

## **SICI General Assembly and International Conference**

### **Transforming inspection to support improvement for all**

**Thursday 10 October, The Roxburghe Hotel, Edinburgh**

#### **Workshops**

##### **Workshop 1 – ‘Access and Achievement: Hidden Children report’**

**Adrian Gray, Divisional Manager, Ofsted  
England**

Twenty years ago and then again ten years ago, Ofsted published major reports on the education of children in deprived urban areas. The new Chief Inspector returned to this theme and commissioned a similar study with inspectors and academics working together to assess whether progress has been made and how national priorities should be set. The results have been surprising and, to an extent, controversial, reflecting how the social landscape of England has changed over the last decade and with implications for schools and for inspectors. London, previously one of the areas of greatest concern, now leads the nation but deprived children in isolated areas are being left far behind. The report made some far-reaching recommendations which Government has been asked to consider.

##### **Workshop 2 – ‘Communication with Stakeholders’**

**Rick Steur, Chief Inspector, Inspectorate of Education  
The Netherlands**

Who are our stakeholders and what is our aim when communicating with them? This workshop will explore and develop a number of guiding principles which can be used in selecting our aims for communication.

Communication is about giving and receiving information. When we give information, we want to inform stakeholders and maybe also convince or persuade them.

When we receive information from stakeholders, we may want to be informed or be sometimes influenced ourselves: taking advice from stakeholders.

These different aims can be described by means of the so-called participation ladder for involving stakeholders. We want to discuss this participation ladder in the workshop, and explore arguments on the pros and cons of each step.

## **Workshop 3 – ‘Knowledge Management, Data and Research in Education Scotland and Beyond’**

**Craig Munro, Strategic Director, Education Scotland  
Scotland**

Inspection results in data rich organisations. As a new agency, Education Scotland has a number of other functions which allows them to access data nationally on an even greater scale. How do we use this data for system improvement? Our aspiration is:

“Knowledge Management must result in Education Scotland being regarded as the educational research hub for Scotland. We will become renowned for our ability to analyse complex quantitative and qualitative data and provide meaningful information for education leaders and practitioners. If used appropriately, this will lead to systemic improvement and ultimately improved outcomes for learners.”

This workshop will explore how we are beginning to develop our knowledge brokering role across Scotland and in particular how we source, collate, simplify and disseminate easy-to-read, well-evidenced research, including evidence from inspection, for reflection and dialogue by educational leaders, practitioners and professional learning communities? We are keen to learn from best practice in other jurisdictions.

## **Workshop 4 – ‘Giving Feedback to Schools’**

**Wulf Homeier, Präsident, Lower Saxony State Institute for Quality  
Development in Schools  
Lower Saxony, Germany**

This workshop will present how and when in Lower Saxony's new inspection system feedback is given to schools. Feedback is given in many different ways and situations within the school inspection process.

We give feedback:

- in the discussions about the quality of the processes schools are working with;
- in the discussions concerning results of lesson observation;
- in the feedback meeting with the school's head and the school-board; and
- in conferences with staff.

In the workshop, we will discuss:

- when and what type of feedback is given in the different inspection systems taking part;
- in which ways is feedback given;
- what aspects of feedback are good at supporting improvement in the quality development in schools; and
- what aspects of feedback have a negative impact on the quality development in schools.

## **Workshop 5: 'Ofsted's revised approach to challenging schools that do not improve'**

**David Townsend, Her Majesty's Inspector (Education), Ofsted  
England**

"Academic research and Ofsted's own analysis highlighted two key patterns – that schools which 'failed' an inspection improved more rapidly than those who just achieved the minimum acceptable grade – satisfactory; and that some schools remained at 'satisfactory' for years, never improving to good. The chief inspector has a clear vision that 'every school must be at least a good school'. 'Satisfactory' has been replaced by 'requires improvement' and a new 'hands on' approach by the inspectorate to challenging and supporting schools in this category. This presentation will look at this policy, how it is working, and how schools are responding."

Her Majesty's Chief Inspector (HMCI) Sir Michael Wilshaw has called for all schools to be at least good and this has resonated across the education sector. The moral imperative of this, with which few argue, has itself been a key driver for improvement, along with the implications that 'satisfactory' as a term for grade 3 performance was a misnomer – it typically meant key groups of pupils were under-achieving, for example. Another key driver is the fact that we wish to optimize the use of our resources in pursuing this vision. To that end, we are delivering a proportionate model of inspection, through which a school's track record in inspection and its ongoing academic performance are key factors in determining how frequently we need to visit for a section 5 school inspection. We are therefore freeing up resource.

We have identified our target audience for improvement – those schools that are graded 3, twice, even three times. This has been a very public declaration of intent, by HMCI and others, to the education community and that intention has had its own impact in focusing minds. We are proposing, as part of this focus on these schools, to conduct monitoring visits and lead improvement workshops and activities, alongside inspection; this latter strand is a new direction for us.

HMCI recently applauded headteachers for recent improvements. The proportion of schools judged good or better in inspections has risen from 70% to 78%. He sees this unprecedented increase over just twelve months as a testament to the positive response to our frameworks by heads and teachers but also the result of high quality inspection and monitoring by HMI and their dissemination of good practice in workshops and seminars. But too many schools are not improving quickly enough, especially in certain areas of the country. Our improvement work will focus on these institutions and areas in particular; each regional team will track performance of its 'requires improvement' schools and the relative performance of the relevant local authority in helping these schools get to good faster.

## **Workshop 6 – ‘Where is inspection heading?’**

**Alasdair Delaney, Strategic Director and Director of Inspection,  
Education Scotland  
Scotland**

Education systems are constantly changing and the role of inspection and inspectorates must change with them. In fact, they should be part of that change - supporting it and helping it to be understood and to achieve its intended outcomes.

This workshop will explore the changes in inspection practice that have taken place in Scotland over many years – why they have happened and what we have learned from them. In Scotland currently, we are at a very early stage of considering where inspection should go next. We would like to share some emerging thoughts and ideas, and hear from other countries what discussions might have taken place about the changing role and practice of inspection, and what pressures and developments have led to these thoughts.