

# Inspections Programme Aim



1

The Scottish Government will explore the introduction of inspections that will be **more focussed on the most vulnerable children**

2

We will work with the Care Inspectorate, Education Scotland and those in the sector to ensure that any changes to inspection provide scrutiny and support improvement, and cover any identified gaps



# Work Plan August – December 2016

- Establish small short-life working group to;
  - Assess feasibility of changing current inspections model, including assessing requirements and identify new opportunities and gaps
  - Develop proposals for any new model, incorporating ways of addressing gaps left by any changes (using feedback from this meeting and conclusions of the system review)
  - Scope a plan of developing any new model

# Current Joint Inspection Model



- Cyclical model of joint inspections that runs until December 2017
- Current aims are:
  - improve outcomes for **all** children and young people;
  - provide independent assurance about the effectiveness of services for children and particularly the most vulnerable children and young people; and
  - build capacity for improvement

# Education Scotland Inspections



- introducing a range of new inspection models from August 2016 to suit particular circumstances and contexts.
  - Full inspection model
    - Retains focus on child protection
    - Includes specific QIs for Raising Attainment and Achievement, and Ensuring Wellbeing Equality and Inclusion
  - Short inspection model
  - Localised thematic model
  - Neighbourhood model
- Continuing to develop short inspection, localised thematic and neighbourhood review models



# ‘Most vulnerable’

- Focus on the experiences of, and outcomes for children and young people;
  - in need of protection;
  - subject to corporate parenting, including;
    - looked after at home;
    - in residential and secure care;
    - in kinship care; and
    - those who use throughcare and aftercare services.



# Rationale for change?

- Are current inspections able to provide the right level of assurance?
  - Breadth of inspections vs depth
  - Ability to follow up/drive improvement
- Perception of a lesser focus on child protection?
- Are cyclical models the most effective?
- Do current inspections ensure learning is embedded in the system?
- Challenging to do justice to both early intervention and prevention as well as those in the system



# Questions to consider

- Current strengths and weaknesses?
- How would you define the 'most vulnerable'?
- What can we do to ensure that services for all children are covered?
- What gaps can you identify if the focus is shifted, and how can they be filled?
- What role can self-assessment play? How can this be further encouraged?
- What can be done to better ensure learning is embedded in the system as a result of inspections?