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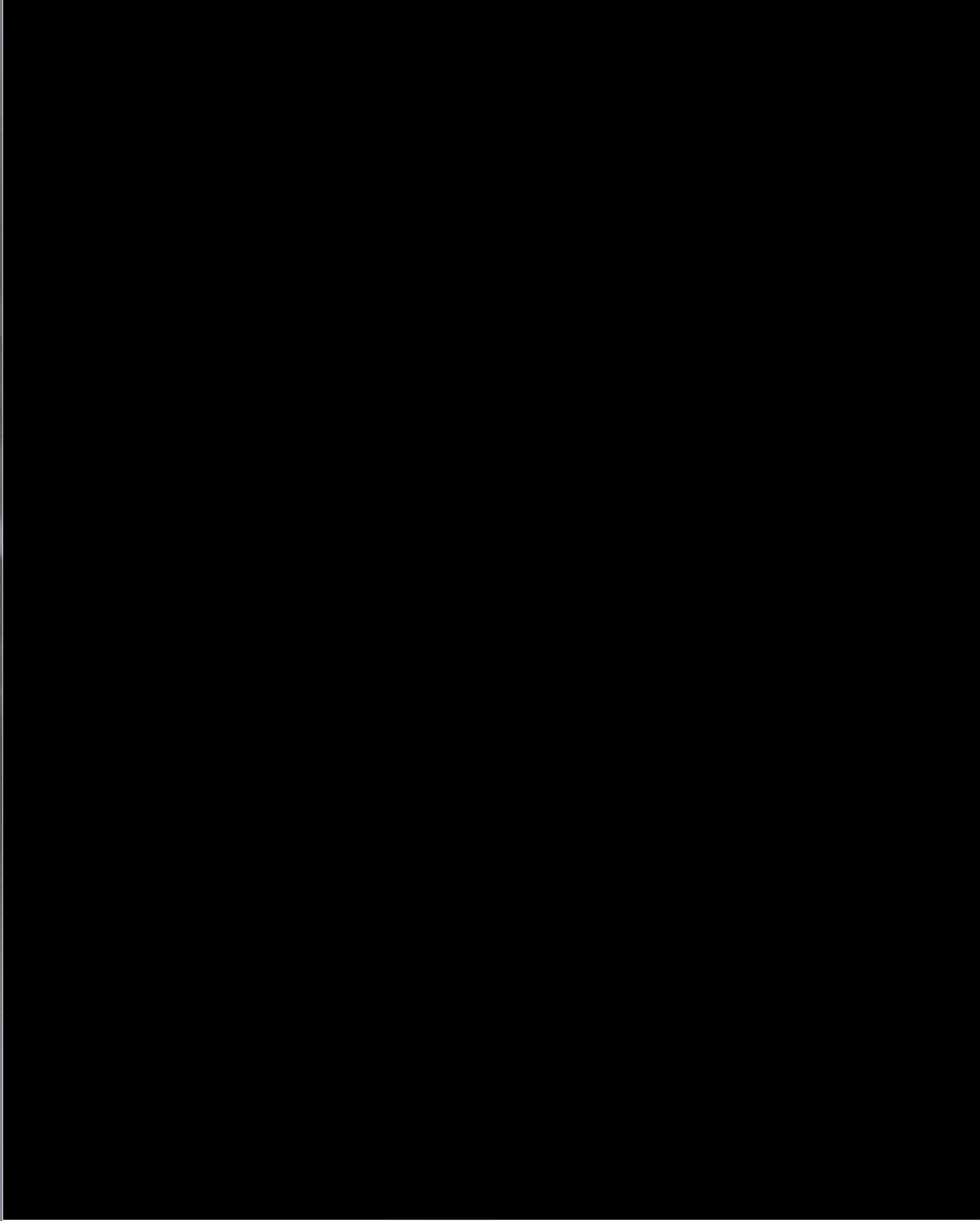


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CHARTER MARK AWARD

The cover picture features the Charter Mark award made to HMIE during the year for 'Excellence in Public Service'. The Award was presented to Douglas Osler, HM Senior Chief Inspector by Helen Liddell MP, Secretary of State for Scotland and Andy Kerr MSP, Minister for Finance and Public Services, at a ceremony in London.

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promote

‘HM Inspectorate’s mission is to promote improvements in standards, quality and attainment in Scottish education through first-hand, independent evaluation.’

quality

education

Douglas Osler
HM Senior Chief Inspector



Graham Donaldson
HM Depute Senior Chief Inspector



Wray Bodys
Chief Inspector



Bill Clark
Chief Inspector



Frank Crawford
Chief Inspector



George Gray
Chief Inspector (acting)



Gill Robinson
Chief Inspector



Laid before the Scottish Parliament
by the Scottish Ministers
June 2002

SE/2002/98

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Foreword

HM Inspectorate of Education in Scotland (HMIE) became an Executive Agency in April 2001. This was a change of status which was overdue and was a response to the changes in roles and functions brought about by devolution and by the increasing emphasis in Scotland and beyond on independent, rigorous evaluation of the education system. The HMIE Framework Document defines roles and relationships, giving precedence to the role of HMIE in inspections which contribute to improvement and which lead to independent advice on educational policy being available to Ministers and to the education system.

This evolution was the most recent in the many changes which have taken place since the first HM Inspector of Schools (HMI) was appointed in 1840. What has not changed is the emphasis on the relationship between inspection and improvement. The rationale for the first appointments of HMI linked inspection to “the improvement of elementary education” and charged HMI to say “what improvements in the apparatus and internal management of schools, in school management and discipline and in the methods of teaching have been sanctioned by the most extensive experience”. The particular focus in Scotland on combining inspection and self-evaluation is central to the drive to raise standards and we will continue to work with schools, authorities and colleges to promote effective self-evaluation.

It is to the credit of all members of staff within HMIE that they coped with the changes involved in becoming an Executive Agency and at the same time delivered business as usual in the extensive inspection and reporting programme agreed for the past year. That made it all the more impressive that HMIE was awarded the Charter Mark for ‘excellence in public service’ in the same year, the first education inspectorate in the UK to gain this prestigious award.

It is to the credit of all members of staff within HMIE that they coped with the changes involved in becoming an Executive Agency and at the same time delivered business as usual

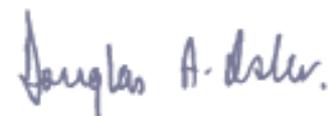
The organisational change was not the only challenge. Education must change to meet the needs of society and the economy and those who evaluate the system must keep abreast of these developments. The Standards in Scotland's Schools etc. 2000 Act set a new context for school education in Scotland and inspection will increasingly focus on the ways in which that legislation is implemented. It brought to HMIE statutory powers to inspect the education functions of local authorities, a commission of significance in the drive to raise standards and also a complex task. The establishment of the Scottish Commission for the Regulation of Care (Care Commission) has brought changes to pre-school inspection and we will work with the Commission to continue to promote quality improvement in that sector.

In preparation for inspecting the extent to which schools give priority to fairness and equality, we have invited external consultants to examine our own practices and attitudes and have undertaken significant staff development as part of our new responsibilities under the Race Relations Amendment Act. We have also taken advice on the implications of Human Rights legislation for inspection and reporting.

These developments underline the priority given by HMIE to encouraging schools, colleges and providers of community learning and development to be educationally inclusive. Our commitment was demonstrated in the Learning with Care report on the experiences of 'looked after' children which we published with the Social Work Services Inspectorate, and in many other ways. Co-operation with another inspectorate is one part of the increasing need to work with others which will become a feature of HMIE's operation in the future, typified in the inspection of New Community Schools.

The differences in organisational structures, resourcing and inspection methods used by the bodies within the Scottish Executive which have responsibilities for inspection or review can put obstacles in the way of joint working. There is a strong case for these bodies to agree generic principles and share inspection strategies which can be applied to all public services. This would facilitate further joint working, give more useful and consistent information to the users of these services and be compatible with the commitment to Modernising Government.

Ministers have given HMIE a significant role in Scottish education, with responsibilities to evaluate in pre-school education, primary and secondary schools, teacher education, community learning and development, further education and the education functions of local authorities and, from this extensive evidence to give them professional advice on formulating educational policy. In carrying out this task, HMI work independently and in a fair, open and responsive manner. Our role will continue to be important as we work with a wide range of individuals and groups to ensure that every learner leaving a school, further education college, or involved in community learning and development, has the best possible opportunities to participate as an active citizen in Scotland, Europe and beyond in the century ahead.



DOUGLAS OSLER
HM Senior Chief Inspector
June 2002

Who we are

Her Majesty's Senior Chief Inspector (HMSCI) is responsible for ensuring that a systematic programme of evaluations is carried out, and that the results are reported. HMSCI is also responsible for providing professional advice to the Scottish Ministers, and relevant Departments of the Scottish Executive, based on the evidence obtained during our inspection and review programmes and our wider knowledge of the education and training systems.

- Her Majesty's Inspectorate of Education in Scotland (HMIE) is an Executive Agency of the Scottish Ministers under the terms of the Scotland Act 1998. As an Executive Agency, we operate **independently** and **impartially** whilst remaining directly accountable to the Scottish Ministers for the standards of our work. This status guarantees the independence of inspection, review and reporting within the overall context of the Scottish Ministers' strategic objectives for the education system.

What we do

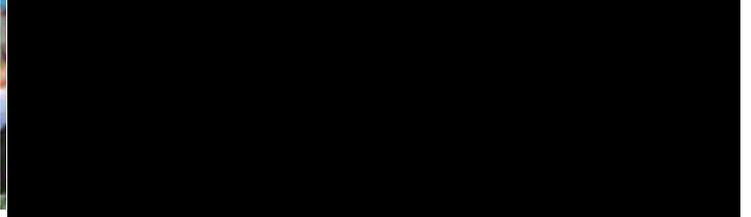
We carry out the following functions:

- inspection, review and reporting across educational sectors
- sectoral and aspect evaluations of the education system
- commissions from the Scottish Ministers, relevant Departments of the Scottish Executive and other bodies
- provision of professional advice to the Scottish Ministers and others.

The Scottish Parliament and Ministers are committed to raising standards in, and improving the quality of, education provision across Scotland. Rigorous independent inspections and reviews of schools and other educational establishments, community learning and development and the education functions of local councils help ensure continuous improvement in education and rising standards of attainment. HMIE operate within a Framework Document, agreed with Scottish Ministers, which sets out the aims, objectives, functions and responsibilities delegated to HMSCl.

Each year the Scottish Ministers set challenging performance measures relating to our strategic priorities. We develop Corporate and Business Plans which are agreed with the Scottish Ministers. The Corporate Plan sets out the strategic priorities and performance measures for HMIE. It provides the framework for a detailed Business Plan to inform our day-to-day management and provide the basis for judging our performance.

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Mission

- Our mission is to promote improvements in standards, quality and attainment in Scottish education through first-hand, independent evaluation

Vision

- We aspire to be influential, valued and respected by achieving excellence in all we do

Values

We will exemplify the values of integrity, honesty, objectivity and impartiality and ensure that our activities are:

- ▶ **independent**
- ▶ **responsive**
- ▶ **fair**
- ▶ **open**

Aims

We aim to:

- ▶ plan and undertake rigorous independent evaluations of educational provision and providers, through an annual programme of inspections and reviews, and commissions from the Scottish Ministers and others;
- ▶ promote public accountability by publishing evaluations in clear and concise reports;
- ▶ identify and promote best practice in improving standards and quality;
- ▶ monitor standards over time;
- ▶ provide independent professional advice and information to the Scottish Ministers, relevant Departments of the Scottish Executive and key national bodies; and
- ▶ provide professional advice and guidance to bodies responsible for the funding, management, quality and delivery of education.

Our Staff and Management Structure

HMSCI is accountable to the Scottish Ministers for the overall quality of the work of HM Inspectorate of Education in Scotland, including the quality of professional advice provided; the day-to-day management of the Agency; and planning its future development.

HMSCI is supported by a Depute Senior Chief Inspector and five Chief Inspectors, who form the core of the HMIE Management Board. The Board meets four times a year under the chairmanship of HMSCI.

The HMIE Management Board has responsibility for overseeing the work of HMIE in Scotland. It comprises senior managers and other key Inspectorate personnel. Two external independent advisers have been appointed and attend meetings of the Management Board to provide an independent perspective on our work.

Associate assessors make a very important contribution to our inspection activities. Inspection and review teams normally include one or more associate assessors who are practising teachers, headteachers, college lecturers, or education managers from other educational establishments or services. There are some 300 associate assessors who work with HMIE.

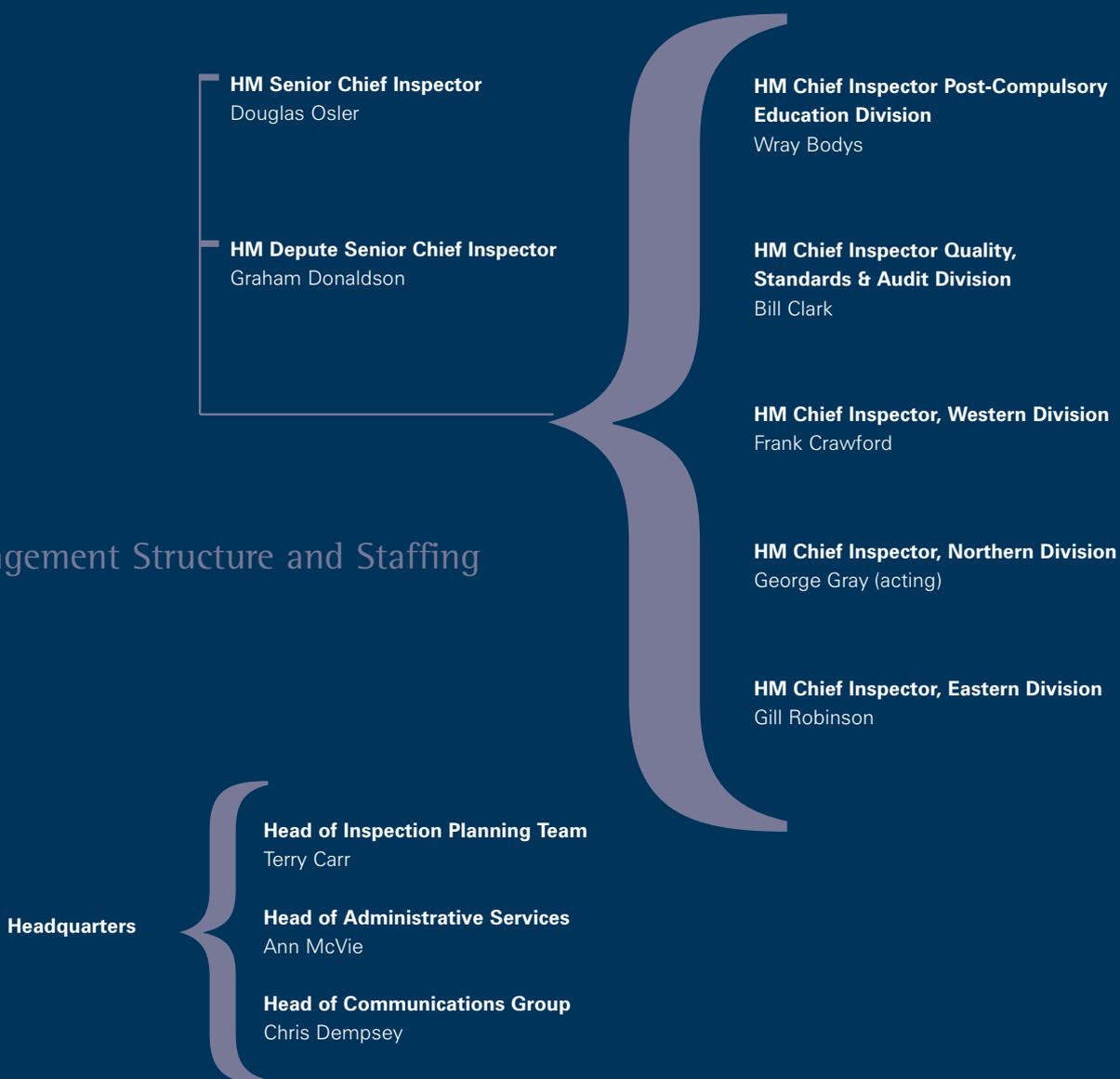
Associate assessors are full members of inspection or review teams. Their involvement brings the perspective of current practitioners to inspection and review teams. It also enhances their expertise in evaluation and brings benefits to their own establishments and services.

Most inspection and review teams include a lay member whose experience is outwith education. Lay members take a particular interest in the social relationships between the school and pupils, or college and students, and how learners interact with the local community, including parents where appropriate. Currently, there are around 100 lay members participating in inspection teams.

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Management Structure and Staffing



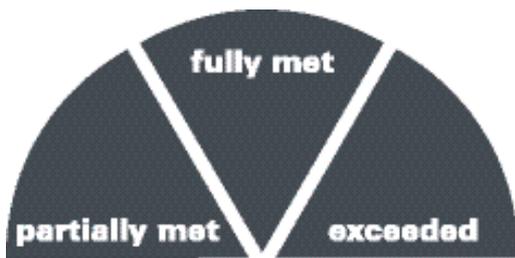
At 31st March 2002 HMIE employed 162 staff. The table below provides a breakdown of staff numbers by pay band and gender.

Pay Band	Males No.	Females No.	Total No.
	77	85	162
Senior Civil Service	6	1	7
Band C	56	28	84
Band B	5	9	14
Band A	10	47	57

Full details of HMIE's income and expenditure will be available later this year. Audit Scotland will carry out an audit of our accounts in August/September.

Performance Measures

2001-2002



Performance Measures for Strategic Priority 1

Undertake a planned programme of independent evaluations, investigations into key aspects of education and publication of subsequent reports.

1.1 Carry out a planned and balanced inspection programme of 310 schools, 13 FE colleges, 9 services responsible for community learning and development, and 6 education authorities.



1.2 Issue draft reports to 95% of schools within 16 working weeks of notification of the inspection and publish 90% of final reports within 20 working weeks.



1.3 Issue draft reports to all FE colleges within 8 working weeks from the end of the college review and publish all reports on dates stated in the published service level agreement with Scottish Further Education Funding Council (SFEFC).



1.4 Issue draft reports to all services responsible for community learning and development within 16 working weeks of notification of the inspection and publish all reports within 24 working weeks.



1.5 Publish all reports on education authorities within 12 working weeks of concluding the inspection activities in the authority.



1.6 Undertake 90% of follow-up inspections in all sectors within 2 years of publication of the initial report and monitor the percentage of main points for action arising from the original inspection reports which have been met.



1.7 Undertake investigations commissioned by Scottish Ministers or other bodies within agreed timescale.



1.8 95% of parents who respond to surveys on school inspection reports find them clear and easy to read and 95% find them helpful overall.



Performance Measures for Strategic Priority 2

Pages 18-19

Manage and develop the collation and analysis of evidence from evaluations and the productive relationships with key stakeholders to enable HM Inspectorate to be well informed and to identify and promote best practice.

2.1 Publish reports on standards and quality in schools in line with the planned cycle of reports: Primary and Secondary 1998-2001, Pre-school, Special Schools, Mathematics, Geography, PE, Computing, Business Education, RME, Guidance.



2.2 Publish, on behalf of SFEFC, reports on standards and quality in FE as required in the published service level agreement, Business and Management, Land-based Industries and Mechanical, Manufacturing and Multidisciplinary Engineering.



2.3 Publish reports on key sectors and aspects of education which identify best practice: Alternatives to Exclusion, Early Intervention 1998-2000, Inclusive Schools, Progress with Community Learning Plans, Literacy in Initial Teacher Education.



2.4 Publish, on behalf of SFEFC, aspect reports on FE as required in the published service level agreement: Core skills, Learner representation, Meeting learner needs, ICT, Racial equality, Work-based learning.



2.5 Publish a revised edition of How good is our school? for inspection and self-evaluation in schools.



2.6 Publish a framework for inspection and self-evaluation in community learning and development.



2.7 Publish, on behalf of SFEFC, a revised quality framework for FE and a specification for reviews of FE colleges.



Performance Measure for Strategic Priority 3

Page 21

Ensure the timeous provision of high quality, independent professional advice to the Scottish Ministers and others.

- 3.1 Provide Scottish Ministers, relevant departments of the Scottish Executive and key national bodies with high quality advice within agreed timescale.



Performance Measures for Strategic Priority 4

Page 23

Develop and maintain high quality services in all aspects of HM Inspectorate's activities, making efficient and effective use of resources.

- 4.1 Publish the HMIE Charter.



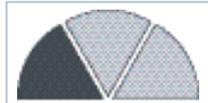
- 4.2 Consult with user groups as part of the process of maintaining high quality services.



- 4.3 Review communications with stakeholders and identify improvements required to current systems.



- 4.4 Introduce new systems to improve the planning, internal communication and monitoring of HMIE activities.



- 4.5 Involve all staff in the system of performance management and development appraisal.



Performance Measures for Strategic Priority 5

Pages 24-26

Ensure systematic quality assurance and continuous improvement within HM Inspectorate.

5.1 Apply for Charter Mark status



5.2 Introduce revised questionnaires for parents and new questionnaires for pupils and staff as part of school inspection procedures.



5.3 Review inspection guidelines to ensure a clear focus on national priorities.



5.4 Produce revised guidelines for inspection of special schools and new community schools.



5.5 Produce guidelines for the Inspection of Education Authority follow-up inspections and plan to implement the recommendations of the Annual Review 2000-01 of the Inspection of the Education Functions of Local Authorities.



5.6 Provide training on equal opportunities and the use of ICT for all HMI.



5.7 Carry out surveys on the views of key users on the quality of services provided.



5.8 Produce an annual report.



Undertake a planned programme of independent evaluations, investigations into key aspects of education and publication of subsequent reports

Strategic Priority One



Performance measures

- 1.1 Carry out a planned and balanced inspection programme of 310 schools, 13 FE colleges, 9 services responsible for community learning and development and 6 education authorities.
- 1.2 Issue draft reports to 95% of schools within 16 working weeks of notification of the inspection and publish 90% of final reports within 20 working weeks.
- 1.3 Issue draft reports to all FE colleges within 8 working weeks from the end of the college review and publish all reports on dates stated in the published service level agreement with Scottish Further Education Funding Council (SFEFC).
- 1.4 Issue draft reports to all services responsible for community learning and development within 16 working weeks of notification of the inspection and publish all reports within 24 working weeks.
- 1.5 Publish all reports on education authorities within 12 working weeks of concluding the inspection activities in the authority.
- 1.6 Undertake 90% of follow-up inspections in all sectors within 2 years of publication of the initial report and monitor the percentage of main points for action arising from the original inspection reports which have been met.
- 1.7 Undertake investigations commissioned by Scottish Ministers or other bodies within agreed timescale.
- 1.8 95% of parents who respond to surveys on school inspection reports find them clear and easy to read and 95% find them helpful overall.

Actual performance

- 411 schools/pre-school centres [including 112 nursery registration inspections], 13 FE colleges, 10 services responsible for community learning and development, 7 education authorities.
- 97% of draft reports
- 98% of final reports
- All draft and final reports were published on schedule.
- Nine reports were issued and published within timescales. One was published late, due to the need to gather further evidence and redraft after feedback from the EA.
- Three reports were published within the timescale. Others were published between 13 to 15 weeks. Delays were due to responding to particular circumstances within the individual authorities.
- 98% of follow-up inspections
- Contributed, as agreed, to the development of care standards and training provision for the Care Commission.
- 99% of parents found inspection reports clear and easy to read and 99% found them helpful overall.

Manage and develop the collation and analysis of evidence from evaluations and the productive relationships with key stakeholders to enable HM Inspectorate to be well informed and to identify and promote best practice

Strategic Priority Two



We published the national report on Standards and Quality in Primary and Secondary Schools 1998-2001 in January 2002. It is based on the evidence from inspection activities and identifies key strengths and areas for improvement. It reports the national picture against which schools can reflect on their own performance.

Reports on Standards and Quality in Mathematics and Improving Physical Education in Primary Schools were published during the year.

A near-final draft of the S&Q report on pre-school provision has been produced. However, publication has been postponed to incorporate a larger sample. It has been re-scheduled for publication in June 2002.

Reports on Standards and Quality in Religious and Moral Education, Computing and Geography in Secondary Schools were published. Reports on Special Schools and Business Education are in draft form. The report on Guidance will be incorporated into the report on Inclusive Schools.

We also published Standards and Quality in Further Education reports for Business and Management, Mechanical, Manufacturing and Multidisciplinary Engineering, and Land-based Industries on behalf of SFEFC.

All the Standards and Quality reports highlight good practice, identify common weaknesses and give main points for action. They will help to improve the quality of the pupil and student experience.

2

The aspect review of Initial Teacher Education (ITE), Preparing to teach literacy, was published in March 2002. The report focuses attention on student teachers' attainment in a key competence in the Guidelines for Initial Teacher Education in Scotland (SOEID, 1998). This requires all student teachers, whether at pre-school, primary or secondary level to play their full part in developing pupils' skills in literacy. The report challenges Higher Education Institutions and their partners, schools and local authorities, to ensure that all ITE programmes fully address and assess the literacy competence. An inaugural seminar for HMIE and the seven teacher education institutions (TEIs) was held in March 2002. It explored key issues of partnership in ITE and the effects of the merging of TEIs with universities.

In May 2001 we published a report on the early intervention programmes implemented by local authorities and schools during 1998-2000. It identifies good practice on approaches to improving standards at the early stages of primary school.

Throughout the year we published aspect reports on Core Skills, Learner Representation, Meeting Learners' Needs, ICT, Racial Equality and Work-based Learning in FE colleges on behalf of SFEFC. By highlighting good practice, identifying weaknesses and making recommendations for improvement, these reports provide new insight and give fresh impetus for colleges to make progress on important components of the policies and priorities of the Scottish Executive.

Reports on Inclusive Schools and Progress with Community Learning Plans have yet to be published.

We held three seminars in collaboration with the Beattie Implementation Team of the Scottish Executive Enterprise, Transport and Lifelong Learning Department to promote the report 'Moving On', which identifies good practice in transition from school to FE college for students with additional support needs.

The revised version of How good is our school? 2002 Edition, was published in January 2002 after a comprehensive process of consultation. The media launch of the new document was followed up by three successful regional dissemination seminars in Edinburgh, Glasgow and Inverness, giving schools and education authorities an opportunity to consider implications of the main changes made. This publication includes a CD-ROM version.

We also reviewed the inspection framework and procedures for community learning and development, published a draft framework on the HMIE website and carried out further development to finalise the draft in the light of experience in using it and discussions with the sector.

We published a revised quality framework specification for the review of FE colleges and a full set of expanded grade illustrations for evaluation on the HMIE website. These documents identify important quality standards. They provide an improved basis on which colleges can conduct self-evaluation programmes and will help colleges to enhance the quality of the student experience.

Ensure the timeous provision
of high quality, independent
professional advice to the
Scottish Ministers and others

Strategic Priority Three



Throughout the year we have provided timely advice to a wide range of individuals and bodies. Advice has been offered to Ministers and officials in the following bodies:

- Scottish Executive Education Department (SEED)
- Scottish Executive Enterprise and Lifelong Learning Department
- Scottish Executive Development Department
- Scottish Executive Environment and Rural Affairs Department
- Scottish Qualifications Authority
- Learning and Teaching Scotland
- Scottish Further Education Funding Council
- British Council
- Care Standards Committee

We have responded promptly to all requests for advice to SEED and others, often ahead of timescales identified in our Memorandum of Understanding with SEED. Advice has been provided on an extensive range of topics including:

- national qualifications
- the national improvement framework
- national priorities
- use of How good is our school? to measure progress in achieving national priorities
- education for work and enterprise activities
- Special Educational Needs legislation
- child protection
- implementation of aspects of the McCrone agreement
- appeals to the Scottish Ministers on the terms of Records of Needs
- assessment
- target setting
- benchmarking education authority performance against similar councils
- flexibility in the curriculum
- issues raised by MSPs and members of the public
- initial teacher education and continuing professional development
- modern languages in primary and secondary schools
- teacher workforce planning
- citizenship
- inspection and reporting procedures
- adult literacy and numeracy
- planning for community learning
- vocational education and training
- curriculum, qualifications and quality assurance in further education
- teaching qualifications and professional development for further education lecturers
- youth work
- school closures and changes in school catchment areas
- Ministerial visits to educational establishments

Develop and maintain high quality services in all aspects of HM Inspectorate's activities, making efficient and effective use of resources

Strategic Priority Four



We published our Charter on the HMIE website in June 2001. This sets out in plain English the minimum standards of service we provide and what users can do if things go wrong. It explains the ground rules for inspections or reviews and how we aim to ensure our work is independent, responsive, fair and open. We prepared the Charter during 1998-1999, following consultation with staff, revised it to take account of new constitutional arrangements and then made further revisions on achieving Agency status and in discussions with our users. Our experiences helped us play a key role in producing the Charter for Public Service Inspectorates across the Scottish Executive.

The views of headteachers and staff from inspected schools are routinely gathered at the conclusion of inspections, together with those of the reporting officer, lay member and associate assessor. Similar information is gathered for all other HMIE inspections and reviews. The results inform our improvement plan. A systematic series of meetings is held with representations of user groups. These are timed to match critical dates in our planning cycle. Groups consulted include:

- Association of Directors of Education
- Headteachers' Association of Scotland
- Association of Head Teachers (Scotland)
- The Educational Institute of Scotland
- Scottish Secondary Teachers Association
- The Professional Association of Teachers
- Scottish School Boards Association
- Scottish Parent Teacher Council

Throughout the year we have established a number of internal groups whose activities focus on further developing inspection and review procedures and assuring appropriate staff development to maintain and improve the high quality services we provide.

We are involved in a variety of activities to review and improve our communications. Research is under way with parents to gather their views on the design of our publications and how accessible they find them. Work to develop the current HMIE logo into a brand which better reflects the work of the Agency is nearing completion. We produce an informative and attractive internal newsletter and are costing the development of an external newsletter. A new and improved web site has been set up.

A new computer system has been procured and is being introduced to improve the planning, recording, monitoring and reporting of the work of HMIE. Work to be done to develop and test the system is well advanced and it will be operational by March 2003.

All staff have benefited from participation in the Scottish Executive's Performance Management Scheme. This enables us to identify and meet staff development needs and recognise good performance.

Ensure systematic quality assurance and continuous improvement within HM Inspectorate

Strategic Priority Five



HMIE applied for the Charter Mark in early September, was assessed in late October, and received the award in February 2002. The application focused on the quality of inspection and reporting in pre-school, primary, secondary and special schools and on administrative and professional support for inspection. The assessor's report noted the high levels of satisfaction recorded by our user groups. The Charter Mark recommendations have been included in our improvement plan to ensure action is taken.

We successfully piloted revised parental questionnaires from April-June 2001 and they were fully introduced from August 2001. New pupil and staff questionnaires are being introduced in a phased manner from January 2002. All of the new questionnaires will be in place for full implementation in all inspections from August 2002.

All our school inspection procedures and guidelines have been reviewed to reflect national priorities and policy. This has resulted in:

- a more flexible and responsive approach to the evaluation of curriculum innovation
- a heightened focus on the evaluation of school improvement
- greater focus on the extent to which aspects of equality and fairness permeate a school's provision
- the evaluation of a school's contributions to achieving the national priorities for education
- the inclusion of evaluative comment on secondary school libraries in every report
- the inspection of information and communications technology as a third curriculum area in primary schools
- account being taken of the legislation in the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 and the Freedom of Information (Scotland) Bill.

5

Guidelines for Standards and Quality follow-up inspections in secondary schools were revised and introduced in June 2001.

In the course of the year revised guidelines for the inspection of special schools, units and classes were introduced. The first phase of revised guidelines for the inspection of new community schools was also introduced successfully.

Guidelines for follow-up inspections of the education functions of local authorities were introduced in February 2002.

We worked with SFEFC to review the quality framework and guidelines for the review of further education colleges in the light of the first year's experience of the use of a new model. The finalised version gives increased prominence to:

- access and inclusion
- guidance and support
- resources and services to support the learner
- staff
- arrangements for students with learning difficulties and disabilities.

All HMI have taken part in extensive training on equal opportunities and ICT.

In January-March 2001 an independent research organisation carried out a survey of the views of headteachers, school staff and chairs of School Board. This survey compared the view of those recently inspected with the results of a survey carried out in 1999. In both surveys all user groups expressed high levels of satisfaction with our conduct of inspections. Chairpersons of School Boards were particularly positive. A further study of the impact of inspection on improvements in schools was undertaken in February-March 2002.

European project on school self-evaluation

SICI

From April 2001 we have been project managers for an international project on Effective School Self-Evaluation. The project was set up by the Standing International Conference of Inspectorates in Europe with a grant from the European Commission. It links 14 Inspectorates from across Europe in a joint development aimed at establishing a methodology for evaluating the effectiveness of self-evaluation and improvement arrangements through short inspection visits. The project has developed indicators, undertaken 28 joint inspections in the participating countries and run two international workshops. It is due to finish at the end of March 2003.

Other Important Achievements and Activities

New Opportunities Fund (NOF) – Scotland, ICT Training of Teachers and School Librarians

We have undertaken a second year of evaluations of the ten approved ICT training providers in Scotland and produced detailed reports for NOF. Each evaluation has been followed up to ensure an appropriately rigorous response to the areas identified for improvement. The evaluations and the on-going dialogue with training providers are continuing to exert a powerful influence on the development of the NOF training across Scotland. We have completed ten evaluations and eight follow-up visits.



New Opportunities Fund
YOUR LOTTERY • YOUR COMMUNITY

equality & fairness

Mainstreaming equality

Equality and fairness have been fundamental principles underpinning our work for many years. We are taking steps to mainstream racial equality into our work and take forward the requirements of the Race Relations (Amendment) Act 2000. A national training conference for all HMI was held in August 2001. This has been followed up by further training activities on equality issues. We have also reviewed our inspection systems, quality indicators and staff development provision to promote educational inclusion and equality.



Douglas Osler
The Knighthood of St Gregory



Duncan MacQuarrie
Comenius Scholarship
for services to Gaelic

Awards and Qualifications Achieved by Individual Employees



Alan Watt
Fellow of the Institution of Electrical Engineers [FIEE]



Pauline Tipping
HNC in Administration and
Information Management



Geoff Oxley
HNC in Computing

Representation on Groups

HMIE have representation on a wide range of national and international groups concerned with quality assurance and improvement in education. These include the:

- Minister's Discipline Task Group
- National Qualifications Steering Group
- National Qualifications Task Group
- European Commission's Expert Working Committee on Quality Indicators for Lifelong Learning
- Scottish Executive Science Cross-Cutting Group
- Education for Work and Enterprise Review Group
- Scottish Social Inclusion Network
- British Council Scotland Committee
- SFEFC Learning and Teaching Committee
- Learning and Teaching Scotland Advisory Council
- Scottish Credit and Qualifications Framework Joint Advisory Committee
- Standing Committee for Quality Assurance in Teacher Education.
- Ministerial Strategy Committee for Continuing Professional Development (CPD) (School teachers) and its sub-committees on Leadership and Management Pathways, Social Inclusion, Charter Teacher Project Group and Profiles and Portfolios for CPD
- Community Learning Scotland Board
- National Care Standards Committee
- Standing International Conference of Inspectorates in Europe
- Quarterly meetings of Heads of UK inspectorates

External Links and Visits

Throughout 2001-2002 we continued to act as advisers to a range of local and national government education departments:

- Iceland
- Malta
- Netherlands Antilles
- South Africa

We have also provided presentations and advice on quality assurance and school improvement to visiting delegations of educationalists and Government Ministers from:

- Australia
- Chile
- China
- Denmark
- Hong Kong
- Iceland
- Ireland
- Kuwait
- Mexico
- New Zealand
- Norway
- Pakistan
- Russia
- Spain
- Sweden
- The United Nations Relief and Works Agency

We have also set up effective arrangements for liaison with other Education inspectorates in the UK. One example of this liaison was a joint presentation from HMIE, the Office for Standards in Education (OFSTED), Her Majesty's Inspectorate for Education & Training in Wales (ESTYN), and TEIs on evaluation of ITE at the Universities Council for the Education of Teachers (UCET) Annual Conference in November 2001.

Consulting our Customers

During 2001-2002 we continued to consult our main customers. We have responded consistently through acting on the findings of research into our activities and as a result of feedback from users of our services.

An independent research survey found 'consistently positive' responses from headteachers, staff and School Board chairs about the inspection process as it impacted on their school.

76% of respondents were very satisfied or satisfied with the conduct of the inspection.

Particular strengths noted by those who were satisfied with the inspection process were:

- good communication with the school
- the positive attitude and approachability of the inspection team
- the accuracy of the report
- the identification of strengths and weaknesses
- the assistance in planning for improvement.

In response to the results of a previous survey we made changes to the amount of notice given for school inspections and developed briefing documents for staff. Further enquiries showed that:

67% of respondents thought that the three-week notice for inspections was 'about right'

75% of respondents felt that the briefing documents were useful.

Evaluations from colleges of further education showed that **84%** of staff were very satisfied or satisfied with the range of work investigated and **85%** thought that the quality of the feedback provided was very good or good.

A review of inspections of community learning and development indicated that:

84% of respondents found the inspection procedures to be very satisfactory or satisfactory

91% of respondents found the inspection to be independent, responsive, fair and open.

'The team went out of its way to put the staff at ease.'

'It was one of the most positive experiences of my career.'

'The inspection process was rigorous, but it was handled with a clear professionalism and a willingness to be fair and just.'

'The inspection team was thorough, but fair.'

What Others Say About Us

'Staff found the experience positive and professionally supportive.'

'Consistently fair, objective and highly professional, both for HMI and associate assessors.'

'The feedback was full of helpful hints to indicate where improvement was needed and praise where good work had taken place.'

'Staff and students found HMI and associate assessors courteous and encouraging.'

'When I have contacted HMIE my enquiries have always been dealt with promptly and efficiently.'

Complaints

We have clear procedures for making and handling complaints.

Throughout the year we received 12 registered complaints. Nine were resolved satisfactorily at early stages in the procedures and three are in the process of being resolved. Almost all complaints related to finalising draft reports and a few related to published reports.

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Performance Measures

2002-2003

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Our Performance Measures for 2002-2003

We have set the following provisional performance measures for 2002-2003. They are based on our achievements of last year, and the changing needs of Scottish Ministers and our other stakeholders. The establishment of the Care Commission has brought changes to pre-school inspections and has reduced the total number of inspections in our programme. We have taken account of changes in our staffing profile and of changes in the balance of inspections across different sectors of education. We have also started a review of our practices and procedures which may require us to adjust these performance measures, particularly the number of planned inspections.

Performance Measures for Strategic Priority 1

Undertake a planned programme of independent evaluations, investigations into key aspects of education and publication of subsequent reports.

- 1.1 Carry out a planned and balanced inspection programme including: 185 primary schools; 43 secondary schools; 24 special schools; three care and welfare; and three care and welfare of residential pupils; 12 FE college and subject reviews; community learning and development in ten local areas; and seven education authorities.
- 1.2 Undertake evaluations of ICT training provision for school teachers and librarians in line with the service level agreement agreed with the New Opportunities Fund.
- 1.3 Issue draft reports to 95% of schools within 16 working weeks of notification of the inspection and publish 92% of final reports within 20 working weeks.
- 1.4 Issue draft reports to all FE colleges within 8 working weeks from the end of the college review and publish all reports on dates stated in the published service level agreement with the Scottish Further Education Funding Council (SFEFC).
- 1.5 Issue 90% of draft reports to services responsible for community learning and development within 16 working weeks of notification of the inspection and publish 90% of reports within 24 working weeks.
- 1.6 Publish 85% of reports on education authorities within 12 working weeks of concluding the inspection activities in the authority.
- 1.7 Undertake 90% of follow-up inspections and reviews within two years of publication of the initial report and monitor the percentage of main points for action arising from the original inspection and review reports which have been met.
- 1.8 Undertake investigations commissioned by Scottish Ministers or other bodies within agreed timescales.
- 1.9 With the Care Commission, agree methodology for integrated inspections and undertake pilot inspections as budget allows.

Performance Measures for Strategic Priority 2

Manage and develop the collation and analysis of evidence from evaluations and the productive relationships with key stakeholders to enable HMIE to be well informed and to identify and promote best practice.

- 2.1** Publish reports on standards and quality in schools in line with the planned cycle of reports: English in Primary and Secondary Schools; Business Education in Secondary Schools; Standards and Quality in Pre-school Education; Standards and Quality in Special Schools; and Support for Pupils in Secondary Schools.
- 2.2** Disseminate good practice on key sectors and aspects of education through published reports and seminars, including good practice for education authorities; educational inclusion; provision for young people in community learning and development; preparing to teach literacy; improving PE; the provision of New Opportunities Fund ICT training for school teachers and librarians; and aspects of provision in further education.
- 2.3** Publish aspect reports on FE as required in the published service level agreement with SFEFC.
- 2.4** Publish and promote *How good is our community learning and development?*, providing a quality framework for inspection of community learning and development together with related advice on self-evaluation as part of planning for improvement.
- 2.5** Publish the report completed during 2001-2002 on progress towards the implementation of community learning plans.
- 2.6** Undertake a review of all additional HMIE advice on self-evaluation of particular aspects of school provision, designed to support *How good is our school?*, and consequently implement a planned programme to update these publications in the light of the publication of the revised 2002 edition. This programme of work will include advice on evaluation of the support student teachers receive when on school placements.

Performance Measures for Strategic Priority 3

Ensure the timeous provision of high quality, independent professional advice to the Scottish Ministers and others.

3.1 Provide Scottish Ministers, relevant departments of the Scottish Executive and key national bodies with high quality advice within agreed timescales by undertaking the activities listed below.

Provide advice to SEED and others on the following areas:

- ▶ experience of mainstream education amongst deaf children
- ▶ development of guidance to schools and EAs on evaluating progress towards National Priorities
- ▶ National Debate on Education
- ▶ effectiveness of revised 5-14 guidelines on Modern Languages
- ▶ implementation of the post-McCrone settlement
- ▶ evaluation of use of ICT within NGfL strategy
- ▶ schools' and EAs' implementation of the Discipline Task Force Action Plan
- ▶ revised Child Protection guidance
- ▶ efficiency and effectiveness of mainstreaming
- ▶ monitoring the implementation of the McCabe report
- ▶ drug education in schools
- ▶ support for Science Strategy
- ▶ review of community-based adult learning
- ▶ performance measures for Careers Scotland
- ▶ evaluation of local improvement plans
- ▶ feedback on future learning and teaching projects
- ▶ international education task
- ▶ integrated support – learning support, behaviour
- ▶ monitoring the implementation of guidance on curriculum flexibility
- ▶ out of school learning and care study.

Participate in working groups and other fora including:

- ▶ National Qualifications Task Group
- ▶ National Qualifications Steering Group
- ▶ Assessment Action Group
- ▶ SE Internal Reference Group of the Assessment Action Group
- ▶ Religious Observance Review Group
- ▶ Education for Work and Enterprise Review Group
- ▶ Integration Forum for Asylum Seekers and Refugees
- ▶ Cannabis Working Group
- ▶ Ministerial Group on School Nutrition
- ▶ Shared Protocols across Agencies Working Group
- ▶ Training and Qualifications Working Group (integrated childcare)
- ▶ Learning and Teaching Scotland
- ▶ Scottish Childrens Reporters Association
- ▶ Scottish Qualifications Agency Advisory Groups
- ▶ SFEFC Learning and Teaching Committee
- ▶ Scottish Credit and Qualifications Framework Joint Advisory Committee
- ▶ Standing Committee for Quality Assurance in Teacher Education
- ▶ Ministerial Strategy Committee for Continuing Professional Development (School teachers) and its four specialist sub-committees.

Provide advice on request to:

- ▶ SEED on curriculum issues, school closures and other aspects of school education
- ▶ SEED on informal education for young people
- ▶ SEDD on community development, regeneration and planning for community learning
- ▶ SEELLD on adult learning, particularly literacies
- ▶ SFEFC on collated findings and implications of review programme, professional development, convergence of quality standards, dissemination of good practice and other key aspects in further education.

3.2 Undertake an agreed number of investigations of appeals concerning the terms of Records of Needs and complete these investigations to a quality acceptable to SEED.

Performance Measures for Strategic Priority 4

Develop and maintain high quality services in all aspects of HMIE's activities, making efficient and effective use of resources.

- 4.1 Deliver HMIE's Corporate Learning Plan to 2002 including training on diversity and equality and fairness.
- 4.2 Produce HMIE's Corporate Learning Plan for 2003.
- 4.3 Implement the outcome of the communications review undertaken with HMIE stakeholders in 2001-2002.
- 4.4 Launch the new HMIE website by September 2002.
- 4.5 Continue the phased introduction of the new computer system for planning and monitoring HMIE activities.
- 4.6 Introduce additional risk identification and management strategies into the planning, monitoring and execution of all HMIE activities.
- 4.7 Recruit, train, manage and deploy lay members.
- 4.8 Recruit, train, manage and deploy associate assessors.
- 4.9 Implement the recommendations of the 2000-2001 Review of the Inspection of the Education Functions of Local Authorities.
- 4.10 Implement revised guidelines for inspecting community learning and development.
- 4.11 Introduce new support packages for inspections.
- 4.12 Initiate the HMIE accommodation review.
- 4.13 Complete the IT refresh programme.
- 4.14 Make effective use of ICT resources.
- 4.15 Use the Scottish Executive Performance Management System effectively and fairly to manage and develop all HMIE staff.
- 4.16 Produce and publish an annual report.

Performance Measures for Strategic Priority 5

Ensure systematic quality assurance and continuous improvement within HMIE

- 5.1** Carry out a review of HMIE practices and procedures.
- 5.2** Work with the Quality Scotland Foundation to evaluate HMIE activities against the principles of EFQM (European Foundation for Quality Management).
- 5.3** Take forward feedback from the Charter Mark evaluation of HMIE activities in schools.
- 5.4** Carry out surveys on the views of key users on the quality of services provided.
- 5.5** Ensure that at least 95% of parents who respond to surveys on school inspection reports find them clear and easy to read and 95% find them helpful overall.
- 5.6** Produce a scheme of duty in accordance with the new Race Relations Act.
- 5.7** Carry out a review of inspection and review guidelines, taking account of, as appropriate:
The Discipline Task Group recommendations; Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002; Freedom of Information (Scotland) Bill; and National Priorities for school education.

Appendix A

HMIE Publications April 2001 – March 2002

In addition to publishing over 400 inspection and review reports, HMIE issued:

Alternatives to School Exclusion

Early Intervention 1998-2000

Standards and Quality in Primary Schools: Mathematics 1998–2001

Standards and Quality in Secondary Schools: Religious and Moral Education 1995–2000

Standards and Quality in Secondary Schools: Computing 1995-2001

Standards and Quality in Colleges of Further Education 1996–2000: Business and Management

Standards and Quality in Colleges of Further Education 1996–2000: Mechanical, Manufacturing and Multidisciplinary Engineering

Standards and Quality in Colleges of Further Education 1996–2000: Land-Based Industries

Work-Based Learning and Scottish Further Education Colleges (electronic format only)

Racial Equality in Scottish Further Education Colleges (electronic format only)

Core Skills in Scottish Further Education Colleges (electronic format only)

Meeting Learner Needs in Scottish Further Education Colleges (electronic format only)

Learner Representation in Quality Assurance Arrangements in Scottish Further Education Colleges (electronic format only)

Information and Communications Technology in Scottish Further Education Colleges (electronic format only)

Improving Physical Education in Primary Schools

Standards and Quality in Primary and Secondary Schools: 1998–2001

How good is our school? 2002 Edition

Standards and Quality in Secondary Schools 1995–2001: Geography

Moving On From School to College

Preparing to Teach Literacy

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The Branding

This new HMIE Brand illustrates the wide range of work undertaken by the Agency. It builds on the existing logo by adding images that represent our work from pre-school to community learning, including teacher training and the inspection of education authorities. It also demonstrates the theme of lifelong learning and inclusiveness. It is, as with all of our work, client based and quality led. The new brand will be used on publications and presentation materials and will clearly identify HMIE as the source of its communications.



The Branding

Ian Gamble
Chief Inspector
(replaced Bill Clark)



Bill Maxwell
Chief Inspector
(replaced George Gray)



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