Education Committee
17th Meeting, 2006
Wednesday 28 June 2006

The Committee will meet at 10.00 am in Committee Room 5

1. **Subordinate Legislation:** The Committee will consider the following negative instruments—

   the Teachers’ Superannuation (Scotland) Amendment Regulations 2006

   the Education (Assisted Places) (Scotland) Amendment Regulations 2006

   the St Mary’s Music School (Aided Places) (Scotland) Amendment Regulations 2006

   the Education (Appeal Committee Procedures) (Scotland) Amendment Regulations 2006

   the Registration of Independent Schools (Scotland) Regulations 2006

2. **Pupil motivation inquiry:** The Committee will consider a response from the Scottish Executive.

3. **Adoption and Children (Scotland) Bill (in private):** The Committee will consider a draft Stage 1 Report.

Eugene Windsor
Clerk to the Committee
Room T3.40, Committee Office
Ext. 0131 348 5204

The following papers are enclosed for the meeting:

*Agenda item 1*
Clerk’s note
Copy of SSI 2006/308
Copy of SSI 2006/317
Copy of SSI 2006/318
Copy of SSI 2006/322
Copy of SSI 2006/325
Agenda item 2
Clerk’s note
Scottish Executive response to the pupil motivation report

Agenda item 3
Clerk’s note
Draft report (private paper)
EDUCATION COMMITTEE

Subordinate legislation

1. The Committee’s consideration of the five regulations below will be taken as agenda item 1.

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Report due</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>The Teachers’ Superannuation (Scotland) Amendment Regulations 2006 (SSI 2006/308)</td>
<td>11 September</td>
<td>To take into account the provisions of the Finance Act 2004 which introduced a new tax regime for tax-privileged pension savings</td>
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<tr>
<td>The Education (Assisted Places) (Scotland) Amendment Regulations 2006 (SSI 2006/317)</td>
<td>18 September</td>
<td>To uprate the qualifying parental income levels for the remission of fees and charges and the making of grants under the Assisted Places Scheme</td>
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<tr>
<td>The St Mary’s Music School (Aided Places) (Scotland) Amendment Regulations 2006 (SSI 2006/318)</td>
<td>18 September</td>
<td>To uprate the qualifying parental income levels for the remission of fees and charges and the making of grants under the Aided Places Scheme</td>
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<tr>
<td>The Education (Appeal Committee Procedures) (Scotland) Amendment Regulations 2006 (SSI 2006/322)</td>
<td>11 September</td>
<td>To modify the Education (Appeal Committee Procedures) (Scotland) Regulations 1982 as a consequence of provisions made under sections 18, 19(5)(c) of, and Schedule 2 to the 2004 Act</td>
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<tr>
<td>The Registration of Independent Schools (Scotland) Regulations 2006 (SSI 2006/324)</td>
<td>11 September</td>
<td>To revise the structure of existing Regulations in relation to the provision of information to Scottish Ministers by a person wishing to operate an independent school in Scotland and to the Register of Independent Schools by existing independent schools</td>
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</tbody>
</table>

2. A copy of the instruments, explanatory notes which are not part of the regulations, and Executive notes are attached.
3. A note on procedure for considering SSIs is attached. All five regulations are negative instruments.

4. The Subordinate Legislation Committee considered the SSI 2006/308 at its meeting on 13 June 2006. The remaining instruments were considered at its meeting on 20 June 2006. The Subordinate Legislation Committee had nothing to report on any of the instruments.

**Action**

5. The Committee is invited to **CONSIDER** whether it has anything to report on any of the instruments.

Eugene Windsor
Clerk
Education Committee
Procedural Note

Standing Orders

1. The procedures for dealing with Scottish Statutory Instruments (SSIs) are covered by Chapter 10 of Standing Orders. SSIs are laid by being lodged with the chamber clerks, and are published in the Business Bulletin. They are referred to the Subordinate Legislation Committee, the appropriate subject committee (the ‘lead committee’), and, where relevant, any other committee.

SSIs subject to annulment: ‘negative instruments’

2. Where an SSI is subject to annulment, it comes into force on a specified date and then remains in force unless it annulled by the Parliament. Any MSP may, by motion, propose to the lead committee that the committee recommend that nothing further is to be done under the instrument. Such motions are lodged with the chamber clerks.

3. The lead committee debates such a motion for no more than 90 minutes.

4. The lead committee reports to the Parliament, setting out its recommendations. If it recommends annulment, the Bureau will propose to the Parliament a motion that nothing further is to be done under the instrument

5. All the above must take place within 40 days of the instrument being laid, excluding recesses of more than 4 days.

6. To date, no motion to annul any of the five SSIs under consideration has been lodged with the Chamber clerks.
EDUCATION COMMITTEE

Pupil motivation inquiry – Scottish Executive response

1. The Committee published its pupil motivation report on 19 April 2006

2. The Scottish Executive has responded to the report and its response is attached as paper ED/S2/06/17/3.

Action

3. The Committee is invited to NOTE the Scottish Executive’s response.

Eugene Windsor
Clerk
Education Committee
EDUCATION COMMITTEE: PUPIL MOTIVATION INQUIRY

I am very grateful to the Education Committee for its detailed consideration of the issue of pupil motivation in school.

I note that in the report the Committee recognises that our pupils, teachers and schools perform well by international standards and that it is a relative minority of pupils who display a lack of motivation in schools. Nevertheless, I accept the view of the Committee that we must do all we can to ensure that pupil motivation is as high as it can be.

The recommendations in the report are very helpful. Annex A attached sets out a response to each of the recommendations.

I am happy to elaborate on any of the above points should this be required.

PETER J PEACOCK
Annex 1

The purpose of education

13. The Committee also learned through this inquiry—learning reinforced by its subsequent early years inquiry—that pupils who are likely to become de-motivated and detached from the system in their later years in education can be identified at a very early stage, and that early intervention is vital in supporting these pupils. The Committee therefore calls on the Scottish Executive to examine ways of working across the boundaries between different stages of the education system to help identify those most at risk of becoming de-motivated at the earliest possible moment.

The Education (Additional Support for Learning) Scotland Act 2004 and related regulations require education authorities to have appropriate arrangements in place to ensure that changes in school education are as smooth as possible. Advice on how authorities and other agencies can support pupils when the move across the various stages of education (nursery to primary, primary to secondary, secondary to post-school) is provided in Supporting Children’s Learning code of practice which accompanies the Act. HMIE are monitoring how well this is working.

Leadership and motivation

17. The Committee welcomes the increased continuing professional development opportunities for teaching staff. However it believes that there may be a further case for providing opportunities for all teachers to develop leadership skills in environments outside education, with a focus on realisable, practical solutions.

The Executive is working with key stakeholders to further develop the educational leadership opportunities available for headteachers, senior managers and those aspiring towards leadership at any level. Some of the priority areas are: increasing the mentoring and coaching capacity in Scottish education; providing additional support for new headteachers; and development of leadership capacity at all levels of the education system. We recognise that the development opportunities on offer must be as rich and diverse as possible and should include leadership experience outside teaching.

For example, we are currently supporting East Ayrshire Council’s pilot initiative, “Head Teachers in Industry” which seeks to place headteachers in jobs within industry, business and other public sector areas. Also the Scottish Qualification for Headship contains a requirement for candidates to undertake a comparative study in another organisation. We are also establishing projects at local authority level to develop coaching and mentoring capacity and this will involve the use of coaches from outside the education service with a variety of backgrounds and experience.
18. The Committee also notes that working patterns have changed and few people now expect to spend their whole working life in one type of job. Teachers may have fewer opportunities than other groups of professionals to gain experience in other fields. The Committee appreciates that there are practical issues to be considered in seeking to widen the experience of teachers in other workplace environments. Nevertheless, the Committee calls on the Scottish Executive to explore, possibly through development of small-scale pilot projects, ways of providing teachers with, for example, opportunities of career breaks, secondments and exchanges and other experiences which would give them a chance to supplement their leadership skills with the benefit of experience in other fields.

Local Authorities in Scotland already offer breaks in service to large numbers of staff by seconding to a very wide variety of posts – both delivering outcomes from that post and helping to develop the teacher to give them a broader view of life and work. The Scottish Executive strongly support such secondments when they are well considered, well planned and take into account the broader value that can be achieved.

Pupil centred learning and multiple learning styles

26. Nevertheless, the Committee calls on the Scottish Executive to consider, together with the Scottish Qualifications Authority, as soon as possible, what practical steps can be taken to lighten the assessment and examination load on pupils and teachers in the upper secondary school.

The Scottish Executive shares the Committee’s concern to lighten the assessment and examination load upon teachers and learners. A review of National Qualifications has been taking place over the last few years with just this aim. This has produced some positive results through joint working between the Scottish Executive, SQA and other national agencies, education authorities, schools and colleges. However, as part of implementing the 3-18 Curriculum Review, we will certainly be considering with our partners in the education community what more can be done. In particular, the report by the Curriculum Review Programme Board entitled Progress and Proposals raises a number of issues for assessment and qualifications. These are being carefully considered by the Minister for Education and Young People.

29. In order to understand better how pupils view teaching and its effectiveness, the Committee recommends that the Scottish Executive explores, with the relevant stakeholders, ways in which formal student evaluation and feedback from pupils could be integrated into schools’ teaching programmes and into processes of curriculum development.

The value of student evaluation and feedback in contributing to developments in learning and teaching has been underlined in several Scottish Executive initiatives particularly through the Assessment is for Learning (AifL) programme. Five ‘Open Space’ events for pupils were held between February and May 2004 and a report capturing pupils’ views in response to the questions “What do you want to learn? How best do you learn?” was published by the Scottish Executive. A number of local authorities have also been using ‘open space’ events for pupils as part of their AifL development work, to inform planning for improvements in learning and teaching. Feedback from pupils about their learning is also sought through the pupil questionnaires which are part of the Scottish Survey of Achievement (SSA). The views of pupils will be fed back to reporting local
authorities, as part of the support for ‘intelligent’ use of the SSA data as feedback to inform improvements.

The transition from primary to secondary school

31. One suggestion that was made was that consideration be given to greater use of cross-disciplinary thematic project work in the first years of secondary school to smooth the transition from primary to secondary schools. The Committee recommends that the Scottish Executive explore this further although it acknowledges the strength of feeling that individual disciplines, such as, for example, history, must be retained.

The aims of *A Curriculum for Excellence* include improving the transition from P7 to S1 in order to ensure that all pupils are enabled to maintain their progress in learning as they move from primary to secondary school. The curriculum needs to include space for learning beyond subject boundaries, so that learners can make connections between different areas of learning. Through inter-disciplinary activities of this kind, young people can develop their organisational skills, creativity, teamwork and the ability to apply their learning in new and challenging contexts. To be successful, these activities should be part of the curriculum, alongside subjects, not add-ons.

Vocational options

33. In order to align the curriculum with possible future career options and stress the link between school education and future employment, the Committee recommends that the Scottish Executive should consider a review of the Career Education Framework in Scotland to align it more closely with the Curriculum for Excellence and the 3-18 curriculum framework.

The Executive’s strategy for enterprise in education - *Determined to Succeed* – recognises the importance to young people of appropriately focused career education and positions it firmly within the enterprise in education agenda. Career education is delivered by Careers Scotland through a range of information, advice and guidance to children and young people in the form of hands-on activities, resources, discussions and presentations to suit the age and stage of the pupils concerned.

Members of the Curriculum Review team are meeting with colleagues in Careers Scotland with responsibility for careers education. The Curriculum Review is keen to ensure that young people are prepared for the world of work through improved skills, greater confidence and improved attitudes to enterprise, work and lifelong learning.

36. The Committee also believes that it is vital that vocational education is not ‘ghettoised’ and that it is therefore important that vocational opportunities are offered to all pupils, and not only to those who are considered to be most excluded. This in itself could go some way towards improving the esteem in which such courses are held.

37. The Committee recommends that the Scottish Executive explores further ways of enhancing the status and perceived value of vocational school education and the emphasising the practical importance of academic subjects and whether more needs to be done to enhance the work experience opportunities available to school pupils.
The Scottish Executive is very firmly committed to raising the status of vocational education. As part of the Curriculum for Excellence agenda, the Scottish Qualifications Authority (SQA) has developed new Skills for Work courses for pupils in S3 and above which are currently being piloted in a range of schools and colleges across Scotland. These new courses have been developed in consultation with representatives from across the educational spectrum and with employers to ensure they have credibility with all potential users. They are being developed in areas where assessing and certificating competence in practical and other related skills is the key to progression. The new courses will be recognised in the Scottish Credit and Qualifications Framework (SCQF) as full qualifications at the level studied and will appear on candidates’ Scottish Qualification Certificates alongside ‘traditional’ National Qualification achievements as equal awards. The courses will be rolled out from 2007-08 and eventually be available from Access 2 to Higher level as challenging but achievable qualifications for young people of all abilities.

40. The Committee further recommends that the Scottish Executive explore ways in which resources of the Scottish Executive and other public agencies can be harnessed to best support companies to improve and enhance work experience opportunities for pupils and to build coherent links between such experience and genuine employment opportunities, particularly in deprived areas.

Through the business engagement strategy in Determined to Succeed the Executive is continuing to develop partnerships with businesses at national level, and to support local authorities develop local partnerships. These partnerships provide opportunities through which to explore creative and flexible solutions to the provision of work experience and other work-based learning for young people.

A new Virtual Work Experience product was launched in February that uses state of the art games and graphics technology which can be accessed through any PC with Internet access. It includes a unique bank of internet-based 3D virtual workplace simulations populated with appropriate avatars and supported by interactive multimedia material including video or audio clips, images, documents and links to web-based Careers Box and Career Planning tools provided by Careers Scotland. Typically the simulated work experience with three sections (Pre-tour briefing; virtual world tour of your chosen sector skill area and post-tour briefing) will have duration of approximately 45 minutes to correspond with a school period. The activities accessed by the students will be recorded and fed back to the student and teacher.

Determined to Succeed Division is exploring with the Skills for Business Network a partnership approach with Sector Skills Councils to develop resources to support employers in hosting work placements for pupils.

Home-school and community links

42. The Committee notes the Scottish Executive’s recent policy change in respect of the future of Integrated Community Schools. The Committee considers it essential that the positive aspects of the Integrated Community School experience so far in relation to focusing on all the needs of children and young people by breaking down professional barriers and joining up services are not lost as a result of this change.

The Scottish Executive publication Improving Outcomes for Children and Young People: The role of schools in delivering integrated children’s services clarifies the role of authorities and schools in
delivering integrated children's services. It highlights the steps schools and local authorities need to take to successfully mainstream approaches to integrated services for children and young people.

This will be supported by:

- a self-evaluation framework within *How good is our school? -the journey to excellence* which will provide tools for schools to evaluate effectiveness of partnership working, and;
- the development by HMIe of indicators for partnership working across agencies at neighbourhood or cluster level
- streamlined inspection of integrated children’s services from 2008.

### 46. The Committee recommends that the Scottish Executive considers further what can be done to enhance and promote the support of parents to their children’s education and how the achievements of pupils outside school can be harnessed to create a culture of celebrating achievement, in all areas, including the arts and sport, to help motivate their performance within school.

The Scottish Schools (Parental Involvement) Bill was passed by the Scottish Parliament on 10 May 2006. It aims to help parents to be involved with their child’s education and learning, welcomed as an active participant in the life of the school, and encouraged to express their views on school education generally.

The Bill is part of the wider framework that Ministers are developing for Scottish education and is based on the recognition that where parents are engaged effectively in the work of the school, then children do better. The Bill places new duties on Scottish Ministers and education authorities to promote the involvement of parents with their own child’s education and that provided by authorities to pupils generally at their child’s school. The definition of parent used in the Bill is a broad one. It includes non-resident parents who are liable to maintain or have parental responsibilities in respect of a child; carers who can be parents; others with parental responsibilities e.g. foster carers, relatives and friends who are caring for children and young people under supervision arrangements; and close relatives, such as siblings or grandparents caring for children who are not looked after or are under home supervision arrangements.

The Bill will require education authorities to have a strategy in place to promote parental involvement. Authorities must have regard to how their strategy for parental involvement will promote equal opportunities. Their strategy should also take into account factors that may discourage or inhibit parents’ involvement in their children’s education or contact with the school.

The Bill also gives parents a voice in their children’s education and learning through membership of a Parent Forum for the school. The Parent Forum will be able to set up a Parent Council to represent the views of parents to the school, local authority and, if appropriate, to HMIE and others. The Bill is awaiting Royal Assent. Its provisions will be phased in over the course of a transition year during 2006-07.

The Executive has also provided a range of resources to help schools develop their links with parents and help parents support their own child’s learning. This includes:-

- Making the Difference series – a series of 12 support packages for parents and schools
- Sharing good practice – a CD-rom featuring case studies from schools across Scotland showing how they have involved parents in different ways
- Parent Partnership Projects – £100,000 provided to schools for 29 projects aimed at
improving parental involvement
- Parentzone – improvements have been made to the content, structure and layout of the Parentzone website (www.parentzonescotland.gov.uk)
- Appointment of a Parental Involvement Coordinator based at Learning and Teaching Scotland to work closely with authorities and schools in improving parental involvement and to share good practice.

In addition, the Curriculum Review Programme Board are keen to find ways to recognise achievement of pupils across the curriculum, including areas that are currently considered 'extra-curricular'. Opportunities for personal achievement, planned through the school, often enrich the life experience of children and young people. Many of these activities are voluntary for learners and have traditionally been organised as 'extra-curricular' opportunities. They play, however, an important role in creating opportunities for individual growth, progress and achievement. The Curriculum Review will consider how these opportunities can be made available for all learners.

Sharing of best practice

50. The Committee believe that the Scottish Executive should explore and encourage ways in which practitioners can be supported in identifying, developing and sharing good practice through development of local and national networks (including events, gatherings and further development of HMIe website) without the necessity of another national initiative.

The Scottish Schools Digital Network is a national schools intranet which will allow teachers and schools to share ideas and good practice. The intranet, due to be rolled out from 2007, will enable teachers to set up and join networks and online communities covering issues and subjects of specific interest to them. This will enable them to access specific examples of good practice which are relevant to them.

Schools involved in the Schools of Ambition programme are expected to set new standards of excellence and measure their own progress whilst drawing out learning points from their experience. Schools' experiences and learning will be shared more widely as a continuous process throughout each school's time on the programme, with a variety of means being used to promote good practice, e.g. a website, seminars and conferences, and publications.

The FLaT Programme aims to support and encourage pilot projects that explore new and innovative approaches to learning and teaching. An important aspect of the programme is the independent evaluation of projects supported to assess impact and identify the good practice emerging so that this can be shared with other schools and local authorities. This is done through a number of different ways – websites; publication of research reports; conference presentations (SETT – The Scottish Learning Festival); and other articles in the press and other relevant publications etc.

A series of sharing good practice seminars directed at an international audience, established by the Scottish Executive in February 2005, has so far covered use of ICT in schools, drivers for improvement, the curriculum, additional support needs and school leadership. Many of these themes have links to the specific recommendations of the Education Committee, and the seminars helped to benchmark work in Scotland against good practice in other countries. In addition, the Executive has convened three meetings of the "Ministerial Conversation" series in Brussels since 2005, when Education Ministers from the 25 European Union Member States, plus Romania and Bulgaria, come to Brussels to agree and decide upon EU education recommendations and initiatives. Mr Peacock has
used these occasions to invite Ministers from our seven benchmarking countries in the EU (Finland, Denmark, Sweden, Netherlands, Luxembourg, (Flemish Community of) Belgium and Ireland) to exchange ideas and best practice in an informal setting. So far, the focus for these discussions has been raising the attainment of the bottom 20% of achievers in schools, the role of leadership and teacher competence in transforming schools, and school improvement and inspection frameworks in Scotland.

In collaboration with LTS, HMIE is preparing a range of materials as part of a Journey to Excellence. This will be a one-stop shop to draw together effective practice for schools in line with the recommendations of the Committee. This activity is being funded by the Executive.

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2 Progress and Proposals [http://www.scotland.gov.uk/Publications/2006/03/22090015/14](http://www.scotland.gov.uk/Publications/2006/03/22090015/14)


6 Improving Outcomes for Children and Young People: The role of schools in delivering integrated children’s services [http://www.scotland.gov.uk/Publications/2006/02/03143159/1](http://www.scotland.gov.uk/Publications/2006/02/03143159/1)