



# *Primary Inspection*

## *Information for Teaching and Support Staff*



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



## **INSPECTION OF PRIMARY SCHOOLS INFORMATION FOR TEACHERS AND SUPPORT STAFF**

During the inspection, the inspection team will evaluate the following key areas of provision:

1. Achievements and Standards
2. Provision for Learning
3. Leadership and Management

A key consideration will be the extent and effectiveness of the processes used by the school to monitor and evaluate its provision. This will include, where appropriate, an evaluation of the school's own process of self-evaluation leading to improvement.

The purposes of inspection are:

- to assess and report on the wide range of provision which makes up the education and training provision within Northern Ireland;
- to inform the Department of Education of the quality of provision and standards attained and, as a result, help to shape policy and development;
- to seek to promote the highest possible standards of learning and teaching throughout the education system in Northern Ireland; and
- to assist the school in its work by identifying strengths and any areas for improvement, which will enhance the quality and effectiveness of learning and teaching and contribute to the raising of the children's attainments.

Moreover, in this particular case, to provide information about the quality of education being offered to the children who attend this school.

### ***What happens during the inspection?***

We will evaluate three main aspects of the life and work of the school:

1. **ACHIEVEMENTS AND STANDARDS** - we evaluate:
  - the children's overall standards and attainments in literacy and numeracy, including those with Special Educational Needs;
  - the children's motivation and attitude to learning; and
  - the children's acquisition and application of skills and concepts including thinking skills and personal capabilities; and if applicable
  - the children's achievements and standards in the Nursery Unit/ Special Needs Unit/ Irish Medium Unit.

## **2. PROVISION FOR LEARNING** - we evaluate:

- ❑ the quality of the learning environment;
- ❑ the quality of the working relationships and children's behaviour throughout the school;
- ❑ individual teachers' planning;
- ❑ whole-school planning and guidance as appropriate;
- ❑ the children as they work at class activities;
- ❑ how the work addresses the needs and abilities of the children;
- ❑ samples of the children's previous and current work;
- ❑ the quality and effectiveness of the learning and teaching;
- ❑ the children's progress and attainment data, including the marking of the children's work; and if applicable
- ❑ the provision for the children in the Nursery Unit/ Special Needs Unit/ Irish Medium Unit.

## **3. LEADERSHIP AND MANAGEMENT** – we evaluate:

- ❑ the effectiveness of the school's leadership and management;
- ❑ the effectiveness of the school development planning processes, specifically, the quality of self-evaluation leading to improvement in learning and teaching;
- ❑ the effectiveness of the work of the co-ordinators;
- ❑ if applicable, the leadership and management of the Nursery Unit/Special Needs Unit/Irish Medium Unit; and
- ❑ Health and Safety matters, where appropriate.

## **GENERAL PRACTICALITIES**

**1. PLANNING:** It will help us if any short-term planning notes used are available for us in the classrooms.

**2. CHILDREN WORKING:** We will observe children at work and will engage, at an appropriate agreed time, with some groups in class. We will look at children's books and other relevant work across the curriculum. In addition, if there is some work from last year that you feel we should see, tell us about it and leave samples for us.

**3. CLASS VISITS:** Our aim is to obtain a comprehensive overview of the work of the school. To facilitate flexibility in making the most effective use of our classroom visits, it will not be possible for us to provide timetables of our visits. Teachers could expect, on average, two or three classroom visits during the inspection but all classrooms may not be visited an equal number of times.

**4. TIMETABLE CHANGES:** We use your timetables to ensure that our classroom visits provide a good coverage of the areas under inspection. We may request that you change the timing of a lesson, on a particular day, but in the meantime, and unless we ask you, please hold to the timetables which have been given to us. A timetable change will only happen with the full agreement of the teacher. If you wish to make any changes, please inform us through the Principal.

- 5. DOCUMENTATION:** We will look at the documentation currently in use and relevant to the inspection. The SDP, school policies, curriculum planning and assessment documentation, performance data and any other relevant documentation for literacy and numeracy should be made available to us.
- 6. CO-ORDINATORS:** Time will be arranged to talk to the Special Educational Needs co-ordinator, literacy and numeracy co-ordinators /curriculum leaders about developments and improvement in their area of responsibility particularly the strengths and areas for improvement in the provision, the achievements and standards of the children and current and future plans for development and improvement through effective self-evaluation.
- 7. INFORMATION ABOUT CHILDREN’S PROGRESS:** Assessment folders and any other significant assessment, key stage outcomes and standardised test data will contribute to our information base.
- 8. SPECIAL EDUCATION NEEDS (SEN):** Please provide details about the current SEN provision, i.e. the educational plans which have been prepared, the tests used and the scores and nature of the diagnosis, evidence of performance and improvement, type of support offered and particular times of support.
- 9. PASTORAL CARE ARRANGEMENTS:** All inspections look at the school’s arrangements for Child Protection and Pastoral Care particularly in relation to Department of Education (DE) Circulars. The Department will collate the returns from the parental, support staff and teacher questionnaires. We will be available for a short time on the first day of the inspection to meet with any member of, for example, the Board of Governors, the staff or the parents. The findings of the teacher, support staff and parent questionnaires will be shared with the Principal and with the Board of Governors. At some time during the inspection, we will talk with a group of Year 6/7 children.
- 10. FEEDBACK:** There will be no formal individual feedback sessions for teachers at the conclusion of the inspection. In most instances, at or towards the end of an observed lesson, the member of the inspection team will relay to the teacher the key strengths and any areas for improvement evident in learning and teaching. A further discussion may be arranged at the request of either the teacher or the member of the inspection team at a mutually agreed time. We will however, meet with the Principal at the end of the inspection to provide evaluation, on the overall quality of achievements and standards, the quality of provision for learning and the leadership and management in the school.
- 11. RETURN OF MATERIALS:** Any materials, books or documents, which we borrow from the classroom, will be returned as soon as possible.
- 12.** Finally, please make us aware of any special events which may be taking place during the inspection, which you feel, may affect your work or timetables. Also, please make us aware of any issue or event, which you feel, is affecting the school or any of the staff at the time of the inspection.

## REPORTING ARRANGEMENTS

**ORAL REPORT BACK:** The Reporting Inspector, accompanied by a colleague, will provide an oral report back, to the Principal, Vice-principal (where appropriate), to the Chairperson of the Board of Governors and a representative(s) of the Employing Authority and/ or ELB officer. As only a brief statement of key findings will be issued to the school, we would encourage those present at the report-back meetings to make a note of the key findings.

**THE REPORT:** The report will issue to the school and will be accessible on the ETI website.

**FOLLOW-UP PROCEDURES:** Where the inspection identifies areas for improvement, the school is required to submit a written response to ETI, in accordance with the document “What Happens After An Inspection”. The findings are reported orally to the Principal and the Chairperson of the Governors, including a representative of the Employing Authority and in the case of controlled schools, an ELB officer. The attendance of an ELB officer in other school report backs is at the discretion of the school. A report will be issued to the school and available on the ETI website.

**This booklet should be read in conjunction with the leaflet ‘The Inspection Process – Information for Teachers and support Staff’ which can be accessed at [www.etini.gov.uk](http://www.etini.gov.uk)**