
Report To:	Education & Communities Committee	Date:	21 May 2024
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/21/24/MR
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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
- Independent Review of Qualifications and assessment
- Education and skills reform
- Pupil Equity Funding (PEF)
- Equality in Education – anti-racism in education
- Children’s Advocacy in children’s hearings
- Gaelic Medium Education – Secondary GME progress
- Update on teacher numbers

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 **Care Inspectorate inspection outcomes**

Lady Alice Primary School Nursery Class was inspected in January 2024. The full report can be found here: [Find care \(careinspectorate.com\)](https://careinspectorate.com)

The provision was found to be very good in one aspect and good in all others as below:

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

3.2 **Independent Review of Qualifications and assessment**

The Cabinet Secretary led a debate in Parliament on the 28 February 2024 on the recommendations in the Independent Review of Qualifications and Assessment.

A full analysis of the recent School/College survey was published on 27 February 2024. The online survey ran between July and October 2023 and received 2,152 responses – 61% were from individuals and 39% (835) were from groups. In total, the group responses represent the views of approximately 9,328 people. Views from the survey indicate that almost all respondents wish to see some change to qualifications and assessment. Whilst some were very supportive of the proposals, others favoured a much more incremental approach to change.

A Scottish Government response to the Independent Review will be published in the coming weeks.

3.3 **Education and skills reform**

On Education Reform more broadly, work continues on the establishment of new national bodies and a Centre for Teaching Excellence. Refreshed programme governance arrangements are now in place which include representation and input from local government.

As indicated by the Scottish Government previously, a bill will be laid before Parliament which will underpin the establishment of a new qualifications body and inspectorate function, with new organisations to be in place following the exam diet in 2025.

The co-production group for the Centre for Teaching Excellence is now established, with its second meeting having taken place at the end of March.

3.4 **Pupil Equity Funding (PEF)**

The Scottish government is undertaking a PEF sampling exercise as they seek to develop a collective understanding of the important contributions PEF is making to improve the outcomes of children and young people impacted by poverty. This will be done with a view to identifying and promoting good practice/key learning, to then be shared with Local Authorities and headteachers.

They are taking a two-fold approach:

- Scottish Government is undertaking analysis across all 32 Local Authorities, to identify primary and secondary schools making progress in closing the poverty-related attainment gap between 2017/18 and 2022/23. This analysis will be based on the core measures. Following that the Scottish Government will consider the School Improvement Plans and Standards and Quality Reports of those schools. Local authorities will be updated with this ongoing work.

- We have been approached to share practice from our schools where PEF is being used in an innovative and impactful way.

National data on PEF spending has yet to be published as of 26th April 2024.

3.5 **Equality in Education – anti-racism in education**

The Anti-Racism in Education Programme (AREP) structure consists of a programme board and four thematic subgroups. The Programme Board and the subgroups include representation from a broad range of anti-racism and education stakeholders. Carrie Lindsay and Andrea Reid represent ADES on the AREP, and COSLA is represented by Simon Cameron and Matthew Sweeney. Michael Roach, Head of Education, Inverclyde is also the ADES rep on the Curriculum sub group.

The AREP provides a strategic and coherent approach when it comes to embedding anti racist practice in key areas identified by education and race equality stakeholders. These are:

- Ensuring that Scotland's educators are confident and empowered to promote equality, foster good relations, and identify, prevent, and deal with racism. As a result of understanding race in a school context, and by deploying skilled and passionate leadership, they can empower and support an anti-racist culture across school communities.
- Increasing the racial diversity of the Teaching Profession and wider Education Workforce.
- Developing and embedding anti-racism and racial and cultural literacy in the curriculum
- Supporting schools and school staff to improve their understanding of racism and ensure that it is properly identified, addressed and prevented in future.

Update on progress within the AREP:

- Work is well underway on the development of a sector wide commitment that will be launched as part of an upcoming Anti-Racism in Education summit on 08 May 2024. ADES have been a key partner in the development of the commitment, alongside other key education and anti-racism stakeholders. Michael Roach will be part of a panel discussion during the event.
- The fourth cohort of the award-winning Building Racial Literacy Programme will end in March 2024. The programme results in teachers who are racially literate as opposed to race evasive, contributing to the creation of an anti-racist environment.
- The Diversity in the Teaching Profession and Education Workforce subgroup, in partnership with ADES, have contracted an individual to develop an Anti-Racism Framework for Education or Action Guide Employers. The document will assist in addressing barriers to the recruitment, retention and progression of minority ethnic teachers and will sit alongside that developed by the Scottish Council of Deans of Education for ITE. It is expected that the framework/guide will publish in late May 2024.
- Asif Chishti's funded secondment at GTC Scotland as their National Race Diversity Lead is coming to an end in March 2024, work is underway with Asif to consider how to bring sustainability to the work that he has undertaken. He is currently working for GTCS on developing models of sponsoring for local authorities, this work is due for completion soon.
- A set of Anti-Racist Curriculum Principles was developed by the Curriculum Reform working group, signed off by the Cabinet Secretary for Education and Skills and published in June – <https://education.gov.scot/resources/breaking-the-mould-principles-for-an-anti-racist-curriculum>
- Scottish Government commissioned Intercultural Youth Scotland to carry out a programme of engagement with children and young people on behalf of the AREP. This work is now underway with engagement meetings currently being undertaken. Following these

meetings the young people will develop a set of recommendations for each of the subgroups.

- An information factsheet was developed by the Diversity in the Teaching Profession and Education Workforce subgroup, in collaboration with other AREP members, and has recently been published. This document provides an overview of the work of the AREP and can be shared with anyone with an interest.

Next Steps

- To progress engagement with children and young people in order that they are part of the ongoing development of AREP actions.

3.6 Children's Advocacy in children's hearings

The Scottish Government has appointed an organisation to carry out an evaluation of the Children's Hearings Advocacy Scheme Scotland-wide provision. Following a tender exercise the contract was awarded to Research Scotland. Work has already been undertaken to compile a Literature Review Report and field work will take place between April and June, leaving the period July to September for report writing. The researchers will meet with children and young people, advocacy workers and other key stakeholders in children's hearings including education staff, Reporters, Children's Hearings panel members, safeguarders, legal representatives and local authority social workers.

The evaluation is expected to Report and conclude by November 2024.

A child/young person who has a Children's Hearing can get independent advocacy support if they wish. A dedicated [website](#) for children, young people and those supporting them advises about advocacy and how to obtain it for Children's Hearings.

3.7 Secondary GME progress

It was agreed at the January committee that a regular update would be given to committee re the progress being made around the inception of our secondary GME provision at Inverclyde Academy.

We are continuing with the recruitment process to find a teacher for the post.

The GME webpage updated for education services is now up to date and is now dual language: [Gaelic Medium Education - Inverclyde Council](#)

Ongoing communication is in place with parents regarding places at the secondary provision.

3.8 Teacher numbers update

Further to the March 2024 update report to committee in relation to the need to maintain teacher numbers in the 2023 census in comparison to the 2022 census, the authority received communication from the Scottish Government's Learning Directorate on 5th April 2024 asking directors to sign off on a commitment to maintain teacher numbers by 26 April. For Inverclyde this was to be no lower than 722 which is the same number as reported in the 2023 census. As previously reported to committee, Inverclyde can anticipate having at least 15 fewer teachers than 722 due to the reduction in Attainment Challenge funding. There will also be other mitigating factors such as the number of probationary teachers and also the number of pupils. On 26 April COSLA agreed with the Scottish Government to extend the deadline for signing the grant letter so that further discussions can take place.

4.0 PROPOSALS

4.1 N/A.

5.0 IMPLICATIONS

5.1 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

5.2 Finance

N/A

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 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.
N	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. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(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.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(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.
N	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.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	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.

5.8 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.
N	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.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.