



Arrangements for inspecting schools in Scotland

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ISSUES



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Contents

1.	<u>Introduction</u>	1
2.	<u>What is the purpose of inspection?</u>	2
3.	<u>How do we choose which schools to inspect?</u>	4
4.	<u>How are you notified of inspection?</u>	4
5.	<u>Who inspects your school?</u>	5
6.	<u>How will we carry out our inspections?</u>	5
7.	<u>How do we build on your self-evaluation?</u>	7
8.	<u>How are children/young people involved in inspections?</u>	8
9.	<u>How are parents involved in inspections?</u>	8
10.	<u>How does the week of the inspection progress?</u>	9
11.	<u>What happens after the initial inspection week?</u>	11
12.	<u>How do we continue to engage with schools?</u>	11
13.	<u>How do we report on continuing engagement?</u>	13
	<u>Appendix 1 – Collaborative working with SCSWIS</u>	14
	<u>Appendix 2 – The role of the lay member</u>	14
	<u>Appendix 3 – The role of the health and nutrition inspector</u>	15
	<u>Appendix 4 – The inspection of small schools</u>	16
	<u>Appendix 5 – The inspection of Gaelic Medium</u>	16
	<u>Appendix 6 – The inspection of all-through schools</u>	17
	<u>Appendix 7 – The inspection of special schools</u>	17
	<u>Appendix 8 – The inspection of independent schools</u>	18
	<u>Appendix 9 – The inspection of residential special schools and secure care services</u>	18
	<u>Appendix 10 – Glossary of terms</u>	20

1. Introduction

The school¹ inspection framework document covers a range of sectors, including stand alone pre-school centres, primary including those with nursery classes, secondary including community learning and development (CLD) as part of secondary, and aspects of transition, special, independent and all-through schools. It also has implications for continuing engagement.

The framework will help to maintain consistency in the inspections of schools in Scotland. It is intended to support the range of school sectors in understanding the inspection process. It provides information on the roles of inspectors, sets out expectations of establishments, explains the requirements for inspection and provides general information about what to expect during and after an inspection.

By using the framework, we aim to provide public assurance and accountability through robust independent evaluations of establishments and services, share effective practice and inform national policy. These three objectives have informed the design of this school inspection framework in order to ensure that all three are served in an effective and efficient way.

Inspectors seek to work in ways that demonstrate the core values of integrity, honesty, objectivity and impartiality. We always aim to:

- have the best interests of learners as our prime focus;
- carry out our work with integrity, objectivity and equality;
- make sure that our activities are independent, fair, transparent, open and inclusive;
- behave with understanding and in a professional manner, respecting personal dignity; and
- actively seek accountability for our work.

Our approaches to inspection and review have increasingly placed more emphasis on issues such as the extent to which an establishment or service has developed the ability to self-evaluate and drive its own improvement. In inspections, we focus on how an establishment is performing, the impact it is having on learners and the quality of leadership and management in building capacity for improvement. We carry out inspections taking account of the context and nature of the school, its children and young people and their needs.

All of our inspection and review frameworks are designed on the basis of our ten underpinning principles². The school inspection framework is designed to apply the principles in a way which is adapted to the particular characteristics of schools. It has a strong family resemblance to other frameworks, but it is clearly tailored to ensure that it is fit for purpose in the context in which it is used.

[Back to Contents](#)

¹ The term 'school' is used throughout to refer to pre-school centres, nursery schools, primary schools and those with nursery classes, special schools, secondary schools and all-through schools.

² For further details, see Principles of inspection and review:
<http://www.hmie.gov.uk/AboutUs/InspectionResources/>

2. What is the purpose of inspection?

The purpose of a school inspection is fourfold, namely to:

- (1) promote improvement by supporting the school to continue to improve;
- (2) evaluate and report on a school's capacity to improve;
- (3) provide assurance to users on the quality of education; and
- (4) provide evidence for our national overview of Scottish education.

(1) Promoting improvement

A key purpose of inspection is to promote improvement. During inspections and reviews, we will aim to engage in the highest quality of professional dialogue about a range of topics. In particular, we will aim to invest time and energy in dialogue about areas identified as significant to the school's continued improvement. Where it is found to be necessary, we will continue to engage with schools in order to help them bring about improvements in their practice and provision. We will seek out good practice and promote innovation. We will work closely with a range of organisations to disseminate good practice and build the capacity of establishments and authorities to provide education and services for children, young people and adult learners of the highest quality. We will exemplify and promote good practice through web-based publications, video extracts and events.

(2) Evaluating and reporting on a school's capacity to improve

Using self-evaluation as a starting point for inspections, we will provide independent evaluation and reporting on a school's capacity to improve. Our evaluation of a school's capacity to improve will be set out as an expression of confidence. Professional judgement will be used to decide which expression to use. The decision will take account of all aspects of the school's self-evaluation, aspects for focused attention, people's views, experiences of learning in action and the tools that the school uses to improve itself, such as quality indicators (QIs). It will also take into account the trends and track record of the school in relation to other schools in the area and schools from across Scotland with children/young people who come from similar backgrounds.

The following expressions of confidence aim to provide parents and other stakeholders with reassurance, or otherwise, about the capacity of a school to improve. Expressions indicate three levels of confidence, as shown below. Professional judgement is used when deciding which expression to use.

confident

This indicates that the school has a track record of continuous improvement and a strategy to maintain current levels of provision, and is likely to continue to improve.

partially confident

This indicates that the school, while having some strengths about which inspectors have confidence, also has important weaknesses in one or more key areas. By addressing these weaknesses there will be a positive impact on learners. The

previous track record of identifying and addressing weaknesses effectively, and of improving quality, may not be consistently strong but is sufficient that it is likely the school will continue to improve. Initially, it may need support from the education authority/Board of Governors or Education Scotland to do so.

not confident

In extreme cases where there are major weaknesses in key areas, it may be necessary to state that we are not confident that the school has the capacity to improve the quality of its provision. In such circumstances, a school is likely to require sustained and comprehensive action to help address the issues.

(3) Providing assurance to users on the quality of provision

The outcomes of inspections aim to provide independent assurance to Ministers, service users, service providers and wider society about standards and quality in education for children and young people. The inspection provides an overall evaluation of the quality of the school's provision. In coming to a judgement, we answer three key questions which, from our surveys, are fundamental to what users want to know. The questions are:

- How well do children/young people learn and achieve?
- How well does the school support children/young people to develop and learn?
- How does the school improve the quality of its work?

To help answer the first two questions, we provide a summary sentence in the letter followed by text which explains our answers. For the third question, we provide text and express our confidence in the school's ability to continue to improve the quality of its work.

Finally, we sum up the overall quality of education provided by the school and give users a clear signal whether there will be any continuing engagement activities beyond the initial inspection week and, if so, what shape it will take.

The team also evaluates specific aspects of provision using the following quality indicators, three of which feed into the Government's National Performance Framework³ (NPF).

- 1.1 Improvements in performance (NPF)
- 2.1 Learners' experiences (NPF)
- 5.1 The curriculum
- 5.3 Meeting learning needs (NPF)
- 5.9 Improvement through self-evaluation.

³ The National Performance Framework is the way Scottish Government measures the progress of government in Scotland in creating a more successful country, with opportunities for all to flourish through increasing sustainable economic growth.

You can find out more about these QIs and the six levels we use to evaluate quality by looking at the appropriate quality framework on our website at <http://www.hmie.gov.uk/>.

(4) Providing evidence for a national overview of Scottish education

All of the evidence we gather through inspection and review is held on a database. It is used to provide information for national reports, to support the work of Scottish Ministers and to inform our team of curriculum specialists. Through inspection, reviews and professional engagement we provide independent assurance to service users, Scottish Ministers, service managers and to wider society about standards and quality in education. We seek to improve the education system in a number of ways. We work closely with a wide range of partner organisations to disseminate the good practice we find. We also work in partnership with Scottish Ministers and others to support the achievement of national outcomes, including close working with key bodies such as The Scottish Qualifications Authority, Skills Development Scotland and the Scottish Funding Council.

[Back to Contents](#)

3. How do we choose which schools to inspect?

The annual programme of inspection

From 2011-12, we will move from a generational cycle of inspection (where a school is inspected every six to seven years) to a sampling model where around 240 inspections will take place each year across all sectors. This will allow Education Scotland to report to the Scottish Government for the NPF. We will also inspect about 90 pre-school stand alone centres each year. Local authorities and District Inspectors (DIs) will continue to undertake dialogue around the annual programme. Schools are inspected for a variety of reasons and discussions between DIs and local authorities will:

- take account of evidence of performance in each authority;
- maintain the focus of inspection on areas of both interest and need; and
- maintain the validity of the NPF sample.

Education Scotland will take a strategic decision, on an annual basis, on the balance of types of schools to be inspected within the annual programme.

[Back to Contents](#)

4. How are you notified of inspection?

Primary schools and early years centres will receive written notification and questionnaires for distribution to stakeholders two weeks before the start of the inspection. Due to the need to arrange a wider range of meetings with outside partners, secondary schools will receive written notification and questionnaires for distribution to stakeholders three weeks before the start of the inspection. The

difference in the timescales between the primary and secondary sectors is to allow staff in the authority to make arrangements with community partners, including voluntary agencies to meet the CLD members of the inspection team. The CLD inspection runs at the same time as the secondary school inspection and a two-week window is too short to allow this detailed planning to take place. The CLD inspection model is currently under review and the aim is to move to a two-week notification period in secondary schools as soon as possible in order to give equity across the sectors.

Shortly after notification, our inspection administrator (IA) will contact the headteacher by telephone to set up the inspection arrangements. All parents will receive a letter notifying them of the inspection. The headteacher will be sent a list of information we need to carry out the inspection and a list of meetings we would like them to organise. We do not want large amounts of evidence and we ask schools to keep to what is on the list. Following the notification schools should access our website <http://www.hmie.gov.uk/AboutUs/InspectionResources/> and download information about inspections. The headteacher is invited to nominate someone in their school to be responsible for organising the information required for the inspection.

[Back to Contents](#)

5. Who inspects your school?

School inspections are led by a managing inspector (MI) who is an HM Inspector of Education. Staff who are recruited as HM Inspectors are highly qualified, have had successful professional experience in education and a proven track record in a significant leadership role. Inspection teams may include, in addition to the MI, inspectors who are permanent members of Education Scotland staff, health and nutrition inspectors (HNI), assistant inspectors or associate assessors. Teams often include lay members who are members of the public, selected and trained by Education Scotland staff, who have an interest but no professional involvement in education.

Alongside most secondary inspections, a team of inspectors evaluate the quality of learning for young people, adults and the community in the learning community surrounding the school. A separate report is published on the learning community inspection on the same day as the school report.⁴

[Back to Contents](#)

6. How will we carry out our inspections?

Inspectors use a best practice set of professional principles which support them to carry out inspections in a constructive and positive manner. This is called the PRAISE framework⁵. The framework is based on feedback gathered from

⁴ For more information on the roles of different inspectors, see Appendices 2 and 3

⁵ For further details, see Principles of inspection and review:

<http://www.hmie.gov.uk/AboutUs/InspectionResources/>

establishments and services that have been inspected and from post-inspection questionnaires. In line with the PRAISE framework, the MI will lead his/her team to carry out inspections which will:

- ensure that all inspections are conducted in a fair and professional manner;
- adopt a learning approach in order to share our knowledge and experience and learn from the knowledge and experience of others;
- keep in touch with senior staff throughout the process, sharing findings in a constructive way to encourage ownership and learning to take place; and
- ensure that our staff promote good practice in acknowledging diversity, promoting equality and eliminating discrimination.

We see inspection as a two-way process and we seek to work with staff in a constructive, positive and professional manner. We assume professional engagement with staff, parents, children and young people involved in the inspection process. Based on this assumption, we expect that staff, parents, children and young people will:

- work in partnership with us to develop open and constructive dialogue;
- provide information to ensure that we can report accurately, fairly and reliably;
- work with us to minimise disruption, stress and bureaucracy;
- draw any concerns about the inspection process to our attention promptly; and
- understand that we will visit classes and, at times, wish to talk to staff and participants about key issues related to the leadership and management of the school.

We know from practice and feedback that positive engagement can lead to effective and productive professional dialogue which can make a significant difference to a school. We strive to continuously improve our dialogue skills and to maintain high levels of knowledge and expertise to inform that dialogue. We aim to focus opportunities for dialogue where they can have maximum impact for a school's improvement. We will, for example, share views and perceptions on the areas given focused attention during the inspection, the three key questions and other issues arising during the inspection.

During the inspection, there will be various opportunities for staff to engage with the inspection team in professional dialogue. Some of these opportunities are common to all inspections and are set into the inspection 'footprint', such as a voluntary meeting for staff at the end of the day on Tuesday. Others will be responsive to the school and arranged during the week in discussions between the MI and headteacher.

Members of the team will be happy to talk to staff throughout the inspection, to respond to questions that may arise or to discuss aspects of good practice that staff wish to bring to the attention of the team. While recognising that time for dialogue with individual teachers will be limited, it is important for both inspectors and school staff to have a brief discussion about any learning and teaching that is observed. This will help to develop the learning of both inspectors and teachers and realise the potential benefits of professional dialogue.

As part of professional dialogue around school improvement, inspection teams may wish to discuss progress with the implementation of *Teaching Scotland's Future*⁶ which was published by the Scottish Government in January 2011. Education Scotland, along with our partners, including local authorities and schools, are working together to implement the key recommendations of the report. During inspection, this might include discussion about:

- arrangements to support, assess and mentor student and probationer teachers;
- quality and impact of professional review and development, and teacher continuing professional development; and
- leadership of school improvement.

[Back to Contents](#)

7. How do we build on your self-evaluation?

The inspection team cannot and does not purport to cover all aspects of a school's work. In line with the principles of proportionality and responsiveness, the team will discuss with a school what we describe as 'areas for focused attention' in order to prioritise their activities over the week. The criteria for these are set out in a brief self-evaluation summary form which a school completes and submits prior to the inspection. The self-evaluation summary is a succinct, evaluative paper (no more than three sides of A4) that the school prepares and sends to us in advance. An exemplar self-evaluation summary form can be found on our website⁷. We recognise the challenge of summarising the key points about a school in a short two/three page report. In order to do so, it is important the school keeps to the 'high ground' and is as evaluative as possible both in their summary form and in subsequent discussion. A descriptive commentary does not help the team to gain a firm understanding of the school's strengths and current improvement priorities. It will be important that the school indicates clearly where it sees its strengths, the aspects for development and work currently being undertaken to lead improvement that has been already identified. Schools are encouraged to be open and clear, basing their judgements on evidence that inspectors can follow up during the course of the inspection. We also appreciate being alerted to examples of good or innovative practice, and where these can be observed. As a matter of principle, schools should indicate how they are promoting equality and diversity across the school. The headteacher briefing note provides advice on how to complete the summary. The inspection team will also be interested in learning about the school's links to the wider community, for example:

- partnership working with providers from CLD, the voluntary sector and the business community;
- shared placements with off-site provision or special schools;
- links to adult learning/adult literacy and numeracy; and
- details of where we can find information on young people's achievement.

⁶ For further details please see www.scotland.gov.uk/Resource/Doc/337626/0110852.pdf

⁷ For self-evaluation exemplar please see www.hmie.gov.uk/AboutUs/InspectionResources/Self+evaluation+exemplars

The inspection starts with a scoping meeting, chaired by the MI, which is based on the school's completed self-evaluation summary. This meeting lasts for around an hour and a half and allows inspectors to explore further the information in the summary form and the school's ideas on the areas for focused attention. It is a meeting that allows joint scoping and planning of the inspection. At the end of the meeting, the team will leave with draft ideas on the areas that will be the focus of attention for the inspection week. These will be finalised at the end of Monday or early Tuesday morning. They will be shared with all staff so that they are aware of key areas of focus during the inspection. However, there are certain areas, for example the quality of pastoral care and child protection, which we will always look at.

[Back to Contents](#)

8. How are children/young people involved in inspections?

We will engage with children/young people throughout the week. We will meet with different groups of children/young people for different purposes. For example, we may discuss issues from the inspection questionnaire or listen to how their views are sought and acted upon. We will talk to children and young people in classes, corridors and in the playground. Members of the team may have school lunch with children and young people. We are always ready to talk with children and young people at any time during the inspection. At the end of the inspection, the MI will ask how the school plans to share the main messages from the inspection findings with children/young people at the school.

[Back to Contents](#)

9. How are parents involved in inspections?

We want to know how schools recognise and encourage the involvement of parents in their children's learning. The lay member acts as the key representative of the parent community and will meet with the chairperson of the Parent Council (CPPC) normally on Monday afternoon. They will discuss the impact of the Parent Council in supporting the school and its improvement, as well as issues like the role of parents in their children's learning and communication with the school. The lay member, in consultation with the MI, may also take the opportunity to discuss with the CPPC any issues that have arisen from the parental returns to the Education Scotland questionnaire.

When parents complete the questionnaire, they are asked to indicate if they would be willing to meet with a member of the inspection team, usually the lay member. They will be able to select from a number of possible time slots. The IA from Education Scotland will consider the most popular time(s) and contact the school to confirm the time and place for the meeting of parents. The IA will contact parents who have said they would be willing to meet with the inspection team and confirm those who are able to attend. They will then arrange for the lay member to meet with the group at the agreed time during the inspection, usually Monday afternoon or Tuesday morning.

At the end of the inspection, the CPPC (along with the headteacher and education authority) will receive a confidential copy of the draft inspection letter and be asked to provide any feedback on aspects most relevant to parents. This can be done either through the headteacher or through a direct response to the IA. In all cases, the CPPC will be asked to confirm that they have received the letter and to indicate when they have no comments to make. After publication, the CPPC (along with the headteacher and education authority) will also receive a read-only copy of the detailed Record of Inspection Findings (RIF). The letter from Education Scotland will make clear to the CPPC that the RIF is a confidential document that is not to be copied to parents. It is the evidence base collated by the inspection team and which is shared with the school, education authority and CPPC to help the school take forward its improvement journey. The CPPC should meet with the headteacher before taking any action on the RIF. This will allow them, in close consultation with the headteacher, to share the main messages from inspection findings with the parent body and agree ways in which parents can support improvement in the school.

[Back to Contents](#)

10. How does the week of the inspection progress?

Monday

The team will arrive around lunchtime. It is helpful if any written evidence provided by the school (which will be set out for the headteacher by the IA) could be concise and organised in such a way to ensure ready access by inspectors. The inspection begins with the scoping meeting which builds on the school's own self-evaluation, starting after lunch and lasting for no more than one and a half hours. It should focus on how self-evaluation is leading to improvement and the evidence provided in the school's self-evaluation summary form. The headteacher may draw the attention of the MI to key information contained in the Standards and Quality Report (or equivalent) and School Improvement Plan. A representative of the education authority is welcome to attend this discussion. The MI will chair this meeting.

During Monday afternoon, the lay member will meet with the CPPC, a group of parents and a group of children/young people. Their schedule will have been agreed with the headteacher and set up in advance of the visit. Education Scotland will select and invite a group of up to ten parents, based on questionnaire responses, to attend parents' meeting chaired by the lay member.

At the end of the school day, the inspection team is available to brief the school staff. This is a voluntary briefing for staff who would like to know more about the inspection. It is also an important occasion for setting the ethos of the inspection.

At the end of every day, the inspection team will consider the evidence gathered. The headteacher may be invited to attend one or more of these meetings and take part in the discussions in order to be able to clarify issues, provide additional information or point the team in the direction of good practice.

Tuesday

Inspectors will focus on getting into classes and will be interested in learning and teaching in response to the school's self-evaluation. There will be a particular focus on learning, teaching, literacy, numeracy and health and wellbeing within the context of a broad general education. Normally, a member of the management team will be invited to accompany inspectors on a few lesson visits to share their thoughts and observations. Where school staffing permits, a school might nominate a teacher to take on this role. The lay member will continue to look at aspects of partnership working with parents.

At the end of the day, all staff are welcome to meet with members of the team to engage in a professional dialogue session. All staff are invited, support staff and professional staff alike, although we recognise that not everybody may be able to attend at this time. The team will be interested in the views of staff on the areas for focused attention, innovative practice, topics which are part of the school improvement plan or other areas of general interest such as Curriculum for Excellence. Attendance is voluntary and the meeting will normally last no longer than 45 minutes.

Some meetings will have been arranged by the headteacher and the IA in advance. For example, in secondary schools, some meetings with the inspector overseeing the learning community inspection will have been organised in advance. During the week, the team will ask to meet the headteacher and others to discuss activities which stem from the inspection up to that point.

Wednesday to Friday

During Wednesday lunchtime, inspectors will be available to talk with staff about any aspect of the school. This might include sharing good practice, discussing new approaches or raising concerns beyond those written in the pre-inspection questionnaire.

During Thursday (possibly earlier), the inspection team will meet to discuss and agree the inspection findings. It will be helpful if the team could continue to use the room allocated to them, although alternative arrangements may be possible if the school is reasonably close to one of our offices.

The MI will liaise with the headteacher and will conclude inspection activity when the team is confident that it has access to all the evidence it needs to:

- answer the three key questions which are the focus of the inspection;
- write a fully evidenced letter to parents;
- confirm whether or not the school has the capacity to improve;
- make firm evaluations; and
- complete the RIF.

At a mutually acceptable time (which could be on Thursday or Friday) inspectors will discuss their findings with the headteacher and other members of the senior management team, as appropriate. This should take around an hour and a half and

will be structured around the three key questions and thoughts on the way forward for the school.

At the end of the discussion of findings, inspectors will agree with the headteacher areas which will help to continue to improve the school. We will also discuss any continuing engagement activities which might support the school in taking improvements forward. We may discuss possible good practice visits which allow us to understand and share innovative practice happening in the school. In many cases, there will be no need for continuing engagement. Where possible, a member of the team will give some feedback on the key messages coming from the inspection findings to pupils and staff. The inspection team will then leave the school.

[Back to Contents](#)

11. What happens after the initial inspection week?

We aim to provide the school with a draft copy of the report in letter format for parents within two weeks. At the same time, the education authority and CPPC will receive a draft copy of the letter. The headteacher and the education authority will be asked to provide an agreed response, including any comments or suggested corrections, during the following week. The letter:

- directly answers the three key questions;
- provides strengths and aspects for development; and
- provides an overall expression of statement about the quality of provision.

The letter will normally be published on our website within eight working weeks after the end of the inspection. It will include a link to other evidence from the inspection such as pre-questionnaire findings, attainment information and Education Scotland's evaluations of the five quality indicators. Schools will also be sent a small number of paper copies of the letter and evaluations for those parents who do not have online access.

The evidence on which the letter is based is recorded in a Record of Inspection Findings (RIF). The RIF is shared with the school and education authority three days after the letter is published and with the CPPC five days after the letter is published. The RIF is an important document. Guidance is provided on how the senior management team, staff and the CPPC and Parent Council might use it to support improvement.

[Back to Contents](#)

12. How do we continue to engage with schools?

There are four broad continuing engagement activities, not all of which are mutually exclusive. The following are brief descriptions but there is flexibility to enable us to ensure we provide the best support for improvement to a school.

1. No further inspection activity

In this option we are satisfied with the overall quality of provision. We are confident that the establishment's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. The local authority or Board of Governors will inform parents about the establishment's progress as part of their arrangements for reporting to parents on the quality of their establishments.

2. Additional support for improvement

We are satisfied with the overall quality of provision. We are confident that most of the school's self-evaluation processes are leading to improvement. With support from the local authority or Board of Governors, and possibly Education Scotland, the establishment will be able to make the necessary improvements. Our District Inspector or Independent schools link inspector, along with local authority or Board of Governors, will discuss the most appropriate support in order to build capacity for improvement and will maintain contact to monitor progress. Parents will be informed of the extent to which the establishment has improved.

3. Continued inspection

As a result of our inspection findings, we think that the establishment needs additional support and more time to make necessary improvements. Our District Inspector or Independent schools link inspector, along with the local authority or Board of Governors, will discuss the most appropriate support in order to build capacity for improvement, and will maintain contact to monitor progress. We will return to evaluate aspects of provision and the progress in improving provision within an agreed timescale following publication of the inspection letter. We will then issue another letter to parents on the extent to which the establishment has improved. In that letter, we will inform the school and education authority if we are going to carry out a further inspection visit.

4. Innovative Practice

We are satisfied with the overall quality of provision. We are confident that the establishment's self-evaluation processes are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection. During the inspection, we identified an aspect or aspects of innovative practice which we would like to explore further in order to share the practice with others. As a result, we will work with the establishment and local authority or Board of Governors in order to record and share more widely the innovative practice. We will ask the establishment, in discussion with the local authority or Board of Governors, to let parents know the outcome of the innovative practice visit(s).

[Back to Contents](#)

13. How do we report on continuing engagement?

Where further inspection activity is carried out, we will report publicly to parents and stakeholders. We will change to a letter format for all inspection activity carried out after August 2011. The letter will report on the three key questions being used in the School Inspection Framework. The MI will also report on continuous improvement and, to an appropriate extent, the school's capacity for improvement. We will use the Record of Visit which is a technical report and this will be shared, as is our current practice. Other continuing engagement activities will be reported to parents and stakeholders using the local authorities' normal procedures.

[Back to Contents](#)

Appendix 1: Collaborative working with SCSWIS

The Public Services Reform (Scotland) Act 2010 places a duty on scrutiny bodies to cooperate and coordinate with each other. As part of this duty, Education Scotland will collaborate on the inspection of Daycare of Children services and School Care Accommodation services with Social Care and Social Work Improvement Scotland (SCSWIS). Information on services and inspections will be shared between both organisations. Planning will continue to be coordinated to avoid both organisations inspecting services in the same year.

Inspections will use QIs from *Child at the Centre 2* for early education and *How good is our school? 3* for school care accommodation. Inspectors will also take account of relevant National Care Standards. Any requirements made following the inspection are to ensure the service provider complies with relevant Scottish Statutory Instruments.

[Back to Contents](#)

Appendix 2: The role of the lay member

The role of the lay member is to focus on how a school works from the perspective of parents, pupils and where appropriate the wider community. The lay member does not focus on aspects such as approaches to teaching, attainment or nutrition-related issues.

On Monday afternoon⁸, the lay member meets with the CPPC. This meeting is to discuss the role of the Parent Council in supporting the school to improve. The lay member also meets with a group of parents and a group of children/young people to gather their views about the school. The information gathered from the meetings helps the inspection team decide on aspects of the work of the school they wish to take a closer look at.

On Tuesday morning, the lay member meets with more parents to follow up on aspects raised on Monday. They also study paperwork which is sent out to parents and evaluate it from a lay person's point of view. The evidence they gather is discussed with the MI before they leave the school around about Tuesday lunchtime. Key evidence collected by the lay member is entered into the RIF.

[Back to Contents](#)

⁸ In some instances the Lay Member may be in school all day Tuesday or Tuesday afternoon and Wednesday morning.

Appendix 3: The role of the health and nutrition inspector

In August 2011, deployment of the HNIs will be widened to meet the demands of health and wellbeing (HWB) within Curriculum for Excellence. The changes permit a greater focus on both the broad nature of HWB within Curriculum for Excellence and the ongoing requirements of the Act⁹.

HNIs are only in a sample of schools. The letter telling the headteacher about the inspection will indicate whether an HNI is on the team. When in a school the HNI may:

- engage with key staff who have responsibility for health and wellbeing, including catering staff and will talk with children and young people;
- observe breakfast clubs, morning break, dining facilities and provision;
- review relevant documents, including related policies and communications with parents;
- meet with a range of key partners involved in the planning and delivery of health-related activities, including for example school nurses, guidance staff, youth workers, parents, and counsellors. On some occasions, it may be appropriate to do these jointly with other team members;
- offer opportunities for HWB-focused professional dialogue with staff;
- undertake observations in classrooms to evaluate aspects of HWB at the point of delivery for example, health and wellbeing lessons, inter-disciplinary learning, outdoor learning, physical education, home economics and personal and social education; and
- have increased time in a school to allow for a broader view of HWB. They will join a primary school inspection for 2.5 days and a secondary school inspection for 3.5 days, starting with the self-evaluation discussion on the Monday afternoon. A meeting with the school's HWB coordinator will also be arranged for the Monday afternoon, where possible.

[Back to Contents](#)

⁹ The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

Appendix 4: The inspection of small schools

A small school is defined as one with more than 30 but fewer than 50 pupils and/or fewer than four classes. As a matter of equity, the small school is entitled to experience the same engagement with Education Scotland set out in the inspection framework, as part of the process of school improvement. However, Education Scotland will take full account of the circumstances of the school and potential logistical, staffing and management issues arising from its size.

To reduce the number of people visiting a small school, one inspector will conduct all tasks outlined in section 10 of this document. These will include those normally carried out by lay members. The sequence of the programme and the nature of the inspection activities will be discussed by the inspector with the headteacher, to reduce any potential disruption to the routine of the school. For example, the nature of management non-contact time available or the pattern of visiting teachers.

In many small schools, staff and members of the school community hold a variety of roles. By working in a flexible and responsive way, Education Scotland will aim to reduce the need for individuals to meet unnecessarily to discuss the different aspects of their diverse roles within the school.

[Back to Contents](#)

Appendix 5: The inspection of Gaelic Medium

As part of the *Gaelic Language (Scotland) Act 2005*, Education Scotland has made a commitment on how it will inspect and promote Gaelic. This forms an integral part of inspection's core purpose '**to improve outcomes for all Scottish learners**'. All educational centres that deliver Gaelic provision will, as far as possible, have a Gaelic-speaking HM Inspector or Associate Assessor on the inspection team. Gaelic provision refers to Gaelic Medium, Gàidhlig and Gaelic (Learners). The headteacher should ensure that information relating to Gaelic is incorporated into all inspection scoping activities. Inspectors will focus on the quality of young people's experiences and outcomes, and the success of the educational centre in improving the quality of Gaelic education. In the case of Gaelic Medium provision, this will include looking at the educational centre's implementation of the principles of immersion. The evidence gathered in relation to Gaelic provision will contribute to the overall evaluations made for each QI. The evidence will highlight what the educational centre does well and where it needs to improve its Gaelic provision. The findings will be included in the RIF and letters to parents. In educational centres with Gaelic Medium provision, the letter for parents will be translated into Gaelic. As appropriate, Gaelic will be the medium of communication during inspections. This means, for example, using Gaelic while visiting classrooms, talking to young people and their teachers about learning, and when conducting meetings. All inspections use questionnaires to gather and analyse the views of children, parents, staff and other people who are involved with the young people. These questionnaires are available in Gaelic.

[Back to Contents](#)

Appendix 6: The inspection of all-through schools

All-through schools are described elsewhere in previous HM Inspectorate of Education (HMIE) publications (see *Learning Together: Opening up learning in all-through schools*¹⁰) as ‘schools which include at least two stages of a young person’s education within one establishment’. In practice, this can mean schools which offer primary (including nursery), and some or all of the stages of secondary education up to S6 within one school, under the leadership and direction of one headteacher.

Education Scotland inspection team members will carry out inspection activity across all sectors and stages of all-through schools, employing the same principles of inspection as for other sectors. In practice, this means that each team member will observe learning in both the primary and secondary departments of the school. The team as a whole will adhere to the same inspection timescales as in primary or secondary inspections. In reaching evaluations against quality indicators (QIs), the team will apply these QIs across the primary and secondary constituent parts of the school to reach one set of evaluations. Any nursery provision will continue to be evaluated separately in respect of the QIs which inform the NPF.

As in all other inspections within the School Inspection Framework, inspection activity in all-through schools will be informed initially by the school’s own view of its strengths and areas for development presented to the inspection team on the Monday afternoon of the inspection. Headteachers should refer to section 7 of this document for overall guidance on the process of sharing the school’s evaluation with inspectors.

[Back to Contents](#)

Appendix 7: The inspection of special schools

The special school inspection programme for education authority day special schools covers over 200 special schools across the country. In addition, we inspect a wide range of special units linked to pre-school, primary and secondary provision.

Over the past 20 years, the numbers of special schools have slightly increased while the number of children and young people attending them continue to decrease. Special schools are now likely to provide for children with more complex needs, including autism spectrum disorders and barriers to learning arising from social and emotional factors. Some education authorities operate different forms of separate provision to meet needs such as schools and units for autism or behavioural needs or complex needs. In inspecting special schools, we operate in the context of primary and secondary inspection models to ensure coherence over school inspections. We have guidelines for units either providing a service to the authority or based within a primary or secondary school.

¹⁰ For publication please see: www.hmie.gov.uk/documents/publication/ltolats.pdf

Inspectors will take account of the context and nature of the school and the additional support needs of children and young people.

[Back to Contents](#)

Appendix 8: The inspection of independent schools

Independent schools are open to inspection by Education Scotland in the same way as those maintained by education authorities. However, Education Scotland is equally mindful of the variety of independent schools, the legislative framework that underpins the independent sector in Scotland and the widely differing nature of provision that can be found. The inspection framework will be applied in independent schools in parallel with maintained schools. However, as with small schools and all-through schools, Education Scotland will apply the inspection framework in a way that is responsive to the size, nature and particular aims and values of the independent school concerned. Education Scotland will also ensure that the inspection team includes the necessary experience and skills to respond to the particular educational philosophy of the school.

Where possible, the logistical arrangements for the inspection will mirror those set out in the School Inspection Framework. The IA will work closely with the school from the outset to identify those aspects of provision which will require the Education Scotland team to plan and conduct their inspection in a responsive way. This could potentially include the age range, curriculum structure, management structure, and policy for examinations and accreditation that is particular to the school. It will be helpful if schools alert the IA as soon as possible to those aspects of provision which will require a particular approach from the inspection team. In those cases where there is a residential component within the school, Education Scotland will inspect the care and welfare of boarders in conjunction with officers from SCSWIS, according to the arrangements agreed with SCIS.

[Back to Contents](#)

Appendix 9: The inspection of residential special schools and secure care services

Under the *Regulation of Care (Scotland) Act 2001*, Education Scotland work alongside Care Commission (now part of SCSWIS) in the registration and inspection of care services which incorporate an educational element. For older children, this includes residential special schools and secure care services. This form of inspection takes place approximately every four years. The purposes of Education Scotland and SCSWIS joint inspections are to provide assurance to stakeholders and to promote improvement and successful innovation that enhances the quality of care and learners' experiences and leads to better outcomes for young people.

In inspections of residential special schools and secure care services, school-based inspection activity will normally last no more than four days and could be less. The period of notification of inspections will be five weeks. The timescale from notification to publication will be no more than 12 working weeks.

The integrated inspection team will focus on five NPF QIs. Officers from SCSWIS will contribute breadth to these through a focus on education through care. Where a residential special school or secure care service is managed by a local authority, its evaluations will be included within the NPF.

In addition to evaluations of QIs, inspection reports may include Recommendations and Requirements to improve the quality of care and education as deemed appropriate by SCSWIS.

The School Education (Ministerial Powers and Independent Schools) (Scotland) Act 2004 allows Ministers to impose conditions on independent schools to stop them becoming objectionable. Following inspections of all independent schools, Education Scotland must advise the Registrar for Independent Schools about the quality of care and education found there to allow appropriate action to be taken where this is considered necessary.

After the inspection, Education Scotland will write a brief report for parents, placing authorities and other interested members of the community and send this to the service and its governing body for comment within two weeks of the inspection. The MI will let the school or service know about any continuing engagement activities should these be required.

[Back to Contents](#)

Appendix 10

Glossary of terms

CLD	Community learning and development
CPPC	Chairperson of the Parent Council
DIs	District Inspectors
HMI	Her Majesty's Inspector
HNI	Health and Nutrition Inspector
HWB	Health and wellbeing
IA	Inspection Administrator
MI	Managing Inspector
NPF	National Performance Framework
QIs	Quality Indicators
RIF	Record of Inspection Findings
SCIS	Scottish Council for Independent Schools
SCSWIS	Social Care and Social Work Improvement Scotland

[Back to Contents](#)