

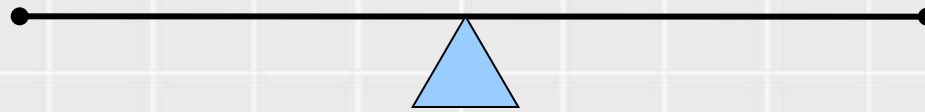
THE SCOTTISH APPROACH TO QUALITY IMPROVEMENT

P3.1/1

CHARACTERISTICS OF APPROACHES TO IMPROVING QUALITY

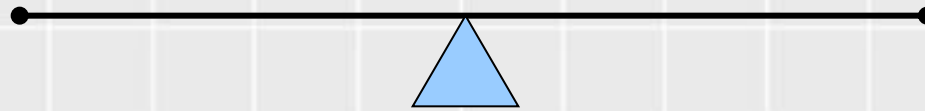
external pressure

internal pressure



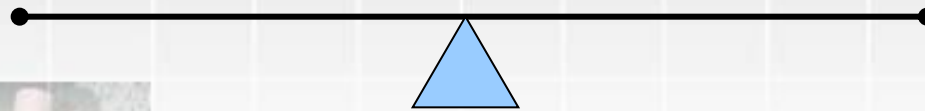
challenge

support



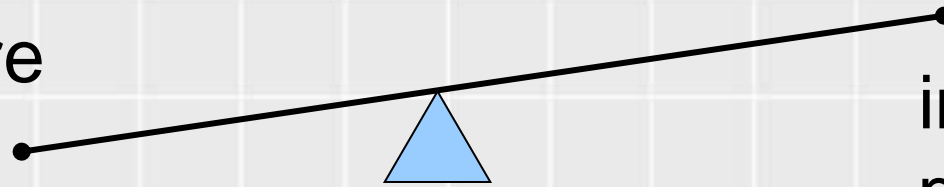
quality control

quality improvement



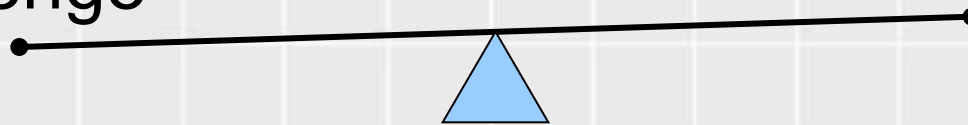
POSSIBLE MANIFESTATIONS OF THE BALANCES

external
pressure



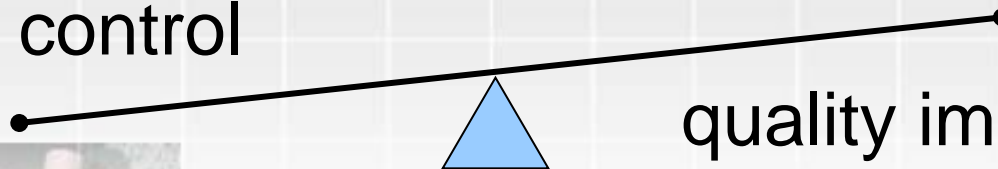
internal
pressure

challenge



support

quality control



quality improvement

AND IN PRAHOVA? AND IN BUCHAREST?

external
pressure



challenge



quality control



internal
pressure

support

quality improvement



- In Scotland we believe that good, sustained improvement is most likely when the school knows itself and takes responsibility for its own work
- Our approach, since 1992, has put that notion into effect and has promoted self-evaluation at all levels



Scotland is identified internationally with an approach which is built on an **explicit combination of internal and external evaluation.**

BUT!

**SELF-EVALUATION OR
SELF-DELUSION?**

self-evaluation is not easy!



Self-evaluation needs a strong external evaluation system to moderate it

Schools need support materials to help them know how to evaluate their work



How Good is Our School?



- A set of **quality indicators (QIs)** and advice on how to use them in self-evaluation
- Establish a **common language** in which to discuss ‘quality’
- Also used for **inspection** purposes

Successes and achievements

What key outcomes have we achieved?

1. Key performance outcomes

- 1.1 Improvements in performance
- 1.2 Fulfilment of statutory duties

How well do we meet the needs of our stakeholders?

2. Impact on learners, parents, carers and families

- 2.1 Learners' experiences
- 2.2 The school's success in involving parents, carers and families

3. Impact on staff

- 3.1 The engagement of staff in the life and work of the school

4. Impact on the community

- 4.1 The school's success in engaging with the local community
- 4.2 The school's success in engaging with the wider community

Work and life of the school

How good is our delivery of key processes?

5. Delivery of education

- 5.1 The curriculum
- 5.2 Teaching for effective learning
- 5.3 Meeting learning needs
- 5.4 Assessment for learning
- 5.5 Expectations and promoting achievement
- 5.6 Equality and fairness
- 5.7 Partnerships with learners and parents
- 5.8 Care, welfare and development
- 5.9 Improvement through self-evaluation

How good is our management?

6. Policy development and planning

- 6.1 Policy review and Development
- 6.2 Participation in policy and planning
- 6.3 Planning for improvement

7. Management and support of staff

- 7.1 Staff sufficiency recruitment and retention
- 7.2 Staff deployment and teamwork
- 7.3 Staff development and review

8. Partnerships and resources

- 8.1 Partnership with the community, etc.
- 8.2 Management of finance for learning
- 8.3 Management and use of resources and space for learning

Vision and leadership

How good is our leadership?

9. Leadership

- 9.1 Vision, values and aims
- 9.2 Leadership and direction
- 9.3 Developing people and partnerships
- 9.4 Leadership of improvement and change

What is our capacity for improvement?: How good can we be?

No.	Quality Indicator	Themes						
Key performance outcomes								
1.1	Improvements in performance	<ul style="list-style-type: none"> Standards of attainment over time Overall quality of learners' achievement Impact of the school improvement plan 						
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> Financial performance Compliance with legislation, and responsiveness to guidance and codes of practice 						
Impact on learners								
2.1	Learners' experiences	<ul style="list-style-type: none"> The extent to which learners are motivated and actively involved in their own learning and development 						
2.2	The school's success in involving parents, carers and families	<ul style="list-style-type: none"> The extent to which parents, carers and families are committed to, and actively involved in, the life of the school. 						
Impact on staff								
3.1	The engagement of staff in the life and work of the school	<ul style="list-style-type: none"> The extent to which staff are committed to, and actively involved in, the life of the school 						
Impact on the community								
4.1	The school's success in working with and engaging with the local community	<ul style="list-style-type: none"> The extent to which the school engages with the local community. 						
4.2	The school's success in working with and engaging with the wider community	<ul style="list-style-type: none"> The extent to which the school: encourages and supports creativity and innovation and learns from, and adopts, leading-edge practice; influences wider policy or practice; anticipates and responds rapidly and flexibly to change; and engages in global issues 						

‘Levels’ of quality 1

- Very good
(with significant strengths)
- Good
(more strengths than weaknesses)
- Weak
- Unsatisfactory

‘Levels’ of quality 2

- Excellent
- Very good
- Good
- Satisfactory
- Weak
- Unsatisfactory

1.1 IMPROVEMENTS IN PERFORMANCE

THEMES

- Standards of attainment over time
- Overall quality of learners' achievement
- Impact of the school improvement plan

KEY FEATURES:

This indicator relates to the achievements of the school. It relates to the overall performance and improvement of learners' progress in becoming successful learners, confident individuals, responsible citizens and effective contributors⁷. It also relates to how successfully the school has taken forward its vision. The application of this quality indicator should take account of the nature of the school, its pupil population and its context⁸.

LEVEL 5 ILLUSTRATION

- We have raised attainment and/or maintained consistently high standards of attainment for learners. Learners in our school make very good progress from their prior levels of attainment. The attainment of individuals and groups has improved over time. Our attainment trends compare well with similar schools and with national levels of attainment in, for example, national examinations. We have raised the attainment of those who are at risk of missing out.
- Overall, our learners are successful, confident, exercise responsibility and contribute to the life of the school and the wider community. They are personally and socially adept and have achieved in a range of activities for personal and wider achievement including, where appropriate, areas such as work and residential experiences.⁹
- The priorities in our school improvement plan have had a measurable impact on improving the achievements, attainment and well-being of our learners, and the work of our school.

LEVEL 2 ILLUSTRATION

- Attainment has remained lower than that of similar schools or has fallen. Learners in our school make limited progress from their prior levels of attainment. There has been little improvement in the progress and achievements of individuals and groups over time. Our attainment trends do not compare well to those in similar schools and national levels of performance. The needs of those who are at risk of missing out, including our lower attaining learners, are not met effectively.
- Our learners' achievement is limited by their lack of success and confidence, and by their narrow range of learning. We offer few opportunities for personal and wider achievement and many of our learners have low expectations of themselves.
- Although school improvement planning has led to some improvements in our school, it has not been used effectively to identify or implement priorities which improve learners' attainment and achievements.

⁷ Key performance data will include trends in literacy and numeracy skills; in attainment levels; in Scottish Qualifications Authority (SQA) results; in other qualifications including for example, The Duke of Edinburgh's Award, Award Scheme Development and Accreditation Network (ASDAN), City and Guilds awards and enterprise awards. It will also include evidence on coursework, data on overall quality of achievement in comparison to similar schools and national data; aspects of personal and social development and achievements such as success in work experience; engagement with Young Scot and associated citizenship activities; residential courses; and additional activities in and beyond the school day. Data will include school leavers' destinations.

⁸ In evaluating the first two themes, consideration should be given to related quality indicators: QI 5.2, teaching for effective learning; QI 5.3, meeting learning needs; and QI 5.5, expectations and promoting achievement.

⁹ Account should be taken of QI 2.1, Learners' experiences.

Themes :

- Standards of attainment over time
- Overall quality of learners' achievement
- Impact of the school improvement plan

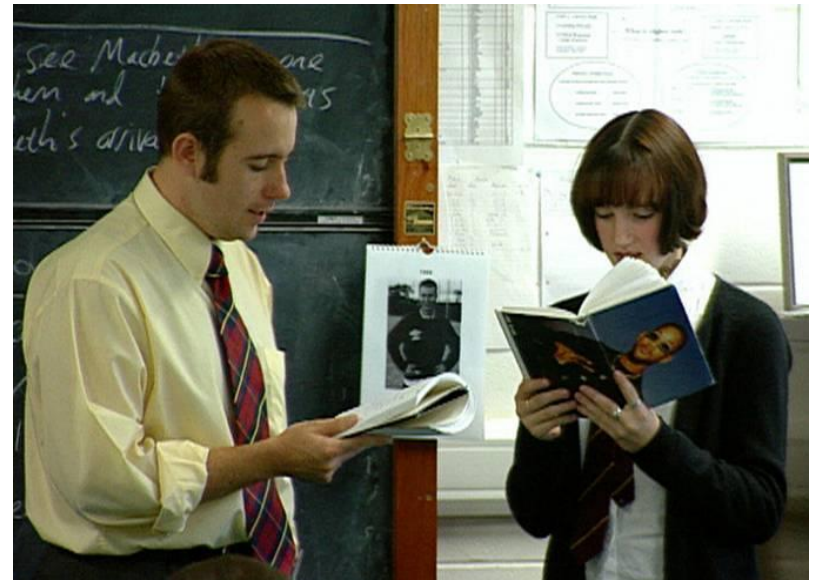
Inspectors evaluations of self-evaluation (1)

- All schools have been engaging in self-evaluation since around 1995
- Over the period 1995 – 2008, inspectors evaluated the quality of self-evaluation
- Schools gradually improved their commitment to self-evaluation and their processes of engaging in it
- Inspection processes provided a good model....
-and associate assessors saw it ‘from inside’
- Since 2000 schools must publish an annual self-evaluation report (and an improvement plan)

Legal requirements

on an annual basis, each school:

- ⇒ produces its own handbook and self-evaluation report
- ⇒ produces a plan for improvement



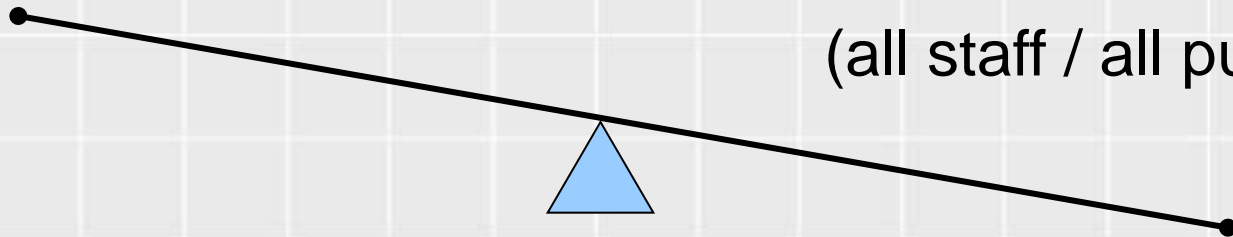
Inspectors evaluations of self-evaluation (2)

- Inspectors evaluations became ‘tougher’ over the period after 2000
- It is no longer enough merely to show that self-evaluation is part of all school activities at all levels
- From 2006 onwards, schools must show that the processes of self-evaluation have an impact and lead to improvement
- Schools with very good or excellent self-evaluation can be left to get on with their work
- It can be said therefore that they have intrinsic motivation for improvement :

MOTIVATION for IMPROVEMENT

Intrinsic motivation –
from within the school
(all staff / all pupils)

Extrinsic motivation
– from inspection
(or other sources!)



WHERE ARE WE IN SCOTLAND AFTER 20 YEARS?

external
pressure

internal
pressure

challenge

support

quality control

quality improvement

BUT STILL !

SELF-EVALUATION

is not easy!

needs that moderation –



BUT STILL !

SELF-EVALUATION

is not easy!

**it still needs that
moderation**

– even if it's very good!

