**National thematic inspection: readiness for empowerment**

**Self-evaluation form:** **Please insert the name of your establishment**

**Visit date:** Click here to enter a date.

You are soon to be visited by members of the Education Scotland team who are undertaking a thematic inspection of empowerment. The areas which we will gather evidence on are:

* + - **Improvement** : How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty-related attainment gap through school improvement planning in collaboration with their school community?
    - **Curriculum** : How well do local authorities empower headteachers and schools to design their local curriculum in line with Curriculum for Excellence and in collaboration with their school community?
    - **Staffing** : How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?
    - **Funding** : How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?

Please could you answer the questions below, where possible, then share with the team on the day of the visit. There is no need to compose a full narrative as bullet points may prove less time consuming. The four areas listed below are linked to the relevant quality indicators (QIs) from [How good is our school? 4th edition (HGIOS?4)](You%20are%20soon%20to%20be%20visited%20by%20reviewer(s)%20from%20Education%20Scotland%20who%20is%20undertaking%20a%20thematic%20review%20of%20PSE/HWB.%20%20Please%20could%20you%20answer%20the%20questions%20below%20where%20possible.%20%20There%20is%20no%20need%20to%20compose%20a%20full%20narrative%20as%20bullet%20points%20may%20prove%20less%20time%20consuming.%20%20The%20five%20areas%20A%20to%20F%20listed%20below%20are%20linked%20to%20the%20relevant%20quality%20indicators%20(%20QIs)%20from%20How%20Good%20is%20Our%20School?4%20(HGIOS?4).).

Please submit an electronic copy of the completed self-evaluation form as soon as possible to the Inspection Administrator and Lead Team Member.

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| **1. Improvement : How well do local authorities empower headteachers and schools to lead improvement in order to close the poverty related attainment gap through school improvement planning in collaboration with their school community?** | | |
| **Relevant QIs:** QI 1.3 Leadership of change Theme 2 - Strategic Planning for continuous improvement; QI 1.1 Self-evaluation for self-improvement Theme 1 Collaborative approaches to self-evaluation. [Driving excellence and equity: Advice on School Improvement Planning 2018/19](https://education.gov.scot/improvement/practice-exemplars/nifschoolimprovement) will also be relevant. | | |
| **Prompts:** headteachers and schools empowerment in relation to : improvement planning; collaboration; using evidence to inform priorities; balancing local and NIF priorities, involvement in Children’s Services planning, allowed to take responsibility for school priorities, manageability of processes, qualitative and quantitative measures of success, evidence of impact on reducing inequalities and closing attainment gap | | |
| 1.1 How well are you able to take account of both local and the NIF priorities through improvement planning that works for your children and young people? How well is this allowing headteachers to take responsibility for deciding on their school’s improvement priorities?  1.2 How well is an evidence-based approach used to determine key priorities for improvement that meet the needs of learners and focus on reducing inequalities of outcome?  1.3 How well and in what ways do you collaborate across members of the school community to plan for continuous improvement? [Collaboration within and across schools, local community including learners, parents, services and partners across public services and third sector]  1.4 How manageable is the improvement planning process? How do approaches reduce unnecessary bureaucracy and take account of working time agreements?  1.5 How well does improvement planning build in qualitative and quantitative measures of success to support monitoring and evaluation and ensure a focus on gathering evidence of impact? | |  |
| **2. Curriculum : How well do local authorities empower headteachers and schools to design their local curriculum in line with CfE and in collaboration with their school community?** | | |
| **Relevant QIs:** QI 2.2 Curriculum | | |
| **Prompts:** enabled to structureand deliver local curriculum, local and national needs, stakeholder involvement in development and evaluation of curriculum, curriculum design to provide flexible learning pathways, to meet learners needs, to raise attainment | | |
| 2.1 How effectively do policies and practice promote empowerment of schools and local communities to design their curriculum in line with Curriculum for Excellence?  2.2 How well do schools engage with their local communities to design and evaluate their curriculum?  [Staff, parents, pupils, wider partners, local authority]  2.3 In what ways is the local curriculum designed to provide flexible learning pathways which support different needs of learners and lead to raising attainment? |  | |

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| **3. Staffing : How well do local authorities provide headteachers with flexibility to make decisions about staffing and leadership structures in their schools?** | |
| **Relevant QIs:** QI 1.4 Leadership and management of staff Theme 1 Governance framework; Theme 2 Building and sustaining a professional staff team | |
| **Prompts:** involvement in design of recruitment and appointment processes, involvement in design of staff structures – leadership team and promoted posts, focus on supporting learning and teaching within budget, effectiveness and transparency of recruitment and selection procedures, roles, responsibilities and approaches to accountability, ways local authority can intervene in relation to statutory duty or contractual obligations. | |
| 3.1 How well does the local authority work with senior leaders in schools and/or professional associations/unions to review and design recruitment processes?  3.2 How well does the local authority work with senior leaders in schools and/or professional associations/unions to maximize flexibility in staffing and leadership structures in schools?  3.3 How clear are the roles, responsibilities and approaches to accountability in relation to staffing (local authority vs school) to ensure a highly professional team is built and sustained? |  |

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| **4. Funding : How well do local authorities empower headteachers to decide how funding allocated to their schools for the delivery of school education is spent?** | |
| **Relevant QIs:** QI 1.5 Management of resources to promote equity | |
| **Prompts:** effectiveness of devolved school management in deciding spending priorities, collegiate and transparent approaches to decisions about education spending, due regard to GIRFEC and Corporate Parent role, planning and monitoring of financial expenditure, impact of use of resources on improving outcomes for learners, ways local authority can intervene in relation to statutory, financial or contractual obligation | |
| 4.1 How effectively does the local authority work with senior leaders in schools to ensure robust financial management procedures are in place?  4.2 How well does the local authority enable senior leaders in schools to make effective use of devolved funding?  How well do headteachers engage with their school communities on how funding is used?  4.3 How much flexibility is available to senior leaders on finance? |  |