Inspection and Self-Evaluation Framework

Effective Practice and Self-Evaluation Questions for Youth

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ETI: Promoting Improvement in the Interest of all Learners

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The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

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INSPECTION AND SELF-EVALUATION FRAMEWORK 2017

The Inspection and Self-Evaluation Framework

The Inspection and Self-Evaluation Framework (ISEF) is effective from January 2017 and is common to all phases inspected by the Education and Training Inspectorate (ETI). Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific.

Purpose and rationale of the Inspection and Self-Evaluation Framework

In 2003 the ETI published Together Towards Improvement (TTI) as a resource to support schools in the process of self-evaluation and to provide transparency in the inspection process by the publication of key indicators. A similar resource was developed, Improving Quality: Raising Standards (IQ:RS), to support the self-evaluation process in colleges of further education and work-based learning. Following several reviews of both publications, from January 2017, TTI and IQ:RS are being replaced by the ISEF. This update is in response to the changing educational landscape, new government strategies, technological advances, worldwide research and development in how children and young people learn, and has been made in consultation with key stakeholders.

Inspection and reflection

The ETI has developed the ISEF to provide a more holistic overview of the key aspects of education and training at all stages from early years through to further education and work-based learning. In creating a common framework for inspection and self-evaluation the ETI is extending the principle of openness and transparency so that all stakeholders are working together to promote improvement for all learners. The key areas that influence most the quality of education provided to learners are the quality of leadership and management at all levels and the provision for learning and teaching which in turn impact on the outcomes for learners. The framework is designed to provide a balance of inspection and reflection on academic achievement but also the wider skills and dispositions that learners require to live and work in the world today. It is also designed to promote an inclusive learning environment where all learners have access to high quality provision. The safety of children and young people is paramount, therefore safeguarding/child protection is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education or training organisation.

Application of the Framework

During inspection, the ETI team will use the inspection framework to evaluate the quality of the work of the organisation. All phases in education and training which are inspected by the ETI will use the same key elements during inspection. The principal or leader of the organisation will be aware of the application of the framework during inspection through his or her role as a representative[1].

For the purposes of self-evaluation, the framework is designed to enable organisations, teams or individuals to initiate or continue the process of self-reflection leading to improvement; it should be used to provide a holistic approach to self-evaluation and not as an inflexible check-list. The underpinning phase specific characteristics of effective practice, and the self-evaluation questions, should enable the staff within an organisation to have in-depth professional discussions about specific aspects within the framework and stimulate challenge and debate about: the outcomes for learners; quality of provision; and leadership and management. The framework may also be used to support teams or individuals to reflect on their skills, knowledge and expertise to identify areas for further career-long professional development in pursuit of high quality learning and teaching. Importantly the framework may be used to ensure consistent high quality provision within organisations at important key transition points and ensure effective transitions for the learner from organisation to organisation within cluster or shared education arrangements.

As a result of the debate and challenge stimulated by the characteristics and the questions, the organisation, team or individual should be able to provide a summary of the strengths of the particular aspect under focus, identify areas that require further development and consider the actions that are necessary to continue the improvement process. It is not enough to confirm that actions have taken place but rather to assess the impact of the actions on the outcomes for learners. Therefore an important part of the evaluation process will be gathering qualitative or quantitative data as evidence of improvement that can be presented to the wider community and other stakeholders. This may include taking a wider, more inclusive and objective perspective to evaluation and necessitate consultation with learners, staff, parents, governors/ management committees and other stakeholders.

Not all organisations are at the same stage of self-evaluation but the framework, characteristics of effective practice and self-evaluation questions will provide a generic model of reflection for those who are at the beginning of their evaluation journey as well as those organisations that are using well embedded procedures.

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[1] https://www.etini.gov.uk/articles/role-representative

INSPECTION AND SELF- EVALUATION FRAMEWORK					
Overall effectiveness					
Outcomes for Learners	**PL**	**Quality of Provision**	**PL**	**Leadership and Management**	**PL**
Standards attained	S/AFI	Quality of curriculum including (breadth, balance and appropriateness)	S/AFI	Effectiveness and impact of the strategic leadership	S/AFI
Progression		Effectiveness of guidance and support in bringing about high quality individual learning experiences		Effectiveness and impact of the middle leadership	
Wider skills and dispositions/capabilities		Effectiveness and impact of planning, engagement/ teaching/training and assessment in promoting successful learning		Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process.	

Governance (for schools)	High degree of confidence	Confidence	Limited confidence
Care and Welfare	**Level 1.** C&W impacts positively on learning, teaching and outcomes for learners.		**Level 2.** C&W does not impact positively on one or more of learning, teaching and outcomes for learners.
Safeguarding	**Level 1: Reflects the guidance**	**Level 2: Reflects broadly the guidance**	**Level 3: Unsatisfactory**

Overall Effectiveness:
The organisation has a high level of capacity for sustained improvement in the interest of all the learners.
The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.
The organisation needs to address (an) important area (s) for improvement in the interest of all the learners.
The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

Performance Levels:
Outstanding
Very good
Good
Important areas for improvement
Requires significant improvement
Requires urgent improvement

Additional Terms Used:
S   Strengths
AFI   Area for improvement

OUTCOMES FOR LEARNERS

Standards attained

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the organisation has raised the attainment of the young people and they achieve appropriate accredited and non-accredited training and experiences that are relevant to their identified needs; • the young people achieve good communication, team-working, interpersonal skills, flexibility, initiative and self-reliance; • there are opportunities for the young people to work independently and with others, demonstrate effective personal and social skills, show perseverance in their learning and apply their learning in a range of social contexts; • the young people demonstrate an understanding of their learning, in particular, the skills and knowledge which contribute to their personal and social development; • the young people recognise and build on the connections between their formal and non-formal education; and • the organisation provides a range of learning experiences for the young people to participate confidently in decision-making and problem-solving.	• What are the engagement, retention and achievement statistics for young people involved in accredited and non-accredited courses? • Are the young people fully engaged in their learning and able to participate in decision-making about their learning pathways and future career aspirations? • How well are the learning outcomes evaluated and developed further to consolidate and extend learning? • How well do young people engage in the youth work sessions and is the quality of their oral responses the best it can be?

OUTCOMES FOR LEARNERS

Progression

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the young people make progress in their learning, relative to their prior levels of attainment and commensurate with their abilities and stage of development; • through a range of opportunities the young people progress into leadership roles, through effective training and appropriate responsibilities; • the young people evaluate and reflect on their achievements and outcomes and those of others; and • there are opportunities for the young people to use their initiative and to demonstrate that they are enterprising and resourceful in overcoming challenges.	• Do the young people enjoy and make progress in their learning relative to their prior attainment? • How effective is our system of tracking and evaluating the young people's progress in their learning outcomes? • How involved are young people in planning their own programmes? • How does the young people's evaluation of the quality of their experiences impact on the provision? • How do the young people celebrate their success and that of others?

OUTCOMES FOR LEARNERS

Wider skills and dispositions/capabilities

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the young people demonstrate clearly collaborative working through group work and team-building to achieve collective goals; • the young people take positive action to affect and influence change, to best meet their own needs and those of others; • the young people display high levels of understanding, compassion and sensitivity towards the rights and feelings of others; • the organisation ensures that the young people develop a critical understanding of issues within their community and become more active citizens; and • through appropriate encouragement and support from the organisation the young people demonstrate high levels of involvement in a range of volunteering opportunities.	• How well do the young people develop their personal and social development skills and what action is taken to progress and address these areas? • What strategies do we use to support young people with additional learning needs and/or barriers to learning and how effective are these strategies? • Are the young people supported and developed to take responsibility for their own learning? • How do the young people benefit from shared learning experiences?

QUALITY OF PROVISION

Quality of the curriculum

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the young people, part-time staff and volunteers are involved in the design of the curriculum; • the curriculum is broad, balanced and well matched to the young peoples' needs, interests and abilities; • the young people experience programmes and activities that are varied, differentiated, and provide effective support and challenge; • there are effective outreach and detached youth work programmes; • the curriculum contains high quality programmes which address the issues of equity, diversity and inter-dependence; and • opportunities are provided for the young people to review and evaluate the quality of their youth work experiences and suggest how these could be improved.	• How do we identify and meet well the curriculum needs of the young people? • What do the assessed needs of the young people highlight as priorities and how well have we met those needs? • How is the curriculum contributing to raising standards and closing the performance gap between the highest and lowest achieving young people? • How well do we involve staff and young people in the design of the curriculum? • How well does the curriculum provision contribute to the development of the young people's personal and social development? • Is the balance between recreational activities and issue based programmes appropriate for the young people?

QUALITY OF PROVISION	
Effectiveness of guidance and support in bringing about high quality individual learning experiences	
Effective practice	**Self-evaluation questions**
Effective practice is demonstrated when: • the staff support the young people to progress through suitable pathways which contribute to their future education training and employment; • the organisation engages the young people effectively in programmes to maintain good physical and mental health; • there is an inclusive learning environment, where young people are supported to meet their full potential regardless of gender, social, ethnic, and educational background; and • the organisation identifies and supports marginalised and vulnerable young people using appropriate intervention strategies.	• How effectively do we help to remove barriers to learning for the young people? • How well are the young people guided and supported to progress to future education, training and employment? • What is the impact of the programmes on improving the young people's physical and mental health? • How do we meet the needs of vulnerable and marginalised young people and how effective are the intervention strategies which we use? • How effective are we in promoting inclusion and in widening access for all young people?

QUALITY OF PROVISION

Effectiveness and impact of planning, teaching and assessment in promoting successful learning

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the youth workers comprehensively plan programmes which focus on quality learning experiences for young people; • the youth workers deliver programmes which set high expectations and develop the young people's knowledge, understanding and skills; • the youth workers use effective facilitation skills in formal and non-formal group work which progress the young people in their learning; • there are innovative and challenging programmes that are contemporary and adapted to meet the changing needs of the young people; • the youth workers use appropriate assessment methods which involve the young people in evaluating programmes; and • the youth workers record how on-going reflection improves subsequent planning, provision and the impact on learning.	• How effective is our planning for youth work practice? • How well do we plan for sessions which connect to both centre-level and area-based planning? • What strategies do we use to engage challenging and vulnerable young people? • What is the quality of the full-time and part-time workers' group work skills? • How do we use summative and formative assessment to improve youth work practice? • How effective are we at recruiting new members? • How effective are the staff at engaging and retaining young people in group work and activity based programmes?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the strategic leadership

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • there is a clear strategic vision for the future direction of the work with young people, in line with local and regional needs and government policy; • there is effective curricular leadership and management which meets the needs of the young people; • the strategic leadership plan and review realistic objectives and targets for youth provision; • there are well-developed purposeful links and partnerships with appropriate stakeholders to support the work of the organisation; • young people are effectively engaged in the governance and management of the provision; • staff are deployed and supervised effectively and strategic leadership recruit, train and retain the involvement of volunteers; and • resources and accommodation are of high quality and support well the youth work provision and activities.	• How effective are we in providing strategic leadership to achieve high standards of provision? • What are the key strengths of the strategic leadership, including the arrangements for the recruitment, deployment and training of staff? • How effective are we in monitoring and evaluating the organisation's performance and its development plan (including consultation with young people) to set/adjust priorities for improvement? • How extensive and productive are the links and partnerships and how do they benefit the young people? • Are the available resources sufficient to support high quality provision?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the middle leadership

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • middle leaders lead effectively key curriculum areas they have responsibility for; • middle leaders are part of a collegial, cohesive team with clearly understood and shared objectives; • middle leaders are involved in the planning, monitoring and evaluation of the provision to inform the strategic direction of the organisation; • there is a clear understanding of the role of self-evaluation in leading to improvement by middle leaders; and • middle leaders take effective action to continuously improve the provision.	• How does the work of middle leaders effect improvement in the provision? • How do middle leaders identify and meet the needs of the young people? • How effectively do middle leaders support the strategic leadership? • What is the impact of ongoing professional development on the ability of middle leaders to lead on key curricular areas? • How is best practice promoted and disseminated by the middle leaders?

LEADERSHIP AND MANAGEMENT

Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process

Effective practice	Self-evaluation questions
Effective practice in promoting improvement is demonstrated when: • self-evaluation is used well to review provision identifying strengths and areas for improvement; • there is a clear action planning process in place to bring about improvement; • the views of the young people, staff and relevant stakeholders are used when planning, evaluating and improving the provision; • there is appropriate continuous professional development for all staff and its impact on the quality of learning for the young people is evaluated regularly; • the staff are provided with opportunities to gain accredited, relevant qualifications to improve their youth work skills and enhance their employability options; and • staff analyse and use data effectively to understand the impact of the services on the young people.	• How has our development planning, monitoring and evaluations informed the improvement of the provision? • How well are young people, their parents/carers and the local community involved in the planning and evaluation of provision? • How do we demonstrate clear evidence of improvement based on actions taken as a result of self-evaluation? • How do the outcomes of the evaluations lead to agreed future actions which achieve the intended improvements in learning, management, and provision? • What is the impact and benefit of the staff training on the quality of the provision for the young people's learning?

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GOVERNANCE

Governance

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the management committee is well informed, about the outcomes for the young people and the effectiveness of the provision; • the management committee have communication with the youth workers and analyse effectively the impact of the provision through first-hand evidence; • the management committee support and challenge appropriately the organisation's priorities for improvement; and • the experience and expertise of the management committee are used to support effectively the operational and strategic development of the organisation.	• How do we contribute to a shared strategic vision for the organisation improvement? • How do we agree and challenge the priorities in the area development plan? • How do we monitor effectively the organisation's progress in addressing the priorities for improvement in the action/development plan? • How do we know the standards attained by the young people, including those with barriers to learning and/or with additional learning needs are good enough and compare well with young people in similar organisations? • How do we ensure that we meet our statutory obligations? • How do we monitor the curriculum provision to ensure it meets well the needs and aspirations of the young people? • What oversight do the management committee and senior leaders have of policies and procedures, case recording and the impact on practice? • How do we ensure efficient use of all available personnel, financial and physical resources in the best interests of all the young people?

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CARE AND WELFARE

Care and welfare

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • a positive ethos is evident in the way that all of the staff provides a safe, secure environment for the young people to learn (both in the organisation and outside); • high expectations of respectful behaviour are agreed, shared and maintained with the members of the organisation and the community; • the staff take collective responsibility for the diversity of the community; all young people are helped to overcome barriers to learning and fulfil their potential; • the staff create a purposeful, positive and well-organised learning environment characterised by high levels of mutual respect, positive working relationships at all levels; • the effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that young people continue to develop resilience and independence; • the management committee/Education Authority (EA) and youth workers are innovative, proactive and adaptive in a rapidly-changing world; equipping young people to deal effectively with current and future challenges; • the young people and their parents/carers (where appropriate) are active contributors to the life and work of the organisation; and • the organisation works with outside agencies to support the care and welfare of the children/young people.	• How do we know that everyone behaves consistently in a way makes your ethos a reality for all of the young people? • How do we promote openness and effective communication? What evidence do we have to show that it works? • How do we deal with comments and complaints from young people/parents/carers? Are the youth workers approachable and how do we know that they respond appropriately? • How do we promote appropriate behaviour and understand the causes of inappropriate behaviour? • How effective are the staff's interpersonal skills in building and developing relationships with young people? • How are the young people involved in the development of pastoral policies, for example, 'promoting positive behaviour' and 'anti-bullying'?

SAFEGUARDING

Safeguarding

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the young people feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to sympathetically and appropriate action taken; • the organisation has and implements fully an appropriate safeguarding policy (incorporating a protection policy for children and adults at risk) which is in line with the requirements of the Department of Education; • the learners, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children, young people and adults at risk; • the staff monitor and assess the extent to which the young people know how to keep themselves safe and how to seek help; • the organisation regularly (at least annually) carries out self-evaluation of its own child protection/safeguarding policy and practice using the phase-appropriate ETI safeguarding/child protection proforma; • the organisation regularly reviews policies, procedures and reporting arrangements: child protection/safeguarding; anti-bullying; behaviour management; • the organisation works with a range of external agencies to support safeguarding and child protection practices; and • the staff and management committee/EA regularly receive training including safeguarding and child protection.	• Is there a culture of safeguarding vigilance throughout the organisation? Are all staff mindful of risk and are risks assessments carried out? • How does the leadership evaluate the quality and effectiveness of safeguarding and does it lead to improvement? What oversight do the management committee/EA and leadership have of policies and procedures, case recording and the impact on practice? • Is there a record available to show that all staff and those in contact with the young people (in line with guidance from appropriate Departments) have been vetted and trained appropriately? • How do we assure ourselves that all requirements regarding child protection and safeguarding are in place? • How do we engage pastorally with parents/carers when they raise a concern? • What are our main safeguarding challenges and how are we addressing them? • How well do we co-operate with outside agencies?

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