

## School inspections are changing: the views of children and young people

### Overview

#### What is a consultation?

A consultation is when people ask for your ideas and opinions before making decisions. It's a way for you to have your say and help shape what happens in the future.

As part of this consultation, you are about to complete an online questionnaire so we can understand what you think about school inspections.

School inspectors are thinking about making changes to the way schools are inspected. Your answers will help them with these changes.

#### What is a school inspection?

An inspection is when people visit a school to see how things are going and how they can be even better. In Scotland, school inspections are carried out by HM Inspectors (school inspectors).

### Why your views matter

Under **Article 12** of the **UN Convention on the Rights of the Child (UNCRC)**, you have the right to share your views about things that affect you - and for adults to take those views seriously.

We want to hear from you because no one understands what school is like better than you do. Your ideas and experiences are very important. They help inspectors see what is working well and what needs to change.

By sharing what you think, you can make a real difference. Your views can help make schools better - not just for you, but for other children and young people in the future.

### Introduction – About this questionnaire

An inspection is when people visit a school to see how things are going and how they can be even better. In Scotland, school inspections are carried out by HM Inspectors (school inspectors).

School inspectors are thinking about making changes to how schools are inspected. We are asking adults and children and young people for their views and ideas.

The views and ideas of children and young people are very important in helping shape the future of school inspections.

This questionnaire is private and anonymous - that means your answers are just for the team of people who will be looking at them, and nobody will know they came from you.

Please **don't tell** us your name, your school's name, or the names of your friends or teachers.

We only want to know what you think - not who you are.

At the end of this questionnaire, we will only ask two extra questions to help us group all the answers we get from children and young people, these two questions are:

- where you learn (for example, a primary school, secondary school or college)
  - the area of Scotland you live in
- Thank you for completing this questionnaire.

**Thank you for completing this questionnaire**




## School inspections are changing: the views of children and young people

### Section 1: What do inspectors look at when they inspect schools?




When inspectors visit a school, they look at lots of different things in order to get a very good understanding of how well children and young people are learning and how teachers are helping them. Inspectors also want to find out about all the experiences children and young people have at school.

**We would like to know which things you think are the most important for inspectors to look at if they were visiting your school.**

**1.1 Look at the list below and tell us how important each one is to you. Choose one of the options for each answer. If you don't know, just select the option, 'I'm not sure'.**

Things in school	Important 	Not important 	I'm not sure 
How the school environment helps you learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What it feels like to be in your school - kindness, respect, and school values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How everyone in school is supported to treat each other fairly and behave well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your school keeps you safe and protected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well your rights are being met	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well your school makes sure everyone is included, no matter their needs or background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well you are supported to look after and improve your health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What and how well you learn at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## School inspections are changing: the views of children and young people

Things in school	Important 	Not important 	I'm not sure 
How well you are supported to achieve in your schoolwork and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How much support you get to keep improving your learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your teachers help you understand how you can improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well computers and technology are used to help you learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your school works with other people who support you — like nurses, counsellors or after-school club leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well your school supports you when you move to a new stage at school (like starting high school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well you learn important life skills like teamwork and problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your school uses feedback and information to keep improving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How you, your teachers, and your parents work together to help improve the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How well your school is run and led	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2 Do you think there are any important areas missing from the list that you think inspectors should look at when visiting a school? If you do, please write your ideas in the box below.**

**Section 2: People who are involved in school inspection**

Imagine inspectors visit your school.

They would want to find out what is working well and what could be even better.

To help them do this, different people are involved in a school inspection:

**Children and young people** share their views so inspectors can understand what school is like for them.

**School leaders**, like the **headteacher** or deputy headteacher, talk to inspectors, join meetings, and sometimes visit classes with inspectors.

Other **people who work in education**, but **not** at the school being inspected (for example, staff from another school or the local council), may take part in a school inspection by joining discussions or visiting classes.

And lastly,

**Adults from the wider community** who have different jobs (not in education), and who live and work in the community. They are specially trained to support inspectors and give a different point of view in a school inspection.

**We would your view on these different people being involved in a school inspection.**

**2.1 Do you think it is a good idea for children and young people to help inspectors understand how well your school is doing during the inspection of your school?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**2.2 Do you think it is a good idea for senior staff at your school (like the headteacher or deputy headteacher) to be involved during the inspection of your school? (Like joining in discussions that people in the inspection team have and visiting classes.)**

- ☐ Yes
- ☐ No
- ☐ Not sure

## **School inspections are changing: the views of children and young people**

**2.3 Do you think it is a good idea for adults who work in education - but not at your school - to help inspect your school? (Like joining in discussions that people in the inspection team have and visiting classes.)**

- ☐ Yes
- ☐ No
- ☐ Not sure

**2.4 Do you think it is a good idea that other adults who do not work in education are involved in the inspection of your school? (These are people from the community who have other jobs, who can give a different point of view about the school.)**

- ☐ Yes
- ☐ No
- ☐ Not sure

## School inspections are changing: the views of children and young people

### Section 3: How often schools are inspected

We would like your view on how many times (how often) schools should be inspected.

**3.1 How often do you think a school should be inspected? Choose the one answer that you think is best.**

- ☐ At least once every 10 years
- ☐ At least once every 7 years
- ☐ At least once every 5 years
- ☐ I'm not sure

**3.2 Do you have a different view on how often inspections should take place? If you do, please write your ideas in the box below.**

Comment

## **School inspections are changing: the views of children and young people**

### **Section 4: When schools are told inspectors are coming**

Inspectors usually tell schools about two and a half weeks before they visit.

**We would like your view on when schools are told that inspectors are visiting.**

**4.1 If inspectors were coming to your school, when do you think your headteacher should be told? Choose the one answer that you think is best.**

- ☐ About 2 days - just enough time to get ready
- ☐ About 2 and a half weeks - the same as it is now
- ☐ About 3 or 4 weeks - a bit more time to get ready
- ☐ It should be different for each school, depending on what's going on
- ☐ I'm not sure

**Section 5: Information before an inspection takes place**

Imagine inspectors were visiting your school.

Before they visit, they will ask different people what is going well and what could be better. For example, the headteacher, children and young people, and parents are always asked to share their views before the inspection.

**We would like your opinions on inspectors asking for the views of different people before they visit a school, and the best ways for them to hear the views of children and young people at the school.**

**5.1 Do you think it is a good idea for your headteacher to tell inspectors what they think is going well and what could be better before the inspection starts?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**5.2 Do you think it is a good idea to ask children and young people in your school what they think is going well and what needs to improve before the inspection starts?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**5.3 What do you think would be the best way for inspectors to find out what children and young people think about their school before they visit it? You can choose more than one option.**

- ☐ A questionnaire
- ☐ A discussion
- ☐ An online tool for you to share your ideas
- ☐ I'm not sure
- ☐ Other – please write your ideas in the box below

Comment



**Section 6: How inspectors describe how well a school is doing**

In Scotland, when inspectors visit a school, they write a report saying what the school is doing well and what could be better.

Inspectors use one word to describe how well different parts of the school are doing. These words are called grades.

These words are:

Excellent, Very Good, Good, Satisfactory, Weak, or Unsatisfactory.

**We would like your view on inspectors using these words (grades) to describe how well different parts of a school are doing.**

**6.1 Do you think it is a good idea for school inspectors to use one-word grades to describe how well a school is doing after they have visited it?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**6.2 If school inspectors stopped using one-word grades to describe how well a school is doing, what could they do instead to report on what is working well in a school and what could be better? Please write your ideas in the box below.**

Comment

**Section 7: How children and young people find out what inspectors said**

After inspectors have visited a school, they write a letter to parents or carers to tell them what they have found. They also write a report for the school to help them make the school better.

**We would like your view on the best ways for children and young people to hear what inspectors thought about their school after the inspection has finished.**

**7.1 Do you think it is a good idea that inspectors prepare a report for children and young people after their school has been inspected, telling them what is going well and what needs to improve in their school?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**7.2 What do you think would be the best way for inspectors to tell children and young people how well their school is doing after the inspection? You can choose more than one option.**

- ☐ A letter
- ☐ A report
- ☐ A video that explains what inspectors found
- ☐ I'm not sure
- ☐ Other - please write your ideas in the box below

Comment

**Section 8: Follow-up inspections and support**

Sometimes, if inspectors find that a school has lots of things that need to get better, they may come back later to see what has improved.

**We would like your view on inspectors coming back to see what has improved in a school, and children and young people being involved in showing what has changed.**

**8.1 Do you think it's a good idea for inspectors to come back to your school to see if things have improved, if there were lots of areas that needed to get better?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**8.2 Do you think it is a good idea for children and young people to be involved in helping inspectors understand what has improved, if they need to come back to your school again?**

- ☐ Yes
- ☐ No
- ☐ Not sure

**Final question**

Do you have any other ideas about how school inspections in Scotland could work in the future? If you do, please write them in the box below. If not, just leave the box empty.