

Inquiry into the Education and Training Inspectorate and the School Improvement Process

Education Committee of the Northern Ireland Assembly

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ETI Evidence for NI Assembly Education Committee Inquiry into ETI

1. Executive Summary

1.1 The Education and Training Inspectorate (ETI) is a 'unitary' inspectorate. It is part of the Department of Education and provides independent inspection services and policy advice for a number of departments. Much of ETI's work is for three Departments within the Northern Ireland Civil Service: the Department of Education (DE); the Department for Employment and Learning (DEL) and the Department of Culture, Arts and Leisure (DCAL)

1.2 Inspection is at the centre of raising standards for all learners. It ensures best practice is highlighted and poor provision is identified and improved. The main function of ETI is to inspect and report on all education and training provision with a particular focus on statutory provision. In the case of DE this includes all statutory education, initial teacher education, early years settings, and youth settings.

1.3 In addition to the more familiar institutional inspection ETI also conducts a wide range of inspection evaluations which provides an opportunity to focus on an aspect of education and/or training in greater depth.

1.4 Most inspectors are deployed as district inspectors with responsibility for a group of organisations. The district inspector develops a deeper understanding of the context within which the organisation is working.

1.5 The ETI is headed by a Chief Inspector who is supported by 60 inspectors. The ETI budget is approximately £5 million or around 0.3% of the total DE education budget. A target of a 20% reduction over the 2011-2015 period has been set for the organisation.

1.6 Whilst performance data is extremely important, ETI bases its evaluations on a range of indicators which have been shared with the education community.

1.7 The ETI reports its findings using the following descriptors, relating to levels of performance: outstanding; very good; good; satisfactory; inadequate and unsatisfactory.

1.8 The ETI has formed strong links with other inspectorates both internationally and within the United Kingdom and Ireland.

1.9 Most inspection teams include associate assessors who are practising principals, vice-principals or senior managers in their own organisations. Currently ETI has over 200 associate assessors who assist on inspections and also provide an important additional perspective to inspection findings by providing regular evaluative feedback on the effectiveness of the inspection and improvement processes.

1.10 In the interests of promoting improvement through the process of self-evaluation, ETI publishes the quality indicators against which inspectors evaluate the quality of the educational provision during inspection work. One of the most popular resources issued by ETI to support the professional development of teachers is The Reflective Teacher.

1.11 The ETI evaluates continually its own processes and procedures in order to build on strengths and identify areas for improvement.

1.12 The effectiveness of the work of ETI is independently and externally evaluated every year by the Northern Ireland Research and Statistics Agency (NISRA). Over 80% of respondents stated that the inspection process helped the organisation plan for and effect improvement in the outcomes for learners. The report issued by the assessors for the Customer Service Excellence standard stated that: "The Education and Training Inspectorate is a highly customer focused organisation with a discrete balance between the rigorous assessment of educational and training establishments against educational policy and the support for these organisations to change and improve."

2. Overview

2.1 Who We Are

2.1.1 The Education and Training Inspectorate (ETI) is a 'unitary' inspectorate and part of the Department of Education (DE). The ETI provides independent inspection services and policy advice for DE as well as for a number of other government departments. The legal basis for ETI's work is set out in The Education and Libraries (Northern Ireland) Order 1986 (Articles 102 and 102A). Its mission statement 'promoting improvement in the interest of all learners', is supported by agreed corporate values and principles (Appendix 1) and underpins all inspection and policy advice offered by ETI.

2.2 Who Commissions Inspection Services?

2.2.1 Much of ETI's work is for three Departments within the Northern Ireland Civil Service:

The Department of Education (DE)

The Department for Employment and Learning (DEL)

The Department of Culture, Arts and Leisure (DCAL)

2.2.2 In addition, ETI inspects the education services provided by: the agricultural colleges funded by the Department of Agriculture and Rural Development; the prison service (conducted collaboratively with the Criminal Justice Inspection); and provides inspection services on behalf of the Home Office (formally the United Kingdom Border Agency).

2.3 The Role of ETI

2.3.1 The main function of ETI is to inspect and report on all education and training provision with a particular focus on statutory provision. The ETI provides each of the key departments, (DE, DEL, DCAL), with evidence-

based policy advice, evaluates the effectiveness and impact of key policies in practice and, via the biennial Chief Inspector's report, makes evaluative comment on the quality of education being provided system-wide including strengths and areas for improvement.

2.3.2 In the case of DE this includes all statutory education, initial teacher education, early years settings, and youth settings. The ETI inspects, on behalf of DEL, all further education colleges, work-based learning supplier organisations and the lead contractors for adult employment programmes (Steps to Work). DCAL commissions ETI to inspect the education programmes provided by the arms length bodies it funds, such as the Arts Council, PRONI, Armagh Planetarium and Observatory, W5, Northern Ireland Screen, and the Creative Learning Centres.

2.3.3 In addition to the more familiar institutional inspection, ETI also conducts a wide range of inspection evaluations, which provide an opportunity to focus on an aspect of education and/or training in greater depth and to look at it across a number of institutions in order that good practice can be shared. An indication of the range of evaluations/surveys undertaken and completed by ETI during the business year is set out in Appendix 2.

2.3.4 ETI is responsive to requests from departments when asked for specific specialist advice or when unexpected circumstances or difficulties occur. For example, in the last year an inspection team was deployed to respond to DE concerns arising from a serious incident in a school raised by a 'whistle blower'.

2.3.5 Requests received from the three main commissioning departments in the business year 2012-2013 are outlined in Appendix 2.

2.4 The Organisational Structure of ETI

2.4.1 The ETI is headed by a Chief Inspector who is the principal professional adviser on education matters. The Chief Inspector is supported by 60 inspectors. (Appendix 3)

2.4.2 Inspectors are recruited through open competition. All inspectors have extensive experience as practitioners and all have held substantial management responsibilities at a senior level in the organisation from which they were recruited.

2.4.3 Most inspectors are deployed as district inspectors (DIs) with responsibility for a group of organisations. The DI develops a deeper understanding of the context within which the organisation is working, provides a challenge function outside of the normal inspection programme, and contributes to capacity building for the organisation to effect improvement. During school visits, s/he will have had the opportunity to discuss a number of issues with the school management team which may include the school development planning process, standards and achievements and, through class observation, the quality of the learning and teaching. Where possible, the DI is a member of the inspection team for that organisation.

2.5 How ETI is Funded

2.5.1 The ETI budget is approximately £5 million or around 0.3% of the total DE education budget. A target of a 20% reduction over the 2011-2015 period has been set for the organisation. Despite the significant resourcing challenges, ETI has maintained its commitment to meeting the demands of the inspection programme and providing policy makers with high quality, independent, evidence-based advice.

2.6 Impact of Inspection

2.6.1 Inspection is at the centre of raising standards for all learners. It ensures that best practice is highlighted and that poor provision is identified and improved.

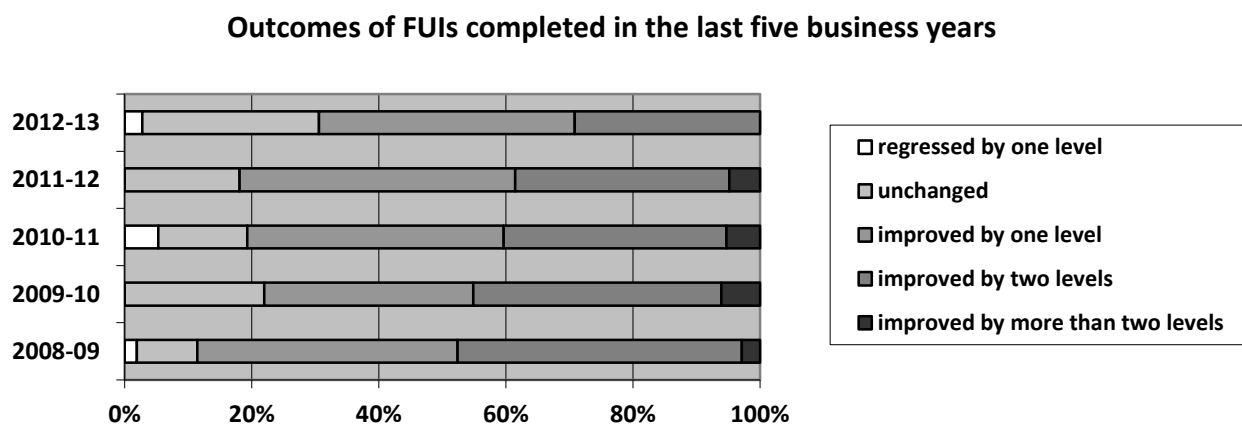
2.6.2 In line with its mission statement, ETI promotes improvement through: advocating for and on behalf of learners of all ages; assuring parents that their children are both safe and well educated; and providing government with evidence-based policy advice and robust accountability mechanisms. Individual organisation inspection reports, survey inspection reports and the Chief Inspector's Reports (with the associated dissemination activities), and regular visits made to organisations by their DI, all contribute to the development of greater rigour and accountability in effecting improvement across the education system. Closely allied to this is the series of support documents (Appendix 4) produced by ETI which help schools develop their own self-evaluation processes.

2.6.3 Inspection enhances the life-chances of learners, by using firsthand evidence to identify, promote and effect improvement in education. For example, the success rate of schools which have been re-inspected following their entry into the Every School a Good School (ESaGS) formal intervention process (FIP) and have exited is indicative of FIP being more successful than previous school improvement programmes. To date 18 of the 26 schools which have been re-inspected have shown significant evidence of improvement and have successfully exited the programme.

2.6.4 In addition, since April 2010, a total of 238 follow-up inspections have been carried out by ETI. Approximately 80% of the education, youth and training organisations in which a follow-up inspection was conducted improved by at least one performance level, (Figure 1).

More detailed information is provided in the annual publication *Inspection Leading to Improvement*.¹

Figure 1



2.6.5 Inspection evidence that the quality of provision was good or better in 78% of primary schools in 2010-12 was supported not just by end of key stage outcomes but by the international endorsement of Northern Ireland coming 5th and 6th respectively in the international Progress in International Reading Literacy Study (PIRLS) and Trends in International Mathematics and Science Study (TIMSS).

2.6.6 Much remains to be done, however, to ensure that all pupils fulfil their potential. The Chief Inspector’s Report (2010-12) highlighted the fact that it is unacceptable that 1 in 5 of our primary school children do not reach the expected levels at the end of key stage 2 (2010-11). It is also a concern that in 2011-12 only 62.0% of school leavers achieved at least five GCSEs or the equivalent at grade A*-C including GCSE English and maths and an even greater concern that this figure drops to 34.1% for those school leavers entitled to free school meals. (See also 3.2.1 and 3.2.6)

¹ Inspection leading to improvement
<http://www.etini.gov.uk/index/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-about-inspection/inspection-leading-to-improvement-business-year-2011-2012.htm>

2.6.7 While performance data is extremely important, ETI bases its evaluations on a range of indicators which have been shared with the education community. For example, ETI places a significant, and increasing, emphasis on evaluating the quality of provision for pupils who require additional support with their learning (SEN) and the promotion of inclusive support for pupils at risk of marginalisation. The increased emphasis placed on these issues in the inspection process has encouraged schools to focus more sharply on how they are meeting the needs of these pupils. In particular, SEN issues are addressed more frequently in school development planning and schools are making increased efforts to ensure that the standards achieved by pupils with SEN are improving.

2.6.8 In addition, closer links are being established between special and mainstream schools whereby the specialist experience in one is being shared with the other. There is also clear evidence to demonstrate that the inspection focus on pupils at risk or educated out of schools has done much to encourage post primary schools to take greater responsibility for these pupils and to develop better links with out of school providers.

2.6.9 The effectiveness of the work of ETI is independently and externally evaluated every year by the Northern Ireland Research and Statistics Agency (NISRA) through confidential questionnaires completed by teachers and principals in the educational and training organisations which have been inspected. The feedback, which is largely positive, indicates that those key professionals who had undergone inspection see a clear link between inspection and improvement. Over 80% of respondents stated that the inspection process helped the organisation plan for and effect improvement in the outcomes for learners.

2.7 The Inspection Process

2.7.1 Inspection aims to promote the highest possible standards of learning, teaching, training and achievement throughout the education system. In all inspections, the fundamental task of the inspection team is to determine if the

provision for learners is not just good but good enough. It does so by exploring five key questions²:

- How effective are leadership and management in raising achievement and supporting learners?
- How effective are teaching, training, learning and assessment?
- How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?
- How well are learners cared for, guided and supported?
- How well do learners develop and achieve?

2.7.2 The ETI reports its findings using the following descriptors, relating to levels of performance: outstanding; very good; good; satisfactory; inadequate and unsatisfactory.

2.8 Links With Other Inspectorates

2.8.1 The ETI has formed strong links with other inspectorates both internationally and within the United Kingdom and Ireland. For example, in recent years, ETI and the Department of Education and Skills (DES) Inspectorate of the Republic of Ireland have worked together to:

- research and report on good practice in literacy and numeracy in schools; and
- contribute to the creation of the Middletown Centre for Autism (Centre) in 2007 and the joint inspection evaluation carried out in the past academic year.

2.8.2 Members of ETI are invited to join inspection teams in England, Wales, Scotland and Republic of Ireland and reciprocal arrangements take place. ETI

² Together Towards Improvement
<http://www.etini.gov.uk/index/together-towards-improvement.htm>

is also a member of the Standing International Conference of Inspectorates (SICI) and held the Secretariat for over three years.

2.9 The Evaluation of the Inspection Process

2.9.1 The ETI continually evaluates its own processes and procedures in order to build on strengths and identify areas for improvement. As a result, the organisation has been awarded the Customer Service Excellence for the last eight years the assessment for which involved the assessor meeting with, and interviewing, some of the leaders of organisations, chosen at random, which had recently undergone an inspection activity. In addition, the business practices of the organisation were reviewed by a DE internal audit in 2011 which resulted in a very positive evaluation.

2.9.2 Most inspection teams include associate assessors (AA) who are practising principals, vice-principals or senior managers in their own organisations. Since its inception in 2002 the AA programme has practising senior managers in inspection processes and procedures, many of whom cite this training as the best professional development they have undertaken. Appointments are made on a three year basis and ongoing training is provided for participants. Currently ETI has over 200 AAs.

2.9.3 The AAs bring to the inspection process valuable insights on the issues facing senior managers within organisations. Their contribution to inspection complements the great skill ETI inspectors bring to each inspection based on system wide knowledge and expertise gained from the many inspections and visits they carry out. In addition, the AAs gain valuable insights into the evaluation process and observe good practice which they take back to their own organisations and use to develop their self-evaluation procedures. They also provide ETI with regular evaluative feedback on the effectiveness of the inspection and improvement processes.

2.9.4 The outcomes from the confidential questionnaires administered after inspection by NISRA as well as the external evaluation conducted as part of

the assessment for the Customer Service Excellence standard, provides additional opportunities for the organisation to receive feedback on the inspection process from stakeholders.

2.9.5 As a direct result of the evaluations received, changes have been made to the inspection notification time, which is now two working weeks instead of four working weeks; inspection findings are reported on a Friday on whole week inspections so that schools do not have to wait over the weekend to receive the outcome; and prompt feedback is provided after lessons so that teachers do not have to wait until the end of the inspection to learn the findings. The revised post-primary inspection to be introduced in September 2013, now has a greater focus on self-evaluation, and demands less paper work by the school.

2.9.6 In line with ETI objectives (appendix 1) and the Ten Principles of Inspection (appendix 5) ETI is open and transparent about its processes. Through the ETI website organisations have access to information for governors, parents, teachers, principals, learners and employers, along with the quality indicators used by inspectors during inspection. All organisations inspected are made aware of the ETI complaints procedure.

2.10 ETI Promoting Self-Evaluation and Supporting Improvement

2.10.1 In the interests of promoting improvement through the process of self-evaluation, ETI publishes, in “Together Towards Improvement”, and “Improving Quality: Raising Standards” the quality indicators against which inspectors evaluate the quality of the educational provision during inspection work. These documents represent a culmination of many years of publishing support materials for organisations and can be used at any time as part of organisations’ ongoing developmental planning and target setting processes. Additional information can be found in Appendix 4.

2.10.2 One of the most popular resources issued by ETI to support the professional development of teachers is ‘The Reflective Teacher’. This was

first published in 2005 and subsequently updated in 2012 to reflect more recent developments such as the inclusion of the General Teaching Council for Northern Ireland's (GTCNI) professional competences.

3. Detailed Comment on Terms of Reference

3.1. The Education Committee will review the effectiveness of ETI's current approach in respect of school inspection / improvement – considering particularly how ETI assesses the value added in those schools which have lower levels of examination attainment

3.1.1 Effectiveness of ETI's current approach in respect of school inspection / improvement

3.1.1.1 The ETI undertakes a wide range of work across all sectors of education. Approximately 76% of ETI's work is commissioned by DE across the pre-school, primary, post-primary, special education, initial teacher education and youth phases; nearly 65% is comprised of inspection and policy work in the primary, post-primary and special education sectors.

3.1.1.2 Inspection plays a central role in the implementation of DE's key school improvement policy, ESaGS. In order to ensure reducing resources are targeted to where they can have the greatest impact, ETI developed a proportionate and risk-based inspection strategy for schools. This strategy is being phased in over a six -year period which began in September 2010.

3.1.1.3 The essential feature of this strategy is that all schools will have a formal inspection activity at least once in a three year period but that the length and nature of the inspection activity will vary according to assessment of risk. This will allow ETI to deploy more intensive resources to schools where improvement is required while recognising, endorsing and disseminating innovative practice in the best schools. All targets remain on track for successful completion.

3.1.1.4 Currently, ETI uses a variety of inspection models, ranging from an inspection of a post-primary school focusing on leadership and management and specialist areas, to focused inspections of literacy and numeracy in primary schools. ETI has also carried out area-based inspections, and unannounced inspections focused on pastoral care and child protection.

3.1.1.5 The ETI is introducing a new model of inspection in the post-primary sector for 2013-14. The improvements to the inspection model have been made in response to recent developments in education and to responses from those who have undergone inspection as collated through the NISRA confidential questionnaires. The aim is to bring internal self-evaluation in schools even closer to external inspection in ways that contribute to improving the capacity of the schools for self-evaluation leading to improvement and to strengthening the collaborative nature of inspection and improvement.

3.1.1.6 Inspection teams range from two inspectors for a small primary school to a maximum of seven inspectors in a large post-primary school and almost all teams will include an AA. The inspectors use a range of evidence to inform judgements with a significant focus on classroom observation. Other evidence includes interactions with pupils, an evaluation of the quality of pupils' work, professional discussions with staff and individual post-holders and survey responses from parents, teachers and support staff.

3.1.1.7 Towards the end of an inspection, a moderation meeting is conducted which considers all of the information outlined above. ETI views this moderation meeting as a crucial discussion. Associate Assessors in particular comment regularly on how impressed they are with the thoroughness of these discussions and of how every effort is made to be fair to the school concerned on the basis of the evidence presented. The findings are reported orally to the school either at the end of the inspection or on the following day depending on the inspection model. A draft report is provided to the principal four weeks later to check for factual accuracy. The final report is normally published no longer than six weeks after the inspection.

3.1.1.8 At the end of an inspection, the inspection documentation is scanned and stored electronically within the Department's central repository.

3.1.1.9 The spoken and written reports of the findings of an inspection of an individual organisation acknowledge effective practice and outcomes within

the context of the organisation and, where appropriate, identify the areas for improvement.

3.1.1.10 Schools where provision is evaluated as good or better are confident in using self-evaluation to effect improvement. They work on an ongoing basis with their DI and thus ensure that their staff view the inspection as part of a continuous improvement process and not a one-off event.

3.1.1.11 Organisations where quality of provision is evaluated as 'satisfactory', 'inadequate' or 'unsatisfactory' are subject to a formal process of interim follow-up visits and follow-up inspections. In the case of the 'inadequate' and 'unsatisfactory' evaluations, DE will follow the procedures outlined in the ESaGS policy which normally involves placing the school in the FIP.

3.1.1.12 Where the findings of inspection are acted upon and have had the greatest impact there is: more effective leadership and management with a sharper focus on monitoring and evaluating the standards the pupils are achieving in all aspects of their work; better learning and teaching particularly where the teachers are setting higher expectations of what the learners can achieve, supported by strong pastoral support; a collegial approach to improvement involving all the organisation's staff, the governors, parents and the learners themselves.

3.1.2 How ETI assesses value added

3.1.2.1 The process of inspection is not data-driven but data informed. The critical judgements that inspectors make about value-added depends on the quality of pupils' learning experiences across the school relative to their baseline starting points. ETI does not use a prescriptive or formal value-added system but instead accepts and scrutinises all assessment information a school wishes to make available to it.

3.1.2.2 The ETI noted the problems associated with the development of contextual value-added (CVA) measures in England. Of greatest concern was the risk identified that they can entrench low expectations for the most disadvantaged young people and mask underachievement. While the concept of CVA appears attractive in promising to show the difference schools can make, in reality such measures are very complex and can be difficult to interpret by stakeholders.

3.1.2.3 The ETI draws on all of the information, quantitative and qualitative, which the school has at its disposal and not just a single outcome measure, such as GCSE results.

3.1.2.4 Factors that an inspection team takes into account include; the context in which the school is working, which includes the free school meals percentage; the numbers of pupils on the special educational needs register; pupil enrolment trends; school type; staffing; the attendance, behaviour, motivation and work ethic of the pupils; the parental and community support, intake, gender; and, if available, the qualitative and quantitative data collated by the school's C2k attendance and behaviour management modules. In addition the team will discuss the school's work on tracking low and underachievement of pupils and the actions the school has taken to address any underachievement identified as a result of its data analysis.

3.1.2.5 The inspection teams use their professional judgement and breadth of knowledge of the NI education system to evaluate the value-added evidence that the school provides against the quality indicators in TTI. Through their experience in visiting a large number of schools each year inspectors acquire a detailed understanding of the standards achieved by learners. It is through such experience that inspectors are able to make judgements on whether the standards achieved by the learners are good enough. In addition to the individual experiences of inspectors there are regular opportunities provided for inspectors to meet and discuss how they make their judgements. It is through such internal discussions that ETI ensures that the judgements made

by an inspection team are consistent with those made in other inspections. (See also the role of the DI in 2.4.3).

3.1.2.6 Through The Education (School Development Plans) Regulations (Northern Ireland) 2010 DE requires schools to undertake self-evaluation for improvement to inform school development planning at all times. Prior to an inspection, schools are encouraged to ensure that some form of self-evaluation on the quality of the provision, standards and outcomes and leadership and management is available for inspection. ETI provides a sample proforma which a school may use if it finds it to be helpful. On the basis of the evidence in the school's self-evaluation: inspectors select a sample of lessons to observe; interview key staff; and track progress of the work in pupils' books In order to evaluate how effective the school's self-evaluation has been in bringing about and demonstrating value added improvement within the school.

3.1.2.7 The school's performance data is discussed with the senior management team who have the opportunity to provide their interpretation of the context of the organisation – this, in turn, is set in the context of the inspector's own experience and judgements on the quality of the pupils' achievements and standards. The overall trends and progress in the school's internal and external performance indicators are tracked and benchmarked against the performance of pupils within the school and the performance of pupils in schools with a similar free school meal entitlement.

3.1.2.8 Where schools use standardised tests³, the inspection team sample the data to evaluate the effectiveness of the school's processes in distinguishing between low and underachievement. In addition, the inspection team will examine the extent to which the school has incorporated suitable intervention strategies and set realistic and challenging whole-school and subject targets to effect improvement.

³ standardised tests such as Midyis, Yellis, CATs, NFER, PIE, PIM

3.1.2.9 The inspection team evaluates the evidence gathered from interviews with the teachers, middle and senior managers to assess if the strategies for implementing whole-school value-added improvement strategies are manageable, consistent across the departments, understood and implemented by all of the staff.

3.2 The Education Committee will identify the key issues impacting on schools experiencing difficulties and any gaps both in terms of the ETI review process and the support services provided by the Department or ELBs

3.2 Key issues impacting on schools experiencing difficulties

3.2.1 The Chief Inspector's Report 2010-2012 indicated that overall, the education system across Northern Ireland achieves good value, but its outcomes are too variable. In the primary sector, there is a need to raise further the standards in literacy and numeracy for almost 20% of children; and improve around 18% of learning and teaching that is satisfactory or below. The quality of leadership and management requires improvement in 22% of the schools inspected. The report also identified an improving trend in the number of post-primary pupils achieving five good GCSEs at grades A*-C or equivalent. It also pointed out, however, that in the non-selective sector, the gap between schools with lower levels of free school meal eligibility and those where 50% or more of pupils are eligible, is too high at 24.7%. More worryingly, in 2010-11 only 32% of pupils who are entitled to free school meals achieve five GCSEs at grades A*-C including English and mathematics.

3.2.2 The ETI subscribes to the key tenet of ESaGS that the quality of teaching is the most important aspect of success for any school. Inspection evidence indicates that while there is a range of factors impinging on schools experiencing difficulties, the most important include: poor leadership and management; low expectations of teachers and managers; and, poverty of

aspiration amongst parents, pupils, and the wider community. However, while any or all of the above can apply in certain circumstances, inspection evidence indicates that the most significant issue in these circumstances is the quality of leadership and management and the capacity of the school for rigorous and honest self-evaluation leading to sustained improvement.

3.2.3 High quality leadership in a school will build on the smallest strengths in order to bring about improvement. There are no examples of schools inspected where the inspectors did not find some evidence of good practice. In every school inspected, either individual teachers or co-ordinators, were managing to achieve good outcomes despite the socio- economic circumstances of the school. Where the quality of leadership was poor, the senior leadership team invariably did not have the capacity to analyse the problems nor plan strategically and realistically for improvement.

3.2.4 The ETI review of school leadership development programmes for principals⁴ found that despite significant investment in leadership development programmes, in particular through Professional Qualification for Headship (PQH), there has been no significant overall increase in the quality of leadership evident through inspections over the past six years.

3.2.5 Post-primary schools tend to be much larger and more complex/multi-faceted than primary schools. Low attainment in post-primary public examinations is a key feature of most of the schools where overall effectiveness has been evaluated as satisfactory or below. Inspection evidence, supported by research, indicates that in these schools the attendant complexities have developed over a significant period of time and there have been clear identifiable trends of under-achievement. The resulting outcome is that, irrespective of the level of support or an expressed commitment to change, improvement, in many instances, is difficult to effect within timescales that will impact positively on the outcomes for all of the young people currently attending that school.

⁴ Preparing school principals to be effective leaders: a review of existing leadership programmes, ETI, March 2013

3.2.6 Nevertheless, the need to improve the outcomes for learners in English and mathematics across all sectors remains a key priority. Of particular concern is the standards achieved by those pupils from disadvantaged backgrounds, where only 34.1% of all school leavers entitled to FSM achieved GCSE at grades A* - C or equivalents in five subjects including English and mathematics in 2011–12. Whilst this is an improvement from 2010-11 (3.2.1) there is still a great deal of work to be done in order to ensure that pupils from disadvantaged backgrounds fulfil their full potential. The ETI recently undertook a survey of schools where the standards achieved by pupils in schools with a relatively high FSM were good in order to identify elements of best practice. The resulting report, which all schools should find useful, will be issued in September 2013. This is especially important in relation to schools meeting the Programme for Government 2011-15 target of increasing the proportion of young people from disadvantaged backgrounds who achieve at least five GCSEs at A*-C or equivalent, including English and mathematics.

3.2.7 In some schools, where the quality of education provision is poor the school community has difficulty accepting the validity or fairness of an inspection performance level. The ETI does not under-estimate their difficulty in accepting that provision is not good enough when they believe that they are doing their best. The ETI evaluations are not focused on the individual efforts of teachers unless it is clear that someone is not meeting their professional commitment. However, in focusing on the needs of learners ETI has no option but to comment on the lack of the impact of that hard work on pupil achievements, always with a view to making things better for everyone in the longer term. As part of ETI's own self-evaluative process, and in response to feedback from some of those inspected, ETI is currently considering a review of the performance levels used in conclusion of inspection reports and, in particular, the terminology used in these descriptors.

3.2.8 There are examples where inspection has identified instances of underachievement and, in responding promptly, schools have made

significant improvement. Schools and their employing authorities need to use the wealth of data available to them to identify trends in outcomes and take action to prevent ongoing decline before low expectations become endemic in the organisation.

3.2.9 ETI can provide examples of schools where staff realised, subsequent to a successful follow-up inspection process, that things had needed to change and that as a result of the change having taken place everyone in the school community is more confident and pupils are achieving better outcomes.

3.3 The Education Committee will identify and analyse alternative approaches and models of good practice in other jurisdictions in terms of school inspection, the assessment of value added and improvement;

3.3.1 The ETI's inspection approaches adhere to the Ten Principles of Public Services Inspection, issued by the Office of Public Service Reform 2003: Inspecting for Improvement: Developing a customer Focused Approach (Appendix 6). The Cabinet Office view is that any Inspectorate that can demonstrate achievement against the ten principles will be at the forefront of the best practice.

3.3.2 As part of the Standing International Conference of national and regional Inspectorates of education, ETI is constantly reviewing aspects of the work of inspectorates across other countries and evaluating how effective these would be in Northern Ireland. ETI gives cognisance to the procedures that are effective in other jurisdictions and where appropriate integrates these as part of the on-going development of inspection. In addition, over the years members of ETI have participated in inspection activities with other inspectorates within the United Kingdom and Republic of Ireland as well as in other European countries.

3.3.3 Members of the inspectorate management group and middle management group have regular contact with their respective colleagues in

other jurisdictions. Inspectors have had the opportunity to join inspection teams in other jurisdictions and to take part in transversal study opportunities across Europe. The report and evaluations from these activities are used to develop further the specialist expertise of individual inspectors, who through a comprehensive corporate continuous professional development programme, share these with all members of ETI.

3.3.4 The ETI has received positive feedback from colleagues in other jurisdictions, on its work in developing further the role of the DI. Recently, other inspectorates have also indicated their interest in the development of the second phase of the proportionate and risk-based strategy, revisiting schools where provision has been evaluated in the last three years as very good or outstanding. This development was piloted in the last academic year (2012-13) in the primary sector under the working title Sustaining Improvement inspection.

3.4 The Education Committee will consider what priorities and actions need to be taken to improve ETI's approach to the school improvement process including the need for enhanced powers; alternative measures of achievement; improved governance; and transparency.

3.4.1 A key feature of all inspection activity is to build capacity within the organisations inspected. The ETI seeks to achieve this outcome by promoting processes of evaluation which will endure beyond the period of the inspection itself; by helping to establish improved ways of working through professional dialogue; and by identifying, reporting and disseminating examples of outstanding practice from which others may learn and so improve their provision for learners.

3.4.2 The ETI inspection process is open and transparent. All stakeholders can access inspection documentation and reports on the ETI website. Prior to inspection on many of the current inspection models the reporting inspector meets with all staff at a pre-inspection briefing to explain the arrangements for

the inspection and answer any questions. During the inspection, the reporting inspector liaises with the senior management on a daily basis to clarify any aspect of the inspection arrangements and to discuss any emergent findings.

3.4.3 In the last year alone, ETI has hosted three conferences on the Chief Inspector's Report (1,100 delegates), a half-day seminar on inspection for members of NAHT approx 200 delegates, two training days for associate assessors and contributed to a range of education conferences nationally and internationally.

3.4.4 In his statement on 26 September 2011, Putting Pupils First: Shaping our Future, the Minister for Education asked the ETI to strengthen the inspection process to enable the boards of governors of schools to receive feedback on how they are doing so that good practice can be identified and shared. Revised inspection arrangements were trialled successfully with a selection of schools in the academic year 2012-13 in preparation for full implementation in 2013-14.

3.4.5 The Education Bill introduced to the Assembly on 2nd October 2012 clarifies and modestly enhances the functions and powers of inspectors. The ETI note and support the main changes as necessary and proportionate. However, even with this enhancement, the powers of inspectorates in other jurisdictions are considerably stronger.

3.4.6 The ETI keeps its processes under continuous review and is always open to new ideas or views, and is aware also of the need to retain the professional support of the education system. The introduction of the formal intervention programme and the associated media coverage resulted in some schools expressing difficulty in accepting the validity or fairness of an inspection performance level. Although the inspection process had not changed, the context of media reporting did.

3.4.7 The ETI consults with stakeholders at the design, development and review stages of all of its processes and work. For example, we have

consulted with our stakeholder through a multi-agency group working under the title of the Using School Information and Data (USID) group the membership of which includes serving primary and post-primary school principals: primary and post-primary data conferences; AAs; focus groups; and questionnaires to parents, teaching and support staff. In addition, the organisation is scrutinised by external assessors. For example, the report issued by the assessors for the Customer Service Excellence standard stated that: “The Education and Training Inspectorate is a highly customer focused organisation with a discrete balance between the rigorous assessment of educational and training establishments against educational policy and the support for these organisations to change and improve.”

APPENDICES

APPENDIX 1

ETI mission statement, vision, objective, principles, values and standards

Mission Statement

‘Promoting improvement in the interest of all learners.’

Vision

‘The Education and Training Inspectorate will be a highly regarded and influential organisation, dedicated fully to the education and well-being of all learners.’

Objectives

- To promote openness and transparency in all of the work undertaken.
- To ensure that all those who are inspected are aware of the processes, protocols, standards and performance indicators adopted by the Education and Training Inspectorate.
- To ensure that no organisation is uncertain about the nature and purpose of inspection.

Principles, Values and Standards

- Recognition that the key priority must be the interests and well-being of the learners, in terms of the quality of education and training which they experience, and the outcomes they achieve.
- Objectivity and consistency in making evaluations, honesty in communicating findings, and openness in ensuring that evaluations reflect accurately the organisation’s achievements.
- Concern for accuracy, and reliance, in the main, on first-hand evidence based on observation.
- Fairness in dealing with individuals and groups.

- Sensitivity to the circumstances of the organisation, and tact and courtesy towards all with whom the inspector(s) come(s) into professional contact.
- Minimising stress by ensuring that queries are answered promptly and concerns dealt with within a measurable timescale.
- Sensitivity to the effect on others of evaluations and reports, but without compromising the principles, values and standards set out above.

APPENDIX 2

EVALUATIONS/SURVEYS COMMISSIONED BY DEPARTMENTS (1 APRIL 2012 to 31 MARCH 2013)

Source	Detail
DE	Literacy/Numeracy work to be undertaken at the request of the DE Minister.
DE	Joint report with DES inspectorate on best practice in literacy and numeracy in post-primary settings.
DE	Survey of how effectively primary schools are using statutory computer-based assessment (CBA, currently the InCAS tool) data for diagnostic and planning purposes.
DE	Evaluation of the joint QUB/UU Pilot Project: Post-Primary PGCE in Main Subject with Special Needs Education & Inclusion
DE	Evaluation of the effectiveness of Full Service School provision at the Boys' and Girls' Model Schools and the Full Service Community Network centred in Corpus Christi College
DE	Evaluation of SEN Review pilots in Level A educational assessment and in early years' settings
DE	Evaluation of International Fund for Ireland "Sharing in Education Programme" projects
DE	Survey of the quality of SEN provision across primary schools in the IME sector.

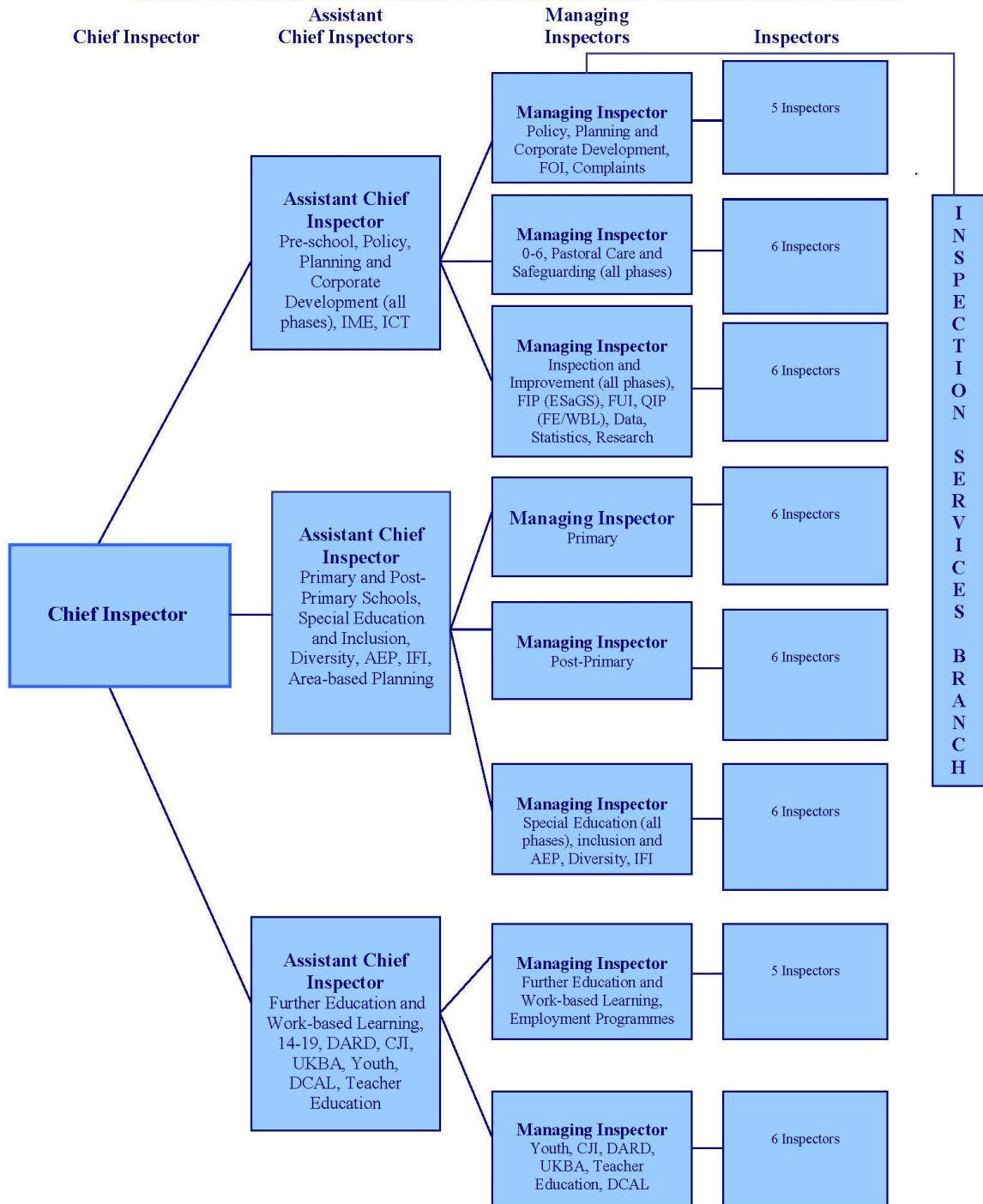
DE	Assessment of services provided by early years specialists to settings funded within the Pre-School Education Expansion Programme.
DEL	An evaluation and scrutiny of whole college self-evaluation reports and quality improvement plans for the six area-based colleges.
DEL	An evaluation and enhanced scrutiny of self-evaluation reports and quality improvement plans provided by a sample of contracted TfS/ ApprenticeshipsNI and Steps to Work lead contractors.
DEL	Follow-up on the Report of an Evaluation of the Provision and Outcomes for Essential Skills in the South Eastern Regional College.
DCAL	An evaluation of the summer language learning programmes provided directly, or funded by, the Languages Bodies
DCAL	An evaluation of the contribution of the Creative Learning centres to school improvement.
DCAL	An evaluation of the extent to which a range of arts-based organisations complement the STEM agenda through the learning strategy

OTHER INSPECTION ACTIVITY (1 APRIL 2012 to 31 MARCH 2013)

Source	Detail
CJI	Inspection of 1 Prison (Unannounced)
DARD	Inspection of CAFRE
UK Borders Agency	Inspection of Tier 4 English Language Colleges
ETI	Evaluation of Counselling in Special Schools
ETI	Speech and Language Evaluation
ETI	Evaluation of Residential Units (Joint work with RQIA)
ETI	Review of ASD in Mainstream Schools

APPENDIX 3

THE EDUCATION AND TRAINING INSPECTORATE: ORGANISATION CHART



September 2013

APPENDIX 4

ETI support material

Evaluating Series

The Evaluating series presents a range of indicators of quality in the provision of subjects, including pastoral care, derived from the experience of the Inspectorate, acquired on inspections and school visits. The indicators are intended to assist Boards of Governors, members of senior management and classroom teachers of primary, post-primary and special schools to monitor and evaluate their own provision and, where necessary, to effect improvements.

The Improving Series

The Improving Subject Series are based on inspections of and visits to subject departments in post-primary schools. They are intended to support subject teachers and departments in their evaluation and improvement of their teaching and of their pupils' learning and standards of achievement.

The Better Series

The Better series identifies the elements of the most and least effective provision using evidence gathered from inspections and other visits to schools

Together Towards Improvement

Together Towards Improvement outlines the process that a school may use to develop a culture of self-evaluation leading to improvement. The document outlines the quality indicators used by inspectors and illustrates how a school can use these indicators to evaluate the quality of provision. The document is designed for use in primary, post-primary and special schools.

Quality Assurance in the Youth Sector 2000

The Quality Assurance in the Youth Sector 2000 outlines quality indicators and possible sources of evidence to assist youth organisations in their self-evaluation.

Reflective Teacher

The Reflective Teacher sets out guidance for individual teachers to evaluate the quality of his/her practice and to identify strengths and areas for improvement.

Draft Quality Indicators for the Youth Sector September 2007

The Draft Quality Indicators for the Youth Sector September 2007 is designed to help practitioners reflect on their practice, with a view to identifying strengths and identifying and addressing areas for improvement.

Improving Quality: Raising Standards (IQ:RS)

Improving Quality: Raising Standards (IQ:RS) is the Inspectorate's quality assurance framework for further education, and training programmes, and is linked to the Department for Employment and Learning's (the Department) strategy for quality improvement "Success Through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland".

Digital Versatile Discs (DVD)

The DVDs were produced to help the staff of an organisation evaluate the quality of provision by reflecting on, and discussing, examples of good practice.

APPENDIX 5:

Ten Principles of Public Services Inspection (issued by the Office of Public Service Reform 2003: Inspecting for Improvement: Developing a customer Focused Approach)

1. The ***purpose of improvement***. There should be an explicit concern on the part of inspectors to contribute to the improvement of the service being inspected. This should guide the focus, method, reporting and follow-up of inspection. In framing recommendations, an inspector should recognise good performance and address any failure appropriately. Inspection should aim to generate data and intelligence that enable Departments more quickly to calibrate the progress of reform in their sectors and make appropriate adjustments
2. A ***focus on outcomes***, which means considering service delivery to the end users of the services rather than concentrating on internal management arrangements.
3. A ***user perspective***. Inspection should be delivered with a clear focus on the experience of those for whom the service is provided, as well as on internal management arrangements. Inspection should encourage innovation and diversity and not be solely compliance-based.
4. ***Proportionate to risk***. Over time, inspectors should modify the extent of future inspection according to the quality of performance by the service provider. For example, good performers should undergo less inspection, so that resources are concentrated on areas of greatest risk.
5. Inspectors should encourage rigorous ***self-assessment*** by managers. Inspectors should challenge the outcomes of managers' self-assessments, take them into account in the inspection process, and provide a comparative benchmark.
6. Inspectors should use ***impartial evidence***. Evidence, whether quantitative or qualitative, should be validated and credible.
7. Inspectors should ***disclose the criteria*** they use to form judgments.

8. Inspectors should be ***open about their processes***, willing to take any complaints seriously, and able to demonstrate a robust quality assurance process.

9. Inspectors should have regard to ***value for money***, their own included.

10. Inspectors should ***continually learn from experience***, in order to become increasingly effective. This can be done by assessing their own impact on the service provider's ability to improve and by sharing best practice with other inspectors.

