



Education
Scotland
Foghlam Alba

The impact of inspection on school improvement, the
quality of teaching and the performance of children

Janie McManus
Strategic Director, Scrutiny

For Scotland's learners, with Scotland's educators

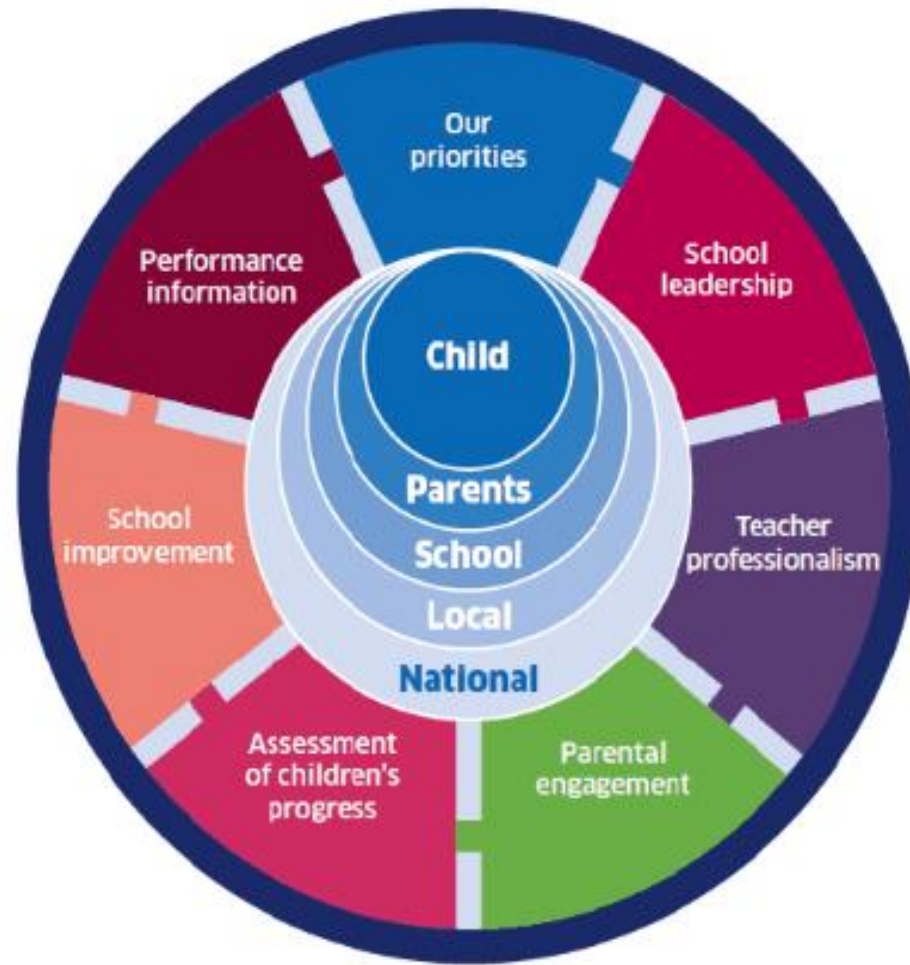
The Scottish approach to quality improvement

Scotland has a particular approach to accountability and improvement which is built on an **explicit combination of internal and external evaluation.**





National Improvement Framework



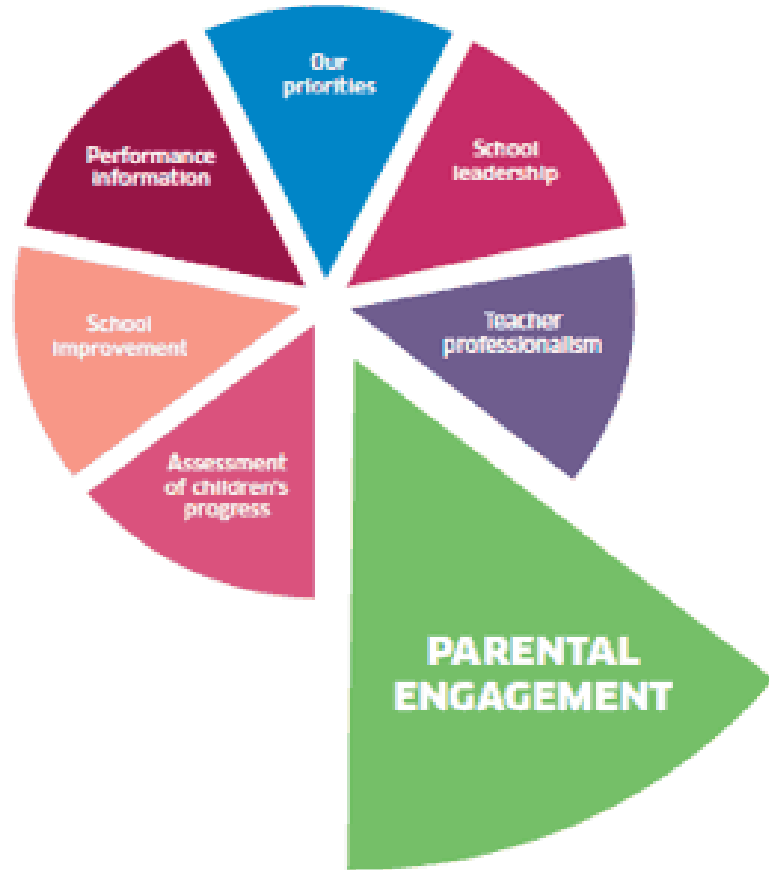
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School leadership



Data on the percentage of school inspections where QI 1.3: Leadership of change is graded as 'good' or 'better'.

Parental engagement



From parents' pre-inspection questionnaires, the percentage of parents who are satisfied with their engagement and involvement as indicated across a range of measures/questions.

From parents' pre-inspection questionnaires, the percentage of parents who are satisfied their child's progress with learning, and the quality of reporting about their child's progress as indicated across a range of measures/questions.

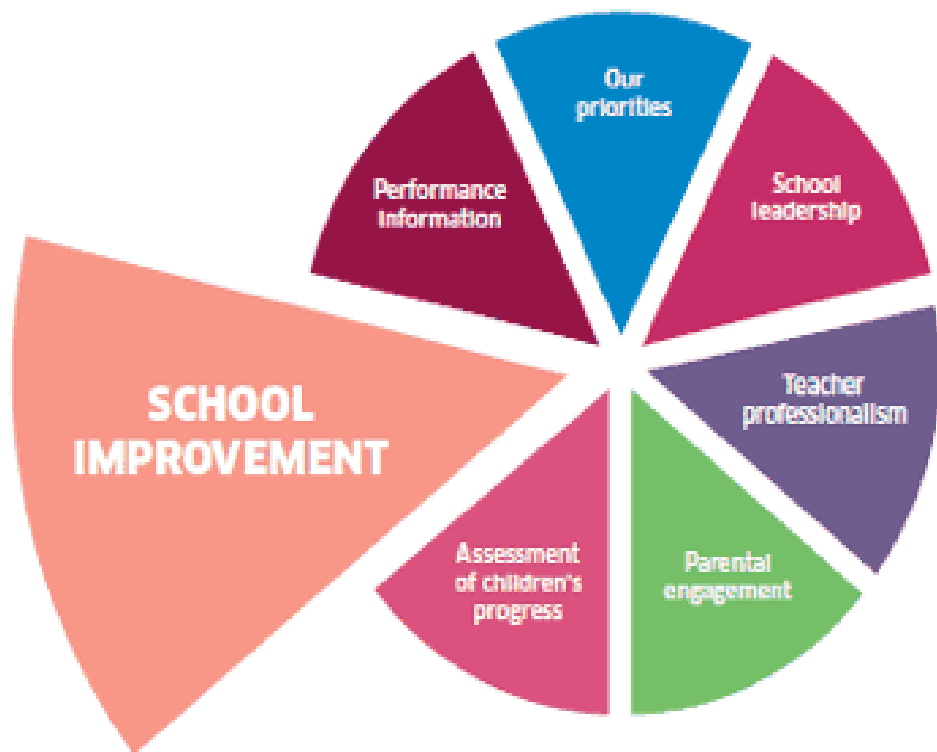
Assessment of Children's progress



Data on the percentage of school inspections where QI 3.1: Ensuring wellbeing, quality and inclusion is graded as 'good' or 'better'.

School inspection data on the effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels in literacy and numeracy.

School improvement



Data on the percentage of school inspections where QI 2.3: Learning, teaching and assessment is graded as 'good' or 'better'.

Data on the percentage of school inspections where QI 3.2: Raising attainment and achievement is graded as 'good' or 'better'.

Education Scotland will be undertaking a range of activity through its inspection function to support and encourage the empowerment of schools.

HM Inspectors will gather evidence on school empowerment through the Leadership of Change quality improvement indicator

We will carry out three national thematic inspections which focus on school empowerment in academic year 2018/19. Each inspection will focus on a different aspect of school empowerment:

- *Readiness for empowerment findings published December 2018*
- *Curriculum leadership findings published March 2019*
- *Parent and pupil participation findings published June 2019*

The findings from these thematic inspections will be used to identify what is working well and aspects which need to improve.



The Scottish approach to quality improvement

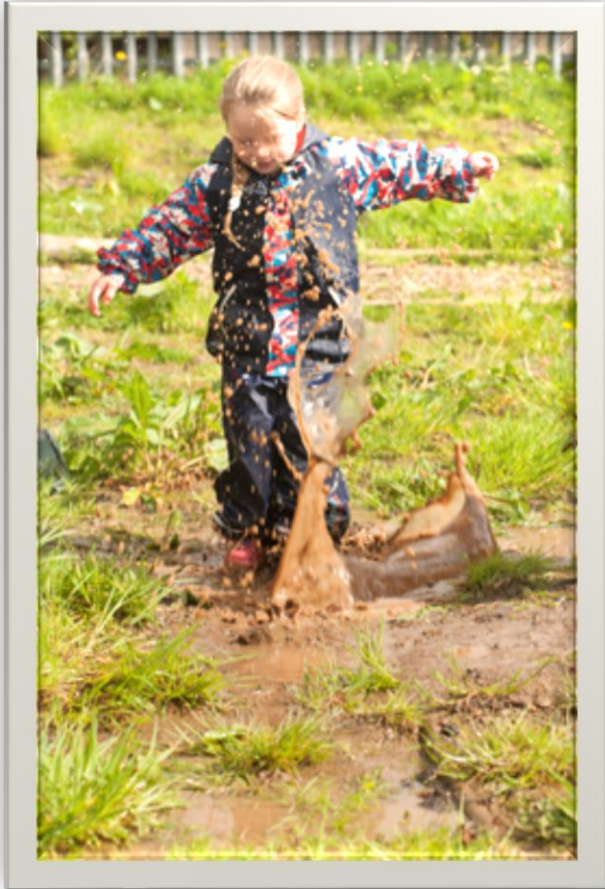
The approach is that schools must take responsibility for the quality of the education which they provide and be committed to continuous improvement.



Self-evaluation for a
self-improving
system



Self-evaluation for a self-improving system



“Making sound judgements about the impact on children should be central to self-evaluation”

A set of **quality indicators** contained in an Education Scotland publication called ***How Good Is Our School ?***

These indicators show good practice, establish a common language of quality.

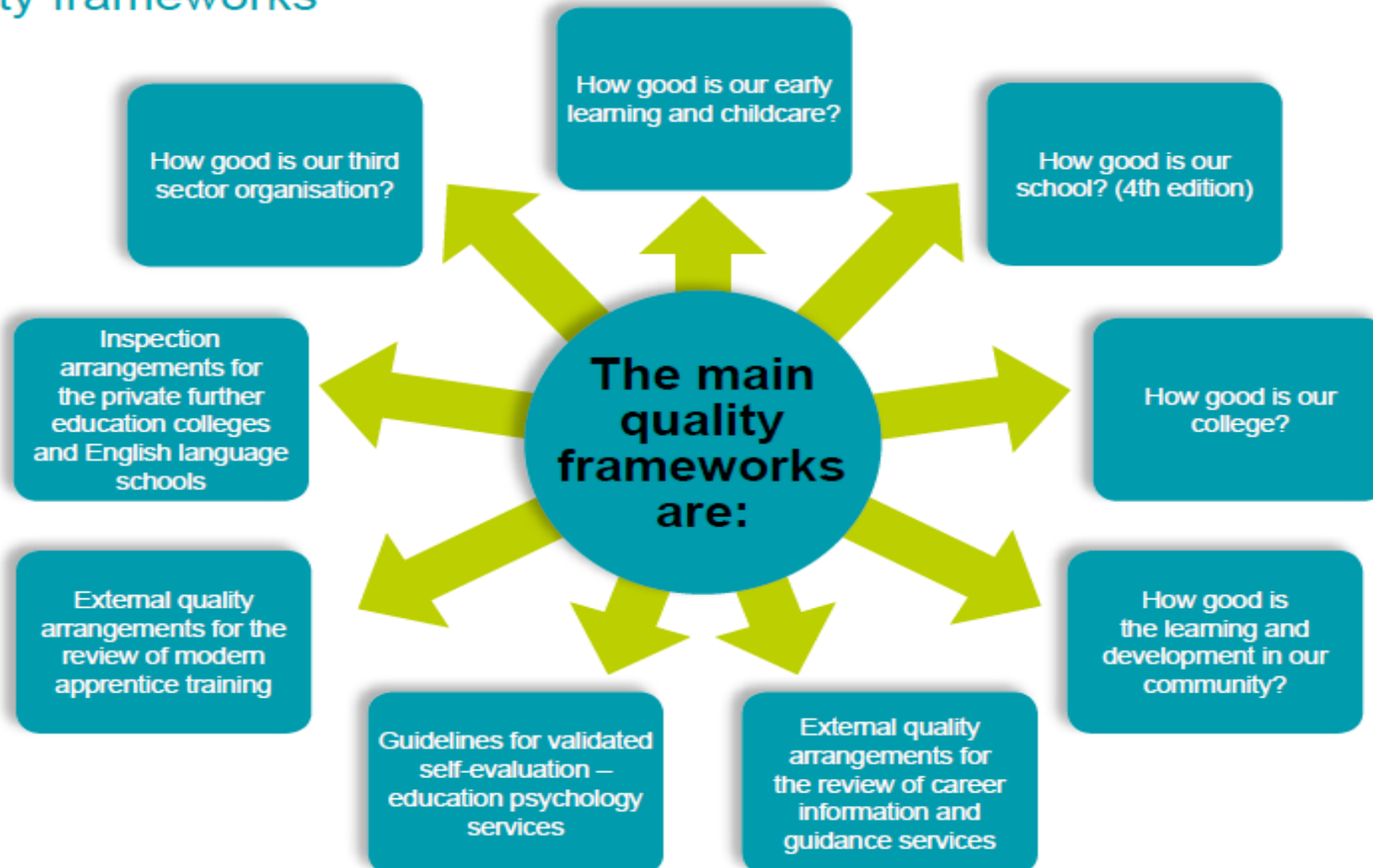
Designed to enable providers to undertake self-evaluation.

Quality frameworks are developed in partnership with stakeholders.

Inspectors use the same framework to evaluate the quality of provision as part of inspection.



Quality frameworks



Where
are we
now?

How do
we know?

What
should we
do now?

Level 5 illustration based on each theme

Features of highly-effective practice

Challenge questions

How good is our school?

1.1 SELF-EVALUATION FOR SELF-IMPROVEMENT

Themes:

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Impact on learners' successes and achievements

This Indicator defines rigorous self-evaluation as a responsibility of all stakeholders. It highlights the importance of partnership approaches to self-evaluation and continuous improvement. It emphasizes the need for strong leadership and robust analysis of a range of intelligence and data as essential features of effective continuous self-improvement. A key factor in this Indicator is demonstrating the impact of self-evaluation in relation to outcomes for all learners. Their active participation in self-evaluation is therefore essential.

Level 5 illustration:

- **Collaborative approaches to self-evaluation**
All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement. We use a range of effective approaches to ensure all staff, partners, learners, and other stakeholders are actively involved in our ongoing self-evaluation activities. Leaders at all levels support reflection by individuals, groups of staff, and with partners across our learning community. Pupil participation is a strong feature of our approach to self-evaluation and continuous improvement. Through regular and effective collaboration our community has a shared understanding of the school's strengths and improvement needs. We have developed very effective mechanisms to consult with stakeholders and can show how their views inform change and improvement.
- **Analysis and evaluation of intelligence and data**
Within our school and with our learning community, we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations. All staff analyse and use evidence very well to ensure a clear focus on those priorities which will have greatest impact. We have accurate intelligence about the quality of learning and teaching and the attainment and achievement of all learners. We gather a range of data and information to monitor and track progress for all learners. We regularly interrogate data, making use of digital technology to support this where relevant and appropriate. We have taken steps to ensure all planning, monitoring, tracking and evaluating is manageable and relevant for all involved. We use a wide range of local, national and international advice and research to reflect on current practice and evaluate any new initiatives, ideas and changes which have been introduced. We actively seek out and share good practice within and beyond the school and can demonstrate improvement as a result.
- **Impact on learners' successes and achievements**
Our self-evaluation focuses on key aspects of learners' successes and achievements. We can show clear evidence of improvement based on actions taken as a result of self-evaluation. We can demonstrate the impact of improvement arising from self-evaluation on learning and teaching and the attainment, achievement and wellbeing of all learners. All stakeholders, including children and young people, have shared ownership of this evidence and use it to plan continuous improvement.

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Self-evaluation approaches should:

- be **ongoing** and **integral to planning** for continuous improvement
- be **collaborative** with all stakeholders actively involved
- ensure **learner participation** is a strong feature
- result in all stakeholders having a **shared understanding** of strengths and improvement needs
- provide **accurate intelligence and evidence of impact**
- be **manageable**

*‘Excellent schools continually reflect and evaluate their work and use the evidence from these activities to plan future improvement. Thus, **the direction for future improvement comes from the school and its partners.** This is the definition of self-improvement.*



Professional dialogue

Embedded in the work of inspectors as they talk with staff throughout the time of inspection.

Schools value the dialogue with inspectors because the discussions can be strongly contextualised to particular local concerns.

Inspectors signpost effective practice from which others can learn and offer advice and guidance about improved ways of working.



Professional dialogue

90% of headteachers agreed or strongly agreed that taking part in professional dialogue with members of the inspection team was helpful.

The willingness of the team to engage in professional dialogue and listen to comments from members of the School Community meant that the positive comments made by HM Inspectors were well received but equally importantly the areas for further action were acknowledged and will be considered further in devising the School Improvement Plan. Positive affirmation of “strong practice” is always welcomed but the approach adopted by the Team and MI has resulted in considered reflection by staff in particular and has clearly identified work to be done in continuing to take the School forward.

Associate Assessors

Almost all inspection teams include current practitioners as part of the team.

Associate Assessors develop skills, knowledge and understanding of quality and improvement from undertaking training with and working alongside inspectors.

They gather valuable experience of evaluating practice of applying quality frameworks and observing practice in other parts of Scotland.

This helps to build their capacity in evaluating quality and improvement in education so that they can use it to maximum impact to support their journey of continuous improvement in their own establishment.

Associate Assessors

Associate Assessors were asked about the impact of being an Associate Assessor (AA) on their own career-long professional learning .

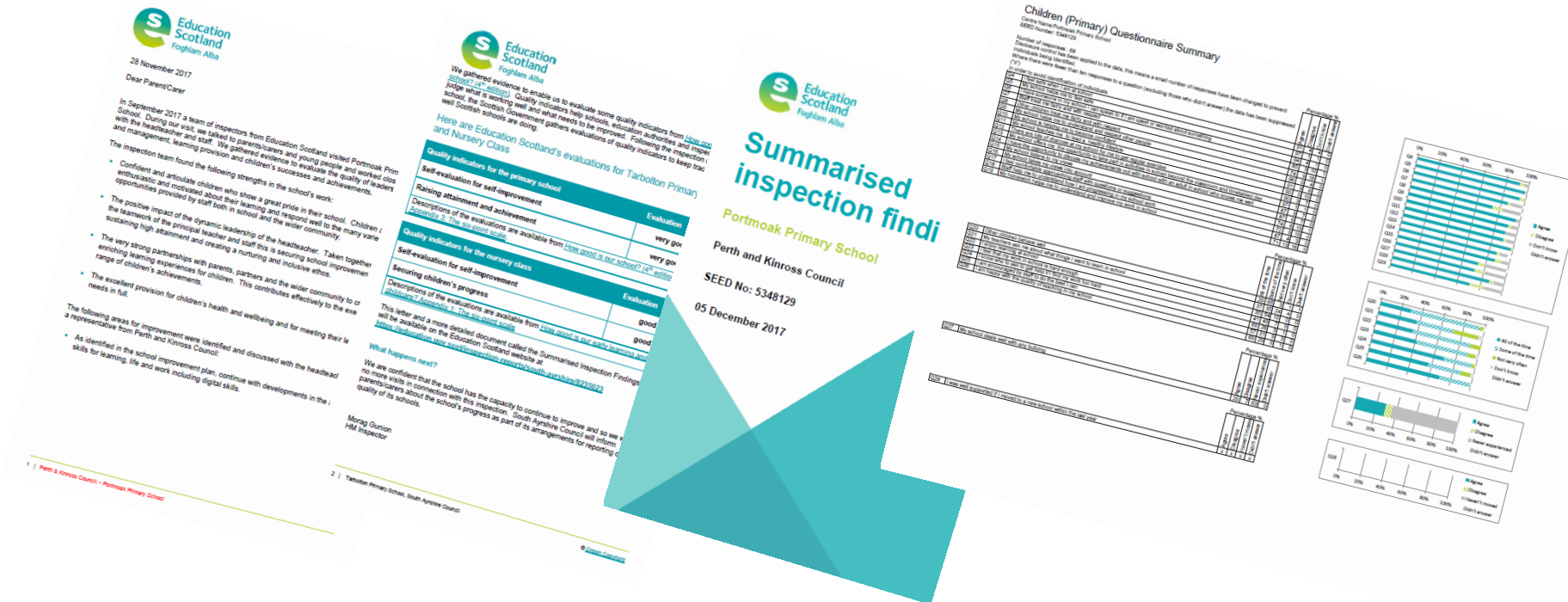
used their experience, training and their exposure to highly effective practice to lead developments in their own establishment or authority .

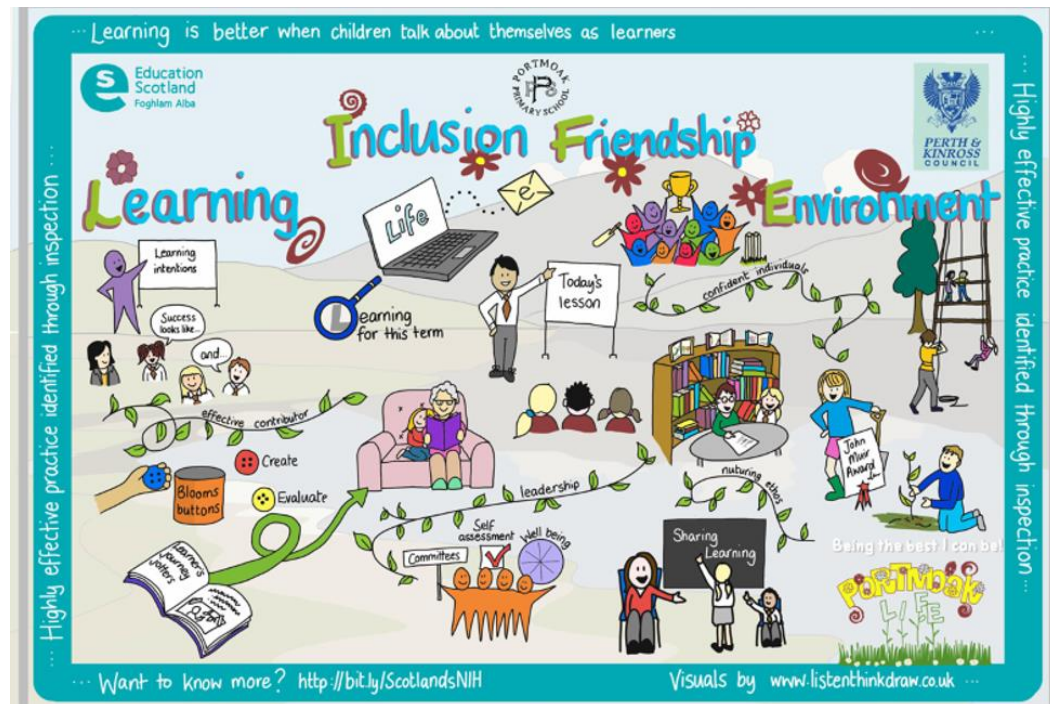
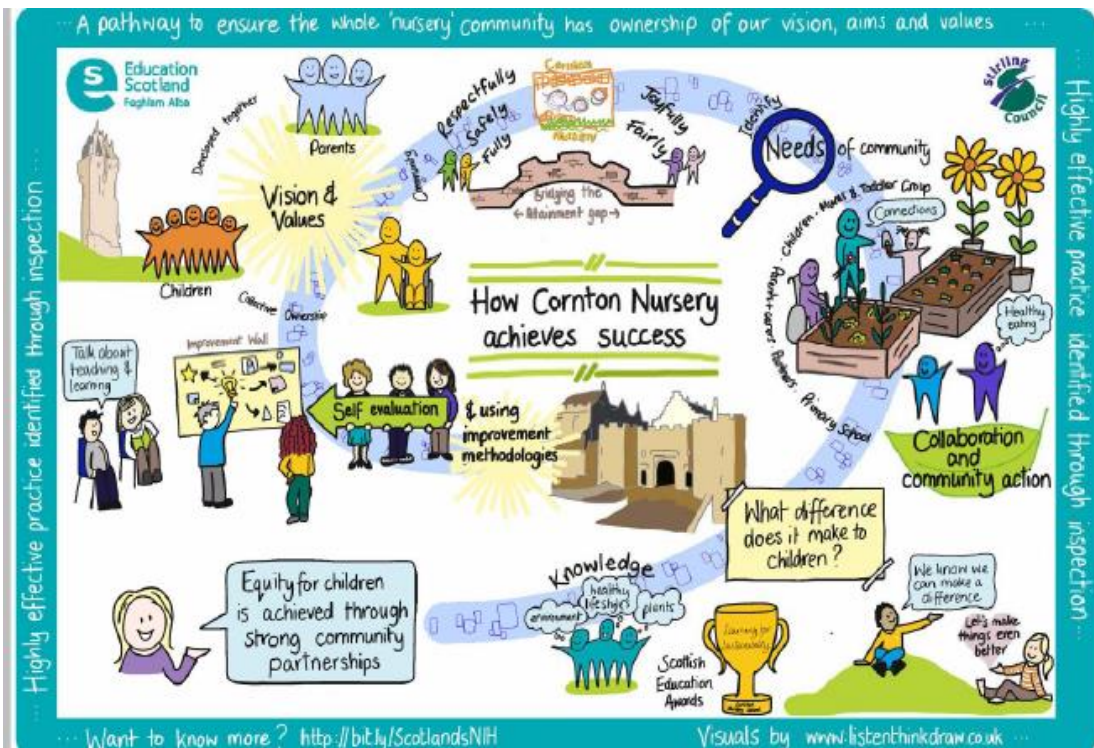
skills, experience and knowledge they had developed to assist with the internal self-evaluation and quality improvement processes ; to inform improvement planning ; to evaluate learning and teaching; and to contribute to professional learning for colleagues

A key element for me in being an AA is gaining an insight into developing practice across the sector and geographically across the country. I consider my deployment as an AA as the best professional learning I can hope to get. The learning I have brought back has always been shared with other AAs in the authority in the first instance and where appropriate elements of that learning have influenced practice in my teams.

Reporting our findings

At a local level inspection teams gather evidence and evaluate what is working well and areas for improvement in order to promote improvement within a service / establishment.





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Gathering evidence of impact

How effective are our inspection processes

What change does inspection prompt in schools?

How does inspection contribute to improvement

Gathering evidence of impact

90% of school headteachers involved in the pilot told us that their school had made changes as a direct result of the inspection.

The main areas these changes relate to included learning and teaching.

Changes made by schools as a result of inspection included: introducing new systems to track pupils' progress; reviewing the design and rationale of the curriculum and providing more opportunities for parents to be engaged and involved in their children's learning.

“The HMI findings allowed us to have a critical look at every aspect of the school. The staff, collectively and in conjunction with parents, have moved forward in a direction to support improvement for all and an improvement in teaching and learning”.

Gathering evidence of impact

95% of school headteachers told us that the professional dialogue with HM Inspectors had helped their school to make improvements. They highlighted the mix of support and challenge as part of this professional dialogue.

“Staff felt included in the discussions and dialogue. As a result, the areas identified to be taken forward as further detailed in the Summarised Inspection Findings have given us great direction of travel for improving our work.”

Gathering evidence of impact

63% of school headteachers said that their school had used specific effective practice resources or applied advice given by the inspection team. Resources included How Good is Our School? (4th edition), which supports school self-evaluation and improvement

“It has also focused me as head teacher and my management team on specific aspects of leadership which has led to further enhancement in collegiate leadership.”

We are improving outcomes through:

- **A strong focus on learning, teaching and leadership**
- **National collaborative professional learning networks**
- **Getting it right for every child**
- **Best use of high quality evidence**
- **Effective partnerships**

Next steps:

- inspections to enable us to provide evidence to the Scottish Government for the National Improvement Framework ;
- shorter more focused inspections on themes or aspects of education;
- regional/national thematic inspections of specific aspects of education across a sample of schools based on key focus areas;
- inspections in response to identified risks; and
- support next phase of education reform using our approaches to evaluative activity in ways that further support system led improvement
- further inspections of schools where we have identified important weaknesses in the quality of education or provision.

Next steps:

- be open and transparent about approaches to inspection
- extend approaches to gathering evidence of impact
- extend use of Associate Assessors to including aspiring headteachers
- explore with stakeholders ways in which we can make best use of our school inspection programme to support the improvement work of local authorities and Regional Improvement Collaboratives.
- develop new approaches to making the best use of high quality evidence gathered through inspection

Thank you!

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