

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



Annual Report

www.scis.org.uk

2022

Contents

| | |
|-----------------------------|----|
| Chairman’s Statement..... | 3 |
| Director’s Statement | 4 |
| Objectives | 5 |
| Our Year | 7 |
| Services to Schools | 9 |
| Professional Learning | 16 |
| Promoting the Sector..... | 18 |
| Service to Education..... | 20 |
| SCIS Operations | 21 |
| SCIS Governing Board..... | 22 |



Chairman's Statement

As is usual the Report of the Governing Board contained in the attached accounts sets out in some detail the activities carried out by SCIS staff in the year to 31 December 2022. This evidences a full workload for our staff of five who worked during the year from both our office in St Colme Street, Edinburgh and from home.

At every Board Meeting we examine our risk register. Our biggest risk is, and always has been, the loss of key staff. Detailing a risk on the register does not result in that risk not occurring. And so it was that in the last 12 months both our Director, John Edward, and our Deputy Director, Margaret Lannon, handed in their notice. Both will be badly missed. Coupled with the fact that I am due to retire as Chairman in April your Board has been faced with a huge challenge in finding suitable replacements for Margaret and John.

To date we have moved forward as follows: -

- A staff selection committee was formed.
- Interviews have been carried out with suitable recruitment consultants and a firm selected.
- The firm chosen has carried out an extensive search for a suitable replacement for John.
- A very strong long list of applicants has been drawn up which will become a short list later this month.
- We will allow the new CEO to decide how they will carry out the work formerly carried out by the Director of Professional Learning.
- I have agreed to stay on as Chairman for a further period subject to approval at the AGM.

You will note that SCIS made a surplus during the year before gains/losses on investments of

£27,915 (2021 deficit £10,029). After gains/losses on investments the deficit for the year was £13,889 (2021 surplus £20,482). This was a satisfactory performance. Our reserves remain healthy at £366,438 (2021 £380,327). Some of these reserves will be used on recruitment costs.

As can be seen the last few months have been very busy and I would like to thank both the SCIS team and the Directors for all their hard work.

ALAN HARTLEY

Chairman



Director's Statement

I wrote at this time last year that there will be much that is done differently in the months and years to come. Little did I imagine that my observation would apply so close to home. I gave my notice to the Chair and the Finance and General Purposes Committee almost exactly 13 years after I was first appointed. As I said then, it has been one of the singular honours of my working life to work with, be counselled by, and represent the exceptional individuals and peerless institutions that SCIS is composed of.

I hope I leave SCIS as strong and as relevant as I found it. I know I leave the schools as resilient and innovative as ever, the families and pupils as committed as ever, and the SCIS staff

more devoted as ever to doing the best by the sector they are proud to represent, to support, and to inform.

The producer of the US film of 'Brigadoon' is said to have replied, when asked why he did not film in Scotland, that nowhere in Scotland looked Scottish enough. No Scottish bodies labour more from misconceptions and uninformed assumptions than independent schools. They look, feel, teach and embrace nothing like the image that many hold of them. I wish the schools, their pupils and the SCIS staff every success in the future, and hope that yet more people will reach out realise just what it is that this community in Scotland has to be proud of.

JOHN EDWARD

Director

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.

THERE ARE
71
MEMBER SCHOOLS

OF WHICH THERE ARE

50 **MAINSTREAM SCHOOLS**

21 **ADDITIONAL SUPPORT NEEDS SCHOOLS**

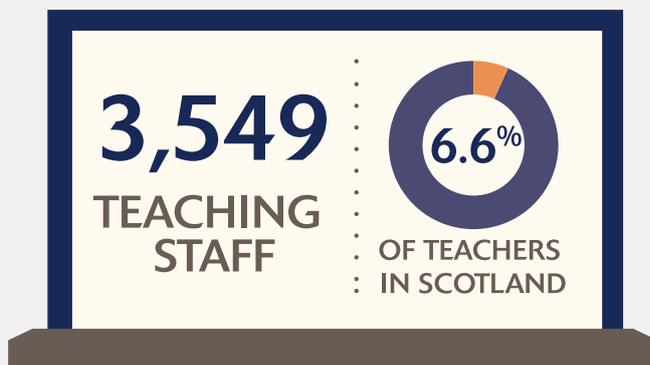
19 **BOARDING SCHOOLS**

4

GIRLS ONLY SCHOOLS

3

BOYS ONLY SCHOOLS



8 **PUPILS FOR EVERY TEACHER ON AVERAGE AT SCIS SCHOOLS**

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 CPD programme
- to provide research to help schools with their education choices, forward planning and marketing strategies.

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.

Our Year

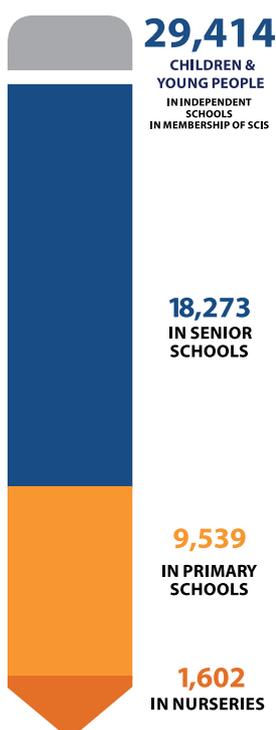
Achievements and Performance

SCIS school statistics

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. Statistics are not provided to generate 'league tables' or for direct comparisons between member schools. In 2022:

- SCIS member schools remain approximately equivalent to the eighth largest local authority in pupil numbers.
- The independent school sector employs 3,900 in the teaching workforce in Scotland. There are approximately 3,350 part-time and full-time non-teaching staff including residential care, support and administrative staff.
- At least 92% 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](#).

As at September 2022 there were 29,414 (2021: 29,032) pupils in SCIS schools. Of these, 1,602 (2021: 1,338) were children in nurseries, 9,539 (2021: 9,736) were in primary schools and 18,273 (2021: 17,958) were in secondary schools. Pupil numbers in the independent sector remained robust with a 1.3% rise since 2021, representing 4.2% of the Scottish school pupil population, despite Covid-19 challenges for families and for international pupils.



4.2%
OF PUPILS
IN SCOTLAND
ATTEND AN
INDEPENDENT
SCHOOL

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 20% of the fees. All financial assistance, means-tested or otherwise, continues to grow each year – now in excess of £55 million per year. In 2021-22, approximately one quarter of all pupils received some form of financial help with their fees, although exact figures are not possible due to the disruption to the school year of Covid-19 and the refocussing of some funding towards hardship support.



Examination Results

Although the majority of 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 usually published by SCIS each year on the SCIS website.¹ 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, nor does it contribute to any externally compiled “league tables”.

In 2022 live examinations were recommenced after Covid-19. As such, comparative certification data with previous years will be revisited when public examinations continue. Figures for independent schools in 2022 are produced below.

Comparable figures for Scotland in International Baccalaureate, A Level and GCSE results are not currently available although individual results for each participating school are available. In normal circumstances, each year the Independent Schools Council (ISC) releases A Level and International Baccalaureate results and Scottish independent schools are included in the data produced.²

| 2022 | 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 | 0.6% | 798 | 124,120 | 87% | 86.1% |
| National 5 | 5.8% | 18,026 | 310,170 | 95.6% | 80.8% |
| Highers | 7.4% | 13,991 | 188,220 | 93.6% | 78.9% |
| Adv Highers | 15.5% | 4,365 | 28,220 | 92.2% | 81.3% |
| Scottish Baccalaureate | 3.8% | 6 | 160 | 83.3% | 72.2% |

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

² <http://www.isc.co.uk/research/exam-results/>

Services to Schools

COVID-19

Further to the updates provided over the course of the year, herewith a summary of the key actions and implications of the epidemic in recent months:

SCHOOLS

As part of the Strategic Framework announced on 22 February, Scottish Ministers announced the easing of remaining public restrictions and the long-term approach to Covid-19, including substantial changes to the testing, isolation and tracing programmes. On 17 February updated guidance for schools removed the requirement to wear face-coverings in classrooms and permitted large schools assemblies.

EXAMINATIONS

In February 2022 the SQA confirmed that the proposed 2022 diet would continue under proposed Scenario 2, with appropriate additional support measures for learners put in place to help reduce pre-exam stress and announced in March.

CORONAVIRUS (RECOVERY AND REFORM) (SCOTLAND) ACT

SCIS gave evidence to the Scottish Parliament's Education, Children and Young People Committee on 2 March on the Coronavirus (Recovery and Reform) Bill. The point was made that a formal Public Inquiry on the response in Scotland to Covid-19 was underway and conclusions should be drawn from that process, not in advance. SCIS also emphasised that the autonomy and location of independent schools required a case-by-case approach unless there was a clear national priority.

"Our schools have worked closely with Public Health Scotland and the Government and have made the best of the appalling situation that we have all been through in the past two years. We simply do not understand the need for an obligation on us beyond the obligation, which we demonstrably met through the past two years, to keep the continuity of education, to try to prevent

attainment from dropping and to protect the mental health of our pupils. In that respect, for the next period, we would be more than happy to work with what we have rather than seek to replace it with something else."

The speed of response and public health obligations of schools were also questioned:

"The idea, however, that any of our institutions, any of our staff or any of our governing boards would not put public health absolutely at the top of whatever they would do in any situation is, frankly, laughable. Protecting public health, protecting the wellbeing, health, advancement and development of the people in our care is our number 1, our sole priority. The idea that it requires legislation for us to do what is right by them is wide of the mark."

"I stress the point that, for us, the situation around schools being asked to close presents not only a financial risk but an existential risk. Therefore, our schools will jealously protect their ability to serve their pupils."

"Our work with the Government, Public Health Scotland and the national health service has been exemplary throughout this period. There is no criticism whatsoever in relation to how things have gone, which is why we would not necessarily seek to change how it is handled."

The Education, Children and Young People Committee's report on the Bill, to which SCIS had given evidence, asked that *"local authorities and other stakeholders should have a clear and unambiguous understanding of where responsibility lies to close schools quickly in any future public health emergencies."*

The Government lodged amendments to introduce a gateway vote mechanism, to ensure that key aspects of the public health protection and educational continuity powers would have effect only if a parliamentary vote, on a formal Government declaration, is held and the declaration approved. That would allow the Parliament to enact those powers in the knowledge that lockdown, school closure and other emergency response measures could be imposed only in the

event of a future public health threat, in an emergency situation, and if the Parliament has so authorised.

The Coronavirus (Recovery and Reform) (Scotland) Act 2022 received Royal Assent on 10 August. Most of the education provisions within the 2022 Act came into effect on 1 September, and the remainder will come into effect on 1 October. This coincided with the expiry on 24 September of the remaining education provisions within the UK Coronavirus 2020 Act, which were used during 2020 and 2021.

The key measures in the Act that relate to education are:

- An ongoing duty on all operators of educational establishments to have regard to the advice of the Chief Medical Officer about protecting public health. This duty also applies to managers of school boarding accommodation and student accommodation.
- A power for Scottish Ministers to issue statutory guidance relating to protecting public health and ensuring the continuity of education.
- A power to make regulations for the continuity of educational provision. This will enable Ministers to take the actions required to mitigate public health threats and ensure the continued provision of education in the context of such a threat. There is also a similar power to enable Scottish Ministers to make regulations in relation to boarding school and student accommodation.

On 1 October a requirement fell on Ministers to seek views about regulations made under sections 8, 9 or 10 within 28 days of the day on which regulations under section 8 came into force. Ministers must seek the views of relevant operators of educational establishments, operators of student and boarding school accommodation and representatives of children and young people and staff (e.g. trade unions).

The safeguards in the 2022 Act, some of which reflect those which were in the 2020 Act, include:

- The regulation making powers can only be used

when a public health declaration has effect. A public health declaration is a declaration that Ministers consider that an infectious disease or contaminant constitutes or may constitute a danger to human health, and the making of regulations may be a way of protecting against that danger. A public health declaration must be approved by the Scottish Parliament.

- The requirement that Ministers must have regard to advice about protecting public health from the Chief Medical Officer, and that regulations can only be made if Ministers are satisfied, in view of that advice, that they are necessary and proportionate.
- Any regulations have to be reviewed within 21 days of coming into force, with a further review required every subsequent 21 days. All regulations made must be time limited.

TEACHERS' PAY/INDUSTRIAL ACTION

On 18 May teacher unions unanimously rejected a pay offer of 2% for teachers in the state sector tabled by COSLA. On 21 September teachers' unions formally rejected the latest 5% pay deal proposed by local authorities and the Scottish Government. A dispute was declared with council employers leading to industrial action.

On 22 November teachers' unions formally rejected the latest pay deal proposed by local authorities and the Scottish Government. Independent school teachers were not balloted, as they are not part of the Scottish Negotiating Committee for Teachers and so were not in dispute.

EIS members took their first day of strike action on Thursday 24 November along with members of AHDS. Following this, in 2023 all state-maintained Primary, Special School (Primary and Primary/Secondary), and Early Years teacher members across Scotland will undertake strike action.

SCOTTISH TEACHERS' PENSION SCHEME TEACHERS' PENSIONS/PHASED WITHDRAWAL

SCIS requested that the Scottish Government consult on the introduction of a 'phased withdrawal' option for independent schools in Scotland, to amend STPS rules to help independent schools that need to manage additional pension costs, while protecting teaching staff that are already participating in the scheme in order to keep as many existing employees in the STPS as possible.

On 6 May the Scottish Government has launched a consultation on the introduction of a 'phased withdrawal' option. The proposal was to amend STPS rules to help independent schools that need to manage additional pension costs, while protecting teaching staff that are already participating in the scheme to keep as many existing employees in the STPS as possible.

The consultation proposed:

- to allow an independent school to choose to keep its existing teachers in the STPS, while offering alternative pension provision to new teaching employees (as it is mandatory for an employer to enrol an employee into a pension scheme).
- A teacher joining a school that had made the choice would be enrolled in an alternative pension scheme, including those who were active members of the STPS immediately beforehand.
- Existing members could remain in the STPS until they leave employment with that particular school (or join another fully participating school).
- A teacher who was employed by a school at the time that participation was frozen but who opted out would be able to return to the STPS at a later date.
- A teacher who opted out of the STPS after the

independent school had frozen participation would not be eligible to return to the STPS whilst still employed at that school, and would instead be offered an alternative pension scheme.

- A teacher who was no longer in pensionable service as a result of sick leave or family leave etc. would be able to resume active participation in the STPS where the period involved is covered by statutory rights or their contract of employment.
- In cases where the leave of absence is beyond statutory or contractual rights, whether the teacher could return to the STPS, or would instead be offered alternative pension provision, would be at the discretion of the school.
- An independent school which chose to freeze participation would retain the option of returning to the STPS at a future date, but where a school did return, it would be required to enrol all eligible teaching staff from the date that it returned.

The consultation closed on 29 July.

The Scottish Government presented a summary of the consultation responses to the Scheme Advisory Board before seeking a decision from Ministers on whether or not to proceed. Further supporting information was sent to civil servants in October on the growing concern of schools of the costs of the Scottish pension scheme, experience in England and Wales of phased and full withdrawal, current opt-outs due to cost of living, etc. The government also sought confirmation whether schools would be interested in some form of salary sacrifice element in the existing STPS, the ability to return to the STPS after withdrawal, and the status of supply teachers.

The valuation of the 'Cost Cap' based on 2016 proposes no changes to STPS contribution rates, but the 2020 valuation results are due by 2023, as are the implications of the McCloud/Sergeant age discrimination remedy and implications of Covid-19.

SCOTTISH CHILD ABUSE INQUIRY

On 17 February final submissions were made to the Inquiry case study on boarding schools. SCIS attended every day of evidence and testimony from boarding school staff and former pupils, which included 163 witness statements and 63 live sessions. SCIS gave follow-up evidence on a range of issues raised during the case study on 4 February.

The Inquiry held a two-day roundtable event examining the psychology of abusers on 22 and 23 March, attended by SCIS, entitled 'Preventing the abuse of children in care - the psychology of individual adult abusers.'

The summer recess also saw further allegations of historic abuse at a SCIS member school, which again raised the profile of such issues and saw requests for the boarding schools case study to be re-opened. Police Scotland has confirmed they are following up any fresh allegations made. To date this has had an impact on the timing of the Inquiry case study.

The final report of the Independent Inquiry into Child Sexual Abuse in England and Wales was published on 20 October 2022. You can read the full report and recommendations here.

CURRICULUM AND ASSESSMENT BOARD/EDUCATION REFORM

Professor Ken Muir's final report, 'Putting Learners at the Centre: Towards a Future Vision for Scottish Education' was published on 9 March. Professor Muir spoke at the SCIS 2022 AGM. Key points included:

- The Government should initiate a national discussion on establishing a vision for the future of Scottish education that takes account of the points made in the report, in particular the importance of placing the learner at the centre of all decisions.
- A new body, Qualifications Scotland, should be established. It should take on board SQA's current awarding functions, chiefly the responsibility for the design and delivering of

qualifications, the operation and certification of examinations, and the awarding of certificates.

- There should be a national agency for Scottish education, comprising the current support and improvement functions of Education Scotland, SQA's Accreditation/Regulation Directorate, the Scottish Credit and Qualifications Framework (SCQF) Partnership and elements of Scottish Government's Curriculum, Qualifications and Gaelic Division. The proposed agency for Scottish education should take on board SQA's current accrediting and regulating functions.
- With the increased focus of the proposed agency on providing support for improvement at local and regional levels, the Registrar of Independent Schools, with their national remit, should return to the Learning Directorate of the Scottish Government. With this change the Registrar of Independent Schools will be "better placed to work more closely with the national professional body, General Teaching Council for Scotland (GTCS), with the requirement now in place that all teachers in independent schools are registered and regulated by them."
- A new Inspectorate body will be established with its independence enshrined in legislation. Its governance should reflect this independence, with the body funded by the Scottish Parliament. The new Inspectorate should re-engage with the Care Inspectorate to agree a shared inspection framework designed to reduce the burden on early learning and childcare (ELC).
- The Scottish Government online tool Insight should be further developed in order that it can help drive change in Scottish education, and in particular, support the learner journey and enhance parity of esteem across academic and non-academic qualifications and awards. Consideration should be given as to whether the Insight tool and the Insight professional advisors should be placed within the proposed national agency for Scottish education.

The Government response accepted in full the proposals on the qualifications and assessment body, and "broadly" accepts the proposals on the national agency and on inspections. Final decisions on the future location for the accreditation and regulation function (currently located within SQA) and the Registrar for Independent Schools (currently located within Education Scotland) will be made "in the coming months" and SCIS engaged with the Registrar and government officials. In Autumn 2022 the Scottish government confirmed that the Registrar would, after all, be based within the new national agency for education.

There will be a period of shadow operation for the new bodies before they become fully operational, with a view to new organisations becoming operational in 2024. In the case of the qualifications body the government expect this to be following the completion of the 2024 exam diet. At these points, SQA and Education Scotland will cease to exist in their current forms.

SCIS held an initial meeting with the lead official for the proposed National Discussion on education, which took place later in 2022. SCIS highlighted a range of possible issues, including that the nature, regulation, and entry to teaching should be considered, especially post-Covid, along with other aspects of learning and certification.

INDEPENDENT REVIEW OF QUALIFICATIONS AND ASSESSMENT

On 11 July, SCIS met with Professor Louise Hayward as part of her Independent Review of Qualifications and Assessment. One area of interest is the experience of schools teaching to the International Baccalaureate, in terms both of breadth of subject teaching and means of assessment.

In August, SCIS was asked to share information to gather input from independent school communities

as needed by the Independent Review Group "to create a space for these discussions". These included access to an online survey for a school to submit a response to Phase one and other engagement will follow. SCIS has also been asked to take part in a Collaborative Community Group (CCG). Professor Hayward will submit a final report and advice to the Cabinet Secretary for Education and Skills in early 2023.

CARE INSPECTORATE – BOARDING SCHOOL DESIGN GUIDANCE

On 20- September SCIS arranged a meeting between boarding school representatives and the Care inspectorate, following publication for review of a draft "Mainstream Boarding Schools and School Hostels – The Design Guide". Questions over the applicability of new guidance, as well as the methodology of pupil consultation were raised, and SCIS prepared a sector response in cooperation with the Boarding Schools Association.

THE PREVENT DUTY

The Scottish Government began to develop a Prevent Self-Assessment Toolkit. This follows a review of Prevent governance in 2021. SCIS will complete returns on behalf of the sector as member of the national sub-group. However, the assessment will require input from schools for completing it, in particular bespoke activities or specific events and/or contacts. In addition, the Prevent Annual Assurance Return (PAAR) for independent schools will require one per school, however brief.

The PAAR will require principal sign off from a senior member of the organisation. It is for sectors to determine who has the lead authority within their organisation for Prevent and ensure they are adequately briefed on the process and the requirement for sign off. Strategic sector leads (SCIS in this case) will provide a response on behalf of their

sector. Strategic sector leads will have access to their sector responses. A series of information events have been arranged to answer questions about the assurance process, and further online training on the Prevent Duty itself has also been updated.

THE CHARITIES (REGULATION AND ADMINISTRATION) (SCOTLAND) BILL

On 16 November the Scottish Government lodged in Parliament the Charities (Regulation and Administration) (Scotland) Bill. While intended to “strengthen and update the current legislative framework for charities registered in Scotland”, it does not seek to revisit the fundamental principles of the 2005 Act.

The Bill makes provision in some areas including:

- the provision of information about charity trustees (both public and internal for OSCR’s use)
- expanding the grounds for disqualification as a charity trustee; extending to certain senior management functions; and providing for a searchable record of disqualified persons
- providing for accounts to be publicly available on the Register – including auditor reports
- requiring the recording of charity mergers in a publicly accessible record and making default provision under which legacies transfer to the successor charity
- the process in relation to inquiries and giving OSCR the ability to issue positive directions
- charities to have a connection to Scotland which makes their regulation by OSCR appropriate,
- a number of minor or technical changes to the 2005 Act, the position for charities of different types, clarify approach to “working names” of charities, OSCR’s consent to charity changes, trustee remuneration, etc.

NATIONAL SUICIDE PREVENTION STRATEGY

In November 2022, SCIS took part in a national safeguarding network event about the new national suicide prevention strategy and action plan and how it links to safeguarding in education. It is hoped to provide local suicide prevention leads for each area in Scotland and the national implementation leads who support local work.

SCOTTISH COVID-19 INQUIRY

The Scottish Covid-19 Inquiry has been set up to investigate aspects of the devolved response to the Covid-19 pandemic. Portfolio 4 of the Inquiry, on education, certification, impact on children and young people will look at the delivery of education and certification in particular. The Inquiry has contacted SCIS to give notice not to destroy any documents that may be relevant to the Inquiry’s work.

SAFER RECRUITMENT THROUGH BETTER RECRUITMENT GUIDANCE?

The Care Inspectorate and the Scottish Social Services Council (SSSC) sought views on a revised draft of “Safer Recruitment Through Better Recruitment”, first published in 2016. The guidance supports social service employers in meeting legislative and regulatory requirements for safer recruitment of people working in social care, early years, and social work. The updated version aims to emphasise values-based recruitment, equality and diversity and supports broader improvements in the delivery of care.

DIGITAL CONSENT - VACCINATIONS

Following the experience of Covid-19 and the increase in other school immunisation programmes, SCIS worked with the Scottish Government to ensure that proposals for digital consent forms for parents and carers are compatible with the various information management systems employed in independent schools.

OPERATION 'UNICORN'

SCIS took part in update meetings looking at preparedness in this area for several years and gathered best practice from schools. Suggestions for schools in terms of planning and protocol were circulated thereafter, which proved timely due to the death of the Monarch while in Scotland in September 2022. Further work was undertaken with City of Edinburgh Council and the Scottish Government concerning protocol for school closures, cancellation of sporting fixtures, and traffic disruption and road closures due to the transit of Her Majesty's coffin to Edinburgh and the subsequent lying at rest in St Giles' Cathedral. The Director was invited to represent SCIS and the independent sector at the Service of Remembrance at St Giles' Cathedral on 12 September.

UN CONVENTION ON RIGHTS OF THE CHILD (UNCRC)

The Scottish Government introduced the UNCRC (Incorporation) (Scotland) Bill. Those who will bear duties under the Bill – those delivering or responsible for public services in Scotland - includes all public services. The Bill also extends the duties beyond 'core' public authorities, to any person exercising functions of a public nature. This could include private companies or charities.

On 24 May, the Deputy First Minister updated Parliament on consideration of the Supreme Court's judgement on the UNCRC (Incorporation) (Scotland) Bill and plans to bring an amended Bill back to the Scottish Parliament via the 'Reconsideration Stage'.

The UNCRC Bill would make it unlawful for public authorities to act incompatibly with the UNCRC requirements (as defined by the Bill). The proposed amendments to the Bill (currently being consulted on) would mean that the legal duty in section 6 would apply only to devolved public authorities and devolved functions. This should not limit the commitment to respecting children's rights.

MUSIC EDUCATION PARTNERSHIP GROUP

SCIS is now a member of the MEPG, is a network of music-based organisations set up to advocate for the life-long benefits of a music education enriched by singing and playing. This includes 'We Make Music', set up to advocate for excellent music education in Scotland in all its forms, and bring together a wide range of partners, from young people and music teachers to schools and local authorities, universities and higher education, freelance music tutors, community music groups and other music organisations.

UKRAINE

Following the Russian Federation's invasion of Ukraine, work was undertaken to secure the wellbeing of those Russian and Ukrainian students and staff in SCIS schools. This included liaison with the government to ensure there were no inappropriate or inaccurate statements about either group. Several schools indicated their willingness to sponsor Ukrainian pupils, while others were active in collection of goods and financial donations.

GOVERNING BOARDS

SCIS staff took part in several regular or strategy meetings in person of individual school Governing Boards during 2022 and are always available to do so.

Professional learning

Whilst the latter half of 2022 witnessed a cautious return to face-to-face events, the year commenced with harnessing the positive opportunities presented by the virtual world, including a number of “firsts”.

In January, SCIS facilitated a session led by the eminent professor, Thomas Guskey. Joining from Kentucky, USA, Tom led a discussion on evaluating the impact of professional learning in the current context. This free session was open to all in the education system and SCIS was delighted to be joined by colleagues from Education Scotland, GTCS and Local Authorities. With virtual delivery becoming commonplace, SCIS was able to secure other respected academics to join remotely. For example, November witnessed a further highlight: in partnership with Heriot Watt University SCIS was privileged to host an on-line conference and secure Professor Rupert Wegerif, Director of Digital Education Futures Initiative in Hughes Hall, University of Cambridge, to lead a session on Rethinking Education for the Internet Age. Through virtual delivery, new opportunities to engage with national and global expertise have emerged and this is something that will be sustained by SCIS to allow members to access high quality professional learning opportunities.

A second “first” in this context witnessed SCIS supporting an initiative emanating from The Edinburgh Academy – a first on-line dedicated event for young people: hosting an LGBTQIA+ Symposium for Scotland. This was a unique opportunity for LGBTQIA+ pupils and allies to come together and talk about what it is like to be LGBTQIA+ now in Scotland, as well as considering some of the issues faced today, with the comfort of

appearing virtually. Feedback from the inaugural session was hugely positive and it is anticipated that a second symposium will take place in 2023.

A third, and final “first” for SCIS relates to the plethora of activity associated with Safeguarding and Child Protection. Such initiatives in this context included:

- A dedicated event to consider the implications for policy and practice of the revised child protection guidance
- A 3-part modular programme with a focus on harmful sexual behaviours
- Governance – a Child Protection Update and engagement with the Registrar, HMIe and the Care Inspectorate
- Development and launch of a 3-year child protection training strategy for schools
- Creation, development and launch of a Safeguarding and Child Protection sector-wide collaboration with 25 participating schools. Phase One was completed in December and witnessed 25 schools sharing their policy and practice with regard to Recruitment, Selection, Induction and Staff Training. Key messages from the 8 streams were shared across the collaboration, with actions for SCIS forming a critical element of this.

Allied to the above, a range of professional learning support continued to be developed and available to the sector. This comprised of Virtual Communities of Practice (v-CoPs), supporting localised communities of practice, on-line virtual events, return and phasing in of face-to-face events, research/development

of resources and opportunities for colleagues to be active participants across the sector by volunteering for Steering Groups and Short Life Working Groups (SLWG).

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

- keeps the sector abreast and engaged in current national educational policy

- 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.

TOTAL NUMBER OF EVENTS

22 OF WHICH WERE PROGRAMMES AND HAD MORE THAN ONE EVENT PER PROGRAMME*

59

TOTAL NUMBER OF DELEGATES

1511



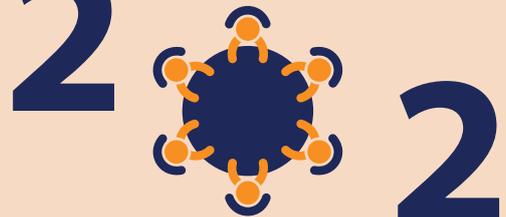
CHILD PROTECTION PATHWAY SESSIONS

16

SCHOOLS



2 CONFERENCES



2

FACE TO FACE SESSIONS

Promoting the Sector

COMMUNICATION

SCIS supports member schools by celebrating the choice, diversity and excellence of an independent education in Scotland. The challenge is to raise awareness and understanding of the benefits of an independent education, alongside creating trust in the sector.

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

The objectives for the 2022 marketing plan:

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

SCIS CONTENT CHANNELS

WEBSITE

The SCIS website gives member schools access to exclusive resources and opportunities as well as providing families with information on independent education in Scotland. There were over 100,000 visitors to the SCIS website in 2022 a 5.6% increase from the 2021 figures. Top performing pages were:

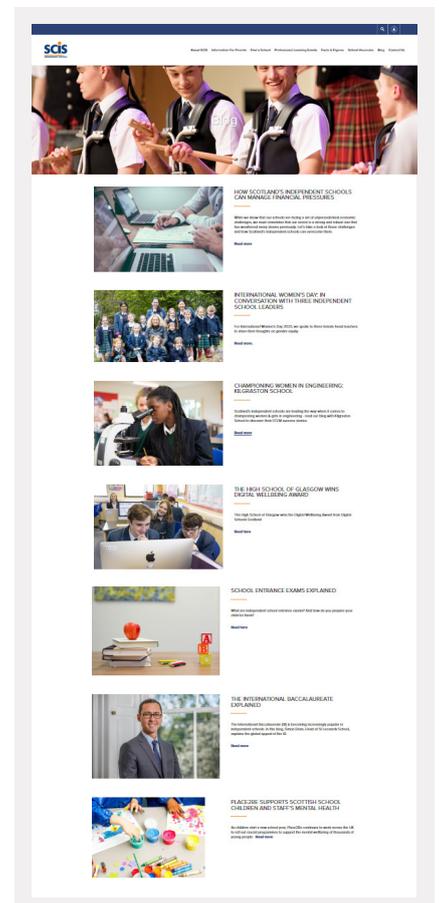
- Vacancies (+20%)
- Professional Learning Events (+1%)
- SCIS Blogs (+11%)

BLOGS

SCIS has continued to publish regular blogs on the website and visits increased by 11% in 2022. Blogs create valuable content for the target audience and helps to establish SCIS as an industry leader. In 2022 blog topics ranged from Mental Health & Wellbeing to the Benefits of Teaching in an independent School.

SCIS E-BULLETIN

This monthly bulletin is sent to almost 1000 members of the SCIS community including school staff and governors. The bulletin includes information on Professional Learning events, open consultations and news from education sources across Scotland. Schools are encouraged to share the bulletin with all members of staff. Individuals may subscribe at <http://www.scis.org.uk/about-scis/>.



EXTERNAL MEDIA OPPORTUNITIES

SCIS provided a number of comments and editorial pieces for publications in 2022 and pitched and drafted regular thought leadership opinion pieces.

| |  |  |  |
|---------------------|---|--|---|
| Number of Followers | 642 | 3,265 | |
| % increase | +8% | +6% | +63% |

SCIS SOCIAL MEDIA

SCIS has continued to focus on Facebook, Twitter and LinkedIn to communicate with members, families and wider stakeholders. Social media allows us to increase our market reach, including international markets.

LinkedIn Followers have seen a significant increase. This is partially due to the partnership with Teacheroo and increased vacancy promotion on social media.

ENQUIRIES

The team at SCIS are always available to offer support and professional advice to SCIS member schools and in 2022 took a significant number of enquiries from schools seeking advice and guidance on a range of topics.

Prospective and current parents also made contact looking for information and support on a number of issues.

40%

OF BOARDING PUPILS ARE FROM **82** DIFFERENT COUNTRIES



2745

BOARDERS



90.6% DAY SCHOOL

9.4% BOARDING

Service to Education

COLLABORATION WITH KEY BODIES

Throughout 2021, 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 – in addition to a substantial range of Covid-19 planning and coordination groups:

Scottish Government:

- Education Leaders Forum
- Curriculum and Assessment Board
- Strategic Board for Teacher Education
- Young Carer Working Group
- GIRFEC Stakeholder Group
- PREVENT Duty sub-group
- Gender based violence working group
- Racism and racist incidents in schools working group
- Education Reform Practitioner and Stakeholder Advisory Group

General Teaching Council Scotland:

- Council
- Education Committee

Education Scotland:

- Inclusion, Wellbeing & Equalities national network
- Knowledge Into Action Strategic Stakeholder Group
- Safeguarding in Education Network
- Stakeholder network

Independent Schools Council (ISC):

- Executives' Group
- Strategy Group
- ISC Communications Working Group Meeting
- Diversity working group
- Coronavirus contingency group
- Safeguarding working group
- BSA/SCIS boarding forum

- ISBA regional briefing
- HMC Scottish Division

NHS:

- LICOG Schools subgroup for Scottish Immunisation Programme in Lothian
- Greater Glasgow & Clyde data sharing working group
- Lothian independent school nurses network group, infection control group, education providers group

Scottish Teachers' Pension Scheme:

- Scheme Advisory Board

Scottish Parliament:

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

Scottish Qualifications Authority:

- Advisory Council
- SQA/SCIS/SLS joint forum
- Qualifications contingency group
- NQ 2021 and 2022 groups

City of Edinburgh Council Child Protection Committee

Scottish Professional Learning Network

SCIS OPERATIONS, STAFF AND SCHOOL MEMBERSHIP

The Governing Board records its continued appreciation and thanks for the work undertaken by all the staff of SCIS throughout 2022, considering the considerable additional workload and personal impact of Covid-19 measures, and other challenges domestically and beyond the United Kingdom

The Annual General Meeting, in April 2022, took place in Edinburgh after two previous cancellations due to Covid-19. The speakers were Professor Linda Bauld, Professor Ken Muir, and Dr Graham Roy.

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

2022

Chairman

Alan Hartley

Board Members

| | |
|------------------|--|
| Matthew Bartlett | Head, St Aloysius College, Glasgow (until 4.11.2022). |
| Mark Becher | Headmaster, The Compass School, Haddington. |
| Gavin Calder | Governor, Lathallan School, Johnshaven.** |
| Guy Cartwright | Bursar, The Edinburgh Academy. |
| Nathan Davies | Head of Junior School, Albyn School, Aberdeen. |
| Paul Fairclough | Head of Senior School, George Heriot's School, Edinburgh. |
| Colin Gambles | Rector, Hutchesons' Grammar School, Glasgow.** |
| John Gilmour | Headmaster, Craigclowan Prep School, Perth (until 16.08.2022). |
| Simon Johnson | Headmaster, Wellington School, Ayr.* |
| Elaine Logan | Governor, Cargilfield Prep School, Edinburgh. |
| Jacqui Mcinnes | Accountant, The Glasgow Academy, Glasgow. |
| Yvonne McCracken | Governor, Gordonstoun, Elgin.** |
| Pamela Muir | Bursar, Gordonstoun, Elgin.* |
| Simon Pengelley | Governor, High School Of Glasgow & Loretto, Musselburgh. |
| Stuart Provan | Chief Executive, Seamab, Rumbling Bridge, Fife.(from 28.04.2022) |
| George Salmond | Head of Junior School, George Watson's College, Edinburgh. |
| Melvyn Shanks | Principal, Belmont House School, Glasgow.* |
| Anthony Simpson | Principal, ESMS, Edinburgh.** |
| Anna Tomlinson | Head, St Margaret's School for Girls, Aberdeen. |
| Peter Worlledge | Bursar, Fettes College, Edinburgh.** |

*Until 28th April 2022 **From 16th June 2022

Honorary Treasurer

| | |
|----------------|---|
| Jeremy Harper | Bursar, St George's School for Girls, Edinburgh (until 31.01.2022). |
| Barry McMaster | Bursar, ESMS (from 30.04.2022). |

Our Staff

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



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