

***The Scottish experience in
school management and
inspection***

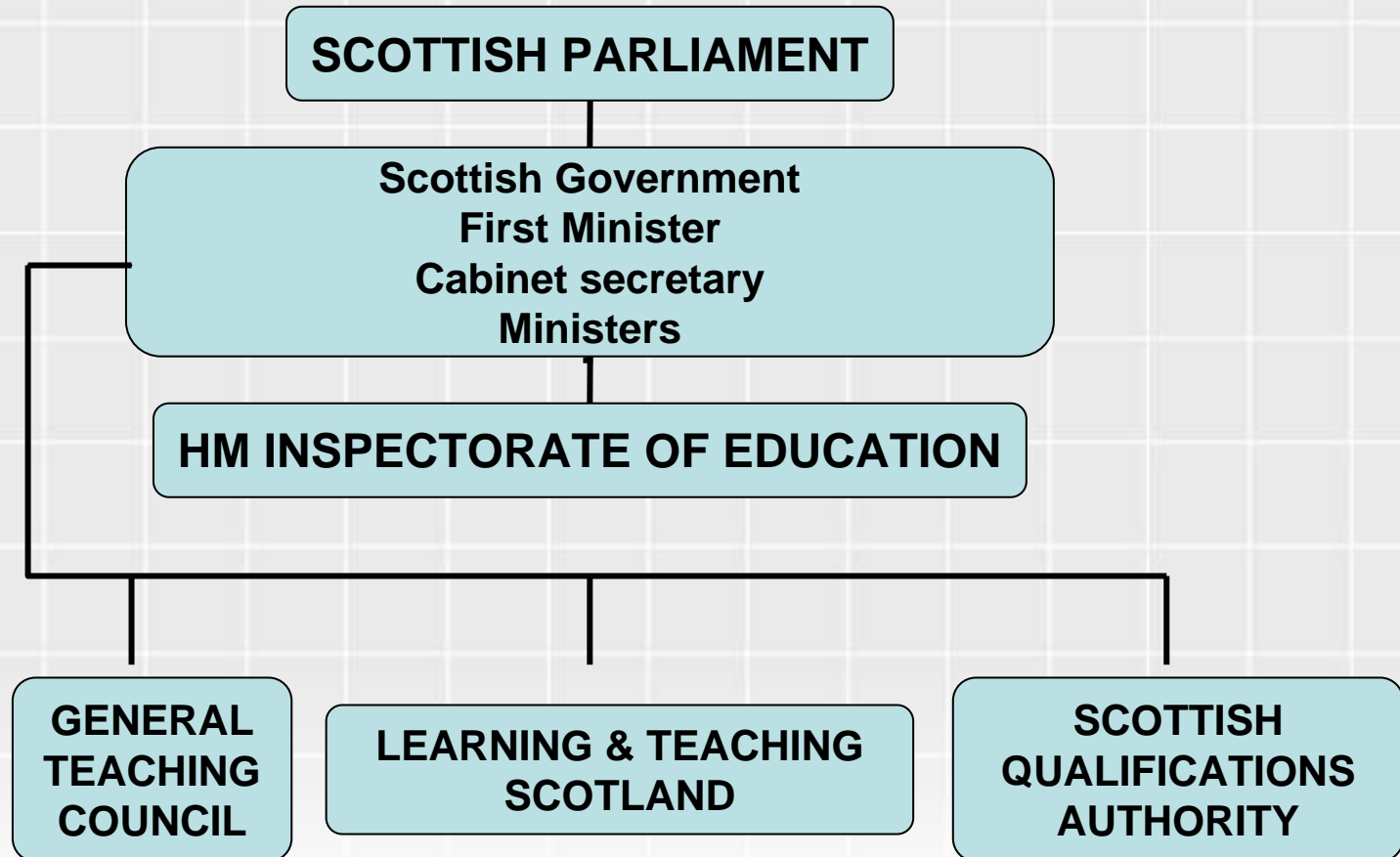
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**Graham Donaldson
Senior Chief Inspector, HMIE**

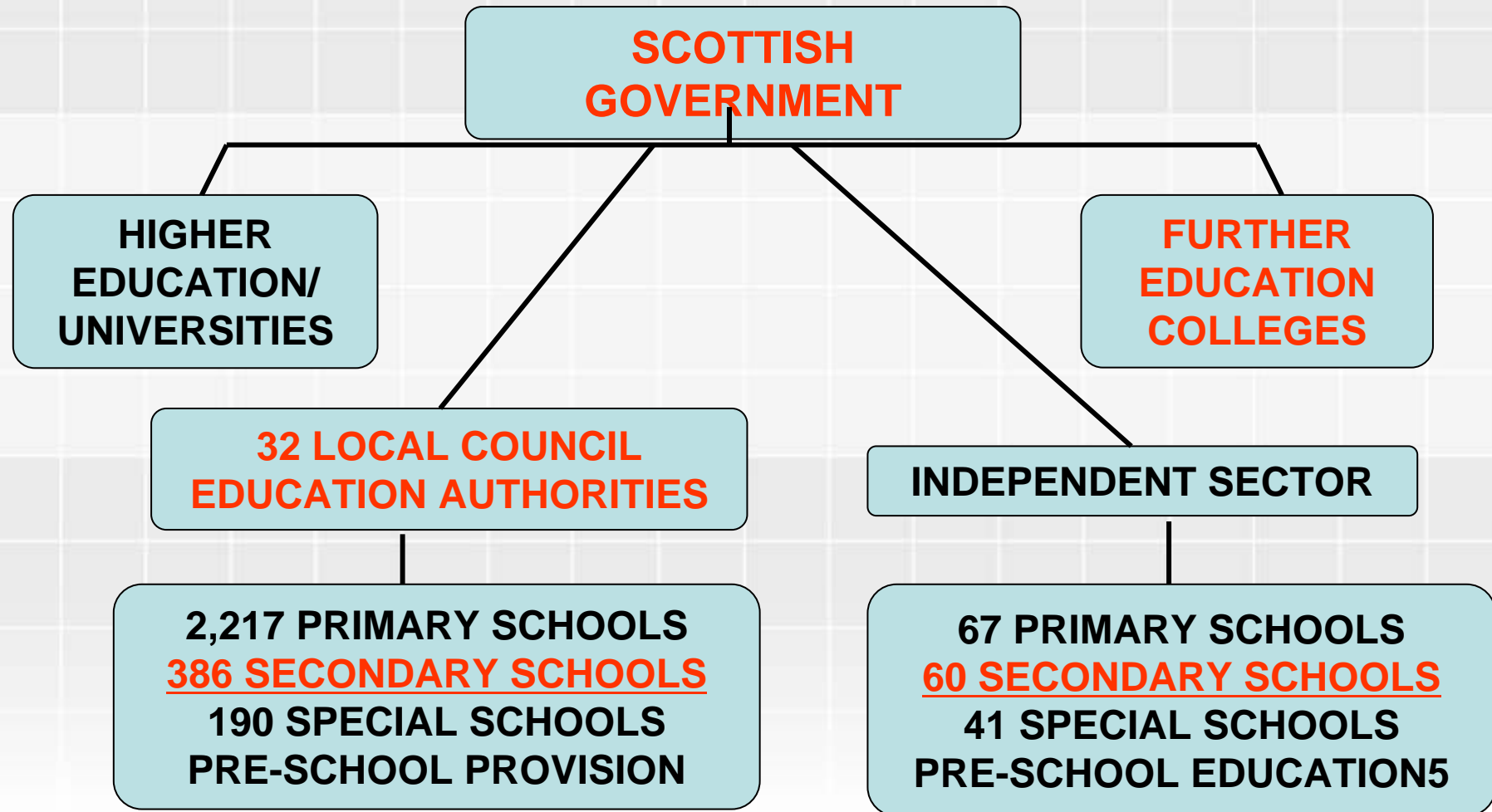
**Graham Norris
Assistant Chief Inspector, HMIE**

- 1. Background to Scottish education**
- 2. Key strengths and challenges**
- 3. Scottish education policy and international context**
- 4. Inspection and the national improvement strategy**
- 5. The strategy in action; new approaches to secondary inspections.**
- 6. Conclusions and implications**

KEY NATIONAL BODIES INVOLVED IN SCOTTISH SECONDARY EDUCATION



EDUCATIONAL INSTITUTIONS IN SCOTLAND



Strengths of secondary schools

- **Pupils perform well by international standards.**
- **Pastoral care and a positive ethos**
- **Most teachers are skilled**
- **Many headteachers have a positive impact**
- **Stakeholders are broadly satisfied**

Challenges for secondary schools

- **Improve:**
 - learning
 - success for all learners
 - leadership at all levels
 - teacher development
- **accountability and self-evaluation**

future world

The challenge of :

- globalisation
- moving up the 'value chain'
- changing demographic balance
- increasing health inequalities
- impact of technology
- employers' need for generic and 'soft-skills'
- sustainability
- demand for quality and customisation



Policy developments in Scottish education

***“The Government’s role is to create
the conditions which allow us to get
excellent teaching, learning and
achievement everywhere”.***

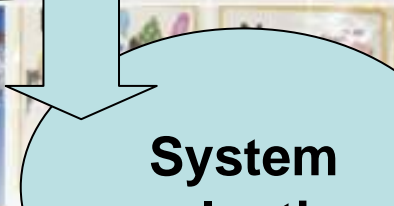
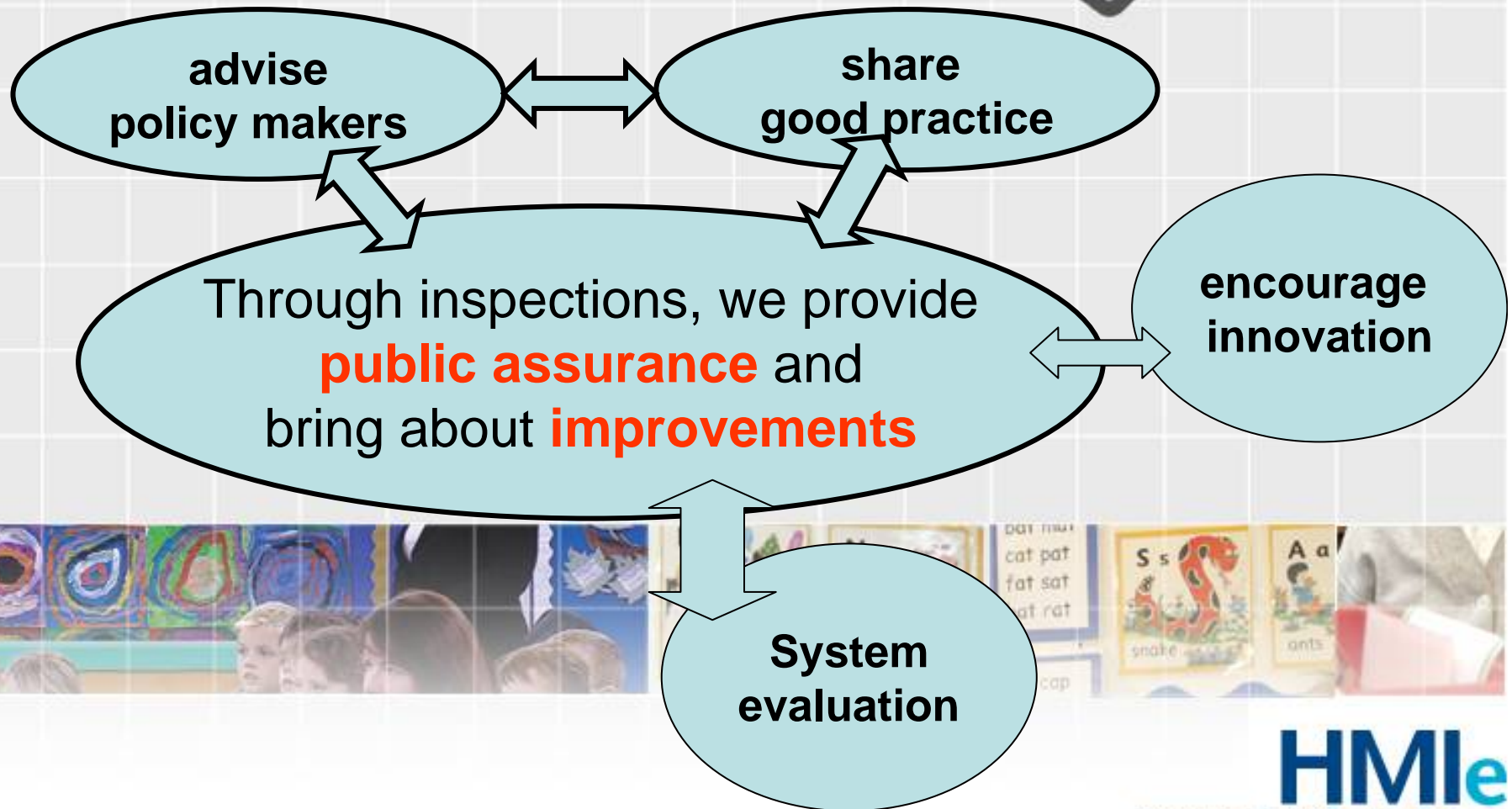
Fiona Hyslop, Cabinet Secretary Education and
Lifelong learning, June 2008

- **Legislation**
- **Teacher development**
- **Curriculum innovation and improvement**
- **Support and inclusion for vulnerable children and young people**
- **Leadership development**
- ***Scotland performs***
- **Accountability linked to improvement**

HMIE's core objective

To promote improvements in standards, quality and achievement for all learners in a Scottish education system which is inclusive

HM INSPECTORATE OF EDUCATION



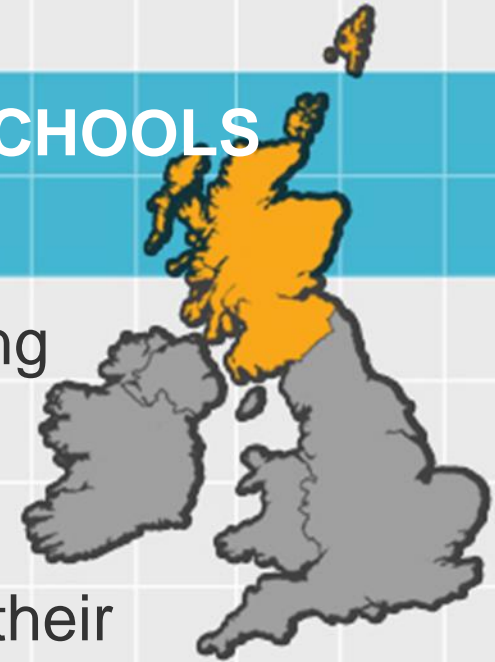
THE QUALITY INITIATIVE IN SCOTTISH SCHOOLS

FUNDAMENTAL PRINCIPLES

⇒ the most effective way of improving the quality of education for individual pupils is to expect schools to take responsibility for their own quality

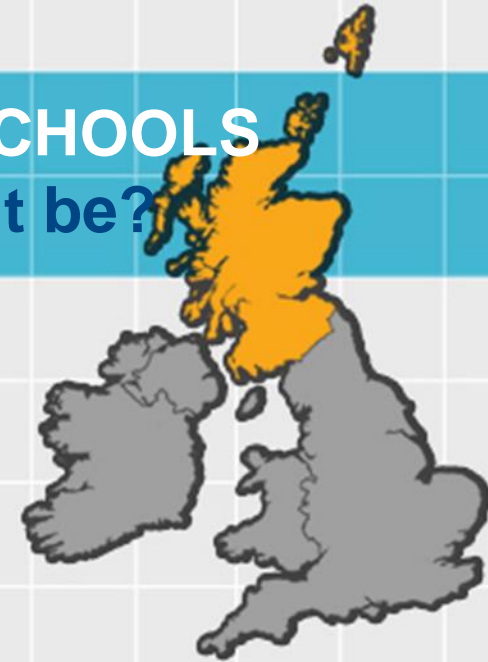
⇒ quality should be built into a school's day-to-day work and not bolted on

⇒ pupils and parents have a right to know how well their school is performing



THE QUALITY INITIATIVE IN SCOTTISH SCHOOLS

How good is our school? How good can it be?



**Shared
criteria**

IMPROVED LEARNING



**IMPROVED
TEACHING**

**EFFECTIVE
INNOVATION**



BUT A WORD OF WARNING!

SELF EVALUATION OR SELF DELUSION?

**self evaluation needs
strong, independent
external support and
moderation to work well**



What happens in inspection?

- **Direct focus on outcomes**
- **Evaluations of curriculum innovation**
- **Impact of self-evaluation on improvement**
- **Evidence from self-evaluation integral**
- **Involvement of stakeholders**
- **Shared planning of some fieldwork**
- **Evaluating the quality and impact of learning and teaching**

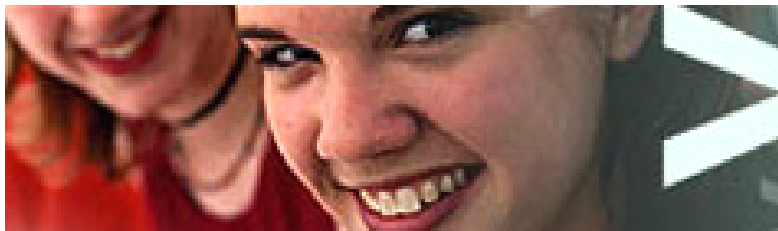
Example – city comprehensive school

HT evaluation of the inspection

- How did you/your staff rate the inspection in terms of helpfulness to the school? **Very good**
- How do you rate the quality of feedback provided? **Very good**
- “we found this particular inspection to be fair, rigorous and extremely helpful to our school”.
- “commend the..... team for their courtesy, respect and help throughout a demanding time for our school”.

Impact of inspection for pupils, parents, staff and the wider community

- **Safer** environments, less disruption
- **Better** learning, support, professional development, information, community relationships, partnerships
- **Increased** motivation, job satisfaction, confidence in school
- **Improved** leadership, quality assurance, relationships



Issues and challenges for HMIE

- **Strengthening the culture of inspection as one of partnership.**
- **Maximising the positive impact of inspection on learners.**
- **Maximising efficiency.**
- **Responding to self-evaluation.**

Conclusions and implications

- Clear and coherent **policy framework**
- Keeping the focus on what matters – the **learning process and outcomes for ALL learners**
- Shared, broad view of the **purpose of education**
- **Include** all those involved
- Self-evaluation and inspection leading to intelligent, informed **innovation**
- Developing **leadership capacity** at all levels

Access is not enough,
quality matters