

# Report

# 12

Report to:	<b>Education Resources Committee</b>
Date of Meeting:	<b>13 September 2011</b>
Report by:	<b>Executive Director (Education Resources)</b>

Subject:	<b>Her Majesty's Inspectorate of Education (HMIE) Response to School Inspection Framework Review</b>
----------	--

## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise of the outcome of the public consultation on proposals for Her Majesty's Inspectorate of Education (HMIE) school inspection framework starting in Autumn 2011.

## 2. Recommendation(s)

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

- (1) that the findings of the School Inspection Framework review be noted.

## 3. Background

3.1. The Standards in Scotland's Schools etc Act 2000 set out the national agenda for education. The Act provides an improvement framework for Scottish Education, an integral aspect of which is the planned programme of inspection of schools by Her Majesty's Inspector of Schools. Schools in South Lanarkshire have been subject to inspection in recent years as part of the planned programme.

3.2. Early in September 2010, HMIE (now renamed **Education Scotland**) announced their intention to undertake a planned consultation on proposals for the HMIE school inspection framework to gather the views of stakeholders on a number of proposals for school inspections. The consultation documentation cites a number of aspirations. These included:-

- the need for HMIE to regularly review the inspection framework to ensure it remains up to date;
- to decide how to select schools for inspection in the future;
- to ensure that inspection is seen as a positive partnership experience; and
- to ensure that the principles set out in the Government's response to the Crerar Review (2007) are supported.

3.3. Education Resources responded to the consultation within the prescribed timescale. The outcome of the national consultation was made available in June 2011, outlining a number of changes to the current inspection model.

## 4. Revised approaches to the inspection of schools/scope of inspection

4.1. Education Scotland (HMIE) will now change how they decide which schools will be in the national sample each year. This will mean:-

- making better use of information on schools and centres in order to make sure that inspection takes place where it really matters;
- a smaller sample of school inspections each year, reduced overall by approximately one third, covering both small and large schools. The sample is intended to provide Education Scotland with enough evidence to retain a national overview of the quality of schools' education in Scotland;
- working with local authorities, through the District Inspector, using an annual risk assessment process, to identify any additional schools that should be added to the inspection sample;
- building on the close work and procedures currently operated between Education Scotland and the authority using clear selection criteria to identify the schools which will be inspected as part of the national sample
- Education Scotland will continue to inspect what really matters: supporting the aims of Curriculum for Excellence by providing an independent view of how successfully it is being implemented, taking a closer look at learning and teaching, and learners' experience of their broad general education, including literacy and numeracy and health and wellbeing
- moving away from concentrating inspection activity on four subject departments in every secondary school, instead spreading observation of learning and teaching more widely across the secondary school;
- reducing the period of notice given prior to the inspection of a school to two weeks in order to increase public confidence that inspectors observe the school as it normally works.
- increasing the involvement of employees in the inspection process, encouraging senior employees, and, where appropriate, education authority employees to participate in class visits and take part in inspection team meetings;
- placing a greater emphasis on getting everyone involved, through increasing the involvement of parents in inspections;
- sharing the evidence base with school employees and the Chair of the Parent Council using password protection arrangements;
- a move to clearer, more accessible published inspection reports in the form of a web-based version in the form of a letter to parents, providing a small number of paper copies for schools whose parents are unable to access the information on-line. The revised reports are intended to provide assurance to service users and learners on how their school is performing, including information pertaining to key areas for improvement.

## **5. Next Steps**

- 5.1 The new inspection model was implemented at the start of the new academic session in August 2011.
- 5.2 Guidance for all educational sectors covered by the school inspection framework was made available by Education Scotland at the start of August 2011. Following discussion with the District Inspector, Education Resources is now identifying the most effective approach to ensuring these are available and in use in all establishments and services.

## **6. Immediate challenges for Education Resources**

- 6.1. The revised approach to inspection presents a number of immediate challenges/questions for Education Resources. These can be summarised as follows:-
- immediate and longer term implications for Education Resources' own quality assurance procedures with schools and establishments;

- relationship implications with schools and establishments when considering the anticipated annual “*risk assessment*” model highlighted by HMIE as part of the revised model of inspection;
- an anticipated increase in specialist subject visits to schools and establishments;
- resource implications for Education Resources to support a revised model of inspection;
- web-based publication of inspection reports.

## **7 Employee Implications**

7.1. None

## **8. Financial Implications**

8.1. None

## **9. Other Implications**

9.1. There are no significant risk implications in terms of the information contained within this report.

9.2. There are no implications for sustainability in terms of the information contained within this report.

## **10. Equality Impact Assessment and Consultation Arrangements**

10.1. This report does not present a new strategy, policy or plan and is, therefore, not subject to consultation or equality impact assessment.

**Larry Forde**  
**Executive Director (Education Resources)**

23 August 2011

## **Link(s) to Council Values/Improvement Themes/Objectives**

- ◆ Raise educational attainment for all
- ◆ Improve lives of vulnerable children, young people and adults
- ◆ Increase involvement in lifelong learning

## **Previous References**

- ◆ Education Resources Committee - 9 November 2010

## **List of Background Papers**

None

## **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

Jim Gilhooly, Head of Education (Quality)

Ext: 4475 (Tel: 01698 454475)

E-mail: [jim.gilhooly@southlanarkshire.gov.uk](mailto:jim.gilhooly@southlanarkshire.gov.uk)