



- **Approaches to inspection and the work of His Majesty's Inspectors of education**
- **The development of a 'shared framework for inspection'**

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## Aims of session

- Principles and purpose of inspection and review
- Key features of inspection
- Partnership working
- Identifying highly effective practice / practice exemplars
- Draft shared inspection framework for Early Learning and Childcare and school aged children

# Purpose of inspection

- provide assurance for stakeholders and public accountability
- promote improvement
- provide evidence-based advice to inform the development of educational policy and practice



# Range of sectors inspected by HMI

SECTOR
early learning and childcare settings
primary schools
secondary and all-through schools
special schools
community learning and development services
independent schools
public and private colleges
English language schools
local authorities
prison education settings
modern apprentice training
career information, advice and guidance services
voluntary organisations
children's services



# Principles of inspection and review

## Partnership working

### Associate Assessors

- ELC, primary, secondary, Gaelic, special and independent sectors
- Headteachers, local authority staff, heads of ELC settings

### Link HM Inspector

- Main point of contact between Scrutiny Directorate and local authority
- Meet regularly to discuss inspection related activity, national reports etc.

# Best practice framework for inspections and reviews (PRAISE framework)

The following principles were identified as underpinning best practice:

Purpose

Relationships

Awareness

Information  
gathering

PRAISE

Enabling

Sharing  
information

# Inspection models

Full model inspection (5 days)	Short model inspection (2/3 days)
<p><b>Evaluate and grade</b> QI 1.3: leadership of change QI 2.3: learning, teaching and assessment QI 3.1: ensuring wellbeing, equality and inclusion QI 3.2: raising attainment and achievement/securing children's progress</p> <p><b>Evaluate but not grade following themes:</b> QI 2.2: curriculum – learning pathways QI 2.7: partnership with parents</p>	<p><b>Evaluate and grade</b> QI 2.3: learning, teaching and assessment QI 3.2: raising attainment and achievement/securing children's progress</p>
Safeguarding	Safeguarding



## The six-point scale

6	Excellent	<ul style="list-style-type: none"><li>• Outstanding/ sector-leading</li><li>• Exemplifies best practice – shared beyond the school to support system-wide improvement</li><li>• High levels of performance are sustainable and will be maintained</li></ul>
5	Very good	<ul style="list-style-type: none"><li>• Major strengths – very few areas for improvement</li><li>• High standard of provision for all children and young people</li><li>• Continue to use self-evaluation to plan further improvement</li></ul>
4	Good	<ul style="list-style-type: none"><li>• Important strengths that have significantly positive impact on almost all learners</li><li>• Some aspects for improvement that diminish learners' experiences in some way</li><li>• Improve further areas of important strength and take action to address areas for improvement</li></ul>

## The six-point scale

3	Satisfactory	<ul style="list-style-type: none"><li>• Strengths just outweigh the weaknesses/ basic level of provision</li><li>• Weaknesses not important enough to have a substantially adverse impact, but constrain the overall quality of learners' experiences</li><li>• Take action to address areas of weakness by building on strengths</li></ul>
2	Weak	<ul style="list-style-type: none"><li>• Important weaknesses</li><li>• There may be some strengths but weaknesses individually or collectively diminish learners experiences in substantial ways</li><li>• Need for prompt, structured action</li></ul>
1	Unsatisfactory	<ul style="list-style-type: none"><li>• Major weaknesses requiring immediate remedial action</li><li>• Learners' experiences are at risk in significant respects</li><li>• In almost all cases, requires support in planning and carrying out necessary actions</li></ul>



## Possible outcomes of inspection

1. School or setting has capacity to continue to improve so HMI will make no more visits.
2. Local authority to provide a progress report after an agreed period of time. HMI will then decide whether further engagement is required.
3. School or setting needs additional support and time to make necessary improvements. HMI will return to carry out a further inspection.

## Further HMI roles and responsibilities



- Link HMI to independent mainstream and special schools
- Statutory consultations

## Addressing concerns about over-inspection of Early Learning and Childcare



- We have increased the period between Care Inspectorate inspections and Education Scotland inspections to 18 months.
- If the Care Inspectorate has carried out an inspection within the last 18 months, the local authority/headteacher has the option to request to have the nursery class/ ELC setting included in the inspection.

# Thematic inspections 2022/23

- Approaches to recording and monitoring incidents of bullying in schools
- Early learning and childcare: the impact of expansion
- Curriculum design
- Local authorities nominate schools to participate
- National report produced



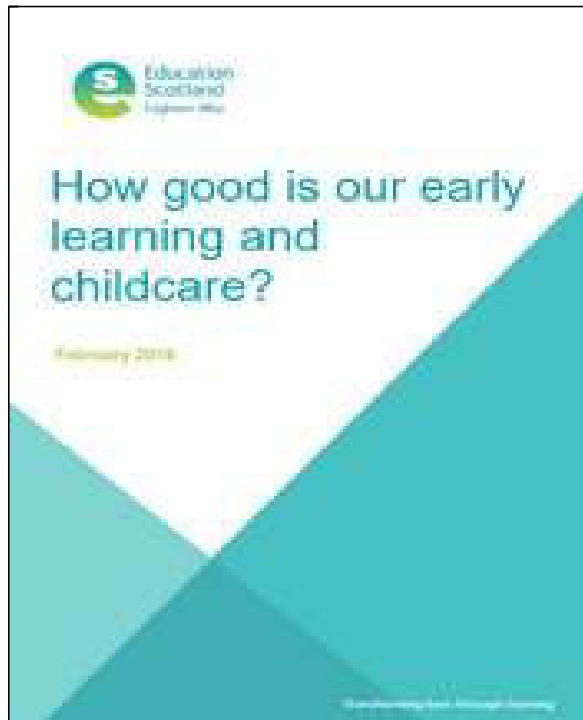
## Previous national thematic inspections

- Health and wellbeing
- Engaging families in learning
- Successful approaches to learning outdoors
- Assessment within the broad general education
- Local authorities nominate schools to participate
- National report





## Current approach / documents used



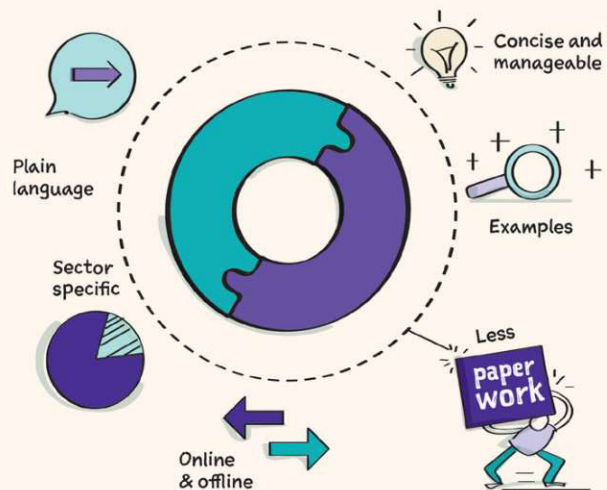
# Shared Inspection Framework Progress Update



What are your aspirations for children as a result of the shared framework?



What are the key asks of the shared framework to support high quality outcomes for children?



**What we did:**

**12** events

(nine offline and three online)

## Conversations

We spoke with staff from both Care Inspectorate and Education Scotland and Stakeholders to hear their views.

## Engagement

**854 people** Engaged directly with us

Registered childminders, school-aged childcare workers, managers across all service types, early years practitioners, heads of service, development officers, quality improvement officers, teachers, head teachers, college lecturers, SVQ assessors and parents.

What is important to retain from the quality frameworks currently used for inspection?



What aspects of quality ELC, childminding or school-aged childcare do you feel is missing or could be enhanced?



# Consultation Process with ELC sector

Stage 1

- Online consultation
- Pilot testing

- Revisions made to content and/or methodology

Stage 2

- 2025 review, online consultation

- Revisions made to content and/or methodology





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