
Report To:	Education & Communities Committee	Date:	05 September 2017
Report By:	Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/53/17/RB
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Subject:	Revised Inspection Models		

1.0 PURPOSE

- 1.1 The purpose of this report is to give members of the Education and Communities Committee further information on the approaches taken for the inspection of schools and the educational functions of authorities by Education Scotland.

2.0 SUMMARY

- 2.1 Four new inspection models for schools have been introduced in a phased approach from August 2016. These are:
- Full inspection model.
 - Short inspection model.
 - Localised thematic model.
 - Neighbourhood model.
- 2.2 Over the course of a year, Education Scotland aim to have a mixture of types of schools across Scotland inspected through the different models.
- 2.3 A new model for inspecting the education services of local authorities has been recently used in a neighbouring authority. Members will be updated about any possible emerging inspection models intimated by Education Scotland.

3.0 RECOMMENDATIONS

- 3.1 Members are asked to note the contents of this report on the changes to inspection models used by Education Scotland.

Ruth Binks
Head of Education

4.0 BACKGROUND

- 4.1 After engagement with a wide variety of stakeholders to gather views on what form inspections should take in future years, Education Scotland tried out a range of new approaches across the 2015-16 academic session.
- 4.2 Taking into account the feedback from the 'try-out' inspections and recent developments in Scottish education, such as the National Improvement Framework and the Scottish Attainment Challenge, Education Scotland introduced a range of new inspection models from August 2016 to suit particular circumstances and contexts.

The inspection models that have been introduced in a phased approach from August 2016 are:

- Full inspection model.
 - Short inspection model.
 - Localised thematic model.
 - Neighbourhood model.
- 4.3 All inspections now use the quality indicators (QIs) outlined in How good is our school?(4th edition) (HGIOS 4). In inspections of nursery classes and early learning and childcare centres, How good is our early learning and childcare? (HGIOELC) is used.

5.0 CURRENT POSITION

- 5.1 Education Scotland choose a nationally representative sample for each inspection model. Therefore over the course of a year they aim to have a mixture of types of schools inspected through the different models. The size of school, and a few other factors are considered in determining the model chosen for a school. These factors do not relate to the expected outcome of the inspection.

5.2 Full inspection model

This model of inspection was introduced in August 2016. The following HGIOS4 and/or HGIOELC quality indicators are evaluated on the six-point scale in full inspections of establishments:

- 1.3 Leadership of Change.
- 2.3 Learning, Teaching and Assessment.
- 3.2 Raising Attainment and Achievement (or the equivalent, 3.2 Securing children's progress, in early learning and childcare settings).
- 3.1 Ensuring Wellbeing, Equality and Inclusion.

A further QI for focus is also negotiated with the school. This enables school staff and inspectors, together, to focus on a particularly challenging issue or new initiative, with the aim of bringing about improvement through professional dialogue. This QI is not evaluated on the six-point scale.

In addition, inspections incorporate themes from other QIs to ensure that Education Scotland continue to capture the evidence they need to promote improvement and provide evidence to inform national policy development. These themes will be reviewed regularly to ensure they remain relevant. From August 2016, until further notice, the Learning Pathways theme from QI 2.2 Curriculum and QI 2.7 Partnerships in evaluating the impact of parental engagement are also included.

A new format of report has also been introduced. It takes the form of a short letter, which highlights strengths and aspects for development. The letter also includes a table indicating the QI grades against the six-point scale. Education Scotland now also publish online the inspection evidence that they gather during the inspection process in a document called the Summarised Inspection Findings (SIF).

5.3 Short visit inspection model

A revised short visit inspection model was introduced in February 2017 and Education Scotland will continue to evaluate these approaches against the ten principles of inspection and review identified in Education Scotland's "Framework for Inspection". Schools being inspected using the short visit inspection model are informed of this when they are notified of the inspection.

The key features of the short visit inspection model, which differ to the full establishment model are:

- The team is composed of fewer inspectors.
- Inspectors spend less time in school (a total of two days), normally from Monday lunchtime to Wednesday lunchtime.
- There will be a focus on two quality indicators (QIs):
 - 1.1 Self-evaluation for self-improvement
 - 3.2 Raising attainment and achievement

Inspectors will make evaluations of these QIs using the six-point scale.

Some of the features of the short inspection model, which are replicated in the full establishment model, are set out below:

- The period between the school receiving its notification of inspection by email and the team of inspectors visiting will be two-and-a-half weeks.
- There will be a focus on safeguarding during the inspection.
- Education Scotland ask schools to complete a self-evaluation proforma, to be shared in advance of the inspection, and a safeguarding proforma, to be completed and handed to the Managing Inspector (MI) on the first afternoon of the inspection.
- Learners, parents, staff and partners are invited to share their views with Education Scotland by completing an online questionnaire prior to the inspection.
- The number of inspectors on a team is dependent on the school roll and can comprise HM Inspectors, Associate Assessors, Assistant Inspectors and a Lay Member.
Education Scotland will publish a letter outlining the strengths of the school and areas for development, and share evaluations of the QIs.
- Education Scotland will publish its Summarised Inspection Findings (SIF).

5.4 A thematic review is a new approach to inspection which involves a cross-sectoral team of inspectors, working across a local authority area, focused on answering the question, 'How well are learning pathways through the senior phase leading to positive destinations?' A thematic review was carried out in the Moray area in May 2016.

5.5 A neighbourhood model is a cross-sectoral approach involving a secondary school and its associated educational establishments and partners. This review does not focus on individual establishments but rather on what learning will look like for learners as they progress through their education. Education Scotland tried out such a review in June 2016 in Angus. The theme of this review was transition and they explored how well learners progressed in their learning as they move through their education. Inspectors did not make evaluations using the six-point scale outlined in any of the 'How good is our school?' series.

5.6 In March 2017, a report was published by Education Scotland on the education functions of Argyll and Bute Council. This inspection evaluated the following quality indicators:

- QI 1.1 Improvements in performance.
- QI 2.1 Impact on children, young people, adult learners and families.
- QI 5.1 Delivering and improving the quality of services.
- QI 9.2 Leadership and direction.
- QI 9.4 Leadership of change and improvement.

We have no further information on any proposals or timescales to inspect other local authorities; however members will be kept up to date of the emerging picture as information is received from Education Scotland.

6.0 IMPLICATIONS

Finance

6.1 There are no financial implications relating to this report.

Financial Implications:

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report £000	Virement From	Other Comments
N/A					

Annually Recurring Costs/ (Savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact £000	Virement From (If Applicable)	Other Comments
N/A					

Legal

6.2 There is no legal implication relating to this report.

Human Resources

6.3 There are no Human Resources issues relating to this report.

Equalities

6.4 Has an Equality Impact Assessment been carried out?

Yes See attached appendix

No This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy. Therefore, no Equality Impact Assessment is required.

Repopulation

6.5 There are no repopulation issues arising from this report, although continually high performing schools may attract people to the area.

7.0 CONSULTATIONS

7.1 The Area Lead Officer for Education Scotland has been consulted in the preparation of this report.

8.0 CONCLUSIONS

8.1 Members are asked to note the contents of this report in respect to the inspection of schools in Inverclyde.

9.0 BACKGROUND PAPERS

9.1 There are no background papers associated with this paper.