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Senior Phase Headteacher Survey



CHILDREN, EDUCATION AND SKILLS



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Executive Summary

This report sets out the findings from a survey completed by headteachers of secondary schools in Scotland in June 2019. Rocket Science were commissioned to carry out the design, analysis and reporting of this survey.

The purpose of the survey was to gather information and insights on the provision of Senior Phase curriculum across Scotland, and the factors that are driving curriculum design in Scottish secondary schools. 45% of all headteachers (159 out of 357 Secondary Schools in Scotland) responded to the survey. These findings provide a starting point for follow up research exploring experiences of Senior Phase across Scotland.

Experiences of leading the design and implementation of Senior Phase

The survey responses suggest that headteachers have positive perspectives in relation to their ability to lead the design and implementation of Senior Phase. Most of the headteachers (85%) report that they are achieving an integrated, progressive and coherent experience for young people in the Senior Phase. In addition, the majority of headteachers (77%) are very confident or confident that their school provides a sufficient variety of learning pathways to meet the needs of all their young people across the Senior Phase. Finally, a majority (88%) also felt they had sufficient autonomy to determine the pathways that their school offers in the Senior Phase.

Factors that emerged as important in helping headteachers develop a Senior Phase that meets the needs of all young people, included:

- The support and insights of staff
- The commitment of partners with whom they have established relationships to help develop/deliver the Senior Phase
- The insights and expectations of young people.

Headteachers nevertheless face some challenges in designing and implementing Senior Phase. Timetabling pressures was identified by 74% of headteachers as a constraint. In addition, resource constraints, availability of subject teachers, finding appropriate partners and availability of teaching staff were all identified as constraints by around half of respondents.

In relation to training, 61% reported that the training/professional learning they receive to enable them to design the Senior Phase has been helpful. However, two-fifths of respondents disagreed that it was helpful.

Finally, a small number of headteachers identified other kinds of support that would be helpful in designing and implementing Senior Phase, including: better and more affordable transport for young people to travel to work placements or placements/courses offered elsewhere, or distance learning as an alternative to better and more affordable transport.

Senior Phase Curricular Models

Headteachers were asked to indicate the awards/qualifications offered in their school at each stage of Senior Phase. This revealed that the most common qualifications offered are:

- In S4, over 90% of schools reported offering: National 3, 4, 5 and Duke of Edinburgh Awards
- In S5, over 90% of schools reported offering: National 4, 5, Highers, Foundation Apprenticeships and College provision
- In S6, 90% or more schools reporting offering: National 5, Higher, Advanced Higher, Foundation Apprenticeships and College provision (at a College).

There is also considerable depth to the offer in a large proportion of schools across the three years of Senior Phase in Scotland. For example, at least half of the schools offered Duke of Edinburgh Awards, National Progression Awards, volunteering, Saltire Awards, SQA Awards, and College provision (at College) during every year of Senior Phase.

The number of courses at various levels that young people can select varies across S4, S5 and S6:

- In S4, 41% of respondents indicated that young people can select six and a further 48% indicated that young people can select seven course choices.
- In S5, almost three-quarters of respondents (74%) indicated that young people can select five course choices.
- In S6, 63% of respondents offer five course choices whilst just under 20% indicated six.

Schools are able to accommodate requests for more or fewer course choices by offering flexibility, and 97% of headteachers said that they were flexible in their approach and offered individualised timetables where possible.

Transition from BGE to Senior Phase

Over half of headteachers start initial planning for the Senior Phase when young people are in S2. The rationale for starting to prepare for transition in S2 was that it gave young people (and staff) enough time to consider and refine their choices for the Senior Phase while not narrowing down the focus of the BGE too early.

Overall, 90% of headteachers felt they were able to mostly, or completely, ensure continuity of learning between the BGE and the Senior Phase. The most frequently mentioned factors that helped to ensure continuity, included:

- Subject choice discussions (accounting for 38% of responses)
- Tracking of progress (31%)
- Profiling (27%) and parental engagement (27%)

Timetabling pressures and availability of teaching staff were identified by over 70% of headteachers as factors that limit their ability to ensure continuity.

Learner Participation

Almost all headteachers (95%) indicated that young people can shape their Senior Phase through pastoral support discussions. Most headteachers also indicated that Careers Fairs (84%), and discussions between career advisers and young people (75%) provide opportunities for young people to shape their Senior Phase.

There is a wide range of guidance available to young people, both in terms of the type of guidance, and the stage it is offered. Pastoral care in schools, SDS staff and other career advisers, and Personal Social Education (PSE) are commonly provided to young people across all stages of secondary school. In general, headteachers report that there is more guidance offered to young people at the later stages of school.

Headteachers were also asked about the barriers to enabling learners to contribute to shaping their Senior Phase. From the list provided, capacity and resources were identified as barriers by over half of respondents.

The survey responses revealed that over 90% of headteachers provide support to parents/carers to help them understand subject/course choices in the form of: Individual discussions at parents' evenings with teaching staff; Provision of information about potential subject choices; and Individual discussions at parents' evenings with careers advisers.

Partnerships with organisations and employers

Headteachers see long-term partnerships as important for the delivery and development of the Senior Phase. Almost all respondents (95%) have established long-term partnerships with colleges, and 75% have established long term relationships with employers. These partnerships are mainly developed to ensure a wider experience for young people or to help them gain direct access to employment opportunities.

These partnerships tend to be more focused on opportunities for the young people, rather than on professional learning opportunities for staff.

Establishing and maintaining these partnerships is important for the Senior Phase and they are affected by a number of factors such as the cost of transport and timetabling pressures. Headteachers felt that additional time dedicated to building partnerships, and more staff resources for this task, would be helpful.

Headteachers identified the main factors underpinning successful collaboration as the willingness of both partners and recognition of the mutual benefits of the partnerships. Support from organisations such as the Local Authority and Skills Development Scotland are important in supporting these partnerships.

Measuring the impact of Senior Phase

Data from Insight (a benchmarking tool designed to help bring about improvements for learners in the Senior Phase) and the views of young people emerged as important sources of evidence that headteachers rely on to ensure their Senior Phase meets the needs of their young people.

Priorities for further developing Senior Phase

In terms of their priorities in further developing Senior Phase, the most common response was in relation to enhancing and widening the current offer. Less frequently mentioned priorities included: increasing and improving partnership working; reviewing and evaluating the current Senior Phase curriculum; and refining the current senior phase curriculum.

Further research

The survey provides a valuable foundation for further research through follow up interviews, which could involve headteachers, their partner organisations, pupils and parents. The suggested focus for further research is set out in the conclusions.

Introduction and context

The purpose of Curriculum for Excellence (CfE) is to provide young people with the skills, knowledge and experiences that will prepare them for their life beyond school, and provide them with the best possible opportunity to fulfil their potential.

CfE is divided into two phases: the Broad General Education and the Senior Phase. The Senior Phase lasts from S4 to S6 (approximately ages 15 to 18) and follows on from a young person's broad general education. Senior Phase enables young people to deepen their learning through both academic and vocational qualifications and a range of opportunities, such as work placements or volunteering. It supports them in moving on to their next stage, including college, employment, training or university.

Under the Senior Phase, young people are able to acquire a range of qualifications and awards over that three year period. There have been no pre-conceived notions about which qualifications were to be taken at which stage of the senior phase; the guiding principle has been that qualifications are taken at the appropriate stage for the individual young person over the three years of the Senior Phase.

Study objectives

The aim of the research was to provide with up to date information about how the Senior Phase is being taken forward, and to gain insights from headteachers about their rationale for how they were developing the Senior Phase, as well as the constraints and barriers they faced in realising the full potential of Senior Phase. Rocket Science were commissioned to carry out the design, analysis and reporting of this survey.

This report presents aggregate level findings from a recent survey of Secondary School headteachers across Scotland. The survey aimed to:

- Provide an insight into the views and experiences of headteachers of implementing Senior Phase curriculum in their school
- Provide evidence of the factors that influence how headteachers implement Senior Phase
- Provide information on the ways in which Senior Phase is being implemented within secondary schools.

The findings will help to guide follow-up qualitative research exploring, in further detail, experiences of Senior Phase from the perspectives of teachers, young people and parents. The research may also be used to support future policy work around curriculum design in Scottish schools.

Methodology

This section outlines the methodology for the Scottish Government Senior Phase headteacher survey as well as information on the representativeness of the survey responses.

Survey Design and dissemination

The purpose of the survey was to provide up to date information on the perspectives of headteachers in implementing Senior Phase, and the factors driving curriculum design and innovation. The survey (Appendix 1) was therefore designed to focus on:

- Experiences of leading the design and implementation of Senior Phase (Section 1)
- Senior Phase curriculum model and approaches (Section 2)
- Planning the transition from Broad General Education (BGE) to the Senior Phase (Section 3)
- Participation of young people, as well as engagement with parents/carers (Section 4)
- Partnerships and collaborations (Section 5)
- Measuring the impact of Senior Phase (Section 6)
- Priorities for developing Senior Phase (Section 7)

The final list of schools that the survey was sent out to was based on the Scottish Government's '*Address and contact details from Openings and Closings exercise, June 2018*¹'. This list included all primary and secondary schools in Scotland, as well as Centre type (e.g. local authority, grant-aided, and independent). The list of schools was filtered to get a total target population for the survey (357) by:

- Secondary schools (including all-through schools) and
- Local authority funded only

The survey period was 31 May to 28 June 2019. A total of 191 surveys were returned. Of these, a total of 159 (45%) headteacher responses were used for

¹ List of schools 'Open at September 2018'

the analysis in this report. A total of 24 blank responses² and six duplicate responses³ were removed, as well as responses from two schools outside the scope of the survey⁴.

The qualitative analysis of open-text responses was carried out using the software NVivo which allows the identification and analysis of key themes. Where appropriate, the number and percentage of respondents who mentioned a particular theme or view were quantified. This report includes a description of the main themes and patterns that emerged from the qualitative analysis.

Representativeness of the sample

Table 1, Table 2 and Table 3 below provide a profile of the survey respondents by school characteristics. To explore the extent to which the surveyed schools are representative of all secondary schools in Scotland, schools are described by the proportion of young people in each school who live in 20% most deprived datazones in Scotland; the 6 Fold Urban / Rural measure; and by school size. These tables include the following information:

- **Number of schools in Scotland (all LAs):** This indicates the total number of secondary schools in Scotland across all local authorities that are funded by local authorities (ie not grant funded or independent schools), by each of the characteristics considered
- **Number of schools in sample (all LAs):** This indicates the total number of secondary school headteachers that responded to the survey (excluding the blank responses and duplicates), by each of the characteristics considered
- **% of schools in Scotland:** This indicates the proportion of secondary schools in Scotland for each of the characteristics considered
- **% of schools that responded:** This indicates the proportion of schools in the sample for each of the characteristics considered

These tables indicate that the profile of the response sample by each characteristic shows only marginal differences from the profile of all the schools in Scotland that fell within the scope of the survey. This, together with the 45% response rate, suggests that we can draw out general conclusions from the findings. However, it is important to note that the distribution of surveyed schools does not reflect distribution at local authority level.

² Blank responses – These are instances where the headteacher has only recorded the profile information (ie name, school, postcode) but has not answered any of the survey questions.

³ Two of the duplicate responses were from Deputy headteachers where the headteacher of that school also responded to the survey. Responses were received from both the headteacher and depute headteacher at two schools; the response from the headteacher was included in the analysis. The remaining four duplicates were as a result of the headteacher submitting more than one response. The most complete survey return in each case was used in this analysis. We tried to contact these headteachers but did not get any response.

⁴ These two schools were not sent a link to survey through the Rocket Science mail out, but the link was widely disseminated through relevant networks.

Table 1: Profile of survey respondents by proportion of young people living in most deprived datazones (based on SIMD)

SIMD - Proportion of young people who live in 20% most deprived datazones in Scotland	Number of schools in Scotland (all LAs)	Number of schools in sample (all LAs)	% of schools in Scotland	% of schools that responded
0 - <25%	205	91	57.4%	57.2%
25 - <50%	88	35	24.6%	22.0%
50 - <75%	26	15	7.3%	9.4%
75 - 100%	15	7	4.2%	4.4%
*	22	11	6.2%	6.9%
n/a	1	0	0.3%	0.0%
Total	357	159		

Notes:

* Data for schools where there are <5 pupils have been replaced by a * to protect personal information. N/A applies to one school which has no pupils on the roll. Data is based on SIMD 2016. Pupils whose address cannot be matched to a SIMD data zone have not been included.

Table 2: Profile of survey respondents by Urban / Rural classification

6 fold Urban / Rural Measure	Number of schools in Scotland (all LAs)	Number of Schools in sample (all LAs)	% of schools in Scotland	% of schools that responded
Large urban areas	94	46	26.3%	28.9%
Other urban areas	137	61	38.4%	38.4%
Accessible small towns	32	15	9.0%	9.4%
Remote small towns	26	10	7.3%	6.3%
Accessible rural areas	19	8	5.3%	5.0%
Remote rural areas	49	19	13.7%	11.9%
Total	357	159		

Notes:

Location is grouped into six and eight categories based on the size of the population the school is in. The 6 categories are:

- **Large urban areas** (settlements with population greater than 125,000)
- **Other urban** (settlements with population between 10,000 and 124,999)
- **Accessible small town** (settlements with population between 3,000 and 9,999 and within 30 minutes drive of a settlement with a population of 10,000 or more)
- **Remote small town** (settlements with population between 3,000 and 9,999 and more than 30 minutes drive from a settlement with a population of 10,000 or more)
- **Accessible rural** (areas with a population of less than 3,000 and within 30 minutes drive of a settlement with a population of 10,000 or more)
- **Remote rural** (areas with a population of less than 3,000 and more than 30 minutes drive from a settlement with a population of 10,000 or more)

Table 3: Profile of survey respondents by pupil roll

Pupil roll	Number of schools in Scotland (all LAs)	Number of Schools in sample (all LAs)	% schools in Scotland	% schools that responded
1,200 and over	49	22	14%	14%
1,000-1,199	59	32	17%	20%
800-999	77	37	22%	23%
600-799	75	34	21%	21%
500-599	25	10	7%	6%
400-499	17	8	5%	5%
300-399	19	6	5%	4%
200-299	9	4	3%	3%
100-199	13	3	4%	2%
50-99	5	2	1%	1%
under 50	9	1	3%	1%
Total	357	159		

Notes:

- Pupil rolls based on Pupil Census 2018

This report

The analysis below presents aggregate findings for both the closed, multiple choice and Likert scale questions, as well as the questions which had an open text box for responses. It is important to note that some survey questions asked headteachers to select more than one option, so totals may not add up to 100%. Base sizes reported in tables and graphs refer to the number of headteachers responding to a specific question and are therefore not always the same as the reported population / sub-group.

A full list of survey questions is provided in Appendix 1 and tabular survey results by school characteristics are provided in the supporting documents.

Findings

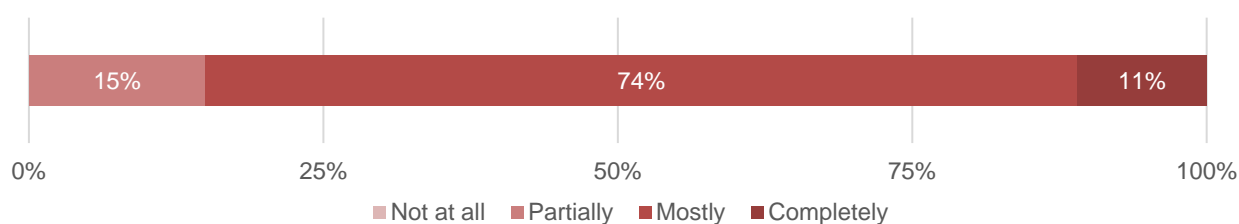
This chapter sets out the aggregate level survey findings for the Scottish Government's Senior Phase headteacher survey.

Section 1: Leading the Senior Phase in my school

This section explores headteachers' views about leading the design and implementation of Senior Phase in their school. Headteachers were asked their views on the factors that both help and constrain the development of the Senior Phase, the variety of learning pathways provided to young people, and the learning / training that they have received in order to design and develop their Senior Phase.

Q1 Figure 1 below shows that 85% of respondents mostly or completely feel that they are achieving an integrated, progressive and coherent experience for young people in the Senior Phase, while 15% feel they are partially achieving this.

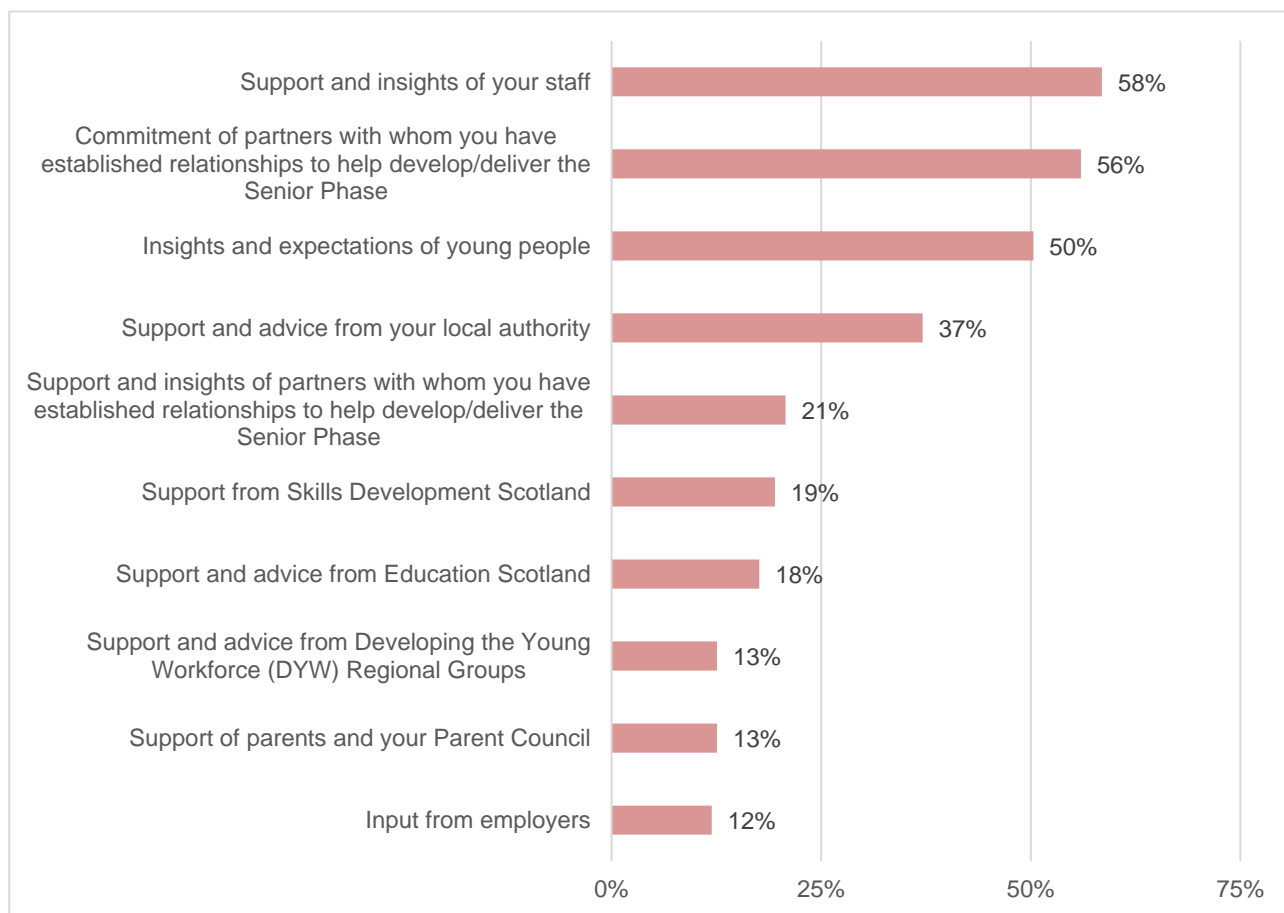
Figure 1: Extent to which headteachers feel achieved Senior Phase as an integrated, progressive and coherent experience for young people (BASE: 157 responses)



Note: 0% answered *Not at all*

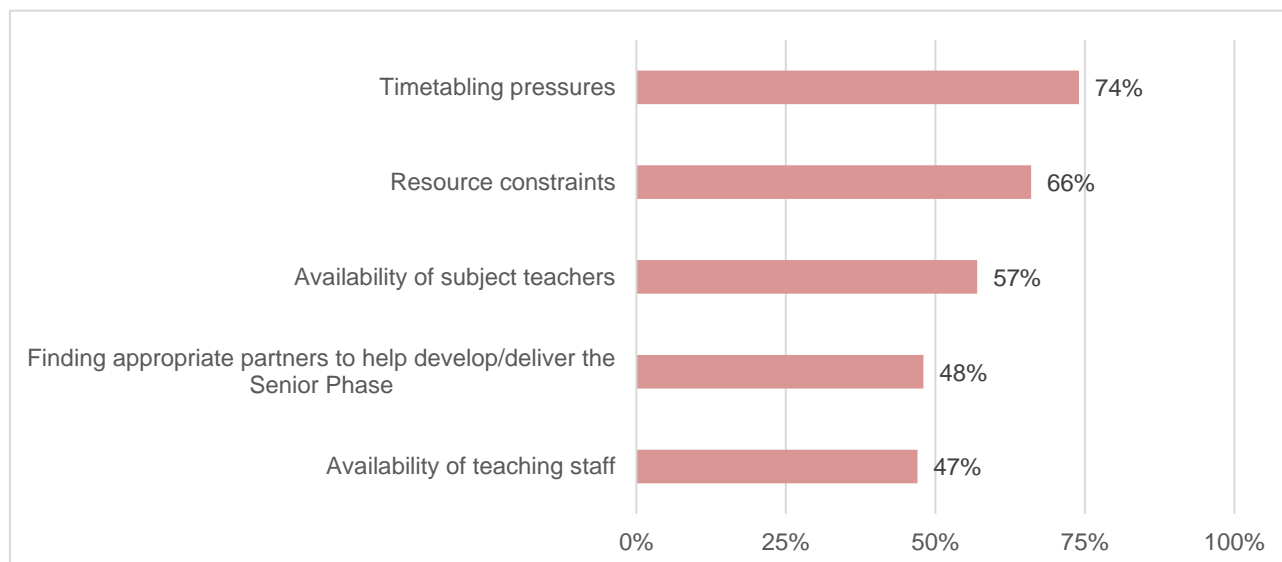
Q2 Three factors were identified by the majority of the headteachers as being helpful in developing a Senior Phase that meets the needs of young people: 'Support and insights of your staff', 'Commitment of partners with whom you have established relationships to help develop/deliver the Senior Phase' and 'Insights and expectations of young people'. Of the other factors, only 'Support and advice from your local authority' was identified by more than a third of the headteachers who took part in the survey, as shown in Figure 2.

Figure 2: Factors that help headteachers develop a Senior Phase that meets the needs of all young people (BASE: 159 responses)



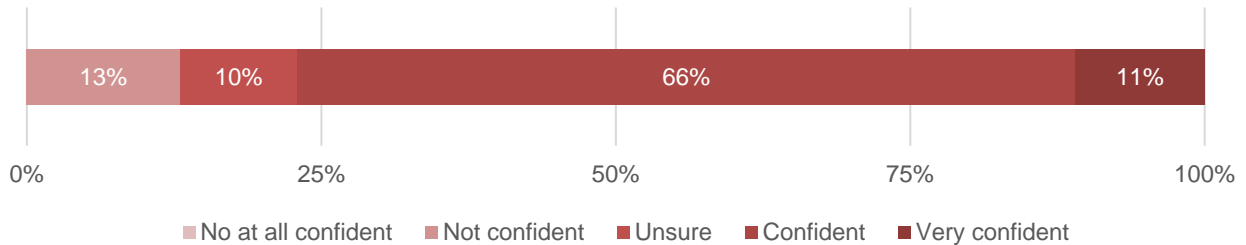
Q3 For three-quarters of respondents, timetabling pressures (74%) was the main factor that they report constrains on their ability to develop a Senior Phase that meets the needs of all their young people. All five factors listed in the question were identified as constraints by around half or more of respondents, as show in Figure 3.

Figure 3: Factors that constrain headteachers' ability to develop a Senior Phase that meets the needs of all their young people (BASE: 158 responses)



Q4 As shown in Figure 4 below, most of the headteachers (77%) were confident or very confident that their school provides a sufficient variety of learning pathways to meet the needs of all their young people across the Senior Phase. However, 13% were not confident, with a further 10% being unsure.

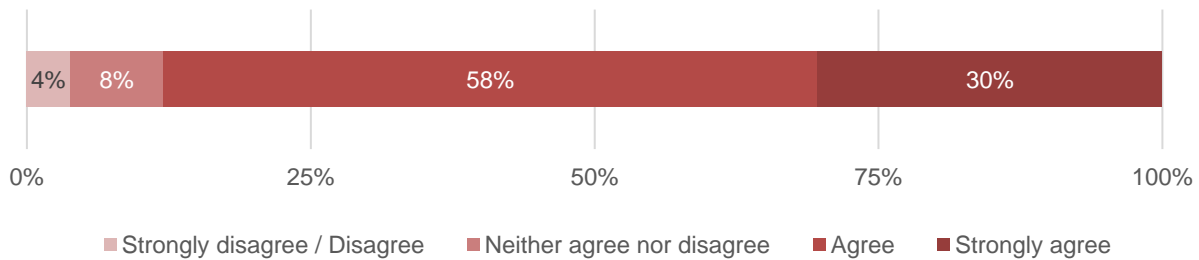
Figure 4: Confidence that school provides a sufficient variety of learning pathways to meet the needs of all young people across the Senior Phase (BASE: 158 responses)



Note: 0% answered *Not at all confident*

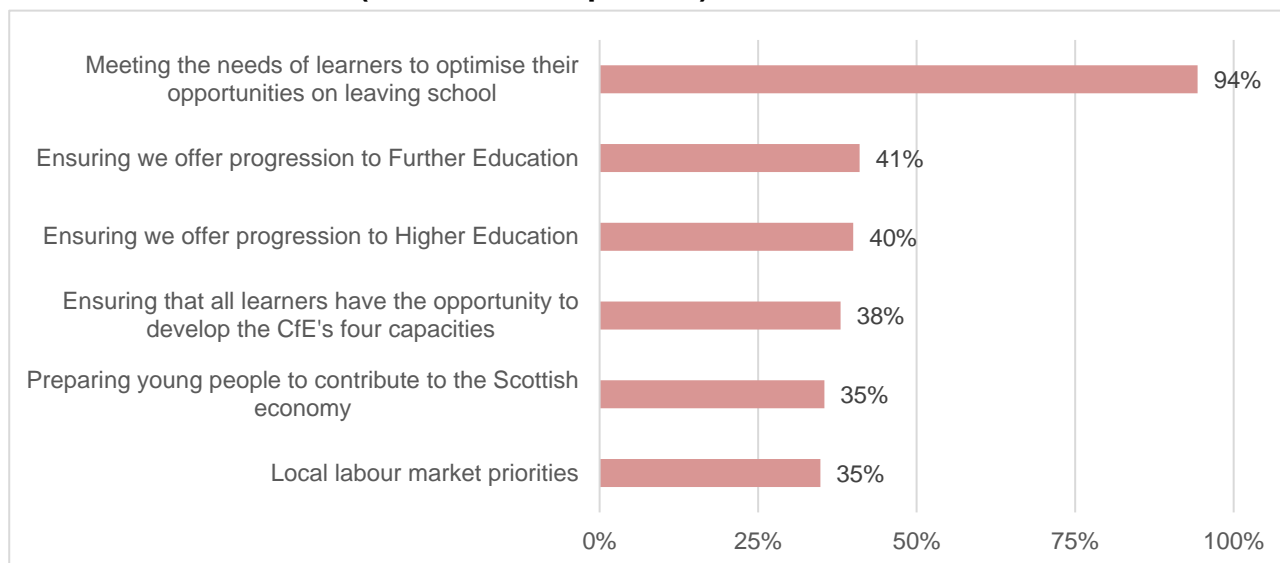
Q5 Most of the headteachers (88%) report that they have sufficient autonomy to determine the pathways that their school offers in the Senior Phase. Figure 5 highlights that almost 90% agreed or strongly agreed that this is the case. Only 6 out of 158 respondents (4%) disagreed or strongly disagreed. Further research would help to provide further detail on experiences of autonomy in curriculum design.

Figure 5: Agreement with: I have sufficient autonomy to determine what pathways my school offers in the Senior Phase (BASE: 158 responses)



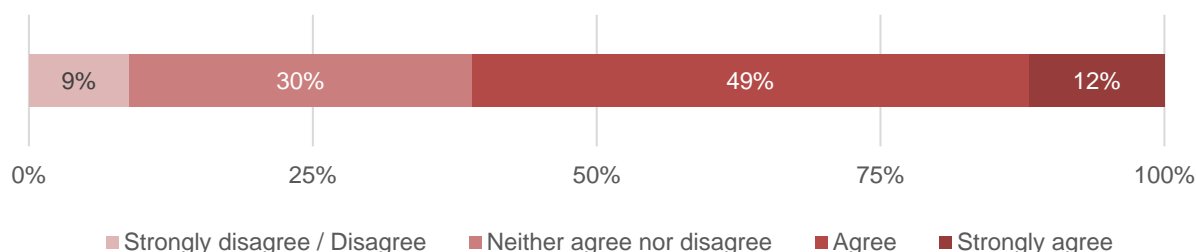
Q6 For almost all of the headteachers (94%), meeting the needs of learners to optimise their opportunities on leaving school is, by a clear margin, the factor that most influences how they lead the design of the Senior Phase. In comparison, each of the other listed factors were identified as an influence by less than half of respondents (Figure 6).

Figure 6: Factors that influence how headteachers lead the design of the Senior Phase in their schools (BASE: 158 responses)



Q7 As shown in Figure 7, the majority (61%) of headteachers felt the training/professional learning they had received to enable them to design a Senior Phase had been helpful. 30% neither agreed nor disagreed with this statement and 9% disagreed or strongly disagreed.

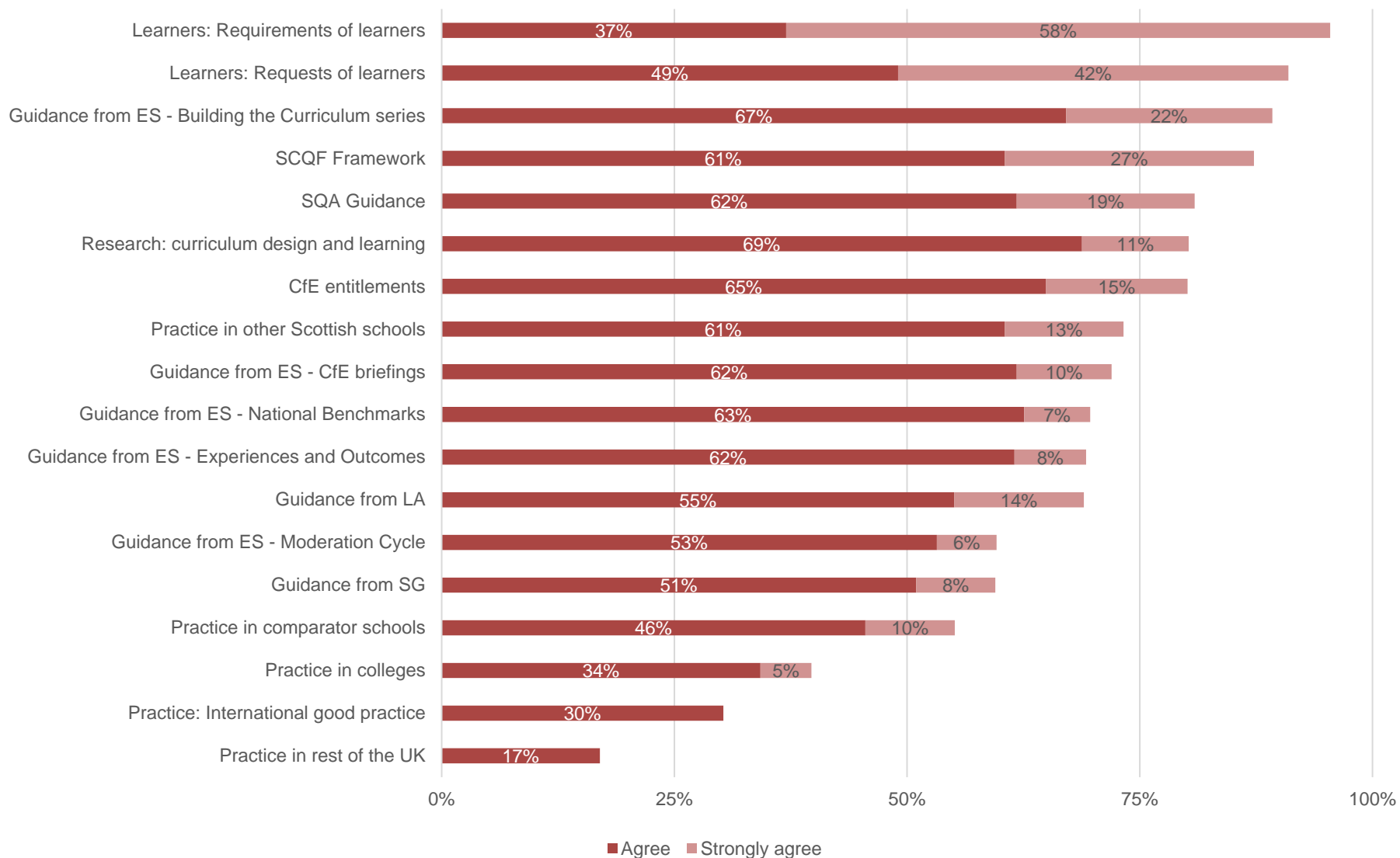
Figure 7: Agreement with: The training/professional learning I have received to enable me to design a Senior Phase curriculum has been helpful (BASE: 159 responses)



Q8 As shown in Figure 8, the top three resources that headteachers agreed or strongly agreed are helpful in designing and implementing the Senior Phase offer were **Learners: Requirements of learners** (95%), **Learners: Requests of learners** (91%) and **Guidance – Building the Curriculum series**⁵ (89%). In general, good practice from UK and international contexts were deemed less helpful.

⁵ In the survey, the following resources were identified as being 'from Education Scotland': Guidance – Building the Curriculum series; Guidance – CfE briefings; and Guidance – Experiences and Outcomes. These resources sit on the Education Scotland website but are jointly produced by SG/ES/SQA.

Figure 8: Helpful resources for designing and implementing the Senior Phase offer⁶



⁶ The BASE numbers in Figure 8 vary between 146 and 158 as each resource was asked about separately in the survey. Headteachers did not provide an answer for some resources.

Q9 64 headteachers identified other kinds of support that would be helpful for designing and implementing the Senior Phase offer in their school. Overall, responses seemed to reflect the headteacher's individual school situation. However, two common themes emerged. The most frequently mentioned other type of support, which accounted for 11% of answers, was better and more affordable transport for young people to travel to work placements or courses offered elsewhere. Where appropriate transport was not available, distance learning was suggested as an alternative so that access to other relevant courses could be offered on site.

Moreover, 9% of those who wrote about other kinds of support mentioned ways in which sharing of good practice could be improved to be more helpful. The key theme that emerged was that good practice models should be very detailed and reflect a broad variety of circumstances, for example, in terms of school size, geography or resources. This would allow schools to find a model that matches their particular circumstances as closely as possible.

Section 2: Curriculum model and approaches

This section of the report outlines what schools offer across the three years of the Senior Phase, and the rationale behind this. Headteachers were asked to indicate the number and types of subjects offered; how courses/qualifications are selected by young people; the rationale behind the Senior Phase offer; and the provision of Gaelic Medium Education (GME).

Q10 130 headteachers explained their rationale behind the Senior Phase curriculum in their school. The most frequently mentioned reasons were:

- Supporting young people in moving into a positive destination after school, which was explicitly mentioned by 59% of the headteachers (76 out of 130) who answered the question and was implicit in many of the remaining answers
- Meeting the needs of all young people in terms of learning, which was mentioned by 46% of headteachers (60 out of 130) who answered the question.

Headteachers mentioned a wide range of other motivating factors behind their Senior Phase offer, including supporting young people to achieve the best possible attainment and developing the four capacities to become successful learners, confident individuals, responsible citizens and effective contributors, as set out in the Curriculum for Excellence.

Q11 Table 4 below sets out the range of awards and qualifications offered by schools across the S4 – S6 year groups. The table does not show the actual uptake of these qualifications/awards within schools. Rather, the table shows the percentage of respondents indicating that this award/qualification was offered in their school at each of the Senior Phase years.

Some responses appeared incomplete or inaccurate based on other information about the school⁷. This may explain why some entries fall slightly below the 100% that might be expected. The most common qualifications or awards offered by schools are:

- In S4, over 90% of schools reported offering: National 3, 4, 5 and Duke of Edinburgh Awards
- In S5, over 90% of schools reported offering: National 4, 5, Higher, Foundation Apprenticeships and College provision
- In S6, 90% or more schools reporting offering: National 5, Higher, Advanced Higher, Foundation Apprenticeships and College provision (at a College).

Table 4: Qualifications and awards offered in the Senior Phase (BASE: 146 responses)

Offered in Senior Phase	S4	S5	S6
National 5	96%	97%	97%
National 4	97%	93%	84%
College provision at College (eg 1 day a week)	75%	93%	90%
Duke of Edinburgh Award (Bronze, Silver, Gold)	91%	82%	75%
National 3	97%	75%	69%
Higher	43%	97%	97%
National Progression Awards	55%	78%	77%
Volunteering	49%	73%	86%
Foundation Apprenticeship	18%	94%	92%
Skills for Work	71%	65%	60%
SQA Awards	62%	66%	66%
Saltire Awards	55%	61%	69%
Advanced Higher	6%	27%	95%
College provision at school	42%	43%	41%
Third sector engagement	35%	41%	42%
ASDAN Courses and/or Qualifications	41%	25%	22%
Prince's Trust	39%	23%	19%
National Certificates	20%	27%	26%
John Muir Award	39%	15%	13%
Scottish Vocational Qualifications	19%	22%	22%
Higher National Certificates (HNCs)	*	16%	19%
Certificate of Work Readiness	18%	8%	5%
City and Guilds Qualifications	11%	10%	10%
Scottish Baccalaureate	0%	*	25%

⁷ For example, some headteachers that responded to this question have indicated that they only offer awards/qualifications in certain year groups. Others indicated offering Advanced Higher but not Higher in S5 and S6. Validation checks will be required before any additional analysis is undertaken. It is highly likely to be an element of respondent error based on what we know the schools offer. However, what is important to take from this data, is that there is a broad distribution of awards/qualifications that are offered by these secondary schools.

Q12 Headteachers report that the rationale behind their Senior Phase curriculum in general (see Q10 above) is supported by the range of awards and qualifications offered across the S4 – S6 year group in their school.

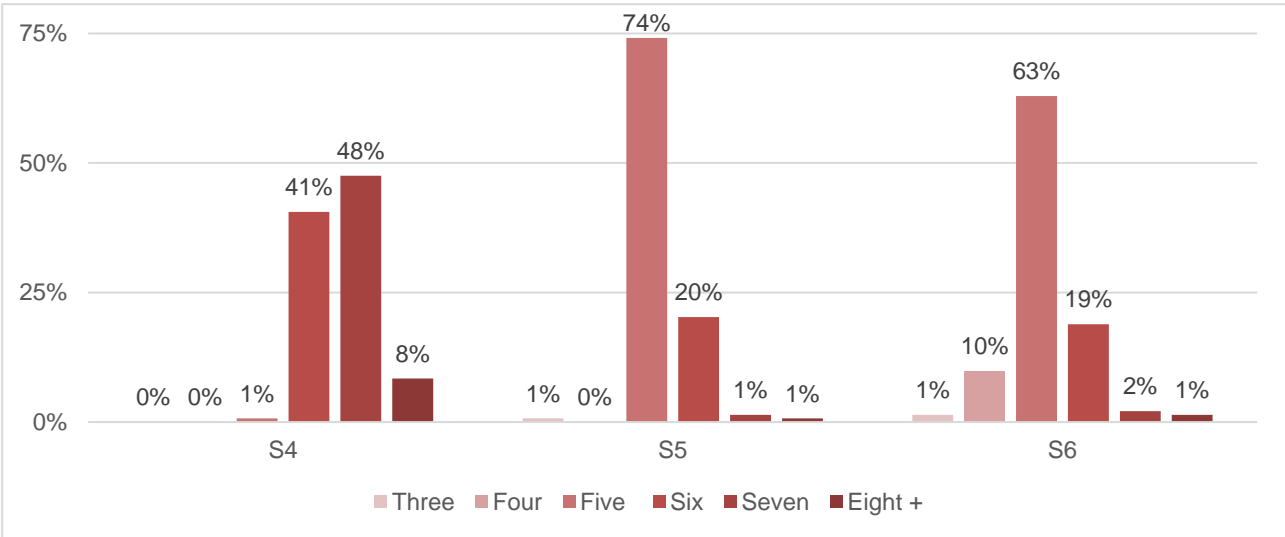
Q13 Headteachers were asked to indicate how many course choices (qualifications/awards) young people can select at each stage of Senior Phase (S4, S5, S6). The number of course choices that young people can select varied across S4, S5 and S6:

- In S4, 41% of respondents indicated that young people can select six and a further 48% indicated that young people can select seven course choices.
- In S5, almost three-quarters of respondents (74%) indicated that young people can select five course choices.
- In S6, 63% of respondents offer five course choices whilst just under 20% indicated six.

Figure 9 provides the full range of responses.

While headteachers were asked to state how many course choices (qualifications/awards) young people at their schools can select at S4, S5, and S6, they were not asked to indicate the types of courses this includes (i.e. those that are set out in Table 4 above), or how many young people at their schools went on to choose different types of course. These could be areas for follow up research.

Figure 9: Number of course choices (qualification/awards) that young people can select at each stage of the Senior Phase (BASE: 143 responses)⁸



Q14 135 headteachers provided comments on how they accommodate young people who want to do more or fewer courses. Almost all (97%) of those who answered this question said that they were flexible in their approach and offered individualised timetables where possible. This could include choosing fewer

⁸ 4 headteachers indicated that they offer 'other' at S4, S5 and S6, accounting for 3% of responses

subjects for those with additional support needs for learning or self-study options, additional course choices, volunteering, college or work experience for others.

A few of the headteachers indicated that they were not able to accommodate more or fewer course choices. These respondents either explained that they could not offer any flexibility due to the way that their local authority handled course choices, or they reported that choosing fewer or more courses was not something they feel able to recommend given how their curriculum is structured. It would be helpful to explore this feedback in more detail in follow up research.

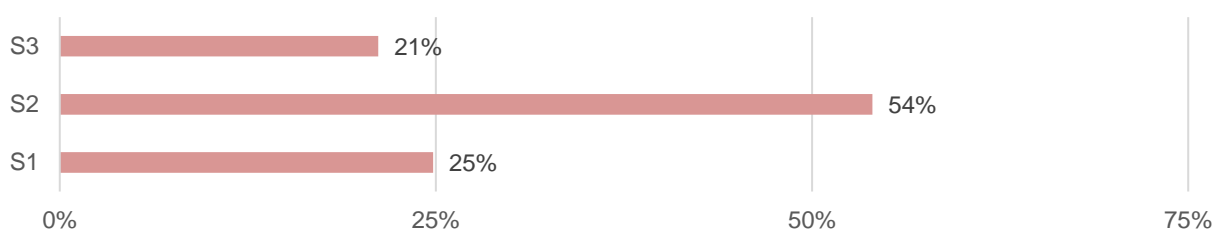
Q15 Eight out of 147 schools (5%) who responded to the survey provide Gaelic Medium Education (GME) in the Senior Phase. For these schools, the most significant challenges in developing their curriculum for young people in GME are the availability of teaching staff and timetabling pressures. Conversely, staffing availability is seen as a factor supporting the development of a curriculum in GME.

Section 3: Transition from BGE to Senior Phase

This section of the report outlines headteachers' experience of planning the transition from Broad General Education (BGE) to the Senior Phase. Headteachers were asked about when they start planning their Senior Phase for young people in BGE and the rationale for this, as well as whether or not they are able to ensure continuity between the two.

Q16 For just over half of headteachers (54%), initial planning for the Senior Phase starts when young people are in S2 (see Figure 10). Headteachers were also asked to describe their rationale behind their approach to preparing young people for the transition, and this is explored below.

Figure 10: Stage start planning what will be offered in the Senior Phase for those young people currently in the BGE (BASE: 137 responses)



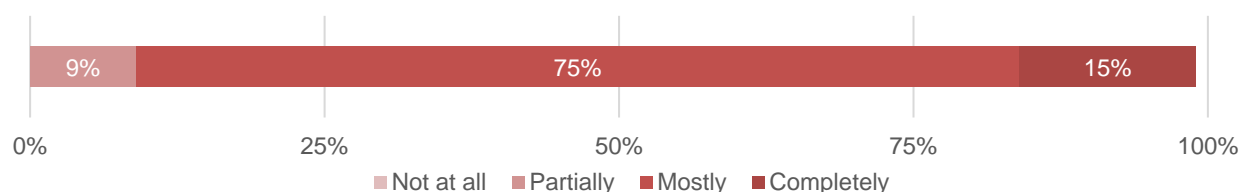
Q17 128 headteachers provided further explanation on why they start preparing for the transition at the relevant stage and how the BGE in their school prepared young people for the Senior Phase.

The main reason mentioned for starting to prepare in S1 was that starting as early as possible gives the young people and those supporting them plenty of time to consider a suitable choice of courses for the Senior Phase. Those who report starting to prepare for the transition in S2 said that this gives young people and those supporting them enough time to consider and refine their choices for the Senior Phase, while avoiding narrowing down options too early on. The main rationale given by those who start to prepare for the transition to the Senior Phase in S3 was that this could avoid limiting options too early.

What this data does not reveal is what these forms of preparation actually involve, and whether a responding headteacher was focusing on 'planning' in the narrow sense of working towards specific and binding course choices, or talking more generally about planning that includes opening up discussion and giving general guidance. Indeed, the answers seemed to suggest that headteachers may have been thinking about different types of preparation when responding.

Q18 Almost all (90%) headteachers felt they were able to mostly or completely ensure continuity of learning between the BGE and the Senior Phase. Just under one-tenth (9%) felt they were partially able to do this.

Figure 11: Extent to which headteachers feel they are able to ensure continuity of learning between the BGE and the Senior Phase (BASE: 138 responses)



Note: 0% answered *Not at all*

Q19 127 headteachers identified the factors that helped them ensure continuity of learning between BGE and the Senior Phase. The open text responses were grouped thematically and are summarised in Table 5.

Table 5: Factors that helped headteachers ensure continuity of learning between BGE and the Senior Phase (BASE: 127 responses).

Factor	%
Subject/Course choice discussion	38%
Tracking for progress	31%
Parental engagement	27%
Profiling ⁹	27%
Information and advice from Skills Development Scotland (SDS)	12%
Careful curricular planning	12%
Learner Pathways	12%
Use of My World of Work for parents and young people	3%

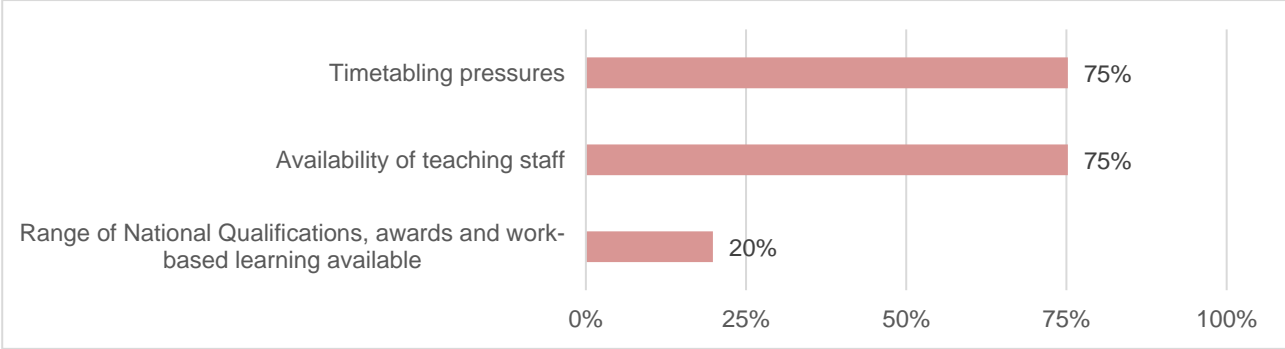
Q20 Headteachers were asked about the main factors limiting their ability to ensure continuity of learning between the BGE and the Senior Phase. From the list provided, most headteachers identified both timetabling pressures (75%) and the availability of teaching staff as barriers (75%). Only 20% indicated that the range of national qualifications/awards and work-based learning available limited their ability to ensure continuity.

A few headteachers (14% of those who answered the question) mentioned other factors limiting their ability to ensure continuity between the BGE and the Senior

⁹ According to Education Scotland, a profile is “a snapshot of a young person’s best achievements at a given point in time. The content of the profile is decided by the young person following a conversation with their teacher or key adult”. All pupils complete their first profile in P7. More information available at: <https://education.gov.scot/parentzone/learning-in-scotland/assessment-and-achievement/profiling>

Phase. These included: a reduction in the number of choices for young people, some options being less popular and involving small class sizes, and the expectations of some parents.

Figure 12: Factors that limit ability to ensure continuity of learning between the BGE and Senior Phase (BASE: 121 responses).



Q21 38 headteachers provided other comments about the transition from BGE to the Senior Phase. Issues raised included: a view that the transition should be started earlier than S3; a need for stronger partnerships; a view that BGE does not prepare young people suitably for National Qualifications; and that the BGE is not suitable for some schools due to young people’s more complex needs.

Section 4: Learner participation

This section outlines how headteachers include young people's voice in the design and implementation of the Senior Phase. Headteachers were asked about how young people select options in the Senior Phase, and the opportunities that exist for young people to shape their own curriculum in the Senior Phase. Guidance around course choices and support for parents/carers were also explored.

Q22 Headteachers were asked to identify the ways in which their young people select their Senior Phase options. The survey responses to the listed options are provided in Table 6.

Headteachers were able to state if there were other ways in which young people could select their Senior Phase options. A minority (n=36) responded and reiterated the list provided in the question. In some cases, headteachers indicated that the range of options their young people can choose from was informed by consultations with young people to ensure their interests are reflected.

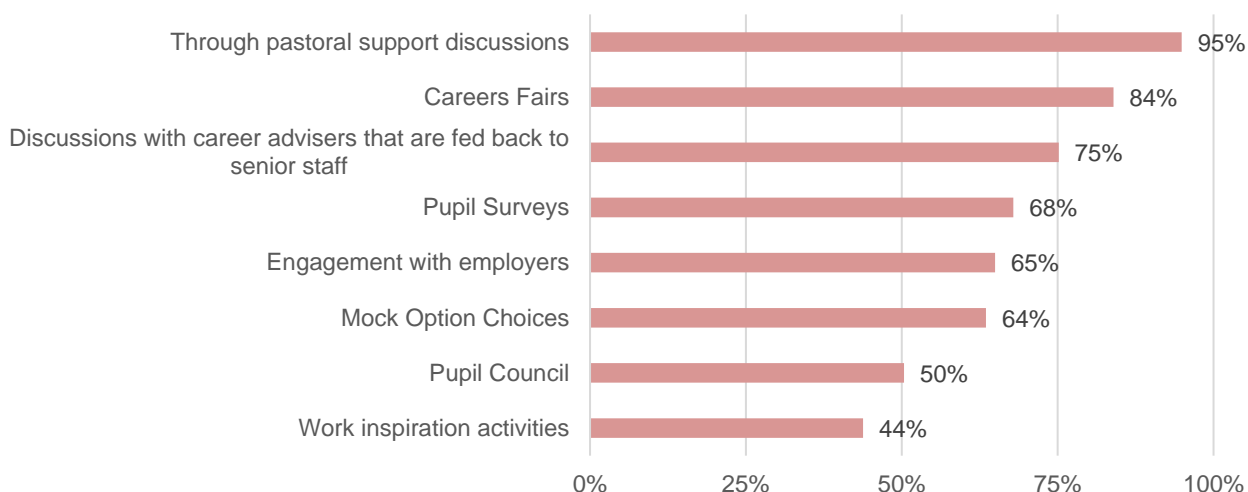
Table 6: The ways in which young people select their Senior Phase options (BASE: 138)

Options to select Senior Phase	%
They select courses from a school menu of opportunities	51%
They select courses from a fixed number of options columns	39%
They convey their interest irrespective of what is currently available, and we try to respond with courses	33%

Note:
Respondents could select multiple options

Q23 Responses indicated that young people have a variety of opportunities to shape their Senior Phase (see Figure 13). Almost all headteachers (95%) indicated that young people can shape their Senior Phase through pastoral support discussions. Most headteachers also indicated that Careers Fairs (84%), and discussions between career advisers and young people that are fed back to senior staff (75%) provide opportunities for young people to shape their Senior Phase.

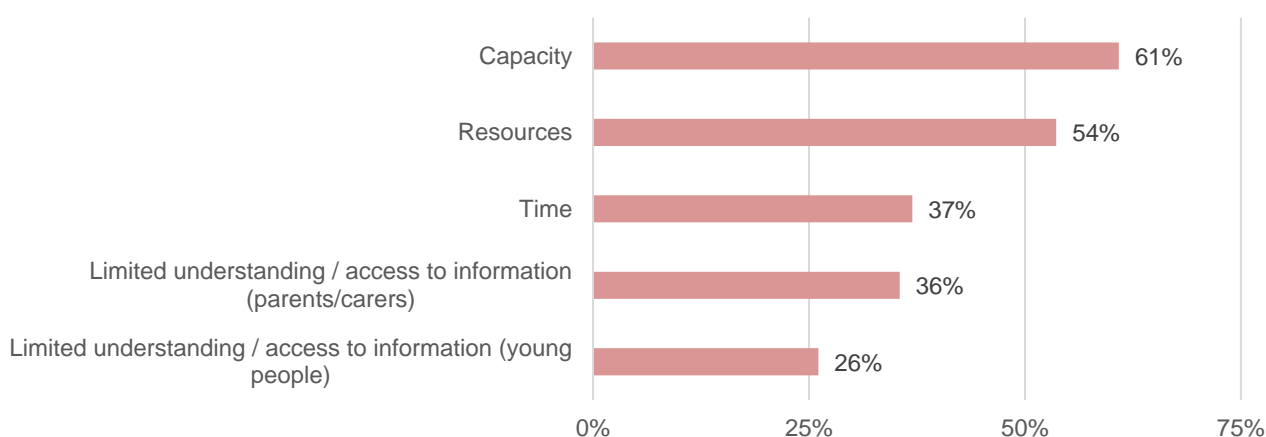
Figure 13: The opportunities that young people have in shaping the design of their Senior Phase (BASE: 137 responses).



15 headteachers mentioned other opportunities for learners to contribute to shaping the design of the Senior Phase, including assemblies to get young people’s opinions, individual meetings with young people and parents, and focus groups with young people.

Q24 In asking about barriers to enabling learners to contribute to shaping the Senior Phase, respondents most commonly selected capacity (61%)¹⁰ and resources (54%). Time (37%) and a limited understanding / limited access to information on the part of parents/carers’ (36%) are also considered to be barriers that prevent young people from shaping the Senior Phase design (Figure 14).

Figure 14: Barriers to enabling learners to contribute to shaping their Senior Phase (BASE: 138 responses).



¹⁰ No definition of ‘capacity’ was included in the survey

Q25 Table 7 shows that there is variation in the guidance that is offered to young people regarding their course choices, both in terms of the type of guidance, and the stage it is offered. Pastoral care in schools, SDS staff and other career advisors, and Personal Social Education (PSE) are commonly provided to young people across all stages of secondary school. In general, headteachers report that there is more guidance offered to young people at the later stages of their Senior Phase (ie S4 and S5) compared with the earlier stages across all forms of guidance. Careers fairs and evenings, and employer presentations, despite having a lower percentage, are still available to over 75% of young people in S4 and S5.

Table 7: Percentage of schools offering guidance to young people in S1- S5 (BASE: 138 responses).

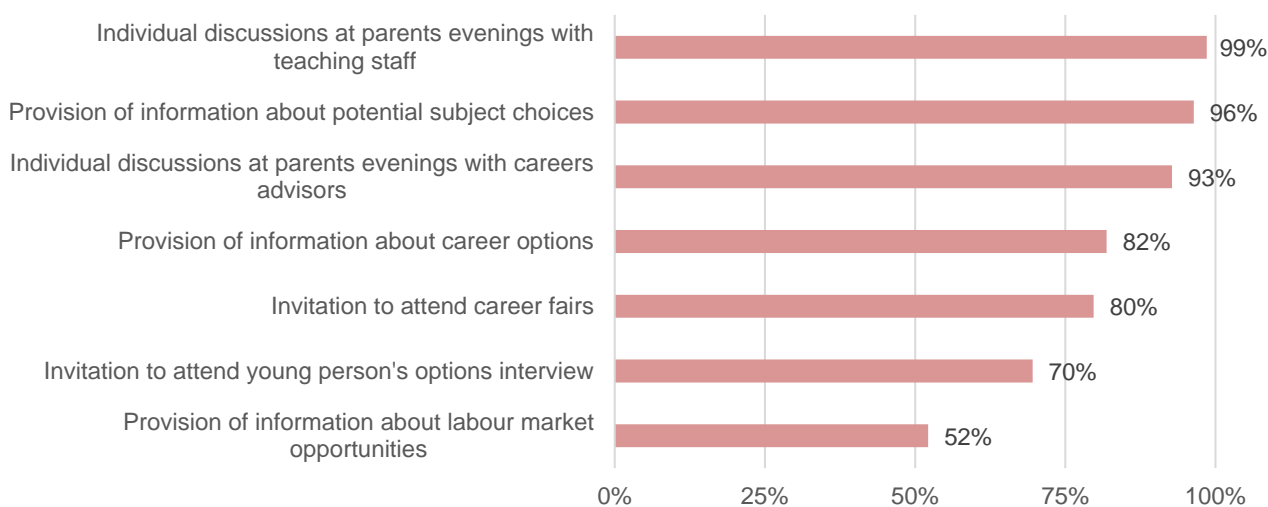
Available Guidance	S1	S2	S3	S4	S5
Pastoral care in Schools	75%	97%	100%	99%	99%
My World of Work	87%	94%	98%	95%	92%
Personal Social Education (PSE)	83%	96%	96%	97%	94%
SDS staff and other Career advisers	67%	88%	96%	96%	95%
Option Assemblies	20%	84%	85%	91%	87%
Attending career fairs	28%	51%	70%	87%	87%
Careers evening	27%	62%	74%	78%	76%
Employer presentation	30%	47%	65%	75%	76%
Mentors	14%	14%	29%	51%	43%

22 headteachers provided further information about other guidance offered to young people regarding their course choices, including: meetings with parents and students; course choice booklets; online resources; events in partnership with universities; and working with SDS, youth services and apprenticeships to showcase opportunities.

Q26 51 headteachers commented on further support that would help them better respond to the different needs of young people. The most common form of support mentioned was staffing, with 26 headteachers (46% of those who answered the question) commenting that more staff are needed in their schools. This was followed by additional funding and resources, mentioned by 10 headteachers (21% of those who answered the question) and better links with employers and businesses, mentioned by eight headteachers (16% of those who answered the question).

Q27 Headteachers indicated that they support parents/carers in a number of ways to understand subject/course choice within the overall curriculum and the learner journey experience. The most commonly selected option was through individual discussions at parents' evenings with teaching staff (99%). Provision of information about potential subject choices (96%), and individual discussions at parents' evenings with careers advisors (93%), were also selected by almost all schools as contributing to the support they provide for parents / carers. Figure 15 shows the ways in which schools offer this support.

Figure 15: Support provided to parents/carers to understand subject/course choice (BASE: 138 responses).



Q28 Headteachers were asked to indicate what (if any) were the main barriers they encounter in providing support to parents/carers. 81 headteachers provided comments on this, with the majority (65%) mentioning a lack of parental engagement as a barrier.

In addition, a few of those who responded to this question mentioned additional barriers in providing support to parents / carers including:

- Reaching out to hard-to-reach parents (eg those with language barriers or complex family circumstances) (14%)
- Lack of time among both parents and teachers (12%)
- Traditional or dated views about education held by parents (10%)
- Lack of or inadequate information or understanding among parents (7%); and
- Issues tied to travel and distance from the school (5%).

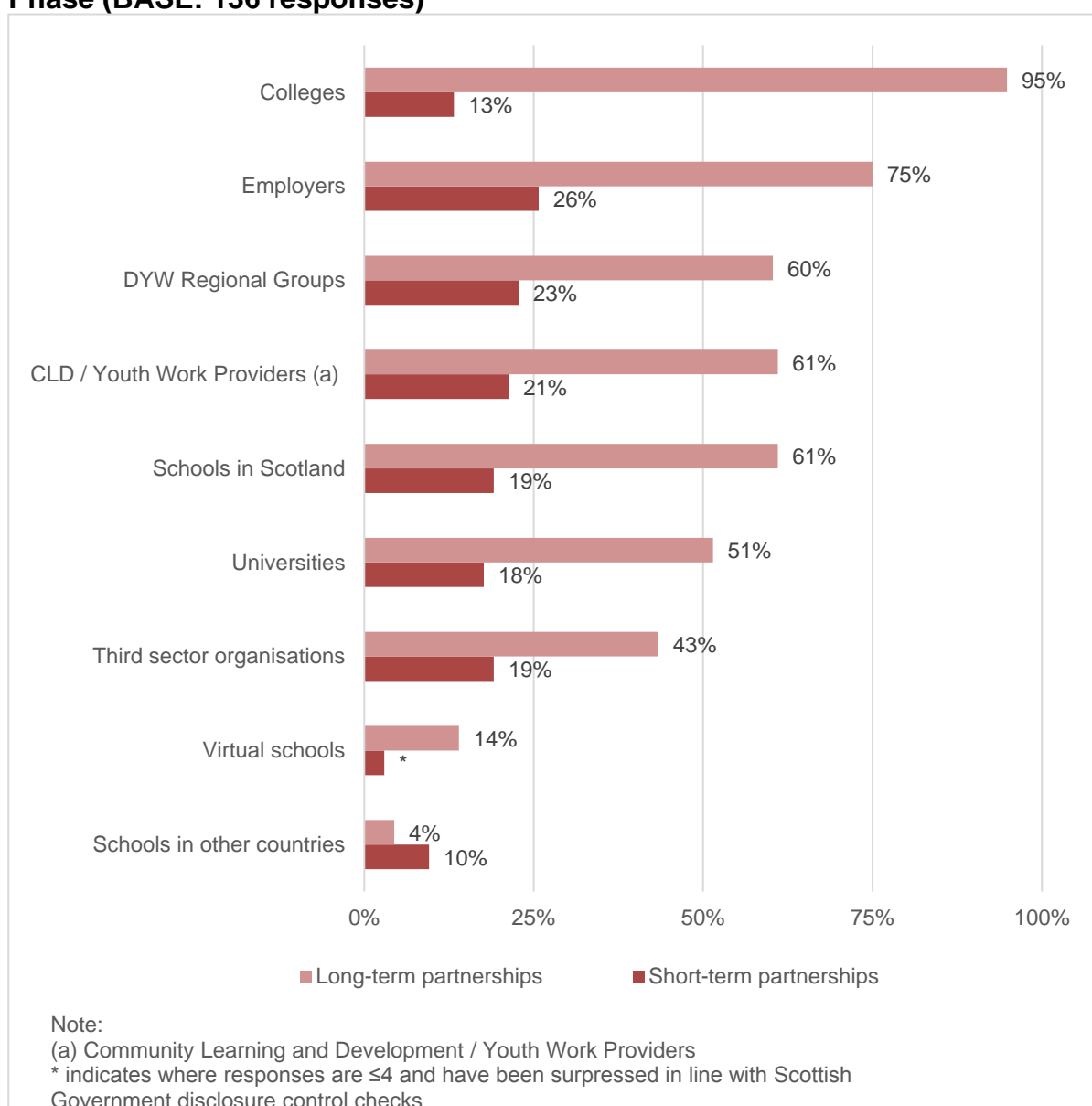
Q29 45 headteachers provided comments on what would help them better support parents/carers to understand the Senior Phase. Answers most commonly mentioned information and good practice examples about different pathways from sources such as the Scottish Government, Education Scotland and the Scottish Qualifications Authority (SQA).

Section 5: Collaboration, partnership and resources

This section outlines the current and planned relationships that headteachers have with other organisations and employers, and what they aim to achieve through these relationships. Headteachers were also asked about the factors that both help and limit the scope of collaboration, as well as the support they received to set up these partnerships.

Q30 Almost all (95%) respondents have established long-term partnerships with colleges. The majority (75%) also indicated established long-term relationships with employers. In almost all cases, long-term partnerships were more common than short-term partnerships, with the exception of those with ‘Schools in other countries’ where respondents were more likely to indicate they are short-term partnerships (Figure 16).

Figure 16: Established partnerships for the delivery and development of the Senior Phase (BASE: 136 responses)



Q31 The survey also asked respondents about what they were seeking to achieve from these established partnerships. The options provided were: Direct access to employment opportunities; Wider experience for young people; Wider range of qualifications or awards; and Professional learning opportunities for staff.

Responses varied by type of partnership. For example, most (85%) seek to achieve direct access to employment opportunities for young people from employer partnerships. Almost all (93%) looked to college partnerships to ensure that a wider range of qualifications was available. In terms of gaining a wider experience for young people, headteachers looked to the following partnerships in order to achieve this:

- Colleges (85%)
- Employers (82%)
- Community Learning and Development/ Youth Work Providers (71%).

Across all partnerships, less than 50% of headteachers reported that they were seeking to achieve professional learning and opportunities for staff. Table 8 below shows the range of partners with whom headteachers have formed partnerships and what they seek to achieve from them.

Table 8: What headteachers seek to achieve through partnerships to develop and deliver their Senior Phase (BASE: 136)

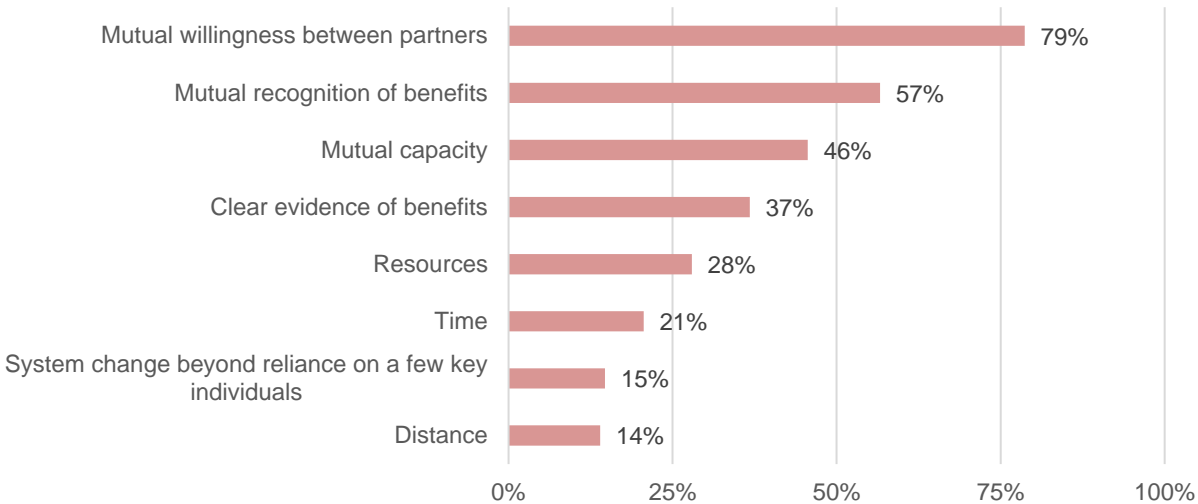
	Direct access to employment opportunities	Wider experience for young people	Wider range of qualifications or awards	Professional learning opportunities for staff
Colleges	34%	85%	93%	30%
Employers	84%	82%	27%	36%
Developing the Young Workforce (DYW) regional groups	52%	56%	39%	47%
Community Learning and Development/ Youth Work Providers	22%	71%	56%	23%
Universities	9%	53%	44%	37%
Schools in Scotland	4%	39%	47%	42%
Third sector organisations	19%	47%	32%	21%
Virtual schools	*	10%	13%	4%
Schools in other countries	*	7%	4%	9%

Note:

Where the majority of headteachers (50% and above) have chosen an option, these have been highlighted.

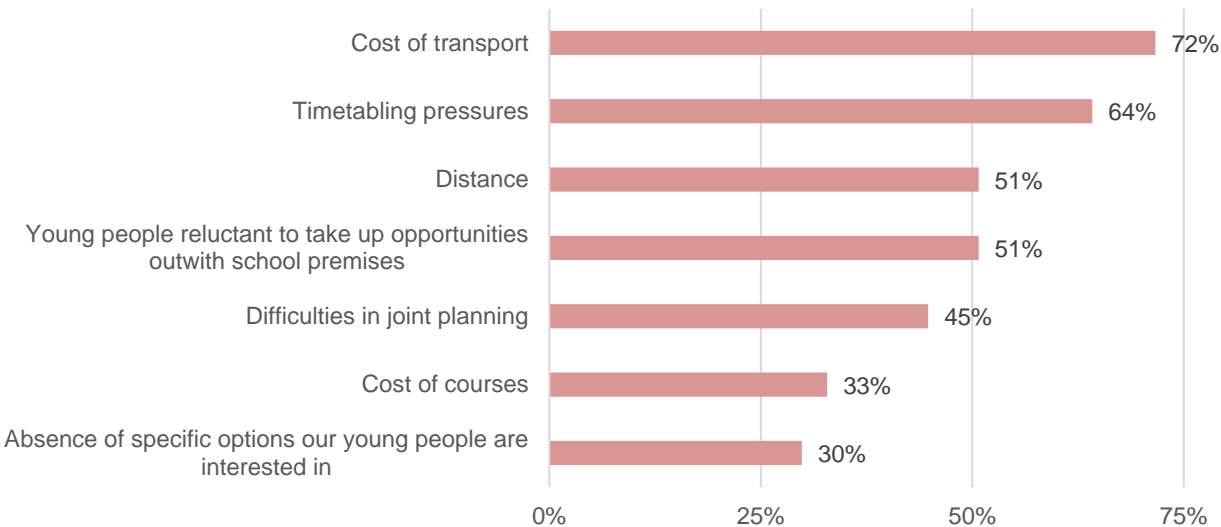
Q32 In order to establish and maintain collaboration with partners, headteachers indicated that the three most important factors are: mutual willingness between partners (79%); mutual recognition of benefits (57%); and mutual capacity (46%) as shown Figure 17.

Figure 17: The most important factors to establish and maintain collaboration (BASE: 136 responses).



Q33 Headteachers were also asked about the factors that limit the scope of collaboration (see Figure 18). The cost of transport (72%) was identified by the majority of headteachers, followed by timetabling pressures (64%). A minority of headteachers identified that the cost of courses (33%) and the absence of options that young people are interested in (30%) limited the scope of collaboration.

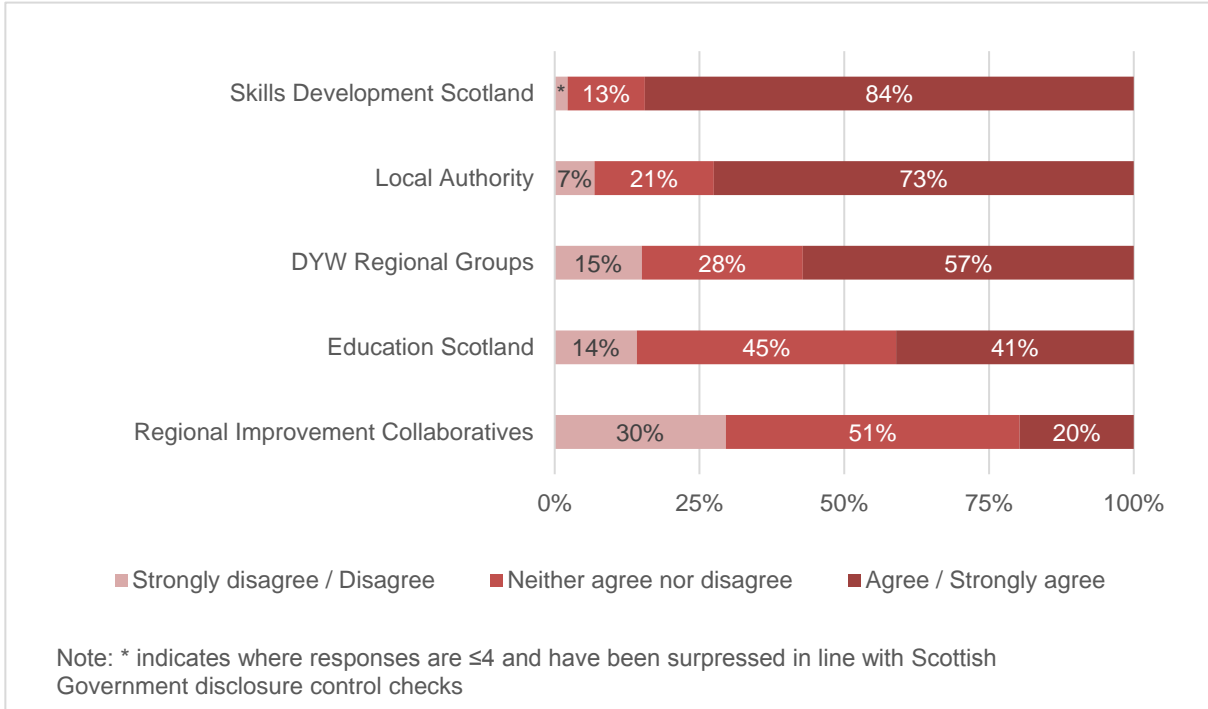
Figure 18: Factors that limit the scope of collaboration (BASE: 134 responses).



Q34 Headteachers were asked if they were satisfied with the support received to set up partnerships, from Local authorities, Education Scotland, DYW Regional Groups, Skills Development Scotland (SDS), and Regional Improvement Collaboratives.

In most cases, as shown in Figure 19, headteachers are generally satisfied with the support they have received from these groups/organisations to set up partnerships. Responses suggest headteachers are most satisfied with the support from SDS and Local Authorities, with 84% and 73% reporting that they are satisfied with support from these sources, respectively. Respondents seemed less sure about the support to set up partnerships from the recently established Regional Improvement Collaboratives; 51% reported that they neither agreed or disagreed that they are satisfied with this support.

Figure 19: Satisfaction with the level of support received to set up partnerships from the different organisations (BASE: 136 responses)



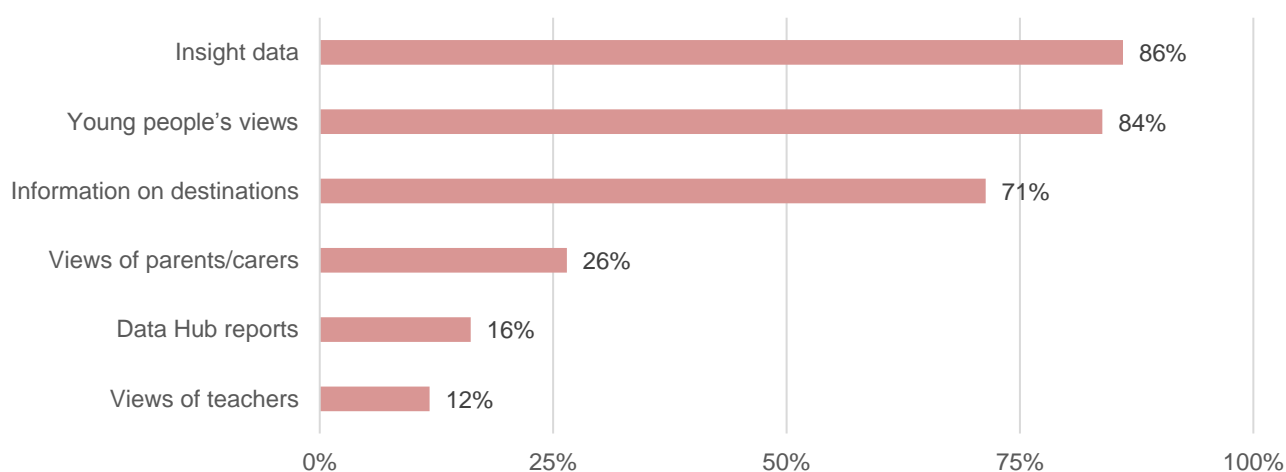
Q35 A small number of respondents (n=26) commented on additional support their school would find helpful in establishing these partnerships. The additional support most frequently mentioned was additional time to dedicate to partnership building, mentioned by 31% of those who provided a response. Another 19% of those who provided comments would find more staffing resources helpful.

Section 6: Outcomes and measuring success

This section outlines how headteachers measure the impact of ongoing work to develop the Senior Phase in their school. Headteachers were asked about the sources of evidence they draw on to ensure the needs of young people are met, and the additional support that would help them better understand impact in relation to the Senior Phase.

Q36 Commonly used sources of evidence to monitor the impact of Senior Phase include: Insight data¹¹ (86%), the views of young people (84%) and information on destinations (71%). Further detail is provided in Figure 20.

Figure 20: Sources of evidence to determine if the Senior Phase is meeting the needs of all young people (BASE: 136 responses).



A small number of respondents (n=29) commented on the kind of support that would help them better understand and demonstrate impact in relation to the Senior Phase. The most commonly mentioned support, mentioned by 48% of those who answered the question, was support (such as training) for gathering and analysing data on the impact and added value of the Senior Phase.

¹¹ Insight is a professional tool for secondary schools and local authorities to identify areas of success and where improvements can be made. The system is updated twice annually, around September for attainment results, and February for school leavers' data.

Section 7: Next steps

This section gives an overview of the priorities that headteachers identified for further developing the Senior Phase in their school.

Q38 Most headteachers commented on their priorities for further developing the Senior Phase in their school, indicating that this is a topic of particular interest to those who responded to the survey. The four main priorities mentioned by headteachers are summarised in Table 9 below.

Table 9: Headteachers' main priorities for further developing the Senior Phase (BASE: 122 responses).

Priorities mentioned	%
Enhancing and widening the current offer, for example by diversifying pathways and offering a broader choice of courses	43%
Increasing and improving partnership working	15%
Reviewing and evaluating the current Senior Phase curriculum	10%
Refining the current Senior Phase curriculum	10%

Q39 38 headteachers provided further general comments about their experience of leading the development and implementation of the Senior Phase in their school. A recurring theme, mentioned by 18% of those who provided comments, was that headteachers feel there should be less of a rigid focus on the number of qualifications and more focus on the wider opportunities the Senior Phase can offer. Other comments included positive feedback on how the Senior Phase was being implemented in the school and the opportunities that were afforded to young people as a result.

Conclusions

This research helps us to understand the perspectives of headteachers in relation to Senior Phase and provides the foundation for further research into the experiences of this phase of CfE. This section provides a brief discussion of the key findings.

The survey findings suggest that headteachers hold many positive perspectives in relation to leading the design and implementation of Senior Phase. For example, there is evidence that they feel able to implement Senior Phase as intended – as an “integrated, progressive and coherent experience” for young people. The survey findings also suggest that headteachers not only feel confident that their school provides a sufficient variety of learning pathways for young people but that they also feel they have sufficient autonomy to determine the learning pathways on offer in their school. Most also feel they are able to ensure continuity of learning between BGE and Senior Phase.

Nevertheless, headteachers do face challenges in designing and implementing the Senior Phase in their school. For example, timetabling pressures was identified as a barrier in designing the Senior Phase and in ensuring continuity with BGE. There was also evidence that availability of staff and resources could be constraints in designing and implementing Senior Phase more generally. Finally, whilst the majority of headteachers do feel they have had access to appropriate professional learning opportunities, the survey responses also suggest that this could be a useful area for further support.

The survey provides us with greater understanding about the models of Senior Phase curriculum currently in place across Scotland. There were common qualifications/awards being offered across the different stages of Senior Phase but also a considerable range on offer across schools. The survey also revealed that the number of course choices young people can select varies across the stages of Senior Phase. Headteachers largely feel able to respond flexibly and accommodate requests for more or fewer course choices where possible.

Finally, engagement with organisations/employers as well as young people and their parents seems essential to effective Senior Phase delivery. For example, many schools reported having long-term partnerships with colleges and employers. Responses also helped to highlight the variety of opportunities young people have to help shape the design of Senior Phase. Headteachers reported providing opportunities to support parents/carers understand course choices but there was also evidence there may be ongoing challenges of engaging parents.

The survey helps to highlight some of the issues that could be explored in follow up research, which could involve headteachers, their partner organisations, pupils and parents. Potential areas for further research that have been identified through this report includes insights from young people on their experience of Senior Phase, particularly around when and how they make their course choices, and their experience of the transition from Broad General Education.

Further analysis could examine the difference between the courses that are offered by schools and the take up of these courses by young people. Analysis could also assess the extent to which a school's characteristics influence the choices and experience of young people in the Senior Phase.

Further research could look in more detail at the provision of Senior Phase in schools, particularly on the extent to which it is planned as three individual years or as a managed progression. Research could also examine whether access to information and choices reflects a parity of esteem between vocational and academic qualifications.

This research has shown that headteachers have a positive view of their ability to implement a Senior Phase that meets the needs of young people in their schools. Further research could support headteachers in this role by identifying and learning from outstanding examples of practice, as well as identifying the most effective approaches for supporting and enabling school leaders in designing and implementing the Senior Phase.

Appendix 1: Final Survey Questions

Please note, mandatory survey questions are indicated in red.

Introduction

The purpose of this survey is to provide up to date information and insights from Headteachers about the Senior Phase experience across Scotland, and the factors that are driving curriculum design and innovation in their schools.

The survey has been designed to be straightforward to complete and where possible we have used multiple choice options. Questions that are preceded by an '*' ask you to prioritise a range of options. The survey is likely to take about 40 minutes to complete.

The Scottish Government has commissioned an independent research consultancy, Rocket Science UK Ltd, to carry out this work. The individual responses will only be seen by Rocket Science staff and Scottish Government analysts and both will use aggregated returns in their reports. If you have any questions about the survey please contact Cristiana Orlando at Rocket Science (cristiana.orlando@rocketsciencelab.co.uk/0131 226 4949).

Name of school

* Postcode of school

Your name

Section 1: Leading the Senior Phase in my school

This section of the survey explores your views about your leadership of the development of the Senior Phase in your school.

The Senior Phase is conceived as an integrated, progressive and coherent experience for young people.

1. To what extent do you feel you have been able to achieve this?

- Not at all Partially Mostly Completely

2. What factors help you to develop a Senior Phase that meets the needs of all of your young people?

Please select the three most important factors.

- Support and advice from Education Scotland
- Support and advice from your local authority
- Support and insights of partners with whom you have established relationships to help develop/deliver the Senior Phase
- Commitment of partners with whom you have established relationships to help develop/deliver the Senior Phase
- Support from Skills Development Scotland
- Support and insights of your staff
- Support of parents and your Parent Council
- Insights and expectations of young people
- Input from employers
- Support and advice from Developing the Young Workforce (DYW) Regional Groups
- Other (please specify)

3. What factors constrain your ability to develop a Senior Phase that meets the needs of all of your young people?

Please select all that apply.

- Timetabling pressures
- Availability of teaching staff
- Finding appropriate partners to help develop/deliver the Senior Phase
- Availability of subject teachers
- Resource constraints
- Other (please specify)

4. How confident are you that your school provides a sufficient variety of learning pathways to meet the needs of all of your young people across the Senior Phase?

Not at all confident Not confident Unsure Confident Very confident

If you are not confident, please briefly indicate whose needs are not being met, in your opinion, and why this is the case

5. I have sufficient autonomy to determine what pathways my school offers in the Senior Phase.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

6. Which factors influence how you lead the design of the Senior Phase in your school?

Please select the three most important factors.

- Ensuring that all learners have the opportunity to develop the CfE's four capacities
- Meeting the needs of learners to optimise their opportunities on leaving school
- Preparing young people to contribute to the Scottish economy
- Local labour market priorities
- Ensuring we offer progression to Further Education
- Ensuring we offer progression to Higher Education
- Other (please specify)

7. The **training/professional learning** I have received to enable me to design a Senior Phase curriculum has been helpful.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree

8. The following resources are helpful for designing and implementing my school's Senior Phase offer.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
CfE entitlements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from LA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from Education Scotland - Experiences and Outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from Education Scotland - CfE briefings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Guidance from Education Scotland - Building the Curriculum series	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from Education Scotland - National Benchmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from Education Scotland - Moderation Cycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guidance from Scottish Government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners: Requirements of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners: Requests of learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in comparator schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in other Scottish schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice in rest of the UK	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice: International good practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research: Published research on curriculum design and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCQF Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SQA Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)					

9. What other kinds of support (if any) would be helpful?

Section 2: Curriculum model and approaches

This section explores what your schools offers across the three years of the Senior Phase, and the rationale behind this.

10. What is the rationale behind the Senior Phase curriculum in your school?

11. Which of the following does your school offer in the Senior Phase (awards/qualifications)?

Please select all that apply

	S4	S5	S6
Advanced Higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASDAN Courses and/or Qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate of Work Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
City and Guilds Qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College provisionat College (eg 1 daya week)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College provision at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duke of Edinburgh Award (Bronze, Silver, Gold)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foundation Apprenticeship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Higher National Certificates (HNCs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
John Muir Award	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Certificates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Progression Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prince's Trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saltire Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scottish Baccalaureate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scottish Vocational Qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills for Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SQA Awards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third sector engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other, including non-certificated options (please specify)

12. What is the rationale for this offer?

13. How many course choices (qualifications/awards) can your young people select at each of these stages?

S4

S5

S6

14. If young people want to do more or fewer course choices, how do you accommodate this?

15. Does your school provide Gaelic Medium Education (GME) in the Senior Phase?

- Yes
- No

15a. What factors assist you in developing your curriculum for young people in GME in the Senior Phase?

15b. The following are significant challenges in developing my curriculum for young people in GME in the Senior Phase.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Lack of bespoke professional learning on developing a curriculum for GME	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on potential GME partners to develop the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timetabling pressures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of teaching staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of interest and demand from young people and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of National Qualifications, awards and work-based learning available through the medium of Gaelic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulties in joint planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time within the curriculum framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15c. Are there other challenges to developing your curriculum for young people in GME?

If so, please provide details.

Section 3: Transition from BGE to Senior Phase

In this section we are interested in finding out about your experience of planning the transition from the Broad General Education (BGE) to the Senior Phase.

16. At what stage do you start planning what will be offered in the Senior Phase for those young people currently in the BGE?

S1

S2

S3

17. Can you briefly describe your rationale for starting to prepare for the transition at this stage, and how your BGE prepares your young people for the Senior Phase?

18. To what extent do you feel you are able to ensure continuity of learning between the BGE and the Senior Phase?

Not at all Partially Mostly Completely

19. What helps you to ensure continuity of learning between the BGE and the Senior Phase? (e.g. profiling, subject choice discussions)

20. Are there factors that limit your ability to ensure continuity of learning between the BGE and the Senior Phase?

If so, please select all that apply.

- Timetabling pressures
- Availability of teaching staff
- Range of National Qualifications, awards and work-based learning available
- Other (please specify)

21. Do you have any other comments to make about the transition from the BGE to the Senior Phase?

Section 4: Learner Participation

This section considers the voice of the learner in the design and implementation of the Senior Phase.

22. How do your young people select their Senior Phase options?

Please select all that apply.

- They select courses from a fixed number of option columns
- They select courses from a school menu of opportunities
- They convey their interest irrespective of what is currently available and we try to respond with courses
- Other (please specify)

23. What opportunities are there for learners to contribute to shaping the design of the Senior Phase in your school?

Please select all that apply.

- Discussions between career advisers and young people that are fed back to senior staff
- Through pastoral support discussions
- Mock Option Choices
- Pupil Surveys
- Pupil Council
- Careers Fairs
- Engagement with employers
- Work inspiration activities
- Other (please specify)

24. What barriers are there to enabling learners to contribute to shaping the Senior Phase design?

Please choose the three most significant barriers.

- Limited understanding / limited access to information on the part of young people
- Limited understanding / limited access to information on the part of parents/carers
- Time
- Capacity
- Resources
- Other (please specify)

25. What guidance is offered to your young people regarding their course choices?

Please select all that apply.

	S1	S2	S3	S4	S5
Pastoral care in Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Skills Development Scotland staff and other Career advisers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My World of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Careers evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending career fairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Option Assemblies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Social Education (PSE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

26. What additional support (if any) would help you to better respond to the different needs of your young people?

Engaging with parents/ carers

27. In what ways do you support parents/ carers to understand subject/course choice within the overall curriculum and learner journey experience?

Please select all that apply.

- Individual discussions at parents evenings with careers advisors
- Individual discussions at parents evenings with teaching staff
- Invitation to attend young person's options interview
- Invitation to attend career fairs
- Provision of information about potential subject choices
- Provision of information about career options
- Provision of information about labour market opportunities
- Other (please specify)

28. What (if any) barriers do you encounter in providing support to parents/ carers?

29. Is there anything that would help you to better support parents/ carers to understand the Senior Phase offer?

If so, please provide details.

Section 5: Collaboration, partnership and resources

In this section we explore the current and planned relationships that you have with other organisations and employers, and what you aim to achieve through these relationships.

30. With whom have you established partnerships to develop and deliver your Senior Phase curriculum?

Please select all that apply

	Short term partnerships	Long term partnerships
Community Learning and Development/ Youth	<input type="checkbox"/>	<input type="checkbox"/>
Developing the Young Workforce (DYW)	<input type="checkbox"/>	<input type="checkbox"/>
Regional Groups		
Employers	<input type="checkbox"/>	<input type="checkbox"/>
Colleges	<input type="checkbox"/>	<input type="checkbox"/>
Schools in Scotland	<input type="checkbox"/>	<input type="checkbox"/>
Schools in other countries	<input type="checkbox"/>	<input type="checkbox"/>
Third sector organisations	<input type="checkbox"/>	<input type="checkbox"/>
Universities	<input type="checkbox"/>	<input type="checkbox"/>
Virtual schools	<input type="checkbox"/>	<input type="checkbox"/>

Other (please specify)

31. What do you seek to achieve through these partnerships?

Please select all that apply.

	Direct access to employment opportunities	Wider experience for young people	Wider range of qualifications or awards	Professional learning opportunities for staff
Community Learning and Development/ Youth Work Providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing the Young Workforce (DYW) regional groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools in Scotland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third sector organisations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Virtual schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there other outcomes you seek to achieve through these partnerships that are not listed above? If so, please provide details below.

32. What factors help you to establish and maintain such collaborations?

Please choose the three most important factors.

- Mutual willingness between partners
- Mutual capacity
- Mutual recognition of benefits
- Clear evidence of benefits
- System change beyond reliance on a few key individuals
- Time
- Resources
- Distance
- Other (please specify)

33. What factors limit the scope of your collaborations?

Please select all that apply.

- Absence of specific options our young people are interested in
- Cost of courses
- Cost of transport
- Difficulties in joint planning
- Distance
- Timetabling pressures
- Young people are reluctant to take up opportunities outwith the school premises
- Other (please specify)

34. I am satisfied with the support that I have received to set up partnerships from:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Local Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education Scotland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DYW Regional Groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skills Development Scotland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Improvement Collaboratives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

35. What additional support (if any) would be helpful in establishing such partnerships?

Section 6: Outcomes and measuring success

In this section we are keen to understand how you measure the impact of ongoing work to develop the Senior Phase in your school.

36. What sources of evidence do you draw on to ensure that your school's Senior Phase is meeting the needs of all of your young people?

Please select the three most important sources of evidence.

- Information on destinations
- Data Hub reports
- Insight data
- Young people's views
- Views of parents/carers
- Views of teachers
- Other evidence from our school (please give details)

37. What support (if any) would help you to better understand and/or demonstrate impact in relation to the Senior Phase?

Section 7: Next steps

38. Looking ahead, what are your priorities for further developing the Senior Phase in your school?

39. Do you have any further comments to make about your experience of leading the development and implementation of the Senior Phase in your school?

If so, please use the box below.

40. **And finally...**On behalf of the Scottish Government, Rocket Science may be asked to follow up with you regarding the information you have provided in this survey (for example, to clarify details regarding your Senior Phase provision). Would you be willing to be contacted this way?

Yes

No

If yes, please provide your email address and/or phone number below.

Appendix 2: Sample information of survey respondents and non-respondents

Table A1: Response rate of schools that responded to the survey by local authority

Local authority	Total schools invited	School responses	Response rate %	% of schools in Scotland	% of schools that responded
Aberdeen City	11	4	36%	3.1%	2.5%
Aberdeenshire	17	11	65%	4.8%	6.9%
Angus	8	7	88%	2.2%	4.4%
Argyll & Bute	10	5	50%	2.8%	3.1%
Clackmannanshire	3	3	100%	0.8%	1.9%
Dumfries & Galloway	16	9	56%	4.5%	5.7%
Dundee City	8	4	50%	2.2%	2.5%
East Ayrshire	8	5	63%	2.2%	3.1%
East Dunbartonshire	9	4	44%	2.5%	2.5%
East Lothian	6	4	67%	1.7%	2.5%
East Renfrewshire	7	3	43%	2.0%	1.9%
Edinburgh City	23	13	57%	6.4%	8.2%
Falkirk	8	4	50%	2.2%	2.5%
Fife	18	10	56%	5.0%	6.3%
Glasgow City	30	13	43%	8.4%	8.2%
Highland	29	6	21%	8.1%	3.8%
Inverclyde	6	4	67%	1.7%	2.5%
Midlothian	6	3	50%	1.7%	1.9%
Moray	8	3	38%	2.2%	1.9%
Na h-Eileanan Siar	4	4	100%	1.1%	2.5%
North Ayrshire	9	7	78%	2.5%	4.4%
North Lanarkshire	23	1	4%	6.4%	0.6%
Orkney Islands	5	3	60%	1.4%	1.9%
Perth & Kinross	10	5	50%	2.8%	3.1%
Renfrewshire	11	7	64%	3.1%	4.4%
Scottish Borders	9	0	0%	2.5%	0.0%
Shetland Islands	7	1	14%	2.0%	0.6%
South Ayrshire	8	3	38%	2.2%	1.9%
South Lanarkshire	17	8	47%	4.8%	5.0%
Stirling	7	1	14%	2.0%	0.6%

Local authority	Total schools invited	School responses	Response rate %	% of schools in Scotland	% of schools that responded
West Dunbartonshire	5	2	40%	1.4%	1.3%
West Lothian	11	2	18%	3.1%	1.3%
Total	357	159	45%		

How to access background or source data

The data collected for this social research publication:

may be made available on request, subject to consideration of legal and ethical factors. Please contact <socialresearch@gov.scot> for further information.



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