ETI: Promoting Improvement in the Interest of all Learners

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The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

CUSTOMER
SERVICE
EXCELLENCE

CSE

GENERAL INFORMATION

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

1. Achievements and standards;

2. Provision for learning; and

3. Leadership and management.

A key consideration will be the school's ability to demonstrate the **impact** of their processes of self-evaluation leading to improvement.

WHAT HAPPENS DURING THE INSPECTION?

We will evaluate three main aspects of the life and work of the school including the Nursery Unit/ Learning Support Centre/ Irish-Medium Unit/ Reception provision, where applicable.

OUTCOMES FOR CHILDREN - 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; and

- the children's acquisition and application of skills and concepts including thinking skills and personal capabilities and information and communication technology (ICT).

PROVISION FOR LEARNING - we evaluate:

- planning for learning and teaching across the Northern Ireland Curriculum (NIC) to meet the needs and abilities of all of the children;

- the impact of assessment for learning; and

- the quality and effectiveness of the learning and teaching.

LEADERSHIP AND MANAGEMENT – we evaluate:

- the impact of the school development planning process and the capacity of leadership and management, at all levels, to effect improvement;

- the impact on learning of the links with parents and the wider community, including provision for Shared Education;

- safeguarding procedures; 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 opportunity, **on a five-day inspection only,** for joint lesson/ session/activity observation and the availability, on the ETI website, of the **Joint Lesson Observation Guidance;**

- 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 **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/ Reception provision; and

- the documentation to be returned to Inspection Services Team (IST) 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.

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.

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, the arrangements (if the school wishes to participate) for any joint lesson/ session/activity observation(s) 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 reviews 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)
1:45pm – 3:00pm	RI plans inspection, including briefing 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.

TWO-DAY PRIMARY INSPECTION

Day 1	ACTIVITY
8:45am	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 -2:00pm	RI / DRI will attend any additional requested meetings with governors / teachers / parents.
	RI will select at random the Year 5/6/7 children for the discussion group, in consultation with the principal, in order to conduct the Safeguarding / Shared Education discussion at some time during the inspection.
9:15am – 3:15pm	Inspectors engage in lesson observations and scrutiny of school's documentation.
2:15pm -3:00pm	RI and deputy reporting inspector (DRI) meet principal and chair/ nominated member of the governors to discuss the impact of the school development planning process (Appendix 3) and the effectiveness of the safeguarding procedures and, provide feedback on the questionnaire returns.
3:15pm – 4:00pm	Meeting with Designated Teacher. Meetings with key co-ordinators - Literacy/Numeracy with SENCO, or optional meetings deemed necessary by the RI.
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 – 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 involved directly 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. A summary of key findings sheet will be left with the school.

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)
	RI / DRI will attend any additional requested meetings with governors / teachers / parents.
	RI will select at random the Year 5/6/7 children for the discussion group, in consultation with the principal, in order to conduct the Safeguarding / 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 (DT).
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.
2:15pm – 3:00pm	RI and deputy reporting inspector (DRI) meet principal and chair/ nominated member of the governors to discuss the impact of the school development planning process (Appendix 3) and the effectiveness of the safeguarding procedures and, provide feedback on the questionnaire returns.
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 and children's work.
2:00pm – 4.30pm	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. 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.

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

Day 5	ACTIVITY
11:00am (The precise timing of the meeting may be altered by mutual agreement.)	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. 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.

| | 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. |

Documentation to be returned by email to IST prior to the inspection:

- Basic Information Sheet (BIS): The completed Basic Information Sheet (BIS) should be returned to Inspection Services Team (IST) one week prior to inspection. (Appendix 5, section 1)

- Copies of teachers' timetables including specialist and/or part-time teaching staff and timetables for SEN interventions.

Documentation to be available for the pre-inspection visit:

- Current SDP, associated action plans and relevant evaluations.

- The school's statutory assessment outcomes regarding the children's levels of progression in Communication, Using Mathematics and Using ICT, including records of how they are reported in the Board of Governors' annual report and to parents.

- With regard to non-statutory assessment, if used by staff, schools are asked to provide **an analysis of the performance data** which they use to track the attainment and progress of all children and the **impact** of any additional targeted support. 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.

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/ Reception provision):

- Short self-evaluative briefing (SEB), to outline key strengths and areas for improvement as identified by leadership and management. (Appendix 4).

- Completed ETI Safeguarding Proforma with relevant policies.

- 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 / lines of progression for literacy / numeracy.

- Samples of year 2, 4 and 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).

- Access to any e-portfolios of children's work across the curriculum/samples of children's progression in ICT across the key stages.

- Evidence of self-evaluation by literacy / numeracy co-ordinators (e.g. from book scoops, lesson observations, co-ordinators' evaluations of teachers' planning).

- The school's analysis and use of data, statutory and non-statutory, at whole school, class and individual level.

- School Prospectus.

- Annual Report of the Board of Governors (most recent copy) and completed questionnaire from the Board of Governors.

- Year 5/6/7 class list.

- Samples of children's assessment records and end-of-year reports to parents.

- Details of INSET in school. (Appendix 5, section 7)

Documentation to be available in each classroom during the inspection:

- Teacher's planning file, including previous planning and evaluations of the learning and teaching.

- Class assessment information.

- Individual education plans (IEPs) including any evidence of tracking and reviews of progress.

- Books showing children's work across the curriculum (to include two samples each for high, average and low achieving children).

- Evidence of the children's use of and progress in information and communication technology.

LEADERSHIP MEETING WITH PRINCIPAL ON THE PRE-INSPECTION DAY

Context

- 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?

School Development planning process

- Outline succinctly how the school development planning process operates in the school.

- 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 is the school identifying and meeting the needs of all the children?

- 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?

Financial management

- Is the school budget within a 5% deficit/surplus?

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

MEETING WITH PRINCIPAL AND CHAIR OF GOVERNORS

Purpose of the meeting

- The principal and the Chair of the Board of Governors will outline:

    - the impact of the school development planning process on the outcomes for learners and on the quality of the provision;

    - the role of leadership and management, at all levels, to effect improvement; and

    - the effectiveness of the Safeguarding procedures.

- The RI will provide feedback on the questionnaire returns.

Guidance for the meeting

- The meeting should last no longer than 45 minutes.

- The meeting will be attended by the principal, the chair of governors (or representative, however, not the teacher representative on the Board of Governors), the RI and another member of the inspection team.

Areas for discussion

The following discussion points are for guidance only and should not be considered as a prescriptive list. The inspection team will ask important questions emerging from lines of enquiry.

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

    - The RI will choose a number of areas from the SEB and invite the principal to discuss them in more detail.

2. **Governance – strategic leadership and school development planning process**

    - What is your role in the school development planning process, including your involvement in identifying the priorities and monitoring the progress and impact of the action plans? Are there opportunities for staff and co-ordinators, other than the principal, to update you regularly?

    - How well do the children at this school perform academically, personally and socially? Are these outcomes good enough? How are children supported in overcoming barriers to learning e.g. attendance, behaviour, special educational or social and emotional needs? How does the school meet the additional needs of gifted, newcomer or traveller children?

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

- How do you ensure compliance with all Child Protection/Safeguarding matters in line with the DE Circulars? The RI will select a few areas from the Safeguarding proforma and ask the governor to provide detail on the evidence used to make the evaluations.

- How do you plan in the short and longer term to ensure that the budget facilitates the needs of the children and is balanced?   For example - managing and budgeting for staffing and accommodation priorities? Are you sharing resources with any other school?

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

There is no requirement to send this document to the Reporting Inspector in advance of the inspection. It will inform the discussion with the principal and governor(s) on Day 1 of the inspection.

The school should outline succinctly key strengths and areas 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

Key strengths, identified through self-evaluation	Supporting evidence
1.	
2.	
3.	
Key area for improvement, identified through self-evaluation	

Provision for learning

Key strengths, identified through self-evaluation	Supporting evidence
1.	
2.	
3.	
Key area for improvement, identified through self-evaluation	

Achievement and standards

Key strengths, identified through self-evaluation	Supporting evidence
1.	
2.	
3.	
Key area for improvement, identified through self-evaluation	

Pastoral provision

(This may include the impact of the PDMU programme, RSE programme, Rights Respecting School programme, School Council, Eco-Council, raising the children's levels of motivation in learning and self-esteem, their involvement in assessment for learning and their participation in counselling programmes.)

Key strengths, identified through self-evaluation	Supporting evidence
1.	
2.	
3.	
Key area for improvement, identified through self-evaluation	

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.

Details of Shared Education including the benefits to the children's learning experiences	Sources of Evidence

PRE-INSPECTION PROFORMA

Section 1: BASIC INFORMATION SHEET (BIS) - PRIMARY SCHOOLS

A.   i.   **School:**   iii. **Date of Inspection: W/B**

        ii.   **School Reference Number:**   iv.   **Nature of Inspection:**
Primary

B.

School Year	2013-14	2014-15	2015-16	2016-17
Year 1 Intake				
Enrolments Primary				
Reception				
Nursery Unit				
Special Education Unit / Learning Support Centre (LSC)				
Irish Medium Unit				

The enrolment for the current year is the figure on the day of notification of inspection.
For previous years, it is the figure in the annual return to the Department of Education.

The calculations at C and D are based on the total of the primary and reception enrolments only.

C.

Name of Primary School	2013-14	2014-15	2015-16	2016-17
Enrolment				
% School attendance				
% NI Primary school average	95.6	95.4	Not available	Not available
FSME Percentage[1]				
No. of children on SEN register				
% of children on SEN register				
No. of children with statements of educational need				
No. of newcomer children				

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[1] The term 'FSME Percentage' refers to the percentage of children entitled to free school meals.

D.   i.   Number of Teachers (including the principal and part-time teachers):
(Full-time equivalent = 25 teaching hours)

Primary	Reception	Nursery Unit	Special Education Unit/ LSC	Irish Medium Unit

ii.   PTR (Pupil/Teacher Ratio):   NI PTR:

iii.   Average Class Size:

iv.   Class Size (Range):

v.   Ancillary Support:
Number of Hours **Per Week**:   a).   Clerical support:
                                          b).   Foundation Stage Classroom Assistant Support:
                                          c).   Additional hours of other classroom assistant support:

vi.   Number of children who are **not** of statutory school age:

vii.   Percentage of children at the end of Key Stage 2 for 2015/16
who attained level 4 and above in English and mathematics,
and Irish (in Irish-medium schools):

     English   %   **Mathematics   %**   **Irish   %**

viii.   If there is a composite class with reception children in it,
please indicate the numbers of children in the other
year groups:

     Year 1   **Year 2**   **Year 3**

ix.   Number of families in the school:

Section 2: School context

Any information relevant for the context paragraph in the report including geographical location, catchment, enrolment trends, changing free school meals (FSM) entitlement or the number of the children on the SEN register, significant changes in staffing and school involvement in Shared Education/CRED Projects, recent whole school awards/innovative practices.

Section 3: School information

Names of key members of staff	
Principal	
Vice-principal / Senior Teacher (as applicable)	
Chair of the Board of Governors	
Literacy Co-ordinator	
Numeracy Co-ordinator	
ICT Co-ordinator	
SENCO	
Designated Teacher	
Deputy Designated Teacher	
Designated Governor	
School Secretary	
Caretaker	

Times of School Day	
Breakfast Club (if applicable)	
Start of Day	
Break	
Lunch	
End of Day	
Any potential after school clubs which may impact on staff availability	
Assembly	

Section 4: Teaching 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.

Section 5: Assessment information

- With regard to the school's statutory and non-statutory assessment, you are asked to provide **an analysis of the performance data** which you use to track the attainment and progress of the children regarding English, mathematics, ICT and Irish. 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.

ENGLISH

MATHEMATICS

ICT

IRISH

Section 6: Governor Details

GOVERNOR ROLES AND TRAINING

Governor	Year appointed to Board of Governors	Specific roles and responsibilities (Chair, Vice-chair, Sub-committees, Child Protection/ Safeguarding, SEN etc...)	Details and dates of Courses/Training attended.

Section 7: In-Service Training

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