

Education and Training Inspectorate

Annual Business Report

2007-2008 BUSINESS YEAR

eti

*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



INVESTOR IN PEOPLE

SECTION 1

FOREWORD *by Chief Inspector*

This report records the range and quality of the work of the Education and Training Inspectorate over the 2007-2008 business year¹.

The key purpose of inspection is to bring about improvement. Consequently, the mission statement for the Inspectorate is:

'to promote improvement in the interests of all learners'

and the organisation's vision statement is:

'to be a highly regarded and influential organisation, dedicated fully to the education and wellbeing of all learners'.

A key strength of the Inspectorate is its capacity to offer high quality, evidence-informed advice to inform policy-makers and to do so in the interests of the learners and the standards they achieve. In particular, the Inspectorate provides inspection services and policy advice to three Government Departments: the Department of Education (DE); the Department for Employment and Learning (DEL) and the Department of Culture, Arts and Leisure (DCAL). This work is underpinned by Memoranda of Understanding (MoU) and Service Level Agreements (SLA).

In recent years the Inspectorate has also undertaken work for the Department of Agriculture and Rural Affairs (DARD) and Criminal Justice Inspectorate (CJI) Northern Ireland. We also work closely with colleagues from the Department of Health Social Services and Public Safety (DHSSPS), including the Regulation and Quality Improvement Authority (RQIA).

In addition to the work commissioned by these Departments, the Inspectorate identifies areas of provision which the organisation believes warrant attention and evaluation. This is an important dimension to our work which affirms the Inspectorate's operational independence from the service providers.

In order to ensure that we are able to meet, as fully as possible, the competing demands of the Departments, we have developed a more rigorous approach to the business planning process. The introduction of the aforementioned MoU and SLAs is a key element in this process. Furthermore, the outworking of these into annual business plans and into a three-year, Corporate Development Plan (2007-2010), has been crucial in ensuring that the often competing demands on our services are managed effectively.

¹ 1 April 2007-31 March 2008

The report outlines the formal, scheduled work that the Inspectorate has undertaken in the 2007-2008 business year in order to meet the targets outlined in the Business Plan; and this work is relatively easy to quantify. However, more difficult to quantify is the amount of time individual inspectors spend working with organisations or with Departmental officials, outwith the formal, scheduled work programme. That said, I value these contacts very highly, as through them the Inspectorate brings its influence to bear on the work of organisations, and on the direction of policy development within Departments.

One aspect of this work which is of particular importance to me, and indeed to the organisations we inspect, is the work undertaken by the District Inspectors (DI) across the education, youth and training sectors in Northern Ireland. Each DI makes informal, unscheduled visits to their designated organisations to, for example, meet with staff and to discuss current issues with them. As many of these visits as possible also include the observation of learning and teaching, which assists the DI in developing a full understanding and appreciation of the work of the organisation, and the context within which it operates.

We have faced a number of challenges in meeting the demands of the annual business plans, not least that of increasing financial constraints. The Inspectorate provides a professional service against a backcloth of a year-on-year reduction in resources; and, in order to ensure that the services we provide are efficient, and deliver value for money, the Inspectorate has ensured that economy, efficiency and effectiveness are at the heart of our business planning process.

The Inspectorate is currently comprises 67 full-time inspectors. The organisational structures determine that, of this complement, the equivalent of 57 inspectors is available to conduct inspection and survey activities.

The staffing profile of the Inspectorate has changed significantly in the past year. In September 2007 six new colleagues joined us with another colleague joining in January 2008. Those joining the Inspectorate undertake a comprehensive induction and training programme. The initial element of the induction programme lasts nine weeks; and during this period the new colleague works alongside a more experienced colleague as an additional member of an inspection or survey team.

In addition to our current complement, we have three colleagues seconded out of the organisation. Two are working within DE: one on the review of Special Needs, and the other on the Review of the Northern Ireland Curriculum. Another colleague has oversight of the co-ordination of the work of the quality improvement unit within DEL. The loss of such key people, and the time given to the induction process of the new colleagues, resulted in a reduction of the operational capacity of the Inspectorate by approximately 20% over the 2007/08 business year. That so many of the targets in the business plan have been met in these circumstances is a tribute to the hard work, dedication and commitment of my colleagues.

In this context, I record my gratitude to all of my Inspectorate colleagues, and our very efficient support staff, all of whom have worked tirelessly to meet our organisational targets. I am very aware that colleagues often give over and above the time allocated to specific duties. They do this in the best interests of the learners and of the organisation but, as Chief Inspector, I am very mindful of the need to ensure that my colleagues achieve a good life-work balance.

In conclusion, this has been a very busy and productive business year; and the next business year promises to be equally so. In January 2009, I will publish the bi-ennial Chief Inspector's Report (2006-2008). The report will form the foundation for much of our future work and will, hopefully, serve to help raise standards across the education, training and youth sectors in Northern Ireland. In doing so, the report will highlight the primacy which we attach to all learners, in whatever guise they come.

STANLEY J GOUDIE
Chief Inspector

SECTION 2

WHAT HAVE WE ACHIEVED?

Outcomes against inspection targets set in 2007-2008 ETI business plan

Inspection targets: we will undertake a programme of inspections including:	Outcome
• 80 pre-school centres	We inspected 76 pre-school centres.
• 60 primary schools	We inspected 70 primary schools.
• 20 post-primary schools	We inspected 19 post-primary schools.
• 3 independent schools	We carried out 5 registration inspections of independent schools.
• 4 Irish medium schools	We inspected 4 Irish medium schools.
• 10 special schools	We inspected 10 special schools.
• 9 Autistic Spectrum Disorder (ASD) Units	We inspected 9 ASD units.
• 6 Alternative Education Provision (AEP) centres	We inspected 6 AEP centres.
• 1 youth headquarters (HQ) organisation	We inspected 1 youth HQ organisation.
• 4 youth centres	<p>We inspected 2 youth centres. At the request of DE, we inspected the Youth Council for Northern Ireland (YCNI) – a non-departmental public body – which replaced one of the youth centre inspections.</p> <p>The other youth inspection was postponed at 2 days' notice leaving us no time to identify a replacement inspection. The time scheduled for this inspection was used for staff training purposes.</p>
• 2 youth area inspections	We carried out 2 youth area inspections.
• 12 Training for Success organisations	We inspected 12 Training for Success organisations.
• 4 New Deal organisations	We carried out 4 New Deal inspections.
• 1 extended training inspection	We carried out 1 extended training inspection.
• 2 juvenile justice centres	We inspected 2 juvenile justice centres
• Youth Justice initiative	We inspected the Youth Justice initiative.
• The education provision in 1 prison	We inspected the education provision in 1 prison.

We will undertake a programme of follow-up inspections including:	Outcome
<ul style="list-style-type: none"> • 50 pre-school centres 	We carried out 44 follow-up inspections of pre-school centres.
<ul style="list-style-type: none"> • 40 primary schools 	We carried out 39 follow-up inspections of primary schools.
<ul style="list-style-type: none"> • 12 post-primary schools 	We carried out 14 follow-up inspections of post-primary schools.
<ul style="list-style-type: none"> • 4 special schools 	We carried out 4 follow-up inspections of special schools.
<ul style="list-style-type: none"> • 1 AEP centre 	We carried out 1 follow-up inspection of an AEP centre.
<ul style="list-style-type: none"> • 9 schools participating in the School Support Programme 	We carried out 9 follow-up inspections of schools participating in the School Support Programme.
<ul style="list-style-type: none"> • 1 youth HQ organisation 	We carried out 1 follow-up inspection of a youth HQ organisation.
<ul style="list-style-type: none"> • 5 youth centres 	We carried out 5 follow-up inspections of youth centres.
<ul style="list-style-type: none"> • 2 youth area inspections 	We carried out 1 youth area follow-up inspection; in agreement with the relevant Education and Library Board the proposed FUIs of three different areas have been amalgamated into one for the forthcoming business year given that the strategic management issues were the same.
<ul style="list-style-type: none"> • Aspects of provision in 2 Further Education colleges 	We carried out follow-up inspections of Business and Management Skills in East Tyrone College and Art and Design and Essential Skills in Lisburn College.
<ul style="list-style-type: none"> • 16 Jobskills organisations 	We carried out 16 Jobskills follow-up inspections.
<ul style="list-style-type: none"> • 1 New Deal organisations 	We carried out 1 New Deal follow-up inspection.
<ul style="list-style-type: none"> • 1 extended training inspection (New Deal & Training for Success) 	We carried out 1 extended follow-up inspection of a training organisation.

SURVEYS AND INITIATIVES (1 APRIL 2007-31 MARCH 2008)

SURVEY	OUTCOME
Specialist Schools Programme	During 2007-2008, the Inspectorate completed baseline inspections for 13 Cohort 2 Specialist Schools. ETI also audited the self-assessments produced by the 12 Cohort 1 schools and conducted follow-up inspections as required. In May 2008 DE modified its selection procedures for Cohort 3 in light of the findings reported in a Survey report based on evidence from both cohorts 1 and 2.
Performance Review and Staff Development (PRSD)	The findings of a survey of the introduction of PRSD in schools were reported to the Department of Education and to the Regional Training Unit (RTU) in Autumn 2008.
The Science Technology, Engineering and Maths (STEM) Review	A substantial background briefing paper on the STEM review was prepared by a team of school and FE specialist inspectors and an interim report was published in November 2007. Considerable inputs have been provided to guide the ongoing process of the development of a final STEM report for DE and DEL ministers.
Literacy & Numeracy	Following survey work undertaken in November 2007 and January 2008, the final draft Report of the Literacy and Numeracy Survey has been prepared and will be published in the next business year.
Irish Medium Education (IME)	<p>Major contributions were made to the review of Irish Medium Education in Northern Ireland. These included: briefings and presentations to initiate the review process; Research visits to Wales, Scotland and the Republic of Ireland; and papers, guidance and feedback provided to the Advisory Group and Project Board on:</p> <ul style="list-style-type: none"> • the current approaches used in Irish-medium schools, units and streams; • an evaluation of quality and standards across IME provision; • an analysis of the challenges and issues facing the IME sector; • international models of immersion and bilingual education; and • an analysis of the implications of ‘A Shared Future’ for IME provision.
Revised Northern Ireland Curriculum (RNIC)	The first evaluation report of the implementation of the RNIC was published in October 2007 and the findings disseminated to the Partnership Management Board (PMB). The inspectorate team set up to conduct this work, and all schools’ DIs, have continued to inspect the dissemination programme and to interview relevant officers.

Early Teacher Education for beginning teachers in Irish Medium (IM) Schools	The report, 'Early Teacher Education for Beginning Teachers in Irish Medium (IM) Schools' was published in March 2008, and will be disseminated to the IM principals' forum early in the new business year.
e-Portfolio Project	ETI continues to provide leadership in the developmental work undertaken on the e-Portfolio Project. This has included the organisation of two Teacher e-Portfolio conferences. These conferences, one local and one national, will be held early in the new business year.
Self-Evaluation Framework for Higher Education Institutions (HEIs)	A Self-Evaluation Framework of Quality Indicators has been developed jointly with HEIs in the light of the Revised Teacher Education Policy. A final version has been signed off and a corresponding new process for inspecting initial teacher education is being developed.
Revised Teacher Education Policy	ETI's contribution to the formulation of the Revised Teacher Education Policy has included: <ul style="list-style-type: none"> • consultation with Teacher Education Branch with DE, Initial Teacher Education (ITE) providers and the General Teacher's Council for Northern Ireland (GTC (NI)); and • research undertaken with the Training and Development Agency (TDA) for schools, and OFSTED in GB.
Teacher Education Handbook	ETI contributed to the revision of the Teacher Education Handbook led by GTC (NI) and the Career Entry Profile based on the teaching competences.
ICT in schools in Northern Ireland and the Republic of Ireland	ETI contributed, through the Standing Conference on Teacher Education North and South (Scotens), to the evaluation of the total cost of ownership of ICT in schools in Northern Ireland and the Republic of Ireland.
Essential Skills Tutor Education	Follow-up survey work was completed during 2007-2008.
The Quality of Self-Evaluation and Improvement Plans provided by all suppliers of training contracted by DEL	Evaluation of self-evaluation/improvement plans of all training providers including Jobskills and New Deal. Approximately 100 evaluated.
Programme-led pre-apprenticeship provision	This evaluation has been used to inform both DEL's and DE's policy developments across the 14-19 spectrum, specifically in curriculum proposals for the entitlement framework.
Pathways to Work/Steps to Employment (New Deal)	This provision was not introduced as planned in 07/08, therefore no inspection could be carried out. It has been included in the business plan for 2008-09.
Construction and Built Environment	The survey of construction crafts across the training sector was completed.

Pastoral Care/Learner Support	A survey of Care, Support and Guidance across the training sector was completed. Based on the new quality indicators in the revised ETI document, Improving Quality: Raising Standards (IQ:RS). Survey completed and report prepared. Dissemination process will be completed in the next business year.
Students With Learning Difficulties and/or Disabilities (SLDD) Survey in the Further Education sector	This survey has informed DEL's policy developments in this key area of provision, and is being taken forward in 2008/09 as an additional piece of work to identify potential gaps in provision in both the FE and Training sectors.
Survey of Higher Education (HE) provision in colleges of Further Education (FE)	This key piece of survey work has informed DEL's major review of HE in FE during 2007/08
Evaluation of regional college self-evaluation /improvement plans	This resulted in evaluations of college development plans for the six area-based colleges; these reports were issued to DEL and the colleges. The report informed the second phase of the quality improvement planning process in 2008/09. ETI will evaluate this work during the next business year.
Evaluation of regional college Information and Learning Technologies (ILT) strategic and operational ILT plans	The strategic and operational ILT plans of all six colleges were evaluated. A summary report provided to DEL informed the second phase of the ILT strategy in 2008/09.
Essential Skills in Information and Communication Technology (ICT) Pilot	This second phase of work for DEL evaluated the progress in developing ICT as an essential skill, and is continuing in 2008/09 as the programme moves into its final year.
Impact in youth provision of funding from Children and Young People Funding Package (CYPFP) and Reviewing Communities	Impact of the CYPFP in the Youth sector achieved with interim reports issued on the Youth Outreach Initiative and a Youth Child Protection Initiative funded under CYPFP.
Children and Young People Funding Package	Pilot area-based evaluation of early developments in the CYPFP, carried out in collaboration with colleagues from health and social care in the DHSSPS.
Big Deal	As part of the DE contribution to this initiative, which is funded through Big Lottery, ETI are evaluating progress on an annual basis over a four year period. This includes providing interim 6 monthly reports and published annual reports. It is entering the third of four years and we have delivered the reports to the steering group, and have provided advice on action plans.
Youth work strategy	Feedback has been on various aspects of the youth work strategy based on a number of reports; ETI also met with the relevant officials in DE to provide advice on policy matters arising from inspection evidence.

Arts Council, Sports Council NI Film and Television Commission Public Libraries	ETI has reported the findings of evaluations to relevant DCAL officials, including the CEO designate of the new Libraries Authority.
Studio On	Feed back has been given to NIScreen, who manage the work of the Creative Learning Centres (CLCs) and the individual organisations on their work, which includes the work of Studio On.
Irish Language Broadcast Fund	ETI has completed some initial scoping work on the educational provision of the Irish Language Broadcasting Fund (ILBF).
An evaluation of the monitoring and evaluation within post-primary mathematics departments.	The report, 'Better Mathematics: Monitoring and Evaluation in Mathematics in Post Primary Schools', has been published; the main findings disseminated to DE officials, the CASS service and to heads of mathematics departments in post-primary schools.
The quality of SEN provision in primary schools including an evaluation of the role of the SENCO	Initial work was undertaken during the business year 2007-2008. Further work will be conducted in business year 2008-2009 and will form part of a major report to be published in 2008.
The impact of the Dispute Avoidance and Resolution Service (DARS)	The report has been published and the main findings disseminated to key stakeholders including the commissioning Department.
Vulnerable Children and Young People Survey	The report based on visits to 12 primary and 25 post primary schools was published; evidence was also gathered from eleven alternative education provision (AEP) centres and the juvenile justice centre. Focused groups were established of primary and post primary principals, Chief Education Welfare Officers from the Education and Library Boards (ELBs) and a sample of children, parents and carers in the Belfast ELB and Western ELB.
An evaluation of ICT in Special schools	A comprehensive report was published, the main findings of which have been disseminated to departmental officials.
Using School Information and Data (USID)	ETI organised, with the assistance of RTU, a series of conferences for senior staff of post-primary schools to raise the awareness on the importance of making more effective use of the data they hold to effect improvement.

POLICY ADVICE AND SUPPORT

ETI continues to provide officials working within the Government Departments with good quality advice on policy and on the potential impact policy will have on the organisations we inspect. The strength of this advice is that it is based on current first-hand evidence gathered during formal inspection activity as well as through the more, informal, incidental visits conducted by District Inspectors (DIs). The organisation of the Inspectorate is such that, at area level, currently within the boundaries of ELBs, DIs working in all sectors of education are provided with the opportunity to discuss developments in their sectors. Consequently, the Area Board Co-ordinators are able to get an overall view of the provision within their area and provide this evidence-based advice whenever it is requested.

The table below gives an indication of the wide range of advice and support for the development of policy that ETI colleagues have provided this business year.

<ul style="list-style-type: none"> • Every School a Good School: The Policy, Planning and Improvement Division within ETI continues to contribute to the formulation of the new school improvement policy, 'Every School a Good School'.
<ul style="list-style-type: none"> • Irish Medium Education: Major contributions were made to the review of Irish Medium Education in Northern Ireland. These included: briefings and presentations to initiate the review process; Research visits to Wales, Scotland and the Republic of Ireland; and papers, guidance and feedback provided to the Advisory Group and Project Board
<ul style="list-style-type: none"> • Policy advice and support on cohort 1 and 2 of the Specialist Schools Initiative.
<ul style="list-style-type: none"> • Policy advice on the development of a strategy to address underachievement in literacy and numeracy
<ul style="list-style-type: none"> • Policy advice and support on issues associated with the development of ICT in schools including support for ICT and its impact on learning and advice on the development of an e-portfolio for teacher. Advice was also provided on the development of an e-Learning Strategy
<ul style="list-style-type: none"> • Policy advice on how schools can make more effective use of data to effect improvement; this includes co-chairing the Using School Information and Data (USID) group.
<ul style="list-style-type: none"> • Policy advice on the development of the Sustainable Schools and Area-Based Planning policies.
<ul style="list-style-type: none"> • Policy advice on school and college of further and higher education accommodation matters; including the review of DE's Building Handbook for Primary, Special and Post-Primary Schools and the schedules of accommodation.
<ul style="list-style-type: none"> • Policy advice on teacher education.
<ul style="list-style-type: none"> • Policy advice on new assessment arrangements currently being implemented in the Revised Northern Ireland Curriculum (RNIC).
<ul style="list-style-type: none"> • Support for DCAL on the production of an 'Evaluation Scheme for Creativity'.
<ul style="list-style-type: none"> • Support and advice provided for DCAL in the development of a 'Learning Strategy'.
<ul style="list-style-type: none"> • Contribution to the Curriculum Policy Development Project Group within Further Education.

<ul style="list-style-type: none">• Contribution to the review of Higher Education within the Further Education setting.
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<ul style="list-style-type: none">• Provision of advice and support on a number of policy developments in Special Educational Needs (SEN) including: the major SEN review currently underway; the development of the Middletown Centre of autism; the development of a strategic policy to deal with issues associated with Autism; producing guidance for organisations to help them support pupils with medical needs; contributing to a major review of AEP provision; and providing inspection-based evidence to support the administrative branches in responding to Parliamentary and Assembly Questions.

<ul style="list-style-type: none">• Advising support agencies on the dissemination strategies for IQ:RS.
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<ul style="list-style-type: none">• Providing policy advice on the 0-6 years strategy.
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<ul style="list-style-type: none">• Providing advice on the development of a strategy for Functional Skills.
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CONSULTATION WITH OTHERS DURING 2007-2008

ETI makes every effort to consult with others. Such consultations can be formal or take place informally during incidental visits made by inspectors to educational organisations. The formal consultation can be conducted through focus groups, large conferences, meetings with Unions and professional bodies and through meetings with other statutory and non-statutory bodies working in education.

The table below gives some of the main meetings, and other forms of consultation, undertaken in the business year. It should be pointed out that this list is not exhaustive; as stated earlier there are many other forms of consultation all of which feed into the corporate knowledge of ETI and which we can bring to policy-making table when required to do so.

ORGANISATION	NATURE OF CONSULTATION
FE Quality Improvement Advisers	Review of IQ:RS
Learning and Skills Development Agency (LSDA)	Review of IQ:RS
Early Years Organisation	Inspection update and feedback
Curriculum Advisory and Support Service (CASS) Early Years Inter Board Group	Inspection update and consultation on revised integrated nursery unit inspection model
Council for the Curriculum, Examinations and Assessment (CCEA)	Revised subject specifications for the General Certificate of Secondary Education (GCSE); Revised Northern Ireland Curriculum and INCaS, the new assessment tool being introduced into primary schools.
Health & Social Care Trusts	Planning for CYPFP evaluation and ongoing joint workshops
Department for Health, Social Services and Public Safety (DHSSPS)	Regulation and inspection issues
Police Service of Northern Ireland (PSNI)	Development of a model for integrated area inspection
Office of the First Minister and Deputy First Minister (OFMDFM)	Development of a model for integrated area inspection
Regulation and Quality Improvement Authority (RQIA) of DHSSPS	Sharing information and protocols
CASS primary advisers	Dissemination of inspection findings and good practice
Primary principals	Dissemination of inspection findings and good practice
CASS officers (Special Education)	Dissemination of inspection findings and good practice
Principals of special schools	Dissemination of inspection findings and good practice
Vice-principals of special schools	Dissemination of inspection findings and good practice

Inspectors from the Department of Education and Science (DES), Republic of Ireland (RoI)	PEACE 2 (The Peace 2 programme is a distinctive European Union Structural Funds Programme aimed at reinforcing progress towards a peaceful and stable society and to promote reconciliation) project on promoting links between schools and parents
Educationalists from RoI, Wales, England and Scotland	NI national plan for autism
Institute of Child Education and Psychology (ICEP)	SEN training
RoI educationalists	Autism
OFSTED	Inclusion forum
Youth sector stakeholders	Quality indicators for youth
DCAL funded bodies	Quality indicators for culture, arts and leisure
Lay members of inspection teams	The inspection process
Stakeholders to include principals, employing authorities, professional organisations and unions.	6 point scale and conclusions of inspection reports
Associate Assessors	The inspection process
OFMDFM	Area-based inspection work, in collaboration with DHSSPS
Principals of primary and post-primary schools	Review of Together Towards Improvement
Heads of post-primary science departments	Developments in science education
Heads of post-primary mathematics departments	Developments in mathematics education

DOCUMENTATION

During 2007-2008 the review of the Common Framework for Inspection was completed and placed on the ETI website. In addition, the revised guidance for self-evaluative follow-up inspections was prepared, and the review of the ETI Service Standards completed. A review of Together Towards Improvement (TTI) is almost complete. This is a major review designed to: (i) align the quality indicators more closely with Improving Quality: Raising Standards (IQ:RS); (ii) bring TTI into line with Inspectorate Monitoring and Recording System (MARS); and (iii) generate customised versions for phase groups, which will eventually be placed on the ETI website.

During 2007-2008 the following documents were published:

- Portraits of Excellence in Special Schools; and
- Standards and Guidance for Promoting Collaborative Working to Support Children with Special Educational needs (May 2007).

In addition, under PEACE 2, the following were issued as joint publications with DES/DE See my Word Tree Grow; Through the School Gates; and, Coping with Changes from Home to School.

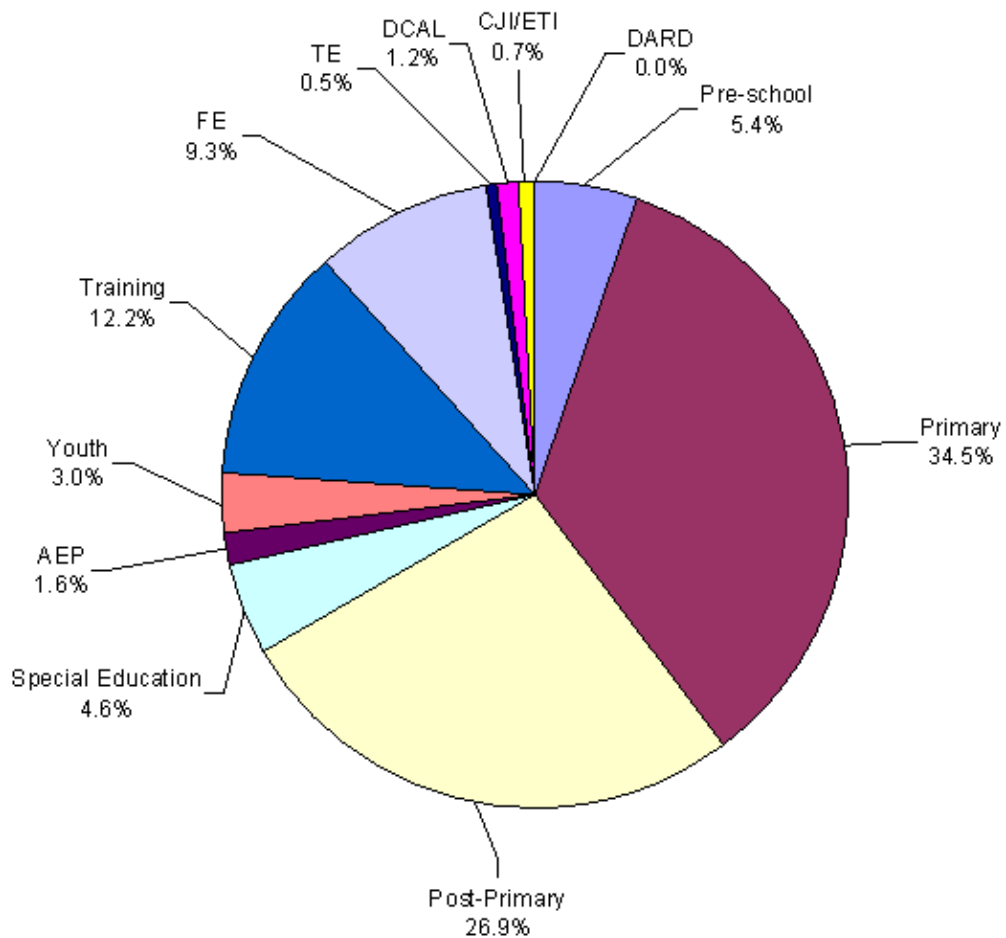
During 2007-2008, the Chief Inspector's Report (2004-2006) was disseminated through a series of twilight conferences for serving practitioners across Northern Ireland (NI) at which the Chief Inspector presented the main findings of the report and entered into discussion with key stakeholders.

The documents Better Mathematics; Better Science; and Better Literacy in Primary Schools were launched to the education support services and initial teacher education community in April 2008. The key messages in relation to how these can be used to assist schools in their self-evaluation processes have also been shared with schools, CASS and Teacher Training establishments through an extensive and innovative dissemination strategy. Better 'Leadership and Management' is being developed.

DEPLOYMENT OF RESOURCES

The work outlined above indicates the range and variety of the work undertaken by ETI. As mentioned elsewhere, ETI provide inspection services for three main Government Departments, DE, DEL and DCAL. In addition, we have been commissioned by DARD and CJI to evaluate the quality of the educational provision in the institutions for which they have responsibility. These competing demands provide a challenge to our organisation and require a much more sophisticated measurement of how we use our resources. In developing this audit tool we need to become better at recording just what it is we do, and for whom. Using the audit tools at our disposal we can identify that we have divided our resources across the sectors as shown below.

Sector share of centrally programmed time business year 2007-08



Whilst this is a useful graphical representation of how we divide our resources it may not be entirely accurate. Indeed it is likely that the times recorded in some areas are an under representation of the time that ETI colleagues spend working in specific areas. This is due to the fact that colleagues do not always record every instance when they meet with Departmental Officials or provide policy advice or support to administrators. Such encounters are often informal. If we are to become more efficient in how we divide our resources between our commissioning departments we must develop more sophisticated auditing tools and use them more consistently.

SECTION 3

EXTERNAL EVALUATION OF OUR WORK

BACKGROUND

In pursuit of continuous improvement and increased openness, and following the appropriate procurement processes, the Inspectorate appointed PricewaterhouseCoopers (PWC) to evaluate performance levels during the inspection process for the first time in 2002. PricewaterhouseCoopers were subsequently awarded a three-year contract from 2003. The evaluation of the inspection process was previously undertaken internally, that is, the Inspectorate sent out questionnaires directly to the organisations and analysed the results internally.

An evaluation of the inspection process occurs at two stages. At stage 1, after the initial inspection, evaluation of the process is provided by both the leader and teaching staff. At stage 2, which is conducted after the follow-up inspection, the evaluation is provided by the leader only.

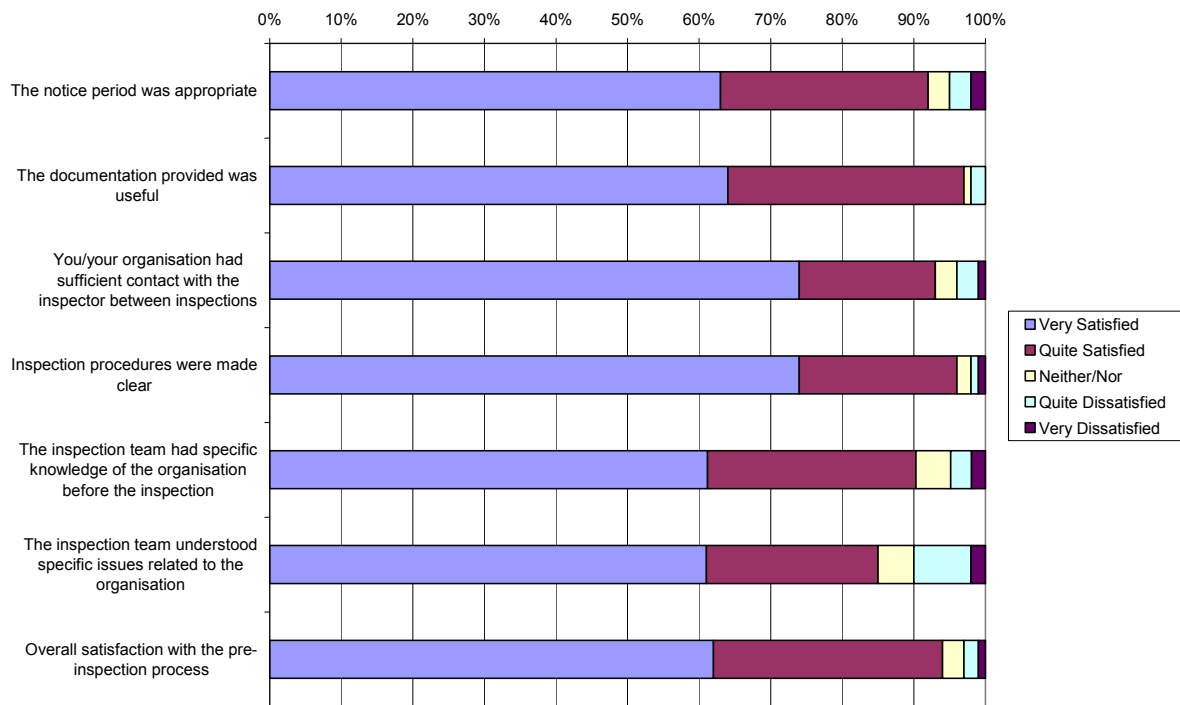
All organisations including pre-schools, nurseries, primary schools, special schools, post-primary schools, training colleges, further education colleges and youth organisations which underwent an inspection in the last academic year were given the opportunity to respond to a questionnaire posted out to them by PWC. These questionnaires were mailed to the organisations as soon as possible after the inspection. In the business year 2007-2008, a total of 200 questionnaires were sent to leaders and 1,763 questionnaires sent to teachers. A total of 116 questionnaires were returned by leaders (58% response), 571 were returned by teachers (32%).

The commentary below summarizes the main findings of the evaluations from organisations inspected during the business year 2007-2008.

RESPONSE FROM LEADERS

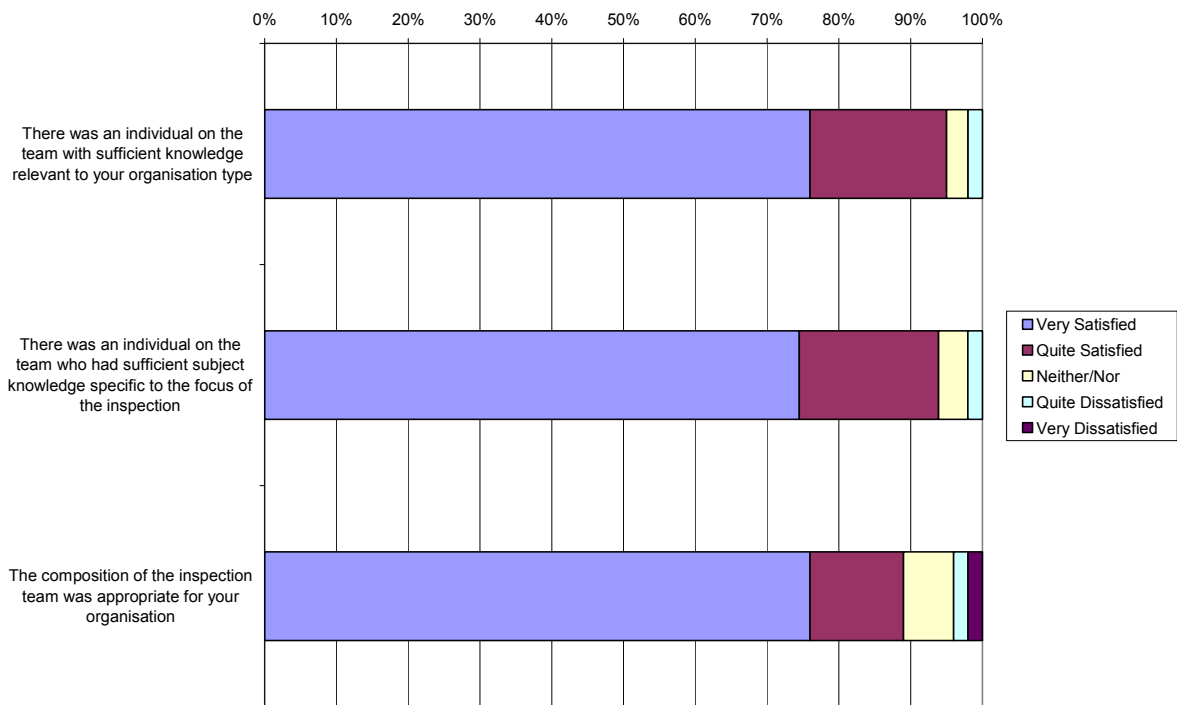
Pre-inspection

- Satisfaction with pre-inspection issues remained high: more than nine out of ten leaders were satisfied with most aspects of the pre-inspection process.
- More leaders strongly agreed that the demands placed on the organisation prior to the inspection were reasonable than in previous years.
- Satisfaction with pre-inspection communication processes has increased from previous years.



The Inspection team

- Respondents reported that they were satisfied with the manner in which the inspection team conducted themselves throughout the inspection process. When considering those leaders who were “very satisfied”, however, some scores have decreased since the previous year.
- The attitudes adopted by both the Reporting Inspector and the Inspection team also continued to receive high scores, whilst many of the negative attributes failed to register a score.



Demands of the inspection

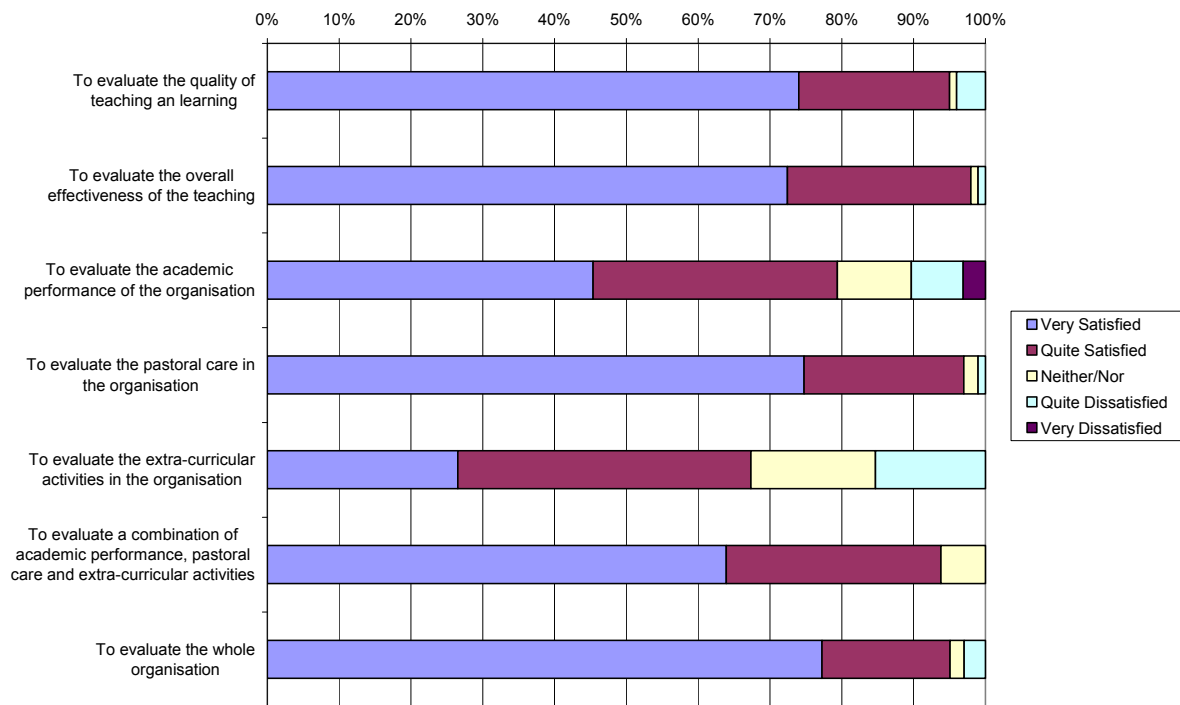
- Overall, the demands of the inspection were thought to be reasonable and the proportion of leaders strongly agreeing with the statements increased from the previous year.

Feedback

- Almost all leaders received feedback during the course of the inspection. As in previous years', the type of feedback received reflects the type of feedback leaders prefer to receive.
- Although many leaders were satisfied that the feedback they received was sufficient, one in five felt that feedback to staff was not sufficient.

The purpose of the inspection

- There was general agreement with regard to the purpose of the inspection and almost all leaders agreed that the purpose of the inspection was to evaluate the overall effectiveness of the teaching, pastoral care in the organisation and the whole organisation.



Procedures used during the inspection

- The majority of leaders were satisfied with the procedures used during the inspection and a similar number were satisfied with the inspection process.

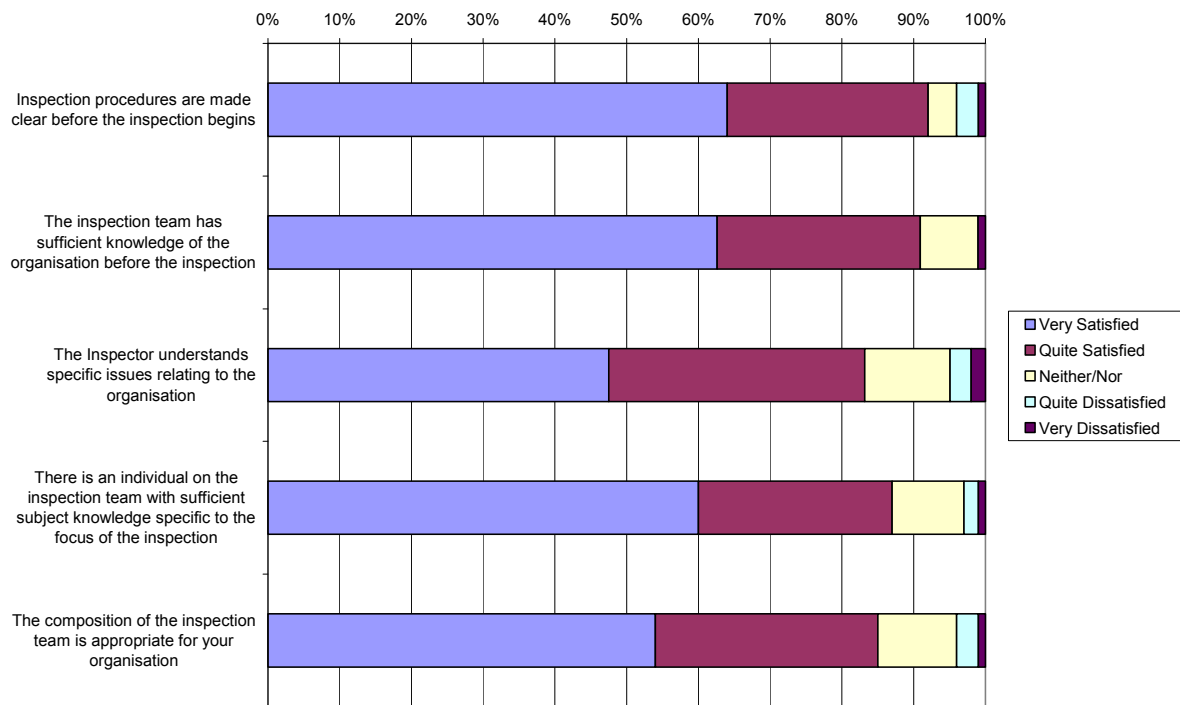
After the inspection – the report back session and outcome of the inspection

- A high proportion of leaders thought that the report back session was very helpful to their organisation and a similarly high proportion was very satisfied with this session.

RESPONSE FROM TEACHERS

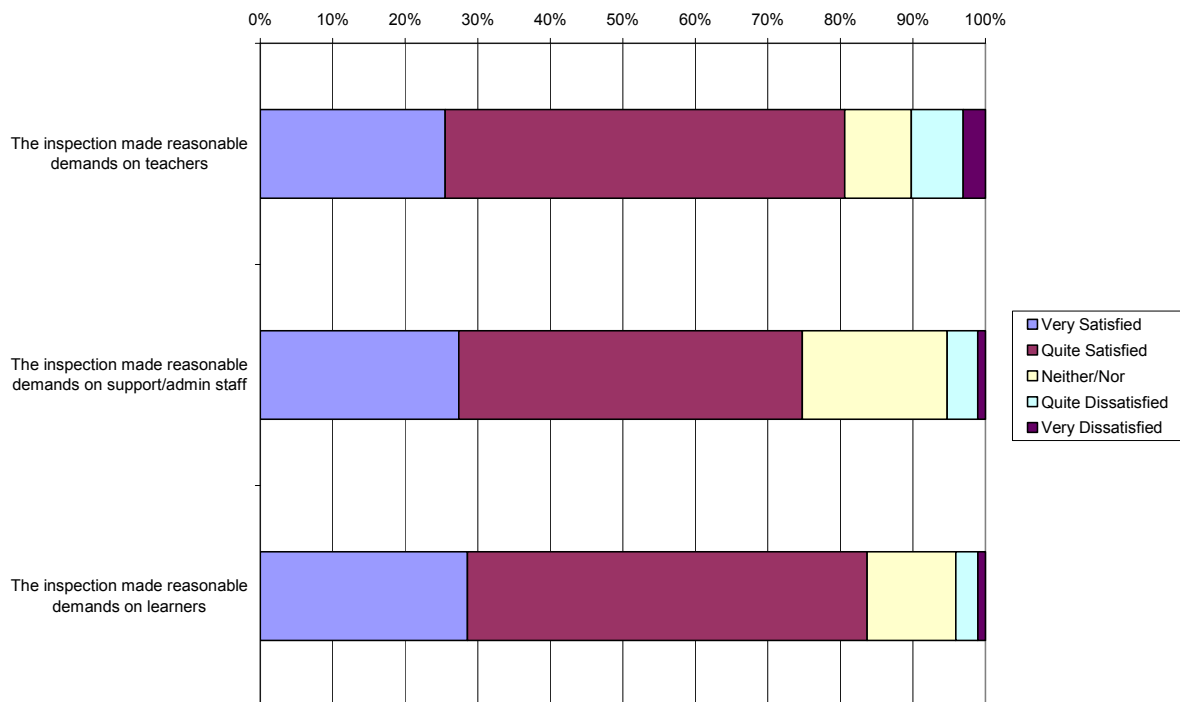
Pre-inspection and the first day of the inspection

- Satisfaction with pre-inspection issues remained high and on a par with previous years.
- The proportion of teachers not meeting any of the inspection team on the first day of the inspection is continuing to decrease slightly.



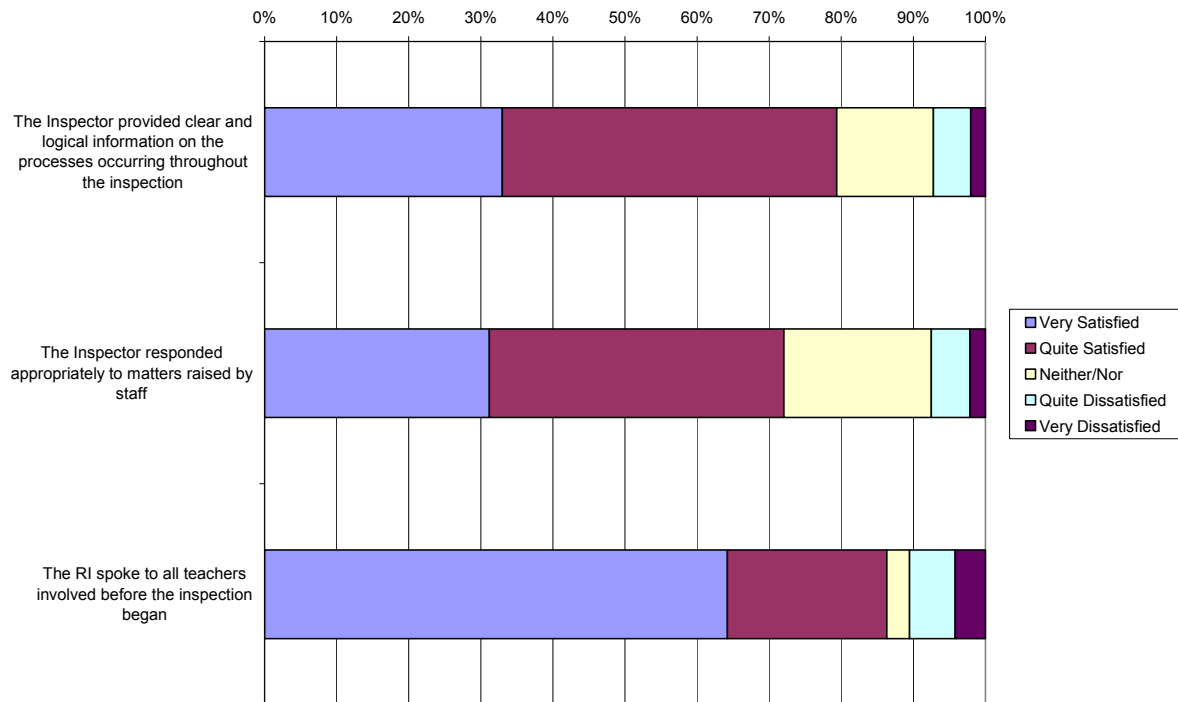
Demands of the inspection

- Overall, demands of the inspection were thought to be less reasonable, than in previous years’.



Communication issues

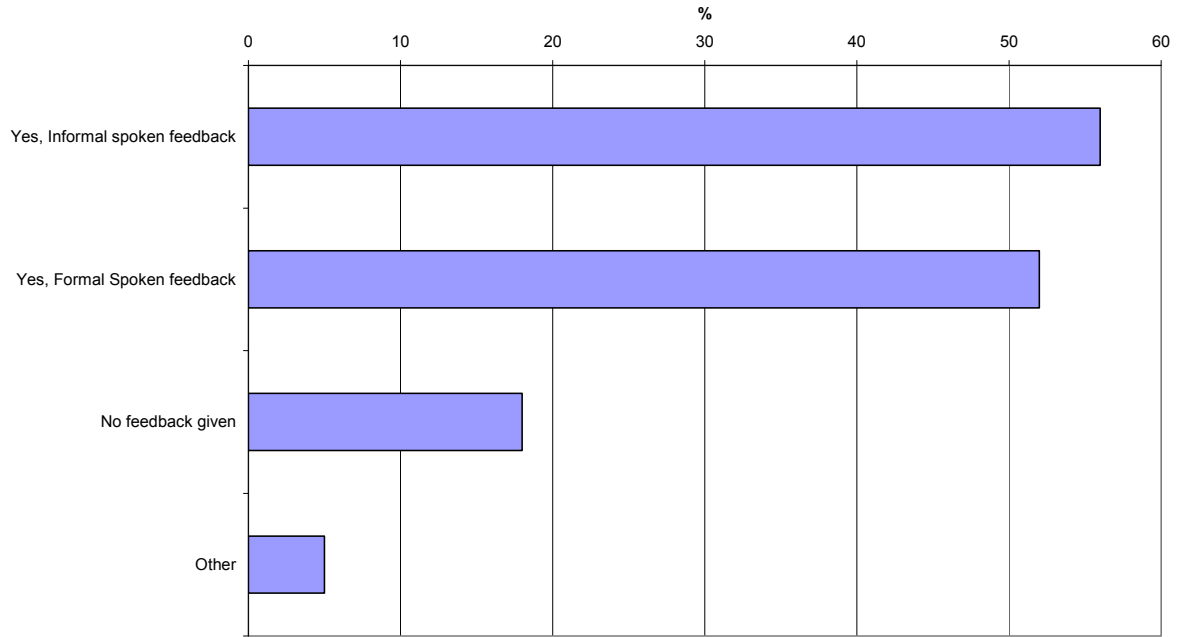
- Clear and logical information was provided to the majority of teachers, and there was strong agreement that the Reporting Inspector spoke to all staff before the inspection.



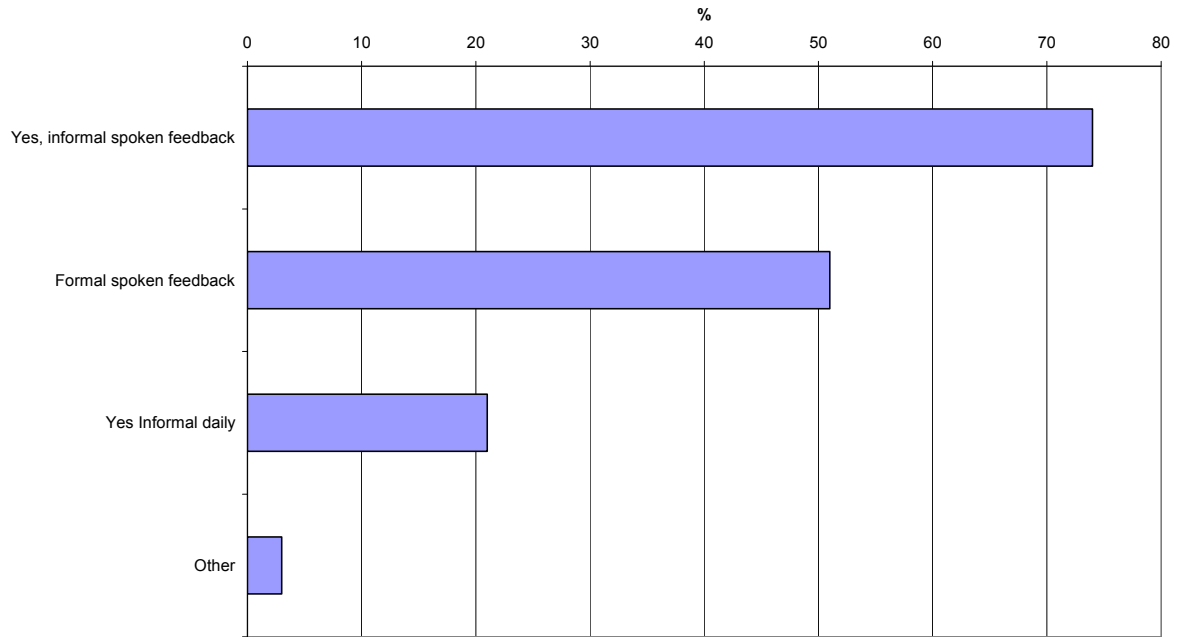
Feedback

In a similar result to previous years, there was some confusion over the intended format of the feedback and the proportion of teachers who stated they did not receive feedback has increased slightly since last year.

Were you as a teacher provided with feedback during the course of the inspection?

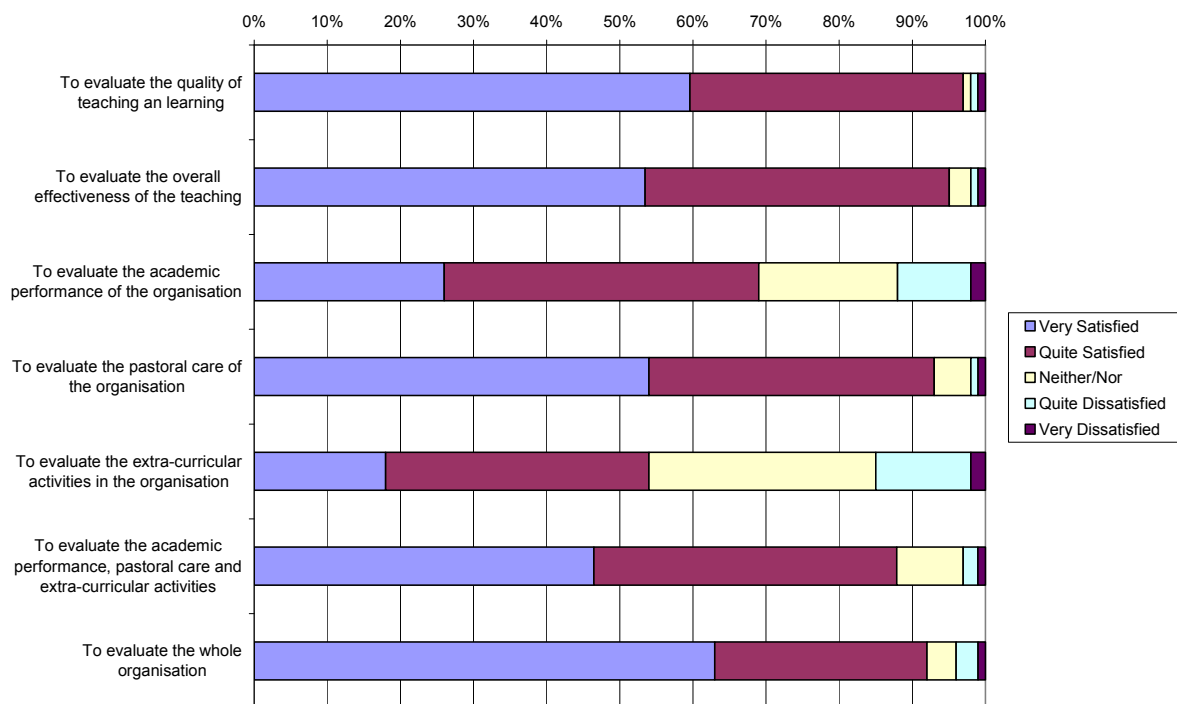


What type of feedback would you like to receive during the course of an inspection?



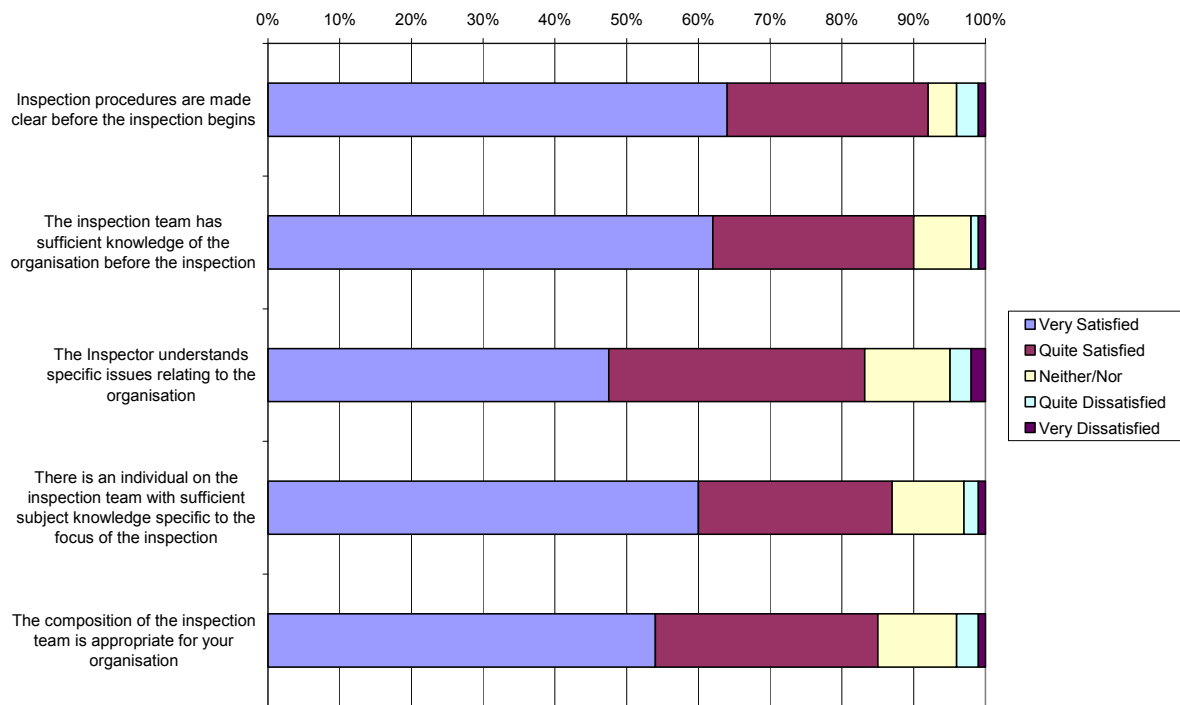
The purpose of the inspection

- Overall, there was general agreement that the purpose of the inspection was to evaluate the quality of teaching and learning and the overall effectiveness of the teaching.
- There was relatively low agreement that the purpose of the inspection was to evaluate extra-curricular activities in the organisation. Results remain in line with previous years’.



Attitude of the Reporting Inspector and the Inspection team

- Positive attributes for the Reporting Inspector remain high, but do not match scores given by leaders, perhaps due to a lack of contact with the Reporting Inspector.
- Use of negative descriptors for both the Reporting Inspector and Inspection team remain low with the majority stating that none of the negative attributes could be used to describe the Reporting Inspector or the Inspection team.



Outcome of the inspection

- The proportion of teachers rating the outcome of the inspection as very beneficial to their school has decreased since last year. Most were satisfied with the procedures used during the inspection and thoroughness of the inspectors.
- Significant reassurance about the standard of their work has decreased slightly since last year.

SECTION 4

CORPORATE PERFORMANCE

As part of the Inspectorate's commitment to meeting the needs of its customers and stakeholders regular monitoring is conducted on the extent to which our published service standards are met. These service standards are divided into the following areas: communication; consultation; complaints; and service and performance levels. A commitment was given when these Service Standards were first introduced to publish a report which would indicate how well we were meeting the standards, this report 'How Well Are We Doing' will not be issued for the business year 2007-2008 but will form this section of this report.

The standards reflect the operational and organisational business and customer requirements such as the overall quality of our customer service. Much of the initial contact between the Inspectorate and our customers is made by the colleagues who provide the administrative support for our work, the Inspectorate Support Branch (ISB). It is ISB who answer the telephones and deal with initial enquiries on our behalf and, as such, are key elements in the interface between ETI and our customers. The following report records the extent to which our published performance targets in this area were met.

General enquiries

During 2007-08 we received a total of 38 written enquiries, all were responded to within the designated time frame of three working days.

Freedom of Information Requests

In addition to the general written enquiries we received two formal requests for information under the Freedom of Information procedures during 2007-08. Both of these requests were met according to agreed protocols and the information requested was provided within the appropriate time-scale.

Complaints

During 2007-08, we received nine written complaints relating to the work of ETI. Of these nine cases, two were about the inspection process, one was about team members, one was about draft inspection reports, three about published reports and two were about other concerns. In all cases we met the target standard of responding to the complaint within 15 working days. Eight of the cases were resolved to the satisfaction of the complainant and one is ongoing.

Compliments

As well as the undocumented informal compliments colleagues receive during, or after, an inspection, we received many formal compliments during 2007-2008. These included including 41 written compliments. Most of these related to the professionalism and helpfulness of inspection teams and individual inspectors.

Actions to support the environment during 2007-2008

All paper used by ETI and ISB is recycled.

All photocopying and printed material is double-sided.

Electronic filing has reduced ISB paper and file retention to almost zero.

Toner cartridges are recycled.

Office lights are electronically controlled to switch off when there is no movement thereby saving electricity.

All office equipment is switched off standby in the evening with the exception of the photocopier which receives faxes.

Staff participate in formal car pooling to and from work as well as business travel.

FINANCE

Department of Education funding to The Education and Training Inspectorate for year ended 31 March 2008 was £4,948,903.

The salary cost of 63 inspectors and 18 administrative and secretarial staff was £4,450,379.

The balance of expenditure covered infrastructure costs, telephone and broadband rental, travel and subsistence, publishing, professional development, staff training and other administrative operating costs.

SECTION 5

BUSINESS PLAN 2008-2009

The business plan which follows sets out the main areas of work to be completed by the Education and Training Inspectorate (ETI), over the period 1 April 2008 to 31 March 2009. The plan includes the work commissioned by DE, DCAL and DEL. It also includes work emerging from within ETI.

The work commissioned by DE, DCAL and DEL is included within separate SLAs drawn up between ETI and the respective Departments; and is guided by separate, published Memoranda of Understanding which exist between ETI and DE, DCAL and DEL. In respect of work emerging from links with other Departments and Inspectorates, for example, the Department of Agriculture and Rural Development (DARD), the Department of Health, Social Services and Public Safety (DHSSPS) and the Criminal Justice Inspectorate (CJI) and the Regulation and Quality Improvement Authority (RQIA), this is governed by agreed, written protocols.

The business planning process for the period 1 April 2008 to 31 March 2009 has been greatly enhanced by the establishment of the Inter-Departmental Commissioning Group² (IDCG). As part of their work, the members of the IDCG identified a number of cross-cutting themes (CCTs) which are set out below. These themes will allow ETI to group a number of inspection/survey activities under a single theme, and so deploy resources in the most effective and efficient ways. The CCTs include:

- » Leadership and Management (of the curriculum and of the improvement agenda) (L&M);
 - » Teacher Education (TE);
 - » Area-based planning (ABP);
 - » 14-19 provision;
 - » Review of Science, technology, engineering and mathematics (STEM);
 - » Sports Strategy (SS);
 - » Special Educational Needs (SEN);
 - » Child Protection and Vulnerable Young Adults (CPVYA); and
 - » The Creativity Agenda (CA).
-

INSPECTION TARGETS

We shall undertake a programme of inspections including:

- 70 pre-school centres;
- 70 primary schools;
- 25 post-primary schools to include 9 AEP;
- 9 special schools;
- 4 centre-based youth inspections;
- 4 area-based youth inspections;
- 1 youth HQ organisation;
- 2 base-line further education inspections;
- 14 training organisations;
- 17 Irish medium schools;
- 1 integrated school;
- 4 area based inspections; and
- 2 evaluations of Children & Young Persons' Funding Package.

We shall undertake a programme of follow-up inspections including:

- 35 pre-school centres;
- 30 primary schools;
- 12 post-primary schools;
- 7 special schools;
- 2 AEP centres;
- 4 centre-based youth follow-up inspections;
- 4 area-based youth follow-up inspections;
- 1 child protection follow-up inspection;
- 7 training organisations; and
- 8 Schools Support Programme schools.

SURVEY WORK

De has requested that we undertake the following survey work in the business year 2008-2009. This work is listed in order of priority and we will endeavour to meet as many of these requests as resources allow.

DE SURVEY REQUEST
• Essential Skills (Schools) Pilot Survey
• Post-Primary Assessment
• Alternative Education Provision (AEP) (SEELB area)
• Learning Northern Ireland (LNI)
• Revised NI Curriculum

• English as an Additional Language (EAL)
• Early Years Survey
• Implementation of Revised Northern Ireland Curriculum
• Extended Schools: Pilot work June 08
• Traveller Education
• Use of School Development Days
• Survey of Counselling Provision
• Effectiveness of Youth Outreach Work
• Provision for Community Relations in Schools/Youth
• Provision to promote pupils' emotional health and well-being in schools
• Evaluation of Minister's Sport and Languages in Primary Schools Initiative
• Leadership and Management in Schools: Extract from inspection and reports and Inspectorate data
• Educational Psychology Service
• Evaluation of Special Education Units in mainstream schools
• Evaluation of the contribution of non-formal youth work to the support of formal education
• Evaluation of Support Arrangements for Entitlement Framework: NB Follow up to VEP Survey; and area-based inspections

DCAL has requested that ETI conduct the following survey work. Again, this will be dependent on the availability of resources. The request for survey work is given in order of priority.

DCAL SURVEY REQUEST
• Better Libraries.
• Baseline evaluation of aspects of DCAL's Sports Strategy: participation and access (school, FE, work-based learning and youth settings); and quality of provision in schools and youth settings.
• Quality Assurance of educational provision by the National Museums, W5 and Armagh Observatory and Planetarium and the development of KPIs and measurement techniques that will facilitate future measurement.
• To examine the work of the Ulster Scots Academy with reference to the work carried out within the Education and Language Development Programmes as well as the academic work programme being undertaken by the Academy.

The work requested by DEL includes:

DEL SURVEY REQUESTS
<ul style="list-style-type: none"> • Evaluation of Apprenticeship Provision of Training for Success Providers.
<ul style="list-style-type: none"> • Evaluation of the quality of Pastoral Care, Guidance and Learner Support in Further Education and Training.
<ul style="list-style-type: none"> • Phase 2 of the survey of the Essential Skills Pilot.
<ul style="list-style-type: none"> • Evaluation of the quality of Training for Success provision within the Job-Ready Strand – across all four components ie Personal Development, Skills for Work, Pre-Apprenticeship and Employability Skills.
<ul style="list-style-type: none"> • Evaluation of the quality of Training for Success provision within the Apprenticeship strands (levels 2 and 3 provision).
<ul style="list-style-type: none"> • Survey of Phase two of College Development Planning (CDP) to evaluate progress from phase one: To include the quality improvement planning process which will be incorporated for the first time in 2008/09.
<ul style="list-style-type: none"> • Evaluation of the quality of Pre-Apprenticeship Pilot Programme for 14-16 year olds which will complete in June 2008.
<ul style="list-style-type: none"> • An evaluation of college ILT strategies and operational plans, building on work started in 2007/08, and evaluation of progress towards key strategic objective of embedding developing transformation.
<ul style="list-style-type: none"> • Review by the Department’s FE and Skills and Industry Divisions for people with a disability. Taking account of work underway by ANIC and the sector reviewing the nature and extent of special needs provision to determine how best provision might be improved.

In addition to this survey work commissioned by the three main Departments ETI identify areas where we feel that survey work would provide evidence to support our independent advice on educational issues.

The ETI survey work identified for 2008-2009 includes:

ETI SUGGESTED SURVEYS
<ul style="list-style-type: none"> • Joint Area Evaluation of Services for Children and Young People and Quality provision for the teaching of Relationships and Sexuality Education in post-primary schools in NI.
<ul style="list-style-type: none"> • Improving Improvement – How has self-evaluation helped schools to bring about improvement and Post-Primary Assessment Survey and Review of Becta SRF (Self-Review Framework) Primary and post-primary.
<ul style="list-style-type: none"> • Impact of Inter-Board Autism Team in primary and post-primary schools.
<ul style="list-style-type: none"> • Transition from pre-school to primary (Foundation stage) and Informal and formal arrangements for transition between pre-school and primary, and primary and post-primary.
<ul style="list-style-type: none"> • Reform in ITE: is ITE changing in line with reform.
<ul style="list-style-type: none"> • An evaluation of the provision and quality of environmental education and training (primary and post-primary) and Evaluation of the place of Citizenship in the KS3 curriculum (post-primary).

<ul style="list-style-type: none"> • Improving the quality of careers information, advice and guidance, provided by the careers service, through self-evaluation (post-primary schools and FET).
<ul style="list-style-type: none"> • Integrating and Transforming Schools: survey of primary and post-primary transforming schools.
<ul style="list-style-type: none"> • Support from Early Years Specialists in Early Years settings.
<ul style="list-style-type: none"> • ICT in the Youth Sector.

POLICY ADVICE AND SUPPORT

In addition to this survey work the three commissioning departments have requested policy advice and support in the following main areas:

DE REQUEST FOR POLICY ADVICE AND SUPPORT
<ul style="list-style-type: none"> • Support for ICT and its impact on learning
<ul style="list-style-type: none"> • Policy advice on post-14 qualifications
<ul style="list-style-type: none"> • Support for e-portfolio for teachers
<ul style="list-style-type: none"> • Policy advice on teacher education
<ul style="list-style-type: none"> • Policy advice and support on revised assessment arrangements
<ul style="list-style-type: none"> • Policy advice and support on specialist schools
<ul style="list-style-type: none"> • Policy advice on literacy and numeracy
<ul style="list-style-type: none"> • Support on school support programme/group/schools
<ul style="list-style-type: none"> • Policy advice and support on School Improvement Policy, including School Development Planning – see page 28 element 2.
<ul style="list-style-type: none"> • Policy advice and support on Literacy/Numeracy in IME
<ul style="list-style-type: none"> • Policy advice and support on Careers Education, Information Advice and Guidance
<ul style="list-style-type: none"> • Policy advice and support on STEM
<ul style="list-style-type: none"> • Advice and support on development proposals for new schools
<ul style="list-style-type: none"> • Guidance and support to ELBs on conditions/suitability surveys
<ul style="list-style-type: none"> • Advice on review of Schools’ Building Handbook
<ul style="list-style-type: none"> • Advice on requested changes to Schedules of Accommodation
<ul style="list-style-type: none"> • Advice on review of formula for calculating schedules of accommodation
<ul style="list-style-type: none"> • Advice and support on development of Middletown Centre for Autism
<ul style="list-style-type: none"> • Input into N/S Peace 2 project
<ul style="list-style-type: none"> • Policy Advice and Support on training and qualifications for youth workers.

DCAL REQUESTS FOR POLICY ADVICE AND SUPPORT
<ul style="list-style-type: none"> • The creativity in education agenda for the Interdepartmental Creativity Group; to include DE and DEL.
<ul style="list-style-type: none"> • Follow up to Child Protection report.
<ul style="list-style-type: none"> • Development and use of quality indicators tailored to DCAL needs/ Review and updating of DCAL Learning Strategy.
<ul style="list-style-type: none"> • Provide advice to DCAL on links with Education and Skills Authority re the provision available for schools and teacher education through a range of DCAL funded provision, for example, sport, creativity and contribution to STEM. To involve DE and DEL.

DEL REQUEST FOR POLICY ADVICE AND SUPPORT
<ul style="list-style-type: none"> • Projects which DEL currently fund, or are likely to fund, in the next financial year 2008-2009, including BYTES; Step-by-Step; and the Opportunity Youth.
<ul style="list-style-type: none"> • Degree of accessibility of Training for Success for all young people, especially marginalised young people.
<ul style="list-style-type: none"> • The CDP process: Colleges' Quality Improvement Plans for 2008/09.
<ul style="list-style-type: none"> • Analysis and approval of Schedules of Accommodation in respect of FE Capital Projects. Also ad hoc advice during the course of the procurement process. Comment on the scale and nature of capital proposals submitted by the Regional Colleges particularly in relation to teaching space.
<ul style="list-style-type: none"> • Advice on taking forward an extended ICT pilot from September 2008, taking into account development in functional skills.
<ul style="list-style-type: none"> • Advice on the implications of the evolving functional skills on our Essential Skills Strategy.
<ul style="list-style-type: none"> • Advice on employability skills taking account of the ongoing review of the wider key skills and developments in terms of the skills agenda in DIUS.
<ul style="list-style-type: none"> • Advise on distance learning in FE sector.
<ul style="list-style-type: none"> • Advice on ILT staff development within FE sector.
<ul style="list-style-type: none"> • Advice on the Review of the 16-19 year old provision within FE in the context of Training for Success.
<ul style="list-style-type: none"> • Advice in relation to the next phase of Progress File.
<ul style="list-style-type: none"> • The appropriateness of key skills currently included in the learning programmes for 16/19 year olds within FE colleges.
<ul style="list-style-type: none"> • Advice on SENDO compliance, mainly in the context of normal inspection activities.
<ul style="list-style-type: none"> • Working group membership and advice on the review of Centres of Excellence.
<ul style="list-style-type: none"> • Working through the programme Implementation to determine the qualitative performance measures used by FE sector to inform the quality of their own provision.
<ul style="list-style-type: none"> • Development of new inspection models for FE, with the implementation of pilots in early 2009.

A number of surveys conducted in recent years have been identified as requiring follow-up activity. These include:

TITLE OF SURVEY REQUIRING FOLLOW UP ACTIVITY
• Challenging Behaviour (completed Nov 2007).
• Counselling (including impact of DE funding).
• School Aged Mothers (SAM).
• Asperger Survey.
• Educational Psychology.
• Collaborative working between teachers and psychology.
• Pre-school SEN Survey.
• ICT Post-Primary Survey.
• SLDD Survey.
• Essential Skills ICT pilot (Phase 2 follow-up).
• VEP – Entitlement Framework (follow-up).
• Construction Survey.
• Care, Support and Guidance.
• Creative and Expressive Survey (Primary).
• Review of Cultural Diversity/Good Relations in FE sector.

WORK WITH OTHER DEPARTMENTS AND INSPECTORATES

As mentioned elsewhere in this report, ETI is increasingly being commissioned by agencies other than the three main commissioning departments to undertake work on their behalf. In the business year 2008-2009 we have received the following requests for such work.

DEPARTMENT	NATURE OF WORK
Department of Agriculture and Regional Development (DARD)	» Inspection of CAFRE (Greenmount Campus): HE and FE Programmes (Excluding Challenges and Industry Training): Includes both preparation work and implementation.
Criminal Justice Inspectorate (CJI)	» Follow-up to joint activities undertaken during 2007/08 business year – follow up inspection of a prison (Spring 2009). » Inspection of PO Training.
Regulation and Quality Improvement Authority (RQIA)	» Support for inspection of CAFRE, including the residential provision. » Inspection of Boarding Schools. » Evaluation of provision of services for young people in up to 2 geographical areas in Northern Ireland. » Developing joint work in Early Years, including the sharing of practices, protocols and performance indicators.
Department of Education and Science (DES) ROI	» Developing a knowledge of inspection within each other's jurisdictions.