

Education, Children and Families Committee Sub-Committee on Standards for Children and Families

2:30pm, Monday, 8 September 2014

Primary, Secondary and Special Schools Outcomes from HM Inspections and Self-Evaluation June 2013 – June 2014

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Primary, Secondary and Special Schools Outcomes from HM Inspections and Self-Evaluation June 2013 – June 2014

Summary

This report provides the Joint Standards Sub-Committee with an analysis of the significant outcomes from HM inspections published for selected primary and secondary schools in the City of Edinburgh between June 2013 and June 2014.

The report also provides information through schools' self-evaluation on the quality of the learners' experiences and meeting learners' need across all primary and secondary schools during the same period.

Recommendations

The Joint Standards Sub-Committee is recommended to:

1. note the number of strengths identified through HMIE and validated self-evaluation within primary and secondary schools.
2. note that steps will be taken to address the identified areas for development.

Measures of success

The percentage of primary and secondary schools who achieve an evaluation of good or above against two Quality Indicators; 2.1 learners' experiences and 5.3 meeting learners' needs.

Financial impact

None

Equalities impact

This report covers outcomes for all pupils in mainstream primary and secondary schools and progress of children and young people by gender, ethnicity and those with additional needs is a key part of effective learning and teaching.

Sustainability impact

None

Consultation and engagement

All primary and secondary schools own evaluations contribute to this report in addition to validation activities carried out by the Quality Improvement Service.

Background reading / external references

None

Primary, Secondary and Special Schools Outcomes from HM Inspections and Self-Evaluation June 2013 – June 2014

1. Background

- 1.1 Members will be aware of the statutory requirements placed on local authorities, by the *Standards in Scotland's Schools etc. Act 2000*, to seek to secure improvement in schools. The Act puts a clear obligation on local authorities to support and challenge schools.
- 1.2 This report outlines the outcomes of HM Inspections from June 2013 to June 2014. Seven primary, two secondary and one special school inspection reports were published within that time frame using the proportionate inspection process outlined below.
- 1.3 From session 2003-2004, Her Majesty's Inspectorate for Education (HMIE) has implemented a proportionate inspection model with differing levels of follow-through activity. These range from HMIE completely disengaging from the school to more frequent visits and reports as part of the follow-through process. Local authority officers are very actively involved in the follow-through process and for most reports the authority assumes total responsibility including publishing the report to parents and other interested parties. These reports are tabled at the Joint Sub-Committee on Educational Standards for the consideration of Elected Members as part of established authority procedures.
- 1.4 In session 2011-2012, HMIE reduced inspection activity in both Primary and Secondary schools in line with their proportionate approach and closer joint working with the local authority.

2. Main report

2.1 HMIE Published Reports by 30 June 2014

Elected members should be aware that all individual school reports are in the public domain and can be accessed at www.educationscotland.gov.uk/inspectionandreview

2.2 Primary Schools – Overall Evaluations – Seven primary schools

| Quality Indicator | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
|-------------------|-----------|-----------|------|--------------|------|----------------|
| 1.1 | 0 | 2 | 4 | 1 | 0 | 0 |
| 2.1 | 0 | 2 | 5 | 0 | 0 | 0 |
| 5.1 | 1 | 0 | 3 | 3 | 0 | 0 |
| 5.3 | 1 | 0 | 5 | 1 | 0 | 0 |
| 5.9 | 0 | 1 | 4 | 2 | 0 | 0 |
| 1.1 NC | 1 | 1 | 4 | 1 | 0 | 0 |
| 2.1 NC | 0 | 4 | 2 | 1 | 0 | 0 |
| 5.3 NC | 0 | 4 | 2 | 1 | 0 | 0 |

Castleview Primary School was evaluated as excellent for both the Curriculum and Meeting Learning Needs. The evaluation of excellent is applied when a school is found to be 'sector leading' by Education Scotland. The key strengths found in the Castleview inspection were:

- Outstanding leadership for learning and staff teamwork
- Children's motivation and engagement in learning
- Care and support for children
- Partnerships with other agencies to meeting children's needs
- The quality of the curriculum and the opportunities that it gives children to achieve.

2.2.1 Overall the significant strengths from Education Scotland inspections were noted in our primary schools inspected as follows:

- The supportive environment for learning provided by staff
- Children's enthusiasm and enjoyment of learning
- Relationships among staff and children
- The school's approach to health and wellbeing

The significant areas for development in our primary schools inspected were identified as:

- Raise teachers' expectations to ensure more challenging learning activities and raise achievement for all across the school
- Continue to develop the curriculum in line with Curriculum for Excellence
- Extend the use of evidence drawn from self evaluation to improve children's learning and achievement.
- Provide a more consistent approach to planning tasks and activities to better meet the learning needs of all children

2.3 Secondary Schools – Overall evaluations – Two secondary schools

| Quality Indicator | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
|-------------------|-----------|-----------|------|--------------|------|----------------|
| 1.1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 2.1 | 0 | 0 | 1 | 1 | 0 | 0 |
| 5.1 | 0 | 0 | 2 | 0 | 0 | 0 |
| 5.3 | 0 | 0 | 1 | 1 | 0 | 0 |
| 5.9 | 0 | 0 | 0 | 2 | 0 | 0 |

2.3.1 Overall the strengths from these two Education Scotland inspections were noted as follows:

- Capable, confident and courteous young people who enjoy positive relationships with staff and each other
- The wide range of opportunities for young people, including international experiences, to develop skills for life and work.
- The quality of pastoral support
- Improved school ethos
- Young people's achievements across an increasing range of opportunities, well supported by partnership working.

The significant areas for development from these two Education Scotland inspections were noted as follows:

- Further develop the use of self-evaluation evidence to focus on improvement which will have the greatest impact on raising attainment
- Continue to improve approaches to learning and teaching to provide all young people with appropriately challenging learning activities.
- Continue to develop the curriculum to ensure that all young people can progress in their learning and achieve as highly as possible.
- Ensure young people benefit from high-quality learning experiences in all lessons and have their learning needs consistently met across the school

2.3.2 However, as there were only **two secondary** schools inspected during session 2013-2014, it is not possible to provide a city overview of externally evaluated progress in Secondary schools. Elected members should be aware that all individual school reports are in the public domain www.educationscotland.gov.uk/inspectionandreview

2.4 Special Schools – Overall evaluations – One special school

| Quality Indicator | Excellent | Very Good | Good | Satisfactory | Weak | Unsatisfactory |
|-------------------|-----------|-----------|------|--------------|------|----------------|
| 1.1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 2.1 | 0 | 1 | 0 | 0 | 0 | 0 |
| 5.1 | 0 | 0 | 1 | 0 | 0 | 0 |
| 5.3 | 0 | 1 | 0 | 0 | 0 | 0 |
| 5.9 | 0 | 0 | 1 | 0 | 0 | 0 |

2.4.1 As there was only one special school inspected during session 2013-2014, it is not possible to provide a city overview of externally evaluated progress in Special Schools.

2.5 Validated Self-evaluation

Self-evaluation has been an area for improvement across all primary and secondary schools. Since session 2010-2011, all schools self-evaluate their performance against specific quality indicators relating to the quality of learning and teaching; **2.1 the quality of the learners' experience** and **5.3 meeting learners needs**.

The school's own self-evaluation is then validated by the Quality Improvement Officer working with the school. Following a school's self-evaluation, improvements are then incorporated into the school improvement plan and where required, additional support is agreed between the school and the Quality Improvement Team.

From session 2013-2014, school leaders worked in school groups and engaged in sharing their self-evaluation activities with their peers and in professional dialogue focused on school improvement.

2.5.1 Overall evaluations

2.1 Learners' Experiences

- 95% of primary schools achieved good or above in the quality of learners' experiences.
- 92% of secondary schools achieved good or above in the quality of learners' experiences.
- In Secondary schools, 57% of schools achieved very good in the quality of learners' experience.

5.3 Meeting learners' needs

- 90% of primary schools achieved good or above in the quality of meeting learners' needs.
- 92% of secondary schools achieved good or above in the quality of meeting learners' needs.

2.5.2 Primary Schools Performance 2010-2014

| | | Excellent | Very Good | Good | Satisfactory | Weak |
|------------|----------------|---------------|-----------------|-----------------|---------------|-----------|
| 2.1 | 2013-14 | 1% (1) | 26% (23) | 68% (60) | 5% (4) | 0% |
| 2.1 | 2012-13 | 1% (1) | 37% (32) | 56% (49) | 6% (5) | 0% |
| 2.1 | 2011-12 | 2% (2) | 36% (31) | 57% (50) | 5% (4) | 0% |
| 2.1 | 2010-11 | 2% (2) | 28% (24) | 64% (56) | 6% (5) | 0% |
| | | | | | | |
| 5.3 | 2013-14 | 1% (1) | 32% (28) | 57% (50) | 10% (9) | |
| 5.3 | 2012-13 | 0% (0) | 45% (39) | 52% (45) | 3% (3) | 0% |
| 5.3 | 2011-12 | 1% (1) | 39% (34) | 54% (47) | 6% (5) | 0% |
| 5.3 | 2010-11 | 1% (1) | 37% (31) | 54% (47) | 9% (8) | 0% |

2.5.3 Secondary Schools Performance 2010-2014

| | | Excellent | Very Good | Good | Satisfactory | Weak |
|------------|----------------|-----------|-----------------|-----------------|---------------|---------------|
| 2.1 | 2013-14 | 0% | 57% (13) | 35% (8) | 4% (1) | 4% (1) |
| 2.1 | 2012-13 | 0% | 57% (13) | 35% (8) | 9% (2) | 0% |
| 2.1 | 2011-12 | 0% | 43% (10) | 52% (12) | 4% (1) | 0% |
| 2.1 | 2010-11 | 0% | 22% (5) | 74% (17) | 4% (1) | 0% |
| | | | | | | |
| 5.3 | 2013-14 | 0% | 31% (7) | 61% (14) | 4% (1) | 4% (1) |
| 5.3 | 2012-13 | 0% | 43% (10) | 48% (11) | 9% (2) | 0% |
| 5.3 | 2011-12 | 0% | 48% (11) | 43% (10) | 9% (2) | 0% |
| 5.3 | 2010-11 | 0% | 30% (6) | 57% (14) | 9% (2) | 4% (1) |

2.6 Support to establishments:

An annual programme of support and challenge from Quality Improvement Officers (QIOs) continues to be the main focus of interaction for all establishments. This includes support prior to and following inspections. The QIO works with staff to support areas for improvement identified through the inspection process and continue to provide support and resources to progress the action plan.

Continuing Professional Development: a comprehensive programme of continuing professional development (CPD) is offered to support all aspects of curriculum development and key aspects of management and leadership.

The annual Edinburgh Learning Festival is firmly established as a major focus for national and local priorities. This event is well attended and positively evaluated.

Opportunities for sharing practice are provided through our programme of Curriculum for Excellence events.

Support networks for subject leaders, Depute Head Teachers and Head Teachers continue to offer a range of opportunities to share best practice and engage in discussion around key aspects of learning, teaching and leadership.

2.7 Conclusions

- In almost all schools the quality of learning and teaching continues to be a major strength
- In most primary and secondary schools the curriculum was identified as satisfactory or good by HMIE with one school evaluated as excellent.
- In nearly all primary and secondary schools learners' experiences were considered to be good or very good by HMIE.
- In some primary and secondary schools there was a need to further develop the impact of self-evaluation procedures.
- As an authority we have a challenge to improve the number of excellent and very good evaluations obtained in HMIE inspections in primary, secondary and special schools.

3. Recommendations

The Joint Standards Sub-Committee is recommended to:

- 3.1 note the number of strengths identified through HMIE and validated self-evaluation within primary and secondary schools.
- 3.2 note that steps will be taken to address the identified areas for development.

Gillian Tee

Director Children and Families

Links

| | |
|---------------------------------|--|
| Coalition pledges | PO5: Seek to ensure the smooth introduction of Curriculum for Excellence and that management structures within our schools support the new curriculum. |
| Council outcomes | CO2: Our children and young people are successful learners, confident individual and responsible citizens making a positive contribution to their communities. |
| Single Outcome Agreement | SO3: Edinburgh's children and young people enjoy their childhood and fulfil their potential |