
Report To:	Education & Communities Committee	Date:	20 May 2025
Report By:	Ruth Binks Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/32/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Scotland – National Thematic Inspection: Local Authority Approaches to Supporting School Improvement		

1.0 PURPOSE AND SUMMARY

- 1.1 ☐ For Decision ☒ For Information/Noting
- 1.2 The purpose of this report is to update members on the publication of an Education Scotland National Thematic report on Local authority approaches to supporting school improvement: [Local authority approaches to supporting school improvement | National thematic inspections | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland](#). This also includes the report produced on the Education Service in Inverclyde which contributed to the overall findings of the national report (appendix 1).
- 1.3 The national thematic report was published on the 12 March 2025 and summarises the findings of the approaches being taken across all 32 authorities in relation to school improvement. It highlights areas and approaches that are working well, examples of good practice and 7 key recommendations for improvement at a national level.
- 1.4 The report on the Education Service in Inverclyde (appendix 1) is a very positive one and suggests some areas for consideration for improvement which are being responded to and built into the Education Service Improvement Plan for 2025/26.
- 1.5 Work is also underway with 3 other local authority Education Services as part of an approach to support the sharing of practice across Scotland via QUADs, an initiative set up by the Association of Directors of Education in Scotland (ADES) and Education Scotland. This work will support our evolving work to building on our successes in supporting the improvement of all of our education establishments. A new framework called “How good is our education authority? Is attached as Appendix 2.

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of both the National Thematic report and the report on the Education Service in Inverclyde.
- note that a further report will be brought to a future committee regarding the Improvement Framework for education establishments in Inverclyde.

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

- 3.1 In June 2024, His Majesty's Chief Inspector of Education announced a national thematic inspection of local authorities in Scotland. The focus of this thematic inspection was how local authorities support schools to improve. The inspection process sought to provide an opportunity to reflect on strengths, challenges, and opportunities for ensuring high-quality education for all learners.
- 3.2 This inspection process allowed HM Inspectors to explore current priorities for improving school performance across all 32 local authorities in Scotland. There was a focus on learning what is working well and hearing about challenges that local authorities encounter and improvements that need to be addressed to ensure effectiveness across Scotland.
- 3.3 Through the national thematic, HM Inspectors gathered evidence on the following themes:
- How local authorities support schools to improve the quality of education through implementing effective improvement planning and standards and quality reporting
 - How local authorities support schools to improve the quality of education through self-evaluation and quality assurance
 - How local authorities support schools to improve the quality of education through professional learning
 - How local authorities deliver universal support and challenge for all schools, and targeted support for specific schools to improve the quality of education.
- 3.4 In October 2024 a team of HMI Inspectors, alongside an Associate Assessor who works for a local authority central team, visited Inverclyde. Their visit included a pre-visit questionnaire for all Heads of Establishment as well as the Quality Improvement team. A range of evidence and documentation about the work of the Education Service was submitted, including a summary of self-evaluation against the 4 themes outlined above.
- 3.5 During the visit the team met with the Corporate Director and Head of Education for an initial discussion around the themes above. This was then followed up with a series of meetings to allow the team to engage with key stakeholders including:
- Heads of Establishment
 - Central team officers
 - Teachers
 - Elected Members
 - Unions Reps
 - Parent Council Chairs
- 3.6 Verbal feedback was provided to the Head of Education at the end of the visit with a subsequent report on the visit to Inverclyde provided in February 2025 (Appendix 1). The full National Thematic report was published on 12 March 2025: [Local authority approaches to supporting school improvement | National thematic inspections | HM Chief Inspector reports and guidance | Inspection and review | Education Scotland](#).

4.0 Findings and recommendations

- 4.1 The National report identified numerous strengths across the four themes outlined in 3.3. these are summarised briefly below.

4.2 How local authorities support schools to improve the quality of education through implementing effective improvement planning and standards and quality reporting

4.3 Local authorities generally offer strong guidance, support, and collaboration in school improvement processes. However, some areas require more clarity and consistency, especially in aligning priorities and strengthening stakeholder engagement.

4.4 Under this theme the Inverclyde Education Service was cited as a model of good practice in relation to its work engaging with learners and professional associations. The service has been asked to engage in future national webinars to further shared this practice.

4.5 The report stated: *(Inverclyde) Education Service senior leaders meet regularly with focus groups of learners from across the local authority. As a result, there are clear examples of improvements to learners' experiences that are informed and driven by children and young people. These include learners' roles in shaping approaches to building racial literacy in schools. Local authority leaders also have a strong working relationship with teachers' professional associations. Professional associations worked with the authority to improve incident recording and reporting. These improvements mean that more effective actions can be taken to monitor and deal with incidents. These constructive relationships are supporting the local authority and its schools to move forward with change and improvements effectively.*

4.6 Supporting improvement through self-evaluation and quality assurance

While most local authorities are progressing towards stronger, data-driven systems for evaluating and improving school performance, some areas still need to focus on consistency and building capacity, particularly in secondary schools. Collaborative approaches and robust self-evaluation are essential for sustained improvement across all schools.

4.7 Supporting schools to improve the quality of education through professional learning (CLPL)

Most local authorities have programmes for professional learning in place and these are based on national practice models and linked to priorities across schools and sectors, increasingly linked to analysis of data. In a few authorities this approach is at an early stage and the rationale for the professional learning offer and the decision-making process that informs it are not yet fully understood by school leaders and staff in a few local authorities. More work needs to be done to ensure that both participation and the impact of the CLPL offer is being tracked.

4.8 Delivering universal and targeted support to improve the quality of education

All local authorities have a framework in place to support improvement in schools. In most local authorities, improvement frameworks are clear, well-established and embedded in practice. All local authorities provide a tiered approach to support and challenge, recognising the need for universal, targeted, and intensive categories of support for schools, as necessary. The set of criteria used by central officers to determine the level of support for each school is generally well defined in almost all local authorities and is reviewed annually.

4.9 National Recommendations

The national report also made 7 Recommendations as detailed below:

- Ensure that all schools receive high-quality, consistent support through robust universal provision. This should reduce variability within and across local authorities and secure equitable outcomes for learners.
- For schools requiring targeted support, implement robust action planning, monitoring and accountability. This is essential to ensure that necessary improvements for learners are secured at pace.
- Prioritise leadership development for middle leaders, particularly in secondary schools, where improvement outcomes are less consistent, with a focus on the principles of self-evaluation for self-improvement.
- Establish a national professional learning programme for local authority central officers. This will help to build capacity and professional knowledge in school improvement and effective support and challenge practices.
- Develop flexible models of support that address the specific needs of rural, remote, and island schools.
- Embed local authority collaborative approaches to foster collective accountability for school improvement, ensuring these are consistently grounded in robust self-evaluation, and lead to accurate understanding of individual and collective improvement priorities.
- Improve the strategic use of data at both local authority and school levels. This includes developing staff capacity to interpret data effectively and use data-driven insights to inform self-evaluation, improvement planning, and resource allocation.

4.10 We await a further update as to how these recommendations will be taken forward. We welcome the recognition of the need for a national professional learning programme for local authority central officers.

4.11 Report on the Education Service in Inverclyde

The report on the visit to Inverclyde (Appendix 1) provides a helpful and very positive narrative on the Education Service's approaches to supporting school improvement across the 4 themes in 3.3.

4.12 There are numerous strengths noted against each of the 4 themes with some areas for consideration woven throughout. The overall findings are a verification of the service's summary of self-evaluation and as such no significant issues or surprises were raised.

4.13 The report reflects the effectiveness of the service's approach in all four themes with particular note made of the knowledge of the central team in relation to all establishments and how to support and ensure improvement, the data rich context of the service and how this is being used to drive improvements, the approaches being taken that are leading to overall improvements in performance at external inspection and the innovative approaches being taken and cited as good practice in relation to stakeholder engaged as noted in 4.5.

4.14 Actions to be taken

In response to both the national and local reports the Education Service will address the key areas for consideration within the 2025/26 service improvement plan.

4.15 Within the current service improvement plan a review was undertaken of the peer review model and from this, alongside the service's report, a working group of Heads and Officers is currently reviewing the Improvement Framework for Education Establishments and is revising the offer and approach being taken in line with the advice shared by the Education Scotland team.

- 4.16 Further work is being undertaken in partnership with 3 other local authority Education Services, also known as a QUAD, which is a new approach that has been established by ADES, in partnership with Education Scotland. The outcome of some initial work to share both an overall summary of each Education Service's evaluation against a new framework called "How good is our education authority? (Appendix 2), has been the establishment of a working group to continue to share practice between the 4 authorities, the focus being on improvement frameworks. This will provide our service with the chance to compare and benchmark our evolving framework with others, as well as share practice and consider different approaches.

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.

National Thematic Inspection: Local authority approaches to supporting school improvement

Summarised Findings

Local Authority	Inverclyde Council
Lead HM Inspector	Graeme Brown

In October 2024, a team of inspectors from Education Scotland visited Inverclyde Council. During our visit, we talked to senior leaders, local authority officers, parents/carers, headteachers, teachers, representatives from professional associations and elected members.

Purpose and themes

The purpose of the visit was to gather evidence about how Inverclyde Council supports school improvement, with a focus on how they support schools to improve the quality of education through:

- the implementation of effective improvement planning and standards and quality reporting
- self- evaluation and quality assurance
- professional learning
- universal and targeted support and challenge

Context of the local authority

Inverclyde Council is a mixture of urban areas, accessible small towns and accessible rural. The overall population of the local authority is declining slightly. Between 2001 and 2022, the local authority's population aged 0-15 saw a percentage decrease of 26.5%. This is a greater decrease than the national figure of 8.1% for the same age group.

Forty-eight percent of children and young people in primary and secondary schools live within deciles 1-2 of the Scottish Index of Multiple Deprivation (SIMD).

Approximately 31% of children in primary schools and 42% of young people in secondary schools have been assessed as requiring additional support with their learning.

Attendance in 2022/2023 was 90.3 %. The national average is 90.2%.

In 2023/2024 in Inverclyde Council, children and young people are educated across 20 primary schools, six secondary schools, two specialist schools and four supported learning centres within mainstream schools. One school provides Gàidhlig (Gaelic) Medium Education.

The Education Service is led by a Corporate Director and a Head of Education. They manage a central team of education officers, who have responsibility for sectoral and cluster management of schools and establishments.

Theme 1 - How do local authorities support schools to improve the quality of education through implementing effective improvement planning and standards and quality reporting?

- *How clear and effective are the local authority's arrangements and advice to schools on self-evaluation, improvement planning and standards and quality reporting?*
- *How does the local authority ensure that schools' self-evaluation is accurate, rigorous and robust, based on reliable and comprehensive data and information?*
- *In what ways does the local authority promote collaboration with all stakeholders, especially learners, as essential to effective self-evaluation and identification of priorities?*
- *What is the role of central teams in providing critical feedback to school leaders on the quality/robustness of their self-evaluation and school improvement planning processes?*
- *To what extent does the local authority use the data from individual school or cluster improvement plans and standards and quality reports, to direct their officers' work?*

Leaders in Inverclyde Council's Education Services ensure that their work is underpinned by a clear and well-understood strategy to build a sustainable culture of self-evaluation and improvement among school leaders. Authority leaders have communicated well the importance of ensuring school leaders are appropriately skilled. Their aim is for school leaders to confidently undertake processes and decisions around self-evaluation and improvement actions individually and collegiately with peers. This strategy is successfully helping to build a more effective and evaluative workforce of school leaders. The Head of Education has a particularly strong focus on engagement and provides strategic support and challenge to school leaders. He is supported in this by education officers, who engage with school leaders through the year.

Inverclyde Council provides appropriate advice to schools to support their self-evaluation, improvement planning and standards and quality reporting. Support includes useful templates for these processes and effective "manageable and meaningful" professional learning activities to support leaders in planning. Local authority officers value highly the views of headteachers. As a result, templates and timelines have been amended to reflect the views of headteachers and have been streamlined to make them more practical and effective. Helpfully, the Curriculum Improvement Cycle Guidance supports headteachers with a clear outline of how they should use a range of data to inform their self-evaluation and associated processes. School leaders are supported further by an Establishment Improvement Framework. The Framework makes explicit the principles underlying school improvement and supplies a calendar overview of the session. The Framework has a role as a planning aide-memoire for headteachers while planning. Despite this guidance, there remains inconsistency among headteachers' understanding of some of the support and approaches to school improvement in the authority. Secondary headteachers have a strong shared understanding of expectations, vision and the use of evaluation for improvement across the authority. This understanding is less consistently strong or shared across some primary school clusters.

Throughout the session, local authority officers engage regularly with school leaders. This has enabled officers to build a clear knowledge of the authority's schools, which supports informed engagement with school self-evaluations. A very comprehensive and effective use of a wide range of data supports these engagements. The effective use of data is embedded in Inverclyde's approach to supporting schools in planning. This helps support improved outcomes for learners. The authority has a strong commitment to using data to help school staff pinpoint specific actions or groups of learners. For example, school leaders are supported well in considering how their own data informs decisions around Pupil Equity Fund (PEF) spending. The authority's ability to respond to specific development areas with bespoke support and plans has also helped to improve experiences for learners. For example, this approach has supported the development of play pedagogy for children.

Authority officers engage in robust scrutiny and discussion of school improvement plans and self-evaluations. School leaders benefit from clear, written feedback in response to their plans and evaluations. Positively, the local authority is proactive and does not wait for external validation such as HM Inspectors' visits to intervene, challenge and re-evaluate school performance. Authority leaders use their own data and knowledge about schools to robustly challenge schools. For example, when a school's self-evaluation has remained apparently static for some time.

Different stakeholders are involved in self-evaluation and improvement planning. The views of headteachers are respected and listened to. The authority's development of broad general education (BGE) and senior phase datasets and dashboards has been shaped and driven by headteachers to ensure that data can be used effectively and practically. This is supporting more targeted planning and action. The use of precise datasets has helped school leaders to improve attendance within identified schools.

Headteacher empowerment to drive improvement for learners is clearly evident. Secondary headteachers have convened a senior phase working group. The group has already strategically enabled closer connections within subject working groups to support improvements in classrooms. The senior phase working group, and its use of datasets, has allowed school leaders to reconsider approaches to curriculum design and propose changes to curriculum models. These close and effective working relationships have been made possible by careful strategic planning of collegiate work. The orchestration of a strong team ethos by authority leaders also drives effective collaboration, communication and work. There is evidence of a less consistent approach to strategy in some clusters. The local authority should continue with plans to highlight and share effective practice in cluster working, which is already leading to growing collaboration within clusters.

There is a clear and well-understood expectation among school leaders that the voice of learners contributes to self-evaluation and improvement planning. Authority officers consider the place of learner voice in their evaluations of school plans. Authority leaders meet regularly with focus groups of learners from across the authority. As a result of this shared expectation, there are clear examples of improvements to learners' experiences that are being informed and driven by children and young people. These include learners' roles in shaping council approaches to building racial literacy in schools.

Authority leaders have also built constructive relationships with other stakeholders. Parent Councils have a well-structured working relationship with authority leaders. As a result, they benefit from a strong understanding of education authority processes in Inverclyde. Authority leaders also have a strong working relationship with teachers' professional associations. Professional associations worked with the authority to improve incident recording and reporting. These improvements mean more effective actions can be taken to monitor and deal with incidents. These constructive relationships are supporting the authority and its schools to move forward with change and improvements more effectively.

Authority staff consider school improvement planning and self-evaluation and how these contribute to the Service Improvement Plan. There is scope for this process to be made more explicit for school leaders. This would allow them to more readily see how overall messages and expectations feed into each other and link up. Authority officers' strong understanding of schools and their staff has led to strategic actions which further support a more sustainable and effective school leadership workforce. For example, knowledge and experience gaps were highlighted among principal teachers leading ASN services and provisions in the improvement planning process, as well as elements of additional support needs responsibilities. As a result, a support network was established, which has been particularly helpful for staff in primary schools. As a result, they now benefit from further training and collaboration to support them in these roles. There may be capacity for education officers to engage further in strategic planning and evaluation, supporting articulation between authority and school improvement work. This may further improve the strengths of the local authority in driving forward improvement in schools.

Theme 2: How do local authorities support schools to improve the quality of education through self-evaluation and quality assurance?

- *What methods does the local authority use to evaluate school performance (review the quality of education) for example, gathering evidence from stakeholders, review/validated self-evaluation visits, attainment analysis)? How effective are these methods? How often does this take place?*
- *To what extent do officers carry out regular and rigorous evaluation of the quality of school provision? How is this work quality assured?*

- *How does the local authority evaluate the quality of learning, teaching and assessment?*
- *How clear and effective is the advice and support for schools on approaches to self-evaluation and their quality assurance? How effectively does the local authority moderate this at strategic and school levels?*
- *How does the local authority identify and share effective practice through quality assurance? Is this making a difference across the authority?*

Local authority staff have a very strong knowledge and understanding of their schools. This supports authority leaders to plan, support and undertake self-evaluations and quality assurance which help their schools improve the quality of education and outcomes for learners.

The authority's strong commitment to the use of data is supporting their understanding of their schools. BGE and senior phase datasets and dashboards cover extensive information about establishments and learners, including socio-economic and attendance data. Authority and school staff have successfully used this information to target specific groups or areas for improvement. These include specific cohorts of learners or specific curriculum areas or subjects. The use of highly individualised data is helping staff to improve outcomes for learners. However, not all school leaders are equally confident about using this data effectively.

Authority officers engage regularly with their linked schools. The planned frequency of their cycle of visits varies depending on a school's specific needs and involves reviewing and discussing data. The Head of Education also frequently engages with schools directly. He meets termly with authority officers and associate assessors to reflect on progress across the service. These regular meetings are helping to ensure that authority officers have a strong understanding of school contexts and progress and how this links with service improvement priorities. A calendar supports the engagement of authority staff with schools. To further improve the effectiveness of these calendared support and challenge engagements, authority officers should consider linking more explicitly their actions to clear strategic visions and shared expectations.

In session 2022/23, Inverclyde Council introduced 'Peer Review' as a new process to support self-evaluation for school improvement. The three-year cycle is an intensive review of school provision which involves headteachers, depute headteachers and local authority officers. This approach is helpful in self-evaluation and improvement planning. School leaders are highly appreciative of the impact of undertaking reviews or being reviewed. The reviews support a detailed analysis and evaluation of their performance against a range of How good is our school? 4th edition (HGIOS4) quality indicators (QIs). This supports the rigour and robustness of their self-evaluation processes. There is also evidence that staff undertaking reviews bring more effective practice and improvements back to their own schools.

Schools can request a more detailed peer review of specific QIs as part of the second or third year of their 'Peer Review' cycle. These have supported specific changes to support learners, for example in actions around wellbeing, equality and inclusion. Early indications are that there has been a low uptake of this more detailed follow-up 'Peer Review' approach. The authority intends to review the Peer Review process during session 2024/25. As part of this review, it may be helpful to consider how authority officers may support a greater number of schools to engage in more detailed 'Peer Reviews' of specific QIs.

Authority officers should consider how schools may benefit from different forms of supporting aspects of self-evaluation in years when a school is not going through a Peer Review. Greater engagement in classroom visits and learning observations during officer visits may support a more focused and informed ongoing emphasis on improving the quality of learning, teaching and assessment.

Overall, this thorough approach at different levels allows authority leaders to have a strong overview of their schools and consider how interventions and planning can support improvement. As a result, there has been a successful ongoing improvement in self-evaluations and HM Inspectors' evaluations of the authority's schools in recent years. Local authority leaders should continue to analyse and evaluate different measures of improvement, such as senior phase attainment.

Local authority staff review and moderate each other's link school data and improvement plans regularly. This helps to improve the effectiveness and support officers can give their own link schools by ensuring they have a more detailed knowledge of the actions of other schools in the authority. The sharing and moderation process also reflects a wider culture of transparency. For example, all schools' attendance information is shared weekly among all headteachers to promote a culture of working together to identify effective practice and promote collegiality. In promoting a collegiate culture, there are other ways in which staff from different establishments can work together. For example, the senior phase working group of senior and middle leaders is now effectively using dataset information to more precisely coordinate work with different subject networks. Officers work with school leaders to identify exemplars of effective practice and share these as part of best practice booklets across the authority. This sharing of effective practice has also helped inform the development of local authority improvement resources such as the literacy strategy.

Theme 3: How do local authorities support schools to improve the quality of education through professional learning?

- *What professional learning does the local authority currently provide to support school improvement?*
- *What is the impact of this on developing the skills and knowledge of school leaders and staff on school improvement?*
- *What support systems (e.g., mentoring, networks of practice, peer support groups, cluster support) are available for school leaders and staff? How are these approaches improving school performance and outcomes for learners?*
- *To what extent do senior leaders have opportunities to support improvement beyond their own establishment? What difference is this making?*
- *How effectively does the local authority utilise Associate Assessors (if applicable) to support school improvement across establishments.*
- *Does the local authority's professional learning strategy draw on support from national organisations?*

The local authority provides an annual overview of professional learning opportunities to support school improvement. This is linked to national and local priorities within the Education Services Improvement Plan. This offer supports well the development and learning of school staff to improve outcomes for children and young people. The Educational Psychology Service enhances the offer further by using research informed practice to provide a very clear universal and targeted approach to professional learning. Their work on trauma informed practice has improved culture, practice and structures in schools. This is having a positive impact on teacher confidence and creating inclusive classrooms.

The local authority highlights priorities from the Service Improvement Plan which schools must implement, for example, the Literacy Framework and strategies around building racial literacy. Headteachers and teachers also have the autonomy to choose bespoke professional learning opportunities from the annual plan in line with school and personal priorities. Authority officers are looking to develop a more comprehensive system to consider the timing of the offer in line with timelines for school self-evaluation and reporting. Key areas for improvement from standards and quality reports, peer reviews and inspection reports will be extracted. It is planned these will be more comprehensively included as part of the central professional learning offer.

Development of an interactive Literacy Framework toolkit over the last two years has captured learning from the Scottish Attainment Challenge (SAC) and evolving research around effective teaching of core literacy skills. This has supported professional learning opportunities at whole staff level, through to individual teacher level. The Literacy Strategy contains a suite of resources and pathways which has resulted in more consistency in delivery across schools. This has supported increased confidence and knowledge among school staff of skills progression. Officers who provide coaching and modelling in literacy, numeracy and health and well-being have been able to build the capacity of staff to allow greater focus on raising attainment and achievement.

There are challenges because of the lack of permanency for newly qualified teachers. This has led to some inconsistencies in the level of teacher skills. This session, the local authority has

appointed three strategic pedagogical leads from early years, primary and secondary. These leads are further supporting school improvement through a universal and targeted approach. This has the potential to support a wider range of high quality and bespoke professional learning to improve support and experiences for learners.

The local authority's professional learning strategy draws on support from national organisations. Both authority officers and headteachers are members of a variety of networks including West Partnership, Association of Directors in Scotland, and Education Scotland. Increased collaboration and looking outwards are creating a more consistent approach to developing highly effective practice in line with national standards.

The Leadership Strategy Framework has been designed to support leadership development and networking at all levels. This includes a headteacher induction programme, supported access to national programmes, a coaching offer, and leadership networks. Middle leaders have been supported in how to have challenging conversations with staff.

The local authority has recently formalised a three-year review process for child protection and health and safety. School leaders have received intensive training from authority staff on high quality systems and processes to ensure children and young people are safe and supported to learn.

The local authority values the role of the Associate Assessor in supporting school improvement across establishments. They have recently increased their numbers of Associate Assessors and now plan to deliver focussed learning on the key quality indicators. This may support further robustness of self-evaluation, in line with national expectations and developing strong school improvement.

The local authority has a strong commitment to ensuring Scottish Equity Funding builds capacity in school teams. Authority leaders intend that this approach will support the continued development of sustainable models of professional learning to support teacher development.

Theme 4: How do local authorities deliver universal support and challenge for all schools, and/or targeted support for specific schools to improve the quality of education?

- *What is the universal offer of support and challenge for all schools?*
- *How does the local authority use the data from individual school or cluster improvement plans and standards and quality reports, to provide targeted support?*
- *What measures are used to identify the need for targeted support?*
- *Is there targeted support for specific schools? What might that look like? (examples?) What action is taken if a review of a school concludes that a school is not performing satisfactorily and requires targeted support?*
- *What support systems (for example: mentoring, networks of practice, peer support groups) are available for school leaders and staff?*
- *What is the role of central staff in facilitating/contributing to collaborative approaches, which improve school performance and outcomes for learners?*

Inverclyde Council provides universal, targeted and intensive support to schools across the local authority. In doing so, they provide an appropriate and proportionate approach towards ensuring a balance of support and challenge to all schools. Overall, school leaders have a clear understanding of the purpose and criteria for universal, targeted and intensive supports provided by the local authority. Senior leaders and other authority officers use a range of relevant data and information effectively to support their decision making about levels of support required to schools. The local authority's approach to universal, targeted and intensive support is leading to positive outcomes for learners. This is reflected in positive inspection outcomes for its schools, including a high number of schools receiving 'good' and 'very good' evaluations.

The local authority universal offer for all schools, including those that require targeted or intensive support, provides;

- a calendar of quality assurance visits and returns,
- support for each cluster from an education office,
- a service level agreement with psychological services,
- peer review visits (validated self-evaluation visits) on a three-year cycle. This is currently year three of the first round of peer reviews,
- annual feedback on standards and quality reporting and school improvement planning,
- preparation for inspection support,
- local authority developed support materials, for example, the literacy framework,
- local authority career long professional learning programme, including an annual calendar of events,
- termly heads of establishment meetings and an annual conference,
- the local authority leadership pathway and professional learning programme. All pathways provide leaders with mentoring and coaching support across all educational establishments. Pathways for staff in schools are;
 - Pathway 1 for class teachers / early years teachers.
 - Pathway 2 for principal teachers / class teachers.
 - Pathway 3 for depute headteachers / principal teachers.
 - Pathway 4 for headteachers.

The local authority undertakes an agreed universal programme of quality assurance and monitoring across the academic year. Within the central team, authority officers and the Head of Education meet twice per term to monitor and track relevant data and information. This frequent and detailed use of data is a key strength. Senior leaders and other authority officers use the monthly Additional Support Needs Monitoring Forum and fortnightly Associated Schools Groups to identify areas for improvement or of concern in relation to meeting the needs of children and young people. These meetings and use of data and information helps them assess how well schools are performing and the level of support required.

A risk matrix categorises all schools within the categories of universal, targeted and intensive. It has very useful high-level information and data linking to a number of performance indicators. This includes;

- information and school evaluations from standards and quality reports and outcomes of inspection,
- referrals made for additional support for learning,
- intelligence from authority officers' visits to schools,
- attainment data, attendance and exclusion information,
- data about bullying and recorded incidents within schools.

As a result, senior leaders have a robust understanding of school performance. As the use of the risk matrix becomes more established over time, the local authority will be better placed to identify schools that have a similar profile year after year.

Authority officers continue to have a universal approach to engaging regularly and frequently with all schools across the academic year. They have developed a structured and clear annual calendar. This is located on the Education Establishment Improvement Framework which is refreshed and shared by August each year. The calendar provides school leaders with an overview of the purpose of each meeting. However, school leaders do not all have the same awareness of the Framework and calendar. Authority officers should continue to raise the profile of the Framework so that all school leaders have equal awareness of expectations, supports and purpose of engagement with authority officers.

As part of the universal approach to supporting schools, authority officers provide useful engagement through an annual attainment and achievement meeting and termly meetings to discuss and share data gathered by authority officers. They use the local authority internally developed data dashboard and refer to the risk matrix. Authority officers use these meetings with school leaders effectively to identify early concerns or areas for support and improvement. Local

authority data and information clearly shows that this is supporting schools to sustain positive experiences and outcomes for children and young people.

Senior leaders and authority officers identify accurately what is preventing a school to improve overall performance and outcomes for children and young people. Positively, the local authority is proactive in seeking out schools that are not providing a sufficiently high-quality education to children and young people. They take prompt action to improve the quality of education. They continue to provide support until there is sufficient evidence to say the school is at least graded as 'good' using the HGIOS4 scale. As a result, schools that have evaluated themselves as 'weak' or 'satisfactory' receive timeous support.

Authority officers and senior leaders identify schools that require targeted support through a range of data and form an evidenced-based view of need. Targeted support aims to intervene timeously with schools, responding to issues or concerns identified. Targeted support also focuses on specific aspects of an establishment's work. For example, improving school capacity in meeting additional support needs, attainment in subject areas, schools' implementation of guidance and policy or response to school self-evaluations.

Local authority intensive support is identified through a range of information. It is identified through; a school's self-evaluation, outcomes of HMI inspection, peer review and authority officer intelligence. One of the main features of criteria used is whether the school is graded as lower than 'good' using the six-point scale from HGIOS4. This model is used where there is a need to secure rapid improvement. Intensive support provides;

- an action plan, with clear outcomes to ensure rapid progress is made,
- areas for improvement or incorporated into school improvement plans,
- a governance process to track the progress and impact, chaired by the Head of Education,
- monitoring every four to six weeks.

HOW GOOD IS OUR EDUCATION AUTHORITY?

A framework for self-evaluation of
local education authorities



A · D · E · S

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ADES President's Foreword

I am delighted to offer a foreword to this document which represents a joint piece of work between Education Scotland and ADES. For three years now ADES and Education Scotland have worked together on Collaborative Improvement visits involving all 32 local authority education services in Scotland. The purpose of the visits has been to support improvement across the country and also to develop stronger networks of support and challenge between services. However, having completed the first round of visits, ADES took the view that we needed a more structured and consistent approach to self-evaluation. A small group then worked on refreshing a version of Quality Management In Education 2 which was published by HMIE in 2006. The document produced is based upon QMIE2 and ADES gratefully acknowledges the support of Education Scotland to use it as the basis of this refreshed self-evaluation framework.

I am very grateful to all those in ADES and Education Scotland who have led this piece of work. I hope this document and the accompanying document in this framework are used as intended to support self-evaluation for improvement across all local authorities. Our intention is to take professional responsibility in a context of mutual accountability rather than be driven by purely external accountability. One of our strengths in a relatively small education system like Scotland is our ability to work collaboratively, building networks of support and professional dialogue leading to better outcomes for our children and young people.

Sheena Devlin

August 2024

Introduction and Rationale

Improvement in the Scottish education system is rooted in robust self-evaluation, an approach which has become embedded in education over a number of years if not decades. The *How Good Is Our..?* series of publications has helped to drive forward improvement, but it has also underlined the need for establishments and services to take responsibility for their own improvement. Improvement isn't somebody else's responsibility and it isn't possible to 'inspect' improvement into a school or system. Establishments, services and local authorities need to take responsibility for improvement as well as progress towards ensuring greater consistency of standards across the establishment and local authority. There is also a need for external and objective system presence in establishments and local authorities to moderate their self-evaluation. At times the horizons of an establishment, service or local authority can become narrow and so we all benefit from external presence.

ADES has worked with Education Scotland to support system presence and externality in local authorities through Collaborative Improvement. Collaborative Improvement is an approach to mutual support and challenge of local authorities where the local authority invites an external team to work collaboratively on an area to be explored which leads to identifying strengths and areas for improvement. Collaborative Improvement is voluntary, led by the local authority itself who also choose the area of focus and publish a report at the end of the visit. The intention of Collaborative Improvement is to avoid trying to drive improvement through an accountability agenda and replace it with shared accountability as outlined by David Godfrey (2020) who states that

School systems should set up external evaluations in ways in which internal evaluation is optimised and vice-versa. ...external evaluation can lead to game-playing and internal evaluation can be subject to 'self-delusion' (Godfrey, 2020, p.12).

The chapter in Godfrey's edited work on school peer review helpfully highlights the importance of improvement being based upon a mutually reinforcing system of internal and external evaluation.

A system of peer led review of local authorities which also involves the national agency is consistent with strengthening the middle as described in the 2015 OECD report on Scottish education. Fullan and Quinn (2018) outline four components of whole system change which are: focusing direction; collaborative cultures; securing accountability; and deepening learning. Collaborative Improvement has been a key part of progressing on the journey towards creating a collaborative culture across Scotland to improve clarity around direction, secure mutually agreed professional accountability and ultimately deepen learning. However, as we progress towards the completion of all 32 local authority Collaborative Improvement visits, ADES believes that the next step is an agreed, updated framework for self-evaluation and a coherent approach to local authority self-evaluation across all 32 local authorities.

The *How Good Is Our...?* approach has stood the test of time but needs constantly updated. The publication *Quality Management in Education 2* requires to be updated to take account of legal and policy changes, however the basic EFQM structure and approach are still useful and valid. The current document is proposed as an instrument for local authorities, based on a familiar approach, to carry out robust self-evaluation. The main difference between the current approach and inspection is that self-evaluation is carried out for improvement rather than for accountability.

Denis Shirley talks of a lost decade in education where a 'prescriptive imperative' reigned.

Under this imperative, educators' judgement was diminished and the hierarchical and administrative control of educators was intensified. This was the opposite of a professionalisation agenda... How we move from prescription to professionalism is the third new imperative of educational change (Shirley, 2017, p.14).

While Shirley was mainly referring to the approach taken in England and the United States, he underlines the view that improvement cannot be driven by external accountability in a performative system where descriptors of quality become the definition of quality (Biesta, 2015). The intention in the current proposals is for the system to take greater responsibility for improvement, leading to greater consistency across the country. A child's or young person's chances of success in education should not be dependent on where they live in Scotland. ADES believes that we are accountable to the children, young people and families we serve who deserve a consistently high standard of education wherever they live in Scotland.

Quality Indicators

The following sections contains two quality indicators, the first relating to leadership and the second relating to improving outcomes. Consistent with HGIOS?4, the QIs set out features of highly effective practice and reflective questions as a guide to self-evaluation. The questions are not exhaustive and the features are only features. As with HGIOS?4, these are not to be considered as a checklist, but a guide.

Following QI2 on outcomes is an indicative list of measures which may be considered useful as part of the self-evaluation process. Once again, these are only an indication and there may be measures relevant to a local authority's own improvement plan which are context specific. The measures are not prescriptive or exhaustive but serve as a broad guide and to ensure a degree of consistency.

Quality Indicator 1: Leadership, Direction & Continuous Improvement

This indicator relates to the strategic leadership of the education authority, fulfilment of statutory duties, how the authority works internally and with partners to create a shared vision, a sense of purpose and direction focused on continuous improvement. It considers the extent to which visions, values and aims are shared and developed in partnership with stakeholders. It focuses on planning for improvement and change and how well the authority builds capacity for leadership and improvement alongside the education authority's success in delivering and improving the quality of its services. The features of highly effective practice below are intended as illustrations only and not as a set criterion.

Themes:

1. Vision, values and aims.
2. Strategic deployment of resources.
3. Fulfilment of Statutory Duties
4. Leading and delivering sustained improvement and change.
5. Effective leadership at all levels.

Features of highly effective practice:

Challenge Questions

1.1 Vision, values and aims

- Our vision, values and aims are ambitious and challenging and promote positive attitudes to social justice, equality and diversity. They are in line with national and local priorities and are clearly communicated and understood by our partners and stakeholders.
- The empowering nature of our organisation supports staff and other stakeholders to actively contribute to and act on the vision, values and aims. Our vision, values and aims are regularly revisited and reinforced resulting in a strong sense of purpose.

- How effectively have we established a shared vision for the Education Authority that is owned and understood by all stakeholders?
- How well do we understand our local context and reflect its unique needs in our strategic planning?
- How well do we use our vision, values and aims when making decisions about future improvement priorities?
- How effective are our processes for involving all stakeholders in the ongoing review of our vision, aims and values?

1.2 Strategic deployment of resources

- Senior leaders make transparent and evidence-based decisions on the allocation of resources. We provide strong leadership in targeting resources at agreed priorities.
- We have in place a very clear strategic planning framework that takes account of finances, asset management and human resources that articulate well with service planning and Community Planning cycles.

- How effective and efficient are our approaches to financial management?
- What procedures do we employ to ensure transparency and equity in the use of our financial resources?
- How effectively do we allocate resources to sustain improvement priorities?
- How do we ensure that resources are allocated to meet local and national priorities?

<ul style="list-style-type: none"> • Effective systems are in place to consult with staff and stakeholders. Risks are identified through regular and thorough evaluations and risk audits. 	<ul style="list-style-type: none"> • How well are our buildings and grounds being used to deliver learning experiences and to support learner, staff and community wellbeing? • How effectively do we monitor the use and impact of available resources on improvement priorities? • How rigorous are our auditing processes to enable us to effectively plan, monitor and manage our resources?
<p>1.3 Fulfilment of Statutory Duties</p> <ul style="list-style-type: none"> • We comply with statutory requirements. Senior leaders and elected members have high levels of understanding of key legislation and policies across the spectrum of education and learning provision. • Our children, young people and adult learners, staff, volunteers and all other stakeholders both feel and are safe whilst engaging in learning opportunities provided by us either solely, or in partnership with others. • Our elected members, staff and volunteers comply with our clear, appropriate and up-to-date child protection, safeguarding and health and safety policies and procedures. • We work effectively with other services and partners to respond to any child protection, safeguarding or safety issue. • We actively promote equality and fairness and challenge all forms of discrimination. We promote social justice and seek to reduce educational disadvantage. 	<ul style="list-style-type: none"> • To what extent does the performance and outcome data demonstrate we are effectively discharging our duty of Best Value and continuous improvement in relation to education? • How well do we ensure high levels of understanding of key legislation and policies across education services? • How effectively do we work with other services to respond to child protection and safeguarding issues? • To what extent do we ensure equality and fairness is actively promoted across the service?
<p>1.4 Leading and delivering sustained improvement and change</p> <ul style="list-style-type: none"> • Our planning for improvement and change is highly effective as is our capacity for improvement. We place the learning, care and development needs of all children, young people and adult learners at the forefront of our work. • We support all children, young people and adult learners to be safe, 	<ul style="list-style-type: none"> • To what extent can we evidence a clear strategy for the delivery of educational services? • To what extent have we embedded support and challenge as a means of securing continuous improvement? • How effectively do we use data to plan for continuous improvement? • What strategies do we use to guide the strategic direction and pace of change? Is this carefully planned to

<p>healthy, active, nurtured, achieving, respected, responsible and included. We use appropriate frameworks and indicators as a sound basis for self-evaluation and planning for improvement.</p> <ul style="list-style-type: none"> • The information from performance data and stakeholders' views are used to set appropriate priorities and targets for improvement. These targets are included in service and improvement plans and result in appropriate action. <p>1.5 Effective leadership at all levels.</p> <ul style="list-style-type: none"> • Elected members, strategic managers and senior leaders nurture, create and maintain a positive improvement culture where staff at all levels feel confident to initiate and take forward well-informed changes. • We use up-to-date data and intelligence to inform strategic decision making. We effectively guide and manage an ambitious strategic direction and set a realistic pace of change. • Strategic managers demonstrate a clear commitment to encourage leadership and empowerment of change at all levels, particularly at a middle level. • Our staff are encouraged to take on leadership roles, building on individual's skills and talents. 	<p>ensure sufficient time for embedding improvements?</p> <ul style="list-style-type: none"> • How effective is our guidance to EYC and schools on self-evaluation, improvement planning and standard and quality reporting? • How effective are our methods for evaluating our services and establishments <ul style="list-style-type: none"> • To what extent do our governance arrangements promote a culture of sustained improvement? • How effectively have we developed a culture in which all staff share a collective responsibility to improve outcomes for children and young people? • How well have we ensured a strong capacity for improvement across our service? • How well do we create collaborative conditions for staff to learn with and from others through peer collaborative learning? • To what extent do leaders proactively establish strong links with establishments, stakeholders, partners and other council services to lead joint improvement activities?
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Quality Indicator 2: Improving Outcomes for All

This indicator focuses on the impact of the education authority on achieving the best possible outcomes for all children, young people and adult learners, including those with additional support needs. This is measured in attainment across all areas of the curriculum and in all settings, through the authority's ability to demonstrate children, young people and adult learners' achievements in relation to skills and attributes and through progress towards meeting local targets across a range of appropriate measures. Continuous improvement or sustained high standards over time is a key feature of this indicator. Factors associated with specific impact on children, young people, staff, families and communities is also a key consideration. The features of highly effective practice below are intended as illustrations only and not as a set criterion.

Themes:

1. Improvement in outcomes for children, young people and adult learners.
2. Quality of Education - Impact on children, families and communities.
3. Quality of Education – Impact of professional learning on staff
4. Use of performance data to improve outcomes for children, young people and adult learners.

Features of highly effective practice:

2.1 Improvement in outcomes for children, young people and adult learners

- Across all services and establishments, we have improved attainment, achievement and positive destinations for children, young people and adult learners continuously over time. We have collaborated with partners and have maintained consistently high outcomes for all children, young people and adult learners.
- These outcomes are measured across a range of indicators, including literacy, numeracy, health and wellbeing and positive and sustained destinations. We have raised the attainment of all our children, young people and adult learners and in particular our most disadvantaged children and young people. We have evidence that we are closing the poverty related attainment gap. We are effective in ensuring young people and adult learners maintain or move on to

Challenge Questions

- How effective are our approaches to raising attainment and achievement?
- How well can we demonstrate improved attainment for groups and individuals facing barriers to learning?
- To what extent are we closing the poverty related attainment gap?
- To what extent have we succeeded in securing positive destinations for our leavers?
- How well do we compare with other similar authorities and our virtual comparator across a range of measures?
- To what extent are we achieving our targets we have set for ourselves, including stretch aims?
- To what extent are our levels of achievement in literacy and numeracy improving over time?
- How are we able to evidence that the health and well-being skills of our learners are improving over time?

positive destinations adding value to the local and national economy.

- Our outcomes compare well against a range of appropriate benchmarks and comparators including in literacy, numeracy, the senior phase and health and wellbeing.

2.2 Quality of Education - Impact on children, families and communities.

- Overall, our children, young people and adult learners are successful, confident, exercise responsibility and contribute to the life of their community and as global citizens.
- We have effective systems in place to promote equity of educational success for all our children, young people and adult learners. Our self-evaluation and external evaluations provide evidence of the extent to which we have maintained high educational standards or have improved over time.
- Our staff and partners effectively use data, analysis and intelligence gathering to inform their understanding of community and individual family's needs and to ensure appropriate timely interventions. We make very effective use of national and international research and best practice to improve our children's learning and about the kind of experiences that will best prepare them for their future lives.
- Our staff and partners are confident in delivering new approaches to learning and teaching that impact positively on learners. We work closely with parents, partners and other agencies to help minimise the effect of poverty on our children, young people and adult learners. We have effective school and authority systems in place to promote and monitor the success and achievement of all our children and young people.

- How well do we use tracking and monitoring information from across the authority to measure progress over time and identify areas for improvement?
- How well do we recognise and value the personal achievements of all learners?

- Have we successfully established an inclusive learning culture? How do we know?
- How do we know that the education provision is contributing to learner's success across the 4 capacities?
- How do we know that our learning, teaching and assessment is of the highest quality?
- How well do we ensure that the curriculum is designed to develop and promote equality and diversity and eliminate discrimination?
- What steps have we put in place to ensure that all children and young people have access to high-quality learning across all curriculum areas and through outdoor and digital learning?
- How effectively have we incorporated children's rights in to our work? How well are children consulted and engaged about their learning?
- How well are we capturing the impact of children and young people's achievements on our community?
- How well do we engage with families and communities and how do we involve them in decision-making around education?
- How effective are we in evaluating the impact of our work on families and communities?
- To what extent can we state that families are satisfied with the quality of education?
- How effective are our arrangements to respond to stakeholders concerns and suggestions?
- How well has the LA engaged with parents/families to support

2.3 Quality of Education – Impact of professional learning on staff

- Our model of professional learning is understood and used by all staff. Our staff have ownership of their own professional learning and are empowered to engage in self-directed learning. Individually and collectively, we plan and evaluate our professional learning directly on the quality of impact on learning. We can evidence the impact our professional learning has had on our work and the progress, achievement and attainment of children, young people and adult learners over time.
- Our staff are supported through professional learning to deliver high-quality services, including learning and teaching which improve the life chances of children, young people and adult learners. They work in partnership to deliver well-targeted initiatives that improving attainment and achievement of the most disadvantaged children, young people and adult learners and enhance their health and well-being.

2.4 Use of performance data to improve outcomes for children, young people and adult learners

- We have robust systems to track and monitor the progress of children, young people and adult learners across our services and establishments. We analyse this information to determine our impact and to ensure we intervene effectively to support the continuous progress of children, young people and adult learners across our authority.
- We make appropriate progress towards meeting local targets for education (including stretch aims),

improvements in learning, raising attainment and closing the poverty-related attainment gap?

- How well do all staff understand their responsibility in ensuring sustained improvement?
- How well are our approaches to professional learning understood and used by all staff?
- To what extent do we critically engage with research, policy sources and developments in learning and teaching?
- How well do all staff know and understand the key tools to be used in self-evaluation activities including the General Teaching Council Scotland (GTCS) Standards and other QI frameworks?
- How well do we provide opportunities for all staff to be involved in and lead aspects of service improvement?
- How effective are our approaches to collegiate learning? Are we using an appropriate range of approaches which enable us to learn with and from each other?
- Can we evidence the impact of our professional learning approaches on improved outcomes for learners?
- How effective are LA approaches to evaluate the impact of the professional learning offer in relation to improving outcomes for all learners?
- To what extent is our approach to self-evaluation rigorous and robust?
- To what extent is decision making underpinned by effective data analysis?
- How effectively do we use data to intervene effectively to ensure improved outcomes?
- How well do we know that the steps we have taken have improved outcomes for children?

<p>health and wellbeing and Best Value within education. We use a range of appropriate tools, including professional judgement to evaluate how well our children and young people attain and to plan our next steps.</p> <ul style="list-style-type: none"> • We have effective moderation and data gathering processes across our services and establishments to ensure data for improvement is robust and provides accurate information for us to evaluate. 	<ul style="list-style-type: none"> • To what extent do elected members use performance data to support and challenge improvement? • How effectively are we building capacity and sustainability into initiatives? • How effective are our strategies and processes for evaluating our service?
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Improving Outcomes for All: Core Indicators

Early Years

1. Attendance
2. Care Inspectorate and HMI inspection outcomes

Broad General Education

3. Percentage of P1, P4 and P7 pupils combined achieving expected CfE levels in literacy
4. Percentage of P1, P4 and P7 pupils combined achieving expected CfE levels in numeracy
5. Percentage of S3 achieving third level in literacy
6. Percentage of S3 achieving third level in numeracy

Senior Phase

7. Percentage of leavers achieving Literacy and Numeracy at SCQF Level 5
8. Percentage of leavers achieving 5 or more at SCQF Level 4
9. Percentage of leavers achieving 5 or more at SCQF Level 5
10. Percentage of leavers achieving 5 or more at SCQF Level 6

Leaver Destinations

11. Percentage of leavers entering positive destinations – Initial and follow-up destinations
12. Participation rate for 16-19 year olds

Other

13. School attendance rates – Primary, Secondary and Special
14. School exclusion rates – Primary, Secondary and Special
15. Achievement – Locally based measures that reflect the purpose of Curriculum for Excellence
16. Health and Wellbeing – Locally based measures
17. Inspection results for Local Authority establishments and trends in proportion of inspection QIs rated good or better
18. Improvements arising from LA strategies and plans, reviews including Best Value and ADES Collaborative Improvement

Note - Local Authorities should consider:

- Trends – Over time, a trend being 3-5 years
- Comparison with national trends
- Comparison with relevant benchmarks, family groups or virtual comparators
- Progress in meeting local targets including stretch aims
- Data relating to performance of particular groups of learners and provide progress in raising attainment of key equity groups e.g. ASN, Poverty, Care Experienced, Ethnicity, EAL, Gender