

ANNUAL BUSINESS REPORT

2008-2009 BUSINESS YEAR

ETI: Promoting Improvement in the Interests of all Learners

SECTION 1:

Foreword by Chief Inspector

This is the second annual report on the business of the Education and Training Inspectorate (Inspectorate). The report focuses on the range and quality of the work of the Inspectorate over the business year 2008-2009.

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). In recent years the Inspectorate has also undertaken work for the Department of Agriculture and Rural Development (DARD) and has also engaged in joint working with Criminal Justice Inspection (CJI), Northern Ireland and with officials from the Department of Health and Social Services and Public Safety (DHSSPS) and the Regulation and Quality Improvement Authority (RQIA).



The key purpose of inspection is to bring about improvement. To reflect this, the Inspectorate's mission statement 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.

During this business year, I presented the Chief Inspector's Report for 2006-2008, my first as Chief Inspector. This report emphasised the centrality of the learner to all of the Inspectorate's business. I firmly believe that, in all of the work we undertake, whether it has been commissioned by one of the Departments or generated by ourselves, we must keep the primacy of the learner at the core of all that we do.

My report identified three key themes emerging from the inspection evidence gathered over the reporting period:

- the need for better communication at key transition points to build more effectively on the skills, knowledge and attributes which the learner has developed in the preceding phase;
- the need to help all children and young people to understand better the connections in their individual programmes for learning, and how that learning connects to a better future for them and their community; and
- the need for all leaders in education to be confident that they are including all learners and working together to help them to achieve their full potential.

The report also highlights a number of areas for improvement which are core to raising standards, improving life chances for learners, and securing economic prosperity and long-term social cohesion. I have communicated these important messages to as wide an audience as possible; for example, I have issued to every health centre, leisure centre and public library a leaflet which sets out the main messages contained in my report – the leaflets have been prepared in seven different languages so that as many members of the general public as possible can access them.

The launch of the report, which was held in January 2009 in W5¹ took as its theme 'Creativity, Innovation and Inclusion'. The audience was treated to a wide range of very informative and entertaining presentations from learners representing every age group – from 8 years old to 60+ years. A large number of organisations also exhibited work centred on the main theme. I am very grateful to all of the teachers and leaders of the organisations who went to such lengths to afford me the opportunity to celebrate the achievements of the learners in such a practical way.

The Inspectorate 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. This year, five new colleagues joined the organisation and, on entry, completed a bespoke, nine-week induction programme. Three experienced colleagues remain on secondment – two with DE and one with DEL – to work on major policy initiatives. This had the potential to impact adversely on the organisation's

¹ W5 stands for "who, what, where, when, why", a science and discovery centre at The Odyssey in Belfast.

capacity to meet all of the demands set out in the Annual Business Plan. Nevertheless, through the hard work and commitment of my colleagues, we once again met almost all of the challenging targets we set for ourselves.

This business year there has been a greater emphasis given to survey work, at the expense of the inspection of individual organisations. Such work is important in allowing us to arrive at an evaluation of the overall quality of provision in a range of organisations or to evaluate the outworking of specific educational initiatives and report on these to the commissioning Departments. This is particularly so at a time of significant change in all areas of education.

In the reporting year, the Inspectorate completed 34 surveys and undertook preparatory work for another six; this required a substantial allocation of our resources. Consequently, while we surpassed the targets set for organisational inspections in many areas of our work, we fell short of our targets for inspecting individual pre-school and youth centres, as other work, which required the same personnel, was afforded a higher priority. This imbalance will be redressed in the next business year, as we place the focus more firmly on the inspection of individual organisations.

In addition, we undertook very ambitious and complex area-based and area-based integrated inspections². These innovative inspection activities cover a large number of organisations, ranging from pre-school provision to further education and training organisations in the formal sectors and youth organisations in the non-formal setting, across a large geographical area. For example, ETI took the lead in joining with other Inspectorates to look at the services provided to support the emotional health and well-being of children and young people in the Fermanagh area; this exercise raised a number of important issues for all of the agencies involved.

We continue to consult as widely as possible with our key stakeholders on all that we do. A major focus of the consultations during this business year was on the impact of the pilot work we undertook on the spoken report of an inspection grade at the end of the inspection process. We met with all of the leaders of the organisations we had inspected between September 2007 and June 2008 to seek their views on the impact the reporting of a grade was having on helping their organisations to improve. We also consulted with the professional bodies which support and represent the teachers and lecturers in their work. As a result of these consultations we decided that, whilst we would retain the

² *An area-based inspection focuses on a specific educational issue (or issues) and covers a large number of educational settings in a geographical area. An area-based integrated inspection covers a large number of educational settings in a geographical area and is undertaken with ETI in a lead role along with colleagues from DHSSPS to evaluate specific issues, for example, those relating to the emotional health and well-being of young people.*

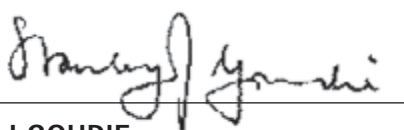
6 concluding paragraphs and the associated descriptors we had been using, we would discontinue the spoken reporting of grades in the schools sector. This is just one example of where we have sought the views of stakeholders to inform our work, and responded in a positive way to their views. There are many other opportunities for our stakeholders to contribute to the development of our work; some of these are listed in section 2.

In addition to the consultations we undertake each year, we also go to great lengths to evaluate our own processes and procedures. An independent evaluation is conducted by external consultants on our behalf, the outcomes of which are summarised in section 3. We are also scrutinised each year as part of the Charter Mark process, whereby the external evaluator assesses our capacity to meet the needs of our customers. Both of these evaluations provide a strong endorsement of our work; nevertheless we are not complacent. We expect the organisations we evaluate to put in place appropriate procedures that ensure continuous improvement and we must do the same.

We are always willing to listen to constructive criticism of our procedures, be it from a teacher, parent, learner or external evaluator, particularly when such comments enable us to improve our inspection processes so that we provide a better service for the learner. For example, we are currently working with DEL officials in a review of that Department's Quality Improvement Strategy.

This has been a challenging year, not least because, like all government organisations, we are working to very tight budgetary constraints. Such pressures are unlikely to ease in the foreseeable future. It is therefore all the more important that we work efficiently as we seek always to promote improvement in the quality of the provision for learners. This year we have seen clear evidence of our work leading to significant improvement in the quality, performance and standards of provision in education and training. Follow-up inspections showed significant improvement in around ninety percent of the education and training settings re-inspected; only three of these were less than satisfactory after re-inspection. An indication of how inspection has contributed to improvement is set out in Section 2.

That we have succeeded in achieving almost all of our business objectives for the 2008-2009 business year, is due in no small part to the hard work and dedication of my Inspectorate colleagues, Personal Secretaries and those who work in Inspection Services Branch. I take this opportunity to thank them sincerely for their continued commitment, loyalty and unsurpassed professionalism.



STANLEY J GOUDIE

Chief Inspector

SECTION 2

What have we achieved?

Inspection Leading to Improvement

The inspection process, through formal inspections, follow-up procedures including follow-up inspections, district and monitoring visits and active engagement by the Inspectorate with providers, effects significant improvement in the quality, performance and standards of provision in education and training, largely through improved leadership and management by the providers.

The Inspectorate reports its findings in institutional inspections using the following descriptors, relating to levels of performance: Outstanding; very good; good; satisfactory; inadequate and unsatisfactory.

Follow-up inspections conducted during the 2008-09 business year, evidence significant improvement across almost all (90%) of the one hundred and nineteen education and training organisations re-inspected.

- Three of the providers (in the special school and early years sectors) improved by three levels.
- 45% of the providers improved by two levels and 41% by one level.
- In 17% of the schools (those in the Specialist School pilot project) there was evidence of aspects of improvement.
- In ten of the schools/units there was no change.
- While one youth centre improved its performance it did not reach satisfactory; consequently there was a change in its management.
- In two cases (in early years) the level of performance declined from satisfactory to inadequate.
- In total, only three of the 119 providers were less than satisfactory after re-inspection.

In the Schools sector, there were sixty-seven follow-up inspections; almost all (93%) of the schools in both primary and post-primary sectors demonstrated their capacity to self-evaluate and improve on aspects of their provision. While a majority improved by two levels, this improvement was stronger in the primary (63%) than in the post-primary (44%) sector. Eighteen of the follow-up inspections were conducted in the pilot Specialist Schools project where performance levels are not given. In all cases, these schools showed elements of continuing improvement.

In the Early Years sector, thirty-five follow-up inspections were undertaken; most (80%) of the centres demonstrated improvement, mostly by one or more performance level, and one by three levels. Improvement was underpinned by the effectiveness of the unannounced monitoring visit process. It is a concern that two centres deteriorated in quality from satisfactory to inadequate.

In the Special Schools sector, there was significant improvement in all five follow-up inspections, including two schools which were originally evaluated as less than satisfactory. Two of the schools improved by three levels of performance and three by two levels; reaching outstanding in both cases.

In the AEP sector, two follow-up inspections demonstrated improvement, one provider by two levels from unsatisfactory to satisfactory and the other by one level to good.

In the Work-based Training sector, there was improvement in all five follow-up inspections, four improved by one level from inadequate to satisfactory and one by two levels from inadequate to good.

In the Youth sector, there was improvement in all five follow-up inspections: two of one level and three of two levels. In the two cases where the original performance was less than satisfactory, one improved to good and in the other, where performance, although improved, remained below satisfactory there was a change in the management of the centre.

In the Further Education sector, there were no follow-up inspections.

EVALUATIONS (ie SURVEYS) COMMISSIONED BY DEPARTMENTS
(1 APR 2008 – 31 MAR 2009)

An indication of the range of evaluations undertaken and completed is set out below. Where this has not been the case, the 'outcome' column provides an explanation.

DE	
EVALUATION	OUTCOME
Essential Skills Pilot Survey (Schools)	Achieved
Alternative Education Provision (AEP) (South Eastern Education and Library Board [SEELB] area)	Achieved
Use and impact of Learning Environments in Schools and the Wider Education Service	Achieved
Specialist Schools: audit of 25 annual self-assessment reports; Follow-up Inspections (FUIs) and monitoring visits; 9 baseline inspections.	Achieved
Early Years Survey	Achieved
Implementation of Revised Northern Ireland Curriculum (RNIC)	Achieved
Traveller Education	Achieved
Use of School Development Days	Achieved
Survey of Counselling Provision	Achieved
Extended Schools	Achieved
Provision for Community Relations in Schools/Youth	Achieved
Evaluation of Minister's Sport and Languages in Primary Schools Initiative	Achieved
Educational Psychology Service	Achieved
English as an Additional Language (EAL)	Substantially achieved
Leadership and Management in Schools	Preparatory work completed
Evaluation of Special Education Units in Mainstream Schools	Preparatory work completed
Evaluation of the Contribution of Non-formal Youth Work to Formal Education	Other work was prioritised; this task was moved to 2009-2010

DE (continued)	
EVALUATION	OUTCOME
Evaluation of Support Arrangements for Entitlement Framework	As a result of the prioritisation process, this work was moved to 2009-2010
Post-Primary Assessment	Withdrawn due to the implementation of the Revised Curriculum
Effectiveness of Youth Outreach Work	Not likely to be achieved. As a result of other work being prioritised, this was moved to 2009-10

DCAL	
EVALUATION	OUTCOME
Better Libraries	Achieved
Baseline Evaluation of Aspects of DCAL's Sports Strategy	Achieved
Quality Assurance of Educational Provision by the National Museums, W5 and Armagh Observatory and Planetarium	Achieved
Evaluation of the Work of the Ulster Scots Academy including the Education and Language Development Programmes	Achieved

DEL	
EVALUATION	OUTCOME
Evaluation of the Quality of the ApprenticeshipsNI Programme	Achieved
Evaluation of the care, guidance and support for trainees in work based learning	Achieved
Evaluation of the second year of the pilot programme in the Essential Skill of Information and Communications Technology	Achieved
Evaluation of the Quality of the Training for Success Programme	Achieved
Evaluation of Self- Evaluation in Priority Skills Areas at level 2 and Whole College Quality Improvement Planning	Achieved
Evaluation of the Quality of the Pre-Apprenticeship Pilot Programme	Achieved
Evaluation of the use of Information and Learning Technology (ILT) in the six area-based colleges in Northern Ireland	Achieved
Evaluation of Provision for Learners with Special Educational Needs or Disabilities in Further Education (and Training for Success)	Achieved

EVALUATIONS EMERGING FROM WITHIN THE INSPECTORATE**	
EVALUATION	OUTCOME
Joint Area Evaluation of Services for Children and Young People	Achieved
Impact of Inter-Board Autism Advisory Services in Primary and Post-primary Schools	Achieved
Transition from Pre-school to Primary, and Primary and Post-primary	Achieved
Reform in Initial Teacher Education (ITE)	Achieved: all 4 BEd programmes inspected
Evaluation of the Provision and Quality of Environmental Education and Training (primary and post-primary) and Evaluation of the Place of Citizenship in the Key Stage (KS) 3 Curriculum	Achieved
Special Educational Needs (SEN) in the Primary Sector	Achieved
Support from Early Years Specialists in Early Years settings inspection findings contributed to the formulation of the 0-6 Strategy	Completed. Analysis of
Evaluation of the quality of the provision for careers and learning guidance	Moved to 2009-2010 business year
Integrating and Transforming Schools business year; other work given higher priority	Moved to 2009-2010
Information and Communication Technology (ICT) in the Youth Sector	Not achieved; work set aside pro tem

*** Evaluations emerging from within the Inspectorate are undertaken in order of priority, and are completed on the basis of available resources which are subject to the emergence of in-year pressures due to changing priorities within ETI and/or Departments.*

POLICY ADVICE AND SUPPORT

The Inspectorate continues to provide officials working within the Government Departments with timely, evidence-informed 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 the Education and Library Boards (ELBs), DIs working in all sectors of education are provided with the opportunity to discuss developments in their geographical area.

Consequently, the Area Board Co-ordinators (ABCs)³ are able to get an overall view of the provision within their area and provide advice from an informed perspective whenever it is requested.

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

DE REQUESTS FOR POLICY ADVICE AND OTHER ACTIVITIES
ICT and its impact on learning
Post-14 qualifications
Teacher Education
Revised assessment arrangements
Specialist Schools
Literacy and Numeracy
School Improvement Policy, including School Development Planning
Literacy and Numeracy in Irish Medium Education (IME)
Careers Education, Information Advice and Guidance
Science, Technology, Engineering and Mathematics (STEM)
Development proposals for new schools
Review of the Schools' Building Handbook
Requested changes to Schedules of Accommodation
Review of formula for calculating schedules of accommodation
Development of Middletown Centre for Autism
Transition arrangements between primary and post-primary schools
School closures, transformations and amalgamations
North South Peace 2 project
Training and qualifications for youth workers.
Regular advice in regard to the Early Years 0-6 Strategy
Advice and input relating to a response to the Northern Ireland Audit Office (NIAO) report on the Pre-School Expansion Programme.
Review of community relations – Policy Review
Evaluation of Traveller Education – Policy on Traveller Education
Priorities for Youth – preparation for review of youth policy

³ An Area Board Co-ordinator helps to co-ordinate the work of the Inspectorate within an Education and Library Board area. They work closely with Education and Library Board officials and other support officers.

DCAL REQUESTS FOR POLICY ADVICE AND OTHER ACTIVITIES

The creativity in education agenda for the Interdepartmental Creativity Group; to include DE and DEL.

Follow-up to the Child Protection report.

Development and Implementation of quality indicators tailored to DCAL's needs.

Development of a Learning Strategy for DCAL sponsored bodies.

Provide advice to DCAL on links with the Education and Skills Authority (ESA) and the provision available for schools and teacher education through a range of DCAL funded provision.

DEL REQUESTS FOR POLICY ADVICE AND OTHER ACTIVITIES

Degree of accessibility of Training for Success to all young people especially marginalised young people.

The CDP process: Colleges' Quality Improvement Plans for 2008/09.

Analysis and approval of Schedules of Accommodation in respect of FE Capital Projects.

Advice on taking forward an extended ICT pilot from September 2008, taking into account development in functional skills.

Advice on the implications of the evolving functional skills on the Essential Skills Strategy.

Advice on employability skills taking account of the ongoing review of the wider key skills and developments in terms of the skills agenda.

Advice on distance learning in the Further Education (FE) sector.

Advice on ILT staff development within FE sector.

Advice on the Review of the 16-19 year old provision within FE in the context of Training for Success.

Advice in relation to the next phase of the Progress File.

The appropriateness of key skills currently included in the learning programmes for 16-19 year olds within FE colleges.

Advice on Special Educational Needs and Disability Order (SENDO) compliance.

Working group membership and advice on the review of Centres of Excellence.

Development of data management systems for the FE sector

Development of new inspection models for FE, with the implementation of pilots in early 2009.

Outcomes against inspection targets set in 2008–2009 ETI business plan

Inspection targets: we will undertake a programme of inspections including:	Outcome
70 pre-school centres	We inspected 66 pre-school centres. The target was not met as other work was given a higher priority.
70 primary schools	We inspected 76 primary schools
25 post-primary schools	We inspected 27 post-primary schools
9 special schools	We inspected 10 special schools
2 AEP centres	We inspected 2 AEP centres
4 centre-based youth inspections	We inspected 3 youth centres
4 area-based youth inspections	We completed 2 area-based youth inspections and assisted in 2 area-based inspections with other divisions
1 youth HQ organisation	We inspected 1 youth HQ organisation
2 further education inspections	We completed 4 further education inspections
14 work-based learning and employment programme suppliers	We inspected 11 work-based learning and employment programme suppliers
7 Irish medium schools	We inspected 7 Irish medium schools
1 Integrated school	We inspected 3 Integrated schools
4 area-based inspections	We completed 2 area based inspections and 1 area-based integrated inspection
2 evaluations of Children & Young Persons' Funding Package	We completed 1 evaluation of the Children & Young Persons' Funding Package

We will undertake a programme of follow-up inspections including:	Outcome
35 pre-school centres	We completed 35 follow-up inspections of pre-school centres. In addition, more than 80 unannounced monitoring visits were undertaken as part of the follow-up process.
30 primary schools	We completed 29 follow-up inspections of primary schools
12 post-primary schools	We completed 19 follow-up inspections of post-primary schools

7 special schools	We completed 6 follow-up inspections of special schools
2 AEP centres	We completed 1 follow-up inspection of an AEP centre
4 centre-based youth follow-up inspections	We completed 2 follow-up inspections of youth centres
4 area-based youth follow-up inspections	We completed 4 area-based youth follow-up inspections
1 child protection follow-up inspection	We completed 1 child protection follow-up inspection
7 work-based learning and employment programme suppliers	We completed 5 work-based learning and employment programme suppliers

EVALUATIONS REQUIRING FOLLOW-UP ACTIVITY (1 APR 2008 – 31 MAR 2009)

EVALUATION	OUTCOME
Challenging behaviour (completed Nov 2007)	Achieved
Counselling (including impact of DE funding)	Achieved
Dispute and Avoidance Resolution Service (DARS)	Achieved
SLDD Survey	Achieved
Essential Skills ICT pilot (Phase 2 follow-up)	Achieved
Asperger survey	Initial phase of evaluation completed
Collaborative working between teachers and therapists	Evaluation covered within routine inspection work
Pre-school SEN Survey	Achieved
Construction Survey	Moved to 2009/2010 business year as it was too early for a follow-up – survey only completed in 2008
Care, Support and Guidance	Moved to 2009/2010 business year as it was too early for a follow-up – survey only completed in 2008

Review of Cultural Diversity/Good Relations in FE sector	<p>Moved to 2009/2010 business year</p> <p>Could not be accommodated in the schedule – additionally formal request only came in 09/10 business planning template</p>
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WORK WITH OTHER DEPARTMENTS AND INSPECTORATES

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

DEPARTMENT	NATURE OF WORK	OUTCOME
Department of Agriculture and Regional Development (DARD)	Inspection of College of Agriculture, Food and Rural Enterprise (CAFRE) (Greenmount Campus): FE Programmes	Achieved
Criminal Justice Inspection (CJI)	Unannounced inspection of education and skills provision (with HMIP) in HMP Magheraberry	Achieved
Regulation and Quality Improvement Authority (RQIA)	<ul style="list-style-type: none"> – Support for inspection of CAFRE, including the residential provision – 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. – Joined-up inspection activity for schools with boarding provision 	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p>
Department of Education and Science (DES) Republic of Ireland	Developing a knowledge of inspection within each other's jurisdictions	3 paired exchange visits completed

CONSULTATION WITH OTHERS DURING 2008–2009

The Inspectorate makes every effort to consult with others about our work and how we go about it. Such consultations can be formal or take place informally during incidental visits made by inspectors to individual organisations. The formal consultation can be conducted through focus groups, large conferences, meetings with teaching unions and professional bodies and through meetings with other statutory and non-statutory bodies working in education.

The table below identifies some of the main meetings and other forms of consultation undertaken during the business year. This list is not exhaustive; as stated earlier, there are many other forms of consultation, all of which feed into the corporate knowledge of the Inspectorate and which can be brought to the policy-making table as and when required.

ORGANISATION	NATURE OF CONSULTATION
All five ITE providers in Northern Ireland	Developing a quality framework for self-evaluation and inspection of initial teacher education
University Council for the Education of Teachers (NI)	Quality framework for self-evaluation and inspection of initial teacher education
The arms length bodies within DCAL (a wide-ranging group of bodies which includes the Public Records Office for NI (PRONI), W5, Foras na Gaeilge, Ulster-Scots, NIScreen, etc)	Four session consultation on the Learning Strategy and Quality Indicators (QIs). The launch of the QIs took place in Lisburn Library in May 2009.
Curriculum Development Unit (Youth)	Planning and dissemination of and support for the use of the Quality Indicators for Youth
Primary principals	The inspection process
The lay persons	The format and clarity of inspection reports
The primary advisers of the Education and Library Boards (ELBs)	Leadership in primary education
The Curriculum Advisory and Support Services (CASS) team of the Southern Education and Library Board.	To discuss inspection processes in the primary phase.

Department of Health, Social Services and Public Safety (DHSSPS)	Planning and implementation of the Fermanagh area-based integrated inspection. Discussion and planning around joint pre-school work
Health and Social Care Trusts (HSCTs)	Workshops with the Early Years teams of the HSCTs to take forward planning and pilot joint-inspection work
Regulation and Quality Improvement Authority (RQIA)	Protocol for co-operation, joint working and the exchange of information
Police Service of Northern Ireland (PSNI)	Consultation related to the Fermanagh area-based inspection
WHSCB	Fermanagh area-based inspection
Forum on Travellers' Education	Educational provision for children from the Travellers' community
Child and Adolescent Mental Health Service (CAMHS)	Fermanagh area-based inspection
The CASS teams of all ELBs	To discuss support for the implementation of the Revised Curriculum
CCEA professional team	To discuss support for the implementation of the Revised Curriculum
The ELB officers responsible for Extended Schools	To discuss the effectiveness of Extended Schools
Using School Information and Data (USID) group	Consult with C2k; employing authorities and support services and serving principals on the effective use of data to improve standards in schools.
Post-primary Principals	To inform groups in each ELB about inspection developments and receive feedback on the inspection process

DOCUMENTATION

During 2008-2009, 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)⁴ is almost complete. This is a major review designed to:

- (i) align the quality indicators more closely with Improving Quality: Raising Standards (IQ:RS)⁵;
- (ii) bring TTI into line with Inspectorate Monitoring and Recording System (MARS)⁶; and
- (iii) generate customised versions for phase groups which will eventually be placed on the ETI website.

During 2008-2009 the following documents were published:

- Revised IQ:RS – June 2008
- Quality Indicators for Culture, Arts and Leisure
- Quality Indicators for the Youth Service

'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 of these documents have also been shared with schools, CASS and the Teacher Training establishments, through an extensive and innovative dissemination strategy. A further document, "Better Leadership and Management" is being prepared.

DEPLOYMENT OF RESOURCES

The details above indicate the range and variety of the work undertaken by the Inspectorate. As mentioned elsewhere, the Inspectorate provides inspection services for three main Government Departments, DE, DEL and DCAL. In addition, it has been

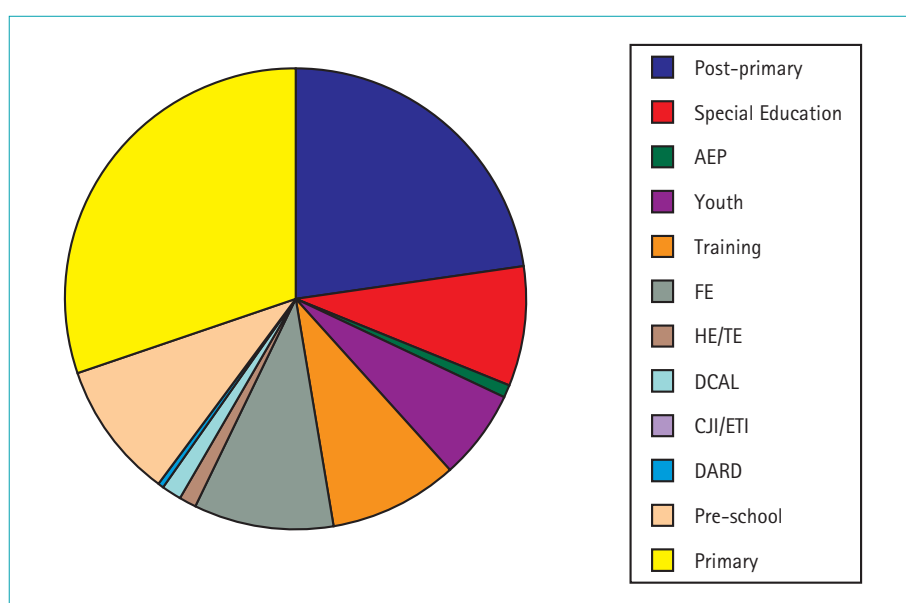
⁴ TTI is a set of materials which provide guidance for schools on the process of self-evaluation.

⁵ Improving Quality: Raising Standards (IQ:RS) is the inspection and self-evaluation framework for the further education, work-based learning and employment programme sector in Northern Ireland.

⁶ MARS is an internal system which the Inspectorate uses for storing and retrieving the outcomes of Inspection.

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. Work to develop the effective capture and use of data relating to the work of the Inspectorate continues. In May 2009, an audit was undertaken of the Inspectorate's work during the 2008-2009 business year. The audit shows that we deployed our resources across the sectors, as follows:

Sector share of centrally programmed time business year 2008-09



Whilst this is a useful graphical representation of how the Inspectorate's resources are deployed, it needs to be recognised that these percentages are approximations. For example, a meeting between an inspector and officers from an Education and Library Board, might touch on several sectors of work. In addition, a piece of work might be of direct relevance to more than one Department, for example, if it related to the educational provision for young people aged fourteen to nineteen, or if it referred to special education within mainstream and nursery units within primary schools.

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 2008-2009 business year.

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 organisations, further education colleges and youth organisations, which underwent an inspection in the last business 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 2008-2009, a total of 198 questionnaires were sent to leaders, 1932 questionnaires sent to teachers and 78 questionnaires were sent to leaders of organisations which had a follow-up inspection. A total of 114 questionnaires were returned by leaders (58% response), 739 were returned by teachers (38% response) and 55 questionnaires were returned by leaders of organisations which had a follow-up inspection (71% response). Teachers involved in a short inspection were sent a slightly different questionnaire to that which was sent to teachers in the other target groups. In total, 143 questionnaires were sent to this group and 43 completed questionnaires were returned (30% response).

The commentary below summarizes the main findings of the evaluations from organisations inspected during the business year 2008-2009.

RESPONSE FROM LEADERS

- Overall, the demands of the inspection were felt to be slightly more reasonable in 2008/09 than in the same period last year.
- Satisfaction with the pre-inspection process remained high, with more

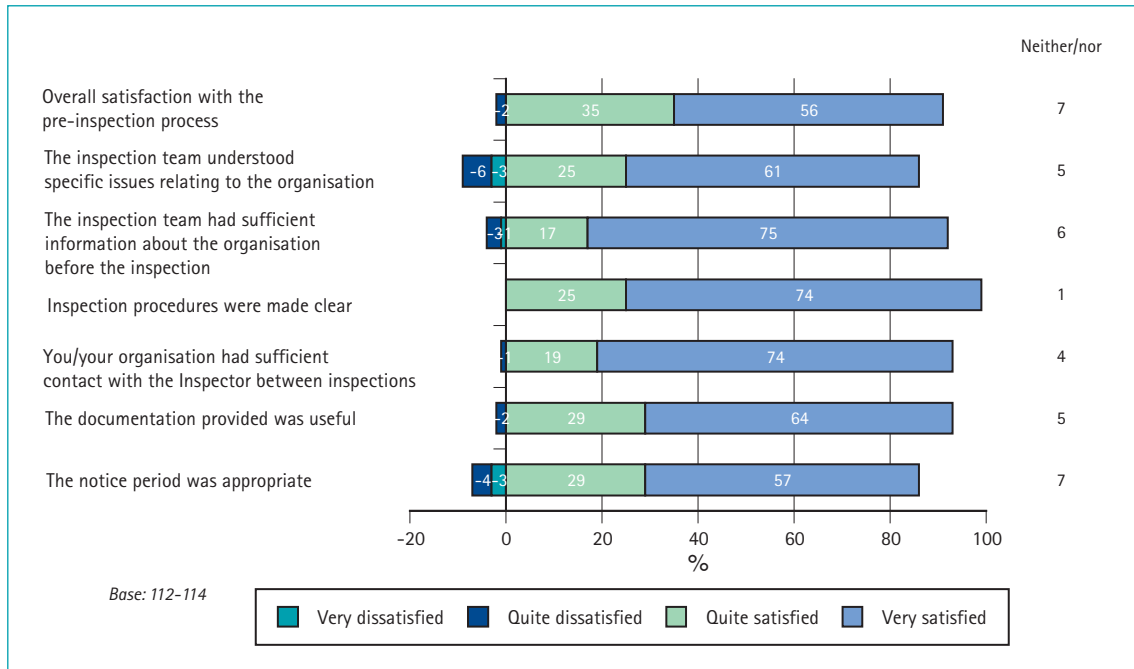
than nine out of ten leaders (91%) stating they were satisfied with the process.

- Overall satisfaction with the inspection team continued to be high in 2008/09 (ranging from 89% to 92%).
- Positive attitudes of both the Reporting Inspector and the inspection team also continued to receive high scores.

Leaders were less satisfied with the notice period this year. 86% stated that they were satisfied with the notice period this year compared to 92% in 2007/08.

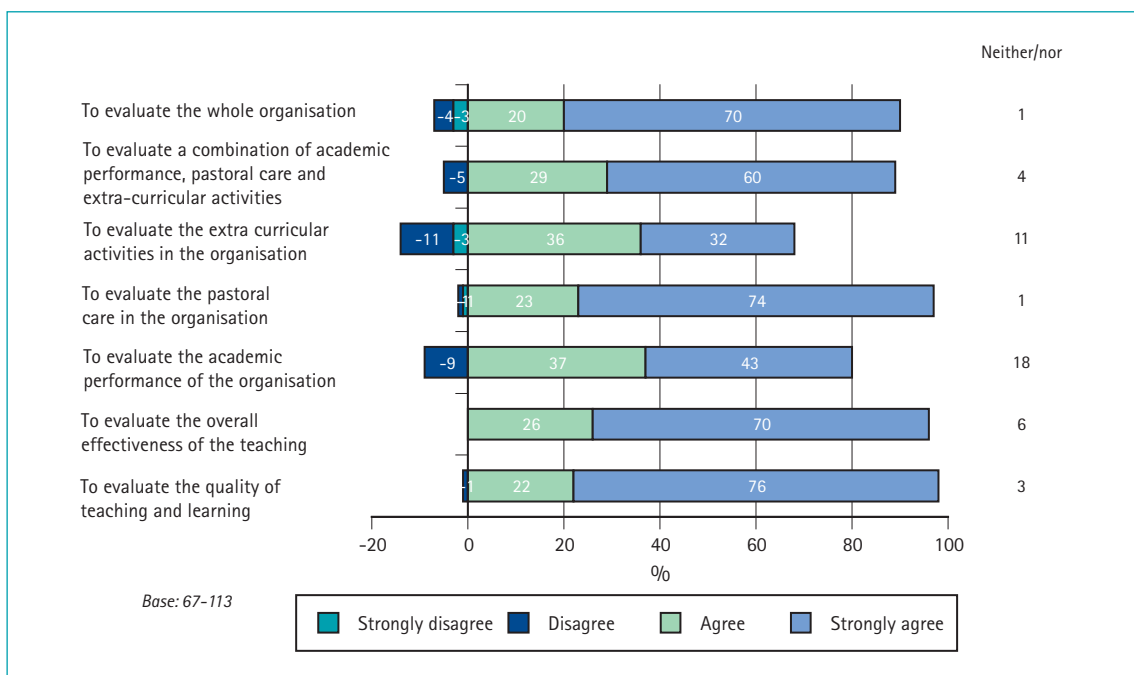
- The majority of leaders (90%) were satisfied with the procedures used during the inspection and 70% stated that they were very satisfied with the inspection process overall.
- Satisfaction with the report back session after the inspection remained high (92%) and the majority of leaders found the session to be helpful (89%).
- The proportion of leaders stating that no feedback was given increased from 3% in 2007/08 to 7% in 2008/09.
- The majority of leaders continued to find the ETI resources useful (ranging from 79% to 92%).
- The majority of leaders (84%) were satisfied with the outcome of the inspection and felt that it had been beneficial to the organisation (90%).

Leaders' Opinions on the Pre-inspection Process

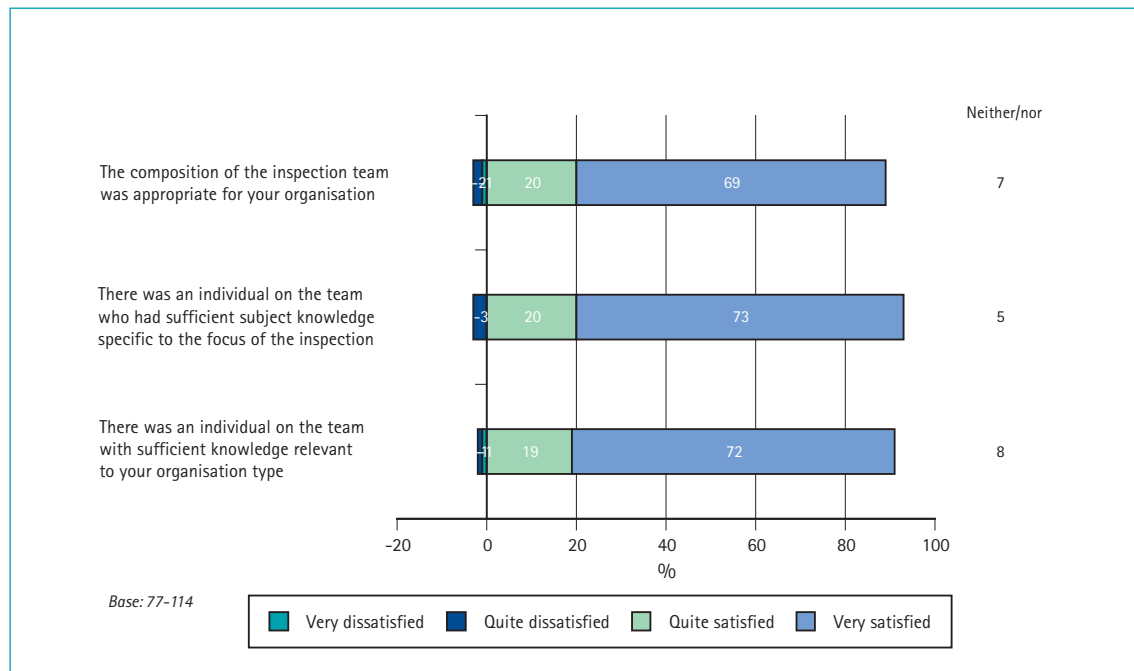


21

Leaders' Comments on the Purpose of Inspection



Leaders' Comments on the Composition of the Inspection Team



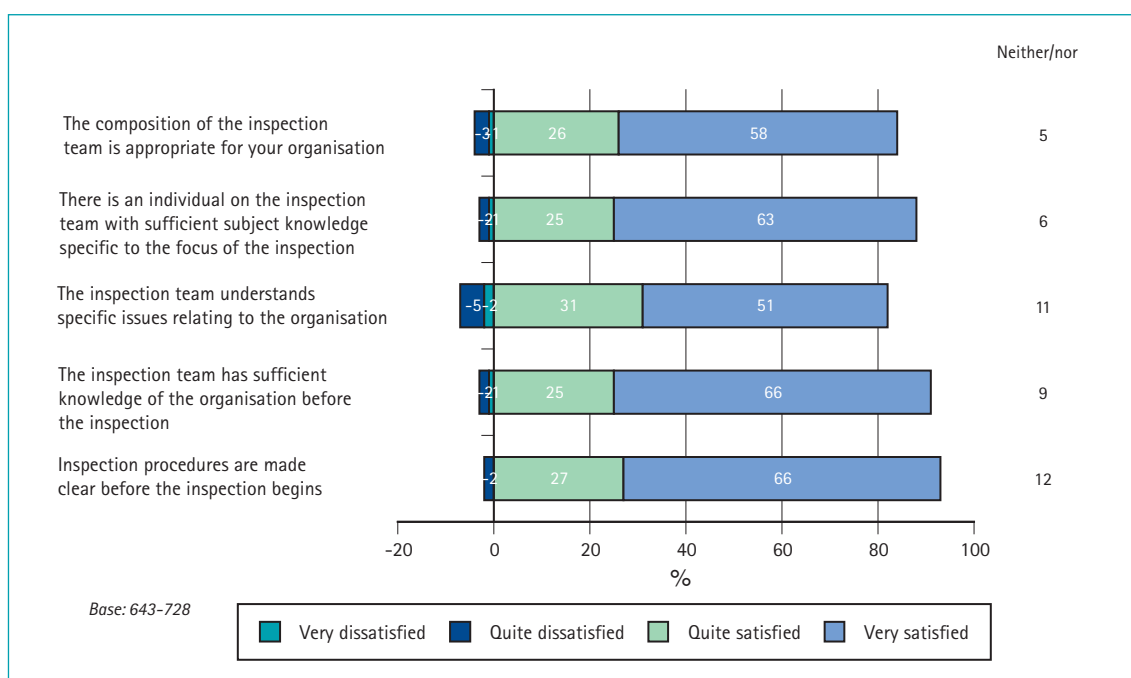
22

RESPONSE FROM TEACHERS

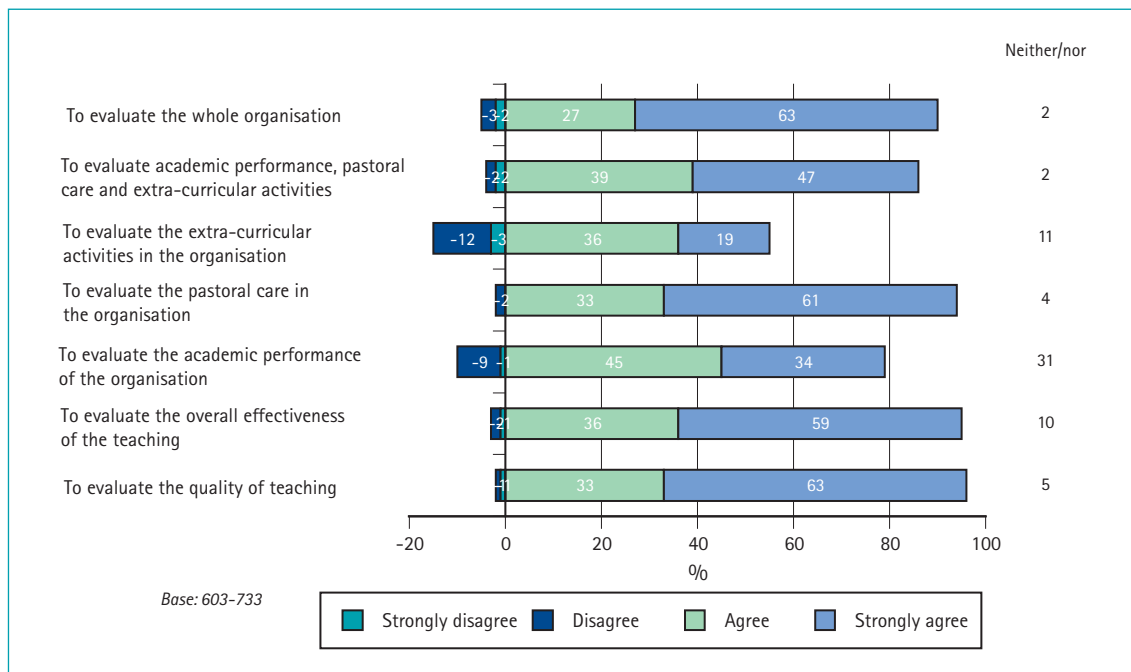
- Overall satisfaction was high with the pre-inspection processes (ranging from 82% to 93%).
- Clear and logical information was provided prior to the inspection (81%) and the majority of teachers agreed (86%) that the Reporting Inspector had spoken to all of the staff involved in the inspection before the start of the inspection.
- Overall there was general agreement (95%) that the purpose of the inspection was to evaluate the quality of teaching.
- The demands that the inspection places on leaders, staff and pupils were felt to be more reasonable in 2008/09.
- While three out of five teachers stated that they received informal feedback during the inspection, in line with last years figure, almost one in five stated that they had not received any (18%). This suggests an inconsistency in the approach adopted to feedback by the inspectors.

- 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.
- The proportion of teachers rating the outcome of the inspection as being very beneficial has increased in 2008/09 (ranging from 33% to 42%).
- Teachers were also more likely to be very satisfied with the outcome of the inspection this year (50% compared to 43% in 2007/08).

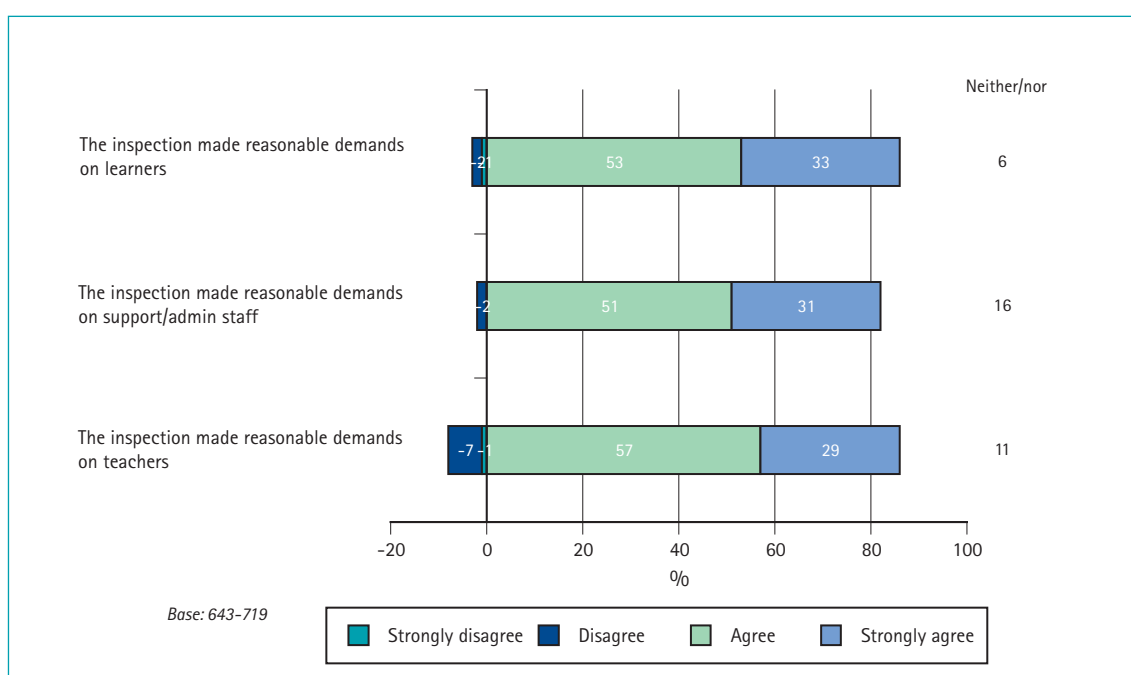
Teachers' Opinions on the Pre-inspection Process



Teachers' Comments on the Purpose of Inspection



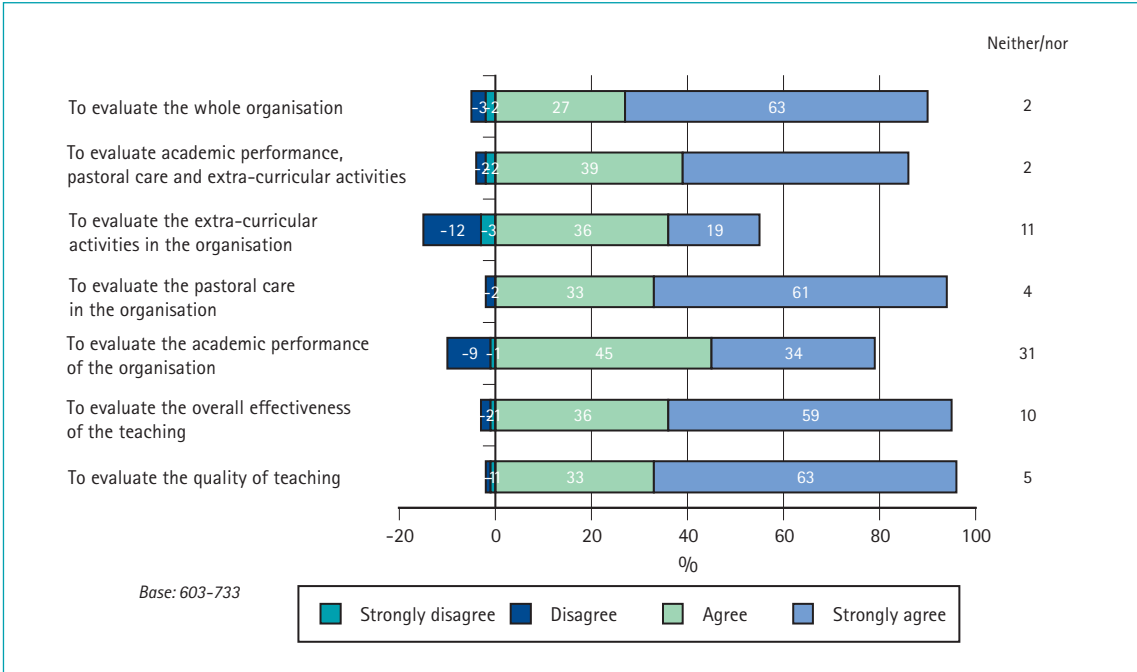
Teachers' Comments on the Demands of Inspection



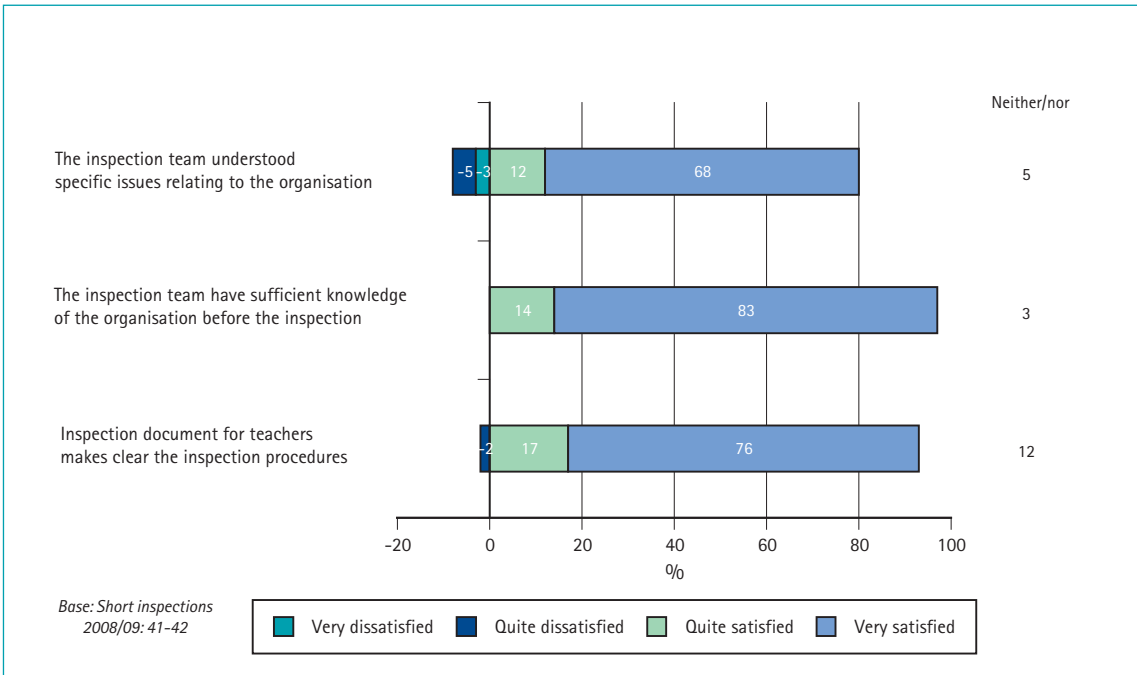
RESPONSE FROM TEACHERS WHO WERE INVOLVED IN A SHORT INSPECTION

- Overall satisfaction with pre-inspection issues remains high this year (ranging from 80% to 93%).
- Almost all of the teachers (98% each) who were involved in a short inspection felt that the purpose of the inspection was to evaluate the overall effectiveness of teaching, evaluate the pastoral care in the organisation or to evaluate the organisation as a whole.
- Satisfaction with the inspection team remains high across each of the aspects and the proportion of teachers stating they are very satisfied with the composition of the inspection team continues to grow from 65% to 76%.
- The number of teachers who agreed that the Inspector responded appropriately to matters raised by staff has increased significantly from 62% in 2007/08 to 78% in 2008/09.
- Overall perception of the attitude of the Reporting Inspector are more positive among teachers who were involved in a short inspection that last year and there was a similar pattern when asked about the inspection team.
- Satisfaction was high with the outcome of the inspection with more than two thirds of teachers stating they were very satisfied with the outcomes (67%).
- In 2008/09 fewer teachers who were involved in a short inspection agreed that the demands placed on them as a result of the inspection are reasonable.
- The majority of teachers (88%) involved in a short inspection rated the outcome of the inspection as 'beneficial' to their organisation.

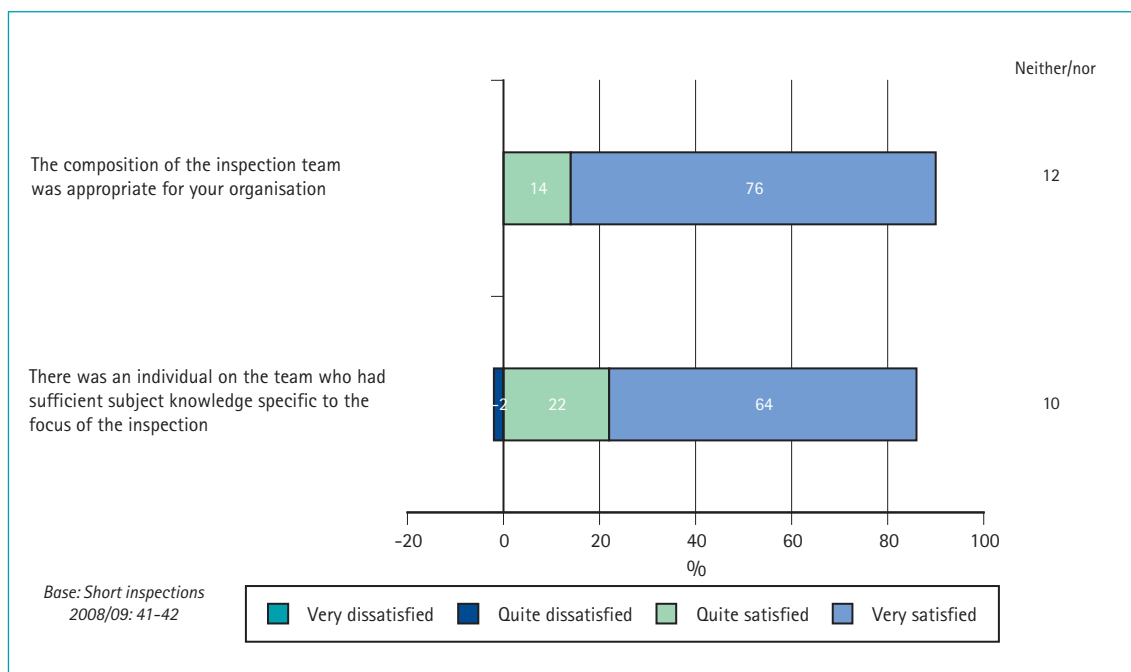
Teachers' Comments on the Purpose of Inspection



Teachers' Comments on the Inspection Process



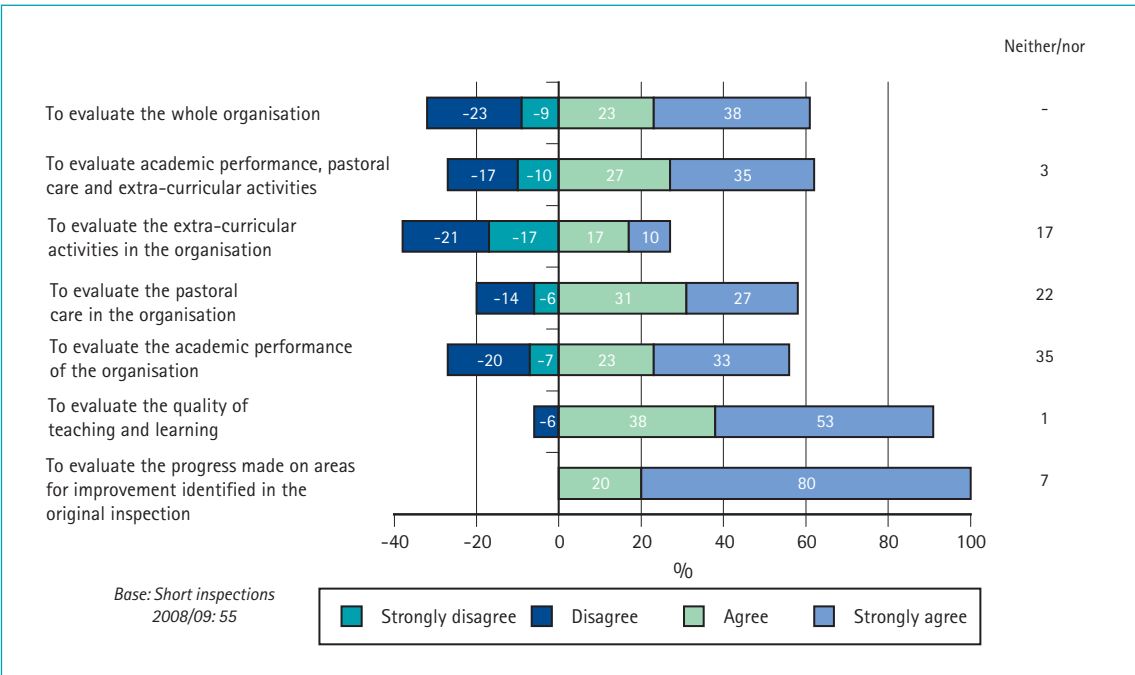
Teachers' Comments on the Composition of the Team



RESPONSE FROM LEADERS WHO HAD A FOLLOW-UP INSPECTION

- More leaders agreed that the inspection team had made a significant impact on the implementation of improvements (83% compared to 67% in 2006/07).
- All leaders who had been involved in a follow-up inspection agreed that its purpose was to evaluate the progress made on areas for improvement identified in the original inspection.
- Almost all (96%) were satisfied with the range of issues that were covered in the follow-up.
- This year, fewer leaders agreed that the Inspector provided clear and logical information on the processes occurring throughout the inspection, when compared to 2006/07 (93% compared to 97% respectively).
- Overall, leaders of those organisations that had had a follow-up inspection were satisfied with the helpfulness of the letter received at the end of the inspection and almost half (46%) were very satisfied with the helpfulness of the letter.

- The proportion of leaders who were very satisfied with the feedback given to them at the end of the inspection has decreased slightly from 2006/07 figures (92% compared to 94% in 2006/07).
- Leaders who underwent a follow-up inspection were positive about the attitude of the Reporting Inspector and more than four out of five could not attribute any of the negative attributes to them.
- There was significant variation between the organisations in the length of time that elapsed between the original inspection and the follow-up ranging from less than 6 months to more than 24 months between inspections.



SUMMARY OF QUALITATIVE INTERVIEWS WITH LEADERS OF THOSE ORGANISATIONS THAT HAD HAD A FOLLOW-UP INSPECTION

- Overall satisfaction was high with the follow-up inspection process.
- All leaders had a clear understanding of the purpose of the follow-up inspection, although some would have liked more guidance on what information they were expected to provide.
- While all felt that the areas that had been identified for improvement in their organisation had been focused on in the follow-up inspection, some also felt that areas that weren't identified for improvement, had also been picked up on.
- Comments on the attitude of the Inspector were generally positive.
- Feedback tended to be given at the end of the follow-up inspection and the majority of those interviewed had found this to be positive.
- All of the leaders received the follow-up report within a few weeks after the follow-up inspection took place. While it was felt to be useful, the 'dry' language used in it was highlighted as an issue.
- The attitude of the Inspector had a significant impact on satisfaction with the follow-up inspection overall among leaders.
- For some organisations, an area of concern was the length of time that had elapsed between the initial inspection and the follow-up.
- Overall, participants recognised that the inspection process was a necessary part of school/playgroup life and could see the value in it.

As a result of this feedback, the Inspectorate has undertaken a review of its follow-up arrangements. These will be carefully aligned with procedures in the relevant department, for example, the procedures set out in DE's "Every School a Good School" policy and those that may emerge from the current review of DEL's Quality Improvement Strategy.

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 its published service standards are met. These service standards are divided into the following areas: communication; consultation; complaints; and service and performance levels.

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 its customers is made by the staff who provide the administrative support for its work, the Inspection Services Branch (ISB). It is the staff in ISB who answer the telephones and deal with initial enquiries on behalf of the Inspectorate and, as such, are key, front-line elements in the interface between the Inspectorate and its customers. The following report records the extent to which our published performance targets in this area were met.

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General enquiries

During 2008-09 the Inspectorate received a total of 90 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, the Inspectorate received four formal requests for information under the Freedom of Information procedures during 2008-09. All of these requests were met according to agreed protocols and the information requested was provided within the required time-scale as appropriate.

Complaints

During 2008-09, the Inspectorate received two written complaints relating to its work. Of these two cases, one was about the inspection process and one related to a typing error on a letter. In each of the two cases, the target of responding to the complaint within 15 working days was met. Both of the cases were resolved to the satisfaction of the complainants.

Compliments

As well as the undocumented informal compliments colleagues receive during, or after, an inspection, we received many formal compliments during 2008-2009. These included 46 written compliments. Most of these related to the professionalism and helpfulness of inspection teams and individual inspectors.

Actions to support the environment during 2008-2009

All paper used by ETI and ISB is recycled.

Photocopying and printing of documents 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.

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.

A very small number of documents are published in hard copy; almost all are published solely on the website.

Finance

The funding allocation for the Education and Training Inspectorate for the year ending

31 March 2009 was £4885k. Of this amount, £4355k covered salary costs of 64 inspectors and the equivalent of 5 secretarial posts.

The balance of expenditure, £530k covered infrastructure costs, telephone and broadband rental, travel and subsistence, publishing, professional development, staff training and other administrative operating costs. The need for a better funding mechanism for the Inspectorate is currently under active consideration by DE.

Other administrative costs associated with the inspection process were contained within Department of Education's General Administrative Expenditure.

SECTION 5

Business plan 2009–2010

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 2009 to 31 March 2010. The plan includes the work commissioned by the Department of Education (DE), the Department of Culture Arts and Leisure (DCAL) and the Department for Employment and Learning (DEL). It also includes work emerging from within ETI⁷. The business planning cycle for the 2010/11 business year will be initiated during April 2009.

The work commissioned by DE, DCAL and DEL is included within separate service level agreements (SLAs) drawn up between ETI and the respective Departments; and is guided by the 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 Criminal Justice Inspection (CJI) and the Regulation and Quality Improvement Authority (RQIA), this is governed by agreed, written protocols.

The process to construct the annual business plan for the period 1 April 2009 to 31 March 2010 includes the work of the Inter-Departmental Commissioning Group⁸ (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:

- Transitions⁹;
- 14–19 Provision; and
- Self-Evaluation leading to Self-Improvement.

⁷ Evaluations not identified by Departments, but which ETI believes warrant attention. This is an important element of the business plan which affirms ETI's operational independence from service providers.

⁸ Chaired by a Deputy Secretary at DE and including a Deputy Secretary from DCAL and one from DEL; with the Assistant Chief Inspector (ACI), Policy, Planning and Improvement Division, ETI in attendance.

⁹ Continuity, management and quality of provision across key transitions pre-school/primary school; primary school/post-primary school; post-primary school/further education and training.

Top Priority: The inspection of more schools in preparation for the implementation of Every School a Good School; to identify outstanding practice; to inform the emerging new professional development and support model; and to help the Department draw up its policy priorities. In addition, the Inspectorate will develop further its policy of inspection proportionate to risk.

EVALUATION WORK

DE has requested that we undertake the following evaluations in the business year 2009–2010. This work is listed in order of priority and we will endeavour to meet as many of these requests as resources allow.

DE Evaluation Request
Managing Behaviour within the wider context of pastoral care, the personal development aspects of the curriculum and the emotional health and well being work
Sure Start provision
PS Curriculum Sports programme
PS Languages programme
Specialist Schools
Revised Curriculum
Quality of SEN provision in special units attached to mainstream schools, as aggregated from inspection findings
CEIAG STEM project (Innovation Fund)
Outreach Youth Work in BELB
Impact of DE/DHSSPS guidance on collaborative working, piloted in Special Schools 2007–08
Education outcomes (including linguistic) across statutory and voluntary settings, of Irish-medium pre-school experience
Dissolving Boundaries

DCAL has requested that the Inspectorate 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
Quality assurance of the self-evaluation by a sample of arms-length bodies of their educational provision and the use of the outcomes to inform future work
Learning outcomes for users of PRONI's Public Services –onsite
Follow-up to Child Protection Survey

The work requested by DEL includes:

DEL Survey Requests
Evaluation of Quality of Provision at level 3 in Construction, ICT and Engineering (3 surveys)
14-19 School/FE Collaboration (longitudinal)
DEL funded Employability Initiative

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

The survey work identified by the Inspectorate for 2009 – 2010 includes:

ETI Suggested Surveys
Baseline evaluation of the 14/19 STEM provision in the post-primary sector
Evaluation of primary and post-primary transforming schools.
Initial Teacher Education.

Evaluations to take place during Specialist Week: December 2009

Evaluation of transition with regard to mathematics between primary and post-primary schools.

Evaluation of the provision and uptake of languages and the standards achieved by pupils in KS4 (non-selective post-primary schools).

Evaluation of the quality of provision in physical education in a sample of post-primary schools:

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

Ongoing advice on the Levels of Progression to be adopted in relation to cross-curricular skills and on assessment policy generally.

Update of Departmental Safety booklets for practical subjects, including physical education (PE).

School Improvement and Literacy and Numeracy – advice on finalisation and implementation of the Every School a Good School strategies.

Advice on literacy and numeracy strategy for the Irish medium (IM) sector.

Advice on Extended Schools and full service schools.

Advice on the new school library policy.

Ongoing professional advice for the Middletown Project.

Provision of professional advice on various SEN policy areas.

Support for the development of an Autistic Spectrum Disorder (ASD) Strategy for the education sector.

Support in the planning of an ASD North/South Conference.

Advice on emerging themes and issues in the development of 'Priorities for Youth'.

Advice on the emerging themes and issues in the review of Community Relations.
Advice on taking forward the agreed recommendations of the Review of Irish-medium education.
Early Years 0-6 Strategy – advice on final strategy document following public consultation.
Involvement and advice re working with Social Services re alignment of regulation and inspection processes for Early Years.
Requests for advice in relation to new and existing capital projects and in relation to an area-based approach to planning of the schools estate.
2008 Review of Primary School Handbook – completion of outstanding work.
Provision of advice on requested changes to Schedules of Accommodation and other ad hoc requests for advice including the priorities for the Specialist Accommodation Programme and minor works.
Teacher Education

DCAL REQUEST FOR POLICY ADVICE AND SUPPORT

The provision of a link inspector to work with identified arms-length bodies in implementing a Learning Strategy; and to assist the Bodies in preparing an action plan.

DEL REQUEST FOR POLICY ADVICE AND SUPPORT

Further education colleges, Training for Success, and STEPS providers. Evaluation of self-evaluation and quality improvement plan.

Assessment of implications of functional skills on the Essential Skills Strategy.

Assessment of new 'Preparation to Teach' qualification on the Department's Tutor Education policy and level 4 Tutor Education Provision.

The Core Work of ETI: Inspections (Including Area Inspections and Integrated Inspections) and Follow-up Inspections/Activities: 2009/10		
Phase/Sector	No of Inspections	Follow-up Inspections
Pre-school	75	25
Primary	110	40
Post-Primary	25	12
Special	9	5
IME	10 (4 Primary) (6 pre-school)	5 (4 Primary) (6 pre-school)
Integrated Schools	Transforming Schools should be identified by district inspectors in the normal cycle of inspections in primary and post-primary	
Area-Based Inspections	1	1
Area-based, integrated Inspections	1	1
AEP	6 within post-primary inspections	2
Youth	4-6 youth centres 3 area inspections (in conjunction with Post-Primary where appropriate) 1 Headquarter organisation 2 Outdoor education centres	3 youth centres/OEc 2 area inspections
CAL	2 individual organisation inspections (to be agreed with DCAL)	
FE	6 to be completed by June 2009	Detailed in SLA and dependent on outcomes of 08/09 inspections to be completed in June 2009.
Training and Adult Return to Work Provision	At least 10 Training for Success 4 Steps to Work	To be decided based on outcomes of 08/09 work.

Evaluations following on from 2008/09 business year
Mainstream units for pupils with SEN including opportunities for inclusion for April-June 2009
ILT operational and strategic plans in FE
Evaluation of the quality of the provision for careers and learning guidance
Essential Skills pilot (ICT) – levels 1 and 2 Final evaluation in Apr-June 2009
Leadership

Follow-Up to Evaluations completed in 2008/09 business year
Provision for SEN in Primary Schools
Evaluation of Counselling Service providing by Contact Youth across the ELBs (planned for Spring term)
SLDD/SEN provision in FET
Cultural Diversity/good relations in FE
An evaluation of learning environments in NI schools and wider education service
Public library services implementation of ETI recommendations in relation to identified target groups (DCAL)
Revised DCAL Child Safeguarding guidance by arms-length bodies

Corporate Development Work 2009/10
Review and Update of Balanced Score Cards
Scheduling Process – Generation of schedule of programmed activities for business year 2009-2010; audit of deployment of ETI resources (including financial) for business year 2008-09; review of scheduling procedures and deployment of resources
Business planning process – review of Memoranda of Understanding and Service Level Agreements between ETI and commissioning departments; preparation of Business Plan 2010-11
Completion of review of Together Towards Improvement and alignment with Management And Recording System (MARS)
Production of ETI Annual Business Report 2008-2009: Inspection and Improvement
Oversight of production of the Corporate Development Plan for ETI 2010-2013
Organisation of the ETI Staff Development Programme
Preparation for Customer Service Excellent evaluation – the new Government Standard to replace Chartermark – to be conducted in January 2010
Project management of the dissemination process for the Chief Inspector's Report (2006-2008)
Project Management of the Chief Inspector's Report (2008/2010)
Support for DE conferences: (i) School Improvement – 3 conferences (ii) BoG – 1 conference (iii) USID – 3 conferences
Review of induction process; induction of new colleagues
Co-ordination of the monitoring process for the six descriptors used in inspection reports and effectiveness of liaison with School Improvement Branch; introduction of 6 descriptors of performance in Follow-up Inspections
Management of the Performance Management process within ETI
Review and up-grade, where required, of ETI web-site
Review of IT resources and support for ETI and monitoring of impact on capability of ETI to meet business requirements
Monitoring life/work balance of colleagues

Judicious development of inspection models (i) to make more effective use of current resources (ii) meet the changing structures resulting from Reorganisation of Public Administration (RPA) and establishment of the Education and Skills Authority (ESA) (iii) to take account of the Steps to Work Framework (iv) to take account of the review of DEL's Quality Improvement Strategy 'Success Through Excellence' and (v) the shift in emphasis in DE from evaluations, to inspection of more individual schools

Support, and monitor the impact of, the implementation of new procedures as a result of (i) Accounts NI (including replacement for ETI Inspectorate Computerised Journal - ICJ) (ii) Freedom of Information (FOI) DE New Model Publication Scheme (iii) Trim

Review of 'A Charter for Inspection'

Ongoing work to review/secure protocols/MoUs to guide ETI's work with other Inspectorates and agencies

WORK EMERGING FROM OTHER SOURCES

Department of Agriculture and Rural Development (DARD)

Inspection of a sample of courses at Enniskillen Campus (CAFRE)

Inspection of a sample of courses at Loughry Campus (CAFRE)

Development of a Self-Evaluation Framework for Industry Training

Criminal Justice Inspection (CJI)

Inspection of an HMP

Joint development work re marginalised youth

Regulation and Quality Improvement Authority RQIA

Inspection of a post-primary school with a Boarding Department

Department of Education and Science (DES) ROI
Developing a knowledge of inspection within each other's jurisdictions (ongoing)

Health and Social Care Trusts
Piloting of joint inspections of pre-school centres (1 voluntary/private per Trust)
Development work associated with above
Inspection of Sure Start. This is commissioned by DE but will involve ETI as the lead body, working alongside others.

ANNUAL BUSINESS REPORT

2008-2009 BUSINESS YEAR