



ANNUAL REPORT

2018



www.scis.org.uk

Company limited by guarantee, registered in Scotland no 125368.
Scottish Charity No SC018033

About SCIS

The Scottish Council of Independent Schools (SCIS) is an educational charity representing and promoting the interests of over 70 independent schools across the country.

Objectives



TO PROVIDE A PROFESSIONAL AND BESPOKE SERVICE TO MEMBER SCHOOLS THAT IS SUPPORTIVE, RELEVANT AND OF HIGH VALUE



TO REPRESENT, PROTECT AND PROMOTE THE INTERESTS AND IDENTITY OF THE INDEPENDENT SCHOOL SECTOR – INCLUDING THOSE OF SPECIAL SCHOOLS



TO ENABLE THE SECTOR TO MAKE A WORTHWHILE AND RECOGNISED CONTRIBUTION TO THE DEVELOPMENT OF EDUCATION IN SCOTLAND, THE UK AND BEYOND.

Service to Schools

- to support member schools in delivering a high quality, values-based education for all pupils
- to provide up-to-date guidance and advice to schools on key political, educational, pastoral, special and additional support needs, legal and financial issues
- to make information accessible to parents and young people, the media, political and community figures and the general public
- to support Governors, Heads, Bursars, teaching and support staff through the SCIS professional learning programme
- to provide research to help schools with their education choices, forward planning and marketing

Promoting the Sector

- to represent the sector at national, regional and community events concerned with the education, well-being and care of children and young people in Scotland
- to promote the sector to members of the Scottish and UK Government, the Scottish and UK Parliament, the media, national educational and other bodies, in order to foster a better and more informed understanding of the sector
- to highlight and support the particular educational and pastoral responsibilities of special schools
- to promote the sector to parents, challenge misconceptions, to encourage participation and widen access to the sector
- to secure, market and enhance the global reputation of the independent sector – including the promotion of Scotland's boarding schools.

Service to Education

- to contribute to the development of education in its widest sense for children and young people in Scotland
- to promote excellence in academic and all-round achievement
- to support highly-qualified and well-resourced teaching and support staff
- to defend the independence, autonomy and founding principles of individual institutions
- to engage constructively with employers, further and higher education to ensure the widest choice of positive learner destinations
- to demonstrate the sector's breadth and excellence in curricular and qualification development to support quality improvement with proportionate, informed and responsive inspections.



Director/Chief Executive Statement

Independent school pupils are well-versed in the principles of mindfulness, resilience and perseverance. The schools in the sector are having their own strengths tested like never before. They will prevail, because their principles, their offer and their output are the best around.

SCIS has been working for years on the issues of public benefit and charitable status, especially since the establishment of OSCR in 2006. That work has intensified with the heavily-trailed proposals in the Barclay Review to bring “parity” to non-domestic rates by singling out independent schools in a move to make them less competitive and less able to provide wider community support.

Schools have been hard at work to mitigate the worst potential impact of the rates rise, still scheduled for 2020. All of a sudden, they have an additional double impact of the revenue grab via the employer contributions to teachers’ pensions, and the historic pay rise agreed for teachers in the state sector. Again, they will prevail.

SCIS will work doubly hard to ensure that policy-makers and decision-takers at all levels are fully aware of the impact of actions directed at the sector – at times deliberately, at times through association. Schools need to have the space, time and resources to do what they do best; guiding Scotland and the world’s young people through to make the best of themselves as they enter life after school. We will do all we can to diminish and share the load of what lies ahead, and to ensure our members prevail.



John Edward

Director/Chief Executive

Achievements and Performance

SCIS School Statistics¹

SCIS provides analysis of pupil numbers, staffing levels, examination results, leaver destinations and the financial assistance provided by independent schools – as well as ad hoc research work requested by the Governing Board of SCIS and individual schools. All research findings are published on the SCIS website. The historical and comparative data which SCIS provides helps schools demonstrate their value for money and evaluate their position in a wider context.

- SCIS remained equivalent to the eighth largest local authority in terms of pupil numbers in its member schools.
- The independent school sector employed 3,689 in their teaching workforce in Scotland. There are approximately 2,500 non-teaching staff including residential care, support and administrative staff.
- Approximately 88% of leavers entered further or higher education

Pupil Numbers

At the start of each new academic year SCIS conducts a census to gather data from member schools, which provides an overview of the sector. The analysis of this data is made available to member schools, the public and the press. Facts and statistics about pupil numbers and demographic projections can be downloaded from the SCIS website.

29,495 CHILDREN AND
YOUNG PEOPLE IN INDEPENDENT
SCHOOLS IN MEMBERSHIP OF SCIS.

1,556 IN NURSERIES
10,130 IN PRIMARY SCHOOLS
17,809 IN SENIOR SCHOOLS
2,971 BOARDERS



Pupil numbers in the independent sector remained robust despite a 0.6% fall since 2017, representing 4.1% of the Scottish school pupil population.

¹ Scottish Government statistics for overall teacher and pupil numbers for 2017 were not available as of 01/02/2018.

Financial assistance

All mainstream member schools offer financial assistance, most commonly in the form of means-tested awards, granted on the basis of financial need. The level of financial assistance can vary considerably from a free place (where 100% of the fees are met by the school) to awards worth around 10% of the fees. In 2018-19, approximately one-third of all pupils received some form of financial help with their fees, amounting to £49 million in overall financial assistance, of which over £30 million was fully means-tested.

FINANCIAL ASSISTANCE IN MAINSTREAM SCHOOLS

24.6% receive **FINANCIAL HELP**

3.3% of senior school pupils receive **100% fee assistance**



Totalling over

£51

MILLION
in assistance.



Examination Results

Although most senior pupils in the independent sector sit Scottish Qualifications Authority (SQA)

examinations, a significant number are presented for GCSE, A Levels and the International Baccalaureate. The full table of SQA post-marking review results by school is published by SCIS each year on the SCIS website.¹ A majority of schools chose to put forward one set of results, after the post-results service, rather than double-gathering results pre and post marking review. In addition, a substantial number of schools no longer contribute to an overall survey for the sector so SCIS no longer compiles or releases individual school data to the public.

The latest post marking review examination results for independent schools are produced from the Scottish Qualifications Authority's, published in December 2018. The summary below provides a snapshot of the performance of candidates in independent schools compared with candidates in all schools in Scotland.

2018	Entries			A-C Pass Rate	
	SCIS entries as a % of all entries	Entries SCIS schools	Entries all schools	A-C Pass Rate SCIS schools %	A-C Pass Rate all schools %
National 4	0.9	918	106,033	91.8	91.1
National 5	6.3	17,804	281,785	94.6	77.4
Highers	7.3	14,084	191,951	92.7	76.8
Adv. Highers	15.9	3,858	24,331	93.2	80.5
Scottish Baccalaureate	2.6	4	155	100	77.4

¹ <http://www.scis.org.uk/facts-and-figures/exam-results/>
<http://www.isc.co.uk/research/exam-results/>



Professional Learning

The Professional Learning programme continues to be integral to the services provided by SCIS. During 2018 in excess of 65 courses and events were facilitated, catering for over 1,100 members of staff in a wide range of roles; from teachers to classroom assistants, boarding and nursing staff, administrative and marketing staff to senior managers and governors.

Creating a Professional Learning Programme that meets the needs of the sector is the result of synthesising intelligence from a range of sources. National government priorities, local authority initiatives and sector specific considerations – from the Scottish and wider UK perspective - are all taken into account. SCIS representation on national bodies, coupled with networking and social media engagement, allows access to a broad range of speakers from all spheres. This has been particularly evident throughout 2018 ranging from Scottish Government (young carers legislation) to university academics supporting the leadership development events. Member schools contribute to shaping the Programme, with colleagues often proactively suggesting areas for inclusion/speakers of interest. Allied to this, SCIS regularly facilitates focus groups with a view to helping create future provision that is demand informed/ driven.

During 2018 a number of new initiatives were launched, with the most notable being:

1. a CBT-informed Mental Health Programme;
2. a refreshed Probationer Programme (with in excess of 30 Probationers attending);
3. a bespoke Leadership Development Programme for colleagues in non-teaching roles;
4. an enhanced focus on Governance, including a new course for Governors with a safeguarding responsibility; and
5. close partnership working with Respect me to facilitate anti-bullying courses.

It is worth recognising and acknowledging that each of the SCIS multi-day Programmes: Middle Leadership; School Leadership; Support Staff Leadership; and CBT Informed Mental Health were all full with waiting lists created.

In September 2018, a revised approach to evaluating the professional learning events was adopted. This approach is grounded in reflection, and attempts to measure the new knowledge and skills of participants i.e. more emphasis on qualitative rather than quantitative data. This has resulted in enhanced feedback being collected which gives a greater insight into how future content and format can be informed.





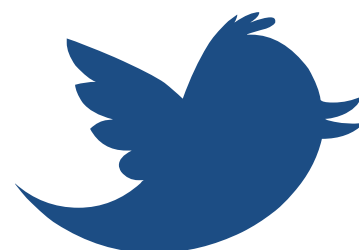
The professional learning programme continues to be instrumental to the work of SCIS, it:

- keeps the sector abreast and engaged in current national educational policy (e.g. joint inspections, antibullying, young carers);
- provides access to a range of professionals, agencies and national bodies; and
- delivers sector-informed professional learning that is consistently well-received.

Coupled with the above, the increasing number of focus groups has been cited as an excellent professional learning opportunity for colleagues and contributes to enhancing collaboration across the sector.

Courses, speakers and venues are kept under constant review, and SCIS continues to aim to provide high quality courses which offer value for money as part of SCIS service to member schools.

The professional learning programme can also be followed at <http://www.scis.org.uk/professional-learning/> and Twitter at @SCIScpd.



Service to Schools

SCIS provides a professional and bespoke service to member schools that is supportive, relevant and of high quality.

Barclay Review of Business Rates

A Freedom of Information request published on 7 February revealed that ministers were advised that accepting the proposal relating to independent schools risks making them “second class charities” and undermine legislation that regulates all charities. Government officials reiterated concerns and warned the proposed change threatened the “integrity of charity test”. Emails indicated OSCR held the same concerns:

“Overall [the OSCR] thought the report was making it seem like these changes would be easy and straightforward, but all the complexities/unintended consequences haven’t been fully considered or explored.”
A separate OSCR briefing paper on the Barclay Review also drew attention to the potential undermining of Scotland’s charity test: “There is a sense in which there is a de facto devaluing of the charity status of certain groups of charities that currently have charity status. Allowing the creation of a two tier charity sector, and ultimately maybe more layers, would be messy and could be damaging to the charity brand.”

SCIS comment to the media was also published on the SCIS website along with other public statements.

SCIS attended a meeting with OSCR on 12 April on the implications for the charity public benefit test in the future. OSCR confirmed that where significant changes of circumstance require them to look again at whether or not a charity (including a fee-charging school) passes the charity test it will continue to make its decision in line with the principles it has previously stated publicly – that is, to

look at all the circumstances and evidence relating to the particular charity at the time OSCR assess it. As before, OSCR will look at the whole picture of public benefit in the charity, taking into account the charity’s activities, income, fee levels, mitigation of those fees and other activities providing public benefit. As such, Governing Boards should be including already any predictions and mitigating measures for the proposed business rates increase in 2020.

On 25 June, the Scottish Government published a consultation document on non-domestic (business) rates, which covers the Barclay recommendations that require primary legislation. This includes reforms to empty property relief, independent schools entitlement to charity relief and reform of sports club relief. As relates to independent schools, the consultation is drafted very tightly, and asks only the question “How should independent schools with exceptional circumstances such as specialist music schools be treated?”

There was further press coverage over the summer, following the emergence of a letter from the Finance Secretary to the Deputy First Minister, suggesting that local authorities could alleviate an increase of business rates for any particular sector by using the powers in the Community Empowerment Act 2015.

A meeting between the Director and Chair of SCIS and Kate Forbes MSP, newly appointed Minister for Public Finance and Digital Economy, took place on 12 September. The Minister will be responsible for the passage of the Non-Domestic Rates Bill, which was confirmed in the Scottish Government’s Programme



for Government 2018/19, outlined on 4 September. The “Barclay Implementation: A consultation on nondomestic rates reform” closed on 17 September. On 11 October, all (non-confidential) responses were published. Aside from submissions from schools, and some interesting stances from individual local authorities, some of the wider responses addressed independent schools, including those from OSCR, the SCDI, the Law Society of Scotland and the Scottish Chambers of Commerce.

On 2 October, the Welsh Government announced in the draft Budget that it will consult on proposals to put private hospitals and independent schools, which are “exempt” from paying non-domestic rates, on an “equal footing” with NHS hospitals and state-funded schools. SCIS offered background briefing to the Wales Independent Schools Council (WISC) on the issue of business rates and independent schools, as well as regular briefings to the Independent Schools Council (ISC).

GDPR

The conditions of the General Data Protection Regulation came in force on 25 May 2018. There was a considerable amount of confusion, divergent interpretation and delay for all bodies affected. Many of the GDPR’s main concepts and principles are much the same as those in the current Data Protection Act (DPA), so if schools are complying properly with the current law then most of their approach

to compliance will remain valid. All training, guidance, templates and draft policies commissioned by SCIS was placed on the SCIS members’ web-site.

Homely remedy protocols

SCIS issued draft guidance and a template to schools on the use of over-the-counter remedies, following changes in Scottish Government policy on healthcare needs in schools.

Access to free sanitary products

In August, the Scottish Government confirmed that free sanitary products will be available to pupils, students and learners at schools, colleges and universities across Scotland. SCIS has been in discussion with the Government about the most appropriate means to extend the policy to independent schools if agreed. This may involve some modest central funding, or the availability of products for schools in regional collection points. Individual schools with existing arrangements may not require any further arrangements.

Lobbying (Scotland) Act 2016

SCIS registered on the new Lobbying Register, held by the Scottish Parliament, which opened on 12 March 2018. SCIS pre-empted its requirements with a “Transparency”

page on the SCIS website, following several Freedom of Information requests concerning meetings with the Scottish Government (<http://www.scis.org.uk/about-scis/transparency/>).

Lead in drinking water - Independent schools and nurseries

The Drinking Water Quality Regulator for Scotland (DWQR) established a project to review policy for the reduction of exposure to lead in drinking water - to strengthen or introduce mechanisms with a range of stakeholders and influencers for the removal of lead service pipes and plumbing. DWQR will request Scottish Water to do an investigation and sampling of these premises and respond to the results by taking appropriate corrective action with SW owned pipework and notify and provide advice to owners of the outcome of the survey.

Scottish Historical Child Abuse Inquiry

In 2018 Lady Smith amended the Terms of Reference of the Inquiry and it will now report to Scottish Ministers, and make recommendations, as soon as "reasonably practicable". The Inquiry was originally investigating the provision of care by 69 institutions, but in 2018 Lady Smith confirmed that it is in the course of, and will be, investigating a significant number of other institutions. In September 2018 the Inquiry announced that those investigations would extend to 17 further bodies, including Balnacraig School, Perth; the Royal Blind School, Edinburgh; Harmony School, Edinburgh, Harmony Education Trust; Donaldson's School for Deaf Children, The Donaldson Trust; and Queen Victoria School, Dunblane.

Scottish Teachers' Pension Scheme

SCIS sits of the Advisory Board of the STPS on behalf of the independent sector's scheme members. The scheme is an unfunded one, with no fund of assets, so current pension

payments are made from current contributions from employers and employees.

The Scottish Public Pension Agency received an updated Valuation of the Scottish Teachers' Pension Scheme from the UK Government Actuarial Department and HM Treasury.

The methodology for setting contributions is called the Superannuation Contributions Adjusted for Past Experience (SCAPE) and the rate used in this valuation is called the SCAPE discount rate. At the end of September, the schemes in Scotland and in England and Wales became aware that HM Treasury was amending the SCAPE rate downwards so that the amount employers pay towards the schemes will need to increase. The SCAPE rate is based on the Office of Budget Responsibility's (OBR) long-term projections of GDP growth. The Budget of 2016 announced a reduction in the annual rate from 3.0% above the Consumer Prices Index (CPI) to 2.8% above CPI and a further reduction has now been proposed and confirmed in the 2018 Budget, to take effect from 1 April 2019:

"The Budget confirms a reduction of the discount rate for calculating employer contributions in unfunded public service pension schemes, to 2.4% plus CPI (in line with established methodology to reflect OBR forecasts for long-term GDP growth). The valuations indicate that there will be additional costs to employers in providing public service pensions over the long-term."

The initial scheme valuation now proposes an increase of more than 5% to the current rate of employer contributions to the Pension Scheme, due in April 2019. This figure is well ahead of any formal or informal prediction heard in the last 6 months. STPS employer contributions for 2019-20 would be set at 23.6%. As the valuation documentation makes clear, all else being equal, the employer contribution might well have dropped marginally, were it not for HM Treasury's recent decision to reduce the discount rate (a UK Comprehensive Spending Review after 2020 is likely to change the scheme assumptions thereafter).

Employers, including SCIS and COSLA, and teacher unions,

made strong representations to the Treasury - as have the ISC, ISBA, TUC and other bodies on the:

- rationale for changing the SCAPE discount rate;
- funding the c.30% higher pension contributions for employers of the STPS;
- impact of breaching the employer cost cap floor.

The increase will have a profound effect on the finances of schools and it is the view of bodies in England and Wales that it threatens the viability of some as the cost of the increased contributions will have to be absorbed within the school's financial plan. Schools of all sizes in England have indicated that the rise may breach existing banking covenants and may not be the correct use of charitable funds. ISBA and ISC have already established a working party with which SCIS is engaged, looking at a range of options, as well as an immediate actuarial review of the conclusions reached by the government actuaries.

The accrual rate (the proportion of salary received for each year's scheme membership) for teachers contributing to the STPS is also likely to change in 2019. Currently at 1/57, the fraction is likely to reduce, leading to an improvement in the pension benefit received on retirement.

General Teaching Council for Scotland

During 2018, the remit of the working group for Mandatory Teacher Registration was progressed and it was agreed that further meetings would be scheduled on an ad hoc basis. There remain some anomalies and challenges in the system and SCIS has been working with the GTCS to address emergent recurring themes. For example, expressive arts specialists with a dedicated junior school role are currently unable to gain Full Registration.

In a bid to address this, the GTCS have mooted the concept of a Broad General Education (BGE) category which would facilitate the registration of teachers from P1-S3. It is advocated that this could be a potential route for colleagues and SCIS looks forward to this being expedited in 2019. During 2018, SCIS worked closely with one member school to support the development

of a bespoke teaching qualification for their context: this remains work in progress. SCIS welcomes the use of the Named School Only category being deployed as a means to facilitate registration for individuals. Whilst this route is appealing to a number of colleagues, in 2018 demand for the joint sector-university developed Teaching Qualification Practitioner Route (TQPR) was high with two cohorts embarking on the programme (January 2018 and September 2018). The TQPR leads to Full Registration and hence has the potential to enhance mobility across the sector.

Due to a changing landscape, progress of the Head Teacher Working Group was stalled in 2018, the reasons for this being two-fold:

1. clarity around the Head Teacher Charter; and
2. the revision of the GTCS Professional Standards.

Given the uncertainty, it was advocated that the work of this Working Group be put on-hold, with the GTCS committing to exercising flexibility with individual cases.

Moving forward, SCIS will continue to work closely with the GTCS. The deadline for full Registration remains 1 October 2020. SCIS understands the GTCS may cite an earlier final date for applications to allow for timely processing.

UK withdrawal from the EU

Over 2018, SCIS has followed closely the negotiations for the UK's withdrawal from the EU, planned for 2019. Updated briefings have highlighted the potential issues and implications for school, pupils, families and the wider education community – dependent on the nature of the final withdrawal arrangements.

Governing Boards

SCIS staff took part in several regular or strategy meetings of individual school Governing Boards during 2018, and are always available to do so.

Promoting the Sector

COMMUNICATION

Marketing Vision: 'To promote choice, diversity and excellence in independent education.'

Over the last year SCIS has been working in collaboration with a PR and Digital agency to support our member schools marketing strategies and to provide a professional service to all our member schools. The objectives for the 2018 marketing plan are to:

- To change perceptions of independent education amongst the wider public
- To raise awareness of the benefits of an independent education
- To bring new parents (and staff) into independent education in Scotland
- To strengthen the SCIS brand and profile

The strategy includes:

- PR to drive awareness of the benefits of an independent education in Scotland
- Content marketing to drive traffic to the SCIS website
- Social media marketing to raise awareness of the benefits of independent education in Scotland and drive traffic to the SCIS website

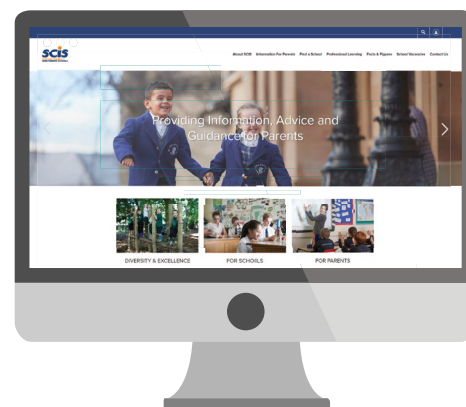
Month to month activity has included:

- Manage social media channels with a focus on Facebook, Twitter and LinkedIn
- Develop and manage social campaigns
- Produce and promote regular blog content on the SCIS website
- Produce teacher, parent and Headteacher case study 'stories'
- Pitch and draft regular thought leadership opinion pieces

Website and Social Highlights

There were over 102,000 visitors to the SCIS website in 2018. Top performing pages were:

- Vacancies
- Find a School
- Facts & Figures



Twitter

SCIS has 3539 followers over 3 Twitter accounts; this is a 16% increase on the 2017 figure.

[@SCISschools](https://twitter.com/SCISschools)
[@SCIScpd](https://twitter.com/SCIScpd)
[@ScotBoardSchool](https://twitter.com/ScotBoardSchool)





Facebook

The number of followers on our Facebook page (www.facebook.com/SCISSchools) has increased by 30% in 2018.



LinkedIn

This is a new venture for SCIS. It is a vehicle for communicating with professionals in education. SCIS has over 200 followers on LinkedIn.

<https://www.linkedin.com/company/scottish-council-of-independent-schools/>

E-bulletin

The SCIS e-bulletin is emailed monthly and available to all school staff and governors. The total number of subscribers in 2018 was 1000 a rise of over 20% from 2017 figures. Schools are encouraged to share the bulletin with all members of staff. Individuals may subscribe at <http://www.scis.org.uk/about-scis/>

Building Partnerships



SCIS is working in partnership with the Boarding School Association (BSA) to promote the boarding sector in Scotland; maximising the potential for knowledge transfer.

SCIS promotes the benefits of independent education at mainstream, special and specialist schools.



Enquiries

The team at SCIS are always available to offer support and professional advice to SCIS member schools and in 2018 took a significant number of enquiries from schools seeking advice and guidance on topics ranging from teacher registration to accessibility, and GDPR. Prospective and current parents also made contact looking for information and support on a number of issues.

Service to Education

SCIS enables the sector to make a worthwhile contribution to the development of education in Scotland, the UK and beyond

Recording and Monitoring of Bullying Incidents

SCIS was a member of the Scottish Government's Short-Term Working Group on the Recording and Monitoring of Bullying Incidents in Schools. On 28 May, the Government published "Recording and monitoring of bullying incidents in schools: supplementary guidance".

The guidance states that *"Independent schools are responsible to their own Governing Boards and should have robust recording and monitoring systems in place."* In addition, it states that *"The Scottish Council of Independent Schools (SCIS) and Education Scotland support the advice within 'Respect for All' and recommend that individual schools continue to develop and improve recording and monitoring systems in keeping with their chosen management information system."*

Consultation on Seatbelt Requirements for Dedicated School Transport

SCIS represented the sector on a working group looking at implementation of the Seatbelts on School Transport (Scotland) Act 2017. The Act came into force on 1 August, with guidance for all schools. Seat belts must now be provided on dedicated school transport in Scotland when travelling to and from school for the start of the 2018/2019 school year.





Collaboration with key bodies

Throughout 2018, SCIS has represented the views and concerns of the independent sector on a wide range of bodies, through consultations and at events organised by national bodies for schools, education authorities, care agencies and others:

City of Edinburgh Council Child Protection Committee

Scottish Government:

- Curriculum and Assessment Board
 - Strategic Board for Teacher Education
 - PREVENT Duty sub-group
 - Short-term Working Group Recording and Monitoring of Bullying (RAMBIS)
 - Doran - National Commissioning Group
 - Third and Independent sector GIRFEC stakeholder group
 - Children's Services Short Life Working Group on Carers Act
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General Teaching Council Scotland:

- Council
 - Education Committee
 - Working Group for the registration of teachers in independent and grant-aided schools
 - Working Group for the registration of Head Teachers in independent and grant-aided schools
 - Professional Learning steering group
-

Education Scotland:

- External Reference Group – inspections
 - Knowledge Into Action Strategic Stakeholder Group
 - Independent Schools Council (ISC):
 - Executives' Group
-

NHS:

- LICOG Schools subgroup for Scottish Immunisation Programme in Lothian
 - Lothian independent school nurses network group
-

Scottish Teachers' Pension Scheme:

- Scheme Advisory Board
 - Technical Working Group
-

Scottish College for Educational Leadership

- Stakeholder Forum
 - Strategic Oversight Board
-

Scottish Parliament:

- Cross Party Group on Children & Young People
 - Cross Party Group on Sport
 - Cross Party Group on Learning Disability
-

Scottish Qualifications Authority:

- AAdvisory Council
 - SQA/SCIS/SLS joint forum
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Plans for the Future Periods

There are key educational and regulatory issues requiring continued focus in 2018. SCIS will continue work with schools and the GTCS on the completion of the full registration of teachers and heads. SCIS will follow the review of the Protecting Vulnerable Groups scheme, amendments to National Qualifications and the ongoing implementation of the Information Sharing Provisions for Parts 4 and 5 of the Children and Young People (Scotland) Act 2014 (Named Person). The proposed primary legislation for the implementation of the Barclay Review on Business Rates recommendation for independent schools will be a key concern. Where necessary, SCIS will work closely with schools as the Scottish Child Abuse Inquiry continues through 2018. SCIS will be working with schools, national associations and the Information Commissioner's Office to ensure accurate and timely implementation of the General Data Protection Regulation up to and beyond its coming into force in May 2018.

The wider context of Scottish and UK politics following the Brexit referendum remains uncertain and may yet have a substantial impact on the operating climate.

SCIS is aware that the current lease on 4th floor, 61 Dublin Street, expires in April 2019, and will plan accordingly.



SCIS operations, staff and school membership

The Governing Board records its appreciation and thanks for the work undertaken by all the staff of SCIS throughout 2018.

The Annual General Meeting, in April 2018, included a Panel Discussion on "Independent Schools – A New Reality" with Mandy Rhodes, Managing Director, Holyrood Communications and Alex Barr, Founding Director, Big Partnership. The AGM was then addressed by Dr Catherine Calderwood, Chief Medical Officer for Scotland on *"Has the education system more influence on Scotland's health than the NHS?"*

The Annual Dinner was addressed by Allan Little, former BBC Correspondent and Chair of the Edinburgh International Book Festival, on *"Getting it Right in the Age of Post-Truth and Fake News"*.

SCIS updated its range of staff policies in 2018, including the existing grievance policy, in light of best practice.

In 2018 the SCIS Governing Board approved the membership of Mirren Park School in Paisley, and Ochil Tower School in Auchterarder, both independent residential schools.

At the end of the 2017-18 academic year, the Governors of Beaconsfield School, Bridge of Allan, announced the school's closure and entry into administration, with the loss of day 284 pupil places.

In November 2018, the Governors of the New School Butterstone, took the decision to close the school and seek formal administration, with the loss of 20 day and residential places.

SCIS membership remains open to independent schools registered with the Scottish Government which have had satisfactory inspection reports from Education Scotland and the Care Inspectorate.



SCIS Governing Board 2018

Chairman

Alan Hartley

Board Members

Richard Toley	Head, Lathallan School, (Chair of FGP Committee)
Jennifer Alexander	Bursar and Treasurer, George Heriot's School
Matthew Bartlett	Head, St Aloysius College
Laura Battles	Chief Executive, Donaldson's
Gavin Calder	Headteacher, Edinburgh Academy Junior School (until April 2018)
Mark Becher	Headmaster, The Compass School
Mike Carslaw	Headmaster, St Leonards School
John Gilmour	Headmaster, Craigclowan Prep School
Simon Johnson	Headmaster, Wellington School
Elizabeth Lister	Governor, Strathallan School (until April 2018)
Elaine Logan	Governor, Cargilfield Prep School
Jacqui Mcinnes	Accountant, The Glasgow Academy
Jonathan Molloy	Bursar Erskine Stewart's Melville Schools
Pamela Muir	Financial Director, Gordonstoun (since April 2018)
Laura Murphy	Headteacher, Fernhill School
Simon Pengelley	Governor, High School Of Glasgow & Loretto.
Melvyn Roffe	Principal, George Watson's College
Melvyn Shanks	Principal, Belmont House School
Anna Tomlinson	Head, St Margaret's School for Girls (since April 2018)
Justin Wilkes	Bursar, Dollar Academy

Honorary Treasurer

Jeremy Harper	Financial Controller, The Edinburgh Academy
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SCIS Staff Key management personnel:

Director	John Edward
Deputy Director, Education & Professional Learning	Margaret Lannon
Deputy Director, External Relations	Alison Herbert
Assistant Director, Finance & Research	Alison Newlands
Administrator	Claire Burnett
Administrator	Kirsten Hamilton



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