

ANNUAL BUSINESS REPORT

2009-2010 BUSINESS YEAR

ETI: Promoting Improvement in the Interests of all Learners



Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



SECTION 1:

Foreword by Chief Inspector

This Annual Business Report, the third of its kind, focuses on the range and quality of the work of the Education and Training Inspectorate (Inspectorate) over the 2009-2010 business year.

In the main, 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 Criminal Justice Inspection (CJI), Northern Ireland; and in conjunction with the Regulation and Quality Improvement Authority (RQIA).



The key purpose of inspection is to bring about improvement in the interests of the learners; and the Inspectorate is uniquely placed to deliver this key purpose. As an organisation, we are able to establish connections within and across the phase and sectoral boundaries and within and across the Departments for which we provide inspection services. We are able to follow learning from the time a child enters an educational setting – statutory or voluntary – right to the point that he/she decides to leave full-time education and take up training or enter the world of work. But it does not stop there. The Inspectorate also works in the informal settings such as the youth sector where young people can experience a form of learning which is different from that which they receive, for example, in the more formal school or college-based settings. In addition, many adults return to education, either on a full-time or a part-time basis by enrolling on courses provided by colleges of further and higher education. In evaluating the quality of provision and outcomes across this broad spectrums of provision, the Inspectorate is able to discern connections and/or discontinuities across the variety of policies relating to education, youth and training; a strength which stems from the fact that we work across a number of different Government Departments.

Our key role is to evaluate the quality of learning and teaching by direct observation in classrooms, workshops and other settings; in providing inspection services for the various Departments, we do so in an objective, independent manner.

An important element in making our evaluations is our capacity to get 'beneath' the data generated by organisations, ie we contextualise the data and set it alongside other forms of evidence, such as the aforementioned classroom and workshop observation. Data serves to generate questions, it does not provide answers. The organisations we inspect are generally data rich; yet, too rarely, do they use the data available to them to engage in rigorous, honest self-evaluation leading to sustained improvement. Consequently, colleagues within the Inspectorate have been working for some time, alongside other education professionals, to help the organisations we inspect make more effective use of their data in order to bring about improvement for the learner. For example, this business year a series of workshops was organised for senior staff in primary schools to encourage the more effective use of data in bringing about improvements in the provision and outcomes for learners.

Whilst the Inspectorate was able to bring a great deal of first-hand experience to these workshops, a significant element was the contribution of serving principals and their staff who presented very useful case studies thereby illustrating what is possible within the limitations of what is a very busy schedule for teachers and their leaders. I am grateful to the colleagues in these schools, and in C2k¹ and the Curriculum Advisory and Support Service (CASS) who made valuable contributions to the process. The workshops have been instrumental in building further capacity within the primary sector for self-evaluation leading to improvement.

Inspection by itself does not bring about improvement. However, inspection acts as an important catalyst to improvement by identifying key strengths in provision and also (as necessary) important areas for improvement. It then rests with the organisation to effect the required improvements supported, where appropriate, by external agencies such as CASS, Learning Skills Development Agency (LSDA) and the Council for Catholic Maintained Schools (CCMS).

The role of the Inspectorate does not end with the publication of the inspection report. Whilst there was always the opportunity for follow-up activity after an inspection, a

1 C2k on behalf of the five education and library boards is responsible for the provision of an information and communications technology (ICT) managed service to all schools in Northern Ireland. C2k is supported by the Department of Education for Northern Ireland and part funded by the European Union under the Building Sustainable Prosperity programme.

more formalised system of follow-up activities was introduced this business year. Inspectors now conduct interim follow-up visits to organisations where significant areas for improvement have been identified during the initial inspection. The schools, and the other organisations we have been working with as part of this process, report that they have found this way of working to be extremely helpful. As it is usually the District Inspector who conducts these visits, and as District Inspectors normally work within their districts for a period of 5-7 years, uniquely, we are able to provide continuity of evaluation over the 18-24 months of the follow-up process. Section 2.1 of this report records the extent to which the inspection process, and the post-inspection process, has led to improvements in the organisations we have inspected.

A key element in the follow-up process, and other inspection processes across all phases, is the extent to which the organisation is able to carry out its own evaluation of the quality of the service it provides. The Inspectorate has worked hard, and with notable success, in developing a culture of self-evaluation across the education, youth and training sectors. The workshops, mentioned earlier to help schools make more effective use of their data, are an example of one approach; the other approach is the generation of materials by the Inspectorate to support organisations in the self-evaluative process. Most notable of these support materials are Together Towards Improvement (TTI)² and Improving Quality: Raising Standards (IQ:RS)³. Both of these key documents have been revised and updated this business year and will be placed on the ETI web-site before the beginning of the new academic year.

An important element of the work of the Inspectorate is the evidence-informed advice we give to Departments to inform policy development and implementation. The capacity of our organisation to provide good quality advice, which is based on the solid foundation of first-hand inspection evidence, supported by a detailed understanding of the impact of policy on the learners' experiences, is yet another unique contribution to the improvement of the provision for the learner made by the Inspectorate in the past business year. The table in section 2.3 identifies some of the key areas where the Inspectorate provided such advice during this business year. However, this is only an indication of some of the areas where my colleagues have provided advice in a formal setting; there are many other occasions where the Inspectorate has been represented on working groups as assessors, or on panels and committees, where they have been able to provide advice at the appropriate time.

² TTI was developed, in 2003, as a resource to support organisations in the process of self-evaluation. In the development of TTI, the Inspectorate worked with those organisations whose work it inspects and drew upon previous work done in the development of "Improving Quality: Raising Standards" for the Further Education and Training Sectors.

³ IQ:RS is a self-evaluation framework tailored to suit the context of the Further Education and Training Sectors. It predates and strongly influenced the development of TTI and is now one of a suite of Together Towards Improvement phase-related self-evaluation frameworks.

The quality and accuracy of the first-hand inspection evidence is crucial in providing the impetus for the improvement agenda as well as the informed advice for policy makers. I am very fortunate to lead a body of professionals whose evaluations I trust implicitly. As an organisation we have a responsibility not only to recruit the most able practitioners but to provide colleagues with on-going staff development during their time within the Inspectorate. The staff development programme is essential to ensure that my colleagues are kept fully informed about current and future developments in the education, youth and training sectors, and have the opportunity to discuss the implications of such developments for the standards achieved by learners. It is also the key to ensuring that the evaluations we make are consistent within and across the education, youth and training sectors.

All Government Departments and organisations are under increasing and ongoing pressure to reduce expenditure and to make more efficient use of the resources at their disposal, and the Inspectorate is no exception to this. Nevertheless, the resources we allocate to the on-going development of our staff is vital in ensuring that we remain a well-informed body of professionals whose capacity to make well-founded evaluations, and communicate these efficiently and effectively, is second to none.

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 across Northern Ireland. This year, three new inspector colleagues and a Nutritional Associate⁴ joined the organisation and began a nine-week induction process. Two experienced colleagues remain on secondment – one with DE and the other with DEL – to work on major policy initiatives. The work of the inspectors is supported by a relatively small, but extremely hard-working, administrative branch – Inspection Services Branch (ISB). In addition, there is a small team of Personal Secretaries supporting me and my four Assistant Chief Inspectors.

The business planning process, undertaken by the Assistant Chief Inspector who leads the Policy, Planning and Improvement Directorate, determines the work that the Inspectorate undertakes during each business year; the preparation of the Annual Business Plan involves much negotiation with the commissioning Departments, as

⁴ *The two Nutritional Associates who work with the Inspectorate are specialists in Dietetics, Human Nutrition or Home Economics. They have experience of working with or within schools or other institutions in an aspect of health promotion relating to food and nutrition. NAs monitor and promote improvement in the implementation of the Catering for Healthier Lifestyles programme and the approaches schools and employing authorities are taking to the promotion of healthy eating.*

our services are in high demand. The resulting Service Level Agreements specify the extent to which we are able to allocate resources to meet the requests for inspection and survey work. This business year, a key focus of the work in the school's sector was a greater emphasis on the inspection of more schools, aligned to the implementation of DE's new school improvement policy 'Every School a Good School'. In addition, we were asked to carry out 24 evaluations covering a range of themes and organisations. Such evaluations are resource intensive; and, because of other 'in-year' demands, we were unable to complete all of the evaluations that were requested. The commissioning Departments were asked to prioritise their requests to allow for this eventuality; the sections which follow within the main body of the report, identify the very few evaluations we were unable to complete.


In addition to the consultations with key stakeholders, which we undertake on an on-going basis, we continue to go to great lengths to evaluate our processes and procedures. For a number of years we have commissioned external consultants to conduct an independent evaluation of our work. As part of this process, all of those organisations inspected are given the opportunity (in complete confidence) to comment on the quality of our work. As I have reported in my previous two Annual Business Reports, the outcomes of these evaluations have been overwhelmingly positive. Nevertheless, we are not complacent, and we continue to evaluate our internal processes on a regular basis. However, in the current financial situation we are unable to justify the financial resources allocated to the external evaluation. Consequently a more limited (and more cost-effective) evaluation has been carried out on our behalf by the Northern Ireland Statistics and Research Agency (NISRA) the outcomes of which reflect the positive messages of the previous external evaluations. The key points of this evaluation are summarised in section 3.

During this business year the Inspectorate, following rigorous external evaluation, earned a further extension of its Charter Mark status. The report from Charter Mark, once again, provided a strong endorsement of our work. It states: "The Inspectorate is highly valued by the Schools, Colleges and training providers they inspect." The Charter Mark accreditation system has now been replaced with the Customer Service Excellence external/accreditation of quality. The Inspectorate will submit itself to Customer Service Excellence evaluation within the coming year to ensure that our high standards of customer service are maintained.

This has been a challenging year, not least because, like all government organisations, we are working within very tight budgetary constraints. Such pressures will not ease in the foreseeable future and, in this context, the next business year will be even more challenging. Four of our colleagues are planning to retire and/or move on to new

challenges at the end of the current academic year. As a consequence of the financial constraints faced by the organisation, these colleagues are unlikely to be replaced in the foreseeable future. Consequently, the business planning process for the new business year has reflected the changing circumstances. In particular, we will need to focus more sharply on our core business – the inspection of individual organisations to ensure that all learners receive the best possible provision and achieve to their full potential.

Finally, this Annual Business Report will be the last that I will present as Chief Inspector of the Education and Training Inspectorate as I plan to retire in February 2011. I would like to take this opportunity to thank my colleagues, past and present, for all the support they have given me during my 26 years in the Inspectorate and especially during my time as Chief Inspector. However, much more important is the support they have given to the education, youth and training sectors in Northern Ireland. Their dedication to ensuring that the interests of the learners are given the highest priority is both unequivocal and outstanding. This Annual Business Report is a reflection of all the hard work and commitment that they have given to that task over the year. However, there is a great deal of other work that goes unnoticed and unrecorded, very often at very unsociable hours, and I take this opportunity to thank them for their continued dedication and commitment and wish them well for the challenges which doubtless lie ahead.



STANLEY J GOUDIE

Chief Inspector

SECTION 2

What have we achieved?

2.1 INSPECTION LEADING TO IMPROVEMENT

The inspection process, through inspections, interim and formal follow-up procedures, including district and monitoring visits, and active engagement by the Inspectorate with providers continues to effect significant improvement in the quality, performance and standards of provision in education and training.

In assessing the various features of the provision, Inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

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

Follow-up inspections conducted in Northern Ireland in the business year April 2009 - March 2010 show **significant improvement across most of the ninety nine education and training organisations re-inspected**. The total re-inspected comprises 17 follow-up visits to Specialist Schools and 82 follow-up inspections comprising 22 in early years, 30 in primary, 3 in post-primary, 3 in special, 7 in alternative education provision (AEP), 8 in further education, 6 in work-based learning and 3 in youth. In the follow-up inspections, improvement was reported in 82% of instances; almost all were satisfactory or better. The pattern of improvement is largely consistent with that seen in the 2008-2009 business year. This report does not include the outcomes from some large scale evaluation reports, such as the inspection of the implementation of the revised curriculum.

Features of improvement through inspection

- Improvements are often seen in sharper leadership and management, as evinced in effective development and action plans.
- Leadership and management remains an issue where improvement is not evident.
- 40% of the providers improved by two levels and a third by one level of performance.
- Four of the providers (three in primary and one in FE) improved by three levels and an area in FE improved by four levels of performance.
- Of the 21 providers where performance was judged originally to be less than satisfactory, only 3 remained less than satisfactory after re-inspection (2 primary schools and one youth organisation). The remaining 79 followed-up were originally either satisfactory or good.
- No institutions declined in their level of performance.
- In 16 of the organisations there was no improvement in performance. Proportionately, the AEP sector showed least improvement. One third of the early -years providers and one-sixth of the primary schools did not show improvement. Most of the early-years providers which did not improve were in the Irish-medium sector.

In the Early Years sector, twenty two follow-up inspections were undertaken. Six of the centres were originally less than satisfactory in their performance; all of which improved. A significant minority of the centres improved at least by one level and over

a quarter by two levels; seven centres did not improve on their original satisfactory level of performance.

In the Primary school sector, there were thirty follow-up inspections five of which were originally less than satisfactory; most (83%) demonstrated their capacity to self-evaluate and improve on aspects of their provision, a stronger improvement than last year. While more than half of the schools improved by two levels; 10% improved by three levels. Two remained less than satisfactory.

In the Post-primary school sector, there were three follow-up inspections none of which were originally less than satisfactory. In two cases, the schools improved by two levels of performance and one school by one level. All 12 of the Cohort 1 pilot Specialist Schools (where performance levels are not given) showed sufficient progress and improvement for their specialist status to be extended by the Department of Education for a fifth year.

In the Special school sector, there was significant improvement by two levels from satisfactory in two follow-up inspections, and in one monitoring visit.

In the AEP sector, seven follow-up inspections demonstrated good improvement; while three centres improved from satisfactory with respect to planning, provision, teaching and staff training, one did not. Three centres remained good.

In the work-based learning and adult employment sector, six follow-up inspections were completed, three of which were originally less than satisfactory. All of the organisations improved by at least one level, two improved by two levels.

In the Further Education sector, there were eight follow-up inspections. In half of the original inspections, performance was less than satisfactory. All of these areas of FE provision are now at least satisfactory, having improved by at least one level, and in three areas by two to four levels.

In the Youth sector, there were three follow-up inspections in two of which the performance levels were originally less than satisfactory. Two providers improved by one level, but in an area inspection the level of performance remains unsatisfactory.

Extent of improvement in performance levels 2009-10

	Number	Remain less than Satisfactory	No change	Improved one level	Improved two levels	Improved three levels	Improved four levels
Early Years	22	0	7	9	6	0	0
Primary	30	2	5	5	17	3	0
Post-primary	3	None originally		1	2	0	0
Special Schools	3	None originally		0	3	0	0
AEP	7		4	1	2	0	0
Work-based learning	6	0		4	2	0	0
Further Education	8	0		5	1	1	1
Youth	3	1		2			
Total	82*	3 3.6%	16 19.5%	27 33%	33 40%	4 4.8%	1 1.2%

(*Excludes the Specialist Schools)

2.2 EVALUATIONS COMMISSIONED BY DEPARTMENTS (1 APR 2009 – 31 MAR 2010)

This business year the work formerly described as a 'survey' was renamed 'evaluation'. These individual elements of our work generally incorporate visits to multiple educational settings and result in a published report which describes the provision for learners across the system as a whole, or within a more specific area such as an Education and Library Board or other geographical area. An indication of the range of evaluations undertaken and completed by the Inspectorate during the business year is set out below. Where the evaluations was not completed (achieved) the 'outcome' column provides an explanation.

Evaluations Commissioned by DE

EVALUATION	OUTCOME
Managing Behaviour in Schools	Achieved
Sure Start provision	Achieved
Primary Schools Curriculum Sports programme	Achieved
Primary Schools Languages programme	Achieved
Specialist Schools	Achieved
Northern Ireland Curriculum	Achieved
Quality of SEN provision in special units attached to mainstream schools, as aggregated from inspection findings	Achieved
CEIAG STEM project (Innovation Fund)	Achieved
Outreach Youth Work in BELB	Achieved
Impact of DE/DHSSPS guidance on collaborative working, piloted in Special Schools 2007-08	It was agreed between the Departments not to proceed with this work.
Education outcomes (including linguistic) across statutory and voluntary settings, of Irish-medium pre-school experience	Not likely to be achieved, due to the unavailability of adequate resources.
Dissolving Boundaries	Ongoing

Evaluations Commissioned by DCAL

EVALUATION	OUTCOME
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	Achieved

Evaluations Commissioned by DEL

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

12

Evaluations Emerging from Within the Inspectorate

EVALUATION	OUTCOME
Baseline evaluation of the 14/19 STEM provision in the post-primary sector	Achieved
Evaluation of the provision and uptake of languages and the standards achieved by pupils in Key Stage (KS) 4 attending non-selective schools	Achieved
Evaluation of the quality of physical education in a sample of post-primary schools	Achieved
Initial Teacher Education – a survey of the provision for trainee teachers in the teacher training colleges	Achieved – inspections of all Initial Teacher Education providers in Northern Ireland completed
Evaluation of the impact of the transition of pupils between primary and post-primary schools with regard to mathematics.	Achieved

Evaluations following on from 2008/09 business year

EVALUATION	OUTCOME
Mainstream units for pupils with SEN including opportunities for inclusion	Achieved
ILT operational and strategic plans in FE	Achieved
Evaluation of the quality of the provision for careers and learning guidance	Achieved
Essential Skills pilot (ICT) – levels 1 and 2	Achieved
Leadership in schools	Initial phase achieved - ongoing

Follow-Up to Evaluations completed in 2008/09 business year

EVALUATION	OUTCOME
Provision for SEN in Primary Schools	Achieved
Evaluation of Counselling Service providing by Contact Youth across the ELBs	Achieved
SLDD/SEN provision in FET	Achieved
Cultural Diversity/good relations in FE	Achieved
An evaluation of learning environments in NI schools and wider education service	Achieved
Public library services implementation of ETI recommendations in relation to identified target groups (DCAL)	Achieved
Revised DCAL Child Safeguarding guidance by arms-length bodies	Achieved
Child Protection Survey	Achieved

** 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.

2.3 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 which policy will have on learners and 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 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 across the education, youth and training sectors, are provided with the opportunity to discuss developments in their geographical area. Consequently, the Area Board Co-ordinators (ABCs)⁵ 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 tables below give 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.

14

DE POLICY ADVICE AND SUPPORT DURING 2009-2010

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

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.

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.

⁵ 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.

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 the final strategy document following public consultation.

Involvement and advice re working with Social Services re alignment of regulation and inspection processes for Early Years.

Advice in relation to new and existing capital projects and in relation to an area-based approach to the planning of the schools estate.

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 POLICY ADVICE AND SUPPORT DURING 2009-2010

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 POLICY ADVICE AND SUPPORT DURING 2009-2010

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

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

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

2.4 INSPECTION TARGETS SET IN 2009-2010 ETI BUSINESS PLAN.

Inspection targets: we will undertake a programme of inspections including:	Outcome
75 pre-school centres	We inspected 86 pre-school centres. Additional pre-school settings inspected included nursery units in primary schools that were inspected during the year.
110 primary schools	We inspected 110 primary schools
25 post-primary schools	We inspected 22 post-primary schools. We were unable to undertake the other 3 post-primary school inspections due to the lack of available resources.
9 special schools	We inspected 5 special schools. Increased emphasis was given this year to the inspection of special needs in mainstream schools.
6 AEP settings within post-primary inspections	We inspected 10 AEP settings within post-primary inspections. Additional AEP centres were inspected via their link with post-primary schools being inspected.
4 centre-based youth inspections	We inspected 6 youth centres. Additional youth centres were inspected during area-based inspections.
3 area-based youth inspections	We completed 3 area-based youth inspections
5 youth projects	We inspected 5 youth projects
1 youth headquarter organisation	We inspected the University of Ulster at Jordanstown (UUJ) degree programme in youth work to replace the inspection of 1 youth headquarter organisation
2 outdoor education centres	We inspected 1 outdoor education centre
1 area-based inspection	We completed 1 area-based inspection

1 area-based integrated inspection	Not achieved – insufficient resources
10 Training for Success organisations	We completed inspections of 12 Training for Success organisations through successful implementation of a proportionate, risk-based model to align with the introduction of a three-year inspection cycle.
4 Steps to Work organisations	We completed inspections of 7 Steps to Work organisations through successful implementation of a proportionate, risk-based model to align with the introduction of a two-year inspection cycle.

We will undertake a programme of follow-up inspections including:	Outcome
25 pre-school centres	We completed 35 follow-up inspections of pre-school centres. The additional follow-up inspections of pre-school settings included nursery units in primary schools that had follow-up inspections and follow-up inspections that arose from the previous Business Year's programme. In addition, more than 80 unannounced monitoring visits were undertaken as part of the follow-up process.
40 primary schools	We completed 30 follow-up inspections of primary schools. The remainder will be followed up after the close of this business year.
12 post-primary schools	We completed 20 follow-up inspections of post-primary schools. The additional follow-up inspections of post-primary schools included specialist schools
5 special schools	We completed 5 follow-up inspections of special schools

2 AEP centres	We completed 2 follow-up inspections of AEP centres
3 centre-based youth organisations	We completed 3 follow-up inspections of youth centres
2 area-based youth inspections	We completed 2 area-based youth follow-up inspections
5 work-based learning and employment programme suppliers	We completed 5 work-based learning and employment programme suppliers

2.5 CORPORATE DEVELOPMENT WORK 2009/10

TARGET	OUTCOME
Review and Update of Balanced Score Cards	Achieved
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	Achieved
Business planning process – review of Memoranda of Understanding and Service Level Agreements between ETI and commissioning departments; preparation of Business Plan 2010-11	Achieved
Completion of review of Together Towards Improvement and alignment with Management And Recording System (MARS)	Achieved
Production of ETI Annual Business Report 2008-2009: Inspection and Improvement	Achieved
Oversight of production of the Corporate Development Plan for ETI 2010-2013	Achieved

Organisation of the ETI Staff Development Programme	Achieved
Preparation for Customer Service Excellent evaluation – the new Government Standard to replace Chartermark – to be conducted in January 2010	Achieved
Project management of the dissemination process for the Chief Inspector’s Report (2006-2008)	Achieved
Project Management of the Chief Inspector’s Report (2008/2010)	Ongoing
Support for DE conferences: (i) School Improvement – 3 conferences (ii) BoG – 1 conference (iii) USID – primary workshops	Achieved
Review of induction process; induction of new colleagues	Achieved
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	Ongoing
Management of the Performance Management process within ETI	Achieved
Review and up-grade, where required, of ETI web-site	Ongoing
Review of IT resources and support for ETI and monitoring of impact on capability of ETI to meet business requirements	Ongoing
Monitoring life/work balance of colleagues	Ongoing

<p>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</p>	<p>(i) Ongoing (ii) Ongoing (iii) Achieved (iv) Achieved (v) Achieved</p>
<p>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</p>	<p>(i) Achieved (ii) Ongoing (iii) Ongoing</p>
<p>Review of 'A Charter for Inspection'</p>	<p>Achieved</p>
<p>Ongoing work to review/secure protocols/ Memoranda of Understanding to guide ETI's work with other inspectorates and agencies</p>	<p>Achieved</p>

2.6 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 with them or on their behalf. In the business year 2009 – 2010 we responded to the following requests for such work.

DEPARTMENT/ ORGANISATION	NATURE OF THE WORK	OUTCOME
Department of Agriculture and Regional Development (DARD)	Inspection of Equine Studies at Enniskillen Campus (CAFRE) ⁶	Achieved
	Inspection of Food Technology courses at Loughry Campus (CAFRE)	Achieved
	Development of a self-evaluation framework for Industry Training	Achieved
Criminal Justice Inspection (CJI)	Inspection of education and skills provision in HMP Magilligan	Achieved
Regulation and Quality Improvement Authority (RQIA)	Inspection of a post-primary school with a Boarding Department	Achieved
Department of Education and Science (DES) Republic of Ireland	Developing a knowledge of inspection within each other's jurisdictions	3 paired exchange visits completed
Health and Social Care Trusts	Piloting of joint inspections of pre-school centres (1 voluntary/ private per Trust)	Achieved
	Inspection of Sure Start. This is commissioned by DE but will involve ETI as the lead body, working alongside others.	Achieved

2.7 CONSULTATION WITH OTHERS DURING 2009-2010

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. Formal consultations are usually 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
Using School Information and Data (USID) Group	Giving presentations to primary principals across the ELBs on what use ETI makes of performance data to inform evaluations about achievements and standards, provision for learning and leadership and management.
Education Unions	Stranding Conference - On-going presentations to and discussions with Education Unions each November and May to update them on developments of the inspection process and discuss any matters relating to inspections.
Northern Ireland Teachers' Council (NITC)	Presentations to and discussions with NITC on the revised TTI and the developing risk-based and proportionate strategy to inspections.
St Mary's University College	European Conference on Inclusion and SEN held with the college
Stranmillis University College	SEN agenda to inform teacher planning
University of Ulster at Jordanstown and Queen's University Belfast	Teacher training SEN module for post primary Post-Graduate Certificate in Education (PGCE)

Department of Health and Social Services and Public Safety (DHSSPS)	Planning of a centre for pupils with challenging behaviour and emotional needs.
Council for Catholic Maintained Schools (CCMS)	Accreditation work for special schools eg "Quest for Learning" ⁷ for pupils with profound and multiple learning difficulties (PMLD).
Regional Training Unit (RTU)	Contributed to the annual conference for the Principals and Vice-principals of special schools on the theme of leadership and management of learning.
All five Initial Teacher Education (ITE) providers in Northern Ireland	Continued application and refinement of the quality framework for self-evaluation and inspection of initial teacher education.
University Council for the Education of Teachers (UCET NI)	Continued refinement of the quality framework for self-evaluation and inspection of initial teacher education.
The Education and Library Board (ELB) officers responsible for Extended Schools	Evaluating and identifying examples of the effectiveness of Extended Schools.
Regional Training Unit (RTU)	Significant input to the development of capability in the Specialist Schools for self-evaluation and improvement.
Teacher E-Portfolio Project (partners: UCET NI; ITE providers; RTU; General Teachers' Council NI (GTCNI); C2k and schools)	Providing chairmanship to the Project Advisory Board and policy advice to the Department of Education.
The ELB officers responsible for home economics accommodation	To discuss the improvement strategy for specialist accommodation.

⁷ *Quest for Learning* is CCEA's first assessment tool and comprehensive guidance materials to support the teaching and learning of Northern Ireland pupils with Profound and Multiple Learning Difficulties (PMLD). It was launched in June 2007 and since then has been used extensively in special schools across Northern Ireland.

Post-primary Principals	To inform groups in each ELB about developing whole food in school policy and inspection developments.
The University of Ulster	Consult with academic staff regarding specialist home economics teacher shortages and to develop a part-time PGCHE to support serving teachers of other subjects to teach home economics.

2.8 DOCUMENTATION

During 2009-2010, a review of Together Towards Improvement (TTI) was completed. Each phase (pre-school, primary, post-primary and special) now has a phase-specific TTI. In addition, the equivalent document for the further education and training sector – Improving Quality: Raising Standards (IQ:RS) has been reviewed and, along with the revised versions of TTI have been placed on the ETI website. Similar support documentation customised for DCAL organisations and the youth sectors are also under review. All of the publications mentioned will be disseminated during the next business year. In addition, the revised procedures for follow-up inspections (which incorporate the interim follow-up visits as well as associated guidance for schools on the process of self-evaluation within the follow-up process) have been placed on the web-site.

The ETI Service Standards have been reviewed as well as a number of support materials relating to the inspection process (The Inspection Process – Information for Parents/Teachers/Principals/Governors; What Happens After and Inspection and other associated documents). The Complaints Procedure was also reviewed this business year.

A further document, “Better Leadership and Management” was launched to the education support services and initial teacher education community during the business year. The key messages of this document have also been shared with schools, CASS and the Teacher Training establishments, through an extensive and innovative dissemination strategy.

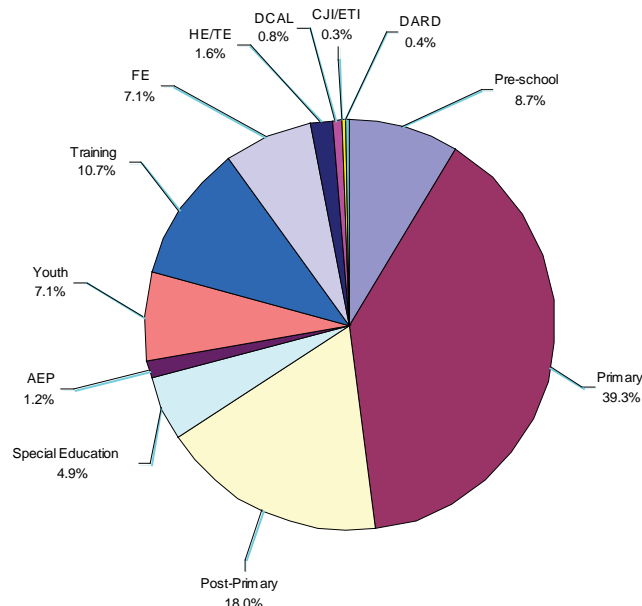
The ETI Corporate Plan (2010-2013) was prepared after considerable consultation with Inspectorate colleagues and with our main commissioning Departments. This document, along with many other materials relating to the work of the Inspectorate,

and support materials for those organisations being inspected, are all on the ETI Website; the Website too is currently undergoing a significant revision. Most of the developmental work on this revision has been undertaken during this business year and has been conducted by staff from within ISB. The revised Website will be launched early in the 2010-2011 academic year.

2.9 DEPLOYMENT OF RESOURCES

The details above indicate the range and variety of the work undertaken by the Inspectorate. As mentioned elsewhere, the Inspectorate provides, in the main, inspection services for three Government Departments, DE, DEL and DCAL. In addition, work has been commissioned by DARD and CJI to evaluate the quality of provision in these organisations for which they have responsibility. These competing demands provide a challenge to the Inspectorate 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 2010, an audit was undertaken of the Inspectorate's work during the 2009-2010 business year; the chart below illustrates how we deployed our resources across the various sectors.

Sector share of centrally programmed for the business year 2009-10



Whilst this is a useful graphical representation of how the Inspectorate's resources are deployed, it needs to be recognised that these percentages are as accurate as we can determine given the diverse nature of our work. 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.

SECTION 3

External evaluation of our work

3.1 BACKGROUND

In order to ensure continuous improvement, and increased openness, the Inspectorate secures an independent evaluation of its work on an annual basis. In past years, this has been conducted by an external agency, PriceWaterhouseCoopers. However, the financial resources were not available for this to continue and, as an alternative an independent, confidential, post-inspection evaluation has been conducted on our behalf by the NI Statistics and Research Agency (NISRA) on our behalf. The following report comprises their findings for the 2009/10 business year.

The post-inspection evaluation consisted of a survey carried out during May - June 2010. All organisations including pre-schools, nurseries, primary schools, special schools, post-primary schools, training colleges, further education colleges and youth organisations that had an inspection during the business year 2009-2010 were given the opportunity to respond to the survey. This included those organisations that had an inspection or follow-up inspection. These organisations were asked to complete an online questionnaire; pre-schools and nurseries were also sent hard copies of the questionnaire. A total of 146 questionnaires were returned by organisations: 143 by email and 3 paper copies; this represents a very credible, good, excellent response rate of some 45%.

The questionnaire looked at the inspection process from the pre-inspection stage through to the publication of the final written report. It also evaluated the service provided by the Inspection Services Branch (ISB) throughout the inspection process.

The outcomes of this evaluation are overwhelmingly positive with, in most cases, approximately 90% of respondents identifying strengths in the work that has been carried out by the Inspectorate and by ISB.

The main outcomes of the questionnaire are summarised in the graphs below.

In addition to the questionnaire, respondents were provided with the opportunity to write extended comments on any aspect of the process, again these were 'in confidence' to NISRA. Sixty six respondents added written comments. The majority

of these comments were extremely positive; two thirds of the comments were either extremely positive or were positive with some constructive criticism of the inspection process. One third of the comments were less positive and contained some useful information on how the inspection process could be improved. The Inspectorate takes very seriously any areas for improvement in its work that are identified by others, and seeks to address them. For example, in the comments fed back to NISRA, one school commented that “It was not made clear at the report-back that an Action Plan had to be submitted.” This issue will be addressed in a briefing to inspectors at their next Corporate Staff Development Day.

3.2 PRE-INSPECTION

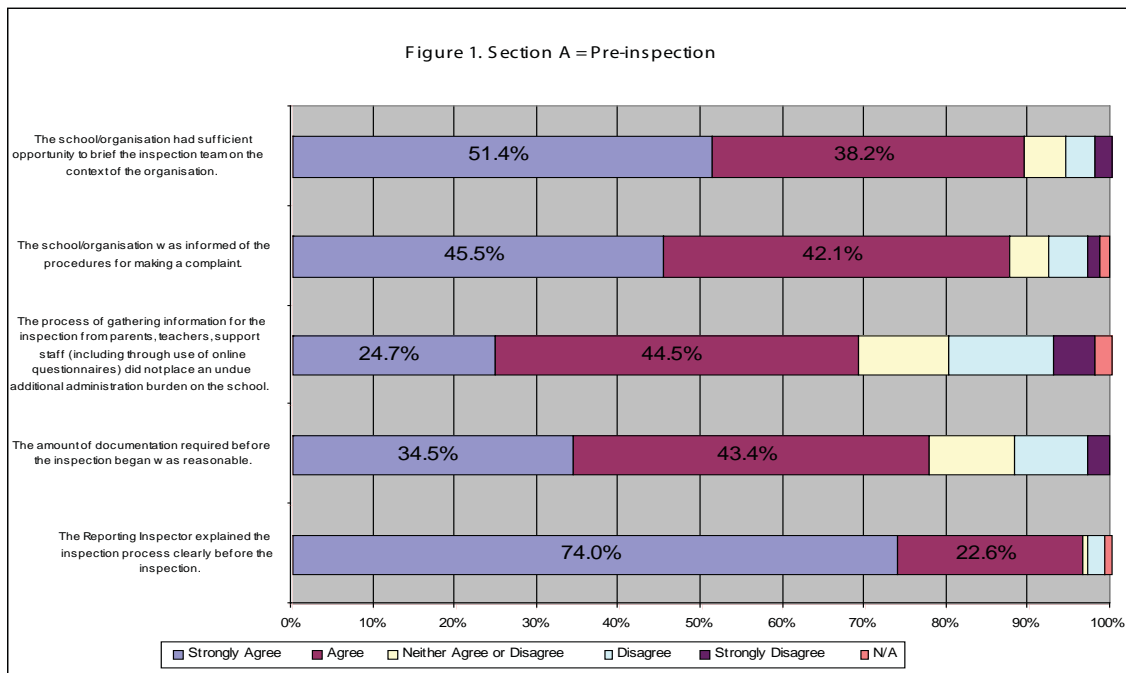


Figure 1 shows the percentage of respondents who answered either strongly agree or agree for the questions in Section A of the questionnaire and the rest who either answered disagree / strongly disagree / neither agree or disagree.

3.3 DURING THE INSPECTION

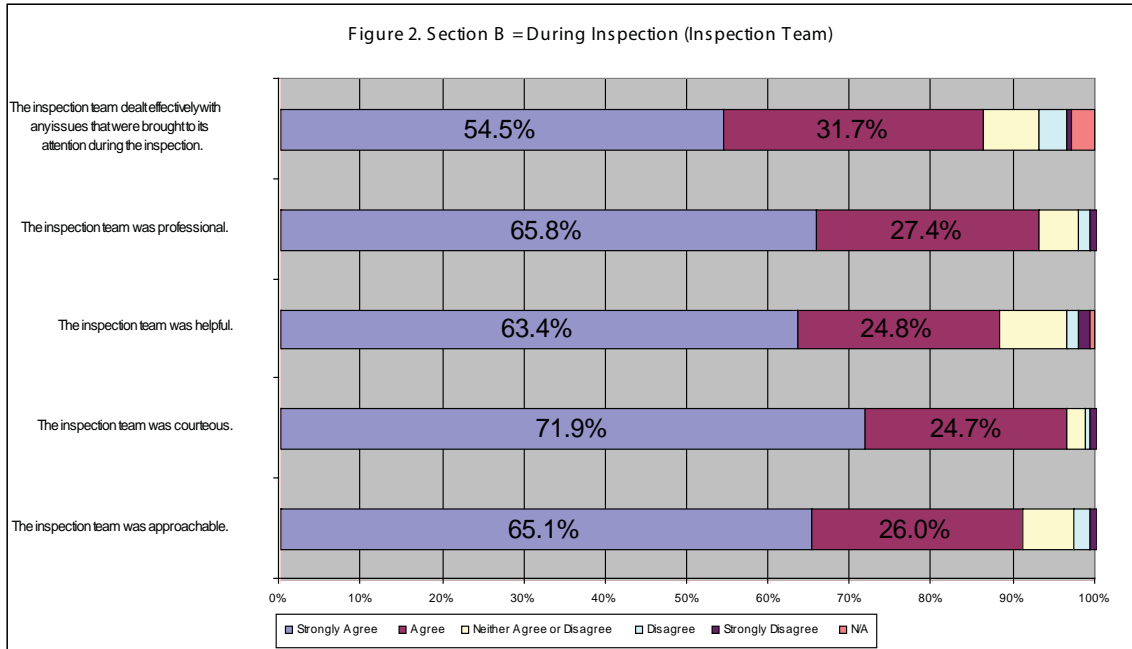


Figure 2 shows the percentage of respondents who answered either strongly agree or agree to the first five questions in Section B regarding the inspection team and the rest who either answered disagree / strongly disagree / neither agree or disagree.

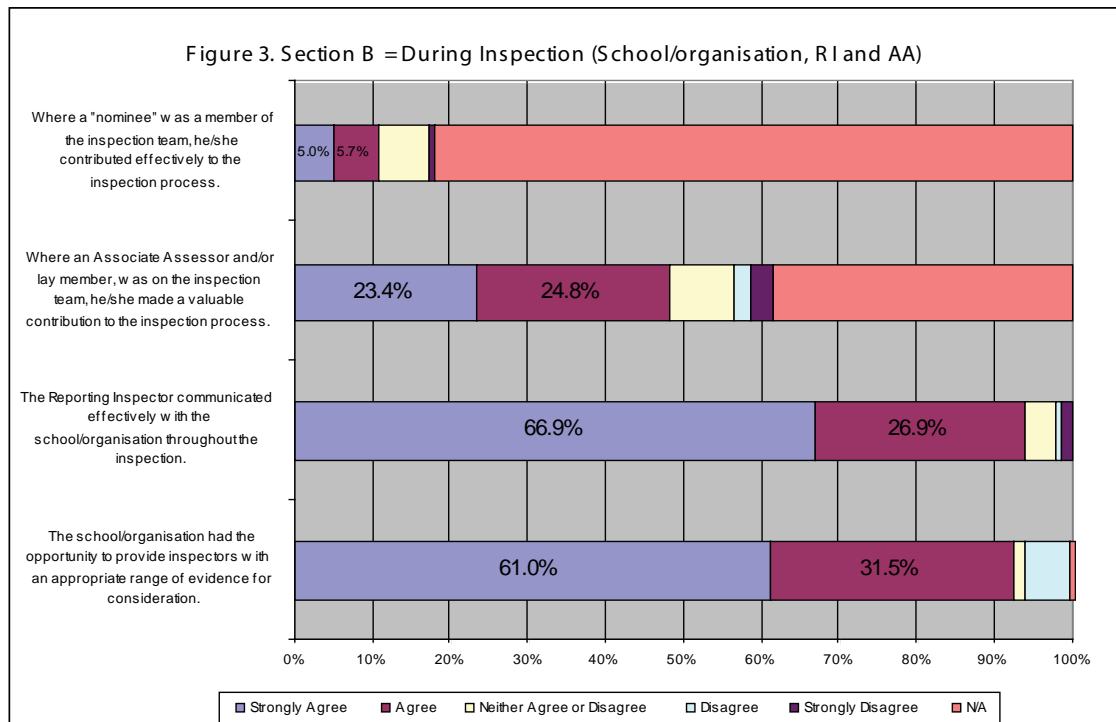


Figure 3 shows the percentage of respondents who answered either strongly agree or agree to questions 13 – 16 in Section B and the rest who either answered disagree / strongly disagree / neither agree or disagree.

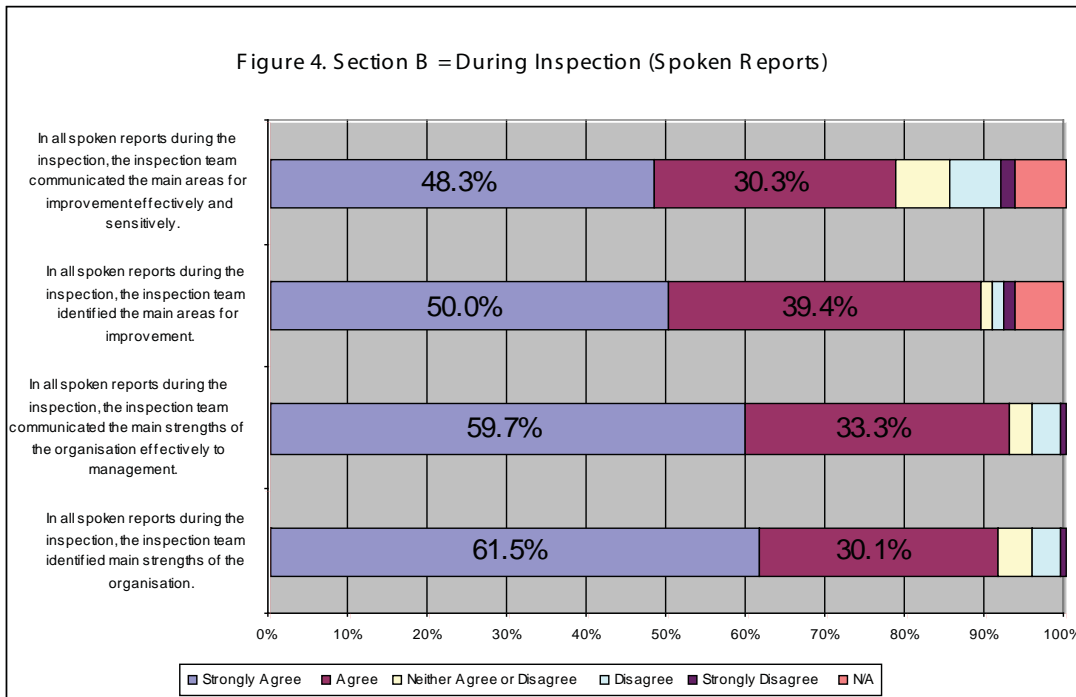


Figure 4 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section B regarding the spoken reports and the rest who either answered disagree / strongly disagree / neither agree or disagree.

3.4 AFTER THE INSPECTION

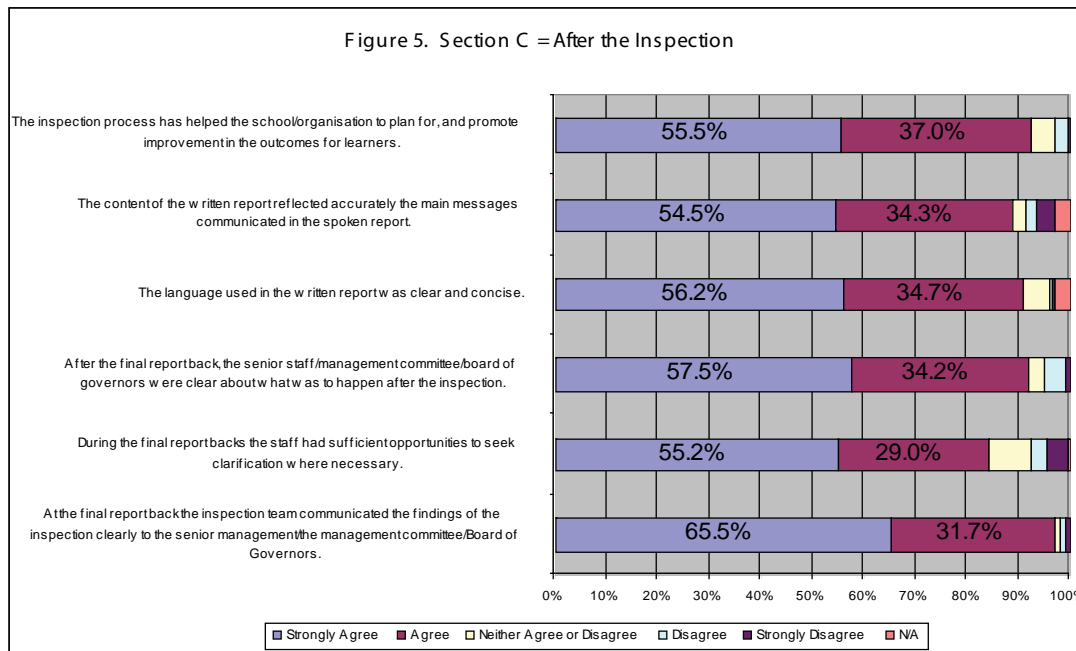


Figure 5 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section C regarding post inspection and the rest who either answered disagree / strongly disagree / neither agree or disagree.

3.5 INSPECTION SERVICES BRANCH

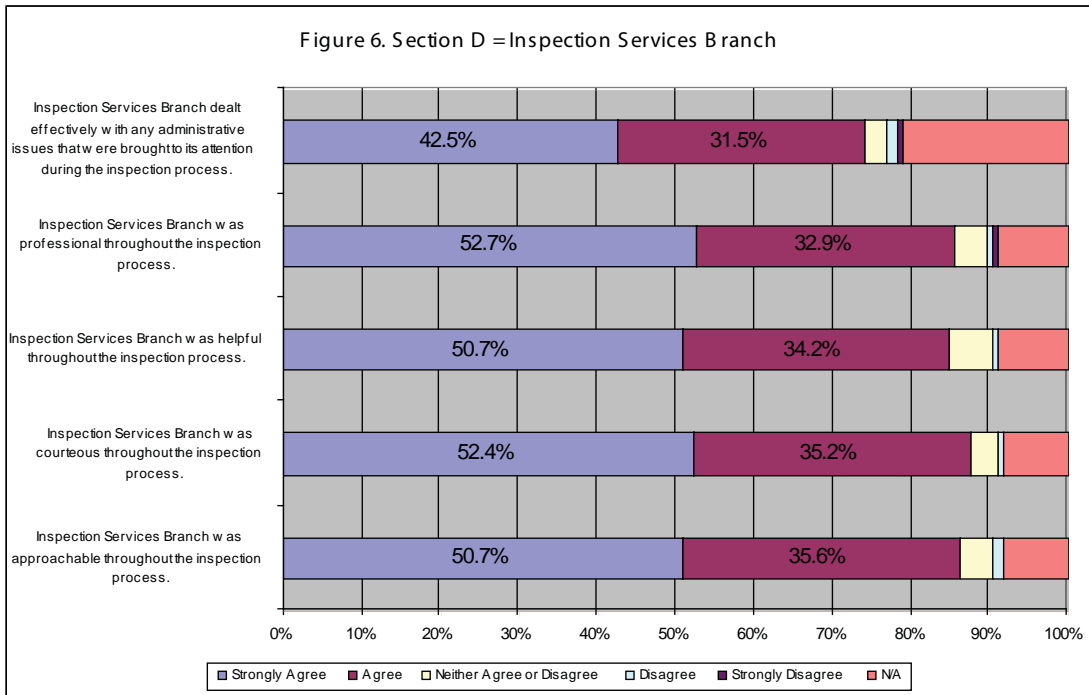


Figure 6 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section D regarding the Inspection Services Branch and the rest who either answered disagree / strongly disagree / neither agree or disagree.

3.6 OVERALL SATISFACTION

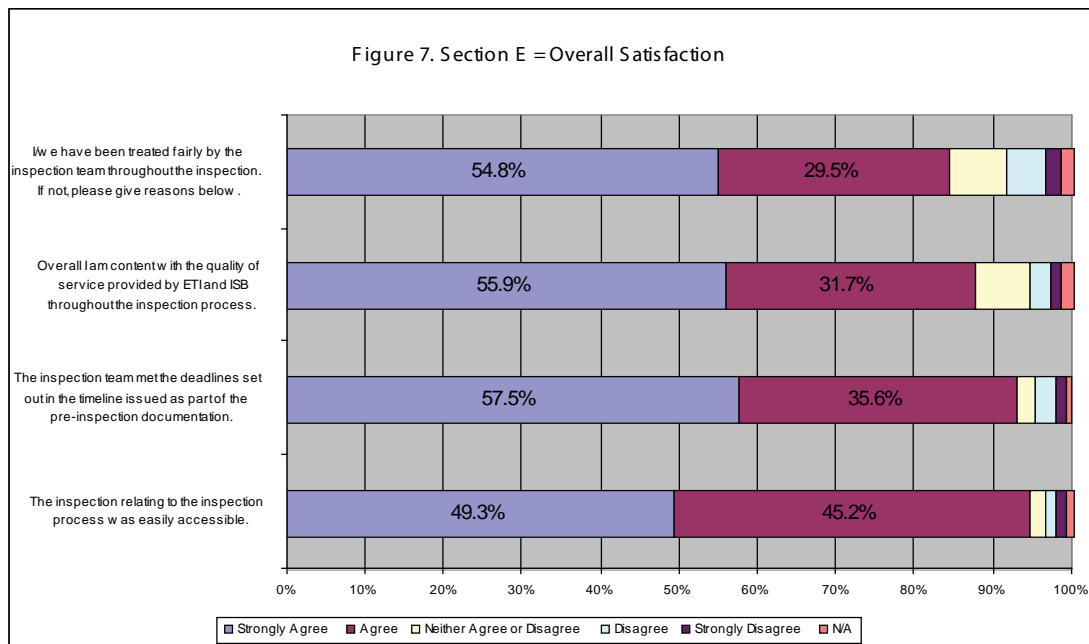


Figure 7 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section E regarding Overall Satisfaction and the rest who either answered disagree / strongly disagree / neither agree or disagree.

SECTION 4

Corporate performance

4.1 INTRODUCTION

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.

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 our 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.

4.2 GENERAL ENQUIRIES

During 2009-10 the Inspectorate received a total of 162 written enquiries (including e-mails); all were responded to within the designated time frame of three working days.

4.3 FREEDOM OF INFORMATION REQUESTS

In addition to the general written enquiries, the Inspectorate received one formal request for information under the Freedom of Information procedures and one data protection request during 2009-10. All of these requests were met according to agreed protocols and the information requested was provided within the required time-scale as appropriate.

4.4 COMPLAINTS

During 2009-10, the Inspectorate received 7 written complaints relating to the inspection process. These were all followed up systematically, in accordance with the procedures outlined in the Inspectorate's Complaints Procedures.

4.5 COMPLIMENTS

As well as the undocumented informal compliments colleagues receive during, or after, an inspection, we received many formal compliments during 2009-10. These included 111 written compliments. Most of these related to the professionalism and helpfulness of inspection teams and individual inspectors.

4.6 ACTIONS TO SUPPORT THE ENVIRONMENT DURING 2009-10

- Old used paper is recycled.
- All paper used by ETI and ISB is from recycled sources.
- Any 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 within the office.
- In the evening, all office equipment is switched off standby, 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 survey documents are published in hard copy; almost all are now published solely on the website.
- School reports are now issued via e-mail to schools and organisations. Schools are required to make copies of inspection reports available to parents.

4.7 FINANCE

Due to budgeting constraints in the 2009/10 financial year, the Inspectorate has had to work within a tighter budget, in comparison to the 2008/09 financial year. This has resulted in a concerted effort by all staff to ensure all work was carried out by the most efficient and cost-effective means. Some examples of this were: using rooms

in government buildings that incurred no charge for meetings, ceasing the printing of reports and moving further towards a more electronic form of working.

The funding allocation for ETI for the financial year ending 31 March 2010 was £5,695,000. Of this amount, £5,293,000 was allocated to cover salary costs for inspectors, secretarial and administrative posts.

£384,000 from the remaining balance was used to cover expenditure costs relating to infrastructure, telephone and blackberry business calls and rental, broadband, travel and subsistence, professional staff development and other administrative operating costs.

SECTION 5

Business Plan 2010-2011

5.1 INTRODUCTION

The business plan which follows sets out the main areas of work to be completed by the Inspectorate over the period 1 April 2010 to 31 March 2011. The plan includes the work commissioned by DE, DCAL and DEL. It also includes work emerging from within the Inspectorate⁸. The business planning cycle for the 2011/12 business year will be initiated during April 2010.

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 the Inspectorate 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.

A range of other documents also influences the way in which the Inspectorate implements its annual business plan including:

- A Charter for Inspection;
- A Common Framework for Inspection;
- The Corporate Risk Register;
- ETI and Inspection Services Branch: Service Standards;

⁸ 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.

- ETI: Procedures for responding to Comments, Enquiries, Compliments and Complaints; and
- The ETI Corporate Development Plan (2010-2013).

All of these documents, along with the aforementioned Memoranda of Understanding, are published on the ETI website – www.etini.gov.uk. The business plan and the SLAs are placed in TRIM, since to place them in the public domain would alert (prematurely) a range of organisations to impending inspection.

In implementing the annual business plan, inspectors work to achieve the Inspectorate's mission⁹ and vision¹⁰ statements and to 'live out' the organisation's key values viz Truth, Dignity, Service and Example.

The annual business plan is broad in scope, and includes a diverse range of work across the education, youth and training sectors in Northern Ireland. The findings from the associated inspection and survey activities provide an unparalleled evidence base for the Chief Inspector when giving advice to the relevant Ministers and Permanent Secretaries; and when called upon to give evidence before the associated, NI Assembly Committees. This evidence base is particularly important at a time of very significant change in education in NI, set within the broader context of the Review of Public Administration.

The process to construct the annual business plan for the period 1 April 2010 to 31 March 2011 includes the work of the Inter-Departmental Commissioning Group (IDCG).¹¹

The implementation of the annual business plan will be monitored by the Assistant Chief Inspectors on a quarterly basis, on foot of information supplied by the ETI scheduling team.

9 Promoting Improvement in the interests of all learners.

10 ETI to be a highly regarded and influential organisation, fully dedicated to the education and well-being of all learners.

11 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.

5.2 Work (evaluations, policy advice and other activities) commissioned by DE: 1 April 2010-31 March 2011

5.2.1 DE requests for reports based on routine inspection work

1. Advice¹² arising from routine inspection work on the implementation of the Revised Curriculum, the Specialist Schools Programme, the Extended Schools Programme and the Curriculum Sports and Primary Languages programmes.
2. A report based on inspection evidence on the delivery of support for special educational needs, other additional needs, pastoral care and child protection.
3. Case study examples of good governance observed during inspection (and advice on “Indicators of Good Governance” for DE Guidance) to include special schools.

5.2.2 Evaluation Requests

1. An Evaluation of the Induction of Beginning Teachers.

5.2.3 Policy Advice and other Activities

1. Policy advice on the development of the Early Years policy and implementation of the recommendations relating to ETI, (and to others).
2. Policy advice on the SEN recommendations in the Irish Medium Education review.
3. Policy advice on the development of priorities for Youth.
4. Policy advice on developing a strategic plan for autism.

12 On instances where the evidence base is sufficiently strong, ETI may, in addition to providing advice to DE, publish a series of short reports.

5. Policy advice on the development of qualifications in support of the Entitlement Framework of pupils unable to achieve at level 2 and on the availability/suitability of skills-related qualifications.
6. Policy advice on the development of the Languages Strategy.
7. Policy advice on the development of an action plan for the STEM strategy.
8. Policy advice on Alternative Education Provision and in particular individual cases referred under Article 12(1)b of the 1996 Order.
9. Membership of Advisory Panel on the external evaluation of the Sure Start Programme.
10. Policy advice on the new module on special education to be included in the Postgraduate Certificate in Education Courses in QUB and UU.

5.3 Work (evaluations, policy advice and other activities) commissioned by DCAL: 1 April 2010 – 31 March 2011

5.3.1 Evaluation Requests

During 2010-11 ETI will build on existing evidence, supplemented by any necessary fieldwork, and prepare the following Advisory Reports during the period of the Agreement.

ORDER OF PRIORITY	WORKING TITLE OF PROPOSED EVALUATION SURVEY
1.	A second report on the external quality assurance of the self-evaluation and developmental planning processes of DCAL funded bodies. Lead MI: Walker Ewart
2.	The promotion of local heritage by Libraries Northern Ireland. Lead MI: Walker Ewart
3.	An evaluation of how the National Museums NI (NMNI) Programme supports the revised NI Curriculum (Schools). Lead MI: Walker Ewart

4.	An evaluation of contribution of the key education programmes within Armagh Observatory and W5 to the STEM agenda. Lead MI: Walker Ewart
5.	An evaluation of the programme provided by Armagh Observatory as part of the International Years of Astronomy. Lead MI: Walker Ewart
6.	An evaluation of the quality of the Arts Council Programmes for the formal and informal sectors and the extent to which they build the capacity of the staff within those sectors. Lead MI: Walker Ewart
7.	An evaluation (based on published pre-school reports) of the work of Altram in supporting the work of Irish-Medium Pre-schools Groups. Lead MI: Walker Ewart

5.4 Work (evaluations, policy advice and other activities) commissioned by DEL: 1 April 2010-31 March 2011

5.4.1 Evaluations

1.	An evaluation and scrutiny of whole college quality improvement plans. Lead MI: Deirdre Gillespie
2.	An Evaluation and scrutiny of quality improvement plans provided by all contracted TfS/ApprenticeshipsNI and Steps to Work lead contractors. Lead MI: Barry O'Rourke
3.	An Evaluation of ILT operational and strategic planning across the six colleges (Year four). Lead MI: Deirdre Gillespie
4.	Priority Skills Area Level 3 evaluations across the six colleges. Lead MI: Deirdre Gillespie
5.	Phase two Evaluations: - Cultural Diversity and - Admissions and Guidance. Lead MI: Deirdre Gillespie

5.4.2 Policy Advice and Other Requests

1. E-Learning Stakeholder Group.

Lead MI: Barry O'Rourke

2. Review of Quality Improvement Strategy (Project Group).

Lead MI: Deirdre Gillespie

5.5 Evaluations initiated from within ETI by MI teams and ETI Panels and Working Groups: Order of Priority: 1 April 2010-31 March 2011

1. An Evaluation of the Quality of Relationships and Sexuality Education in Post-Primary schools.

Lead MI: John Anderson

2. The Dissolving Boundaries Programme.

Lead MI: Brian Currie

5.6 The Core Work of ETI: Inspections (Including Area Inspections and Integrated Inspections) and Follow-up Inspections/Activities: 2010/11

Phase/Sector	No of Inspections	Follow-up Inspections
Pre-School	76	26
Primary	105	40
Post-Primary	28	15
Special Schools	3*	3
Youth	8	4
Teacher Education	1	-
Further Education	1	9
<ul style="list-style-type: none"> • Whole College • Scrutiny of QI Plans 	6	

TfS/AppresticeshipsNI	17	12
<ul style="list-style-type: none"> • Whole Supplier • Scrutiny of QI Plans 	54	
Steps to Work		
<ul style="list-style-type: none"> • Whole supplier • Scrutiny of QI Plans 	6 9	4

**3 inspections + DI monitoring visits in the other special schools.*

5.7 Corporate Development Work 2010/11

Brief Description of Activity
<p>Implementation of the Corporate Development Plan for ETI 2010-2013; in particular, addressing the issues emerging from the ETI staff survey, including Life-Work balance; and taking due cognisance of the outcomes of the NICS staff Survey.</p> <p>Lead MI: David Beck</p>
<p>Scheduling Process – Generation of schedule of programmed activities for business year 2010-2011; audit of deployment of ETI resources (including financial) for business year 2009-10; review of scheduling procedures and deployment of resources.</p> <p>Lead MI: David Beck</p>
<p>Business planning process – review of Memoranda of Understanding and Service Level Agreements between ETI and commissioning departments; preparation of Business Plan 2011-12, including the Corporate Balanced Scorecard.</p> <p>Lead MI: David Beck</p>
<p>Launch and implementation of revised Together Towards Improvement (as part of the work to enhance the capacity of schools to self-evaluate (ESaGS)); and alignment with Management and Recording System (MARS).</p> <p>Lead MI: David Beck</p>
<p>Production of ETI Annual Business Report 2009-2010: Inspection and Improvement.</p> <p>Lead MI: David Beck</p>
<p>Organisation of the ETI Staff Development Programme.</p> <p>Lead MI: David Beck</p>

Preparation of a Quality Self-Assessment Review by Internal Audit, DE.

Lead MI: David Beck

Project Management of the Chief Inspector's Report (2008/2010) including launch, October 2010.

Lead MI: David Beck

Induction of new colleagues.

Lead MI: David Beck

Management of the Performance Management process within ETI.

Lead MI: David Beck

Up-grade of ETI web-site.

Lead MI: David Beck

Review of IT resources and support for ETI and monitoring of impact on capability of ETI to meet business requirements.

Lead MI: David Beck

Judicious development of inspection models (i) to make more effective use of current resources (ii) meet the changing structures resulting from the Convergence Plan for Education, (iii) the shift in emphasis in DE from evaluations, to inspection of more individual schools.

Lead MI: David Beck

Support, and monitor the impact of, the implementation of new procedures as a result of (i) Accounts NI (ii) HR Connect (iii) Freedom of Information (FOI) DE New Model Publication Scheme (iv) Trim (v) IT Assist.

Lead MI: David Beck

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

Lead MI: David Beck

5.8 Work Emerging from Other Sources

5.8.1 Department of Agriculture and Rural Development (DARD)

Nature of the Work

- Industry Training Programme
- T&L Committee events
- DARD Education Strategy
- Education Service Staff Development
- Development – Service Staff Development

Lead MI: Barry O'Rourke

5.8.2 Criminal Justice Inspection (CJI)

Nature of the Work

One unannounced prison inspection

Lead MI: Barry O'Rourke

5.8.3 Regulation and Quality Improvement Authority RQIA

Nature of the Work

Joint work with RQIA to advise on the inspections of educational provision for children living in residential homes.

Lead MI: John Hunter

5.8.4 Department of Education and Science (DES) ROI

Nature of the Work

Potential to continue with Inspector Exchange Programme.

Lead MI: David Beck

5.8.5 Health and Social Care Trusts

Nature of the Work

Joint inspections (Early Years) with the HSCTs.

Lead MI: Marleen Collins



ANNUAL BUSINESS REPORT

2009-2010 BUSINESS YEAR