

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact : Jean Miller Ext: 70204****INSPECTIONS IN GLASGOW 2024/25****Purpose of Report:**

To inform the committee of the evaluations and developments related to HMIE inspections for early years, primary, secondary and ASL establishments over the school session 2024-25.

**Recommendations:**

The committee is asked to note the sustained positive picture for inspections supported by a continual drive for improvement across the city.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐**PLEASE NOTE THE FOLLOWING:**

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## 1 Background

- 1.1** The report on Glasgow schools and early years establishment inspections in June 2024 outlined how during the Covid pandemic, HMIE inspections were paused in Scottish schools. The Inspectors resumed visiting schools in February 2022 for 'recovery visits and then in September 2022 they resumed their normal visits using quality indicators.
- 1.2** The purpose of HMIE Inspections is outlined by Education Scotland as;  
Inspection and review supports improvement and provides assurance on quality and improvement in Scottish education in order to promote the highest standards of learning leading to better outcomes for all learners.
- 1.3** Some schools had a Short Model inspection where two quality indicators were inspected, 2.3 Learning, teaching and assessment and 3.2 Raising attainment and achievement. Some had a Full Model inspection where as well as the two previous indicators, 1.3 Leadership of Change and 3.1 Ensuring wellbeing, equality and inclusion, quality indicators were also inspected.
- 1.4** These Quality Indicators (QIs) are from How Good is Our School version 4.  
**Each school is attributed gradings based on the Inspectors findings and these are on a six point scale as indicated below;**

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

Sometimes schools can have examples of sector leading practice within a quality indicator. They will have the practice or initiative highlighted in the School's Inspection Finding (SIF) report.

## 2 OVERVIEW OF SCHOOL INSPECTIONS 2024 – 2025

- 2.1** Since the start of the session there has been 10 primary school inspections with another 4 scheduled between May and June 2025, 3 secondary school, and one ASL school with one more scheduled in May 2025 (the scheduled Inspections cannot be reported on until the Summary of Findings are published).
- 2.2** 14 schools were inspected in total. 4 schools were inspected using the Short Model where quality indicators 2.3 Learning, teaching and assessment, and 3.2 Raising attainment and achievement, were inspected. 10 schools were inspected using the Full Model where all the quality indicators were inspected. The overall gradings are shown below;

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
<b>1.3 (10 schools) Leadership of Change</b>	-	4	6	-	-	-
<b>2.3 (14 schools) Learning, teaching and assessment</b>	1	3	9	1	-	-
<b>3.1 (10 schools) Ensuring wellbeing, equality and inclusion</b>	1	4	5	-	-	-
<b>3.2 (14 schools) Raising attainment and achievement</b>	1	3	9	-	1	-



**2.3** This is an extremely positive picture across our schools and an improvement on the positive figures presented in the last report (brackets below). The percentage breakdown of the grades is considered from good and above, Glasgow's benchmark for inspections.

<b>1.3 Leadership of Change</b>	<b>100% (82%)</b>
<b>2.3 Learning, teaching and assessment</b>	<b>93% (85%)</b>
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	<b>100% (88%)</b>
<b>3.2 Raising attainment and achievement</b>	<b>93% (79%)</b>

### 3 Excellent Inspections

- 3.1 In November 2024 Hyndland Secondary School, in the north west of the city, had Scotland's best short model inspection. It received two excellent evaluations for 2.3 Learning, Teaching and Assessment, and 3.2 Raising Attainment and Achievement. The comments in the report highlight the excellent practice in the school including;

*The sector-leading learning environment of Hyndland Secondary School is underpinned by mutually respectful and caring relationships between staff and young people. Teachers know young people very well as learners and support each individual thoughtfully to achieve success in their learning. Almost all young people are highly motivated, eager to learn, and are proud to be part of their school....Young people are empowered partners in their learning, with teachers....The outstanding culture across the school is helping young people to be active participants in and take increasing ownership of their learning.*

*Young people are outstanding ambassadors of learning at Hyndland secondary. They represent themselves, their school and local community admirably. Almost all young people show very high levels of sustained engagement in their learning. Their mature outlook during learning is of an impeccable standard.*

*The headteacher has established an ethos across the school which values inclusion, children's rights and young people's sense of wellbeing. These are recognised as key drivers to young people's ability to attain and achieve. The highly effective leadership of learning provided by senior leaders, middle leaders and teachers has supported improvements in learning, teaching and assessment across the school.*

*The overall quality of teaching across the school is of a very high standard. Almost all teachers have very strong classroom routines which help young people to progress in their learning... Teachers routinely discuss the purpose of learning and what successful learning looks like with young people. They regularly showcase success in learning through demonstrations or by employing learner experts to model strong examples of work.....There are very strong examples in departments of teachers working with young people to co-create success criteria to offer learners more autonomy and ownership of their learning.*

*The headteacher and staff at all levels have created a culture of high ambition and aspiration. All young people are encouraged and supported to achieve to their full potential. Staff work very well together to create a culture of empowerment which enables young people to take responsibility and lead their learning. The school ethos fully reflects how excellence in learning, teaching and achievement should be. This is enabling an outstanding school experience for young people.*

The Mathematics and Science departments work in learning and teaching were highlighted as 'Practice worth sharing more widely' i.e. which equates to national sector leading.

As a result of the Inspection the school has been nominated for a Times Educational Supplement Award for Best School of the Year. The Headteacher, Louise Edgerton, has also been nominated for the Headteacher of the year award. The awards take place in London in June.

There were also a significant number of very positive reports in the media.

<https://www.glasgowtimes.co.uk/news/24930430.outstanding-glasgow-school-commended-inspectors/>

<https://www.glasgowtimes.co.uk/news/24924503.delighted-school-becomes-first-glasgow-win-uk-award/>

<https://www.glasgowtimes.co.uk/news/24914766.glasgow-school-achieves-excellent-inspection-scottish-first/>

<https://www.scotsman.com/education/the-state-school-in-scotland-that-is-first-to-be-rated-excellent-by-inspectors-4955773>

- 3.2** In October 2024 Cleeves Primary School in the south of the city had a full model inspection and for the Quality Indicator 3.1 Ensuring wellbeing, equality and inclusion it achieved an excellent evaluation. The comments were exemplary and included;

*The headteacher provides very effective strategic leadership to the school community. Supported ably by the senior leadership team, she has led the creation of a nurturing learning environment. All staff treat children with kindness and respect. Children model the school values of honesty, aspiration, respect, responsibility and teamwork very well. As a result, the ethos across the school is one of high inclusivity, underpinned by positive relationships. This is a major strength in the school.*

*Senior leaders and staff, working closely with children, parents and partners, have developed highly successful approaches to nurture and wellbeing. As a result, an outstanding ethos of inclusion permeates the life and the work of the school. Staff use their extensive knowledge of children as individuals and consistent approaches to support children's wellbeing very effectively. This results in a very supportive culture, where almost all children agree that they are supported to understand and respect other people. The school's highly effective approaches to nurture and inclusion are being shared with colleagues across the local authority to impact on outcomes for children more widely.*

*Staff provide highly effective enhanced support for individual children through a range of targeted nurture approaches. This includes exceptionally high-quality, planned sessions for children. This is supporting younger children very effectively to develop independence, social skills and confidence. Bespoke support is provided for older children in the upper nurture group to improve their confidence and engagement with learning. Senior leaders make very effective use of partners who deliver a range of bespoke approaches and interventions, for example, in relation to outdoor learning and music therapy. ....The very well-developed targeted approach to nurture is an outstanding strength in the school's work.*

*Staff and children celebrate and value very well the cultural diversity of the school community. Senior leaders and the child-led equalities ambassador group lead this work very effectively. Through this work, children plan activities on a range of issues relating to equalities. This is helping children and parents to have a stronger awareness and respect for diversity and the importance of tackling discrimination.*

**3.3** It is also worth highlighting that a number of school's had very strong 'Very Good' evaluations and Scotstoun Primary School in the north west had a full model inspection in February of this year and achieved 'Very Good' evaluations for all four Quality Indicators

**3.4** Finally, Education Services itself had a very positive National Thematic Inspection in October 2024 and this was the subject of a previous report to Council. Our work to support schools is partly about preparing for HMIE Inspections but it is fundamentally about supporting schools to improve outcomes for all our children and young people.

#### **4 Overview of Early Years and Nursery Class Inspections April 2024-April 2025**

**4.1** Early Learning & Childcare (ELC) services in Scotland are subject to inspection by 2 separate agencies – HMIE under Education Scotland which inspects nursery services providing funded ELC, and the Care Inspectorate which regulates all children's daycare services, not just those providing funded ELC, and which does not inspect schools. HMIE and the Care Inspectorate may inspect nurseries separately or together and each agency currently uses its own inspection framework and quality indicators.

**4.2** Inspectors visiting nurseries from Education Scotland, use the quality indicators in "*How Good Is Our Early Learning & Childcare ?*" to focus on the quality of children's learning and achievement, especially the development of literacy and numeracy, and on the provision of health and wellbeing. There has been an increasing focus, however, on scrutiny of the breadth of the curriculum beyond these areas. Inspectors from the Care Inspectorate, grade nursery services on the quality of the care they provide with reference to the "*National Care Standards*" and their own "*Quality Framework for Daycare of Children, Childminding and School Aged Childcare.*"

**4.3** Nationally, a single Shared Inspection Framework to be used by both agencies so that services will be measured against the same criteria regardless of which agency is conducting the inspection, is being piloted by both organisations. This will be implemented in September 2025.

**4.4** There have been 6 HMIE inspections of GCC early years establishments including nursery classes and 6 HMIE inspections of Funded Provider nurseries during the inspection year April 2024 to April 2025. Of the 12 HMIE inspections 6 were subject to the short model of inspection, 5 subject to the full model and 1 subject to a follow-up visit after full inspection in 2023.

Additionally there were 29 Care Inspectorate inspections of GCC nurseries and 51 of Funded Provider nurseries during the same period. Similar to HMIE, the Care Inspectorate use a mixed model and may consider anywhere between 2 and 5 inspection themes.

**4.5** For GCC operated nurseries, 58% inspected by HMIE were graded at good or above with 33% of those being very good. For those inspected by Care Inspectorate, 98% were graded at good or above with 54% of those being very good and additionally a further 1% being graded at excellent across at least one theme.

For Funded Provider nurseries, 37% inspected by HMIE were graded at good. None were graded above good by HMIE. For those inspected by Care Inspectorate, 81% were graded at good or above with 26% of those being very good and additionally a further 1% being graded at excellent across at least one theme.

**4.6** The breakdown of grades for inspections is as follows;

#### **HMIE Grades – GCC Nurseries**

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
<b>1.3 Leadership of Change</b>	-	-	1	1	-	-
<b>2.3 Learning, teaching and assessment</b>	-	2	2	1	-	-
<b>3.1 Ensuring wellbeing, equality and inclusion</b>	-	-	1	1	-	-
<b>3.2 Raising attainment and achievement</b>	-	2	2	1	-	-

#### **HMIE Grades – Funded Provider Nurseries**

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
1.3 Leadership of Change	-	-	2	1	-	-
2.3 Learning, teaching and assessment	-	-	4	2	1	-
3.1 Ensuring wellbeing, equality and inclusion	-	1	2	-	-	-
3.2 Raising attainment and achievement	-	-	4	2	1	-

### Care Inspectorate Grades – GCC Nurseries

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
1.1 Nurturing Care & Support 1.3 Play & Learning	-	16	13	-	-	-
2.2 Children Experience High Quality Facilities	-	16	13	-	-	-
3.1 Quality Assurance & Improvement Are Well Led	1	12	15	1	-	-
4.3 Staff Deployment	-	20	8	1	-	-

### Care Inspectorate Grades – Funded Provider Nurseries

	Excellent	Very Good	Good	Adequate	Weak	Unsatisfactory
1.1 Nurturing Care & Support 1.3 Play & Learning (53)	1	13	29	9	1	-
2.2 Children Experience High Quality Facilities (51)	1	10	35	4	1	-



<b>3.1 Quality Assurance &amp; Improvement Are Well Led (53)</b>	-	18	26	8	1	-
<b>4.3 Staff Deployment (51)</b>	-	18	24	8	1	-

## 5 Summary

- 5.1** Overall, there is clearly a very positive and sustained picture of improvement in relation to inspections across Glasgow. The drive through All Learners All Achieving to support all aspects of our work in schools and early years establishments and promote a culture of continuous improvement is evidenced in our inspection evaluations. We will continue to support schools and early years establishments to achieve the best possible outcomes for our children and young people and appreciate the efforts of all our staff to secure this.

## 6 Policy and Resource Implications

### Resource Implications:

*Financial:* Educations Services budget

*Legal:* N/A

*Personnel:* Education Services staff

*Procurement:* N/A

**Council Strategic Plan:** Grand Challenge 2 – Increase opportunity and prosperity for all our citizens.  
Mission 3: Raise attainment amongst Glasgow’s children and young people. .

### Equality and Socio-Economic Impacts:

*Does the proposal support the Council’s Equality Outcomes 2021-25? Please specify.*

Outcome 14: Glasgow City Council (Education Services) has continued to improve outcomes in relation to attainment and achievement for children and young people including those experiencing socio-economic disadvantage, those for whom English is not their first language, those who identify as black and minority ethnic, and disabled children and young people.

*What are the potential equality impacts as a result of this report?*

Inspections are about support and accountability. The results which have been highlighted show that our early years establishments and schools continue to have a positive impact on many children and families across the city.

*Please highlight if the policy/proposal will help address socio-economic disadvantage.*

The report highlights that the service early years and schools provide will help our city to challenge socio-economic disadvantage by continuing to focus on improving experiences and outcomes for our children and families

### **Climate Impacts:**

*Does the proposal support any Climate Plan actions? Please specify:*

Not specifically but some reports do mention specific early years and schools work in this area.

*What are the potential climate impacts as a result of this proposal?*

None (except for work in early years establishments and schools)

*Will the proposal contribute to Glasgow's net zero carbon target?*

No

### **Privacy and Data Protection Impacts:**

Are there any potential data protection impacts as a result of this report  
Y/N

No

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

## **7 Recommendations**

- 7.1** The committee is asked to note the sustained positive picture for inspections supported by a continual drive for improvement across the city.