

# Inspection, review and self-evaluation

**Alona Murray** 

**North Alliance Conference October 2015** 

# This workshop will :

- look at the role of HMI from Education Scotland in public accountability and supporting improvement.
- include data from the 200 Learning Community Inspections
- provide information on the evolving inspection and review models
- and give an update on the ES frameworks for selfevaluation.

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## **Supporting improvement:**

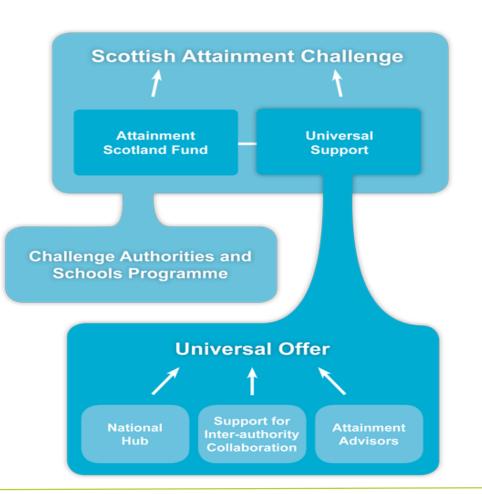
• Working alongside the Policy & Improvement CLD team within Education Scotland.



#### National developments including;

### Preparing children and young people (3-18) for the world BEYOND SCHOOL YEARS of work ${}^{(0)}$ 100 S and the set others EARLY YEARS

### Scottish Attainment Challenge



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# ES Corporate Plan 2013-16 Strategic Objective 4 *Provide independent evaluation of education provision.*

• Carry out programmes of independent inspection and review working with partners in early years centres, all types of schools, colleges, CLD, post-16, educational psychology and prisons.

• Work with partners and providers to create new approaches to scrutiny that evaluate how well public service providers work together in areas

• Plan and deliver a programme of thematic evaluative inspections and reviews which address key areas of national, strategic priority

• Ensure that the process of inspection and review supports improvement, professional learning and capacity building



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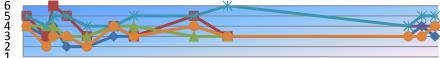
### Where have we inspected?

- 200 learning community inspections 2008-15
- 40 learning community follow-through or continuing engagement reports
- 19 reviews of voluntary sector organisations (not shown on map)



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#### Aberdeenshire



	10/0	05/0	02/0	25/0	24/1	16/0	08/0	15/0	23/0	05/1	07/0	11/0
	2/20	5/20	6/20	8/20	1/20	3/20	6/20	3/20	8/20	1/20	1/20	3/20
	09	09	09	09	09	10	10	11	11	13	14	14
Grade 1.1	4	3	4	2	2	3	3	4	3	3	4	3
Grade 2.1 YP	5	3	6	5	3	4	3	5	3			
Grade 2.1 A	4	4	4	3	3	4	4	3	3			
Grade 2.1										4	4	4
Grade 4.1	5	4	5	5	4	4	5	5	6	4	5	5
Grade 5.10	4	2	3	3	2	4	3	4	3	3	3	4

#### Orkney

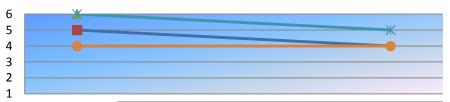
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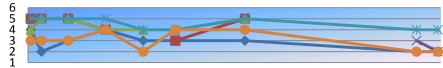
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	19/04/2011	22/04/2014
Grade 1.1	5	4
Grade 2.1 YP	5	
Grade 2.1 A	6	
→→ Grade 2.1		5
──── Grade 4.1	6	5
Grade 5.10	4	4

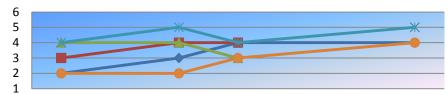
#### **Aberdeen City**



06/01 31/03 25/08 23/03 12/10 26/04 22/05 13/01 19/05 /2009 /2009 /2009 /2010 /2010 /2011 /2012 /2015 /2015

	12005	12005	12005	12010	/2010	/2011	12012	12013	,2015
Grade 1.1	4	2	3	4	3	3	3	2	2
Grade 2.1 YP	5	5	5	4		3	5		
Grade 2.1 A	4	5	5	4	4	4	5		
→→ Grade 2.1								3	2
	5	5	5	5	4	4	5	4	4
Grade 5.10	3	3	3	4	2	4	4	2	2

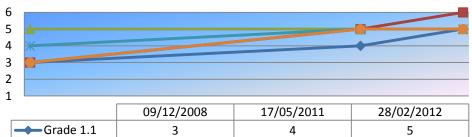
#### **Comhairle nan Eilean Siar**



	25/11/2008	27/04/2010	23/08/2011	04/11/2014
Grade 1.1	2	3	4	4
Grade 2.1 YP	3	4	4	
Grade 2.1 A	4	4	3	
Grade 2.1				5
Grade 4.1	4	5	4	5
Grade 5.10	2	2	3	4

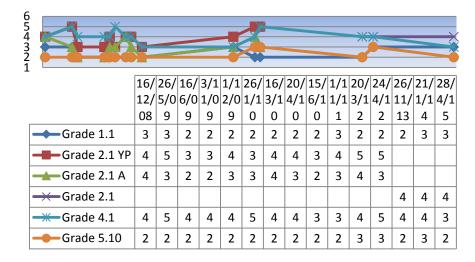
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#### **Shetland Islands**

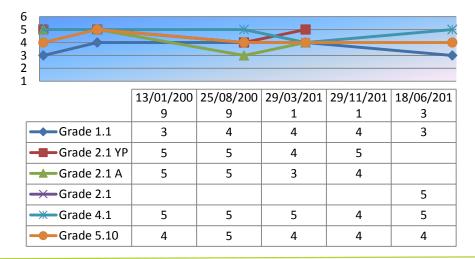


Grade 1.1	3	4	5
Grade 2.1 YP	3	5	6
Grade 2.1 A	5	5	5
→→ Grade 2.1			
Grade 4.1	4	5	5
Grade 5.10	3	5	5

#### Highland



Moray



### Key strengths in learning community inspections (14/15)

positive outcomes Effective partnership Early intervention Community organisations staff development strong ethos Strong impacts on learners community organisations Partners work together strong working relationships vibrant learning community. Skilled volunteers innovative work active volunteers Positive impacts on participants effective community organisations Highly effective Strong and purposeful relationships Participation in culture and sport activities Strong levels of participation and achievement Effective engagement with learners Well designed Vibrant and well organised voluntary groups Vibrant community organisations Progression Improvement improving life chan T\/Breadth and range Meeting local needs tive impact argeting resources POSI Inter-generational learning Young people gaining employability skills and accreditation Community organisations improving their community Meet the needs of many people at risk of exclusion Well used community facilities strong Partnerships committed to improving outcomes ctive and influential volunteers Committed staff and volunteers Skilled and passionate volunteershealth and w CLearning opportunities Strong focus Increasing number of opportunities At risk Effective sports programmes Skilled enthusiastic volunteers Positive culture Identified local needsRich and varied cultural learning programmes community groups Strong commitmentStrong local volunteer culture Effective community organisations Reductions in social isolation Respond to community needs Well targeted provision preventionPositive outcomes meeting community needs improving wellbeing partnership workingLearners leading learning Improving outcomes

### Areas for development in learning community inspections

Shared priorities Better evidence impact Develop in partnership a clearer overview Further develop a clearer overall plan progression Further identify and address unmet needs Enhance the use of performance dataImprove use of community needs analysis Increase the range Better data sharing Increasing the range priorities Embed a programme of adult learning Joint self-evaluation Undertake joint analysis of performance da Develop a total learning offershared targets Develop clear measures that demonstrate impact Increase the range of adult learning programmes develop shared priorities Undertake joint analysis of performance data Improve self-evaluationIncrease the representation of learners and local groups Clearer understanding of the learning on offer Improve progression and accreditation Improve approaches to joint planning and evaluation Improve targeting Improve analysis Develop a more systematic analysis of performance information Improve the partnership approach to monitoring and evaluation Strengthen and further develop family learning activities Jointly plan and evaluate Improve sharing and collection of dataPlan for improvement \_\_priorities based on shared evaluations and data analysis shared agreed outcomes Progression routes for adults shared outcomes Celebrate achievement for learners Improve joint self-evaluation Partners should enhance their learning offer Develop a clear picture Engage in joint CPD Increasing representation Formalise current partnership arrangements Shared evaluations Partners should continue to consolidate

# The evolving inspection and review models

### Current block CLD HMI

- Secondary, all through and special schools
- Try-outs Creative Places
- Try-outs Thematic
- Validated self-evaluations
- Aspect reviews;
- Youth Awards

## CLD in CfE primary-secondary transition

# **Draft Creative Place diagram**

Questions	Croative Places will:	How Good Is Our Culture and Sport? (2012)	How Good Is The Learning and Development in Our Community? (2015) (Draft)	How Good is Our Third Sector Organisation? (2015)
How has this creative place impacted on the lives of residents and visitors?	<ul> <li>bring about a positive change in the perception of their community, by both its residents and visitors;</li> </ul>	<ul><li>1.1 Improvements in performance</li><li>2.1 Impact on participants</li></ul>	<ul><li>1.1 Improvements in performance</li><li>2.1 Impact on learners</li></ul>	<ul><li>1.1 Improvements in performance</li><li>2.1 Impact on people we work with</li></ul>
How has this creative place impacted on the artistic and local community?	<ul> <li>create a shared understanding between local arts organisations, and other partners, of the artistic strengths and creative resources within the community;</li> <li>support artists and arts workers to become recognised as confident community leaders;</li> </ul>	<ul><li>3.1 Impact on paid staff and volunteers</li><li>4.1 Impact on the local community</li></ul>	<ul><li>3.1 Impact on staff and volunteers</li><li>4.1 Impact on local communities</li></ul>	<ul><li>3.1 Impact on staff and volunteers</li><li>4.1 Impact on communities</li></ul>
How has this creative place improved outcomes through partnership working and informed the wider creative community?	<ul> <li>support or enhance partnerships between the arts and other sectors; and</li> <li>allow information and learning about the arts and creative activity you're doing to be more widely shared – both within the community, and through wider networks, or with other groups and places.</li> </ul>	<ul><li>4.2 Impact of the wider community</li><li>8.1 Partnership working</li></ul>	<ul><li>4.2 Improving impacts from sharing wider practice</li><li>8.1 Partnership working</li></ul>	<ul><li>4.2 Engagement with the wider community</li><li>8.1 Partnership working</li></ul>

# The evolving inspection and review models

2016...

- Try-outs Development Trusts
- Try-outs Place / neighbourhood
- Aspect reviews; Related to CLD regulations

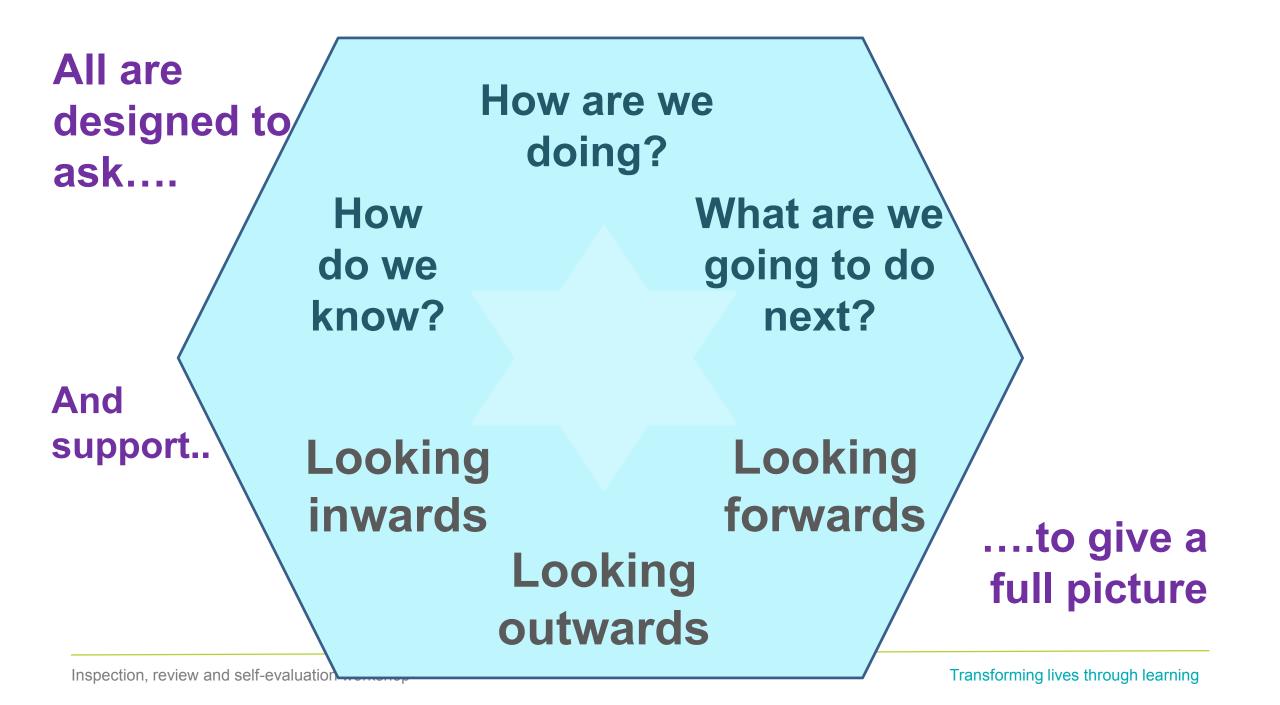
### On going discussions with the sector and key stakeholders



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### New and developing frameworks all have;

- a smaller number of quality indicators than previous frameworks published by Education Scotland
- quality indicators which include; key themes, challenge questions and an illustration of what very good practice (level 5) could look like





# **Comments and questions?**

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