

New approaches to inspection in Scotland

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HMIE inspections -1

- Schools
 - primary, secondary, special
 - local authority, independent, residential
- Pre-school centres (3y-5y)
 - local authority nursery schools
 - nursery classes in primary schools
 - free-standing, independent centres
- Education functions of local authorities

HMIE inspections -2

- Colleges
- Community learning and development
- Voluntary sector organisations
- Child protection
- *Services for Children*

Until recently, all inspection programmes were essentially separate from each other

School inspections 2001 to 2007

- Generational cycles
 - Primary schools within seven years
 - Secondary schools within six years
- Nursery classes in primary schools
 - Part of complex system operated by HMIE together with the Care Commission – joint inspections, every three years, separate from the inspection of the primary school.

Previous scale of inspections

- Primary school
 - Typically 10-15 inspector days
 - Effectively one week
- Secondary school
 - Typically 30-40 inspector days
 - Two weeks

Inspection reports - primary

1. Background	1
2. Key strengths	1
3. What are the views of parents, pupils and staff?	2
4. How good are learning, teaching and achievement?	2
5. How well are pupils' learning needs met?	4
6. How good is the environment for learning?	5
7. Leading and improving the school	7
Appendix 1 Indicators of quality	9
Appendix 2 Summary of questionnaire responses	10
How can you contact us?	12

Inspection reports - secondary

1. Background	1
2. Key strengths	2
3. How well does the school raise achievement for all?	2
4. How good is the environment for learning?	9
5. Leading and improving the school	10
Appendix 1 Indicators of quality	13
Appendix 2 Summary of questionnaire responses	14
Appendix 3 Performance in Scottish Qualifications Authority (SQA) National Qualifications	16
Appendix 4 Good practice	18
How can you contact us?	19

Follow -through

After the inspection report was published:

- Previous system of follow-up: HMIE returned to every school to evaluate and report on improvements
- Then, until early 2008, proportionate follow-through: HMIE either:
 - disengages
 - passes responsibility to the education authority to support, monitor and report on improvements
 - stays in contact with the school to support, monitor and report on improvements

Main influences on current HMIE inspection developments



- HMIE's general directions of travel for some time now towards more proportionality, greater user focus including more professional engagement during inspections, and our existing review of inspection processes
- Scotland's new National Performance Framework (NPF) public services] and the Government's Concordat with local authorities
- Professor Lorne Crerar's report on scrutiny of public services in Scotland, and implementation of the Government's response to it

Scotland's National Performance Framework (NPF)

NATIONAL PERFORMANCE FRAMEWORK

THE GOVERNMENT'S PURPOSE

TO FOCUS GOVERNMENT AND PUBLIC SERVICES ON CREATING A MORE SUCCESSFUL COUNTRY, WITH OPPORTUNITIES FOR ALL OF SCOTLAND TO FLOURISH, THROUGH INCREASING SUSTAINABLE ECONOMIC GROWTH

HIGH LEVEL TARGETS RELATING TO THE PURPOSE

GROWTH PRODUCTIVITY PARTICIPATION POPULATION SOLIDARITY COHESION SUSTAINABILITY

STRATEGIC OBJECTIVES

WEALTHIER
& FAIRER

SMARTER

HEALTHIER

SAFER &
STRONGER

GREENER

Examples of the 15 high-level outcomes

We are better educated, more skilled and more successful, renowned for our research and innovation

Our young people are successful learners, confident individuals, effective contributors and responsible citizens

Our children have the best start in life and are ready to succeed

We live longer, healthier lives

We have tackled the significant inequalities in Scottish society

We have improved the life chances for children, young people and families at risk

Examples of the 45 Indicators

Increase the proportion of **pre-school centres** receiving positive Inspection reports

HMIe

Increase the percentage of Scottish domiciled **graduates** from Scottish Higher Education Institutions in positive destinations

Improve knowledge transfer from **research activity** in universities

Increase the proportion of **school leavers** (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)

Increase the proportion of **schools** receiving positive Inspection reports

HMIe

Reduce number of working age people with severe **literacy and numeracy** problems

Increase the overall proportion of **area child protection committees** receiving positive Inspection reports

HMIe

The concept of “a positive inspection report”

The three NPF reference QIs for schools are:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learning needs

Positive inspections relate to **all three** QIs:

- *satisfactory* (was *adequate*) or better
 - *good* or better
 - *very good* or better
- on HMIE's six-point scale*

Positive school inspection reports: approximate baselines

All three core QIs satisfactory or better:	83%
Good or better:	50%
Very good or better:	7%

Inspection sampling

- The right balance between targeted and representative samples
- National reporting needs to be based on representative samples of establishments
- Three-year representative baseline to begin formal reporting [2008-09 to 2010-2011]
- Representative national sub-samples and authority data available for first three years
- Fourth and subsequent years to be fully representative

Scotland Performs website

- Website launched on 2 June 2008
- Informed by *Virginia Performs*
- Background and contextual information for the National Performance framework
- Direction of travel for each of the 45 indicators:
 - improving
 - steady
 - declining
- Presentation and commentary on the data

Scotland Performs screen shot 1



Scotland Performs screen shot 2

The screenshot displays the 'Scotland Performs' website in an Internet Explorer browser. The address bar shows the URL <http://www.scotland.gov.uk/About/scotPerforms/performance>. The page title is 'Performance at a Glance'. The main content area is titled 'National Indicators' and lists 20 indicators in two columns. Each indicator is preceded by a small icon (up arrow, down arrow, double arrow, or circle) and includes a target year in parentheses (T). The indicators cover various sectors including research and development, business, exports, public sector efficiency, public services, public bodies, traffic congestion, higher education, knowledge transfer, school leavers, schools inspection, health care waiting times, emergency inpatients, mortality from coronary heart disease, care needs, homelessness, crime rates, criminal cases, house building, neighbourhood satisfaction, and problem drug users.

National Indicators	
At least halve the gap in total research and development spending compared with EU average by 2011 (T)	Achieve annual milestones for reducing inpatient or day case waiting times culminating in the delivery of an 18 week referral to treatment time from December 2011 (T)
Increase the business start-up rate	Reduce proportion of people aged 65 and over admitted as emergency inpatients 2 or more times in a single year
Grow exports at a faster average rate than GDP (T)	Reduce mortality from coronary heart disease among the under 75s in deprived areas
Improve public sector efficiency through the generation of 2% cash releasing efficiency savings per annum (T)	Increase the percentage of people aged 65 and over with high levels of care needs who are cared for at home
Improve people's perceptions of the quality of public services delivered	All unintentionally homeless households will be entitled to settled accommodation by 2012 (T)
Reduce the number of Scottish public bodies by 25% by 2011 (T)	Reduce overall reconviction rates by 2 percentage points by 2011 (T)
Reduce the proportion of driver journeys delayed due to traffic congestion	Reduce overall crime victimisation rates by 2 percentage points by 2011 (T)
Increase the percentage of Scottish domiciled graduates from Scottish Higher Education Institutions in positive destinations	Increase the percentage of criminal cases dealt with within 26 weeks by 3 percentage points by 2011 (T)
Improve knowledge transfer from research activity in universities	Increase the rate of new house building
Increase the proportion of school leavers (from Scottish publicly funded schools) in positive and sustained destinations (FE, HE, employment or training)	Increase the percentage of adults who rate their neighbourhood as a good place to live
Increase the proportion of schools receiving positive inspection reports	Decrease the estimated number of problem drug users in Scotland by 2011 (T)

The Crerar Report



**The Report of the
Independent Review of
Regulation, Audit,
Inspection and Complaints
Handling of Public
Services in Scotland
(September 2005)**

Crerar and the purposes of scrutiny

The unique role of external scrutiny is to provide independent assurance that services are well managed, safe and fit for purpose, and that public money is being used properly.

...but we recognise that external scrutiny can also be a catalyst for improvement where it influences behaviour and culture of providers, leading to improvements in the way that services are delivered.

Some Crerar Report proposals

- rely more on self-assessment by providers, enabling a reduction in the volume of external scrutiny.
- support the development of robust performance management and outcome-focused self-assessment amongst service providers.
- external scrutiny outputs should be more meaningful to the public
- cyclical inspection programmes to happen only where all other options have been considered and ruled out
- much more proportionate approach to scrutiny
- reduction in the number of external scrutiny organisations – eventually one national scrutiny body

Some extracts of Government response to Crerar report

- Government has an overall responsibility to use scrutiny and complaints outcomes to drive improvement. ... need for an independent challenge function ...important links between scrutiny and improvement.
- ... primary responsibility for performance should rest with service providers ... in practice in some services will depend on the existence of robust self-assessment performance reporting and a continuous improvement culture... In some cases this may take time to establish.

Other considerations for future inspection programmes

- Assurance to parents – six-year (secondary) - and seven-year (primary and pre-school) programmes
- Continuation from generational cycle
- Co-ordination and information sharing with inspection programmes for other sectors to maximise synergies

Future HMIE inspections will:

- provide assurance to parents and stakeholders
- contribute to improvements, successful innovation and transformational change
- support the Government's strategic priorities and commitments as HMIE delivers its reporting responsibilities under the National Performance Framework
- reduce the scale and opportunity costs of inspection, consistent with the aspirations of the Crerar report

New inspection models: timescale

- Start of development: January 2008
- Adapted inspections and some piloting work April-June 2008.
- Inspection team members training, including associate assessors, began April 2008.
- Further training June/August 2008.
- New models introduced August 2008

Main features of new inspections

- HMIE inspections and published reports for all schools.
- Inspection starting point will be the school's self-evaluation.
- All inspections will deliver rigorous evaluations of the three reference QIs identified in the National Performance Framework and **at least** *Improvement through self-evaluation, and The curriculum*, maybe one or two others.
- No six-point scale evaluations of any other QIs.
- Schools/centres requiring significant improvement or support will have further structured HMIE engagement: new follow-through activities (probably fewer centres than at present)

Other features of new inspections

- Continue to identify, support, disseminate and promote good practice.
- More and better professional engagement.
- Shorter and more succinct public reports
- Detailed oral professional feedback; development work in hand on written professional feedback

Pre-inspection requirements and arrangements

- More use of the school or centre's self-evaluation as a starting point for the inspection.
- Reduced HMI requirements for pre-inspection information:
 - no extensive profile from the school,
 - no formal pre-inspection report required from the authority ?
 - current processes for parental, staff and pupil questionnaires to continue, period of notice under review but may still need to be three weeks or so,
 - expectation that improvement plan / school self-evaluation will be detailed, up to date and cover all key aspects.

Inspection teams and time in schools and centres

- Inspection teams smaller.
- fewer overall days per inspection;
- all inspection activity constrained within a single calendar week for each school.
- If HMIE activity quickly confirms high quality provision (most likely in cases where the quality of self-evaluation is high) **the inspection team may conclude evaluative activity at an early stage.**
- Some activity may continue in such schools around improvement or “good to great” agendas.

Starting with self-evaluation

- Presentation/interactive discussion on first day of inspection.
- Planning of inspection activity strongly influenced by school's identification of strengths, weaknesses and the action it is taking.
- Inspection team:
 - seeking to confirm the school's understanding of what it is achieving, not to confirm internal gradings.
 - more often asking “how do you know?”

The nature of the published report

- Much shorter, more concise and less detailed inspection reports than at present. Main features will include:
 - matters of particular interest to parents, such as achievement, leadership and how the school is improving.
 - evaluation of the three quality indicators identified in the national performance framework;
 - evaluations of a small number of other quality indicators.

Post-inspection: the published report, and other feedback

- Draft inspection report e-mailed to the school early in the week after the inspection.
- Comments to be returned to HMIE in time to enable the report to be finalised and go for publication on the Friday.
- Oral feedback for professional use as part of concluding professional engagement until at least December 2008.
- A decision will be taken at December 2008 on future practice in this area.

Community learning and development (CLD)

- Every secondary school inspection team already includes a CLD inspector.
- CLD inspector contributes to evaluations of pupils' wider achievement and the school's role in partnership working in its catchment area.
- In future, other CLD inspectors will evaluate wider provision for your people, adult learning, and community capacity building, including the school's contribution.
- There will be separate CLD report on the area.

Services for Children

- HMIE's commitment to implement a programme of inspections of children's services by 2009.
- Programme of inspections of child protection is about half way through.
- All inspections will look at the school's contribution to children's services
- Current pilot, like CLD system, but for only a small sample of schools/centres in each authority.
- Specialist inspector plus wider team in local area

Other inspections outwith school and pre-school sectors

- HMIE already has a fully proportionate, intelligence-led system of inspecting the education functions of local authorities
- New college system will have:
 - no use of grades; readout by “confidence statements”
 - risk-based proportionate reviews, similar to current education functions of authorities inspections

Summary

The purposes of HMIE inspections are to **provide assurance** to stakeholders (in particular, parents) and to **promote improvement and successful innovation**. They will:

- o support the Government's strategic priorities and commitments by enabling HMIE to deliver its reporting responsibilities under the National Performance Framework and as related to the Concordat with CoSLA
- o reduce the scale and opportunity costs of inspection on schools and other centres, consistent with the aspirations of the Crerar report
- o provide assurance to parents and stakeholders and also contribute to improvements and transformational change