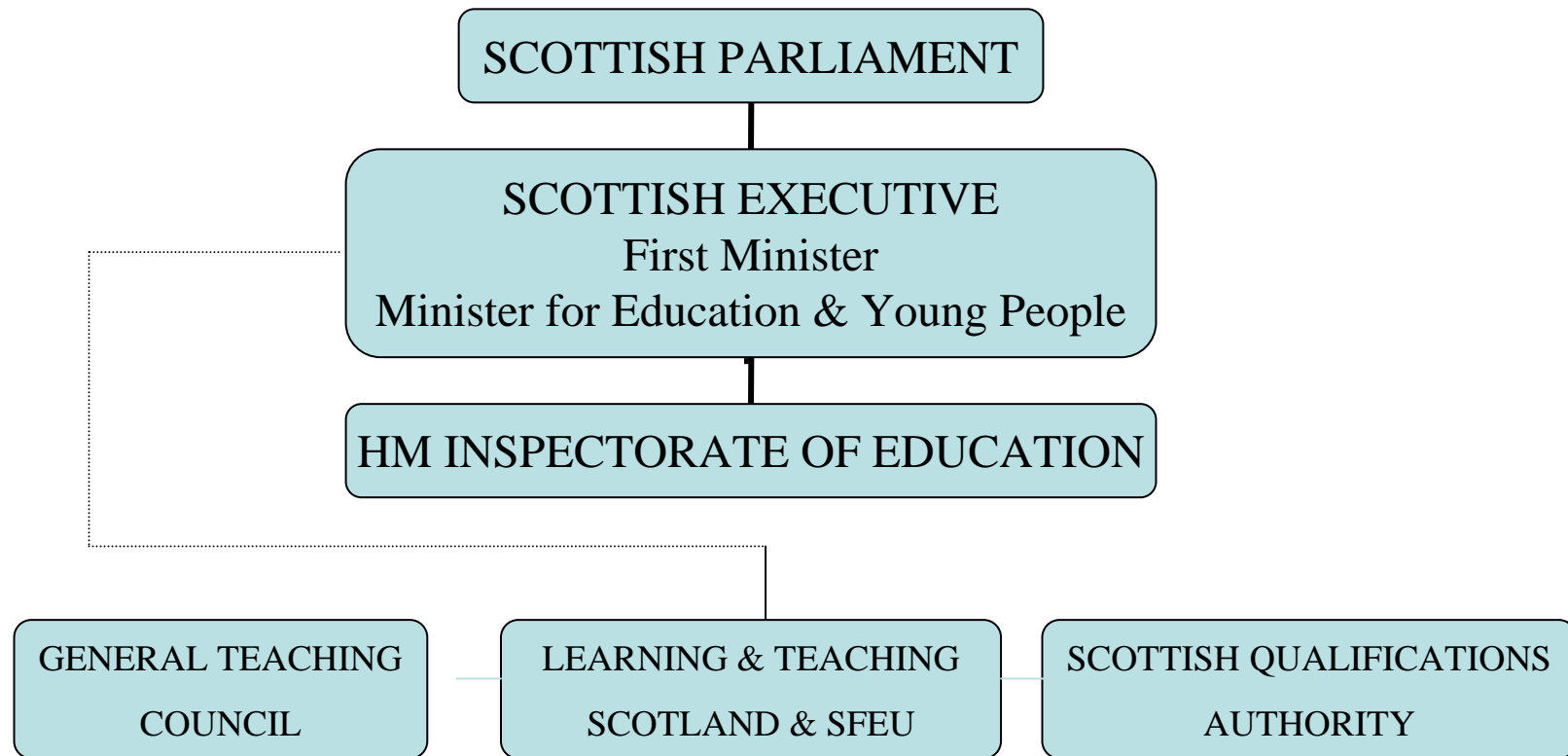


# QUALITY EVALUATION IN SCOTLAND

1. Scottish Education: Institutions and Agencies
2. Some facts about HMIE and our inspections
3. A strategic overview of inspection principles
4. Key points we have learned and try to live by.
5. The cutting edge.

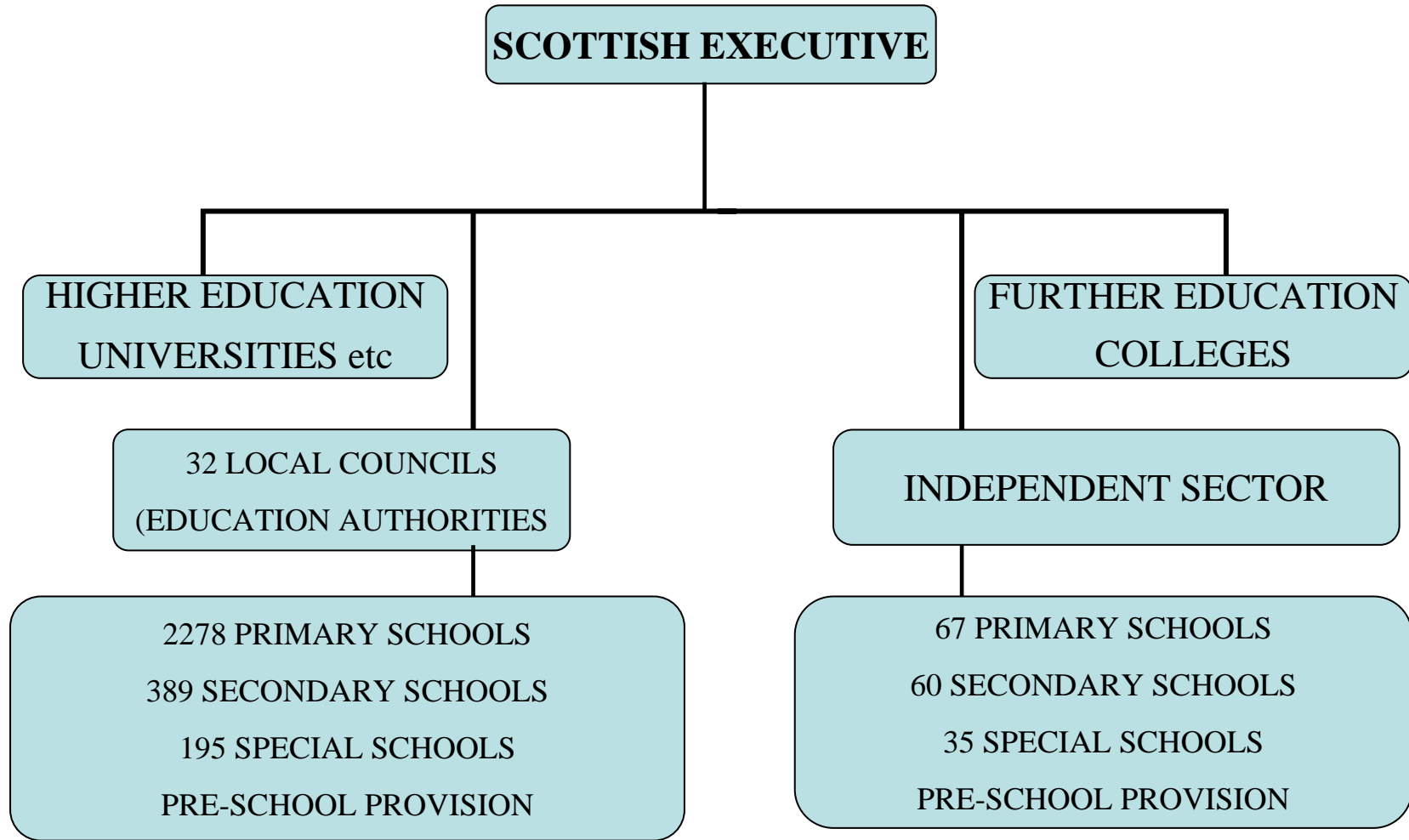
## SCOTLAND: KEY NATIONAL BODIES INVOLVED IN EDUCATION



HM Inspectorate of Education



# SCOTLAND: EDUCATIONAL INSTITUTIONS



## Mission

HMIE's core objective is to promote improvements in standards, quality and achievement for all learners in Scottish education

# HM INSPECTORATE OF EDUCATION: WHAT DO WE DO?




- ⇒ Promote accountability and public assurance
- ⇒ Build capacity in the education system
- ⇒ Give professional advice to the Scottish Ministers & others

# H M INSPECTORATE OF EDUCATION : STRATEGIC APPROACH



- ⇒ Promote and build on self-evaluation
- ⇒ Focus on outcomes
- ⇒ Be proportionate
- ⇒ Secure improvement
- ⇒ Foster ambition

## WHY INSPECT?

- 
- ⇒ “Rigorous, independent inspection [helps] ensure continuous improvement in education and rising standards of attainment.
  - ⇒ Inspection and evaluations inform parents, schools... other providers of education and the Scottish Ministers about standards and quality in education.
  - ⇒ Importantly, the reports identify key strengths [and] indicate where improvement is needed.”

# HMIE INSPECT AND REPORT ON:



- ⇒ The quality of education in:
  - ⇒ Pre-school centres & primary, secondary & special schools
  - ⇒ Community learning
  - ⇒ Further education colleges
  - ⇒ Initial teacher education
  - ⇒ Care & welfare of pupils [including that of residential pupils]
  - ⇒ The education functions of local councils





## H M INSPECTORATE OF EDUCATION :

In inspection we deploy HMI and also call on a representative from our teams of :

**Associate Assessors** (mostly working headteachers)

and

**Lay Members** (members of the public who have no professional involvement in education)



# HOW GOOD IS OUR SCHOOL?



Contains national quality indicators developed by HMI for inspections and published for schools to use for self-evaluation purposes

# THREE BASIC QUESTIONS AT THE HEART OF SELF EVALUATION



⇒ 1. How are we doing?

⇒ 2. How do we know?

⇒ 3. What are we going to do now?

The key principle is one of continuous improvement based on a process of self evaluation

**BUT A WORD OF WARNING!**

**SELF EVALUATION OR  
SELF DELUSION?**



# QUALITY INDICATORS: 4 LEVELS OF PERFORMANCE



⇒ Very Good (4)

-major strengths

⇒ Good (3)

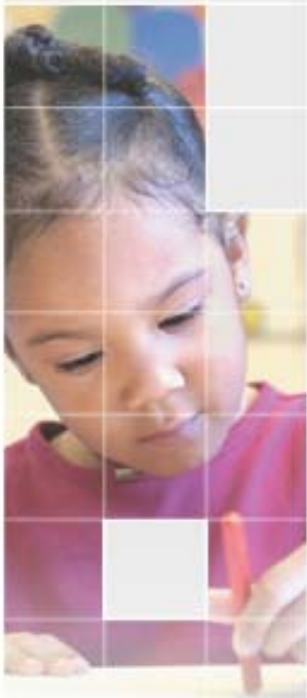
-more strengths  
than weaknesses

⇒ Fair (2)

-some important  
weaknesses

⇒ Unsatisfactory (1)

-major weaknesses



# QUANTITATIVE PERFORMANCE INDICATORS: EXAMPLES

- ⇒ Examination results
- ⇒ School performance data
- ⇒ Attendance rates
- ⇒ School costs
- ⇒ Percentage of leavers to higher education



## INSPECTION OUTCOMES:



- ⇒ A published report on the school
- ⇒ A plan of action agreed by school / EA
- ⇒ Activities and actions for improvement
- ⇒ Further involvement of HMI as necessary
- ⇒ A brief report for parents after 1 or 2 years

# Principles of Inspection

- Support improvement
- Promote accountability and take a stakeholder perspective
- Focus on outcomes and the quality of users' experiences
- Be proportionate to risk





# Principles of Inspection

- Build on self-evaluation
- Use transparent criteria for judgement
- Base judgements on evidence that is impartial
- Address value for money issues
- Continually learn from practice



## Some things we have learned

- Cultural change takes a long time
- It helps to involve stakeholders in developments and a shared sense of values must be promoted
- There must be a loop between identifying weakness and stimulating action to improve
- The 4 'c's – one must be courteous, compassionate, consistent and challenging

## What next?

- Proportionality
- Excellence
- Transformation
- Integrated inspections



# A PROPORTIONATE MODEL of INSPECTION

- ⇒ The extent & nature of HMIE engagement with schools will vary depending on the school's capacity to ensure improvement
- ⇒ Each school will have a 'core inspection' based on a generational cycle
- ⇒ 'Follow-through' from the core will be proportionate to the school's current performance & capacity for further improvement



## CORE INSPECTION : FOCUS

- ⇒ Learning and teaching across the school  
( in secondary, closer look at 4 departments)
- ⇒ Pupils' attainment and achievement
- ⇒ Support for pupils - learning support, pastoral care, guidance
- ⇒ Quality of leadership, self-evaluation and the school's capacity to improve



Only those who will risk going too far can possibly find out  
how far one can go

T S Elliot

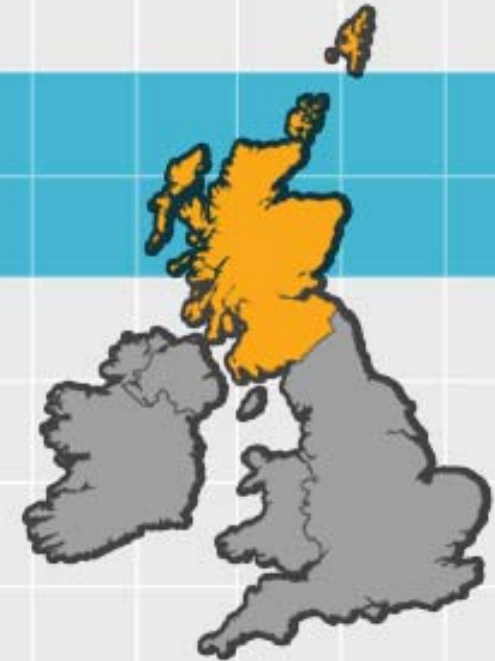


## An excellent school –

- maximises success for all
- works in partnership with others
- focuses on core business
- is imbued with well-being
- is ambitious - strives for excellence
- knows itself inside out



# Our great challenge



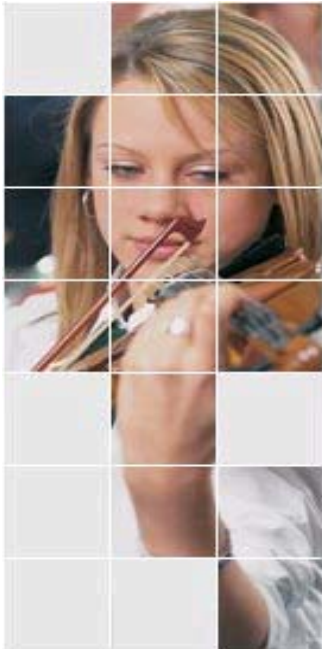
Good



Great



# An Excellent School:



**Engages pupils in the highest quality learning activities**

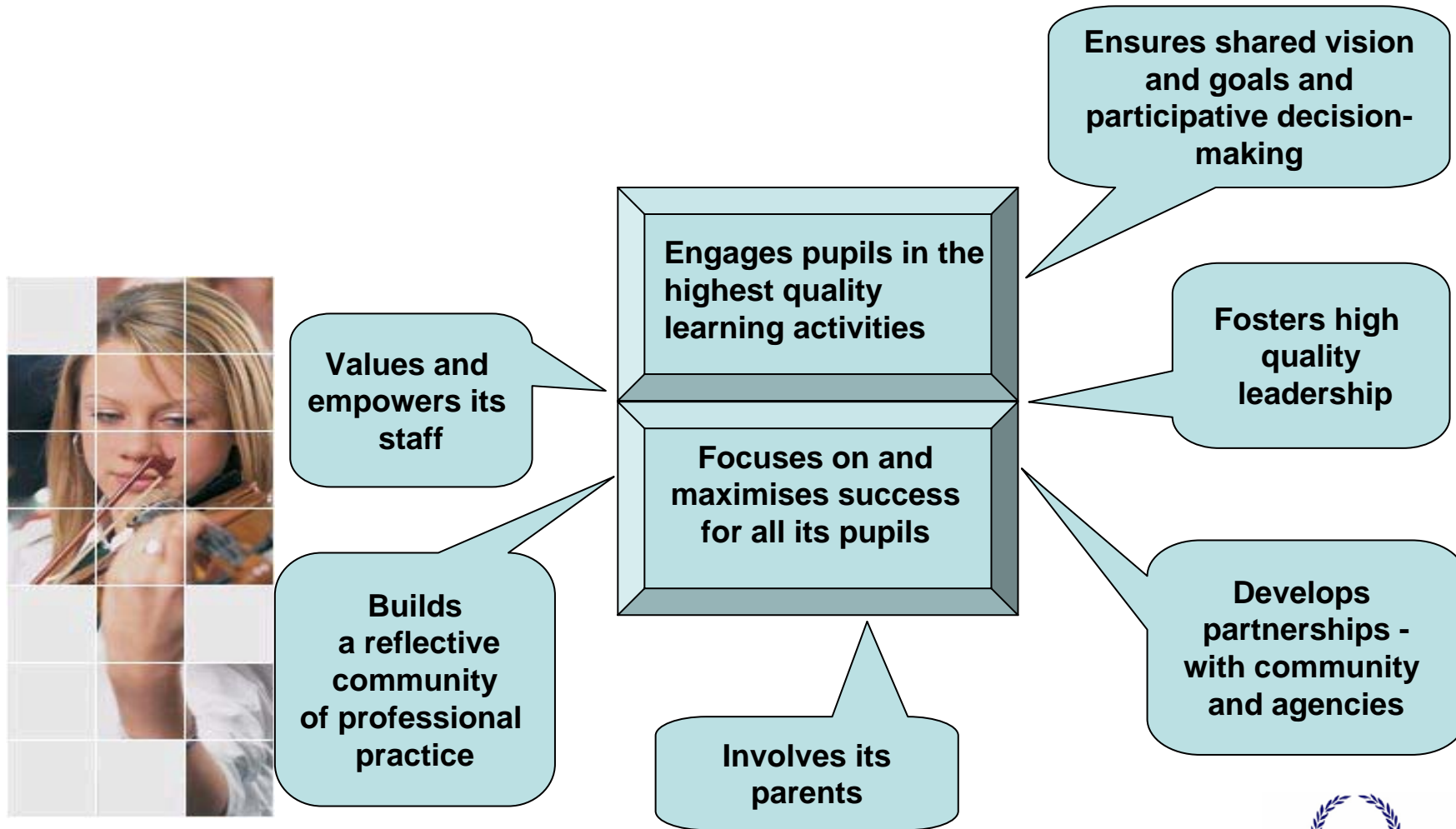
**Focuses on and maximises success for all its pupils**



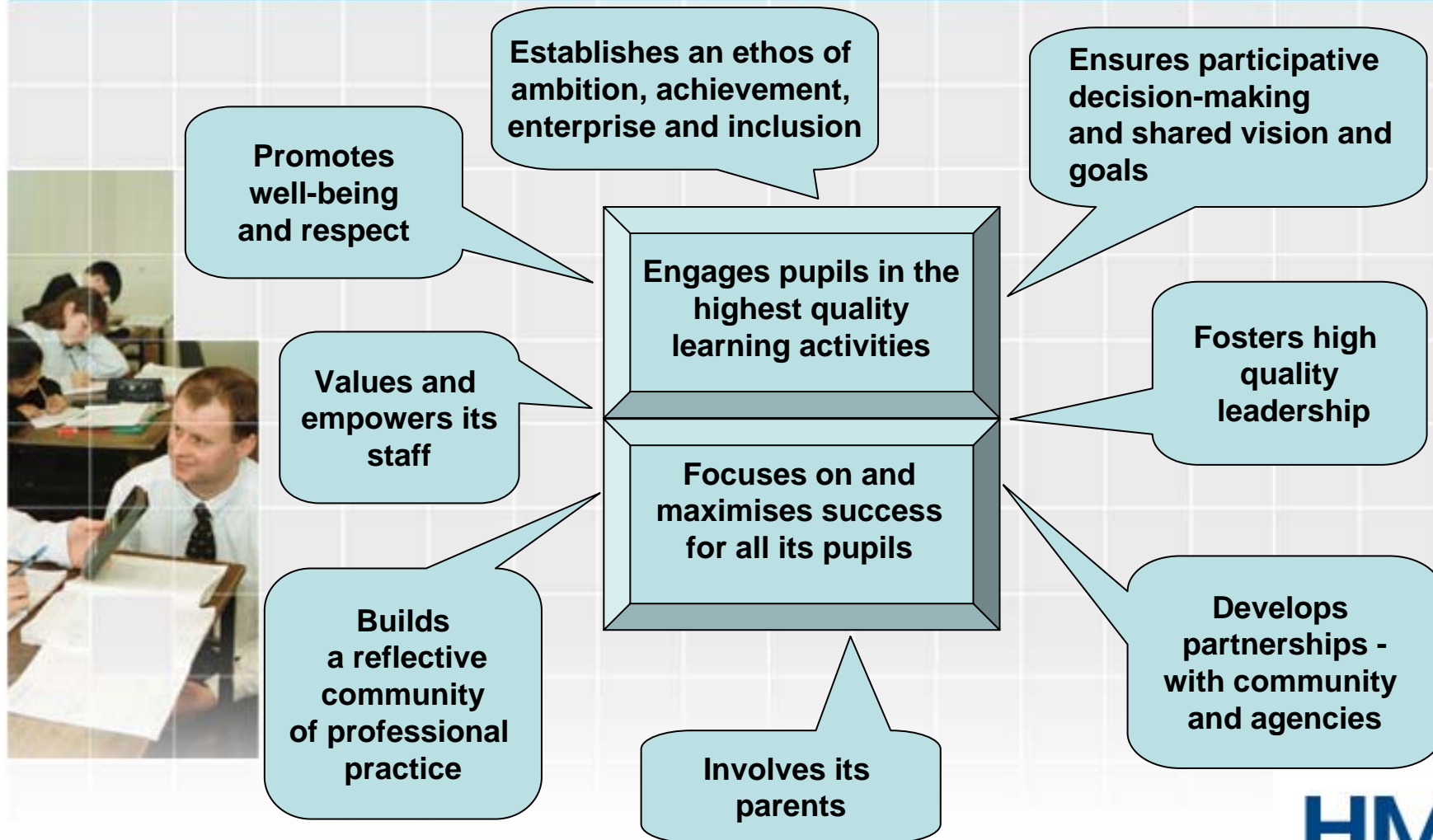
# Dimensions of an Excellent School:



# Dimensions of an Excellent School:



# What we agree are ten useful dimensions

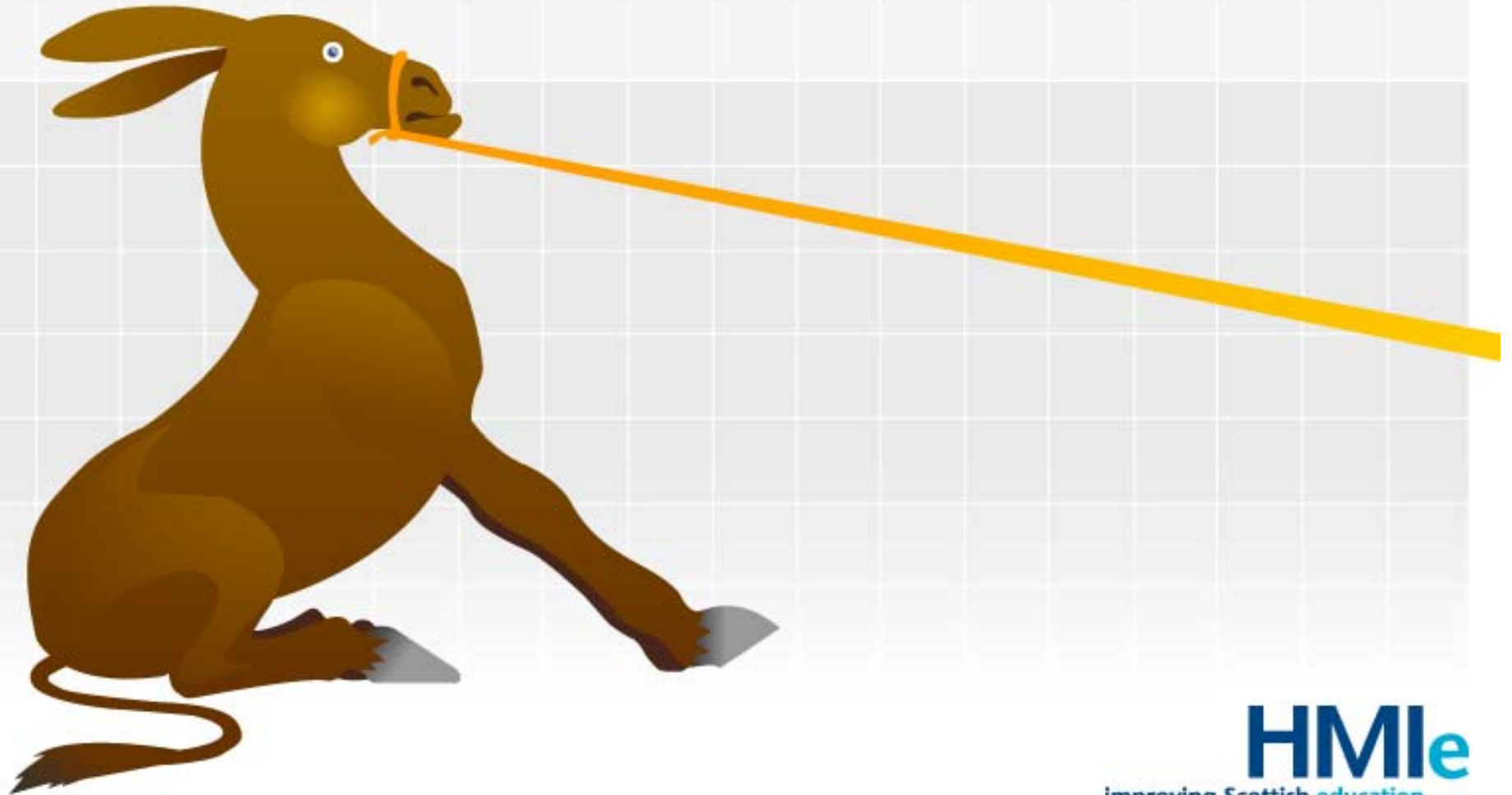


# QUALITY INDICATORS: 6 LEVELS OF PERFORMANCE



- Excellent (6) - outstanding
- Very good (5) - major strengths
- Good (4) - strengths outweigh weaknesses
- Moderate (3) - strengths just outweigh weaknesses
- Weak (2) - some important weaknesses
- Unsatisfactory (1) - major weaknesses

PERHAPS OUR GREATEST WEAKNESS CAN BE  
RESISTANCE TO CHANGE...



# Transformational Grid

## **A good school:**

Articulates its vision, values and goals to staff, pupils and parents

Involves staff in identifying the vision, values and goals

Shares its vision, values and goals with all stakeholders

Takes account of the vision, values and goals when reviewing developments and planning future improvements

## **A great school:**

Develops aspirational, imaginative and challenging vision, values and goals which are the product of reflection and debate involving all stakeholders, including pupils

Improves the quality of all pupils' experiences by ensuring that the vision, values and goals are achieved.

Takes full account of the vision, values and goals when reviewing practice and planning future improvements.

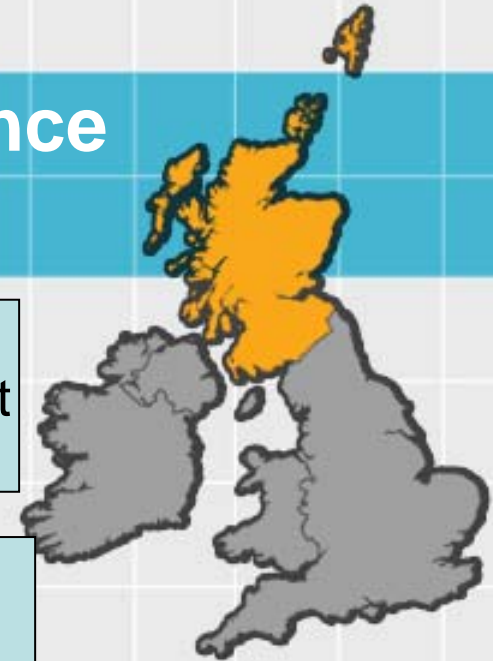
Involves all stakeholders in debating, communicating and sharing the vision, values and goals.

# Integrated Inspections

- Outcomes for children
- Services that support children and their families
- Common inspection framework
- Focus on joint working



# Link to overarching quality assurance model



Success

Work

Commitment

What key outcomes have we achieved?

What impact have we had in meeting the needs of our stakeholders?

How good is our delivery of key processes?

- How good is our strategic leadership?

- How good is our operational management?

- What is our capacity for improvement?

