

**FAIRER SCOTLAND DUTY
RESULTS TEMPLATE**
[Draft 26 June 2018]

Title of Policy or Programme	Draft Education (Scotland) Bill
<p>Summary of aims and expected outcomes of strategy, proposal, programme or policy</p>	<p>The Scottish Government is committed to a fairer Scotland and to ensuring that every child is able to develop the knowledge, skills and attributes they will need to flourish in life, learning and work.</p> <p>It is the aspiration of the Scottish Government for Scotland to be the best place in the world in which to grow up. The Scottish Government’s defining mission is to improve the education and life chances of children and young people by closing the unacceptable gap in attainment between the least and most disadvantaged children, and to raise attainment for all. There is broad support for this aim across the Scottish education system, with a wide range of partners committed to working together to achieve this.</p> <p>The objective of the Education (Scotland) Bill is to play a transformative role in achieving excellence and equity, by further strengthening the Scottish education system to:</p> <ul style="list-style-type: none"> • Empower headteachers to be leaders of learning and teaching in their schools and work collaboratively with the education authority and their staff, pupils, parents and other partners so that the decisions that most affect a pupil’s experience are taken by those closest to them; • Enhance the educational improvement support and advice that is available to educational practitioners; • Encourage greater parental involvement in education and parental engagement with children’s learning; and • Ensure that effective pupil participation is supported in all public schools. <p>Specifically, the Bill aims to support the following key policy objectives:</p> <ul style="list-style-type: none"> • Establishing a Headteachers’ Charter which requires education authorities to empower headteachers to make key decisions at school level, working collaboratively with their school community;

	<ul style="list-style-type: none"> • Collaborating for improvement, by placing a duty on all education authorities to work together and with Education Scotland within Regional Improvement Collaboratives (RICs), in the production of regional improvement plans. RICs will also provide a range of educational support and improvement functions, to be set out in statutory guidance, in accordance with the principles and scope agreed between the Scottish Government and Convention of Scottish Local Authorities (COSLA); • Strengthening parental involvement and engagement by making the existing legal duties in relation to parental involvement clearer, encouraging stronger collaboration between schools, school leaders and parents. These provisions will strengthen, modernise and extend the Scottish Schools (Parental Involvement) Act 2006 as recommended in the National Parent Forum of Scotland's review to reflect the importance of parental engagement in children's learning; and • Promoting pupil participation by requiring education authorities to promote and support pupil participation in specific aspects of education and school life in every public school. <p>Through the Education (Scotland) Bill the Scottish Government is committed to a fairer Scotland.</p> <p>The Headteachers' Charter will enable schools to adopt and refine approaches to learning and teaching which better meet the needs of all of their learners.</p> <p>Education and improvement support functions provided by RICs will give primacy to the priorities identified by individual schools (to improve outcomes for all of their learners) and provide support and advice to ensure they can be achieved.</p> <p>It is anticipated that statutory guidance relating to parental involvement and engagement will highlight links to broader public sector equality responsibilities, and best practice and training materials will address a range of equalities issues.</p> <p>The promotion of pupil participation should ensure that all pupils are encouraged and supported to develop and express their views, not just those who are most confident and capable of doing so.</p>
<p>Summary of evidence</p>	<p>Official statistics show that 91.4% of 2015-16 school leavers were in a positive destination in March 2017, down slightly from 92.0% of 2014-15 school leavers in March 2016. The proportion of pupils leaving school with no qualifications at SCQF level 3 (equivalent to National 3 courses) or above remains low at 2.0% of 2015-16 leavers, similar to 2.1% in 2014-15. The proportion of school leavers attaining a</p>

	<p>qualification at Higher level or above has risen significantly from 55.8% for 2012-13 school leavers to 61.7% for 2015-16. The proportion of school leavers from most deprived areas attaining a qualification at Higher level has also increased over this period, but stands at only 42.7%.</p> <p>The Education Scotland 2017 report on Quality and Improvement in Scottish Education¹ confirmed that the quality of education children and young people have experienced between 2012 and 2016 has been variable.</p> <p>Evidence therefore shows that the current education system is not achieving excellence and equity for all. Although improvements are being seen, they are not happening quickly enough or being driven sufficiently effectively in every area and widespread variation in outcomes and performance persists.</p> <p>Creating an education system which enables professionals who work most closely with individual learners to identify their specific needs, and to design and facilitate learning which meets those needs, will improve their ability to overcome barriers to achievement caused by socio-economic and other factors.</p>
<p>Summary of assessment findings</p>	<p>The key purpose of the Education (Scotland) Bill is to create a school and teacher-led education system which will reduce inequalities of outcome as well as increasing attainment for all.</p> <p>Evidence from a range of sources indicates that education systems in which parents and pupils are more engaged, and in which education professionals are supported to work in collaborative structures, are likely to lead to better outcomes for learners. Further evidence from the OECD indicates that systems in which decisions about the education of individual learners are taken by those working closest with them will lead to better outcomes for those learners and will lead to a more effective system overall.</p> <p>Our reforms will aim to create and sustain such a system which prioritizes the needs of individual learners and reflects the diversity of individual school communities.</p>
<p>Decision</p>	<p>The impact of the Education (Scotland) Bill on reducing inequalities of outcome has been considered as a result of the Fairer Scotland Duty. No changes have been proposed to any of the provisions as a result of this process since the Bill's key aim is to foster excellence and equity in education.</p>

¹ Education Scotland (2017) Quality and Improvement in Scottish Education
https://education.gov.scot/Documents/QuISe_full_2012_16_web.pdf

**Sign off
(by Deputy Director
or above)**

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