SOLACE Scotland submission in response to the Scottish Government's Governance Review - Empowering teachers, parents and communities to achieve Excellence and Equity in Education

1.   Our Commitment

1.1.   We in SOLACE Scotland are committed to working in partnership with the Scottish Government, with our community planning partners and other key stakeholders, to improve outcomes for all of our children and young people. We are dedicated to tackling significant inequalities in our society so as to make Scotland an even better place to live and prosper.

1.2.   We are proud of the achievements of our young people and the colleagues who support them. Research[i] demonstrates clearly that schools, headteachers and teachers working alone cannot improve attainment by themselves. The Governance Review provides an opportunity to broaden out our collective thinking about the delivery of education, looking within, between and beyond schools and with consideration of the activities of our many partners, our relationships with parents and families and the wellbeing of children and young people.

1.3.   Education is a continuum through early years, primary school, secondary school, college, university, skills and enterprise, and lifelong learning. Local authorities deliver education in communities, within a framework of a range of services to provide a holistic educational experience for our young people and increasingly close working with the local business community. Locally-provided services which are significantly involved in the education and upbringing of our children include:

- Support for parenting
- Health services
- Child protection
- Nurseries
- Schools
- Provision of meals and nutritional education
- Libraries
- Music and expressive arts
- Parks and open spaces
- Clubs
- Communities and the third sector
- Sports and leisure services
- Skills and enterprise
- Community learning and development

1.4.   Parents want the best for their children and with their trust and confidence, we work together to support children to learn and reach their potential. A key challenge facing us is parental engagement, particularly in areas of poverty and disadvantage: people are described as being hard to reach, but it is incumbent on all of us to reach much harder. Across all of Scotland's communities, we

seek to encourage and support parents and carers to be involved in their children's education. In moving forward, we must continue to place children, young people and their families at the centre of our work and develop and further strengthen our partnership approach.

1.5.   We welcome the Scottish Government's commitment to, and investment in, Early Years and Childcare. A child's early pre-school capabilities are strongly predictive of the levels of attainment achieved later in school [ii] . Early intervention and prevention[iii] must be a key component of any plan to deliver equity and excellence for all children and young people. We believe that only through early intervention and prevention strategies, from a child's very earliest years through to adulthood, can we hope to raise the attainment bar and narrow the gap for all.

2.   **Our Analysis**

2.1.   The OECD report, Scottish Surveys of both literacy and numeracy and the recent PISA survey might appear to point to a worrying absolute and relative decline in standards in some areas and stages of education.

Figure 1- Scotland's PISA Scores
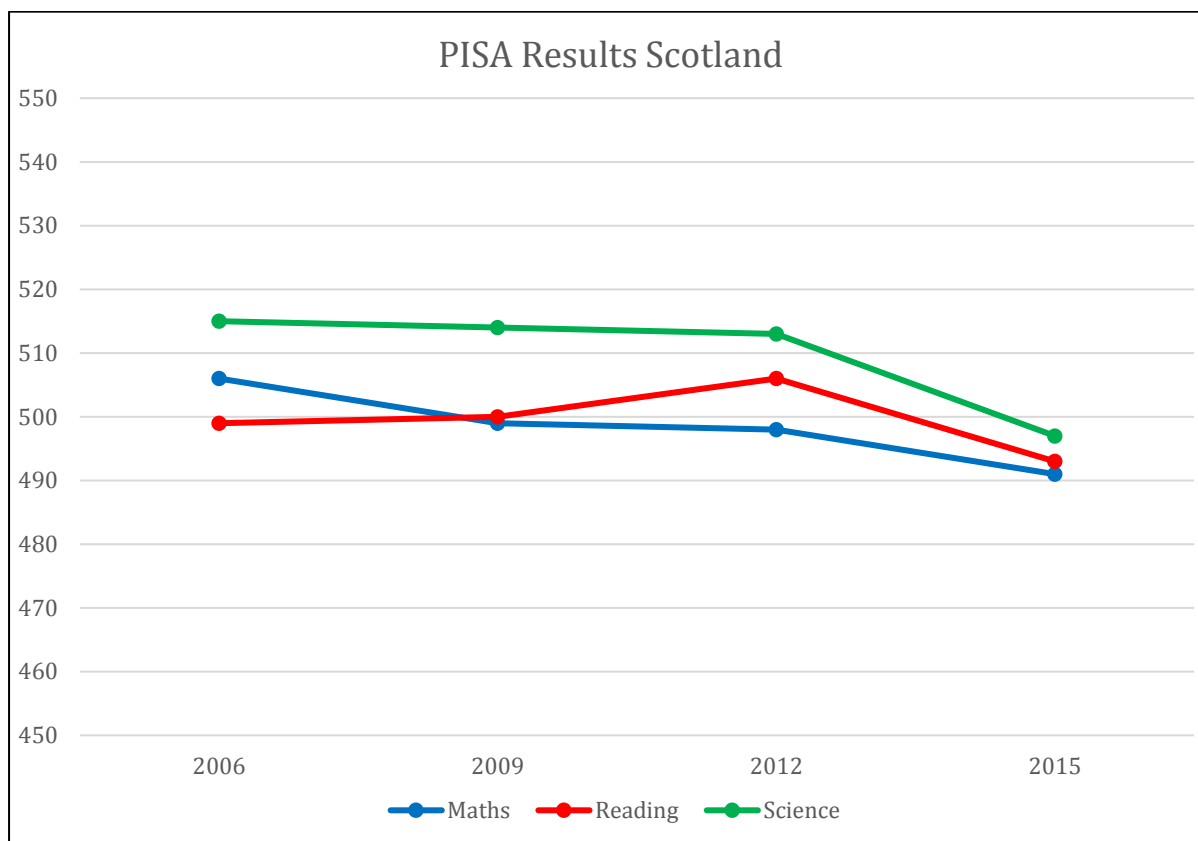
2.2.   There is clear evidence that those countries that perform best in the PISA tests are those with the smallest gap between the levels of attainment of those from the most disadvantaged areas and the most affluent. We therefore support fully the ambition and intention of the National Improvement Framework. We believe that we now need to ensure there is a robust evidence base on learning

outcomes and children and young people's levels of attainment, achievement and progress at individual, class, school, local and national level to enable the effective monitoring and tracking of the progress of all children and young people. We need teachers and others in schools to use this information effectively and, where necessary, to employ joint intervention and prevention strategies that ensure all children and young people achieve well and that any emerging gaps in attainment and progress are addressed speedily in the classroom. This will require improvements to approaches to data management and analysis, including, for example, SEEMIS.

2.3.   The PISA tests are well established, however, the results sit within substantial margins of error, and are sample-based rather than based on whole-population data. By contrast, if we look attainment among the whole senior school population, we can see that the attainment of young people in Scotland is improving. Moreover, it is improving fastest in the areas of greatest deprivation, where it has increased by 26% in the last five years.

Figure 2 - Average Tariff Scores 2012-2016[1]

Year	2012	2013	2014	2015	2016	% Change 2012-2016	% Change 2015-16
Average total tariff quintile 1	478	510	551	581	600	26%	3%
Average total tariff quintile 5	1101	1135	1149	1185	1195	9%	1%
Average total tariff Scotland	770	798	827	860	875	13.7%	2%

2.4.   The effect of this has been to narrow the gap between the poorest and the most affluent. Additionally, given that the definition of deprivation used in these figures includes educational attainment and does not account for those who choose to pursue vocational qualifications, the gap between the poorest and most affluent communities is likely to be less than indicated here.

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[1] *Source: Improvement Service*

2.5.   There is in addition an encouraging rate of improvement for the most deprived communities (Figure 3):

Figure 3 - Tariff Scores for Most Deprived Communities
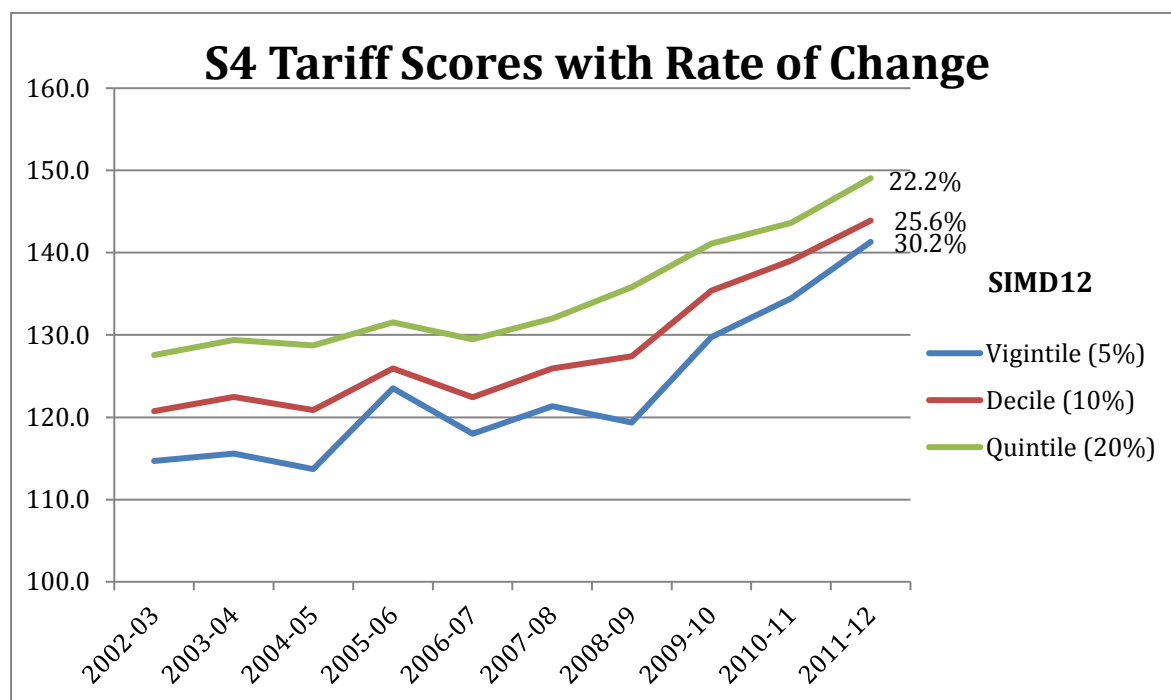
2.6.   Local authorities have driven this improvement by working in partnership with our Community Planning Partners and with other local authorities, where appropriate, to coordinate and adopt multi-service, multi-agency approaches to raising attainment and narrowing the gap for the most vulnerable and disadvantaged while building the capacity of our local communities. We want to keep increasing the pace of these improvements, to continue to address the gap that still exists.

2.7.   We remain particularly concerned by the attainment gap for looked after and accommodated children. Whilst educational outcomes have improved, there are still large gaps compared to pupils overall. The table below demonstrates that the difference increases as the level of qualification increases.

Figure 4: Percentage of all looked after school leavers by their highest level of attainment 2014/15[2]

	Looked after leavers	All school leavers
1 or more qualification at SCQF level 3 or better	86	98
1 or more qualification at SCQF level 4 or better	73	96
1 or more qualification at SCQF level 5 or better	35	85
1 or more qualification at SCQF level 6 or better	8	60
1 or more qualification at SCQF level 7	1	19
No qualifications at SCQF level 3 or better	14	2

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[2] Source: The Scottish Government – Education Outcomes for Looked After Children 2014/15

2.8.   Councils, as corporate parents, seek the same outcomes for our looked after and accommodated children, as any good parent would want for their own children.   As community planning partners, we bring together the wider corporate parenting family, to support children to be healthy and happy, secure and confident. We will continue to work in partnership to ensure that we provide every possible support to address the disadvantage suffered by those who are looked after and accommodated. If we can make greater progress with looked after and accommodated children and young people, then the attainment gap would significantly reduce.

2.9.   Given the inevitable disruption bought by structural change and the extra layers of bureaucracy envisaged in current proposals, this change would only be worth doing if it were demonstrably able to add value <u>over and above</u> the trend we are already seeing. We submit that before we can collectively define a new structure, we need to define the key strategic direction required for Scottish education and demonstrate how a new structure would deliver that extra value. There appears to be little or no desire for structural change from teachers, head teachers, parents, and councils or in the OECD review of Scottish education[iv].

2.10.   Likewise, the evidence does not suggest that rigid new regional arrangements will bring about the desired improvement. The communities of Scotland vary widely and as we know one size does not fit all. There are activities which could benefit from collaboration and which could deliver increased resilience and economies of scale. Some local authorities have already taken steps to work together and they should be allowed to continue to do so.

2.11.   We are also concerned that there is a risk that the range of current proposed reforms are driven by the remits of Ministerial portfolios rather than by the need to adopt a holistic community-based and place-based approach to improving outcomes for young people. We have an alternative vision for the future direction of Scottish education, based on a clear research-based rationale.

2.12.   We place children and young people, and developing the communities they live in, at the heart of our work. The most vulnerable and disadvantaged children and young people can have a wide range of learning, social, emotional and behavioural needs. Some have a complex range of additional support needs that means they require additional support with their learning. Some children and young people grow up with significant challenges including households affected by drugs, alcohol abuse or poor mental health.

2.13.   One of the biggest challenges facing us is the gap in children's language development, which can be as great as 18 months by the time a child is three. In conjunction with health colleagues supporting child development, we should be setting a collective, ambitious target to eliminate this gap in children's literacy and numeracy development by the time a child begins primary school. The vision and outcome aims of the Children and Young People Improvement Collaborative provide a helpful framework from pre-birth through to securing positive destinations on leaving school. It is entirely consistent with the National Improvement Framework and we should be seeking to increase our ambitions and the pace of change around this, rather than going for structural change.

2.14. We believe that local authorities have been successful in beginning to address the causes of inequity and the impact of these complex challenges by leading, managing and coordinating effectively a range of interventions and services that support children and their families very well. We must make sure we continue to employ holistic integrated children's and families service approaches to meeting children's and young people's needs.

2.15. We are committed to developing a fair, open and transparent needs-based approach to devolving resources to schools. We are also committed to supporting and empowering our teachers and headteachers. Research clearly demonstrates that the most effective national school systems get the best graduates with an appropriate range of qualifications to become teachers, develop their teachers to become effective practitioners and ensure that their systems deliver the highest quality learning experiences for all learners. We are committed to achieving these outcomes.

2.16. There is currently a chronic shortage of teachers, particularly in supply and in secondary specialisms. If we are to achieve excellence and equity for all children and young people, we believe that we must take urgent action to address the problem of the shortage of teachers. This is not a simple question of maintaining a certain number of teachers no matter what – it's a question of having the right teachers in the right places supported by other registered professionals particularly in the senior phase. Approaches adopted in other countries as well as more flexible approaches to initial teacher education that would encourage adults at different stages in their careers to consider moving into teaching should be trialled. The welcomed focus on more vocational programmes for young people in schools will require staff with practical and technical skills who are not directly employed by schools at the present time.

2.17. We also face a considerable challenge in recruiting headteachers and in supporting the leadership capacity of senior colleagues in our schools. We need more effective steps to develop leadership at all levels and meet the challenge of recruiting headteachers. Given the importance of schools working within a community and with other partners, a greater emphasis needs to be placed in developing leadership skills within a local context.

2.18. Effective leadership of learning relies upon good relationships with colleagues in social services, health, police, third sector organisations as well as colleagues in local authorities ranging from active schools coordinators to community development professionals. In addition, good leaders will bring in the business sector at every opportunity to support the learning of young people and capitalise on the resources this group has to offer. Again working in a local context, engaging with local employers at both primary and secondary level is important.

2.19. A renewed focus on key competencies of management and leadership is required in addition to the academic national programme offered at present. This will be particularly important given the new business skills that will be required of headteachers and their senior staff under the current proposals. Senior staff in schools will have to be supported in new responsibilities such as financial accountability, procurement policy and practice, and more. While SCEL can offer support to local authorities in leadership development, it is well recognised that new leadership skills have to be applied in practical settings with informed feedback on performance to support continuing professional development.

National framework for education

2.20. The Governance Review makes the assertion that the "broad framework of Scottish education has been in place since before devolution" and refers only to the *Education (Scotland) Act 1980*. The review then claims there is a need for a clear national framework for Scottish Education. However, as the following table sets out, a number of relevant steps which have been taken since devolution:

The Standards in Scotland's Schools Act 2000 established amongst other things a clear duty for local authorities and headteachers, as senior officers of the local authority, to develop the personality, talents and mental and physical abilities of the child or young person to their fullest potential.
The report on the *Teaching Profession for the 21st Century*[v] set new terms and conditions for Scotland's teachers.
The Local Government in Scotland Act 2003 set a statutory duty for local authorities to secure best value in service delivery.
Curriculum for Excellence **first published in 2004** described by the OECD in its report on Scottish Education as an important reform that puts in place a coherent 3-18 curriculum.
The Education (Additional Support for Learning) (Scotland) Act 2004 and the *Education (Additional Support for Learning) (Scotland) Act 2009* introduced the concept of 'additional support needs' which refers to any child or young person who, for whatever reason, requires additional support for learning and which may arise from any factor which causes a barrier to learning.
The Parental Involvement Act 2006 aimed at engaging and involving parents in their child's learning through learning at home, home/school partnerships and parental representation
Getting it Right for Every Child (GIRFEC), the principles of which were first set out in the *Children's Services Bill 2006* places the child at the centre and requires a multi-agency approach to ensure that the needs of all children, particularly the most vulnerable and disadvantaged, are met.
The **Crerar review**[vi] on external scrutiny published in 2007 recognised that primary responsibility for improving services lay with the organisations that provide them, and recommended greater reliance on self-assessment by providers, leading to the expectation that external scrutiny would rely more on self-assessment by providers, be proportionate to risk and minimise workload for providers.

Teaching Scotland's Future[vii], published in 2010 set out a systemic framework from initial teacher education to career-long professional development and learning that has led to the introduction of a number of elements to support teacher recruitment, retention and professional development.
Scottish College for Educational Leadership has been established to build leadership capacity in Scottish Education.
The ***Commission on the Future Delivery of Public Services*** published in 2011 recommended the adoption of early intervention and prevention strategies.
Children and Young People (Scotland) Act 2014 dealt with, amongst a range of areas, the rights of, and the provision of services and support for, children and young people.
Community Empowerment (Scotland) Act 2015 set out duties for Ministers and public bodies, aimed at empowering communities.
Education (Scotland) Act 2016 dealt with, amongst a range of areas, priorities, objectives and reducing inequalities of outcome for children and young people.
Early Years and Childcare since devolution there has been a significant increase in the provision of pre-school and early learning provision.

2.21. Taking these steps together, it can be seen that there currently exists a very comprehensive national framework for education in Scotland which has come into force since devolution. The OECD report notes that, "while structures occupy much of the discussion about successful governance, it is more fruitful to focus on processes." We support this view and believe that the challenge facing Scottish education is not to engage in yet more prescriptive structural and legislative change but to make the processes that underpin the current national framework for Scottish education work more effectively. The focus should be on increasing levels of ambition and the pace of change on delivery.

2.22. The OECD report and other research[viii] calls for a strengthened "middle" in effective education systems. We would support the strengthening of the middle rather than the creation of a new middle. We believe strongly in the importance of schools working together in a cluster model and continuing with other services to develop more locality-based models of support for children and young people. This would enable funding to be targeted across a group of schools or pupils in accordance with the broader cluster improvement plans.

2.23. While extra resources to support learning are to be welcomed, direct funding needs to be aligned with both school and locality plans to maintain a proportionate emphasis on the effects of all streams of funding. Directly-funded initiatives are not immune to the requirements of a best value approach which governs the actions of local authorities. In this respect, the latest central government circulars do not acknowledge the vital role local authorities must play, in respect of governance and accountability, in the use of this funding and its alignment and maximisation with other mainstream budgets. Local authorities are essential to the delivery of our "shared endeavour": There needs to be flexibility and an inclusive approach, which does not run the risk of placing further administrative duties on the teaching profession or the leadership capacity of our schools.

2.24. There is a vast body of research data that demonstrates that only 8-15% of the attainment difference between schools is accounted for by what schools actually do. [ix] Local authorities already adopt multi-service, multi-agency approaches that are working very effectively and are having a positive impact on the causes and effects of inequity. Councils and their Community Planning Partners are uniquely placed to develop and improve these approaches further by continuing to lead, manage and coordinate a range of interventions and services that support the whole child, their family and the communities they live in to address the impact of deprivation.

Funding

2.25. There is limited detail within the Governance Review about the Scottish Government's plans to allocate resources directly to individual head teachers. This lack of detail raises significant issues with regard to accountability for progress and how head teachers spend the resources allocated to them. Further detail has the potential to bring an increased level of bureaucracy and accountability, resulting in ring-fenced funding, the removal of which, by the 2007 SNP Government, was broadly welcomed: accordingly, any re-introduction would be viewed as a retrograde step.

2.26. Further consideration of complex strategic resource issues, which require coordination and planning beyond school level, is required to ensure any structural change or changes to roles and/or responsibilities of current organisations proceeds. This would include:

- the provision of psychological services and access to the appropriate human and physical resources to meet the needs of the most vulnerable and disadvantaged learners, including those who require additional support with their learning;
- work force planning for education and childrens services;
- annual staffing exercises;
- the funding and organisation of both short and long-term supply staff;
- the recruitment, retention and continuous professional development of staff;
- the strategic planning, development, maintenance and resourcing of the school estate;
- complex legal and human resource issues;
- procurement; and
- IT support.

2.27. There is much to be gained by school clusters working together, sharing resources and delivering alongside other service delivery partners and we will be seeking to encourage and support such arrangements, wherever possible.

Accountability and inspection

2.28. We would advocate an appropriate emphasis on the role of effective school self-evaluation as a key driver for school improvement, in line with the Crerar Review and international research[x]. These provide clear evidence that those school improvement systems that most empower teachers and headteachers are founded on effective self-evaluation, where the role of external inspection and scrutiny is to recognise and validate a school's self-evaluation. We value the importance of inspection by external agencies and the role it plays in reassuring our communities (parents in this context). This has to be founded on a culture of continuous improvement and self-awareness. In that regard, we believe there is a need to review and if necessary, reform the role of Education Scotland; for example, Education Scotland's responsibilities for advising on the curriculum sit uneasily with its responsibilities for inspection.

2.29. Given the importance of considering educational attainment within the total system, there is an opportunity to consider how all of the inspection and regulatory bodies could work more collectively from 0-18 years to offer proportionate inspection and more holistic advice on improvement. There is scope to give consideration to the current roles and responsibilities of bodies such as Education Scotland, the Care Inspectorate, SSSC and the GTCS to support the objectives of the Delivery Plan. We also believe that work with the SQA should continue to reduce further the assessment and administrative requirements of national examinations. We also acknowledge that the *Children and Young People Act 2014* and the *Education (Scotland) Act 2016* have workload implications for staff and schools.

3.   Closing the Attainment Gap: an Alternative Vision

3.1. Local authorities and the Scottish Government continue to share a commitment to improve education, and an ambition to improve at a faster rate. High educational standards are crucial to achieve a strong and inclusive economy for the country. We believe that this can be done without the necessity of wholesale structural change. Moreover, we believe it is fundamentally important to maintain local democratic control of education, through local authorities, developing local solutions within a national framework and being accountable to local communities.

3.2. Many of our young people perform extremely well and go on to Higher education in our Universities which are amongst the best in the world. While the attainment gap has narrowed in recent years between those young people from our most disadvantaged areas and those from our more affluent areas, no one would dispute that the present gap is still unacceptable. We are particularly concerned about the attainment gap that persists for looked after and accommodated children. Those countries that perform best in the universally accepted PISA tests, are those with the smallest gap.

3.3.   In our view, the drivers of educational performance and economic success and the actions we should now take include:

- **A good start in life** before going into the formal education system. This is crucial. Long term structural problems in the Scottish economy resulting from deindustrialisation, leave many parts of Scotland with high levels of unemployment and poor life chances for those living in such areas. Children born into poverty can suffer many challenges before they even reach school and more often than not, this will determine their attainment and their chances of a positive and sustained destination beyond school. A good start in life will make a significant difference to a child's overall outcomes and life chances. We welcome the expansion of childcare being proposed by the Scottish Government but this has to be linked with effective skills and employability support for those families experiencing greatest disadvantage. To ensure a good start in life, we believe:

  - ➢ Every Community Planning partnership should continue to ensure every child's / young person's needs are at the centre of community planning and are met in a holistic way through robust partnership and co-ordinated approaches.

  - ➢ The Children and Young People Improvement Collaborative, recently revised by the Scottish Government, provides the overall framework where specific quality improvement programmes for children and families can be affiliated and supported, all aligned to the National Improvement Framework.

  - ➢ The Early Years Collaborative work should be sustained and further enhanced so that the first years of a child's life remain a strong focus for every partnership.

  - ➢ Flexibility in resource allocation is needed so that we focus on eliminating the speech and language and numeracy gap by the time children are aged 3, through tried and tested parenting and early years strategies and hold Community Planning Partnerships to account to ensure they Get it Right for Every Child.

  - ➢ Every child should have access to 2 full years of Early Learning and Childcare, regardless of when they reach their 3rd birthday. (This would require changes in regulations from the Care Commission)

- All **Parents** want the best for their children and play a vital role in their child's learning and development. Parental engagement is an important driver for improving a child's chances of success. We need approaches that empower not only teachers and headteachers, but also parents and whole communities and we believe:

  - ➢ We must continue to place children, young people and their families at the centre of our work and develop and strengthen partnership approaches to ensure parental and community engagement and drive improvement and champion equality of opportunity.

- There should be a community-based and place-based approach to improving outcomes for young people, where we listen to our communities and value their knowledge, skills and experience.

There should be an enduring focus on reducing inequalities and prioritising prevention and early intervention approaches, in all that we do.

- **Looked after children and young people** should receive the additional support they require to participate in mainstream education and to ensure they feel happy, safe and valued through teaching and learning approaches, which are sensitive to their needs. To ensure that educational outcomes for looked after and accommodated children and young people are the same as those of their peers, we believe:

  - There should be a whole system approach to tackling attainment and funding should be used to support the individual child and his/her circumstances and not necessarily always in a school setting.

  - Local government should continue to coordinate resources to best meet the complex needs of looked after and accommodated children, recognising their role as corporate parents.

- **Quality of teaching and experiences of young people** are significant factors in children's performance. Graham Donaldson's work in this area provided evidence on the clear link between teacher quality and attainment. Teachers need to be supported to improve their skills, to understand what works and to maximise the time spent on interacting with and supporting learning and learners. To close the attainment gap and increase the pace of change, we believe:

  - Teachers, schools and local clusters, based on the strengths of Curriculum for Excellence and professional collaborative enquiry, need to be given much more autonomy and be accountable for designing a curriculum and learning experiences, which will meet the needs of every child and raise attainment.

  - Standards for teachers' professional development and professional updating require to be embedded and linked to attainment and achievement.

  - Teachers need to have the skills and resources to use new digital technology to meet every child's needs.

  - Rigorous self-evaluation, needs to be supported by high quality inspection, which adds value and helps to strengthen professional leadership in schools and local government.

➢ The quality of teachers we employ is more important than the number and the selection of candidates for Initial Teacher Education needs to be both rigorous and expansive, offering opportunities to people to enter the profession at different life stages. Whilst there is a shortage of teachers at present that must not mean we sacrifice quality.

➢ There should be greater emphasis on practical skills during Initial Teacher Education, with good coaching based on observed practice and performance.

- **The STEM subjects** are of ever increasing importance to economic growth and those nations with the highest economic performance focus on building early learner interest and academic strength in the STEM subjects. Scotland's STEM industries report skills gaps and shortages in key areas of expertise. We welcome the steps taken through Developing the Young Workforce and the Scottish Government's proposed strategy for delivering high quality STEM education and training, which recognise that collaborative working is essential to ensure young people are aware of and can access the opportunities available to them. To deliver the change we need to see, we believe:

➢ Teacher shortages in STEM subjects require to be addressed by attracting new recruits from a wide range of backgrounds and provide fast track training into the profession. A review of the benefits of wider registration of professionals who are able to support the learning of our young people should be undertaken.

➢ Increase performance in STEM requires to be tackled by raising entry levels to and improving Initial Teacher Education courses for primary teachers to raise confidence and skills levels. Fully implement the recommendations of the Scottish Government's Making Maths Count.

➢ School business partnerships can provide opportunities to build interest, expertise and experience, in a local context. These partnerships are now commonplace in secondary schools and support for their development in primary schools will ensure further engagement with local manufacturing and engineering businesses.

- **Collaborative working** is required to maximise the impact of total local resource, from partners, communities, third sector and local businesses. We believe:

➢ Local authorities should be enabled to undertake flexible and targeted collaborative and cooperative action through inter-authority partnerships, while retaining local democratic accountability, to ensure an impact on improving outcomes for all and closing the poverty related attainment gap.

➢ Councils, working at city and regional levels should be able to continue to work collaboratively, drawing on the support of national agencies, to deliver a more dynamic senior-phase education, involving schools, colleges, universities and local businesses and employers.

➢ SEEMIS , the Local Government Education systems shared service, should be used to develop a Digital Platform to ease the administrative and bureaucratic burden on teachers and to monitor and track children and young people's progress. This will support the National Improvement Framework ensuring that there is robust data available to drive improvement.

➢ There is scope to give consideration to the current roles and responsibilities of bodies such as Education Scotland, the Care Inspectorate, SSSC and GTCS, to support the objectives of the Delivery Plan and streamline and rationalise national arrangements.

➢ SQA administrative processes should be reviewed to ensure they are fit for purpose and trust teachers to assess and make judgements on the standards achieved by young people.

4.   **Conclusion**

4.1   We believe in placing children, young people and the communities they live in at the heart of any action plan to deliver excellence and equity for all. We want all children to have happy, healthy, safe childhoods, through which they are supported and nurtured to learn.

4.2   We need to ensure a lasting focus on a child-centred GIRFEC approach to deliver real improvement in outcomes for all children and young people through coordinated and well-planned action, with shared responsibility across education, health, social work, the police, youth justice, the third sector, colleges, universities and local businesses and employers. We must ensure we engage all parents effectively in supporting their child's education, particularly those parents who live in areas of the greatest deprivation. Where we are the corporate parents, we must continue to seek the same outcomes for our looked after and accommodated children, as any good parent would want for their own children.

4.3   We do not believe that focusing on further structural and legislative change is the way forward for Scottish education. The introduction of educational regions risks adding further bureaucracy to the system and takes the focus away from improving outcomes for children and young people and the communities in which they live.

4.4   We believe that we can only achieve the outcomes we all desire by addressing the causes of inequity and recognising the power of partnerships. We need approaches that empower not only teachers and headteachers, but also parents and whole communities. We believe that local authorities are uniquely placed to facilitate and provide the strong middle that this coordinated, cooperative and collaborative approach requires.

[i] *Schools in Disadvantaged Areas: Recognising Context and Raising Quality*, Ruth Lupton, Centre for Analysis of Social Exclusion; CASEpaper 76, 2004.

[ii] *Using the Early Development Instrument to examine cognitive and non-cognitive school readiness and elementary student achievement*; Davies, S., Janus, M., Duku, E., & Gaskin, A. Early Childhood Research Quarterly; 2016.

[iii] *Commission on the Future Delivery of Public Services;* Campbell Christie (chair); 2011.

[iv] *Improving Schools in Scotland: An OECD Perspective*; OECD, 2015.

[v] *A Teaching Profession for the Twenty-first Century*; SEED; 2001

[vi] *Report of the Independent Review of Regulation, Audit, Inspection and Complaints Handling of Public Services in Scotland;* Scottish Government; 2007.

[vii] *Teaching Scotland's Future*; Graham Donaldson; Scottish Government; 2010.

[viii] *The top and bottom of leadership and change*; Andy Hargreaves and Mel Ainscow; Kappan; 2015.

[ix] *Schools in Disadvantaged Areas: Recognising Context and Raising Quality*, Ruth Lupton, Centre for Analysis of Social Exclusion; CASEpaper 76, 2004.

[x] *Effective School Self-Evaluation*; Standing International Conference of national and regional Inspectorates of education; 2003.