Report

Report to:	**Education Resources Committee**
Date of Meeting:	**18 September 2018**
Report by:	**Executive Director (Education Resources)**

Subject:	**Education Scotland Inspection Update**

1. Purpose of Report
1.1. The purpose of the report is to:-

- ♦ provide an update on the progress of the curriculum and quality improvement service (CQIS) in relation to supporting schools to achieve positive inspections;
- ♦ provide an update of the outcome of inspections 2017/2018; and
- ♦ provide an update on future developments for 2018/2019

2. Recommendation(s)
2.1. The Committee is asked to approve the following recommendation(s):-

(1) that current and planned progress relating to Education Scotland inspection reports be noted.

3. Background
3.1 Schools in Scotland are subject to external inspections from HMIe (Her Majesty's Inspectors of Education) who are employed by the Government body Education Scotland.

3.2 There has been a recent commitment by Education Scotland to increase the number of school inspections as some schools have not been inspected for in excess of ten years.

3.3 The number of inspections done within each local authority within a school session depends largely on the size of that authority. For example, South Lanarkshire Council, which is the fifth largest in Scotland, had 12 school inspections published during 2017/2018, West Lothian had 4, whilst Clackmannanshire had 2, Edinburgh had 5 and East Renfrewshire had 1. Appendix 1 provides more detail around this.

4. Inspection Models
4.1 In August 2016, HMIe introduced a range of new inspection models to suit particular circumstances and contexts and to reflect the changing educational landscape.

The inspection models introduced were:-

- ♦ full inspection
- ♦ short inspection
- ♦ localised thematic
- ♦ neighbourhood

4.2 Since August 2016, inspectors have been using the new quality indicators (QIs) outlined in "How good is our school?"(4th edition) (HGIOS4). In inspections of nursery classes and early learning and childcare centres, the equivalent QIs from "How good is our early learning and childcare?" (HGIOELC) have been used.

4.3 The Quality Indicators from HGIOS4 and HGIOELC being used during inspections have been refocused to align with the National Improvement Framework. In particular, 1.3 (Leadership of Change), 2.3 (Learning, Teaching and Assessment), 3.2 (Raising Attainment and Achievement) will feed directly into the evidence base for the National Improvement Framework. A full model of inspection evaluates 4 quality indicators whilst a short model evaluates 2.

4.4 The publication in 2016 of the update to the 'Statutory Guidance Standards in Scotland's Schools Etc. Act 2000' places a statutory duty on schools and local authorities to raise attainment for all and close the equity gap. There is a focus on 3 main areas:-
♦ pupils experiencing equalities of outcome
♦ delivery of the priorities of the National Improvement Framework
♦ the duty of schools and local authorities to plan and report on improvement activity around reducing socio-economic disadvantage and pursuing the NIF priorities. This has been an additional focus for inspections

5. Support for schools
5.1 It is recognised that schools and their staff can find the process of inspection challenging. In addition, significant and rapid changes in National educational policy and practice over the last two years or so have left schools uncertain about new expectations for inspections.

5.2 In order to best prepare schools for the increased rigours and focus areas of changing educational policy, expectations around self-evaluation for improvement and the new HMIe inspection models, CQIS support for establishments has been extensive. It is important to note that support is given to all schools, not just those pending inspection. This has comprised of a number of key elements, including:

♦ the provision of resources to support self-evaluation for self-improvement e.g. HGIOS4 and HGIOELC Toolkits

♦ revised School Improvement Planning and Standards and Quality Reporting frameworks which reflect all of the National Guidance and support self-evaluation for self-improvement

♦ Validated Self Evaluation (VSE) - The VSE approach has helped establishments strengthen their self-evaluation processes and gain information which influences their School Improvement Planning and Standards and Quality Reporting processes

♦ the establishment of an SLC Tracking and Monitoring system for Primary and Secondary establishments respectively

♦ the introduction of a targeted Active Literacy programme to support identified schools

♦ the creation of the central Learning and Teaching Group which has worked to develop resources for schools. An associated training programme is also planned

♦ attendance at national and West Partnership events to support Moderation and Achievement of a Level

♦ the introduction of a School Summary Report (SSR) data for both primary and secondary schools, which has supported schools in the use of data to inform school improvement

♦ the successful and increasingly popular Professional Learning Trios groups which focus on supporting schools with school improvement

5.3 In addition, particular support is provided to those schools who are potentially facing an inspection in the next few years, including:-

♦ the identification of schools pending inspection i.e. those establishments where the most recent inspection was between 2006 to 2012, and subsequent provision of a targeted support programme delivered by the Curriculum Quality and Improvement Service. This takes the form of voluntary after-school training sessions where schools get the chance to work together on self-evaluation activities and hear from colleagues who have recently been inspected. These sessions are very well attended and evaluations of this programme are strong.

♦ a designated team which provides professional and pastoral support to establishments undergoing inspection.

5.4 Education Scotland places importance on the role of Associate Assessors (AAs) on their inspection teams. These are usually experienced Headteachers who have been nominated by the authority to fulfil the criteria attached to this role and then deployed on Education Scotland inspections, subject to training. Currently, SLC has 8 associate assessors, with another 12 recently been put forward for nomination. SLC has developed an Associate Assessor Network which provides an opportunity for AAs within the authority to meet and discuss issues relating to inspection and to contribute to the support provided for schools.

6. Inspections during session 2017/2018
6.1 During 2017/2018 South Lanarkshire Council had 18 inspection reports published across all sectors. This breaks down as:

♦ 8 primary school inspections (including one Primary Nursery Class) using the full inspection model
♦ 2 primary school inspections using the short inspection model
♦ 1 secondary school inspection using the full inspection model
♦ 1 ASN School inspection using the full model
♦ 5 early years Partner Provider establishments using the full inspection model
♦ An inspection of Community Learning and Development (CLD)

7.   Outcome of inspections during session 2017/2018
Schools

7.1   Of the 12 schools inspected this session, all received "positive" outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either "weak" or "unsatisfactory" awarded during any inspection for any of the Quality Indicators. Appendix 2 illustrates this.

7.2   In addition, there was no requirement for follow-up inspection activity as an outcome of any of the school inspections.

7.3   As highlighted within section 3.3, it is difficult to compare school inspections across authorities because of the varying numbers involved. However, a comparative analysis which scrutinises SLC primary inspection outcomes with comparator authorities of a similar size and who have similar number of inspections, demonstrates that SLC is the only authority to achieve a 100% success rate in relation to positive inspection outcomes and that SLC **outperforms in relation to the percentage of schools achieving evaluative grades of 'good' or above. Appendix 2 shows this in more detail.**

7.4   An analysis of establishment's self-evaluations, compared with the evaluations that they receive during inspection activity, demonstrates that there is little variance between these i.e. establishment evaluations are reasonably well aligned to those of inspection teams. This level of alignment is important given that, as part of the National Improvement Framework requirements for data from Local Authorities, this information is collected and evaluated by Education Scotland and helps form a view of how well we know our schools.

8.   Early Years' Establishments

8.1   Early Years' establishments and school nursery classes are inspected both by Education Scotland around the quality of educational provision using Quality Indicators and separately by the Care Commission. This report only concerns inspections conducted by Education Scotland.

8.2   During 2017/2018, 6 Early Years' inspection reports were published, with associated evaluative grades for Quality Indicators. This includes 5 Partner Providers, 1 nursery class and no standalone centres.

8.3   Of the 6 Early Years' establishments and nursery classes inspected this session, all received "positive" outcomes i.e. a grade of satisfactory or above for all Quality Indicators. There were no evaluations of either "weak" or "unsatisfactory" awarded during any inspection for any of the Quality Indicators. Appendix 3 gives further details.

8.4   In addition, there was no requirement for follow-up inspection activity as an outcome of any of these Early Years inspections.

9.   Other Services
Community and Learning Development (CLD) Inspection

9.1   During March and April 2018 a team of inspectors from Education Scotland undertook an inspection of our CLD activity. Within South Lanarkshire this service falls under the banner of Youth, Family and Community Learning (YFC).

9.2   As part of this inspection they visited services, met with focus groups of stakeholders and spoke to the strategic leaders of the service.

9.3   There was a very positive outcome of this inspection with the service being evaluated as "very good" across all 4 Quality Indicators inspected. In addition the following key strengths were identified:-

- ♦   work with young people that is improving the learning offer across South Lanarkshire
- ♦   effective targeting and inclusion of people facing additional barriers
- ♦   learners accessing clear progression pathways
- ♦   stakeholders with a positive approach to learning
- ♦   creative and ambitious Community and Third Sector organisations

10.   Reporting on inspections

10.1   South Lanarkshire Council reports on individual inspections through the established Area Committee structure. This allows local elected members to hear from the Headteacher and/or Senior Officer and to ask questions around the inspection. A committee paper is prepared for each of these inspections.

10.2   In addition, data from inspections feeds into the evaluation of our Education Resources' plan through the IMPROVe mechanism.

10.3   Education Resources publicises new inspection reports through the weekly Education newsletter by providing a web-link to the Education Scotland website.

10.4   A summary of inspection results will be published as part of SLC's "Standards and Quality" report.

10.5   Each school is responsible for ensuring the letter from Education Scotland reporting on the inspection is sent to parents. It would be expected that a schools' inspection report and associated evidence would be fully discussed with the Parent Council. It is worth noting that the chair of the Parent Council is fully involved with the inspection and receives an advance copy of the report.

11.   Next Steps

11.1   It is planned that the levels of support are sustained and developed further in order to secure further advances in establishments' self-evaluation for self-improvement. This support will be a bespoke package including professional learning opportunities, provision of resources and targeted support pre-inspection, during inspection and post-inspection.

11.2   The School Improvement Team will launch a suite of School Improvement resources to pull together all work done to date in one central point. This will be launched during October 2018. It is anticipated that the resource will further enhance schools' self-evaluation and be a valuable tool to support school improvement and readiness for inspection. In addition, CQIS will support schools to use the recently launched HGIOS4 audit tool designed for children and young people and involve them in school self-evaluation.

11.3   "Self-Improving Attainment Families" (formally Trios) this is a small group of staff coming together to support school improvement as will the programme of "Validated Self-Evaluation" (VSE)

11.4   The establishment of national Regional Improvement Collaboratives provides an opportunity to extend our work beyond SLC to work in partnership with colleagues from other West Partnership local authorities. One of the three dedicated workstreams of the West Partnership lies under the banner of School Improvement. Other local authorities have been interested in adopting and sharing our approaches to supporting inspections and there are also opportunities to learn from beyond South Lanarkshire. These opportunities will continue to be explored during session 2018/2019.

12.   Employee Implications
12.1   None

13.   Financial Implications
13.1   Financial implications are within existing budgetary resources.

14.   Other Implications
14.1   There are no implications for sustainability or risk in terms of the information contained in this report.

15.   Equality Impact Assessment and Consultation Arrangements
15.1   This report does not present a new strategy, policy or plan and is therefore not subject to equality impact assessment.

15.2   There was no requirement to undertake any formal consultation in terms of the information contained within this report.

Tony McDaid
Executive Director (Education Resources)

23 August 2018

Link(s) to Council Values/Ambitions/Objectives
♦   Improve achievement, raise educational attainment and support lifelong learning

Previous References
None

List of Background Papers
♦   South Lanarkshire Council Leadership Framework

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact: Carole McKenzie, Head of Education (Broad General Education)
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Appendix 1 – Number of Published Inspections 2017/2018

Authority	Number of inspections
Aberdeen City	2
Aberdeenshire	14
Angus	7
Argyll & Bute	7
Clackmannanshire	2
Dumfries & Galloway	7
Dundee City	2
East Ayrshire	4
East Dunbartonshire	2
East Lothian	2
East Renfrewshire	1
Edinburgh, City of	5
Eilean Siar	1
Falkirk	3
Fife	8
Glasgow City	12
Highland	15
Inverclyde	0
Midlothian	3
Moray	2
North Ayrshire	1
North Lanarkshire	10
Orkney Islands	1
Perth & Kinross	2
Renfrewshire	5
Scottish Borders	3
Shetland Islands	2
South Ayrshire	2
South Lanarkshire	12
Stirling	4
West Dunbartonshire	4
West Lothian	4

Appendix 2
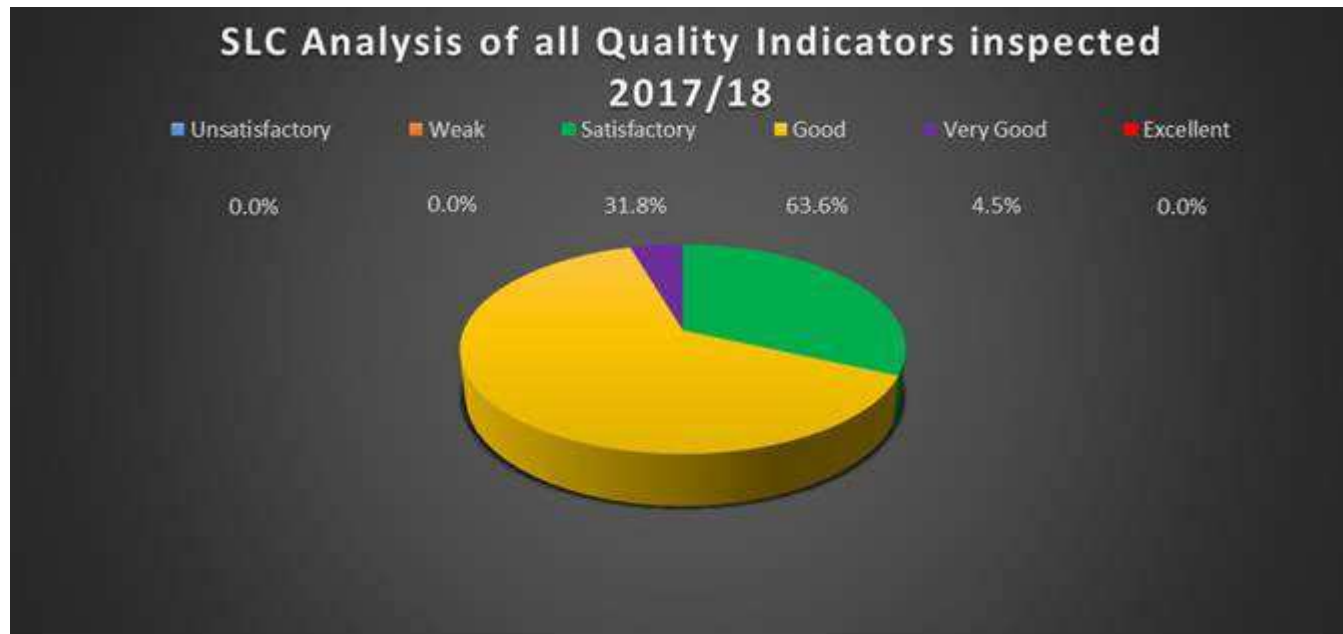
			1.1	1.3	2.3	3.1	3.2	Total	% of all QI's
South Lanarkshire	1	Unsatisfactory	0	0	0	0	0	0	0.0%
		Weak	0	0	0	0	0	0	0.0%
		Satisfactory	1	4	3	3	3	14	31.8%
		Good	0	6	7	6	9	28	63.6%
		Very Good	1	0	0	1	0	2	4.5%
		Excellent	0	0	0	0	0	0	0.0%

SLC Good or Better   68.2%

Appendix 3

% Good or Better over all Quality Indicators inspected 2017/18 - National Comparator

Authorities	Good or better	% Good or Better
Aberdeen	17	32.7%
Highland	24	41.4%
North Lanarkshire	20	62.5%
Fife	18	64.3%
Glasgow	29	65.9%
South Lanarkshire	30	68.2%

Appendix 4

SLC Early Years Analysis of all Quality Indicators inspected 2017/18

Unsatisfactory	Weak	Satisfactory	Good	Very Good	Excellent
0%	0%	56%	22%	22%	0%
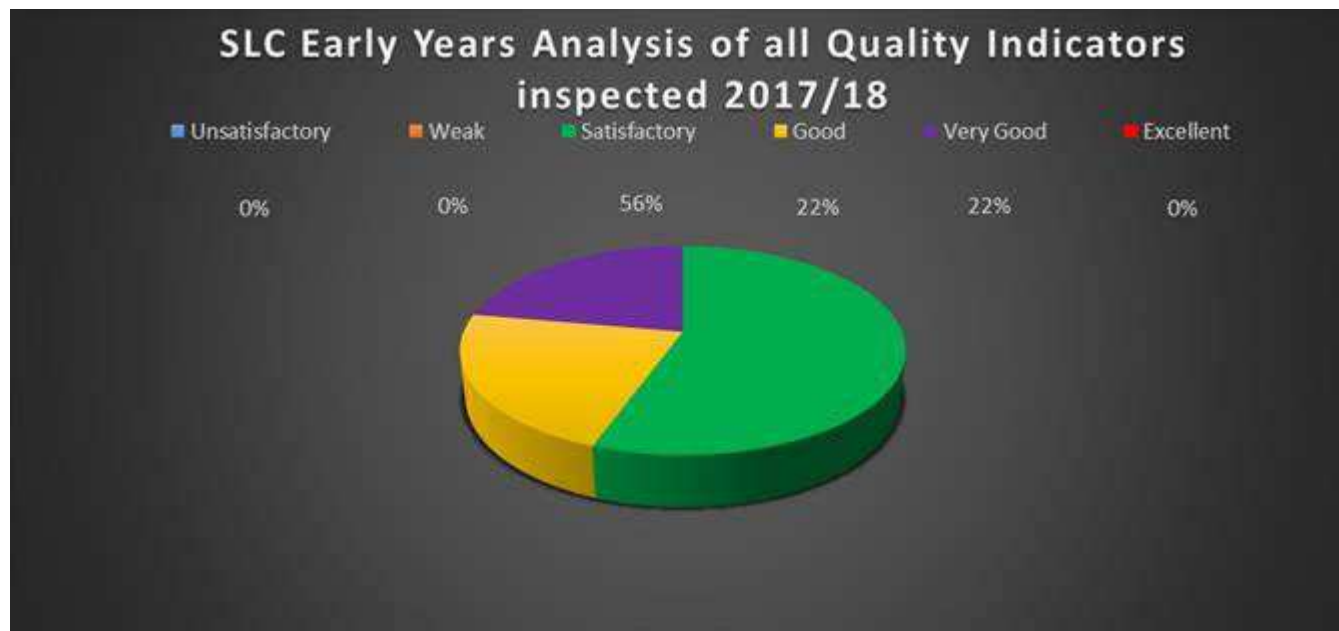
Local Authority	Total Number of EY Inspections 17/18	Evaluative Grades - Scores	1.3	2.3	3.1	Total	% of all QI's
South Lanarkshire		Unsatisfactory	0	0	0	0	0%
		Weak	0	0	0	0	0%
		Satisfactory	4	4	2	10	56%
		Good	1	1	2	4	22%
		Very Good	1	1	2	4	22%
		Excellent	0	0	0	0	0%