



The Quality Initiative in Scottish Schools
Working together to achieve excellence

A grey thistle, the national emblem of Scotland, is positioned to the left of the text. The thistle is stylized with its characteristic spiky leaves and a central flower head.

**For dissemination and use by teaching and
education authority staff**

Contents	Page
Foreword	3
Introduction	4
Changing Perceptions of Educational Effectiveness	4
The Principles of the Quality Initiative	5
In What Way is QISS a Partnership?	5
Roles and Responsibilities	7
<i>How good is our school?</i>	7
Curriculum	9
Attainment	10
Learning and Teaching	10
Support for Pupils	11
Ethos	12
Resources	12
Management, Leadership and Quality Assurance	13
What About Systematic Evaluation?	13
Where Does the Quality Initiative in Scottish Schools Go Now?	14
Publications and Initiatives	17

FOREWORD

This booklet has been produced as the result of consultation between the HMI Audit Unit and the Association of Directors of Education. It:

- provides an overview of the history, purpose and future of the Quality Initiative in Scottish Schools
- reaffirms the place of *How good is our school?* in managing systematic self-evaluation and planning for improvement
- highlights the series of publications which form a supportive *toolkit* to assist schools in taking a closer look at aspects of their provision.

This booklet is summarised in a four-page pamphlet which is available for all teaching and education authority staff.

Directors of Education may wish to disseminate this publication for use and comment by teaching and education authority staff to further inform the future development of the Quality Initiative.

Bill Clark
Her Majesty's Chief Inspector of Schools
Quality, Standards and Audit Division
June 2000

Introduction

This booklet provides an overview of the history, purpose and future of the Quality Initiative in Scottish Schools (QISS). It:

- examines the changing historical perceptions of educational effectiveness
- outlines the principles of the Quality Initiative
- defines the nature of the QISS partnership
- explores the roles and responsibilities of the QISS stakeholders
- describes the assistance which has been provided to support improvements in self-evaluation and development planning
- provides details of materials and strategies which have been offered to support the development of the curriculum, attainment, learning and teaching, support for pupils, ethos, resources and management
- defines systematic evaluation at school, local and national level
- suggests ways forward for QISS.

Changing Perceptions of Educational Effectiveness

Until the early 1980s, the operating principle of education was that if the inputs were adequate, outputs would take care of themselves. Characteristic of this approach was that educational professionals exercised considerable autonomy. During the 1980s, there was a significant change of attitude in society. Consumer choice and customer satisfaction became more important. The enormous investment of public money in education demanded a substantial return. Teachers, schools and education authorities had to become much more accountable to pupils, parents, the wider public and local and national government. The quality initiative grew out of this cultural shift. It has been mirrored subsequently by developments such as Best Value.

There was also a view in the 1960s and early 1970s that factors such as socio-economic background were responsible for pupil attainment and that schools could not be held accountable for pupils' achievement. However, the work of educational researchers such as MacBeath, Fullan, Mortimer and Rutter into school effectiveness has shown that schools do make a difference. Pamela Sammons (1994) wrote that "an effective school is one that has a

positive effect upon its pupils' educational outcomes". Such views emphasise the impact that schools can have and underpin the development of the quality initiative.

The Quality Initiative in Scottish Schools was formally launched in June 1997 as a partnership between schools, education authorities and the Scottish Office. The intention was to raise standards and deliver excellence by improving the quality of educational provision in Scottish schools.

The Principles of the Quality Initiative

The first clear statement of the principles underlying the Quality Initiative in Scottish Schools was given in *Effective Secondary Schools*:

“In any future external judgement on the effectiveness of a school, one of the considerations will undoubtedly be whether it has effective mechanisms for evaluating its own performance on a continuous basis.”

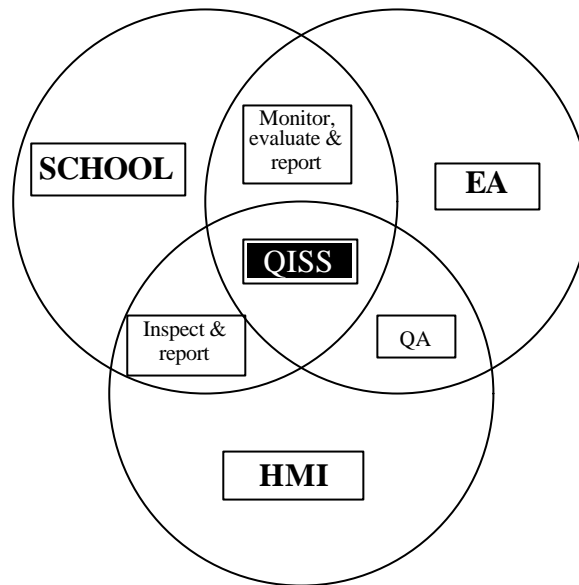
The report concluded that one of the challenges facing the Scottish education service would be to provide advice and criteria for schools in meeting this responsibility. The past ten years has seen the development and implementation of these “effective mechanisms” through the Quality Initiative. The initiative has focused on supporting and promoting school self-evaluation and planning for improvement. It has done so by placing schools at the centre of the drive to raise standards and quality. Schools are expected to take responsibility for their own quality assurance by evaluating their performance and making the necessary changes. Schools, of course, need to be supported in this drive by education authorities. The QISS initiative is aimed at building a culture of quality into the day-to-day work of all the partners in Scottish education. Every teacher, every education officer and every inspector takes full responsibility for his or her role in delivering the highest quality education service. The key principle underpinning the Quality Initiative is one of continuous improvement. This is based on a process of reflective, rigorous and systematic self-evaluation using *How good is our school?* which leads to planning for improvement and celebrating success. This process is:

- supported and monitored by education authorities who have statutory responsibilities for providing education
- externally inspected by HMI
- developed through QISS.

In What Way is QISS a Partnership?

The partnership at the heart of the Quality Initiative includes schools, education authorities and the Scottish Executive. Other stakeholders such as SCCC/SCET, the Higher Education Institutions and researchers support it. The partnership also takes account of the views of pupils, parents and others in the community as well as education staff. It establishes working relationships with bodies such as the Accounts Commission for Scotland and systems of quality assurance and accountability such as Investors in People, European Foundation for Quality Management and, importantly, Best Value.

The diagram below illustrates the relationship between the main partners in QISS.



The Quality Initiative in Scottish Schools is based on a culture of co-operation, collaboration and consultation.

However, the diagram also shows that schools, education authorities and HMI inter-relate in a number of other different ways:

- Schools and education authorities engage in focused and professional dialogue about the work across schools, within schools, within departments and within classrooms. At an education authority level this means gathering information about the performance of schools. The HMI report *Closing the Circle*, launched in March 1999, provides education authorities with examples of good practice in this area. This work falls within the statutory responsibilities of authorities to provide strategic management and promote and improve quality.
- Education authorities and HMI maintain regular contacts to discuss standards and quality. Furthermore, education authorities provide pre-inspection reports on schools, support schools in producing plans for action following inspection and comment on the progress schools make towards meeting the main points for action contained in inspection reports. Some authorities have invited HMI to evaluate their approach to quality assurance, report on the quality of their provision, identify strengths and suggest main points for action.
- Schools and HMI engage with each other during the process of inspection. This involves schools and HMI in professional dialogue about a school's performance. Schools also provide written documentation for HMI to scrutinise. Evidence is gathered via questionnaires, interviews and observations of class lessons.

Roles and Responsibilities

The stakeholders in the Quality Initiative in Scottish Schools have two main roles and areas of responsibility. They are:

- to evaluate and account systematically for the quality of educational provision
- to support quality assurance developments, within the QISS partnership, at school, local and national level in order to raise standards and improve quality.

In offering support for developments in education, schools, education authorities, the Scottish Executive and other stakeholders work together to raise the standards of educational provision in schools for all pupils.

Without these inter-related and complementary roles, internal evaluation can lead to self-deception. The process of systematic evaluation requires rigour and objectivity in which:

- Schools evaluate their overall performance through a process of audit, produce their own standards and quality reports and make detailed plans to improve performance.
- Education authorities similarly carry out regular audits of the quality of their educational provision leading to published standards and quality reports. They produce service plans under Best Value. They inform, support, develop, scrutinise and approve school development plans and ensure the delivery of local and national agendas.
- HMI provide independent external inspection of schools and publish reports on school performance to parents. The Education Bill proposes to give HMI statutory powers to inspect education authorities from 2000 onwards.

How good is our school?

Since the publication of *Effective Secondary Schools* (1988) and *Effective Primary Schools* (1989), considerable support has been given to improving the quality of self-evaluation and development planning.

- In 1991, the HMI report *The Role of School Development Plans in managing School Effectiveness* emphasised the role of school development planning in managing school effectiveness. It also looked ahead to schools being able to produce evaluative statements about their own performance.
- In 1992, performance indicators and ethos indicators for schools were published to further support self-evaluation and planning for improvement.
- In 1994 and 1995, *School Development Plans in Scotland* and *Towards Quality Assurance in Scottish Schools* were published respectively.
- 1996 saw the publication of *How good is our school?*, which gave schools the key tools for managing systematic self-evaluation.

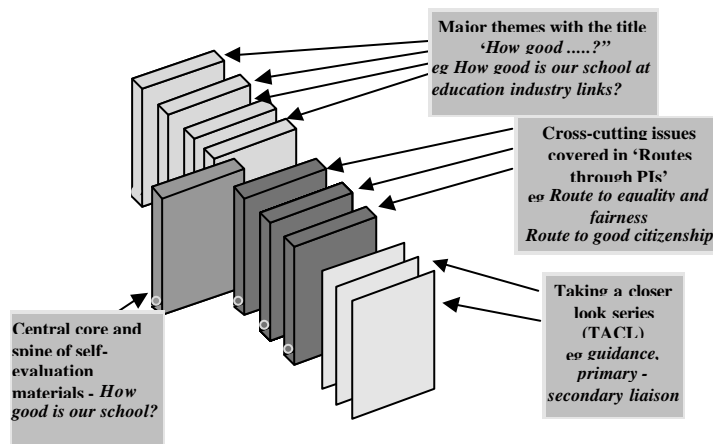
- This has been followed by further support through the publication of *Making it happen in 12 schools* (1996), *Good Practice: making it happen* (1998) and *Making it happen using performance indicators* (1998).

The cumulative effect of this support has been to provide a common and shared framework and language, across all sectors of the education service, for the systematic evaluation of the quality of educational provision in Scottish schools.

QISS encourages the use of the national performance indicators contained in *How good is our school?* which are arranged under seven key areas: curriculum, attainment, learning and teaching, support for pupils, ethos, resources and management, leadership and quality assurance. There is guidance on taking a broad view of the key areas and on taking a closer look.

To assist with the closer look, and in response to demand from schools and authorities, *How good is our school?* is supported by a series of booklets, which form a *toolkit* for self-evaluation. This supportive toolkit has been developed through the Quality Initiative in which schools, authorities, HMI and others have worked together in partnership. Some booklets have been published by individual EAs, some by the former Scottish Office or HMI Audit Unit and some by other organisations such as SCCC.

The supportive toolkit comes in three main forms. Firstly, there are broad themes in the *How good is our....?* series such as *How good is our school at education industry links?*. Secondly, there are more focused themes in the *Taking a closer look* (TACL) series such as *Taking a closer look at guidance*. Thirdly, there are themes in the *Route through PIs* series such as *A route to equality and fairness*.



Schools can select, as required, a particular booklet from this *toolkit* to help them evaluate a particular aspect of their provision. *How good is our school?* recommends that schools plan to evaluate the quality of service they provide across the seven key areas every three years.

Education authorities have supported this work through staff development, curriculum support and their leadership roles. This local support has enabled national initiatives to be accepted and taken forward. Most education authorities also have:

- policies and frameworks, for example, local formats and advice on development planning, self-evaluation and producing standards and quality reports
- support and development groups and networks
- staff development and review systems
- ways of identifying and sharing good practice
- guidance on development planning
- cluster or school group support and development.

The Quality Initiative in Scottish Schools encourages the use of the national performance indicators published in *How good is our school?* as the basis for evaluating the quality of educational provision in schools. HMI produce a national standards and quality report every three years based on the findings of inspection. Some authorities are now producing their own standards and quality reports, and many schools across Scotland are producing their own reports too.

Working together, we blend ‘bottom-up’ and ‘top-down’ approaches: internal, school-based self-evaluation and external audits and inspections. We have committed ourselves to this model of improvement in Scotland. We must now demonstrate clearly that it can develop a world-class system for the benefit of Scottish children.

Curriculum

The curriculum has undergone considerable change in the ten years since 1988. The 5-14 programme has provided guidelines on curriculum, assessment and reporting which outline a comprehensive map of the curriculum for primary and secondary schools from P1 to S2. It has also given a full range of attainment levels and programmes of study. Support for the development of the 5-14 programme has been extensive:

- *Structure and Balance of the Curriculum 5-14* provided overall guidance to schools on the structure of the curriculum.
- Areas of the 5-14 curriculum have been reviewed and a level F has been introduced.
- Throughout this time SCCC has produced the *5-14 Curriculum File* for all schools.
- The SCCC has also produced *Curriculum Design in the Secondary Stages*. This advice was last revised in 1999.
- At stage 14-16, the remaining Ordinary Grade courses were replaced by Standard Grade courses.

- At 16+ there has been a thorough review of the curriculum resulting in the Higher Still Development Programme which began its phased implementation in 1999.

Attainment

Considerable support has been given to the drive to improve standards of attainment in Scottish schools.

- The 5-14 guidelines on assessment and reporting supported by the introduction of national tests has given a framework within which attainment can be monitored and targets for improvement set. The *Framework for National Testing* and teachers' guides to national tests have all been published for teaching staff.
- From 1998, significant investment has been made in the *Early Intervention Programme*.
- Since 1991, secondary schools have been issued with standard tables of examination results.
- From 1998 further details of pupils' performance have been provided in the *School Attainment Summary*. This information has enabled schools to evaluate their performance at Standard Grade, Higher Grade, CSYS and in National Certificate Modules. The publication of national results and the setting of attainment targets have allowed schools to begin to benchmark their performance against that of schools with similar characteristics.
- International studies provide some evidence of standards in Scottish schools compared to other developed countries.
- Work has been taken forward in the *Raising Standards - Setting Targets* and *Value Added* initiatives. All secondary and primary schools have now set targets for pupils' attainment across a range of measures for the period 1999/01.
- Support packs for the setting targets initiative have been produced for all primary and secondary schools and for pupils with special educational needs.

Learning and Teaching

The quality of learning and teaching lies at the heart of school improvement. Improving School Effectiveness Programme (ISEP) research shows the importance of the quality of teacher/pupil interactions. Understanding how the brain works and the impact this has on how pupils learn is equally important in developing effective approaches to learning and teaching. Support for improving the quality of learning and teaching in secondary schools has been provided by the publication of a series of *Effective Learning and Teaching in Scottish Secondary Schools* publications for subject departments. These were complemented by the publication of *Achieving Success in S1/2* in 1998. Support for both primary and secondary schools has been provided by additional documents such as:

- the *Education of Able Pupils* report published in 1993
- *Teaching for Effective Learning* from the SCCC
- *Homework file* (1995)
- *Improving Maths education 5-14* published in 1997
- *Improving reading at the early stages, 5-14* published in 1998
- *Achievement for All* published in 1996
- *A Route to Effective Learning and Teaching* published in 1999
- *Improving Science Education 5-14* published in 1999
- *Improving Writing 5-14* published in 2000.

These reports initiate national debate, provide benchmarking standards using examples of good practice and support developments and initiatives.

Support for Pupils

Traditionally guidance and learning support staff have carried the main responsibility for managing support for pupils. A clear definition of the role of guidance in schools was offered in the SCCC publication *More than feelings of concern*. This has been supported by *Taking a closer look at guidance*, published in 1998, using the performance indicators in *How good is our school?*. A range of material has been produced to support provision for pupils with special educational needs from *Support for Learning: Special Educational Needs within 5-14* published in 1993 to *A Manual of Good Practice in Special Educational Needs* published in 1999. Advice on setting targets for pupils with special educational needs was also published in February 1999.

More recently, support has been given to education authorities to develop policies of inclusion. The main purpose of the inclusive school is to provide a high quality education for every child which:

- meets her or his needs
- sets high standards
- raises standards of attainment
- delivers excellence.

Support for these initiatives has been provided through Priority Partnership Areas, the Social Inclusion Partnership and New Community Schools.

Ethos

Ethos is not just about climate and relationships. A good school ethos is also about creating a culture of high expectations and achievement. Schools have been encouraged to develop an ethos of achievement and to place greater emphasis on recognising and celebrating the successes of their pupils.

Considerable support to improve the ethos in Scottish schools has been provided by the Scottish Schools Ethos Network and the Scottish Initiative on Absence, Attendance and Attainment which led to the publication of *Close to the Mark* in 1998. Further support is provided by:

- the Anti-bullying Network
- publications and programmes to support the promotion of positive discipline
- alternatives to exclusion.

The publication of national figures for absence and attainment make it possible for schools to benchmark their performance with schools of similar characteristics and set targets for improvement.

There has been wide acceptance of School Boards as an important feature of schools. Parents are also involved through parents' forums at authority level. Many schools make considerable efforts to include parents through parent teacher associations and networks and through well-developed channels of communication.

Resources

The success of a school is heavily dependent on the skills and effectiveness of its staff and the effective use of all available resources. *Standards and Quality in Scottish Schools 1995-98* indicated that the schemes established for Staff Development and Appraisal in line with the published national guidelines of 1995, had, in many cases, only extended to a school's senior staff. With the publication of revised guidelines on Staff Development and Review, Scottish education is well placed to move ahead in this area.

Schools' budgets are now significantly devolved to headteachers. This enables headteachers to plan school expenditure to match identified school development priorities. Devolved budgets also allow schools to address not just their own priorities but to deliver local and national priorities within the context of an education authority's strategic plan.

The National Grid for Learning has received extra funding which will enable schools and authorities to undertake new projects using computers, such as creating whole school networks and providing internet access and appropriate staff development and support.

More recently, schools have had access to funding initiatives such as the Social Inclusion Partnership, New Opportunities Funding and the Excellence Fund.

Management, Leadership and Quality Assurance

There has been considerable support for systematic school self-evaluation and planning for improvement since 1988. Education authorities have also provided support at local level through courses, meetings and the publication of local guidelines. Some details of publications can be found in the publications and initiatives section of this booklet (pp 17-19) and at <http://www.scotland.gov.uk/hmis>.

In addition to the published support materials, training through SCSSA and various management and headteacher training modules has been available. The *Scottish Qualification for Headship* was introduced in 1999 with the first group of successful candidates receiving their award in September 1999. This qualification will ensure that newly appointed headteachers are suitably qualified and well prepared to meet the challenges of their new jobs. A document on improving leadership in Scottish schools is due for publication in 2000.

What About Systematic Evaluation?

Significant support has been given to schools to enable them to improve the quality of their self-evaluation and planning for improvement. The education authority is involved on a day-to-day basis in the validation and moderation of schools' judgements about themselves. Education authorities routinely deal with a range of additional evidence which includes:

- parental views of a school, its departments or its teachers
- complaints
- other performance information about a school.

Internal self-evaluation, however, must be complemented by a system of independent external evaluation at national level. Without such independent external inspection, self-evaluation can become a process of self-deception. Rigorous independent inspection is a fundamental element of the drive to raise standards and improve quality.

At national level independent evaluation is carried out by HMI leading to the publication every three years of a national *Standards and Quality in Scottish Schools* report. This is based on HMI reports on individual schools and aspects of pupils' learning. HMI evaluations are based on a programme of open, fair and responsive inspection using published criteria, guidelines and performance indicators.

Education authorities have a statutory obligation to provide "adequate and efficient" education in their area under the Education (Scotland) Act 1980. They also have a general duty under the Local Government and Planning Act to provide value for money. The statutory duties of Education Authorities will be further extended in 2000. A clear framework for quality assurance at education authority level is set out in authority policy papers and guidelines. This is supported by cumulative evidence gathered through quality assurance procedures. *Closing the Circle*, published in March 1999, outlines examples of good practice in authorities engaging in the framework of Best Value. Across authorities the

range of methods used for assessing and evaluating information about the performance of schools includes:

- gathering and analysing nationally collected statistical data on attainment and other aspects of school performance, supplementing these with their own analyses
- collating information derived from authority officers' regular contacts with schools
- undertaking more focused audits of aspects of provision in a sample of schools
- analysing HMI reports on schools in their area.

With this information, authorities can evaluate performance against national and local data, thereby setting benchmarks against which they can seek to improve performance and plan for improvement. Some education authorities are beginning to use this information to produce their own standards and quality reports on schools in their areas.

At school level, the process of development planning is the key mechanism through which schools evaluate performance, identify priorities for action and plan for improvement. Audit, including self-evaluation using the performance indicators in *How good is our school?*, is central to this process. The same rigorous process of audit also enables schools to report on their own standards and quality. Many schools have made a start to producing such reports. Advice to schools and education authorities on school-based standard and quality reports was published in February 1999. This advice enables schools to report on:

- the quality of provision for pupils
- strengths and areas for development and improvement
- pupils' progress and improvements in their performance and attainment.

Where Does the Quality Initiative in Scottish Schools Go Now?

The Quality Initiative in Scottish Schools has achieved a great deal. It has:

- set out a model of good practice for Scottish education and communicated this with all those who have a part to play in education
- striven to build a culture of quality into the day-to-day work of all those who work in Scottish education.

In doing so, QISS has made it possible for schools, education authorities and the Scottish Executive to share responsibility for improving performance. There is now an agreed, shared and comprehensive framework and language of school improvement familiar to all teachers, education officers and HMI. A clear map of the curriculum with attainment targets from ages 3 to 18 and beyond has been developed. Effective mechanisms for auditing, assuring quality and planning for improvement have been established and appropriate partnership support has been provided to ensure continued improvement.

The *Standards and Quality in Scottish Schools 1995-98* report identified many strengths in Scottish education. Following on from previous reports, it showed that there is much to be proud of in Scottish schools, and that there has been an overall improvement since 1995. Across the sectors:

- more schools are promoting an ethos of achievement
- there is more evidence of very good or good leadership
- there is increased commitment to self-evaluation and development planning
- the management of devolved finances in meeting school priorities has improved.

The breadth of the curriculum and many aspects of learning and teaching are seen as continuing strengths in both primary and secondary. There has been a steady improvement in attainment at Standard Grade. Attainment in some aspects of the curriculum remains a strength in primary. Resources for learning and teaching also continue as a strength in primaries. Some schools are delivering well in the key aspects covered in every section of the report.

However, there is no room for complacency. The *Achievement for All* report published in 1996 points out that “it is also clear that the quality of pupils’ experience in some stages of their education is in need of improvement”. The task for the Quality Initiative in Scottish Schools is to ensure that continuous improvement in the quality of the educational experience of all pupils takes place.

The foundations have been built to enable this challenge to be met in full. QISS has encouraged the use of the national performance indicators (PIs) contained in *How good is our school?* which has enabled:

- schools to evaluate the quality of the service they provide, set targets for improvement, make the necessary plans to meet these targets and produce their own standards and quality reports
- education authorities, particularly through the Best Value approach, to begin to work towards refining their quality assurance procedures to enable them to moderate and verify school-based standards and quality reports.

Education authorities need to build on the good start that has been made to:

- monitor and evaluate school performance beyond the collection and collation of data
- improve the range and quality of analyses of school performance
- establish a comprehensive database of their school’s performance across a range of indicators
- systematically compile and analyse information from schools’ own self-evaluation and from external audits by education authority personnel or by HMI

- benchmark the performance of schools
- offer a more consistent and transparent method of reporting to key stakeholders, including parents and elected members.

In doing the above, education authorities have to consider the place of school standards and quality reports within a council's *Best Value* framework. In this light they need to consider building on the work undertaken to link the performance indicators in *How good is our school?* with the principles and practice of the *European Foundation of Quality Management* (EFQM). *Taking a closer look at quality in schools*, published in April 1999, offers advice to chief executives, Directors of Education and education officers on making this link. *Closing the Circle*, published in March 1999, identifies good practice in the management of quality assurance and improvement in schools by education authorities.

There is an emerging agenda for the Quality Initiative under a Scottish Parliament. For schools, it outlines their duty to:

- plan for improvement and set targets in specified areas which take account of the education authority's annual statement of education improvement objectives
- consult parents, including, where appropriate, the School Board, staff and pupils when preparing their development plan
- report to parents annually.

For education authorities, it outlines:

- a duty to set annual education improvement objectives in specified areas and plan to meet them
- a duty to monitor and address under-performance
- a duty to establish a transparent funding framework
- statutory backing for devolved school management
- a duty to report annually on the performance of all schools.

For HMI, it offers:

- a statutory basis for the inspection and evaluation of education authorities.

All young people in Scotland's schools have an entitlement to a high quality education. It is within this context that the Quality Initiative in Scottish Schools must continue to raise standards and deliver excellence for every child in every school. Nothing less is acceptable. These ambitious targets can be achieved by building on the QISS partnership to consolidate and extend good practice throughout Scotland in the new millennium.

Publications and Initiatives

A brief list of publications, initiatives and websites which support school improvement through self-evaluation and planning for improvement in each of the seven key areas of *How good is our school?* is provided below.

1 Supporting School Improvement Through Self-Evaluation and Planning for Improvement

- Effective Secondary Schools (1988)
- Effective Primary Schools (1989)
- The Role of School Development Plans in Managing School Effectiveness (1991/94)
- Planning for Learning Series
- Using Performance Indicators in School Self Evaluation (1992)
- Using Ethos Indicators in School Self Evaluation (1992)
- School Development Plans in Scotland (1994)
- Towards Quality Assurance in Scottish Schools (1995)
- How good is our school? (1996)
- Making it happen in 12 schools (1996)
- Good Practice: making it happen (1998)
- Making it happen using performance indicators (1998)
- Taking a Closer Look series (1998/99)
- Closing the Circle (1999)

2 Curriculum

- Structure and Balance of the Curriculum 5-14
- Curriculum Design in the Secondary Stages
- 5-14 Curriculum and Assessment Guidelines
- 5-14 A Practical Guide
- Standard Grade
- Higher Still Development Programme

3 Attainment

- Standard tables and SAS
- How good are our results?

- Using exam results in school self-evaluation
- Assessment and reporting 5-14
- Framework and guides for National Testing
- AAP/TIMMS
- Raising Standards - Setting Targets
- Value Added

4 Learning and Teaching

- Effective Learning and Teaching in Scottish Secondary Schools (series)
- Education of Able Pupils (1993)
- Teaching for Effective Learning - SCCC (1996)
- Achievement for All (1996)
- Improving Maths education 5-14 (1997)
- Improving reading at the early stages (1998)
- Achieving Success in S1/2 (1998)
- A Route to Effective Learning and Teaching (1999)
- Improving Science Education 5-14 (1999)
- Improving Writing 5-14 (2000)

5 Support for Pupils

- More than feelings of concern
- Taking a closer look at guidance (1998)
- Support for Learning: SEN within 5-14 (1993)
- Effective Support for Learning (1994)
- Effective provision for SEN (1994)
- A Manual of Good Practice in SEN (1999)

6 Ethos

- Scottish Schools Ethos Network - <http://www.ethosnet.co.uk>
- Scottish Initiative on Absence, Attendance and Attainment
- Close to the Mark (1998)
- A Route to Equality and Fairness (1999)

7 Resources

- Devolved management of finances to schools
- Staff Development and Review
- Investors in People
- New Opportunities Funding and Excellence Fund
- National Grid for Learning
- Scottish Virtual Teacher Centre - <http://www.svtc.org.uk/>

8 Management, Leadership and Quality Assurance

- *How good is our school?* (1996)
- SCSSA seminars and courses
- Headteacher training modules
- SQH - <http://www.sqh.co.uk/>
- Improving Leadership in Scottish Schools (2000)

9 Reporting on Standards and Quality

- Standards and Quality in Scottish Schools (1992, 1996, 1999)
- Standards and Quality in Modern Languages (1998)
- Good Practice: Standards and Quality Reports (1999)
- School-based and EA Standards and Quality Reports (1999-)
- HMI inspection reports on schools
- Annual Information Reports on Schools (AIRS) series

10 Websites

- <http://www.scotland.gov.uk/hmis>
- <http://www.svtc.org.uk>
- <http://www.sqh.co.uk/>