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Main points

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This publication presents a summary analysis of the evaluations of the first post-baseline sample of pre-school centres and schools (primary, secondary, all-through and special) in relation to the three Reference Quality Indicators which inform National Indicators in the National Performance Framework.

- In the first post-baseline sample, **396 pre-school centres** were inspected which accounted for 16 per cent of all private, public and voluntary pre-school centres open at September 2013. Of those inspected 94 per cent were evaluated as *satisfactory* or better in all of the three Reference Quality Indicators, 74 per cent were evaluated as *good* or better and 32 per cent as *very good* or better in all three Reference Quality Indicators. Positive criteria were not met in 6 per cent of pre-school centres inspected. These percentages have all shown an improvement over the baseline figures. There has been a statistically significant increase in the proportion of pre-school centres evaluated as very good or better however the improvement in those receiving a satisfactory or better evaluation is not statistically significant.
- In the first post-baseline sample, **420 schools (primary, secondary, all-through and special)** were inspected which accounted for 16 per cent of all publicly funded schools open at September 2013. Of those inspected 90 per cent were evaluated as *satisfactory* or better in all of the three Reference Quality Indicators, 69 per cent were evaluated as *good* or better and 24 per cent as *very good* or better in all three Reference Quality Indicators. Positive criteria were not met in 10 per cent of schools inspected. The proportion of schools receiving satisfactory or better evaluations has remained unchanged over the baseline.
- In the first post-baseline sample, **329 primary schools** were inspected which accounted for 16 per cent of all publicly funded primary schools open at September 2013. Of those inspected 91 per cent were evaluated as *satisfactory* or better in all of the three Reference Quality Indicators, 69 per cent were evaluated as *good* or better and 22 per cent as *very good* or better in all three Reference Quality Indicators. Positive criteria were not met in 9 per cent of primary schools inspected. The proportion of primary schools receiving satisfactory or better evaluations has remained unchanged since the baseline.
- In the first post-baseline sample, **54 secondary schools** were inspected. Given the size of the sample of secondary schools, confidence intervals are too large to provide a statistically accurate measure of performance for this sector at a national level and any plausible change in performance is likely to be smaller than the confidence interval. For this reason, the evaluations of schools in the secondary sector are included in the school measure but not as a separate table.
- In the first post-baseline sample, **28 special schools** were inspected. Given the size of the sample of special schools and the diversity of the sector, confidence intervals are too large to provide a statistically accurate measure of performance for this sector at a national level and any plausible change in performance is likely to be smaller than the confidence interval. For this reason, the evaluations of schools in the special sector are included in the school measure but not as a separate table.
- In the first post-baseline sample, **9 all-through schools** were inspected. Given the size of the sample of all-through schools, confidence intervals are too large to provide a statistically accurate measure of performance for this sector at a national level and any plausible change in performance is likely to be smaller than the confidence interval. For this reason, the evaluations of schools in the all-through sector are included in the school measure but not as a separate table.

Background and technical notes

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1. Policy background

1.1 National Performance Framework and Scotland Performs

The Scottish Government has outlined a Purpose to create a more successful country where all of Scotland can flourish through increasing sustainable economic growth. A National Performance Framework has been developed to measure progress towards this Purpose. The Framework outlines five Strategic Objectives which are supported by 16 National Outcomes which describe in more detail what the Government wants to achieve over a ten-year period. Progress on these outcomes will be measured through 50 National Performance Indicators. Two of the National Performance Indicators are measured through data provided by Education Statistics. These indicators are:

- Increase the proportion of pre-school centres receiving positive reports
- Increase the proportion of schools receiving positive reports

Further information on the Purpose and the National Performance Framework is available here:

<http://www.scotland.gov.uk/Publications/2007/11/13092240/9>

The Scotland Performs website has been set up as a central hub to monitor data related to the National Indicators. There is more information on the technical notes to the Education Scotland indicators in background notes 3.1 to 3.3. General information about Scotland Performs is available here:

National Indicators (2007)

<http://www.scotland.gov.uk/About/scotPerforms>

The National Performance Framework was refreshed and relaunched in December 2011, a link to the new set of National Indicators is below,

<http://www.scotland.gov.uk/About/scotPerforms/indicator>

1.2 Inspection

In September 2008 Her Majesty's Inspectorate of Education (HMIE, now Education Scotland) revised its inspection arrangements. Information on the new models for inspecting and reporting is available on the Education Scotland website:

<http://www.educationscotland.gov.uk/inspectionandreview/>

2. About the data

2.1 What is included

Education Scotland evaluate pre-school centres and schools in relation to three Reference Quality Indicators which inform two indicators in the National Performance Framework (see section 3 below). To provide a nationally representative measure of performance for pre-school centres and schools (primary, secondary, all-through and special), Education Scotland defined a sample beginning in April 2008. The sample for pre-school centres was selected using the following stratification categories; local authority, voluntary and private. The schools sample was selected using the following stratification categories; size, urban/rural, deprivation and denomination. The results of the baseline sample were published in June 2012. This report presents the results for the first post-baseline sample. The samples do not cover discrete time periods.

2.2 Comparison with the Baseline

The data in this publication will populate two National Indicators in the National Performance Framework and, for the first time, will allow a direction of travel arrow for these indicators at a pre-school and school level. With the exception of the primary sector, the samples for individual sectors are not all large enough to allow meaningful comparisons with the baseline.

2.3 Sample - Stratification Categories

The sample was selected using the following stratification categories for pre-school centres:

Voluntary centres - run as not for profit organisations. A committees of parents is set up to organise and run the centre. A playleader would normally be employed.

Private centres - run as a business. They would have a fee structure in place. Privately owned and run by the owner or manager.

Both of these types of centre can work in partnership with the Local Authority to provide pre-school education for 3-5 year olds if they meet the criteria set by the Local Authority. They will be provided with per-capita funding for each child in the partnership arrangement. Only those pre-school centres in partnership with the Local Authority are inspected.

Local Authority centres - run at the hand of the Local Authority completely. They employ the staff and oversee the building involved.

The sample was selected using the following stratification categories for primary and secondary schools:

Size -- based on the school roll

Urban / Rural -- proportion of the school roll lives in settlements of 10,000 and more using the Scottish urban / rural classification

Deprivation -- the proportion of the school roll that lives in the 15% most deprived datazones using the Scottish Index of Multiple Deprivation

Denomination -- based on whether a school is a denominational one or not.

2.4 Interpretation of QI results

As in all sample surveys, the results shown are estimates. Therefore there is an element of uncertainty within the results because the schools sampled may not reflect the population exactly.

Uncertainty around the results is estimated using standard errors. Standard errors are a measure of the variation in the data. Standard errors are in turn used to produce confidence intervals around the estimates. Confidence intervals show the range of values within which one can be reasonably confident that the actual value would lie if all schools were assessed.

Ninety-five per cent confidence intervals for each of the sectors were calculated. For the sectors included in the publication these were around \pm three percentage points. This means that the true value of each estimate is likely to lie within three percentage points either side of the given estimate. For those sectors not included these were around \pm ten percentage points.

Two tailed significance tests (Barnard's exact test) are used to assess the statistical significance of comparisons made. In line with statistical convention significance has been assessed at a ninety-five per cent level of confidence.

3. Technical information about Education Scotland's National Indicators

Data from Education Scotland contributes to two of the National Indicators which are being used to track progress towards the Scottish Government's National Outcomes. Education Scotland evaluates pre-school centres and schools on the Reference Quality Indicators which feed into the National Performance Framework.

3.1 Pre-school indicator

Indicator

Increase the proportion of pre-school centres receiving positive reports.

Definition of pre-school centre

'Pre-school centres' include all local authority (including nursery classes/departments in primary schools) and all private and voluntary pre-school centres which are in partnership with local authorities to provide pre-school education for children.

Definition of a positive pre-school inspection report

The definition of positive inspection reports is the percentage receiving *satisfactory* or better, *good* or better and *very good* or better in all three reference quality indicators as defined in Appendix One of *Child at the Centre 2*:

http://www.educationscotland.gov.uk/inspectionandreview/Images/catseeey_tcm4-712692.pdf

The reference subset of Quality Indicators (QI) is:

- 1.1 Improvements in performance
- 2.1 Children's experiences
- 5.3 Meeting learning needs

Information on the reference Quality Indicators is also available on pages 16-17 of *Child at the Centre 2*.

Pre-school inspection technical note

The Technical Note for this indicator is available on Scottish Government website:

<http://www.scotland.gov.uk/Topics/Statistics/About/NotesSP/TechnicalNotesSPNI17>

3.2 Schools indicator

Indicator

Increase the proportion of schools receiving positive reports.

Definition of schools

'Schools' refer only to publicly funded schools. Independent sector and independent special schools are not included, but grant-aided schools are. Schools include primary, secondary, all-through and special schools.

Definition of a positive school inspection report

The definition of positive inspection report is the percentage of schools that have *satisfactory* or better in all three reference quality indicators as defined in Appendix B of *How good is our school?* 3. The indicator is reported for all schools and is also primary. Information on *How good is our school?* is available here:

http://www.educationscotland.gov.uk/inspectionandreview/Images/hgiosite3_tcm4-712732.pdf

The reference subset of Quality Indicators (QI) is:

- 1.1 Improvements in performance
- 2.1 Learners' experiences
- 5.3 Meeting learning needs

This is also available in Appendix A of *How good is our school?* 3.

School inspection technical note

The Technical Note for this indicator is available on Scottish Government website:

<http://www.scotland.gov.uk/Topics/Statistics/About/NotesSP/TechnicalNotesSPNI11>

4. Correspondence and enquiries

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We welcome any comments or suggestions that would help us to improve our standards of service.

5. Education Scotland

Education Scotland has responsibilities to evaluate the quality of pre-school education, all schools, teacher education, community learning and development, further education and local authorities. Our website is:

<http://www.educationscotland.gov.uk/inspectionandreview/index.asp>

Table 1 Pre-school centres¹ receiving positive inspection reports in the baseline and the first post-baseline sample, Scotland

		Number					Percentage				
		Positive criteria not met	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	Total inspected	Positive criteria not met	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	
Pre-School											
	Baseline	89	1028	789	285	1117	8	92	71	26	
	Year 1 post-baseline	22	374	293	125	396	6	94	74	32	

1. Local authority run pre-school centres including nursery classes and private or voluntary pre-school centres in partnership with local authorities.

Table 2 Schools receiving positive inspection reports in the baseline and the first post-baseline sample, Scotland

		Number					Percentage				
		Positive criteria not met	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	Total inspected	Positive criteria not met	<i>Satisfactory</i> or better	<i>Good</i> or better	<i>Very good</i> or better	
Schools											
	Baseline	113	1005	766	216	1118	10	90	69	19	
	Year 1 post-baseline	43	377	289	100	420	10	90	69	24	
Primary	Baseline	75	774	609	167	849	9	91	72	20	
	Year 1 post-baseline	31	298	226	74	329	9	91	69	22	

Pre-School Centres¹

Table 3 Quality indicator evaluations for pre-school centres inspected in the baseline and the first post-baseline sample, Scotland

Quality Indicator		Number							Percentage					
		E ²	VG	G	S	W	U	Total	E ²	VG	G	S	W	U
NPF reference quality indicators														
1.1 Improvements in performance	Baseline	25	360	475	206	44	6	1116*	2	32	43	18	4	1
	Year 1 post-baseline	9	135	174	61	17	0	396	2	34	44	15	4	0
2.1 Learners' experiences	Baseline	46	443	471	130	23	4	1117	4	40	42	12	2	0
	Year 1 post-baseline	15	166	152	55	7	1	396	4	42	38	14	2	0
5.3 Meeting learning needs	Baseline	39	303	489	211	62	13	1117	3	27	44	19	6	1
	Year 1 post-baseline	20	137	151	69	17	2	396	5	35	38	17	4	1

1. Local authority run pre-school centres including nursery classes and private or voluntary pre-school centres in partnership with local authorities.

2 The categories are

- E - Excellent
- VG - Very good
- G - Good
- S - Satisfactory
- W - Weak
- U - Unsatisfactory

* This total is one less than the other QIs included in the table as one pre-school centre was not marked on this QI since the nursery class was new and improvements in performance could not be evaluated yet.

Note: The three reference quality indicators upon which the National Indicator is based are 1.1, 2.1 and 5.3.

Note: Percentage total may not add due to rounding

Schools

Table 4 Quality indicator evaluations for schools inspected in the baseline and the first post-baseline sample, Scotland

Quality Indicator		Number							Percentage					
		E ¹	VG	G	S	W	U	Total	E ¹	VG	G	S	W	U
NPF reference quality indicators														
1.1 Improvements in performance	Baseline	25	359	465	189	78	2	1118	2	32	42	17	7	0
	Year 1 post-baseline	15	123	171	81	29	1	420	4	29	41	19	7	0
2.1 Learners' experiences	Baseline	53	382	533	131	19	0	1118	5	34	48	12	2	0
	Year 1 post-baseline	21	157	177	56	9	0	420	5	37	42	13	2	0
5.3 Meeting learning needs	Baseline	30	292	538	193	60	5	1118	3	26	48	17	5	0
	Year 1 post-baseline	12	134	179	65	29	1	420	3	32	43	15	7	0

1. The categories are
 E - Excellent
 VG - Very good
 G - Good
 S - Satisfactory
 W - Weak
 U - Unsatisfactory

Note: Percentage total may not add due to rounding

Table 5 Quality indicator evaluations for primary schools inspected in the baseline and the first post-baseline sample, Scotland

Quality Indicator		Number							Percentage					
		E ¹	VG	G	S	W	U	Total	E ¹	VG	G	S	W	U
NPF reference quality indicators														
1.1 Improvements in performance	Baseline	13	294	377	116	48	1	849	2	35	44	14	6	0
	Year 1 post-baseline	10	92	141	65	20	1	329	3	28	43	20	6	0
2.1 Learners' experiences	Baseline	39	311	387	98	14	0	849	5	37	46	12	2	0
	Year 1 post-baseline	17	121	141	45	5	0	329	5	37	43	14	2	0
5.3 Meeting learning needs	Baseline	20	225	410	143	48	3	849	2	27	48	17	6	0
	Year 1 post-baseline	7	102	144	54	21	1	329	2	31	44	16	6	0

1. The categories are
 E - Excellent
 VG - Very good
 G - Good
 S - Satisfactory
 W - Weak
 U - Unsatisfactory

Note: Percentage total may not add due to rounding

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How to access background or source data

The data collected for this official statistics publication:

may be made available on request, subject to consideration of legal and ethical factors. Please contact maria.melling@educationscotland.gsi.gov.uk for further information.

Complaints and suggestions

If you are not satisfied with our service or have any comments or suggestions, please write to the Chief Statistician, 3WR, St Andrews House, Edinburgh, EH1 3DG, Telephone: (0131) 244 0302, e-mail statistics.enquiries@scotland.gsi.gov.uk.

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