



Education Services

*'Building Inverclyde through,
excellence, ambition and regeneration'*

LNCT 24

**Education Services
School Reviews**

School Review

Rationale

It is important to clarify what the purposes and processes of the review are so that there is a shared understanding of why we are engaging in this activity.

The key purpose of a school review is to ensure that our quality assurance processes are as effective as possible, so that we are delivering the best outcome for all learners. The review is intended to provide an external 'close look', which, along with the school's own self-evaluation processes, highlights areas for consolidation and improvement. The review is not intended to be a 'mini' HMIe inspection.

Throughout the review process, the emphasis will be on teamwork and developing a professional dialogue based on mutual respect. The short report produced at the end of the review will reflect some of the good practice we find as well as outlining some actions which may help the school to develop its capacity to make further improvements. The report will be shared with staff and the tone of the report will reflect the close relationship between the school and the authority.

As an authority we have a statutory duty to ensure the provision of an effective school education in Inverclyde. We believe that the best way to do this is by working in partnership with teachers and school leaders and the school review programme is an important part of this partnership.

Procedures

Pre-Review Tasks:

These are set out in Appendix 1 and will involve various planning meetings. Arrangements will also be put in place for the issue and return of questionnaires (see below).

In addition the Head of Service or Quality Improvement Officer should meet with all staff and explain the purpose of the review and the procedures to be followed.

Questionnaires

HMIe questionnaires for staff, pupils and parents should be used (Appendix 2) Questionnaires should be returned to the QIO via the school in sealed envelopes.

Questionnaires should be issued as follows:

- all staff
- 20% of parents or a minimum of 50
- 20% of P4-P7 pupils sampled or a maximum of 70
- 20% of S1 – S6 pupils or a maximum 100

Documentation Security

The Review Team should make themselves familiar with the school handbook, school Development plan and standards and quality report in advance of the meeting

In addition, the following materials should be available during the review visit:

Class observation and other self-evaluation documentation, key policy documents, minutes of management and PT meetings, minutes of meetings to illustrate tracking and driving forward of key themes or initiatives.

Programme of Visits

School reviews will be programmed to last three days for secondary schools and two days for primaries.

Interviews

Interviews should last around 30 minutes with the Head Teacher interview lasting around 60 minutes

Individual interviews for HT (to include 15 minutes to share vision for the school), DHTs, Principal Teachers (English, Mathematics, Support for Learning) and Principal Teachers (Primary – includes all PTs).

Group interviews for Principal Teachers (Secondary) – two groups to ensure reasonable average, Principal Teachers (Guidance), Teachers – one/two groups, support staff.

Pupils – two pupils from each of P4 to P7 (one group) two pupils from each of S1 to S6 (two groups)

Classroom Visits

Lessons should be sampled as follows:

- Primary Schools – every teacher seen once for 45 minutes
- Secondary Schools – observation should cover English, Mathematics and other relevant subjects. Observation should last for the whole period.

Pupils with additional support needs will be specifically observed – one pupil in secondary across a number of subject areas and a number of primary pupils in different classes. These pupils will be identified by the QIO (ASN) beforehand and communicated to the Officer planning the review so that the necessary class visits may be incorporated into the programme.

The purpose of classroom visits will be to determine the key features of teaching and learning across the school and assess whether, overall, pupil needs are being met. Individual lessons will not be graded. However, very brief, informal feedback should be given to teachers on leaving the room.

Feedback Sessions

Formal feedback should be given to the HT (and DHTs) at the end of the visit. This should involve the officer in charge of the review, the pastoral QIO and the peer HT.

Additional feedback to staff should also be arranged.

Reports

Reports will contain evaluative comments and will cover the following QIs from HGOIS

- Structure of the Curriculum (1.1)
- Quality of Attainment (2.1)
- Quality of teaching and learning – teaching (3.2) learning (3.3) meeting pupils' needs (3.4)
- Support for pupils – pastoral care (4.1) personal and social development (4.2) curricular and vocational guidance (4.3) monitoring progress and achievement (4.4) learning support (4.5)
- Ethos – climate and relationships (5.1) expectations and promoting achievement (5.2)
- Resources – accommodation and facilities (6.1)
- Management, leadership and quality assurance – self evaluation (7.2) planning for improvement (7.3) leadership (7.4)

A draft should be prepared and discussed with HT. A finalised version should be available for distribution within ten working days of the end of the review visit.

Action Plan

An action plan should be produced within four weeks after agreeing the final report with the school.