

COMMUNITY SERVICES: EDUCATION

Inspection and Review
2019-20



Through inspection, Education Scotland aims to:

- provide assurance and public accountability;
- promote improvement; and
- inform the development of educational policy and practice.

Education Scotland's inspection cycle runs from August - July.

From August 2019 – July 2020 the following are planned by Education Scotland:

Early Learning and Childcare, including nursery classes in schools	150
Primary and Secondary Schools	250
Further inspections – where weaknesses are identified	65

Information about their annual programme of inspection and review activity can be found at <https://education.gov.scot/who-we-are/Management>

Education Scotland will undertake **250** inspections across the school sector, using both the **full and short** models.

There will be a sample of **120 full model** inspections and **130 short model** inspections which will focus on the following quality indicators from How Good is our School, 4th Edition (HGIOS4):

- 1.3 Leadership of Change (**full model only**)
- 2.3 Learning, teaching and assessment (**full/short** models)
- 3.1 Ensuring wellbeing, equality and inclusion (**full model only**)
- 3.2 Raising attainment and achievement (**full/short** models)

A six point scale is used to grade inspection outcomes by Education Scotland i.e.

6	5	4	3	2	1
Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory

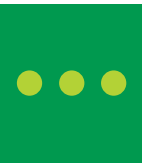
A weak or unsatisfactory grade will result in a follow-up inspection by Education Scotland.

School inspection findings 2018-19

BRIEFING 1 – February 2020

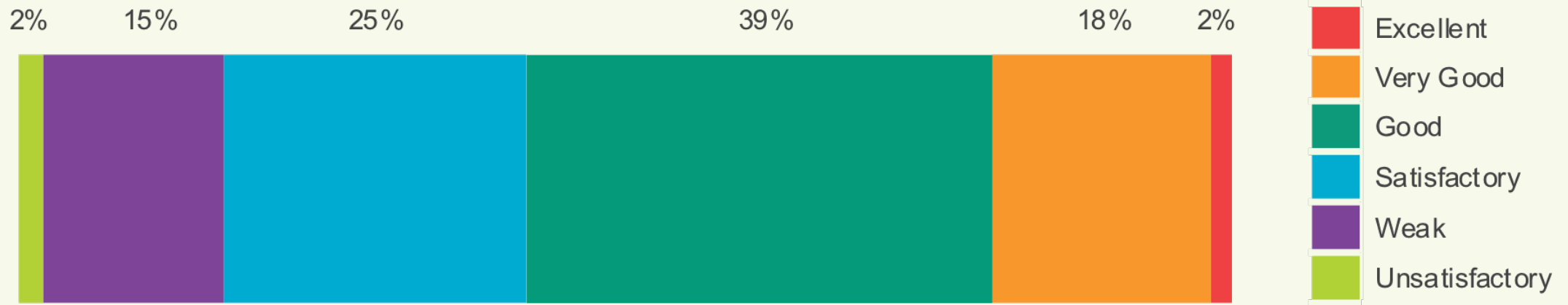


QI 1.3 Evaluations



Evaluations of 1.3 Leadership of change (2018-2019)

122 schools



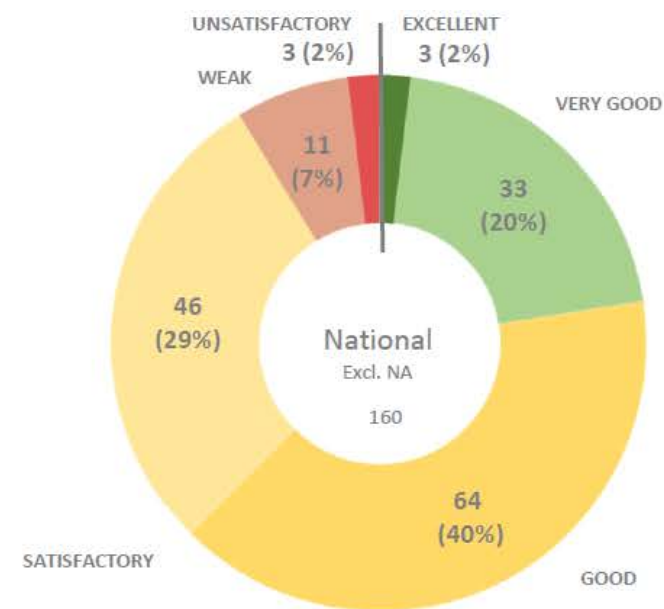
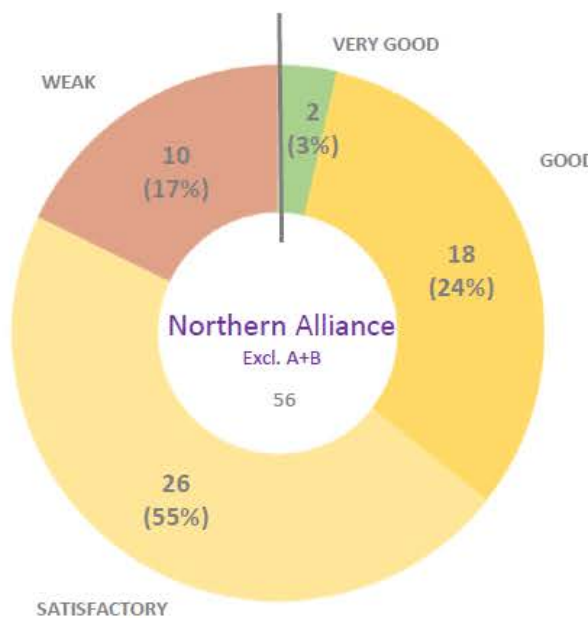
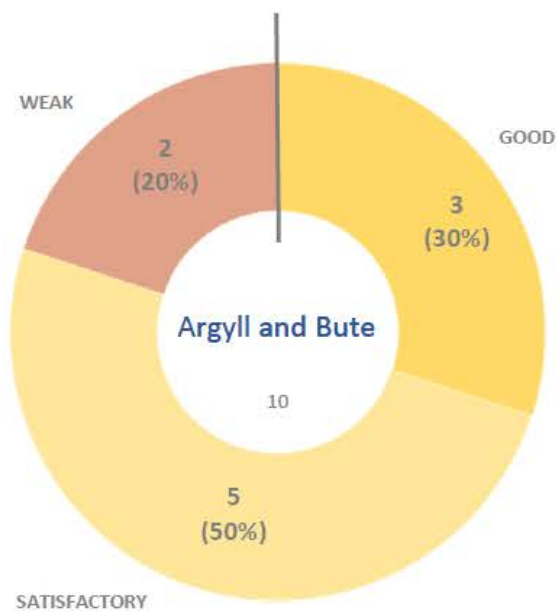
QI 1.3 What are the challenges and areas for improvement?



- Gathering and taking account of a range of data and evidence to **monitor and evaluate** the impact of change and improvement on outcomes for learners

- **Fully involving stakeholders** in contributing to and evaluating school improvement

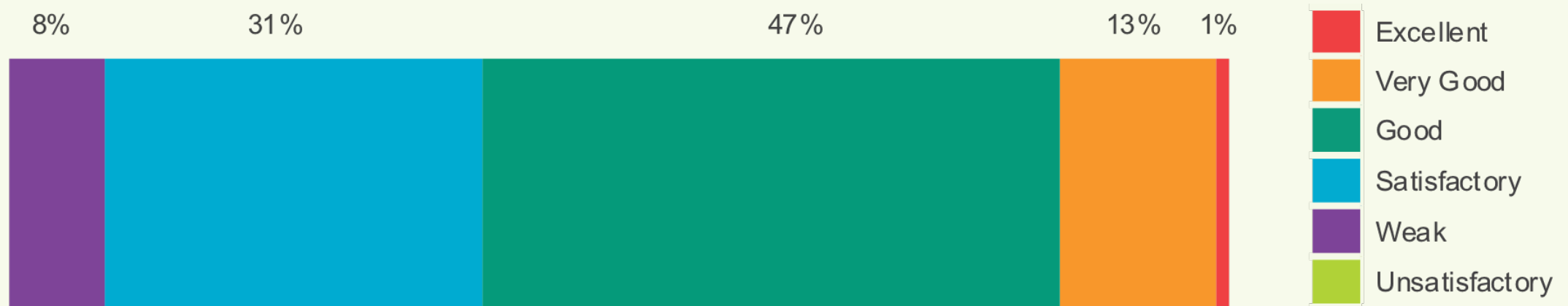
QI 1.3 Leadership of change



- **A&B performed broadly in line with the Northern Alliance, but underperformed in comparison to national data**

QI 2.3 Evaluations

- Evaluations of 2.3 Learning, teaching and assessment (2018-2019)
- 252 schools



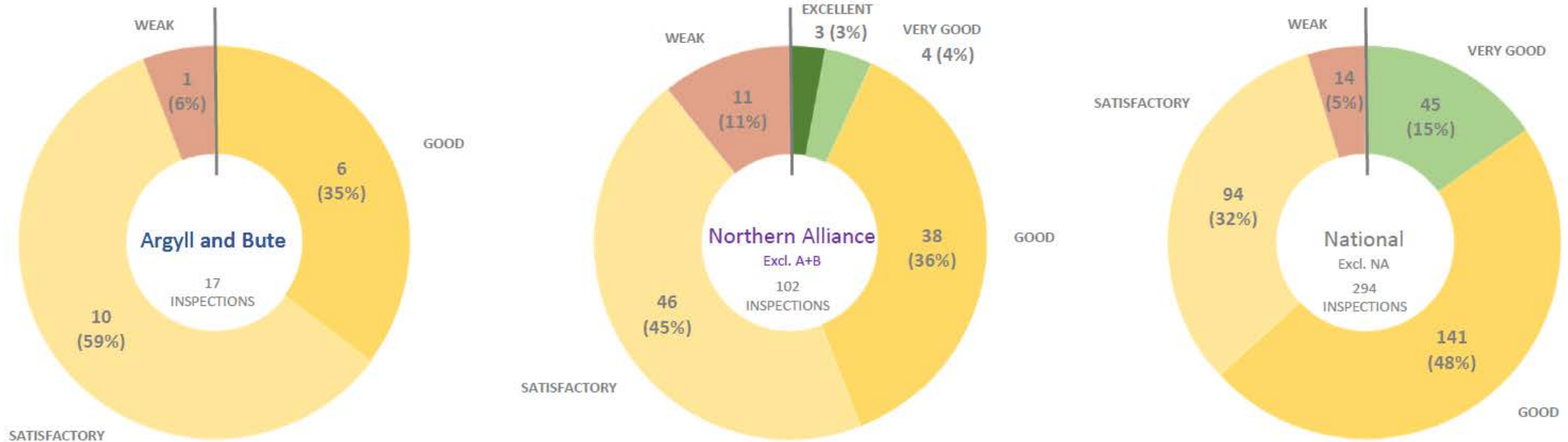


QI 2.3 What are the challenges and areas for improvement?



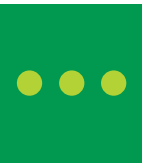
- Staff need to build on moderation work to continue to **improve the reliability and validity** of teachers' judgements of children's and young people's progress and achievement across all learning.
- The sharing of effective practice in the use of tracking and monitoring in **all areas of the curriculum** in the broad general education (BGE) across all school sectors is needed.

QI 2.3 Learning, teaching and assessment

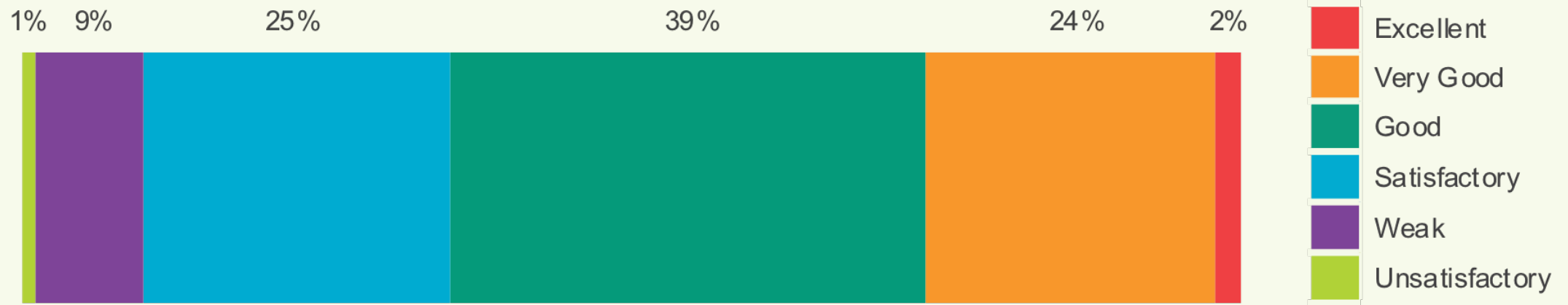


- **A&B performed broadly in line with the Northern Alliance, but underperformed in comparison to national data**

QI 3.1 Evaluations



Evaluations of 3.1 Ensuring wellbeing, equality and inclusion (2018-2019) 122 schools

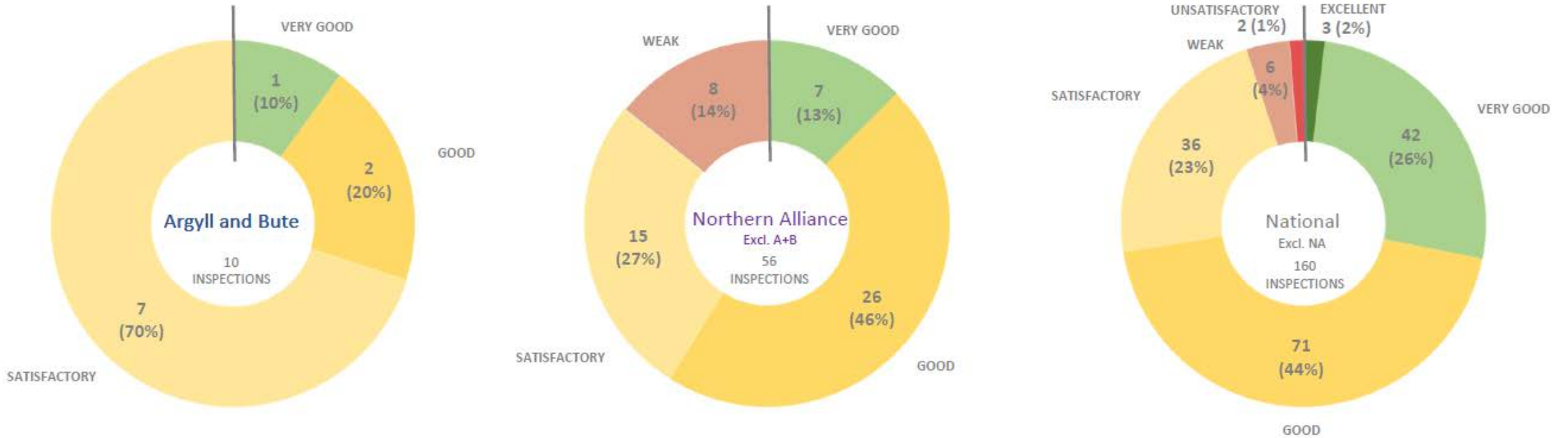


QI 3.1 What are the challenges and areas for improvement?



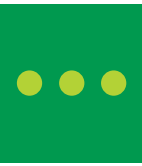
- **Planning approaches** are not always reviewed regularly enough and children's and young people's views do not sufficiently inform planning.
- Improvements are required to further develop **children's and young people's understanding of diversity** so they are more able to challenge stereotypes and discrimination.

QI 3.1 Ensuring wellbeing, equality and inclusion

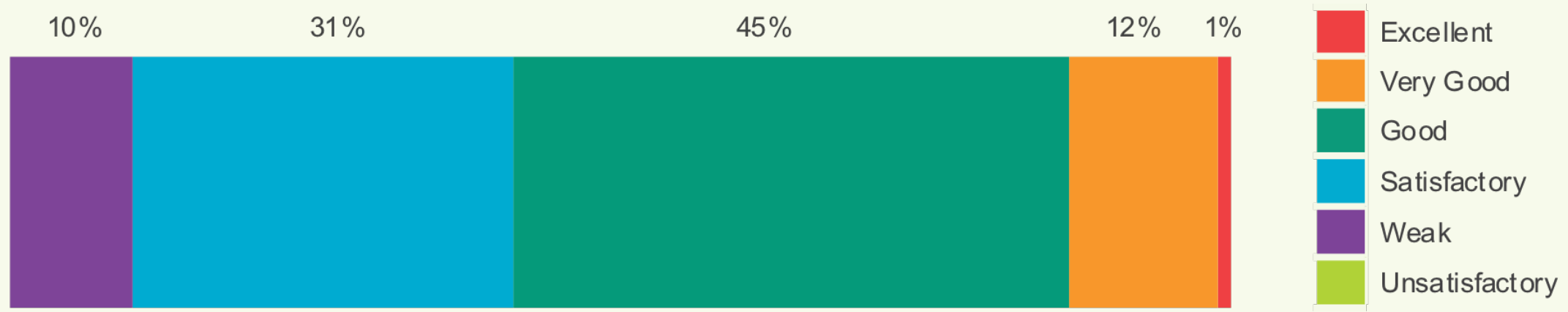


- A&B outperformed by the Northern Alliance and nationally overall, however A&B has no weak evaluations

QI 3.2 Evaluations



Evaluations of 3.2 Raising attainment and achievement (2018-2019) 252 schools





QI 3.2 What are the challenges and areas for improvement?



- Most schools do not yet have reliable data on children's and young people's progress and achievement of CfE levels across other curriculum areas across the BGE.
- Tracking attainment across the curriculum during the BGE remains an area requiring further work.

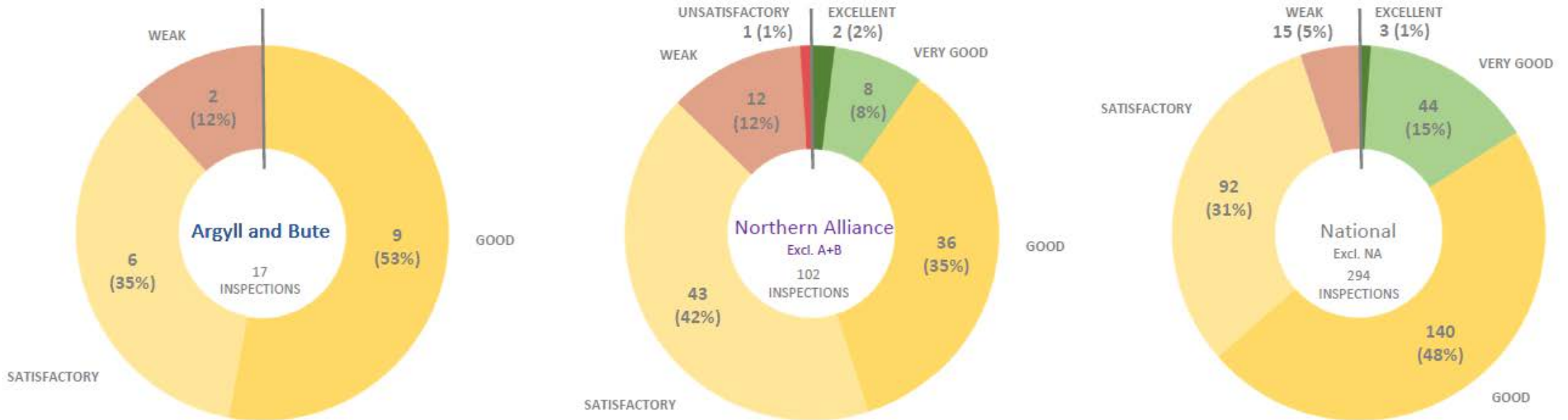


QI 3.2 What are the challenges and areas for improvement?



- The development of approaches to tracking of the skills that are being gained would help learners take increasing responsibility for ensuring they continue to add value to their achievements.

QI 3.2 Raising attainment and achievement



- A&B performed broadly in line with the Northern Alliance, but underperformed in comparison to national data

Temporary Education Officer recruited and assigned a dedicated remit of school improvement from August 2019.

Input to date:

- Training sessions provided to two targeted cohorts of school establishments those last inspected between 2005-09 and those last inspected between 2020-12).
- These sessions have been well attended and very positively evaluated by Head Teachers.
- Generic training on self-evaluation for school improvement has been delivered to all Headteachers.

Direct Support:

- Targeted support for schools that receive notification pre-inspection, during inspection and post-inspection.
- Training for Education Officers within the central team and the opportunity for them to shadow the School Improvement Education Officer during the inspection process.
- Development and implementation of a standard Tracking and Monitoring system to enhance the collection and analysis of data to support improvement (Primary Schools and ELC). Over 40 establishments have signed up to be involved and training is scheduled for March 2020

Measures **planned** to enhance current provision:

- Enhanced scrutiny of learning and teaching in establishments through the recruitment and training of teaching staff to support with evaluation of QI 2.3 in line with Education Scotland Model.
- Targeted programme of review in session 2020-21 for priority schools.
- A review and update of the current School Review guidelines which support identified schools with self-evaluation.

- There are questions as to whether the current system allows HMI to compare like with like with respect to SAC funding distribution. Some areas can appoint teachers to be leaders of learning and create capacity in the system. These areas can also recruit teachers easily to backfill posts.
- Other Local Authorities that have challenges recruiting staff in general are unable to appoint teachers to such roles and backfill their posts.
- The impact of a lack of staff ripples out to CLPL, staff welfare, pupil experiences.
- Questions around the experience of HMI in relation to the context and place of rural and island schools.