

Meeting	Stakeholder Forum: School inspection framework and models
Date	12/12/2024
Time	10:00-11:30
Venue	Microsoft Teams

Attendance

Members of the Stakeholder Forum are as follows:

Organisation	Name	Attendance
Inspectorate: Head of Inspection	Louise Turnbull (LT) CHAIR	✓
Inspectorate: Strategic Director	Patricia Watson (PW)	✓
Inspectorate: Head of Inspection	Lesley McEwing	✓
Inspectorate: Project Officer	Isabella Morrison MINUTES	✓
General Teaching Council for Scotland (GTCS)	Victoria Smith	✓
The National Association of Schoolmasters Union of Women Teachers (NASUWT) Scotland	Rod McCready	✓
Association of Directors of Education	Lyndsay McRoberts	Apologies
School Leaders Scotland	Kirsty Ayed	Apologies
Comann nam Pàrant	Magaidh Wentworth	✓
Bord Na Gaidhlig -	Jennifer McHarrie	Apologies
Scottish Catholic Education Service (SCES)	Barbara Coupar	Apologies
Children in Scotland	Chris Ross	✓
Scottish Government	Judith Tracey	✓
Scottish Government	Tracy Manning	Apologies
Non-executive Education Scotland Board Member	John Fyffe	✓
Educational Institute of Scotland (EIS)	Christina Fleming	Apologies
Scottish Secondary Teachers' Association (SSTA)	Seamus Searson	✓
Association of Headteachers and Deputes in Scotland (AHDS)	Greg Dempster	✓

Welcome and introductions

The Chair (LT) welcomed everyone to the meeting and asked for a round of introductions.

Overview of the Inspectorate's new approach to stakeholder engagement and our priority of projects

LT provided a brief overview of the Inspectorate's new [stakeholder engagement approach](#) and summarised the four phases of engagement. LT informed members that a range of approaches would be used for engagement across all phases, starting with broad discussions and open questions to gather ideas and encourage creative thinking. This will include workshops, surveys, group discussions and engagement sessions.

A specific strategy for engaging with children and young people has been developed which includes developing and finalising workshops with children and young people which will then be used across local authorities and children and young people groups.

Stakeholder Engagement Approach - School inspection framework and models

LT applied the stakeholder engagement approach to this project and described how this will work. There are two main elements to this work: the first is to review the school inspection framework. This will include understanding the key principles on which a new framework should be based; how well things are currently working; what might we not want to lose; and the things on which we can improve. Phase 1 stakeholder engagement will focus on understanding any existing unintended consequences and challenges with the existing framework and how these can be overcome. At this stage, no decisions about what a new framework will look like have been made. This will be determined following stakeholder engagement. The aim of a new framework will remain to support self-evaluation, drive improvement and support collaboration. LT also noted that this framework will be different from previous frameworks as it will be digital from the outset.

The second aspect is to review the approaches to inspection end-to-end, from planning through to publication. Phase 1 stakeholder engagement focuses on understanding what key features of effective inspection models we should be considering; to what extent existing models create unintended consequences, challenges or missed opportunities and how these might be overcome. This aspect will also consider what and how we report and to whom.

LT informed all that a session was recently delivered at the AHDS conference and we have started to engage on these questions already. There were good discussions and feedback from participants around the key themes outlined above. LT advised that HM Inspectors are running multiple stakeholder engagement sessions in the new year. A dedicated mailbox has been created along with an accompanying website to ensure individuals and groups are heard and have an opportunity to express their views.

LT invited members to share their initial thoughts and emphasised that the stakeholder forum will be a critical forum to share what we are finding through our engagement sessions and discuss and share views.

Draft terms of reference (TOR)

LT conveyed the purpose of this forum. The Forum ensures membership spans a range of stakeholders. LT asked members to notify us if any groups should be included going forward or have not yet been represented.

LT shared and described the draft TOR. The TOR document is brief and high level covering background, aims, purpose, remit, membership and logistics. The Forum will be held monthly. If any members are unavailable, another representative can addend to represent the organisation.

Next steps: Members are invited to share thoughts and feedback on the draft TOR

Discussion and sharing views

LT invited members to share initial thoughts and views, alongside areas for further consideration. Discussions included:

- the digital framework launch. Members queried how stakeholders will be made aware of updates to a digital framework over time and raised concerns about updates being made without notification. It was acknowledged that this was further down the line but an important point to make at this stage.
- the goal of ensuring the efficiency and rigour of inspection process. How will HM Inspectors reach that goal? How will inspections support system wide change? LT informed that the process will be looked at end-to-end and how this will be delivered. LT acknowledged that highly effective practice identified from inspection needs to be shared more widely and quickly following inspection.
- professional learning. Members queried if this was for internal or external learning, or both. Members queried what the professional learning will focus on - if this will be the new framework or wider themes. Members raised the need to be mindful of the importance of ensuring professional standards are considered so that any learning is deemed valuable for teacher development. PW raised that through other work with the National Local Authority thematic, it is clear how embedded the inspection framework is. Any change will need to be clearly communicated and stakeholders consulted throughout.
- the need to involve children and young people. Any new framework will need to fulfil UNCRC legislation and ensure that engagement is inclusive; from engagement to post-inspection. LT confirmed that draft workshop materials have been created for engagement and HM Inspectors are focused on ensure an inclusive approach.
- inspection types/models and how this will work across different education sectors. Some members noted that we need to recognise the differences between sectors and acknowledge this with bespoke models. Others note that

this can cause additional burden for establishments that manage multiple sectors such as primary with attached ELC and all-through schools. These points will be explored further. Local Authorities differ in their delivery of education as they adapt delivery based on their own unique context – what consideration will be given to this?

- the pre-inspection process and how this can cause additional stress and anxiety on the headteachers and others in the school. Members queried if HM Inspectors can investigate short notice/unannounced inspections again.
- teacher qualifications. The review also needs to consider if the Inspectorate should check teacher qualifications/memberships either before or during the inspection process.
- parent views. Parents will want to know how any change to inspection framework affect their child. At the moment, parent questions are largely focused on bullying and staff shortages.
- Gaelic Medium Education. LT confirmed that stakeholder engagement is taking place within the Gaelic sector.
- Highly-effective practice to support improvement. Scottish Government colleagues asked that discussions about school inspection framework and models feeds into discussions with ADES and COSLA about what works in terms of improvement and how this can be rolled out. How can sharing highly-effective practice support the work of other schools?

LT shared that recent engagement has been positive. SSTA offered to help organise engagement sessions to hear from teachers directly. SSTA also noted that failings in the past had teachers involved but a decision was made regardless of views gathered.

Members noted interest in hearing from HMCI due to international expertise and knowledge of other inspection frameworks. LT and PW agreed this is a strength we can utilise and discussed recent work between the UK and Ireland inspectorates.

Next steps: LT/PW to check if HMCI has availability to provide an overview of international work.

Date of next stakeholder forum

The next meeting is planned for **23rd January 2025 at 11am, via Microsoft Teams.**

Summary of next steps:

- LT/PW to liaise with HMCI to provide an overview of international work.
- Stakeholder Forum members to provide feedback on draft TOR by 20th January 2025
- Stakeholder Forum members to liaise with LT directly to arrange stakeholder engagement sessions with their members.

LT and PW thanked all for their contributions and discussions.



Meeting end.