

# **SICI CONFERENCE EDINBURGH 2008**

## **New approaches to school improvement**

# The improvement agenda

- School self –evaluation
  - *How Good is our School*
  - *Standards and Quality reports*
  - *School Improvement plans*
- Education authority quality assurance
  - *School reviews*
  - *Preparation for and follow up to HMIE inspections*
- HMIE inspections
  - *Proportionate inspection and follow through*
  - *Generational cycle*



# Proportionate Inspection - a new approach to inspection

- Recognises the responsibilities which schools and EAs have to secure improvement
- Aimed at building the confidence of the system and the capacity to improve
- Takes account of self-evaluation
- Will promote good practice



# A proportionate model

- The extent and nature of HMIE engagement with schools will vary depending on the school's capacity to ensure improvement
- Each school will have a "core inspection"
- "Follow-through" will be proportionate

# The quality framework

## 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
- 8.4 Managing information

## 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?*



# How will the school improve?

- Inspections will identify the key strengths of a school
- HMI will evaluate the capacity of the school to ensure further improvement - taking account of, for example
  - the quality of leadership
  - the ability of the school to accurately identify priorities for improvement
  - earlier successes in ensuring improvements
- HMI will indicate the appropriate follow-through arrangements to support improvement



# Core inspection activities

- Inspection activities include
  - observing learning and teaching
  - looking at pupils' work
  - looking at information provided by the school – policies and plans
  - discussions with pupils, staff and parents
  - use of questionnaires for pupils, staff and parents

# Nature of follow-through inspections

- Follow-through inspections flexible
- Follow-through inspections dependent on school's performance and its capacity to improve
- Follow-through inspections take account of the EA's capacity to support and challenge school improvement





# Possible follow-through options

## **Good reports:**

*HMIE disengages from the school. The Education Authority (EA) will publish the follow through report*

## **Average reports:**

*HMIE asks education authority for a progress report. HMIE or the EA will publish, depending on progress.*

## **Weak reports:**

*HMIE will definitely go back to the school and will publish the follow through*

# Impact of follow through inspection

- The model of core inspections has provided sufficient robust evidence about key aspects of provision, including in the poorest performing schools, to allow the proportionate follow-through response to evolve as intended.
- Authorities which have been identified as being strong by INEA inspections and DI knowledge have shown that they are effective in undertaking follow-through.
- HMIE evidence from follow-through evaluations has confirmed that there has been improvement in most schools and this has been reported to parents and the wider educational community.

# Impact of follow through inspection

- Analyses of published reports supplemented by visits to schools has helped identify those action points and responses to them which have resulted in the greatest impact on school improvement.
- Many education authorities have made positive comments about follow-through procedures and have integrated them into their quality frameworks and procedures.

# Impact of follow through

- The overall conclusion arising from the feedback on follow through was that the process *was* making a difference and was contributing to improvement at school and authority levels. In most schools and authorities there appeared to have been an overall increase in capacity and capability for improvement. The evidence also suggested that there were identifiable gains for all stakeholders including pupils, teachers, parents and the wider communities that included

# Benefits for pupils

- Safer and better learning environments including reduced in-class disruption
- Better learning experiences to meet the needs of nearly all pupils
- Better and more focused support to meet the needs of individual learners

# Benefits for teachers

- Increased job satisfaction and raised morale
- A sense of improved leadership and of greater influence in establishing direction
- More robust quality assurance and better arrangements for sharing good practice
- Better and more focused professional development
- A greater sense of security including more consistent approaches to establishing positive relationships with pupils and better behaviour

# Benefits for parents

- Increased confidence in the school and its management
- More and better information on the school and their children's learning
- Increased capacity to support their children's learning
- Improved relationships with the school and their children's teachers

# Benefits for the community

- Increased confidence in the local schools
- More effective partnerships – with business, the local press, the police and other professional groups
- Better community relationships – with local residents and shopkeepers
- Fewer “outward” placing requests





# Role of the District Inspector

- Keep in touch with education authority
- Maintain general overview of provision in education authority
- Manage the follow-through for schools
- Maintain an overview of progress with supported schools, discuss with EA
- Link to inspection of the education authority
- Promote good practice and continuous improvement



# Inspection of education authorities – closing the circle

- Impact on stakeholders
- Improvements in performance
- Impact on the community
- Effectiveness of leadership
- Capacity to improve