

Education Scotland Inspection Advice Note

Progress with Curriculum for Excellence for inspections announced from August 2011

This note aims to support colleagues who will be involved in pre-school, school and learning community inspections which are announced from August 2011. In the spirit of partnership and openness, it will be circulated to Directors and through them to centres, schools and learning communities.

The advice note takes account of progress with Curriculum for Excellence in centres, schools and learning communities. HM Inspectors have continued to collate evidence from inspections and other activities which help to inform the *Curriculum for Excellence* Management Board. The note meets our commitment to provide further guidance on the implications of progress with Curriculum for Excellence.

The following documents remain our key resource and so the advice note should be read in association with [HGIOS?3](#); [Child at the Centre](#); [How Good is Our Community Learning and Development?2](#); [Improving our curriculum through self-evaluation](#); [Improving Outcomes for Learners through Self-Evaluation](#); and [Learning Together: Improving teaching improving learning](#), as well as Curriculum for Excellence documents such as the *Building the Curriculum* series. In Learning Community inspections, we will continue to use Quality Indicators (QIs) from HGIOCLD2 and will discuss the implementation of Curriculum for Excellence in the Learning Community as part of its work with the school.

Progress in implementation of *Curriculum for Excellence*

From August 2011, inspections will focus on the school's/centre's capacity to improve and answer the following questions. The use of the following QIs will support evaluations on the school's/centre's work and provide information on how the school/centre can improve.

How well do young people learn and achieve?

- 1.1 Improvements in performance
- 2.1 Learners' experiences

How well does the school support young people to develop and learn?

- 5.1 Curriculum
- 5.3 Meeting learning needs

How well does the school improve the quality of its work?

- 5.9 Improvement through self-evaluation

A link to Education Scotland’s recently published document “Arrangements for inspecting schools in Scotland” is included below.

<http://www.hmie.gov.uk/generic/School+Inspection+Framework+Review>

Inspection teams are evaluating the current work of the school using the five QIs, QI 1.1, 2.1, 5.1, 5.3 and 5.9, including its impact on learners. We are not evaluating progress with the implementation of Curriculum for Excellence.

Use of quality indicators

There is no change to the QIs which are being used in inspections. We are aware, however, that the illustrations for QI 5.1 (*The curriculum*) and QI 5.9 (*Improvement through self-evaluation*) in particular, are now in need of further exemplification to reflect developing best practice and progress towards national timelines. This paper, therefore, provides additional advice about our increased expectations in relation to QI 5.1 and QI 5.9. This will be applied by inspection teams for all inspections that are announced from August 2011.

National Performance Framework QIs

No change

In order to ensure that the NPF QIs remain valid for national reporting purposes, there will be no changes to our expectations in relation to the three NPF QIs: QI 1.1, QI 2.1 and QI 5.3.

We are aware, however, that Curriculum for Excellence should have an impact on the quality of learning, teaching and meeting learning needs, particularly the first theme of meeting learning needs, which is tasks, activities and resources. This advice note links the ‘Curriculum for Excellence entitlements’ to the appropriate theme within the NPF QIs for ease of reference.

Related QIs

QI 5.1 The curriculum

QI 5.9 Improvement through self-evaluation

Increased expectations

We do intend, however, to take into account national expectations for the implementation of Curriculum for Excellence in considering the two QIs which are not part of the National Performance Framework, namely, QI 5.1 and QI 5.9.

This represents an adjustment of expectations from August 2011 in line with progress with implementation. Centres, schools and learning communities have already been made aware of the Curriculum for Excellence implementation priorities in Colin MacLean’s letter to centres 14 June 2011.

http://www.ltscotland.org.uk/Images/CfELetterfromColin%20MacLeanJune2011_tcm4-664894.pdf

How well do young people learn and achieve?

2.1 Learners' experiences

No change

Our expectations are that children and young people are:

- taking increasing responsibility for their learning;
- actively engaged in their learning and assessment, including reviewing their learning and setting goals (Entitlement 5) (E5); see Appendix 1
- identifying, planning and profiling their personal achievements (E5); and
- using technology to make learning more accessible and enjoyable.

1.1 Improvements in performance

No change

Our expectations are that children and young people are:

- achieving individual learning goals, including personal achievements, to develop the skills, attributes and capabilities of the 4 capacities (E3);
- progressing and achieving well in their broad general education;
- making good progress through the Curriculum for Excellence levels in all curriculum areas (E2);
- progressing and achieving well in literacy and numeracy and developing the skills for learning, life and work (E4); and
- improving their attainment of national standards and expectations, including in national examinations.

How well does the school support young people to develop and learn?

5.1 The curriculum

Increased expectations

Related characteristic for successful implementation of Curriculum for Excellence:

- **staff are working with increasing confidence with the experiences and outcomes (Es and Os) and know how to use these in taking a coherent approach to learning, teaching and assessment.**

Theme 1: The rationale and design of the curriculum

Our expectation is that staff in centres, schools and learning communities:

- have developed a clear vision and rationale for the curriculum taking account of learners' entitlements;
- have been supported by leaders to have developed and shared a strategy for ensuring that the development of literacy and numeracy is a corporate responsibility;

- have developed or are actively developing a holistic approach towards health and wellbeing through the culture of the organisation; and
- should be familiar with the seven design principles and can talk about how their work contributes to the four contexts for learning and each young person's broad general education.

Theme 2: The development of the curriculum

Our expectation is that staff in centres, schools and learning communities:

- can talk about their role in curriculum innovation and to be engaging regularly in dialogue with other colleagues (for example through professional learning communities, cluster activities, part of planned collegiate meetings or similar); and
- are working with partners to ensure the curriculum provides a coherent experience for learners.

Theme 3: Programmes and courses

Our expectation is that staff in centres, schools and learning communities:

- can talk about (i) actual and (ii) planned developments in courses and programmes since August 2010, including the rationale for change and the expected outcomes for all learners;
- engage productively in professional dialogue about the impact of any curriculum developments to date on their own approaches to teaching and the extent to which they are helping children and young people to achieve individual learning goals; and
- are planning for progression through the Curriculum for Excellence levels and into a senior phase with a range of provision and flexible pathways to meet all learners' needs (E2 and E3)
- are delivering the entitlement to a broad general education (E2):
 - using the Es and Os within and across curriculum areas and embedding them in learning, particularly at S1 and S2;
 - planning coherent programmes and courses (E1) ensuring depth and breadth in learning and embedding assessment, including reporting on progress and achievement;
 - planning for appropriate progression through breadth, challenge and application in learning; and
 - increasing appropriate opportunities for personalisation and choice and personal achievement within learning and teaching and within courses for all learners
- are developing skills for learning, life and work (E4):
 - are supporting learners to acquire the key skills in English language and mathematics which allow for their applications in contexts which develop literacy and numeracy (E4); and
 - are further embedding and extending active approaches, using relevant Es and Os, to developing and applying literacy, numeracy and health and wellbeing across the curriculum (E4)

- are delivering a coherent experience with well-planned, joined up learning within the 4 contexts of learning:
 - using the Es and Os to plan for progression and achievement, irrespective of where the learning takes place: and
 - can talk confidently about (i) actual and (ii) planned interdisciplinary learning, including at the senior phase, the use and selection of Es and Os and the extent to which they are impacting on outcomes for all learners.

Theme 4: Transitions

Our expectation is that staff in centres, schools and learning communities:

- take account of what makes for effective transitions into, during and beyond any stage of young people's learning including, where appropriate, split placements (E1);
- have taken steps to improve the range of opportunities for personal support and induction to the next phase of learning for all learners;
- are developing effective means to monitor, track and promote the achievements of all learners; and
- in secondary schools, can talk about the impact of their work/department/faculty on positive and sustained destinations for all learners, including 16+ learning choices with a focus on the MCMC group.

5.3 Meeting learning needs	<i>No change</i>
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Our expectation is that staff in centres, schools and learning communities:

- provide all learners' with appropriate levels of personal support (E5) with a clear focus on the individual learner, their development and progress;
- provide enrichment and challenge around learners' additional support needs;
- take appropriate action when progress is not sufficient;
- work effectively with partners in planning and meeting learners' needs; and
- involve parents in supporting their children's learning, including through clear explanations about developing reporting, profiles and transition arrangements to support progress.

How well does the school improve the quality of its work?

5.9 Improvement through self-evaluation	<i>Increased expectations</i>
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Related characteristics for successful implementation of Curriculum for Excellence:

- **good quality support for continuous professional development (CPD);**
- **effective arrangements to assess and track progress; and**
- **good leadership is essential at all levels with a vision for the outcomes of change.**

The focus continues to be on improvement through self-evaluation. The main change is a greater focus on the leadership of self-evaluation, including effective support for CPD, and evaluating its impact on the work of staff and the achievement of learners.

Theme 1: Commitment to self-evaluation

- Our are taking ownership of CPD, including reflection on practice as an individual or with others, in order to engage more deeply and meaningfully with Curriculum for Excellence;
- can talk about the impact of the CPD on their work and the experiences of learners;
- engage in joint CPD with partners including in the senior phase;
- are engaging in CPD to become familiar with the draft new qualifications and providing input into developments; and
- are ensuring a continued focus on support for leadership development, including for lead practitioners, principal teachers and faculty heads.

It is important that CPD includes an element of 'externality' (i.e. moving 'outwith' the centre, school or learning community where feasible in order to get a broader perspective) in addition to activities that are developed in-house using the resources to hand.

Theme 2: Management of self-evaluation

Our expectation is that staff in centres, schools and learning communities:

- are using effective arrangements to assess and track progress and have clear knowledge and understanding about how learners are progressing;
- maintain a strong focus on evaluation of practice to ensure a high quality of teaching, consistent with the Es and Os, and of the impact of changed methodologies on outcomes for learners;
- use self-evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations including through moderation, sharing best practice and benchmarking with other establishments; and
- in secondary schools, should have considered the planning for and development of the senior phase, and curriculum phasing, to allow adoption of the new national qualifications in 2013/14.

Theme 3: School/centre/learning community improvement

Our expectation is that staff in centres, schools and learning communities:

- ensure improvement planning includes a focus on developing assessment of the broad general education (and senior phase) and proposals for raising standards in literacy and numeracy;
- have long term planning in place; and
- that plans are progressing at a reasonable pace.

Appendix 1

The Curriculum for Excellence entitlements and the focused areas for progress reporting to the Curriculum for Excellence Management Board.

1. Every child and young person is entitled to experience a curriculum which is coherent from 3 to 18

- Well planned, joined-up learning within the 4 contexts of learning
- Smooth and well-paced progression in learning
- Smooth transitions

2. Every child and young person is entitled to experience a broad general education (up to end of S3)

- Provision of E and Os across curriculum areas
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Progression through the CfE levels Achievements recorded in P7 and S3 profile

3. Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also obtain qualifications (S4-6 and ages 16-18 out of school)

- Range of provision and flexible pathways, meeting learners' needs
- Active and engaging learning and teaching
- Assessment and learning supporting breadth, challenge and application
- Learners developing the four capacities

4. Every child and young person is entitled to develop skills for learning, life and work, with a continuous focus on literacy and numeracy, and health and wellbeing

- Skills for learning, life and work
- Literacy and numeracy
- Health and wellbeing
- World of work, enterprising activities and culture

5. Every child and young person is entitled to personal support and challenge to enable them to gain as much as possible from the opportunities which CfE can provide

- Learners reviewing learning and setting goals
- Enrichment and challenge around additional support needs
- Learners identifying and planning opportunities for personal achievement
- Partnership working to support learners

6. Every young person is entitled to support in moving into a positive and sustained destination (post 16)

- Range of learning opportunities, meeting individual needs
- Personal support, careers information, advice and guidance
- Appropriate financial support
- Complying with ASN code of practice around transitions

7. The following processes are in place to support delivery across the entitlements

- Planning to deliver the 6 entitlements
- CPD
- Leadership
- Assessment Arrangements
- Understanding, applying and improving standards
- Self-evaluation

Appendix 2

The seven characteristics required for successful implementation of Curriculum for Excellence, and the most appropriate QI under which evidence will be recorded in the record of inspection findings (RIF).

- (1) A clear plan, based on self-evaluation, is in place for getting 'from A to B', of how and when changes will be achieved (QI 5.9).
- (2) Good quality support for CPD (QI 5.9).
- (3) Staff are working with increasing confidence with the E and Os and know how to use these in taking a coherent approach to learning, teaching and assessment (QI 5.1).
- (4) Effective arrangements to assess and track progress (QI 5.9).
- (5) Strong and secure achievement in literacy and numeracy (QI 1.1).
- (6) Effective partnerships and involving parents (QI 5.3).
- (7) Good leadership is essential at all levels with a vision for the outcomes of change (QI 5.9).

Appendix 3

Advice for inspection teams: Recording evidence in the RIF

At the end of inspections, MIs will ask their teams to complete a table similar to the one below. This should be based on the team's professional view. The table will be placed at the back of the RIF and removed by administrative colleagues before circulation to centres, schools or learning communities. Our expectation is that a 'no' response would have been covered during inspection because of the 'reporting by exception' point. This approach will allow colleagues who are preparing update papers for the Management Board to collate information in order to supplement their narrative. This is not a move towards a 'checklist approach' to inspection – our expectation is that other evaluative information will be available in the RIF as relevant.

Centre, school, learning community (Insert name) MI (HMI name)	Yes	No	Part-way
A clear plan, based on self-evaluation, is in place for getting 'from A to B', of how and when changes will be achieved (QI 5.9).			
Good quality support for CPD (QI 5.9).			
Teachers are working with increasing confidence with the Es and Os and know how to use these in taking a coherent approach to learning, teaching and assessment (QI 5.1).			
Effective arrangements to assess and track progress (QI 5.9).			
Strong and secure achievement in literacy and numeracy (QI 1.1).			
<i>Please note, this is not strong and secure achievement in English language and mathematics.</i>			
Effective partnerships and involving parents (QI 5.3).			
Good leadership is essential at all levels with a vision for the outcomes of change (QI 5.9).			

(a) making very good progress: clearly pressing ahead well with an effective strategic plan which covers all necessary aspects and is being implemented in practice.	
(b) making good progress: running successful pockets of initiatives and making sufficient overall progress across a broad front.	
(c) making limited progress: concentrating on only a few features of Curriculum for Excellence such as Interdisciplinary Learning which are generated through individual efforts; levels of resistance are inhibiting progress and there is a need for a cultural shift. A school in this category would need to increase its rate of progress.	
(d) in need of support to enable it to make progress: struggling with major areas and/or losing momentum, perhaps because of less effective leadership for Curriculum for Excellence or external factors.	

Nursery classes in primary schools

Please ensure that there are clear statements which refer to the nursery class in the RIF and report in order to make separate and effective judgements for pre-school, particularly where the two sectors are significantly different in their progress.