

How **good**
is our **school?**

E
SELF-EVALUATION SERIES

School-college **Partnership**

School-college **Partnership**

© Crown copyright 2005

Astron B42486 08-05

ISBN 0 7053 1072 8

HM Inspectorate of Education

This material may be copied without further permission by education authorities and education institutions in Scotland for use in school self-evaluation and planning.

The report may be produced in part, except for commercial purpose, or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Contents	page
Foreword	v
Introduction	1
Self-evaluation in practice	7
Quality indicators and workpads	13
Worked examples	30
Sources of support	39
Appendix	40

How **good** is our **school**?

Foreword

Lifelong Partners, the Scottish Executive strategy for school-college partnership, highlights the distinctive contribution that colleges can make to school pupils' education and sets out the way ahead in building upon good work that is already in place. It indicates that as a contribution to quality assurance of school-college activity, HMIE will publish a self-evaluation guide in its *How good is our school?* series on school-college partnership. This guide has been prepared as a response to that commitment.

A Curriculum for Excellence, the report of the curriculum review group, sets out the aspiration for all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work. School-college partnerships can and should contribute to the development of all four capacities. In particular, Scottish schools and colleges, working in partnership with local authorities and other stakeholders, can provide vocational and work-related programmes that widen the curriculum and offer opportunities for well-planned progression into employment or into further education or training.

This guide supports the central objective of ensuring that our young people enjoy the best possible introduction to, and experience of, work-related learning through strong partnerships between schools and colleges. The process of self-evaluation using quality indicators has already had a significant and positive impact on the quality of provision in Scottish schools and colleges. By adapting and focusing these procedures to support school-college collaboration in the self-evaluation process, staff will be able to reflect upon the learning experiences of pupils more effectively. As a result, they will be better placed to plan for improvement in learning and teaching, widening achievement and raising attainment.



Graham Donaldson
Her Majesty's Senior Chief Inspector
HM Inspectorate of Education

Introduction

This document is one of a series of guides to self-evaluation which builds on the advice given in the publication *How good is our school?*. Uniquely, it is set in a context that goes beyond school education to consider provision in further education colleges. Accordingly, there are links throughout to the Scottish Further Education Funding Council (SFEFC)/HMIE quality framework for Scotland's colleges.

The introductory publication to the series, *Planning for Improvement*, outlines how you can use the outcomes of self-evaluation to plan effectively for improvement. This further guidance is designed to be used when you are ready to evaluate the quality of educational provision delivered through school-college partnerships. It shows how you can use a cluster of quality indicators from *How good is our school?* to focus on key features that have a significant impact on the experience and achievement of the group of pupils involved. Corresponding elements in the SFEFC/HMIE quality framework for Scotland's colleges address the same features.

In recent years, schools have increasingly negotiated access to college provision for groups of S3/S4 pupils. Schools have taken the view that, by taking advantage of increasing curricular flexibility, they can improve pupil motivation through offering more practical, vocational courses. Schools have also sought to broaden the options available for other groups such as senior pupils.

This guide is designed for use by teachers, lecturers, managers in schools and colleges, and staff from a range of agencies involved in school-college partnerships. The emphasis on partnership working within the guide will help form the basis for collaboration and joint working between the various stakeholders.

It is appropriate for this guide to be structured in the school context rather than the college context because each school retains responsibility for its pupils' experiences, and in most cases school-college partnerships will relate to only a proportion of each pupil's curriculum. Furthermore, the local authority is ultimately responsible for the education of school pupils and endorsing appropriate links between schools, colleges, and other agencies.

A range of policy initiatives from the Scottish Executive is aimed at assisting young people make the best of progression opportunities to the world of work or further education and training. These policy initiatives include:

- **Partnership for a Better Scotland (PABS) (2003)**
- **The National Priorities for School Education**
- **Determined to Succeed (2002)**
- **The Scottish Executive Lifelong Learning Strategy (2003)**
- **Educating for Excellence (2003)**
- **Working and Learning Together to Build Stronger Communities (2004)**
- **The Education (Additional Support for Learning) (Scotland) Act 2004**
- **A Curriculum for Excellence (2004)**
- **Lifelong Partners – A Strategy for Partnership (2005)**
- **Skills for Work courses (introduced in 2005)**

A Curriculum for Excellence sets out a clear vision of the purposes to which the education of Scotland's young people should be directed. The four key purposes are to enable young people to become successful learners, confident individuals, responsible citizens and effective contributors to society. *A Curriculum for Excellence* then lays down a number of principles for curriculum design to help achieve these purposes. Well-planned and effectively delivered school-college partnerships can support the implementation of these design principles.

They should provide:

- challenge and enjoyment (through promoting active learning in relevant contexts);
- breadth (through giving opportunities to young people in a wider range of contexts);
- progression (by ensuring that experiences build effectively on prior learning and achievement);
- depth (through developing more advanced levels of understanding by making use of the specialisms of college staff);
- personalisation and choice (through widening the options available);
- coherence (through effective links between schools and colleges); and
- relevance (through the vocational nature of many options, and the up-to-date, practical expertise of college staff).

The table below expands the four purposes of the curriculum taken from *A Curriculum for Excellence*, in the context of school-college partnerships.

successful learners

who

- are motivated and enthusiastic to learn
- develop employability and core skills across a range of learning contexts
- appreciate the relevance of prior and present learning by reflecting on it to make connections to future learning
- can demonstrate knowledge and understanding of vocational areas
- take imaginative and informed approaches to problem solving, individually or as part of a team.

confident individuals

who

- have a 'can do', 'be all you can be' attitude
- are self-aware and can assess and reflect on their own particular strengths, development needs, interests and aspirations
- are skilled in working as part of a team
- are creative, flexible and resourceful
- are self-motivating and use setbacks as learning experiences
- understand the changing nature of the world of work and can develop and manage appropriate responses to these changes.

responsible citizens

who

- have knowledge and understanding of the nature of work and training opportunities
- understand the roles, rights and responsibilities of employees, employers, customers and citizens in society
- are willing to take responsibility for and accept the consequences of their own actions
- are able to engage with a wide range of people in society
- can build upon prior learning to make informed choices for the next stages of their learning.

effective contributors

who

- have an understanding and appreciation of the world of work, the value of different occupations and their contributions to society
- actively engage in school and college life in a positive manner to the benefit of both and the wider community
- understand the value of working collaboratively with other people and the merit of shared learning experiences
- are self-reliant and can show initiative in a variety of contexts.

Lifelong Partners states that pupils of all abilities in S3 and above in Scottish secondary schools and special schools will be able to be considered for learning opportunities related to the world of work and that colleges, schools and other agencies should plan to have meaningful partnership arrangements in place by 2007.

This guide will assist colleges, schools and other partners to incorporate the requirements of *Lifelong Partners* into school-college partnerships and contribute to the aims identified in *A Curriculum for Excellence*. It identifies quality indicators that enable a focus on teaching approaches, learning experiences, levels of attainment and wider achievement, meeting pupils' needs and the quality of the programmes on offer.

A central theme of the Scottish Executive policy initiatives is providing more opportunities for young learners to develop vocational skills and improve their employment prospects by allowing them to undertake courses delivered by colleges as part of the school-based curriculum. Through following college courses, pupils are able to take part in work-related experiences and gain competencies that prepare them well for the next stages in their learning, be it in employment, further or higher education, training or continuing at school. Using this guide, partnerships will be able to assess whether the programmes are meeting these needs.

The policy initiatives encompass a range of important elements which should be incorporated within school-college partnerships to extend and enhance school pupils' experience and meet their needs better. This guide provides a framework for using evaluation in advancing effective developments in a key and expanding area.

The "workpads" in the guide have been prepared for use by staff as they assess strengths and areas for improvement for each quality indicator. Each *How good is our school?* quality indicator has been used to derive a set of questions that has also been matched to the SFEFC/HMIE quality framework for further education.

This guide recommends that, where appropriate, staff from school and college work jointly to evaluate pupils' experiences on school-college programmes and reach considered conclusions on the strengths and areas for improvement. College and school staff should plan to exchange and share information on pupils' experiences. There is, therefore, a need for effective communication strategies between schools and colleges. The Appendix provides a set of questions to support discussions between managers of school-college partnerships.

Collaboration amongst the different partners involved in the programmes will help to identify priorities for action and prepare plans which will incorporate timescales, individual responsibilities, interim review dates, clear success criteria and measurable targets for attainment and progress.

What are school-college partnerships about?

The term “school-college partnerships” as used in this guide refers principally to:

- the key interactions between schools, colleges, local education authorities and other agencies that sustain and extend educational experiences principally for young people at S3 and above; and
- joint working arrangements between schools, colleges and other agencies that contribute to an appropriate and successful transition for young people from school to the next stages in education, employment, or training.

In particular, school-college partnerships can provide work-related experiences and career education, and contribute to the development of:

- skills and knowledge relevant to pupils’ vocational interests;
- employability skills;
- core skills; and
- personal and social skills.

School-college partnerships and the National Priorities in school education

School-college partnerships make an important contribution towards meeting the National Priorities in school education. These contributions can be summarised as follows.

<p>1. To raise standards of education for all in schools.</p>	<p>School-college partnerships play a crucial role in improving the quality of pupils' achievements in a range of learning contexts. They raise the aspirations, motivation levels and attainment of pupils of all abilities and interests.</p>
<p>2. To establish effective teaching and learning environments.</p>	<p>School-college partnerships provide teaching and learning activities and approaches that meet the needs of individual pupils and emphasise the next stages of learning. Pupils are motivated to work well and are enthusiastic about their learning environment.</p>
<p>3. To promote equality and help every pupil benefit from education.</p>	<p>School-college partnerships provide benefits for pupils of all abilities and aspirations. Successful programmes result in pupils who are better informed and have more positive attitudes and better skills for life beyond school. They also meet the needs both of higher-achieving pupils and those with additional support needs in terms of learning difficulties or challenging behaviour, or those at risk of exclusion.</p>
<p>4. To work with others to teach pupils respect for themselves and others, and the duties and responsibilities of citizenship.</p>	<p>School-college partnerships have strong implications for citizenship. The links naturally involve close partnerships between schools, colleges, parents and the wider community. Both require the active involvement of young people in decisions affecting their education. Both aim to develop positive, 'can-do' attitudes within a framework of mutual respect and responsibility.</p>
<p>5. To equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society.</p>	<p>School-college partnerships develop attitudes, skills, knowledge and understanding which are valued by society. The partnerships encourage positive attitudes to the value of lifelong learning by embedding the development of core and other generic skills in real-life practical contexts. In addition, they expand pupils' horizons by raising awareness of potential opportunities in employment or further education and training.</p>

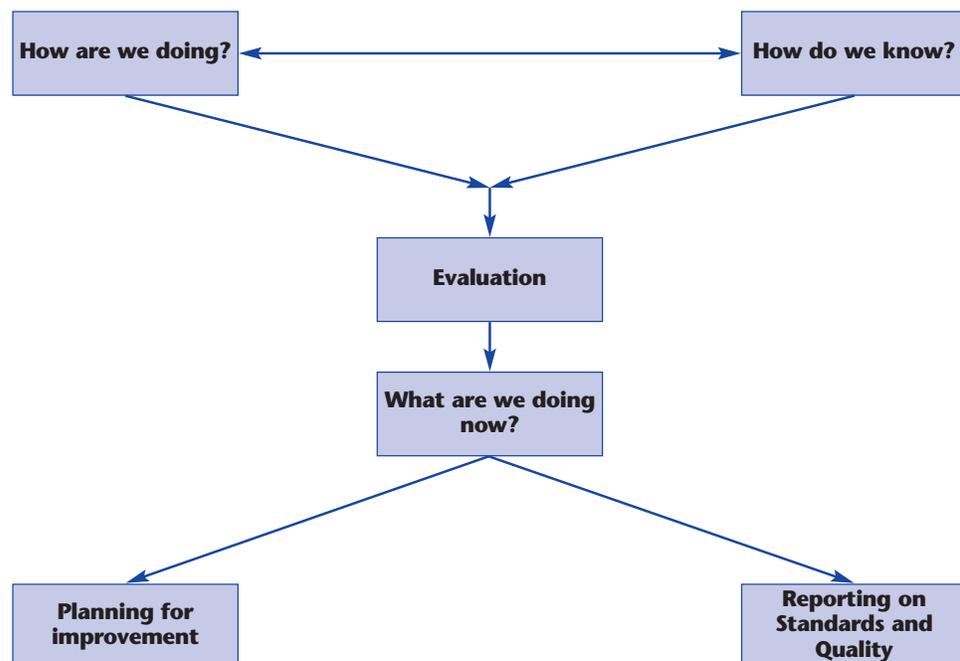
Self-evaluation in practice

Part 2 of *How good is our school?* provides advice on practical approaches to self-evaluation. The quality indicators employed in this guide have been mapped against the SFEFC/HMIE quality framework for further education, focusing on the types of evidence which can be used as a basis for self-evaluation.

This guide:

- asks key questions derived from illustrations within the quality indicators chosen from *How good is our school?* and the SFEFC/HMIE quality framework;
- looks at how evidence can be captured from more than one source in order to provide a robust basis for evaluations; and
- encourages staff to reflect upon and weigh up the strengths and areas for improvement identified using the evidence in order to come to an overall evaluation of the quality of provision.

You can then use the evaluations and evidence to plan for improvement and to report on the standards and quality of what you have found. Since pupils will be attending both school and college, appropriate staff from both establishments will need to ensure that they are in agreement on their evaluations and on plans for improvement. It would be appropriate for them to collaborate on any report on standards and quality.



How **good** is our **school**?

Evidence from a range of sources can be used to arrive at a view of the attainments and wider achievements of pupils, and their progress in developing appropriate skills. It can help provide an overall evaluation of the effectiveness of school-college provision.

The following provides a helpful basis for summarising the evidence considered for evaluating the quality indicators chosen from *How good is our school?* and from the quality indicators in the SFEFC/HMIE quality framework for further education as most relevant to school-college provision.

Note down the sources of evidence on which you are basing your evaluation in the boxes below.



People consulted:



Direct observation undertaken:



Data analysed:

Fill in your records of the strengths and areas for improvement for each of the quality indicators using the grids on the following pages.

In the box below, note the overall evaluation for each of the quality income indicators from the HGIOS indicators and the SFEFC/HMIE quality framework indicators.

Key question	QI from <i>How good is our school?</i>	Most relevant QIs from SFEFC/ HMIE quality framework	Overall evaluation
To what extent do programmes provide a rich educational experience for all pupils?	1.2	A1.1; A1.3	
How good is pupils' performance, attainment and achievement?	2.1	A7.1; A7.2	
How well are teaching approaches matched to pupils' learning needs?	3.2	A5.2; A5.3	
How good is pupils' quality of experience, including their motivation and involvement in their own learning?	3.3	A5.1	
To what extent do programmes meet the needs of the full range of pupils?	3.4	A8.2; A8.3	
How good is the school-college partnership at helping pupils to learn about the range of possible employment, training and further education opportunities?	4.3	A8.4	
How effective are the links between the school, the college, the education authority, employers and other agencies?	4.8	B1.3; B2.1; B2.2	
To what extent is the school-college partnership able to evaluate and improve pupils' experience and achievements?	7.2	A9.1; A9.2	

The performance indicator levels

How good is our school? uses a four-point scale of *very good*, *good*, *fair* and *unsatisfactory*, with illustrations for *very good* and *fair* provision. From September 2005, HMIE will use a new six-point scale in school inspections. This will allow HMI to recognise provision that is outstanding, and also to better describe provision which is *good* but in which strengths just outweigh weaknesses. However, colleges will continue to use the four-point evaluation scale.

The descriptions of the six-point scale as used in schools are shown in the following table.

New level	Definition	Description
Level 6	Excellent	Excellent or outstanding
Level 5	Very good	Major strengths
Level 4	Good	Important strengths with some areas for improvement
Level 3	Adequate	Strengths just outweigh weaknesses
Level 2	Weak	Important weaknesses
Level 1	Unsatisfactory	Major weaknesses

What are the key characteristics of the new scale?

The principles of arriving at evaluations remain unchanged. Awarding levels will always be more of a professional skill than a technical process and there are many ways in which provision can merit a particular evaluation. However, the following key characteristics will be consistently applied.

An evaluation of **excellent** will apply to provision which is a model of its type. Pupils' experiences and achievements will be of a very high quality. An evaluation of excellent will represent an outstanding standard of provision which will exemplify very best practice and is worth disseminating beyond the school. It will imply these very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** will apply to provision characterised by major strengths. There will be very few areas for improvement and any that do exist will not significantly diminish the pupil experience. While an evaluation of very good will represent a high standard of provision, it is a standard that should be achievable by all. It will imply that it is fully appropriate to continue to make provision without significant adjustment. However, there will be an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

An evaluation of **good** will apply to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of good will represent a standard of provision in which the strengths have a significant positive impact. However, the quality of pupils' experiences will be diminished in some way by aspects in which improvement is required. It will imply that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **adequate** will apply to provision characterised by strengths which just outweigh weaknesses. An evaluation of adequate will indicate that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses will not be important enough to have a substantially adverse impact, they will constrain the overall quality of pupils' experiences. It will imply that the school should take action to address areas of weakness while building on its strengths.

An evaluation of **weak** will apply to provision which has some strengths, but where there will be important weaknesses. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strengths, the important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It will imply the need for structured and planned action on the part of the school.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in provision in critical aspects requiring immediate remedial action. The pupil experience will be at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

Evaluation scales in schools and colleges

As noted above, colleges will retain the original four-point evaluation scale. There is no conflict with the new six-point scale, which has been developed by:

- splitting the previous level 3 *good* into two new levels: 3 *adequate* and 4 *good*
- splitting the previous level 4 *very good* into two levels: 5 *very good* and 6 *excellent*.

There is no change in the QI level illustrations for use by schools. The level 2 illustration still describes level 2. The illustration that was previously identified with level 4 now applies to level 5.

It is for school-college partnerships to decide when using this guide whether they are able to use the extra discrimination enabled by subdividing each of the two upper levels in the four-point scale to produce the six-point scale.

Quality indicators and workpads

Introduction

The following pages expand upon quality indicators chosen from *How good is our school?* Each quality indicator has a derived set of questions that are related to its themes. The themes for each indicator are listed at the bottom of the relevant page.

The cluster of quality indicators from *How good is our school?* has been matched to complementary quality indicators from the SFEFC/HMIE quality framework for further education. This approach is designed to encourage school and college staff to work jointly on self-evaluation procedures in judging the quality of school-college partnerships.

This section consists of workpads for you to use as you evaluate the quality of your school-college partnership. There is a separate page for each of the selected *How good is our school?* QIs. Each page reproduces the key questions for you to ask, shows the appropriate SFEFC/HMIE framework prompts, and provides columns for you to record strengths and areas for development. The questions are designed to generate discussion on important areas such as how pupils learn, factors that help them learn more effectively, the quality of attainment, the importance of good links with stakeholders and the range of progression opportunities available.

Entries to the workpad should be generated by appropriate school and college staff. In many cases, the evidence will come from self-evaluation in one or the other establishment. In particular, where a college has partnerships with a number of schools and forms classes across their pupils, it may generate a common body of evaluation evidence that is relevant for all the schools. Where appropriate, evidence should be generated collaboratively. Evaluations and sources of evidence should be shared so that reports to stakeholders on the quality of provision are based upon agreement. In addition, plans to address identified areas for development should be prepared by collaboration between the school and college.

Further advice on the use of workpads is given in the introduction to the section on worked examples, page 30.

Courses and programmes in school-college partnerships

Almost all of the programmes in school/college partnerships are for pupils in S3 and above. In most instances they are delivered in a partnership between the school and the local college. Programmes may include Skills for Work courses at Intermediate 1 or Intermediate 2 in vocational areas such as construction crafts, early years care, financial services or sport and leisure. Other provision may include National Qualifications units in subjects such as hospitality, engineering, hairdressing, and beauty and complementary therapies. Programmes typically involve pupils attending college for one half day per week, though some may be delivered in school. Some programmes are offered specifically for pupils who have become disaffected with school, demonstrate challenging behaviour, or have particular additional needs.

Informal, short taster programmes can allow large numbers of pupils to have brief introductory experiences in a wide range of vocational areas. These courses offer pupils an insight into progression opportunities to training, education or employment and may assist pupils in making the transition between school and college.

The relevant quality indicator is:

1.2 Courses and programmes (SFEFC/HMIE framework A.1.1; A1.3)

This quality indicator is concerned with the following themes:

- breadth, balance and choice
- integration, continuity and progression
- support and guidance for teachers.

HGIOS QI 1.2 Courses and programmes (SFEFC/HMIE framework A.1.1; A1.3).

This quality indicator is concerned with the following themes:

- **breadth, balance and choice**
- **integration, continuity and progression**
- **support and guidance for teachers**

1.2 Courses and programmes		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • How well do school-college programmes promote choice and progression? • To what extent does the school-college programme form part of a broad and balanced curriculum which meets pupils' needs effectively? • How well do programmes develop core and employability skills and form links across curriculum areas? • How effective is the guidance that school and college staff receive on approaches to learning and teaching, and assessment? 	<ul style="list-style-type: none"> • Match of programmes with learner abilities and prior learning • Articulation arrangements • Planned support for under 16s and for learners with additional support needs • Preparation for employment • Inclusion of skills development 		

Overall quality of attainment

Recognising attainment and achievement on school-college programmes is an important element in helping to improve a young person's motivation to learn. For example, college courses can capture pupils' imagination and interest and provide opportunities for them to demonstrate skills and abilities in practical ways.

College courses are also important in ensuring that pupils develop their core and employability skills. Such courses should also develop the four capacities described in *A Curriculum for Excellence*. The aim is for all young people to be able to become successful learners, confident individuals, responsible citizens and effective contributors.

Schools and colleges should gather information on pupils' attainment and wider achievement in certificated courses and programmes in both college and school. They should also measure progress in pupils' development in a range of skills including core skills and skills for employability.

The relevant quality indicator is:

2.1 Overall quality of attainment (SFEFC/HMIE framework A.7.1; A7.2)

This quality indicator is used to evaluate the overall quality of pupils' attainment, taking due consideration of:

- how the school is making progress in raising relevant attainment levels
- pupils' progress in learning
- pupils' attainment in relation to national 5-14 levels and/or in national examinations
- evaluations across other related quality indicators.

HGIOS QI 2.1 Overall quality of attainment (SFEFC/HMIE framework A.7.1; A7.2).

This quality indicator is concerned with the following themes:

- **how the school is making progress in raising relevant attainment levels**
- **pupils' attainment in relation to national 5-14 levels and/or in national examinations**
- **evaluations across other related quality indicators**

2.1 Overall quality of attainment		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • To what extent is there evidence to show improvement in levels of attainment or the sustaining of high attainment levels? • What is the impact of school-college courses on pupils' overall levels of attainment, including core skills? • How has involvement in school-college courses improved pupils' attainment and wider achievements, such as in enterprise and citizenship? • What evidence gathered for self-evaluation using related quality indicators is relevant to judgements on the overall quality of attainment? 	<p>SFEFC/HMIE quality framework prompts</p> <ul style="list-style-type: none"> • Progress from prior attainment, achievement, learning and experience • Attainment of formal qualifications • Core skills (communication, numeracy, information technology, working with others and problem solving) • Success in award schemes, competitions etc • Skills <ul style="list-style-type: none"> – vocational – employability – citizenship 		

In evaluating attainment, due consideration should be given to the following quality indicators: 1.2 Courses and programmes; 2.1 Overall quality of attainment; 3.2 The teaching process; 3.3 Pupils' learning experience; 3.4 Meeting pupils' needs. The following additional quality indicators are not included in this guide, but relevant evidence may be gathered through wider school and college self-evaluation: (HGIOS) 3.5 Assessment as part of teaching; 4.4 Monitoring progress and achievement; 5.2 Expectations and promoting achievement; (SFEFC/HMIE): A6.3 Assessment practice; A8.3 On-programme guidance and support.

The teaching process

The teaching process lies at the heart of successful school-college partnerships. Making learning relevant, meaningful and enjoyable involves using a wide range of approaches and appropriate teaching styles in a range of contexts. Effective planning arrangements help staff to match the needs of the pupil with a variety of teaching approaches in order to maximise the quality and impact of the pupil's learning experience.

Good learner-teacher interactions and relationships establish a firm base of support for learners and encourage constructive engagement focused on delivery and teaching methodologies. This approach is successful in helping young learners develop their motivation to learn and gain appropriate knowledge and skills.

The relevant quality indicator is:

3.2 The teaching process (SFEFC/HMIE framework A.5.2; A5.3)

This quality indicator is concerned with the following themes:

- range and appropriateness of teaching approaches
- teacher-pupil interaction
- clarity and purposefulness of questioning.

HGIOS QI 3.2 The teaching process (SFEFC/HMIE framework A.5.2; A5.3).

This quality indicator is concerned with the following themes:

- range and appropriateness of teaching approaches
- teacher-pupil interaction
- clarity and purposefulness of questioning

3.2 The teaching process		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • How well do school and college teaching approaches match pupils' learning needs? • To what extent do teachers enable pupils to become independent, confident learners? • How effectively are the purposes and contexts for learning explained to pupils? • How successful are school and college staff in sharing identified weaknesses in pupils' learning and addressing them effectively? 	<ul style="list-style-type: none"> • Planning of learning activities • Promotion of achievement • Standards set by staff • Contextualising learning • Application of professional and subject knowledge by staff • Focus on learners 		

Pupils' learning experiences on school-college programmes

The quality of pupils' learning experiences is central to school-college programmes. Secondary schools and special schools have underlined the demonstrably positive effects that productive school-college programmes deliver for their pupils. A college learning environment can provide important opportunities for young people to play an active part in their own learning and experience responsibility for their own actions and decisions. It offers opportunities for self-reflection on learning and staff can capitalise upon these opportunities in planning and evaluating future learning.

It is important to remember that school-college programmes provide the framework for developing a variety of social, personal and educational skills across a range of practical contexts. Developing positive attitudes to work and other related aspects such as citizenship are vital elements to engaging pupils and motivating them to become learners and employees of the future. School-college programmes are highly effective in encouraging pupils to think independently and creatively and also to work in groups and teams, interacting positively with others and developing a range of interpersonal skills and attributes.

The relevant quality indicator is:

3.3 Pupils' learning experiences (SFEFC/HMIE framework A.5.1)

This quality indicator is concerned with the following themes:

- extent to which the learning environment stimulates and motivates pupils
- pace of learning
- personal responsibility for learning, independent thinking and active involvement in learning
- interaction with others.

HGIOS QI 3.3 Pupils' learning experiences (SFEFC/HMIE framework A.5.1).

This quality indicator is concerned with the following themes:

- extent to which the learning environment stimulates and motivates pupils
- pace of learning
- interaction with others
- personal responsibility for learning, independent thinking and active involvement in learning

3.3 Pupils' learning experiences		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • To what degree are pupils motivated and engaged by their school-college experiences? • To what extent has this impacted on their other learning in school? • To what extent do pupils reflect upon their learning experiences, and use this understanding to make progress in future learning? • How effectively do pupils work independently, and collaboratively in groups? 	<ul style="list-style-type: none"> • Learner motivation and engagement • Progress and outcomes of learning • Reflection on learning • Independence in learning 		

Meeting pupils' needs in school-college programmes

One of the key issues in school-college programmes is to ensure that programmes are inclusive and selection procedures are transparent. It is important that staff from colleges, schools and other agencies co-ordinate selection procedures to ensure that pupils and parents or carers readily understand the level of commitment required by pupils, and arrangements for potential progression. It is also important that arrangements take full account of child protection measures.

The *Moving On: From School to College* report by HM Inspectorate of Education highlights the help required by pupils with additional support needs to make the transition to a college environment. Programmes of this nature are effective in helping pupils with additional support needs align their talents and interests with potential further study or employment options.

School-college programmes offer pupils the opportunity to develop a variety of skills that prepare them for life, the workplace and the community, and to raise awareness of specific careers. The diversity of the approaches, styles and resources means that provision can be matched to individual pupils' needs to help them take their next steps in learning.

The relevant quality indicator is:

3.4 Meeting pupils' needs (SFEFC/HMIE framework A.8.2; A8.3)

This quality indicator is concerned with the following themes:

- choice of tasks, activities and resources
- provision for pupils with differing abilities and aptitudes
- identification of learning needs.

HGIOS QI 3.4 Meeting pupils' needs (SFEFC/HMIE framework A8.2; A8.3).

This quality indicator is concerned with the following themes:

- choices of tasks, activities and resources
- provision for pupils with differing abilities and aptitudes
- identification of learning needs

3.4 Meeting pupils' needs		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • How effective are pre-enrolment and admission procedures in matching the learning needs of the pupil to appropriate school-college programmes? • To what extent are pupils involved in discussing and identifying their learning needs and developing individual learning targets and goals? • How well do staff work together to identify learning needs and implement appropriate structures for support? • To what degree do school/college activities provide sufficient challenge for pupils with different abilities, aptitudes and additional support needs? 	<ul style="list-style-type: none"> • Pre-enrolment and admissions procedures • Match between learner needs, prior learning and placement on programme • Induction procedures • Access to information about college policies, procedures and services • Agreeing individual goals with learners • Identification of and planning for additional support needs • Meeting learning and learner support needs 		

Curricular and vocational guidance

It is vital that school staff, parents and pupils are informed about, and gain an understanding of, the options available to young people once they have completed their programmes and are ready to progress to the next stage of their education or into employment. This approach will help pupils understand the relevance of developing employability and other skills as they prepare to leave school and enter further and higher education, or employment, or training.

School guidance staff, working jointly with colleagues from colleges and other agencies, should co-ordinate and evaluate the level of guidance available for pupils and ensure the accuracy of information and its relevance to the skills, talents and choices of the pupil.

The expansion in the use of curriculum flexibility to provide vocational programmes, in productive partnerships with colleges, has been a significant development for schools in providing young people with the best possible service for career information, advice and guidance. It is essential that pupils are able to discuss options with experienced staff in a timely manner. They should have the opportunity to reflect upon the discussions and arrive at career decisions based upon accurate information.

The relevant quality indicator is:

4.3 Curricular and vocational guidance (SFEFC/HMIE framework A.8.4)

This quality indicator is concerned with the following themes:

- preparation for choice in education, training or employment
- accuracy and relevance of information and advice
- extent to which guidance is founded on appropriate consultation.

HGIOS QI 4.3 Curricular and vocational guidance (SFEFC/HMIE framework A8.4).

This quality indicator is concerned with the following themes:

- preparation for choice in education, training or employment
- accuracy and relevance of information and advice
- extent to which guidance is founded on appropriate consultation

4.3 Curricular and vocational guidance		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • To what degree have pupils gained a better awareness of further study and/or employment opportunities from their college experiences? • How effectively do school and college staff liaise to deliver appropriate curricular and vocational guidance, based upon individual pupil needs? • To what extent do parents and carers, and pupils have opportunities to discuss careers opportunities with college staff? 	<ul style="list-style-type: none"> • Learner access to relevant information on progression to further study and/or employment • Learner access to and support by a named tutor • Interview and job-seeking skills development • Progression planning support 		

Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations

The local authority is ultimately responsible for the education of school pupils and for endorsing appropriate links between various partners, stakeholders and other agencies. As stated in *Lifelong Partners*, by 2007 local authorities must review all local school/college partnership activities to ensure they match the framework for the 3-18 curriculum set out in *A Curriculum for Excellence*. In addition, *Lifelong Partners* emphasises that school-college partnerships should be developed within the overall framework of Community Planning, stressing the importance of forging strong links between the different partners involved in the delivery of the programme and in the care of the young person. Links with employers and their representatives should be strengthened at every opportunity as they help to ensure that school-college programmes are delivering relevant curricular content and that young people adopt appropriate attitudes to work and employability.

Links with voluntary organisations and the local community are useful avenues for young people to pursue their potential to become responsible citizens and effective contributors. These links are highly effective in helping young people make a contribution to their society and understand their place within the local community.

The relevant quality indicator is:

4.8 Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations (SFEFC/HMIE framework B1.3; B2.1; B2.2)

This quality indicator is concerned with the following themes:

- links with the local authority or other managing body
- links with other educational establishments
- links with voluntary organisations, the wider community and employers
- links with statutory organisations.

HGIOS QI 4.8 Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations (SFEFC/HMIE framework B1.3; B2.1; B2.2).

This quality indicator is concerned with the following themes:

- links with the local authority or other managing body
- links with other educational establishments
- links with voluntary and statutory organisations, the wider community and employers

4.8 Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • How effective are the arrangements for the strategic and day-to-day management of school-college links, including the involvement of other agencies? • To what extent do colleges, schools and other establishments share attainment, curriculum and pastoral information? • How effectively do partnerships with employers, training agencies and Careers Scotland develop pupils' employability skills to prepare them for the world of work? • How productive are links with the range of statutory agencies to ensure services work together effectively to support pupils? 	<ul style="list-style-type: none"> • Curricular response to: <ul style="list-style-type: none"> – national and local policies, priorities and stakeholders – need to develop learners' skills – collaboration and partnership • Vision, strategy and arrangements to promote access and inclusion • Arrangement for reviewing progress of learners and effectiveness of support • Strategic links with external agencies to improve and sustain access and inclusion 		

Self-evaluation

A systematic assessment of school-college programmes, based upon self-evaluation principles and involving pupils, staff from schools and colleges, local authorities, parents and where appropriate, employers and the wider community, can:

- emphasise the key strengths of the programmes
- provide a framework for improvement action planning
- ensure the learning experiences of young people improve each year.

A collaborative approach would explore the relevant aspects of school-college experiences and result in measurable and observable improvements in the quality of provision and a positive impact on pupils' experiences and achievements.

Schools and colleges will wish to acknowledge the stake that other interests have in the success of the school-college programme, and include external perspectives in any evaluations and in the processes of planning for improvements.

Conclusions based upon these procedures could be incorporated into the annual *Standards and Quality* report produced by schools and provide evidence for external inspection and review.

The relevant quality indicator is:

7.2 Self-evaluation (SFEFC/HMIE framework A.9.1; A9.2)

This quality indicator is concerned with the following themes:

- processes of self-evaluation
- monitoring and evaluation
- reporting on standards and quality.

HGIOS QI 7.2 Self-evaluation (SFEFC/HMIE framework A9.1; A9.2).

This quality indicator is concerned with the following themes:

- processes of self-evaluation
- monitoring and evaluation by promoted staff
- reporting on standards and quality

7.2 Self-evaluation		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> • How systematic and reflective are the self-evaluation procedures and to what extent do they generate effective improvement action plans? • How effectively do the school and the college evaluate the overall experience of pupils on school-college courses? • To what degree have the views of pupils, parents and other stakeholders been taken into account to evaluate the effectiveness of pupils' learning experiences, progress and achievement? • How well do the school and college jointly report on the effectiveness of their partnership, including pupils' attainment and wider achievement? 	<ul style="list-style-type: none"> • Quality assurance activity: <ul style="list-style-type: none"> – monitoring of targets in previous plans – ongoing monitoring of programmes • Analysis and evaluation of: <ul style="list-style-type: none"> – PI data* at programme and unit levels – feedback from stakeholders – learning and teaching • Involvement of: <ul style="list-style-type: none"> – learners – teaching staff and other staff at all levels – other stakeholders as appropriate (eg employers) • Use of self-evaluation to inform planning • Achievement of targets for improvement • Evidence of real improvement for learners 		

*PI (Performance Indicator) data in further education deals with rates of success in programmes and units, and rates of student retention on programmes.

Worked examples

Introduction

The following section gives illustrations of how completed workpads might appear. The examples are each set in the context of an individual school and its partnership with a college where the relevant programmes are delivered. They may not be fully applicable to other kinds of partnerships or modes of delivery.

The strengths, areas for development and sources of evidence would have been recorded at appropriate times over the course of the year. In some cases, initial entries would be made by school and college staff separately. They would work together for other entries, as appropriate. Ongoing collation of the entries would lead to a final document to be shared and agreed between staff in the two establishments.

Workpads set in this context would probably be co-ordinated by the school and used by it as the basis for an annual report.

The college would be likely to draw upon such reports from all the schools with which it works and on other cross-college evidence to collate a wider partnership team report. The education authority would be one audience for such a report.

All reports should address each of the quality indicators used in the HGIOS guide and form conclusions on the effectiveness of the school-college partnership based on the sets of questions derived from each quality indicator. The reports should inform joint planning for improvement between the establishments.

HGIOS QI 1.2 Courses and programmes: worked example of a very good overall evaluation

1.2 Courses and programmes		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> How well do school-college programmes promote choice and progression? To what extent does the school-college programme form part of a broad and balanced curriculum which meets pupils' needs effectively? How well do programmes develop core and employability skills and form links across curriculum areas? How effective is the guidance that school and college staff receive on approaches to learning and teaching, and assessment? 	<ul style="list-style-type: none"> Match of programmes with learner abilities and prior learning Articulation arrangements Planned support for under 16s and for learners with additional support needs Preparation for employment Inclusion of skills development 	<p>Much wider choice for S3/S4 and S5/S6 pupils; guidance staff report very few problems at course choice with pupils selecting choices. Range of college courses available has been further developed for next session.</p> <p>School guidance staff confirm that almost all pupils have a timetable balanced across subjects and experiences. Where this is not the case, the blend of experience is well judged to meet the needs of the pupils concerned.</p> <p>College courses focus on skills which are recognised needs in the local community, such as plumbing and electrical work. S3/S4 college courses lead to further FE courses, or into Modern Apprenticeships. School staff are fully aware of the college provision.</p> <p>College staff have familiarised themselves with the school policies on learning and teaching, and assessment. Joint in-service allowed for discussion of learning styles across the two institutions and arrangements have been made for staff to visit and gain first hand experience of the other sector this session.</p>	<p>Two pupils on the college course wanted to take up Spanish in S3 but couldn't, though they can pick it up in S5. School managers need to continue to monitor the S3/4 column structure to check that it meets needs as fully as possible.</p> <p>Need to ensure that school staff take account of the skills developed by pupils in college when planning lessons and courses. Will need to monitor this aspect.</p>

HGIOS QI 2.1 Overall quality of attainment: worked example of a very good overall evaluation

2.1 Overall quality of attainment		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> To what extent is there evidence to show improvement in levels of attainment or the sustaining of high attainment levels? What is the impact of school-college courses on pupils' overall levels of attainment, including core skills? How has involvement in school-college courses improved pupils' attainment and wider achievements, such as in enterprise and citizenship? What evidence gathered for self-evaluation using related quality indicators is relevant to judgements on the overall quality of attainment? 	<ul style="list-style-type: none"> Progress from prior attainment, achievement, learning and experience Attainment of formal qualifications Core skills (communication, numeracy, information technology, working with others and problem solving) Success in award schemes, competitions etc Skills <ul style="list-style-type: none"> – vocational – employability – citizenship 	<p>Clear evidence is available to show attainment levels for most students are being sustained across most programmes. Construction programmes in particular demonstrated high levels of achievement in vocational skills.</p> <p>In current S3, all but two are on track for 5+ SCQF awards at Level 3 or better, including English and maths; last year a group of 13 S4 pupils did not achieve this level.</p> <p>College staff confirm that pupils attending college are working purposefully towards clear and challenging targets. Pupils on college catering courses participated in a local authority initiative to develop easy cook menus for senior citizens.</p> <p>Pupils attending college are demonstrating more positive attitudes in school. Staff report that pupils attending college courses have shown higher levels of participation in group activities in school classes and demonstrate more responsible attitudes in PSE than last year's S3.</p> <p>College self-evaluation suggests that unit and programme attainment is close to being maximised and learning and teaching is good.</p>	<p>Limited progress in "working with others" as yet in S4. S3 looking more promising, and a continuing focus on this area should produce a better picture next year.</p> <p>Pupils will be encouraged to develop positive attitudes to employment demonstrated through the use of personal learning logs.</p>

In evaluating attainment, due consideration should be given to the following quality indicators: 1.2 Courses and programmes; 2.1 Overall quality of attainment; 3.2 The teaching process; 3.3 Pupils' learning experience; 3.4 Meeting pupils' needs. The following additional quality indicators are not included in this guide, but relevant evidence may be gathered through wider school and college self-evaluation: (HGIOS) 3.5 Assessment as part of teaching; 4.4 Monitoring progress and achievement; 5.2 Expectations and promoting achievement; (SFEFC/HMIE): A6.3 Assessment practice; A8.3 On-programme guidance and support.

HGIOS QI 3.2 The teaching process: worked example of a *good** overall evaluation

3.2 The teaching process		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> How well do school and college teaching approaches match pupils' learning needs? To what extent do teachers enable pupils to become independent, confident learners? How effectively are the purposes and contexts for learning explained to pupils? How successful are school and college staff in sharing identified weaknesses in pupils' learning and addressing them effectively? 	<ul style="list-style-type: none"> Planning of learning activities Promotion of achievement Standards set by staff Contextualising learning Application of professional and subject knowledge by staff Focus on learners 	<p>Evidence from monitoring by senior staff that teaching approaches in school classrooms are appropriate in most lessons.</p> <p>Evidence from college self-evaluation reports indicates lessons have appropriate teaching approaches. Lecturers informally exchange ideas and approaches to teaching. Pupils see the value of the different teaching approaches and respond well to lecturers' teaching approaches.</p> <p>Also, evidence that pupils are rising to the challenge of demanding tasks beyond the school's expectations.</p> <p>Some school departments (e.g. technical education, drama) report that they are able to give more responsibilities to previously disengaged pupils who are involved with college courses.</p> <p>Evidence that pupils are very responsive to college courses because they appreciate the purpose of learning. Most school staff are capitalising on this by highlighting the relevance of their courses; pupils are responding to this too.</p> <p>School staff identifying weaknesses well in school learning and addressing them generally effectively in the school context. College staff receive summary information and are beginning to use it positively.</p>	<p>Need systematic consultation between school and college to ensure that approaches match and that there is consistent best practice.</p> <p>College self-evaluation reports confirm concentration on competence-based teaching rather than consideration of wider generic or employability skills required in the workplace. College staff will consult with local employers to gain insights into types of skills required locally.</p> <p>Scope for school to take more advantage of improved motivation by college pupils and to focus more on real-life contexts and materials.</p> <p>College staff are not generally aware of the pupils' S1/S2 experiences. Will trial "case conferences" involving school and college staff discussing the learning of identified under-achievers. This will have implications for S1/S2 courses.</p>

* This worked example represents provision that would be evaluated at level 4 of the new six-point scale used generally by HMIE in evaluations of schools, and level 3 of the previous four-point scale, which is still used by HMIE in further education evaluations.

HGIOS QI 3.3 Pupils' learning experiences: worked example of a good* overall evaluation

3.3 Pupils' learning experiences		Evidence	
<p>Questions derived from HGIOS</p> <ul style="list-style-type: none"> To what degree are pupils motivated and engaged by their school-college experiences? To what extent has this impacted on their other learning in school? To what extent do pupils reflect upon their learning experiences, and use this understanding to make progress in future learning? How effectively do pupils work independently, and collaboratively in groups? 	<p>SFEFC/HMIE quality framework prompts</p> <ul style="list-style-type: none"> Learner motivation and engagement Progress and outcomes of learning Reflection on learning Independence in learning 	<p>Strengths</p> <p>College staff report very high levels of attendance, and all pupils attentive and engaged in their work. No discipline problems.</p> <p>School guidance staff report that this year's S3 has fewer cause-for-concern referrals (either for indiscipline or poor work) amongst the college group, some of whom would have been expected to have been quite disengaged from school. Better attendance from this group too.</p> <p>College uses self-evaluation forms to encourage pupils to reflect on their learning. In school, the "thinking skills" event will ensure they have opportunities to reflect.</p> <p>College courses such as construction and hairdressing provide regular opportunities for pupils to work collaboratively in groups. This approach has helped improve the levels of engagement for almost all pupils.</p>	<p>Areas for development</p> <p>Reflection activities used by the school and college should be coordinated better and linked more to "next steps" for pupils. Improved coordination will help pupils make better progress in their learning. Timing of these activities remains a problem given the short time the pupils are in college each week.</p> <p>Pupils would benefit from more opportunities in school to make use of group working skills developed in college.</p>

* This worked example represents provision that would be evaluated at level 4 of the new six-point scale used generally by HMIE in evaluations of schools, and level 3 of the previous four-point scale, which is still used by HMIE in further education evaluations.

HGIOS QI 3.4 Meeting pupils' needs: worked example of a very good overall evaluation

3.4 Meeting pupils' needs		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> How effective are pre-enrolment and admission procedures in matching the learning needs of the pupil to appropriate school-college programmes? To what extent are pupils involved in discussing and identifying their learning needs and developing individual learning targets and goals? How well do staff work together to identify learning needs and implement appropriate structures for support? To what degree do school/college activities provide sufficient challenge for pupils with different abilities, aptitudes and additional support needs? 	<p>SFEFC/HMIE quality framework prompts</p> <ul style="list-style-type: none"> Pre-enrolment and admissions procedures Match between learner needs, prior learning and placement on programme Induction procedures Access to information about college policies, procedures and services Agreeing individual goals with learners Identification of and planning for additional support needs Meeting learning and learner support needs 	<p>The S2 course choice day includes a presentation by an FE lecturer. Materials are sent home; parents report that these are very clear and informative. Interested pupils have a half-day visit to the college in May before choices are finalised; parents are invited to this. Once courses start in June, there are still opportunities for a review of choices. In October, pupils and parents are surveyed to check that the information they received was full, accurate and useful.</p> <p>Effective college induction arrangements are in place. These work on a pre-induction and ongoing induction basis with sessions as full class groups built into the teaching plans. Induction workbooks are mandatory for all pupils. They are completed during the phases of induction and signed off by named staff members.</p> <p>Effective college procedures ensure that pupils are supported by a named tutor. Regular PSE slots allow for discussion of progress with the Guidance tutor. Their "learning log" is updated at these sessions, and includes medium-term- and long-term targets.</p> <p>The school's alert system ensures that guidance staff are able to intervene early in cases of under-achievement or other concerns. Learning Support staff are involved quickly where appropriate. Guidance staff have established good relationships with college staff so that they are alerted quickly when difficulties arise and can take action. School and college staff have been trained in child protection (CP) procedures, and know the names of CP co-ordinators.</p> <p>Currently, feedback from staff and from attainment data indicates that courses are meeting the needs of almost all pupils very well.</p>	<p>Need to keep under review the choice of courses for the few pupils who have poor attendance and disrupted learning from S1/S2 but are capable of more advanced learning that their prior attainment would indicate.</p> <p>Measures should be developed between college and school support staff to exchange appropriate information on support arrangements deployed for pupils at college.</p>

HGIOS QI 4.3 Curricular and vocational guidance: worked example of a very good overall evaluation

4.3 Curricular and vocational guidance		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> To what degree have pupils gained a better awareness of further study and/or employment opportunities from their college experiences? How effectively do school and college staff liaise to deliver appropriate curricular and vocational guidance, based upon individual pupil needs? To what extent do parents and carers, and pupils have opportunities to discuss careers opportunities with college staff? 	<ul style="list-style-type: none"> Learner access to relevant information on progression to further study and/or employment Learner access to and support by a named tutor Interview and job-seeking skills development Progression planning support 	<p><i>Pupils attending college are more aware of progression possibilities. Very positive feedback from pupils and parents about the split in the careers fair into two events (FE/employment and HE).</i></p> <p><i>Visits to workplaces have allowed pupils to discuss employment opportunities in the relevant fields.</i></p> <p><i>School and college guidance staff deliver high quality advice. School staff attend college events, and college staff provide input to S2 and S4 course choice evenings.</i></p> <p><i>Regular, scheduled college guidance interviews provide good advice on progression.</i></p> <p><i>Parents are invited to the college to discuss options. They also get information on college courses at school open nights from college staff.</i></p>	<p><i>Need to get feedback from pupils after they leave school on how helpful the advice was. We also need to track leaver destinations beyond the immediate post-school experience. We will discuss arrangements to proceed with this strategy with colleagues from Careers Scotland.</i></p> <p><i>The college should use its extensive links with employers to establish a wider range of progression opportunities.</i></p>

HGIOS QI 4.8 Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations: worked example of a weak* overall evaluation

4.8 Links with local authority, other educational establishments, the wider community including employers and voluntary and statutory organisations		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> How effective are the arrangements for the strategic and day-to-day management of school-college links, including the involvement of other agencies? To what extent do colleges, schools and other establishments share attainment, curriculum and pastoral information? How effectively do partnerships with employers, training agencies and Careers Scotland develop pupils' employability skills to prepare them for the world of work? How productive are links with the range of statutory agencies to ensure services work together effectively to support pupils? 	<ul style="list-style-type: none"> Curricular response to: <ul style="list-style-type: none"> national and local policies, priorities and stakeholders need to develop learners' skills collaboration and partnership Vision, strategy and arrangements to promote access and inclusion Arrangement for reviewing progress of learners and effectiveness of support Strategic links with external agencies to improve and sustain access and inclusion 	<p>College representative attends for part of the monthly meetings of the extended school; cluster team. Informal contact between college staff and school.</p> <p>Attainment information is shared effectively: progress with college courses feeds into school tracking system, and summary information is copied to college staff to give them an overall picture.</p> <p>The college has links with several local employers and the pupils have the opportunity to visit employers' premises as part of their programme.</p>	<p>There is no regular planned meeting between senior managers in school and college, and any EA staff, to discuss policy, strategy, and practical issues.</p> <p>Need to ensure that the school provides college staff with a summary of subjects taken by pupils in school that are relevant to their college programmes.</p> <p>Need to improve sharing of pastoral information. School guidance staff need to systematically pass on important, relevant information to college about pupils. Issues of confidentiality currently prevent full sharing of information from other agencies (particularly health) with the school and college.</p> <p>The school has few links with employers, and these have been affected by the decline of numbers involved in the work experience programme. It should seek to capitalise upon the college's employer links to improve this situation.</p>

* This evaluation at level 2 on the new six-point scale used by HMIE in school evaluation corresponds to the evaluation of fair at level 2 of the previous four-point scale, which is still used by HMIE in further education evaluations.

HGIOS QI 7.2 Self-evaluation: worked example of a weak overall evaluation*

7.2 Self-evaluation		Evidence	
Questions derived from HGIOS	SFEFC/HMIE quality framework prompts	Strengths	Areas for development
<ul style="list-style-type: none"> How systematic and reflective are the self-evaluation procedures and to what extent do they generate effective improvement action plans? How effectively do the school and the college evaluate the overall experience of pupils on school-college courses? To what degree have the views of pupils, parents and other stakeholders been taken into account to evaluate the effectiveness of pupils' learning experiences, progress and achievement? How well do the school and college jointly report on the effectiveness of their partnership, including pupils' attainment and wider achievement? 	<ul style="list-style-type: none"> Quality assurance activity: <ul style="list-style-type: none"> monitoring of targets in previous plans ongoing monitoring of programmes Evidence of real improvement for learners Analysis and evaluation of: <ul style="list-style-type: none"> PI data* at programme and unit levels feedback from stakeholders learning and teaching Involvement of: <ul style="list-style-type: none"> learners teaching staff and other staff at all levels other stakeholders as appropriate (eg employers) Use of self-evaluation to inform planning Achievement of targets for improvement Evidence of real improvement for learners 	<p>Monitoring of learning and teaching in the school includes the use of pupil questionnaires for all pupils.</p> <p>Each of the relevant departments in the college utilise self-evaluation procedures which include end-of-unit questionnaires for school pupils.</p> <p>Pupils on college courses have discussed their experiences with school guidance staff.</p>	<p>Pupil questionnaires used in the school do not include questions that relate to the college experience.</p> <p>School-college programme review reports evaluate only a few aspects of learner experience and rely predominantly on replies by pupils to questionnaires.</p> <p>The school has not sought the views of parents on their children's experience of college courses.</p> <p>The school and the college prepare reports on standards and quality separately. The school and the college do not share each others' quality reports and are generally unaware of strengths and weaknesses in each others' provision.</p> <p>Effective college self-evaluation procedures applied to other college courses should also be applied to the school-college provision. This will ensure that deeper analysis and better evaluation occur, and that actions for improvement can be monitored.</p>

*PI (Performance Indicator) data in further education deals with rates of success in programmes and units, and rates of student retention on programmes.

Sources of support

How good is our school? HM Inspectorate of Education, 2002
http://www.hmie.gov.uk/about_us/inspections/hgios/HGIOS.pdf

Quality Framework for Scottish FE Colleges, SFEFC/HMIE, 2004
http://www.hmie.gov.uk/about_us/inspections/documents/sfetc_framework.doc

Moving On: From School to College, HM Inspectorate of Education, 2000
<http://www.hmie.gov.uk/documents/publications/more.htm>

Circular 3/2001: Guidance on Flexibility in the Curriculum, Scottish Executive, 2001
<http://www.scotland.gov.uk/library3/education/circ3-00.asp>

A Curriculum for Excellence, Scottish Executive, 2004
<http://www.scotland.gov.uk/library5/education/cerv-00.asp>

Partnership for a Better Scotland, Scottish Executive, 2003
<http://www.scotland.gov.uk/library5/government/pfbs-00.asp>

Lifelong Partners – A Strategy for Partnership, Scottish Executive, 2005
<http://www.scotland.gov.uk/Resource/Doc/36328/0011883.pdf>

Determined to Succeed: Investigating young people's perceptions of success and influencing factors, Scottish Executive, 2005
<http://www.scotland.gov.uk/Publications/2005/04/13131928/19309>

Life Through Learning Through Life - The Lifelong Learning Strategy for Scotland, Scottish Executive, 2003
<http://www.scotland.gov.uk/library5/lifelong/lism-00.asp>

HM Inspectorate of Education
www.hmie.gov.uk

Scottish Executive
www.scotland.gov.uk

Appendix

The purpose of this appendix is to support school managers in discussions with college staff on school-college partnerships. It suggests questions to be asked by the school manager in a discussion with a senior manager from FE.

What college courses would most effectively improve the curriculum for identified groups of pupils? Which courses would:

- increase their overall levels of attainment, including core skills?
- improve the quality of their learning by demonstrating the relevance of what they are being taught, and how it relates to the world of work?
- provide high pupil motivation on the courses themselves, but also allow school staff to capitalise on this motivation within school?

In order to make the school-college partnership effective, we need to ensure that pupils have a coherent overall experience.

- How will we operate strategically, working together and with the Education Authority and other agencies?
- How will we co-ordinate the course choice and careers advice we give to pupils to make sure that they get consistent overall messages?
- What day-to-day systems need to be in place to allow for effective communication and sharing of pastoral and attainment information, and to enable early intervention when necessary?

We need to ensure that the provision we develop rests on a solid foundation and takes account of national advice on curriculum flexibility.

- What consultations are required to make sure that we fully meet the needs of our stakeholders, including employers, in designing our school-college programme? How do we carry those out?
- Alongside this consultation process, we need to set out our rationale for developing school-college programmes, including clear statements on the expected educational gain for our pupils. Who are the school and college representatives who will work together to set out the rationale?

We need to make sure we monitor the effectiveness of the partnership and its impact on pupils' wider learning and attainment.

- How will the two establishments work together to evaluate the quality of teaching and learning for pupils involved in partnership provision?
- How will we monitor pupils' overall attainment and wider achievement, and in particular how will we ensure that we have enough information to be able identify and remove barriers to learning?
- How will we involve pupils, parents, employers, and other stakeholders and agencies in evaluating the provision arising from the school-college partnership?

www.hmie.gov.uk

© Crown copyright 2005

Astron B42486 8-05

Further information is available from:

Communications Unit
HM Inspectorate of Education
Denholm House
Almondvale Business Park
Almondvale Way
Livingston
EH54 6GA

Tel: 01506 600 200
Fax: 01506 600 337
E-mail: enquiries@hmie.gov.uk

ISBN 0-7053-1072-8



9 780705 310727



INVESTOR IN PEOPLE



Member of
Plain English Campaign
committed to
clearer communication

