The Scottish Parliament

EDUCATION COMMITTEE

AGENDA

13th Meeting, 2005 (Session 2)

Wednesday 22 June

The Committee will meet at 10.00 am in Committee Room 5

1. **Pupil motivation inquiry**: The Committee will note reports on school visits and the roundtable discussion undertaken as part of its inquiry, consider the issues raised in the evidence to the Committee and agree the scope of its report. The Committee will also agree whether or not to consider its draft report in private.

2. **Forward work programme**: The Committee will note its autumn work timetable and hold preliminary discussions about its 2006 activities.

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Martin Verity
Clerk to the Committee
Room T3.40, Committee Office
Ext. 0131 348 5204

The following papers are enclosed for the meeting

**Agenda item 1**
Pupil motivation issues and school visit/round table reports (clerk’s paper)  ED/S2/05/13/1

**Agenda item 2**
Forward work programme (clerk’s discussion paper)  ED/S2/05/13/2
EDUCATION COMMITTEE

PUPIL MOTIVATION INQUIRY: ISSUES

Introduction

1. The Committee has now concluded the evidence gathering phase of its pupil motivation inquiry. The report will be drafted over the summer recess.

2. The Committee visited schools in North Lanarkshire and Glasgow on 27 April and 11 May and held a roundtable discussion with teachers on 17 May. Reports of the visits and the roundtable are attached as annexes to this paper.

3. The terms of reference for the inquiry were:

“To identify how all children and young people can be motivated by their school experience to enable them to achieve their full potential.

The Education Committee are particularly interested in:

- identifying which factors have a positive or negative impact on pupils’ motivation;
- how pupils’ experience outside school impacts on their level of motivation within school;
- examples of how to identify early signs that particular pupils may be disaffected by their school experience;
- examples of effective teaching approaches, learning styles and personalised learning that have a motivating influence for disaffected pupils;
- examples of approaches which ensure that vocational training and alternative curriculum experiences are recognised and valued appropriately;
- examples of best practice from Scotland and other countries; and
- the effectiveness of existing networks and structures for communicating examples of best practice”.

4. The key issues which appear to have emerged during the course of the inquiry are summarised below.

- The need for strong leadership to re-emphasise the importance of education
- The importance climate/ethos within schools and the significance of leadership and teacher motivation
- The need for a child-centred approach that recognises multiple intelligences and varied learning styles
- The need for early identification of problems and early intervention to tackle them
- The need for teacher training (both initial training and through continuous professional development) to ensure that different learning styles, multiple and emotional intelligences to be recognised and the need for space in the curriculum to be available for these to be accommodated
- The relative importance of teacher/pupil relationships relative to the actual subject or activity
- The importance of allowing the development of individual approaches but ensuring that networks and structures are in place for the sharing of best practice
- The need to shift away from a focus on attainment towards a focus on achievement (both inside and outside school)
- The importance of parity of esteem for traditional academic and non-traditional subjects and the role that vocational training can and cannot play in motivating pupils
- The need for an effective mechanism for evaluating different approaches to tackling pupil motivation
- The importance of recognising the factors outside school that affect motivation and the importance of home-school links and the potential of the integrated community school approach

Discussion of draft report

5. The draft report will be discussed at the Committee’s first meeting after the summer recess. The Committee has the option to discuss the draft report in either public or private.

Action

6. The Committee is invited to:
   
   i. **NOTE** the reports of the visits to North Lanarkshire, Glasgow and the roundtable discussion (paragraph 2);
   
   ii. **NOTE** the issues listed above (paragraph 3);
   
   iii. **DISCUSS** these and any further issues that it believes should be included in the report;
   
   iii. **DISCUSS** any recommendations that it wishes to include in the draft report
   
   iv. **AGREE** whether to discuss the draft report in public or in private.
EDUCATION COMMITTEE

Visit to Schools in North Lanarkshire

Report

1. As part of a programme of visits in connection with the Committee’s pupil motivation inquiry, members of the Committee visited two primary and two secondary schools and the North Lanarkshire Council on 27 April 2005. MSPs attending from the Parliament were:

   Robert Brown MSP          Convener
   Rosemary Byrne
   Fiona Hyslop MSP
   Frank McAveety MSP

2. The Committee members are particularly indebted to Anne Macdonald of the North Lanarkshire Council and her colleagues for hosting and helping to organise the visits and to the head teachers, teaching staff and school pupils whom they met.

3. The Committee was particularly interested in the Council’s Raising Achievement for All policy, which had been described in the council’s written submission to the inquiry. A copy of the policy can be seen at http://www.northlan.gov.uk/education+and+learning/policies+and+initiatives/raising+achievement/rafa+.html

Overview of Raising Achievement for All policy

4. The visits commenced with a discussion with representatives of North Lanarkshire Council on the Raising Achievement for All policy. Those participating from the Council were:

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<tr>
<th>Name</th>
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<tr>
<td>Donna Morris</td>
<td>Vice Convener, Education Committee</td>
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<tr>
<td>John O’Keane</td>
<td>Head of Quality &amp; Support Services</td>
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<tr>
<td>Sandra Love</td>
<td>Education Officer and Quality Development Service</td>
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<td>Mary Devine</td>
<td>Quality Improvement Officer (QIO)</td>
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<td>John French</td>
<td>QIO</td>
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<td>Jim Lay</td>
<td>Quality Development Service</td>
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<td>Brian Steele</td>
<td>Educational Psychologist</td>
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<td>Anne Macdonald</td>
<td>Out of Hours Learning</td>
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<td>John O’Dowd</td>
<td>QIO Music</td>
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<td>Jim Park</td>
<td>QIO Instrumental Tuition</td>
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5. John O’Keane gave a presentation on the Raising Achievement for All policy. In response to questions from MSPs, representatives of the Council commented as follows:

- There was no lack of funding to develop the policy but it took a year to recruit the number of staff who were required.
- There is research evidence connecting class sizes and attainment.
- The policy targeted resources to particular areas of support which were needed. It tries to use the whole range of personnel who can be used to support teachers and tried to ensure that what happens in class is productive. It promotes the concept of
co-operative learning and is training all teachers in this approach over a five year period. The approach provides more flexibility for teachers. The training takes three days and involves members of the Senior Management Team and teachers together.

- The Council has had to rationalise school provision in Cumbernauld and more is to come.
- Leadership was crucially important for the success of the policy.
- The Council monitors the policy by the collection of data and by getting to know schools informally.
- Link Improvement Officers have a clear remit and work with a cluster of schools. The link with head teachers is through the planning process and Link Officers are also involved in interviewing. Their role with teachers is both to support and to challenge.
- There is close involvement of the psychological services.
- The co-operative learning approach includes the concept of multiple intelligences. It re-energises longer serving staff and young people now have more involvement in their own learning, for example around literacy and numeracy.
- Parenting initiatives developed from schools with partnership officers. All schools now have parenting support officers who can suggest, for example, Open University courses in parenting which the Council has been able to fund.
- The Council was always likely to be short of educational psychologists, where there were typically two or three vacancies out of a complement of 25 and of classroom assistants.

6. During the visit, members divided into two groups as follows:

**Group 1**

7. Robert Brown and Rosemary Byrne visited St Andrew’s Primary School in Airdrie and Braidhurst High School in Motherwell.

8. At St Andrew’s Primary School, members met the head teacher Tom Fleming, and spoke to teachers and pupils in a range of classes. The fact that the school worked closely with parents and that children were expected to achieve was stressed. Particular themes for discussion were the introduction of cooperative learning and the dramatic changes it had wrought and the way in which all pupils’ achievements were recognised (eg a graduation service for P7 students).

9. At Braidhurst High School, members met Derrick Hannan (head teacher), Rosemary Lamb and Ruth Anderson. Braidhurst High is a national sports comprehensive. Sports comprehensives have the aim of raising the standard of achievement and level of participation in sport for all pupils. Sport is used as a theme throughout the school as a vehicle for learning (eg football maths) but also for raising self-esteem and motivation.

10. Rosemary Lamb outlined her role in liaising with Braidhurst’s four feeder primary schools to facilitate pupils’ transition from primary to secondary school. Liaison with primary schools meant that individual and group needs could be catered for once pupils reached S1. Targets set for, and agreed with, pupils in P7 could then be carried forward to S1.
Group 2

11. Fiona Hyslop and Frank McAveety visited St Margaret of Scotland Primary School and Greenfaulds High School, both in Cumbernauld.

12. At St Margaret of Scotland Primary School, members met the head teacher, Anne-Marie Bready. She said that the school had been formed as an amalgamation of two schools, following rationalisation of primary schools in Cumbernauld in 2000. The catchment area covered the most disadvantaged area of Cumbernauld. The school was inspected in February 2004 and the report included the commitment to high expectations as a key strength of the school. In December 2004 the school was awarded Charter Mark status in recognition of customer service excellence.

13. Anne-Marie Bready said that there was parental involvement at every opportunity. They had received a pastoral fund grant and funds had been raised by the PTA. Travel costs for events at the school were high.

14. Areas identified in the HMIe report for further improvement included
   - challenging higher achieving pupils
   - further develop PLPs for senior pupils
   - continue to develop the Nurture Group and neuro-development
   - problem solving in mathematics.

15. Members toured the school. They saw and spoke to pupils who were involved in PLP development, study planning for secondary schools, supportive studies, “brain games”, P1-3 structured learning, language support, additional support exercises and P3 problem solving.

16. At Greenfaulds High School members met the head teacher, John May, the depute head teacher, Rona Swift and senior staff.

17. Discussion referred to the school’s Standards and Quality Report 2003-2004. The school encouraged self-determined attainment targets, parental involvement, out of school hours activities and charity work. The school ran a voluntary Easter school, which attracted a high turnout.

18. The school encourages reported learning, in which 75% of the pupils chose to have monthly reports and co-operative learning in English and science. This generated an enthusiasm for group work, operated all the way up the school and clearly benefited motivation.

19. Members had a discussion with 11 pupils at the school.

20. In relation to the reporting scheme, pupils said that
   - it was very useful because they got information about their progress each month
   - if progress wasn’t as good as they expected, it ‘gave them a kick’
   - they received constructive criticism
   - their parents also liked the scheme.

21. In relation to co-operative learning, pupils said that
   - it made them think more and come up with ideas
   - it involved a report back and a presentation on which the teacher could pick up points
• the group shared its notes
• each member might have to justify the points the group wished to make
• the person who reported back was chosen at random, so all had to prepare
• it was used mainly in English, but it could work in other areas too.

22. Pupils said that positive factors for motivation included:
• a positive teacher who gave good feedback
• working with others
• accountability
• recognition and praise
• setting goals
• having a responsibility
• praise and support
• teacher expectation.

23. Negative factors for motivation included
• stress and pressure
• if the teacher is just there and sits back
• unconstructive comments
• lack of criticism
• if all teachers were putting pressure on at once
• not getting recognition
• too much criticism
• working alone
• too much homework.
EDUCATION COMMITTEE

Visit to Schools in Glasgow

Report

24. As part of a programme of visits in connection with the Committee’s pupil motivation inquiry, members of the Committee visited two secondary schools in Glasgow on 11 May 2005. MSPs attending from the Parliament were:
   Robert Brown MSP (Convener)
   Fiona Hyslop MSP
   Adam Ingram MSP
   Frank McAveety MSP
   Ken Macintosh MSP

25. The Committee members are particularly indebted to John McDonald, Head of Secondary Schools of Glasgow City Council, and his colleagues for hosting and helping to organise the visits and to the head teachers, teaching staff and school pupils whom they met.

26. The Committee visited Smithycroft Secondary School and Lourdes Secondary School, which were chosen because they both deliver parts of the school curriculum via local colleges. This is, in part, a reflection of the part of the inquiry’s remit which reads “examples of approaches which ensure that vocational training and alternative curriculum experiences are recognised and valued appropriately.”

Smithycroft Secondary School
27. Members of the Committee met

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<tr>
<td>David Cumming</td>
<td>Headteacher</td>
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<td>John Dickson</td>
<td>Deputy Head</td>
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<tr>
<td>Neil MacDonald</td>
<td>Formerly Principal Teacher at Smithycroft, now Deputy head St. Ninian’s School, Giffnock.</td>
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<tr>
<td>John McDonald</td>
<td>Head of Secondary Schools, GCC</td>
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and four 3rd year pupils at the school who were participating in Glasgow’s Vocational Programme.

28. Neil MacDonald showed a promotional video on Glasgow’s Vocational Programme. The programme offers 800 places a year to 3rd year pupils across Glasgow. Its options are delivered out of school and it includes work placements and summer schools. It was started at the time of the recent housing stock transfer when training resources became available. Unemployment was high: up to 30% locally. The vocational programme is a partnership with schools, education departments, the private sector and colleges.

29. The options currently available include construction; hospitality; horticulture; care, health and fitness; administration; sport and leisure; and business and custom services.
30. Offsite delivery benefits the school (through slightly smaller classes) and the pupils. Unemployment in the highest areas is now below 20%.

31. The programme targeted disengaged and less able pupils at first, but the scheme did not work too well. It was now more targeted and more successful. The programme was one of a number of other programmes which were offered. The SQA appeared to be becoming more interested in vocational skills.

32. The programme fits into the school’s curriculum and the council provides transport. Youngsters who are going to offsite provision are required to have a good behavioural pattern and support is provided for those with behavioural difficulties. There are now fewer pupils leaving at S5, because they are more motivated to stay on at school.

33. The barrier to motivation was low self esteem. Teacher motivation was also important.

34. During discussion, the following were amongst the points made:
   - The programme covers all of Glasgow’s 29 secondary schools
   - Teachers need to develop new skills and work experience courses for teachers are offered.
   - A pupil who had been on a placement with a bank said that she had been four or five times to a local branch to learn how they worked and how to deal with customers. She will work there for three days in the summer and will spend some time with them next year.
   - Two pupils were on the construction option and were enjoying the work. One had started with brickwork and was now learning electrical work. The placement was very interesting, but other school subjects could still be boring.
   - A fourth pupil was enjoying the horticulture option and had been learning horticulture, cuttings, sowing and spring bedding.
   - Pupils came back for discussion during their placements and continuous assessment took place during the programme. The school tried to link the experience of the placements into other subjects such as maths and English.
   - The programme was popular, with 59 applications currently for 39 places. There was a need to develop more partnerships and to tie in with other council strategies such as nursery nursing. There was parity of esteem: SVQs were equivalent to standard grades and were recognised by employers.
   - There are still teething problems with accreditation. There is no “safety net” at Intermediate 2. The programme is looking at developing an achievement profile.
   - Parents were becoming happier with improved exam results but the main benefit was seen as being improved employment opportunities.
   - Funding for the scheme comes through the European Social Programme until 2006. Other councils are also looking at the programme. A vocational co-ordinator has been appointed from existing resources. Provision for a nursery nurses element was being funded out of the council’s child care strategy.
   - Only a limited number of private sector employers were involved in the scheme and they tended to be the big companies.
   - Parents’ meetings were organised and they had been well attended. Adults working on the schemes had to be “disclosure checked” and this had not caused any problems.
   - For the scheme to be effective a co-ordinator was needed in each school.

Lourdes Secondary School
35. Members of the Committee met:
Frank Corrigan | Head Teacher
---|---
George McNally | Depute Head
Jim Mooney | Depute Head (Pastoral Care).
John McDonald | Head of Secondary Schools, GCC

36. George McNally said that pre-vocational courses were running for about four years. The school was currently sending 20 pupils, but could send up to 50 if more places were available, especially in construction. Twelve pupils had gone to college this year. The main difficulty at colleges was lack of space.

37. The pupils were selected on the basis of behaviour and good attendance. It was not appropriate just to use the scheme for disaffected pupils. They had taken chances with around ten pupils but had only ever had to take one back off the scheme. Pupils responded well to the programme which they saw as something meaningful. The school had started by focussing on trades and some pupils might well end up working for themselves.

38. College lecturers could find having school children on their courses a little strange. Although the pupils were the responsibility of the school, the colleges should deal with minor difficulties. Communications with the colleges were not ideal at first, but the school was now working a lot better with them.

39. Progression was good in construction, quite poor in hospitality and pupils were coming round to the horticulture courses. There was plenty of support for teachers, particularly in enterprise. In construction, the pupils tended to want jobs. In hospitality there was a tendency for placements to end up in school kitchens which was not always a realistic option for future work. However, the programme did have links with hotels.

40. Members of the committee met:

| Danny McNulty | Pastoral Care |
| Helen Black    | Pastoral Care |

41. Danny McNulty and Helen Black run The Prince’s Trust Excel (xl) courses at the school, which are targeted towards pupils who may have behavioural issues or low self esteem. The courses aim to make the pupils aware that they do have skills and to encourage them to take ownership of their learning. The courses promote enterprise and other skills, using material and guidelines provided by The Prince’s Trust.

42. Pupils were selected for the courses by pastoral staff at the school, based on attendance and behaviour. The courses offered an alternative to standard grade and were very popular.

43. Of 16 pupils doing the courses, 3 had moved on to other schools and 3 (who were close to exclusion) had obtained apprenticeships. Attendance levels had improved and most of the pupils now saw a future for themselves. Teachers, who had been dubious at first, recognised that the scheme had made a difference.

44. The scheme benefited from the fact that there were small numbers in the groups. There were probably other pupils who would benefit from the scheme. Pupils were able to obtain an award from The Prince’s Trust and could obtain SQA awards. The experience had been that pupils were able to link back in to other classes and to catch up.
45. Members met with a number of 3rd and 4th year pupils. The following comments were made in response to questions from members:

- The prevocational schemes were good, because they help us to see what it is like working.
- The courses can help to get apprenticeships.
- The courses help us to become more confident in dealing with people by telephone.
- It would be good to have more variety
- The hospitality course had been mostly in the kitchen, with some hygiene work.
- The lecturers treat us with more respect.
- Education the school was individual, not group learning.
- The horticulture course helped with biology lessons at school.
- We picked the courses which we wanted, with the help of guidance teachers.
- The courses help to show what subjects we need to work better in.
- The courses helped to develop people skills.

46. Members met again with Frank Corrigan, Jim Moody and John Macdonald.

47. Members were told that a Deputy Head moved with pupils throughout their school careers, as did pastoral care and registration teachers.

48. The Excel courses encouraged softer skills and helped to develop confidence and self esteem.

49. It was hoped that the Executive's curriculum review would enable more use of the prevocational and Excel type schemes. A broader approach is being developed in teacher training colleges.

50. It was agreed that pupil motivation requires teacher motivation too. We know much more about how children learn. This has been a huge step even since the 1990s.

51. There is an increasing role for staff other than teachers in school, e.g. music technology and ICT specialists. Sixth-formers were being used to mentor 1st year pupils.

52. It was vital to have parental involvement and support for the various schemes on offer.

Martin Verity
Clerk to the Committee
EDUCATION COMMITTEE

Pupil Motivation Inquiry

Round-table event for teachers

17 May 2005

Teachers attending

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<th>Name</th>
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<tr>
<td>Jane Arrowsmith</td>
<td>Oakbank School, Aberdeen</td>
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<tr>
<td>Yvonne Brown</td>
<td>St. Columba's Primary School, Dundee</td>
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<tr>
<td>Marion Cuthbertson</td>
<td>New Stevenston Primary School, Motherwell</td>
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<tr>
<td>Elizabeth Doherty</td>
<td>St Columba's High School, Gourock</td>
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<tr>
<td>Susan Dickson</td>
<td>Prospect Bank School, Edinburgh</td>
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<tr>
<td>Maureen Fairgrieve</td>
<td>St Cuthbert’s Primary School, Glasgow</td>
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<tr>
<td>Susan Fotheringham</td>
<td>Queen Mary Street Nursery School, Glasgow</td>
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<td>Eveline Garden</td>
<td>NCH Tullibody Family Project</td>
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<tr>
<td>Lynne Horn</td>
<td>Tobermory High School, Tobermory</td>
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<tr>
<td>Maureen Henry</td>
<td>Shawlands Academy, Glasgow</td>
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<td>Jim Mooney</td>
<td>Lourdes Secondary School, Glasgow</td>
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<tr>
<td>Yahiya Shaikh</td>
<td>Shawlands Academy, Glasgow</td>
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<tr>
<td>Karen Shepherd</td>
<td>Cleddans Learning and Childcare Centre, Bishopbriggs</td>
</tr>
<tr>
<td>Mary Taylor</td>
<td>Ferguslie Primary School, Paisley</td>
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Members attending

Robert Brown MSP (Convener)
Lord James Douglas-Hamilton (Deputy Convener)
Rosemary Byrne MSP
Fiona Hyslop MSP
Elaine Murray MSP

Introduction

The purpose of the meeting was to enable school teachers and MSPs to discuss the Education Committee’s Pupil Motivation inquiry in a relatively informal setting.

Three key themes

- What motivates pupils?
- What motivates teachers?
- What strategies do teachers have to motivate pupils?

Elizabeth Buie from the Times Educational Supplement, Colin McAndrew from Learning and Teaching Scotland, Committee Clerks and other parliamentary staff were also in attendance.
Robert Brown welcomed those present to the meeting and invited views on the terms of reference of the inquiry. Points made included the following:

1. The key factors for motivation were the interaction between pupils and teachers, the self-esteem of pupils and mutual respect. All the teachers in a school, not just the subject teachers, were critical to this process. It was important to educate the whole child, taking their background into account in order to get children involved in their learning.

2. Decluttering the curriculum had to be taken on board. There was new research into learning styles and multiple intelligences which had to be taken into account: we need to embrace change.

3. There was experience of a more child-centred approach in the primary sector, but the secondary sector was more difficult to change. League tables were a disincentive and we had to look at ways of empowering children to become more involved in their own learning. Classes where learning is taking place can be messy and noisy!

4. To a certain extent, we have lost our way because of the plethora of initiatives. What is the purpose of education? Schools should be seen as places of attention not as places of detention. Children are intrinsically motivated.

5. Children with emotional and behavioural difficulties (EBD) do achieve: the key is educating the whole child. The most successful approach works on emotional intelligence: the EBD curriculum is based on that. A balance needs to be struck between attainment and achievement and this is about teachers as well as pupils. Adults also needed to be emotionally intelligent. Teachers should learn to discover their own learning styles. Class sizes are very significant.

6. There is not just one motivation for all children. Pupils should be encouraged to assess their own needs. A multi-agency approach should be used and peer motivation should be encouraged.

7. Support is needed for staff members and there should be time for staff development. Those present generally agreed that “achievement” was more relevant than “attainment”. Sometimes SQA requirements had to be put aside in the interests of developing motivation.

8. We need to be more creative and look on the formative side of assessment and develop skills for lifelong learning and self-motivation. The role of teachers is to provide the stimulus and give positive feedback. Peer mentoring is effective.

9. Family support and involvement with parents is crucial. They, too, need to be empowered. There is a training gap for teachers here. Provision for parents is patchy.

10. Integrated community schools have an impact on the most vulnerable children. There is a need for funding for home-school link workers. The children’s panel system is not very useful for young people approaching 16.

11. Teachers’ conversations are usually about resources rather than motivation. Research needs to be done on the impact of the reducing numbers of male teachers.
12. Schools for children with moderate and severe learning difficulties might serve a wide catchment area and be difficult for pupils and for parents to get to. A school might be the only solid and reliable place for such children. Their motivation came from the teachers. In one school the janitor was the only male member of staff.

13. Children need to feel good about themselves and it was important to break the cycle of failure. There is a need to change the mindset in initial teacher training. It was generally agreed by those present that there needs to be more osmosis between special schools and mainstream schools. Inclusion did not necessarily mean mainstream. Special schools should be seen as centres of excellence.

14. A set of clear aims is needed at nursery level – currently the national priorities do not impinge on the under 5s.

15. Schools have a good ethos where the teachers feel that they own what is happening within the school. Children need to cope with and manage their emotions and can lose their individuality in a big school. This could apply to teachers too. There was often too much for teachers to do in one week.

16. It was right to highlight the impact of class sizes. Cognitive development could be overlooked. Children needed a running commentary on their work and this was harder to do in big classes.

17. Teachers in mainstream schools had not been given adequate training for dealing with children with additional support needs. Teachers from special schools could go into mainstream schools to assist. Teachers in mainstream schools have welcomed children with additional support needs but often have an anxiety that the attention which they require can take away time from other children. The general ability of children in special schools was dropping because the most able were going into mainstream schools.

18. Children with emotional and behavioural difficulties were often not appropriately placed in mainstream schools. Early intervention is essential. Primary schools were good models of early intervention strategies. We should look at what resources could be put into supporting children whose difficulties meant that they would only be in school for a limited time.

19. It was agreed that there was a major shortage of professional support for children with emotional and behavioural difficulties. In one area there is only one person for 22 schools. Exclusion can make a situation worse by sending a child back into an unsatisfactory home environment.

20. The system lets children down where children are sent into mainstream schools who have been identified previously as not being suitable for mainstream. Children would get lost if there was a lack of expertise in a large mainstream secondary school.

21. The relationship between teacher and pupil was the most important factor in pupil motivation.

22. The arts were important and could make a big difference to motivating a child. There is a need for cultural co-ordinators for schools.
23. It was suggested that single sex schools could help to motivate pupils.

24. Sport helps to build pride in a school and can help children to feel good about themselves.

Martin Verity
Clerk to the Committee
EDUCATION COMMITTEE

FORWARD WORK PROGRAMME 2005 – 06

Introduction

1. The Committee’s proposed outline work programme for the autumn term 2005-06 is listed in Annex 1.

2. The confirmed major workstreams for autumn 2005 are:
   • Completion of the pupil motivation inquiry
   • Evidence on the early years inquiry (as agreed on 25 May 2005 (see paper ED/S2/05/9/2)).
   • Stage 2 scrutiny of the Scottish Executive 2006-07 budget

3. The pupil motivation inquiry report would be published in an interim form shortly after 14 September and the intention would be to invite comments on the report to inform a stakeholder event on 26 October. Feedback from that event could then be used to refine the report before final publication.

4. The Committee’s regular updates on the progress of reform of the child protection system and on school closure policy have also been incorporated into the forward programme.

5. The scheduling of 2006-07 budget scrutiny is based on the requirements of the Finance Committee.

Potential legislation

6. It is anticipated that the Scottish Executive will introduce a Bill to Parliament to increase parental involvement in schools. The Scottish Executive has recently consulted on a draft Scottish Schools (Parental Involvement) Bill. If introduced early in the autumn and referred to the Education Committee, Stage 1 consideration of the Bill would take place during the latter part of the autumn term.

Other activities

7. The Convener wrote to the Scottish Executive on 10 May 2005 regarding school transport policy and the Committee may wish to pursue work in this area depending on the Minister’s response.

8. At present, there is no inquiry work timetabled beyond Christmas 2005 apart from finalisation of the Committee’s report on early years childcare and education.

9. In 2004, the Committee held a meeting to plan its forward work programme in September, it is proposed that a similar meeting would be arranged this year. The aim of the meeting would be to brief the Committee on the progress of the Scottish Executive’s 21st Century Social Work Review and the discuss the Committee’s work programme for 2006. This would allow preliminary work to be conducted during the course of the autumn term so that an inquiry could begin early in 2006. The
proposed date for the meeting would be 31 August (the last week of recess) and the venue would be Holyrood.

**Action**

10. The Committee is invited to:

i. **NOTE** the proposed work programme for autumn 2005;
ii. **DISCUSS** areas where it could focus its attention in 2006; and
iii. **AGREE** the proposal for the private meeting on 31 August.
<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting/Event</th>
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<tbody>
<tr>
<td>Wed 31 Aug</td>
<td>Planning Meeting (Holyrood)</td>
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<tr>
<td>Wed 7 Sep</td>
<td>Additional Support for Learning</td>
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<td>[1] SSI 2006/325 (Appropriate Agencies)</td>
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<tr>
<td></td>
<td>Pupil motivation inquiry</td>
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<tr>
<td></td>
<td>[2] Draft report (in private depending on 22.6.05 decision)</td>
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<td>[3] Agree approach to the final event</td>
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<tr>
<td>Wed 14 Sep</td>
<td>Pupil motivation inquiry</td>
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<td>[1] Finalise report</td>
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<td>School closure policy</td>
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<td>[2] Annual update</td>
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<td>Child protection reform programme update</td>
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<td>[3] 6 monthly update on progress</td>
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<td>2006-07 Stage 2 Budget Consideration</td>
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<tr>
<td>Wed 21 Sep</td>
<td>Early years inquiry visits</td>
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<tr>
<td></td>
<td>a. Jeely Piece Club, Glasgow</td>
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<td>b. Early years centres, West Lothian</td>
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<td>Wed 28 Sep</td>
<td>Early years inquiry evidence</td>
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<td>[1] Evidence:</td>
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<td>Panel 1: Scottish Education Research Association</td>
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<td>Panel 2: Children in Scotland, Barnado’s</td>
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<td>Wed 5 Oct</td>
<td>Parental Involvement Bill</td>
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<td>[1] Approach to Stage 1</td>
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<td>Early years inquiry evidence</td>
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<td>[2] Evidence:</td>
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<td>Panel 1: UNISON</td>
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<td>Panel 2: Local authorities</td>
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<tr>
<td>Wed 12 Oct</td>
<td>RECESS – possible Committee visit to Sweden/Finland (pending approval)</td>
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<tr>
<td>Wed 19 Oct</td>
<td>RECESS – possible Committee visit to Sweden/Finland (pending approval)</td>
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<td>Wed 26 Oct</td>
<td>Pupil motivation inquiry – final stakeholder event</td>
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<tr>
<td>Wed 2 Nov</td>
<td>2006-07 Stage 2 Budget Consideration</td>
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<td>[1] Witnesses and Minister</td>
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<tr>
<td>Wed 9 Nov</td>
<td>2006-07 Stage 2 Budget Consideration</td>
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<td>[1] Draft report</td>
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<td>Early years inquiry evidence</td>
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<td>[2] Evidence:</td>
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<td>Panel 1: Learning and Teaching Scotland, HMiE</td>
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<td>Panel 2: Scottish Social Services Council, Educational Institute of Scotland</td>
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<td>Wed 16 Nov</td>
<td>Early years inquiry evidence</td>
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<td>Panel 1: Scottish Childminders Association, Scottish Preschool Play Association</td>
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<td>Panel 2: Community Practitioners &amp; Health Visitors Association/Royal College of Nursing, Association of Directors of Social Work</td>
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<td>Wed 23 Nov</td>
<td>Early years inquiry evidence</td>
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<td>[1] Evidence:</td>
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<td>Panel 1: Care Commission</td>
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<td>Panel 2: Ministers for Education &amp; Health</td>
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<td>Wed 30 Nov</td>
<td>Parental Involvement Bill</td>
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<td>[1] Evidence session – 2 panels</td>
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<tr>
<td>Wed 7 Dec</td>
<td>Parental Involvement Bill</td>
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<td>[1] Evidence session – 2 panels</td>
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<td>Wed 14 Dec</td>
<td>Parental Involvement Bill</td>
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<td>[1] Evidence:</td>
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<td></td>
<td>Panel 1: Minister for Education and Young People (could have another panel before if required)</td>
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<tr>
<td>Wed 21 Dec</td>
<td>No business scheduled</td>
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