

Report of a Survey of Principals' and Teachers' Perceptions of Approaches to Inspection and School Improvement

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Report of a Survey of Principals' (and Teachers) Perceptions of Approaches to Inspection and School Improvement

1. Introduction

1.1 Purpose of the opinion survey

In GTCNI's research-informed submission to the Northern Ireland Assembly Education Committee *'Inquiry into the Education and Training Inspectorate and the School Improvement Process'* the Council set out a number of important caveats one of which was that:

'In order to properly and fairly review the effectiveness of ETI's current approach in respect of school inspection / improvement: a proper independent research analysis needs to be undertaken This response can therefore only refer to 'perceptions' about the current approach, which lack a robust evidential base. GTCNI intends to undertake an on-line survey to explore the evidence base of these perceptions'.

(‘Striking the Right Balance’ GTCNI 2013: 3)

This report summarises the responses of 450 Principals to an opinion survey administered on-line during October 2013 using ‘Survey Monkey’ which aimed:

'to gather [teachers'] professional views and experience about approaches to school inspection and school improvement to feed into the current NI Assembly Education Committee 'Inquiry into the Education and Training Inspectorate and the School Improvement Process'.

(Intro to GTCNI survey on Inspection and School Improvement, Oct 2013)

Specifically, the opinion survey sought to explore: the extent of agreement or disagreement among the profession at large about 1) perceptions of inspection reported to the Council while drawing up its submission to the Education Committee Inquiry; and 2) potential refinements to the inspection process arising from comparative research.

1.2 Approach

A ‘total sample’ approach was adopted to garner the perceptions of the profession at large. An email was sent to all schools via their C2K email address (n=1,163) with the request that the survey be completed by at least one teacher from each school. The link to the survey was also accessible through the GTCNI website but the survey was not publicly advertised. The software used allowed only one response to be submitted from an individual computer terminal.

1.3 Profile of respondents

Respondents were not required to submit their school or teacher identification number but were asked to identify their school type (primary or post-primary) and the nature of their post. 55% percent of respondents identified themselves as teachers while 45% identified themselves as members of school senior management teams. Of these 27% identified

themselves as Principals, 6% as Vice-Principals and 12% as Senior Teachers. GTCNI is satisfied that this data together with the specialist focus of the survey and the means of notification provides satisfactory assurance of the status of respondents.

Forty percent (40%) of respondents identified themselves as belonging to the primary sector, 4% to the Special School sector and 3% to the nursery sector. Of the remaining 53%, secondary schools were represented at a rate of 33% and grammar schools 20%. A breakdown of the respondents by school type is shown below:

Answer Options	Response Percent %	Response Count
Primary	40	675
Secondary	33	551
Grammar	20	329
Special School	4	62
Nursery	3	50
	<i>answered question</i>	1667
	<i>skipped question</i>	10

Figure 1: Percentage and number of respondents by school type

1.4 Representativeness of the survey – at teacher level

Statistical findings are considered valid to the extent that the people in the study match those in the larger population. A return of 1,665 responses was received, representing the following range of professionals, identified by phase and responsibility level

Answer Options	Principal	Vice-Principal	Senior Teacher	Teacher	Response Percent
Nursery	36	0	4	10	3.0%
Primary	318	53	79	224	40.6%
Grammar	22	20	33	253	19.7%
Secondary	55	26	73	393	32.9%
Answer Options	Principal	Vice-Principal	Senior Teacher	Teacher	Response Percent

Figure 2: Break-down of responses by responsibility level and school phase

Since more than one response was received from some schools, NISRA's view is that the sample frame should be calculated at teacher level rather than school level. Drawing on published statistics, NISRA calculated over 19,000 teachers could have responded to the survey. Since a sample size of 10% or over is considered representative, in NISRA's view 'the achieved sample of 1,677 represents a response rate of only 9% which is considered very low. A response rate less than 10% would raise further concern that the findings are not representative of all teachers'. Accordingly it has been decided that the survey should be analysed on the basis of a sub-set of respondents, namely Principals, of which there is only one in each school.

1.5 Representativeness of the survey at Principal level

The larger population in the case of Principals is 1,199. Returns from 450 Principals suggest that the survey may be considered to be proportionately representative of 37% of nursery principals; 37.5% of primary principals; 36% of post-primary principals and 47.5% of special school principals.

	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%

Figure 3: Illustration of potential school representation*1 on the basis of returns from principals

Approximately 75% of respondents, representing 1243 teachers who indicated that their school had been inspected in the last 5 years. Of these 309 were received from Principals.

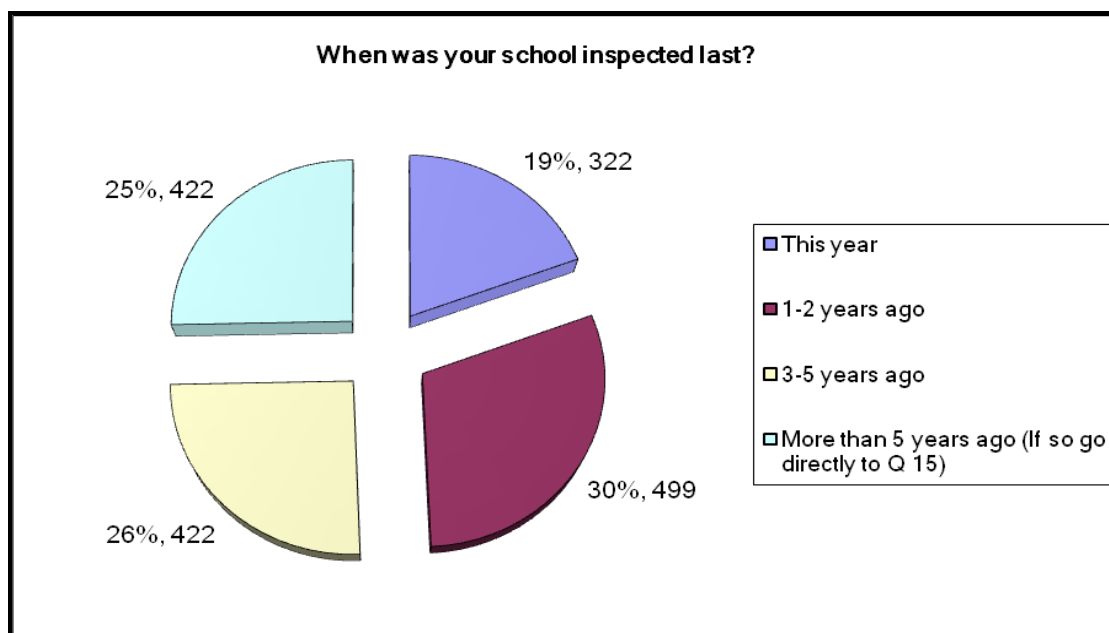


Figure 4: Respondents' last school inspection

One quarter of the respondents reported that their school was last inspected **more** than five years ago. These respondents were then asked to go directly to the third section of the questionnaire. Another quarter of respondents indicated that their school had been inspected between three and five years ago while the majority (30%) were inspected one to two years ago and only 19% had an inspection this year.

The figures below shows the number of schools inspected in the last 5 years (excluding nursery schools for which figures are not clear).

¹ The number of schools is drawn from the annual school census exercise 2012-13 conducted by DE.

INSPECTED	+ 5 yrs ago	08/09	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		255		292		133	675
Total number of Principals responding	(127)	140		118		66	324
Principals' responses as % of schools inspected		55%		40%		50%	48%

Figure 5: Responses from Principals of schools inspected 2008 - 2013

When the number of returns from Principals whose schools had been inspected in the last 5 years is calculated, as a percentage of the number of schools inspected in the last 5 years, the percentage representation of returns from School Principals is between 50% and 55%., which suggests that the sample – even if self-selecting - may be considered to be representative of school principals from all sectors.

1.6 Questionnaire Design

The survey comprised 4 sets of questions as follows:

- 1) Four questions to gather background information about school type, career identity of respondent, pupils' socio-economic background and time of last inspection. The profile of respondents is reported by job and school type:
- 2) Ten statements relating to different aspects of the inspection process and an open question inviting qualitative comments.
- 3) Seven statements to assess the extent of agreement or disagreement with perceptions of the current inspection process drawn from various sources:
- 4) Nine suggestions for potential future refinements to the inspection process drawn from examples of practice internationally (mainly Scotland) highlighted in the GTCNI submission to the Assembly Inquiry. The purpose was to elicit the extent of agreement or disagreement with these potential refinements.

At the end of set 2, 3 and 4 open question (q. 14, 22 and 32) provided the opportunity to offer comments. A total of 829 comments were recorded overall of which more than half (450) were made by Principals 309 of whom indicated that their school had been inspected in the last 5 years. NISRA raised concerns that some of the questions contain multiple concepts and were leading, lacked objectivity and/or were biased against the inspection process, potentially resulting in response bias. The balance of contrasting questions is illustrated in Figure 4 below.

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 ²
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
	23The Inspection process should be undertaken primarily by practising principals and teachers with recent classroom and management experience

Figure 6: Illustration of the balance of questions in the survey

The wording of questions 16 and 18 were subsequently judged to contain multiple concepts and therefore responses to these questions have been omitted from the analysis.

2 Quantitative data

2.2 Experience of inspection in the last 5 years

This section comprised 10 statements relating to different aspects of the inspection process. Only respondents whose schools had been inspected within the last five years were asked to complete this section to ensure that the views gathered represented experiences from recent inspection processes.

Approximately 75% responded, representing 1243 teachers. Of these 450 were received from Principals. The total responses are set out in table 2 below. The *n* number next to each statement indicates the number of teachers overall and the number of Principals specifically who responded to each individual statement.

Statement	Totally agree	Partially agree	Not sure	Disagree	Totally disagree
	%(n)	%(n)	%(n)	%(n)	%(n)
q.5 The inspection process took appropriate account of our school <u>context and intake</u> (n=1,059)	22(235)	37(389)	13(137)	19(204)	9(94)
PRINCIPALS ONLY (n= 309)	30 (94)	39 (120)	6 (20)	18 (56)	6 (19)
q.6 The inspection process took appropriate account of our own school <u>self-evaluation</u> (n=1,053)	29(309)	36(377)	19(205)	12(128)	3(34)
PRINCIPALS ONLY (n= 306)	44 (136)	33 (101)	8 (25)	11 (34)	3 (10)
Q.7 The inspection process took appropriate account of the <u>range of practice</u> in our school (n=1,041)	27(279)	38(396)	11(117)	20(208)	4(41)
PRINCIPALS ONLY (n= 304)	38 (115)	39 (119)	7 (20)	14 (44)	2 (6)
Q.8The inspectors provided appropriate <u>insight into the criteria</u> against which our school was being inspected (n=1,026)	25(252)	32(327)	14(140)	23(234)	7(73)
PRINCIPALS ONLY (n= 305)	31 (96)	31 (95)	10 (29)	21 (65)	7 (20)
Q.9 The inspectors provided appropriately detailed <u>feedback</u> in relation to the inspection criteria (n=1,034)	27(274)	35(367)	9(98)	21(221)	7(74)
PRINCIPALS ONLY (n= 300)	33 (100)	35 (106)	3 (8)	22 (65)	7 (21)
Q.10 The inspection process allowed us appropriate <u>opportunity to challenge</u> judgement with supporting evidence (n=1,027)	17(174)	24(244)	17(174)	27(273)	16(162)
PRINCIPALS ONLY (n =305)	23 (71)	25 (79)	9 (27)	31 (94)	11 (34)
Q.11 The feedback provided <u>advice</u> in relation to next steps and how to access appropriate support (n=1,041)	21(220)	36(375)	17(175)	19(197)	7(74)
PRINCIPALS ONLY (n =301)	28 (83)	34 (102)	8 (24)	23 (70)	7 (22)
Q.12 The inspection has been <u>central to later improvement</u> (n=1,028)	26(252)	42(433)	12(120)	16(168)	5(55)
PRINCIPALS ONLY (n =298)	27 (80)	43 (126)	7 (22)	17 (51)	6 (19)
Q.13 The Inspection process has been a <u>valuable</u> process (n=1,042)	18(188)	32(337)	20(213)	19(195)	10(109)
PRINCIPALS ONLY (n =305)	28 (85)	34 (104)	17 (52)	15 (45)	6 (19)

Figure 7: Principals' and Teachers' views/experiences of inspection process

2.2 Perceptions of the Inspection Process

The inspection process took appropriate account of	TOTALLY AGREE	PARTIALLY AGREE
q.5 <u>context and intake</u> (N=309)	30%	39 %
q.6 our own school <u>self-evaluation</u> (n=306)	44%	33%
Q.7 the <u>range of practice</u> in our school (n=304)	38%	39%
Q.8 provided appropriate <u>insight into the criteria</u> being inspected (n=305)	31%	31%
Q.9 provided appropriately detailed <u>feedback</u> in relation to criteria (n=300)	33%	35%
Q.10 allowed appropriate <u>opportunity to challenge</u> judgement with evidence (n=305)	23% Totally Disagree 11%	25% Disagree 31%
Q.11 feedback provided <u>advice</u> on next steps and how to access support (n=301)	28%	34%
Q.12 has been <u>central to later improvement</u> (n=298)	27%	43%
Q.13 has been a <u>valuable</u> process (n=305)	28%	34%

In general a majority of Principals totally or partially agreed that the inspection process had taken appropriate account of the range of factors listed. Of these between about 3 in 10 totally agreed with the statements, while a further 3 - 4 in 10 partially agreed with the statements. A further 2 to 3 in 10 disagreed with the statements.

There was total or partial agreement that inspection took account of school self-evaluation and the range of practice within schools (77%) and was central to later improvement (69%). Inspection also was perceived to take total or partial account of context and intake (69%); provided detailed feedback (69%); provided appropriate or partial insight into inspection criteria (63%) and advice in relation to next steps and how to access appropriate support. 28% of Principals overall considered inspection to be a valuable experience, with 34% partially agreeing and 29% disagreeing.

A minority of Principals (29%) considered that inspection takes appropriate account of value-added with only 4% considering this was the case and a majority of 51% disagreeing. While 49% of Principals agreed or partially agreed that the process allowed them to challenge judgement with evidence, 42% disagreed with this statement.

2.3 Perceptions of the impact of the inspection process

The third section of the survey comprised seven statements to assess the extent of agreement or disagreement with

- (i) the 4 most common views expressed by primary and post-primary principals at a range of meetings with GTCNI (q16, 17, 18, 21);
- (ii) a NIAR Report into inspection (q 15) ; and
- (iii) 2 positive statements added to balance the foregoing statements (q 19 & 20).

Statement	Totally agree	Partially agree	Not sure	Disagree	Totally disagree
	%()	%()	%()	%()	%()
Q15. The inspection process encourages compliance rather than innovation (n=1,357)	40(540)	42(571)	9(119)	8(107)	1(20)
PRINCIPALS ONLY 417	21.58% 90	30.22% 126	23.50% 98	18.23% 76	6.47% 27
Q17. The inspection process is overly data driven (n=1,359)	52(708)	33(455)	6(78)	8(103)	1(15)
PRINCIPALS ONLY	45.32% 189	38.61% 161	4.08% 17	11.03% 46	0.96% 4
Q19. The inspection process drives improvement through observation and measurement (n=1,340)	13(176)	42(563)	17(233)	23(302)	5(66)
PRINCIPALS ONLY (n=411)	11.92% 49	48.66% 200	17.76% 73	18.49% 76	3.16% 13
Q20. The inspection process takes appropriate account of intake and value added (n=1,337)	4(50)	24(317)	26(348)	31(414)	16(208)
PRINCIPALS ONLY (n=409)	4.16% 17	24.69% 101	19.56% 80	34.96% 143	16.63% 68
Q21. The inspection process holds schools to account for factors outside their control (n=1,345)	28(376)	43(584)	18(236)	10(129)	1(20)
PRINCIPALS ONLY (n=414)	28.02% 116	47.34% 196	12.56% 52	9.90% 41	2.17% 9

Figure 8: Respondents' views of current inspection process

As before, due to the significance of the percentage returns from Principals, attention is drawn to the statements with which Principals agreed most, as follows:

- the inspection process is overly data driven (with 45% totally agreeing and 39 % partially agreeing)
- The inspection process holds schools to account for factors outside their control (with 28% totally agreeing and 47% partially agreeing); and
- The inspection process drives improvement through observation and measurement (with only 11% totally agreeing and 48% partially agreeing).

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

2.3 Proposals for Improvements to the Inspection Process

The final set of nine statements set out suggestions for potential future refinements to the inspection process drawn from examples of practice internationally (mainly Scotland) highlighted in the GTCNI submission to the Assembly Inquiry to elicit the extent of agreement or disagreement with these potential refinements.

Approximately 78% of respondents responded to this part of the survey representing 1,315 teachers. All of these statements received overwhelming support, ranging from 66% to 97% agreement.

Statement	Totally agree	Partially agree	Not sure	Disagree	Totally disagree
	%()	%()	%()	%()	%()
Q 23.The inspection process should be undertaken primarily by practising principals and teachers with recent classroom and management experience (n=1,317)	55(726)	32(421)	7(96)	5(65)	1(9)
PRINCIPALS ONLY (n=412)	42(174)	43 (176)	10 (40)	5 (22)	0 (0)
Q24. The inspection process and report should take explicit account of all important wider learning goals than those which can be measured(n=1,315)	72(951)	24(311)	3(45)	>1(6)	>1(2)
PRINCIPALS ONLY (n=413)	71 (292)	26 (107)	3 (13)	0.2 (1)	0 (0)
Q 25. Inspection outcome categories should use more supportive language e.g. very confident; confident or not confident (n=1,312)	55(721)	32(418)	10(130)	3(39)	>1(4)
PRINCIPALS ONLY (n=410)	57 (232)	31 (131)	9 (35)	3 (11)	0.2 (1)
Q 26. The inspection process should include an opportunity to challenge the inspection judgement with evidence (n=1,310)	75(985)	22(284)	3(33)	1(7)	>1(1)
PRINCIPALS ONLY (n=409)	78(321)	19 (77)	2 (9)	0.4 (2)	0 (0)
Q.27. The published school report should remain short and concise (n=1,304)	58(762)	25(329)	7(97)	7(96)	2(20)
PRINCIPALS ONLY (n=406)	67(270)	23 (93)	6 (24)	5 (19)	0 (0)
Q 28. A longer unpublished report to schools should be provided which includes more detail (n=1,304)	73(950)	20(258)	4(52)	3(34)	1(10)
PRINCIPALS ONLY (n=408)	75(304)	19 (76)	3 (14)	2 (10)	1 (4)
Q 29. The inspection process should be aligned to the support services (n=1,302)	47(612)	33(432)	19(244)	1(13)	>1(1)
PRINCIPALS ONLY (n=408)	57(232)	29 (120)	12 (49)	2 (7)	0 (0)
Q.30.The inspection process should highlight areas for improvement and report progress against these 6-24 months later (n=1,305)	45(589)	39(507)	12(155)	4(46)	1(8)
PRINCIPALS ONLY (n=407)	49(201)	34 (138)	11 (44)	5 (22)	0.5 (2)
Q 31.The inspection process should be replaced by school self evaluation supported by a critical friend / mentor process (n=1,310)	35(454)	31(403)	18(241)	14(179)	3(33)
PRINCIPALS ONLY (n=411)	33(136)	35 (145)	15 (63)	14 (59)	2 (8)

Figure 9: Suggestions for changing/improving the inspection process

As before, due to the significance of the percentage returns from Principals, attention is drawn to the statements with which Principals agreed most. The following are the top ten statements most highly supported by Principals:

The inspection process	
1. should include an opportunity to challenge the inspection judgement with evidence	(97%)
2. should take explicit account of all important wider learning goals	(96%)
3. should provide longer unpublished report with more detail	(93%)
4. should use more supportive language e.g. confident not confident	(89%)
5. should be aligned to the support services	(86%)
6. Published report should remain short and concise	(85%)
7. Is overly data driven	(84%)
8. should be undertaken primarily by practising principals and teachers	(83%)
9. should highlight areas for improvement and only report on these	(83%)
10: holds schools to account for factors outside their control	(75%)

3. Qualitative data

3.1 Open questions

Respondents were the opportunity to offer qualitative comments; firstly, at the end of the section which was to be completed by those who had experienced an inspection process within the last 5 years (Q14) and secondly at the end of section 2 (Q22). NISRA acknowledges that information collected in qualitative research is very valuable in adding depth to the quantitative findings. In keeping with standard practice of asking for verbatim comments, these sections follow the quantitative questions.

It is accepted that the inspection process can cause stress and elicit strong emotions, and that those who offer comments are more likely to be respondents with the strongest, usually negative, views. In other words, the high number of negative comments may be due to the fact that those who were happy with the process did not feel it necessary to express those positive feelings while those who perceived their experience to be negative are more likely to express their views.

A total of 829 comments were recorded overall. Because of the similarity in wording of these two questions and to eliminate possible duplication of comments it was decided that the comments made by those respondents who responded to both these questions would be treated as one. 612 comments were made in response to questions 14 and 22 combined. All respondents were invited to express any further comments at the end of the questionnaire (Q32) while a further 217 responses were made to question 32. Overall a total of 829 comments were recorded, representing approximately 50% of respondents. Of these 100 were from Principals.

3.2 Coding for Questions: Total sample

The open questions were analysed using the qualitative research software QSR NVivo 10. This involves coding the data in broad themes –nodes- such as ‘positive’ ‘general’ and ‘critical’ followed by further coding the larger nodes into sub-nodes. The table below summarises the main nodes and number of references under each one of them. As the amount of comments under this node was very large these were coded thematically into six further sub-nodes representing several recurring themes.

Nodes	Q14 & 22	Q32	
Positive comments	68	9	
General comments	25	42	
Challenging comments	319	166	

Sub-nodes	Q14 & 22 (n=319)	Q32 (n=166)	TOTAL
Inspection as a stressful, experience	122	35	157
Feedback and opportunity to challenge	81	40	127
Consistency of inspection process	76	63	130
Inspection as a data-driven process	64	16	80
Inspectors experience to inspect sectores	25	33	58
Notice and frequency of inspections	7	6	13

Figure 11: TOTAL Sample – sub- themes

3.3 Coding of sub-sample: Principals

As before, due to the significance of the percentage returns from Principals, attention is drawn to their qualitative perceptions which have been grouped and set out in detail in **Appendix 1**. A number of very clear themes emerge from the qualitative data, as follows

Sub-nodes – Principals comments only	Q14	Q22	Q32	TOTAL
Positive perceptions				
Positive with reservations				
Inspection as a stressful experience				
Inspection as a data-driven process				
Feedback and opportunity to challenge				
Account taken of school context and value-added				
Consistency and application of criteria				
Degree of support				
TOTAL				

Table 3: PRINCIPALS ONLY - sub themes

3.4. Summary of Qualitative Comments

An interesting analysis was conducted of the time of day that Principals responded to the survey. The quite alarming statistics that emerged show that:

27% of comments (n87) were made between 5 a.m. and 8 a.m.

23% of comments (n74) were made between 8 a.m. and 6 p.m.

49% of comments (156) were made between 11p.m. and 5.a.m.

3.4.1 Positive Comments

50 Principals out of 308 who made detailed comments expressed positive views about the current inspection process (see pages 15-18)

3.4.2 Challenging comments

258 Principals offered challenging comments, some of them in considerable detail, (see page 20 onwards). (*Short phrases have been added on the outside column to enable categorisation. These may be refined on more detailed analysis when staff and time permit*). Several strong themes were prevalent, relating to: the level of stress associated with the inspection process; dissatisfaction at the lack of detailed feedback particularly in relation to individual teacher performance; the extent to which the inspection process is considered to be data-driven; the consistency of judgements and interpretation of criteria which are regarded as insufficiently detailed by some; the view that insufficient account is being taken of context, challenge and value-added and that inspectors may not have had recent experience of the phase which they are inspecting; the perceived lack of opportunity to challenge inspection judgements; and the lack of follow up support across the system. A

3.5 Summary

Acknowledging the inherent limitations of all surveys of this kind, the outcomes of this self-selecting opinion-poll made up of a balance of teachers (55%) and senior managers (45%) into perceptions of the ETI inspection process provides valuable insights that will be of interest to all who are concerned with school improvement and value-added. To ensure that findings can be judged to be robust in terms of representativeness, a sub-sample of 450 responses from school Principals was analysed in greater detail, representing 38% of Principals overall and 48% of those who had experienced inspection on the last 5 years.

The outcomes provide a mixed and partially supportive perception of the current inspection process, with a majority totally or partially agreeing that the process takes appropriate or partial account of: context and intake; self-evaluation and the range practice within schools and provides appropriate or partial insight into inspection criteria and how to access appropriate support. On the less positive side, * of Principals consider inspection to be a valuable experience and * of respondents consider that schools are given sufficient opportunity to challenge judgements with supporting evidence.

Acknowledging the tendency for qualitative comments to be critical, a small minority of comments were positive although, even among many of those, concerns were voiced about aspects of the inspection process. The vast majority of comments offer challenging concerns about the process in terms of the level of stress it engenders, the perceived over-emphasis on data, with context and value-added insufficiently taken account of, the lack of feedback to individual teachers; the perceived inconsistency and in some case perceived unfairness of the outcomes and the lack of follow-up support. The general consensus was that schools would value an approach possibly more like an audit process, aligned to the support services, focusing on a longer unpublished which includes more detail about areas

for improvement, with the opportunity to challenge judgements with evidence, and follow-up support for all schools.

Appendix 1: qualitative Comments grouped by them

Q14 Please add any comments you wish about your experience of the inspection process and its impact Answered: 142 Skipped: 309 100%

1	6 We had a very good experience. The Inspectors were very professional and polite but extremely thorough and took their job very seriously. They were very courteous to all members of staff and gave everyone excellent feedback.10/24/2013 1:42 AM	
2	18. We were fully expecting that the inspection would be very data heavy but this was not our experience. There was a clear balance between data and classroom practice. The emphasis was on what we did with the data to make a difference for our children which is right and proper.10/22/2013 12:12 AM	
3	23. The process helped us to see that those areas we had noted for improvement were indeed those areas which the ETI also identified and the feedback was important in reinforcing what we already knew about our school and what we had identified as important to our setting. 10/22/2013 7:58 AM	
4	25. The inspection process reassured me as Principal that the school is moving in the right direction. It has enabled me as Principal to move forward with a staff who now understand the school improvement agenda.10/22/2013 7:11 AM	
5	56.We found the process very supportive, open and transparent. It accurately assessed where we were as a school and took into consideration the journey we had articulated. All advice was helpful and led to continued school improvement. 10/21/2013 6:40 AM	
6	38.Theinspection team in Special Education have got it right. Close contact with Spec School. Regular informal visits. Understanding and empathy. Realistic. Good relationship with Principal & balance of Team membership with past Spec school teachers just right. Well done10/21/2013 4:34 PM	
7	53.I found my team of inspectors to be sincere and approachable. 10/21/2013 7:02 AM	
8	71. Our experience of the inspection process was very positive 10/21/2013 4:48 AM	
9	73. I am a new principal (into my second year) and the Inspection gave us an excellent baseline that has aided us in setting out our plans over the next few years 10/21/2013 4:26 AM	
10	60.My last inspection was a very positive experience and I was more than happy with the process. 10/21/2013 5:53 AM	
11	63.We had a very positive inspection process. Any areas highlighted for improvement were addressed. 10/21/2013 5:48 AM	
12	64.Very Positive overall 10/21/2013 5:44 AM	
13	70. In Intervention Process - ETI this time did provide more advice and their report was focussed on positive aspects of school 10/21/2013 4:52 AM	
14	69.As professionals we should have an opportunity for validation of good practice. I found our recent inspection did just that!10/21/2013 1:48 AM	
15	78. We saw the Inspection as an opportunity to share our own self-evaluation and self-improvement and were curious as to what might emerge when another lens was applied. While Inspection engenders some anxiety for staff no matter how a Principal reassures, on the whole because of our team approach and confidence in our own professional journey we were able to view it positively.10/21/2013 3:39 AM	
16	127. The inspection this year was a positive experience and this raised the morale of the staff. The previous inspection and follow up had not been a good experience for the school and impacted negatively on the staff.10/18/2013 8:23	

17	82.The process was fair and allowed us to verify our self-evaluation and agree a way forward 10/21/2013 3:20 AM	
18	88. We found the ETI team were very much in tune with the needs and challenges of our school. They provided sound advice and showed clearly that they were children-focused in their approach to discussions. They were highly professional in their approach and at all times offered thought provoking feedback both formally and informally. The experience was a positive one throughout.10/21/2013 2:42 AM	
19	95.I found the inspection process in Northern Ireland positive as I had taken part in several Ofsted Inspections in England which were not.10/21/2013 2:08 AM	
20	100.We found that the process was fair and useful, in that it verified what we already knew and helped us plan where to go next.10/21/2013 1:49 AM	
21	86.Reporting Inspector explained the process fully to all the staff in advance of the inspection itself which in turn gave way to a positive experience for all concerned. The school community suffered a bereavement just before the inspection with the funeral of a mother of two of our pupils taking place on the morning of the first day of the inspection. ETI was most compassionate and understanding and fell in with our plans.10/21/2013 2:56 AM	
22	87. We had a very positive inspection but still caused a lot of stress with a very hard working and dedicated staff. A lot of stress was brought on by our own worries and during the inspection we found the inspectors to be very professional and approachable.10/21/2013 2:56 AM	
23	55.The reporting inspector was very helpful and courteous and set the tone for the inspection 10/21/2013 6:47 AM	
24	104. I found our recent whole school inspection to have at its heart the process of improvement. The inspectors made accurate and insightful comments about the organisation and staff. There was a pastoral dimension to the team yet they asked difficult and challenging questions when they needed to do so. I found it to be a learning experience and one which validated practice and helped us to clarify goals for the future.10/21/2013 1:43 AM	
25	109. Our inspection process was very positive and I feel the inspectors listened to what we were doing, what we had planned and the experiences we provided for children. We had already highlighted areas we wished to improve and the inspectors agreed with our evaluation so it was good to have that confirmation10/21/2013 1:19 AM	
26	112. We found the inspection process while stressful a positive experience. 10/21/2013 12:14 AM	
27	121. As Acting Principal at the time of inspection and following a critical incident which impacted upon all stakeholders, I found the ETI process and its impact a huge part of moving the school forward during particularly turbulent times. The ETI were incredibly supportive.10/18/2013 1:03 PM	
28	122.The school was inspected in 2011 and for us it confirmed our good practice. It was a measure of the school at that point in time, reviewing practice and pupil outcomes. Schools look ahead and plan ahead constantly for improvement in practice and outcomes. Our discussions allowed a complete picture of past, present and future issues impacting upon the life of the school 10/18/2013 12:14 PM	
29	135.The ETI team is enriched by the role of an associate inspector with the right experience and majority.	
30	80.There was no negative aspect in the manner of inspection at this school. 10/18/2013 5:34 AM	
31	137.Theinspection was carried out in a professional, courteous and respectful manner. 10/18/2013 5:31 AM	
32	140. Our inspection fast tracked what we needed to do and acquire for our school 10/18/2013 4:50 AM	
33	75.The inspection came at a time of change. The Principal had retired due to ill health there had been considerable disruption in the school. The inspection	

	process is and was very stressful at the time. However the impact has been positive and good improvements have been made. 10/21/2013 4:07 AM	
Positive with some Reservations		
1	7 Process good to focus self-evaluation prior to the visit and offer some pointers on areas for improvement. The inability of the inspection team to clearly identify teachers that underperformed during the visit and the criteria that led to their final grading were a source of frustration. If these were done the whole experience would have enriched and been more valuable.10/24/2013 12:13 AM	
2	3 We had a very positive outcome with an outstanding grade and the inspectors were positive with the staff. However I feel much of the positive nature of the process was because as the lead professional I provided details documents which were all colour coded and easy access I reported both in verbal and written form in great detail the history and ethos of the school. I heavily supported and guided the inspectors with regard to the comprehensive self evaluation which was embedded across all practice. Staff still felt under pressure because of the formal nature of the visit and the fact that they knew little to nothing about the inspectors. 10/26/2013 1:41 PM	
3	28.Theinspection process was of benefit to the school. In many ways it concurred with our own self-evaluation. I believe the inspection process could be improved through developing the role of the District Inspector. If it is improvement that we seek then the District Inspector is key as they know the school. I also believe that all teachers should receive both oral and written feedback. A copy of which should be made available to school principals.10/22/2013 3:23 AM	
4	35. The Primary was awarded very good with the nursery unit satisfactory. When challenged on the Nursery Unit ETI became very defensive and would not take into account any of the things we highlighted. Apart from this the overall experience was fairly positive although it has to be said as Principal; you must stand up to the inspectors and not simply roll over. 10/22/2013 2:02 AM	
5	37.Our inspection was very positive and so there was little advice on where to go next but a sense of affirmation that we could keep going as we had been. The last inspection showed a great improvement in the personal skills of the inspectorate who were very professional but also came across as human and very willing to engage with all staff to find out as much as they could in the little time they had. Myself and the staff felt more part of the process.10/22/2013 12:04 AM	
6	43.Inspectors were very aware of pupil background & evaluations took account of this.Do know colleagues in other schools were less fortunate!10/21/2013 12:41 PM	
7	49. I was happy with most of the inspection process but was not happy about some designations. In discussions with other principals I feel the end result is down to the reporting inspection. There are no objective criteria for us as principals to be measured against. The inspection is only a snapshot in time but the label remains!10/21/2013 7:52 AM	No objective criteria
8	54. We take a business as usual approach to inspection - keeping it in context and with a view to getting on with our everyday job of education and care in an ever changing context. At our last inspection we were deemed "outstanding" in terms of our provision and as principal I had the overall perception that we were very fairly and respectfully treated. However, the fact that our reporting inspector was an ex- nursery principal meant that she exuded real knowledge, experience and perception regarding the challenges attached to our roles and responsibilities. The socio-economic climate in which our school operates is shifting and children are increasingly faced with increasing challenges in the home life. I would be concerned that in an era of cuts and additional pressure that our circumstances might not be recognised.10/21/2013 6:52 AM	
9	67.The ETI Team were fair and professional in carrying out their work. I felt, however, that we were not given a clear enough reason why our Pastoral Care	Clarity & Transparency

	<p>fell into 'Very Good' whilst I felt it to be outstanding & not different from other schools nearby who achieved outstanding in their pastoral care. We had School Council in our plans for future development - it had been put on hold from the previous year- despite this knowledge, absence of School Council was cited as a reason for not giving Outstanding grade in this area. The inspection outcome is too dependent on the personality of the ETI member who walks through your school door. There is a distinct lack of clarity & transparency as to what criteria you are being judged against. 'Value Added' is not given sufficient weight in the Inspection Process. Behind every piece of data is a child with a very personal story & history- this needs to be more effectively recognised. 10/21/2013 5:24 AM</p>	
10	<p>91. Principal of Nursery Unit and Primary. Inspectors were friendly and good to work with – very professional. Have an issue with consistency of inspection process. Very aware of school in similar circumstances doing less than we are doing but received a higher grade. No real opportunities to challenge inspection findings with relevant data - it is a take it or leave it. Limited dialogue now to teachers and principal. Entire process needs overhauled refocused and consistency across the system in gradings. 10/21/2013 2:31 AM</p>	Consistency
11	<p>107. The inspection process was led fairly and openly by the reporting inspector and his team. I was appraised along the way and the one issue that was raised was dealt with satisfactorily ~ according to the oral feedback from the reporting inspector during the inspection. Our report was deemed as overall good with no follow up. However, given the amount of 'very good' given in the post inspection report, the Chairperson did ask why the overall grade wasn't a 'very good!' This question was unsatisfactorily answered and there was no opportunity to challenge this decision! Whilst we were 'happy' in one respect the issue left with the school was a relatively minor one and the inspection event did not make any significant bearing on future developments other than give us a 'grade' of where they (inspection team) saw the school. 10/21/2013 1:22 AM</p>	
12	<p>134. We had a positive inspection experience - however I feel this was due to the fact that we had (on request) had a couple of pastoral visits prior to the actual inspection. I was a relatively new principal at the time. However the inspection is only a snapshot and I would much prefer to have more 'spontaneous' visits. I would prefer to see the ETI as a critical friend NOT an organisation of whom we are in awe and of whom we feel we need to impress. I also would like to be 'inspected' by inspectors who have had actual classroom experience within the last 3-5 years even if only for a limited time. Often as professional people dedicated to doing a good job I feel ETI go around different schools and pick up ideas of better and best practice and then come in to another setting and expect to see all of that in the one place. We got an Outstanding in our report but had it been a bad day or the weather hadn't been as kind we may have been awarded a Very Good - I don't know but a snapshot is all that can be seen on an inspection. Sorry to be longwinded! 10/18/2013 5:51 AM</p>	
13	<p>79. stressful but valuable for all 10/21/2013 3:38 AM</p>	Stressful but valuable
14	<p>69. Questions 11 and 12 are difficult to answer. We had a lot of our good practice verified and so did not have a great deal of advice from the Inspectorate as to how to continue to improve other than keep doing what you are doing. 10/21/2013 5:08 AM</p>	Advice

FEEDBACK

1	15. An inspection process which does not supply feedback on individual staff performance to the Board of governors other than the performance of the principal is of very limited use in allowing Governors to challenge poor teaching standards directly with individuals whose poor performance impacts on the overall assessment of the school and yet they are able to effectively hide under a cloak of anonymity, denial and bluster. The Board of Governors should receive a ranking for each teacher as regards their individual standards of teaching as judged by the inspection team 10/23/2013 2:29 AM	Feedback
2	30.The inspection of the school will not change the nature of pupils from disadvantaged areas where there may be little emphasis in families on GCSE expectations. Unfortunately, teachers doing their best for such pupils are held accountable for their performance and there is little regard to date for parental responsibilities. If inspection of the school is to focus on the quality of Teaching and Learning, Inspectors need to provide more detailed feedback where a teacher's poor performance is an issue. The Inspectors and the School need to work in tandem to eradicate poor performance but inevitably it is left to the Principal to address. The present systems do not support management sufficiently in dealing with poor performance. In the absence of detailed feedback, all staff are tainted with any negative reporting. 10/22/2013 3:14 AM	Feedback
3	57.My own personal experience of the inspection process is this. I have found it to be both a positive and negative tool. This is definitely attributed to the individual personalities of inspectors. I actually found one inspector so intimidating that I had to say that I didn't appreciate his tone. One huge criticism I have is that at the inspection conference in the Templeton Hotel earlier this year the speakers all spoke of their wonderful experiences during their inspections and how the feedback was so constructive. The inspectorate spoke of how it was an honour to be invited into a room to watch teachers working. This is the total opposite of what we have experienced in the past. This was a very one sided view of the inspection process and most definitely didn't reflect our experience. My staff were made to feel under intense scrutiny and there was never any individual feedback on their lessons, good or bad. My teachers wish to develop professionally and would value the professional feedback of the inspectors. In some cases the inspector walked into the room late and sat for a brief part of the lesson and then left early- this to me is just bad manners. It is vital that individual feedback is provided and it must be constructive to enable individuals to reflect on their practice and set meaningful targets to enable effective and meaningful professional development. I expect the process to scrutinise and offer constructive critical advice and hope that this will be reflected in the outcomes of this survey to improve the custom and practice of the ETI. 10/21/2013 6:27 AM	Feedback
4	72.Puts too much pressure on staff, staff then do not perform well and negative feedback leaves an awful lot of support to be given by Principal who is also in need of support. We were told we were too sympathetic to our children's backgrounds and circumstances (80% coming from highly disadvantaged families. Too much of the feed-back was based on personal opinion. 10/21/2013 4:42 AM	Feedback
5	74. I would have liked to have received a breakdown re the quality of teaching viewed in each class. I asked for this but was told it couldn't be given. I would have found it helpful in moving forward. 10/21/2013 4:14 AM	Feedback
6	76.Would like if inspectors had provided feedback to all teachers 10/21/2013 4:07 AM	Feedback
7	81.Have found having two different lead inspectors a very different experience. They had different expectations and attitudes. At present we are nearing the end of a follow up which has been very stressful for the teaching staff. Detailed oral feedback to them on an individual level needs to be given by the inspector.	Stressful & Feedback

	My school was 13 years without an inspection of any kind. Staff had not participated in much staff development before I took up post in 2008. The need for professional development and training is the key to school improvement. The inspection process has had a big impact on the quality of learning and teaching and professional development. This has been positive but the timescale has been too short and we could not sustain the current workload.10/21/2013 3:26 AM	
8	83. We felt that the final written report did not fully reflect the oral feedback which we were given at the end of the inspection. The report was much more 'bland' in its detail and did not report on many of the strong positives which were mentioned orally 10/21/2013 3:14 AM	Feedback
9	85. The majority of our staff found the experience very challenging. It had been several years since the school had last been inspected and the school had undergone significant staff changes in that time. The inspectorate acknowledged that the school was striving to secure improvement, but reporting back needs more depth. We also wish to query the way in which staff are questioned and the language used when interviewing staff. A lot of the language used is unclear and staff are often unsure about what they are being asked and feel that guidance on this area would help coordinators etc. to answer queries appropriately and to the best advantage of the school. I have been through a number of inspections and regardless of the outcome I do not believe that the experience of an inspection is helpful. Could the language used for inspection change from one of probing and fault-finding to one of support and improvement.10/21/2013 2:59 AM	Feedback
10	108 As a Principal in my first year I went into the Inspection process with an open mind and with the intent that it should be a transparent process. I knew very well that there were areas for improvement and had shared these with the ETI but was given no credit whatsoever for having identified these already. The Inspection process turned out to be a very negative process for us all. Our report itself was written in a very negative tone and although the ETI had said that our strengths outweighed the areas for improvement you would not be able to deem that from the report that was published. From very early on in the process I knew what the outcome was going to be for our school, but at no point was I asked my opinion or afforded the opportunity to present evidence to the contrary. We were told that our teaching ranged from inadequate to very good; however the Inspectors did not give teachers individual feedback and so everyone was lumped into that very broad category and left feeling very insecure about their own capabilities and left totally demoralised. We are doing many great things especially in the area of working with our parents and local community, but this was not even mentioned in the report. We were told beforehand that the ETI took on a supportive role in their inspection process; however I feel that the process has been anything but supportive and I have been left to pick up the pieces of a school devastated through a 3 day snippet in the life of our school. I have had to put plans on hold for our future development while the inspection findings become the central focus for the areas that need improved (Q12). I have agreed to Q13 to the inspection being a valuable process in that I will now know what to expect and make sure I am prepared to argue our case more fervently.10/21/2013 1:20 AM	Feedback
11	124. The teachers found the lack of direct feedback to themselves disappointing. Teachers were not happy with the approach of the Associate Inspector. I feel the inspection process is neither fair nor equitable between schools. There is a wide variance between schools and the reports written. What is deemed good/very good practice in one school may be outstanding in another depending on the team of inspectors. 10/18/2013 10:24 AM	Feedback
12	90. We have always worked hard towards Community Relations and there was no comment made in the Inspection report on the innovative work which was	Feedback

	being done in that area.10/21/2013 2:34 AM	
13	119I can't comment on many of these questions as I only assumed control of the school in September 2012 which was 2 years after the inspection had taken place. I do, however, feel that the inspection process missed some serious issues that I've since uncovered through working here; it looks like they either didn't care or else had the wool majorly pulled over their eyes! When I read the report before taking over it was pretty much useless to me. It contained very little, if any, recommendations for improvement yet the school only came out as 'good'. I would have thought a school that got this score has some areas for improvement?10/18/2013 2:30 PM	Feedback
14	126.We were pleased with the findings but would have liked individual feedback for each teacher 10/18/2013 8:44 AM	Feedback
15	129. The inspection was valuable in terms of initiating school improvement, but feedback was not useful in guiding this. School improvement has been led by school and CASS - not by feedback from inspection. 10/18/2013 6:59 AM	Feedback
16	116.When they highlighted an issue and I asked for guidance, told they were not here to do so. Also told we were young and would get there one day another comment was to stop trying to make a name for ourselves!!10/19/2013 9:26 AM	
17	132.Whilst the inspection provided indicators towards improvement the way in which it was done left a lot to be desired. There was no feedback given to any teachers the reason given that there wasn't time. As a profession we are always eager to reflect on our practice. The way in which our inspection was carried out left staff feeling very demoralised when their practice gave them no reason to be. Speaking to colleagues in other schools the criteria used in our inspection differed from the criteria by which their schools had been measured. Consistency seems to vary from inspector to inspector. There was also heavy reliance on end of key stage results the reliability of which is doubted by the vast majority of teachers. I believe our inspection was conducted with limited professional conversation and to some extent professional respect. 10/18/2013 6:27 AM	Feedback
18	141. Absolutely no areas were identified for improvement either verbally or written yet no clear information was given as to why the overall grade was very good and not outstanding.10/18/2013 4:22 AM	Feedback
19	136. The experience was very clinical overall and did not allow a professional exchange of views. The professional judgements of teachers and principal are not relevant in an exercise such as this. It is solely the view of the inspectorate with a fixed mind-set. 10/18/2013 5:33 AM	Feedback
20	128.The feedback at the session with the BOG, Principal etc was positive and emphasised a lot of strengths in the school as well as the areas identified for improvement. This was very useful and constructive, however, the written report was written in a more negative tone with the parent rep on the BOG 'astounded' at how the two reports could differ so much.10/18/2013 7:08 AM	Feedback

1	13 INSPECTION TEAM VERY DISJOINTED - SOME STAFF GIVEN VERBAL FEEDBACK, OTHER NOT SPOKEN TO AT ALL. EITHER DO IT ONE WAY OR ANOTHER. IN REPORT, WORD 'OUTSTANDING' USED 4 TIMES 'VERY GOOD' 4 TIMES 'GOOD' ONCE - SATISFACTORY NEVER MENTIONED - OVERALL 'GOOD' AS OUTCOME - RI WOULD NOT EXPLAIN WHY NOR GIVE WAY TO MOVE FORWARD. 10/23/2013 3:14 AM	Consistency & Feedback
2	39. Whilst the school did very well and was deemed to be 'outstanding' in many aspects of the provision, overall we were deemed to be 'very good.' We would have really appreciated feedback on what we would have needed to make 'outstanding.' There is not the consistency that there should be in terms of how much interaction between principal and reporting inspector which seems to vary enormously from school to school. There needs to be a move away from such a focus on end of key stage levels as we all know there is not enough consistency from school to school. These results have become far too high stakes to the point that levels given are often inaccurate which is very hard on the schools who level honestly. 10/21/2013 1:49 PM	Feedback & Consistency
3	59. Without a clear framework for inspection we will continue to have a pot luck system of inspectors who make judgments based on personal opinion, or whatever else is their mystery chosen focus for the day- usually based on something they have read but never actually put into practice themselves. There is no consistency within the inspection process and no clear guidance of how schools are to improve their gradings -or even what constitutes the grading system. One school who receives outstanding can do less than another who receives a lower grade depending on the inspector. The inspection process is not useful in any way other than to strike fear into school leaders and make them uncomfortable with their practice. We were given a very good with no points for development because things needed 'to embed'?! 10/21/2013 6:03 AM	Consistency
4	89. The process was overwhelming for a very young staff. As a self-evaluative school, we clearly were aware of the areas for development which the lead inspector confirmed. However, collecting the evidence to support the self-evaluative report before hand was so time consuming that as Principal I wasn't able to support staff in their worries about the classroom visits. Positives were it affirmed the work we are doing in self-evaluation and with a very good outcome confirmed that we were a '2' school. I challenged the numerical method of reporting 1-6 and this was taken on board as they changed to the current method after I met with a former District Inspector and reported my feelings on this system. 10/21/2013 2:39 AM	Consistency
5	99. My school has been inspected five times in the last seven years and there is no clarity in what makes a school 'good' or better. The ETI seem totally driven by examination performance despite tremendous work being done to improve the attainment of pupils at the lowest end of the academic spectrum. Unfortunately these pupils do not appear in the 5+ A*-C statistics and therefore we are seen to be failing them. 10/21/2013 1:51 AM	Consistency
6	106. While the school was evaluated as being "very good", some of the staff were left deflated by comments made to them and there was no sense of achievement at the end of the process. The "personality" of the lead inspector sets the tone for inspection and, unfortunately, there are inconsistencies in this respect. 10/21/2013 1:23 AM	Inconsistencies
7	94. The criteria was not detailed to either myself or the staff. They did meet with staff to outline the process only 10/21/2013 2:10 AM	Criteria & feedback
8	113. The problems are that there is a great variation between Inspectors. Some seem to be much more reasonable than others 10/20/2013 9:17 AM	Consistency
9	139. It appeared that very little account of our school context and intake was afforded to the process. Rather standards are assessed according to	Criteria

	<p>measures external to the school. The criteria against which schools are inspected are unclear, not explicit enough. Inspectors personal make-ups appear to influence both approach and outcomes. There would be generally held concerns about the outcomes of challenging inspectors' findings and opinions. Requirements from inspectors could grow and develop during an inspection. Ways and contacts for accessing appropriate support was not explicit. When comments referred to issues regarding management bodies eg. Accommodation and site, no follow-up from authorities to address the same were forthcoming.</p> <p>10/18/2013 5:07 AM</p>	
10	<p>142.A short inspection of our school was carried out on 5/12/11. The inspectors failed to find the measure of our school and we had no opportunity to challenge the inspectors judgements. The governors issued a complaint against the attitude and findings of the inspectorate. Even though the complaint was followed through the three stages of the procedure it was evident that the process was fundamentally flawed and was used by the Chief Inspector to ensure that the omnipotence of the inspectorate was maintained rather than investigate the substance of the complaint. Further, the Chief Inspector published the report before the complaint had been investigated. A move which I felt was very unprofessional.10/18/2013 4:07 AM</p>	Challenge

STRESSFUL

1	17. The actual Inspection which was of two days duration was a stressful, harrowing period for all and whilst it was only of two days duration it still had a majorly negative impact of those associated with the work of the school. The use of an Associate Inspector caused concern. The two accompanying members of the ETI were professional and courteous however the third member (an AA) was overly demanding, critical and lacked professional courtesy. This causes great concern and whilst this school performed extremely well in the inspection we felt as a community that it was a "brutal" experience and one which will take the school some time to recover from.10/23/2013 12:59 AM	Stressful
2	19.As a teaching principal, I found the time frame for completion of the self-evaluative pro-forma prior to inspection very short and stressful. It is an excellent idea and I found it a great way to reflect on our practice but ended up working until the early hours each night as I wanted to do it well. I feel 2 weeks notice is perfect for schools to prepare for the inspection.10/22/2013 12:11 PM	Stressful
3	20. Absolutely devastated some staff. 10/22/2013 9:50 AM	Stressful
4	22.Too much fear among staff. Added unnecessarily to stress levels and workload. Over emphasis on challenge and not enough focus on support or help to improve. 10/22/2013 8:49 AM	Stress
5	24.This was my third inspection and definitely was as by far the most stressful of the three. It was much more in-depth than previous inspections. Although we were pleased with the report comments ranging from good to outstanding I feel that as a principal I was left none the wiser as to whom my excellent practitioners were and who might need support.10/22/2013 7:20 AM	Stressful
6	26.The inspection process is a very stressful one. Many teachers are under so much pressure that they are not performing at their best while some others excel under pressure and give a false appearance. Maybe it is an idea to shorten the notice time for an inspection and lessen pressure for schools. Inspectors need to have a more realistic view of school life. Inspections in current form are very artificial in nature. 10/22/2013 5:59 AM	Stressful
7	27.The inspection shook the confidence of those teachers that really cared about the children in their care. It left a legacy of bitterness behind and diminished the learning experience of the pupils. The inspector who was most critical had a very patchy reputation in her own school. It has done nothing to enhance the teaching and learning experience in the school. The inspectors did not allow for any deviation to teaching and learning outside their strict dogma.	Stressful
8	32. I hadn't seen an inspector in almost eleven years, which I felt was totally dissatisfactory. The whole experience was extremely stressful leaving staff shattered and difficult to motivate after receiving outstanding. 10/22/2013 2:44 AM	Stressful
9	33.We had a very positive outcome but it was extremely stressful for all concerned! 10/22/2013 2:28 AM	Stressful
10	41.The whole process was driven by Key Stage targets and achievements. it was extremely stressful for all concerned. 10/21/2013 1:15 PM	Stressful
11	42.Stress. Promised help does not materialise. The School is left to carry the can, the promised support is disjointed and uncoordinated10/21/2013 12:53 PM	Stressful
12	44. The inspection was a charade as the only thing that was of interest to the inspectors was the statistic for GCSE A-C and they came with an agenda to close the school. We had 3 different inspection reports before the published one, each one more negative than the previous. Staff were poorly treated - indeed my office staff refused to bring them trays because of the attitude of the inspectors. Several parents complained about the interrogation of their	

	daughters on pastoral issues - and when I mentioned this, I was told that 2 inspectors were present and no interrogation took place!10/21/2013 11:38 AM	
13	46. Staff were stressed but found the process better than they expected it to be. They were concerned that they did not receive more significant feedback to give them pointers or affirmation for the future. They felt this was a very important part of the process that was minimised.10/21/2013 9:58 AM	Stressful & Feedback
14	47. However we believe inspections should be unannounced to avoid stress that comes with it 10/21/2013 9:19 AM	Stressful
15	65. The inspection process was one of the most stressful times in the lives of the majority of the staff of this school 10/21/2013 5:40 AM	Stressful
16	66. Inspectors took anonymous staff surveys at face value - never investigated just laid blame at door of leadership. Feel this is very unfair.10/21/2013 5:38 AM	Unfair
17	68. The inspection made no reference to the fact that I am a teaching Principal and how diverse and demanding a role this is.10/21/2013 5:22 AM	
18	34. The process left the staff in the school feeling very flat and wondering where else they could find the energy to do things differently. Unfortunately a couple of the members of our inspection team were very unapproachable and were not at all willing to listen to our point of view. We have responded to the advice/areas for development that were identified to us as we are a very professional body of people, however the outcome was very de-motivating and it was hard to come back from the lack of enthusiasm that was shown for what we believe we do very well in our school.10/22/2013 2:15 AM	Demotivating
19	29. The impact of the inspection was a demoralised staff, damaged reputation with parents (which the school had worked hard to improve) and a drop in numbers leading to financial issues.10/22/2013 3:22 AM	Demoralised
20	50. The inspection was "done to us, rather than done with us" 10/21/2013 7:24 AM	
21	80. Had no indication what the final judgement was going to be. When asked for reasons for the grade given, it was very vague with only minor suggestions for adjustments. It was an extremely harrowing experience for all concerned and particularly for leaders. Having been through a number of Inspections in my teaching career, this was the most daunting and stressful. I always felt the Inspection process confirmed good practice but also was there as a sounding board for improvement and a support mechanism - now it seems more like the name and shame scenario. Having said that, this school seems to have got off lightly compared to many. The whole purpose behind the practice now seems to be scrutiny but very little support. I also found that personnel in the inspectorate varied in their level of requirements and judgements. Equally the emphasis changes depending on what is current at the time. 10/21/2013 3:27 AM	Stressful
22	93. The inspection process is highly stressful for all-why not move to a system whereby the inspectorate are using their expertise to support and develop schools in a more collegiate manner 10/21/2013 2:25 AM	Stressful
23	98. Goalposts keep changing, at each inspection there is something new in vogue. Process much too stressful for teachers. 10/21/2013 2:06 AM	Stressful
24	15. We had a very positive inspection outcome but the whole process was extremely stressful. I think this is largely due to the public nature of the outcome. 10/22/2013 2:38 AM	Stressful
25	118. A traumatic experience for all staff. Inspectors should have an on-going advisory role. There is confusion among teachers and Board advisors about what inspectors are looking for and apparent differences in views among the inspectors themselves. 10/18/2013 3:23 PM	Traumatic
26	114. We are a reflective school and continually striving to do the best for our children and parents who are the real inspectors. The inspection process is extremely stressful for all concerned and I hope to retire before the next one even though I still enjoy my job with the children! 10/20/2013 6:58 AM	Stressful

27	123.The actual inspection went well and was carried out in a professional manner but the stress it caused was huge10/18/2013 12:09 PM	<i>Stressful</i>
28	133. A 'satisfactory' led to a lot of soul searching amongst already hard working staff in school. High stress levels before during and after actual inspection. SMT left to pick up the pieces when ETI left. Individual ETI seemed to take 'personal delight' in negative feedback. Follow-up went well with completely different ETI personnel.10/18/2013 6:05 AM	<i>Stressful</i>
29	138.There are too many occasions, in many schools, when good teachers, Co Coordinators and Senior Staff have been left upset after inspection. This is not conducive to improvement, and I, personally, find it unforgivable. 10/18/2013 5:18 AM	<i>Upset</i>
30	102.Confrontational, unpleasant and lacking in any real empathy or insight. 10/21/2013 1:45 AM	<i>Unpleasant</i>
31	84.The anonymous questionnaires are a disgrace and allow anyone to misrepresent the truth, slander or destroy a colleague's reputation. If they are to be conducted - they should be open and transparent - named and shared with all concerned - with real integrity and accountability. 10/21/2013 3:11 AM	

DATA-DRIVEN

1	5 We felt that the only criteria was key stage results and it did not take into account variations in class size, for example one year there were 6 children in KS2. 2 were SEN, 2 at Level 4 and 2 at Level 5. That meant we were below the NI average and we did not feel that was taken into account because all they looked at were the statistics.10/24/2013 6:29 AM	Data driven
2	8 Only interested in end of key stage data. Not interested in our 'value added' 10/23/2013 1:34 PM	Data
3	14 Focuses too much on data with a high expectation in all schools for high scores/levels regardless of percentage SEN or percentage low ability especially when there are neither the resources, equipment or the manpower. Classes are big and there is sometimes little support from Parents. Inspectors expect you to build a mansion when sometimes all you have is sticks and string!10/23/2013 2:53 AM	Data
4	40. Inspectors seemed more interested in their preconceived and narrow focus of what constitutes good management/leadership. 10/21/2013 1:24 PM	Narrow Focus
5	45. At the time of the Inspection the Inspectors were data driven. There was an inappropriate emphasis on end of Key Stage results without taking into account the number of pupils with statements or significant special educational needs in the year group. These information had been provided along with an analysis of our results compared to the NI average and the bench marking. Just because children aren't entitled to FSM doesn't mean they can't have special educational needs! I feel that this agenda was not the fault of the Inspectors but was one they had been detailed. The school was designated a 'Good' school. The only thing we had to address was to further develop use of data. It would appear during discussion with Inspectors and Governors that if the end of KS2 results had been in a higher quartile the school would have been 'very good'. We were 'outstanding' in other areas including in teaching.10/21/2013 11:01 AM	Data Driven
6	97. The inspection process did not take into account fully the low levels of ability of pupils entering the school at Year 8 and the achievements at the end of Year 12. 10/21/2013 2:06 AM	
7	110. We have been adapting (slowly) to the emphasis on use of data but are frustrated that, on some occasions, the data seem to be ALL important. Our inspectors were highly professional and conducted themselves totally appropriately, keeping us well informed at all stages. It was, however, still a very stressful experience.10/21/2013 1:14 AM	Data Driven
8	130. Our school was given inadequate based upon end of key stage levels not on the quality of work taking place in the school. The overall grading does not fit with our report or the comments and observations made on the week of inspection. 10/18/2013 6:57 AM	Data
9	36. As a small school we sensed that the inspection was being used as a tool in 'area based planning!' 10/22/2013 1:43 AM	Context
10	11 The inspectors did not take note of the deprived background the children came from and the reason for the number of children on the special needs register.10/23/2013 3:41 AM	Context & value-added
11	101. I was only on post 2 years - children can only do their best - schools should be judged against a child's natural ability and not the fact if the child got a level 4 or not. FSM has nothing to do with academic ability. 10/21/2013 1:48 AM	Context
12	117. I still do not believe anyone can understand how difficult it is to teach in a socially deprived area when they want to see results ie End of Key Stage results. We have to be seen in improving 'small steps.' See Sims manager predicted scores 10/19/2013 2:33 AM	Context

SUPPORT

1	4 A steep learning process left us with a lot of work to do. But in hindsight, we were inspected at a very apt time, as we received all necessary support from the Board, I do not think that half of the support would be available now. 10/25/2013 6:24 AM	Support
2	56. The support my co-ordinators and staff have received from CASS has been excellent. Having a mentor as Principal has also been invaluable. There is a need for more of this type of practice and support if all schools are to develop and improve. 10/21/2013 3:33 AM	Support
3	61. I was only in post as principal for 5 months when we were inspected - this was a year too soon. 10/21/2013 5:53 AM	Unfair
4	120. Inspection team was very aloof made us feel on edge instead of being a critical friend 10/18/2013 1:34 PM	
5	125. The Inspection process was very difficult for me as a new principal of only 6 months there had not been time for me to make the necessary changes to the school development in that short time and felt that this was not taken into account. There were many difficulties previous to my appointment and I was slowly making progress I thought had done a great job of turning the school around but previous difficulties or problems were not looked at it was what was seen at the time which was noted upon and I felt this was unfair. 10/18/2013 8:58 AM	Unfair
2	92. At the time of our inspection I had only been Principal for 1 1/2 years and had never been through an inspection before. I didn't challenge the inspectors about any decision that had been made about our school. 10/21/2013 2:26 AM	Unfair
7	115. The questionnaires allow staff opportunities to air grievances. They are reported back to the school at the beginning of the inspection process. This entire system needs to be reviewed. 10/20/2013 2:44 AM	Unfair
7	115. The questionnaires allow staff opportunities to air grievances. They are reported back to the school at the beginning of the inspection process. This entire system needs to be reviewed. 10/20/2013 2:44 AM	Unfair

GENERAL

1	77. I was not in post at our last inspection and am therefore unsure of some responses but I have based our most SDP and our recent improvements on new initiatives from the board and from our own self-evaluation rather than the inspection findings. 10/21/2013 3:55 AM	General
3	96. I am a new principal in this school and was not directly involved in the process - I base my comments on how school has developed since then 10/21/2013 2:07 AM	General
4	103. I am completing this as a newly appointed Principal who was not in post at the last inspection. However from reading the report and obtaining the opinions of my SMT I am answering these questions. 10/21/2013 1:45 AM	General
5	105. question 12 - it is too early to answer this question as inspection only 2 weeks ago 10/21/2013 1:38 AM	General
6	111. The inspection to which I refer was a Focus Inspection and not a full school inspection 10/21/2013 12:14 AM	General
8	131. Would prefer more regular contact (termly) with our district Inspector. 10/18/2013 6:36 AM	Approach

Q22 Please add any comments you wish to make about your experience / views on the inspection process Answered: 85 Skipped: 366100%

	46. We had a very positive experience of the inspection process 10/21/2013 4:55 AM	Positive
	56. We learned much from the process. We appreciate that data is crucial but the emphasis was also on the other needs of children - we found it to be a warm process in which much qualitative data was gathered through observation and informal discussion with, for example, student teachers. Thankfully the process shone lights into areas we overlooked and we are thankful for that. 10/21/2013 2:46 AM	Positive
	74. Fair and supportive team 10/18/2013 11:40 AM	Positive
	11. In my experience the Inspectorate were interested in building a complete picture of the school. There was an emphasis on data but I didn't feel it was data led. We were not held responsible for factors outside our control, but that may have been more to do with our particular school experience.10/22/2013 7:12 AM	
	20.We cannot make excuses for poor teaching and it is very easy to hide behind the process of inspections and blame the outcomes rather than reflecting openly and honestly on what is happening in the classroom and throughout the school. As an associate assessor I have found the teams often to be more generous and positive than I would have expected!! 10/21/2013 1:54 PM	Positive
	54. We had been waiting for an inspection for some time and when we got notice we just embraced it. The process was not too daunting and members of staff appreciated very much, conversations between themselves and ETI during the inspection. 10/21/2013 3:09 AM	Positive
	38. I cannot complain about our own experience; however I am aware that other schools are not as happy with the process, and some of my answers have reflected this. 10/21/2013 5:56 AM	With reservations
	42.During our Inspection the verbal feedback was very helpful. I wouldn't say that the statements were measurable.10/21/2013 5:51 AM	With reservations

	36. Extremely stressful re factors beyond our control ie unsettled child, staff absences 10/21/2013 6:03 AM	Stressful
	39. Extremely & unduly stressful. Inspectors not in touch with the reality of teaching day-to-day. 10/21/2013 5:56 AM	Stressful
	82. Stressful. 10/18/2013 5:20 AM	Stressful

	2. There was no guidance as to how to further develop the practice in the school or staff development. While the school achieved the top grading the reason I believe my school to be outstanding is that we are constantly evolving and innovative in our delivery. If I had simply gone on the inspection feedback I would have stood still for the last 4 years as no progression was suggested. No school is beyond progression and that appeared to be the attitude when you are declared outstanding. 10/26/2013 1:46 PM	Feedback
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	5. Having just finished the New Model Inspection - there was an excessive reliance on quantitative data and assessment and examinations with outcomes already decided before the visit from data sent prior inspection. Rather than an enabling process, I am left dispirited if not destroyed as a person to continue to lead a school which I would say is a good school but deemed satisfactory. The process totally ignored value-added, family and community factors, the impact of selection and the journey the school has undertaken to raise self-esteem and performance. There was no training other than what was on line informing us of the big picture -- it was hit the ground running. It is totally unacceptable process. I am personally left totally devastated and demotivated with the task to support staff!!!! 10/23/2013 3:49 AM	Data Driven
	7. The pastoral caring ethos in a school, something which requires hard work and strong leadership is not high enough up the scale as a measuring tool for a successful school. It is often used in a report as the token positive element in what may otherwise be a failed inspection 10/23/2013 3:02 AM	Data Driven
	9. The focus on our inspection was on data and its application. Not everything of value to a child's life can be measured! 10/23/2013 1:07 AM	Data Driven
	14. Inspection of End of Key Stage Data is a complete farce as schools fix their data to match so called norms for NI. Inspection must take account of individual pupils ability and progress. 10/22/2013 2:57 AM	Data Driven
	29. The ETI is 'a law unto itself'; the organisation, as I currently view it, is populated by data-driven, 'tickbox' inspectors who still - too often - have little / no direct experience of working in / leading the learning environment they are inspecting. Little account is taken of context and finance; it seems to be a 'one size fits all' approach. A visit from our District Inspector recently offered the ETI as a replacement 'helping' service in the absence of CASS. I found this patronising and disappointing, given that there is no clear strategy of maintaining contact between schools and the ETI. This school had invited the District Inspector to attend celebration events on two occasions; neither invitation was even acknowledged, let alone accepted / rejected. More recently, the service refused to provide a speaker to open a teachers' conference at which more than 150 practitioners would be present; such an approach is risible. As a professional, I have undergone inspections on five occasions; I have found them to be fair and clearly structured / managed. Recent experiences point to a much less organised and less clearly led body who have much ground to make up in terms of relationship building - more so in the light of recent evidence that the ETI is very much an extension of the Department of Education's policy. 10/21/2013 7:09 AM	Data Driven
	31. At times the process becomes overly dependent on data. The actual overall	Data Driven

	experience of the pupils and the transformation of the pupils into mature responsible young adults I feel is missed. Education is not a product.10/21/2013 6:56 AM	
	32. I believe over the last 3 years the emphasis has shifted very much to a data driven process 10/21/2013 6:50 AM	Data Driven
	34. Inspection no longer focuses on learning and teaching but is driven purely by data and does not take account of a school's context.10/21/2013 6:11 AM	Data Driven
	40.We have very small class numbers so one weak child in a class really alters overall results – the inspectors did recognise this through the averaging of the last 3 years results. 10/21/2013 5:55 AM	Data Driven
	51.They judged this school purely on the data results that were out of date at the time - working on scores from the previous year. This school is particularly conscientious when levelling at the end of each key stage and would be quite conservative with results. This did not go well in our favour. The teaching was found to be good to outstanding in every case but the school received good because of the data. The Nursery was given Satisfactory - this, I was told, also had a bearing on the overall grade for the school yet there was a separate report and grade for each level.10/21/2013 3:33 AM	Data Driven
	52.From our experience the inspectors were totally data driven. We were too honest and found ourselves penalised. All our tests are administered under robust conditions I would question if all schools do this.10/21/2013 3:30 AM	Data Driven
	53. It is clear we are measured by certain factors irrespective of how well we are doing, or how innovative practice is - if it doesn't fit their 'spec' it is overlooked or only commented on orally! 10/21/2013 3:13 AM	Data Driven
	64. In our experience and in talking with fellow principals I am left with the impression if not the reality that the inspection process can vary according to the team inspecting. Our experience was of a reporting inspector who was keen to listen and understand the context of the school. He noted the Key stage results but was eager to learn what the school was doing in the context of its own data gathering and made due and appropriate reference to this. Perhaps because the standards set and other results achieved demonstrated improvement our experience was more positive. This does not always seem to be the case however and as a whole I am left with a real sense that we are being driven by data and the desire to produce statistical evidence which demonstrates improvement! 10/21/2013 1:28 AM	Data Driven
	67.The business of data and expectations of higher levels of achievement regardless of individual pupil differences is unrealistic. Will all the data make the children learn any better? A child who achieves level 3 at the end of Key Stage 1 but can't get past level 4 at the end of Key Stage 2 becomes a matter of failure for us in school. The reasons for the lack of a level 5 may be spurious but we are on the back foot immediately with the inspectors.10/21/2013 1:15 AM	Data Driven
	68.Data: By way of an example, a parental pre-inspection form had clearly and agenda where all of the most negative boxes were selected. (No other parent had indicated any single negative box) This was the reason stated for a very intrusive "look" into our child protection procedures which ensued. 10/21/2013 1:14 AM	Data Driven
	72.My school needed a lot of work when I took over in terms of bringing it into the 21st century. Even some major cosmetic and branding work. I have also been putting in place after-school clubs, wrap-around care and a whole revised music provision but it pains me that when I read inspection reports none of these things seem to matter. It's all about the academic data yet a school cannot provide well for its community without these things! I feel like my 1000s of hours' work are meaningless to them. 10/18/2013 2:33 PM	Data Driven
	75.Very data driven - attitude is that if data doesn't show it then it isn't good. Not all data is taken into account. Our school had some very good data analysis work done, but it wasn't what they were looking for so in their view, it didn't count! 10/18/2013 7:02 AM	Data Driven

	76. We showed evidence of value added and internal data which showed how most of our children are actually over achieving but the only data of interest was end of key stage levels. 10/18/2013 6:59 AM	Data Driven
	17. The inspection process provides no information about the improvements pupils make year on year ie progression, but rather about the final exam results. A more comprehensive view of achievement and progression would provide evidence of the work schools are doing, rather than patting on the back those who start from a very strong base with very able children. 10/22/2013 2:17 AM	Data & Value-added
	35. We need a system of appropriate baseline assessment, starting in the nursery schools, so that progress may be observed throughout a child's school life and not just measured by end of key stage results. This would demonstrate each child's progress even if they do not meet expected (inappropriate for their community context) levels. It would also ensure smoother transitions for children between schools and settings. Teachers would have to take more notice of where a child has come from and their specific learning needs. It would also help to raise attainment as teaching would be able to move children on from where they are at and not take them backwards at the start of a school year as currently happens in some schools. 10/21/2013 6:09 AM	Value-added
	28. I believe in the numbers - it is important the schools know where they are and what they are trying to achieve. I also think that the soft data also is also important. I have big issues with the amount of money wasted on CBA - which isn't really tell us much are were mostly just put into files. 10/21/2013 7:23 AM	Data driven
	49. While the process is measurement driven, our experience was that the ETI looked carefully at contextual factors. My criticism would be that they view outstanding lessons before Inspections and therefore have a pre-decided view of what is outstanding. In fact, in any school, a really good introductory lesson might be all-singing, all-dancing and then be followed by a set of 6 lessons rolling out from that. I think my staff felt under pressure to be show-casing during the visit, rather than continuing on with their work, because the ETI did not necessarily view their lesson as outstanding unless they had seen the 'performance' aspect. This is a weakness. 10/21/2013 3:46 AM	Unfair & data driven
	63. Once size fits all approach - driven by a political agenda 10/21/2013 1:46 AM	Data driven
	69. At times the inspection grade seems to be pre-ordained e.g the percentage of children at level 4+. This nonsense is ruining education 10/20/2013 9:19 AM	Data driven
	55. The inspection process needs to take more account of value added to children's lives. Under pastoral care they do take this into account but number crunching is their main aim and we must meet targets some of which are impossible given the external elements which we are dealing with. 10/21/2013 2:47 AM	Value Added
	59. There needs to be a more detailed measure for Value Added 10/21/2013 2:20 AM	Value Added
	62. There is no robust method of showing 'value added' in Northern Ireland Schools as there is little confidence in the accuracy of KS2 and KS3 levels. 10/21/2013 1:54 AM	Value Added

	4.Associate inspector didn't actually have the experience of the children's learning difficulties 10/23/2013 7:49 AM	context
	1.There is inappropriate emphasis placed upon Value Added in the inspection process. 10/27/2013 9:00 AM	Context-value added
	10.It takes no account of what we do which is supporting all children and valuing their contribution. 10/22/2013 9:52 AM	Context
	3.Context definitely not taken into consideration 10/23/2013 1:36 PM	Context
	30.The context of individual year groups must be taken into account when reviewing the relevant data.10/21/2013 7:05 AM	Context
	44.Schools are given the opportunity to explain their context but I'm not convinced that it is fully taken into consideration.10/21/2013 5:29 AM	Context
	71. Free School Meals is a ridiculous way to compare schools. I am appalled that we are still using FSM bandings!10/18/2013 2:42 PM	Criteria/FSM
	57. Many inspectors are totally removed from the reality of a busy working school 10/21/2013 2:43 AM	Context
	61. ETI staff are out of date with the difficulties teachers are experiencing daily because the Inspectors have not taught in many years.10/21/2013 2:02 AM	Context
	66.They take account of value added if schools provide that information 10/21/2013 1:20 AM	Context
	70 One of the inspectors should have taught in a socially deprived area in the last 5 years and have taught in a socially deprived area for at least 10 years.10/19/2013 2:36 AM	Context

	8.No criteria provided.....what markers are there for each grade? 10/23/2013 1:46 AM	Criteria
	27.Schools' own data was not accessed by the inspection team as it would have dealt with social context, value added etc. Some data is good for the school's side of the equation, but it needs to be accepted as useful by inspectors. They seem only to use End of key Stage 2 results and make their narrative fit the results in a crude and tunnel vision sense.10/21/2013 7:28 AM	Criteria
	13. The inspection process should adopt a partnership approach to raising standards. I believe that inspection and management working together can support effective change. Teachers sometimes find it difficult to accept negative comment from some who would not be able to deliver any different outcomes if they were working in a similar situation. It often appears that schools are inspected by inspectors who have had little if any experience of teaching in areas of social deprivation.10/22/2013 3:21 AM	Criteria

	16.Again I think that school leaders must put forward the case for their school. It's hard for ETI to go against school judgements that are based on sound evaluative practices. However it is the potential difference between ETI Teams that cause the greatest issues - in conversation with colleagues there appears to be a lack of consistency within ETI. 10/22/2013 2:23 AM	Inconsistencies
	78.Covered earlier - we had a positive inspection with very positive feedback and 'treatment' – however I know schools where I would consider the practice to be very good who have not had the same experience. Different ETI inspectors have different approaches and it would appear not always to be consistent. 10/18/2013 6:13 AM	Inconsistencies
	85. It adds very little of value to the school improvement process. There is no consistency and it depends on 'who you get' as to the approach. Money would be much better spent on the professional development of teachers.	Inconsistencies
	12. It always seems that inspectors are sent out to find fault. They have their	Criteria &

	own agenda and are not interested in schools which have had success in areas of teaching and learning not on their agenda. Why are ex-grammar school teachers inspecting primary schools particularly since they not only have never taught in primary schools but have never taught a class in 10/20 years.10/22/2013 3:30 AM	inconsistencies experience
	43. The emphasis on FSM is over rated. I have always argued on measuring the progress of pupils within their seven years at Primary school instead of the level they leave with. For example, many of our pupils beginning in P1 could be levelled at -1 if it existed and leave at Level 2 which is a rise of 3 levels. However, many pupils entering P1 where the home learning environment is very positive are beginning school at a more advanced level and yet may only leave at level 4.10/21/2013 5:41 AM	Criteria
	65.A complete revision of school inspection is required which provides actual support to improve rather than a snapshot view based on a very narrow set of indicators. 10/21/2013 1:21 AM	Criteria
	6.Principal's view was not taken into account. 10/23/2013 3:43 AM	challenge

	21. Focus on one negative comment from parent questionnaires rather than the 99.9% positive comments.10/21/2013 1:26 PM	Unfair
	23. There are issues that one person cannot change but one is left to feel that it is One takes bad reports personally10/21/2013 12:55 PM	Unfair
	24 My BOG realised that no account of the Numeracy/Literacy/SEN scores at intake or at KS3 were taken into account by the inspectorate and asked how it was fair to judge a School's GCSE results without so doing - they were told that it was not their practice to look at these scores! They were asked to identify teachers who were in each category eg. good, satisfactory, etc and how teachers who had always been previously judged as excellent were now just deemed satisfactory and the reporting inspectors refused to answer.10/21/2013 11:46 AM	Unfair
	37.While they are supposed to be advisors it never feels that way. There is always the feeling that they arrive to find fault and no matter how hard we are trying with the very limited resources that we have due to spending cuts there is never any recognition of this fact. Their report should speak of the unfair distribution of school funding including many of the earmarked funds that have over the years been a great asset for many schools to have while others like myself get NOTHING. This unfairness is never taken into account when the school is compared to others who can provide all the extra resources that the extra money can buy.10/21/2013 6:03 AM	Unfair
	41. In my experience, value added is commented upon by the inspection team; however the school is still judged in overall terms and reported on as such, in terms of schools in advantaged areas, where schools may be very successful without any need for excellent teaching.10/21/2013 5:54 AM	Unfair
	47.The inspection process fails to measure contributions on a pastoral basis and the impact schools make on students experiencing difficulties. It is unduly biased towards performance results with unrealistic expectations in some instances, with minimal consideration also given for students with special educational needs. It would be interesting to find out how many actual ETI Inspectors have taught in Secondary schools with a high percentage of SEN and FSM? 10/21/2013 4:42 AM	Unfair
	58. Not only are schools held to account by factors outside of their control but via the parental audit schools are denied the opportunity to respond to complaints in a contextualised manner. This to me is against all natural laws of justice.10/21/2013 2:27 AM	Unfair

60. Although I was not in post during the inspection I feel the teachers were not given a good opportunity to show what they had added to the pupils , especially in literacy and numeracy.10/21/2013 2:13 AM	Unfair
73. I feel that nursery schools are held more to account than the private sector - they have factors outside their control overlooked that nursery schools are slated for 10/18/2013 12:13 PM	Unfair
81. It was felt that some schools appeared to be favoured over others even when it is known that standards are significantly different from one school to another. This would appear to suggest that other dynamics can be at work. Base-lining children to ensure appropriate teaching is desirable but standards expected take no cognisance of the current cohort of children in any given year group. Social circumstances and factors impinging on the home appear to be ignored or minimised in the inspection process and when it comes to reporting in the public domain. The degree of influence of schools on children's performance lies around the 20% mark but this is not reflected in the process and execution of inspections. Numeracy and Literacy levels are the primary concerns of government but many other expectations are imposed and impact daily on schools; there appears to be no acknowledgement of other demands on schools that would serve to inform and temper appropriately expectations in the core area of pupils' performance. In this context the curriculum should also be reviewed to allow time to develop core skills in all children - the curriculum is too packed or 'broad' and schools often have too few RSO resources at their disposal. 10/18/2013 5:28 AM	Unfair
83. The baseline ability of the pupils entering the school is not considered in any way. The simplistic categorisation of schools in FSM bands is a flawed and misleading measure by which to judge the school context. The focus on evaluating school performance against a NI Average condemns half of all schools in the country to "failure". 10/18/2013 4:25 AM	Criteria unfair
50.The overall rating which a school receives is predicated by outcomes regardless of the progress made by pupils or the barriers to success that many schools are working hard to overcome - not a satisfactory state of affairs.10/21/2013 3:42 AM	Support
45. The Inspection process measures success on the many initiatives voiced on schools by the Department. Many of these such as Healthy Lifestyles have to educate and change parental attitudes before schools can make a difference.10/21/2013 5:12 AM	Support
19. Special Schools are quite different. Regular inspections. Excellent relationships. ETI & SP Schools would still benefit from schools supporting each other - mentoring, shadowing tutoring model where we learn from each other and support each other and monitor each other's progress/improvement targets. ETI would then provide an invaluable role in moderating procedures...including SE procedures.10/21/2013 4:40 PM	Support
77. As a former Associate Assessor I was at times perturbed by the distance between ETI members' expectations and the daily working reality of a school .10/18/2013 6:44 AM	Support
84. The lack of conversations between teachers and inspectors is very concerning. Teachers do not have enough opportunity to describe, for example how they manage their planning file. Documentation is often written at a level to satisfy the inspectorate rather than a "working" level appropriate to a professional teacher. There is a distinct lack of individual feedback which would allow for issues to be discussed rather than assumptions to be made. ETI cause stress and anxiety before they arrive, why is that? What causes the profession not to see their visits as helpful in supporting the work of the school towards further improvement? 10/18/2013 3:55 AM	Stress/Support
22.Since it has been 7 yrs since our school's last inspection I am answering the questions from our experience 7 yrs ago. The inspection process may have	General

	changed since then. 10/21/2013 1:09 PM	
	25. The main concern about the Inspection process here is the attitude and the agenda of the Chief Inspector. Is she trying to change our system into that of OFSTED? 10/21/2013 11:05 AM	General
	26. I remember how the reporting inspector in the early years didn't say hello to the children, and was aloof from them for most of the observations.10/21/2013 10:33 AM	General
	33.As per question 14 10/21/2013 6:27 AM	General
	48. I have come into a school that is need of updating major resources - KS2 reading scheme, play based resources etc. - and my budget has been left very tight by the outgoing principal - difficult to push for curricular improvements with this10/21/2013 4:28 AM	General
	79. Important role of principal to put the school in context for the visiting ETI team. 10/18/2013 5:47 AM	General

Q32 Thank you for taking the time to complete this survey. Please use the space below if you wish to offer further comments on any of the issues raised. Answered: 97 Skipped: 354

	48. I can see the value in No.32 but I fear that this could open to abuse if it is too friendly. My experience with ETI has always been open, approachable but professional - I would not want to see this change 10/21/2013 4:30 AM	Positive
	57. I think the inspection process is valuable and allows everyone to be held to account. 10/21/2013 3:24 AM	Positive
	61. The fact that ETI acts as an external monitor on the work of schools should be valued. Schools too often oppose / reject ETI's outcomes when in the final analysis schools should remember that adults caring for children must see that the process is about children. In terms of a critical friend/mentor inspection, one would never accept that if restaurants were to adopt the same approach! People need to be real about the need for the inspection service as it stands - none of us would want children/schools to slip through a net of complacency. 10/21/2013 2:53 AM	Positive
	54. I know the anxiety that the current inspection process causes. Especially when the school has not been recognised for the excellent or good practice. The naming and shaming is a disgrace and dishonour to those who have given their whole life to the profession. If there is something to be addressed, this should be identified and support given before an inspection. The term 'inadequate' is totally unsuitable and degrading. Naming and shaming using the term inadequate has resulted in destroying the lives of some people - the harm that this can do is completely unacceptable. Some senior leaders I know who have suffered at the hands of the present inspection process, are on medication as a result. It would not surprise me if the stress caused may end in a more serious consequence! Something needs to be addressed before this happens. 10/21/2013 3:45 AM	Stressful
	85. Inspection, at best is a very negative experience, and at worst, puts genuine fear into teachers and school leaders. To my knowledge, there is no other professional body which has to put up with this level of scrutiny or stress.10/18/2013 7:06 AM	Stressful
	50.An Inspection is a totally stressful time for all staff. It would be helpful if they were here in an advisory capacity and gave helpful suggestions for improving. A shorter period of notice might be a good idea as staff are totally stressed before the inspection begins. 10/21/2013 4:14 AM	Stressful
	20. Why is it that conscientious teachers and Principals constantly leave school with the ingrained feelings of guilt that they should be doing more - when the job eats into their family life. This system of inspection is not a healthy one when the education of children is driven by fear of failure. At present the only agenda is the attainment of 5+ GCSE including English and Mathematics. Pupils from disadvantaged areas may well ask "is there life after GCSE?" By focusing so strongly on the academic, we are limiting the achievement of many pupils in their areas of strength and interest and reinforcing their sense of failure. 10/22/2013 3:37 AM	Fear & Stress
	96.The inspection process set our school back. It was unhelpful to me as principal because it was not specific enough. Orally I was being told things that were not reflected in the report. The oral report was quite damning. The school was left demoralised and teachers were very unhappy. It was the worst experience of my life and has made relations within school difficult. Teachers could not take on board what ETI said and I was damned for being so negative. It has had a serious impact on my health and family life. The inspectors damned one key stage but this did not help as I knew who the weak links were and 3 other teachers were damned along with them. We were graded satisfactory but from what was said to me I was concerned that we would be graded inadequate.	Stressful

	It was also reported in the community that we had had a bad report and this occurred just before Open Day so has had an impact on enrolment. I have considered resigning because of what has occurred and am now on medication for stress. This should not be what an inspection should be about. 10/18/2013 4:16 AM	
	30. Although our school received a very good rating. The Inspection process left me demoralised and undervalued. 10/21/2013 1:28 PM	Under-valued

	26.The current criteria 'reward' certain types of schools and socio economic areas, and do not identify this in the reports. There is no recognition of the progress made over a course of time to improve results, which may still be 'D' grades but are well done for a pupil with a reading age below 8. The process results in teachers feeling inadequate or poor at their job, when in fact the opposite is the case.10/22/2013 2:20 AM	Criteria
	48.We found our own process of self-reflection and audit / action plans much more beneficial than the 1.5 page document they produced which had very little substance. 10/21/2013 8:49 AM	Criteria
	51. Inspections are totally driven by Data and not pupils. An Inspection should be seen as a support mechanism and not feared 10/21/2013 4:10 AM	Criteria
	77.There should be more consistency within the Inspectorate. They should be inspecting against criteria which can be utilised in all schools and take account of context etc. 10/20/2013 2:48 AM	Criteria
	41.Publishing reports is a major issue, in that in a primary school individuals such as the principal and SENCO are clearly obvious to the reader. This information should be for private consumption by a school's Board of Governors, not published on the www for all and sundry to read. 10/21/2013 6:17 AM	Criteria
	86. It is misleading for parents that a school should be evaluated exclusively on data and measurable outcomes. Whilst teachers and principals welcome the challenge of raising standards and improving the life chances of young people it is demotivating to feel that so much of our pastoral work is at best subsidiary and at worst irrelevant when inspection teams come to call. 10/18/2013 6:52 AM	Data Driven
	49.As a school that received v.good overall I believe that we have now moved towards outstanding as a result of ETI challenging some of our practice. It would have been even more helpful had the feedback been a little more specific. None the less inspection is a crucial part of the school improvement agenda and any proposal to have it replaced by self-evaluation supported by a critical friend would hinder the improvement agenda. Schools that are below average would I think, become even less effective if ETI did not exist. Monitoring and evaluating by a robust body is essential.10/21/2013 4:22 AM	Feedback
	55. Schools should receive a more detailed report which identifies exactly where and what good practice was identified and also, exactly where practice which was less than good was observed /identified. All inspection teams should include at least one member with recent classroom experience and at least one inspector who has experience at VP or Principal level. 10/21/2013 3:43 AM	Feedback
	84. The inspectors tend to be individuals who have never had to be vice principals or principals and have no experience of the pressures involved in these posts. The lack of written feedback puts principals in difficult positions. Inspectors will not provide written feedback on teachers who are not satisfactory and the principal is left to deal with them without evidence from ETI and leads to claims of bullying or harassment. 10/18/2013 9:41 AM	Feedback
	87.The documentation/evidence requested by ETI for recent nursery inspection was excessive especially as I am a 1 unit teaching principal with no assistant teacher to help prepare. No cognizance of the fact that one individual is expected to collate all the necessary information in 10 working days plus teach until 1.30pm on each of those days is taken. The burden is exceptional! A longer	Feedback

<p>period of notice should be given or a reduction in documentary evidence requested in the first instance. A medium sized primary school would have the same amount of materials to collate, and the staff size greatly exceeds that of a one unit nursery. The published report was not as complimentary as the verbal feedback, 3 areas outstanding in verbal feedback which translated into the word 'outstanding' being used once in the written report. A dilution of the verbal feedback appears to take place when inspectors write the final report.....why might this be? My governors were concerned at this dumbing down of the verbal report into a very sober written report. Hyperbolic statements from inspectors - witnessed by BELB board members, Governors and staff at verbal feedback being translated into a written statement that does not reflect what has been said - results in a demotivated and deflated staff even if the overall outcome was 'Very Good'. This dichotomy is replicated in many schools. I welcome this opportunity to highlight inconsistencies within ETI's inspection process.</p> <p>10/18/2013 6:18 AM</p>	
<p>89. The Scottish example is good, schools should be given deadline to find improvement, if ETI are to come back then staff should be given date by which they will be in again. Currently aware of a school inspected in April 2012 still waiting for follow up, is that fair on the staff? I feel the amount of feedback and getting it to the right people in school who need to hear the message is important. ETI are under pressure to get reports into DENI but we need to support and encourage the staff about the many, many good things that are going on in classrooms. The schools can self-evaluate but we still need an outside opinion to tell us this is good or why do you not try this. If after encouragement it is not improving then DENI has right and responsibility to take over and enforce change, why? For the good of the pupils and reputation of the Northern Ireland teaching profession.</p> <p>10/18/2013 5:55 AM</p>	<p>Feedback</p>
<p>68. Our school was inspected 10 years prior to the last inspection which happened in 2010. Not only does that mean a generation of children at our school were bypassed in this process but it also meant all staff had no fresh experience of the process and some of them had none at all! The inspection lasted 3 days and apart from the report back to the Chairperson, senior staff and myself we have had no contact from the inspectorate since! I blame the system for this as I am in no doubt their schedule does not allow for pastoral visits and I even think my district inspector may have been moved on to another area! I would favour a self-evaluative approach with an on-going pastoral relationship with the inspectorate. Inspectoral teams could be smaller and not necessarily include the district inspector to provide an impartial view. These may take place more regularly 2 - 4 years and provide feedback in line with the schools evaluative process. Pointers for future development could form part of the feedback to offer guidance for the school. It would be vital that the school is given opportunity to challenge the report before it is published and to argue its case should it feel it has been misrepresented. Experience would suggest that reports, even when challenged under the present system, are rarely changed and the impact can be devastating for individuals and a school as a whole. I accept that there are times when harder messages need to be delivered and that performance is below par but I wonder if we were to treat pupils the way the inspection process appears to deal with schools would it be regarded as a professional process!</p> <p>10/21/2013 1:48 AM</p>	<p>Feedback</p>

	<p>25. I do feel there may be a better way. However if ETI were to see itself in a more supportive role for schools as opposed to the more 'aggressive' one taken at present things would improve. It's really where ETI sees itself - is it more important than the schools or does it serve schools? Surely it should be the latter. This could be said of DE as well! 10/22/2013 2:32 AM</p>	Support
	<p>28. I would support a system with both inspection and more regular support from a critical friend/mentor. I also feel frustrated that support is aligned to the inspection process only for those who do not do very well. Our school would like support to improve areas that are not weak but that we would like to make even better but there is no support out there. 10/22/2013 12:12 AM</p>	Support
	<p>62. We need a robust and accessible support system to aid schools in the development process – what a wonderful phrase 'capacity building' has become. The entire profession needs to move with the complex changes in society and learning but needs the proper structures and time to enable this on-going professional development to continuously take place. Lack of clarity, continuous policy change, stagnation in the work force and on-going industrial action by Unions have had a negative impact on school development from my perspective. 10/21/2013 2:27 AM</p>	Support
	<p>34. I think we need to also look at what support services are in place before agreeing to have them aligned to inspection.10/21/2013 11:48 AM</p>	Support
	<p>72. There is a case for the inspection process being more supportive. The "them" and "us" scenario is very unhealthy and is of no benefit to schools. The formal nature of inspection is alien to many schools which operate within a warm, open and transparent ethos. While this school had a very good recent inspection, there was no atmosphere of celebration and achievement at the end of the process.10/21/2013 1:32 AM</p>	Support
	<p>73. A new model is needed which assigns an agreed 'mentor' to a school for 3-5 years during which time ETI could be involved in QA alongside the school SLT and Mentor. This supportive / critical friend approach is more likely to secure improvement and build capacity. 10/21/2013 1:25 AM</p>	Support
	<p>21. Greater support is needed signposting areas for improvement and good practice from ETI. More awareness of how a school achieves very good / outstanding. My school was inspected last year and it was a positive experience but an area of improvement would be aa and ETI inspectors sharing their knowledge and years of observation as to good practice and highlighting centres of good practice. Practical/operational steps to effect greater change and improvement are much needed. Greater clarity on what should be in the data room. We filled it with information folders and were not sure all the material was looked at. 10/22/2013 9:23 AM</p>	Support
	<p>59. We all agree with the need for assessment and utilising data to aid improvement, but please let us get on with teaching and trust us to use our own judgement regarding the children in front of us and how we can best help them achieve their full potential. Support us as a critical friend - we all want the same thing. 10/21/2013 3:07 AM</p>	Support
	<p>80. The Inspection Process is the most stressful time for school staff 10/18/2013 2:04 PM</p>	Support
	<p>83. There is a place for external moderation however this should be carried out in a more supportive, informed and relevant way. Genuine knowledgeable feedback/guidance should be provided to assist schools. The process should be carried out by practicing or seconded Principals, Vice Principals or Co-ordinators. Thus providing the service with a 'work force' who are current, knowledgeable, successful at what they do and are respected by their colleagues. To ensure sufficient and specialist help is available this process needs to be linked to and</p>	Support

	provided by support services eg an appropriate CASS service. 10/18/2013 10:38 AM	
	81. It is essential that inspectors are recent principals who have knowledge and experience of current classroom practice. Inspections should be more supportive and inspectors should be critical friends. To hear that district inspectors are not to be part of inspection teams in their schools is just ridiculous particularly given the knowledge they have of work going on in the school. To have complete strangers judges a school on two or three false days is totally unacceptable. Inspection should be an on-going supportive system designed to help and support a school as it continually strives to improve. 10/18/2013 1:40 PM	Support
	90.The culture of this process is one of fear among teachers. This is not a caring and supportive process and the set up does not encourage this. The inspectorate has too much central power with a very rigid set of norms. The process of self-evaluation should be in clusters of schools whereby the Principals take the lead in being evaluators and critical colleagues. As well as critical colleagues, they should be supportive contributors. To extend this further, a Principal from a different area of Northern Ireland should verify the evaluation process among a cluster of schools. This drives the improvement agenda forward in a less threatening way. The culture of fear by ETI should be left in the past. Younger teachers and principals should show the way in this regard.10/18/2013 5:39 AM	Support
	93.Support services have been depleted to such an extent it is unclear if they could support schools to develop. 10/18/2013 4:32 AM	Support
	97.The uncertainty over ESA has resulted in no CASS support for schools other than those in special measures. There is therefore a lack of help or the option of a critical friend in the years prior to an inspection. Many schools feel isolated therefore the fear of inspection and the uncertainty if the school is on track cause undue stress. Self-evaluation should also have support from ELBs or ESA.10/18/2013 4:00 AM	Support
	2.The role of the Support officers should not be to support schools requiring improvement after inspection but there should be more resources poured into support officers being proactive in schools rather than reactive to inspection reports.10/27/2013 9:03 AM	Support
	9. The Inspectors should be more appreciative of the work of the Teachers and Principals in Northern Ireland. Their role should be one of support rather than damaging their self-esteem and confidence.10/23/2013 3:45 AM	Support
	12. The inspection process must include a link to support for teachers whose practice is judged to be less than satisfactory. In current terms, that is those judged to be inadequate or unsatisfactory. There should be an element whereby these teachers are held accountable for their poor performance and challenged to improve, with support within a 24 month period. There should be a system whereby the Board of Governors are informed about individual teacher performance - this should not be published in any public forum. There has to be accountability within any inspection process at the individual professional level. 10/23/2013 2:40 AM	Support
	14.The inspection process should give schools a list of strengths and areas for improvement rather than a grade. It is essential that CASS be brought back to support all schools in on-going improvement not just schools in intervention. 10/22/2013 10:13	Support
	17. A more detailed report should be made available to school to provide an in-depth analysis of the evaluation. I agree completely that only those with a sound knowledge of education/school/teaching should be involved in Inspection Teams. There is no support!!!! The ELB support mechanisms are gone, since funding cuts. Schools now have to pay privately for support from experts in particular areas. This is not acceptable. 10/22/2013 7:15 AM	Support
*	19. Individual teachers are not mentioned in inspection reports yet in small primary schools it is not difficult to identify the teacher of the class which has been referred to. Managers (Principals) have no hiding place in inspection	Support

	reports as the quality of leadership is constantly reported in them. Inspections should be there to SUPPORT teaching and learning not to decimate it. Terminology such as 'satisfactory', 'good', etc is also derogatory. If a teacher/school is putting in tremendous effort then they should say so. I could write a 'paper' on this. 10/22/2013 3:38 AM	
	23.School self-evaluation is a vital tool but must be supported by advisory/mentoring staff. Currently our Link Officers who supported schools with this have been withdrawn. Schools need this support, especially small schools with teaching principals so that self-evaluation can be carried out thoroughly. During my inspection I did explain why I felt Pupils were not level 5 in Literacy and provided evidence for this.10/22/2013 3:00 AM	Support
	24.Schools know their individual situations best. I feel inspection should be more of a supportive role, rather than entirely judgemental. Teachers are coping with a huge amount of change / bureaucracy / demands on their time which means that, to do the job in the way they are expected to, it is no longer possible within working hours! Something needs to be done to support the workforce rather than pile on more demands.10/22/2013 2:38 AM	Support
	71. It used to be that local Inspectors would visit schools in a pastoral capacity. This was an opportunity for schools and Inspectors to have professional conversations about the direction of the school and the Inspectors could give feedback as to whether or not they were heading in the right direction. This to my knowledge does not happen very much, and I had not met a local Inspector before our recent Inspection process began. I agree that there should be a mentoring system whereby Inspectors are designated schools and liaise with the principals and Governors regularly - not unlike the PRSD process of an external assessor. In this way it ensures that the process is supportive, has improving provision and raising standards as its focus, but also ensures that there is not only a shared responsibility between the Department and the schools, but a shared accountability. 10/21/2013 1:35 AM	Support
	74. Ref No 29 - I believe this should read 'The support services should be aligned to the inspection service' 10/21/2013 12:18 AM	Support
	79. There is a lot to be gained from the inspection process. As a Principal I fear for my life if I ever get the dreaded envelope but I can completely understand why it is in place. I work very hard therefore I do not think I have anything to fear from them but what I do fear is unfair criticism on issues which are beyond my control and how these may unfairly bias the view of the public who do not know the context of the school. I get frustrated when I hear of some schools slating the inspectors when, in fact, they are 100% right when they expose some inadequate teachers and provision. I feel in many cases inadequate teachers are too protected and the inspectorate is one tool which can be used to put things right but from what I can see so far, there is a lot to be mended on the ETI side as well. This all-powerful, judging body appears to be very one-sided. I'm frightened that someone may come here some day and judge me before I have had time to put things right. A school/Principal is only as good as the staff he has and in many cases Principals are completely handicapped by the Unions in terms of what they can realistically manage. Do the ETI take account of this? I don't think so. 10/18/2013 2:40 PM	Unfair/support

	8. Inspections are relying far too much on data and end of key stage results. They do not take a holistic view of the education and support each school provides. 10/23/2013 3:54 AM	Data driven
	10. I think that the inspectorate's expectations for planning are completely unacceptable. Schools are currently planning to death, to the point that the plans are more important than the teaching. In the inspectorate's efforts to improve standards the teachers' ability to teach has been undermined, confidence has completely dipped and every teacher is planning for every lesson like a student at training college waiting on a tutor to assess them. If the Inspectorate has high standards for planning then they should devise a common template demonstrating what they want, to allow for consistency across the province and it should be realistic and not something that compels teachers to stay until 5 or 6 o'clock at night in school and to sit all day Sunday at home. No other profession puts such demands on home life and health as teaching because of the continuing new initiatives, planning, changes, inspections and lack of appreciation for what seems to be becoming more like a thankless task for teachers. We need to improve standards for pupils but please let those instigating change (this should be Principal/teacher led) have some insight into how this can be done realistically. Give teachers some credit for what they do. Those teachers who have been deemed inadequate by the Inspectorate would perhaps benefit from some extra help but there are many teachers in failing schools who are doing a really good job and are lumped with the school as 'failed'. Thus they also begin a new process of planning to death with the rest of the school with no recognition for what they have accomplished or achieved as a teacher. Couldn't we use these teachers in the process! 10/23/2013 3:35 AM	Data driven
	53. Due to the nature and timing of our inspection process, schools are encouraged to develop a separate set of skills, namely those required to provide a successful outcome to an inspection. Genuine school improvement which will be sustained requires a different culture than the one which pervades at present. The new culture would see inspection as one of the tools used for school improvement and not a stick to beat with. The inspectors would need to have the respect and trust of schools and the outcome of inspection should not be manipulated or abused by the media. 10/21/2013 3:49 AM	Data driven
	16. Lack of understanding of issues faced. No interest shown beyond Level 4 scores. 10/23/2013 1:44 AM	Data driven

	42. There needs to be more opportunity for principals and staff of outstanding schools to show other principals and staff what it is that they have done to get that rating. If it involves spending a lot of money it is not inspirational to a school that does not have funds due to underfunding from the DENI. For example I have recently been hearing about all the wonderful work that schools are doing in the area of ICT/ Ipads/Special needs etc, all of which is able to happen through extended schools or similar earmarked funding. I can't finance any of this as it would put my budget into deficit and then I am at fault for not managing the budget properly. I can't win. ETI needs to place more emphasis on the constraints that a tight budget place on a school.10/21/2013 6:13 AM	Context and Constraints
	16. I think the whole area of value added needs to be examined as a means to judge where schools are. It is impossible to compare the work carried out in a school with other schools if there is not enough credence given to value added and to the context of individual schools.10/22/2013 8:06 AM	Context and value added
	6. Unfair negative comments by one teaching member of staff were seen as more valuable than all of the other positive and supportive comments by all of the others as they were not permanent teachers, but mostly non-teaching 10/23/2013 7:53 AM	Unfair
	7.ETI need a pro-forma by which to rate school to ensure outcomes are 'fair' to all schools and staff inspected. 10/23/2013 6:37 AM	Unfair
	22. I disagree with the publication of reports for wider audience - what benefit does it serve. I agree that stakeholders should be included but fail to understand why schools in communities are forced to compete with each other - give informed feedback to schools - identify what they are doing well and highlight areas to be addressed - stop using graded language - inform the schools where they are at but give a more general publication of report to public 10/22/2013 3:14 AM	Unfair
	5. A great injustice is being done to those of us who work in disadvantaged areas. Teachers will not apply for SENIOR MANAGEMENT posts in these areas. 10/23/2013 1:41 PM	Unfair
	33.Public naming and shaming of a Principal is horrible and totally uncalled for and this comes from a Principal who was 'Graded' outstanding in their last inspection. No other job would ever have a 'boss' named and shamed in local papers etc....10/21/2013 12:52 PM	Unfair
	75. I believe that inspection process is an important that must be carried out but, on occasion, factors outside the school's control are included whereby that should be given due consideration and this should be reflected in the final report 10/20/2013 10:55 AM	Unfair
	76. At times the role and attitude of the Chief Inspector seems to be used to support political opinions of DE. The ETI must remain independent AND THE CURRENT CHIEF INSPECTOR DOES NOT SEEM AS INDEPENDENT AS PREVIOUS CHIEF INSPECTORS come back Marion Matchett !!!!! 10/20/2013 9:21 AM	Unfair
	51. I feel that the inspectors changed the goal posts when it came to the school's follow-up inspection. They asked for things at the follow up which had not previously been mentioned. Most of our pupils are over-achieving in comparison to their NRIT scores yet we are views as not having high standards but the school is pushing the children as hard as they can. The inspectors are poor on practical knowledge when it comes to describing what they would consider outstanding practice.10/21/2013 7:20 AM	Unfair
	62. Teacher employment law makes efforts to secure improvement in the unsatisfactory teacher very slow and often ineffective. This is detrimental to the pupils who have to suffer those incapable of improvement. 10/21/2013 5:51 AM	Unfair
	58.The Inspectors seemed to focus their attention solely on the % of children achieving level 4 in P7. They did not accept, or seem interested in, the	Unfair

	standardised scores of these children which clearly showed that the vast majority of children in P7 were achieving higher scores in English and maths than their IQ indicated. 10/21/2013 6:08 AM	
	95. The inspection team should be named on the report. Those in charge of the complaints procedure should be independent of the Inspectorate. Reports should remain unpublished until a complaint has been investigated. The inspectorate should maintain a record of the grades issued by each reporting inspector and use this information to ensure that there is a fairness of reporting across all sectors and all schools. 10/18/2013 4:17 AM	Unfair
	60. Many teachers have little respect for the inspection process as there is little consistency and we all know many colleagues who have successfully duped them 10/21/2013 2:53 AM	Consistency
	52. We felt most annoyed by the A-social Assessor - who, while his views must have been positive enough, was more concerned with plagiarising 'stuff' he could assimilate to his own school. I would see this as a major flaw in the current system. The use of a mentor/critical friend process could be much too wishy-washy. At the end of the day, to maintain standards, we need a regulator. My experience of mentoring is that the people being mentored always tell you they are 'already doing it' and are shocked and surprised at the lack of outcomes!! There are serious problems in some schools because of poor capacity building, leading to mediocre provision and consequently to lower standards. I would be concerned that the complaints against the ETI are often more reflective of an unwillingness to change. If all the pupils in a school are not at least achieving potential - there is clearly need for improvement and schools should be consistently seeking to address this - that is the only healthy approach for any school to take. 10/21/2013 3:53 AM	consistency
	27. ETI definitely has an important role in the development of schools to ensure the best outcomes for children. My concern is that if the attitude of the lead inspector is negative to the sector, as was our experience, then the outcome is going to be less than helpful for school development and staff morale. 10/22/2013 2:19 AM	consistency
	44. In talking to colleagues, it appears to me that, inspection can succeed or fail depending on which inspector leads the team. I know of schools with very good inspections which are followed up by a different inspector who finds faults despite the school not changing. 10/21/2013 5:58 AM	Consistency
	66. Inspections are fine if they were fair and had the same criteria for all schools. Schools in the same area should be inspected by the same team to make it fair. From reports I have read, there is little difference in good and very good. Some schools with good results (because of naturally gifted children) are now almost 'untouchable' even though their daily practice is very poor. Children are no longer first no matter what 'spin' is put on it. 10/21/2013 1:53 AM	Criteria/Unfair
	18. There are no specific criteria against which the school was evaluated. It was a very personal subjective opinion on the part of the inspectors. 10/22/2013 12:26 PM	Criteria
	52. More specific detail is required of the judgments of lessons and teachers including the criteria by which they are judged in order to inform prior and subsequent self-evaluation and improvement planning 10/21/2013 7:12 AM	Criteria

	11. WITH REF TO Q26 - SCHOOLS SHOULD BE GIVEN THE OPP TO CHALLENGE A VERDICT – EG RI SITS DOWN WITH PRINCIPAL & VP AND INFORMS THEM OF EXPECTED GRADE AFTER 2 DAYS. PRINCIPAL & VP SHOULD BE GIVEN OPP TO CHALLENGE DECISION.10/23/2013 3:18 AM	Challenge
	13. The use of Associate Assessors is good practice, however many of these in the Early Years area have no recent classroom or management experience e.g. they are lecturers, private day care owners or playgroup advisors. This cannot be counted as having "relevant recent classroom experience" as it is very different to advise rather than to teach on a daily basis! Also, a robust assessment mechanism, such as the ECERS Early Childhood Education Rating scale, could provide a valuable assessment device against which to judge practise - against specific examples of good practise / criteria.10/22/2013 12:36 PM	Inspector experience
	1. No inspector should be allowed to be more than 3 years removed from school/classroom. With the exception of a very small management team who DO NOT INSPECT but manage a seconded team. 10/30/2013 1:42 AM	Inspector experience
	47.During my school inspection the Reporting Inspector was a Post Primary A level English teacher inspecting a small rural primary school with a full time teaching Principal.10/21/2013 5:27 AM	Inspector experience
	91. Inspection of Irish-medium schools should be carried out by personnel who understand the context within which IME operates, the dynamics that impinge on it and who can read documentation in Irish. 10/18/2013 5:31 AM	Inspector experience
	94.Given the current ETI focus on the quality of leadership and management within schools it is strange that very few of those working for ETI and conducting Inspections have experience as working as Principals within large schools. 10/18/2013 4:28 AM	Inspector experience
***	32.Start with the fact we all want to improve. To degrade a school does not help pupils who often feel already disadvantaged. EVERY SCHOOL has good practice and EVERY HIGH PERFORMING school has some bad practice it is difficult to label the whole school 10/21/2013 12:58 PM	Approach
	39.As a school principal I have worked hard to encourage my team to offer the best practice /experiences for children based on observed need and on-going monitoring and evaluation of progress. This takes persistent effort and energy from the whole team and I always "trust" that inspectors see genuine practice and value it beyond schools which simply "tick the boxes" and make big preparations for Inspection Day. However, we are not magicians and unfortunately class sizes, clustering of children in Full-Time Classes from the TSN bracket and STAFF: CHILD ratios of 2:26 is making the responsibility of providing a quality nursery education which best meets the needs of every child almost an "impossible dream". Informal "drop in" would be very useful - "warts and all" observations would highlight exactly what some schools/teachers and assistants are coping with. 10/21/2013 7:01 AM	Unfair/new approach
	37. Mentoring and sharing of good practice are invaluable approaches to school improvement. 10/21/2013 9:02 AM	New approach
	38.The inspections should still be rigorous but they should be more frequent and more realistic. Dissemination of good practice is the best way to raise standards according to a recent Audit Office report so why does the Minister think that throwing money at problems makes them go away? Also - the inspectors do not seem to be that independent of DE. Recently, schools have said that their grading at the end of the inspection report was capped due to sustainability issues. THAT IS NOT FAIR. IF A SCHOOL IS OUTSTANDING - THE ENROLEMENT IS NOT RELEVANT! 10/21/2013 7:28 AM	New approach
	43. There is a case to be made for both effective self-evaluation and also an objective view also. 10/21/2013 6:07 AM	New approach

	58. Follow Finland and put the money into real improvement through professional training of the teachers first 10/21/2013 3:11 AM	New approach
	65. I cannot see how someone who has not been a Principal can comment on a headteacher's performance. You will not know the problems being faced because you have not actually experienced them. Reading about difficulties is not the same as actually being faced with them. 10/21/2013 2:02 AM	New approach
	67. We had a recent inspection, which went very well in terms of outcomes - but what a dreadful, divisive process, conducted with a cold, calculated arrogance. 10/21/2013 1:50 AM	New approach
	70. The inspection process needs to identify specific areas (classes) where they can identify good practice and also areas where there is room for improvement. 10/21/2013 1:43 AM	New approach

	63. There is no evidence - apart from their own back-slapping evidence - to show that inspection helps.....why on earth are we continuing this out-dated and disproven practice! 10/21/2013 2:27 AM	Outdated
	15. There is no model of learning underpinning this process and it is anti-professional 10/22/2013 9:53 AM	Anti-professional
	92. There is no better way to innovate for improvement than to get advice and encouragement from a practising principal 10/18/2013 4:53 AM	New approach
	36. Having only 2 weeks notice is not always the best for some schools. At times the school could be going through a transition stage where key Coordinators or Management staff move jobs or roles. This takes time to put in place. I would much prefer a little longer say 3/4 weeks. 10/21/2013 9:49 AM	Longer notice
	2. I believe the inspection process should be an integral part of the education system with much more regular but shorter visits in a 'critical friend' / school improvement role. The notice given of an inspection is too long and creates a false picture. 10/28/2013 3:28 AM	New approach
	88. I hope the responses from this contribute to a total overhaul of the entire process. Thank you for the opportunity to respond. 10/18/2013 6:15 AM	New approach
	45. The mentoring process is a good idea but if schools are to be compared an objective approach is required also. 10/21/2013 5:55 AM	Approach
	3. Schools who have a consistent record of outstanding practice should be trusted to self-evaluate their own practice with only a light touch from external inspection. Schools in this category should be required to show case their practice; this would disseminate good practice and ensure that practice is sustained beyond the inspection period. I think another way forward would be to have a cluster of cross-sector principals working together as critical friend partnerships and perhaps a district-style inspector attached to the group to provide an external monitoring process for the Dept if that is something they still feel they need. This partnership approach would allow for shared resources and expertise across sectors. I personally would not object to a standard level of achievement which has to be reached before a school can be independent in these partnerships (not sure if colleagues would feel the same) but if you are a capable leader you should not be afraid of this. Newly appointed principals may need to grow into this level of self-evaluation with a clearly defined pathway to achieve self-evaluating status. 10/26/2013 1:58 PM	New approach
**	29. Would like to see clusters of schools meeting and working together productively on a regular basis with a district inspector facilitating the process. Focusing on good practice, innovation, creativity and opportunities for all to learn would be a much better approach to striving for improved outcomes for all children, 10/21/2013 1:59 PM	New approach
	64. I think the critical friend process is a great model. All schools want to improve and are open to help to do this. 10/21/2013 2:10 AM	New approach
	46. I would welcome school self-evaluation supported by an inspector on a yearly basis. 10/21/2013 5:45 AM	Approach

	31. Was a follow up inspection and was limited to one day 10/22/2013 3:11 AM	General
	82. I would be interested in the thought process behind these questions. Some appeared to be somewhat loaded and lacking in objectivity. Was the q'airepiloted. Perhaps responses will be provided in next Update 10/18/2013 11:43 AM	General
	4. I have also been impressed by the work of Michael Fullan and the fact that the education system in Ontario, Canada does not have any Inspectorate and yet has high quality education. 10/25/2013 5:48 AM	General
	9 I am not sure how this survey will take into account how the Inspection process has changed in very recent years. It may also have been useful to have ascertained the grading schools attained alongside their perceptions of the process. 10/23/2013 11:29 AM	General
	10 Parents found it very difficult to access online questionnaire 10/23/2013 9:00 AM	General
	40. I believe that in Primary Schools all inspections should be general as everything we do has an impact on each child 10/21/2013 6:52 AM	General
	31. Again, I must note that I have no recent experience of the inspection process. 10/21/2013 1:12 PM	General
	35. Would like to know more about the system described at 31. How would it work in practice? Structure etc? 10/21/2013 11:09 AM	General
	78. Thank you for the opportunity. 10/18/2013 2:43 PM	General

There are very clear themes running through the qualitative responses (see Appendix *) .

	Q14 +22	Q 22	Q 32	Total
Positive Comments	47 (14 with other issues)	3	0	50
Challenging Comments				258
General	17	49	61	127
Stressful	27	3	5	35
Data Driven & value added	10 (1 with other issues)	22	2	34
Feedback	21 (3 with other issues)	1	6	28
Consistency & Criteria	7 (1 with other issues)	4	6	17
Support	2		15	17
	131	82	95	308

Summary

	Q 14	Q22	Q32
Positive- no reservation	34		
Positive with reservations	13		
TOTAL Positive	47	3	

Challenging

	Stress/Health	31	3	5
	Feedback and challenge	20		21
	Data driven & context	12	23	
	Consistency & criteria	10	12	8
	Unfair		13	14
	General		12	19

