



School inspections are changing

Shape What's Next

Analysis report
of responses to the
public consultation

 **Craigforth**
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HMIE | His Majesty's Inspectorate of Education in Scotland
Luchd-sgrùdaidh an Rìgh airson Foghlam ann an Alba

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Executive Summary

This summary sets out the key findings from the analysis of responses to HMIE's public consultation 'School inspections are changing: shape what's next'. The consultation opened on 3 September 2025 and closed on 6 November 2025. There were two different questionnaires, one designed for children and young people and another for other respondents (referred to as the stakeholder questionnaire).

Children and Young People feedback

The introduction to the questionnaire made it clear that the views of children and young people are valued because of their experiences and the insights they have into school life. It stressed that children and young people can make a difference, by helping inspectors see what is working well and what needs to change and shaping school inspections in future.

A total of 482 responses were received to the children and young people online questionnaire. The largest number of these – 314 responses – were from those at primary school with a further 131 coming from those at secondary school. There were smaller numbers from both special education schools, and independent schools.

In addition, 46 children and young people with additional support needs (ASN) took part in meetings held by HM Inspectors in special school settings, with their feedback mapped and analysed alongside the Citizen Space responses to ensure their views were fully reflected in the overall findings.

What do inspectors look at when they inspect schools?

Children and young people were asked about the things they think are the most important for inspectors to look at when visiting their school, with a list of 18 different options given. All the options scored highly in terms of importance, with 'What it feels like to be in your school' and 'How school keeps you safe and protected' most likely to be important to children and young people. More than 9 out of 10 thought these were important.

Children and young people were asked if there were any important areas they thought were missing from the list of options that inspectors should look at when visiting schools. The answers often talked about the physical school environment, including classrooms, toilets, canteen areas and outside spaces. Children and young people in both primary and secondary schools raised issues connected to overall wellbeing, with the relationship between teachers and children and young people also seen as important.

The children and young people taking part in the ASN meetings also raised the importance of wellbeing in special school settings, including in relation to mealtimes, friendships, and support to meet their sensory needs.

People who are involved in school inspection

Most¹ children and young people thought it was a good idea that they should help inspectors understand how well their school is doing. A majority also thought that senior

¹ The quantifier terminology adopted is in line with HMIE's standard definitions, as outlined on page 2 of the main report.

staff helping was a good idea, although secondary school pupils were less likely to think so than primary school pupils.

Arrangements for school inspections

Children and young people were asked how often schools should be inspected, with 'at least once every 5 years' the most popular choice, particularly among secondary school pupils. There was not much support for either the 'at least every 7 years' or 'at least every 10 years' options.

At present, inspectors usually tell a school that they will be coming to inspect about two and a half weeks beforehand. Children and young people were asked for their views on when schools should be told that inspectors are visiting, but overall, they did not have a clear preference. Primary school children were slightly more likely to think that 'about 2 and a half weeks' was the best option while secondary school pupils were slightly more likely to choose 'about 2 days'.

Information before an inspection takes place

Children and young people were asked for their opinion on inspectors asking for the views of different people before they visit a school. They were also asked the best ways for them to hear the views of children and young people at the school.

A majority of children and young people thought it would be a good idea for their headteacher to tell inspectors what they think is going well and what could be better before an inspection starts. Primary school pupils were more likely to think this than secondary school pupils.

Children and young people were even more likely to think it was a good idea that they are asked what is going well and what needs to improve before the inspection starts. Secondary school pupils were particularly keen to be able to share their views and experiences.

Children and young people were given three options for how inspectors could find out what they think about their school before a visit. A questionnaire and a discussion were more popular methods than an online tool.

How inspectors describe how well a school is doing

Children and young people had quite mixed views on whether it is a good idea for school inspectors to use one-word grades to describe how well their school is doing, with more unsure about this issue than at most other questions.

Primary school pupils were more likely to think using one-word grades is a good idea; around 4 in 10 (43%) chose this option. However, almost half of secondary school pupils (49%) did not think one-word grades are a good idea.

How children and young people find out what inspectors said

A majority of children and young people thought it would be a good idea for inspectors to prepare a report for children and young people after their school has been inspected, with secondary school pupils slightly more likely to think it is a good idea than those at primary school.

Children and young people were most likely to think that a video would be the best way for inspectors to tell them how their school is doing, although there was also support for either a report or a letter. If reports are provided, it was suggested that these should be child friendly and easy to read.

The children and young people taking part in the ASN meetings thought Inspectors should talk to pupils before they leave the school, to give them feedback about the inspection and how it went. They stressed how important it is for Inspectors to use their preferred methods of communication.

Follow-up inspections and support

Most children and young people thought that, if there were lots of areas that needed to get better, it would be a good idea for inspectors to come back to their school to see if things had improved. Most also thought it would be good idea for children and young people to be involved in helping inspectors understand what has improved.

Stakeholder feedback

A total of 1,177 responses were received. Respondents were asked a number of questions about their connection to the education sector and, based on their answers, most were placed into one of five stakeholder groups:

Stakeholder type	Number	% of stakeholder group respondents
Parent or carer and young people	322	29%
Teacher or other staff	386	34%
Senior leader or manager	322	29%
Local/education authority officer	38	3%
Other	54	5%
Total	1,122	100%

The 'Parent or carer and young people',² 'Teacher or other staff' and 'Senior leader or manager' groups were of relatively equal size with smaller numbers in the 'Local/education authority officer' and 'Other' groups.

The 55 organisation respondents were placed into one of seven groups: 'Local authority', n=15; 'Public body', n=5; 'Sector representative body or membership organisation', n=9; 'Think tank, consultancy or academia', n=3; 'Third sector, campaign group or support provider', n=12; 'Trade union', n=3; and 'Other', n=8.

People involved in inspection

HM Inspectors lead on inspections, but teams can also include associate assessors (experienced school leaders, middle leaders or local authority staff) or lay members.

² The consultation paper noted that older children and young people might prefer to complete the stakeholder questionnaire and for those that did, their views have been captured here.

There was a clear consensus that having associate assessors in inspection teams strengthens inspections, but a more mixed position when it came to whether lay members should be part of inspection teams. Although respondents across all the stakeholder groups were more likely to agree strongly or agree, for both the 'Senior leaders or managers' and particularly the 'Teachers or other staff' groups, the number of respondents disagreeing or disagreeing strongly was relatively high.

There was also a clear consensus that senior leaders being invited to join parts of the inspection process would strengthen inspections. 'Senior leaders or managers' and 'Local/education authority officers' were particularly likely to see benefits in this approach.

Gathering views of key groups

Inspectors already gather the views of children and young people and school staff through questionnaires, focus groups, and direct conversations. They gather the views of parents and carers through questionnaires, focus groups and meeting the Chair of the Parent Council. Respondents were asked whether they thought each of these groups should have increased opportunities to share their views during inspection.

There were strong levels of support for children and young people and school staff having increased opportunities to share their views. However, the position was less clear with regard to parents or carers, with those in the 'Parents or carers and young people' group more likely to think they should have increased opportunities to share their views than those in the remaining four stakeholder groups. Some of the further comments suggested that current opportunities are sufficient and/or of high quality.

The importance of ensuring that approaches are tailored or adaptable to the particular needs of children and young people was highlighted, including with a (continuing) focus on age-appropriate options and communication styles, and opportunities for natural, low-pressure engagement with inspection teams. There were also references to all children and young people having an opportunity to be involved in sharing their views, including those with additional support needs.

Those who thought that school staff should have increased opportunities to share their views raised some of the same issues that had been highlighted in relation to children and young people. Points made included that staff should feel listened to and able to express their views freely; this was sometimes connected to a view that any interaction should be private, and possibly anonymised. There was also reference to an 'open door' policy so that staff can readily engage with the inspection team.

The importance of parents or carers having their voice heard was also highlighted, although there were suggestions that current arrangements work well. However, there were also concerns that some parents may be hesitant or find it difficult to engage with school inspections. It was suggested that there needs to be a review of the approaches used to ensure opportunities are as accessible as possible, and that a wide range of parents have the opportunity to contribute when their children's school is being inspected.

Inspection frequency and selection

Currently, there is no fixed cycle for inspections. HM Inspectors carry out around 250 inspections each year, using a national sampling approach. Schools can also be selected for inspection as a result of risk. This means that, on average, a primary, secondary or

special school may be inspected once every 10 years, although some schools may wait longer.

Views about whether the current sampling model should continue were mixed. 'Teachers or other staff' and 'Senior leaders or managers' were more likely to agree strongly or agree (44% and 43% respectively), than those in the other stakeholder groups. A majority (51%) of 'Parents or carers and young people' disagreed or disagreed strongly that the current sampling model should continue. Going forward, respondents were most likely to favour an approach that combines a clear cycle for all schools, with additional inspection based on risk.

Views were also mixed in relation to how often each school should be inspected. 'Parents or carers and young people', 'Teachers or other staff' and 'Local/education authority officers' were most likely to favour inspections being carried out at least once every 5 years. 'Senior leaders or managers' were the only stakeholder group in which respondents were more likely to favour inspections being at least once every 10 years. There was very limited support for an approach based on inspecting only when there is a concern.

Use of grades in inspection

HM Inspectors currently use a six-point grading scale to provide a high-level summary of how well a school is performing in key areas. There was little in the way of clear consensus around whether using grades helps provide a clear overview of how well a school is doing or helps with understanding about what needs to improve. However, there was a consensus that grades can oversimplify what is happening in a school, with 'Senior leaders or managers' and 'Teachers or other staff' particularly likely to think this can be the case.

When it came to whether school inspections should continue to use grades to summarise how well a school is performing, the general consensus tended to be not. 'Senior leaders or managers' were particularly likely to think that they should not continue to be used. 'Parents or carers and young people' were the only stakeholder group in which more respondents thought grades should continue to be used to summarise how well a school is performing than not. In terms of possible alternatives to the current approach, there was a slight preference for using a shorter grading scale if grades do continue to be used.

Notification of inspection and pre-inspection

Currently, a school is given two-and-a-half weeks' notice of an inspection. The consultation sought views on whether the current notification period is appropriate. There was no clear consensus around any one of the three notice periods suggested, with 'Parents or carers and young people' and 'Local/education authority officers' most likely to favour a school being given about 2 days' notice and 'Teachers and other staff' and particularly 'Senior leaders or managers' most likely to prefer the 3 to 4 weeks' notice option.

The questionnaire also sought views on what happens in the time before an inspection takes place. Across all the stakeholder groups, most or a majority agreed strongly or agreed that a self-evaluation summary helps make sure that inspection starts with the school's own view of its strengths and development areas. A majority also thought it was important to gather the views of 'children and young people', 'school staff, including

support staff', 'parents and carers' and 'organisations and partners who work with the school'.

Design and content of a school inspection framework

The questionnaire explained that HM Inspectors use a framework, [*How Good Is Our School?* \(4th Edition\)](#), to ensure a consistent approach to evaluating the quality of education in schools, including primary, secondary, and special schools. *How Good Is Our School?* has not been updated since it was launched in 2015. The consultation sought views on the format, purpose and content of a new school inspection framework.

While there was very limited support for having one framework for all schools, opinion varied in relation to whether there should be one framework with guidance that can be adapted for each different type of school, or different frameworks for different types of school, such as primary, secondary, and special schools. 'Local/education authority officers' and 'Senior leaders or managers' were more likely to favour having one framework for all schools with guidance that can be adapted for each different type of school; levels of support for this option stood at 63% and 45% respectively. 'Teachers or other staff' and 'Parents or carers and young people' tended to prefer different frameworks for different types of school, with levels of support at 58% and 54% respectively.

Respondents were also asked about the importance of 25 different areas being included in an inspection framework. All areas were seen as very important or important by the majority of respondents. This was particularly the case for 'relationships and behaviour', 'safeguarding and promoting welfare' and 'learning, teaching and assessment', all three of which were seen as important by 99% of respondents.

Reporting on the outcome of inspections

HMIE is reviewing how inspection findings are reported and shared following school inspections. Overall, respondents had a clear preference for having two inspection reports – one with detailed information for schools and local authorities/proprietors of independent schools, and a shorter, easy-to-understand version for parents and carers. However, there was some support for a single inspection report from those in the 'Parent or carer and young people' stakeholder group, with around 1 in 3 preferring this option.

In relation to effective ways of sharing inspection findings with children and young people, the most frequently made suggestions were: in person presentations or meetings, with an opportunity to discuss and share views on the findings; a written report/feedback document; and a video/digital message, with references to the use of social media (via a podcast, using TikTok or Instagram-style reels etc.)

The importance of any approach being child-friendly and age-appropriate was also highlighted, and it was also noted that, where appropriate, the findings should be tailored to meet children's particular needs.

Respondents were most likely to select a 'clear summary of strengths and areas for development' as one of the features of an inspection report that matter most, followed by 'clear explanation of what the school/local authority/proprietor of independent schools is expected to do next' and 'recommendations for improvement'.

Inspecting nursery classes

Some schools include nursery classes. These are inspected using the new, separate Quality Improvement Framework for the early learning and childcare sector developed by HM Inspectors and the Care Inspectorate. This consultation exercise did not cover a new joint framework or inspection arrangements but did seek views specifically on whether nursery classes should continue to receive separate grades and summary of findings when included in a school inspection.

Overall, respondents tended to agree that, when a nursery class is included in a school inspection, its evaluation should be reported separately from the rest of the school. 'Local authority/education officers' were particularly likely to agree strongly agree or agree with the approach, with 'Senior leaders or managers' less likely to agree strongly or agree.

Inspection follow-up

Across all the stakeholder groups, respondents were most likely to think that all schools should receive some form of follow-up after an inspection. 'Parents or carers and young people' were particularly likely to favour this approach.

Themes across the two questionnaires

Although the questions asked were different, the issues covered by the Children and young people and Stakeholder questionnaires were similar and it is interesting to consider the extent to which the views of children and young people reflected those of the stakeholder respondents.

One area – and perhaps the strongest area – of clear consensus was around the critical importance of children and young people being involved in the inspection process. This ranged across the preparation, main inspection and post-inspection stages and also extended to the types of approach(es) that should be used. There were references to interactions being engaging, age-appropriate, and natural or informal, with the importance of meeting any specific needs that children or young people have also seen as critical.

All of these aspects were connected to the importance of engagement approaches being inclusive, with a broad range of children or young people having an opportunity to share their views and experiences.

Children and young people tended to prioritise issues connected with what it feels like to be in school and how their school keeps them safe and protected. In terms of issues of most importance, other stakeholders had very similar priorities – 'relationships and behaviour' and 'safeguarding and promoting welfare' were two of the three issues that were seen as important by almost all of those who responded to the Stakeholder questionnaire.

Overall, there was little in the way of clear consensus around whether using grades helps provide a clear overview of how well a school is doing. Children and young people had quite mixed views on whether it is a good idea for school inspectors to use one-word grades to describe how well their school is doing, and the picture was similar amongst those responding to the Stakeholder questionnaire.

Where a degree of consensus returned was around reporting inspection findings and what should happen next. Children and young people were most likely to think that a video would be the best way for inspectors to tell them how their school is doing. They also thought that, if there were lots of areas that needed to get better, it would be a good idea for inspectors to come back to their school to see if things had improved.

Those responding to the Stakeholder survey were also looking for clarity, and for a focus on strengths as well as areas for development and they were also most likely to think that all schools should receive some form of follow-up after an inspection.

1. Introduction

This report presents analysis of responses to HMIE's public consultation 'School inspections are changing: shape what's next'. The consultation opened on 3 September 2025 and closed on 6 November 2025. There were two different questionnaires, one designed for children and young people and another for the wider public (referred to in this report as the stakeholder questionnaire).

The analysis presented here has been undertaken by an independent research organisation.

Context

The Education (Scotland) Bill, introduced to the Scottish Parliament in 2024, concluded its parliamentary stages on 25 June 2025 and received Royal Assent on 6 August, at which point it became the Education (Scotland) Act 2025.

The Act establishes the statutory framework for a new, independent education inspectorate for Scotland, led by His Majesty's Chief Inspector of Education in Scotland. By removing the inspection function from Education Scotland and creating a dedicated inspectorate, His Majesty's Inspectorate of Education (HMIE), the legislation strengthens the independence, visibility and accountability of school inspection within the national education system.

The Education (Scotland) Act 2025 also sets out, for the first time in statute, the purpose of inspection in Scotland. This includes promoting improvement in the quality of education by identifying where support is required; sharing effective practice; contributing evidence to inform the development of education policy; and providing assurance to learners, parents, and the wider public about the quality and performance of educational establishments. In addition, His Majesty's Chief Inspector is given clear powers to determine the frequency, focus, and methodology of inspections, with a statutory requirement to publish these intentions in an Annual Inspection Plan.

The publication of this analysis of responses to HMIE's first national public consultation on the future of school inspection comes at an important point in the development of the new inspectorate. The consultation represents an essential stage in helping to shape the practical approaches HMIE will adopt within the revised legislative framework created by the Education (Scotland) Act 2025.

The consultation, launched in September 2025, invited views on key aspects of the inspection process, including who should be involved in inspections, inspection frequency and selection, notification arrangements, pre-inspection activity, the school inspection framework itself, and reporting and follow up processes after inspection.

The themes explored in the consultation were informed by a broad listening exercise undertaken by HM Inspectors earlier in 2025. During this period, inspectors engaged – both in person and online – with around 2,000 stakeholders, including more than 500 children and young people, as well as teachers, school leaders, local authorities, and national bodies. This engagement helped ensure that the consultation reflected the

priorities, concerns, and lived experiences of those most directly affected by school inspection.

In addition to the stakeholder consultation, a dedicated, age-appropriate questionnaire titled 'School Inspections are Changing: the views of children and young people', was designed to ensure that younger respondents could participate meaningfully. By gathering views from across Scotland's education community – including parents, carers, and those without direct professional involvement – the consultation aimed to build a rounded, inclusive evidence base.

The findings presented in this report form an essential component of HMIE's decision-making as it refines how school inspections will operate in the future. Alongside other key sources of evidence, these insights will support HMIE to shape an inspection approach that continues to drive improvement, provide robust assurance, and deliver clear public value within the new statutory landscape established by the Education (Scotland) Act 2025.

Number of responses

The Children and Young People questionnaire received 482 responses. In addition, 46 children and young people with additional support needs (ASN) took part in discussion meetings held by HM Inspectors in special school settings.

The Stakeholder questionnaire received 1,177 responses, 55 of which were from organisations. Where consent has been given to publish responses, they can be found at <https://consult.gov.scot>.

Further information about the profile of respondents is provided at the start of the analysis for each of the questionnaires.

Analysis and reporting

Commentary on the results at the closed questions uses the following quantification terms:

- all: 100%
- almost all: 91%-99%
- most: 75%-90%
- majority: 50%-74%
- minority/less than half: 15%-49%
- a few/less than: 15%

As with any public consultation exercise, it should be noted that those responding generally have a particular interest in the subject area. Therefore, the views they express cannot necessarily be seen as representative of wider public opinion.

Chapter 2: Children and Young People feedback

The next chapter of the report (Chapter 2) presents the analysis of responses to the Children and Young people questionnaire. The report presents a question-by-question analysis of answers to the closed questions and further comments at open questions.

The answers to the closed questions are presented in charts within the main body of the report. A full set of results at the closed questions, broken down by respondent type, is available at [Annex A](#) to this report.

Chapter 3: Stakeholder feedback

Chapter 3 of the report presents the analysis of responses to the Stakeholder questionnaire. It is a question-by-question analysis of answers to the closed questions and further comments at open questions.

The answers to the closed questions are presented in charts within the main body of the report. A full set of results at the closed questions, broken down by respondent type and including organisations, is available at [Annex B](#) to this report.

The organisations that responded to the questionnaire and asked to have their response published are listed in [Annex C](#).

Chapter 3 begins with a summary of the broader themes raised by respondents to the consultation. These are themes which fall outwith the specific focus of this consultation.

Chapter 4: Themes across the two questionnaires

The final chapter of the report presents a summary of common themes from the Children and Young People and Stakeholder questionnaires.

2. Children and Young People feedback

Introduction

The views of children and young people on school inspections were an important part of the consultation process. This section of the report presents a question-by-question analysis of the answers children and young people gave as part of the consultation.

The questionnaire covered the following eight areas:

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

Section 2: People who are involved in school inspection

Section 3: How often schools are inspected

Section 4: When schools are told inspectors are coming

Section 5: Information before an inspection takes place

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

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

Section 8: Follow up inspection and support

A total of 14 closed and three open questions (either standalone or asking for an explanation of views at a closed question) were asked. In addition, two of the closed questions included an 'Other' option, with respondents asked to make suggestions.

Children and young people wishing to respond could access both the [main questionnaire](#) and also an [easy-read version](#).

The introduction to the questionnaire made it clear that the views of children and young people are valued because of their experiences and the insights they have into school life. It stressed that children and young people can make a difference, by helping inspectors see what is working well and what needs to change and shaping school inspections in future.

Involving children and young people with additional support needs

The children and young people questionnaire incorporated a range of universal accessibility supports, including a video animation on how inspection currently works, with audio and captioned text, and the provision of easy-read and British Sign Language materials, to enable inclusive engagement.

In addition, during the online consultation period, HM Inspectors held 12 in-person discussions to find out the views of children and young people with additional support needs (ASN). A total of 46 children and young people took part in these sessions. Each discussion was tailored to meet the communication needs of the participants. As shown in the photograph, HM Inspectors used a range of resources including paper-based questionnaires, expression boards, vote boards and contextual symbol sets to engage with participants. They also provided scribe and reading support.

Resources used at the ASN discussions



Feedback from the discussions is highlighted at relevant questions from the online questionnaire. A minority of participants at the focus groups completed the online questionnaire with the support of adults and HM Inspectors and their responses are included in the overall analysis

Who replied to the children and young people questionnaire

A breakdown of the number of responses according to place of learning is set out in Table 1 below.

Table 1: Children and Young People respondents by learning place

Where you learn	Number	% of total
Primary school	314	65%
Secondary school	131	27%
Special education school	13	3%
Independent school	4	1%
Other	20	4%
Everyone who answered	482	100%

A total of 482 responses were received to the children and young people online questionnaire. The largest number of these were from those at primary school – 314 responses – with a further 131 coming from those at secondary schools. There were smaller numbers from both special education schools, and independent schools. The 'Other' group (20 respondents) includes respondents from colleges, people not in education just now and some who did not answer the question. Around half of those indicating 'Other' either preferred not to say or chose not to give any answer about the place they go for learning.

Respondents were asked whether they were a child or young person answering for themselves, or an adult answering on behalf of a school-age child. Sixty-seven of the 482 responses were by an adult answering for a child.³

Table 2: Children and Young People respondents by child / young person or adult

Where you learn	I am a child or young person answering for myself	I am an adult answering on behalf of a school-age child	Total
Primary school	279	35	314
% of primary school who answered	89%	11%	–
Secondary school	115	16	131
% of secondary school who answered	88%	12%	–
Special education school	11	2	13
Independent school	2	2	4
Other	8	12	20
Everyone who answered	415	67	482
% of everyone who answered	86%	14%	–

Children and young people were also asked where they lived. Those that answered this question lived in one of 30 of Scotland's 32 local authority areas.⁴ The three areas with the highest number of respondents were Angus, South Lanarkshire and Midlothian.

Further information about who responded, along with a full set of results at the closed questions, are available at [Annex A](#).

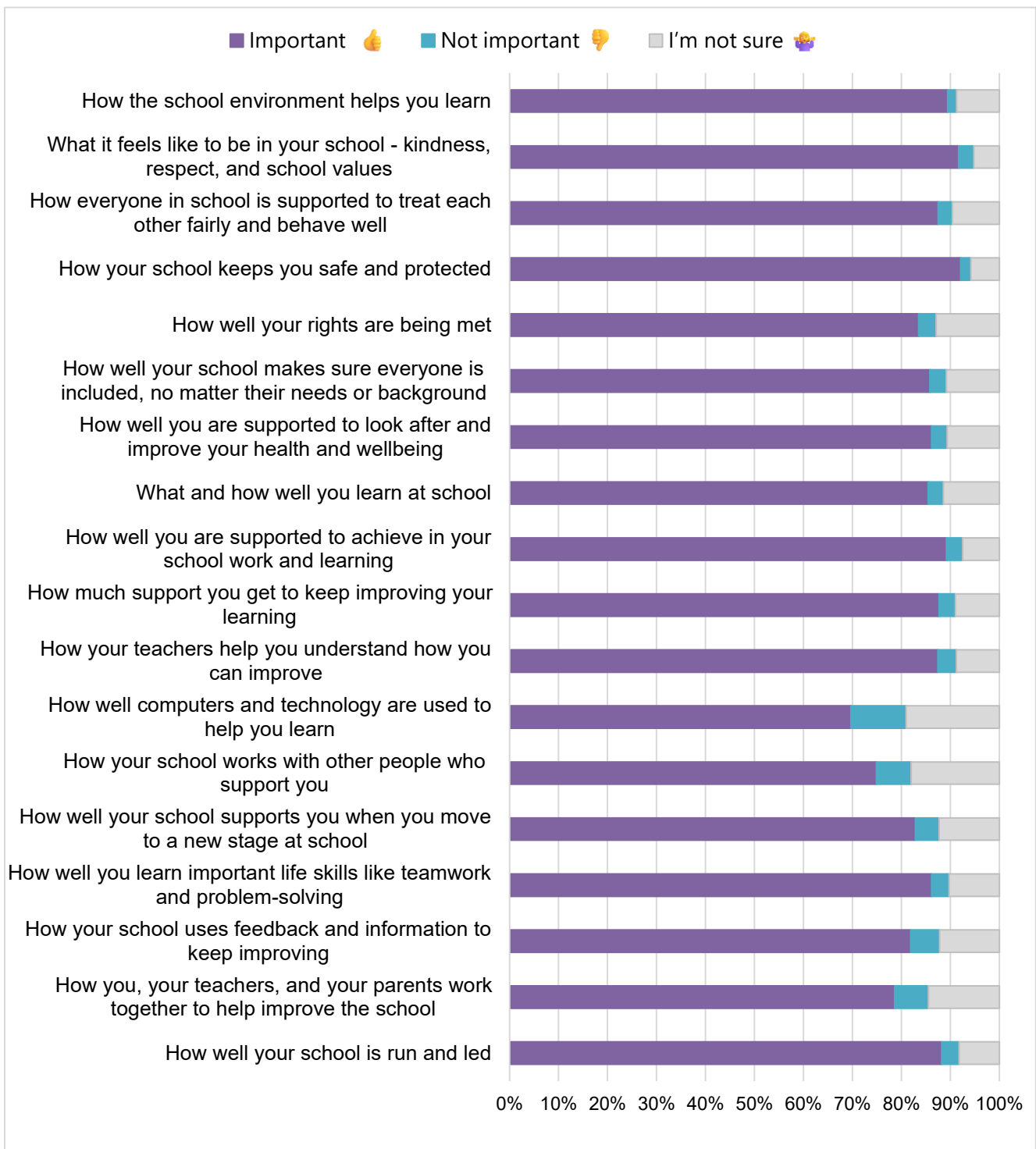
³ Their answers at open questions were often more detailed than those of the children and young people. Where this is the case, key points have been summarised at the end of each section of the consultation feedback.

⁴ There were no respondents from Perth and Kinross or Renfrewshire.

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

The first section of the questionnaire focused on what inspectors look at when they visit a school, to have a good understanding of how well children and young people are learning and how teachers are helping them. Children and young people were asked about the things they think are the most important for inspectors to look at if they were visiting their school. A list of 18 different options were given, with answer choices 'Important', 'Not important', and 'I'm not sure'.

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



This chart shows the overall answer for each option at Question 1. The answers for each option depending on where people go to learn, are shown in the tables in [Annex A](#).

All the options scored highly in terms of importance, with 'What it feels like to be in your school' and 'How school keeps you safe and protected' most likely to be important to children and young people. Almost all of the people who answered – more than 9 out of 10 – thought these were important.

Although still seen as important by a majority or most, 'How computers and technology are used to help you learn' and 'How your school works with other people who support you' also had the most children and young people who were either not sure or who did not see these options as important.

There were no particular differences in how children and young people from primary schools, secondary schools, special education schools and independent schools answered this question.

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

Children and young people were asked if there were any important areas they thought were missing from the list of options and that inspectors should look at when visiting schools.

The answers often talked about the physical school environment and particular parts to which inspectors should pay attention. These included classrooms, toilets, canteen areas and outside spaces, including playgrounds. School lunches were mentioned, including how healthy these are. The cleanliness of spaces used by children was also raised as something inspectors should be aware of. Primary school children wrote about the importance of access to outdoor spaces and opportunities for outdoor learning.

Children and young people in both primary and secondary schools raised issues connected to overall wellbeing. Primary school children referred to classroom noise, and pupil behaviour. They spoke about inspectors finding out how happy children are, and how they feel. Bullying and mental health issues were raised by a few young people in secondary school.

The relationship between teachers and children and young people was also seen as important. This included how supported pupils feel, with children and young people concerned that teachers may behave differently when inspectors are in school.

Looking at how pupils' views are listened to, not only in the classroom but also in other situations, was seen as important. How schools encourage pupils to interact and collaborate with each other, and promoting positive relationships between pupils and teachers, were also seen as important.

Some of the other things that were raised, but less often, were:

- the availability of school clubs, and how well schools deliver specific activities, such as sports
- the availability of resources, including information technology-related resources

Feedback from ASN discussions

Communication

Participants in ASN discussions talked about the importance of HM Inspectors communicating with them using a wide range of approaches, to ensure they could take part in inspections.

Wellbeing

Important areas for children and young people in special school settings included having time to eat and drink together, being given choices for meals, friendships, support to meet their sensory needs, help with dealing with emotions, exercise, and support to manage sounds around them.

Learning, life and work

When asked to think about skills for learning, life and work, children and young people with ASN shared about ways in which they learn how to manage their emotions, express themselves, problem solve in real-life settings and develop their hobbies and interests.

What and where you learn

Children and young people shared the importance of HM Inspectors observing learning in school but also understanding how they learn in real-life contexts in the local community.

More detailed comments from adults responding to the Children and Young People questionnaire on behalf of a child included:

- inspectors looking into the training that school staff are given to care for children with complex medical needs within ASN schools, and the ratio of staff to pupils in these settings
- the level of understanding a school has of neurodiversity and the impact on how children and young people learn
- the distinctive nature of Catholic schools and the need to include faith-based learning and the religious ethos of these schools as part of the school identity in inspection

Section 2: People who are involved in school inspection

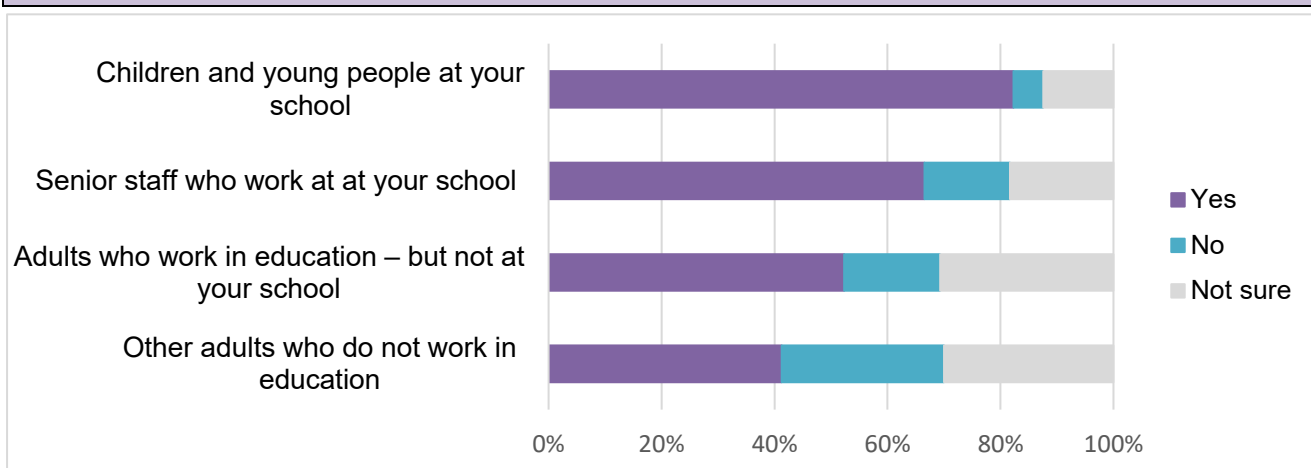
The questionnaire explained that, when inspectors visit a school, they want to find out what is working well and what could be even better by interacting with different people. The list below gives details of who may currently take part.

- Children and young people, who share their views so inspectors can understand what school is like for them.
- School leaders, like the headteacher or depute headteacher, who talk to inspectors, join meetings, and sometimes visit classes with inspectors.
- Other people who work in education, but not at the school being inspected (for example, staff from another school or the local council), who may take part in a school inspection by joining discussions or visiting classes.
- Adults from the wider community who have different jobs (not in education), and who live and work in the community. They are specially trained to support inspectors and give a different point of view in a school inspection.

Children and young people were asked to give their views on who should be involved in school inspection.

Question 2 – Do you think it is a good idea for these groups to help inspectors understand how well your school is doing during the inspection of your school?

- Children and young people
- Senior staff who work at your school
- Adults who work in education but not at your school
- Other adults who do not work in education



This chart shows the overall answer for each option at Question 2. Answers depending on where people go to learn, are shown in the tables in [Annex A](#).

Most children and young people thought it was a good idea that they should help inspectors understand how well their school is doing. A majority also thought that senior staff helping was a good idea, although secondary school pupils were less likely to think so than primary school pupils.

Children and young people were less sure about whether adults who work in education but not in their school and adults from the wider community should be involved.

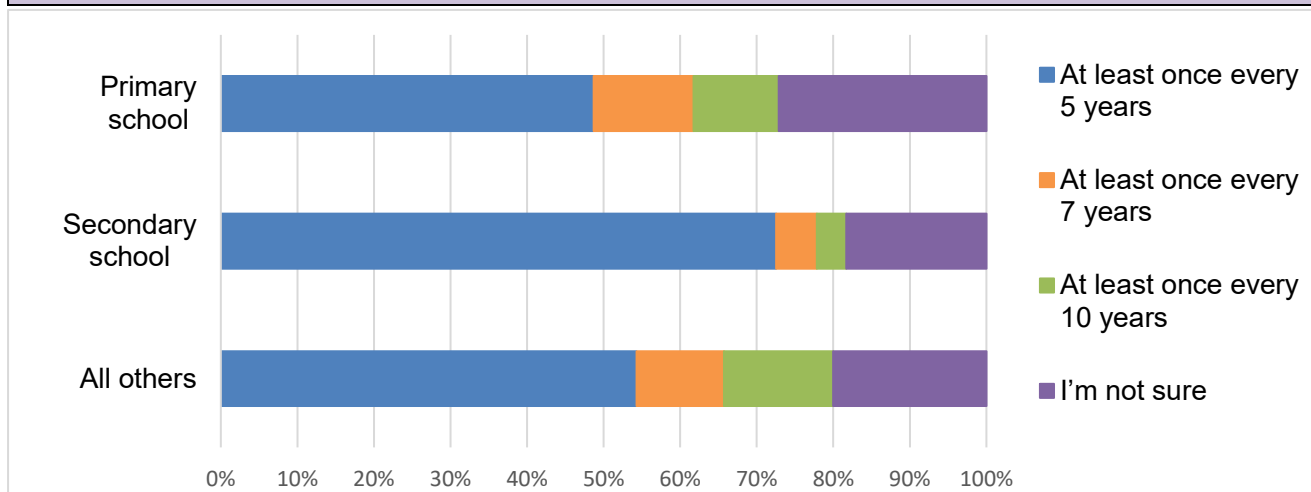
Feedback from ASN discussions

Children and young people taking part in the ASN discussions gave examples of people who help them and who they thought should be included in school inspection. They mentioned speech and language staff, parents, occupational therapists, physiotherapists, coaches, nurses, school staff and teachers.

Section 3: How often schools are inspected

Children and young people were asked their views on how often schools should be inspected.

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



This chart shows the different answers that primary and secondary school pupils gave to Question 3.1. The 'All others' group on the chart (and other charts below) combines the answers from the other three groups – Special education schools, Independent schools and other types of respondents.

Schools being inspected at least once every 5 years was the most popular choice, particularly among secondary school pupils. A majority of children and young people attending a special education school (part of the 'All others' group on this chart) also chose at least once every 5 years.

There was not much support for either the at least every 7 years or every 10 years options.

A follow up question asked children and young people if they had a different view on how often inspections should take place. Annual inspections, or an inspection at least once every 2 years, were the most frequent suggestions. Reasons given for annual inspections included to ensure all schools are performing at a consistent level and standard.

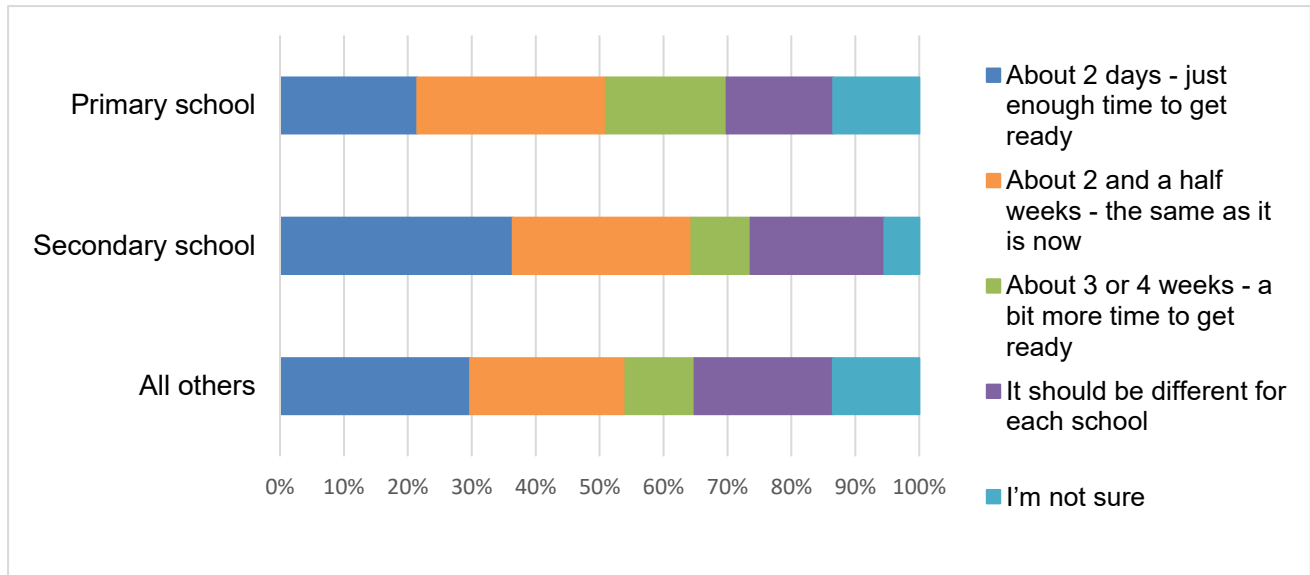
More detailed suggestions from adults responding on behalf of a child included:

- more frequent inspections, but these being shorter and more focused
- unannounced inspections to give an accurate picture of school performance
- annual inspection for ASN schools, given the vulnerability of pupils and to reassure parents
- inspection frequency linked to the circumstances, for example if there is a change of headteacher

Section 4: When schools are told inspectors are coming

At present, inspectors usually tell a school that they will be coming to inspect about two and a half weeks beforehand. Children and young people were asked for their views on when schools should be told that inspectors are visiting.

Question 4.1 – If inspectors were coming to your school, when do you think your headteacher should be told?



There was quite a mixed picture at this question and, overall, children and young people did not have a clear preference. Primary school children were slightly more likely to think that 'about 2 and a half weeks' was the best option. Secondary school pupils were slightly more likely choose 'about 2 days'.

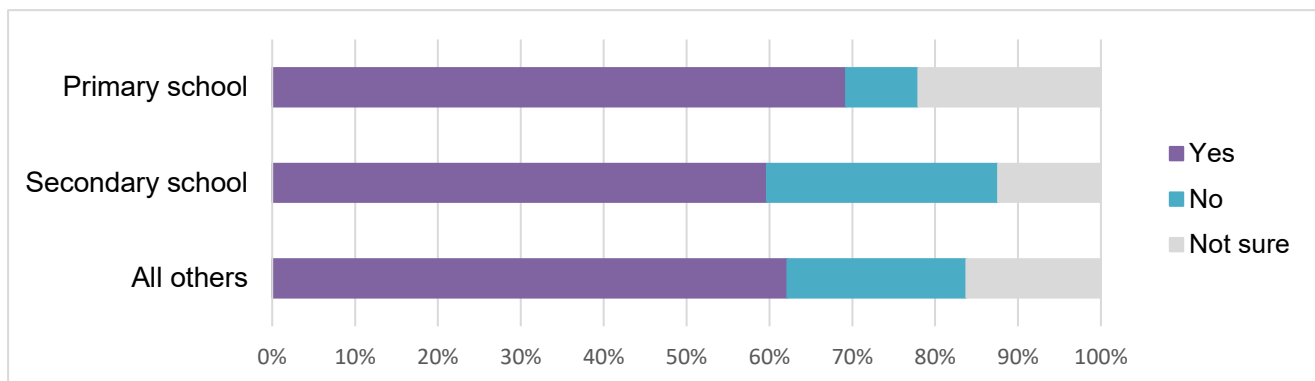
Children and young people responding from special education schools (part of the 'All others' group on this chart) were most likely to think the time given should be 'different for each school'.

Section 5: Information before an inspection takes place

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

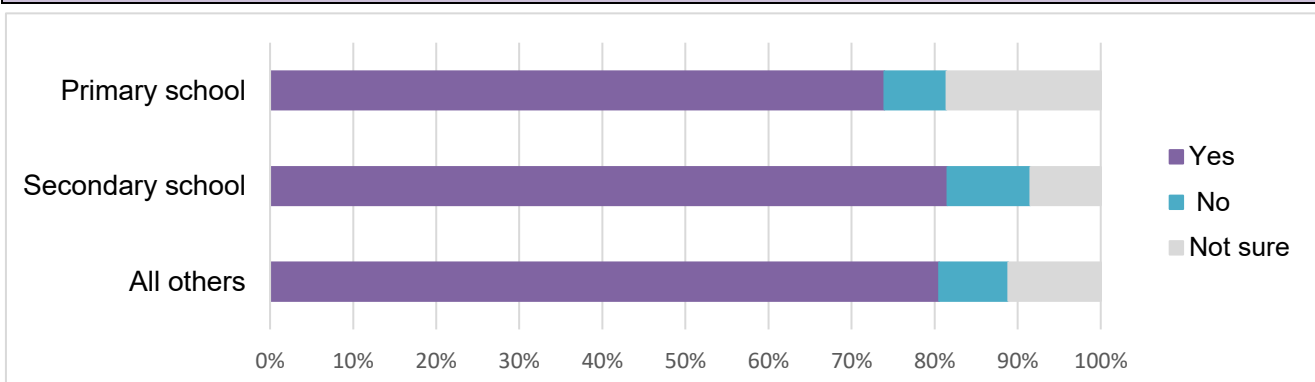
Children and young people were asked for their opinion on inspectors asking for the views of different people before they visit a school. They were also asked the best ways for them to hear the views of children and young people at the school.

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



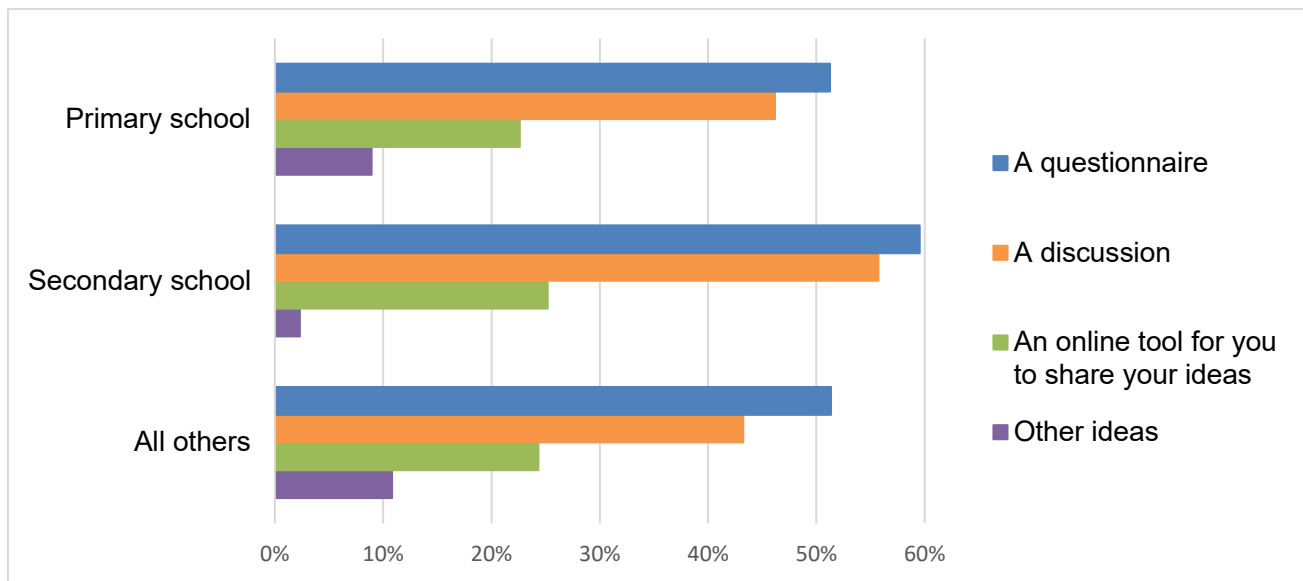
A majority of children and young people thought it would be a good idea for their headteacher to tell inspectors what they think is going well and what could be better before an inspection starts. Primary school pupils were more likely to think this than secondary school pupils.

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



Children and young people were even more likely to think it was a good idea that they are asked what is going well and what needs to improve before the inspection starts. Secondary school pupils were particularly keen to be able to share their views and experiences.

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



Children and young people were given three options for how inspectors could find out what they think about their school before a visit. A questionnaire and a discussion were more popular methods than an online tool.

Children and young people could also suggest other options. Their ideas included that both a questionnaire and a group discussion could be used, or that a discussion would be better for younger children, with a questionnaire for older pupils.

Others were interested in an online app or a website, commenting that this would allow children and young people to give their views privately, without being under time pressure.

Other ideas included online video calls and thinking about ways of using school assemblies.

Points made by adults responding on behalf of children included that:

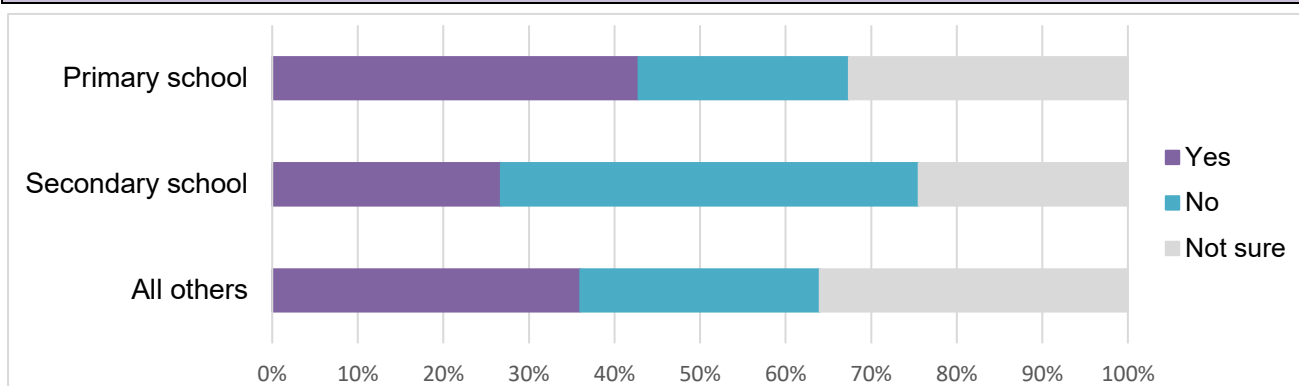
- school staff should not be present so that children feel free to speak
- an online tool for parents to complete with children would avoid class teachers influencing responses
- children and young people participating in discussion groups should be chosen randomly rather than by the school staff
- some children may need the support of someone they know to help them share their views
- visual aids should be provided for children who are non-verbal

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

When inspectors visit a school, they write a report saying what the school is doing well and what could be better. Inspectors use one word (or grade) to describe how well different parts of the school are doing. The grades are: Excellent, Very Good, Good, Satisfactory, Weak, or Unsatisfactory.

Children and young people were asked for their views on inspectors using these words (grades) to describe how well different parts of a school are doing.

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



Children and young people had quite mixed views on whether it is a good idea for school inspectors to use one-word grades to describe how well their school is doing, with more unsure about this issue than at most other questions.

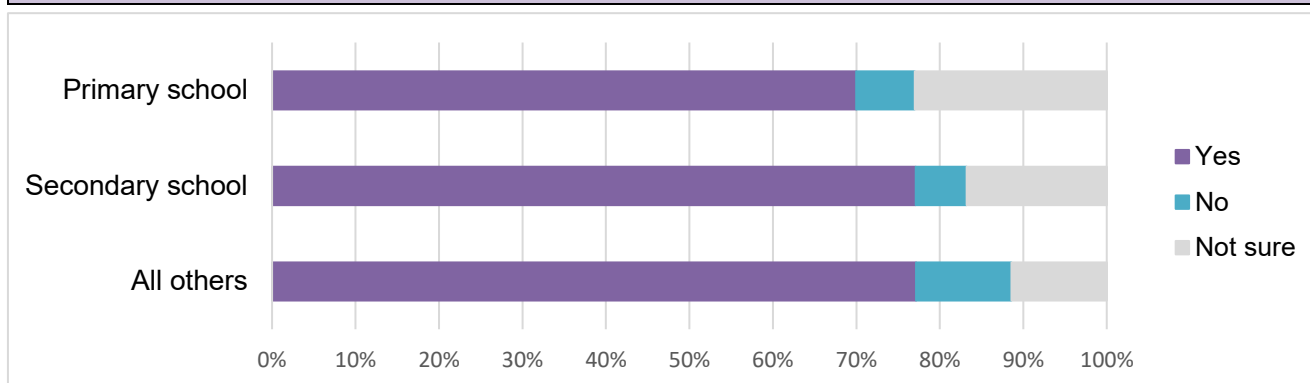
Primary school pupils were more likely to think using one-word grades is a good idea; around 4 in 10 (43%) chose this option. However, almost half of secondary school pupils (49%) did not think one-word grades were a good idea.

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

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

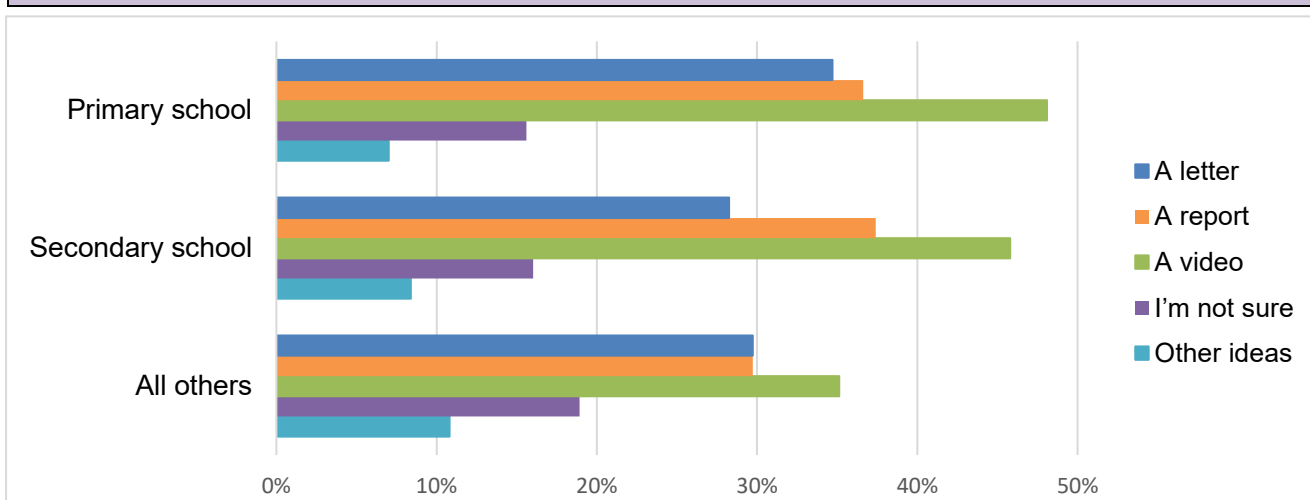
Children and young people were asked for their views on the best ways for children and young people to hear what inspectors thought about their school after the inspection has finished.

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



Overall, a majority of children and young people thought it would be a good idea for inspectors to prepare a report for children and young people after their school has been inspected. Secondary school pupils were slightly more likely to think it is a good idea than those at primary school.

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



Children and young people were most likely to think that a video would be the best way for inspectors to tell them how their school is doing, although there was also support for either a report or a letter. If reports are provided, it was suggested that these should be child-friendly and easy to read.

Children and young people could also suggest other ways for inspectors to tell them how well their school is doing. Some of those who wrote a comment explained why a video would be a good idea, including that it would suit all ages and levels of understanding and could be made engaging. There were also suggestions that if reports are provided, these should be child-friendly and easy to read.

Other ideas included using social media such as Instagram and Facebook or providing in-person feedback, perhaps at a school assembly on the day, or sometime afterwards.

Feedback from ASN discussions

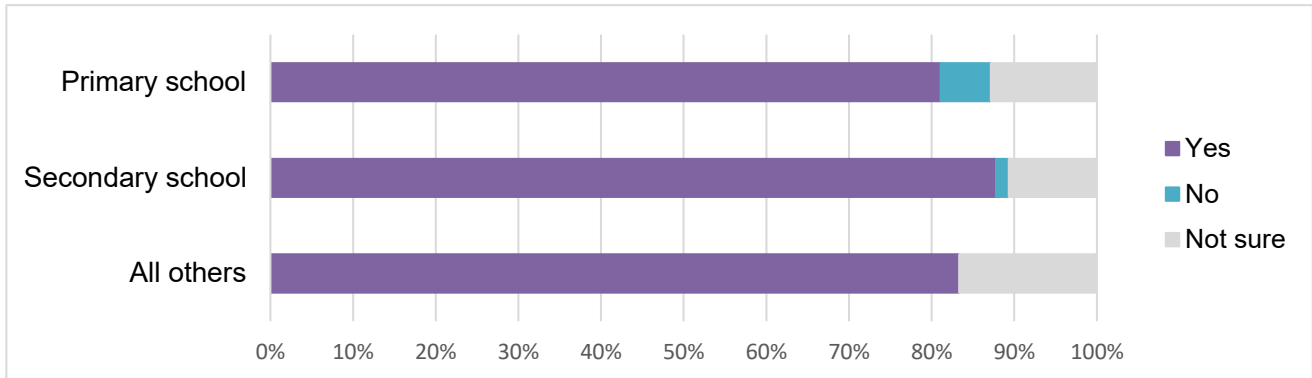
Children and young people thought HM Inspectors should talk to pupils before they leave the school, to give them feedback about the inspection and how it went.

They stressed how important it is for HM Inspectors to use their preferred methods of communication. Suggestions for pupil-friendly ways to share inspection feedback included using videos, accessible letters, and summary information about strengths and areas for development.

Section 8: Follow-up inspections and support

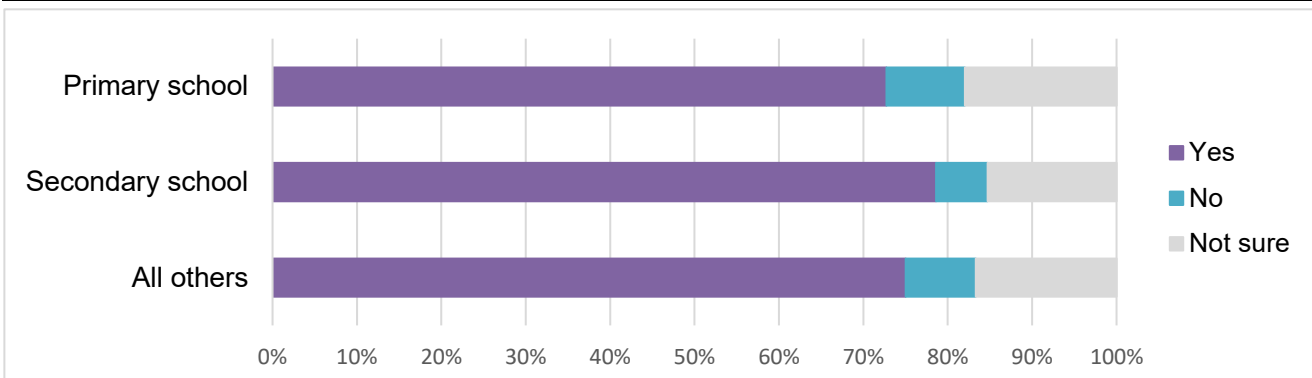
Sometimes, if inspectors find that a school has lots of things that need to get better, they may come back later to see what has improved. Children and young people were asked for their views on inspectors coming back to see what has improved in a school, and how they could be involved in showing what has changed.

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



Most children and young people thought that, if there were lots of areas that needed to get better, it would be a good idea for inspectors to come back to their school to see if things had improved. Only a few thought it was not a good idea.

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



Overall, most children and young people also thought that it would be good idea for children and young people to be involved in helping inspectors understand what has improved.

Final question

Children and young people were asked if they had any other ideas about how school inspections in Scotland could work in the future.

Their ideas included having unannounced inspections (where inspectors do not let staff know they are going to visit) to make sure that inspectors can see what the school is normally like, rather than the school being able to prepare.

Other ideas, all made by small numbers of children and young people, included:

- inspectors introducing themselves to children at school assembly or in an informal meeting/greeting before the inspection
- inspectors spending more time in classes
- drop-in sessions where pupils and inspectors can meet
- inspectors talking to a sample of pupils from each year group including about wider aspects of their education, such as clubs and initiatives they are involved in
- young people from other schools being part of the inspection team

Feedback from ASN discussions

The children and young people taking part in the ASN discussions felt their views mattered and that they should be a part of school inspections. HM Inspectors should use a wide range of communication approaches to enable this. Teachers and support staff are important in helping them progress, but other partners should also be involved in inspections.

Additional points made by adults responding on behalf of children included that:

- wellbeing and relationships and how a school supports neurodiverse pupils should be part of the inspection, and pupils with special educational needs should be spoken to by inspectors
- the contribution of a Catholic ethos and culture to the educational outcomes for children and young people should be recognised as part of the inspection
- school staff should not be present when inspectors talk to parents and children

3. Stakeholder feedback

Introduction

This chapter of the report presents analysis of responses to the Stakeholder questionnaire which covered the following nine themes:

- Section 1: People involved in inspection
- Section 2: Inspection frequency and selection
- Section 3: Use of grades in inspection
- Section 4: Notification of inspection
- Section 5: Pre-inspection
- Section 6: Design and content of a school inspection framework
- Section 7: Reporting on the outcome of inspections
- Section 8: Inspecting nursery classes
- Section 9: Inspection follow-up

A total of 29 closed and 7 open questions (either standalone or asking for an explanation of views at a closed question) were asked.

Who replied to the Stakeholder questionnaire

A total of 1,177 responses were received, with the majority – 1,139 responses – submitted through the Citizen Space consultation platform. A further 38 responses that were sent directly to HMIE varied in format, with some answering the consultation questions only, some answering the questions and providing further commentary and others submitting a statement-style response. The content of these responses has been matched to the most directly relevant question where possible and may also inform the broader themes section (below).

Respondents were asked a number of questions about whether they were responding as an individual, group or organisation, and their connection to the education sector (primary, secondary, independent, public sector, third sector etc). Based on their answers, respondents were placed into one of five stakeholder groups or one of seven organisation groups as set out in Tables 3 and 4 below.

Table 3: Stakeholder group respondents by type

Stakeholder type	Number	% of Stakeholder group respondents
Parent or carer and young people	322	29%
Teacher or other staff	386	34%
Senior leader or manager	322	29%
Local/education authority officer	38	3%
Other	54	5%
Total	1122	100%

The ‘Parent or carer and young people’, ‘Teacher or other staff’ and ‘Senior leader or manager’ groups were of relatively equal size with smaller numbers in the ‘Local/education authority officer’ and ‘Other’ groups.

The ‘Parent or carer and young people’ group includes respondents who identified themselves as a grandparent or other close relative of a child or young person, along with the small number of young people who responded to this questionnaire (as opposed to the Children and Young People version). These respondents have been grouped together with parents or carers as expressing the ‘customer’ perspective.

Other points to note about the stakeholder groups are:

- if someone identified themselves as a parent but also as playing another role, such as being or having been a teacher, they have been placed in the ‘Parent or carer and young people’⁵
- the ‘Teacher or other staff’, ‘Senior leader or manager’ and ‘Local/education authority officer’ groups also include respondents who are retired from one of these roles
- the ‘Other’ group includes 15 respondents who did not provide the information which was used to decide into which group a respondent was placed

Table 4: Organisation respondents by type

Organisation type	Number
Local authority	15
Public body	5
Sector representative body or membership organisation	9
Think tank, consultancy or academia	3
Third sector, campaign group or support provider	12
Trade union	3
Other	8
Total	55

⁵ This was done because respondents tended to describe themselves as a parent first.

‘Local authorities’ were the largest respondent group, followed by ‘Third sector, campaign group or support provider’ respondents.

There were 35 responses that made a set of connected/shared points in relation to inspection of Catholic schools. These were spread across Stakeholder and Organisation respondent groups and there was some variation in terms of text used and answers to the closed questions. For the purposes of the analysis, these responses have been placed into the appropriate respondent group rather than being analysed separately.

Focus of this section

The analysis presented in this section of the report focuses primarily on the views expressed by the 95% of respondents who fall into one of the five main stakeholder groups (Parent or carer and young people, Teacher or other staff, Senior leader or manager, Local/education authority officer and Other).

The charts in the body of the report present the views of these five stakeholder groups at the closed questions, with a full numerical breakdown for each question provided at [Annex B](#), where responses from the organisations are also set out. Please note that the tables record only those who have answered the closed question in each case, so the totals (base numbers) may vary. The analysis relating to open questions includes comments made by all respondents, including organisations.

Before moving on to the main consultation questions, there is a brief overview of some of the broader issues raised, primarily by organisations that provided a non-standard response to the consultation.

Broader themes

Around 40 respondents⁶ made introductory or general remarks relating to the inspection regime more widely. Some respondents also made general comments about the inspection regime in their further comments at specific questions, primarily at Questions 3 and 9.

A range of respondents including 'Trade union', 'Local authority' and 'Sector representative body or membership organisation' respondents noted their disappointment with the focus of the consultation. Their comments included that it is too narrow and does not point to the more fundamental reform of the inspection regime which respondents saw as needed.

In terms of the fundamental principles that should underpin any future inspection regime, 'Trade union' respondents were among those suggesting that the focus should be on school improvement. They argued for a scrutiny approach framed around system design that also recognises the crucial role of local authorities as the bodies responsible for funding, staffing, supporting and challenging schools⁷.

In addition to recognising the fundamental role of local authorities, there was reference to any accountability framework extending to the actions of others with responsibility for the education system. This included Government Ministers and the other children and young people services that have an impact on their learning and wellbeing. A 'Public body' respondent suggested that HMIE should take a more strategic approach to inspection and how it contributes to the public assurance of the quality of Scotland's education system. Their view was that the focus of inspection should be on education service providers rather than individual schools, and that this would contribute more effectively to whole system improvement and effective system regulation.

Moving forward, it was suggested Scotland should be looking to a model of practitioner-led evaluation featuring professional collaboration and learning across settings. There were calls to invest time in developing a more collegiate approach and provide support for any change required. There was also a call for the model to be built on trust in teachers' professional judgement extending to the improvement agenda and recognising that the quality of education in individual schools cannot exceed the capacity of the wider system to support the efforts of teachers and headteachers. A 'Public body' respondent highlighted the importance of ensuring that teaching standards are explicitly referenced and integrated comprehensively in the school inspection framework and system-level evaluation mechanisms.

There were also some suggestions, including from 'Trade Union' respondents, concerning how any new or alternative inspection regime should be framed, with the focus tending to be on the grade-based reporting system being abolished. Concerns expressed included

⁶ These were primarily submitted via email and included statement-style content in addition to, or instead of, answering the specific consultation questions.

⁷ Under the Standards in Scotland's Schools etc. Act (2000), the provision of education in Scotland is the responsibility of local authorities. They are responsible for: meeting statutory requirements; taking forward nationally agreed policies and guidelines; spending and accountability for educational funding; and continuous improvement of services to meet the needs of local communities.

that a grade-based approach hinders the production of valid and detailed evaluations of the performance of schools, especially those that will be of practical use to teachers with school improvement responsibilities. In terms of how there could be a greater emphasis on helping schools to improve, and ensuring the focus is on the quality of provision, suggestions included:

- shifting the emphasis onto working with local authorities to examine their systems and approaches, allowing for comparisons between and insights from different local authorities and highlighting differences across the country
- the introduction of a 'passed/not passed' inspection outcome system, with schools deemed to have 'not passed' signposted to sources of support
- looking at a balanced scorecard system, to recognise the very different contexts and challenges that schools face

There was also a call for a more effective, independent process for dealing with complaints.

A particular issue raised by some of the Catholic schools-focused submissions was the importance of the inspection regime recognising and respecting the distinctive nature of Catholic schools in Scotland. This included their status as communities of faith and learning where academic excellence, spiritual growth, and moral formation are integrated. Respondents went on to suggest that inspection teams for these schools should include members who are experienced in the culture, language, mission and aims of Catholic education. Inspection processes should also take account of existing self-evaluation frameworks (Developing in Faith and the Charter for Catholic Schools) and offer scope for schools to evidence their Catholic identity.

In addition to the inspection regime respecting differences between schools, respondents stressed the importance of considering the varied needs of children and young people. For example, a 'Third sector' respondent highlighted their concerns about whether the current approach addresses the needs of neurodivergent children and families across Scotland. They called for an inspection framework that is transparent, inclusive, neuro-affirming, and explicitly aligned with national guidance and children's rights. Another 'Third sector' respondent called for specialist schools to be evaluated using a framework distinct from that used for 'mainstream' schools, with the emphasis on inclusive success measures that are central to a wellbeing-focused approach to learning. They went on to stress that neurodivergent children and young people should be enabled to provide feedback on their experience of learning and evaluation in a way that suits their communication needs.

More generally, a 'Public body' respondent noted that the design and implementation of school inspections have significant implications for protected characteristic groups, and that it is essential that those involved in the process fully understand and meet the requirements of the equality legal framework. They referenced the Public Sector Equality Duty (PSED) – General Duty, the Scottish Specific Duties (which are requirements intended to help listed authorities comply with the PSED General Duty), the role of Equality Impact Assessments (EQIAs) and The Fairer Scotland Duty (FSD).

Section 1: People involved in inspection

The questionnaire set out that school inspections involve a range of people who each play an important role. HM Inspectors lead the inspections. Teams can also include associate assessors. Associate assessors are experienced school leaders, middle leaders or local authority staff who join inspection teams.

Members of the public who are not education professionals are also sometimes involved in inspection teams – these people are called lay members. They are trained by HM Inspectors and provide a lay person's views on areas such as the school's links with parents and the local community.

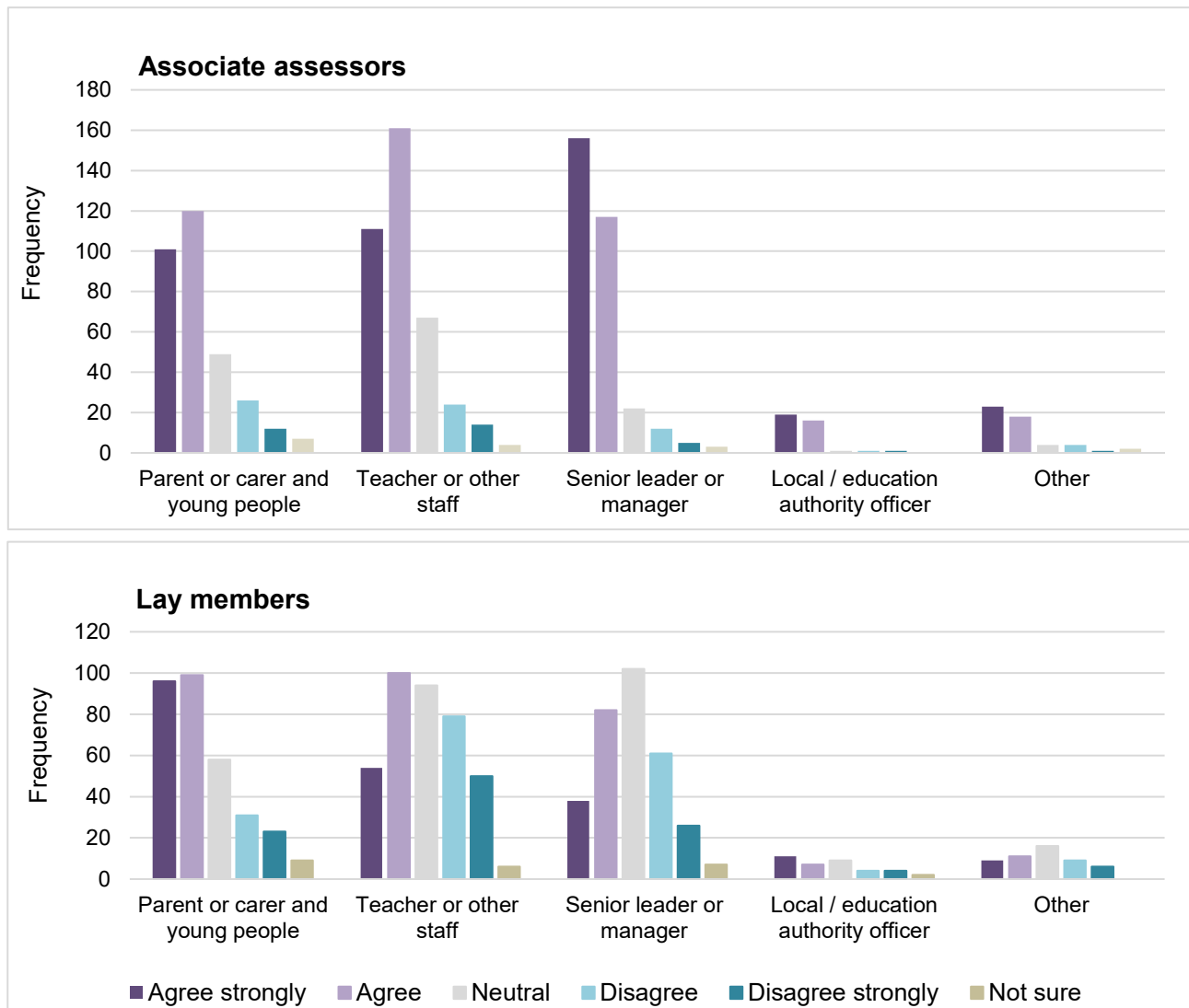
To build a well-rounded understanding of the school's work, HM Inspectors meet with learners, staff, school leaders, parents and carers, local authority representatives/proprietors of independent schools, and partner organisations.

The questionnaire sought views on the range of people involved in inspection and the value they bring.

The charts presented in this section are numerical i.e. they present the number of respondents answering from each stakeholder group, and how they divided across the possible answers at each question. A full analysis of this question, which includes percentages, is available at [Annex B](#).

Question 1.1 – To what extent do you agree or disagree that having associate assessors in inspection teams strengthens inspection?

Question 1.2 – To what extent do you agree or disagree that lay members should be part of inspection teams?

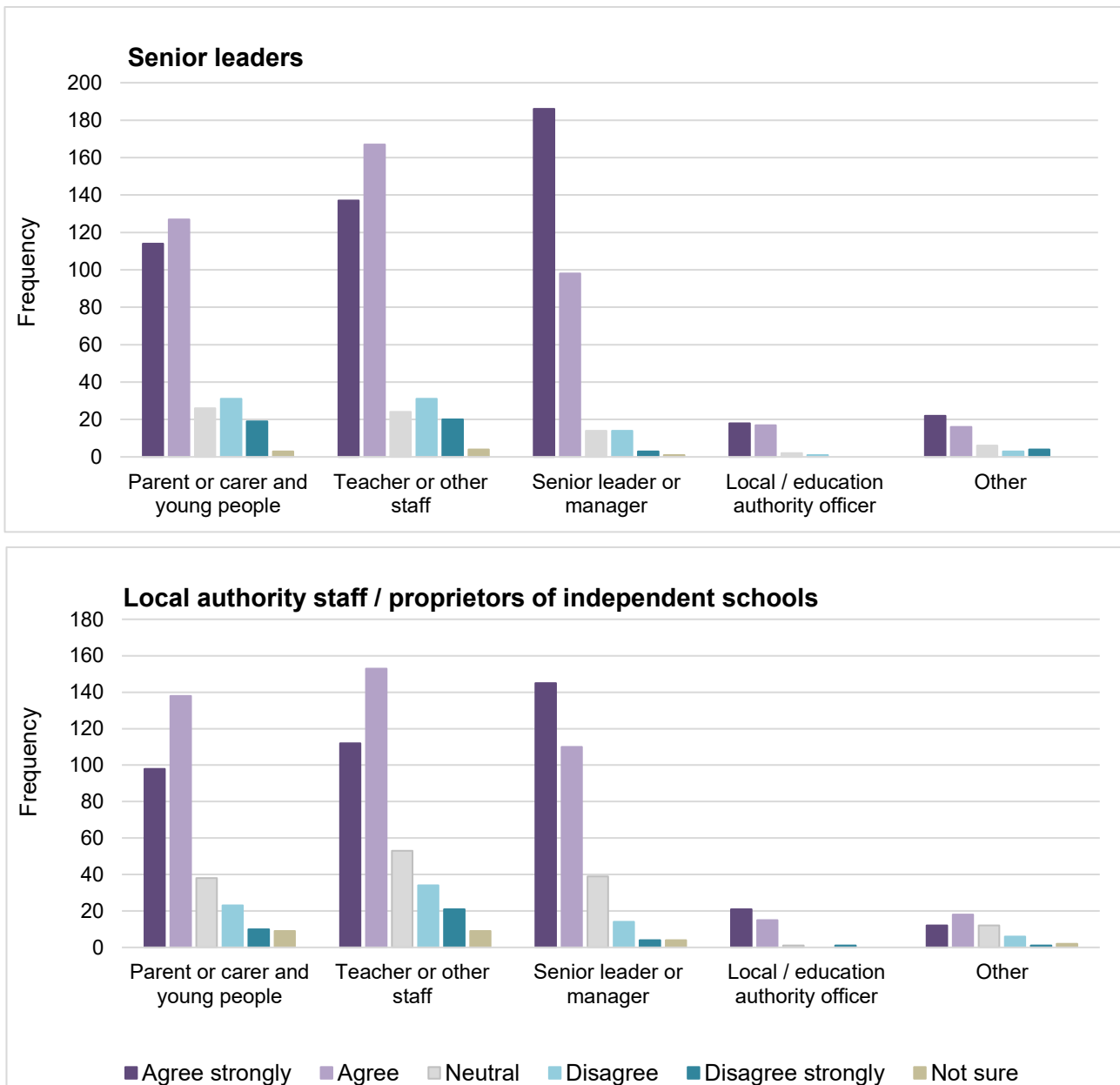


There was a clear consensus that having associate assessors in inspection teams strengthens inspections, albeit that ‘Senior leaders or managers’ and ‘Local/education authority officers’ were more likely to agree strongly than ‘Parents or carers and young people’ and ‘Teachers or other staff’. Almost all of the organisations that answered this question either agreed strongly or agreed (36 of the 40 that answered).

There was a more mixed position when it came to whether lay members should be part of inspection teams. Although respondents across all the stakeholder groups were more likely to agree strongly or agree, for both the ‘Senior leaders or managers’ and particularly the ‘Teachers or other staff’ groups, the number of respondents disagreeing or disagreeing strongly was relatively high. The number of respondents taking a neutral stance was also greater than at most other questions. This also applied to organisations, with 15 out of the 40 that answered neutral on this issue.

Question 1.3 – Senior leaders in schools are invited to join parts of the inspection process, such as observing learning alongside inspectors or taking part in professional discussions with the inspection team. To what extent do you agree or disagree that this strengthens inspection?

Question 1.4 – To what extent do you agree or disagree that local authority staff/proprietors of independent schools should contribute to school inspections by sharing relevant knowledge about the local context, including existing partnerships and support available to the school?



There was again a clear consensus that senior leaders being invited to join parts of the inspection process would strengthen inspections. 'Senior leaders or managers' and 'Local/education authority officers' were particularly likely to see benefits in this approach.

In relation to whether local authority staff/proprietors of independent schools should contribute to school inspections by sharing relevant knowledge about the local context, including existing partnerships and support available to the school, 'Senior leaders or

managers' and 'Local/education authority officers' were again most likely to agree strongly or agree.

Supplementary comments: The stakeholder questionnaire did not ask for further comments at Questions 1.1-1.4. However, some issues were raised (either at other open questions or by those submitting an email response). They included that, regardless of inspection outcomes, teachers place great store on the 'credibility' of those by whom they are being inspected – conveyed by their professional knowledge, collegiate approach and interpersonal and communicative skills. Other points raised included that:

- if associate assessors are to be part of teams, they should have experience and expertise in the field of Catholic education in order to provide a meaningful contribution to an inspection team for any Catholic school
- retaining and expanding the associate assessor model would offer useful professional learning and development opportunities for local authority education officers
- while lay members may be able to contribute useful insights during school inspection, individuals with no background in teaching and school education or educational leadership should not encroach upon the pedagogical activities and professional domain of teachers, and the role of lay members in the construction of outputs must be made absolutely transparent

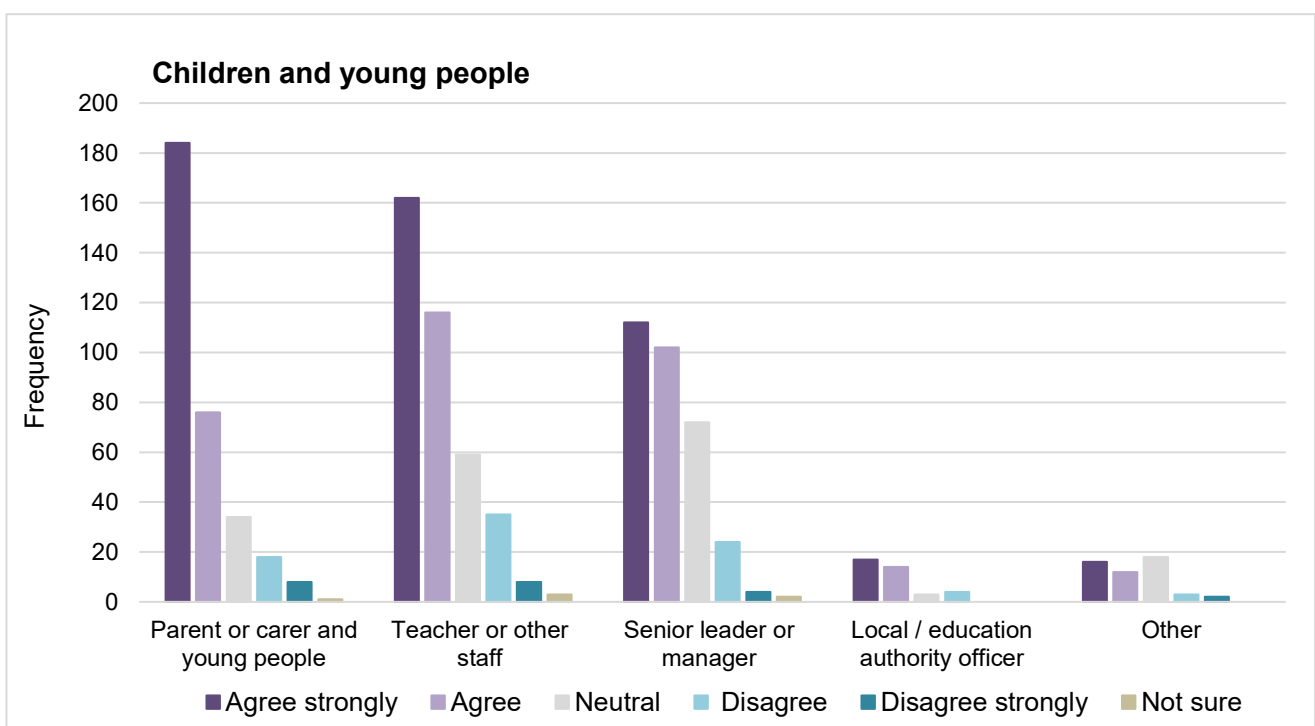
A 'Trade union' respondent raised a concern that what they saw as the continuation of a top-down culture is evident in the questionnaire itself and, in particular, in the question on inviting senior school leaders to join parts of the inspection process (Question 1.3 above). Their associated point was that the consultation appears to assume that teachers outwith leadership teams have nothing to offer the process.

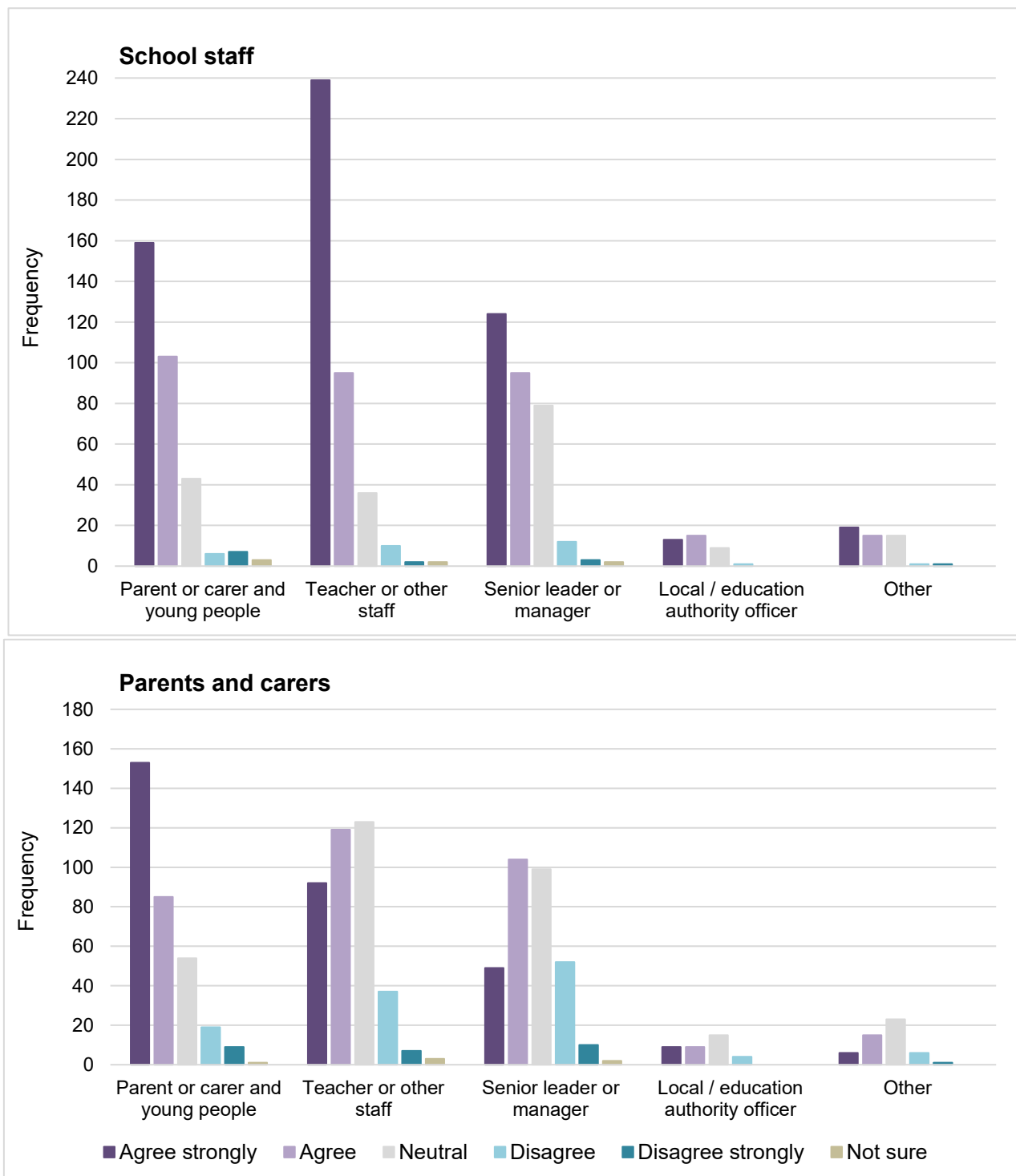
Questions 1.5 to 1.7 focused on whether there should be increased opportunities for children and young people, school staff and parents or carers contribute to inspection. In each case, the question noted that questionnaires, focus groups, and direct conversations are already used to gather views, and that in the case of parents and carers, there is also a meeting with the Chair of Parent Council.

Question 1.5 – Inspectors already gather the views of children and young people through questionnaires, focus groups, and direct conversations. To what extent do you agree or disagree that children and young people should have increased opportunities to contribute to inspection?

Question 1.6 – Inspectors already gather the views of staff through questionnaires, focus groups and direct conversations. To what extent do you agree or disagree that school staff should have increased opportunities to share their views during inspection?

Question 1.7 – Inspectors already gather the views of parents and carers through questionnaires, focus groups and meeting the Chair of the Parent Council. To what extent do you agree or disagree that parents and carers should have increased opportunities to share their views during inspection?





There were strong levels of support for children and young people and school staff having increased opportunities to share their views. However, the position was less clear with regard to parents or carers; although a majority either agreed strongly or agreed, views were mixed across the stakeholder groups. 'Parents or carers and young people' were more likely to be supportive than those in the remaining four stakeholder groups and especially compared to 'Local/education authority officers' and 'Senior leaders or managers'.

This range of opinion was also reflected in the responses provided by organisations. They tended to be most supportive of increased opportunities for children and young people, followed by school staff and then parents and carers.

Respondents who had either agreed strongly or agreed at these questions were asked about approaches to ensure meaningful sharing of views. However, some of those who had either taken a neutral stance or had disagreed also made a comment at one of more of these three questions. This was often to note that they supported meaningful engagement but considered that current opportunities are sufficient and/or of high-quality. Reflecting the balance of opinion at the closed questions, this point was particularly likely to be made in relation to gathering the views of parents and carers.

It was also suggested that the focus should be very firmly on the quality of engagement, with increased opportunities only bringing real value if they are a function of quality and/or improvement.

Meaningful opportunities to share views

A frequently expressed position across Questions 1.5-1.7 was the importance of ensuring that children and young people, staff and parents or carers can meaningfully share their views during inspection.

Children and young people

Points made specifically in relation to meaningful engagement with children and young people included that children and young people having a right to participate in decisions that affect them, with the importance of an approach that aligns with [UNCRC](#) articles 12, 13, 28 and 29 highlighted.⁸ It was suggested that meaningful participation requires embedding the [Lundy Model](#), so children have space to share their views, feel heard, and see their contributions influence outcomes. A 'Public body' respondent reported that in their evidence to the Education, Children and Young People Committee on the Education (Scotland) Act 2025, they called for children to be given a role in planning for and conducting inspections, along the lines of the Care Inspectorate's young inspection volunteers.

The importance of ensuring that approaches are tailored or adaptable to the particular needs of children and young people was highlighted, including with a (continuing) focus on age-appropriate options and communication styles, and opportunities for natural, low-pressure engagement with inspection teams. 'Teachers or other staff' were particularly likely to point to the importance of inspection teams taking a reassuring and informal approach to engaging with children and young people.

In relation to specific needs it was noted, for example, that any language barriers should be considered and addressed, and that support should be available if children or young people need or want it. This was sometimes articulated as someone the child or young person knows providing that support and/or being present.

⁸ The UN Convention on the Rights of the Child (UNCRC) includes the following articles: Article 12: The right of every child to have their views expressed freely in matters affecting them, with due regard to their age and maturity. Article 13: The right of every child to freedom of expression, including freedom from interference with their freedom to hold opinions and to express them orally, in writing, or in any form of art. Article 28: The right of every child to education, ensuring that education is free and compulsory, and that the child's education is directed towards their physical, mental, and spiritual development. Article 29: The right of every child to rest and leisure, to participate in cultural, artistic, and recreational activities, and to lead a normal family life.

There were also references to all children and young people having an opportunity to be involved in sharing their views. For example, a 'Third sector' respondent reported that there is a perception among children and young people – a view shared by their [Inclusion Ambassadors group](#) – that only certain groups of children get picked to share their views about school as part of the inspection process. They noted their particular concerns that children and young people with ASN are often excluded from the inspection process and went on to call for the new framework and models to provide clear guidance for inspectors and schools about ensuring a diverse range of views are heard.

There were general references to a greater number of children and young people being involved, but also to the basis on which pupils would be 'selected' to take part.

Suggestions included that:

- randomised selection or sampling could be used
- structured opportunities should ensure diverse voices are heard, including girls, boys, non-binary and trans pupils, as well as those from minority ethnic backgrounds and those with disabilities
- ensuring representation from different year groups

There was also a view, including from 'Parents or carers and young people', that a degree of anonymisation might be appropriate, potentially extending to staff or teachers not being present when pupils are sharing their views. This was sometimes connected to the importance of children and young people being able to express their views freely, whether they be good or bad.

A 'Third sector' respondent was among those suggesting that schools should actively support participation from underrepresented groups to avoid reinforcing existing inequalities, including calls for any approach to be appropriate/adaptable to the needs of children and young people with ASN and to be neurodiversity-aware. It was suggested that accessible, low-pressure methods that do not rely on confidence, speech or masking should be used; multiple communication options, one-to-one or small groups, trusted adult-supported conversations, and allowing children to opt out without penalty were all proposed.

Specific suggestions, collectively made by two 'Third sector' respondents, included that:

- each member of the HMIE inspection team should be required to participate in neurodivergence-awareness training
- HMIE should engage with the school in advance to ascertain the specific communication preferences of the children and young people with whom they wish to engage
- sensory-friendly spaces should be available

These 'Third sector' respondents also made suggestions specifically in relation to pupils with ASN, but which they also thought applied more generally, including that children and young people should:

- be given an information pack (that is available in easy-read format) to allay any concerns or anxieties that they could have in respect of their participation

- learners should receive information about inspection and the questions in advance

On this last point, the importance of children understanding what the purpose and focus of an inspection is, and how their views will impact on the outcome was highlighted. With specific reference to neurodivergence, a 'Third sector' respondent noted that providing questions in advance, in an easy-read format with visual supports and plenty of time to prepare aligns with NAIT principles⁹ of predictability and reduced anxiety and supports the Education (Scotland) Act 2025 duty to evaluate whether schools meet the needs of all learners.

In addition to commenting on the general approach to engagement, there were suggestions in terms of approaches that could be used or used more. Reflecting the earlier point about approaches being appropriate to the context, a 'Sector representative body or membership organisation' noted that more visual and oral approaches may work best in primary schools or ASN schools, while survey or focus group approaches could be a good way forward in secondary schools. 'Parents or carers and young people' were particularly likely to suggest the use of (more) creative approaches that allow children and young people to express themselves freely; there were references to presentations, videos, visual feedback walls, journals, suggestion boxes, a smiley face system, drawing, talking mats and role play.

Other approaches suggested included:

- children and young people having a role in inspection teams, possibly linked to enhanced roles for associate assessors and lay members
- including young people in learning visits, which could be linked to the [Young Leaders of Learning](#) model
- children and young people being involved in observation
- using a pre-inspection scoping meeting model led by children and young people
- learning walks involving pupils as guides
- building time for games, activities and ice-breakers into any of the opportunities that children and young people have to share their views

The importance of giving feedback to the children and young people about the outcome of the inspection, including how their feedback and contributions were used, was also highlighted. This theme is picked up again at Question 7.

Finally, there were suggestions about the themes that should be covered during the engagement and/or the questions that should be asked. General points included that there should be a move away from closed to open questions, with suggested themes or topics including:

- attainment and achievement
- wellbeing and enjoyment of school

⁹ The NAIT principles refer to the guidelines developed by the National Autism Implementation Team (NAIT) in Scotland, aimed at improving outcomes for individuals with neurodevelopmental differences.

- where appropriate, reflection on how their faith shapes their educational journey

School staff

Those who had either been neutral or disagreed that staff should have increased opportunities to share their views during inspection occasionally went on to comment that current practice works well. For example, a 'Local authority' organisational respondent suggested that the focus should be on maximising existing opportunities to ensure every member of staff feels confident to share their views. There was also reference to consistent use of the opportunities that are already in place, with a 'Trade union' respondent commenting that their members' experiences can be variable. They explained that, at best, their members report engaging dialogue which generates validation, constructive challenge and practical support. However, in some cases, teachers report that inspection teams can be unavailable and not operate to the expected schedule.

Those who thought that school staff should have increased opportunities to share their views raised some of the same issues that had been highlighted in relation to children and young people. These included that it is critical that the voices of teachers and other school staff are heard, with 'Parents or carers and young people' most likely to stress this point. A 'Trade union' respondent noted that, ultimately, the inspection experience and outputs are about the work of the school staff team, suggesting that they should be afforded greater opportunity to engage with any process of inspection while underway and the subsequent reports flowing from it.

Other broader points made included that staff should feel listened to and able to express their views freely; this was sometimes connected to a view that any interaction should be private, and possibly anonymised, including with no management present during any face-to-face interaction. 'Parents and carers' and 'Teachers or other staff' were more likely to highlight this issue.

In relation to who should have an increased opportunity to share their views, the importance of a good range of teachers being involved was noted and sometimes expressed as anyone who wants to contribute having the opportunity. Examples given of the type of staff who should also be included were community youth workers, therapists, outreach workers, Active Schools Coordinators, part-time staff, support staff and new staff. It was also suggested that trade union representatives in schools will be able to provide a context of where staff may be reticent to come forward and speak.

Those who commented on the approaches currently being used (and referenced in the question i.e. questionnaires, focus groups and direct conversations) tended to see them as having a continuing role to play. 'Teachers or other staff' were particularly likely to refer to direct conversations, while 'Local/education authority officers' were more likely to refer to questionnaires or surveys and focus groups.

In terms of overall or additional approaches that might encourage or enable school staff to engage meaningfully, there was reference to an 'open door' policy so that staff can readily engage with the inspection team, and to:

- a focus on one-to-one conversations, and/or more informal or relaxed opportunities to share views, such as optional drop-in sessions

- creating space for collaborative discussions, rather than purely evaluative questioning
- considering the time and location of engagement opportunities, for example with scheduled meetings that do not encroach on breaks or fall outwith working hours, and with classroom cover available where required
- simply creating more opportunities and/or extending the time period over which the engagement takes place

There was also a suggestion that Associate Assessor Guides should be shared to ensure that all staff are clear of the more detailed expectations and to enable staff to provide the most appropriate evidence and support to the inspection team to get the best from the process.

The importance of engaging with staff regarding inspection team feedback and findings was also highlighted, particularly by ‘Senior leaders or managers’.

Parents or carers

The importance of parents or carers having their voice heard was highlighted although, reflecting the balance of opinion at Question 1.7, there were suggestions that current arrangements work well. However, there were also concerns that some parents may be hesitant or find it difficult to engage with school inspections. ‘Senior leaders or managers’ were most likely to raise this possibility, and a concern that having only a small number of parents or carers involved in school inspections may mean that the inspection team does not get a clear picture. A ‘Third sector’ organisation highlighted the need to recognise power dynamics and barriers to participation, particularly for those with protected characteristics or from marginalised communities. They went on to note that parent voices often reflect dominant groups, while parents from minority ethnic backgrounds or socio-economically disadvantaged backgrounds, those with disabilities, and single parents may face barriers to engagement.

It was suggested that there needs to be a review of the approaches used to ensure opportunities are as accessible as possible, and that a wide range of parents have the opportunity to contribute when their child’s school is being inspected. ‘Parents or carers and young people’ were particularly likely to make this point. In terms of the range of parents, it was suggested that it should extend beyond the Parent Council chair and should include, for example, after-school group leaders, parent helpers and the parents of school non-attenders. Teachers or other staff were most likely to point to the importance of a diverse group of parents being involved.

In terms of how opportunities could be improved or increased, similar themes were raised as for engagement with children and young people and school staff. These included that the approach should allow parents to express their views freely, with a connection made to opportunities to share those views privately or anonymously. ‘Parents or carers and young people’ were more likely to highlight this need.

Other suggestions included that the package of engagement activity should include opportunities for less structured, informal conversations, with open day or drop-in sessions seen as one option. ‘Local authority/education officers’ were most likely to propose that

this approach be used. In terms of meeting the needs of particular groups of parents, suggestions from small numbers of respondents included that:

- when Gaelic Medium Education provision is inspected, consideration should be given to meeting representatives of local branches of Comann nam Pàrant, and inspectors should ensure that they get views from families whose children are L1 Gaelic speakers as well as families with no Gaelic in their homes
- engagement events, including focus groups, could be offered outwith the school day to allow working parents to attend more easily
- language and literacy barriers should be considered and addressed
- approaches should be neurodiversity-aware

In relation to neurodiversity, a ‘Third sector’ organisation highlighted that the parents of neurodivergent children and young people are disproportionately likely to be neurodivergent themselves. They went on to call for appropriate consideration to be given to the communication preferences of parents and guardians, including easy-read formatting and the opportunity to meet in-person to discuss a question.

Other suggestions that focused on removing barriers to parents or carers engaging with school inspections included holding virtual meetings, providing phone- or app-based options, and questionnaires or surveys being online. Less frequently made suggestions were that:

- parents or carers should be given more notice of engagement opportunities, and these opportunities should be shared more widely
- information should be shared in advance of any meetings or discussions so that parents are given time to prepare and reflect on what they want to share with the inspection team
- if focus groups are being held, numbers of participants should be kept reasonably low as speaking in larger groups can be intimidating for some
- if direct conversations are included, one-to-one should be an option
- members of the inspection team could attend activities or parent-focused events, including parent council meetings

Section 2: Inspection frequency and selection

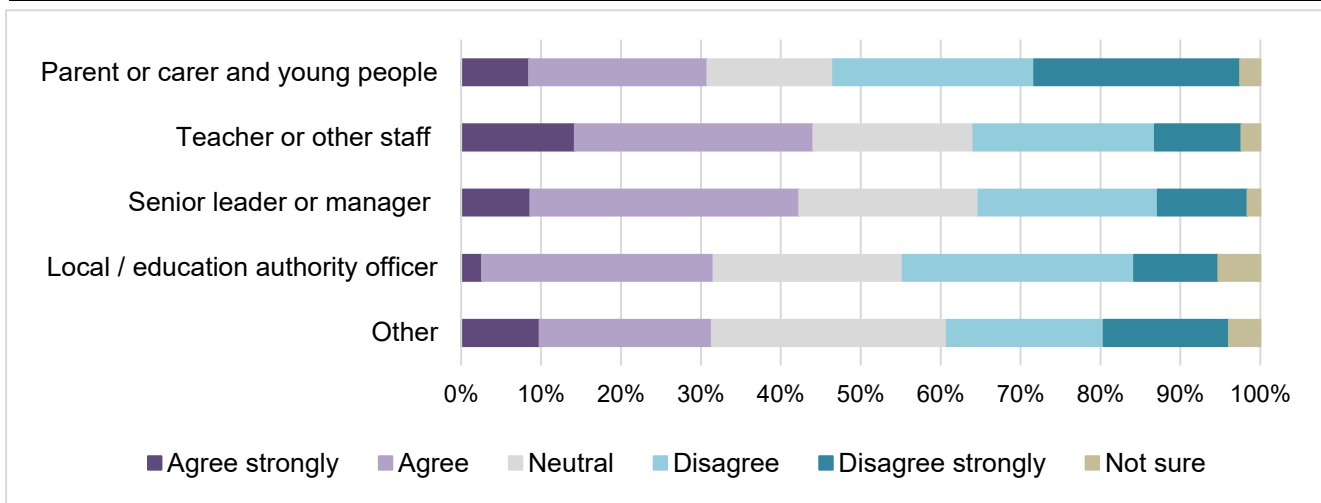
The questionnaire set out that there are around 2,500 schools in Scotland and that, currently, there is no fixed cycle for inspections. HM Inspectors carry out around 250 inspections each year, using a national sampling approach. Schools can also be selected for inspection as a result of risk. This means that, on average, a primary, secondary or special school may be inspected once every 10 years, although some schools may wait longer. Some people feel that not being inspected for a long time can lead to uncertainty or create anticipation and a sense of pressure when inspection does occur.

Under the Education (Scotland) Act 2025, Scottish Ministers will be required to set a minimum frequency for school inspections by regulation. The Chief Inspector of Education will then be responsible for determining how often inspections happen in practice, provided the minimum is met.

The questionnaire sought views on how often school inspection should take place and whether all schools should be visited within a defined period.

The charts in this section and the remainder of the report show responses as a percentage.

Question 2.1 – To what extent do you agree or disagree that the current sampling model, where around 10% of schools in Scotland are inspected each year, should continue?



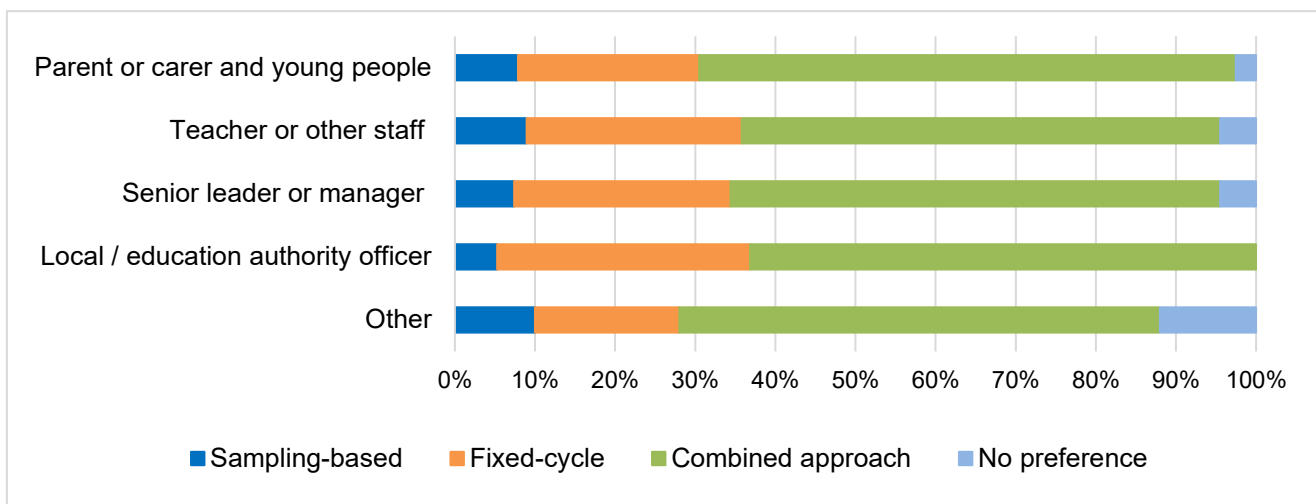
Views about whether the current sampling model should continue were mixed. 'Teachers or other staff' and 'Senior leaders or managers' were more likely to agree strongly or agree (44% and 43% respectively), than those in the other stakeholder groups. Across the stakeholder groups there were a relatively high proportion of respondents taking a neutral position (ranging from 16% to 29%).

A majority (51%) of 'Parents or carers and young people' disagreed or disagreed strongly that the current sampling model should continue.

The next question asked about how schools should be selected for inspection. The options given were:

- sampling-based, with schools continuing to be selected using a national sampling approach, based on levels of risk, performance or context
- fixed cycle, with every school inspected within a fixed national cycle (e.g. every 5-7 years)
- a combined approach, with a clear cycle for all schools, with additional inspection based on risk

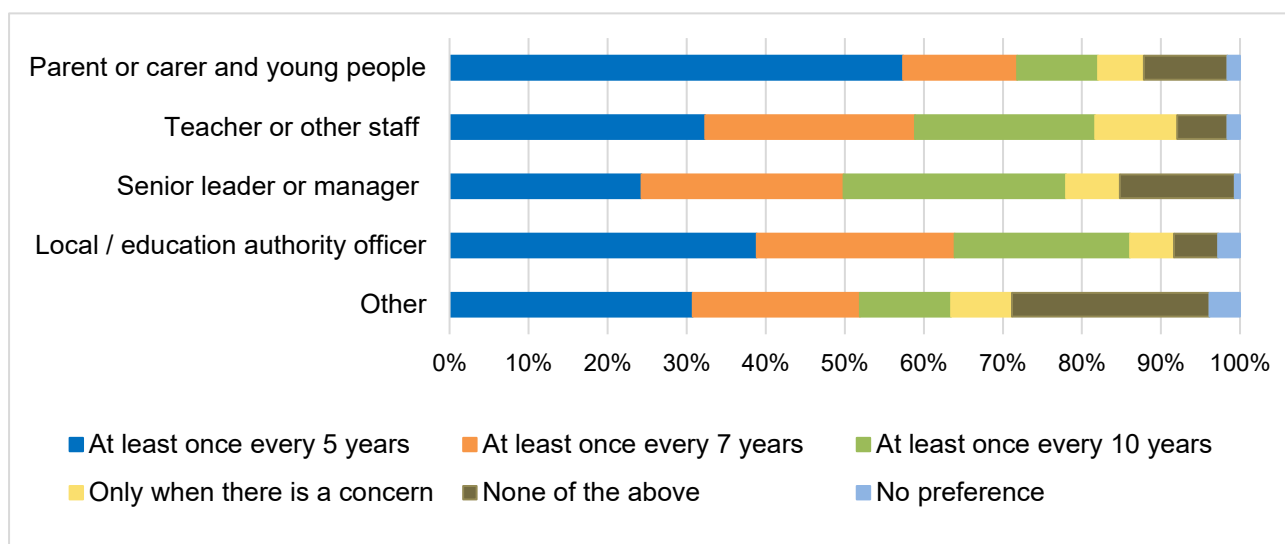
Question 2.2 – In your view, how should schools be selected for inspection?



Respondents were most likely to favour the combined approach and a majority in each stakeholder group preferred this approach (ranging from 67% of 'Parents or carers and young people' down to 60% of 'Teachers and other staff' and 'Other' respondents).

In terms of the other options, a fixed cycle approach was the second most popular approach across each of the stakeholder groups, with support for a sampling-based approach limited.

Question 2.3 – In future, how often do you think each school should be inspected?



Views were mixed in relation to how often each school should be inspected. 'Parents or carers and young people', 'Teachers or other staff' and 'Local/education authority officers' were most likely to favour inspections being carried out at least once every 5 years (with support ranging from 57% of 'Parents or carers and young people' down to 32% of 'Teachers or other staff').

'Senior leaders or managers' were the only stakeholder group in which respondents were more likely to favour inspections being at least once every 10 years, albeit they were relatively evenly divided across the three timescale related options (at 28% for 10 years, 26% for 7 years and 24% for 5 years).

There was very limited support for an approach based on inspecting only when there is a concern.

Do you have a different view on how often inspections should take place?

Overall, the most frequent point – raised particularly by 'Senior leaders and managers' – was a desire for change to the model currently used to evaluate Scotland's schools. There were related references to the negative impacts the inspection process can have on staff wellbeing and to disruption of the working of the wider school, along with calls for a more supportive approach to the process. 'Teachers and other staff' and 'Senior leaders and managers' were most likely to raise these issues. An associated view was that the way the question has been framed seems to assume that the current model will be retained.

Among respondents proposing different numbers of years between inspections to those offered in the questionnaire, suggestions included that inspections should be carried out more often than once every 5 years, with every 3-4 years, then every 1-2 years the most frequent proposals. Both suggestions were made most often by 'Parents or carers and young people'. Other, less frequently made, suggestions included that there should be:

- a clear, fixed frequency for inspections
- an inspection at least once per cohort of children at each level, so that each child experiences an inspection at primary school and at secondary school; this proposal came particularly from 'Parents or carers and young people' and from 'Local authority' respondents
- variation in frequency between schools, with less frequent inspections for institutions that are performing well, and more frequent inspections for those where there are concerns; 'Teachers and other staff' were more likely to make this suggestion
- triggers for inspection related to changes in the circumstances of a school, including high staff turnover and changes in leadership, suggested by 'Teachers or other staff' and 'Parents or carers and young people'
- scope for the frequency of inspections to be increased in response to concerns or complaints, suggested most frequently by 'Parents or carers and young people'
- inspections that are more frequent than at present but shorter/less onerous, potentially triggering a further, more extensive visit where concerns are found;

‘Senior leaders and managers’ and ‘Teachers and other staff’ were more likely to make this suggestion

In relation to the last point, a ‘Local authority’ respondent suggested that, as an alternative to varying the length/scope of an inspection, consideration should be given to a mix of announced and unannounced visits. Further comments on the notice period for inspections are covered at Question 4.1.

There were also references to the role of the local authority in assessing the quality of provision, including that the inspection process should be left to local authorities (whose own systems and capacity should be approved and monitored). Greater emphasis on local partnership approaches was also proposed, including a small number of ‘Local authority’ respondents and a ‘Sector representative body or membership organisation’ suggesting sharing the information used to identify risk.

Section 3: Use of grades in inspection

HM Inspectors currently use a six-point grading scale to provide a high-level summary of how well a school is performing in key areas:

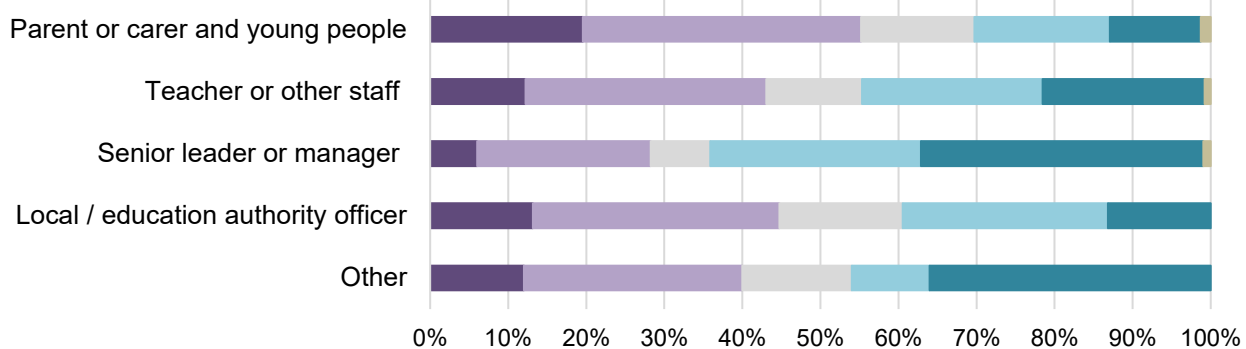
Grade	What it means
Excellent	Outstanding and sector-leading
Very good	Major strengths
Good	Important strengths, with some areas for improvement
Satisfactory	Strengths just outweigh weaknesses
Weak	Important weaknesses
Unsatisfactory	Major weaknesses

Grades are published in the school's inspection report and are intended to provide a clear and consistent way of reporting findings. The questionnaire sought views on the use of the six-point grading to summarise how good a school is and whether this approach should be kept.

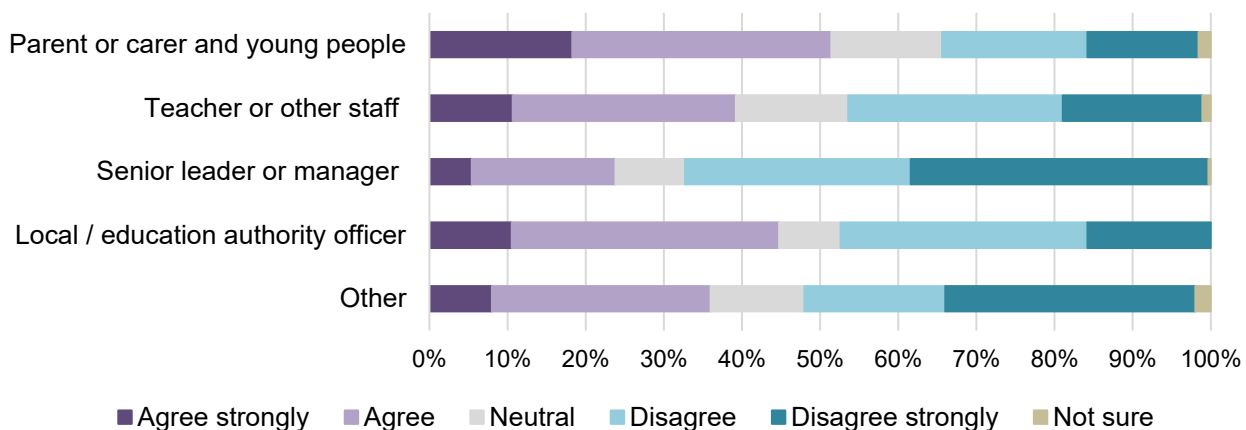
Question 3.1 – To what extent do you agree or disagree that using grades helps provide a clear overview of how well a school is doing?

Question 3.2 – To what extent do you agree or disagree that grades help schools, parents, and local authorities/proprietors of independent schools understand what needs to improve?

Clear overview of how well a school is doing



Understanding what needs to improve



Views were mixed across these two questions, with little or nothing in the way of clear consensus around whether using grades helps provide a clear overview of how well a school is doing or helps with understanding about what needs to improve.

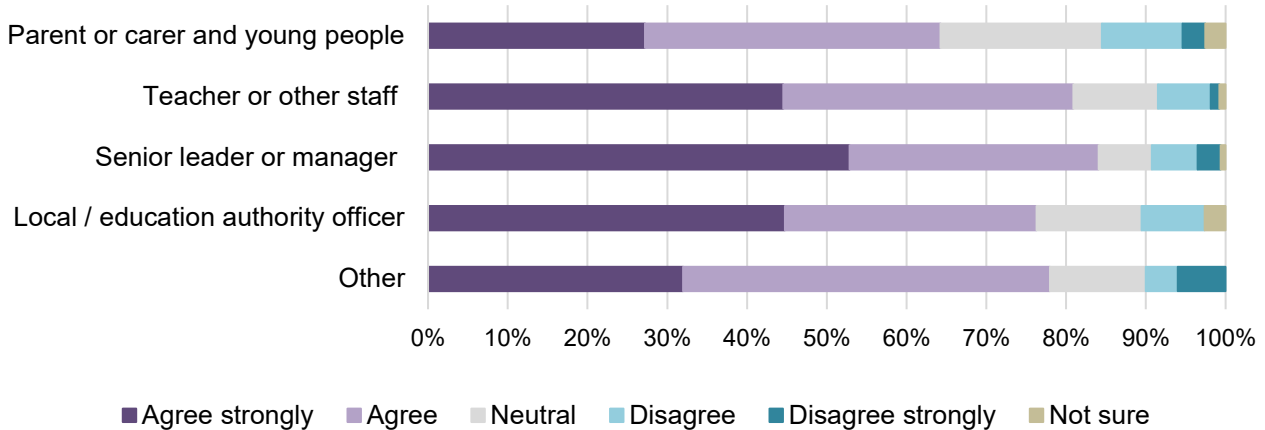
A majority of 'Parents or carers and young people' (56%) either agreed strongly or agreed that using grades helps provide a clear overview of how well a school is doing, but a majority of 'Senior leaders or managers' disagreed or disagreed strongly (63%). 'Teachers or other staff' and 'Local/education authority officers' were relatively evenly divided on the issue.

Similarly, a majority of 'Parents or carers and young people' (51%) either agreed strongly or agreed that using grades helps with understanding about what needs to improve, but a majority of 'Senior leaders or managers' disagreed or disagreed strongly (67%). 'Teachers or other staff' and 'Local/education authority officers' were again relatively evenly divided.

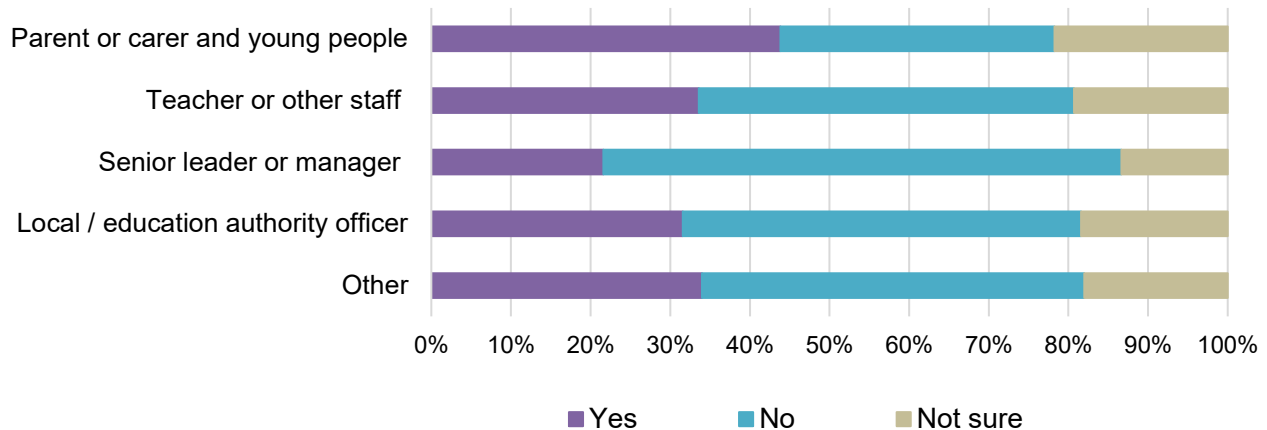
Question 3.3 – To what extent do you agree or disagree that grades can oversimplify what is happening in a school?

Question 3.4 – Do you think school inspections should continue to use grades to summarise how well a school is performing?

Grades can oversimplify what is happening



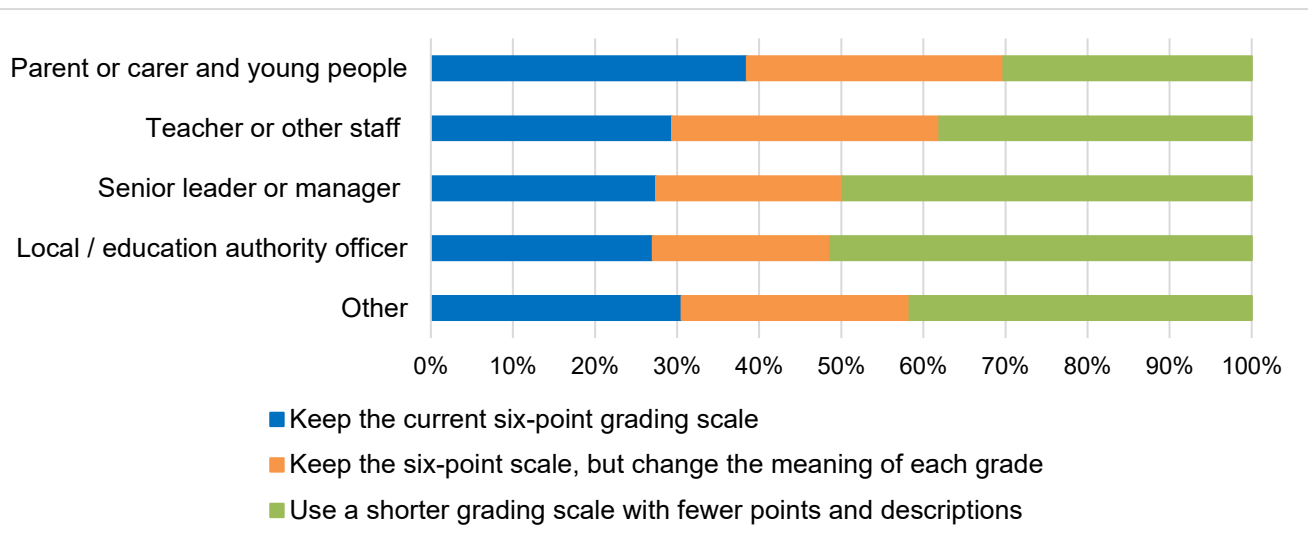
Inspections should continue to use grades



Overall, there was clear agreement that grades can oversimplify what is happening in a school. 'Senior leaders or managers' were most likely to agree strongly or agree (84%) followed by 'Teachers or other staff' (81%).

However, the balance of views was less clear when it came to whether school inspections should continue to use grades to summarise how well a school is performing, although the general consensus tended to be not. 'Senior leaders or managers' were particularly likely to think that they should not continue to be used. 'Parents or carers and young people' were the only stakeholder group in which more respondents thought grades should continue to be used to summarise how well a school is performing than not (44% and 34% respectively).

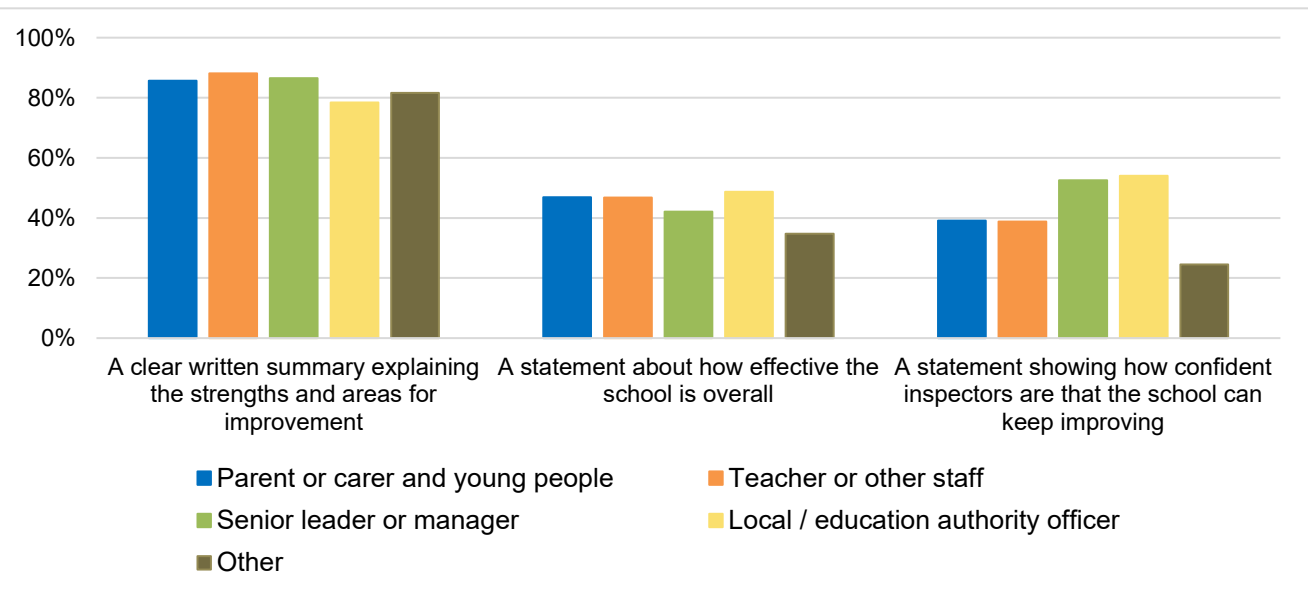
Question 3.5 – If grades continue to be used, what should happen to the current six-point scale? Please select the one option that best reflects your view.



There was no clear consensus at this question, although overall a slight preference for using a shorter grading scale if grades do continue to be used. Half of 'Senior leaders or managers' and a majority of 'Local/education authority officers' favoured using a shorter grading scale with fewer points and descriptions (50% and 51% respectively).

'Parents or carers and young people' were the only stakeholder group for which the most popular choice was keeping the current six-point grading scale (preferred by 38%).

Question 3.6 – If school inspection no longer used grades to evaluate and report on key areas, how should inspection reports show the quality of education in a school? Please select all options that apply.



In terms of how inspection reports should show the quality of education in a school, use of a clear written summary explaining strengths and areas for improvement was the most popular choice across the stakeholder groups; 88% of 'Teachers or other school staff' supported this approach, dropping only to 78% of 'Local/education authority officers'.

With respect to the other two options, 'Parents or carers and young people and 'Teachers or other staff' were slightly more likely to favour the inclusion of a statement about how effective a school is overall than a statement showing how confident inspectors are that the school can keep improving. The converse was true of 'Senior leaders or managers' and 'Local/education authority officers'.

Other views on how reports should show the quality of education in a school

Among those commenting on how inspection reports should show the quality of education in a school in the absence of grades, the most frequent suggestion was that the report should set out the local context and the challenges faced by a school – for example, in terms of the catchment's socio-economic status or of funding constraints. 'Senior leaders or managers' were particularly likely to highlight this issue.

Other points relating to the nature of the inspection report included that it should be written in clear English, and constructive/supportive in tone. The need for consistency in both approach to inspection and messaging in the report was also highlighted, including by a 'Local authority' and a 'Think tank' respondent.

'Senior leaders or managers' and 'Sector representative body or membership organisations' were among those calling for the report to document the school's story and the journey that it is on. Examples included highlighting the extent of improvement since the last inspection, or reflecting a school's denomination, where relevant. Separate reports for Gaelic- and English-Medium education were requested where both are provided by the same institution.

In terms of potential elements of a report there was support, from across a range of respondent groups for recording:

- the strengths of a school and what it is doing well
- practice worth sharing
- areas for improvement/development
- the next steps, including achievable goals

In relation to the last point, two 'Local authority' respondents asked for clarity on roles of the local authority and/or HMIE in delivering improvements and providing support going forward.

Suggestions with respect to additional elements, proposed in particular by 'Third sector' respondents, included:

- input from children and young people about their school
- a statement summarising what the school is doing to raise wellbeing among pupils
- evaluation of the extent to which all learners' needs are being met, including the school's practice for autistic and neurodivergent pupils
- a statement on the accuracy of the school's self-evaluation

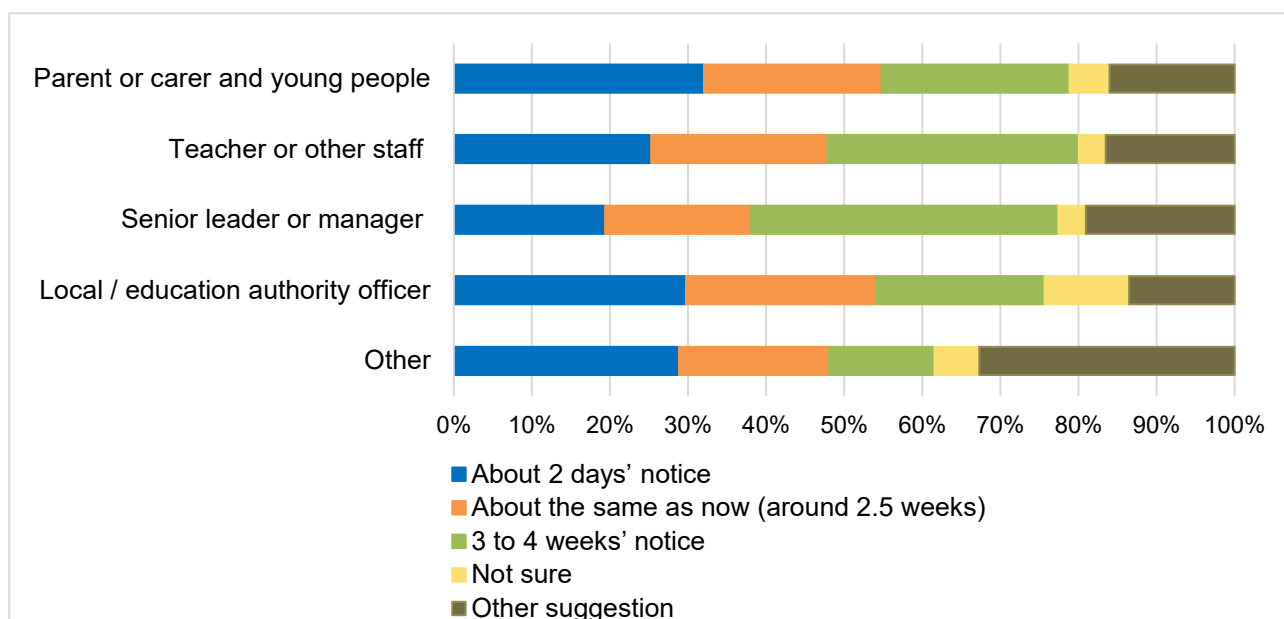
It was also suggested that, alongside the HMIE report there should be a response from the school, including an action/improvement plan.

Section 4: Notification of inspection

Currently, a school is given two-and-a-half weeks' notice of an inspection. This enables the inspection team to plan the inspection activities alongside the headteacher and to give staff time to complete pre-inspection paperwork. It also provides time for parents, pupils, staff and partner organisations to complete pre-inspection questionnaires and for the inspectors to collate and analyse responses.

The questionnaire sought views on whether the current notification period is appropriate.

Question 4.1 – How much notice do you think should schools receive before an inspection?



There was no clear consensus around any one of the three notice periods suggested, with 'Parents or carers and young people' and 'Local/education authority officers' most likely to favour a school being given about 2 days' notice while 'Teachers and other staff' and particularly 'Senior leaders or managers' were most likely to prefer the 3 to 4 weeks' notice option.

Among other suggestions made, the most frequent view – expressed particularly by 'Parents or carers and young people' followed by 'Teachers and other staff' – was that inspections should be unannounced. Reasons for this position tended to reflect those given by respondents who supported a 2-day notice period – namely allowing inspectors to get a picture of more 'normal' life at a school, and relieving staff of the additional workload and stress associated with preparing for an inspection over a longer period. The model used by the Care Inspectorate was referenced as an example of this type of approach.

A few respondents proposed other notice periods including:

- 1 week (suggested particularly by 'Local/education authority officers')
- 1–2 months
- 3 months or a term

It was also suggested that a school could be advised that they will be inspected within the next year, coupled with shorter notice of the exact timing, or that a fixed schedule would allow a school to know approximately when it will be visited.

The extent to which the model for future inspections should determine the notification period was also highlighted, particularly by 'Senior leaders or managers', with some respondents noting that their answer to the question would depend on the model going forward. Others, from across a range of respondent groups, suggested that a minimal notice period would require a change in the extent of pre-inspection paperwork required of schools or highlighted the limitations that could be placed on stakeholder involvement if there is little or no time to set up meetings. In particular, two 'Third sector' respondents noted that facilitating meaningful participation by children and young people takes time, and that time is needed to ensure the wellbeing of neurodivergent children who need stability to feel safe. A few respondents – particularly 'Parents or carers and young people' – suggested a mix of brief, short-notice or unannounced inspections to supplement more in-depth inspections for which longer notice is given.

With respect to the timing of inspections there was a call to avoid periods immediately after holidays. This issue was raised most frequently by 'Senior leaders or managers'. It was reported that, at present, a school may receive notification just before a holiday that an inspection will take place early in the following term, meaning that staff spend their break on preparation.

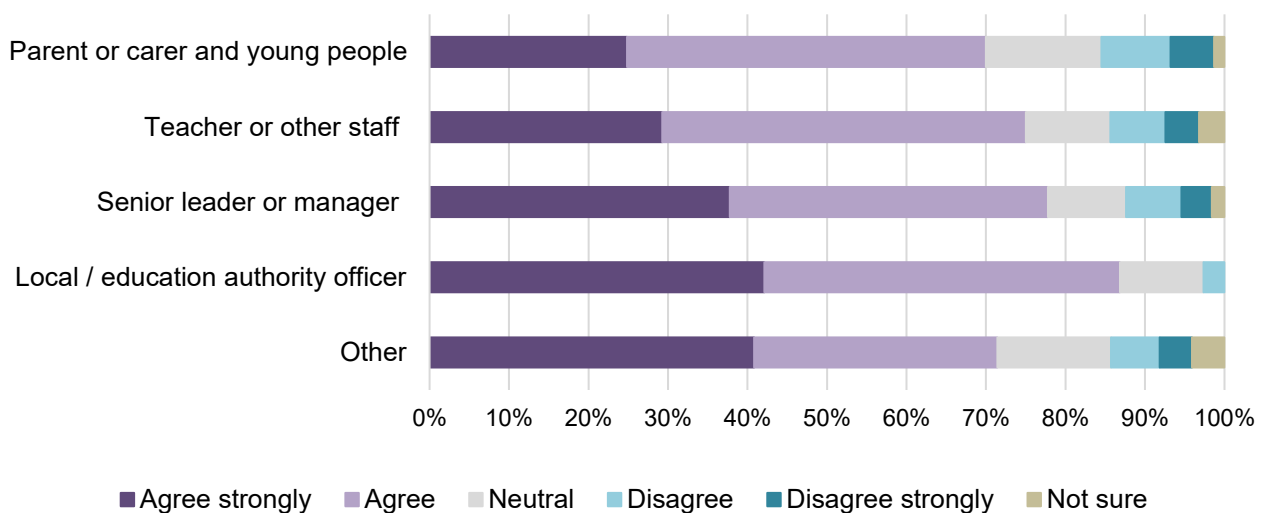
Section 5: Pre-inspection

Before an inspection takes place, HM Inspectors ask the school's senior leadership team to complete a self-evaluation summary using selected quality indicators from [How Good Is Our School?](#) (4th Edition).

This summary highlights the school's own view of what it does well, how it knows this and what it is working to improve. Schools are also asked to share pre-inspection questionnaires with learners, parents, staff, and partners. The responses go directly to the inspection team. These steps help inspectors understand the school's context, performance, and the views of its community before their visit begins.

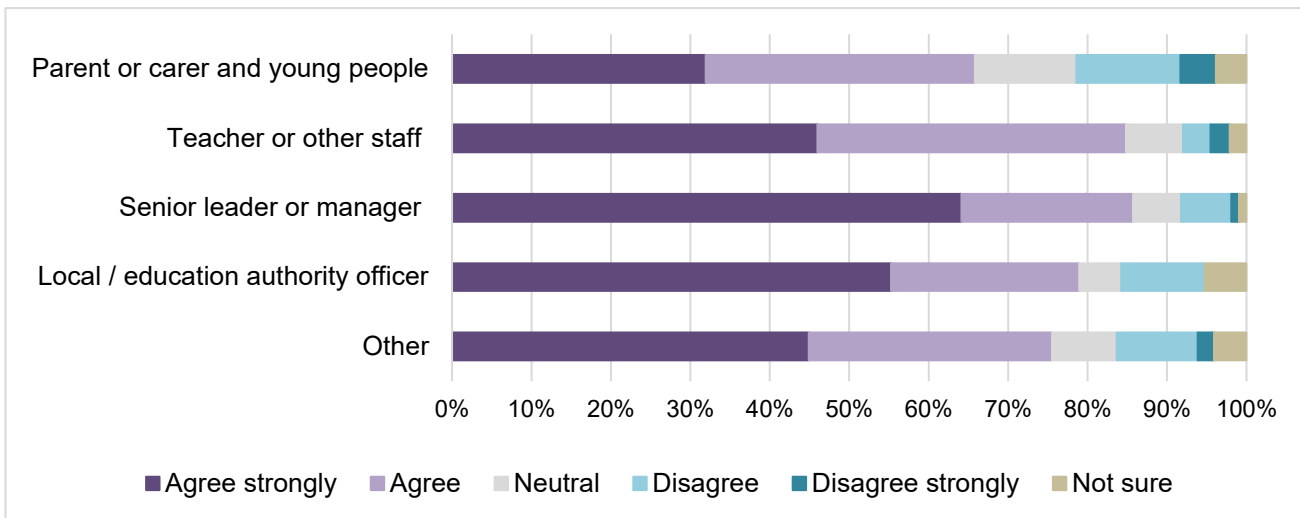
The questionnaire sought views on what happens in the time before an inspection takes place.

Question 5.1 – To what extent do you agree or disagree that the self-evaluation summary helps make sure that inspection starts with the school's own view of its strengths and development areas?



Overall, a majority agreed strongly or agreed that that the self-evaluation summary helps make sure that inspection starts with the school's own view of its strengths and development areas; levels of agreement ranged from 87% of Local/education authority officers' to 70% of 'Parents or carers and young people'.

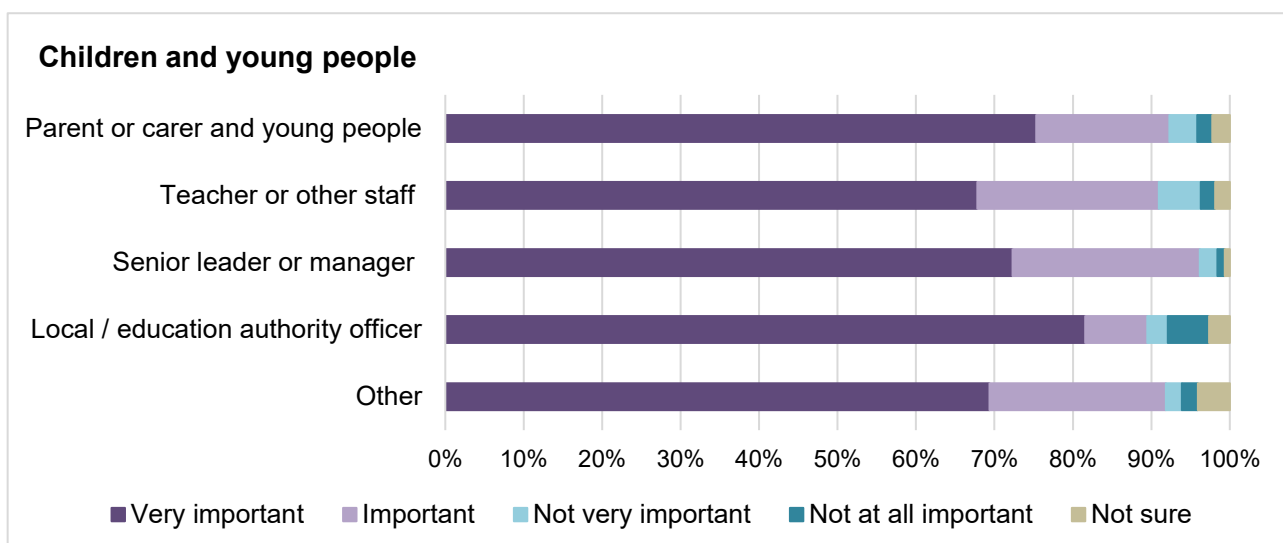
Question 5.2 – To what extent do you agree or disagree that schools should be able to use existing documents – like their Standards and Quality Report and their School Improvement Plan – instead of writing a separate self-evaluation summary for inspection?

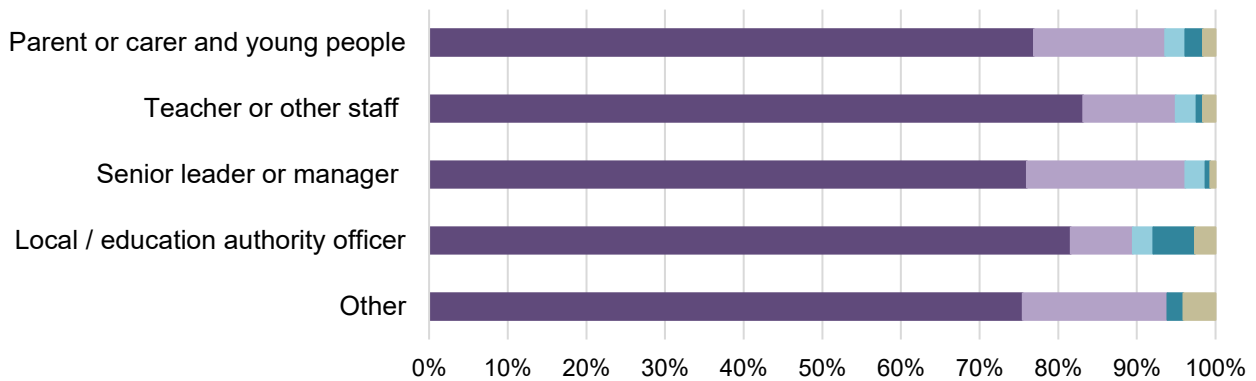
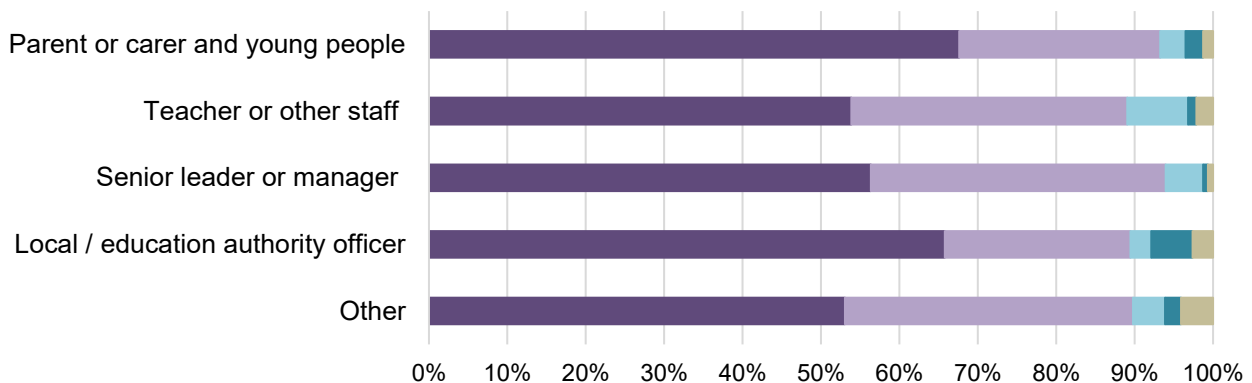
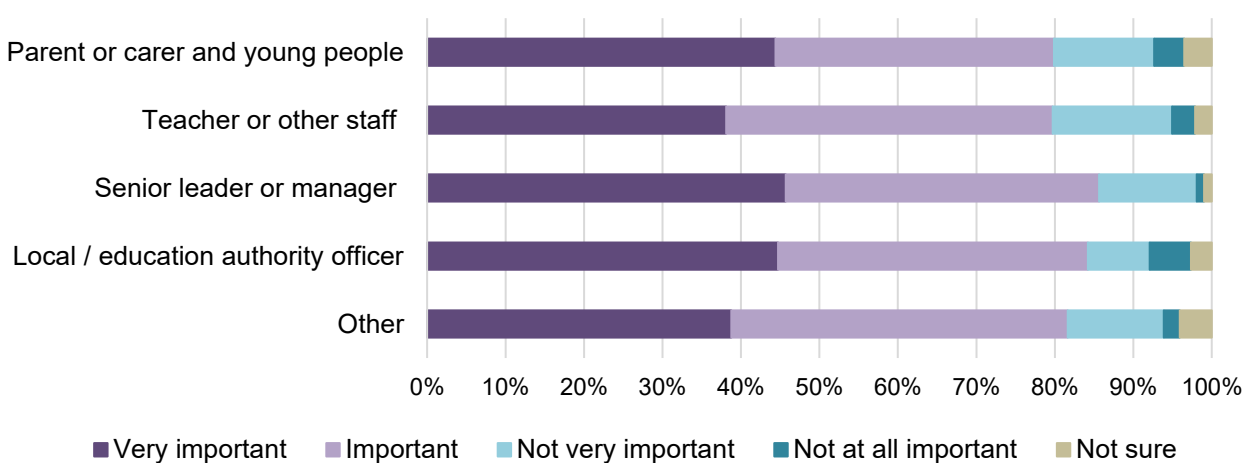


Schools being able to use existing documents – like their Standards and Quality Report and their School Improvement Plan – instead of writing a separate self-evaluation summary for inspection was also supported by most respondents. The proportion of respondents agreeing strongly or agreeing with this approach ranged from 86% of 'Senior leaders or managers' to 66% of 'Parents or carers and young people'.

Question 5.3 – How important is it to gather views from each of the following groups before an inspection?

The charts below cover each of the four groups in turn: children and young people, school staff including support staff, parents and carers, and organisations and partners who work with the school.



School staff, including support staff**Parents and carers****Organisations and partners who work with the school**

Overall, almost all respondents thought it was very important or important to gather views of 'children and young people', 'school staff, including support staff' and 'parents and carers', and most thought it was important to gather the views of 'organisations and partners who work with the school'. Gathering the views of 'children and young people' and 'school staff, including support staff' tended to be seen as very important.

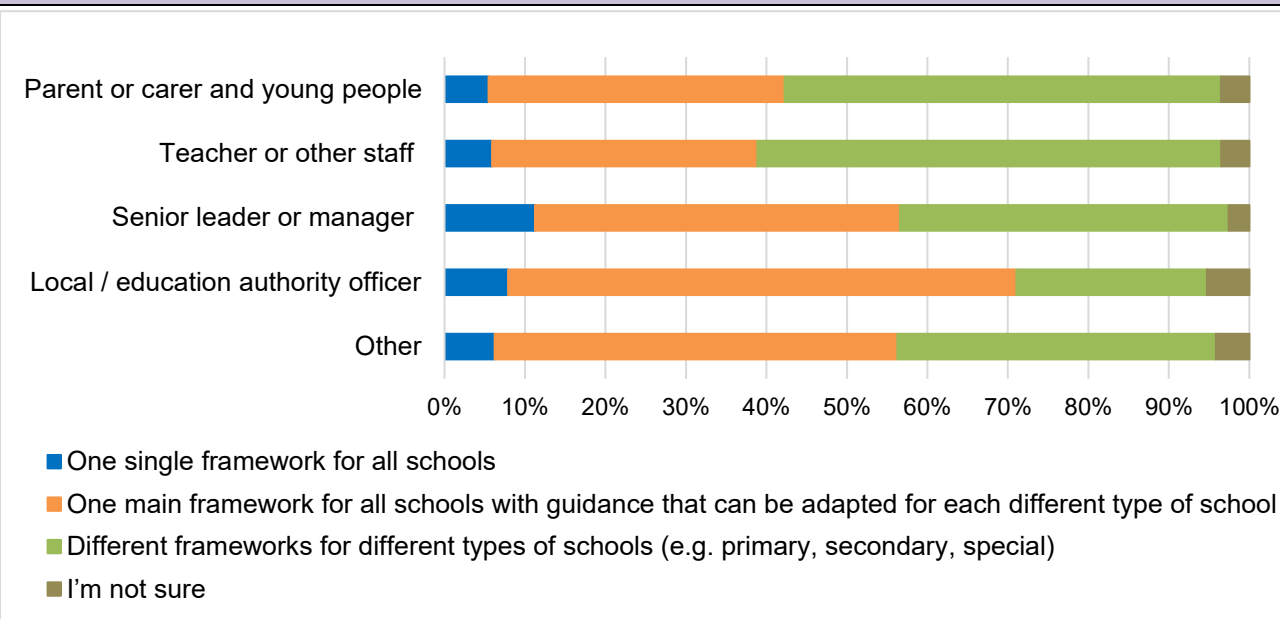
Section 6: Design and content of a school inspection framework

The questionnaire explained that HM Inspectors use a framework, [How Good Is Our School?](#) (4th Edition), to ensure a consistent approach to evaluating the quality of education in schools, including primary, secondary, and special schools. Inspectors also use How Good Is our School? alongside the [Advice on Gaelic Education](#) when inspecting Gaelic Medium Education. The same framework is also used by schools to support their own self-evaluation, helping them reflect on what they do well and where they can improve. This shared approach ensures a common understanding of what high-quality education looks like across the education system. The framework includes a set of ‘quality indicators’ that cover key areas such as learning and teaching, leadership, wellbeing, and raising attainment.

How Good Is Our School? has not been updated since it was launched in 2015.

The questionnaire sought views on the format, purpose and content of a new school inspection framework.

Question 6.1 – Which of the following best describes your view on the format of a new school inspection framework?



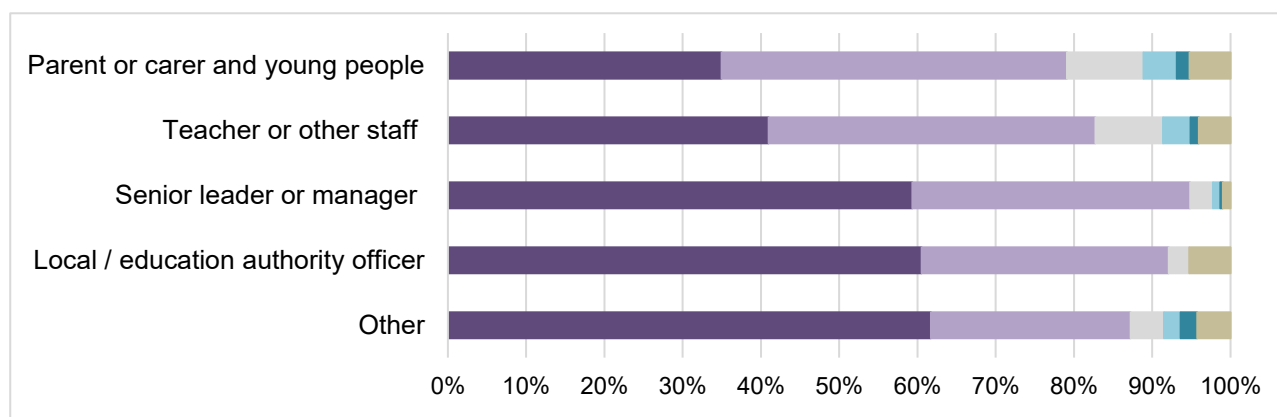
While there was very limited support for having one framework for all schools, opinion varied in relation to the other two options.

‘Local/education authority officers’ and ‘Senior leaders or managers’ were more likely to favour having one framework for all schools with guidance that can be adapted for each different type of school; levels of support for this option stood at 63% and 45% respectively.

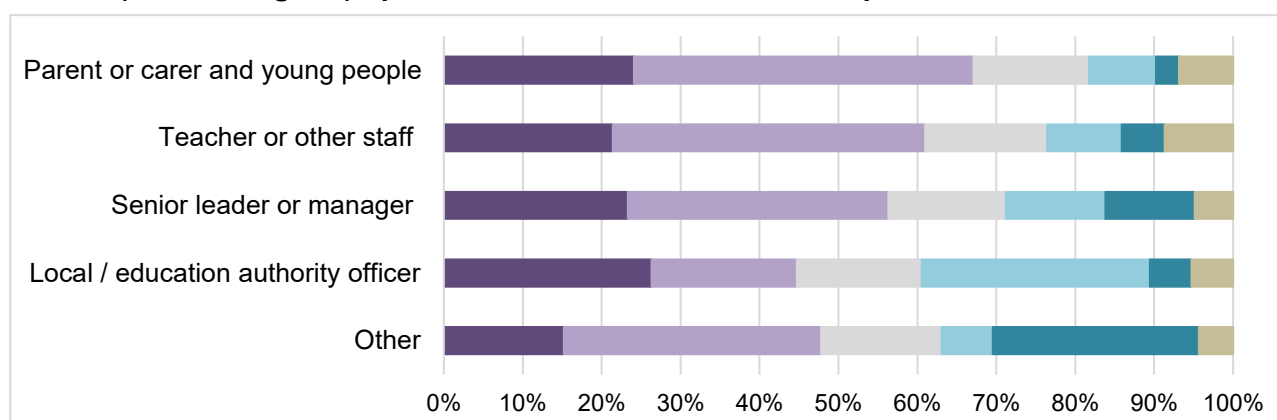
‘Teachers or other staff’ and ‘Parents or carers and young people’ tended to prefer different frameworks for different types of school, with levels of support at 58% and 54% respectively.

Question 6.2 – To what extent do you agree or disagree with the following statements about a school inspection framework?

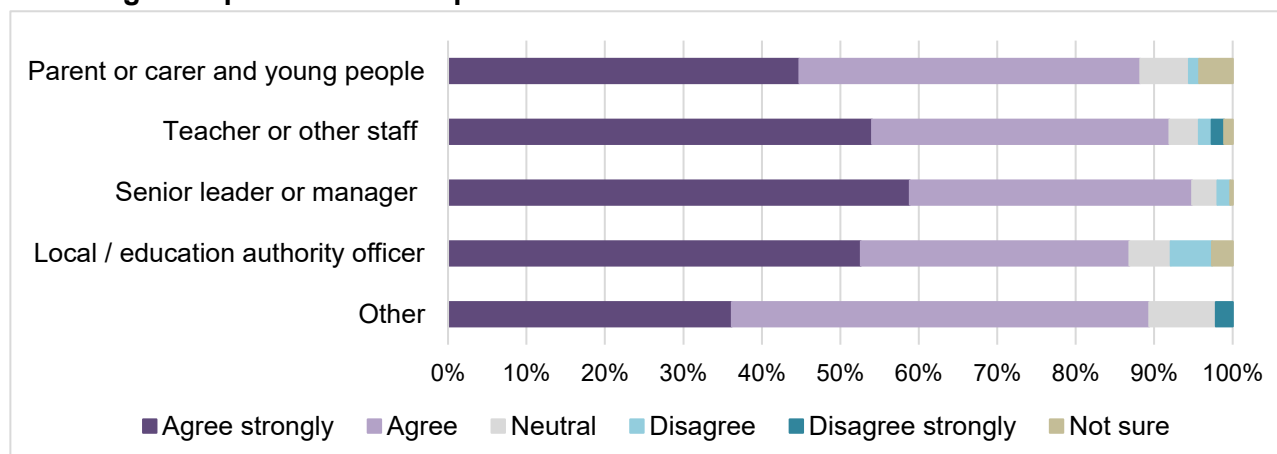
It is helpful to use the same framework for both inspection and self-evaluation



Annual (or more regular) updates to the framework would help schools use it more effectively



Including examples of effective practice would make the framework more useful



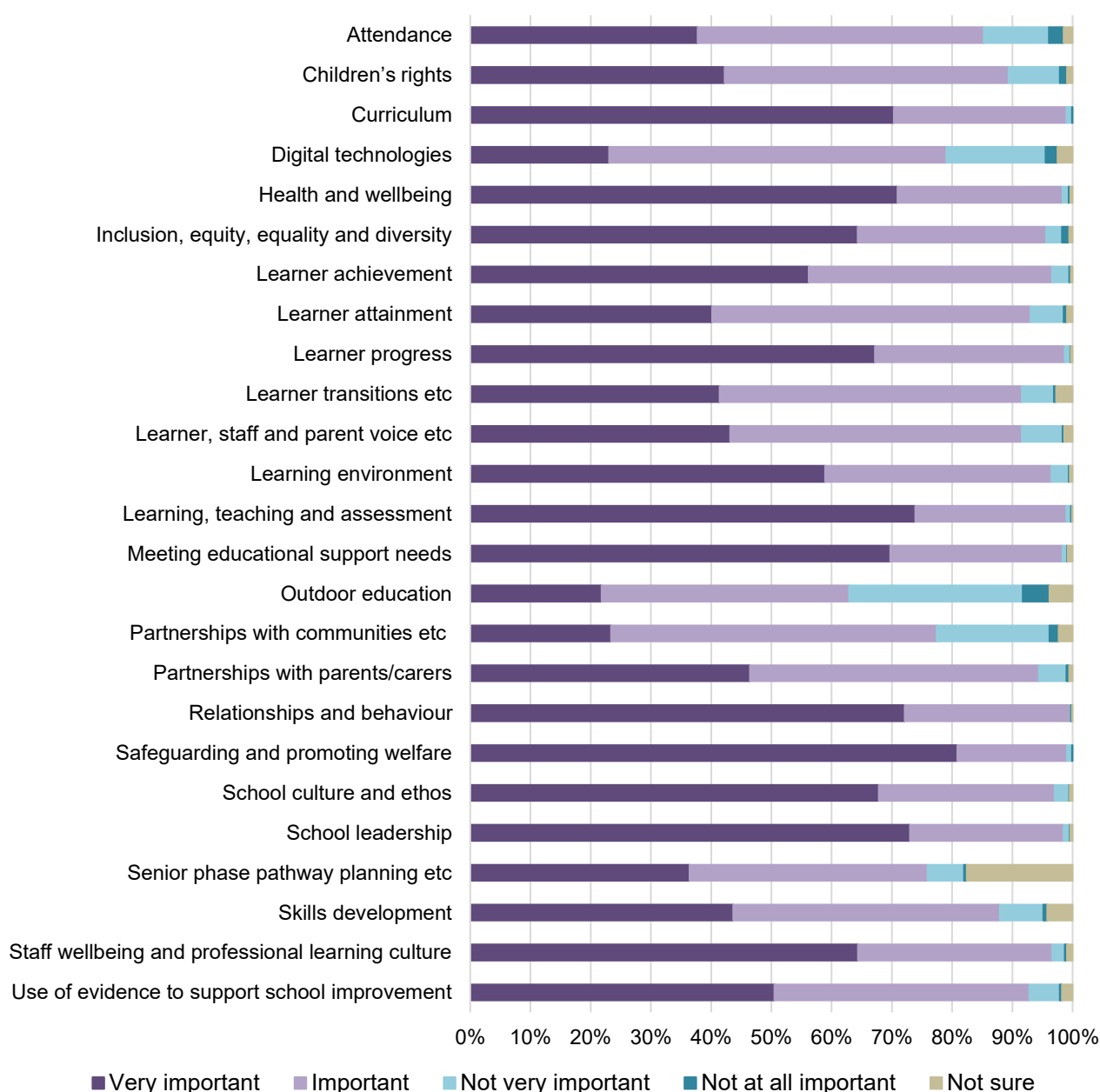
Respondents across all the stakeholders groups were likely to agree strongly or agree that it would be helpful to use the same framework for both inspection and self-evaluation and that including examples of effective practice would make the framework more useful.

Opinion was more varied when it came to whether annual (or more regular) updates to the framework would help schools use it more effectively. While a majority of 'Parents or carers and young people', 'Teachers or other staff' and 'Senior leaders or managers'

thought they would, only a minority of ‘Local/education officers’ (44%), thought so and a relatively high proportion of this group (34%) either disagreed or strongly disagreed that annual or more regular updates to the framework would help schools use it more effectively.

Question 6.3 asked respondents about the importance of 25 different areas being included in an inspection framework. The chart presented below presents summary findings only. A breakdown for each area by stakeholder groups is included in tables in [Annex B](#).

Question 6.3 – How important do you think each of these areas is for inclusion in a school inspection framework?



(A small number of the area descriptions have been abbreviated in the chart above as follows: ‘Learning transitions etc’ for ‘Learner transitions and planning for progression to positive post-school destinations’; ‘Learner, staff and parent voice etc’ for ‘Learner, staff and parent voice in shaping and evaluating school improvement’; ‘Partnerships with communities etc’ for ‘Partnerships with communities, other services and organisations’; and ‘Senior planning pathway etc’ for ‘Senior phase pathway planning and vocational learning’)

All 25 areas were seen as very important or important by the majority of respondents. This was particularly the case for 'learning, teaching and assessment', 'relationships and behaviour' and 'safeguarding and promoting welfare', all three of which were seen as very important or important by 99% of respondents.

Although still seen as very important or important by a clear majority, 'outdoor education', 'partnerships with communities, other services and organisations' and 'digital technologies' were more likely to be seen as not very important or not at all important than other areas.

Respondents were most likely to be unsure about the importance of the 'Senior phase pathway planning and vocational learning'.

When asked whether there were any areas that were not listed but that should be included in the inspection framework, the most frequently made suggestions were:

- ASN-related support and experience; 'Parents or carers and young people' and 'Teachers or other staff' were particularly likely to make this suggestion
- moral, spiritual, and social education; this was highlighted across respondent groups
- staffing levels, absence rates and retention information; 'Senior leaders or managers' and 'Teachers or other staff' were most likely to make this suggestion

Other areas put forward included: local authority performance and support; the local context, including the socio-economic profile of the area; resources, including funding and spending levels; quality assurance practices; Learning for Sustainability; and creativity and the use of creative approaches.

Section 7: Reporting on the outcome of inspections

HMIE is reviewing how inspection findings are reported and shared following school inspections. Currently, HM Inspectors publish:

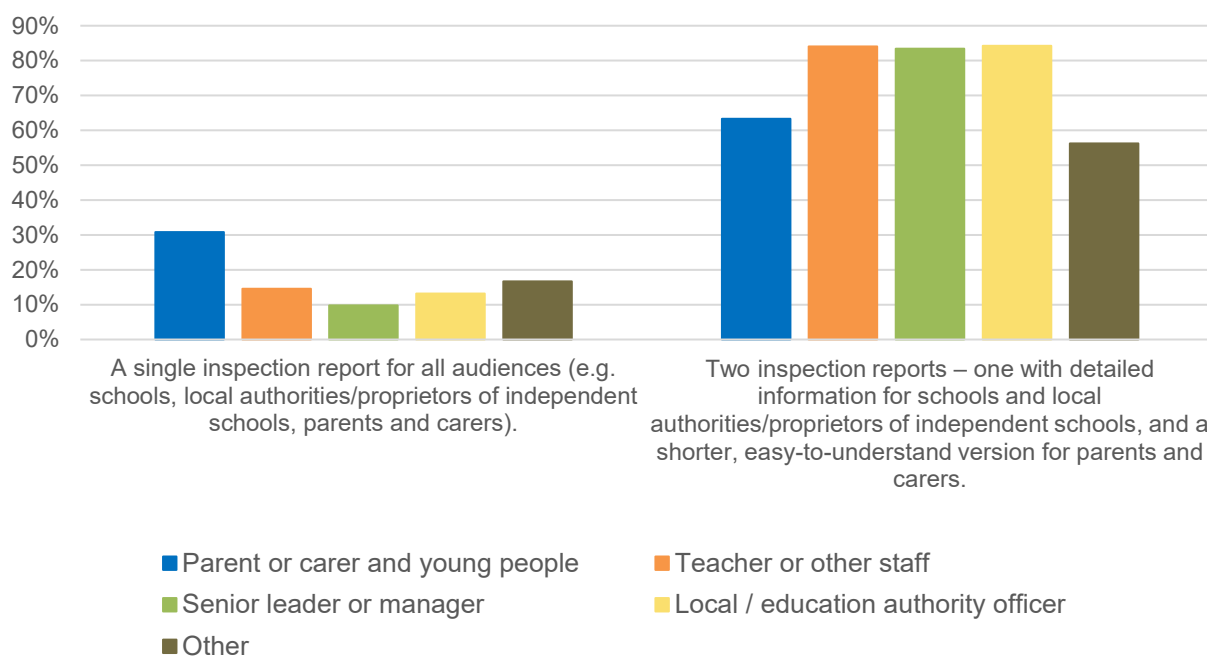
- a short letter for parents and carers, summarising strengths, areas for development, and inspection grades
- a separate, detailed report for the school, setting out the full findings
- collated results from the pre-inspection questionnaires

This section of the questionnaire asked whether this approach continues to meet the needs of different audiences, or whether it should change. It was looking to understand:

- whether inspection findings should be presented differently for different audiences
- how inspection findings can be made more accessible and useful to children and young people
- how reporting can better support the purposes of inspection as set out in the Education (Scotland) Act 2025

The questionnaire noted that respondents' views will help HMIE decide whether to retain the current reporting model or introduce changes to improve clarity, accessibility, and impact.

Question 7.1 – How should inspection findings be presented to different audiences? Please select the option which best reflects your view.



Respondents had a clear preference for there being two inspection reports – one with detailed information for schools and local authorities/proprietors of independent schools, and a shorter, easy-to-understand version for parents and carers. However, there was some support for a single inspection report from those in the 'Parent or carer and young people' stakeholder group, with around 1 in 3 (31%) preferring this option.

Respondents who preferred an 'Other' approach and went on to give further information, were most likely to favour the inspection being presented through the two inspection reports specified, but with other routes or mechanisms also available for sharing the findings with different audiences. 'Local/education authority officers' were particularly likely to make this suggestion, with references to children-friendly or easy-read versions of written reports, video or in-person presentation of findings, and materials that are adaptable and can be tailored to audiences' particular needs. The range of suggestions made very much reflected those highlighted by respondents at the next question in relation to sharing findings with children and young people.

There were also suggestions that the two-report approach is a reasonable one, as long as both are published and available to anyone who wishes to see them; 'Parents or carers and young people' were most likely to make this point. This was associated with a broader point that transparency is key, with everyone having a right to access all findings from the inspection.

A number of the other points made also addressed either to whom information should be available or the content of one or both of the reports proposed in the question. Suggestions included that there could be a single report for everyone, but that it should be written in a way that makes it accessible to a wider audience, including through the use of key findings or a summary.

An alternative perspective was that a single report cannot meet the needs of all audiences, and that parents or carers are more likely to engage with a shorter report setting out key messages than a longer version that includes all the information and feedback that is important to schools and the local authority.

Question 7.2 – What do you think are effective ways of sharing inspection findings with children and young people?

In relation to effective ways of sharing inspection findings with children and young people, respondents made suggestions relating to the best format or media for sharing views, the style and content, and the best dissemination routes.

In terms of formats, the most frequently made suggestions were:

- in-person presentations or meetings, with an opportunity to discuss and share views on the findings
- a written report/feedback document
- a video/digital message, with references to the use of social media (via a podcast, using TikTok or Instagram-style reels etc.)

Other formats referenced included: comic strips, infographic or animations; sketch notes; posters or leaflets; via letter or email; through a newsletter or a notice board; and using PowerPoint and slides.

There was also a suggestion that the same methods or similar approaches to those already being used could be deployed, with specific reference to 'How Good Is Our School' and '2 stars and a wish'.

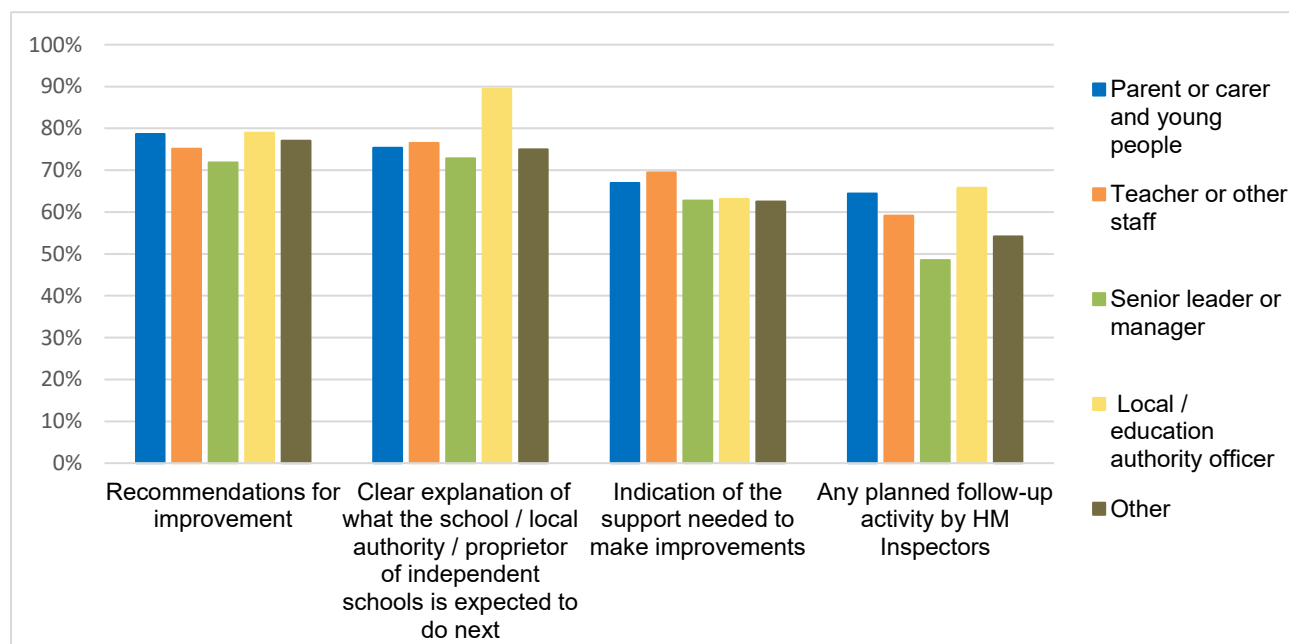
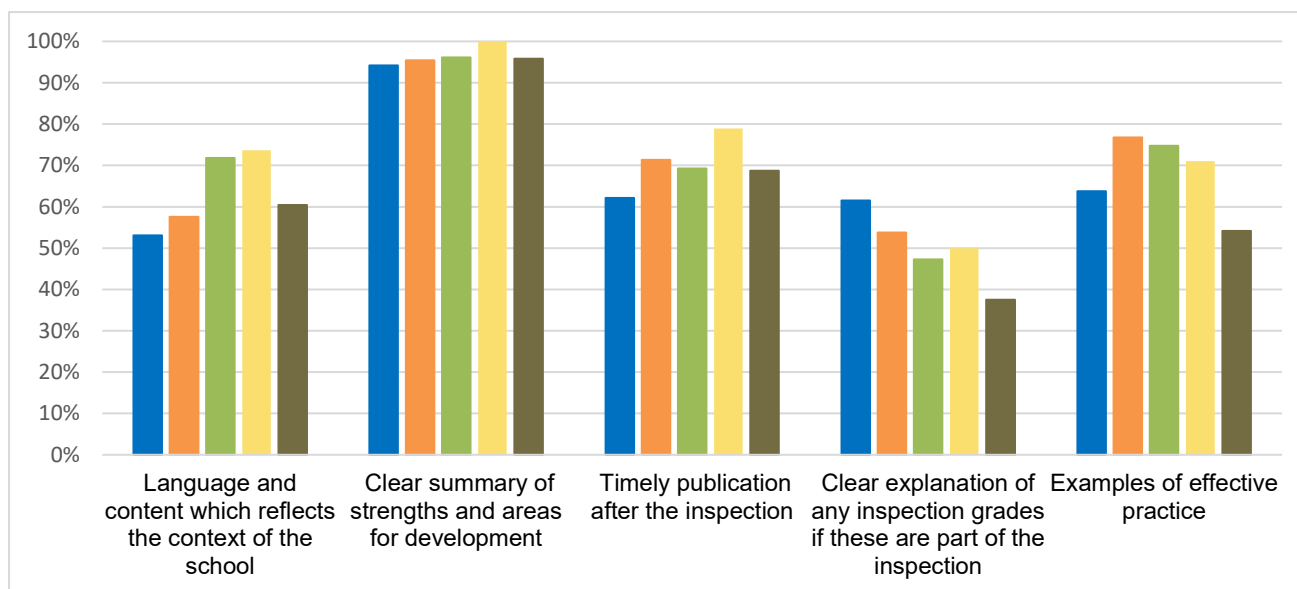
The importance of any approach being child-friendly and age-appropriate was also highlighted, and it was also noted that, where appropriate, the findings should be tailored to meet children's particular needs. In terms of content, there was reference to:

- summary findings only, with simple, clear messages
- explaining what inspectors looked at and what the findings mean for them as pupils
- covering what is good and working well, as well as what is not working well and any improvements required

It was also noted that the findings should acknowledge the contribution that children and young people made to the inspection and make clear how their views and experiences have been taken on board.

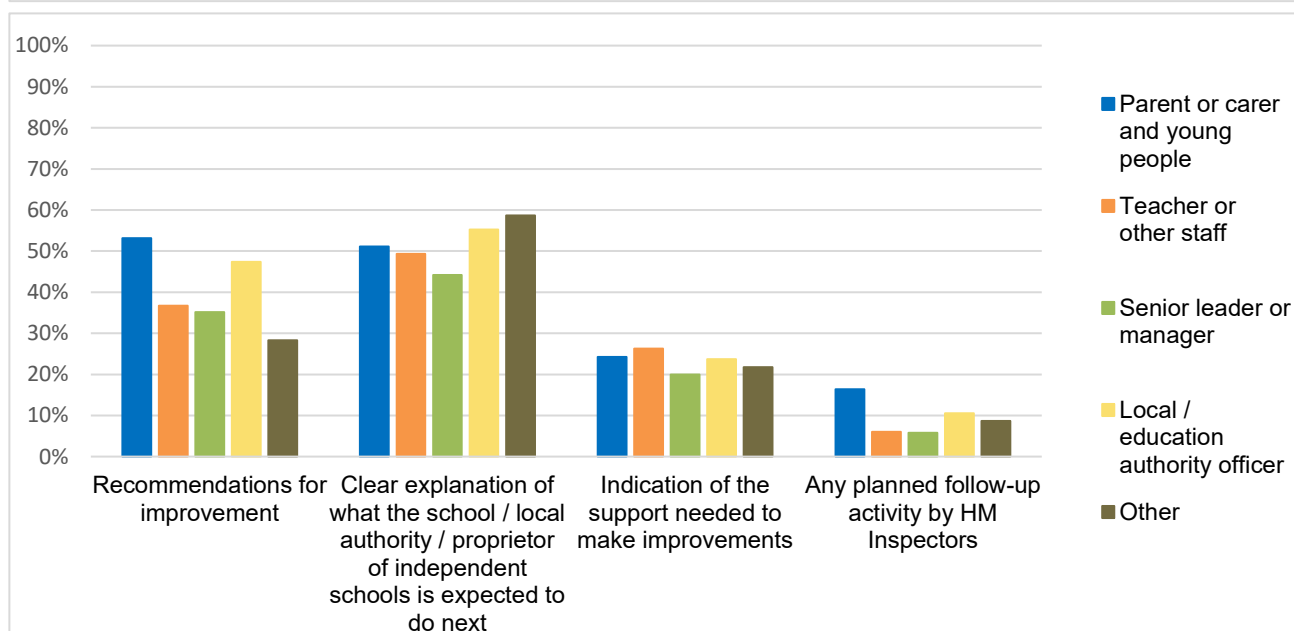
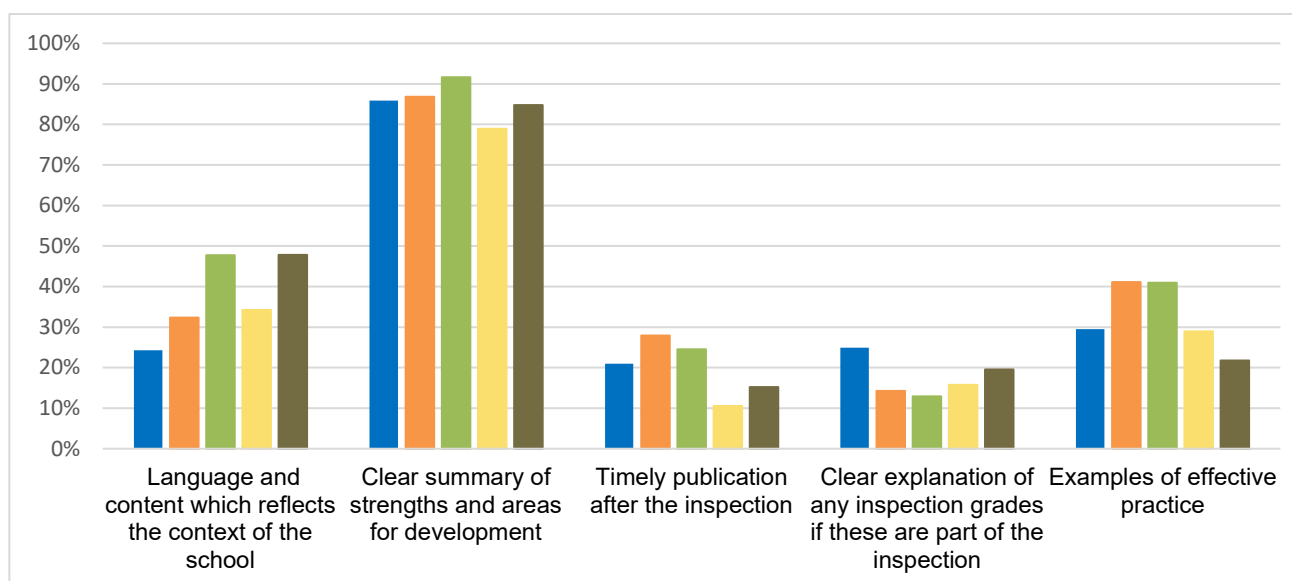
Those who commented on who should lead on sharing inspection findings with children were most likely to suggest that school staff should be involved, but inspection team or pupil-led presentation of findings were also suggested. These suggestions were sometimes linked to findings being shared at school assemblies.

Question 7.3 – What makes an inspection report useful to you? Please select all that apply.



The results at Questions 7.3 and 7.4 are discussed together below.

Question 7.4 – Which three features of inspection reporting do you think matter most?



A 'clear summary of strengths and areas for development' was considered useful by almost all respondents (95% overall and ranging between 94% of 'Parents or carers and young people' up to 100% of 'Local/education authority officers'). It was also most likely to be selected as one of the three features that matter most, with 88% of all respondents putting it as one of their top three priorities.

Across the other features, in each case a majority of respondents thought they would be usefully included – ranging from 76% for a 'clear explanation of what the school/local authority/proprietor of independent schools is expected to do next' down to 53% for a 'clear explanation of any inspection grades if these are part of the inspection'.

As noted above, respondents were most likely to select a 'clear summary of strengths and areas for development' as one of the features that matter most (chosen by 88%), followed by 'clear explanation of what the school/local authority/proprietor of independent schools is

expected to do next' (chosen by 49%) and 'recommendations for improvement' (chosen by 41%).

The different stakeholder groups tended to hold quite similar views – for example, a 'clear summary of strengths and areas for development' was most likely to be chosen as a top priority by each group (ranging from 92% of 'Senior leaders or managers' to 79% of 'Local/education authority officers'). However, there were some areas in which there were (relatively small) variations in views. For example:

- 'Senior leaders or managers' were more likely to select 'language and content which reflects the context of the school' as being one of the features that matters most
- 'Parents or carers and young people' and 'Local/education authority officers' were more likely to put 'recommendations for improvement' in their top three than 'Teachers or other school staff' and 'Senior leaders or managers'
- 'Teachers or other school staff' and 'Senior leaders or managers' were more likely to put 'examples of effective practice' in their top three than 'Parents or carers and young people' and 'Local/education authority officers'

Respondents were also given an option to identify any 'other' features of inspection reporting that were not on the list but which they thought would be useful. Relatively few specific suggestions were made, but small numbers of respondents did suggest the following additional features might be valuable:

- constructive and practical feedback or guidance on how to improve and suggested timescales for improvements to be delivered
- an explanation of the local authority's role and responsibilities, for example in relation to funding and staffing levels and how the local authority can support schools to succeed
- summary information on the views expressed by pupils, parents or carers and school staff, including how these have informed inspection findings

In the event of a follow-up inspection, a follow-up report setting out progress against any areas of improvement was also suggested.

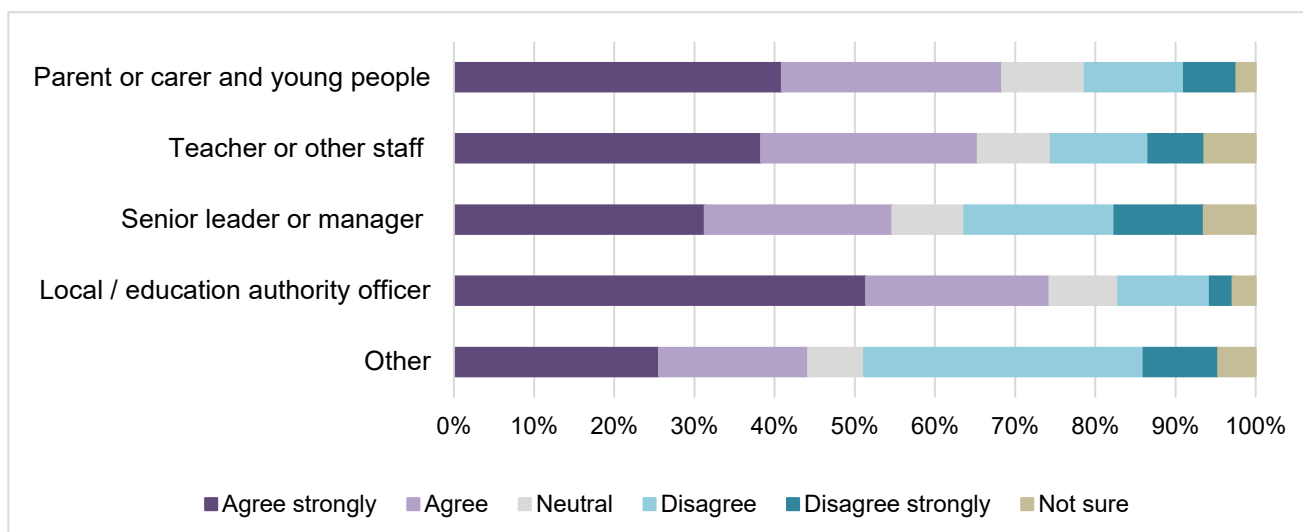
Drawing the themes together, a 'Trade union' respondent commented that the inspection report would be useful if it performs a formative function rather than a summative judgement about a school's performance at one moment in time. They went on to suggest that this means understanding the current context of a school, including the resources available to it and the parameters it is operating in locally.

Section 8: Inspecting nursery classes

Some schools include nursery classes. These are inspected using the new, separate Quality improvement framework for the early learning and childcare sector developed by HM Inspectors and the Care Inspectorate. This framework is in use from September 2025. If a nursery class has been inspected by the Care Inspectorate within the last 18 months, it may not be included in the school inspection. This arrangement will continue. When HM Inspectors do include a nursery class as part of a school inspection, it currently receives a separate grade and summary of inspection findings.

The questionnaire noted that this consultation exercise does not cover a new joint framework or inspection arrangements. It did seek views specifically on whether nursery classes should continue to receive separate grades and summary of findings when included in a school inspection.

Question 8.1 – To what extent do you agree or disagree that, when a nursery class is included in a school inspection, its evaluation should be reported separately from the rest of the school?



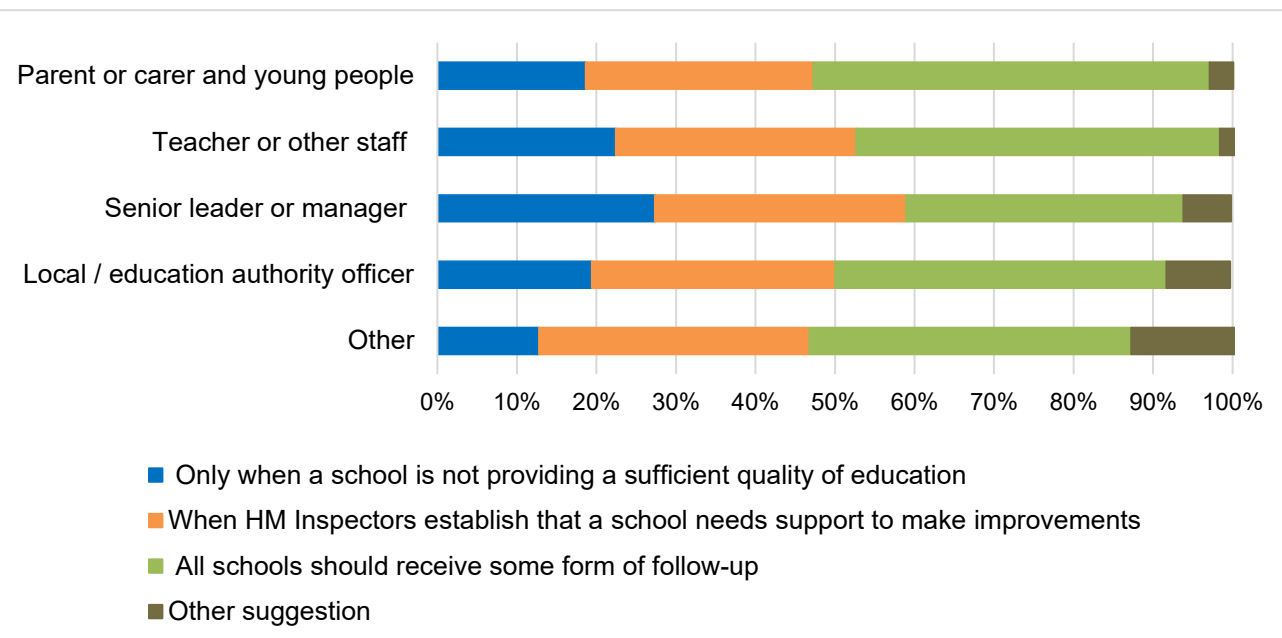
Overall, respondents tended to agree that, when a nursery class is included in a school inspection, its evaluation should be reported separately from the rest of the school. 'Local authority/education officers' were particularly likely to agree strongly agree or agree with the approach, with 'Senior leaders or managers' less likely to agree strongly or agree.

Section 9: Inspection follow-up

School improvement is based on the principle that schools continuously evaluate their own work, set priorities, and take action where improvement is needed. This process is supported by local authorities/proprietors of independent schools. Currently, as part of inspection, HM Inspectors consider how well a school can lead its own improvement independently and/or supported by the local authority/proprietors of independent schools. Where an inspection team identifies that a school is not providing a sufficient quality of education, HM Inspectors continue to engage with the school. This may include a follow-up inspection.

The questionnaire sought views on how HM Inspectors should engage with schools after an inspection.

Question 9.1 – In what circumstances do you think HM Inspectors should engage with a school after an inspection?



Across all the stakeholder groups, respondents were most likely to think that all schools should receive some form of follow-up after an inspection. ‘Parents or carers and young people’ were particularly likely to favour this approach. Other stakeholders groups, and especially ‘Senior leaders or managers’, were more evenly divided across the three options set out.

Other suggestions made, albeit raised by relatively small numbers of respondents, included that:

- more than one of the options presented in the consultation paper will be needed
- the nature of engagement should depend on the inspection model going forward, with scope for engagement to take different forms if the model is rethought
- post-inspection support and driving improvement should come from the local authority rather than HMIE, or should be decided in discussion between the school, local authority and HMIE

- HMIE should be involved in follow-up if a school has no credible plan for improvement, if the school leadership team is not thought capable of taking forward improvements or if the local authority cannot provide adequate support
- no return HMIE visits should be arranged since these add to stress

Points on specific circumstances in relation to post-inspection follow-up included that:

- this should take place whenever a report raises concerns about inclusion, children's rights, or how the school understands and responds to neurodivergent learners
- churches should be involved in follow-up if support is needed in relation to the religious nature of a school

It was also observed that, as well as addressing any problems, follow-up could be used to ensure that examples of best practice are captured and shared.

There was also a view, particularly from some 'Senior leaders or managers' that HMIE should generally have a more proactive relationship and better dialogue with schools, including providing advice and support at all times. Related suggestions included that schools should have an opportunity to provide feedback on their experience of the inspection process, and that HMIE inspectors could come into schools to demonstrate the teaching practice they recommend. 'Local authority' respondents suggested:

- ongoing HMIE engagement with schools as 'critical friends' to support improvement activity alongside the authority
- annual engagement between HMIE, head teachers and local authorities that could identify themes for consideration, linked to national themes and national messaging from inspection

4. Themes across the two questionnaires

This short final section summarises some of the common themes from across the Children and Young People and Stakeholder elements of the consultation. Although the questions asked were different, the issues covered were similar, and it is interesting to consider the extent to which the views of children and young people reflected those of the stakeholder respondents.

Inclusive engagement

One area – and perhaps the strongest area – of clear consensus was around the critical importance of children and young people being involved in the inspection process. This ranged across the preparation, main inspection and post-inspection stages and also extended to the types of approach(es) that should be used.

There were references to interactions being engaging, age-appropriate, and natural or informal, with the importance of meeting any specific needs that children or young people have also seen as critical. In relation to specific needs it was noted, for example, that support should be available if children or young people need or want it. This was sometimes articulated as someone the child or young person knows providing that support and/or being present. During meetings with HM Inspectors in special school settings, children and young people stressed how important it is for inspectors to use their preferred methods of communication.

All of these aspects were connected to the importance of engagement approaches being inclusive, with a broad range of children or young people having an opportunity to share their views and experiences. Ensuring that a diverse range of views are heard was seen as important not only for those involved but also in terms of the quality of the inspection process. This also extended to the range of parents or carers and teachers or other staff who should have an opportunity to feed into the school inspection process.

For all three groups (children and young people, parents or carers, and teachers and other school staff), the importance of ensuring that an honest and open sharing of views is possible was also highlighted. This was sometimes linked to confidentiality and, in particular, to teachers and other school staff being able to speak with HM inspectors in private.

What's important

Children and young people tended to prioritise issues connected with what it feels like to be in school and how their school keeps them safe and protected. In terms of issues of most importance, other stakeholders had very similar priorities – ‘relationships and behaviour’ and ‘safeguarding and promoting welfare’ were two of the three issues that were seen as important by almost all of those who responded to the stakeholder questionnaire. ‘Learning, teaching and assessment’ was the third of these. Children and young people with ASN shared that wellbeing, including in relation to mealtimes, friendships, and support to meet their sensory needs, was very important.

In the Stakeholder questionnaire, 25 possible areas for inclusion in a school inspection framework were identified. The Children and Young People questionnaire set out 18 different options and asked whether they were important. It is notable that across both questionnaires, all of these issues were seen as important by a clear majority. Overall, the consultation responses point to some relative priorities rather than suggesting that any of the areas identified as possible themes for inspection are not important.

Inspection frequency

Although there were some very clear areas of consensus around engagement and the focus of inspections, views were often more mixed when it came to issues such as the frequency of inspections and how schools would be selected for inspection.

For children and young people, schools being inspected at least once every 5 years was the most popular choice, particularly among secondary school pupils. There was not much support for either the 'at least once every 7 years' or 'at least once every 10 years' options.

Amongst those responding to the Stakeholder questionnaire, 'Parents or carers and young people', 'Teachers or other staff' and 'Local/education authority officers' were also most likely to favour inspections being carried out at least once every 5 years, but this did not necessarily translate into a majority supporting this timeframe. For example, support for the 'at least once every 5 years' option ranged from 57% of 'Parents or carers and young people' down to 24% of 'Senior leaders or managers'. 'Senior leaders or managers' were the only stakeholder group in which respondents were more likely to favour inspections being at least once every 10 years.

Grades and reporting back

Overall, there was also little in the way of clear consensus around whether using grades helps provide a clear overview of how well a school is doing. Children and young people had quite mixed views on whether it is a good idea for school inspectors to use one-word grades to describe how well their school is doing, with more unsure about this issue than at most other questions.

The picture was similar amongst those responding to the Stakeholder questionnaire, with little or nothing in the way of clear consensus around whether using grades helps provide a clear overview of how well a school is doing or helps with understanding about what needs to improve. However, there was more of a consensus around the potential for grades to oversimplify what is happening in a school.

Where a degree of consensus returned was around reporting inspection findings and what should happen next. Children and young people were most likely to think that a video would be the best way for inspectors to tell them how their school is doing. They also thought that, if there were lots of areas that needed to get better, it would be a good idea for inspectors to come back to their school to see if things had improved. Children and young people with ASN suggested that inspectors should talk to pupils before they leave the school.

Those responding to the Stakeholder survey were also looking for clarity, and for a focus on strengths as well as areas for development, and they were also most likely to think that all schools should receive some form of follow-up after an inspection.

Use of the consultation findings

The consultation findings set out in this report form a key component of HMIE's decision-making as it reviews how school inspections will operate in the future. The insights provided by children and young people, parents and carers and Scotland's wider education community will support HMIE in shaping an inspection approach that continues to drive improvement, provide robust assurance, and deliver clear public value within the new statutory landscape established by the Education (Scotland) Act 2025.

Annex A: Children and Young People questionnaire – results at closed questions

Q1: Look at the list below and tell us how important each one is to you:

1.1 – How the school environment helps you learn

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	286	5	23	314
% of primary school who answered	91%	2%	7%	–
Secondary school	114	2	15	131
% of secondary school who answered	87%	2%	11%	–
Special education school	12	0	1	13
Independent school	3	1	0	4
Other	16	1	3	20
Everyone who answered	431	9	42	482
% of everyone who answered	89%	2%	9%	–

(In some places percentages may not add to 100% as they have been rounded to the nearest whole number)

1.2 – What it feels like to be in your school – kindness, respect, and school values

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	291	8	14	313
% of primary school who answered	93%	3%	4%	–
Secondary school	117	5	9	131
% of secondary school who answered	89%	4%	7%	–
Special education school	12	1	0	13
Independent school	3	0	1	4
Other	18	1	1	20
Everyone who answered	441	15	25	481
% of everyone who answered	92%	3%	5%	–

1.3 – How everyone in school is supported to treat each other fairly and behave well

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	273	7	33	313
% of primary school who answered	87%	2%	11%	–
Secondary school	116	4	11	131
% of secondary school who answered	89%	3%	8%	–
Special education school	13	0	0	13
Independent school	2	2	0	4
Other	17	1	2	20
Everyone who answered	421	14	46	481
% of everyone who answered	88%	3%	10%	–

1.4 – How your school keeps you safe and protected

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	293	7	13	313
% of primary school who answered	94%	2%	4%	–
Secondary school	117	3	10	130
% of secondary school who answered	90%	2%	8%	–
Special education school	11	0	2	13
Independent school	4	0	0	4
Other	17	0	3	20
Everyone who answered	442	10	28	480
% of everyone who answered	92%	2%	6%	–

1.5 – How well your rights are being met

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	258	12	42	312
% of primary school who answered	83%	4%	13%	–
Secondary school	110	4	17	131
% of secondary school who answered	84%	3%	13%	–
Special education school	12	0	1	13
Independent school	4	0	0	4
Other	17	1	2	20
Everyone who answered	401	17	62	480
% of everyone who answered	84%	4%	13%	–

1.6 – How well your school makes sure everyone is included, no matter their needs or background

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	268	10	35	313
% of primary school who answered	86%	3%	11%	–
Secondary school	115	4	11	130
% of secondary school who answered	88%	3%	8%	–
Special education school	12	0	1	13
Independent school	4	0	0	4
Other	13	2	5	20
Everyone who answered	412	16	52	480
% of everyone who answered	86%	3%	11%	–

1.7 – How well you are supported to look after and improve your health and wellbeing

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	267	8	36	311
% of primary school who answered	86%	3%	12%	–
Secondary school	115	5	10	130
% of secondary school who answered	88%	4%	8%	–
Special education school	10	1	2	13
Independent school	4	0	0	4
Other	16	1	3	20
Everyone who answered	412	15	51	478
% of everyone who answered	86%	3%	11%	–

1.8 – What and how well you learn at school

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	269	8	36	313
% of primary school who answered	86%	3%	12%	–
Secondary school	113	5	13	131
% of secondary school who answered	86%	4%	10%	–
Special education school	10	2	1	13
Independent school	4	0	0	4
Other	15	0	5	20
Everyone who answered	411	15	55	481
% of everyone who answered	85%	3%	11%	–

1.9 – How well you are supported to achieve in your school work and learning

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	277	12	24	313
% of primary school who answered	88%	4%	8%	–
Secondary school	117	4	9	130
% of secondary school who answered	90%	3%	7%	–
Special education school	13	0	0	13
Independent school	4	0	0	4
Other	17	0	3	20
Everyone who answered	428	16	36	480
% of everyone who answered	89%	3%	8%	–

1.10 – How much support you get to keep improving your learning

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	273	10	30	313
% of primary school who answered	87%	3%	10%	–
Secondary school	116	5	10	131
% of secondary school who answered	89%	4%	8%	–
Special education school	12	1	0	13
Independent school	4	0	0	4
Other	16	0	3	19
Everyone who answered	421	16	43	480
% of everyone who answered	88%	3%	9%	–

1.11 – How your teachers help you understand how you can improve

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	274	12	26	312
% of primary school who answered	88%	4%	8%	–
Secondary school	114	3	13	130
% of secondary school who answered	88%	2%	10%	–
Special education school	11	1	1	13
Independent school	3	1	0	4
Other	16	1	2	19
Everyone who answered	418	18	42	478
% of everyone who answered	87%	4%	9%	–

1.12 How well computers and technology are used to help you learn

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	226	24	61	311
% of primary school who answered	73%	8%	20%	–
Secondary school	80	27	24	131
% of secondary school who answered	61%	21%	18%	–
Special education school	10	1	2	13
Independent school	3	1	0	4
Other	14	1	4	19
Everyone who answered	333	54	91	478
% of everyone who answered	70%	11%	19%	–

1.13 – How your school works with other people who support you – like nurses, counsellors or after-school club leaders

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	238	18	55	311
% of primary school who answered	77%	6%	18%	–
Secondary school	93	14	24	131
% of secondary school who answered	71%	11%	18%	–
Special education school	11	0	2	13
Independent school	3	1	0	4
Other	13	1	5	19
Everyone who answered	358	34	86	478
% of everyone who answered	75%	7%	18%	–

1.14 – How well your school supports you when you move to a new stage at school (like starting high school)

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	256	15	42	313
% of primary school who answered	82%	5%	13%	–
Secondary school	112	6	12	130
% of secondary school who answered	86%	5%	9%	–
Special education school	13	0	0	13
Independent school	2	0	2	4
Other	14	2	3	19
Everyone who answered	397	23	59	479
% of everyone who answered	83%	5%	12%	–

1.15 – How well you learn important life skills like teamwork and problem-solving

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	273	7	32	312
% of primary school who answered	88%	2%	10%	–
Secondary school	110	9	10	129
% of secondary school who answered	85%	7%	8%	–
Special education school	11	1	1	13
Independent school	3	0	1	4
Other	14	0	5	19
Everyone who answered	411	17	49	477
% of everyone who answered	86%	4%	10%	–

1.16 – How your school uses feedback and information to keep improving

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	258	14	39	311
% of primary school who answered	83%	5%	13%	–
Secondary school	106	9	15	130
% of secondary school who answered	82%	7%	12%	–
Special education school	11	1	0	12
Independent school	2	1	1	4
Other	12	3	3	18
Everyone who answered	389	28	58	475
% of everyone who answered	82%	6%	12%	–

1.17 – How you, your teachers, and your parents work together to help improve the school

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	246	14	50	310
% of primary school who answered	79%	5%	16%	–
Secondary school	103	14	14	131
% of secondary school who answered	79%	11%	11%	–
Special education school	10	2	1	13
Independent school	2	1	1	4
Other	14	2	3	19
Everyone who answered	375	33	69	477
% of everyone who answered	79%	7%	14%	–

1.18 – How well your school is run and led

Where you learn	Important 	Not important 	Not sure 	Total
Primary school	271	12	26	309
% of primary school who answered	88%	4%	8%	–
Secondary school	119	3	9	131
% of secondary school who answered	91%	2%	7%	–
Special education school	11	1	1	13
Independent school	4	0	0	4
Other	14	1	3	18
Everyone who answered	419	17	39	475
% of everyone who answered	88%	4%	8%	–

Question 1 summary: Look at the list below and tell us how important each one is to you		Important 	Not important 	Not sure 
1.1	How the school environment helps you learn	89%	2%	9%
1.2	What it feels like to be in your school - kindness, respect, and school values	92%	3%	5%
1.3	How everyone in school is supported to treat each other fairly and behave well	88%	3%	10%
1.4	How your school keeps you safe and protected	92%	2%	6%
1.5	How well your rights are being met	84%	4%	13%
1.6	How well your school makes sure everyone is included, no matter their needs or background	86%	3%	11%
1.7	How well you are supported to look after and improve your health and wellbeing	86%	3%	11%
1.8	What and how well you learn at school	85%	3%	11%
1.9	How well you are supported to achieve in your school work and learning	89%	3%	8%
1.10	How much support you get to keep improving your learning	88%	3%	9%
1.11	How your teachers help you understand how you can improve	87%	4%	9%
1.12	How well computers and technology are used to help you learn	70%	11%	19%
1.13	How your school works with other people who support you - like nurses, counsellors or after-school club leaders	75%	7%	18%
1.14	How well your school supports you when you move to a new stage at school (like starting high school)	83%	5%	12%
1.15	How well you learn important life skills like teamwork and problem-solving	86%	4%	10%
1.16	How your school uses feedback and information to keep improving	82%	6%	12%
1.17	How you, your teachers, and your parents work together to help improve the school	79%	7%	14%
1.18	How well your school is run and led	88%	4%	8%

Q2.1 – Do you think it is a good idea for children and young people to help inspectors understand how well your school is doing during the inspection of your school?

Where you learn	Yes	No	Not sure	Total
Primary school	252	18	38	308
% of primary school who answered	82%	6%	12%	–
Secondary school	110	5	15	130
% of secondary school who answered	85%	4%	12%	–
Special education school	11	0	2	13
Independent school	4	0	0	4
Other	14	2	4	20
Everyone who answered	391	25	59	475
% of everyone who answered	82%	5%	12%	–

Q2.2 – Do you think it is a good idea for senior staff at your school (like the headteacher or depute headteacher) to be involved during the inspection of your school? (Like joining in discussions that people in the inspection team have and visiting classes)?

Where you learn	Yes	No	Not sure	Total
Primary school	221	28	58	307
% of primary school who answered	72%	9%	19%	–
Secondary school	74	35	22	131
% of secondary school who answered	56%	27%	17%	–
Special education school	10	2	1	13
Independent school	1	2	1	4
Other	10	5	5	20
Everyone who answered	316	72	87	475
% of everyone who answered	67%	15%	18%	–

Q2.3 – Do you think it is a good idea for adults who work in education – but not at your school – to help inspect your school? (Like joining in discussions that people in the inspection team have and visiting classes.)

Where you learn	Yes	No	Not sure	Total
Primary school	157	55	98	310
% of primary school who answered	51%	18%	32%	–
Secondary school	74	20	35	129
% of secondary school who answered	57%	16%	27%	–
Special education school	8	3	2	13
Independent school	1	0	3	4
Other	9	3	8	20
Everyone who answered	249	81	146	476
% of everyone who answered	52%	17%	31%	–

Q2.4 – Do you think it is a good idea that other adults who do not work in education are involved in the inspection of your school? (These are people from the community who have other jobs, who can give a different point of view about the school.)

Where you learn	Yes	No	Not sure	Total
Primary school	124	87	101	310
% of primary school who answered	40%	28%	32%	–
Secondary school	59	44	28	129
% of secondary school who answered	45%	34%	21%	–
Special education school	7	1	5	13
Independent school	0	2	2	4
Other	8	4	8	20
Everyone who answered	198	138	144	476
% of everyone who answered	41%	29%	30%	–

Q3.1 – How often do you think a school should be inspected? Choose the one answer that you think is best.

Where you learn	At least once:			I'm not sure	Total
	every 5 years	every 7 years	every 10 years		
Primary school	149	40	34	83	306
% of primary school who answered	49%	13%	11%	27%	–
Secondary school	95	7	5	24	131
% of secondary school who answered	73%	5%	4%	18%	–
Special education school	7	1	3	0	11
Independent school	2	1	0	1	4
Other	10	2	2	6	20
Everyone who answered	263	51	44	114	472
% of everyone who answered	56%	11%	9%	24%	–

Q4.1 – If inspectors were coming to your school, when do you think your headteacher should be told? Choose the one answer that you think is best.

Where you learn	About 2 days - just	About 2 and a half weeks-	About 3 or 4 weeks -	Different for each school	I'm not sure	Total
Primary school	67	92	59	52	42	312
% of primary school who answered	21%	29%	19%	17%	13%	–
Secondary school	47	36	12	27	7	129
% of secondary school who answered	36%	28%	9%	21%	5%	–
Special education school	3	3	0	5	2	13
Independent school	1	1	1	1	0	4
Other	7	5	3	2	3	20
Everyone who answered	125	137	75	87	54	478
% of everyone who answered	26%	29%	16%	18%	11%	–

Q5.1 – Do you think it is a good idea for your headteacher to tell inspectors what they think is going well and what could be better before the inspection starts?

Where you learn	Yes	No	Not sure	Total
Primary school	214	27	68	309
% of primary school who answered	69%	9%	22%	–
Secondary school	77	36	16	129
% of secondary school who answered	60%	28%	12%	–
Special education school	11	0	2	13
Independent school	3	1	0	4
Other	9	7	4	20
Everyone who answered	314	71	90	475
% of everyone who answered	66%	15%	19%	–

Q5.2 – Do you think it is a good idea to ask children and young people in your school what they think is going well and what needs to improve before the inspection starts?

Where you learn	Yes	No	Not sure	Total
Primary school	227	23	57	307
% of primary school who answered	74%	7%	19%	–
Secondary school	106	13	11	130
% of secondary school who answered	82%	10%	8%	–
Special education school	11	1	1	13
Independent school	3	0	1	4
Other	15	2	2	19
Everyone who answered	362	39	72	473
% of everyone who answered	77%	8%	15%	–

Q5.3 – What do you think would be the best way for inspectors to find out what children and young people think about their school before they visit it? You can choose more than one option.

Where you learn	A questionnaire	A discussion	An online tool for you to share your ideas	Other
Primary school	161	145	71	28
% of all primary school	51%	46%	23%	9%
Secondary school	78	73	33	3
% of all secondary school	60%	56%	25%	2%
Special education school	8	4	2	2
Independent school	3	3	1	0
Other	8	9	6	2
Everyone who answered	258	234	113	35
% of everyone	54%	49%	23%	7%

Q6.1 – Do you think it is a good idea for school inspectors to use one-word grades to describe how well a school is doing after they have visited it?

Where you learn	Yes	No	Not sure	Total
Primary school	134	77	102	313
% of primary school who answered	43%	25%	33%	–
Secondary school	35	64	32	131
% of secondary school who answered	27%	49%	24%	–
Special education school	6	3	4	13
Independent school	1	3	0	4
Other	6	4	9	19
Everyone who answered	182	151	147	480
% of everyone who answered	38%	31%	31%	–

Q7.1 – Do you think it is a good idea that inspectors prepare a report for children and young people after their school has been inspected, telling them what is going well and what needs to improve in their school?

Where you learn	Yes	No	Not sure	Total
Primary school	219	22	72	313
% of primary school who answered	70%	7%	23%	–
Secondary school	101	8	22	131
% of secondary school who answered	77%	6%	17%	–
Special education school	10	2	0	12
Independent school	3	0	1	4
Other	14	2	3	19
Everyone who answered	347	34	98	479
% of everyone who answered	72%	7%	20%	–

Q7.2 What do you think would be the best way for inspectors to tell children and young people how well their school is doing after the inspection? You can choose more than one option.

Where you learn	A letter	A report	A video	I'm not sure	Other
Primary school	109	115	151	49	22
% of all primary school	35%	37%	48%	16%	7%
Secondary school	37	49	60	21	11
% of all secondary school	28%	37%	46%	16%	8%
Special education school	7	3	3	3	1
Independent school	2	3	2	0	0
Other	2	5	8	4	3
Everyone who answered	157	175	224	77	37
% of everyone	33%	36%	46%	16%	8%

Q8.1 – Do you think it's a good idea for inspectors to come back to your school to see if things have improved, if there were lots of areas that needed to get better?

Where you learn	Yes	No	Not sure	Total
Primary school	253	19	40	312
% of primary school who answered	81%	6%	13%	–
Secondary school	115	2	14	131
% of secondary school who answered	88%	2%	11%	–
Special education school	11	0	2	13
Independent school	3	0	1	4
Other	16	0	3	19
Everyone who answered	398	21	60	479
% of everyone who answered	83%	4%	13%	–

Q8.2 – Do you think it is a good idea for children and young people to be involved in helping inspectors understand what has improved, if they need to come back to your school again?

Where you learn	Yes	No	Not sure	Total
Primary school	227	29	56	312
% of primary school who answered	73%	9%	18%	–
Secondary school	103	8	20	131
% of secondary school who answered	79%	6%	15%	–
Special education school	9	2	2	13
Independent school	3	0	1	4
Other	15	1	3	19
Everyone who answered	357	40	82	479
% of everyone who answered	75%	8%	17%	–

Other information requested by the Children and Young People questionnaire

What type of place do you go for learning?

Where you learn	Number	% of total
Primary school	314	65%
Secondary school	131	27%
Special education school	13	3%
Independent school	4	1%
Other	20	4%
Everyone who answered	482	100%

Who is filling in this questionnaire?

Where you learn	I am a child or young person answering for myself	I am an adult answering on behalf of a school-age child	Total
Primary school	279	35	314
% of primary school	89%	11%	–
Secondary school	115	16	131
% of secondary school	88%	12%	–
Special education school	11	2	13
Independent school	2	2	4
Other	8	12	20
Total	415	67	482
% of everyone who answered	86%	14%	–

What area of Scotland do you live in?

Local authority	Primary school	Secondary school	Special education school	Independent school	Other	Total	% from this local authority
Aberdeen City	2	3	0	0	0	5	1%
Aberdeenshire	22	5	0	0	0	27	6%
Angus	94	55	0	0	6	155	32%
Argyll & Bute	6	0	0	0	0	6	1%
City of Edinburgh	2	3	0	1	0	6	1%
Clackmannanshire	0	1	0	0	0	1	<1%
Comhairle nan Eilean Siar	1	0	0	0	0	1	<1%
Dumfries & Galloway	2	0	0	0	0	2	<1%
Dundee City	20	0	0	0	1	21	4%
East Ayrshire	4	3	0	0	1	8	2%
East Dunbartonshire	0	2	1	0	0	3	1%
East Lothian	1	5	0	0	0	6	1%
East Renfrewshire	9	1	0	0	0	10	2%
Falkirk	1	14	0	0	0	15	3%
Fife	1	1	0	0	0	2	<1%
Glasgow City	3	3	0	1	1	8	2%
Highland	3	1	0	0	0	4	1%
Inverclyde	4	0	0	0	1	5	1%
Midlothian	26	2	0	0	2	30	6%
Moray	1	0	0	0	0	1	<1%
North Ayrshire	2	0	0	0	0	2	<1%
North Lanarkshire	4	2	0	0	0	6	1%
Orkney	5	0	0	0	1	6	1%
Scottish Borders	20	6	0	0	1	27	6%

Local authority	Primary school	Secondary school	Special education school	Independent school	Other	Total	% from this local authority
Shetland Islands	2	1	0	0	0	3	1%
South Ayrshire	4	3	0	0	0	7	1%
South Lanarkshire	26	14	0	2	1	43	9%
Stirling	22	2	0	0	1	25	5%
West Dunbartonshire	16	1	0	0	0	17	4%
West Lothian	3	1	6	0	0	10	2%
Not Answered	8	2	6	0	4	20	4%
Everyone who answered	314	131	13	4	20	482	–

Annex B: Stakeholder questionnaire – results at closed questions

Q 1.1 – To what extent do you agree or disagree that having associate assessors in inspection teams strengthens inspections?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	101	120	49	26	12	7	315
% answering	32%	38%	16%	8%	4%	2%	–
Teacher or other staff	111	161	67	24	14	4	381
% answering	29%	42%	18%	6%	4%	1%	–
Senior leader or manager	156	117	22	12	5	3	315
% answering	50%	37%	7%	4%	2%	1%	
Local / education authority officer	19	16	1	1	1	0	38
% answering	50%	42%	3%	3%	3%	0%	–*
Other	23	18	4	4	1	2	52
% answering	44%	35%	8%	8%	2%	4%	–*
Total	410	432	143	67	33	16	1101
% answering	37%	39%	13%	6%	3%	1%	–*

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	12	2	0	0	0	0	14
Public body	1	0	0	0	0	0	1
Sector representative body or membership organisation	7	1	0	0	0	0	8
Think tank, consultancy or academia	2	0	0	0	0	0	2
Third sector, campaign group or support provider	1	2	0	1	0	2	6
Trade union	1	2	0	0	0	0	3
Other	4	1	0	0	0	1	6
Total	28	8	0	1	0	3	40
% answering	70%	20%	0%	3%	0%	8%	–*

* Percentages may not sum to 100% due to rounding

Q 1.2 – To what extent do you agree or disagree that lay members should be part of inspection teams?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	96	99	58	31	23	9	316
% answering	30%	31%	18%	10%	7%	3%	–
Teacher or other staff	54	100	94	79	50	6	383
% answering	14%	26%	25%	21%	13%	2%	–
Senior leader or manager	38	82	102	61	26	7	316
% answering	12%	26%	32%	19%	8%	2%	
Local / education authority officer	11	7	9	4	4	2	37
% answering	30%	19%	24%	11%	11%	5%	–
Other	9	11	16	9	6		51
% answering	18%	22%	31%	18%	12%	0%	–
Total	208	299	279	184	109	24	1103
% answering	19%	27%	25%	17%	10%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	1	9	4	0	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	1	2	5	0	0	0	8
Think tank, consultancy or academia	1	1	0	0	0	0	2
Third sector, campaign group or support provider	0	1	3	1	0	1	6
Trade union	0	1	1	1	0	0	3
Other	1	2	2	0	0	1	6
Total	4	17	15	2		2	40
% answering	10%	43%	38%	5%	0%	5%	–

Q 1.3 – Senior leaders in schools are invited to join parts of the inspection process, such as observing learning alongside inspectors or taking part in professional discussions with the inspection team. To what extent do you agree or disagree that this strengthens inspection?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	114	127	26	31	19	3	320
% answering	36%	40%	8%	10%	6%	1%	–
Teacher or other staff	137	167	24	31	20	4	383
% answering	36%	44%	6%	8%	5%	1%	–
Senior leader or manager	186	98	14	14	3	1	316
% answering	59%	31%	4%	4%	1%	0%	–
Local / education authority officer	18	17	2	1	0	0	38
% answering	47%	45%	5%	3%	0%	0%	–
Other	22	16	6	3	4	0	51
% answering	43%	31%	12%	6%	8%	0%	–
Total	477	425	72	80	46	8	1108
% answering	43%	38%	6%	7%	4%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	14	0	0	0	0	0	14
Public body	0	0	1	0	0	0	1
Sector representative body or membership organisation	8	0	0	0	0	0	8
Think tank, consultancy or academia	1	1	0	0	0	0	2
Third sector, campaign group or support provider	3	2	0	1	0	0	6
Trade union	1	1	1	0	0	0	3
Other	3	3	0	0	0	0	6
Total	30	7	2	1	0	0	40
% answering	75%	18%	5%	3%	0%	0%	–

Q 1.4 – To what extent do you agree or disagree that local authority staff/proprietors of independent schools should contribute to school inspections by sharing relevant knowledge about the local context, including existing partnerships and support available to the school?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	98	138	38	23	10	9	316
% answering	31%	44%	12%	7%	3%	3%	–
Teacher or other staff	112	153	53	34	21	9	382
% answering	29%	40%	14%	9%	5%	2%	–
Senior leader or manager	145	110	39	14	4	4	316
% answering	46%	35%	12%	4%	1%	1%	–
Local / education authority officer	21	15	1	0	1	0	38
% answering	55%	39%	3%	0%	3%	0%	–
Other	12	18	12	6	1	2	51
% answering	24%	35%	24%	12%	2%	4%	–
Total	388	434	143	77	37	24	1103
% answering	35%	39%	13%	7%	3%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	11	3	0	0	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	3	0	4	0	0	1	8
Think tank, consultancy or academia	1	1	0	0	0	0	2
Third sector, campaign group or support provider	1	2	2	1	0	0	6
Trade union	2	1	0	0	0	0	3
Other	1	3	2	0	0	0	6
Total	19	11	8	1		1	40
% answering	48%	28%	20%	3%	0%	3%	–

Q 1.5 – Inspectors already gather the views of children and young people through questionnaires, focus groups, and direct conversations. To what extent do you agree or disagree that children and young people should have increased opportunities to contribute to inspection?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	184	76	34	18	8	1	321
% answering	57%	24%	11%	6%	2%	0%	–
Teacher or other staff	162	116	59	35	8	3	383
% answering	42%	30%	15%	9%	2%	1%	–
Senior leader or manager	112	102	72	24	4	2	316
% answering	35%	32%	23%	8%	1%	1%	–
Local / education authority officer	17	14	3	4	0	0	38
% answering	45%	37%	8%	11%	0%	0%	–
Other	16	12	18	3	2	0	51
% answering	31%	24%	35%	6%	4%	0%	–
Total	491	320	186	84	22	6	1109
% answering	44%	29%	17%	8%	2%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	9	0	2	3	0	0	14
Public body	1	0	0	0	0	0	1
Sector representative body or membership organisation	1	1	5	1	0	0	8
Think tank, consultancy or academia	1	0	0	1	0	0	2
Third sector, campaign group or support provider	8	0	0	0	0	0	8
Trade union	0	2	1	0	0	0	3
Other	4	0	2	0	0	0	6
Total	24	3	10	5	0	0	42
% answering	57%	7%	24%	12%	0%	0%	–

Q 1.6 – Inspectors already gather the views of staff through questionnaires, focus groups and direct conversations. To what extent do you agree or disagree that school staff should have increased opportunities to share their views during inspection?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	159	103	43	6	7	3	321
% answering	50%	32%	13%	2%	2%	1%	–
Teacher or other staff	239	95	36	10	2	2	384
% answering	62%	25%	9%	3%	1%	1%	–
Senior leader or manager	124	95	79	12	3	2	315
% answering	39%	30%	25%	4%	1%	1%	–
Local / education authority officer	13	15	9	1	0	0	38
% answering	34%	39%	24%	3%	0%	0%	–
Other	19	15	15	1	1	0	51
% answering	37%	29%	29%	2%	2%	0%	–
Total	554	323	182	30	13	7	1109
% answering	50%	29%	16%	3%	1%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	3	3	5	3	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	2	1	4	1	0	0	8
Think tank, consultancy or academia	1	0	0	1	0	0	2
Third sector, campaign group or support provider	3	4	0	0	0	0	7
Trade union	2	1	0	0	0	0	3
Other	2	2	1	1	0	0	6
Total	13	12	10	6	0	0	41
% answering	32%	29%	24%	15%	0%	0%	–

Q 1.7 – Inspectors already gather the views of staff through questionnaires, focus groups and direct conversations. To what extent do you agree or disagree that parents and carers increased opportunities to share their views during inspection?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	153	85	54	19	9	1	321
% answering	48%	26%	17%	6%	3%	0%	–
Teacher or other staff	92	119	123	37	7	3	381
% answering	24%	31%	32%	10%	2%	1%	–
Senior leader or manager	49	104	99	52	10	2	316
% answering	16%	33%	31%	16%	3%	1%	–
Local / education authority officer	9	9	15	4	0	0	37
% answering	24%	24%	41%	11%	0%	0%	–
Other	6	15	23	6	1	0	51
% answering	12%	29%	45%	12%	2%	0%	–
Total	309	332	314	118	27	6	1106
% answering	28%	30%	28%	11%	2%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	3	4	4	3	0	0	14
Public body	2	0	0	0	0	0	2
Sector representative body or membership organisation	1	2	4	1	0	0	8
Think tank, consultancy or academia	1	0	0	1	0	0	2
Third sector, campaign group or support provider	3	2	1	0	0	0	6
Trade union	0	1	2	0	0	0	3
Other	1	2	2	1	0	0	6
Total	11	11	13	6	0	0	41
% answering	27%	27%	32%	15%	0%	0%	–

Summary of Stakeholder groups at Question 1: To what extent do you agree that:

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure
Having associate assessors in inspection teams strengthens inspections	37%	39%	13%	6%	3%	1%
Lay members should be part of inspection teams	19%	27%	25%	17%	10%	2%
Senior leaders in schools are invited to join parts of the inspection process	43%	38%	6%	7%	4%	1%
Local authority staff / proprietors of independent schools should contribute	35%	39%	13%	7%	3%	2%
Children and young people should have increased opportunities to contribute	44%	29%	17%	8%	2%	1%
School staff should have increased opportunities to share their views	50%	29%	16%	3%	1%	1%
Parents and carers should have increased opportunities to share their views	28%	30%	28%	11%	2%	1%

Q 2.1 – To what extent do you agree or disagree that the current sampling model, where around 10% of schools in Scotland are inspected each year, should continue?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	27	71	50	80	82	8	318
% answering	8%	22%	16%	25%	26%	3%	–
Teacher or other staff	54	113	76	86	41	9	379
% answering	14%	30%	20%	23%	11%	2%	–
Senior leader or manager	27	105	70	70	35	5	312
% answering	9%	34%	22%	22%	11%	2%	–
Local / education authority officer	1	11	9	11	4	2	38
% answering	3%	29%	24%	29%	11%	5%	–
Other	5	11	15	10	8	2	51
% answering	10%	22%	29%	20%	16%	4%	–
Total	114	311	220	257	170	26	1098
% answering	10%	28%	20%	23%	15%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	4	4	0	4	2	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	0	0	5	1	1	1	8
Think tank, consultancy or academia	0	0	0	0	1	0	1
Third sector, campaign group or support provider	0	1	2	1	1	1	6
Trade union	0	0	3	0	0	0	3
Other	0	3	2	0	0	1	6
Total	4	9	12	6	5	3	39
% answering	10%	23%	31%	15%	13%	8%	–

Q 2.2 – In your view, how should schools be selected for inspection? (Sampling based-schools: should continue to be selected using a national sampling approach, based on levels of risk, performance or context; Fixed-cycle: every school should be inspected within a fixed national cycle (e.g. every 5-7 years) Combined approach; A combination of a clear cycle for all schools, with additional inspection based on risk; No preference)

Stakeholder group	Sampling-based	Fixed-cycle	Combined approach	No preference	Total
Parent or carer and young people	25	72	213	8	318
% answering	8%	23%	67%	3%	–
Teacher or other staff	34	102	227	17	380
% answering	9%	27%	60%	4%	–
Senior leader or manager	23	84	190	14	311
% answering	7%	27%	61%	5%	–
Local / education authority officer	2	12	24	0	38
% answering	5%	32%	63%	0%	–
Other	5	9	30	6	50
% answering	10%	18%	60%	12%	–
Total	89	279	684	45	1097
% answering	8%	25%	62%	4%	–

Organisation	Sampling-based	Fixed-cycle	Combined approach	No preference	Total
Local authority	1	1	12	0	14
Public body	0	0	2	0	2
Sector representative body or membership organisation	1	0	4	3	8
Think tank, consultancy or academia	0	0	1	0	1
Third sector, campaign group or support provider	0	0	6	0	6
Trade union	0	0	2	0	2
Other	0	1	4	0	5
Total	2	2	31	3	38
% answering	5%	5%	82%	8%	–

Q 2.3 – In future, how often do you think each school should be inspected?

Stakeholder group	At least once every 5 years	At least once every 7 years	At least once every 10 years	Only when there is a concern	None of the above	No preference	Total
Parent or carer and young people	179	45	32	18	33	5	312
% answering	57%	14%	10%	6%	11%	2%	–
Teacher or other staff	122	100	86	39	24	6	377
% answering	32%	27%	23%	10%	6%	2%	–
Senior leader or manager	75	79	87	21	45	2	309
% answering	24%	26%	28%	7%	15%	1%	–
Local / education authority officer	14	9	8	2	2	1	36
% answering	39%	25%	22%	6%	6%	3%	–
Other	16	11	6	4	13	2	52
% answering	31%	21%	12%	8%	25%	4%	–
Total	406	244	219	84	117	16	1086
% answering	37%	22%	20%	8%	11%	1%	–

Organisation	At least once every 5 years	At least once every 7 years	At least once every 10 years	Only when there is a concern	None of the above	No preference	Total
Local authority	3	7	2	0	2	0	14
Public body	1	0	0	0	0	0	1
Sector representative body or membership organisation	2	1	1	0	3	0	7
Think tank, consultancy or academia	0	1	0	0	0	0	1
Third sector, campaign group or support provider	3	0	0	0	2	1	6
Trade union	0	0	0	0	3	0	3
Other	3	0	0	0	3	0	6
Total	12	9	3	0	13	1	38
% answering	32%	24%	8%	0%	34%	3%	–

Q 3.1 – To what extent do you agree or disagree that using grades in inspections help provide a clear overview of how well a school is doing?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	62	113	46	55	37	4	317
% answering	20%	36%	15%	17%	12%	1%	–
Teacher or other staff	46	116	46	87	78	3	376
% answering	12%	31%	12%	23%	21%	1%	–
Senior leader or manager	19	70	24	85	114	3	315
% answering	6%	22%	8%	27%	36%	1%	–
Local / education authority officer	5	12	6	10	5	0	38
% answering	13%	32%	16%	26%	13%	0%	–
Other	6	14	7	5	18	0	50
% answering	12%	28%	14%	10%	36%	0%	–
Total	138	325	129	242	252	10	1096
% answering	13%	30%	12%	22%	23%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	1	5	1	3	2	2	14
Public body	0	0	1	0	0	0	1
Sector representative body or membership organisation	0	2	1	0	4	0	7
Think tank, consultancy or academia	1	0	1	0	0	0	2
Third sector, campaign group or support provider	1	0	0	4	1	0	6
Trade union	0	0	0	0	3	0	3
Other	0	3	0	0	3	0	6
Total	3	10	4	7	13	2	39
% answering	8%	26%	10%	18%	33%	5%	–

Q 3.2 – To what extent do you agree or disagree that grades help schools, parents, and local authorities/proprietors of independent schools understand what needs to improve?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	58	105	45	59	45	5	317
% answering	18%	33%	14%	19%	14%	2%	–
Teacher or other staff	40	107	54	103	67	4	375
% answering	11%	29%	14%	27%	18%	1%	–
Senior leader or manager	17	58	28	91	120	1	315
% answering	5%	18%	9%	29%	38%	0%	–
Local / education authority officer	4	13	3	12	6	0	38
% answering	11%	34%	8%	32%	16%	0%	–
Other	4	14	6	9	16	1	50
% answering	8%	28%	12%	18%	32%	2%	–
Total	123	297	136	274	254	11	1095
% answering	11%	27%	12%	25%	23%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	0	3	1	6	3	1	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	0	2	1	0	4	0	7
Think tank, consultancy or academia	1	0	1	0	0	0	2
Third sector, campaign group or support provider	0	1	2	2	1	0	6
Trade union	0	0	0	0	3	0	3
Other	0	2	1	0	3	0	6
Total	1	9	6	8	14	1	39
% answering	3%	23%	15%	21%	36%	3%	–

Q 3.3 – To what extent do you agree or disagree that grades can oversimplify what is happening in a school?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	86	117	64	32	9	8	316
% answering	27%	37%	20%	10%	3%	3%	–
Teacher or other staff	168	137	40	25	4	3	377
% answering	45%	36%	11%	7%	1%	1%	–
Senior leader or manager	166	98	21	18	9	2	314
% answering	53%	31%	7%	6%	3%	1%	–
Local / education authority officer	17	12	5	3	0	1	38
% answering	45%	32%	13%	8%	0%	3%	–
Other	16	23	6	2	3	0	50
% answering	32%	46%	12%	4%	6%	0%	–
Total	453	387	136	80	25	14	1095
% answering	41%	35%	12%	7%	2%	1%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	6	5	2	1	0	0	14
Public body	0	0	0	1	0	0	1
Sector representative body or membership organisation	5	1	1	0	0	0	7
Think tank, consultancy or academia	0	1	1	0	0	0	2
Third sector, campaign group or support provider	5	0	0	1	0	0	6
Trade union	3	0	0	0	0	0	3
Other	3	1	1	1	0	0	6
Total	22	8	5	4	0	0	39
% answering	56%	21%	13%	10%	0%	0%	–

Q 3.4 – Do you think school inspections should continue to use grades to summarise how well a school is performing?

Stakeholder group	Yes	No	Not sure	Total
Parent or carer and young people	139	109	69	317
% answering	44%	34%	22%	–
Teacher or other staff	127	178	73	378
% answering	34%	47%	19%	–
Senior leader or manager	68	205	42	315
% answering	22%	65%	13%	–
Local / education authority officer	12	19	7	38
% answering	32%	50%	18%	–
Other	17	24	9	50
% answering	34%	48%	18%	–
Total	363	535	200	1098
% answering	33%	49%	18%	–

Organisation	Yes	No	Not sure	Total
Local authority	4	7	3	14
Public body	1	0	0	1
Sector representative body or membership organisation	1	4	2	7
Think tank, consultancy or academia	1	0	0	1
Third sector, campaign group or support provider	1	5	0	6
Trade union	0	3	0	3
Other	3	3	0	6
Total	11	22	5	38
% answering	29%	58%	13%	–

Q 3.5 – If grades continue to be used, what should happen to the current six-point scale? Please select the one option that best reflects your view.

Stakeholder group	Keep the current six-point grading scale	Keep the six-point scale, but change the meaning of each grade	Use a shorter grading scale with fewer points and descriptions	Total
Parent or carer and young people	112	91	88	291
% answering	38%	31%	30%	–
Teacher or other staff	102	113	132	347
% answering	29%	33%	38%	–
Senior leader or manager	76	63	138	277
% answering	27%	23%	50%	–
Local / education authority officer	10	8	19	37
% answering	27%	22%	51%	–
Other	11	10	15	36
% answering	31%	28%	42%	–
Total	311	285	392	988
% answering	31%	29%	40%	–

Organisation	Keep the current six-point grading scale	Keep the six-point scale, but change the meaning of each grade	Use a shorter grading scale with fewer points and descriptions	Total
Local authority	4	4	6	14
Public body	0	1	0	1
Sector representative body or membership organisation	1	1	0	2
Think tank, consultancy or academia	1	0	0	1
Third sector, campaign group or support provider	4	1	1	6
Trade union	0	0	1	1
Other	1	0	3	4
Total	11	7	11	29
% answering	38%	24%	38%	–

Q 3.6 – If school inspection no longer used grades to evaluate and report on key areas, how should inspection reports show the quality of education in a school? Please select all options that apply

Stakeholder group	A clear written summary explaining the strengths and areas for improvement	A statement about how effective the school is overall	A statement showing how confident inspectors are that the school can keep improving	Other
Parent or carer and young people	263	144	120	20
% of those choosing at least one option	86%	47%	39%	7%
Teacher or other staff	318	169	140	22
% of those choosing at least one option	88%	47%	39%	6%
Senior leader or manager	275	134	167	23
% answering	86%	42%	53%	7%
Local / education authority officer	29	18	20	3
% of those choosing at least one option	78%	49%	54%	8%
Other	40	17	12	4
% of those choosing at least one option	82%	35%	24%	8%
Total	925	482	459	72
% of those choosing at least one option	86%	45%	43%	7%

Organisation	A clear written summary explaining the strengths and areas for improvement	A statement about how effective the school is overall	A statement showing how confident inspectors are that the school can keep improving	Other
Local authority	13	8	10	1
Public body	0	0	0	1
Sector representative body or membership organisation	7	1	2	1
Think tank, consultancy or academia	0	0	0	1
Third sector, campaign group or support provider	4	4	2	2
Trade union	2	0	0	1
Other	5	1	2	1
Total	31	14	16	8
% of those choosing at least one option	86%	39%	44%	22%

Q 4.1 – How much notice do you think schools should receive before an inspection?

Stakeholder group	About 2 days' notice	About the same as now (around 2.5 weeks)	3 to 4 weeks' notice	Not sure	Other	Total
Parent or carer and young people	100	71	75	16	50	312
% answering	32%	23%	24%	5%	16%	–
Teacher or other staff	95	85	121	13	62	376
% answering	25%	23%	32%	3%	16%	–
Senior leader or manager	60	58	122	11	59	310
% answering	19%	19%	39%	4%	19%	–
Local / education authority officer	11	9	8	4	5	37
% answering	30%	24%	22%	11%	14%	–
Other	15	10	7	3	17	52
% answering	29%	19%	13%	6%	33%	–
Total	281	233	333	47	193	1087
% answering	26%	21%	31%	4%	18%	–

Organisation	About 2 days' notice	About the same as now (around 2.5 weeks)	3 to 4 weeks' notice	Not sure	Other	Total
Local authority	4	7	0	0	3	14
Public body	0	1	0	0	0	1
Sector representative body or membership organisation	1	0	1	1	3	6
Think tank, consultancy or academia	0	1	0	0	0	1
Third sector, campaign group or support provider	1	0	2	0	3	6
Trade union	0	0	0	0	3	3
Other	1	2	0	0	2	5
Total	7	11	3	1	14	36
% answering	19%	31%	8%	3%	39%	–

Q 5.1 – To what extent do you agree or disagree that the self-evaluation summary helps make sure that inspection starts with the school's own view of its strengths and development areas?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	77	140	45	27	17	4	310
% answering	25%	45%	15%	9%	5%	1%	–
Teacher or other staff	110	172	40	26	16	12	376
% answering	29%	46%	11%	7%	4%	3%	–
Senior leader or manager	119	126	31	22	12	5	315
% answering	38%	40%	10%	7%	4%	2%	–
Local / education authority officer	16	17	4	1	0	0	38
% answering	42%	45%	11%	3%	0%	0%	–
Other	20	15	7	3	2	2	49
% answering	41%	31%	14%	6%	4%	4%	–
Total	342	470	127	79	47	23	1088
% answering	31%	43%	12%	7%	4%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	9	3	2	0	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	5	0	1	1	0	0	7
Think tank, consultancy or academia	1	0	0	0	0	0	1
Third sector, campaign group or support provider	1	4	0	1	0	0	6
Trade union	1	1	1	0	0	0	3
Other	3	2	0	0	0	0	5
Total	20	11	4	2	0	0	37
% answering	54%	30%	11%	5%	0%	0%	–

Q 5.2 – To what extent do you agree or disagree that schools should be able to use existing documents – like their Standards and Quality Report and their School Improvement Plan – instead of writing a separate self-evaluation summary for inspection?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	100	106	40	41	14	12	313
% answering	32%	34%	13%	13%	4%	4%	–
Teacher or other staff	173	146	27	13	9	8	376
% answering	46%	39%	7%	3%	2%	2%	–
Senior leader or manager	202	68	19	20	3	3	315
% answering	64%	22%	6%	6%	1%	1%	–
Local / education authority officer	21	9	2	4	0	2	38
% answering	55%	24%	5%	11%	0%	5%	–
Other	22	15	4	5	1	2	49
% answering	45%	31%	8%	10%	2%	4%	–
Total	518	344	92	83	27	27	1091
% answering	47%	32%	8%	8%	2%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	7	4	1	1	1	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	1	0	0	7
Think tank, consultancy or academia	0	1	0	0	0	0	1
Third sector, campaign group or support provider	1	3	2	0	0	0	6
Trade union	2	1	0	0	0	0	3
Other	2	1	0	2	0	0	5
Total	18	11	3	4	1	0	37
% answering	49%	30%	8%	11%	3%	0%	–

Q 5.3a – How important is it to gather views from children and young people before an inspection?

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	235	53	11	6	7	312
% answering	75%	17%	4%	2%	2%	–
Teacher or other staff	255	87	20	7	7	376
% answering	68%	23%	5%	2%	2%	–
Senior leader or manager	227	75	7	3	2	314
% answering	72%	24%	2%	1%	1%	–
Local / education authority officer	31	3	1	2	1	38
% answering	82%	8%	3%	5%	3%	–
Other	34	11	1	1	2	49
% answering	69%	22%	2%	2%	4%	–
Total	782	229	40	19	19	1089
% answering	72%	21%	4%	2%	2%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	12	2	0	0	0	14
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	7	1	0	0	0	8
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	8	0	0	0	0	8
Trade union	2	1	0	0	0	3
Other	5	0	0	0	0	5
Total	37	4	0	0	0	41
% answering	90%	10%	0%	0%	0%	–

Q 5.3b – How important is it to gather views from school staff, including support staff before an inspection?

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	240	52	8	7	5	312
% answering	77%	17%	3%	2%	2%	–
Teacher or other staff	312	44	10	3	6	375
% answering	83%	12%	3%	1%	2%	–
Senior leader or manager	238	63	8	2	2	313
% answering	76%	20%	3%	1%	1%	–
Local / education authority officer	31	3	1	2	1	38
% answering	82%	8%	3%	5%	3%	–
Other	37	9	0	1	2	49
% answering	76%	18%	0%	2%	4%	–
Total	858	171	27	15	16	1087
% answering	79%	16%	2%	1%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	11	3	0	0	0	14
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	7	1	0	0	0	8
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	7	0	0	0	0	7
Trade union	3	0	0	0	0	3
Other	5	0	0	0	0	5
Total	36	4	0	0	0	40
% answering	90%	10%	0%	0%	0%	–

Q 5.3c – How important is it to gather views from parents and carers before an inspection?

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	211	80	10	7	4	312
% answering	68%	26%	3%	2%	1%	–
Teacher or other staff	202	132	29	4	8	375
% answering	54%	35%	8%	1%	2%	–
Senior leader or manager	177	118	15	2	2	314
% answering	56%	38%	5%	1%	1%	–
Local / education authority officer	25	9	1	2	1	38
% answering	66%	24%	3%	5%	3%	–
Other	26	18	2	1	2	49
% answering	53%	37%	4%	2%	4%	–
Total	641	357	57	16	17	1088
% answering	59%	33%	5%	1%	2%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	12	2	0	0	0	14
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	2	0	0	0	8
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	6	1	0	0	0	7
Trade union	1	2	0	0	0	3
Other	5	0	0	0	0	5
Total	33	7	0	0	0	40
% answering	83%	18%	0%	0%	0%	–

Q 5.3d – How important is it to gather views from organisations and partners who work with the school before an inspection?

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	139	111	40	12	11	313
% answering	44%	35%	13%	4%	4%	–
Teacher or other staff	143	156	57	11	8	375
% answering	38%	42%	15%	3%	2%	–
Senior leader or manager	143	125	39	3	3	313
% answering	46%	40%	12%	1%	1%	–
Local / education authority officer	17	15	3	2	1	38
% answering	45%	39%	8%	5%	3%	–
Other	19	21	6	1	2	49
% answering	39%	43%	12%	2%	4%	–
Total	461	428	145	29	25	1088
% answering	42%	39%	13%	3%	2%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	9	4	1	0	0	14
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	2	0	0	0	8
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	5	2	0	0	0	7
Trade union	2	1	0	0	0	3
Other	4	1	0	0	0	5
Total	29	10	1	0	0	40
% answering	73%	25%	3%	0%	0%	–

Summary of Stakeholder groups at Question 5.3 – How important is it to gather views from each of the following groups before an inspection?

	Very important	Important	Not very important	Not at all important	Not sure	Total
Children and young people	782	229	40	19	19	1089
% answering	72%	21%	4%	2%	2%	
School staff, including support staff	858	171	27	15	16	1087
% answering	79%	16%	2%	1%	1%	
Parents and carers	641	357	57	16	17	1088
% answering	59%	33%	5%	1%	2%	
Organisations and partners who work with the school	461	428	145	29	25	1088
% answering	42%	39%	13%	3%	2%	

Q 6.1 – Which of the following best describes your view on the format of a new school inspection framework? (One single framework for all schools; One main framework for all schools with guidance that can be adapted for each different type of school; Different frameworks for different types of schools (e.g. primary, secondary, special); I'm not sure

Stakeholder group	One single framework for all schools	One main framework with guidance that can be adapted	Different frameworks for different types of schools	I'm not sure	Total
Parent or carer and young people	17	114	168	11	310
% answering	5%	37%	54%	4%	–
Teacher or other staff	22	123	215	13	373
% answering	6%	33%	58%	3%	–
Senior leader or manager	35	141	127	8	311
% answering	11%	45%	41%	3%	–
Local / education authority officer	3	24	9	2	38
% answering	8%	63%	24%	5%	–
Other	3	24	19	2	48
% answering	6%	50%	40%	4%	–
Total	80	426	538	36	1080
% answering	7%	39%	50%	3%	–

Organisation	One single framework for all schools	One main framework with guidance that can be adapted	Different frameworks for different types of schools	I'm not sure	Total
Local authority	2	10	2	0	14
Public body	0	1	0	0	1
Sector representative body or membership organisation	1	6	0	1	8
Think tank, consultancy or academia	0	1	0	0	1
Third sector, campaign group or support provider	0	4	3	0	7
Trade union	0	3	0	0	3
Other	1	4	0	0	5
Total	4	29	5	1	39
% answering	10%	74%	13%	3%	–

Q 6.2 – To what extent do you agree or disagree with the following statements about a school inspection framework?

Q 6.2a – It is helpful to use the same framework for both inspection and self-evaluation

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	107	135	30	13	5	16	306
% answering	35%	44%	10%	4%	2%	5%	–
Teacher or other staff	152	155	32	13	4	15	371
% answering	41%	42%	9%	4%	1%	4%	–
Senior leader or manager	184	110	9	3	1	3	310
% answering	59%	35%	3%	1%	0%	1%	–
Local / education authority officer	23	12	1	0	0	2	38
% answering	61%	32%	3%	0%	0%	5%	–
Other	29	12	2	1	1	2	47
% answering	62%	26%	4%	2%	2%	4%	–
Total	495	424	74	30	11	38	1072
% answering	46%	40%	7%	3%	1%	4%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	12	2	0	0	0	0	14
Public body	1	0	0	0	0	0	1
Sector representative body or membership organisation	4	2	0	1	0	0	7
Think tank, consultancy or academia	1	0	0	0	0	0	1
Third sector, campaign group or support provider	3	3	0	0	1	0	7
Trade union	2	0	1	0	0	0	3
Other	4	0	1	0	0	0	5
Total	27	7	2	1	1	0	38
% answering	71%	18%	5%	3%	3%	0%	–

Q 6.2b – Annual (or more regular) updates to the framework would help schools use it more effectively

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	74	132	45	26	9	21	307
% answering	24%	43%	15%	8%	3%	7%	–
Teacher or other staff	79	146	57	35	20	32	369
% answering	21%	40%	15%	9%	5%	9%	–
Senior leader or manager	72	102	46	39	35	15	309
% answering	23%	33%	15%	13%	11%	5%	–
Local / education authority officer	10	7	6	11	2	2	38
% answering	26%	18%	16%	29%	5%	5%	–
Other	7	15	7	3	12	2	46
% answering	15%	33%	15%	7%	26%	4%	–
Total	242	402	161	114	78	72	1069
% answering	23%	38%	15%	11%	7%	7%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	2	6	2	2	1	1	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	0	1	1	2	3	0	7
Think tank, consultancy or academia	0	0	0	1	0	0	1
Third sector, campaign group or support provider	1	4	1	0	1	0	7
Trade union	0	0	2	1	0	0	3
Other	0	0	1	0	4	0	5
Total	3	12	7	6	9	1	38
% answering	8%	32%	18%	16%	24%	3%	–

Q 6.2c – Including examples of effective practice would make the framework more useful

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	137	133	19	4	0	13	306
% answering	45%	43%	6%	1%	0%	4%	–
Teacher or other staff	201	141	14	6	6	4	372
% answering	54%	38%	4%	2%	2%	1%	–
Senior leader or manager	183	112	10	5	0	1	311
% answering	59%	36%	3%	2%	0%	0%	–
Local / education authority officer	20	13	2	2	0	1	38
% answering	53%	34%	5%	5%	0%	3%	–
Other	17	25	4	0	1	0	47
% answering	36%	53%	9%	0%	2%	0%	–
Total	558	424	49	17	7	19	1074
% answering	52%	39%	5%	2%	1%	2%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	10	4	0	0	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	0	6	0	1	0	0	7
Think tank, consultancy or academia	1	0	0	0	0	0	1
Third sector, campaign group or support provider	5	2	0	0	0	0	7
Trade union	0	1	2	0	0	0	3
Other	1	4	0	0	0	0	5
Total	17	18	2	1	0	0	38
% answering	45%	47%	5%	3%	0%	0%	–

Summary of Stakeholder groups at Question 6.2 – To what extent do you agree or disagree with the following statements about a school inspection framework?

	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
It is helpful to use the same framework for both inspection and self-evaluation	495	424	74	30	11	38	1072
% answering	46%	40%	7%	3%	1%	4%	–
Annual (or more regular) updates to the framework would help schools use it more effectively	242	402	161	114	78	72	1069
% answering	23%	38%	15%	11%	7%	7%	
Including examples of effective practice would make the framework more useful	558	424	49	17	7	19	1074
% answering	52%	39%	5%	2%	1%	2%	

Q 6.3 – How important do you think each of these areas is for inclusion in a school inspection framework?

Q 6.3a – Attendance

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	126	133	34	11	6	310
% answering	41%	43%	11%	4%	2%	–
Teacher or other staff	133	183	41	9	5	371
% answering	36%	49%	11%	2%	1%	–
Senior leader or manager	101	163	36	4	4	308
% answering	33%	53%	12%	1%	1%	–
Local / education authority officer	19	14	3	1	0	37
% answering	51%	38%	8%	3%	0%	–
Other	26	17	2	1	1	47
% answering	55%	36%	4%	2%	2%	–
Total	405	510	116	26	16	1073
% answering	38%	48%	11%	2%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	9	4	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	4	1	1	0	0	6
Think tank, consultancy or academia	0	2	0	0	0	2
Third sector, campaign group or support provider	3	4	1	0	0	8
Trade union	0	1	0	0	0	1
Other	4	1	0	0	0	5
Total	21	13	2	0	0	36
% answering	58%	36%	6%	0%	0%	–

Q 6.3b – Children's rights

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	155	116	27	6	5	309
% answering	50%	38%	9%	2%	2%	–
Teacher or other staff	140	187	35	6	4	372
% answering	38%	50%	9%	2%	1%	–
Senior leader or manager	116	170	21		1	308
% answering	38%	55%	7%	0%	0%	–
Local / education authority officer	20	14	3	0	0	37
% answering	54%	38%	8%	0%	0%	–
Other	22	19	5	1	0	47
% answering	47%	40%	11%	2%	0%	–
Total	453	506	91	13	10	1073
% answering	42%	47%	8%	1%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	10	3	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	8	1	0	0	0	9
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	30	7	0	0	0	37
% answering	81%	19%	0%	0%	0%	

Q 6.3c – Curriculum

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	222	83	4	0	0	309
% answering	72%	27%	1%	0%	0%	–
Teacher or other staff	256	113	2	0	0	371
% answering	69%	30%	1%	0%	0%	–
Senior leader or manager	214	93	3	0	0	310
% answering	69%	30%	1%	0%	0%	–
Local / education authority officer	24	14	0	0	0	38
% answering	63%	37%	0%	0%	0%	–
Other	40	5	1	1	0	47
% answering	85%	11%	2%	2%	0%	–
Total	756	308	10	1	0	1075
% answering	70%	29%	1%	0%*	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	5	4	0	0	0	5
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	33	4	0	0	0	33
% answering	89%	11%	0%	0%	0	89%

* Stakeholder group totals of 5 or less round down to zero.

Q 6.3d – Digital technologies

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	100	149	48	5	6	308
% answering	32%	48%	16%	2%	2%	–
Teacher or other staff	71	216	67	8	10	372
% answering	19%	58%	18%	2%	3%	–
Senior leader or manager	53	189	52	6	7	307
% answering	17%	62%	17%	2%	2%	–
Local / education authority officer	6	24	5	1	2	38
% answering	16%	63%	13%	3%	5%	–
Other	17	22	4	1	2	46
% answering	37%	48%	9%	2%	4%	–
Total	247	600	176	21	27	1071
% answering	23%	56%	16%	2%	3%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	5	7	1	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	4	2	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	2	4	2	0	0	8
Trade union	0	1	0	0	0	1
Other	4	1	0	0	0	5
Total	18	15	3	0	0	36
% answering	50%	42%	8%	0%	0%	

Q 6.3e – Health and wellbeing

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	222	81	2	1	2	308
% answering	72%	26%	1%	0%	1%	–
Teacher or other staff	244	117	8	1	2	372
% answering	66%	31%	2%	0%	1%	–
Senior leader or manager	234	74	1	0	0	309
% answering	76%	24%	0%	0%	0%	–
Local / education authority officer	29	9	0	0	0	38
% answering	76%	24%	0%	0%	0%	–
Other	33	13	0	1	0	47
% answering	70%	28%	0%	2%	0%	–
Total	762	294	11	3	4	1074
% answering	71%	27%	1%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	8	1	0	0	0	9
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	36	1	0	0	0	37
% answering	97%	3%	0%	0%	0%	

Q 6.3f – Inclusion, equity, equality and diversity

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	199	92	12	4	0	307
% answering	65%	30%	4%	1%	0%	–
Teacher or other staff	223	124	12	7	6	372
% answering	60%	33%	3%	2%	2%	–
Senior leader or manager	218	86	2	1	0	307
% answering	71%	28%	1%	0%	0%	–
Local / education authority officer	26	11	1	0	0	38
% answering	68%	29%	3%	0%	0%	–
Other	23	22	1	1	0	47
% answering	49%	47%	2%	2%	0%	–
Total	689	335	28	13	6	1071
% answering	64%	31%	3%	1%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	8	1	0	0	0	9
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	35	2	0	0	0	37
% answering	95%	5%	0%	0%	0%	–

Q 6.3g – Learner achievement

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	181	112	16	0	1	310
% answering	58%	36%	5%	0%	0%	–
Teacher or other staff	183	176	11	2	1	373
% answering	49%	47%	3%	1%	0%	–
Senior leader or manager	181	125	3	0	0	309
% answering	59%	40%	1%	0%	0%	–
Local / education authority officer	26	12	0	0	0	38
% answering	68%	32%	0%	0%	0%	–
Other	34	10	1	1	1	47
% answering	72%	21%	2%	2%	2%	–
Total	605	435	31	3	3	1077
% answering	56%	40%	3%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	12	1	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	2	4	2	0	0	8
Trade union	1	0	0	0	0	1
Other	3	1	0	0	0	4
Total	27	6	2	0	0	35
% answering	77%	17%	6%	0%	0%	–

Q 6.3h – Learner attainment

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	147	145	13	2	3	310
% answering	47%	47%	4%	1%	1%	–
Teacher or other staff	133	204	30	1	4	372
% answering	36%	55%	8%	0%	1%	–
Senior leader or manager	108	188	12	1	0	309
% answering	35%	61%	4%	0%	0%	–
Local / education authority officer	17	18	1	0	2	38
% answering	45%	47%	3%	0%	5%	–
Other	27	14	3	2	1	47
% answering	57%	30%	6%	4%	2%	–
Total	432	569	59	6	10	1076
% answering	40%	53%	5%	1%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	12	1	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	2	4	2	0	0	8
Trade union	0	1	0	0	0	1
Other	3	1	0	0	0	4
Total	25	8	2			35
% answering	71%	23%	6%	0%	0%	–

Q 6.3i – Learner progress

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	211	96	3	9	9	310
% answering	68%	31%	1%	0%	0%	
Teacher or other staff	232	129	6		3	370
% answering	63%	35%	2%	0%	1%	
Senior leader or manager	217	90		0	0	307
% answering	71%	29%	0%	0%	0%	
Local / education authority officer	28	9	1	0	0	38
% answering	74%	24%	3%	0%	0%	
Other	28	12	0	1	0	41
% answering	68%	29%	0%	2%	0%	
Total	716	336	10	1	3	1066
% answering	67%	32%	1%	0%	0%	

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	2	1	0	0	0	3
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	4	4	0	0	0	8
Trade union	1	0	0	0	0	1
Other	2	0	0	0	0	2
Total	25	5	0	0	0	30
% answering	83%	17%	0%	0%	0%	–

Q 6.3j – Learner transitions and planning for progression to positive post-school destinations

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	161	132	8	2	4	307
% answering	52%	43%	3%	1%	1%	–
Teacher or other staff	133	202	26	0	10	371
% answering	36%	54%	7%	0%	3%	–
Senior leader or manager	107	167	19	0	13	306
% answering	35%	55%	6%	0%	4%	–
Local / education authority officer	18	18	1	0	1	38
% answering	47%	47%	3%	0%	3%	–
Other	23	17	3	2	1	46
% answering	50%	37%	7%	4%	2%	–
Total	442	536	57	4	29	1068
% answering	41%	50%	5%	0%	3%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	10	3	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	27	9	0	0	0	36
% answering	75%	25%	0%	0%	0%	–

Q 6.3k – Learner, staff and parent voice in shaping and evaluating school improvement

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	162	118	27	0	2	309
% answering	52%	38%	9%	0%	1%	–
Teacher or other staff	150	192	21	0	6	369
% answering	41%	52%	6%	0%	2%	–
Senior leader or manager	104	175	20	2	6	307
% answering	34%	57%	7%	1%	2%	–
Local / education authority officer	22	14	1	0	1	38
% answering	58%	37%	3%	0%	3%	–
Other	24	19	3	1	0	47
% answering	51%	40%	6%	2%	0%	–
Total	462	518	72	3	15	1070
% answering	43%	48%	7%	0%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	10	3	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	6	2	0	0	0	8
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	28	8	0	0	0	36
% answering	78%	22%	0%	0%	0%	–

Q 6.3I – Learning environment

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	204	96	9	0	1	310
% answering	66%	31%	3%	0%	0%	–
Teacher or other staff	205	157	10	0	1	373
% answering	55%	42%	3%	0%	0%	–
Senior leader or manager	170	123	11	1	3	308
% answering	55%	40%	4%	0%	1%	–
Local / education authority officer	23	14	1	0	0	38
% answering	61%	37%	3%	0%	0%	–
Other	31	13	0	1	0	45
% answering	69%	29%	0%	2%	0%	–
Total	633	403	31	2	5	1074
% answering	59%	38%	3%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	7	6	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	6	2	0	0	0	8
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	26	10	0	0	0	36
% answering	72%	28%	0%	0%	0%	–

Q 6.3m – Learning, teaching and assessment

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	219	82	5	1	1	308
% answering	71%	27%	2%	0%	0%	–
Teacher or other staff	256	116	1	0	0	373
% answering	69%	31%	0%	0%	0%	–
Senior leader or manager	253	56	1	0	0	310
% answering	82%	18%	0%	0%	0%	–
Local / education authority officer	29	8	1	0	0	38
% answering	76%	21%	3%	0%	0%	–
Other	38	8	0	1	0	47
% answering	81%	17%	0%	2%	0%	–
Total	795	270	8	2	1	1076
% answering	74%	25%	1%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	4	4	0	0	0	8
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	31	5	0	0	0	36
% answering	86%	14%	0%	0%	0%	–

Q 6.3n – Meeting educational support needs

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	231	73	3	0	2	309
% answering	75%	24%	1%	0%	1%	–
Teacher or other staff	236	125	4	0	6	371
% answering	64%	34%	1%	0%	2%	–
Senior leader or manager	224	84	1	0	0	309
% answering	72%	27%	0%	0%	0%	–
Local / education authority officer	24	13	0	0	1	38
% answering	63%	34%	0%	0%	3%	–
Other	34	12	0	1	0	47
% answering	72%	26%	0%	2%	0%	–
Total	749	307	8	1	9	1074
% answering	70%	29%	1%	0%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	33	3	0	0	0	36
% answering	92%	8%	0%	0%	0%	

Q 6.3o – Outdoor education

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	99	111	73	13	13	309
% answering	32%	36%	24%	4%	4%	–
Teacher or other staff	66	160	116	19	11	372
% answering	18%	43%	31%	5%	3%	–
Senior leader or manager	43	134	102	14	14	307
% answering	14%	44%	33%	5%	5%	–
Local / education authority officer	9	17	10	0	2	38
% answering	24%	45%	26%	0%	5%	–
Other	17	19	8	2	1	47
% answering	36%	40%	17%	4%	2%	–
Total	234	441	309	48	41	1073
% answering	22%	41%	29%	4%	4%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	2	10	1	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	4	2	0	0	0	6
Think tank, consultancy or academia	0	1	0	0	1	2
Third sector, campaign group or support provider	5	3	1	0	0	9
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	17	17	2	0	1	37
% answering	46%	46%	5%	0%	3%	–

Q 6.3p – Partnerships with communities, other services and organisations

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	95	141	62	2	9	309
% answering	31%	46%	20%	1%	3%	–
Teacher or other staff	69	212	71	10	9	371
% answering	19%	57%	19%	3%	2%	–
Senior leader or manager	58	186	56	3	5	308
% answering	19%	60%	18%	1%	2%	–
Local / education authority officer	11	21	4	0	2	38
% answering	29%	55%	11%	0%	5%	–
Other	18	20	8	1	0	47
% answering	38%	43%	17%	2%	0%	–
Total	251	580	201	16	25	1073
% answering	23%	54%	19%	1%	2%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	6	6	1	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	3	3	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	0	1	0	0	0	1
Other	4	1	0	0	0	5
Total	20	15	1	0	0	36
% answering	56%	42%	3%	0%	0%	–

Q 6.3q – Partnerships with parents/carers

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	170	118	16	2	2	308
% answering	55%	38%	5%	1%	1%	–
Teacher or other staff	155	196	18	1	2	372
% answering	42%	53%	5%	0%	1%	–
Senior leader or manager	133	164	9	1	2	309
% answering	43%	53%	3%	0%	1%	–
Local / education authority officer	20	17	1	0	0	38
% answering	53%	45%	3%	0%	0%	–
Other	21	20	5	1	0	47
% answering	45%	43%	11%	2%	0%	–
Total	499	515	49	5	6	1074
% answering	46%	48%	5%	0%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	9	4	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	4	3	1	0	0	8
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	27	8	1	0	0	36
% answering	75%	22%	3%	0%	0%	–

Q 6.3r – Relationships and behaviour

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	234	75	0	0	0	309
% answering	76%	24%	0%	0%	0%	–
Teacher or other staff	269	100	0	1	0	370
% answering	73%	27%	0%	0%	0%	–
Senior leader or manager	205	102	1	0	1	309
% answering	66%	33%	0%	0%	0%	–
Local / education authority officer	30	8	0	0	0	38
% answering	79%	21%	0%	0%	0%	–
Other	36	10	0	1	0	47
% answering	77%	21%	0%	2%	0%	–
Total	774	295	1	2	1	1073
% answering	72%	27%	0%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	12	1	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	6	2	1	0	0	9
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	31	5	1	0	0	37
% answering	84%	14%	3%	0%	0%	–

Q 6.3s – Safeguarding and promoting welfare

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	259	49	2	0	0	310
% answering	84%	16%	1%	0%	0%	
Teacher or other staff	282	85	5	0	0	372
% answering	76%	23%	1%	0%	0%	
Senior leader or manager	264	44	2	0	0	310
% answering	85%	14%	1%	0%	0%	
Local / education authority officer	33	5	0	0	0	38
% answering	87%	13%	0%	0%	0%	
Other	33	13	0	1	0	47
% answering	70%	28%	0%	2%	0%	
Total	871	196	9	1	0	1077
% answering	81%	18%	1%	0%	0%	

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	7	2	0	0	0	9
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	34	3	0	0	0	37
% answering	92%	8%	0%	0%	0%	–

Q 6.3t – School culture and ethos

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	193	99	15	0	3	310
% answering	62%	32%	5%	0%	1%	–
Teacher or other staff	245	117	9	0	1	372
% answering	66%	31%	2%	0%	0%	–
Senior leader or manager	229	78	1	0	1	309
% answering	74%	25%	0%	0%	0%	–
Local / education authority officer	33	5	0	0	0	38
% answering	87%	13%	0%	0%	0%	–
Other	30	15	1	1	0	47
% answering	64%	32%	2%	2%	0%	–
Total	730	314	26	1	5	1076
% answering	68%	29%	2%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	7	0	0	0	0	7
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	7	2	0	0	0	9
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	35	3	0	0	0	38
% answering	92%	8%	0%	0%	0%	–

Q 6.3u – School leadership

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	228	74	6	0	1	309
% answering	74%	24%	2%	0%	0%	–
Teacher or other staff	269	95	4	0	2	370
% answering	73%	26%	1%	0%	1%	–
Senior leader or manager	216	90	1	0	0	307
% answering	70%	29%	0%	0%	0%	–
Local / education authority officer	34	4	0	0	0	38
% answering	89%	11%	0%	0%	0%	–
Other	35	10	0	1	1	47
% answering	74%	21%	0%	2%	2%	–
Total	782	273	11	1	4	1071
% answering	73%	25%	1%	0%	0%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	13	0	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	33	3	0	0	0	36
% answering	92%	8%	0%	0%	0%	–

Q 6.3v – Senior phase pathway planning and vocational learning

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	144	114	14	0	35	307
% answering	47%	37%	5%	0%	11%	–
Teacher or other staff	115	145	33	3	73	369
% answering	31%	39%	9%	1%	20%	–
Senior leader or manager	87	131	13	1	67	299
% answering	29%	44%	4%	0%	22%	–
Local / education authority officer	23	10	1	0	4	38
% answering	61%	26%	3%	0%	11%	–
Other	17	19	3	1	7	47
% answering	36%	40%	6%	2%	15%	–
Total	386	419	64	5	186	1060
% answering	36%	40%	6%	0%	18%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	8	5	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	1	5	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	4	4	0	0	0	8
Trade union	0	0	0	0	1	1
Other	3	1	0	0	0	4
Total	19	15	0	0	1	35
% answering	54%	43%	0%	0%	3%	–

Q 6.3w – Skills development

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	176	105	13	4	10	308
% answering	57%	34%	4%	1%	3%	–
Teacher or other staff	148	170	29	1	20	368
% answering	40%	46%	8%	0%	5%	–
Senior leader or manager	97	172	27	1	11	308
% answering	31%	56%	9%	0%	4%	–
Local / education authority officer	21	12	3	0	2	38
% answering	55%	32%	8%	0%	5%	–
Other	25	14	5	1	2	47
% answering	53%	30%	11%	2%	4%	–
Total	467	473	77	7	45	1069
% answering	44%	44%	7%	1%	4%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	7	6	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	4	2	0	0	0	6
Think tank, consultancy or academia	1	1	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	23	13	0	0	0	36
% answering	64%	36%	0%	0%	0%	–

Q 6.3x – Staff wellbeing and professional learning culture

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	209	87	7	1	2	306
% answering	68%	28%	2%	0%	1%	–
Teacher or other staff	260	102	5	0	3	370
% answering	70%	28%	1%	0%	1%	–
Senior leader or manager	167	126	9	2	5	309
% answering	54%	41%	3%	1%	2%	–
Local / education authority officer	21	17	0	0	0	38
% answering	55%	45%	0%	0%	0%	–
Other	31	13	1	1	0	46
% answering	67%	28%	2%	2%	0%	–
Total	688	345	22	4	10	1069
% answering	64%	32%	2%	0%	1%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	9	4	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	6	0	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	5	3	0	0	0	8
Trade union	1	0	0	0	0	1
Other	5	0	0	0	0	5
Total	29	7	0	0	0	36
% answering	81%	19%	0%	0%	0%	–

Q 6.3y – Use of evidence to support school improvement

Stakeholder group	Very important	Important	Not very important	Not at all important	Not sure	Total
Parent or carer and young people	190	102	10	0	5	307
% answering	62%	33%	3%	0%	2%	–
Teacher or other staff	164	173	22	1	9	369
% answering	44%	47%	6%	0%	2%	–
Senior leader or manager	132	155	18	2	3	310
% answering	43%	50%	6%	1%	1%	–
Local / education authority officer	25	9	2	0	2	38
% answering	66%	24%	5%	0%	5%	–
Other	30	14	2	1	0	47
% answering	64%	30%	4%	2%	0%	–
Total	541	453	54	4	19	1071
% answering	51%	42%	5%	0%	2%	–

Organisation	Very important	Important	Not very important	Not at all important	Not sure	Total
Local authority	9	4	0	0	0	13
Public body	1	0	0	0	0	1
Sector representative body or membership organisation	5	1	0	0	0	6
Think tank, consultancy or academia	2	0	0	0	0	2
Third sector, campaign group or support provider	4	4	0	0	0	8
Trade union	0	1	0	0	0	1
Other	5	0	0	0	0	5
Total	26	10	0	0	0	36
% answering	72%	28%	0%	0%	0%	–

Summary of Stakeholder groups at Question 6.3 – How important do you think each of these areas is for inclusion in a school inspection framework?

Organisation	Very important	Important	Not very important	Not at all important	Not sure
Attendance	38%	48%	11%	2%	1%
Children's rights	42%	47%	8%	1%	1%
Curriculum	70%	29%	1%	0%	0%
Digital technologies	23%	56%	16%	2%	3%
Health and wellbeing	71%	27%	1%	0%	0%
Inclusion, equity, equality and diversity	64%	31%	3%	1%	1%
Learner achievement	56%	40%	3%	0%	0%
Learner attainment	40%	53%	5%	1%	1%
Learner progress	67%	32%	1%	0%	0%
Learner transitions and planning for progression to positive post-school destinations	41%	50%	5%	0%	3%
Learner, staff and parent voice in shaping and evaluating school improvement	43%	48%	7%	0%	1%
Learning environment	59%	38%	3%	0%	0%
Learning, teaching and assessment	74%	25%	1%	0%	0%
Meeting educational support needs	70%	29%	1%	0%	1%
Outdoor education	22%	41%	29%	4%	4%
Partnerships with communities, other services and organisations	23%	54%	19%	1%	2%
Partnerships with parents/carers	46%	48%	5%	0%	1%
Relationships and behaviour	72%	27%	0%	0%	0%
Safeguarding and promoting welfare	81%	18%	1%	0%	0%
School culture and ethos	68%	29%	2%	0%	0%
School leadership	73%	25%	1%	0%	0%
Senior phase pathway planning and vocational learning	36%	40%	6%	0%	18%
Skills development	44%	44%	7%	1%	4%
Staff wellbeing and professional learning culture	64%	32%	2%	0%	1%
Use of evidence to support school improvement	51%	42%	5%	0%	2%

Q 7.1 – How should inspection findings be presented to different audiences? A single inspection report for all audiences (e.g. schools, local authorities/proprietors of independent schools, parents and carers); Two inspection reports (one with detailed information for schools and local authorities/proprietors of independent schools, and a shorter, easy-to-understand version for parents and carers); Other

Stakeholder group	A single inspection report for all audiences	Two inspection reports for different audiences	Other	Total
Parent or carer and young people	94	193	18	305
% answering	31%	63%	6%	–
Teacher or other staff	54	312	5	371
% answering	15%	84%	1%	–
Senior leader or manager	30	256	21	307
% answering	10%	83%	7%	–
Local / education authority officer	5	32	1	38
% answering	13%	84%	3%	–
Other	8	27	13	48
% answering	17%	56%	27%	–
Total	191	820	58	1069
% answering	18%	77%	5%	–

Organisation	A single inspection report for all audiences	Two inspection reports for different audiences	Other	Total
Local authority	1	11	1	13
Public body	1			1
Sector representative body or membership organisation	0	4	3	7
Think tank, consultancy or academia	0	1	0	1
Third sector, campaign group or support provider	0	4	2	6
Trade union	0	2	1	3
Other	0	2	3	5
Total	2	24	10	36
% answering	6%	67%	28%	–

Q 7.3 – What makes an inspection report useful to you? Please select all that apply

Stakeholder group	Language and content which reflects the context of the school	Clear summary of strengths and areas for development	Timely publication after the inspection	Clear explanation of any inspection grades if these are part of the inspection	Examples of effective practice	Recommend - actions for improvement	Clear explanation of what the school /local authority/pro prietor of independent schools is expected to do next	Indication of the support needed to make improvements	Any planned follow-up activity by HM Inspectors	Other
Parent or carer and young people	164	291	192	190	197	243	233	207	199	11
% of those choosing at least one option	53%	94%	62%	61%	64%	79%	75%	67%	64%	4%
Teacher or other staff	213	353	264	199	284	278	283	257	219	12
% of those choosing at least one option	58%	95%	71%	54%	77%	75%	76%	69%	59%	3%
Senior leader or manager	222	297	214	146	231	222	225	194	150	14
% of those choosing at least one option	72%	96%	69%	47%	75%	72%	73%	63%	49%	5%
Local / education authority officer	28	38	30	19	27	30	34	24	25	1
% of those choosing at least one option	74%	100%	79%	50%	71%	79%	89%	63%	66%	3%
Other	29	46	33	18	26	37	36	30	26	2
% of those choosing at least one option	60%	96%	69%	38%	54%	77%	75%	63%	54%	4%
Total	656	1025	733	572	765	810	811	712	619	40
% of those choosing at least one option	61%	95%	68%	53%	71%	75%	76%	66%	58%	4%

Q 7.3 continued – What makes an inspection report useful to you? Please select all that apply

Organisation	Language and content which reflects the context of the school	Clear summary of strengths and areas for development	Timely publication after the inspection	Clear explanation of any inspection grades if these are part of the inspection	Examples of effective practice	Recommendations for improvement	Clear explanation of what the school /local authority/proprietor of independent schools is expected to do next	Indication of the support needed to make improvements	Any planned follow-up activity by HM Inspectors	Other
Local authority	11	14	12	10	14	14	10	11	12	2
Public body	1	1	1	1	1	1	1	1	1	0
Sector representative body or membership organisation	6	7	5	2	3	6	5	4	4	0
Think tank, consultancy or academia	1	1	1	1	1	1	1	1	1	0
Third sector, campaign group or support provider	6	6	5	4	6	6	6	5	5	3
Trade union	2	2	2	0	0	0	2	2	0	1
Other	4	5	4	2	2	5	5	3	1	
Total	31	36	30	20	27	33	30	27	24	6
% of those choosing at least one option	84%	97%	81%	54%	73%	89%	81%	73%	65%	16%

Q 7.4 – From the list below, which three features of inspection reporting do you think matter most?

Stakeholder group	Language and content which reflects the context of the school	Clear summary of strengths and areas for development	Timely publication after the inspection	Clear explanation of any inspection grades if these are part of the inspection	Examples of effective practice	Recommendations for improvement	Clear explanation of what the school / local authority / proprietor of independent schools is expected to do next	Indication of the support needed to make improvements	Any planned follow-up activity by HM Inspectors
Parent or carer and young people	74	262	64	76	90	162	156	74	50
% of those choosing at least one option	24%	86%	21%	25%	30%	53%	51%	24%	16%
Teacher or other staff	118	317	102	52	150	134	180	96	22
% of those choosing at least one option	32%	87%	28%	14%	41%	37%	49%	26%	6%
Senior leader or manager	148	284	76	40	127	109	137	62	18
% of those choosing at least one option	48%	92%	25%	13%	41%	35%	44%	20%	6%
Local / education authority officer	13	30	4	6	11	18	21	9	4
% of those choosing at least one option	34%	79%	11%	16%	29%	47%	55%	24%	11%
Other	22	39	7	9	10	13	27	10	4
% of those choosing at least one option	48%	85%	15%	20%	22%	28%	59%	22%	9%
Total	375	932	253	183	388	436	521	251	98
% of those choosing at least one option	35%	88%	24%	17%	36%	41%	49%	24%	9%

Q 7.4 continued – From the list below, which three features of inspection reporting do you think matter most?

Organisation	Language and content which reflects the context of the school	Clear summary of strengths and areas for development	Timely publication after the inspection	Clear explanation of any inspection grades if these are part of the inspection	Examples of effective practice	Recommendations for improvement	Clear explanation of what the school / local authority/ proprietor of independent schools is expected to do next	Indication of the support needed to make improvements	Any planned follow-up activity by HM Inspectors
Local authority	7	14	3	2	4	5	7	0	0
Public body	1	1	0	1	0	0	0	0	0
Sector representative body or membership organisation	4	5	1		0	2	5	1	0
Think tank, consultancy or academia	0	1	0	1	0	1	0	0	0
Third sector, campaign group or support provider	3	4	0	0	3	1	0	1	0
Trade union	2	2	0	1	0	0	1	0	0
Other	3	5	0	0	0	2	4	0	1
Total	20	32	4	5	7	11	17	2	1
% of those choosing at least one option	61%	97%	12%	15%	21%	33%	52%	6%	3%

Q 8.1 – To what extent do you agree or disagree that, when a nursery class is included in a school inspection, its evaluation should be reported separately from the rest of the school?

Stakeholder group	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Parent or carer and young people	119	80	30	36	19	7	291
% answering	41%	27%	10%	12%	7%	2%	–
Teacher or other staff	126	89	30	40	23	21	329
% answering	38%	27%	9%	12%	7%	6%	–
Senior leader or manager	87	65	25	52	31	18	278
% answering	31%	23%	9%	19%	11%	6%	–
Local / education authority officer	18	8	3	4	1	1	35
% answering	51%	23%	9%	11%	3%	3%	–
Other	11	8	3	15	4	2	43
% answering	26%	19%	7%	35%	9%	5%	–
Total	361	250	91	147	78	49	976
% answering	37%	26%	9%	15%	8%	5%	–

Organisation	Agree strongly	Agree	Neutral	Disagree	Disagree strongly	Not sure	Total
Local authority	5	8	0	1	0	0	14
Public body	0	1	0	0	0	0	1
Sector representative body or membership organisation	1	1	0	3	0	0	5
Think tank, consultancy or academia	1	0	0	0	0	0	1
Third sector, campaign group or support provider	1	2	0	0	0	0	3
Trade union	0	0	0	3	0	0	3
Other	0	2	1	2	0	0	5
Total	8	14	1	9	0	0	32
% answering	25%	44%	3%	28%	0%	0%	–

Q 9.1 – In what circumstances do you think HM Inspectors should engage with a school after an inspection?

Stakeholder group	Only when a school is not providing a sufficient quality of education	When HM Inspectors establish that a school needs support to make improvements	All schools should receive some form of follow-up	Other	Total
Parent or carer and young people	58	89	155	9	311
% answering	19%	29%	50%	3%	–
Teacher or other staff	84	113	171	6	374
% answering	22%	30%	46%	2%	–
Senior leader or manager	84	97	107	19	307
% answering	27%	32%	35%	6%	–
Local / education authority officer	7	11	15	3	36
% answering	19%	31%	42%	8%	
Other	6	16	19	6	47
% answering	13%	34%	40%	13%	–
Total	239	326	467	43	1075
% answering	22%	30%	43%	4%	–

Organisation	Only when a school is not providing a sufficient quality of education	When HM Inspectors establish that a school needs support to make improvements	All schools should receive some form of follow-up	Other	Total
Local authority	4	4	2	4	14
Public body	0	1	1	0	2
Sector representative body or membership organisation	1	2	3	0	6
Think tank, consultancy or academia	1	0	1	0	2
Third sector, campaign group or support provider	0	1	5	1	7
Trade union	0	1	0	1	2
Other	0	4	1	0	5
Total	6	13	13	6	38
% answering	16%	34%	34%	16%	–

Other information requested by the Stakeholder questionnaire

Stakeholder location

Local authority area where stakeholders live	n	%
Aberdeen City	20	2%
Aberdeenshire	71	7%
Angus	90	8%
Argyll & Bute	58	5%
City of Edinburgh	54	5%
Clackmannanshire	12	1%
Comhairle nan Eilean Siar	2	<1%
Dumfries & Galloway	25	2%
Dundee City	34	3%
East Ayrshire	22	2%
East Dunbartonshire	24	2%
East Lothian	24	2%
East Renfrewshire	18	2%
Falkirk	12	1%
Fife	43	4%
Glasgow City	80	7%
Highland	52	5%
Inverclyde	66	6%
Midlothian	15	1%
Moray	23	2%
North Ayrshire	31	3%
North Lanarkshire	70	6%
Orkney	4	<1%
Perth & Kinross	35	3%
Renfrewshire	28	3%
Scottish Borders	23	2%
Shetland Islands	12	1%
South Ayrshire	23	2%
South Lanarkshire	52	5%
Stirling	12	1%
West Dunbartonshire	21	2%
West Lothian	34	3%
National	11	

Local authority area where organisations operate	n
Aberdeen City	1
Aberdeenshire	1
Argyll & Bute	1
Dumfries & Galloway	1
East Dunbartonshire	1
East Lothian	1
East Renfrewshire	1
Falkirk	1
Glasgow City	2
Inverclyde	1
North Lanarkshire	4
Perth & Kinross	1
Renfrewshire	2
Scottish Borders	1
South Lanarkshire	1
Stirling	1
West Dunbartonshire	1
West Lothian	1
National	30

Stakeholder sectors

Stakeholder group	Early years	Independent	Primary	Private Sector	Public Sector	Secondary	Tertiary (Further / Higher Education)	Third Sector	Other
Parent or carer and young people	26	4	194	1	21	132	3	1	5
Teacher or other staff	30	8	231	5	25	116	4	1	8
Senior leader or manager	62	5	217	0	18	78	0	1	11
Local / education authority officer	18	0	21	0	12	14	0	0	2
Other	9	3	16	2	6	9	2	3	4
Total	145	20	679	8	82	349	9	6	30

Organisation	Early years	Independent	Primary	Private Sector	Public Sector	Secondary	Tertiary (Further / Higher Education)	Third Sector	Other
Local authority	3	0	3	0	2	3	0	0	3
Public body	0	0	0	0	2	1	1	0	1
Sector representative body or membership organisation	0	1	2	1	2	2	2	2	0
Think tank, consultancy or academia	0	0	0	0	0	0	0	0	0
Third sector, campaign group or support provider	0	1	2	1	1	2	1	2	0
Trade union	1	0	1	0	0	0	0	0	0
Other	0	0	2	0	1	3	0	0	1
Total	4	2	10	2	8	11	4	4	5

Annex C - Organisations responding to the consultation

Local authority (n=15)
Aberdeen City Council
Aberdeenshire Council
Argyll and Bute Council
COSLA
Dumfries and Galloway Council
East Dunbartonshire Council
East Renfrewshire Education Department
Falkirk Council
Inverclyde Council
North Lanarkshire Council
Perth and Kinross
Renfrewshire Council
Stirling, Schools, Learning and Education Team
West Dunbartonshire Council
West Lothian Council
Public body (n=5)
Bòrd na Gàidhlig
Children and Young People's Commissioner Scotland
EHRC
General Teaching Council for Scotland
Skills Development Scotland
Sector representative body or membership organisation (n=9)
ADES
Catholic Headteachers Association of Scotland (CHAS)
Comann nam Pàrant (Nàiseanta)
School Leaders Scotland
Scottish Advisory Panel for Outdoor Education (SAPOE)
Scottish Council of Deans of Education
Scottish Teachers Association of RME (STARME)
The Association of Catholic Primary Headteachers (ACPHT) for Mother well Diocese
The Scottish Catholic Education Service

Think tank, consultancy or academia (n=3)
Commission on School Reform
Cor ad Cor
Learning for Sustainability Scotland
Third sector, campaign group or support provider (n=12)
Care Tech
Children in Scotland
CONNECT
Donaldson Trust
Field Studies Council
Forces Children Scotland
Girlguiding Scotland
Rape Crisis Scotland
Stronger Together for Autism and Neurodivergence (STAND)
Teach the Future
The Donaldson Trust
Zero Tolerance
Trade union (n=3)
AHDS (Association of Headteachers and Deputies in Scotland)
NASUWT
The Educational Institute of Scotland (EIS)
Other (n=8)
Archdiocese of Glasgow Secondary Head Teacher Association
Archdiocese of St. Andrews and Edinburgh
Diocese of Motherwell
Diocese of Motherwell Religious Education Department
East Linton Primary School Parent Council
Paisley Diocese Education Team
Reston Community Council
Secondary RE Adviser for the Archdiocese of Glasgow

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