

ICT in inspections

1. Remember why

2. Technology

3. Skills

4. Maximising impact

5. Future



Juan Enriques
TED.com



Outcomes

Safe, Healthy,
Achieving,
Nurtured,
Respected,
Engaged

Equity
Service Quality

HMIe

Improving Scottish education
leasachadh foghlam na h-Alba

95%
electronic

Planning
analysis

Co-creation

Peer
review

Email

Evaluation

Phone a friend

3G

Useful Information

- Home
- Accessibility
- About Inspections
 - Independent School Inspections
 - Welfare to Work Services
 - Educational Psychology Service
 - EPS Inspections
 - College Reviews
 - About Inspections
 - Being ready for inspection
 - Pre-School Inspections
 - Primary School Inspections
 - Secondary School Inspections
 - All-through Inspections
 - Special School Inspections
 - Residential Special School Inspections
 - Learning Community Inspections (CLD)
 - INEA Inspections
 - Services for Children
 - Follow Through
- About Validated Self-Evaluation
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- International Activities

About Us > About Inspections > Secondary School Inspections

Secondary School Inspections

In this section we aim to help educators, parents and adult learners to better understand the process of inspection in secondary schools.

There are several sections below that you can read through.



- [Being ready for inspection](#)
- [Briefing for parents](#): this page aims to help parents to understand the inspection of a secondary school.
- [Briefing note for headteachers of secondary schools](#): this page opens up in a new window and aims to help headteachers understand the inspection process of a secondary school.
- [Briefing note for staff in secondary schools](#): this page opens up in a new window and aims to help staff understand the inspection process of a secondary school.
- [Support and advice for Chairperson of Parent Council](#): this page opens up in a new window and aims to help the Chairperson of the Parent Council understand the inspection process of a secondary school.
- [Safeguarding/child protection pro forma](#): this page opens up in a new window and is used by establishments to record safeguarding issues.
- [Good practice proforma](#): this page opens in a new window and aims to provide advice on sharing good practice with the inspection team.
- [Advice on issuing pre-inspection questionnaires for headteachers.](#)
- [Questionnaires](#): this page contains national baselines and questionnaires.
- [Secondary School inspection reports](#): this is a link to the Secondary School inspection reports page.
- [Improving Scottish Education](#): this link navigates you directly to the Secondary section of the Improving Scottish Education report.
- [How Good is our School](#): this link navigates you to a revised

Reports

- Pre-school ■
- Primary ■
- Secondary ■
- College Reviews ■
- Learning Community CLD ■
- Education Authorities ■
- Teacher Education ■
- Services for Children ■
- Independent Schools ■
- Special Schools ■
- All-through Schools ■
- Voluntary Organisations ■
- Educational Psychology Services ■
- Validated Self-Evaluation ■

Publications

- HMIE Publications ■

Good Practice

- Good Practice Area ■

5. Questionnaires and accompanying leaflets

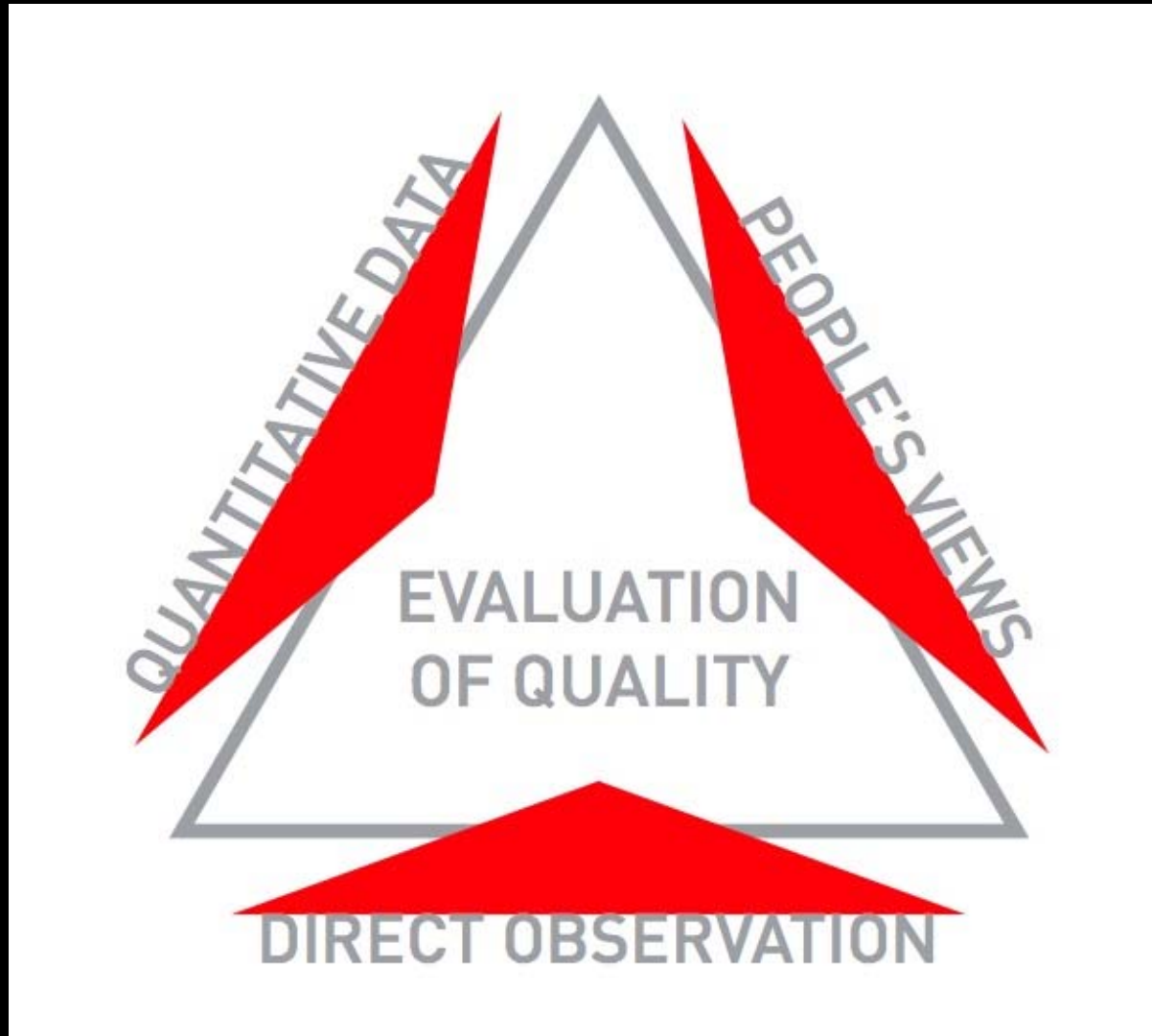
A set of questionnaires is used to ascertain the views and opinions of key stakeholders about educational psychology provision. With the assistance of the authority and the educational psychology service, separate questionnaires will be issued to the following groups of stakeholders:

- [a sample of children and young people;](#)
- [a sample of parents/carers;](#)
- [all authority pre-school establishments and a sample of partnership pre-school establishments;](#)
- [all primary and secondary schools in the authority, including special schools;](#)
- [all residential schools in which children and young people have been placed;](#)
- [key contacts outwith schools;](#)
- [all part-time and full-time psychologists;](#)
- [all administrative staff;](#)
- [relevant key centrally-based personnel in the authority](#)
- [a sample of staff in external support agencies, including health services and the Scottish Children's Reporter Administration \(SCRA\).](#)
- [accompanying leaflet for children and young people;](#) and
- [accompanying leaflet for professionals](#)

Evidence - show me!

- ✓ strengths and aspects for development
- ✓ outcomes, quality
- ✓ where you are improving
- ✓ how you know – evidence
- ✓ priorities for improvement





Usually, data only raises questions.

Parents

... the most important
'parenting' factor is the
parents' relationship with
the school

The teacher!

Variability at the classroom level is up to four times that at school level

It's not class size

It's not the between-class grouping strategy

It's not the within-class grouping strategy

It's the teacher

Ladder of engagement

Young people share in decision making

Young people initiate and lead action

Adults initiate, young people share decisions

Young people consulted and informed

Then non-engagement:

Young people as tokens

Young people as decoration

Young people manipulated

Hart

Autonomy Mastery Purpose

Dan Pink on TED.com

Computer, remote access:

eg

Create new documents

Save to shared areas

Access on-line Help

Synchronise mobile laptops

Use properties of files

Clean/tidy profiles

Use encrypted USB memory sticks

Wordprocessing:

eg

Use current templates

Send documents as attachments

Save and edit attachments

Password protect a document

Merge and compare files

Manage toolbars

Use 'track changes'

Use version control

Mail, Blackberry:

eg

Add attachments

Use Calendar

Accept or decline meeting requests

Reserve time and view reserved time

Make a meeting request

Create and delete Tasks

Organise mail into folders

Create and manage Archives

Presentations:

eg

Change font size, type, colour

Move slides around, copy and paste slides

Print slides in different ways

Insert pictures and video files

Reduce file sizes

Use animation

Intranet and internet:

eg

Find relevant information on the intranet

Know which search engines to use

Add favourites

Download files (from an authorised site)

Use SharePoint

Use HMIE web based applications –

Corporate, Business Planning, Management

Plan, Establishments application, and

Planning software

Skill target	Confident or very confident
Computer and files	95%+
Outlook	95%+
Word	85%+
PowerPoint	90%+
Internet and intranet	85%+
Blackberry	90%+
Remote access	85%+

Staff confidence

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Training – identified at reviews

eg

Skills already developed previously

On-the-job

In-the-office

Shadowing

Specific courses

Online courses

Sessions at training days

Ad hoc for 'experts'

Phone a friend

What does the school get?



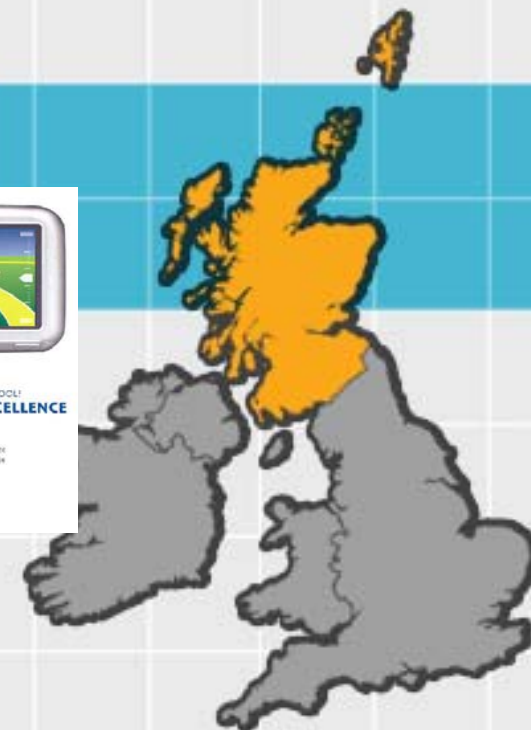
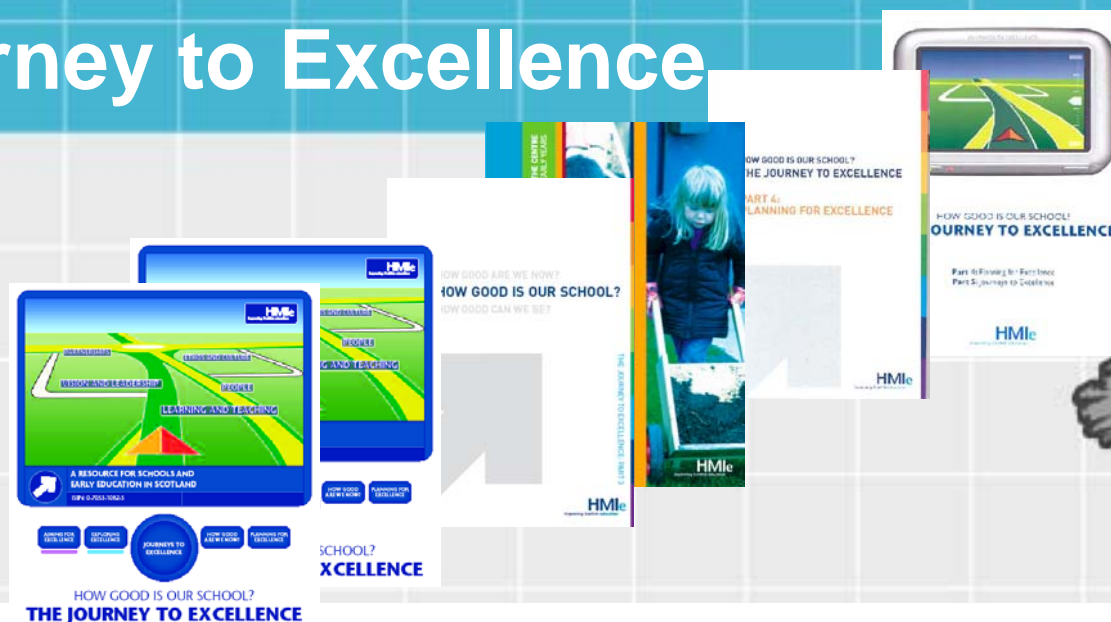
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The school gets:

- ✓ public report (quickly, online)
- ✓ detailed account of discussions
- ✓ sharing– professional discussion
- ✓ advice for improvement
- ✓ inspiration

How good is our school?: The Journey to Excellence



journeytoexcellence.org.uk

The Journey to Excellence home

About The Journey to Excellence

What is excellence?

Learning and teaching

[Videos](#)

[Improvement guides](#)

Vision and leadership

Partnership

People

Culture and ethos

Video search

Resources and CPD

Learning and teaching > [Videos](#) >

Developing literacy in a multi-lingual context: Cuthbertson Primary School



Related videos:



Creativity: Dylan William (Learning and teaching)
Dylan William reviews the changing nature of literacy in our society and the importance of developing creative



Literacy across learning in the Portlethen community
Discover how a cluster approach to literacy across learning inspired children, parents and the wider



Helping dyslexic style learners achieve their goals
Witness this primary school's journey to excellence as it develops its awareness of dyslexia and seeks to



A community of writers: St Ninian's Primary School
This film describes how to foster creativity. Staff foster creativity through the setting up of a community of



Scottish Learning Festival 2009. Keynote speech
Professor Carol Dweck from Lewis and Virginia Eaton

Transcript

[Developing literacy in a multi-lingual context: Cuthbertson Primary School](#)

Video download

[Developing literacy in a multi-lingual context: Cuthbertson Primary School \(83.9 MB\)](#)

[Developing literacy in a multi-lingual context: Cuthbertson Primary School for iPod \(15 MB\)](#)

Related links

[Cuthbertson Primary School](#)

The Journey to Excellence

Professional Development Pack

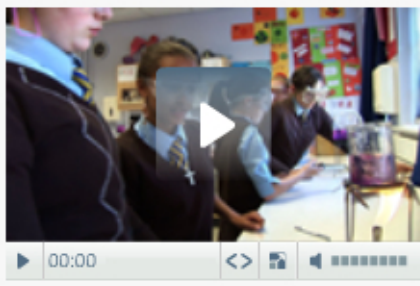
Improvement through
self-evaluation

A RESOURCE FOR SCHOOLS AND

HMIe

Improving Scottish education
leasachadh foghlam na h-Alba

Promotion of active learning



[Watch this and other related videos](#)

“
'The best teacher explains things really well and helps you when you need it.' P3 pupil
”

A school is good to the extent that...

Learners experience different approaches to learning and teaching.

Teachers' explanations of new topics make appropriate links with previous learning.

Children are encouraged to explain key ideas in their own words. Tasks and activities involve them in learning through thinking and doing, rather than by rote.

A school is excellent to the extent that...

Learners experience a wide range of learning and teaching approaches. Contexts for learning are challenging and enjoyable, and include creative and investigative activities. Young people engage confidently in such activities, and are prepared to risk making mistakes because they understand that they can learn from them.

Teachers' explanations of new topics and the skills pupils will learn are very clear. They fully demonstrate the links with previous learning across the curriculum and real-life situations and make new learning meaningful.

Children often demonstrate or explain information, ideas, processes and skills to the teacher and to other learners. They understand that excellent learning means being able to show or explain it clearly to others in their own words, orally or in writing or pictures. Young children will be involved in 'hands on' learning.

Other improvement guides for Learning and Teaching

[Learning as personal development](#)

[Meeting children's learning needs](#)

[Planning the outcomes of learning](#)

[Assessing the outcomes of learning](#)

[Reflecting on and recording success based on outcomes](#)

[Reporting on success in achieving outcomes](#)

[View all improvement guides](#)

Further reading

[Browse the collection of research abstracts for learning and](#)

Improvement guides

Back to basics

Fundamental aims of education

From pedagogy: art and science of teaching

to andragogy: planning, evaluation,
experience, relevance, problem-solving

to heutagogy: what I want, when I want, where
I want learning

OECD Future schools project

- 1 - An extended market for education
- 2 - Learning networks - diversified workforce
- 3 - Schools as social centres

ICT

..... schools have crammed computers into classrooms to sustain and marginally improve the way they already teach..... Using computers this way will never allow schools to migrate to a student-centric classroom.

Clayton Christensen – Disruptive innovation

Europe logs on

1. Three screens
2. Connected entertainment
3. The web becomes social
4. 3D internet
5. Rise of the smartphone

ergo changes needed in

1. Curriculum
2. Pedagogy
3. Professional development
4. Inspection??

Future Inspections

Learning is the business
Inspection on demand
Personalised
Schools as co-creators
Technology driven

By 2023 a handheld device will
have the processing power of
the human brain
(in operations per second);

by 2049, of the entire human
race.

Are our young people ready?

Are you?

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