OF THE PUPIL WEEK

At the meeting of 7 March 2023, it was agreed that that it be remitted to the Convener to write to the Scottish Government on behalf of the Committee on the maintenance of the pupil week and teacher numbers. The Convener wrote to the Cabinet Secretary, Ms Jenny Gilruth, in April (see Appendix 1) and a response was received in May (see Appendix 2).

In February 2023, the Scottish Government wrote to Local Authorities stating that the overall funding package to support the recruitment of additional teachers and support staff, of £233.5 million in 2023-24, will be maintained in full, but from 1 April 2023 will be conditional on the successful delivery of the following expectations:

- Maintain teacher numbers at 2022 census levels, as published in the Summary School Statistics in December 2022.
- Maintain pupil support staff numbers at 2022 census levels, which were published on 21 March 2023.
- Ensure that places remain available for probationer teachers who need them through the Teacher Induction Scheme.

The £233.5m is made up of £88m Teacher Induction Scheme for Probationers and £145.5m for Additional Teachers and Support Staff. Of this total funding, Inverclyde Council have been allocated £736k for Probationers and £2.094m for additional Teachers and Support Staff. However, £0.655m of the £2.094m has been held back by the Scottish Government and will be distributed to the Council as a redetermination in March, assuming the above conditions are satisfied. This means that the expectation is that Inverclyde needs to retain 781.1 teaching staff for the academic year because this was the number reported in the 2022 census.

Since that time, officers have spoken to civil servants at the Scottish Government to explain that the funding for the Attainment Challenge and the approved one-off use of an Early Years earmarked reserve to support recovery resulted in additional teaching staff in place. The removal of this funding results in 28.2 less teachers being employed in Inverclyde for the academic year 2023/24.

The current teaching FTE projected for academic year 2023/24 is in the region of 762, 19.8 less teachers than the October 2022 figure. This projection should be treated with some caution because it will not allow for unfilled vacancies during census week, any changes to probationer allocation or the finalised number of Pupil Equity Funded teachers. We fully anticipate that fewer teachers will be employed directly by school through Pupil Equity Funding because the pay rise for teachers means that schools can no longer afford to employ the equivalent number of teachers for the same money.

5.0 LOMOND VIEW ACADEMY STAKEHOLDER ENGAGEMENT

As part of the ongoing review of ASN provision in Inverclyde the need to review how Lomond View Academy supports young people both within the setting and via an evolving outreach service has been identified. This is being done via a delivering differently project.

Through an ongoing analysis of need the following categories were identified as areas of priority:

- Low / Non-attendance
- Lomond View Academy Flexible support
- Support for Care Experienced Young People
- Primary SEBN support

To meet this need a revised leadership and management structure across Lomond View Academy has been developed, including the Corporate Parenting teams and Virtual Schools, to combine the services and offer flexibility for pupils across Inverclyde.

The revised structure will allow us to secure the following improvements:

- Flexibility of staffing across all 3 services
- Virtual schools and corporate parenting having access to a physical building rather than accessing off site provision
- Increased numbers of pupils accessing LVA. Encouraging mixing of ability, joint provision with base school and short-term interventions
- Introduction of Primary SEBN provision (split placement and outreach)

The pilot will be in place for 12 months during which time there will be continuing performance analysis. This will be monitored and supported via a multiagency working group.

During this time we intend to carry out a range of stakeholder engagement sessions, the feedback from which will be gathered, analysed, and utilised to maximise service impact.

6.0 UPDATE ON TIER 2 AND TIER 3 MENTAL HEALTH SERVICES

The Wellbeing Service has continued to provide a Tier 2 Service in Inverclyde that focuses on direct counselling support as well as group work and drop-in sessions. The use of the service, and its levels of impact, are reported to the Scottish Government on a six-monthly basis. In relation to the counselling input this was accessed by 71 pupils in total from July 2022 till June 2023 with significant outcomes being identified using tools that have clinical efficacy.

The wider offer from the Service involves the use of the Bouncing Back and Blues groupwork programmes and the option of drop-in sessions, which were accessed by 986 pupils during the academic session. Again, significant impact was recorded through the use of these approaches, particularly in relation to confidence, self-esteem and relationship management.

Tier two work through the Children and Young People's Community Mental Health and Wellbeing (CYPCMHW) funding has also been commenced through the commissioning of an online support service titled Kooth with a specific target audience of young people aged 16 to 26. This is a self-referral programme, with the upper age limit set beyond the standard 25 years of age of the CYPCMHW agenda to align the offer to the expectations of the Children and Young People (Scotland) Act, 2014 that states that care experienced young people should have an ongoing offer of support until the age of 26 years of age. Kooth has been piloted in other local authority areas to good effect and commenced in Inverclyde in April 2023. Impact information is currently being collated.

Education Services and the HSCP have looked into the impact of the Wellbeing Service on referrals to Tier 3 services and have met with the NHS to analyse the available data and to see any potential trends or messages. This work has included looking at the number of referrals and also the proportion that are accepted or redirected. It has been difficult to draw any definitive conclusions from the data, although the trend in referrals has not decreased over the period. This might be expected given the emerging picture of increased use of mental health services and the post-pandemic situation for young people. It is simply not known if this would have increased more if the Tier 2 service did not exist. Officers also looked at analysis of referrals that were redirected to other services rather than CAHMS. It was difficult to draw any conclusions from this because the data takes into account all referrals to CAHMS that are subsequently redirected to other services, without giving what the services are. Officers from

the Council and HSCP continue to work with health service data officers to see if the information can be analysed in different ways. Work is also being undertaken to see how other local authority areas are measuring this aspect.

7.0 IMPLICATIONS

7.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

7.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (if Applicable)	Other Comments
N/A					

7.3 Legal/Risk

N/A

7.4 Human Resources

N/A

7.5 Strategic

N/A

7.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
X	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required.

(b) Fairer Scotland Duty

Has there been active consideration of how this report’s recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report’s recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
X	NO – Assessed as not relevant under the Fairer Scotland Duty.

(c) Children and Young People

Has a Children’s Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
X	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children’s rights.

7.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
X	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

7.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
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X

NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

8.0 CONSULTATION

8.1 The report refers to stakeholder engagement linked to the delivering differently project around Lomond View Academy.

9.0 BACKGROUND PAPERS

9.1 N/A.

Councillor Jim Clocherty
Ward 4 – Inverclyde North
Municipal Buildings
Greenock
PA15 1LX

Inverclyde
council

Jenny Gilruth MSP
Cabinet Secretary for Education and Skills
The Scottish Government
St Andrew's House
Regent Road
Edinburgh
EH1 3DG

Direct 01475 712939
Line:
Email: jim.clocherty@inverclyde.gov.uk
Our Ref: JC/dr
Your Ref:
Date: 11 April 2023

Dear Ms Gilruth,

Firstly, I would like to congratulate you on your appointment to Cabinet Secretary for Education and Skills. I look forward to working in partnership with you over the coming months and years.

At the most recent meeting of Inverclyde Council's Education and Communities Committee on 7 March 2023 the members of the committee considered a report on your letter outlining that Councils are expected to maintain teacher numbers at the same rate as the September 2002 census.

The Committee members across all parties asked me to write to you to highlight a number of points.

You will be aware that Inverclyde Council was one of the original 'attainment challenge' areas and very much welcomed the initiative and the additional resources that the funding brought with it.

The regular reports to our own Committee and also updates provided to Education Scotland show that Inverclyde has made excellent use of the funding, not only in raising overall attainment but also reducing the poverty related attainment gaps.

When the 'attainment challenge' was refreshed and the redistribution of the Scottish Equity Funding across all local authorities announced, Inverclyde Council was broadly supportive of this, recognising that poverty affects all areas.

We remained cognisant of the fact that much of the early funding was for authorities like us to forge the way forward and identify what works best to support other areas and the Council was publicly supportive, including to the Parliament's Education and Skills Committee.

As a committee we are of the opinion that our key to success has been to focus on outputs and outcomes for our young people rather than inputs, and we are disappointed that the approach taken by the Scottish Government seems to have moved away from this principle.

We believe that it is narrow and simplistic to focus on the input of maintaining teacher numbers. We also believe, through experience, that schools alone cannot mitigate the impacts of poverty and the wider supports need to be considered to enable many of our young people to thrive and be able to attend school and learn.



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It should also be noted that the 2022 teacher census for Inverclyde included teachers funded from the 'attainment challenge' which you will appreciate is a non-recurring external source and does not provide an accurate picture.

If the intention is that councils like ours would be expected to continue to fund resources previously supported by the 'attainment challenge' funding then this would place even more financial pressure onto the council.

We are keen to continue to work in partnership with you to realise the ambitions we all share to get the very best for our young people and to reduce every poverty related barrier to success. In my capacity as convenor, can I take this opportunity to invite you to Inverclyde to see the fantastic work undertaken by our school communities? Although we are one of the most deprived areas in the country, we continually achieve excellent results and outcomes for our young people.

I hope that you take our concerns into consideration and are able to visit us soon.

Yours sincerely



Councillor Jim Clocherty
Convenor, Education and Communities Committee

Cabinet Secretary for Education and Skills
Rùnaire a' Chaibineit airson Foghlam agus Sgilean
Jenny Gilruth MSP/BPA



Scottish Government
Riaghaltas na h-Alba
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Appendix 2

Councillor Jim Clocherty
jim.clocherty@inverclyde.gov.uk

Our Reference: 202300353952
Your Reference: JC/dr

10 May 2023

Dear Councillor Clocherty,

Thank you for your letter on 11 April, regarding the ask for councils to maintain teacher numbers as at the September 2022 census. Firstly, I would like to thank you for your kind words regarding my appointment as Cabinet Secretary for Education and Skills.

The Scottish Government is absolutely committed to closing the poverty related attainment gap, whilst raising attainment for all, using our investment in the Scottish Attainment Challenge to empower headteachers and local government to achieve their ambitions to improve outcomes for children and young people impacted by poverty.

Clearly, this agenda is a shared endeavour, and I very much welcome Inverclyde Council's ongoing commitment to this policy imperative. I also appreciate that, across thirty-two local authorities, there will be different contexts, demands, nuances, pressures and financial challenges. One of the strengths of the Scottish education system is the flexibility afforded to local authorities and schools to focus on local circumstances and needs.

I am, however, also clear that reducing teacher numbers will not support continuous improvement in education. The Scottish Government issued a letter on 9 February, to local authority Chief Executives, Directors of Education and Heads of Finance, detailing our plans to protect teacher numbers. Further to that, a letter was issued on 27 April confirming the arrangements to monitor the maintenance of teacher and support staff numbers in 2023-24. I understand that Sam Anson (Deputy Director within the Learning Directorate) has also since discussed the substance of that letter directly with Ruth Binks.

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh www.lobbying.scot

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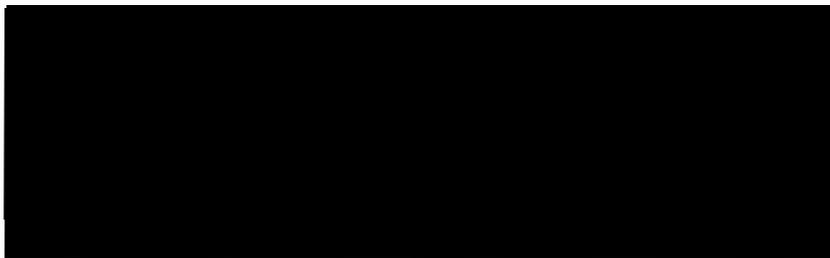
With regard to the Scottish Attainment Challenge, you will be aware that the new funding model was developed with councils and welcomed by COSLA and provides a fairer reflection of the numbers of children impacted by poverty than the previous model. I do, however, recognise that this change requires careful management by local authorities which were previously Challenge Authorities. That is why we have ensured that the redistribution of Scottish Attainment Challenge funding is taking place over four years, supporting authorities to transition to their equitable share over time.

For your information, as part of our record £1 billion investment in the Scottish Attainment Challenge, last year Inverclyde Council received over £5.4 million in funding from the Attainment Scotland Fund, which includes £2,748,713 in Strategic Equity Funding, £2,585,290 in Pupil Equity Funding going to schools to help close the attainment gap, and targeted additional investment of £163,080 to support the wellbeing and attainment of care experienced children and young people.

Thank you for your kind invitation to see the work undertaken by the school communities in Inverclyde, which I am pleased to accept. I would be grateful if your office could contact mine at cabsefores@gov.scot to make the necessary arrangements for me to visit.

I trust that you will find my reply helpful.

Yours sincerely,



JENNY GILRUTH

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Tha Ministearanna h-Alba, an luchd-comhairleachaidh sònraichte agus Rùnaire Maireannach fo chumhachan Achd Coiteachaidh (Alba) 2016. Faicibh www.lobbying.scot

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