

PRIMARY INSPECTION

GUIDANCE FOR PRINCIPALS

2015-16

GENERAL INFORMATION

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

1. Achievements and Standards;
2. Provision for Learning; and
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 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.

WHAT HAPPENS DURING THE INSPECTION?

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

ACHIEVEMENTS AND STANDARDS - we evaluate:

- the children's overall standards and attainments in literacy/bi-literacy (in Irish-medium settings) and/or numeracy, including those children with additional learning needs;
- the children's motivation and attitude to learning;
- 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/ Learning Support Centre/ Irish-Medium Unit.

PROVISION FOR LEARNING - we evaluate:

- the quality of the learning environment; including the quality of the immersion environment in Irish-medium settings;
- the quality of the working relationships and children's behaviour throughout the school;
- teachers' planning;
- whole-school planning and guidance as appropriate;
- how the work addresses the needs and abilities of all 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; and
- the provision for the children in the Nursery Unit/ Learning Support Centre/ Irish-Medium Unit.

LEADERSHIP AND MANAGEMENT – we evaluate:

- the effectiveness of the school's leadership and management at all levels, e.g. the impact of the work of the co-ordinators and governors;
- the effectiveness of the school development planning processes, specifically, the quality of self-evaluation leading to improvement in learning and teaching;
- if applicable, the leadership and management of the Nursery Unit/Learning Support Centre/Irish-Medium Unit;
- safeguarding procedures;
- links with parents and the community, including provision for Shared Education; and
- health and safety matters, where appropriate.

FOLLOWING NOTIFICATION OF THE INSPECTION

The Reporting Inspector (RI) will contact the principal by telephone as soon as possible to discuss the following:

- the composition of the inspection team, arrange the date for the pre-inspection visit and confirm the dates of the inspection and the report-back arrangements;
- confirmation of the decision by the school to nominate a representative and to forward the name of this individual to the RI as soon as possible. It is expected that the principal will have discussed the role of the representative with the Board of Governors and agreed the identity of the representative before confirming the details with the RI on the pre-inspection day;
- the availability, on the ETI website, of the booklet **The Role of the Representative During Inspection**, and the requirement that the representative completes and signs the Statement of Commitment and Understanding in **Appendix 1** of the booklet;
- 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;
- the completion of the **Pastoral Care and Safeguarding Proforma** which should be verified and signed by the Chairperson of the Board of Governors and the principal, and given to the RI on Day 1 on the inspection;
- the availability of the **'Guidance for Co-ordinators, Teachers and Support Staff'** booklet and the **'Information for Parents, Carers and Guardians'** leaflet on the ETI website;
- the availability of **'The Inspection Guidance for Governors'** 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'** available on the ETI website;
- the arrangements for the inspection of a Nursery Unit/Learning Support Unit/Irish-Medium Education Unit; and
- the documentation to be returned to Inspection Services Branch (ISB) and the documentation to be available for the pre-inspection visit. (**Appendix 1**)

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.

PRE-INSPECTION DAY

9:00am	RI arrives at the school and meets with the principal to discuss the administration of the inspection, including the role of the representative and the times and arrangements for meetings. The principal should outline the information and data which has been made available for RI.
10:00am – 12:00pm	RI reading time - RI reads the school documentation, e.g. school development plan (SDP), associated action plans, relevant whole school evaluations and qualitative and quantitative performance data.
12:00pm – 12:30pm	Lunch
12:30pm – 1:45pm	RI meeting with the principal to discuss leadership and management and agree context paragraph of the report (Appendix 2) and prepare initial draft of the performance data paragraph.
1:45pm – 3:00pm	RI plans inspection, including briefing (Appendix 3) for inspection team. The representative will receive a copy of the inspection briefing when available from the Reporting Inspector.
3:15pm – 4:00pm	RI briefing meeting with teachers.

The RI will maintain regular communication with the principal throughout the inspection.

The ETI aims to provide an effective service guided by its principles, values and standards. During an inspection, the school has the opportunity to provide all of the evidence necessary for the inspection team to make its evaluations. In line with best practice, the ETI seeks to resolve any issues that may arise, as soon as possible, at the point of inspection. All schools are encouraged to work in partnership with ETI during the inspection by raising any issues or concerns, should they arise, as quickly as possible with the RI so that they can work to resolve any matters.

The ETI Complaints Procedure cannot be used to contest the professional evaluations of inspectors because their findings are unwelcome, because change is promised by the school at some time in the future, or because changes are made after an inspection.

TWO-DAY PRIMARY INSPECTION

Day 1	ACTIVITY
8:45am-9:15am	The inspection team arrive at school and team are introduced to the principal. RI gives team briefing to inspectors (9:00am-9:15am)
9:15am -9:45am	RI and deputy reporting inspector (DRI) meet principal and chair/nominated member of the governors (Appendix 4) and share questionnaires' feedback with chair and principal.
	RI / DRI will attend any additional requested meetings with governors / teachers / parents.
	RI will select at random the Year 6/7 children for the discussion group, in consultation with the principal, in order to conduct the Pastoral Care and Safeguarding / Healthy Eating and Physical Activity / Shared Education discussion at some time during the inspection.
9:15am – 3:15pm	Inspectors engage in lesson observations and scrutiny of school's documentation.
3:15pm – 4:00pm	Meetings as arranged with key co-ordinators - Designated Teacher; Literacy/Numeracy with SENCO. Optional additional meetings with co-ordinators, time permitting – e.g. Assessment; ICT.
4:00pm – 4.30pm	RI to convene a team meeting, to which the representative is invited, to

	mediate emerging findings, clarify issues and identify the need for further evidence if required. Should circumstances arise where the representative cannot attend or wishes to withdraw from the meeting at any point, this can be accommodated by informing the RI who will make alternative arrangements to provide feedback on the emerging findings following the team meeting.
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Day 2	ACTIVITY
8:45am – 9:00am	Inspection team arrival and team briefing.
9:00am – 12 :30pm	Further lesson observations, scrutiny of documentation and children’s work.
12: 30pm - 1:00pm	Lunch
1:00pm – 2:00pm	Further scrutiny of documentation and children’s work as required.
2:00pm - 3:00pm Timing is flexible according to the progress of the inspection.	Moderation meeting: ETI team to agree performance levels for each of the core areas and overall effectiveness of the school. The representative is invited to join the moderation meeting but will not be directly involved in the discussions about performance levels, the overall effectiveness and the follow-up activity required. Should circumstances arise where the representative cannot attend or wishes to withdraw from the meeting at any point, this can be accommodated by informing the RI.
3:00pm – 4:15pm	Team prepare to report key findings.
4:15pm – 4.45pm	Oral report of key findings to leadership team, chair of governors and representative(s) of the employing authority.

FIVE-DAY PRIMARY INSPECTION

Day 1	ACTIVITY
8:45am-9:15am	The inspection team arrive at school and team are introduced to the principal. RI gives team briefing to inspectors (9:00am-9:15am)
9:15am -9:45am	RI and deputy reporting inspector (DRI) meet principal and chair/nominated member of the governors (Appendix 4) and share questionnaires’ feedback with chair and principal.
	RI / DRI will attend any additional requested meetings with governors / teachers / parents.
	RI will select at random the Year 6/7 children for the discussion group, in consultation with the principal, in order to conduct the Pastoral Care and Safeguarding / Healthy Eating and Physical Activity / Shared Education discussion at some time during the inspection.
9:15am – 3:15pm	Inspectors engage in lesson observations and scrutiny of school’s documentation.
3.15pm - 4:00pm	Meetings as arranged with co-ordinators e.g. Literacy, Numeracy, ICT, SENCO, Assessment and Designated Teacher.
4:00pm – 4.30pm	RI to convene a team meeting, to which the representative is invited, to mediate emerging findings, clarify issues and identify the need for further evidence if required. Should circumstances arise where the representative cannot attend or wishes to withdraw from the meeting at any point, this can be accommodated by informing the RI who will make alternative arrangements to provide feedback on the emerging findings following the team meeting.

Day 2	ACTIVITY
8:45am – 9:00am	Inspection team arrival and team briefing.
9:00am – 3:15pm	Inspectors engage in lesson observations and scrutiny of school's documentation.
3:15pm – 4:00pm	Meetings with co-ordinators as required.
4:00pm	RI to convene a team meeting, to which the representative is invited, to mediate emerging findings, clarify issues and identify the need for further evidence if required. Should circumstances arise where the representative cannot attend or wishes to withdraw from the meeting at any point, this can be accommodated by informing the RI who will make alternative arrangements to provide feedback on the emerging findings following the team meeting.

Day 3	ACTIVITY
8:45am – 9:00am	Inspection team arrival and team briefing.
9:00am – 2:00pm	Inspectors engage in lesson observations (generally until lunchtime) and scrutiny of school's documentation.
2:00pm – 4.30pm	<p>Moderation meeting: ETI team to agree performance levels for each of the core areas and overall effectiveness of the school. The representative is invited to join the moderation meeting but s/he will not be directly involved in the discussions about performance levels, the overall effectiveness and the follow-up activity required. Should circumstances arise where the representative cannot attend or wishes to withdraw from the meeting at any point, this can be accommodated by informing the RI.</p> <p>The representative is required to maintain the confidentiality of the inspection process, and all associated discussions and inspection outcomes, until the oral report back on Day 5 of the inspection.</p>

Day 4	ACTIVITY
	<p>The ETI team will not be in school.</p> <p>The Reporting Inspector and team members will develop a draft report for oral report back to the school on Day 5.</p>

Day 5	ACTIVITY
<p>11:00am</p> <p><i>(The precise timing of the meeting may be altered through mutual agreement.)</i></p>	<p>RI and DRI to mediate key findings of inspection through an oral report back meeting to the principal, vice-principal (where appropriate), the chair of governors and the employing authority.</p> <p>Should a circumstance arise where it is not possible to mediate the key findings at this time, the oral report may be rescheduled after consultation with a Managing Inspector / Assistant Chief Inspector/ Chief Inspector.</p> <p>A summary of key findings sheet will be left with the school. This document should be regarded as confidential to the staff and Board of Governors. All inspection performance levels are provisional and are subject to further moderation through the ETI's quality assurance process. They are not final until the report is published. The RI will mediate any changes to performance levels, as a result of moderation, to the principal.</p>

APPENDIX 1

Documentation to be returned to ISB prior to the inspection:

- Basic Information Sheet (BIS): The completed Basic Information Sheet (BIS) should be returned to Inspection Services Branch (ISB) one week prior to inspection. The proforma should be sent electronically or it can be printed off and posted.
- Details about teaching staff. (Appendix 6)

Documentation to be available for the pre-inspection visit:

- Current SDP, associated action plans and relevant whole school evaluations.
- Copies of teachers' timetables including specialist and/or part-time teaching staff.
- Copies of timetables for classroom assistants supporting SEN interventions.
- Central timetables for hall, visits and visitors.
- The school's statutory assessment outcomes regarding the children's levels of progression in Communication and Using Mathematics.
- With regard to non-statutory assessment, schools are asked to provide **an analysis of the performance data** which they use to track the attainment and progress of the children.
- As almost all primary schools make use of **C2K Assessment Manager**, you may find it beneficial to select certain reports which are able to demonstrate the progress and attainment of the children who have been assessed at regular intervals through standardised tests. The key reports that demonstrate this most clearly are the following:

1. **C2K Aspect Analysis Table** (or school's own version with similar information).

2. **Stanine Review Tracking Grid**, for example for each year group from Primary 3 – 7.

3. **Recording Mark Sheet** for each year group (to include SEN status, SEN need, % attendance and Newcomer).

4. **Analysis Mark Sheet** for each year group.

5. **Trend Analysis Graph** for each year group showing the correlation between attainment and ability.

6. **Trend Analysis Table** for each year group showing the correlation between attainment and ability.

7. **Group analysis by Vulnerability Report** for children on the SEN register.

N.B. It is the responsibility of the school to demonstrate how effectively the children's progress, at all ability levels, is identified, and how the impact of targeted support is tracked and analysed. You may find it useful to complete **Appendix 9** Specific Intervention Programmes.

Documentation to be available in the base room during the inspection:

(including the pre-inspection information above and relevant documentation, as applicable, for Nursery Units/Irish-Medium Units/ Learning Support Units):

- Short self-evaluative briefing (SEB), to include details of how low achievement and underachievement are being addressed (**Appendix 5**).
- Child Protection /Safeguarding and Pastoral Care Policies.
- Completed ETI Pastoral Care and Safeguarding Proforma.
- SEN register and details of the arrangements for SEN.
- Samples of IEPs to show tracking of children's progress.

- SEN policy, literacy / numeracy policy, assessment policy, ICT policy.
- Whole school scheme / planning for literacy / numeracy.
- Samples of year 2, year 4 and year 7 books left in base room (to include two samples of literacy, numeracy and WAU for high, average and low achieving children in each of these classes).
- Evidence of self-evaluation processes from literacy / numeracy co-ordinators (e.g. from book scoops, lesson observations, co-ordinators' evaluations of teachers' planning).
- School's analysis and use of data at whole school, class and individual level.
- Teachers' medium- and long-term planning.
- School Prospectus.
- Annual Board of Governors Report; (most recent copy) and completed questionnaire from the Board of Governors.
- Year 6 class list.
- Children's assessment records and end-of-year reports to parents.
- Details of INSET in school's own format or using **Appendices 7 and 8**.

Documentation to be available in each classroom during the inspection:

- Teacher's planning file, including previous planning and evaluations of the learning and teaching.
- Current individual education plans (IEPs).
- Two sets of books showing work across the curriculum for two children within the highest, middle and the lowest ability range for each class.
- Class assessment information.

APPENDIX 2

LEADERSHIP MEETING WITH PRINCIPAL ON THE PRE-INSPECTION DAY

- The principal outlines briefly the context of the school and agrees with the RI the wording of the context paragraph for the final inspection report.
- Is the school involved in any shared education partnerships with other schools? Is there any evidence of the impact/benefit this is having on the children/community?

Strategic leadership

- How has self-evaluation been used to set, share and review realistic objectives and targets?
- How is the SDP supported by an appropriate action planning process?
- How has the SDP been agreed and contributed to at all levels?
- How is the school targeting high, low and potential underachievement?
- Can the school outline the use of any additional effective and innovative strategies to raise standards and improve the quality of learning and teaching?
- How is good practice identified and disseminated?
- How are staff development needs identified / addressed?

Self-evaluation

- How does the school ensure that self-evaluation is rigorous, effective and leads to improvement in the quality of the leadership and management, in the quality of the provision and in the achievements and standards of all of the children?
- How does the school make effective use of relevant qualitative and quantitative data?

Financial management

- How effectively is the management of the human, financial and material resources matched to the school's needs and priorities? For example, targeting social need (TSN).

APPENDIX 3

TEAM BRIEFING

Name of School:

School ref:

Address:

Telephone:

Principal:

Vice-principal:

School Secretary:

Chairperson:

Inspection Dates:

Contact details for RI:

Team Members:

Name/Role	Area(s) of Responsibility	Dates/No. of Days
(RI)		
(DRI)		
(TM)		

The inspection team will evaluate the following key areas:

- Achievements and Standards – addressing low and under-achievement;
- Quality of Provision for Learning; and
- Leadership and Management.

Contextual Information

- The school was last inspected in ____.
- **Current Enrolment:** ____ primary; ____nursery unit; ____Irish-medium unit;
 - ____ Learning support unit.
- ____ % of the children take **free school meals**.
- ____ % of the children are on the **SEN** register; ____ % of the children have statements of special educational needs.
- ____ (no.) children with English as a second language.
- Details of any shared education programmes.

- Additional relevant information/specific events in the school during the inspection.

Please note:

- All team members to contribute to ethos/climate, overall learning and teaching, planning and differentiation.
- Please review the children's books to evaluate the standards and outcomes in literacy and numeracy and the integration of ICT across the curriculum. Evaluate the effectiveness of the IEPs.
- The arrangements for classroom observations are negotiable with the RI. If you feel it is necessary to make additional observations of any teacher, please discuss the matter with me.

Specific information re directions/parking/lunch.

APPENDIX 4

MEETING WITH PRINCIPAL AND CHAIR OF GOVERNORS ON DAY ONE

Purpose of the meeting:

The purpose of the meeting is to provide the opportunity for the principal and the chair of governors (or representative, however, not the teacher representative on the Board of Governors) to discuss and expand on the school's self-evaluation report and the governors' pre-inspection proforma.

Guidance for the meeting:

- The meeting should last no longer than 45 minutes.
- The RI will be accompanied by another team member.
- The RI will provide feedback on the questionnaire returns.
- The following discussion points are for guidance only and should not be considered as a prescriptive list.

Areas for discussion:

1. School's self-evaluative briefing (SEB)

The principal outlines the key strengths and areas for improvement in the Leadership and Management, Quality of Provision, Achievements and Standards, quality of Pastoral Care and Shared Education.

2. Governance – strategic leadership

What is your role as governors?

- *How are these roles decided? Sub-committees, blend of expertise and skills etc.*
- *What training have you as governors accessed?*
- *Is there a designated governor for child protection and are the governors updated regularly on child protection/Safeguarding matters?*
- *How are you involved in helping to lead the school?*

How well do the children at this school perform?

- *How are you informed by the school about the outcomes for the children?*
- *How do you know these outcomes are good enough?*
- *How well do the children develop personally and socially?*
- *Are the children engaging in a shared education experience?*

Can you provide an example of how the governors have provided support or challenge to the staff and the school?

3. Action to promote improvement

What is your role in the school development planning process and how were you involved in identifying the priorities?

- *Do you talk with children, parents and other members of the community when evaluating whether the school is doing a good job?*
- *How do you monitor the outworking of the action plans for improvement?*
- *Do staff, other than the principal, update you regularly?*

4. Resources

How do you try to plan in the short and longer term to ensure that the budget is balanced? E.g., managing and budgeting for staffing and accommodation priorities? Are you sharing resources with any other school?

5. Quality of provision

How are you involved in and informed about the quality of the learning, teaching, and assessment? *Are you given an opportunity to discuss the curriculum?*

6. Achievements and Standards

What is the school doing to help all children reach their full potential?

(For example – issues around attendance, behaviour, special educational needs, additional needs such as those of gifted, newcomer or traveller children, social and emotional needs)

APPENDIX 5

PROFORMA FOR SCHOOL'S SELF-EVALUATIVE BRIEFING (SEB)

This proforma will form part of the discussion with the principal, the chair of governors, the Reporting Inspector (RI) and accompanying inspector on the first day of the inspection. The school should outline succinctly three key strengths and one priority area for improvement in:

- leadership and management;
- the quality of provision for learning in literacy and/or numeracy (which may include their application across other areas of learning);
- achievements and standards;
- the quality of the pastoral provision; and,
- details of any Shared Education programmes.

Leadership and Management

<i>Three key strengths</i>	<i>Sources of Evidence</i>
1.	
2.	
3.	
<i>One key area for improvement</i>	
1.	

Quality of Provision for Learning

<i>Three key strengths</i>	<i>Sources of Evidence</i>
1.	
2.	
3.	
<i>One key area for improvement</i>	
1.	

Achievement and Standards

<i>Three key strengths</i>	<i>Sources of Evidence</i>
1.	
2.	
3.	
<i>One key area for improvement</i>	
1.	

Quality of Pastoral Provision
(E.g. ethos, support, links and partnerships.)

<i>Three key strengths</i>	<i>Sources of Evidence</i>
1.	
2.	
3.	
<i>One key area for improvement</i>	
1.	

Shared Education

If the school is participating in a Shared Education programme, please include details of the children's involvement and explain the benefits to their learning experiences.

<i>Details of Shared Education including the benefits to the children's learning experiences</i>	<i>Sources of Evidence</i>

There is no requirement to send this document to the Reporting Inspector in advance of the pre-inspection visit.

APPENDIX 6

Primary Inspection of _____

STAFF DETAILS

Teacher*	Class Taught	Number of Children**	Room	Allowance Grade	Special Responsibilities	Qualifications	Total years service	Years in this school

* Please identify any substitute teacher with (s)

** If more than one year group please indicate composition of class

APPENDIX 7

Primary Inspection of _____

USE OF SCHOOL DEVELOPMENT DAYS

Year	Area of Focus	Provider	Cluster group/in-school	Brief detail of content
Previous Year				
Current Year				

APPENDIX 8
IN-SERVICE TRAINING

Primary Inspection of _____

Teacher	Courses attended during the last 2 years	Organising authority e.g. EA/College/RTU	Duration of course

APPENDIX 9
Specific Intervention Programmes

Reading Partnership Programme 2013-14

Year Group / Child	Baseline Position	Intervention Programme	Outcome
<i>e.g. Year 3- J.Austen</i>	Reading Age of 5yrs 4 mths Reading Level 4	3 x 15 minute sessions for 10 weeks with a CA	Reading Age of 7 yrs and 2 mths Reading Level 16

Maths Catch-Up

Year Group / Child	Baseline Position	Intervention Programme	Outcome
<i>e.g. Year 4- A. Einstein</i>	PiM- 82 CAT- 103	2 x 30 minute sessions for 1 term with the Signature Project teacher	PiM- 99 (+17 standardised points)

Other possibilities include Accelerated Reading, Reading Recovery, ÁML (in Irish-medium schools) Lexia Programme, ALTA maths, Signature Project, SEN CPD Literacy Project