

The cover features a large, stylized graphic on the left side consisting of several overlapping, curved bands in various shades of blue, ranging from a deep navy to a light sky blue. These bands curve from the top left towards the bottom right. On the right side, there is a white, semi-circular area that serves as a background for the text.

**Inspection Guidance**  
**for**  
**Post-primary Principals**  
**(2015/16)**

**Post-primary Inspection Model**

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## General information

In order to promote improvement in the interests of all pupils, the purpose of a post-primary inspection is to:

- evaluate the quality of the provision and the outcomes for the pupils;
- evaluate the school's leadership and management and its capacity to effect and sustain improvement in its provision and standards; and
- inform the school's planning for improvement.

The post-primary model of inspection is subject to continuous evaluation and review. The underlying operational principles include:

- the centrality of the school development plan (SDP), in terms of planning, development and self-evaluation leading to improvement;
- the importance of the pre-inspection preparation day visit by the reporting inspector (RI);
- an opportunity for the school to provide its own evaluation of achievements and standards and the quality of learning and teaching;
- a class pursuit on day 1 of the inspection;
- an enhanced pupils' voice through pastoral care discussions, with a sample of the pupils and the opportunity for them to complete a confidential questionnaire;
- meeting the governors; and
- greater engagement with the school through the offer of joint lesson observations and the role of the representative.

The size and composition of the inspection team will vary according to the size and context of the school. There will be a reporting inspector, deputy reporting inspector (DRI) and core team. The core team will comprise specialist inspectors who will look at whole-school areas such as care and support, curriculum and careers education, information, advice and guidance (CEIAG). An associate assessor (AA) is deployed on almost all inspections. On most inspections, English and literacy and mathematics and numeracy are inspected. The inspection will also include the inspection of one or more specialist subjects.

The roles and responsibilities on a typical post-primary team include:

Team members	Responsibilities
Reporting inspector	<ul style="list-style-type: none"><li>• plans and manages the inspection</li><li>• briefs the school, including the teaching and non-</li></ul>

	<p>teaching staff</p> <ul style="list-style-type: none"> <li>• maintains regular communication with the school, including clarification of any queries</li> <li>• deploys the inspection team</li> <li>• leads the evaluation of leadership and management and achievements and standards</li> <li>• leads on the evaluation of the arrangements for safeguarding</li> <li>• chairs all team meetings</li> <li>• deals with any issues or matters arising</li> </ul>
Deputy reporting inspector	<ul style="list-style-type: none"> <li>• assists with all aspects of the inspection</li> <li>• assists with the evaluation of leadership and management and achievements and standards</li> <li>• leads on the evaluation of the quality of provision</li> </ul>
Core team member	<ul style="list-style-type: none"> <li>• leads on evaluation of care and support</li> </ul>
Core team member	<ul style="list-style-type: none"> <li>• leads on the evaluation of the curriculum and careers education, information, advice and guidance</li> </ul>
Mathematics specialist	<ul style="list-style-type: none"> <li>• leads on the evaluation of mathematics and numeracy</li> </ul>
English specialist	<ul style="list-style-type: none"> <li>• leads on the evaluation of English and literacy</li> </ul>
Other subject specialist(s)	<ul style="list-style-type: none"> <li>• evaluates specialist subject(s)</li> </ul>
Associate assessor(s)	<ul style="list-style-type: none"> <li>• contributes to the evaluation of areas within their professional expertise</li> </ul>
Representative (voluntary)	<ul style="list-style-type: none"> <li>• a senior leader from the school</li> <li>• manages the inspection process from within the school; attends the appropriate full inspection team meetings, including the moderation meeting.</li> </ul>

The Education and Training Inspectorate (ETI) inspection team evaluates using the key questions and quality indicators which are available in the ETI publication Together Towards Improvement (TTI)<sup>1</sup>:

- How effective are **leadership and management** in raising achievement and supporting learners?
- How effective are **planning, teaching, learning and assessment** in raising achievement and supporting learners?
- How well do the **learning experiences, programmes, and activities** meet the needs of the learners and the wider community?
- How well are learners **cared for, guided and supported**?
- How well do learners **develop and achieve**?

<sup>1</sup> <http://www.etini.gov.uk/together-towards-improvement/together-towards-improvement-post-primary.htm>

Further information and guidance on inspection can be found in the Inspection Handbook, which provides some clarification around the performance levels and the conclusions for overall effectiveness used by inspectors across the quality indicators in TTI.

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

### **Achievements and standards**

We evaluate the:

- pupils' motivation, enthusiasm and attitude to learning;
- standards attained by the pupils in literacy, numeracy and ICT;
- standards attained by the pupils in public examinations;
- quality of the pupils' work;
- extent to which the pupils make good progress in line with their prior attainment and achieve to their full potential; and
- pupils' wider skills and capabilities (for example, the ability to research and manage information, solve problems, think flexibly and critically, work effectively with others, demonstrate initiative and self-management etc).

### **Quality of provision**

We evaluate the:

- effectiveness of planning for learning, including for those pupils who require additional support;
- quality and effectiveness of the learning, teaching and assessment;
- extent to which the curriculum offer is broad and balanced and meets the needs, aspirations and career goals of the pupils;
- extent to which the pupils receive high quality, impartial careers education, information, advice and guidance, are well-informed about progression pathways and make sound subject and careers-related choices;
- breadth and balance of the pupils' learning experiences; and

- effectiveness and impact of the arrangements for the pastoral care and safeguarding of the pupils.

## **Leadership and management**

We evaluate the:

- effectiveness of leadership at all levels;
- capacity of the school as a whole for self-evaluation leading to improvement;
- extent to which the priorities in the SDP are appropriate and are being realised to good effect;
- extent to which the curriculum is comprehensive, pupil-centred and meets their interests, needs and progression aspirations;
- effectiveness of actions to promote improvement; and
- extent to which the governors are well-informed, supportive and challenging.

## **What happens before the inspection?**

Following notification of the inspection, the RI will contact the principal by telephone as soon as possible to discuss the following:

- the composition of the inspection team (including the AA), the date for the pre-inspection visit and confirmation of the dates of the inspection and the arrangements for reporting to the school;
- the subject areas to be included in the inspection;
- the availability of the Inspection Guidance for Post-primary Principals booklet on the ETI website;
- the option for the school to nominate a representative for the inspection and the associated guidance<sup>2</sup> for this role which is on the ETI website;
- the availability of a base room from which the inspection team can operate;
- the distribution, without delay, of the teacher, support staff and parental/guardian letters regarding online questionnaires and the arrangements for the pupil questionnaires (if appropriate);

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<sup>2</sup> <http://www.etini.gov.uk/the-role-of-the-representative.pdf>

- the completion of the ETI safeguarding proforma which should be signed by the chairperson of the board of governors and the principal, and given to the RI on or before day 1 of the inspection;
- the availability of the relevant guidance materials and leaflets on the ETI website;
- the availability of The Inspection Guidance for Governors<sup>3</sup> booklet including the necessity to complete the ETI pre-inspection questionnaire for governors using the Quality Indicators for use in the Self-evaluation of Governance 2013 available on the ETI website;
- the role of the school, supported by C2k, in preparing the relevant statistical information on the secondary school information disc (SSID) and the completion of the statistical data table<sup>4</sup>;
- the decision about whether to include religious education (RE) classes during the class pursuit, and associated action;
- the completion of the inspection overview document<sup>5</sup>, including a written evaluation of the quality of learning and teaching in the school; and
- the confirmation of the other documentation to be prepared/available for the pre-inspection visit.

**Please make the RI aware of any issue or event which you think may affect the school or any of the staff before, or at any time during, the inspection.**

### The pre-inspection visit

The formal pre-inspection visit will be undertaken by the RI and includes:

- a meeting with the principal to provide information on the inspection process, to discuss the priorities in the school development plan (SDP) and to enable the RI to become familiar with the school's context;
- a discussion with the principal about the arrangements for the class pursuits on day 1 of the inspection, including the option of joint lesson observations<sup>6</sup>;
- the option for the school to nominate a representative for the inspection;

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<sup>3</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-documents-required-for-inspection/governance-guidance-for-governors-2014.pdf>

<sup>4</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-post-primary/statistical-data-tables-charts-and-the-schools-evaluation-of-performance-in-public-examinations.htm>

<sup>5</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-post-primary/inspection-overview-document-2.htm>

<sup>6</sup> <http://www.etini.gov.uk/joint-lesson-observations-guidance.pdf>

- finalising arrangements for the principal's short input on the morning of day 1;
- agreement of time and attending governors for the inspection team's meeting with representatives of the governors on day 2;
- agreeing a time for the report back meeting on the last day of the inspection (normally the Friday) and those who will be in attendance;
- outlining the arrangements for the completion of the pupil questionnaire (where appropriate);
- meeting with a group of pupils to explain the inspection process and ascertain their views about the school;
- holding discussions with key members of the senior leadership team about their roles and responsibilities in the school's improvement process;
- if possible, meeting with the heads of subject departments to be inspected, preferably together;
- meeting with the chair of governors (or his/her representative), if available;
- finalising arrangements for a suitable base room for the ETI team and access to the school's documentation supporting the SDP;
- briefing the staff at the end of the school day, and giving them an opportunity to ask questions;
- reading the relevant documents, including the SDP; and
- collecting the completed and verified key inspection documentation:
  - inspection overview document<sup>7</sup>
  - achievements and standards proforma<sup>8</sup> (statistical information)
  - governance self-evaluation proforma
  - safeguarding proforma
  - the representative's statement of commitment and understanding proforma (if relevant).

## Preparation of the inspection overview document

The ETI evaluates and reports on:

- 1. Achievements and standards**
- 2. The quality of the provision for learning**

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<sup>7</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-post-primary/inspection-overview-document-2.htm>

<sup>8</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-post-primary/statistical-data-tables-charts-and-the-schools-evaluation-of-performance-in-public-examinations.htm>



### 3. Leadership and management

You are asked to prepare an inspection overview document (a suggested template is provided) which will enable you to demonstrate your actions to effect improvement and help to inform and guide the inspection.

Using the SDP, please provide a concise, up-to-date summary evaluation of the school's priorities (as identified from previous developments), actions being taken currently and the evidence available under the three headings above.

**You should include an evidence-based evaluation of the quality of learning and teaching and assessment in the school (in the quality of provision section). The ETI will compare this with the collated evidence from the class visits during the inspection.**

The overview document should outline concisely what the school's priorities are, how you arrived at these, and how the school knows if progress is being made. The overview should also direct the RI, DRI and team members to the other relevant documents that need to be considered in the inspection.

In order for the RI to brief effectively the inspection team with sufficient detail, it is vital that the (inspection overview document) is completed by the end of the pre-inspection visit.

#### The preparation and use of data

In the inspection notification letter, the school is asked to complete the statistical table document, agree and sign off the data (including the three-year bar chart) and send to the RI via Inspection Services Branch (ISB). C2k will engage with the school to assist them with this process.

The normal procedure is for the SSID files to be uploaded by C2k on the Friday of the week before the inspection to the C2k Exchange where the ETI can access them. The school does not need to send the SSID to the RI.

It is the responsibility of the senior leaders in the school to ensure that the data is accurate and complies with the various agreed rules, for example around pupils exempted from inclusion in the data and the removal of pupils who have repeated GCSE examinations such as English and mathematics. The ETI recommends that schools, on a regular basis as part of their self-evaluation process, access and use for benchmarking purposes the data that is kept in SIMS and from which the SSID is compiled.

If the SSID is ready at the time of the pre-inspection visit, the RI will endeavour to check whether it is accurate and contains the necessary data. During the inspection, it is not unusual for discrepancies in data to arise. In these instances, when the RI and the school have agreed the source of, or reason for, any discrepancies in the data it is up to the school to make the relevant changes to the SSID files and email a

final version to the RI for inclusion in data tables and associated bar charts in the published report.

The school should neither need to go back to C2k to amend the data nor give inspectors access to restricted files or private areas on their system.

The ETI reporting of data is consistent across the schools inspected and the outworking of this can be seen by accessing the most recently published post-primary reports on our website.

### Questionnaires used as part of the post-primary inspection

The ETI provides an opportunity for parents and teaching and support staff to complete a confidential online questionnaire prior to the inspection. You will receive a copy of the letters for distribution to parents and staff which contain the relevant detail to enable them to register and complete the online questionnaire specific to your school.

From September 2015, the ETI will be piloting in some schools a pupil questionnaire. If your school is to be involved in the pilot, the RI will discuss with you the arrangements for the completion of this questionnaire.

The RI will report the outcomes of the questionnaire returns to the principal and to the representatives of the governors; the RI will discuss any matters that arise in the returns. Sample parental<sup>9</sup>, teaching<sup>10</sup> and support staff<sup>11</sup> questionnaires can be accessed on the ETI website.

If you have any queries about the distribution of parental, staff or pupil questionnaires please contact ISB.

### The post-primary Inspection

The post-primary inspection model is five days:

#### **Day 1 (Monday):**

<b>Day 1</b>	<b>Activity</b>
8.30 - 8.45 am	Team arrival; introductions.
Period 1	Short 'meet and greet' by principal (maximum 15 minutes). Short team briefing, chaired by RI.
Period 1 (onwards)	Class pursuit lesson observations involving most team members. The principal or other senior manager will be provided with the opportunity to undertake some joint lesson

<sup>9</sup> <http://www.etini.gov.uk/sample-parents-questionnaire-2015.pdf>

<sup>10</sup> <http://www.etini.gov.uk/education-and-training-inspectorate-teaching-and-support-staff-questionnaire.pdf>

<sup>11</sup> <http://www.etini.gov.uk/education-and-training-inspectorate-teaching-and-support-staff-questionnaire.pdf>

	<p>observations with a member of the inspection team.</p> <p>RI commences meetings with principal and other senior managers and the scrutiny of documentation.</p> <p>Lead inspector for care &amp; support selects pupils for inclusion in pupil interviews on day 2.</p>
Last period	Team members complete/finalise learning insight profiles (including evidence on the quality of learning, teaching and assessment, pupils' literacy and numeracy skills, pastoral care, support for pupils, including those with special educational needs (SEN) and the use of information and communication technology (ICT) to enhance learning).
After school	Team meeting, attended by representative.

### **Day 2 (Tuesday):**

<b>Day 2</b>	<b>Activity</b>
Morning	Pupil discussions take place.
Morning/afternoon	<p>Inspection activities continue, including lesson visits and discussions/meetings with key staff.</p> <p>Team meeting during last period, attended by the representative.</p>
After school	<p>RI and DRI (or AA) meet with representatives of the board of governors.</p> <p>Meetings are held between specialist inspectors and heads of department, co-ordinators, middle managers and staff with whole-school responsibilities.</p>

### **Day 3 (Wednesday):**

<b>Day 3</b>	<b>Activity</b>
Morning	<p>Inspection activities continue, including lesson visits and discussions with key staff.</p> <p>All lesson visits and discussions with staff are concluded by lunchtime.</p>
Afternoon	The RI, along with a team member, will meet with the principal and senior leadership team.

	<p>The DRI works with the other inspection team members to collate whole-school inspection findings around care and support, curriculum, literacy, numeracy and ICT.</p> <p>Professional dialogue takes place between specialist inspectors and representatives of the departments which have been inspected; this is completed during the last period of the school day of just after school has finished.</p>
After school	Team meeting, chaired by the RI and attended by the representative.

#### **Day 4 (Thursday):**

Day 4	Activity
9.30 am	Team arrival
	<p>Moderation meeting</p> <p>Team meeting chaired by the RI, attended in full or part by the representative, to collate and discuss the findings from the inspection and to moderate and agree performance levels for the core areas of the inspection and the overall effectiveness conclusion for the school.</p> <p>A managing inspector (for example post-primary or quality assurance) will attend a significant number of moderation meetings, as part of the ETI quality assurance process.</p>

#### **Day 5 (Friday):**

Day 5	Activity
Time agreed with principal, governors and RI	<p>RI and DRI report orally the key findings of the inspection to the principal, senior leaders, chair/representative of the governors, representative of the employing authority and other relevant stakeholders at the discretion of the school.</p> <p>The purpose of the oral report is to afford the principal and chairperson the opportunity to seek clarification, as necessary, about the main inspection findings. The representative will have attended the team and moderation meetings and should already be very clear about the evidence used to make the evaluations.</p> <p>It should be noted that: performance levels and the overall effectiveness conclusion shared during the moderation</p>

meeting with the school's inspection representative are confidential and should not be shared with anyone else between the moderation meeting and the oral report, as they are subject to moderation.

The performance levels and overall effectiveness conclusion fed back at the oral report back are provisional, and subject to adjustment as part of the ETI's moderation and quality assurance process. They are not final until the report is published.

The RI will mediate any changes to performance levels or overall effectiveness conclusion, as a result of any additional moderation and quality assurance, to the principal. The final inspection report will contain only a summary of the key evaluations and findings rather than the finer detail shared and discussed during the moderation meetings and final oral report.

At the oral report, the provisional conclusion to be used in the full written report will be shared with the school. The wording of the conclusion will indicate clearly to the school:

- the capacity of the school for sustained improvement;
- the level of follow-up activity; and
- the urgency of any actions for improvement.

Following the report back, the school should begin work on any area(s) for improvement identified. Further detail on any post-inspection activity can be found in the ETI document *What Happens After an Inspection?*<sup>12</sup>

A summary of the key performance levels, the overall conclusion and any areas for improvement will be left with the school. (This document should be regarded as confidential to the staff and board of governors until the final report is published.)

Should a circumstance arise where it is not possible to report the key findings at this time, the oral report back may be rescheduled after consultation with the managing inspector/assistant chief inspector with responsibility for post-primary inspections.

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<sup>12</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-about-inspection/what-happens-after-an-inspection-schools-and-special-education-2.htm>

## Post inspection:

Post-inspection	Activity
Inspection report	<p>Approximately four weeks after the inspection, you will receive a final, quality-assured copy of the inspection report for the purposes of a pre-publication factual accuracy check.</p> <p>This is the final opportunity to draw any <b>factual inaccuracies</b> to the attention of the RI. This procedure is intended to avoid any factual information being reported inaccurately within the published report. You are <b>not</b> being asked to comment on the evaluations or findings within the report. In the interests of publishing the report as quickly as possible, the school should ensure that all factual inaccuracies are identified and reported at this stage, as this is the one and only opportunity to do so.</p> <p>The final inspection report is published six weeks after the inspection.</p>

## Inspection of care and support

It will be the responsibility of one of the members of the core team to take the lead in the inspection of care and support. It is important to note, however, that all members of the inspection team contribute significantly to the evidence base for the evaluation of care and support throughout the school.

The inspection of care and support will include the following aspects.

1. Prior to the inspection, the principal/chair of governors will be asked to complete and sign the safeguarding proforma<sup>13</sup>; the RI will discuss the proforma with the principal and designated teacher, normally on the first day of the inspection. This will also include the opportunity for the school to demonstrate through case studies how it has dealt with issues related to bullying and safeguarding.
2. Prior to the inspection, parents of the school will be given the opportunity to complete an online questionnaire. A summary of the responses to the parental questionnaire, including any written comments, will be reported orally to the principal and representatives from the governors by the RI during the inspection.
3. If the pupils of the school have been asked to complete a confidential online questionnaire, as part of a pilot during 2015/16, the RI will also report a summary of the responses to the pupil questionnaires.

<sup>13</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-documents-required-for-inspection/safeguarding-proforma.htm>

4. On day 1, the inspection team will undertake a class pursuit for most of the day. The evidence from the class pursuit lesson observations contributes significantly to the evaluation of care and support in the school. Inspectors will scrutinise personal education plans/individual education plans (IEPs) and observe their outworking in all of the lessons visited. On day 1, the pupils to be included in the pastoral meetings with inspectors will also be selected; the principal will be asked to make the necessary arrangements to facilitate these meetings.
5. On the morning of day 2, pastoral meetings will take place with groups of pupils. The groups will be comprised of pupils from years 8 & 9, year 10, years 11 & 12 and years 13 & 14. Typically these meetings with pupils last for around 30 minutes.
6. The lead inspector will meet with the key staff with responsibility for pastoral care and co-ordination of SEN, normally after school on day 2. This meeting will focus on the outworking of the arrangements for the care and support of the pupils, including the processes for monitoring and reviewing the effectiveness and impact of self-evaluation. It may be necessary to have more than one meeting.
7. A few of the year heads will be invited to attend a meeting of middle leaders from across the school, chaired by the DRI. The focus for discussion is the current developments and priorities for improvement in their area of responsibility, progressed through effective self-evaluation. This normally takes place on the afternoon of day 2 or the morning of day 3.
8. Where possible, a small sample of personal development and withdrawal classes will be visited by a team member.
9. On the morning of day 3, the lead inspector for care and support will meet with some of the school's support staff, for example, classroom assistants, school nurse and counsellor.
10. A member of the inspection team may visit an assembly or registration class, by agreement.
11. Scrutiny of key care and support documentation: self-evaluation documentation (to include pupil and parent voice); pastoral and SEN action plans; IEPs; attendance data; data on detentions, suspensions or expulsions; recorded incidences of bullying (and follow through); documentation about pupils in alternative education provision and about looked after children; care and support policies; planning for the pupils' personal development; student planners; and information on wider achievements.

### **Role of the representative on post-primary inspections**

The ETI believes that a stronger partnership approach to inspection, namely working with those we inspect in a more collaborative and transparent manner, helps

organisations recognise and understand the improvements that need to be made in the interest of the learners.

The ETI sees greater participation by the principal or a senior leader of the school (the representative) in almost all aspects of the inspection as a way of helping schools understand more fully the inspection process and the evaluation outcomes.

To build further on the principles of collaboration and transparency, shortly after notification of inspection the RI will request that the school identify a senior member of staff to represent it before, during and after the inspection. The representative will manage the inspection process within the school and will normally be the principal, a vice-principal or a member of the senior leadership team. This role is offered on a voluntary basis and a school may decide not to nominate a representative; furthermore, a representative is free to choose to attend only parts of meetings, as they see fit.

As the inspection proceeds, the RI and the inspection team will keep the representative fully informed of the emerging findings along with the underpinning evidence used to support the inspection team's evaluations. The inspection team will ensure that the representative is aware of any issues that are emerging, with a particular emphasis on any areas of the organisation's provision or work which have been identified as having important or significant areas for improvement. The representative will be invited to attend inspection team meetings and the moderation meeting. The representative will not contribute to the final discussions and decisions on specific performance levels or overall conclusion, but will be able to direct the inspection team to documentation and/or individuals where additional evidence may be obtained.

In order to be able to undertake fully and effectively the role, the representative should be:

- in a senior management position within the school, with full and immediate access to the principal;
- a positive advocate for the school throughout the inspection process;
- knowledgeable about the school's curriculum, operational arrangements and quality systems, in particular the development planning, self-evaluation and quality improvement planning processes;
- trusted by, and have good relations with, the staff at all levels;
- confident enough to engage constructively with the inspection team to help them reach accurate evaluations, whether or not they are favourable;
- able to take actions or make decisions as necessary to ensure the smooth running of the inspection; and
- a key member of staff to be involved in improvement planning after the inspection.

Further detail on the role of the representative is available on the ETI website<sup>14</sup>.

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<sup>14</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-about-inspection/the-role-of-the-representative.htm>



## Inspection of subject areas

Virtually all inspections include a specialist subject focus on English and literacy and mathematics and numeracy. During 2015/16, the inspection of at least one other specialist subject will normally also be included as part of the inspection evidence base.

The RI will inform the school which subjects are to be included in the inspection shortly after the school receives its inspection notification letter. Normally, only one other specialist subject will be inspected as well as English and mathematics.

The inspection of specialist subjects will involve:

Stage	Inspection activity
<b>Pre-inspection</b>	<p>Specialist inspectors access teacher timetables to plan observation visits.</p> <p>Inspectors also access the SSID data to analyse trends in the pupils' achievements in public examinations in the specialist subjects and to benchmark these against similar schools in Northern Ireland.</p> <p>Teachers and middle and senior leaders have the opportunity to attend a whole-staff briefing delivered by the RI in advance of the inspection. There is the opportunity for heads of department (HoDs)/subject co-ordinators, teachers and other staff to ask questions or seek clarification about any aspect of the inspection process.</p>
<b>Day 1</b>	<p>The specialist inspectors will usually make contact with the HoDs/subject co-ordinators of the subjects being inspected at some stage during day 1.</p> <p>Class pursuit by most of the inspection team.</p> <p>Class observation visits will take place across almost all subjects.</p> <p>The outcomes from the class pursuits are discussed at the end of day 1 in a team meeting chaired by the RI and attended by the representative (if appropriate).</p>
<b>Day 2</b>	<p>The specialist inspectors will commence the inspection of the individual subjects or whole-school areas (for example ICT).</p> <p>The specialist inspectors will:</p> <ul style="list-style-type: none"> <li>• undertake lesson observations across the key</li> </ul>

	<p>stages;</p> <ul style="list-style-type: none"> <li>• scrutinise departmental documentation including departmental development or action plans, self-evaluation documentation, departmental reviews including examination data analysis, schemes of work, any folders/materials stored in the virtual learning environment, cross-curricular planning documents, assessment and marking policies, minutes of meetings, assessment data and subject-specific personal/individual education plans;</li> <li>• meet with the HoD/subject co-ordinator, probably at the end of the school day; and</li> <li>• hold discussions with pupils and scrutinise samples of their work</li> </ul> <p>On some inspections, particularly in larger schools or departments, the specialist inspector will be accompanied by another inspector or an AA.</p>
<b>Day 3</b>	<p>Until lunchtime, the specialist inspectors will continue to gather subject-specific evidence and follow up on any lines of enquiry from day 2. They will continue to observe lessons, scrutinise documentation and talk to key staff.</p> <p>During the Wednesday morning, the specialist inspectors will try to meet briefly with the Principal for a short discussion around the emerging findings.</p> <p>During the last period of just after school, the specialist inspector will hold a professional dialogue with the HoD/subject co-ordinator along with a member of the senior leadership team to provide brief feedback on the strengths and areas for improvement for the subject area. On occasion, the RI or DRI may also attend this professional dialogue. The specialist inspector will report an overall performance level for the subject area inspected.</p> <p>No further subject-related inspection activity takes place after this.</p>
<b>Day 4</b>	<p>Inspection team moderation meeting, chaired by the RI and attended by the representative.</p> <p>The subject specialist inspectors will discuss and moderate their evaluations with the rest of the inspection team.</p>
<b>Post-inspection</b>	<p>In the sections on achievements and standards and quality of provision, the published report will contain concise, high-level summary evaluations about the subjects inspected. Where the work of a subject area is evaluated to have</p>

	important or significant areas for improvement, this will be reported on in the main areas for improvement for the school.
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## Meeting with the governors

The meeting with the governors is an opportunity for the RI to seek the views of the governors and begin to evaluate the effectiveness of the governance of the school. The meeting normally takes place towards the end of day 2 of the inspection. The RI will be accompanied by another team member.

Following a brief introduction, the RI will:

- explain the purpose of the meeting, namely to take account of the views of the governors on the life, work and performance of the school, including their evaluation of the effectiveness of the governance of the school;
- explain and answer questions on the nature of the inspection and the report;
- seek governors' views about their different roles in the governance of school;
- report back to governors the summary of the various questionnaire returns; and
- discuss the content of the pre-inspection questionnaire<sup>15</sup> where it has been completed by the governors.

**The RI will seek governors' views on their role in the following areas:**

### 1. Pupil progress

This will include discussion around:

- the information received by governors about the progress made by the pupils;
- statistical trends over recent years, benchmarking and how the school's performance compares with other schools;
- the progress and performance of pupils on free school meals and those with special educational needs;
- the performance of individual subjects/departments;
- the school ethos and the role of pastoral care in raising standards; and
- the promotion of high expectations, positive attitudes towards, and value of, learning.

### 2. Main challenges facing the school

This will include discussion around:

<sup>15</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-documents-required-for-inspection/school-governance.htm>

- the school development planning process, consultation and identification of priorities;
- challenging underperformance, supporting improvement;
- the provision of a relevant curriculum to meets the needs and aspirations of the pupils, as well as levels of collaboration across the area learning community (ALC); and
- support for pupils with free school meal entitlement and those with additional learning needs.

### **3. Improving quality of provision/maintaining and raising standards**

This will include discussion around:

- the level of engagement with principal, senior leaders, staff and pupils;
- their role in challenging and being accountable;
- their involvement in promoting high-quality learning, teaching and assessment;
- ensuring sound financial planning; and
- the effective and efficient use of resources to meet the needs of the pupils.

## **Curriculum and careers**

It will be the responsibility of one of the members of the core team to take the lead in the inspection of the curriculum and CEIAG.

The inspection of curriculum and CEIAG will include the following aspects.

1. Prior to, or at the start of the inspection, the lead inspector will access and evaluate the school's most recent Entitlement Framework audit.
2. The lead inspector will meet with the member of the SLT with responsibility for curriculum planning to:
  - discuss and evaluate the school's approach to curriculum planning and the review/self-evaluation of the relevance and flexibility of the curriculum to meet the needs, interests and career goals of the pupils;
  - ascertain recent changes to the curriculum offer (including enhancement and extra-curricular) and the associated rationale for changes;
  - discuss the linkages between curriculum planning and CEIAG;
  - determine the rationale for, and effectiveness of, any level 2 provision delivered post-16;
  - discuss proposed future changes to the curriculum, and how these are aligned with the priorities in the school development plan;
  - ascertain how the curriculum planning and monitoring processes take place and how effective they are;
  - assess the alignment of the curriculum to government's priority skills areas and local and regional labour market information;
  - etc.

3. Evaluation of the quality and impact of the curriculum, staffing, resources, accommodation, and leadership and management in careers. This will involve:
  - observation of a sample of careers lessons;
  - discussion with the teacher in charge/head of careers;
  - evaluation of the extent and impact of the pupils' workplace knowledge and experiences;
  - discussions around the continuing professional development opportunities for staff involved in careers;
  - discussion around the self-evaluation and development planning processes for CEIAG;
  - input to the evidence base by the ETI subject specialist inspectors;
  - discussions with some pupil groups, particularly at KS 4 and post-16;
  - etc.
  
4. The lead inspector will meet with the member of staff with responsibility for ALC collaboration.
  
5. Scrutiny of a range of documentation, including:
  - self-evaluation and action-planning documentation
  - option/subject choice documents at year 8 entry, KS 4 and post-16 and any criteria for progression from year 13 to year 14;
  - data about year 13 to year 14 progression, destinations of leavers at the end of KS 4, end of year 13 and end of year 14;
  - achievement and progression data for post-16 pupils following largely level 2 programmes of study at post-16;
  - evaluation of the extent and impact of the pupils' workplace knowledge and experiences;
  - pupils' workplace experiences at KS 4 and post-16;
  - schemes of work;
  - the numbers of pupils, over the past three years, accessing courses through other ALC providers and the number of pupils from other providers accessing courses in the school, including subjects and at what level;
  - SSID achievement data;
  - etc.

### Guidance on the ETI's meetings with middle managers/leaders<sup>16</sup>

During the inspection, the work of a range of middle managers/leaders will be evaluated. As well as individual meetings between specialist inspectors and middle and senior leaders, the DRI will convene a meeting between a small number of inspectors and a representative group of middle leaders. This group will include some heads of department, co-ordinators and teachers who lead in aspects of the provision such as curriculum and the Entitlement Framework, care and support (year heads) and SEN.

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<sup>16</sup> By middle managers/leaders we mean responsible post-holders such as heads of department, subject leaders, co-ordinators, heads of year etc

It is important to note that these are discussions with the leaders of these areas and are not 'interviews'. Inspectors are keen to hear what they do to support pupils and to help them achieve.

The focus for discussion includes/comprises the current developments and priorities for improvement in their area of responsibility, progressed through effective self-evaluation, particularly the strengths and areas for improvement in the provision and the achievements and standards of the pupils.

There is no need for any additional documentation to be produced for this meeting. The inspectors are interested in being talked through the key current documents i.e. current priorities, how they became priorities and, using first-hand evidence, what evidence there is of progress being made.

The following lines of discussion will be used by inspectors:

## **1. The role of middle leaders in monitoring and evaluating the quality of learning and teaching**

### Sharing good practice

- Are learning and teaching regularly/always discussed at meetings?
- Do teachers have a shared understanding of pedagogy?
- Is the document being discussed a working document? How is it reviewed? Is it truly 'owned' by members of the department – how is that promoted?
- Is there a collective depository of good practice?

### Classroom observations

- Do middle/senior leaders observe learning and teaching, other than through PRSD?
- Are there opportunities for peer observation? How effective are they?

### Other strategies for monitoring and evaluation

- Do middle/senior leaders use (for example) book scoops/book looks? What has been learnt and what actions are taken?
- Are pupils' or parents' views sought and acted on in any evaluation? If so, what was learnt from this?

## **2. Self-evaluation and action-planning processes**

### **How do middle managers/leaders evaluate the work of colleagues/departments and how does that inform future planning?**

- Do all departments/subjects areas have action plans?
- How are the priorities decided upon? How well are they aligned to the priorities in the SDP?
- How are baseline positions identified?

- How does the self-evaluation process work? How is the impact of actions monitored and evaluated by middle managers/leaders, and by senior leaders?
- Have the prompts from Together Towards Improvement, ESaGS, Count, Read; Succeed, or any other relevant documents (for example the ETI learning insight profile) been used at department meetings and to what effect?

### **3. The use of data to aid monitoring and evaluation of standards and progression in learning, and to inform future planning**

- How is the pupils' progress assessed, tracked and monitored?
- How is the pupils' performance in public examinations analysed?
- Is performance benchmarked against similar schools? If so, what does this show?
- Are all members of each department aware of the department's benchmarked performance?
- Is class by class performance data shared openly?
- Does the school use standardised test results to monitor progress across the school/year groups, or simply to identify those who may require additional support? How well is the data used?
- How is underperformance identified and addressed at the different levels in the school?

### **4. The quality and effectiveness of the level of accountability between you, senior leaders and governors?**

#### Accountability

- For whom are evaluative reports produced and what happens next? What evaluative feedback is provided by senior leaders?
- Are there meetings with the principal at which the work of the department is held to account? To what extent do they lead to improvement?
- Does the SLT/principal receive a copy of the agenda and minutes of departmental meetings? Do they access pupils' assessment data in SIMS, and what do they do with this information? What feedback is provided?
- To what extent do middle leaders have contact with, and receive feedback from, the governors?

### **5. General**

- What provision is there for pupils who need additional support with learning?
- What do you do to help parents support their child's learning?
- Do you have any links with primary schools? Transition arrangements?

Inspectors will also follow up with middle leaders areas of interest or concern which are emerging as inspection findings.

## Key information that should be provided by the school - summary

The following information should be provided by the school:

- Inspection overview document; (at the time of the pre-inspection visit)
- safeguarding proforma (signed);
- SDP (at the time of the pre-inspection visit);
- day 1 pupil pursuit structure;
- statistical data tables;
- governance self-evaluation proforma;
- staff timetables, hard copies as well as in the SSID;
- class lists;
- school map
- structure of school day;
- assessment records;
- school organisation structure and staff responsibilities;
- evidence from the self-evaluation process;
- minutes of senior leadership team meetings;
- minutes of the board of governors meetings;
- departmental developmental and action plans, including schemes of work;
- whole-school policies for literacy, numeracy, SEN, ICT and learning and teaching;
- SEN register and details of the arrangements for SEN;
- safeguarding/child protection and pastoral care policies;
- returns from any pupil voice questionnaires or their involvement in the decision-making process; and
- samples of work, as requested by subject specialists.

It should be noted that it may not be necessary for the inspection team to read all of the information provided.

Teachers should make available to inspectors visiting classes:

- planning file (normal planning notes: for example, short-term, medium-term and longer-term planners);
- current IEPs (personal education plans);
- class assessment and tracking data; and
- samples of pupils' work across the ability range.

## Partial/incomplete inspections

In some instances, for example, inclement weather or unique circumstances, the ETI may not be able to complete all aspects of an inspection. These are dealt with by the ETI on a school by school basis, and it is important for the principal and the RI to stay in contact throughout the inspection process.



The underlying protocols adhered to by the ETI in these situations are:

- the ETI will endeavour to complete as much of the inspection as possible;
- the principal (or chair of the board of governors if the principal is unable to be involved) should liaise with the RI, including the provision of information around the extent of any issues;
- the ETI will require access to:
  - the SDP and all related school documentation including departmental planning and action plans, whole-school policies for literacy, numeracy, ICT, safeguarding etc;
  - groups of pupils for the pastoral care and safeguarding discussions; and
  - the pupils' written work;
- the ETI will publish a letter outlining the progress made on the inspection and any associated evaluations, including the adequacy of the school's arrangements for safeguarding; and
- the inspection will be completed, with little or no further notification to the school, as soon as possible after the issue has been resolved.

Further detail around the arrangements specific to individual schools will be provided through the RI.

## Frequently asked questions (FAQs)

### **Does the principal always take on the role of the representative?**

Mostly but not always - if not the principal, the representative should be in a senior leadership position with full and immediate access to the principal. The representative should be able to take actions or make decisions as necessary and be a key member of staff involved in improvement planning after the inspection.

Taking on the role of representative can be a good developmental opportunity for a member of the senior leadership team. Further details about the role of the representative and who is best suited to fulfil it can be found in the ETI document *The Role of the Representative in the Inspection Process*<sup>17</sup> on the ETI website.

The organisation may prefer not to nominate a representative. In this circumstance, the RI will continue to promote the ETI's core principles of openness and transparency and maintain good working relationships with the senior management and staff.

### **What do I do if a problem arises?**

It is important that any concerns or issues are dealt with promptly and sensitively. In most circumstances an issue can be resolved at an informal level. In the first instance you should raise any issue with the RI as soon as possible. In the unlikely event that the concern is about the RI, then this should be raised with the DRI in the first instance. The RI/DRI, working with any member of the team as appropriate, will work to resolve the matter as soon as possible, preferably during, or immediately following the inspection.

If it has not been possible to resolve your concerns informally, you may decide to make a formal complaint. A copy of the ETI Complaints Procedure<sup>18</sup> will have been provided as part of the inspection documentation and can be accessed on the ETI website.

### **Will all teachers be visited during the inspection?**

It may not be possible for the inspection team to visit all teachers during an inspection. Much depends upon the size of the school and also the subjects being inspected. Class visits can take place up until the lunchtime of the third day of the inspection.

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<sup>17</sup> <http://www.etini.gov.uk/index/what-we-do/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-about-inspection/the-role-of-the-representative.htm>

<sup>18</sup> <http://www.etini.gov.uk/complaints-procedure.htm>

### **What feedback will teachers receive?**

All teachers will receive short feedback at the end of the lesson, or, if it is not convenient at this time (for example the inspector only stays for one lesson out of a double), at the earliest opportunity after the lesson. This will outline those aspects of the lesson which went well and also any areas for improvement that need to be considered. This feedback will typically be short as the inspectors are often following a class and want to be with that class for the commencement of their next lesson and also they do not want to hold up the lesson.

### **What feedback will the heads of department or co-ordinators expect to receive at the end of the inspection?**

Before the end of lunchtime on day 3 of the inspection, the HoD/subject co-ordinator along with a member of the senior leadership team will have a professional dialogue with the subject specialist inspector. The inspector will highlight the strengths and discuss any areas for improvement. Normally, the inspector will report an overall performance level for the subject.

### **Will inspectors visit provision delivered by other providers in the ALC, such as other schools or a further education college?**

Yes. It is important to inform staff from other providers who come into the school that they may be visited by an inspector. It is also important to inform pupils from other schools who attend your school that an inspection is taking place and that inspectors may visit classes.

### **How do I request the postponement of an inspection?**

Inspections are only postponed in the most exceptional circumstances. The chair of the board of governors can write to the chief inspector requesting the postponement of an inspection. The chief inspector will consider this request and provide a prompt written response to the chair.

### **If the principal of the school is absent during the inspection period, does the inspection still go ahead?**

Yes, in almost all circumstances the inspection will go ahead as planned.