

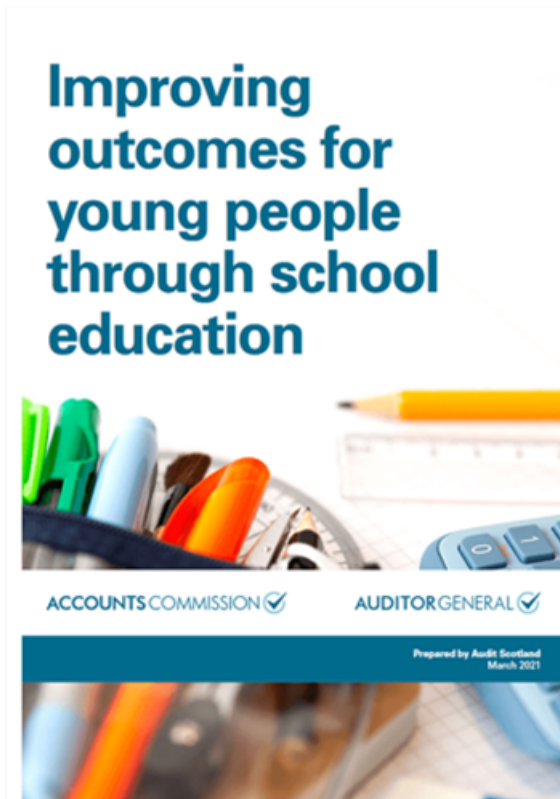


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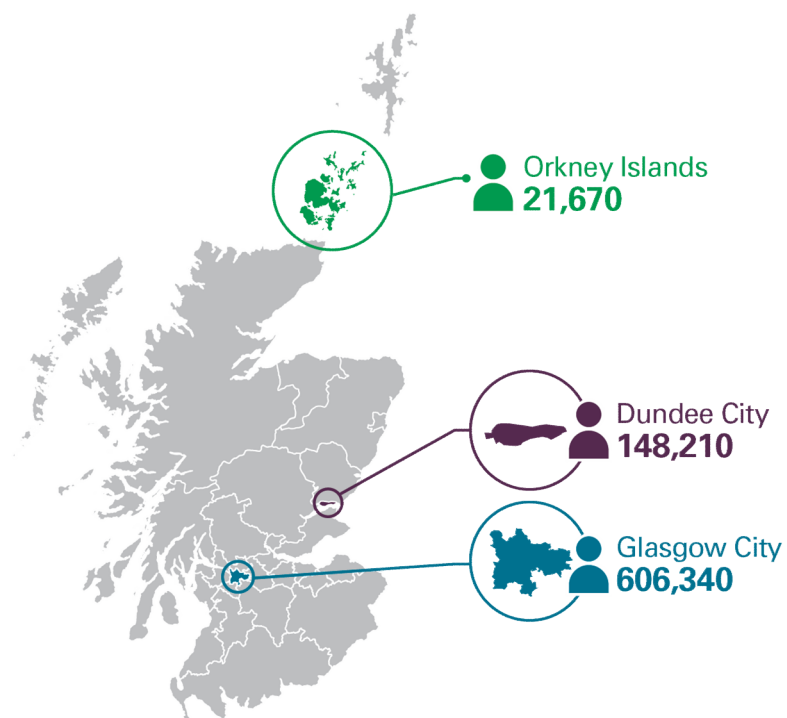
Improving Outcomes for young people through School Education

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- Report published in March 2021
- Focus was on outcomes for young people and delivery of national policy and ambitions
- Looked at both Scottish Government and local government
- The Scottish Government had two main aims
 - Raise attainment for all
 - Close the poverty related attainment gap i.e. the large and persistent gap between how pupils from the most and least deprived areas get on
- Based on work in 2 phases:
 - Pre Covid – 2019 and early 2020; work then paused because of Covid-19
 - Late 2020 – to consider the implications of Covid-19



Significant differences in terms of:

-  deprivation
-  rurality
-  population profiles

- 32 council areas
- 6 Regional Improvement Collaboratives (for education)

Education is part of a wider whole system



- Improving outcomes for young people through school education needs a whole system approach, both within education and more broadly.
- The pandemic reinforced the importance of school education and other sectors working together to tackle issues which affect young people's life chances and outcomes.

Key Findings of the report

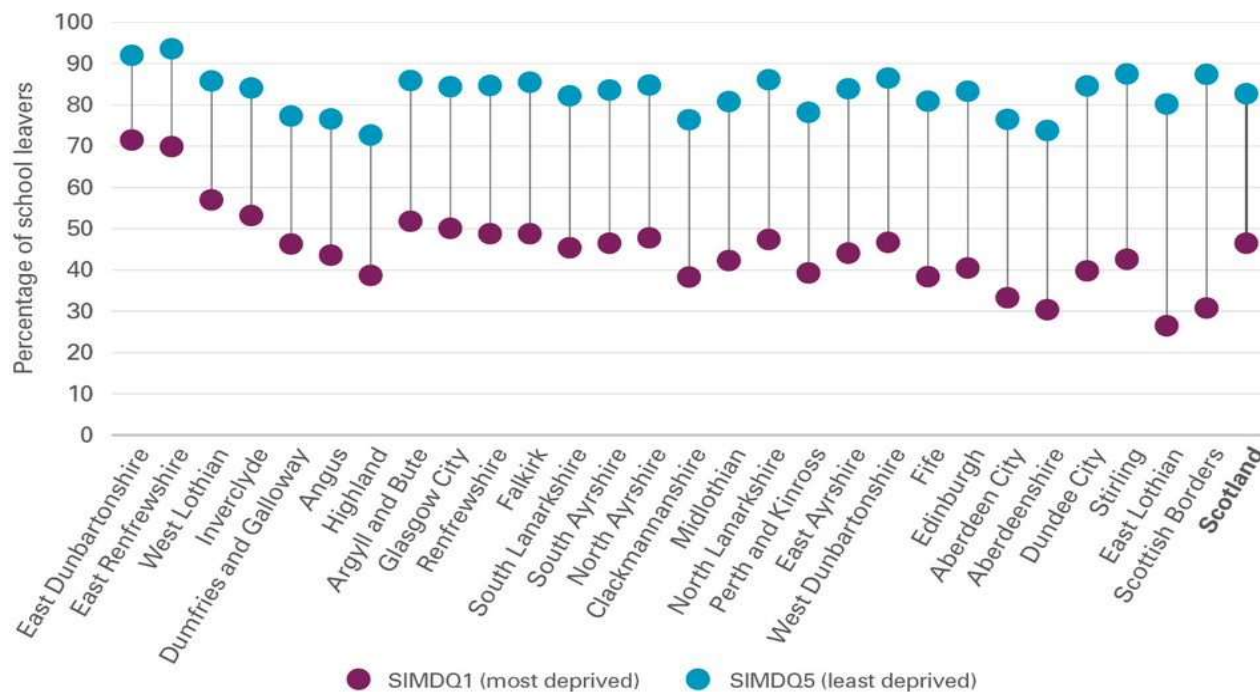
1. School education is not just about exam results. It also aims to improve children's and young people's health and wellbeing and support wider outcomes such as vocational qualifications.
2. The Covid-19 pandemic has affected children and young people in many ways, including their learning, wellbeing and economic circumstances.
3. The Scottish Government, councils and other partners are working well together around a common commitment to improve outcomes. This gives a strong foundation to plan and work together for better outcomes.
4. Both national education policy and the curriculum reflect the importance for pupils of different pathways and opportunities, and outcomes beyond exam results. However, better data is needed to understand if other outcomes, like wellbeing and confidence, are improving.

Key Finding – Variation across councils

Exhibit 4

Gap between most deprived and least deprived pupils in percentage of school leavers achieving five or more awards at level 5 2018/19

The gap between SIMD Quintile 5 (least deprived) and SIMD Quintile 1 (most deprived) is evident at a local level, with some councils reporting much bigger gaps than others.



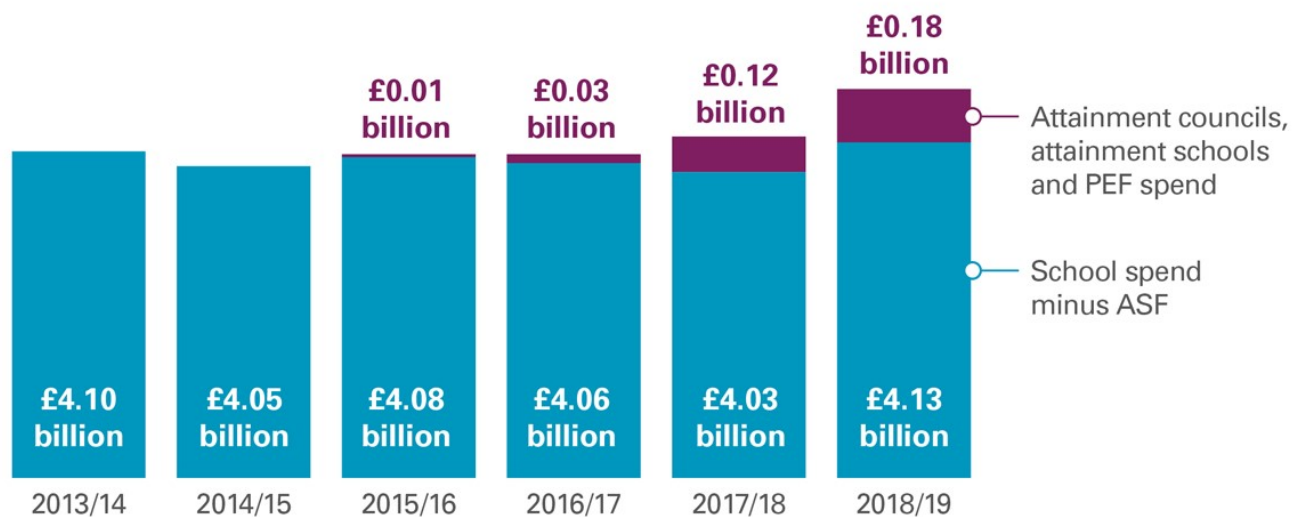
Source: Insight. Due to small numbers this analysis does not include Moray, Western Isles, Orkney and Shetland.

Key Finding - Spend

Exhibit 5

Spending on school education in real terms 2013/14 – 2018/19

Council spending on school education has increased slightly in real terms when ASF money allocated to councils and schools is excluded.



Source: Local Government Finance (LFR) Statistics, Scottish Government. School spending is for primary and secondary schools and excludes special schools.

Recommendations

- We formed recommendations in the report for various bodies including:
 - The Scottish Government
 - Councils
 - Education Scotland – an executive agency of the Scottish Government responsible for supporting quality and improvement in Scottish education
 - Regional Improvement Collaboratives (RICs)

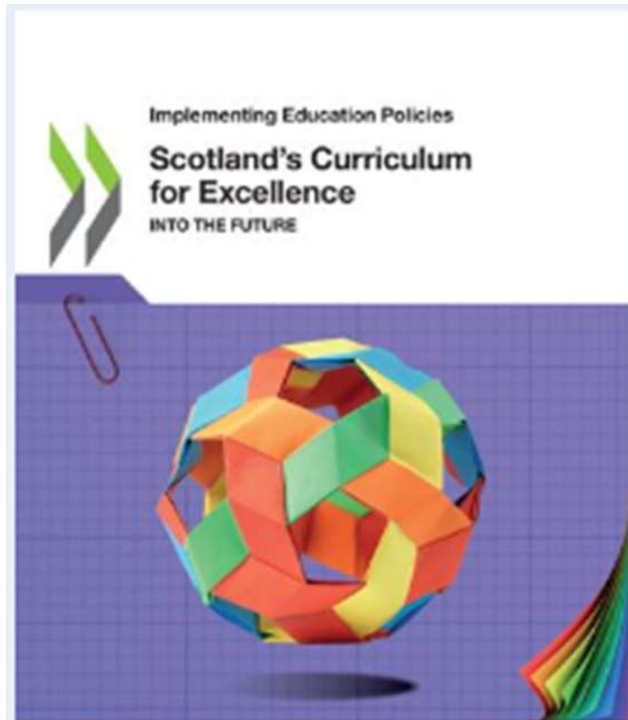
- The recommendations reflect:
 - The whole system nature of education in Scotland
 - The complexity of delivering improved outcomes and whole range of factors at play
 - That there is much to build on
 - The need for data that reflects national policy ambitions
 - Improvement needs to happen more quickly and more consistently.

- Improve data to monitor and report on outcomes
 - Develop and publish robust and consistent data
 - Include data on broader outcomes
 - Agree on an approach to the data disruption due to Covid-19
 - Improve ways of targeting support for those in deprived areas i.e. develop better measures for understanding deprivation
 - Help schools improve their data skills to help them make evidence based decisions
- Work to understand the reasons for variation in performance across schools and councils
 - Apply this knowledge to make improvements
 - Share learning and good practice amongst schools and councils

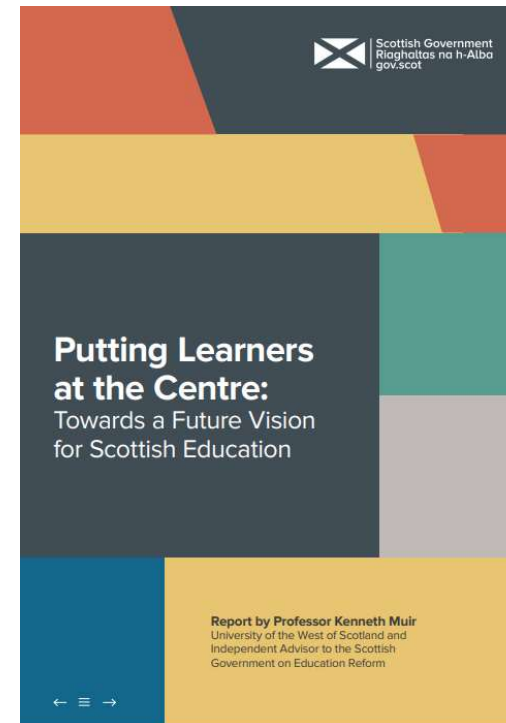
Recommendations

- Monitor the short and long term impact of Covid-19 on children and young people's learning
 - Take action to mitigate the effects
- Engage young people and parents more effectively and consistently to improve outcomes
- Ensure third sector organisations who work with or represent young people are better involved in planning
- Further promote the existence of other pathways, qualifications and awards to help achieve and support the understanding of wider outcomes
- Continue to work together to develop priorities for education recovery and improvement.

Other key reports



OECD review of Curriculum for Excellence – June 2021



Report on the future of Scottish Education System – March 2022

Engagement with the Scottish Parliament



- Public Audit Committee
- Education, Children and Young People Committee

Monitoring and reporting on outcomes

- The Scottish Government put out a consultation on improving the collection of education data in Scotland. The Scottish Government is planning to include new measures - such as attendance at school and health and wellbeing - in the National Improvement Framework from December 2023.
- We are seeing an increased focus on trying to understand the variation in performance, but we have not yet seen how public bodies will take forward this intelligence.
- We haven't yet seen an improvement in outcomes, although this will be difficult to compare due to the lack of comparable data due to Covid-19.
- Those leading council education departments have set up a network to explore and analyse education data. The 2021 data they looked at shows that variability is now associated with poverty.

Progress against recommendations

- Education Scotland (improvement body) has worked with councils to review performance and agreed local targets to reduce the gap in attainment related to poverty taking account of local circumstances and past performance.
- The way the Scottish Government funds councils based on poverty levels has improved and now uses a broader definition of poverty that captures more of the children and young people affected.
- New approach to identifying areas for improvement and best practice called 'Collaborative Improvement' where colleagues from different councils review each other and to learn from and support each other.
- There have been more attempts to engage young people in helping to improve outcomes.
- A 'Get into Summer' programme in 2021 encouraged children and young people to get involved in their communities.

Any questions?