



Education
Scotland
Foghlam Alba

Inspection in Scotland – an introduction

For Scotland's learners, with Scotland's educators
Do luchd-ionnsachaidh na h-Alba, le luchd-foghlaim Alba

Tracie McEwan – HM Inspector of education

- Background in community education
- Primary teacher trained
- Mainstream then special education including secure
- Associate HM Inspector
- HM Inspector



Inclusion

- mainstream schools
 - special schools.
 - 'units' within mainstream schools
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- All schools inspected using the same [framework](#)
 - Quality Indicator: 'Wellbeing, Equality and Inclusion'
 - National focus on '[Getting it right for every child](#)' 2006
 - All agencies working with children and young people use the '[wellbeing indicators](#)'



Ensuring wellbeing, equality and inclusion

Themes:

- Wellbeing
- Fulfilment of statutory duties
- Inclusion and equality



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Wellbeing (1)

Wellbeing indicator	Examples of how outcomes could be demonstrated by the school/setting:	Examples of outcomes for children and young people:
Safe	<ul style="list-style-type: none"> focus groups with children and young people and/or pupil support staff 	<ul style="list-style-type: none"> feel safe in school Knowing people or safe spaces/places around the school where they can go when they feel unsafe
Healthy	<ul style="list-style-type: none"> health and wellbeing curriculums (including PSE) 	<ul style="list-style-type: none"> have the stage appropriate knowledge and skills to make safe and informed choices about their health Whole school policies supporting active travel or good food choices.
Achieving	<ul style="list-style-type: none"> universal and targeted approaches to monitoring and tracking of learners' progress/ wellbeing 	<ul style="list-style-type: none"> are aware of their strengths and skills as a result of their learning experiences in and out of school/setting
Nurtured	<ul style="list-style-type: none"> climate of mutual respect 	<ul style="list-style-type: none"> benefit from care and respect from others

Wellbeing (2)

Wellbeing indicator	Examples of how outcomes could be demonstrated by the school/setting:	Examples of outcomes for children and young people:
Active	<ul style="list-style-type: none"> examples of effective outdoor learning used across the school/setting 	<ul style="list-style-type: none"> enjoy learning outdoors Participation in active playtimes, school clubs and activities, links beyond school (e.g. family/child cycling following completion of cycle safety training) active travel to and from school.
Respected	<ul style="list-style-type: none"> use of Children's Rights 	<ul style="list-style-type: none"> show respect for themselves, for others and for their school community
Responsible	<ul style="list-style-type: none"> opportunities for children and young people to contribute to the school/setting (e.g. Mental Health Ambassadors, buddying etc.) 	<ul style="list-style-type: none"> take ownership of their choices and actions Effective use of charters developed by CYP setting expectations of themselves and the adults around them.
Included	<ul style="list-style-type: none"> examples of universal and personalised support 	<ul style="list-style-type: none"> are active participants in discussions and decisions which may affect their lives

Fulfilment of statutory duties (example)

Statutory Duties relating to:	Examples of how this could be demonstrated by the school/setting through complying with statutory duties:	Examples of outcomes for children and young people:
<p>1. Education (Additional Support for Learning) (Scotland) Act 2004 (as amended by the Education (Additional Support for Learning)(Scotland) Act 2009</p> <p>The Education (Scotland) Act 2016</p>	<p>children and young people are appropriately identified as having an Additional Support Need (ASN) including areas such a learning disability, family circumstances, social and emotional needs, experiencing bullying or looked after by the local authority</p>	<p>children and young people have a voice in decisions relating to their support. Their parents feel consulted and involved</p>
<p>2. Looked After children (LAC)</p>	<p>all care-experienced children and young people are considered for whether they require additional support to benefit from their education. This includes consideration of a coordinated support plan (CSP)</p>	<p>care experienced children and young people are/feel included in the school</p>
<p>3. Attendance, including the use of individualised timetables</p>	<p>staff are maintaining accurate attendance records for all learners (including those attending provisions outwith the establishment)</p>	<p>staff use attendance data well to identify children and young people requiring additional support</p>
<p>4. Preventing and managing exclusions.</p>	<p>Effective monitoring of the use of exclusions for children and young people with risk factors</p>	<p>declining trend in the number of exclusions</p>

Inclusion and Equality

Areas worthy of consideration	Examples of how this could be demonstrated by the school/setting:	Examples of outcomes for children and young people:
Promoting dignity and challenging discrimination (including dealing with bullying)	the school/setting demonstrates high levels of attendance, very good timekeeping and children and young people who are keen to learn	children and young people feel they are treated in a fair and just manner
Equality of Opportunities	well-planned opportunities across the curriculum allow children and young people to discuss issues relating to equalities	children and young people have equal opportunities to attain and achieve to the best of their ability
Diversity, multi-faith issues and racism	the curriculum provides children and young people with well-planned and progressive opportunities to explore diversity	children and young people recognise the importance of challenging religious intolerance and promote a respect for diversity
The ability to challenge discrimination, prejudice and intolerance	The curriculum provides children and young people with opportunities to learn about equalities and inclusion	children and young people feel they are treated fairly and have equal access to all subjects, clubs, activities etc.
Positive outcomes for groups of learners	transitions, both universal and enhanced, are well planned for	children and young people have no significant variation in outcomes compared to other learners / groups of learners

Ensuring wellbeing, equality and inclusion



For Scotland's learners, with Scotland's educators

National Thematic Inspection

Thematic inspections contribute significantly to our knowledge of the quality of priority aspects of education in Scotland.

They promote effective practice, provide reassurance to stakeholders and inform advice to Ministers of the Scottish Government.

Examples [here](#)

What are thematic inspections?

HM Inspectors use a range of titles for this type of task including:

- Impact Reviews;
- State of the Nation reports;
- Signposts; and
- Deep Dives

Impact reviews

Stock-taking reports. These describe and evaluate children's and young people's experiences and outcomes (e.g. [Health and wellbeing: a thematic review](#) – post COVID-19)

State of the nation reports

To identify what works well for learners in Scotland, and what needs to improve. To promote improvement by identifying strengths and key challenges.(e.g. [Multiplying skills, adding value - Numeracy and mathematics for Scotland's learners](#))

Signposts to highly effective practice

To share more widely what “works”. Highlights features of high quality provision. These identify establishments demonstrating highly effective practice. (e.g. [Successful Approaches to Learning Outdoors](#))

Deep dive thematics

Explores a theme in depth, especially when there is currently insufficient robust evidence. (e.g. [National Review: Approaches to recording and monitoring incidents of bullying in schools](#))

First principles for thematic inspections

- **Stakeholder ownership** underpins every stage of the task; thematic inspections should be seen as dynamic opportunity for stakeholder engagement.
- **Key developments** and **emerging themes** should be communicated throughout the duration of the task.
- **Builds teamwork throughout the task: brief, develops, coaches and supports team members.**
- **Reviews, reflects and refines** as the task progresses. Aims to make the thematic more productive and achieve more impact than those that have gone before.
- Plans **explicit follow-through actions** which will maximise the influence of the task.

Impact of thematic inspection – example



October 2022

- HM Inspectors visited 35 schools (19 primary schools; 11 secondary schools; three special schools; and two all-through schools)
- across all 32 local authorities
- Three of the schools visited also provide Gaelic Medium Education.

HM Inspectors spoke with:

- headteachers,
- other senior leaders,
- teachers and support staff.
- children and young people
- reviewed relevant policies and documentation.
- HM Inspectors received 8,233 responses from learners and 1,663 responses from parents and carers

Background

- Publication of Scotland's national guidance on anti-bullying (Respect for All) in November 2017
- Scottish Ministers tasked a short life working group to develop a more consistent national approach to recording and monitoring incidents of bullying in schools
- Since August 2019, all schools and local authorities have been expected to use the Bullying and Equalities module to record incidents
- **Cabinet Secretary for Education asked for a review of how well this was working**

Key findings - Recording

- Only 2/3 of schools were implementing national guidance by recording incidents using the system put in place.
- The system was challenging to use. Not user-friendly. Time consuming
- Schools using their own 'work around' – duplication of work
- No easy way to record the result of any investigation – difficult to collate national data
- Issues with the definition of 'bullying'

Key findings - Monitoring

- Monitoring of bullying is not yet consistent across schools
- In about a third of schools, senior leaders did not have a whole school process in place for monitoring incidents of bullying. Staff unaware of patterns and trends. limited the capacity of staff to be proactive.
- Schools which have systematic approaches to monitoring report a reduction in incidents of bullying
- Examples of improved policy and practice as a result of effective data analysis include adaptations to the school environment, amendments to the health and wellbeing curriculum, targeted support for individuals and professional learning for staff

Key findings – Responding to incidents of bullying

- Examples of improved policy and practice as a result of effective data analysis include adaptations to the school environment, amendments to the health and wellbeing curriculum, targeted support for individuals and professional learning for staff
- In most schools, the anti-bullying policy is complemented by other important documents such as positive relationships and behaviour policies.
- In most schools, the anti-bullying policy and day-today practice reflect an ambition to ensure a strong ethos of fairness, equality and respect.

RECOMMENDATIONS

Scottish Government should work with partners to review the functionality of the recording system to make it more practical for schools to record and monitor incidents of bullying.

RECOMMENDATIONS

Schools should work in partnership with parents, learners and staff to agree a shared definition of bullying within their school community. This will help to strengthen approaches to recording and support monitoring of alleged incidents of bullying.

RECOMMENDATIONS

Schools should ensure they have suitable arrangements in place to encourage children and young people to report, with confidence, all incidents of alleged bullying.

RECOMMENDATIONS

Schools must regularly record bullying incidents accurately and monitor this information systematically. This will allow them to identify more readily the scope and scale of bullying incidents and make improvements in policy and practice to support learners wellbeing

PART 2

Part two being undertaken now. Examples of either VERY GOOD or EXCELLENT practice in QI: 'ensuring wellbeing, equality and inclusion'.

Where is there good practice? How can this be shared with the school community in Scotland?

Features of thematic inspection - Scotland

- Geographical and cultural spread of schools
- Pre visit questionnaires to children, young people, families and staff
- Desk based scrutiny of policy and paper work
- Time in the school
- Analysis by HM Inspectors

Appendix 1: schools visited

HM Inspectors would like to thank schools, local authorities, children, young people and parents for their engagement during this review.

PRIMARY SCHOOLS

- Bearsden Primary School
East Dunbartonshire Council
- Burgh Primary School
Scottish Borders Council
- Edinbarnet Primary School
West Dunbartonshire Council
- Glenlivet Primary School,
Moray Council
- James Aiton Primary School
South Lanarkshire Council
- Leuchars Primary School
Fife Council
- Mount Carmel Primary School
East Ayrshire Council
- St John Ogilvie RC Primary School
West Lothian Council
- St John Vianney RC Primary School
The City of Edinburgh Council
- St Joseph's RC Primary School
Dundee City Council
- St Joseph's RC Primary School and
Nursery Class, Inverclyde Council
- St Luke's Primary School and Early
Years, North Ayrshire Council
- St Mary's RC Primary School
Midlothian Council
- St Michael's Primary School
Dumfries and Galloway Council
- St Mungo's RC Primary School
Clackmannanshire Council
- Stornoway Primary School
Comhairle nan Eilean Siar
- Stracathro Primary School
Angus Council
- West Barns Primary School
East Lothian Council

SECONDARY SCHOOLS

- Westhill Primary School
Aberdeenshire Council
- Aberdeen Grammar School
Aberdeen City Council
- Balfour High School
Stirling Council
- Bellahouston Academy
Glasgow City Council
- Dalziel High School
North Lanarkshire Council
- Dunoon Grammar School
Argyll and Bute Council
- Eastwood High School
East Renfrewshire Council
- Gairloch High School
The Highland Council
- Kyle Academy
South Ayrshire Council
- Linwood High School
Renfrewshire Council
- Perth High School
Perth and Kinross Council

ALL THROUGH SCHOOLS

- St Mungo's RC High School
Falkirk Council
- Sanday Community School
Orkney Islands Council
- Whalsay School
Shetland Islands Council

SPECIAL SCHOOLS

- Aberdeen School for the Deaf
Aberdeen City Council
- Hazelwood School
Glasgow City Council
- St Crispin's Special School
The City of Edinburgh Council

Appendix 2: Pre-inspection questionnaire for children and young people

Response to questions by percentage (8233 respondents)

Q No	Question	%			
		Agree	Disagree	Don't know	Didn't answer
1	I feel safe when I am at school.	80%	6%	13%	1%
2	I understand what bullying is.	96%	1%	2%	1%
3	I learn about bullying regularly at school.	61%	22%	16%	1%
4	I have experienced bullying in school at some point.	40%	46%	14%	1%
5	I know who to speak to if I am or know of someone who is being bullied.	86%	6%	8%	1%
6	I feel confident to report an incident of bullying.	61%	17%	21%	1%
7	I know what happens when I report an incident of bullying.	61%	18%	20%	1%
8	I know how bullying incidents are recorded.	43%	30%	27%	1%
9	My school deals well with bullying.	56%	14%	28%	1%
10	Staff at my school will tackle bullying when they see it happening.	69%	10%	20%	1%
11	Bullying is not accepted in my school	87%	5%	7%	1%

Due to rounding responses may not add up to 100%

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/ less than half	15%-49%
A few less than	15%

Appendix 3: Pre-inspection questionnaire for parents and carers

Response to questions by percentage (1633 respondents)

Q No	Question	%			
		Agree	Disagree	Don't know	Didn't answer
1	The school promotes respect and positive relationships.	85%	6%	9%	0%
2	Staff treat my child fairly and with respect.	85%	7%	8%	0%
3	I am aware of the school's anti-bullying policy.	67%	17%	16%	0%
4	I have had a say in developing the school's approaches to bullying.	24%	43%	33%	1%
5	I feel confident to report an incident of bullying to the school.	83%	10%	7%	1%
6	I know how the school investigates incidents of bullying.	42%	26%	31%	1%
7	I know how the school records incidents of bullying.	30%	31%	39%	1%
8	If I was unhappy with the outcome of an incident of bullying involving any child, I know how to make a complaint, including any review or appeal process.	43%	28%	29%	1%
9	The school deals well with bullying.	46%	15%	39%	1%
10	Bullying is not accepted in my child's school.	75%	11%	14%	0%
11	The school signposts families to a range of resources and services to support with anti-bullying.	36%	17%	47%	0%

Due to rounding responses may not add up to 100%

The following standard Education Scotland terms of quantity are used in this report:	
All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/ less than half	15%-49%
A few less than	15%