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## Main points

### *An Official Statistics Publication for Scotland*

This publication presents quality indicators from **all baseline** pre-school centres and schools inspected between 28 April 2008 and 31 March 2012. This is the third publication in this series.

Education Scotland are also publishing "Quality and Improvement Report on Scottish education" today which provides an overview of the quality of education provision from April 2008 to December 2011. This time period varies slightly from this report due to the need to cover the baseline sample in this publication. The commentary in "Quality and Improvement in Scottish Education" report for pre-school, primary and secondary provision is nevertheless, relevant to the National Performance Framework. However it also covers a wider range of sectors including independent, teacher education and prison learning. This publication will be published on the Education Scotland website a link to which is included here:

<http://www.educationscotland.gov.uk/inspectionandreview/about/index.asp>

- The **baseline pre-school** centres inspected between 28 April 2008 and 31 March 2012 accounted for 44% of all private, public and voluntary pre-schools open at September 2011. Of those inspected 92% were evaluated as *satisfactory* or better in all of the three reference quality indicators, 71% were evaluated as *good* or better and 26% as *very good* or better in all three reference quality indicators. Positive criteria were not met in 8% of pre-school centres inspected.
- **All baseline schools** inspected between 28 April 2008 and 31 March 2012 accounted for 43% of all publicly funded schools open at September 2011. Of those inspected 90% were evaluated as *satisfactory* or better in all of the three reference quality indicators, 69% were evaluated as *good* or better and 19% as *very good* or better in all three reference quality indicators. Positive criteria were not met in 10% of schools inspected.
- The **baseline primary** schools inspected between 28 April 2008 and 31 March 2012 accounted for 41% of all publicly funded primary schools open at September 2011. Of those inspected 91% were evaluated as *satisfactory* or better in all of the three reference quality indicators, 72% were evaluated as *good* or better and 20% as *very good* or better in all three reference quality indicators. Positive criteria were not met in 9% of primary schools inspected.
- The **baseline secondary** schools inspected between 28 April 2008 and 31 March 2012 accounted for 50% of publicly funded secondary schools open at September 2011. Of those inspected 88% were evaluated as *satisfactory* or better in all of the three reference quality indicators, 64% were evaluated as *good* or better and 17% as *very good* or better in all three reference quality indicators. Positive criteria were not met in 12% of secondary schools inspected.
- The **baseline special** schools inspected between 28 April 2008 and 31 March 2012 accounted for 53% of publicly funded special schools open at September 2011. Of those inspected 81% were evaluated as *satisfactory* or better in all of the three reference quality indicators, 46% were evaluated as *good* or better and 24% as *very good* or better in all three reference quality indicators. Positive criteria were not met in 19% of special schools inspected.
- **All-through** schools are those with both primary and secondary provision within the same school. Between 28 April 2008 and 31 March 2012 fourteen **baseline all-through** schools were inspected - 52% of publicly funded all-through schools open at September 2011. Of those inspected 93% were evaluated as *satisfactory or better* in all of the three reference quality indicators, 57% were evaluated as *good or better* and 0% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 7% of special schools inspected.
- The **baseline** was selected to provide good coverage by the four stratification variables. Table 9 shows the coverage of the primary and secondary NPF baseline and compares this with the equivalent splits for the full NPF. The Primary sector coverage of all four stratification variables is good. In the Secondary sector the number of rural schools inspected is lower than planned this is due to a number of factors; schools not able to be inspected, school consultations, smaller number of rural schools in Scotland to select replacements from. The number of denominational schools that have been inspected in the baseline is slightly higher than the full NPF coverage would suggest this is due to the fact that some Education Authorities have a large number of denominational schools and the NPF sampling process tries to ensure an even mix of schools from all Education Authorities over the 6 years of the secondary NPF.
- In **Pre-school**, 96% of **Local Authority pre-school centres** were evaluated as *satisfactory or better* in all of the three reference quality indicators. 79% were evaluated as *good or better* and 32% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 4% of Local Authority pre-school centres inspected.
- In **Pre-school**, 87% of **private pre-school centres** were evaluated as *satisfactory or better* in all of the three reference quality indicators. 62% were evaluated as *good or better* and 16% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 13% of private pre-school centres inspected.

- In **Pre-school**, 87% of **voluntary pre-school centres** were evaluated as *satisfactory or better* in all of the three reference quality indicators. 53% were evaluated as *good or better* and 18% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 13% of voluntary pre-school centres inspected.
- In **Primary**, 91% of both **smaller** and **larger schools** were evaluated as *satisfactory or better* in all of the three reference quality indicators. In smaller Primary schools 70% were evaluated as *good or better* and 19% as *very good or better* in all three reference quality indicators. In larger schools these figures were 73% were evaluated as *good or better* and 20% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 9% of both smaller and larger schools inspected.
- In **Secondary**, 86% of **smaller** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 89% in **larger** schools. In smaller Secondary schools 62% were evaluated as *good or better* and 17% as *very good or better* in all three reference quality indicators. In large schools these figures were 66% were evaluated as *good or better* and 17% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 14% of smaller schools and 11% of larger schools inspected.
- In **Primary**, 90% of **urban** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 92% for **rural** schools. In urban Primary schools 72% were evaluated as *good or better* and 19% as *very good or better* in all three reference quality indicators. In rural schools these figures were 71% were evaluated as *good or better* and 20% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 10% of urban schools and 8% of rural schools inspected.
- In **Secondary**, 88% of both **urban** and **rural** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators. In urban Secondary schools 65% were evaluated as *good or better* and 15% as *very good or better* in all three reference quality indicators. In rural schools these figures were 63% were evaluated as *good or better* and 25% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 12% of urban schools and 13% of rural schools inspected.
- In **Primary**, 92% of the **least deprived** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 85% for the **most deprived**. In the least deprived Primary schools 73% were evaluated as *good or better* and 21% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 8% of the least deprived schools inspected. In the most deprived schools these figures were 64% were evaluated as *good or better* and 13% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 15% of the most deprived Primary schools inspected.
- In **Secondary**, 90% of the **least deprived** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 71% for the **most deprived**. In the least deprived Secondary Schools 67% were evaluated as *good or better* and 18% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 10% of the least deprived schools inspected. In the most deprived Secondary schools these figures were 43% were evaluated as *good or better* and 10% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 29% of the most deprived Secondary schools inspected.
- In **Primary**, 88% of **denominational** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 92% for **non-denominational** schools. In denominational Primary schools 76% were evaluated as *good or better* and 24% as *very good or better* in all three reference quality indicators. In non-denominational schools these figures were 71% were evaluated as *good or better* and 19% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 12% of denominational schools and 8% of non-denominational schools inspected.
- In **Secondary**, 91% of **denominational** schools were evaluated as *satisfactory or better* in all of the three reference quality indicators whereas this was 87% for **non-denominational** schools. In denominational Secondary schools 78% were evaluated as *good or better* and 28% as *very good or better* in all three reference quality indicators. In non-denominational schools these figures were 61% were evaluated as *good or better* and 14% as *very good or better* in all three reference quality indicators. Positive criteria were not met in 9% of denominational schools and 13% of non-denominational schools inspected.

## Background and technical notes

*An Official Statistics Publication for Scotland*

### 1. Policy background

#### 1.1 National Performance Framework and Scotland Performs

The Scottish Government has outlined a Purpose to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth. A National Performance Framework has been developed to measure progress towards this Purpose. The Framework outlines five Strategic Objectives which are supported by 16 National Outcomes which describe in more detail what the Government wants to achieve over a ten-year period. Progress on these outcomes will be measured through 50 National Performance Indicators. Two of the National Performance Indicators are measured through data provided by Education Statistics. These indicators are:

- Increase the proportion of pre-school centres receiving positive reports
- Increase the proportion of schools receiving positive reports

Further information on the Purpose and the National Performance Framework is available here:

<http://www.scotland.gov.uk/Publications/2007/11/13092240/9>

The Scotland Performs website has been set up as a central hub to monitor data related to the National Indicators. There is more information on the technical notes to the Education Scotland indicators in background notes 3.1 to 3.3. General information about Scotland Performs is available here:

National Indicators (2007)

<http://www.scotland.gov.uk/About/scotPerforms>

The National Performance Framework was refreshed and relaunched in December 2011, a link to the new set of National Indicators is below,

<http://www.scotland.gov.uk/About/scotPerforms/indicator>

#### 1.2 HMIE new models

In September 2008 HMIE (now Education Scotland) revised its inspection arrangements. Information on the new models for inspecting and reporting is available on the Education Scotland website:

<http://www.educationscotland.gov.uk/inspectionandreview/>

## 2. About the data

### 2.1 What is included

This publication presents results of **baseline pre-school** and **school** inspections which took place between 28 April 2008 and 31 March 2012. The baseline pre-schools and schools sample was selected using the following stratification variables; size, urban/rural, deprivation and denomination. The original baseline was due to be completed by March 2011 but due to the delay in the inspection cycle for Curriculum for Excellence support in Block 3 (September to December 2011) this was not possible. Most baseline pre-schools and schools were inspected by December 2011 but in order to ensure that all were included it was necessary to inspect some baseline primary and secondary schools between January and March 2012. This means that only baseline schools inspected in this block are included in the final results not all schools inspected.

### 2.2 Baseline

The baseline sample was selected to provide a benchmark of the quality of performance in Scottish schools and pre-school centres. Now that this baseline is complete it is possible to comment on the current position. After sufficient additional data is collected it will then be possible to comment on whether that position is improving or worsening compared to this baseline data.

### 2.3 Baseline - Stratification Variables

The original baseline was selected using the following stratification variables for pre-school centres:

**Voluntary centres** - run as not for profit organisations. A committees of parents is set up to organise and run the centre. A playleader would normally be employed.

**Private centres** - run as business. They would have a fee structure in place. Privately owned and run by the owner or manager.

Both of these types of centre can work in partnership with the Local Authority to provide pre-school education for 3-5 year olds if they meet the criteria set by the Local Authority. They will be provide with per-capita funding for each child in the partnership arrangement.

**Local Authority centre** - run at the hand of the Local Authority completely. They employ the staff and oversee the building involved.

The original baseline was selected using the following stratification variables for +A16 primary and secondary schools:

**size** - based on the school roll

**urban / rural** - uses the Scottish urban/ rural classification where the proportion of the school roll lives in settlements of 10,000 and more

**deprivation** - uses the Scottish Index of Multiple Deprivation where the proportion of the school roll that lives in the 15% most deprived datazones

**denomination** - based on whether a school is a denominational school or not

### **2.3 Selection of centres**

The sample of pre-school centres and schools to be inspected has been chosen to be broadly representative of pre-school centres and schools by the end of the three-year baseline.

### 3. Technical information about Education Scotland's National Indicators

Data from Education Scotland contributes to two of the National Indicators which are being used to track progress towards the Scottish Government's National Outcomes. Education Scotland evaluates pre-school centres and schools both on the reference quality indicators which feed into the National Performance Framework and on additional quality indicators. In this publication the additional quality indicators are presented alongside the reference quality indicators for background information.

#### 3.1 Pre-school indicator

##### Indicator

Increase the proportion of pre-school centres receiving positive reports.

##### Definition of pre-school centre

'Pre-school centres' include all local authority (including nursery classes/departments in primary schools) and all private and voluntary pre-school centres which are in partnership with local authorities to provide pre-school education for children.

##### Definition of a positive pre-school inspection report

The definition of positive inspection reports is the percentage receiving *satisfactory* or better, *good* or better and *very good* or better in all three reference quality indicators as defined in Appendix One of *Child at the Centre 2*:

[http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey\\_tcm4-712692.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/catcseeey_tcm4-712692.pdf)

The reference subset of Quality Indicators (QI) is:

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

Information on the reference Quality Indicators is also available on pages 16-17 of *Child at the Centre 2*.

##### Pre-school inspection technical note

The Technical Note for this indicator is available on Scottish Government website:

<http://www.scotland.gov.uk/Topics/Statistics/About/NotesSP/TechnicalNotesSPN117>

#### 3.2 Schools indicator

##### Indicator

Increase the proportion of schools receiving positive reports.

##### Definition of schools

'Schools' refer only to publicly funded schools. Independent sector and independent special schools are not included, but grant-aided schools are.

##### Definition of a positive school inspection report

The definition of positive inspection report is the percentage of schools that have *satisfactory* or better, *good* or better and *very good* or better in all three reference quality indicators as defined in Appendix B of *How good is our school? 3*. The indicator is reported for all schools and is also disaggregated by sector (primary, secondary, special and all-through). Information on *How good is our school?* is available here:

[http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosite3\\_tcm4-712732.pdf](http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosite3_tcm4-712732.pdf)

The reference subset of Quality Indicators (QI) is:

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

This is also available in Appendix A of *How good is our school? 3*.

##### School inspection technical note

The Technical Note for this indicator is available on Scottish Government website:

<http://www.scotland.gov.uk/Topics/Statistics/About/NotesSP/TechnicalNotesSPN111>

#### 4. Future publications

This is the third publication in this series. The next summary of this information which is due to be published will allow commentary to be made on progress within these National Indicators compared to the current published baseline. This is due to be published on the Education Scotland website in 2014.

#### 5. Correspondence and enquiries

Enquiries or suggestions on this publication should be addressed to:	General enquiries on Education Scotland can be addressed to:
Maria Melling Education Scotland Statistics Denholm House Livingston EH54 6GA  Telephone: 01506 600 314 e-mail: maria.melling@educationscotland.gsi.gov.uk	Education Scotland Enquiries Denholm House Livingston EH54 6GA  Telephone: e-mail: Enquiries@educationscotland.gsi.gov.uk

We welcome any comments or suggestions that would help us to improve our standards of service.

#### 6. Education Scotland

Education Scotland has responsibilities to evaluate the quality of pre-school education, all schools, teacher education, community learning and development, further education and local authorities. Our website is:

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

**Table 1 Baseline Pre-school centres<sup>1</sup> receiving positive inspection reports between 28 April 2008 and 31 March 2012<sup>2</sup>, Scotland**

	Number					Percentage			
	Positive criterion not met <sup>3</sup>	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	Total inspected	Positive criterion not met <sup>3</sup>	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better
<b>Pre-school Baseline</b>	89	1028	789	285	1117	8	92	71	26

1. All local authority run pre-school centres and all private, independent or voluntary pre-school centres in partnership with local authorities included in the baseline NPF sample

2. Refers to the date of the first day of the inspection.

3. Positive criterion not met means an evaluation of "Weak" or "Unsatisfactory" has been given in at least one of the three key Quality Indicators

(These are Improvements in Performance, Learners' Experiences & Meeting Learning Needs)

Note: Percentage total may not add due to rounding

**Table 2 Baseline Schools receiving positive inspection reports between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland**

	Number					Percentage			
	Positive criterion not met <sup>4</sup>	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	Total inspected	Positive criterion not met <sup>4</sup>	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better
<b>All baseline schools</b>	113	1005	766	216	1118	10	90	69	19
Primary	75	774	609	167	849	9	91	72	20
Secondary	21	150	110	29	171	12	88	64	17
Special <sup>2</sup>	16	68	39	20	84	19	81	46	24
All-through <sup>3</sup>	1	13	8	0	14	7	93	57	0

1. Refers to the date of the first day of the inspection.

2. All local authority run special schools including grant-aided and residential secure special schools.

3. All-through schools are those with both primary and secondary education provision within the same school.

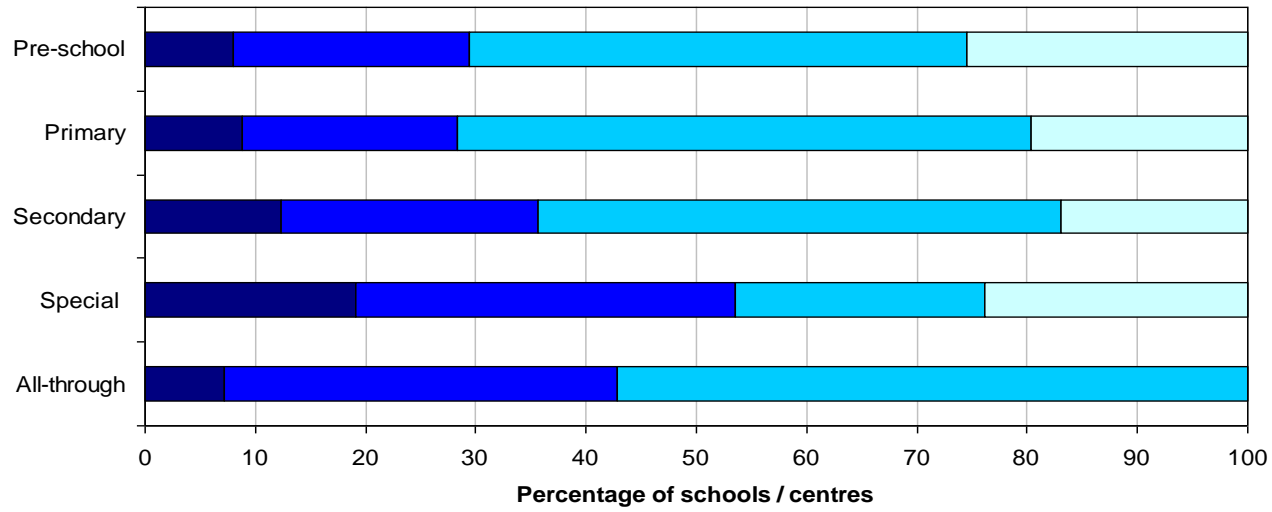
4. Positive criterion not met means an evaluation of "Weak" or "Unsatisfactory" has been given in at least one of the three key Quality Indicators

(These are Improvements in Performance, Learners' Experiences & Meeting Learning Needs)

Note: Percentage total may not add due to rounding



### Pre-school centres and schools receiving positive inspection reports



- Positive criteria not met
- Some satisfactory and the rest satisfactory or better
- Some good and the rest good or better
- Very good or better

## Pre-school

**Table 3 Quality indicator evaluations for baseline pre-school centres inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland**

Quality Indicator <sup>2</sup>	Number							Percentage					
	E	VG	G	S	W	U	Total	E	VG	G	S	W	U
<b>NPF reference quality indicators</b>													
1.1 Improvements in performance	25	360	475	206	44	6	1116 <sup>3</sup>	2	32	43	18	4	1
2.1 Children's experiences	46	443	471	130	23	4	1117	4	40	42	12	2	0
5.3 Meeting learning needs	39	303	489	211	62	13	1117	3	27	44	19	6	1
<b>Additional quality indicators</b>													
5.1 The curriculum	21	264	540	226	61	5	1117	2	24	48	20	5	0
5.9 Improvement through self-evaluation	31	207	400	313	149	17	1117	3	19	36	28	13	2

1. Refers to the date of the first day of the inspection.

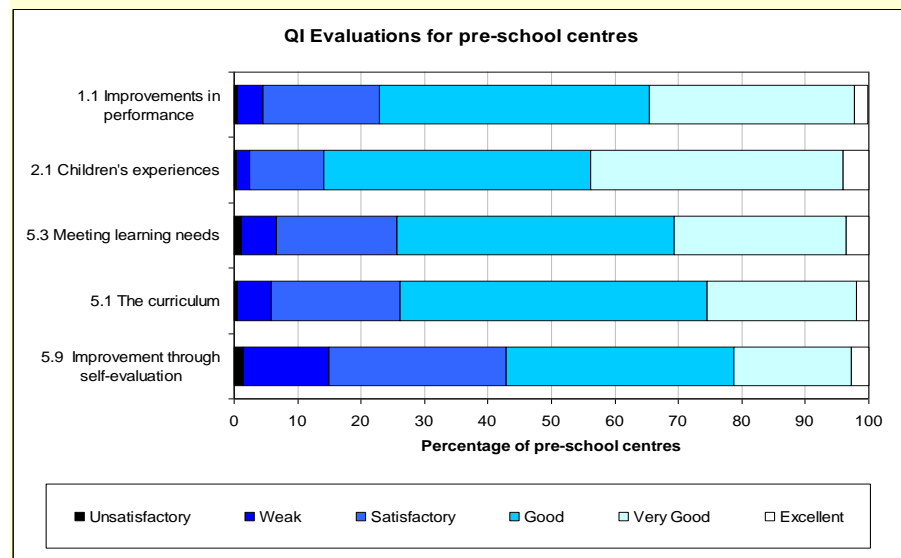
2. The categories are

- E - Excellent
- VG - Very good
- G - Good
- S - Satisfactory
- W - Weak
- U - Unsatisfactory

3. This total is one less than the other QIs included in the table as one pre-school centre was not marked on this QI since the nursery class was new and improvements in performance could not be evaluated yet.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## All schools

**Table 4 Quality indicator evaluations for all baseline schools inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland**

Quality Indicator <sup>2</sup>	Number							Percentage					
	E	VG	G	S	W	U	Total	E	VG	G	S	W	U
<b>NPF reference quality indicators</b>													
1.1 Improvements in performance	25	359	465	189	78	2	1118	2	32	42	17	7	0
2.1 Learners' experiences	53	382	533	131	19	0	1118	5	34	48	12	2	0
5.3 Meeting learning needs	30	292	538	193	60	5	1118	3	26	48	17	5	0
<b>Additional quality indicators<sup>3</sup></b>													
5.1 The curriculum	13	280	543	222	57	3	1118	1	25	49	20	5	0
5.9 Improvement through self-evaluation	52	258	401	259	139	9	1118	5	23	36	23	12	1

1. Refers to the date of the first day of the inspection.

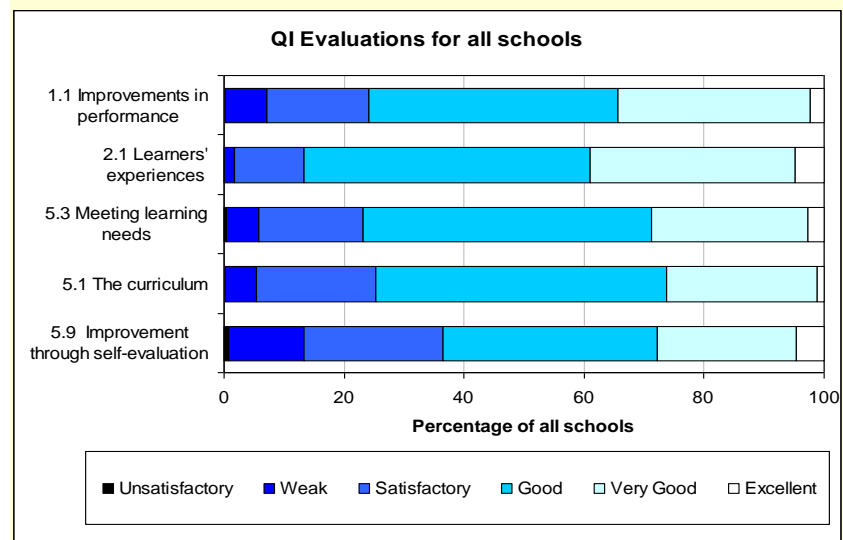
2. The categories are

- E - Excellent
- VG - Very good
- G - Good
- S - Satisfactory
- W - Weak
- U - Unsatisfactory

3. For primary schools with nursery classes the evaluations for 5.1 and 5.9 refer to the whole school. Stand-alone pre-schools are not included.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## Primary schools

Table 5 Quality indicator evaluations for baseline primary schools inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland

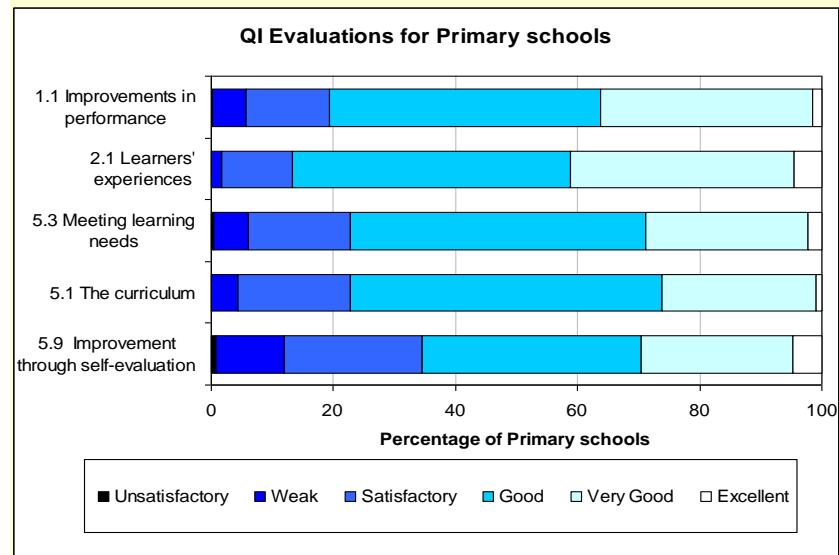
Quality Indicator	Number						Total	Percentage					
	E	VG	G	S	W	U		E	VG	G	S	W	U
NPF reference quality indicators													
1.1 Improvements in performance	13	294	377	116	48	1	849	2	35	44	14	6	0
2.1 Learners' experiences	39	311	387	98	14	0	849	5	37	46	12	2	0
5.3 Meeting learning needs	20	225	410	143	48	3	849	2	27	48	17	6	0
Additional quality indicators <sup>2</sup>													
5.1 The curriculum	8	215	433	156	37	0	849	1	25	51	18	4	0
5.9 Improvement through self-evaluation	41	211	303	193	95	6	849	5	25	36	23	11	1

1. Refers to the date of the first day of the inspection.

2. For primary schools with nursery classes the evaluations for 5.1 and 5.9 refer to the whole school.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## Secondary schools

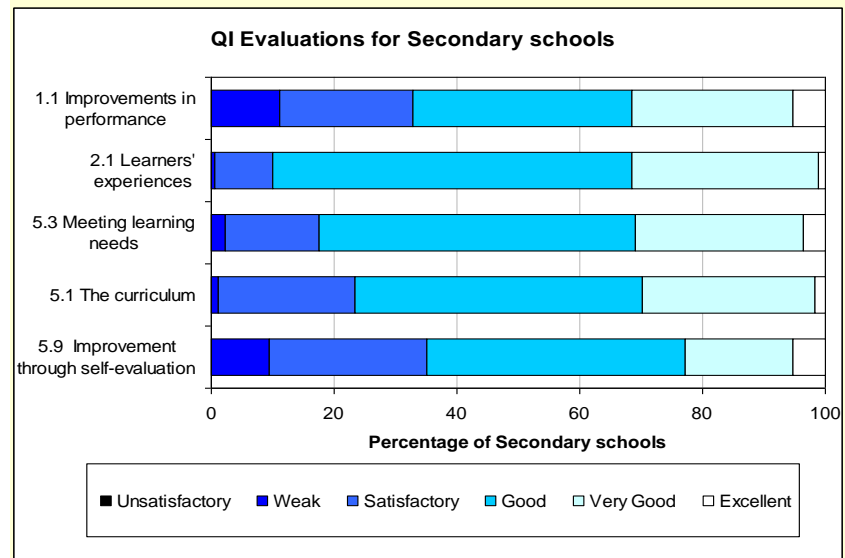
Table 6 Quality indicator evaluations for baseline secondary schools inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland

Quality Indicator	Number						Total	Percentage					
	E	VG	G	S	W	U		E	VG	G	S	W	U
NPF reference quality indicators													
1.1 Improvements in performance	9	45	61	37	19	0	171	5	26	36	22	11	0
2.1 Learners' experiences	2	52	100	16	1	0	171	1	30	58	9	1	0
5.3 Meeting learning needs	6	47	88	26	4	0	171	4	27	51	15	2	0
Additional quality indicators													
5.1 The curriculum	3	48	80	38	2	0	171	2	28	47	22	1	0
5.9 Improvement through self-evaluation	9	30	72	44	16	0	171	5	18	42	26	9	0

1. Refers to the date of the first day of the inspection.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## Special schools

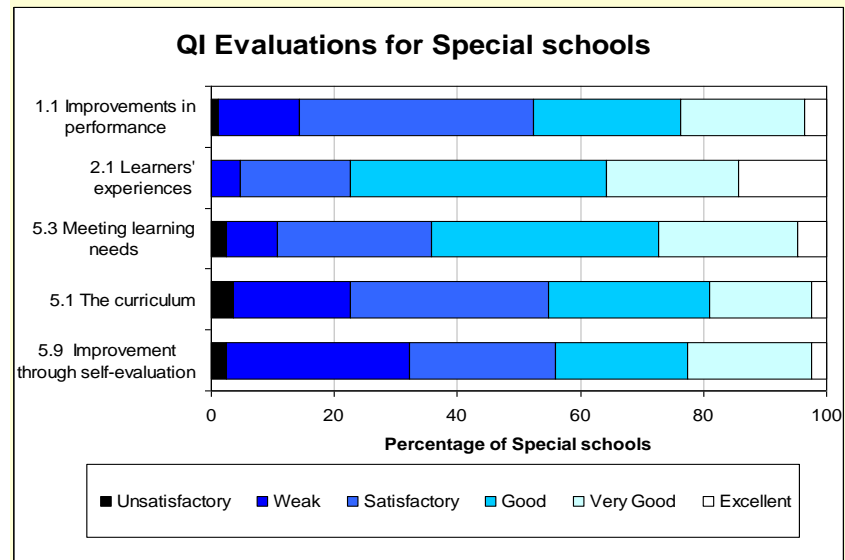
Table 7 Quality indicator evaluations for baseline special schools inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland

Quality Indicator	Number						Total	Percentage					
	E	VG	G	S	W	U		E	VG	G	S	W	U
NPF reference quality indicators													
1.1 Improvements in performance	3	17	20	32	11	1	84	4	20	24	38	13	1
2.1 Learners' experiences	12	18	35	15	4	0	84	14	21	42	18	5	0
5.3 Meeting learning needs	4	19	31	21	7	2	84	5	23	37	25	8	2
Additional quality indicators													
5.1 The curriculum	2	14	22	27	16	3	84	2	17	26	32	19	4
5.9 Improvement through self-evaluation	2	17	18	20	25	2	84	2	20	21	24	30	2

1. Refers to the date of the first day of the inspection.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## All-through schools

Table 8 Quality indicator evaluations for baseline all-through schools inspected between 28 April 2008 and 31 March 2012<sup>1</sup>, Scotland

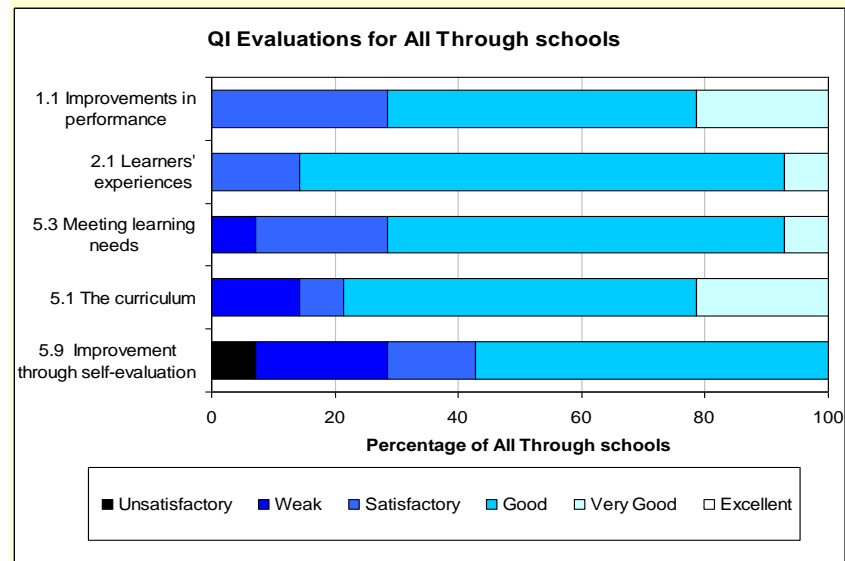
Quality Indicator	Number							Total	Percentage <sup>2</sup>					
	E	VG	G	S	W	U	E		VG	G	S	W	U	
NPF reference quality indicators														
1.1 Improvements in performance	0	3	7	4	0	0	14	0	21	50	29	0	0	
2.1 Learners' experiences	0	1	11	2	0	0	14	0	7	79	14	0	0	
5.3 Meeting learning needs	0	1	9	3	1	0	14	0	7	64	21	7	0	
Additional quality indicators														
5.1 The curriculum	0	3	8	1	2	0	14	0	21	57	7	14	0	
5.9 Improvement through self-evaluation	0	0	8	2	3	1	14	0	0	57	14	21	7	

1. Refers to the date of the first day of the inspection.

2. Given the low numbers of all-through schools inspected to date percentages have not been calculated from this data.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3. Quality indicators 5.1 and 5.9 are also evaluated as part of the inspection process but are not used to calculate the National Indicator.

Note: Percentage total may not add due to rounding



## Pre-School

**Table 9 Quality indicator evaluations for all baseline Pre-school centres inspected between 28 April 2008 and 31 March 2012, Scotland by Stratification Variables**

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %
<b>Voluntary</b>	164	100	34	24	188	17%
	87%	53%	18%	13%		
<b>Private</b>	234	167	43	36	270	24%
	87%	62%	16%	13%		
<b>Local Authority</b>	630	522	208	29	659	59%
	96%	79%	32%	4%		

1117

1. Positive criterion not met means an evaluation of "Weak" or "Unsatisfactory" has been given in at least one of the three key Quality Indicators (These are Improvements in Performance, Learners' Experiences & Meeting Learning Needs)

Note: Percentage total may not add due to rounding



## Primary

**Table 10 Quality indicator evaluations for all baseline Primary schools inspected between 28 April 2008 and 31 March 2012, Scotland by Stratification Variables**

### Size

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Primary Schools
Smaller	361	279	75	36	397	47%	49%
	91%	70%	19%	9%			
Larger	413	329	91	39	452	53%	51%
	91%	73%	20%	9%			
Total					849		

### Urban / Rural

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Primary Schools
Urban	444	353	94	48	492	58%	56%
	90%	72%	19%	10%			
Rural	330	255	72	27	357	42%	44%
	92%	71%	20%	8%			
Total					849		

### Deprivation

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Primary Schools
Least Deprived	664	525	149	56	720	85%	85%
	92%	73%	21%	8%			
Most Deprived	110	83	17	19	129	15%	15%
	85%	64%	13%	15%			
Total					849		

### Denominational

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Primary Schools
Denominational	114	98	31	15	129	15%	15%
	88%	76%	24%	12%			
Non-Denominational	660	510	135	60	720	85%	85%
	92%	71%	19%	8%			
Total					849		

1. Positive criterion not met means an evaluation of "Weak" or "Unsatisfactory" has been given in at least one of the three key Quality Indicators (These are Improvements in Performance, Learners' Experiences & Meeting Learning Needs)

Note: Percentage total may not add due to rounding

## Secondary

**Table 11 Quality indicator evaluations for all baseline Secondary schools inspected between 28 April 2008 and 31 March 2012, Scotland by Stratification Variables**

### Size

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Secondary Schools
Smaller	66	48	13	11	77	45%	44%
	86%	62%	17%	14%			
Larger	84	62	16	10	94	55%	56%
	89%	66%	17%	11%			
Total					171		

### Urban / Rural

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Secondary Schools
Urban	122	90	21	17	139	81%	76%
	88%	65%	15%	12%			
Rural	28	20	8	4	32	19%	24%
	88%	63%	25%	13%			
Total					171		

### Deprivation

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Secondary Schools
Least Deprived	135	101	27	15	150	88%	89%
	90%	67%	18%	10%			
Most Deprived	15	9	2	6	21	12%	11%
	71%	43%	10%	29%			
Total					171		

### Denominational

	Satisfactory or above	Good or above	Very good or above	Positive criterion not met <sup>1</sup>	NPF Baseline Total	NPF Baseline %	% Secondary Schools
Denominational	29	25	9	3	32	19%	16%
	91%	78%	28%	9%			
Non-Denominational	121	85	20	18	139	81%	84%
	87%	61%	14%	13%			
Total					171		

1. Positive criterion not met means an evaluation of "Weak" or "Unsatisfactory" has been given in at least one of the three key Quality Indicators (These are Improvements in Performance, Learners' Experiences & Meeting Learning Needs)

Note: Percentage total may not add due to rounding

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