

From: [Redacted s.38(1)(b)]  
Sent: 15 March 2018 14:52:43  
To: Public Engagement Unit  
Subject: FW: STEP Update

Attachments: image003.png, Letter to John Swinney from [Redacted s.38(1)(b)] Mar18.pdf, Ohio Data.pdf, Ayr School 1 Reading Spelling Analysis.pdf

For MACCS, MR please. DFM has requested advice.

[Redacted s.38(1)(b)] | [Redacted s.38(1)(b)] | Deputy First Minister and Cabinet Secretary Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | Ext 0131 244 7050

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From: [Redacted s.38(1)(b)]  
Sent: 13 March 2018 20:43  
To: Deputy First Minister and Cabinet Secretary for Education and Skills  
Subject: STEP Update

Hope all is well.

Please find attached correspondence for the Deputy First Minister. I would be grateful if you could also share with him the STEP Video Feedback<<http://www.vimeo.com/steptoday>> from the Midlothian Pilot schools.

Kind regards,

[Redacted s.38(1)(b)].

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**John Swinney**  
**Deputy First Minister and**  
**Cabinet Secretary for Education**

**Via Email:**

13<sup>th</sup> March 2018

Dear John,

As the first schools in Scotland are approaching the 1 year mark of beginning the STEP Programme I thought I would take the opportunity to update you and share some of the progress of the schools who are using STEP to raise attainment. I have attached some results as enclosures for you to consider.

I understand that you were able to see Dalmilling Primary School present their experience of STEP at the Education Scotland PEF event in Kilmarnock. We are grateful to Graeme Logan for arranging STEP's inclusion in the event. Across Scotland there are now head teachers who are very willing to share the positive results their pupils are seeing and experiencing. We have submitted a seminar application to the 2019 Scottish Learning Festival which, if successful will allow these school leaders to share their hard and soft data with a much wider audience.

The head teachers want to share the stories of how children who were questionably in mainstream education are now confident learners and effective contributors, actively participating and no longer carrying the burden of being at daily risk of exclusion. They want to share the improvements of children who previously would not pick up a book who are now reading aloud in literacy groups. They want to share the transformation of children who were previously unable to sit through a single lesson and who are now at their desks for all their classes, focused and engaged in their learning.

It is encouraging to see that in Scotland, the academic, behavioural, health and wellbeing results continue to be on a par with, and at times surpass, those seen in schools in Ohio, Colorado, Mississippi and England. We are delighted that, following a visit by the Education Head of Service for Carmarthenshire Council to schools in Midlothian, a scale Welsh pilot of the STEP Programme will begin in across the authority later this year. I'm sure you are aware that Wales places great emphasis on the importance of physical literacy in schools and so I am personally extremely proud that Scotland was looked to in order to showcase the impact of **personalised** physical literacy.

For those young learners who are lacking adequate physical literacy and are unable to access teaching and learning in the classroom, STEP works and is making that difference. The attainment gap for the pupils taking part is closing, their rate of progress in the classroom is improving faster than that of their peers. Head teachers in Scotland who are using the Programme will bear testament that STEP is a critical tool for them in their attainment challenges.

STEP is now being successfully used in schools in West Lothian, Edinburgh, Glasgow, Stirling, Midlothian, South Ayrshire, North Ayrshire and South Lanarkshire. The first school in Aberdeen started their STEP Programme this week as part of a pilot generously funded by the Wood Foundation and Aberdeen Standard Investment. As you have requested, we will share the impact results with you at every stage. I am still of the belief that the Scottish Government should be conducting its own independent scale study of the impact that STEP can have on closing the

attainment gap. In the absence of this, we will continue to turn to private philanthropists who wish to swiftly and sustainably transform the outcomes for children who are underachieving in primary schools today and who STEP has the ability to help. Every year that passes by another cohort of our young Scottish children misses the opportunity that STEP could give them to engage with education.

When we met this time last year, you offered to write to the Councils to introduce myself and STEP to them so that we could have the opportunity to explain first-hand the Programme and how it differs from any other educational resource currently in use. May I please ask if you are still willing to do this? To be clear, we are not asking for you to endorse STEP, purely to open the door for communication between ourselves and the authorities so we can remove some of the roadblocks we face when schools who want to take part in STEP tell us they haven't got the support of their Q.I. managers at council level to introduce the STEP Programme.

I look forward to meeting again in person soon so that I can present to you the quantitative and qualitative improvements seen in pupils using STEP, so that you can judge for yourself whether or not personalised physical literacy has a place within Scottish education.

With best regards,

[Redacted s.38(1)(b)]

Enc: Academic Data South Ayrshire School 1  
Academic Data Columbus Ohio



## STEP Data Return, Columbus, Ohio

Academic data returns for pupils who have completed 1 year (half-way point) of the STEP Programme in Columbus, Ohio. Data captured and analysed by [Redacted s.38(1)(b)], Executive Director, Center for Achievement and Leadership Services, Educational Service Center of Central Ohio.

PRELIMINARY NWEA MAP RESULTS												
STEP v NON-STEP												
Student Group	Subject	N	NORM			AVE		AVE	+/-	TEST	TEST	TEST
			RIT	RIT	GROW	RIT	RIT	GROW				
			FA	WI	TH	FA	WI	TH	NORM	FA	WI	CHG
GR2 STEP	READING	10	174.7	184.2	9.5	148.2	161.3	13.1	3.6	23.5	35.7	12.2
GR2 NONSTEP	READING	390	174.7	184.2	9.5	167.9	179.9	11.8	2.3	42.9	54.4	12.6
GR3 STEP	READING	24	188.3	195.6	7.3	166.5	182.5	16.0	8.7	34.1	58.3	24.3
GR3 NONSTEP	READING	407	188.3	195.6	7.3	184.0	193.6	10.0	2.7	54.6	67.7	13.1
GR4 STEP	READING	9	198.2	203.6	5.4	181.2	198.1	16.9	11.5	64.1	71.8	7.7
GR4 NONSTEP	READING	427	198.2	203.6	5.4	193.8	201.5	8.2	2.8	61.9	70.6	8.7
GR2 STEP	Math	10	176.9	186.4	9.5	157.6	168.1	10.5	1.0	30.5	34.4	3.9
GR2 NONSTEP	Math	119	176.9	186.4	9.5	174.8	184.1	9.8	0.3	43.7	44.7	1.0
GR3 STEP	MATH	24	190.4	198.2	7.8	172.9	188.3	15.4	7.6	47.8	54.0	6.2
GR3 NONSTEP	MATH	431	190.4	198.2	7.8	184.7	194.0	9.8	2.0	48.0	54.9	6.9
GR4 STEP	MATH	9	201.9	208.7	6.8	186.1	197.4	11.3	4.5	50.2	60.9	10.7
GR4 NONSTEP	MATH	423	201.9	208.7	6.8	196.1	202.3	6.7	-0.1	57.1	57.6	0.5

1. STEP students grew more from FALL to WINTER than NON-STEP students in all grades and on all tests. [YELLOW, COLUMN I]

2. STEP students in Grade 3 and Grade 4 grew significantly more (+/- NORM) than the NORM GROWTH from FALL to WINTER for that grade level and test. [LIGHT BLUE, COLUMN J]

3. STEP students increased test duration from FALL to WINTER by 24 mins on GR3 reading and over 10 mins on GR4 Math. [COLUMN M]

	Read on May '16	Read on Aug '16	Read on Jan '17	P up ecc	Commence STEP / Age at	Read on June '17	P up ecc	P up ecc made Age 12/17 for P ed read Read on Age at Age 12/16	School Read on Jan '18	P up ecc	Spelt on May '16	Spelt on Aug '16	Spelt on Jan '17	Spelt on June '17	Spelt on Aug '17	P up ecc	P up ecc (a. 2024)	School Spelt on Jan '18	P up ecc
A		06.04			18.04.17 - 06.11	07.11	18 months (a. 10 months)		09.04	24 months (a. 7 months)		06.04		07.04	8 months (a. 10 months)			07.04	24 months (a. 7 months)
B	06.04				18.04.17 - 08.10	06.05	5 months (a. 11 months)		06.05	10 months (a. 7 months)		05.04		05.04	10 months (a. 10 months)			07.04	24 months (a. 7 months)
C					18.04.17	No data			06.04	10 months (a. 7 months)				06.04	10 months (a. 10 months)			07.04	24 months (a. 7 months)
D	06.04				18.04.17 - 08.10	07.06	16 months (a. 11 months)		08.04	10 months (a. 7 months)		06.04		07.04	6 months (a. 10 months)			08.04	16 months (a. 7 months)
E		07.04			18.04.17 - 08.10	07.06	6 months (a. 10 months)		11.04	16 months (a. 7 months)		06.04		07.04	8 months (a. 10 months)			08.04	16 months (a. 7 months)
F		11.01			18.04.17 - 09.06	11.01	8 months (a. 12 months)		11.01	12 months (a. 7 months)				11.01	14 months (a. 5 months)			08.04	16 months (a. 7 months)
G		07.04			18.04.17 - 08.10	08.03	14 months (a. 12 months)		08.03	14 months (a. 7 months)		08.04		08.03	10 months (a. 5 months)			08.04	16 months (a. 7 months)
H		06.04			18.04.17	06.06	9 months (a. 10 months)		06.06	10 months (a. 7 months)				06.04	10 months (a. 10 months)			07.04	16 months (a. 7 months)
I	08.04				18.04.17 - 08.10	08.03	10 months (a. 12 months)		09.11	10 months (a. 7 months)		07.04		08.04	20 months (a. 15 months)			11.01	16 months (a. 7 months)
J		07.04			18.04.17	No data			08.04	10 months (a. 7 months)				No data	10 months (a. 10 months)			08.04	16 months (a. 7 months)
K		11.01			18.04.17 - 08.10	12.06	8 months (a. 10 months)		12.06	8 months (a. 7 months)				09.04	14 months (a. 10 months)			10.04	16 months (a. 7 months)
L	09.04				18.04.17 - 08.10	10.06	10 months (a. 10 months)		10.06	10 months (a. 7 months)				08.04	10 months (a. 10 months)			11.01	16 months (a. 7 months)

Read on	Read on	Read on	Read on	Read on
18.04.17	18.04.17	18.04.17	18.04.17	18.04.17
06.04	06.04	06.04	06.04	06.04
07.04	07.04	07.04	07.04	07.04
08.04	08.04	08.04	08.04	08.04
09.04	09.04	09.04	09.04	09.04
10.04	10.04	10.04	10.04	10.04
11.01	11.01	11.01	11.01	11.01
12.06	12.06	12.06	12.06	12.06
10.06	10.06	10.06	10.06	10.06

**Reading**

Pupil	Progress May 16 - Jan 17	Progress Aug 16 - Jan 17	Progress May 16 - June 17	Progress Aug 16 - June 17	April 17	Progress Jan 17 - Jan 18	Progress Jun 17 - Jan 18
A	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
B	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
C	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
D	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
E	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
F	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
G	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
H	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
I	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
J	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
K	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)
L	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	4 months (a. 5 months)	Commence STEP	14 months (a. 10 months)	14 months (a. 10 months)

**Reading**

Pupil	Progress Rate Jan 17 - Jan 18	Progress Rate Jan 17 - Jan 18	Progress Rate Jan 17 - Jan 18
A	0.88	0.88	0.88
B	0.88	0.88	0.88
C	0.88	0.88	0.88
D	0.88	0.88	0.88
E	0.88	0.88	0.88
F	0.88	0.88	0.88
G	0.88	0.88	0.88
H	0.88	0.88	0.88
I	0.88	0.88	0.88
J	0.88	0.88	0.88
K	0.88	0.88	0.88
L	0.88	0.88	0.88

**Spelling**

Pupil	Progress Rate Jan 17 - Jan 18	Progress Rate Jan 17 - Jan 18	Progress Rate Jan 17 - Jan 18
A	0.8	0.8	0.8
B	0.8	0.8	0.8
C	0.8	0.8	0.8
D	0.8	0.8	0.8
E	0.8	0.8	0.8
F	0.8	0.8	0.8
G	0.8	0.8	0.8
H	0.8	0.8	0.8
I	0.8	0.8	0.8
J	0.8	0.8	0.8
K	0.8	0.8	0.8
L	0.8	0.8	0.8

Pupil	Diff cu tes at Start as Described by Lead	Current Comments by Class Teacher
A	1.0	1.0
B	1.0	1.0
C	1.0	1.0
D	1.0	1.0
E	1.0	1.0
F	1.0	1.0
G	1.0	1.0
H	1.0	1.0
I	1.0	1.0
J	1.0	1.0
K	1.0	1.0
L	1.0	1.0



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[Redacted - s.38(1)(b)]  
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Meridien House  
69-71 Clarendon Road  
WATFORD  
WD17 1DS

Document 15 - b) DFM Reply to STEP - April 2018

Our ref: 2018/0010429

17 April 2018

Thank you for your letter dated 13 March 2018, updating me on the latest progress of the STEP programme in respect of the increasing number of schools which are now using it. I was present to make the keynote speech at the Pupil Equity Funding Event in Kilmarnock on 26 February, where Dalmilling Primary School presented their experience of the STEP programme.

Scottish Ministers recognise that we have an attainment gap in our schools, between our most well-off and least well-off pupils, and we are determined to see that gap close. This is why we have committed £750 million through the Scottish Attainment Challenge, over the course of this Parliamentary session, to help close the poverty-related attainment gap. This funding includes £120 million of Pupil Equity Funding in both the 2017-18 and 2018-19 financial years, which has extended the reach of the Scottish Attainment Challenge to every local authority in Scotland.

In respect of ways in which Pupil Equity Funding money can be spent to tackle the attainment gap, in my reply to [Redacted - s.38(1)(b)] of 21 December 2017 I stated that I am aware there are currently a wide range of physical activity and literacy programmes being promoted to schools which can help to address the attainment gap. I fully agree that physical activity improves the health and wellbeing of children and in turn, can improve their performance and relationships with others in the classroom. However it is also my belief that decisions about using specific interventions or programmes are best made locally by head teachers, based on the needs of the children within their respective schools, without prescription from the Scottish Government or Education Scotland.

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I am pleased to read from your letter about the progress your programme is making, noting that it is rolling out in many local authority areas across central Scotland and that you have now secured support to pilot the programme in the Aberdeen area. I wish you every success for the future of the programme.

**JOHN SWINNEY**

Scottish Ministers, special advisers and the Permanent Secretary are covered by the terms of the Lobbying (Scotland) Act 2016. See [www.lobbying.scot](http://www.lobbying.scot)

St Andrew's House, Regent Road, Edinburgh EH1 3DG  
[www.gov.scot](http://www.gov.scot)



**PS Minute for case: 2018/0010429**

1. To provide you with a recommendation in response to [Redacted s.38(1)(b)] letter to you, dated 13 March 2018, in which he requests that you meet with him. [Redacted s.38(1)(b)] letter includes a STEP data return based on pupils who have completed 1 year of the programme in Columbus, Ohio. The letter also highlights the latest situation in respect of the programme's roll-out across Scottish local authority areas and informs that Carmarthenshire Council in Wales is to pilot the programme following a visit by the council's head of Education Service to schools in Midlothian which use it.
2. As well as asking for a meeting, the letter effectively repeats the request made by the STEP programme at the tail end of 2017 i.e. that you to consider writing to local authorities to introduce [Redacted s.38(1)(b)], and the STEP programme, which would then allow [Redacted s.38(1)(b)] to contact all local authorities directly to explain how the STEP programme works and how it "differs from any other educational resource currently in use".
3. You last wrote to [Redacted s.38(1)(b)] on 22 December 2017 in response to their claims that Education Scotland had been dissuading use of the STEP programme. Your reply stated that neither the Scottish Government or Education Scotland endorse or reject the use of any commercially-run education programme. You issued a similar reply to [Redacted s.38(1)(b)] at the same time, who had written to you about the same issue.
4. Dalmilling Primary School, which participates in the STEP programme, featured at the Pupil Equity Funding event in Kilmarnock on 26 February - as [Redacted s.38(1)(b)] letter acknowledges. The STEP programme has also applied for a seminar slot at the Scottish Learning Festival in 2019, however Education Scotland colleagues have informed me their application was unsuccessful and they will be notified about this outcome in due course.
5. I recommend that you reject [Redacted s.38(1)(b)] offer to meet to further discuss the STEP programme. Our previous letters have clearly stated that the Scottish Government does not endorse or reject any commercially-run education programmes. Also, I do not think it would be appropriate for the Scottish Government to write to local authorities about the STEP programme since we have also clearly said that head teachers are best placed to decide how Pupil Equity Funding money is spent. If the STEP programme wishes to contact local authorities directly that is up to them decide, however our reply will not invite them to do so.

From: [Redacted s.38(1)(b) ]  
Sent: 15 November 2016 11:22:37  
To: [Redacted s.38(1)(b) ]  
Subject: Equitrac Scan-to-Me

Attachments: u440261\_15-11-2016\_11-22-23.pdf

**[Redacted s.38(1)(b) ]**

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**From:** [Redacted s.38(1)(b) ] on behalf of Deputy First Minister and Cabinet Secretary for Education and Skills  
**Sent:** 14 November 2016 17:35  
**To:** Public Engagement Unit  
**Subject:** FW: Meeting availability

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

**Categories:** [Redacted s.38(1)(b) ] Blue Category

For MACCS please, diary case.

Thanks,  
[Redacted s.38(1)(b) ]

**[Redacted s.38(1)(b) ] | [Redacted s.38(1)(b) ] | Deputy First Minister of Scotland and Cabinet Secretary Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG**  
Phone [Redacted s.38(1)(b) ]

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**From:** [Redacted s.38(1)(b) ] **On Behalf Of** Swinney J (John), MSP  
**Sent:** 10 November 2016 09:30  
**To:** Deputy First Minister and Cabinet Secretary for Education and Skills  
**Subject:** FW: Meeting availability

---

**From:** [Redacted s.38(1)(b) ]  
**Sent:** Wednesday, November 09, 2016 5:27 PM  
**To:** Swinney J (John), MSP  
**Subject:** Meeting availability

Dear Cabinet Secretary,

I know that my colleagues have been in touch with you about the STEP Physical Literacy Programme, and thank you for taking the time to look at the scheme.

As you probably know, I have a real passion for the scheme as I have seen first hand the real and lasting benefits it can bring to learning and well being.

STEP is different from other more general programmes and the results from it's trials are impressive.

It is now rolling out in the USA and we launch in Scotland at the end of the month.

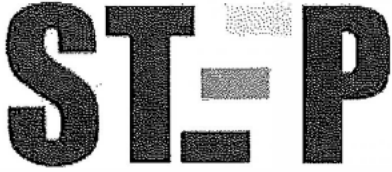
I will be in Edinburgh for the week beginning 28th November and I would really appreciate 15 minutes of your time with one of my colleagues to discuss it with you and how it could make a major contribution to closing the attainment gap.

Hoping you have time in your diary.

With best wishes,

[Redacted s.38(1)(b) ]

[Redacted s.38(1)(b) ]



Tel: [Redacted s.38(1)(b) ]

Email: [Redacted s.38(1)(b) ] | Web: [www.steptoday.com](http://www.steptoday.com)

\*\*\*\*\*  
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Deputy First Minister and Cabinet Secretary for  
Education and Skills  
John Swinney MSP



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

F/T: 0300 244 4000  
E: dfmcse@gov.scot

[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]  
STEP Physical Literacy Programme

By e mail to: [Redacted s.38(1)(b)]

Our ref: 2016/0038100  
29<sup>th</sup> November 2016

[Redacted s.38(1)(b)],

Thank you for your e-mail of 9 November 2016 seeking a meeting with the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, to discuss the STEP Physical Literacy Programme.

Unfortunately Mr Swinney is unable to meet with you on this occasion.

Mr Swinney is keen for schools to provide quality physical education which offers children and young people the fundamental competences and skills necessary for lifelong participation in sport and physical activity. Physical education has a positive impact on a pupil's health, educational attainment and life chances. It encourages the development of both movement and thinking skills together and in doing so, contributes to, and reinforces learning across the curriculum. However it is for local authorities and schools to decide how to deliver the curriculum based on local needs and circumstances.

Mr Swinney wishes the STEP programme every success for its Scottish launch.

Yours sincerely,

[Redacted s.38(1)  
(b)]  
**[Redacted  
s.38(1)(b)]**



Dear John

Thank you so much for your time and genuine interest in STEP at Holyrood on Wednesday. Like you, I am passionate about helping Scottish children avoid feeling as unsuccessful as I did at School. Indeed, I share your desire to see many more of our children progress to further and higher education, something I never achieved. Most importantly I want every child to feel they have had the opportunity to fulfil their potential and believe that we have a collective responsibility to get it right for each one of them.

Embedding proven and measurable physical literacy programmes into our primary schools, as a means of unlocking that potential for 8-11 year olds in the lower quintile, is something that I believe would transform their educational outcomes. The skills they will develop will allow them access the full benefits of the Curriculum for Excellence.

As importantly are the positive effects it has on a child's confidence, self esteem and wellbeing which as we know, are as important as the academic results themselves.

Working with the Scottish Government, Councils and schools themselves I know that we can make a real difference in closing the attainment gap in Scottish primary schools over the next two years. I hope we seize that chance together.

We are looking forward to meeting again on the 23<sup>rd</sup> February

The desire to use physical literacy to close the gap exists now in Scotland and we look forward to harnessing that collective ambition.

Best wishes

[Redacted s.38(1)(b)]

F/T: [Redacted s.38(1)(b)]  
E: [Redacted s.38(1)(b)]@gov.scot

[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]  
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[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]

**Document 20 - b) Scottish Government official  
response to STEP - March 2017**

Ar faidhle/Our ref: 2017/0006183  
8 March 2017

Dear [Redacted s.38(1)(b)]

Thank you for your letter received on 8 February 2017 to the Deputy First Minister and Cabinet Secretary for Education and Skills, John Swinney MSP, regarding STEP. I have been asked to reply to you as I have policy responsibility for physical literacy in the curriculum.

The Deputy First Minister and I are grateful to you for your letter on the positive benefits of STEP and look forward to discussing this further when we meet again on 15 March.

Yours sincerely

[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)], Support and Wellbeing Unit

Document 21 - b) STEP letter to DFM following meeting on 15 March 2017

From: [Redacted s.38(1)(b)]  
Sent: 22 March 2017 13:50:05  
To: Public Engagement Unit  
Subject: FW: Follow up from STEP Meeting

Attachments: STAG Scotland Terms of Reference.pdf, STEP Follow Up from Meeting 15 March 2017.pdf

Hi,

For MACCS, MR please.

Thanks,  
[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]

Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills |  
Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | E:  
DFMCSE@gov.scot<mailto:DFMCSE@gov.scot>

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From: [Redacted s.38(1)(b)]

Sent: 15 March 2017 17:58  
To: Deputy First Minister and Cabinet Secretary for Education and Skills  
Cc: [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]  
Subject: Follow up from STEP Meeting

Dear [Redacted s.38(1)(b)],

Please find attached correspondence following our meeting today. I would be grateful if you could pass this to Mr Swinney.

Warm regards,

[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]  
[Redacted s.38(1)(b)]

[cid:image001.jpg@01D101D5.6D62D330]

[Redacted s.38(1)(b)]  
Email:  
[Redacted s.38(1)(b)]

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## **STEP ADVISORY GROUP SCOTLAND - TERMS OF REFERENCE (Draft)**

STEP exists to provide children aged 8-13 with a better chance of succeeding at school. The founders and investors in STEP are all people who have had experience either themselves or of someone close to them of struggling at school and whom, in finding their own success want to enable those children in a similar position to do the same.

### **Functions and Objectives of the Group**

- To guide STEP as an organisation to ensure that it is best prepared to meet the physical literacy development needs of children across Scotland and is driven by those needs.
- To assist STEP in forming collaborative relationships that will enable all children who would derive benefit from the Programme the ability to access it.
- Where financial resource is a barrier to accessibility for pupils who would derive benefit from the Programme, to assist STEP in identifying charitable funding sources to overcome this.
- To assist STEP in identifying organisations that it should be working in collaboration with to support a mutual agenda of providing children with the skills needed to be happy, confident learners.
- To review STEP's organisational practice, policy and guidance to ensure it meets legal requirements, specifically around the safeguarding of children.
- As STEP grows to define its philanthropic objectives.

March 2017

These terms of reference will be reviewed and agreed by all members of the group at the first meeting in May 2017.



Mr John Swinney  
Deputy First Minister and Secretary for Education  
Via email

15 March 2017

Dear Mr Swinney,

On behalf of all of us at STEP I would like to thank you for your time today. We are delighted that you feel positively about the STEP Programme and are happy to assist us in enabling head teachers across Scotland to find out more about the benefits and assess whether it would complement their school improvement strategies.

I believe we agreed four main action points today:

- 1) That we would make arrangements for you to accompany [Redacted s.38(1)(b)] on one of his primary school visits to see how STEP works within the school day and hear from the classroom assistants and pupils involved what their impressions of the Programme are. I will liaise with [Redacted s.38(1)(b)] to facilitate this.
- 2) You kindly agreed to write to the education authorities to introduce STEP and ask them provide a forum for us to meet with their head teachers. We are extremely grateful and will look forward to hearing that this correspondence has been despatched so that we can follow up appropriately.
- 3) You suggested we should meet with Graeme Logan at Education Scotland to learn more about the creation of a catalogue of evidence based strategies to raise attainment. We would be very happy to be introduced to him and action this suggestion.
- 4) The STEP Advisory Group for Scotland would be delighted to include a nominee of your choice. The terms of reference are enclosed and the commitment is to three meetings each year, one in each school term.

We will look forward to updating you as appropriate and in due course with providing you with the pupil improvement data of those children taking part in STEP. We are delighted to be working in unison towards a mutual goal of removing learning barriers and providing better educational outcomes for children across Scotland.

Yours sincerely,

[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]

Deputy First Minister and Cabinet Secretary for  
Education and Skills  
John Swinney MSP



Scottish Government  
Riaghaltas na h-Alba  
gov.scot

F/T: 0300 244 4000  
E: dfmcse@gov.scot

[Redacted s.38(i)(b)]  
[Redacted s.38(i)(b)]  
STEP

By e-mail to: [\[Redacted s.38\(i\)\(b\)\]@steptoday.com](mailto:[Redacted s.38(i)(b)]@steptoday.com)

Our ref: 2017/0011533  
17 April 2017

Thank you for your e-mail of 15 March 2017 following our meeting on the Step programme and for your helpful outline of the action points we agreed on.

I am grateful for a copy of the terms of reference for the Step Advisory Group. I have asked my officials to update you on communications with education authorities and to put you in touch with Graeme Logan at Education Scotland. They will be in contact shortly.

I look forward to hearing how Step is progressing across Scotland.

Redacted

**JOHN SWINNEY**

## Document 23 - b) Education Scotland meeting with STEP - July 2017

**From:** [Redacted s.38(1)(b)]

**Sent:** 05 July 2017 13:11

**To:** [Redacted s.38(1)(b)]

**Cc:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]

**Subject:** RE: Meeting with STEP Programme director [Redacted s.38(1)(b)]

Thanks for the update on this. We should include this in any advice going to Mr Swinney for future meetings / correspondence on the STEP programme. Copying in [Redacted s.38(1)(b)] for wider Active Scotland interests.

**From:** [Redacted s.38(1)(b)]

**Sent:** 05 July 2017 12:17

**To:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]

**Cc:** [Redacted s.38(1)(b)]

**Subject:** Meeting with STEP Programme director [Redacted s.38(1)(b)]

Good afternoon [Redacted s.38(1)(b)] and [Redacted s.38(1)(b)],

Please see below my email to [Redacted s.38(1)(b)] and the Attainment Advisors with regard to the STEP programme. [Redacted s.38(1)(b)] showed me a letter in waiting by Mr Swinney ready to go out to DoEs. I told her this was not normal protocol and Mr Swinney would not ask DoEs to adopt a programme/intervention. She was adamant he will be doing so!

Colleagues,

As requested, I met with [Redacted s.38(1)(b)] from the STEP programme. She explained in detail the rationale behind the programme and the development in Scotland this year.

The programme does endeavour to address learning/behavioural difficulties through improving motor skills. There is nothing new here and many schools have run motor programmes for targeted pupils for many years, at no cost.

There are a number of concerns:

- [Redacted s.30(b)(i) and s.30(b)(ii)].
- [Redacted s.30(b)(i) and s.30(b)(ii)].
- [Redacted s.30(b)(i) and s.30(b)(ii)].
- [Redacted s.30(b)(i) and s.30(b)(ii)].
- [Redacted s.30(b)(i) and s.30(b)(ii)].

[Redacted s.30(b)(i) and s.30(b)(ii)].

Midlothian have invested with at least four schools committed to the programme. I have recently heard that the Physical Education Lead Officer has resigned and joined the company.

Happy to discuss further.

[Redacted s.38(1)(b)]

-----  
[Redacted s.38(1)(b)] | [Redacted s.38(1)(b)] | Education Scotland | Foghlam Alba  
-----

Tel: [Redacted s.38(1)(b)]

Address: The Optima, 58 Robertson Street, Glasgow G2 8DU

Web: [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)

## Document 24 - b) Readout for meeting with STEP on 30 August 2017

**From:** [Redacted s.38(1)(b)]

**Sent:** 01 September 2017 14:59

**To:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]

**Cc:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; Deputy First Minister and Cabinet Secretary for Education and Skills <[DFMCSE@gov.scot](mailto:DFMCSE@gov.scot)>

**Subject:** Meeting with [Redacted s.38(1)(b)]: readout

The Deputy First Minister met with [Redacted s.38(1)(b)] following the DYW National Group meeting on 30 August 2017.

[Redacted - Out of scope].

### Step Programme

[Redacted s.38(1)(b)] noted he had become aware of the Step Programme through the Wood Foundation who were working with Step and three schools in Aberdeen as well as looking to get other schools in the area on board with Step. The Wood Foundation had been invited to participating schools in Midlothian to allow them to investigate further. DFM noted that he is aware of Step and their work to roll their programme out Scotland-wide and while DFM can encourage schools to use Step, these decisions should be made locally as there are many other .

[Redacted - Out of scope].

[Redacted - Out of scope].

[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]

[Support and Wellbeing Unit](#) | [Redacted s.38(1)(b)]



**From:** [Redacted s.38(1)(b)]

**Sent:** 24 August 2017 12:33

**To:** Deputy First Minister and Cabinet Secretary for Education and Skills

**Cc:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]

**Subject:** RE: Meeting with [Redacted s.38(1)(b)]

**Importance:** High

Hi [Redacted s.38(1)(b)],

With apologies for lateness, please find attached the briefing pack for this meeting.

Thanks

[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]

Support and Wellbeing Unit | [Redacted s.38(1)(b)]



**From:** [Redacted s.38(1)(b)] **On Behalf Of** Deputy First Minister and Cabinet Secretary for Education and Skills

**Sent:** 14 August 2017 10:53

**To:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]

**Cc:** [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; [Redacted s.38(1)(b)]; Deputy First Minister and Cabinet Secretary for Education and Skills

**Subject:** FW: Meeting with [Redacted s.38(1)(b)]

All,

The DFM will be meeting with [Redacted s.38(1)(b)] on 30<sup>th</sup> August, 16:00-16:30 at The Optima Building, G2 8DU to discuss the issues outlined below. I would be most grateful if you could provide briefing for the DFM by the 23<sup>rd</sup> August. Please note official support will be required.

It would be helpful if you could please include the following in the briefing:

- Timings/Agenda
- Background note
- List of attendees
- Key lines required
- Q & A (If required)

Grateful for confirmation of who will be leading on the briefing for this meeting.

Many thanks,

[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)] | [Redacted s.38(1)(b)] | Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | E: [DFMCSE@gov.scot](mailto:DFMCSE@gov.scot)

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**From:** [Redacted s.38(1)(b)]  
**Sent:** 11 August 2017 17:15  
**To:** Deputy First Minister and Cabinet Secretary for Education and Skills  
**Subject:** RE: Meeting with [Redacted s.38(1)(b)]

Hi [Redacted s.38(1)(b)]

Thank you for your email and confirming 4pm-4.30pm on the 30<sup>th</sup>, that's fine for [Redacted s.38(1)(b)].

Kind regards,  
[Redacted s.38(1)(b)]

**From:** [Redacted s.38(1)(b)] **On Behalf Of** [DFMCSE@gov.scot](mailto:DFMCSE@gov.scot)  
**Sent:** 11 August 2017 11:04  
**To:** [Redacted s.38(1)(b)]  
**Cc:** [DFMCSE@gov.scot](mailto:DFMCSE@gov.scot)  
**Subject:** RE: Meeting with [Redacted s.38(1)(b)]

Hi [Redacted s.38(1)(b)],

Mr Swinney is happy to meet [Redacted s.38(1)(b)] after the DYW on 30<sup>th</sup> August. I trust 16:00-16:30 suits at your end for this meeting?

Kind regards,  
[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)] | [Redacted s.38(1)(b)] | Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills | Scottish Government | St Andrew's House | Edinburgh | EH1 3DG | E: [DFMCSE@gov.scot](mailto:DFMCSE@gov.scot)

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**From:** [Redacted s.38(1)(b)]  
**Sent:** 10 August 2017 11:34  
**To:** Deputy First Minister and Cabinet Secretary for Education and Skills  
**Subject:** Meeting with [Redacted s.38(1)(b)]

[Redacted s.38(1)(b)] and John Swinney are attending the DYW National Advisory Group meeting on 30<sup>th</sup> August in Glasgow. [Redacted s.38(1)(b)] asked if it would be possible to meet with John Swinney for half an hour either before or after the DYW meeting to discuss –

- STEP initiative
- [Redacted - Out of scope]
- [Redacted - Out of scope]

Can you let me know if this would be possible please. [Redacted s.38(1)(b)] will be travelling down to Glasgow the morning of the 30<sup>th</sup> and returning to [Redacted s.38(1)(b)] that evening.

Regards,  
[Redacted s.38(1)(b)]

[Redacted s.38(1)(b)]

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Dh'fhaodadh gum bi teachdaireachd sam bith bho Riaghaltas na h-Alba air a chlàradh neo air a sgrùdadh airson dearbhadh gu bheil an siostam ag obair gu h-èifeachdach neo airson adhbhar laghail eile. Dh'fhaodadh nach eil beachdan anns a' phost-d seo co-ionann ri beachdan Riaghaltas na h-Alba.

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