



EUROPEAN AGENCY
for Special Needs and Inclusive Education



RAISING THE ACHIEVEMENT
OF ALL LEARNERS IN INCLUSIVE EDUCATION

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Country Report: United Kingdom (Scotland)

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UNITED KINGDOM (SCOTLAND) COUNTRY REPORT

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1. What reference is made to raising achievement in national policies? How is raising achievement defined?

Raising Achievement is at the heart of many national policies and is a key government priority.

[OECD – Scotland Education Policy Review](#)

[A Plan for Scotland – The Government’s Programme for Scotland 2016–2017](#)

[Delivering Excellence and Equity in Scottish Education](#)

[National Improvement Framework for Scottish Education](#)

[The General Teaching Council for Scotland: Professional Standards](#)

2. What national policies specifically target raising achievement?

The National Improvement Framework

The National Improvement Framework is pivotal in directing and supporting educators to continually improve Scottish education and close the attainment gap. It places a premium on achieving both excellence and equity in Scottish education. In setting out key priorities and drivers for improvement, this framework is driving and shaping school and learning community improvement planning processes with a strong focus on intended improved outcomes for young people. The National Improvement Framework sets out the following four key priorities which everyone in Scottish education should be working towards:

- improvement in attainment, particularly in literacy and numeracy;
- closing the attainment gap between the most and least disadvantaged learners;
- improvement in children and young people’s health and well-being;
- improvement in employability skills and sustained, positive school leaver destinations for all young people.

The Scottish Attainment Challenge

The [Scottish Attainment Challenge](#) is about achieving equity in educational outcomes, with a particular focus on closing the poverty-related attainment gap. Equity can be achieved by ensuring every child has the same opportunity to succeed. The First Minister launched the Scottish Attainment Challenge in February 2015 to bring a greater sense of



urgency and priority to this issue. It is underpinned by [The National Improvement Framework](#), Curriculum for Excellence and Getting It Right for Every Child (GIRFEC).

The Scottish Attainment Challenge will focus and accelerate targeted improvement activity in literacy, numeracy and health and well-being in specific areas of Scotland. It will also support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

Calderglen Learning Community has not qualified to be part of the Scottish Attainment Challenge.

Delivering Excellence and Equity in Scottish Education

[National Improvement Framework for Scottish Education: Achieving Excellence and Equity](#)

Nurturing and Learner Health and Well-Being

The Scottish Government's Getting It Right for Every Child (GIRFEC) Strategy is the national approach in Scotland to improving outcomes and supporting the well-being of our children and young people. It offers the right help, at the right time, from the right people:

- [What is GIRFEC?](#)
- [GIRFEC Practitioners' Information Pack](#)

Health and Well-Being: the Responsibility of All

[Health and Well-being Across Learning](#)

A National Strategy to Promote Positive Relationships and Behaviour

[Better Relationships, Better Learning, Better Behaviour](#)

Preparing learners for future pathways to ensure positive and sustained destinations

[Developing the Young Workforce](#)

Closing the Attainment Gap

[Pupil Attainment: Closing the Gap](#)

[Curriculum for Excellence Delivery Plan](#)

3. What information/data are collected at national level on attainment and achievement?

The Scottish Government is currently introducing national testing in the Broad General education (3–15). It is requiring school leaders to build teacher capacity in using evidence together with professional judgment to arrive at robust assessments of a level where judgments are shared and agreed across and within sectors.



For example:

Results of national tests and qualifications

- Broad General Education performance on literacy and numeracy levels at key stages;
- All data from national qualifications (Scottish Qualifications Authority) now gathered through Insight, a national benchmarking tool for all teachers;
- Leavers' destinations shown as key national benchmark on Insight Dashboard;
- Attendance statistics;
- Exclusion statistics;
- SIMD data captured through Insight;
- Performance of pupils who are in targeted groups (e.g. LAC, ASN, lowest performing, gender) captured through Insight;
- Scottish Survey of Literacy and Numeracy, annual survey.

Under additional support for learning legislation, Scottish Ministers must report to the Scottish Parliament, in each of the five years after the commencement of the 2009 Act (November 2010), on what progress has been made. This ensures that sufficient information relating to children and young people with additional support needs is available to effectively monitor the implementation of this Act. Information and evidence across those five years are collected and reported in the form of statistical information, and qualitative information from a range of sources. It is possible to consider patterns in relation to attendance and absence from school, exclusion and qualifications and leaver destination data.

[Supporting Children's Learning: Implementation of the Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

Wider 'measures' of learning to learn, learner well-being/welfare, personal/social development, etc.

Ungraded courses and courses provided by bodies other than Scottish Qualification Authority (SQA) are shown on Insight.

Through Education Scotland Inspection and Review, the wider measures are inspected and reported on in inspection reports.

Information from assessments designed for particular groups of learners (e.g. learners with learning disabilities, learners from different cultural and linguistic backgrounds)

The Scottish Government collects data on the literacy and numeracy skills and abilities of pupils at P4, P7 and S2. The results of this [Scottish Survey on Literacy and Numeracy](#) are published and used at National and local levels to plan for improvement.

LAC/ASN/ESOL data can be obtained via insight.



4. What information/data on attainment and achievement (including the wider areas outlined above) are collected at school level?

At school level, information is collected on the wider of achievement of pupils relating to achievements both inside and outside of school.

For example:

- Sporting activities at local and national levels
- Drama activities
- Musical successes at local and national levels
- Volunteering/fundraising activities
- Participation in qualifications provided by bodies other than SQA (Scottish Qualifications Authority), e.g. Duke of Edinburgh Award Scheme, Open University Modules, ASDAN awards.

This information would be used to recognise success and is available on Insight.

5. What information/data are used for school evaluation and quality assurance at national/local level?

The following are all used at both school and national levels and also through Validated Self Evaluation at local authority level:

- Self-evaluation
- Inspection
- Analysis of learner achievement/other school level data – monthly at least
- Stakeholder surveys – up to three times a session
- Observation of lessons and sampling of pupil work, policies and practices – a few times per session
- Use of critical friend – once or twice a session with a specific focus
- Use of HGIOS 4 Toolkit and other toolkits – on an on-going basis as part of self-evaluation practices
- Use of Insight and other data collected – clearly allows groups of learners to be monitored and tracked and interventions put in place. Monitoring would take place on a monthly basis, at least. Specific focus on lowest attaining 20%, vulnerable groups, EAL, ASN, LAC.



6. Are there any specific initiatives in place to support/enable teachers and/or school leaders to raise the attainment and achievement of all learners?

National level

General Teaching Council Scotland (GTCS) Professional Standards

There is a strong focus in the GTCS standards on the continuing professional learning of teachers and on developing skills and abilities as leaders of learning;

Developing Leaders

This has been developed and largely underpinned by the [Teaching Scotland's Future](#) report following on from a review of teacher education in Scotland.

Raising Attainment for All Programme (RAFA)

The [Raising Attainment for All Programme](#) was launched in June 2014. It supports consistent improvement in attainment and achievement through the development of a collaborative learning system which supports the implementation of improvement methodology and enables shared learning across the country. The programme has adopted the Model for Improvement methodology, which is based on the Three-Step Improvement Framework for Scotland's Public Services.

The programme is being delivered to schools and authorities as part of a 'collaborative', as with the [Early Years Collaborative](#). This involves bringing groups of participating schools and authorities together for 'all teach/all learn' learning sessions. The schools involved with the programme are identifying their own areas for action. They are being supported by professional Improvement Advisors to help them identify clear aims, measures and change ideas which will support the iterative testing of new ways of working to improve performance.

School Improvement Partnership Programme (SIPP)

The [School Improvement Partnership Programme \(SIPP\)](#) is a solution-focused approach to Scotland's attainment issues with a focus on innovating to tackle educational inequality. It draws on the wealth of international educational research and practice demonstrating that the most effective school improvements are locally owned and led by teachers and school leaders working in partnership and collaboration with like-minded professionals. Education Scotland is brokering national partnering and links across authorities and university researchers. The partnerships aim to develop a shared commitment to improving outcomes for all children and young people. Research evidence indicates that well supported partnerships can lead to significant and sustained improvement and raised attainment.

Local level

Appropriately targeted support, training and professional development opportunities meet and address key national and local priorities.



School level

There are a range of in-house CPD courses and regular opportunities during whole-staff collegiate sessions. These allow staff to discuss meeting needs effectively, share practice, use of technology and engaging teaching approaches. There are opportunities to engage in reflection and discussion with teachers across schools and sectors, with business partners, community partners and parents, locally, nationally and globally. The school also facilitates collaborative working with teachers and support staff within the Learning Community. This:

- allows smooth transitions from early years to primary and primary to secondary;
- ensures identification of pathways, approaches and a curriculum that leads to progression in learning and in skills development for young people.

Much closer links as professionals have been forged with all stakeholders in Sanderson High.

Teachers are encouraged to take up leadership opportunities and to engage in professional development accredited courses, research and work placements in industry and commerce. There are task groups, including one which has teacher representation from every curricular area which looks at more effectively meeting the needs of all. This has built teacher capacity in understanding how to better meet the needs of all. The Curriculum Design Task Group has radically overhauled the courses and pathways on offer to more appropriately prepare learners with the skills required in the 21st century and to design engaging courses which lead to success.

The Professional Review and Development processes and engaging with the GTCS Professional Standards ensure a commitment to developing leaders of learning, future leaders and innovators. It also develops highly effective practitioners and engaged staff, which results in engaged and inspired pupils

7. What other policies may influence levels of attainment and achievement for all learners?

Tackling Bureaucracy Report

The government asked schools and Local Authorities (LAs) to identify areas with unnecessary levels of bureaucracy and address these. This has supported a sharper focus on key priorities such as meeting the needs of all: for example, the improvement planning processes have been refined to focus more on what matters.

Leading and managing in times of austerity

On a less positive note, in times of increased reductions in staffing numbers and lower budgets, there remains a challenge to do more with significantly less. Calderglen has benefitted in addressing a few issues through highly effective partnership working with businesses and community. For example, a community partner runs the S6 Befriending initiative, linking in with school staff but taking ownership of all the liaison and administrative work that goes with it.



Linked to this, avenues of support with regards to wider multi-agency interventions have significantly reduced. It has therefore been a challenge to ensure the needs of all are met, particularly with regards to those most at risk. The National DYW strategy and funding, as well as Closing the Gap funding made available from national coffers are, however, supporting schools well in addressing Closing the Gap priorities. They also encourage schools to be innovative in finding ways to ensure continuous and improving inclusive practices.

Tracking progress for meaningful and early interventions

Government collection of data with regards to progress in the 3–15 Broad General Education (BGE) has highlighted issues around staff confidence. It particularly highlighted confidence issues in being able to assess what achieving a level means and in using professional judgment well together with assessment data. This impinges on being able to ensure that aspirations and expectations of achievement remain high and challenging, particularly for those who require support to meet their needs at all times. Ensuring, for example, shared understanding of what robust outcomes are for pupils across levels and across sectors is a current key priority in Scottish education. In actual fact, we suggest that if this is done well it will significantly benefit our most disadvantaged and at risk pupils and those with Additional Support Needs.

HGIOS 4

The updated self-evaluation toolkit supports a stronger focus on well-being, equality and inclusion and the challenge questions offer a clear focus for meeting needs well. The emphasis on leadership across establishments and learning communities and with all stakeholders further supports the need to ensure collaborative practices and collegiate working to raise achievement in inclusive settings.

8. Please provide a short commentary/critical reflection on the main policy challenges

Main challenges and actions to address

These will be around being able to continue to meet the needs of all young people within existing and diminishing resources. An increasing number of pupils are being placed in mainstream where they would have gained access to more specialist provision. The challenge here will be to build teacher understanding of specific difficulties emerging, particularly in relation to social, emotional and behavioural difficulties, but also with physical disability and more moderate learning difficulties. Subsequently staff training must be appropriate and effective – more recently some staff were trained in managing challenging behaviour.

Increasingly, parents are using the legal system to challenge provision which is in place and expectations of what appropriate provision is can be varied. Increasing numbers of pupils not attending school due to mental health issues also pose a real challenge to being able to engage and educate this group to the highest possible standard.



Schools are working well with an even wider range of community and business partners to address many of these issues. They are also adapting their curriculum and teaching and learning approaches to be more inclusive and engaging. Curriculum for Excellence has empowered schools to be flexible, innovative and take account of local contexts. The Insight Toolkit provides all teachers with information about how lower attaining pupils are performing year on year and against local and national comparators. This is very useful to all teachers. It allows them to drill into the data and see what results in national qualifications they are managing to achieve for pupils with additional support needs and to set personal targets for interventions and improvements. This has brought more obvious accountability to class teachers.

The targeting of funding and resources to Close the Gap through, for example, the Scottish Attainment Challenge, is vital to the system but not system-wide. It is based on the Scottish Index of Multiple Deprivation (SIMD) but it can mean that schools where parents sub-let and who have significant issues around very low incomes do not qualify for such funding.



ANNEX 1. EXAMPLE OF PRACTICE TO RAISE LEARNER ACHIEVEMENT

Example submitted by:

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Senior Education Officer Education Scotland

Representative Board member

1. Location of school/learning community and short description of context

Calderglen High is located in East Kilbride, a new town to the south of Glasgow in South Lanarkshire. It was designated as Scotland's first new town in May 1947, growing quickly from a small village to a large suburban town with a population of about 75,000 people.

The school was opened in February 2008, in a new purpose-built building. The campus is shared with Sanderson High School, a special school for young people with additional support needs. The school is linked to eight associated primary schools with two specialist provisions linked to the primary schools.

There are 12 schools in the Calderglen Learning Community.

The associated primary schools include Blacklaw Primary, Halfmerke Primary, Heathery Knowe Primary, Hunter Primary, Long Calderwood Primary, Maxwellton Primary and Greenburn School, Mount Cameron Primary and Murray Primary Schools. In the learning community there are two specialist resources. These include West Mains School, a resource centre provision for children with language and communication needs. Greenburn School, a special school, links in inclusive practices with Maxwellton Primary on a shared campus.

2. Summary information on school/learning community

Calderglen High School is part of a shared campus with Sanderson High School. The schools are based on a shared sense of values, a vision for inclusion and a protocol paper to support shared placements. This has led to developing an increasing range of inclusive practices across subject areas and in teachers' career-long professional learning. Calderglen is extending its inclusive ethos, in particular, strengthening links with Sanderson High and increasing access to the school's curriculum by young people from Sanderson High.

Calderglen High School was inspected in 2012 and its report included the following key strengths:

- the invaluable contribution of partnerships and innovation;
- the school's holistic approach to health and well-being;



- the impact of leadership at all levels across the school;
- the outstanding leadership of the head teacher;
- a community which works together to inspire learners and shape their future.

At the time of inspection, about 400 young people in the school were surveyed. Of these, 98% agreed with the statement 'I get help when I need it'.

The school has an extensive set of links and partnerships, including research consultation in a wide range of countries throughout the UK and Europe and particularly in Finland.

3. Summary of key feature/strengths of current practice

All staff in establishments and teams in the Calderglen Learning Community are committed to working together to:

- raise standards of educational attainment and achievement, especially in the core skills of literacy and numeracy, at all stages;
- share practice, use current knowledge, reflect on and evaluate practice to support continuous improvement;
- promote and secure equality and help every young person benefit from education with particular regard to pupils with additional support needs;
- work in partnership with parents and others in the community to develop the children's respect for self, one another and others in their community;
- integrate services to support all children to become successful learners, confident individuals, responsive citizens and effective contributors;
- create and maintain environments which are conducive to high quality learning and teaching.

A key strength of the Calderglen High School's curriculum is the extensive range and high quality of contributions from partners. These provide inspirational learning experiences for young people.

Notable examples include:

- the International Inspirations partnership with a school in Cape Town, which included a focus on the Olympics Games legacy;
- other partnership work tying in with local, national and international businesses such as the triple V project:
 - Freescale Electronics
 - SUERC (Scottish Environmental Research centre)
 - Scobie and Junor (food technology)
 - Dogfish Mobile Ltd. (mobile phone apps)
 - Santander
 - Optical Factory.



Across the schools in the Learning Community staff continue to develop continuous and progressive approaches to learning. Learners' work is shared across schools and transition projects take place in maths and science. Such work is supported through use of shared webspace and video resources for teaching and learning.

Staff are encouraged to take innovative approaches to the curriculum, with extensive partnerships with, for example, local industry, employers, universities and the chaplaincy team. Staff are successful in securing funding for research to support innovations and provide extensive resources and learning in and out of class. Staff are undertaking Masters level leadership courses through links with Strathclyde University.

4. Data/information available

Data that is readily available includes:

- attendance;
- level of additional support needs;
- level of inclusion in mainstream classes;
- an index of deprivation for the school;
- information on qualifications and destinations after the secondary school.

This is held nationally by Scottish Government. Further information can be accessed through national, local and school-based information systems. The school holds a wide range of data with a strong focus on achievement.

5. Focus of example/work to raise achievement

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6. Summary information about developments/current work in this area

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7. Key learning points from this example

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8. Supporting materials (web links, papers, presentations, etc.)

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