



Agenda Item 12

Summary of HMI Inspections

Falkirk Council

Title: Summary of HMI Inspections
Meeting: Education, Children and Young People Executive
Date: 17 September 2019
Submitted Director of Children's Services

1 Purpose of Report

- 1.1 This report provides an overview of the performance of schools and early years provisions inspected by Her Majesty's Inspectorate (HMI) and Care Inspectorate between August 2018 and June 2019.

2 Recommendations

The Education, Children and Young People Executive is asked to;

- (i) note the evaluation of each educational establishment; and**
- (ii) agree that reports with any evaluations of Satisfactory or less are taken to Scrutiny Committee as of August 2019**

3 Background

- 3.1 Each year Education Scotland's scrutiny body (Her Majesty's Inspectorate, HMI) inspects and reports on the quality of education in pre-school centres, primary schools, secondary schools and additional support needs schools.
- 3.2 Inspection reports provide an overall evaluation of the quality of the school's provision. In coming to a judgement HMI will aim to answer three key questions:
- How well do children/young people learn and achieve?
 - How well does the school support children and young people to develop and learn?
 - How does the school improve the quality of its work?
- 3.3 In August 2016 HMI introduced a range of new inspection models to suit particular circumstances and contexts. This enabled them to respond with greater agility and flexibility as key educational policies and priorities are developed. The inspection models introduced in a phased approach from August 2016 were:
- Full inspection model;
 - Short inspection model;

- Localised thematic model; and
 - Neighbourhood model.
- 3.4 These inspection models use the Quality Indicators included in “How Good is Our School?” (4th edition) (HGIOS4) [Appendix 2](#). This was published in September 2015. The HGIOS4 Quality Indicators (QIs) to be evaluated on the six-point scale in full school inspections have been re-focused to align with the new National Improvement Framework, which we have been directly involved in developing with Scottish Government, partners and stakeholders across the education system. They are:
- 1.3 Leadership of Change;
 - 2.3 Learning, Teaching and Assessment;
 - 3.2 Raising Attainment and Achievement; and
 - 3.1 Ensuring Wellbeing, Equality and Inclusion.
- 3.5 The first three of these Quality Indicators will feed directly into the evidence base for the National Improvement Framework.
- 3.6 Nursery establishments and Early Years Centres can also have unannounced visits from the Care Inspectorate. They regulate our services by using the National Care Standard early education and childcare across the four indicators:
- Quality of Care and Support;
 - Quality of Environment;
 - Quality of Staffing; and
 - Quality of Management and Leadership.
- 3.7 There are four broad continuing engagement activities that HMI or the Care Inspectorate may select following an inspection, not all of which are mutually exclusive. They are:
- Innovative practice;
 - No further inspection activity;
 - Additional support for improvement; and
 - Continued inspection.
- 3.8 In August 2018 Education Scotland wrote to all Directors of Education with details of the thematic inspections related to aspects of empowerment set out in the Education [Reform Joint Agreement](#), June 2018. These thematic inspections involved local authorities, ELCs, primary and secondary schools.
- 3.9 Children’s Services, the Service and School Improvement Team, ELCs and schools were involved in a series of one day inspections between November 2018 and June 2019. There were no formal evaluations given and no reports specific to schools or to Children’s Services. The summary of findings of the review of local authorities from a national perspective was published in the Education Scotland Report: [Thematic Inspection of Readiness for Empowerment](#) published in December 2018.

3.10 Falkirk Council Children's Services and schools were involved in a number of empowerment thematic inspections. The verbal feedback received from Inspection Teams in each case was very positive in terms of how well Children's Services/ the Service and School Improvement Team empower headteachers, ELC and school teams to:

- lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community;
- design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community;
- make decisions about staffing and leadership structures in their schools; and
- decide how funding allocated to their schools for the delivery of school education is spent.

3.11 The involvement of Children's Services, Service and School Improvement officers, ELCs and schools is outlined in the table below:

Education Scotland: Empowerment Thematic Reviews

School / ELCC	Date	Thematic Focus
Falkirk Council Children's Services / Service and School Improvement Team	November 2018	Readiness for Empowerment
St Mungo's HS	March 2019	Parental Engagement and Pupil Participation
Laurieston PS	May 2019	Parental Engagement and Pupil Participation
Maddiston PS	January 2019	Curriculum Leadership
Falkirk HS	February 2019	Curriculum Leadership
St. Margaret's PS	June 2019	Numeracy
Sacred Heart RCPS ELC Class	June 2019	Numeracy

Inspections of ELC Provisions and Schools August 2018 – June 2019

3.12 During the period August 2018 – June 2019, 4 Early Learning and Childcare (ELC) establishments, 2 primary schools and 1 secondary school were inspected by Education Scotland HMI and 15 Nursery or ELCs were inspected by the Care Inspectorate. Full reports are available from <https://education.gov.scot/whatwe-do/inspection-and-review/Reports> or at [Our inspections](#)

- 3.13 A summary of achievement against the quality indicators for inspections of Falkirk Council ELCs (including private partner providers), primary schools and secondary schools undertaken during the period is shown in Appendix 1.
- 3.14 Across our schools that have been inspected during this period, almost all have been graded as good or better across the range of quality indicators.
- 3.15 Across our Nursery and Early Learning Centres that have been inspected either by HMI or the Care Inspectorate, almost all have been graded as good or better. Care Inspectorate grades are noted in Appendix 3.
- 3.16 Currently, any report with evaluations of 'weak' or less are referred to the Scrutiny Committee. In embracing the drive for continuous improvement to further raise our expectations in Falkirk Council it is proposed to refer any reports with an evaluation of 'satisfactory' or less to the Scrutiny Committee.
- 3.17 Service and School Improvement officers in partnership with the schools, ELC classes or early learning centres review all reports to capture and more widely share and acknowledge effective and innovative practice. All areas for improvement are supported, challenged and monitored by the centre team. This intelligence is also shared across the Forth Valley and West Lothian Regional Improvement Collaborative (FVWLRIC) to enable the development of our joint continued professional learning activities, to support emerging themes across the four council areas, arising from HMI and Care Inspectorate activity.

4 Consultation

- 4.1 Throughout the inspection process, school's Parent Councils and their wider Parent body were regularly engaged.

5 Implications

Financial/Resources

- 5.1 None

Legal

- 5.2 None

Risk

- 5.3 None

Equalities

- 5.4 None

Sustainability/Environmental Impact

5.5 None

6 Conclusion

- 6.1 Our schools, in conjunction with the School Improvement Service, continue to collaborate to further enhance our outcomes for children and young people. Where inspection and internal review acknowledge effective and innovative practice, this is shared and built on. Where areas for improvement are identified, there is appropriate support and challenge. We are continuing to develop and enhance our improvement strategies in support of this agenda.

Director of Children's Services

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Appendix

Appendix 1 – Summary of Educational Establishments
Appendix 2 - "How Good is Our School?" Quality Indicators
Appendix 3 - Care Inspectorate grades

List of Background Papers:

None

Education Scotland HMI – Schools

Appendix 1

School	Date of Inspection	1.1 Self-evaluation for self-improvement *	1.3 Leadership of Change	2.3 Learning, teaching and assessment	3.1 Ensuring wellbeing, equality and inclusion	3.2 Raising attainment and achievement
Bo'ness Academy **	October 2018		Significant progress	Significant progress	Significant progress	Significant progress
California Primary School***	October 2018		progress	progress	Progress	progress
St. Francis RC Primary School	January 2019		Excellent	Very Good	Very good	Excellent
Avonbridge Primary School	February 2019		Good	Satisfactory	Satisfactory	Good
Slamannan Primary School **	April 2019		Progress	Progress	Progress	Progress

* Short Model Inspection

** HMI Follow Up Inspection

*** FC Continuing Engagement Report to HMI

Education Scotland HMI – Nurseries and Early Learning Centres

Nursery or ELC	Date of Inspection	Leadership of change	Learning, teaching and assessment	Securing Children's Progress	Ensuring wellbeing, equality and inclusion
Carousel Nursery	August 2018	Good	Satisfactory	Satisfactory	Good
Avonbridge Nursery Class	April 2019	Satisfactory	Satisfactory	Good	Satisfactory
Victoria Nursery Class *	November 2018	-	Satisfactory	-	Satisfactory
St Francis Xavier Nursery Class	March 2019	Good	Good	Good	Good

Care Inspectorate – Nurseries and Early Learning Centres

Nursery or ELC	Date of Inspection	Quality of Care and Support	Quality of Environment	Quality of Staffing	Quality of Management and Leadership
St Margaret's ELC Campus	August 2018	Very Good	Very Good		
Glenbervie (Brightons)	August 2018	Good	-	Good	-
Kool Kidz	August 2018	Good	-	Good	-
Denny Primary Nursery Class	September 2018	Very Good	Very Good	-	-
Glenbervie Carrongrange	October 2018	Good	Good	Good	Good
Wellside Kindergarten	October 2018	Very Good	-	Excellent	-
Camelon ELC	November 2018	Very Good			Very Good
Victoria Primary Nursery Class	November 2018	Good	Good	Good	Good
Antonine Primary Nursery Class	November 2018	Very Good	-	Very Good	-
Wallacestone Nursery Class	January 2019	Very Good		Very Good	
Bankier Primary Nursery Class	March 2019	Good	-	Good	-
Avonbridge	April 2019				
Bonnybridge ELC	May 2019	Very Good	-	Very Good	-
Inchlair ELC	June 2019	Very Good	Very Good	-	-
Slamannan ELC	June 2019	Adequate	Adequate	Adequate	Adequate

HGIOS4 - EXTRACT

Appendix 4: The six-point scale

The six-point scale is a tool for grading the quality indicators. It is mainly used by Education Scotland, local authorities and other governing bodies for the purpose of national and/or local benchmarking across a number of establishments. It is not necessary for individual schools to measure themselves against the six-point scale although they may choose to do so. It should be noted that, when a grading is applied, it is for the whole quality indicator. Individual themes should not be graded. In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

excellent	An evaluation of excellent means that this aspect of the school's work is outstanding and sector-leading. The experiences and achievements of all children and young people are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice, based on achieving equity and inclusion and a deep professional understanding which is being shared beyond the school to support system-wide improvement. It implies that very high levels of performance are sustainable and will be maintained.
very good	An evaluation of very good means that there are major strengths in this aspect of the school's work. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. An evaluation of very good represents a high standard of provision for all children and young people and is a standard that should be achievable by all. There is an expectation that the school will make continued use of self-evaluation to plan further improvements and will work towards improving provision and performance to excellent.
good	An evaluation of good means that there are important strengths within the school's work yet there remains some aspects which require improvement. The strengths have a significantly positive impact on almost all children and young people. The quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the

	areas of important strength, and also take action to address the areas for improvement.
satisfactory	An evaluation of satisfactory means that the strengths within this aspect of the school's work just outweigh the weaknesses. It indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. While the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. The school needs to take action to address areas of weakness by building on its strengths.
weak	An evaluation of weak means that there are important weaknesses within this aspect of the school's work. While there may be some strength, the important weaknesses, either individually or collectively, are sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.
unsatisfactory	An evaluation of unsatisfactory means there are major weaknesses within this aspect of the school's work which require immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, this will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This will usually involve working alongside staff in other schools or agencies.

Terms we use in the inspection process

The following table explains the words inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%

Quality grades

When we write inspection reports, we use the six-point scale to describe the quality we see:

6	Excellent	Outstanding or sector leading
5	Very good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses - priority action required
1	Unsatisfactory	Major weaknesses - urgent remedial action required

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and outcomes. However, improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The

weaknesses, either individually or when added together, substantially affect peoples' experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected and their wellbeing improves without delay.