



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

Purpose of Report:

To inform the committee of the outcomes and developments related to HMIE Inspections in Glasgow primary, secondary, ASL and early year establishments over the school session of 2023/24.

Recommendations:

The Committee is asked to note the positive picture of Inspections across the city and how this evidences the continual drive for improvement across our Service.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1 BACKGROUND

1.1 During the Covid pandemic, HMIE inspections were paused in Scottish schools. The Inspectors resumed visiting schools in February 2022, however, these 'recovery visits' were to specifically look at the work of schools during the pandemic and at the request of schools themselves. A number of Glasgow schools participated in these visits and short reports were published.

1.2 In May 2022, the Scottish Government announced that HMIE would resume Inspections and in Glasgow the first Inspections were in September 2022.

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 are from How Good is Our School version 4.

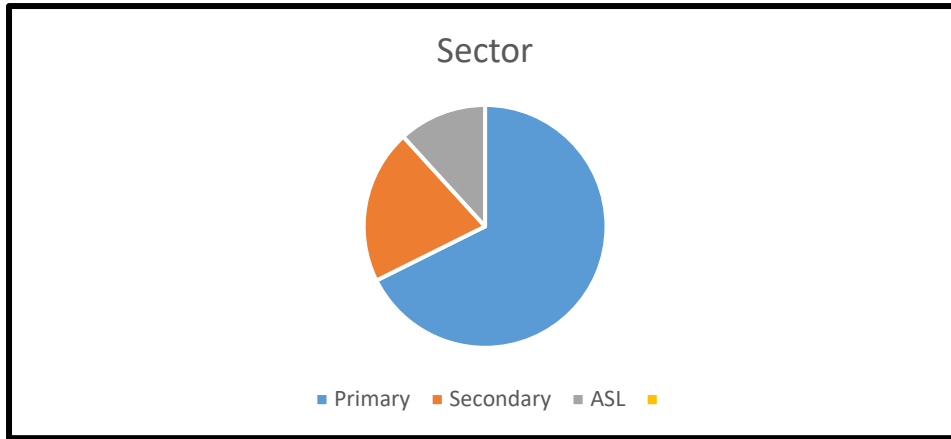
Each school is attributed gradings based on the Inspectors findings and these are on a six point scale as indicated below;

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.

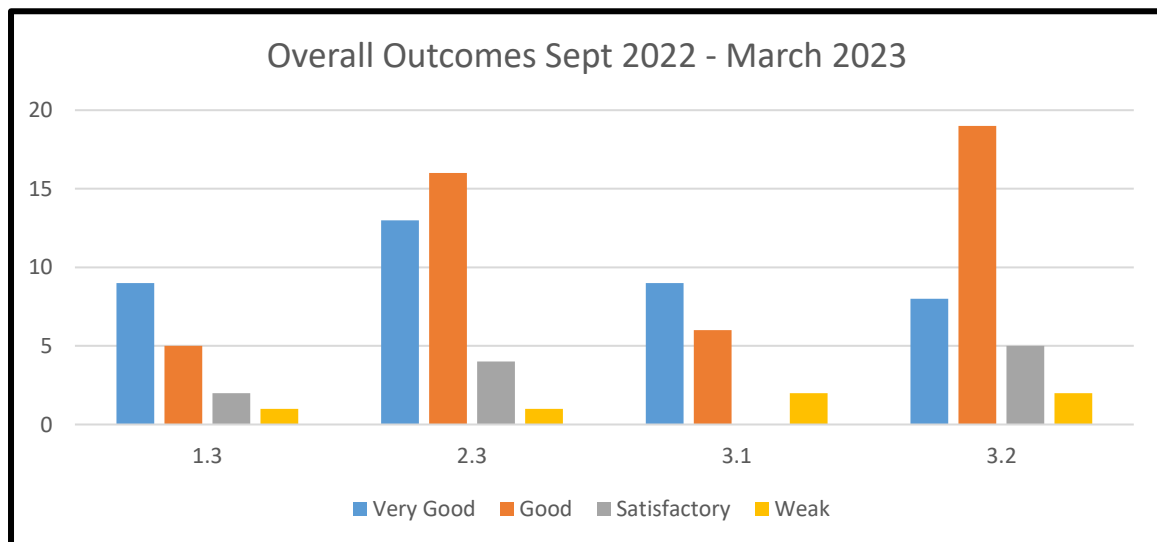
2 OVERVIEW OF SCHOOL INSPECTIONS 2022 - 2024

2.1 From September 2022 to March 2024 there have been 23 primary school (some including nursery classes), 7 secondary school and 4 ASL school inspections.



2.2 17 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. 17 schools have been inspected using the Full Model where all the quality indicators are inspected. The overall gradings are shown below ;

	Excellent	Very Good	Good	Satisfactory	Weak	Unsatisfactory
1.3 (17 schools) Leadership of Change		9	5	2	1	
2.3 (34 schools) Learning, teaching and assessment		13	16	4	1	
3.1 (17 schools) Ensuring wellbeing, equality and inclusion		9	6	0	2	
3.2 (34 schools) Raising attainment and achievement		8	19	5	2	



2.3 This shows that an average of 83.5% of grades are good and above. This breakdowns as;

1.3 Leadership of Change	82%
2.3 Learning, teaching and assessment	85%
3.1 Ensuring wellbeing, equality and inclusion	88%
3.2 Raising attainment and achievement	79%

3 SUPPORTING IMPROVEMENT

3.1 Already information from the Inspections has been collated and disseminated to schools to help them on their improvement journey. The report for schools highlights areas of strength and areas for development. There are also specific sessions to support particularly those schools who may be inspected in the coming session.

3.2 In relation to Leadership of Change the following points were often noted where inspections were good and above.

- Senior leaders and staff are aspirational in their vision for children, maintaining high standards and expectations of children's behaviour and work.
- Senior leaders and staff create a calm, respectful and inclusive learning environment where everyone feels welcome, valued and included.
- Senior leaders plan and hold regular meetings with teachers to review children's progress in their learning.
- Staff take part in well-planned career-long professional learning (CLPL) opportunities, provided by the school and local authority. Staff engage in regular professional development discussions with senior leaders. Together, they identify key areas of strength and personal interest to support leadership across the school. All teachers take on a range of leadership roles.
- Children in leadership roles across the school with an emphasis on how these help to shape the work of the school and directly influence change.

3.3 In relation to Learning, teaching and assessment the following were often noted where inspections were good and above.

- Schools offer a friendly, inclusive and supportive learning environment for children. Relationships between adults, children and their peers are kind, caring, respectful and compassionate.
- Across all classes, children are engaged and motivated in their learning. They interact very well during lessons and activities. Children speak very positively and with a clear sense of enjoyment about their learning.

- Children experience appropriate challenge in their learning and tasks are matched well to their needs. Children who require support in their learning, benefit from engaging and appropriately challenging learning experiences within the same contexts as their peers.
- Children make very effective use of digital devices to enhance learning and teaching. They have opportunities to lead digital learning across the school.
- Approaches to moderation within the school and across the learning community are robust. Teachers are confident in their judgements on children's progress, attainment and achievement. They make very good use of National Benchmarks to discuss and evaluate children's progress accurately in literacy, numeracy and health and wellbeing.
- Robust monitoring and tracking and using this effectively to make interventions to ensure progress, Also, tracking progress to support teachers deep understanding of the gaps in children's learning and the barriers they face. This is used in conjunction with regular fact, story, action meetings.

3.4 In relation to Ensuring wellbeing, equality and inclusion the following were often noted where inspections were good and above.

- Calm zones or well resourced quiet zones supported by self-regulation strategies and staff applying nurture training. Also, classroom is a safe place to make mistakes and there is a growth mindset culture.
- Children and staff have a strong focus on ensuring they meet children's rights in all that they say and do. Staff and children link these rights well to all aspects of school life. Across school children use the language of the rights regularly in their interactions with others.
- Teachers also use the Glasgow Motivation and Wellbeing Profiling Tool (GMWP) effectively to gather helpful information about children's wellbeing. This information is supplemented well by daily check-ins, learning conversations and surveys.
- Whole school approaches to prioritizing relationships with children and their families. Recognising the importance of supporting family wellbeing to improve children's readiness to learn in school.
- A range of positive examples of equalities work and activities.

3.5 In relation to Raising Attainment and Achievement the following were often noted where inspections were good and above.

- Teachers use a range of internal and external assessments to support their professional judgement of achievement of a CfE level. This, together with a wide range of moderation activities undertaken regularly, is leading to robust and reliable professional judgements.
- Senior leaders and staff recognise and celebrate achievements well in a variety of ways such as 'celebrating success assemblies', displays in classrooms and corridors and throughout the school.

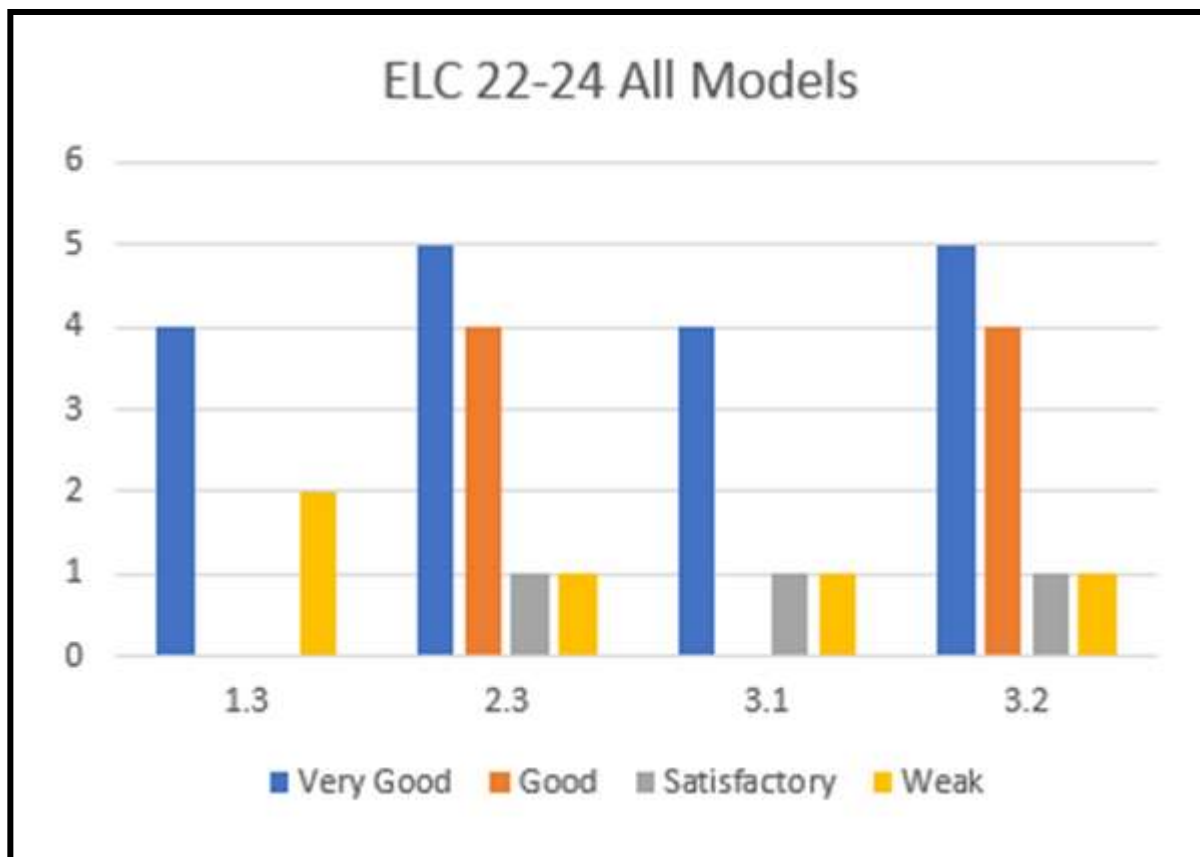
- Support for learning staff are deployed effectively and strategically, and are appropriately trained to help support interventions.
- Senior leaders develop a comprehensive picture of children’s attainment data over time. The ‘golden thread’ document schools prepare is used by staff to ensure they have a good understanding of each child’s learning journey.
- Schools are ensuring that staff understand better the context of their children and young people. There have been many examples of training in relation to Cost of the School Day, the impact of adverse childhood experiences and other training focused on the socio-economic issues and their impact.

4 EARLY YEARS AND NURSERY CLASS INSPECTIONS

- 4.1 Early Learning & Childcare (ELC) services in Scotland are subject to inspection by 2 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. 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 work is ongoing with a view to creating a single Shared Inspection Framework to be used by both agencies so services will be measured against the same criteria regardless of which agency is conducting the inspection. This should be launched in September 2024.

5 OVERVIEW OF EARLY YEARS INSPECTIONS SEPTEMBER 2022-MARCH 2023

- 5.1 There have been 11 HMIE inspections of early years establishments including nursery classes. There are significantly more Care Inspectorate inspections. Of the 11 HMIE Inspections 6 were a Full Model inspection and 5 were a Short Model inspection. There has also been a follow up visit to a nursery class which went well.



5.2 Although 11 is a small number statistically, the figures demonstrate that 74% of gradings were good and above. This breaks down as;

1.3 Leadership of Change	67%
2.3 Learning, teaching and assessment	81%
3.1 Ensuring wellbeing, equality and inclusion	67%
3.2 Raising attainment and achievement	81%

6 CONCLUSION

6.1 We will continue to work across all our early years establishments and schools to ensure that we support colleagues to prepare for inspections, and there has been a considerable amount of work done in this area, particularly by Quality Improvement Officer Linda Logue. Fundamentally, whilst Inspectors are in school for a short time, they are inspecting the journey of a school over a period of many years and, importantly, the learning from the visits is shared across the Service to continually support our vision of All Learners All Achieving.

7 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

<i>Financial:</i>	Support of EDIS staff through EDIS budget. Early Years and School activities through their budgets
<i>Legal:</i>	None
<i>Personnel:</i>	EDIS, early years establishments and school staff
<i>Procurement:</i>	None

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:

<i>Does the proposal support the Council’s Equality Outcomes 2021-25? Please specify.</i>	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.
---	--

<i>What are the potential equality impacts as a result of this report?</i>	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.
--	--

<i>Please highlight if the policy/proposal will help address socio-economic disadvantage.</i>	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:

<i>Does the proposal support any Climate</i>	Not specifically but some reports do mention specific early years and schools work in this area.
--	--

Plan actions? Please specify:

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

8 RECOMMENDATIONS

- 8.1 The Committee is asked to note the positive picture of Inspections across the city and how this evidences the continual drive for improvement across our Service.

Appendix 1

The following link can be used to access Inspection reports from Education Scotland;

<https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/?searchFor=schoolsOrganisations&orderAlias=relevance>

There have also been a number of Inspection stories published in the Glasgow Times;

<https://www.glasgowtimes.co.uk/news/24332677.glasgow-school-celebrates-positive-inspection-report/>

<https://www.glasgowtimes.co.uk/news/24003934.fantastic-report-card-glasgow-school-inspection/>

<https://www.glasgowtimes.co.uk/news/24286783.inspectors-deliver-verdict-glasgow-schools-move-allow-boys/>

<https://www.glasgowtimes.co.uk/news/24146802.glasgow-primary-school-praised-inspectors-visit/>

<https://www.glasgowtimes.co.uk/news/24134651.glasgow-school-praised-inspectors-important-improvements/>

<https://www.glasgowtimes.co.uk/news/24257042.glasgow-pupils-celebrate-school-praised-inspectors/>