

THE EDUCATION AND TRAINING INSPECTORATE

# *A Common Framework for Inspection*

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*The Education and Training Inspectorate -  
Promoting Improvement*

**Providing Inspection Services for**

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure

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INVESTOR IN PEOPLE



CUSTOMER SERVICE EXCELLENCE



*A Common Framework for Inspection*

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**CONTENTS**



# CONTENTS

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## **SECTION 1 INTRODUCTION**

What is the purpose of the document 'A Common Framework for Inspection'?	3
What are the terms used throughout the document?	3

## **SECTION 2 THE INSPECTORATE AND ITS WORK**

What are the origins of the Inspectorate?	6
Who can become an inspector?	7
Which organisations are inspected?	8

## **SECTION 3 WHAT IS INSPECTION?**

What is the purpose of inspection?	10
Who are the members of an inspection team and what are their roles?	10
What is the role of the Reporting Inspector?	10
What are the roles and duties of the members of an inspection team?	11
Who, from outside the Inspectorate, may join an inspection team?	12
How often do inspections take place?	13
What types of inspection are undertaken?	13
How may those within or those associated with an organisation be involved in inspection?	13
What quality of service can be expected?	14

How does the Inspectorate evaluate the quality of its own work? . . . .	16
How does the Inspectorate improve its own work? . . . . .	17

**SECTION 4 MAKING EVALUATIONS**

How will evaluation benefit an organisation? . . . . .	20
What will be evaluated and reported? . . . . .	20
How can an organisation gain maximum benefit from an inspection? . . . . .	22
How can an organisation use the findings of inspection most effectively? . . . . .	22
<b>POST-INSPECTION PHASE</b>	
What happens during the post-inspection phase? . . . . .	23
What are the follow-up procedures to an inspection? . . . . .	24

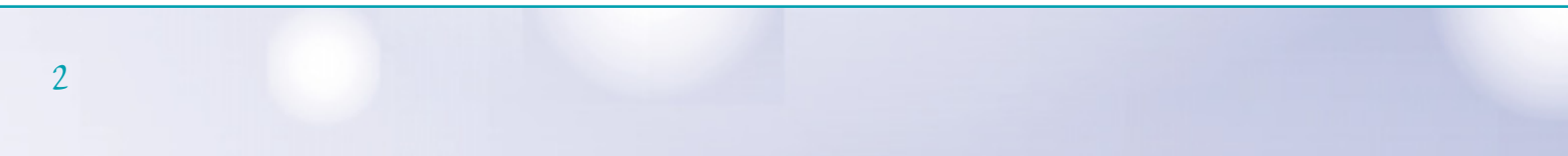
**SECTION 5 APPENDICES**

1. How is the Education and Training Inspectorate organised? . . .	
2. The Education and Training Inspectorate - Roles and Responsibilities. . . . .	
3. Types of Inspection – Organisational Inspections and Surveys .	
4. Terms used in Inspection . . . . .	
5. Documents and Support Materials Published by the Education and Training Inspectorate to Support Self-Evaluation and Outline the Quality Indicators used by Inspectors . . . . .	
6. Information Documents and Leaflets Published by the Education and Training Inspectorate. . . . .	
7. Procedures for Follow-up Inspections (FUIs) . . . . .	
8. An Outline of Inspection Procedures in Different Phases/Sectors	
9. Contacting the Education and Training Inspectorate . . . . .	

*A Common Framework for Inspection*

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**SECTION 1:  
Introduction**





## What is the purpose of the document 'A Common Framework for Inspection'?

The Education and Training Inspectorate (the Inspectorate) strives to promote openness and transparency in all the work it undertakes. The 'Charter for Inspection', 'Service Standards' and the information leaflets for teachers, parents, employers, governors, trainers, youth leaders and management committees, and information on the parents' letters, ensure that all those who are inspected are made aware of the processes, protocols and indicators adopted by the Inspectorate.

'A Common Framework for Inspection' was first published in 2004 and this revised version (2008) outlines developments since the first framework and builds on other documents published in the interim period.

In the interests of ensuring that all organisations are clear about the nature and purpose of inspection this document outlines:

- ☑ the background and composition of the Inspectorate;
- ☑ the procedures involved in inspection;
- ☑ what the Inspectorate evaluates; and
- ☑ what an organisation can gain from inspection.

By guiding the reader to other documents, further aspects of the work of the Inspectorate are clarified, and an overview is provided of the materials which support an organisation in evaluating its own practice and improving standards. The documents mentioned throughout 'A Common Framework for Inspection' are available at the Inspectorate website - [www.etini.gov.uk](http://www.etini.gov.uk).

## What are the terms used throughout the document?

The Inspectorate works across many phases and age groups in the education, youth and training sectors in Northern Ireland (NI).

For the purposes of this document the following general terms are used:

### Teacher

The person who works with the learners in an organisation as defined below, including lecturers, early years workers, trainers, tutors and youth workers.

## *Introduction*

Employing authority	The organisation which employs the teacher and is responsible for all aspects of employment.
Inspector	The person carrying out an inspection in any phase.
Leader	The head of any organisation.
Learner	A child, pupil, young person, member, student or trainee in any of the organisations inspected.
Management group	The Management Committee, Board of Governors or other group responsible for the organisation.
Organisation	For example a school, college, pre-school centre, including nursery school or class, organisation supplying training, employment or other learning programmes, a youth centre/organisation or other government funded organisation.

Other terms, such as Associate Assessor and Lay Member are explained within the content of the document.

*A Common Framework for Inspection*

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**SECTION 2:**  
**The Inspectorate and Its Work**

# *The Inspectorate and Its Work*

## **What are the origins of the Inspectorate?**

The present Inspectorate is in direct, unbroken descent from the Inspectorate established in 1832 by The Commissioners of National Education in Ireland. In January 1989 the Inspectorate's work was extended to include the training service in Northern Ireland (NI), and the organisation continues to be a unitary inspectorate which is known as the Education and Training Inspectorate (Inspectorate).

The Inspectorate provides inspection services and information about the quality of education, training and youth provision to:

The Department of Culture, Arts and Leisure (DCAL);

The Department of Education (DE);

The Department for Employment and Learning (DEL);

The Department of Agriculture and Rural Development (DARD).

The Inspectorate uses a Memorandum of Understanding and Service Level Agreements to guide the work with the relevant departments.

Various changes have occurred in the education service, however, the duty of the Inspectorate, to report on the quality of education and training in Northern Ireland, remains fundamentally unchanged.

The role of the District Inspector (DI) has been part of the role of an inspector since 1832. The DI has responsibility for a group of organisations within a phase and a geographical area. A district comprises a number of organisations from one of the following sectors: pre-school centres, primary schools, post-primary schools, special schools, colleges of further education, training or youth organisations. In the main, the DI engages with individual organisations within his/her district through three types of activity:

- ☑ centrally-programmed inspections and surveys;
- ☑ follow-up inspections, and monitoring visits, in which the DI's function is that of monitoring and reporting on the progress of the organisation in addressing the issues identified during inspection, with particular reference to improvements in learning and teaching, standards achieved, quality of leadership and management, and the effectiveness of external support;

# *The Inspectorate and Its Work*

- ✓ visits (district visits) planned and implemented by the DI or Specialist Inspector (see Appendix 2).

Outside formal inspection activity a DI aims to visit the organisations in his/her district as often as possible in order to:

- ✓ to develop productive and purposeful working relationships; and
- ✓ to gain information about the quality of provision.

The DI also seeks to establish good working relationships with:

- ✓ the staff of the relevant support agencies;
- ✓ the representatives of the employing authorities;
- ✓ management groups; and, as appropriate;
- ✓ the staff of relevant statutory bodies/agencies.

At the time of writing this document, several changes in the educational structure in NI are anticipated, many of these changes will influence and shape the future work and organisation of the Inspectorate.

A profile of the present structure of the Inspectorate and a glossary of roles and responsibilities are included at Appendices 1 and 2.

## ***Who can become an Inspector?***

Inspectors are recruited through public advertisement in the press. Those who become inspectors have appropriate academic and professional qualifications and invariably have substantial experience of the education, training or youth sectors. Many of them have experience at senior levels in education or training and youth work; some have held senior posts in industry and commerce. Newly appointed inspectors normally serve a probationary period of one year during which they follow an appropriate programme of induction and staff development. Staff development continues throughout an inspector's service with the organisation.

# *The Inspectorate and Its Work*

## **Which organisations are inspected?**

A wide range of organisations is inspected including:

- pre-school centres including nursery schools and classes;
- primary, post-primary and special schools;
- Alternative Education Provision (AEP);
- independent schools for the purpose of registration;
- colleges of further and higher education;
- supplier (training) organisations;
- the youth and community sector; and
- initial teacher education organisations.

The teaching and learning functions of the Education and Skills Authority (ESA) including examinations, assessment and educational support services will also be inspected following the proposed changes in the educational administration of NI.

The content and nature of the inspection programme takes account of initiatives which the Government has introduced as well as areas identified by the Inspectorate, using evidence gained for district visits or other areas of work. In addition, the inspection programme is designed or adjusted to provide evidence on issues about which the Departments, DCAL, DE, DEL, and DARD and their Ministers require particular advice.

## *A Common Framework for Inspection*

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# **SECTION 3: What is Inspection?**

# *What is Inspection?*

## *What is the purpose of inspection?*

The purpose of inspection is to promote the highest possible standards of learning, teaching, training and achievement throughout the education, training and youth sectors in NI.

In all inspections, the fundamental task of the inspection team, is to:

- ✓ make, and communicate, an objective professional evaluation of the quality of learning and teaching, including the standards achieved by learners;
- ✓ evaluate the quality and effectiveness of the leadership and management of the organisation being inspected;
- ✓ base this professional evaluation on evidence gained, in the main, through first-hand observation and discussion.

The spoken and written reports of the findings of the inspection acknowledge effective practice and outcomes and, where appropriate, identify areas for improvement.

## *Who are the members of an inspection team and what are their roles?*

Inspections of individual organisations are normally undertaken by an inspection team of two or more inspectors under the leadership of the Reporting Inspector (RI), assisted by a Deputy Reporting Inspector (DRI). An inspection team may be supplemented with a Professional Associate and/ or a Lay Member (see Appendix 2).

## *What is the role of the Reporting Inspector?*

The RI is responsible for:

- ✓ the planning and conduct of the inspection, from the initial contact with the leader of the organisation to the publication of the report;
- ✓ establishing good working relationships and effective open communication with the leader and staff of the organisation;
- ✓ fostering a positive climate for the inspection;
- ✓ endeavouring to ensure that the members of staff of the organisation are kept well informed about the nature of the inspection and how the inspection will be carried out;



## *What is Inspection?*

- ☑ ensuring that all briefings and/or documentation cover the various aspects and stages of the inspection and how the staff, learners and others will be involved;
- ☑ clarifying for the organisation the documentation and information required for the inspection team, and the timescale for providing it;
- ☑ gathering any information about particular circumstances affecting the organisation which may have a bearing on the context of the inspection;
- ☑ maintaining regular communication with the leader to discuss any necessary adjustments to the inspection plan and ensure that concerns or difficulties are dealt with promptly;
- ☑ learning, teaching and training, wherever they take place;
- ☑ the quality of the relationships throughout the organisation;
- ☑ the efficiency and effectiveness of the procedures for pastoral care, child protection and the protection of vulnerable adults;
- ☑ the quality of guidance and support for the learners;
- ☑ the effectiveness of the leadership and management of the organisation in making rigorous use of appropriate quantitative and qualitative data and other evidence to raise standards;
- ☑ the organisation's capacity to undertake honest self-evaluation leading to sustained self-improvement;
- ☑ when appropriate, the links established with other organisations, agencies and the wider community;
- ☑ the nature, condition and suitability of the accommodation and resources;
- ☑ ensuring that the service standards, values, protocols and procedures as outlined in the 'Charter for Inspection', 'Service Standards' and 'Responding to Enquiries, Complements and Complaints' booklets are met.

### *What are the roles and responsibilities of the members of an inspection team?*

During the inspection the member(s) of the inspection team, under the leadership of the RI, assess the quality of the education, training or youth work and the standards and achievements of the learners, through evaluating:

# What is Inspection?

and in addition:

- ✓ assessing whether the aims, programme of activities, content of courses and conduct of sessions are appropriate for the learners and whether there is a good match between the activities, needs and abilities of the learners;

inspectors evaluate by:

- ✓ talking with the learners about their educational and pastoral experiences;
- ✓ taking account of the attitude and motivation of the learners and the quality of their spoken responses;
- ✓ examining samples of learners' work, including written and practical work;
- ✓ scrutinising the available quantitative and qualitative data to assist evaluation of standards and outcomes; and
- ✓ talking with others involved with the life and work of the organisation, for example, parents and governors.

## Who, from outside the Inspectorate, may join an inspection team?

Some inspection teams include a Professional Associate (PA) and/or a Lay Member:

### **Professional Associate**

PAs may include professionals from education or other disciplines and employers who have expertise and experience in particular sectors.

PAs include Associate Assessors<sup>1</sup> and Nutritional Associates.

### **Lay Member**

A Lay Member is a member of the public, who has no formal links with education but has an interest in education. Lay Members are appointed through public advertisement and interview and normally serve for a period of three years.

Lay Members join inspection teams in schools and help to evaluate the ethos of a school and the links with parents. Lay members do not evaluate the quality of teaching, learning or management within an organisation.

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<sup>1</sup> See Appendix 2

# What is Inspection?

On integrated inspections, the team may include an inspector from another education inspectorate from within Europe or other Inspectorates such as Social Services Inspectorate (SSI), the Criminal Justice Inspectorate (CJI) or individuals from other disciplines such as the Regional Quality Assurance Inspectorate (RQAI).

## How often do inspections take place?

The Inspectorate is committed to inspecting an organisation according to the published timescales for the phase; visits or other types of inspection activity may be carried out in the intervening period. A report is published for all organisations inspected; the report outlines the outcomes of the inspection in terms of the main strengths and areas for improvement in the organisation as a whole, or in an aspect of its provision. These reports are available from the Inspectorate website [www.etini.gov.uk](http://www.etini.gov.uk) or Inspection Services Branch. (See Appendix 9 - Contacting the Inspectorate)

## What types of inspection are undertaken?

- ✓ Organisational inspections which are conducted in individual organisations.
- ✓ Thematic surveys which are conducted in a sample of organisations to obtain evidence on matters of particular priority or interest.
- ✓ Inspectors to evaluate the outworking of particular government initiatives.

All inspections are part of the groupings listed above, however, procedures and terminology may vary from sector to sector. More detailed information about these inspection types and the procedures used in inspections in each phase are outlined in Appendices 3 and 8.

The inspection of Initial Teacher Education follows different procedures and is outlined at Appendix 8.

## How may those within or those associated with an organisation be involved in inspection?<sup>2</sup>

An inspection of an organisation involves a range of people with different roles in the organisation and its work:

**Teachers and learners** engage directly with the inspectors as the inspectors evaluate the quality of planning, learning and teaching, assessment, resources, management and leadership.

<sup>2</sup> Information leaflets for all those involved in inspection are outlined in Appendix 6.

## *What is Inspection?*

Most inspections include planned meetings of inspectors with **groups of learners** and teachers to ascertain their views about aspects of the organisation's provision, in particular Pastoral care and child protection.

**All those involved in an inspection** may ask for a meeting with, or write to the RI. In addition, questionnaires will be used, to enable others, for example, parents in schools, trainees in training organisations and teachers, to express their views.

In inspections, in most sectors, representatives of the inspection team meet **the management group** to hear their views about the organisation's provision, performance and circumstances.

**The leader and representatives of/or the management group** receive a spoken report of the findings of the inspection from the RI and member(s) of the inspection team at the end of the inspection. The management group will also be involved in providing a written response to the inspection report when required, and will receive the findings of the follow-up inspection, if one is required.

**The employing authority, or the appropriate DEL representative for supplier organisations**, is represented at the spoken report back so that its members are well informed about the findings of the inspection, including the areas for improvement identified.

**The employing authority**, in discussion with the leader and the management group, is responsible for securing support for the organisation following the inspection.

### *What quality of service can be expected from the Inspectorate?*

The Inspectorate is committed to providing the highest standards of service to all whose work is inspected. The standards of service which can be expected are outlined in the 'Charter for Inspection' and 'Service Standards'.

The inspection process aims to improve the learning experiences and the standards achieved throughout the education, training and youth sectors in NI.

This aim is reflected in our mission statement, which is:

*'promoting improvement in the interests of all learners'.*

# *What is Inspection?*

Our mission statement is supported by the following values.

Truth  
Dignity  
Service  
Example

These values guide our work, and are defined as follows.

## **Truth**

Honesty coupled with openness and sensitivity make sure that there is a free flow of information, within agreed guidelines, across and outside the organisation. We will be honest, open and sensitive in all of our dealings with colleagues, customers and stakeholders.

## **Dignity**

We will treat everyone with whom we come into professional contact (both inside and outside the organisation) with respect and consideration.

## **Service**

We will use our professional expertise to provide our customers, stakeholders and our colleagues with an effective service, which aims to promote improvement in the interests of all learners.

## **Example**

We will work towards the highest standards of courtesy, behaviour and professional expertise and credibility.

We are committed to providing the highest standards of service to everyone whose work we inspect. In carrying out our duties, we work to the following principles, and standards.

We recognise that our main priority must be the interests and wellbeing of the learners, in terms of the quality of education they experience, and the outcomes which they achieve.

We are unbiased and consistent when making assessments, honest in communicating our findings, and open in making sure that assessments reflect accurately the organisation's achievements.

# *What is Inspection?*

We rely on evidence based on first-hand experience.

We deal with individuals and groups fairly.

We are sensitive to the circumstances of the organisation, and are polite to everyone who we come into contact with.

We deal with all questions and concerns as quickly as possible.

We are sensitive to the effect assessments and reports have on other people, but will make sure we do not compromise our principles and standards listed above.

## *How does the Inspectorate evaluate the quality of its own work?*

The Inspectorate subscribes fully to the philosophy of review and development leading to improvement, and is regularly evaluated by others. It evaluates continuously the quality of its work, through a range of self-evaluation processes, at all levels throughout the organisation, to ensure that it meets the highest standards and to improve procedures and processes.

To support this evaluative work the Inspectorate has:

- ☑ commissioned independent consultants to undertake evaluations of the inspection process from all organisations which are inspected. The outcomes of these evaluations are important to the Inspectorate; they are used to affirm or challenge practice, to review, develop and assess the quality of the process and to publish reports on the outcomes of the evaluation;
- ☑ undertaken an evaluation of the work of the Inspectorate against the quality indicators outlined in the 'Charter Mark Service Excellence Award'. The Inspectorate was awarded the Charter Mark Service Excellence Award in December 2006;
- ☑ analysed complaints and using the information gained to improve the quality of service;
- ☑ discussed aspects of the work of the Inspectorate with focus groups of our customers and stakeholders;

# *What is Inspection?*

and in addition:

- ✓ published a 'Procedure for Responding to Enquiries, Comments, Compliments or Complaints'. The full document or a resumé of these procedures is provided for each organisation before/during inspection.

## *How does the Inspectorate improve its own work?*

We will improve our service by:

- ✓ continuously evaluating the quality of our work to make sure that we meet the highest standards of professionalism and honesty;
- ✓ consulting customers and stakeholders when we are designing new developments in inspection processes and procedures;
- ✓ collecting feedback from the organisations we inspect, people who read the inspection reports (Professional Associates, Lay Members) both through our own procedures and an independent agency;
- ✓ reviewing policies and procedures in the light of our own self evaluation and the feedback we get from customers, stakeholders and an independent agency;
- ✓ reporting regularly on how well we are meeting our standards;
- ✓ aligning our business against the Charter Mark Standard for Customer Service Excellence, the European Foundation for Quality Management (EFQM) Excellence Model and operating the principles of Investors in People (IIP);
- ✓ measuring performance against similar organisations; and
- ✓ reviewing the 'Charter for Inspection' every three years.





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**SECTION 4:  
Making Evaluations**

## How will external evaluation benefit an organisation?

External evaluation, inspection, has a key role in helping any organisation:

- ✓ to form a picture of how well it is doing in the standards, achievements and experiences of the learners;
- ✓ to affirm or challenge practice; and

through highlighting strengths and identifying areas for improvement:

- ✓ to provide the organisation with information to support action for improvement.

In undertaking an independent and rigorous assessment of the quality and standards in education, youth and training, the Inspectorate's evaluation of provision and outcomes is informed by its experience of practice across a wide range of organisations. The inspection process should generate a professional and specialist assessment which contributes to the raising of standards of learner achievement throughout the education, youth and training sectors.

## What will be evaluated and reported?

The first priority in all inspections and evaluations is the interests of the learners, in terms of the quality of the education provision or training they experience, and the outcomes which they achieve. In making evaluations about the quality of learning and teaching and of the achievements of the learners, the members of the inspection team consider the context in which the organisation operates, the age and needs of the learners, as set against criteria published in the documents listed at Appendix 5. These criteria are encapsulated in the following three key questions:

### ACHIEVEMENTS AND STANDARDS

*How well do learners achieve?*

Learning  
Attainment

## THE QUALITY OF PROVISION FOR LEARNING

*How effective are teaching, training and learning/assessment?*

Planning for the Curriculum

Teaching

Assessment

*How well do the learning experiences/programme and activities meet the needs and interests of the learners and the wider community?*

The implementation of the Code of Practice for Special Educational Needs

*How well are learners cared for, guided and supported?*

Climate of the School

Links with Parents

Pastoral Care/Child Protection

Links with Other Schools and Agencies

## LEADERSHIP AND MANAGEMENT

*How effective are leadership and management in raising achievement and supporting all learners?*

The effectiveness of the Principal

The effectiveness of the Teachers with Special Responsibilities

Self-Evaluation to Promote Improvement

Staff development and deployment

Accommodation

Resources/Financial Management/Governance

More detailed information on the quality indicators used by the Inspectorate to inform evaluations in each of the sectors is outlined in a series of publications which are listed in Appendix 5.

## How can an organisation gain maximum benefit from an inspection?

As a result of the spoken report given by the inspectors after the inspection, the staff and the management group of the organisation will be aware of the main strengths and areas for improvement identified through inspection and, even before the written report has been published, will have begun to address some of the areas for improvement.

These meetings with inspectors after the inspection are crucially important. Where areas for improvement are identified the inspectors will outline these clearly. It is through a process of discussion that the staff and management group come to a full understanding of what needs to be done in order to effect improvement in the interests of the learners.

## How can an organisation use the findings of inspection most effectively?

As well as evaluating an organisation through inspection, the Inspectorate has long recognised that the best conditions for improvement, likely to be sustained over time, occurs when an organisation has established a positive culture and commitment to professional growth, and takes stock of the quality of its provision. An organisation with a culture of self-evaluation uses all the evidence available, including the findings of external evaluation through inspection, to reach a realistic view of itself and then to find ways of building on strengths and addressing areas for improvement.

This self-evaluation process is continuous whereas an external inspection, by its very nature, is less regular and, relatively short. Inspection findings are not, however, short-term. In the context of continuous improvement the organisation should view inspection as an opportunity, not only to have its learning and teaching evaluated, but also its development and improvement processes and outcomes. Where additional areas for improvement are identified by inspection, the organisation will also address these as part of its development programme, so that improvement takes place in the interests of the learners.

The expectation is that all organisations self-evaluate the learning and teaching to bring about improvement using a variety of models. Through organisation-wide, departmental and curricular reviews, they have identified their own areas for improvement and priorities, contextualised them within the development planning process, and devised action plans to guide implementation.

The Inspectorate, over a number of years, and in all phases, has published a series of documents (See Appendix 5) to help organisations evaluate their own work, recognise the strengths and identify and address the areas for improvement.

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## THE POST-INSPECTION PHASE

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### What happens during the post-inspection phase?

#### **In the short-term**

In its inspection of the organisation, the Inspectorate will identify and report upon the strengths in the organisation's provision.

This report will include strengths in:

- the standards and achievements of the learners;
- the effectiveness of teaching and learning and assessment; and
- the quality of leadership and management.

The organisation will be able to identify the strengths both in the spoken report and in the written report.

Where the inspection has identified areas for improvement these are reported to the organisation in order that, through the process of addressing them, the outcomes, standards and/or experiences for the learners are improved.

#### **In the longer-term**

In order to use the findings of the inspection most effectively, the organisation needs to:

##### **Involve the whole staff**

Through wide involvement there is a greater chance of getting commitment from everyone as to what needs to be done, how it is to be done and what benefits will ensue.

##### **Utilise support**

During an inspection a number of strengths will be identified. The organisation for first steps may utilise the strengths of the school to provide support for development. On occasions the organisation will utilise support from relevant outside agencies such as ESA, Learning and Skills Development Agency (LSDA) or NIPPA – the early years

organisation, both in devising appropriate action plans and in implementing them. Often, there will be a need for staff development which will help to ensure that teachers are supported appropriately for what they are required to do.

## **Action Planning**

After the inspection the organisation, particularly if there is to be a FUI will be required to produce an action plan to address the identified areas for improvement. A standard format for this action plan is available from the RI or the Inspectorate website ([www.etini.gov.uk](http://www.etini.gov.uk)).

The outcomes of the inspection, in all organisations, should lead to a re-appraisal of the organisational development plan, in order to reflect any priorities set by the inspection.

## **Effect Improvement**

As already outlined in the previous section, the process of re-assessing the quality of learning, teaching, training and youth work practice in their widest aspects through continuous self-evaluation, is crucial to the continuing development and improvement in any organisation.

## ***What are the follow-up procedures to an inspection?***

### **Depth and Length of Follow-Up Inspection**

In organisations which have a follow-up inspection (FUI) after an inspection, the depth and length of this FUI will depend on the initial findings of the inspection. Organisations in which major issues are identified will have a more searching FUI than those in which areas for improvement were identified as being less significant.

### **Timing**

The process for a FUI takes place over a 12 to 24 month period after receipt of the response to the written report by the management group.

The FUI is a self-evaluative process and the organisation provides a self-evaluative report which highlights the progress made in addressing the areas identified for improvement. The report will be quality assured by the DI/RI.

## **Outcomes**

The outcomes of a FUI are reported to the organisation and a letter will issue which highlights the progress made in addressing the areas identified for improvement. In particular circumstances, where key areas have not been addressed satisfactorily, these will be highlighted during the report back, and will form the basis for a subsequent inspection with a published report.

The procedures to be followed during a FUI by the RI, the organisation and the employing authorities are outlined in Appendix 7.





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**SECTION 5:  
Appendices**



# Appendices

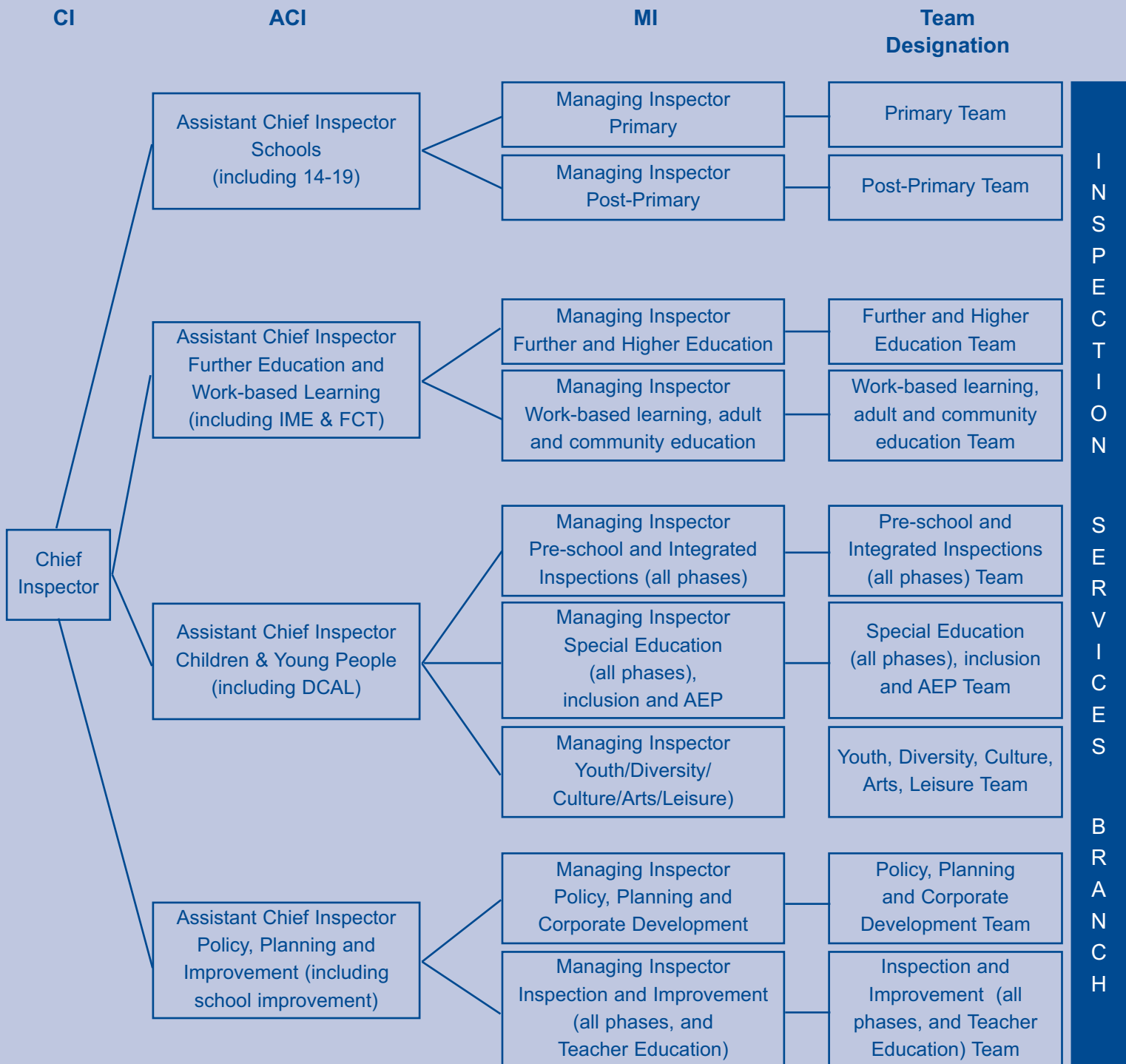
APPENDIX 1	How is the Education and Training Inspectorate organised?
APPENDIX 2	The Education and Training Inspectorate – Roles and Responsibilities
APPENDIX 3	Types of Inspection - Organisational Inspections
APPENDIX 4	Terms Used in Inspection Reports
APPENDIX 5	Documents Published by the Inspectorate to Support Self-Evaluation, and Outline Quality Indicators
APPENDIX 6	Information Documents and Leaflets Published by the Education and Training Inspectorate
APPENDIX 7	Procedures for Follow-up Inspections (FUIs)
APPENDIX 8	An Outline of Inspection Procedures in Different Phases/Sectors
APPENDIX 9	Contacting the Education and Training Inspectorate



**APPENDIX 1:**

*How is the Education and Training Inspectorate organised?*

**THE EDUCATION AND TRAINING INSPECTORATE**



## *The Education and Training Inspectorate – Roles and Responsibilities*

Name of Role	Abbreviation	Brief Outline of Role
Chief Inspector	CI	Leads and has overall responsibility for the group of Inspectors who work for the three departments: Department of Education (DE), Department for Employment and Learning (DEL), Department of Culture, Arts and Leisure (DCAL).
Assistant Chief Inspector	ACI	An ACI has lead responsibility for a division within the Inspectorate and leads a team of Managing Inspectors.
Managing Inspector	MI	An MI has responsibility for an area within a division, for example Primary, Further Education, Youth and Community or Planning and leads a group of 5-6 inspectors.
Area Board Co-ordinator	ABC	An ABC leads a team of inspectors who work within an Education and Library Board (ELB) in all phases and provides information and advice on aspects of provision within the ELB, as required. The ABC develops appropriate links with the relevant services within each ELB.
Area of Study Co-ordinator	AOS	An AOS Co-ordinator leads a team of inspectors who have expertise in an area of study or in a theme. The AOS Co-ordinator develops a detailed knowledge of the area of responsibility such as English, Environment and Society or ICT, and provides information and advice which is evidenced through the outcomes of inspection.
District Inspector	DI	A DI has responsibility for a group of organisations within a sector or phase, ie pre-school, primary, post-primary, colleges of further education, supplier organisations and youth organisations.

## APPENDIX 2:

Name of Role	Abbreviation	Brief Outline of Role
Link Inspector		In the context of Initial Teacher Education, the link team leader equates to the DI and is responsible for one training college.
Inspection Services Branch	ISB	ISB provides administrative support for the work of inspectors including the issuing of all documentation needed for inspections.
Reporting Inspector	RI	The RI is responsible for the management of the inspection by communicating with the organisation, deploying the team and ensuring the overall quality of the report.
Deputy Reporting Inspector	DRI	Assists the RI as necessary and will take the lead when the RI is not available.
Specialist Inspector		An inspector with particular expertise in a subject or phase.
Professional Associate	PA	<p>PAs can include professionals from education, other disciplines and employers who have expertise and experience in particular sectors.</p> <p>Named PAs include:</p> <p>Associate Assessors (AAs) who are professionals with expertise and experience in a particular sector of education and/or training.</p> <p>Nutritional Associates (NAs) are professionals with expertise and experience in the nutrition sector.</p>
Lay Member		<p>A Lay Member is a member of the public who has no links with education but has an interest in this area. Lay Members are appointed through public advertisement and interview and normally serve for a period of three years.</p> <p>Lay Members join inspection teams and help to evaluate the ethos of a school and the links with parents. Lay Members do not evaluate the quality of teaching, learning or management within an organisation.</p>

## APPENDIX 2:

All inspectors are allocated to roles and groupings according to their expertise and experience. In addition to the Area Board Co-ordinating Groups and the Area of Study Groups, other panels and working groups are created as initiatives require; for example some of the panels and working groups are:-

- Early Years Panel
- Irish Medium Education Panel
- Personal, Social and Health Education Panel
- Inspectorate Staff Development Panel
- Pastoral Care and Child Protection Panel
- External Relations Unit



## Types of Inspection

### ORGANISATIONAL INSPECTIONS

#### INSPECTIONS

Inspection is designed to provide an evaluation of an organisation across the broad spectrum of its activities. The main emphasis of the inspection and of the report will be on the educational provision and outcomes, as seen in the quality of the learners' achievements, and of the teaching. There is also an emphasis on the leadership and management of the whole organisation and how this contributes to improvement.

Name of Inspection	Phase(s)/Sector	What is Evaluated
A Focused Inspection (FI)	Primary, Post-Primary, Special Education, Vocational Training	An FI concentrates on particular aspects (or one aspect) of the organisation's provision as well as leadership and management. The particular aspects being inspected include pastoral care and child protection and are, whenever possible, set within the broader context of the organisation as a whole.
Inspection	Pre-School	<p>This inspection evaluates the quality of provision across the range of activities. The inspection reports on the quality provided of:</p> <ul style="list-style-type: none"> <li>• the children's development and learning;</li> <li>• the pre-school programme;</li> <li>• pastoral care and child protection;</li> <li>• teaching; and</li> <li>• leadership and management.</li> </ul>
Standard Inspection (SI)	Post-Primary	In an SI, a core team, normally including an associate assessor, inspect and report on leadership and management through a focus on aspects of the school development plan. In addition, specialist inspectors, normally four, report on the provision within a specialist area - pastoral care/child protection is always included as one of these specialist areas.

## APPENDIX 3:

Name of Inspection	Phase(s)/Sector	What is Evaluated
Short Inspection	Primary	<p>The inspection evaluates the quality of the:</p> <ul style="list-style-type: none"> <li>• ethos of the school;</li> <li>• pastoral care and child protection;</li> <li>• learning and teaching; and</li> <li>• leadership and management.</li> </ul>
Area Inspection	All phases	Evaluates the quality of provision in a geographical area, across a number of phases.
Longitudinal Inspection	Vocational Training	A Longitudinal Inspection evaluates on more than one aspect of provision. In particular, there is a focus on the overall leadership and management of the whole organisation.
A Focused Inspection in Further Education	Further Education	This inspection consists of two phases/ parts; one part focuses on whole organisation issues including the organisation's improvement work, while the other part includes an evaluation of the quality of provision within a sample of departments. The selected departments will be asked to complete self-evaluations. Senior Management will also be asked to complete a self-evaluation of leadership and management across the college.
An Unannounced Inspection	Pre-School, Primary, Post-Primary, Special Education	An Unannounced Inspection is characterised by the fact that an organisation is given no prior notice. The inspection focuses on pastoral care and child protection as evidenced in the organisation's arrangements and the work observed. A self-evaluative profile is completed by the organisation and is intended to provide the principal and staff with the opportunity to contribute to the evaluation process.

## APPENDIX 3:

Name of Inspection	Phase(s)/Sector	What is Evaluated
Registration Inspection	Independent Schools	The Inspectorate advises the DE by providing an evaluation of the organisation. This evaluation, by the Inspectorate, is based on whether or not the organisation is providing an adequate quality of education. DE then decides on registration or otherwise.
Focused Inspections (Joint working with Health and Social Services Registration Inspection Unit (H&SS RIU))	Schools with Boarding Departments	These inspections have been developed jointly by inspectors from the Inspectorate and H&SS RIU. In these inspections, an aspect(s) of the organisation's educational provision will be inspected by the Inspectorate. The H&SS RIU inspector will inspect the boarding department. The two inspections occur at the same time and a joint report is published.

### SURVEYS

A survey is carried out by the district inspector or a group of inspectors, for example in a specialist area of the curriculum.

During the survey several organisations will be visited across all districts. A spoken report on what was observed will be given to the organisation at the end of the visit.

The evidence collected during all the visits, will be used to publish a composite report on the area being inspected. This composite report will be published and made available on the ETI website ([www.etini.gov.uk](http://www.etini.gov.uk)).

The organisations visited during the survey will be named in the appendix of the report.

## APPENDIX 4:

### Terms Used in Inspection Reports

A number of qualitative terms are used throughout all inspection reports to present the findings. These terms should be interpreted as follow:

Almost/ nearly all	more than 90
Most	75% - 90%
A majority	50% - 74%
A significant minority	30% - 49%
A minority	10% - 29%
Very small/a small number	less than 10%

In assessing the various levels of provision, the Inspectorate relates its evaluations to six performance levels which may be interpreted as follows:

REVISED GRADE	DESCRIPTOR
1	Outstanding characterised by excellence
2	Consistently good
3	Many good features but some areas for improvement which the school/organisation has the capacity to address.
4	Overall sound/satisfactory but with some AFIs which need to be addressed
5	Significant weaknesses which outweigh strengths
6	Poor

## Documents Published by the Inspectorate to Support Self-Evaluation, and Outline Quality Indicators

### *Pre-School and Nursery*

Together Towards Improvement - Pre-School  
The Reflective Teacher  
Evaluating Pastoral Care

### *Primary and Post-Primary*

Together Towards Improvement  
The Reflective Teacher  
Evaluating Schools  
Evaluating Pastoral Care

Evaluating Subjects:

English  
Mathematics  
Primary Science and Technology  
Physical Education  
Drama  
History  
Technology and Design  
Pastoral Care

Home Economics  
Modern Languages  
Post-primary Science  
Art and Design  
Music  
Geography  
Business Education

Improving Subjects in Post-primary Schools:

Business Related Subjects  
English  
Science  
Geography  
Home Economics  
Music  
Art and Design

Mathematics  
History  
Technology and Design  
Modern Languages  
Physical Education  
Better Mathematics

### *Further Education and Training*

Improving Quality: Raising Standards - Further Education  
Improving Quality: Raising Standards - Training

## APPENDIX 5:

### Youth

Quality Assurance in the Youth Sector  
Quality Assurance in Outdoor Education Centres

### Digital Versatile Discs (DVDs)

Pre-School  
Primary  
Post-Primary  
Special Education  
Vocational Training  
Training  
Alternative Educational Provision (2 discs)  
Youth Service

## APPENDIX 6:

# Information Documents and Leaflets Published by the Education and Training Inspectorate

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Promoting Improvement A Charter for Inspection

Promoting Improvement: Procedures for Responding to Enquiries, Comments, Compliments and Complaints

Service Standards

Promoting Improvement: A Resumé of our Complaints Procedure (phase related)

Leaflets:

- Information for Teachers
- Information for Governors
- Information for Students
- Information for Lecturers
- Information for Trainees
- Information for Trainers
- Information for Employers
- Information for the Management Committee
- Information for Youth Workers
- Information for members of the Management Committee
- Information for members of Youth Centres/Organisations
- Information for Parents in the inspection of Youth Centres/Organisations

*The information for parents is contained on the parents inspection letter.  
It is available in a wide range of languages and may be obtained from ISB when required.*

What Happens After an Inspection?

Terms used in Inspection Reports

The Chief Inspector's Report

Guidance for Follow-Up Inspections

Copies of all documents are available on the Inspectorate website: [www.etini.gov.uk](http://www.etini.gov.uk).

## APPENDIX 7:

# Procedures for Follow-up Inspections (FUIs)

### *At the end of the inspection*

The Reporting Inspector (RI) reports back to the Chair of the Management Group and other members of the group who wish to attend, the leader and a representative of the Employing Authority, and/or others appropriate to the phase or sector.

The RI leaves with the organisation a Summary of Main Findings (SOMF), outlining Strengths and the Areas for Improvement.

The Management Group and leader of the organisation receive a pre-publication copy of the report to check for factual accuracy. For the benefit of the organisation and the learners, it is important that this report is returned to the Inspection Services Branch (ISB) within two working weeks; if no comment is received before that date, it will be assumed that there are no factual errors and the report will be published.

If factual errors are identified, the RI reconsiders the report, if necessary, will discuss these with the organisation and make any appropriate amendments before publication.

Three months after the organisation receives the final report the Management Group will forward a response to the inspection report to ISB. This response should include an action plan which addresses any identified Areas for Improvement. A template for the Action Plan is included with the inspection documentation from the RI. The Inspectorate will forward a letter to the organisation indicating if the actions outlined address adequately the Areas for Improvement identified during the inspection.

When an organisation requires a follow-up inspection (FUI), the RI or DI will contact the organisation to arrange this. An FUI is normally planned between 12 and 24 months after receipt of the Management Group's response.

The purpose of the FUI is to evaluate the progress made by the organisation in addressing the Areas for Improvement identified in the inspection report. On completion of the FUI, the RI will report back to the Chair of the Management Group, the leader of the organisation, and others appropriate to the phase or sector.

A letter outlining the findings of the FUI will issue to the Management Group and other relevant authorities. This letter will be available on the DE website and it is recommended that it is copied to others, for example, parents, teachers or students.

When an organisation has not made sufficient progress on the Areas for Improvement outlined during the inspection, a second FUI will take place approximately one year later.



**Appendix 8: An Outline of Inspection Procedures in Different Phases/Sectors**

*A Common Framework  
for Inspection*

**INSPECTION PROCEDURES**

## OUTLINE OF PROCEDURES USED IN THE MOST COMMON TYPES OF INSPECTION IN EACH PHASE

Inspection Stages	<b>Pre-School centres, including Voluntary and Private Centres and Nursery Schools (Information on the different types of inspection undertaken in pre-school can be found in Annex)</b>
Notification	A minimum of 10 days' before the first day of the inspection, the pre-school is informed by a letter from DE about the inspection.
Pre-Inspection	The pre-school centre informs parents about the inspection and distributes the written information and questionnaires provided by the Inspectorate.  The Reporting Inspector (RI) contacts the pre-school centre to confirm arrangements and to provide further information about the inspection procedures.
During the Inspection	The RI collects the staff questionnaires, updated data collection form, statistical information sheet and pastoral care pro-forma.  The members of the inspection team visit playrooms, read documentation and hold discussions with appropriate personnel.  Towards the end of the inspection, the RI will report back briefly to the Leader.  The RI liaises with the Leader to ensure the smooth running of the inspection.
When the Inspection is Completed	The inspection team agree the inspection outcomes.  In a voluntary or private pre-school centre the inspection team meet the centre's early years specialist and the Leader to discuss the support provided to the staff, and to outline the key inspection findings.  The RI and the other team member give an oral report, including the grade awarded, to the Leader, representatives of the management group, and the early years specialist, where appropriate.  The RI leaves a written statement of strengths and areas for improvement during the report back, which takes place on the second day of the inspection.  The nature of any proposed follow-up activity is outlined.  Evaluation of Inspection Questionnaire(s) sent to the centre and returned to an independent consultant.
Publication of the Report	The Leader receives a pre-publication copy of the report and checks for factual accuracy.
When report has been finalised and before it is published	When the report has been finalised and before it is published, the Leader, the management group or proprietor, the teacher/early years specialist, the relevant Pre-School Education Advisory Group, and the Health and Social Services Trust receive a copy.  Through the organisation, copies are provided for distribution to parents.  After publication, a copy of the report is available on the DE website.
Response to the Report	Within three months of receiving the report, the management group submits an action plan, if necessary, addressing the areas for improvement.

<b>Inspection Stages</b>	<b>Nursery units/classes in Primary Schools (Information on the different types of inspection undertaken in pre-school can be found in Annex)</b>
Notification	<p>Normally four working weeks before the first day of the inspection the primary school is informed by a letter from DE about the inspection.</p> <p>The primary school receives the documentation relating to the inspection of the nursery.</p>
Pre-Inspection	<p>The school informs parents about the inspection and distributes the written information and questionnaires provided by the Inspectorate.</p> <p>The Reporting Inspector (RI) contacts the school and confirms the name of the Early Years Specialist Inspector ( EYS ) who will inspect the nursery.</p> <p>The EYS Inspector contacts the school to confirm arrangements, provide further information about the inspection procedures for the inspection of the nursery and answer any queries.</p>
During the Inspection	<p>The EYS Inspector collects the staff questionnaires and completed statistical information sheet.</p> <p>The EYS Inspector and another member of the inspection team visit playrooms, read documentation and meet with the teacher(s) and, where appropriate, the classroom/nursery assistants.</p> <p>Towards the end of the inspection, the EYS Inspector will report-back briefly to the teacher(s).</p> <p>The EYS Inspector meets with the principal to share key findings.</p>
When the Inspection is Completed	<p>The team agrees the inspection outcomes.</p> <p>The EYS Inspector and/or the RI give an oral report, including the grade awarded, to the Principal, Chair person and/or other members of the Board of Governors, and, as appropriate, a representative of the Employing Authority.</p> <p>A written statement of strengths and areas for improvement is left with the school.</p> <p>The nature of any proposed follow-up activity is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the centre and returned to an independent consultant.</p>
Publication of the Report	<p>The Principal receives a pre-publication copy of the report and checks for factual accuracy.</p>
When report has been finalised and before it is published	<p>When report has been finalised, and before it is published, the report is issued to the Principal/ and staff, the Board of Governors/ Management Committee and employing authority, with sufficient copies for distribution to the parents following publication.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	<p>Within three months of receiving report the Governors/management group make a written response, if necessary, to the areas for improvement identified in the report.</p> <p>This response may be in the form of an action plan.</p>

Inspection Stages	Primary
Notification	Normally four working weeks before the first day of a Focused Inspection (FI), the school is informed by letter from DE about the inspection. (Notification of a Short Inspection (SI) is normally two working weeks before the first day of the inspection.)
Pre-Inspection	<p>Inspection Services Branch (ISB) sends questionnaires to the school for distribution to parents or a sample of parents, depending on the school enrolment.</p> <p>As soon as possible the Reporting Inspector (RI) contacts the school to discuss the arrangements, the inspection procedures, the choice of inspection focus, the necessary documentation and to set a date for the pre-inspection visit.</p> <p>In a SI, the school is encouraged to complete a self-evaluation proforma and return it to the RI before the inspection begins; there is normally no pre-inspection visit to the school, but guidance on the inspection procedures is forwarded to the school by ISB.</p> <p>During the pre-inspection visit in a Focused Inspection – the RI visits as many classes as possible and meets the staff to outline the inspection procedures.</p> <p>The RI answers any queries raised by the staff, about the process.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p>
During the Inspection	<p>At the beginning of the first day of inspection, the Principal gives a short briefing to the inspection team about the context of the school.</p> <p>The RI and one other team member meet the Board of Governors.</p> <p>The RI provides the Principal with feedback on the returns from the confidential questionnaires completed by the parents and teachers.</p> <p>The members of the inspection team visit classes, arrange discussions with relevant personnel and children.</p> <p>Towards the end of a Focused Inspection, a team member will report back individually to each teacher or to a larger group of staff. (In a SI there is no formal report-back to individual teachers on their work.)</p> <p><b>NB:</b> (From 2008-2009) There will normally be no report-backs to individual teachers; the RI and/or members of the inspection team will report back to the whole staff or to relevant groups of staff.</p> <p>The RI liaises with the Principal to ensure the smooth running of the inspection.</p>
When the Inspection is Completed	<p>The team meets for a post-inspection conference to agree the main findings from the inspection.</p> <p>The RI and a team member (normally the deputy reporting inspector (DRI)) give an oral report to the Principal, the Chairperson, or representative, of the Board of Governors and a representative of the employing authority, where appropriate. The grade agreed for the school is reported orally.</p> <p>The RI leaves a written statement of strengths and areas for improvement. The nature of any proposed follow-up activity is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the school, completed and returned to an independent consultant.</p>

Publication of the Report	When the draft report has been completed and edited, the Principal receives a pre-publication copy of the draft report to check for factual accuracy.
When report has been finalised and before it is published	When the report has been finalised for publication, and before it is issued, it is sent to the Principal and staff, the Board of Governors and the employing authority. Copies of the final report are provided for distribution to parents. After publication, a copy of the report is available on the DE website.
Response to the Report	Within three months of receiving the report the Board of Governors provides a written response to the report, addressing, where applicable, the main areas for improvement identified and submitting an action plan to address these areas for improvement.

Inspection Stages	Post-Primary
Notification	Normally four weeks before the first day of the inspection, the school is informed by letter from DE about the inspection.
Pre-Inspection	<p>Inspection Services Branch (ISB) sends questionnaires to the school for distribution to parents or a sample of parents, depending on the school enrolment. Teachers have the opportunity to complete a confidential on-line questionnaire.</p> <p>Statistical and other information is collected with the assistance of the C2K, using the Secondary Schools Information Disc (SSID).</p> <p>The RI visits the school to speak with the Principal and to set the tone for the inspection. He/she will also deal with any queries, and explain the procedures and timescale in relation to the completion and forwarding of SSID. He/she will meet with the relevant groups of staff as agreed with the school.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p>
During the Inspection	<p>At the beginning of the day, the Principal gives a short briefing to the inspection team about the context of the school.</p> <p>The RI and one other team member meet the Board of Governors.</p> <p>The members of the inspection team visit classes, arrange discussions with appropriate personnel and pupils.</p> <p>Towards the end of the inspection, each team member will report back their evaluation to relevant groups of staff except for pastoral care/child protection (see below).</p> <p>The RI liaises with the Principal to ensure the smooth running of the inspection.</p>
When the Inspection is Completed	<p>Team meets for a post-inspection conference to agree the main findings.</p> <p>The findings of the inspection of pastoral care and child protection arrangements are reported back to the relevant members of staff.</p> <p>The RI and a team member (normally the deputy reporting inspector (DRI) give an oral report to the Principal, the Chairman, or representative, of the Board of Governors and representative of the employing authority, where appropriate.</p> <p>The RI leaves a written statement of strengths and areas for improvement. The grade given to the school is reported. The nature of any proposed follow-up activity is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the school, completed and returned to an independent consultant.</p>
Publication of the Report	When the draft report has been completed and edited, the Board of Governors and the Principal receive a pre-publication copy of the draft report to check for factual accuracy.
When report has been finalised and before it is published	<p>When the report has been finalised for publication, and before it is issued, it is sent to the Principal and staff, the Board of Governors and the employing authority.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	Within three months of receiving the report the Board of Governors provides a written response to the report, addressing, where applicable, the main areas for improvement identified and submitting an action plan to address these areas for improvement.

<b>Inspection Stages</b>	<b>Special</b>
Notification	Normally four working weeks before the first day of the inspection, the school is by letter from DE about the inspection.
Pre-Inspection	<p>Inspection Services Branch (ISB) sends questionnaires to the school for distribution to parents or a sample of parents, depending on the school enrolment.</p> <p>As soon as possible the Reporting Inspector (RI) contacts the school to discuss the inspection, the necessary documentation and to set a date for the pre-inspection.</p> <p>The RI invites the school to complete a copy of the self-evaluation proforma (this is usually done on-line and is optional) which forms the basis of a discussion with the principal at the pre-inspection visit.</p> <p>During the pre-inspection – RI visits as many classes as possible and meets the staff to outline the inspection procedures.</p> <p>The RI answers any queries about the process raised by the staff.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p>
During the Inspection	<p>At the beginning of the day, the Principal is asked to give a short briefing to the inspection team about the context of the school.</p> <p>The RI and one other team member meet the Board of Governors.</p> <p>The members of the inspection team visit classes, arrange discussions with appropriate personnel and pupils.</p> <p>Towards the end of the inspection, each team member will report back individually to members of staff.</p> <p>The RI liaises daily with the Principal to ensure the smooth running of the inspection.</p> <p>At the end of the inspection, the RI gives the principal a very brief general overview/impression of how the inspection went.</p>
When the Inspection is Completed	<p>Team meets for a post-inspection conference to agree the main findings from the inspection.</p> <p>The RI and a team member (normally deputy reporting inspector (DRI)) give an oral report, including the grade given to the school, to the Principal, the Chairman, or representative, of the Board of Governors and representative of the employing authority, where appropriate.</p> <p>The RI leaves a written statement of strengths and areas for improvement. The nature of any proposed follow-up activity is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the school, completed and returned to an independent consultant.</p>
Publication of the Report	When the draft report has been completed and edited, the Board of Governors and the principal receive a pre-publication copy of the draft report to check for factual accuracy.
When report has been finalised and before it is published	<p>When the report has been finalised for publication, and before it is issued, it is sent to the Principal and staff, the Board of Governors and the employing authority.</p> <p>Through the school, copies are provided for distribution to parents.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	Within three months of receiving the report, the Governors provide a written response to the report, addressing, where applicable, the main areas for improvement in the report and submit an action plan to address the areas for improvement.

<b>Inspection Stages</b>	<b>Youth Centres and Area Inspections</b>
Notification	<p>Four weeks before the inspection the Youth Centre is notified and asked to complete and return the pre-inspection material.</p> <p>Eight weeks before the inspection the Education and Library Board (ELB) is notified about an area inspection and asked to complete and return the pre-inspection material.</p>
Pre-Inspection	<p>The Reporting Inspector (RI) contacts the centre/the ELB to confirm arrangements and to provide further information about the inspection procedures.</p> <p>The RI visits the centre/the ELB to talk through the Quality Indicators as a means of self-evaluation and collects any supplementary documentation.</p> <p>The RI meets member(s) of the Management Committee/ELB youth officer and answers any queries about the inspection process.</p> <p>The RI ensures that the Youth Leader/relevant ELB staff has a copy of the complaints procedure.</p> <p>The RI draws up a timetable for the team to:</p> <ul style="list-style-type: none"> <li>- observe and evaluate a range of programmes/activities/ list of units and centres during the time of the inspection;</li> <li>- discuss the materials provided by the centre/ELB, for example strategic plans, evaluations, how the programme reflects ‘Youth Work: A Model for Effective Practice’;</li> <li>- examine relevant policies in connection with child protection and pastoral care, and those for staff, volunteers and the Management Committee.</li> </ul>
During the Inspection	<p>The inspection team observes and evaluates a range of programmes and activities and examines all the relevant documentation.</p> <p>In an area inspection the team will observe the work of a representative sample of full-time centres, voluntary units supported by the ELB.</p> <p>Members of the inspection team hold discussions with young people, parents, ancillary staff and volunteers.</p>
When the Inspection is Completed	<p>The team meets for a post-inspection conference and agree the strengths and areas for improvement.</p> <p>The RI gives an oral report to the youth worker-in-charge (centre inspection), Area Youth Officer (area inspection), member(s) of the Management Committee and, where appropriate, an ELB representative. The grade awarded to the centre will be reported orally. An oral report will also be given to the relevant DE personnel.</p> <p>The RI leaves a written summary of the strengths and areas for improvement.</p> <p>The nature of the follow-up action is outlined.</p> <p>Evaluation Questionnaire(s) sent to the youth centre/area youth officer and returned to an independent consultant.</p>
Publication of the Report	<p>When the draft report has been completed, the youth worker-in-charge/Management Committee (voluntary groups) and/or ELB representative (statutory groups/area inspections) receive a pre-publication copy of the report and check for factual accuracy.</p>
When report has been finalised and before it is published	<p>When the report has been finalised, and before it is published, it is issued to the youth worker-in-charge/Management Committee/ELB or organisation head, and the the relevant DE personnel.</p> <p>After publication, a copy of the report is available on the Department of Education (DE website).</p>
Response to the Report	<p>Within three months of receiving the report the Management Committee makes a written response to DE, addressing, where applicable, the main areas for improvement identified in the report.</p> <p>In the case of a grade 5 or 6 report, the action plan has to be with DE within six weeks.</p> <p>If there are shortcomings in the procedures for child protection, the RI will return to the organisation within two to six weeks to check compliance with the relevant legislation.</p>



Inspection Stages	Training
Notification	Eight weeks before the inspection, the supplier organisation is informed in writing about the inspection and asked to complete the booklet ‘Information Required for Inspection of Supplier Organisations.’
Pre-Inspection	<p>At least six weeks before the inspection takes place, the Reporting Inspector (RI) visits the supplier organisation to explain to the manager the purpose, nature and scope of the inspection, to clarify procedures and specific requirements in relation to self-evaluation reports.</p> <p>He/she advises the manager and staff that the work of trainees on directed and in workplace training provided by all participating partners may be inspected.</p> <p>At least two weeks before an inspection, the supplier organisation will provide the information required for the inspection.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p>
During the Inspection	The Supplier Organisation nominates a senior member of staff who will work with the inspection team. The nominee acts as the main link between the supplier organisation and the inspection team and makes sure that the inspection team has access to relevant evidence.
When the Inspection is Completed	<p>The team meets for a post-inspection conference to agree the main findings from the inspection.</p> <p>The RI and normally one other team member meet the management of the supplier organisation and a representative of the Management Committee or parent company to convey the findings orally, including the grade being given to the organisation, and to identify, in writing, the main features and issues. Appropriate DEL representatives will be present.</p> <p>The nature of the follow-up action is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the organisation and returned to an independent consultant.</p>
Publication of the Report	When the draft report has been completed the Management Committee and appropriate DEL officials receive a pre-publication copy to check for factual accuracy.
When report has been finalised and before it is published	<p>When the report has been finalised, and before it is published, it is issued to the Permanent Secretary of DEL. Additional copies are sent to DEL for internal distribution and to the manager of the organisation.</p> <p>Report is press-released.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	Within one month after the final feedback of inspection findings , which have been graded 4, 5 or 6, the Management Committee makes a written responseto the main areas for improvement identified in the report and forwards to the Quality and Improvement Branch in DEL. This response should include an action plan For reports graded 1 to 3 the Management Committee acknowledge the findings to DEL and produces an amended development plan.

<b>Inspection Stages</b>	<b>Further Education</b>
Notification	Eight weeks before the inspection, the Director of the Further Education College is informed in writing about the inspection and asked to complete the information on disk - "Information Required for Inspection of Further Education Colleges".
Pre-Inspection	<p>Approximately six weeks before the inspection takes place the Reporting Inspector (RI) visits the college to explain to the Director the purpose, nature and scope of the inspection and to clarify general procedures and specific requirements in relation to self-evaluation reports. The RI confirms the arrangements for the collection of the information requirements.</p> <p>Three weeks before the inspection the Director and staff provide the information required for the inspection.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p> <p>The RI administers the student questionnaire.</p>
During the Inspection	<p>Inspection of the relevant curricular areas. The Deputy Reporting Inspector (DRI) also inspects his/her specialist area. The RI may inspect his/her specialist area depending on the cross college aspects chosen for inspection.</p> <p>During week 2 there is an assessment of aspects of cross-college provision and leadership and management.</p>
When the Inspection is Completed	<p>The team meets for a post-inspection conference to agree the main findings from the inspection.</p> <p>The RI and normally one other team member meet the Director of the college and a representative of the Governing Body to convey the findings orally, including the grade awarded, and to identify, in writing, the main features and issues. The nature of the follow-up action is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the college and returned to an independent consultant.</p>
Publication of the Report	When the draft report has been completed the Governing Body receives a pre-publication copy and checks for factual accuracy.
When report has been finalised and before it is published	<p>When report has been finalised, and before it is published, it is issued to the Permanent Secretary of DEL. Additional copies are sent to DEL for distribution within the department, the Director of the college, and other named parties.</p> <p>Report is press-released.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	Within three months of receiving the report, the Governing Body makes a written response, if necessary, to the main areas for improvement identified in the report. This response should include an action plan.

<b>Inspection Stages</b>	<b>AEP</b>
Notification	Normally four working weeks before the first day of the inspection, the organisation is informed in writing about the inspection and asked to complete and return the Information Sheet.
Pre-Inspection	<p>ISB sends questionnaires to the organisation for distribution to parents.</p> <p>As soon as possible the RI contacts the organisation to discuss the arrangements, the inspection procedures, the necessary documentation and to set a date for the pre-inspection.</p> <p>During the pre-inspection – RI visits as many classes as possible and meets the staff to outline the inspection procedures.</p> <p>The inspector answers any queries about the process raised by the staff.</p> <p>The RI ensures that the Principal has a copy of the complaints procedure.</p>
During the Inspection	<p>At the beginning of the day, the Leader is asked to give a short briefing to the inspection team about the context of the school.</p> <p>RI and one other team member meet the Board of Management.</p> <p>The members of the inspection team visit classes and arrange discussions with appropriate personnel and pupils.</p> <p>The RI at the end of the inspection gives the leader a brief general overview/impression of how the inspection went.</p> <p>The RI liaises with the Leader to ensure the smooth running of the inspection.</p>
When the Inspection is Completed	<p>Team meets for a post-inspection conference to reach agreement on the main findings.</p> <p>RI and a team member (normally deputy reporting inspector (DRI)) give an oral report , including the grade awarded, to the Leader, the Chairperson or Representative of the Board of Management and a representative of the employing authority, where appropriate. RI leaves a written statement of strengths and areas for improvement. The nature of any proposed follow-up activity is outlined.</p> <p>Evaluation of Inspection Questionnaire(s) sent to the organisation and returned to an independent consultant.</p>
Publication of the Report	When the draft report has been completed and edited, the Board of Management and the Leader receive a copy of the draft report to check for factual accuracy.
When report has been finalised and before it is published	<p>When the report has been finalised, and before it is published, it is issued to the Leader and staff, the Board of Management and employing authority.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	Within three months of receiving the report the Board of Management provides a written response to the report, addressing, where applicable, the main areas for improvement in the report and submits an action plan to address the areas for improvement.

Inspection Stages	Culture, Arts and Leisure (CAL) Organisations
Notification	Six weeks before the inspection, the organisation and the relevant DCAL agency is informed in writing about the inspection and asked to complete and return the pre-inspection material.
Pre-Inspection	<p>Five weeks before the inspection, the Reporting Inspector (RI) visits the organisation to explain and agree the purpose, nature and scope of the inspection, and to clarify procedures and specific requirements in relation to self-evaluation reports using the Quality Indicators (QIs).</p> <p>At least two weeks before an inspection, the organisation will provide the self-evaluative report and the information required for the inspection.</p> <p>The RI ensures that the head of the organisation has a copy of the complaints procedure.</p>
During the Inspection	<p>The RI and team members meet with the leader of the organisation to discuss the strategic plans and how they link to the relevant programme</p> <p>The members of the inspection team visit activities/sessions (some of which will have been agreed with the organisation as representative of their range of activities) and arrange meetings with appropriate personnel and participants and send through notes and observations to the RI.</p> <p>The team will examine relevant policies in connection with child protection and pastoral care for each of the groups visited including policies for staff and participants.</p>
When the Inspection is Completed	<p>The team meets for a post-inspection conference and agree the strengths and areas for improvement.</p> <p>The RI gives an oral report, including the grade awarded, to the head of the organisation and ,where appropriate, a representative of the DCAL agency funding the work of the organisation. An oral report will also be given to the relevant DCAL personnel.</p> <p>The RI leaves a written summary of the strengths and areas for improvement.</p> <p>The nature of the follow-up action is outlined.</p> <p>Evaluation Questionnaire(s) sent to the organisation and returned to an independent consultant.</p>
Publication of the Report	<p>When the draft report has been completed the head of the organisation and the head of the relevant DCAL agency receive a pre-publication copy and checks for factual accuracy.</p> <p>See Appendix 8.</p>
When report has been finalised and before it is published	<p>When the report has been finalised, and before it is published, it is issued to the head of the organisation, the head of the DCAL agency and the relevant department in DCAL.</p> <p>After publication, a copy of the report is available on the DE website.</p>
Response to the Report	<p>Within three months of receiving the report the Management Committee makes a written response to DE, addressing, where applicable, the main areas for improvement identified in the report.</p> <p>In the case of a grade 5 or 6 report, the action plan has to be with DE within six weeks.</p> <p>If there are shortcomings in the procedures for child protection, the RI will return to the organisation within two to six weeks to check compliance with the relevant legislation.</p>

<b>Inspection Stages</b>	<b>Teacher Education</b>
Notification	The organisation is informed about the inspection – in the case of the Higher Education Institution [HEI], through a letter to the Vice-Chancellor or the Principal of the university college (UC) and Chair of the UC Board of Governors.
Pre-Inspection	The Reporting Inspector [RI] visits the HEI to explain to the HEI Head of School, the HEI Principal or the Head of the Curriculum Advisory and Support Service [CASS], the purpose, nature and scope of the inspection and to clarify the inspection procedures. The RI provides the organisation with copies of the documents being used by the Inspectorate to guide the inspection and record its findings.
During the Inspection	<p>The members of the inspection team scrutinise relevant documentations, visit taught sessions, arrange discussions with appropriate personnel in the HEI, ELB and the schools. The team members observe student teachers’ and beginning teachers’ classes. The RI liaises with the Course Director, Principal or the relevant CASS officers, to ensure the smooth running of the inspection.</p> <p>If it is a two-year inspection, the RI, at the end of the initial year of the inspection, gives the Course Director, Principal or CASS officers an oral report on the interim findings of the inspection. When appropriate, other members of the inspection team provide oral feedback to specialist tutors in the HEI or to specialist CASS officers.</p>
When the Inspection is Completed	On completion of the inspection, the team meets for a post-inspection conference at which it agrees the inspection outcomes. The RI and normally one other team member, meets the Course Director, Principal or Head of CASS to convey the findings orally and to identify in writing the main features and issues. The nature of any proposed follow-up activity is outlined.
Publication of the Report	When a draft report has been completed, the Governing Body of the HEI or the Senior ELB officer receives a copy and checks for factual accuracy.
When report has been finalised and before it is published	When the report has been finalised and before it is published, it is issued to the Vice-Chancellor and Principal of the HEI and to the Chief Executive of the ELB. Additional copies are provided for internal distribution. Copies are issued to the Permanent Secretaries of DE and DEL.
Response to the Report	Within four months of the HEI or the ELB receiving the report, the HEI’s Board of Governors and the ELB’s management make a written response to the main issues in the report.

## INSPECTION TYPES: NURSERY SCHOOLS AND VOLUNTARY AND PRIVATE PRE-SCHOOL CENTRES

Type of inspection	Type A	Type B	Type C
<i>The inspection team</i>	<ul style="list-style-type: none"> <li>• A nursery school with two or more classes.</li> <li>• A voluntary/private pre-school centre with three or more staff, and previously inspected by ETI.</li> <li>• An Irish-medium pre-school centre previously inspected by ETI.</li> <li>• A nursery unit of two or more classes attached to a primary school, when inspected separately from the school.</li> </ul> <p>Two inspectors, or an inspector accompanied by an associate assessor.</p>	<ul style="list-style-type: none"> <li>• A small pre-school centre (single-class nursery school or unit, or voluntary/private centre with two staff).</li> <li>• A nursery unit inspected at the same time as the primary school.</li> </ul> <p>A specialist early years inspector carries out the inspection.</p> <p>In the case of a large nursery unit (e.g. two classes where a dual-day arrangement operates) inspected at the same time as the primary school, an associate assessor may accompany the inspector.</p>	<ul style="list-style-type: none"> <li>• A voluntary/private pre-school centre not previously inspected by ETI.</li> <li>• An inspection of any pre-school centre requested by the management group.</li> <li>• A voluntary/private pre-school centre re-included in a PEAG plan following a period when funding was withdrawn.</li> </ul> <p>Two inspectors, or an inspector accompanied by an associate assessor, carry out the inspection.</p>
<i>Inspector days</i>	The inspection and report back are carried out on day one.	The inspection is carried out on day one. The report back is on day two.	The inspection is carried out on day one. The report back is on day two.

## APPENDIX 9:

### Contacting the Education and Training Inspectorate

If you wish to contact the Inspectorate, make enquiries comments, suggestions or complaints the correspondence should be addressed to:

Mrs E Wells  
Inspection Services Branch  
Department of Education  
Rathgael House  
43 Balloo Road  
BANGOR  
Co Down  
BT19 7PR

Tel: 028 9127 9726

E-mail: [liz.wells@deni.gov.uk](mailto:liz.wells@deni.gov.uk)









*A Common Framework for Inspection*