



General Teaching Council
for Northern Ireland

Promoting Teacher Professionalism



GTCNI Survey into Principals' (and Teachers') Perceptions of Inspection and School Improvement

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Purpose of Survey

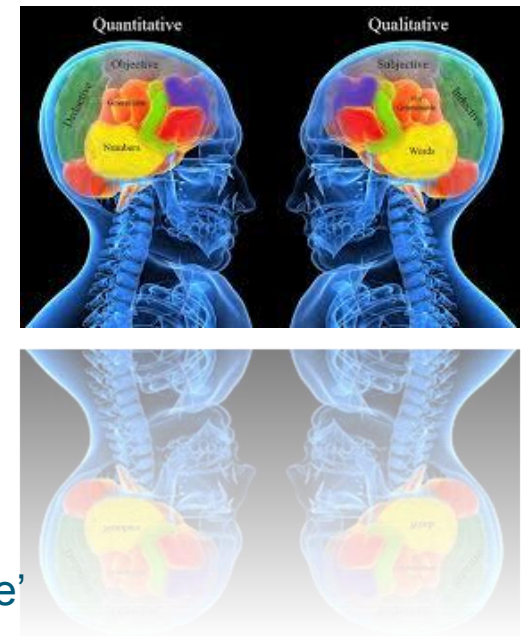
- Teacher Professional Voice
to garner perceptions of those not appearing here to feed into the Inquiry

Methodology

- On-line 'survey-monkey' email to all schools
- Request for *at least* one response per school

Caveats

- NOT a technically designed, independent survey
- 'Total sample' approach as opposed to 'stratified random sample'
- More like a 'straw poll' or a 'consultation'
- Shared with NISRA – **need to highlight for Committee the concerns expressed**
- **For Committee to judge whether representative and in line with other evidence**



Representativeness– Teacher level (NISRA feedback)

1677 responses

1099 schools (therefore more than 1 per school)

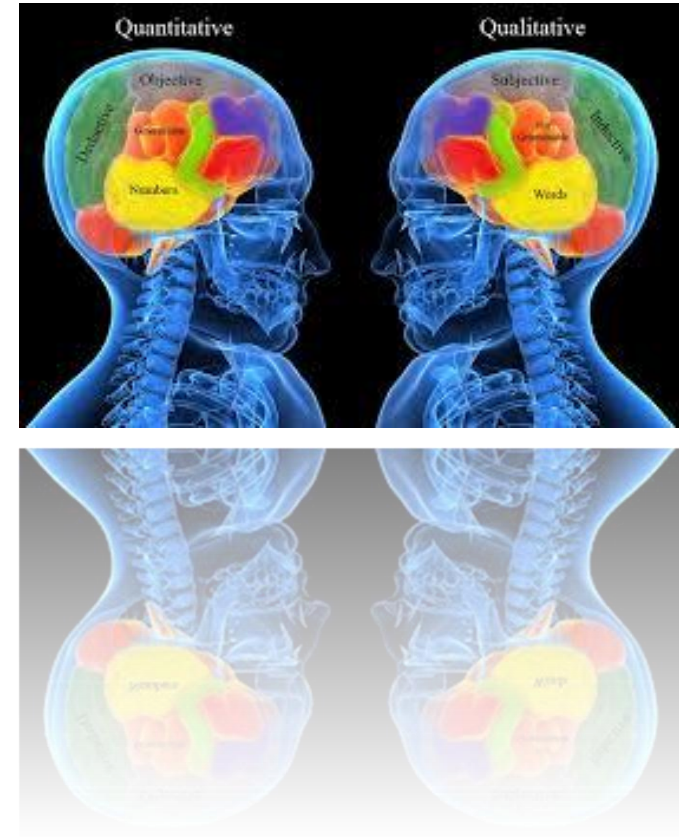
Sample judged to be at teacher rather than school level

9% sample achieved – considered ‘very low’


Less than 10% raises concern that

....“Findings (both quantitative and qualitative) are not considered a robust measure of teachers’ perceptions”

‘Unknown whether they are representative of schools’



Representativeness – Principal level



	Principals as representative of schools	% of sector
Nursery	36 (of 97)	37%
Primary	318 (of 847)	38%
Post-primary combined	77 (of 215)	36%
Special School	19 (of 40)	48%

INSPECTED	+ 5 yrs ago	%	09/10	10/11	11/12	12/13	Total
Nursery							
Primary		76	110	104	122	105	517
Post-primary		27	22	28	29	24	130
Special		10	5	3	6	4	28
Total schools inspected			225		292	133	675
Number of Principals responding	(170)		140 =55%		118 =40%	66 =50%	324 =48%

Principals returns as representative of schools inspected in last 5 Years: c. 48%*.

(*N.B. Potential for *self-selecting* sample bias)

Questionnaire Design

Concerns about the quantitative questions

- being potentially biased against inspection process
- lacking in objectivity
- Multiple concepts within one question
- Leading questions (reflective of Scottish approach) potentially resulting in
 - quantitative response bias
 - qualitative response bias



Balance of questions

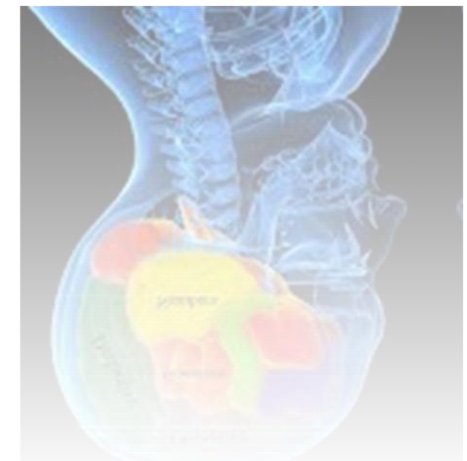
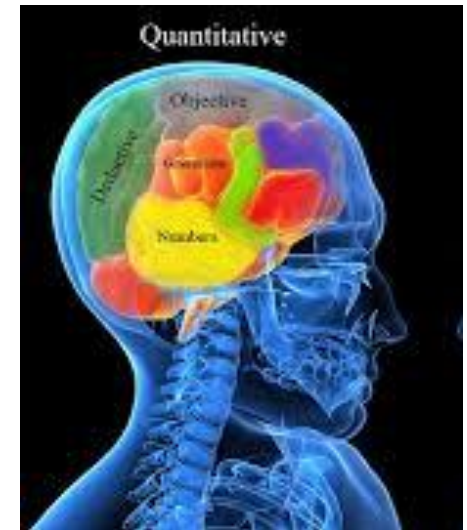
5. The inspection process took appropriate account of our school context and intake	16. The inspection process has an 'in-built' social bias
20. The inspection process takes appropriate account of intake and value added	17. The inspection process is overly data driven
6. The inspection process took appropriate account of our own school self-evaluation	31. The inspection process should be replaced by school self evaluation supported by a critical friend / mentor process
7. The inspection process took appropriate account of the range of practice in our school	18. The emphasis on data produces undesirable practices such as 'teaching to the numbers'
8. The inspectors provided appropriate insight into the criteria against which our school was being inspected	24. The inspection process and report should take explicit account of all important wider learning goals than those which can be measured
9. The inspectors provided appropriately detailed feedback in relation to the inspection criteria	21. The inspection process holds schools to account for factors outside their control
10. The inspection process allowed us appropriate opportunity to challenge judgement with supporting evidence	26. The inspection process should include an opportunity to challenge the inspection judgement with evidence
11. The feedback provided advice in relation to next steps and how to access appropriate support	29. The inspection process should be aligned to the support services
12. The inspection has been central to later improvement	25. Inspection outcome categories should use more supportive language e.g. very confident; confident or not confident
13. The Inspection process has been a valuable process	15. The inspection process encourages compliance rather than innovation
19. The inspection process drives improvement through observation and measurement	30. The inspection process should highlight areas for improvement and only report on progress against these 6 -24 months later
27. The published school report should remain short and concise	28. A longer unpublished report to schools should be provided which includes more detail
14. Please add any comments you wish about your experience of the inspection process and its impact	22. Please add any comments you wish about your experience/views of the inspection process and its impact
	23. The Inspection process should be undertaken primarily by practising principals and teachers with recent classroom and management experience

Positive Perceptions 3 in 10 totally agree / 3 -4 in 10 partially agree that

The inspection process	TOTALLY AGREE	PARTIALLY AGREE	
Q.6 considered own school self-evaluation	44%	33%	77%
Q.7 considered range of practice in our school	38%	39%	77%
Q.12 considered central to later improvement	27%	43%	70%
Q.5 considered context and intake	30%	39%	69%
Q.9 provided detailed feedback re: criteria	33%	35%	68%
Q.8 provided insight into the criteria inspected	31%	31%	62%
Q.11 provided advice on next steps & support	28%	34%	62%
Q.13 has been a valuable process	28%	34%	62%
Q.10 allowed opportunity to challenge judgement with evidence	23%	25%	48%
	Totally Disagree 11%	Disagree 31%	42%

Challenging Perceptions:

Statement	Totally agree	Partially agree	Total
The inspection process			
Q17. is overly data driven (n=411)	45%	39%	84%
Q21. holds schools to account for factors outside their control (n=414)	28%	47%	75%
Q15. encourages compliance rather than innovation (n=417)	22%	30%	62%
Q19. drives improvement through observation and measurement (n=411)	12%	49%	61%
Q20. takes appropriate account of intake and value added (n=409)	4%	25%	29%
	17% totally disagree	35% disagree	52%



Qualitative Perceptions

Time written: 27% 5-8a.m 23% 8am-6pm

c.50% 12 - 5a.m.



Positive perceptions = 42 comments (+ 16 with reservations)	58
Insufficient support/unfair	61
Stressful	40
Data-driven	39
Consistency	29
Feedback and challenge	27
Account of context & value-added	17
Alternative Approaches	15
General	16
Inspector Experience	5

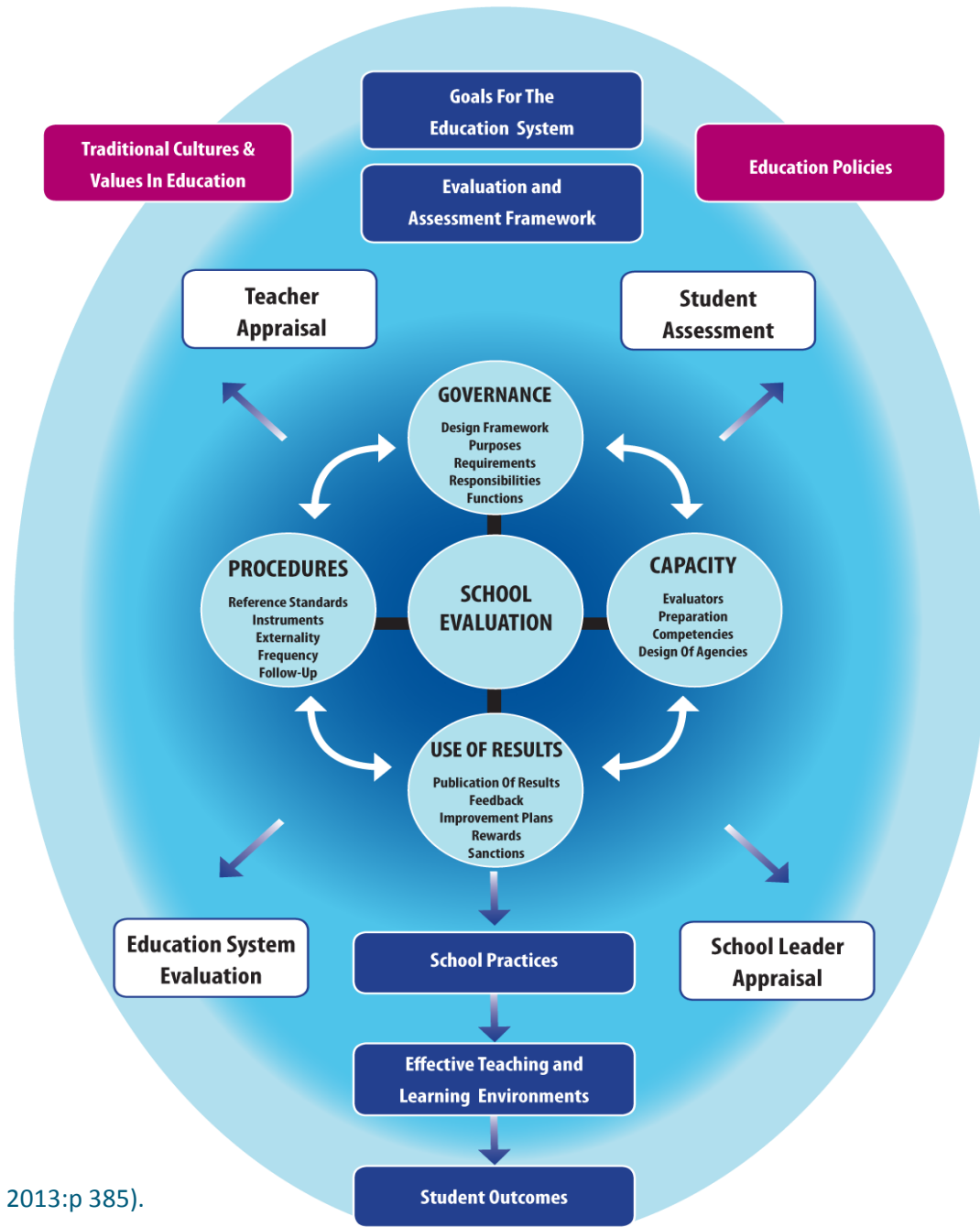
Top 8 Recommendations



1. Should include an opportunity to challenge with evidence	78%	19%	(97%)
2. Should take explicit account of all important learning goals	71%	26%	(97%)
3. Should provide longer unpublished report with more detail	75%	19%	(94%)
4. Published report should remain short and concise	67%	23%	(90%)
5. Should use more supportive language e.g. confident not confident	57%	31%	(88%)
6. Should be aligned to the support services	57%	29%	(86%)
7. Should be undertaken primarily by practising principals and teachers	42%	43%	(85%)
8. Should highlight areas for improvement and only report on these	49%	34%	(83%)

Conceptual framework for school evaluation

Strategic Policy Context



Summary: Inspection & School Improvement

- √ External system evaluation
*only one of a range of **interdependent** elements contributing to school improvement*
- √ **School self-evaluation at centre** (build capacity)
- √ Broader measures of student assessment (& value-added)
- √ Teacher appraisal (PRSD – based on competence model)
- √ Leadership appraisal (PRSD – based on competence model)
- √ **'Design in'** self-esteem and motivation so that those who are challenged can hear
(Ehren EU 2013)



**‘Teachers’ professional voice
should lead policy’**