

**REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE – 25 APRIL 2016**

**REPORT ON: NATIONAL IMPROVEMENT FRAMEWORK**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 161-2016**

## **1.0 PURPOSE OF REPORT**

1.1 This report provides the committee with information on the new National Improvement Framework (NIF) and outlines the key provisions and implementation timeline. It provides an outline of the work required to meet the new statutory duties.

## **2.0 RECOMMENDATIONS**

2.1 It is recommended that committee members:

- i. Note the publication of the National Improvement Framework for Scottish Education by the Scottish Government.
- ii. Note the implications for educational establishments;
- iii. Note the timeline indicated by the Scottish Government for the phased implementation of the National Improvement Framework;
- iv. Instruct the Executive Director to report annually on the progress of implementation.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 There are no direct financial implications arising from this report.

## **4.0 MAIN TEXT**

4.1 Following the publication of the first draft of the National Improvement Framework (NIF) for Scottish Education in September 2015, the Scottish Government carried out an extensive national consultation. The consultation programme involved a wide range of stakeholders and resulted in the publication of a consultation and engagement report which summarised the feedback received and formed the basis of the revised National Improvement Framework for Scottish Education.

4.2 The adoption of an outcomes focussed improvement framework will provide broader assessment information across school sectors. The NIF is intended to “ensure that our children and young people are equipped through their education to become successful learners, confident individuals, effective contributors and responsible citizens” in line with the Scottish Government’s stated vision for education based on:

- **Excellence through raising attainment:** ensuring every child achieves the highest standard in literacy and numeracy and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed.

4.3 The key priorities within the NIF are intended to reflect the vision for education and are listed as:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;

- Improvement in children and young people’s health and wellbeing; and
  - Improvements in employability skills and sustained, positive school leaver destinations for all young people.
- 4.4 The NIF sets out six key drivers for educational improvement. The framework defines each of these drivers for improvement, outlines why they are important and how they will contribute to delivering on the vision for education noted above. The framework also suggests at high level the type of data or evidence that will be collated to indicate progress on each of these drivers and what that evidence will tell them. These are:
- School leadership
  - Teacher professionalism
  - Parental engagement
  - Assessment of Children’s Progress
  - School Improvement
  - Performance Information
- 4.5 The framework will bring together key information to evaluate performance and will use that data and evidence to plan improvements for children. The key information includes:
- Inspection grading and self-evaluation information on leadership of change;
  - Head Teacher qualifications including the Standard for Headship and for Leadership and Management;
  - Career Long Professional learning for teachers and resultant qualifications;
  - Effective moderation of teacher judgement in literacy and numeracy;
  - Effective parental engagement and involvement in children’s learning;
  - New national standardised assessments at P1, P4, P7 and S3 which will focus on progress on literacies and numeracy;
  - Senior phase qualifications and awards; and
  - Progress on children’s health and wellbeing.
- 4.6 A significant focus has been placed on the introduction of standardised testing and assessment as well as the importance of the professional judgement of teachers in assessing the progress of learners. Issues requiring further clarification include confirmation of the actual format of the tests, the timing of the tests, and the way in which performance data at school and authority level will be reported and used.
- 4.7 The Scottish Government has published an Interim Framework Report for 2015 using some of the available national data on Scottish Education as a baseline for the development of the annual reports that will follow the implementation of the NIF. There will be a duty on local authorities to publish an annual report on their progress on the new statutory duties and an update to the requirements for schools to produce revised formats of their annual Standards and Quality Reports as well as their Improvement Plans.
- 4.8 The NIF will provide a better range of indicators regarding the quality of education in Scotland rather than the narrow focus on teacher numbers and senior phase qualifications. The Scottish Government has confirmed that the implementation of the NIF is to be phased in and the implementation programme is scheduled over a three year period between 2016–2018. The proposed timetable is:

**2016**

- Development and piloting of new national standardised assessments
- Publication of advice and guidance on achievement of a CfE level in literacy and numeracy
- Interim reporting arrangements for schools and local authorities
- Increased moderation and support for teacher professional judgement
- Work with local authorities and parent organisations to improve the consistency of reporting to parents of children’s progress
- Further work to develop evidence from early years activity and alignment with school

- years
- Inclusion of Key Performance Indicators from the Developing Young Workforce programme
- Consideration of a wider range of awards and achievements including those gained from Community Learning and Development
- Development of statutory guidance on reporting duties under Education (Scotland) Bill

#### **2017**

- Introduction of new national standardised assessments in schools
- New reporting duties under Education (Scotland) Bill
- Introduction of more evidence on early years
- First Statutory Framework reporting for schools and local authorities

#### **2018**

- Development of standardised assessments for Gaelic Medium Education
- Consideration of evidence of children's progress in other curricular areas

- 4.9 Additional guidance is being developed to explain how the NIF will articulate with other public sector policy areas such as the Early Years Collaborative, Getting it Right for Every Child (GIRFEC), Developing Scotland's Young Workforce and Teaching Scotland's Future. These are referenced in the NIF but additional guidance is required. Additional information will be shared directly with schools and there will be ongoing briefings to ensure that committee members are updated on the implementation of the NIF across Dundee.

### **5.0 POLICY IMPLICATIONS**

- 5.1 This Report has been screened for any implications in respect of sustainability, strategic environment assessment, anti-poverty, equality impact assessment and risk management.
- 5.2 There are no major issues.

### **6.0 CONSULTATION**

- 6.1 The Chief Executive, Executive Director of Corporate Services and Head of Democratic and Legal Services have been consulted in the preparation of this report.

### **7.0 BACKGROUND PAPERS**

- 7.1 None.

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 April 2016