



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



During your inspection, ETI:

Overview of the inspection process	<ul style="list-style-type: none"> ➤ notify the school by telephone call and email; ➤ provide a pre-inspection visit for full inspections; ➤ conduct the inspection activity; ➤ provide an oral report back at the end of the inspection; ➤ ask the school to verify the accuracy of factual information in full, baseline monitoring and follow-up inspection reports prior to publication; and ➤ publish the inspection report on the ETI website www.etini.gov.uk.
Context	<ul style="list-style-type: none"> ➤ take account of the context of the school including socio-economic factors, funding, community and pastoral needs, and multi-agency support services accessed; this is part of the inspection evidence base.
Information and documentation	<ul style="list-style-type: none"> ➤ look at information and documentation in electronic or paper format as used by the school; ➤ accept existing routine working documents (in whatever format they are used by the school and at the school's current stage of review); and ➤ do not require additional information or documentation to be produced specifically for the purposes of inspection.
Teachers' planning	<ul style="list-style-type: none"> ➤ do not require daily/individual lesson plans specifically for inspection; ➤ do not require planning in any particular format; ➤ look at requested samples of long- and medium-term planning for the area(s) under focus; and ➤ look at the effectiveness of planning in whatever form it takes.
Marking and assessment	<ul style="list-style-type: none"> ➤ do not look for a particular style, format or frequency of marking, assessment or feedback to children and young people; and ➤ look at the impact of a school's policy on marking and assessment on the children and young people's learning and progress.
Lesson observation	<ul style="list-style-type: none"> ➤ select the lessons to be observed (the number of which will be determined by the nature of the inspection activity and the size of the school); ➤ may observe lessons with the same teacher on more than one occasion (usually up to three) and may be by different members of the inspection team; ➤ observations do not, typically, last longer than one hour; and ➤ may not observe all teachers.

Feedback	<ul style="list-style-type: none"> ➤ will provide feedback to the teacher on a lesson – typically, this will happen at the end of a lesson observation (if there is a reason why this needs to be delayed, the inspector will let the teacher know); and ➤ will provide feedback to middle and senior leaders on an area of focus – typically, this will happen during or at the end of a meeting or at another agreed time.
Joint lesson observations	<ul style="list-style-type: none"> ➤ offer joint lesson observations to the principal or designated member of senior management during full inspections, district and specialist visits; ➤ undertake, with the agreement of the teacher, joint lessons observations to build capacity through promoting a shared understanding of what constitutes good or better learning and teaching; and ➤ ask the principal or designated observer to provide feedback to the teacher following a joint lesson observation.
Pupil, parents and staff questionnaires	<ul style="list-style-type: none"> ➤ treat responses in confidence; ➤ do not identify individuals (unless there is a child protection or safeguarding issue to be taken forward by the school); ➤ may identify lines of inquiry from themes or collective views emerging from the responses; and ➤ will summarise responses in the published inspection report.
Key statistical information	<ul style="list-style-type: none"> ➤ obtain key statistical information that includes enrolment, attendance, special educational needs information, newcomer information and free school meal entitlement; ➤ access pre-inspection the key statistical information held in SIMS by either using a statistical information sheet or through the secondary school's information disc (SSID) which includes public examination performance data; and ➤ (will work with C2K and schools to establish a private folder in SIMS containing the key statistical information).
School development plan	<ul style="list-style-type: none"> ➤ review the school's development plan; and ➤ evaluate the effectiveness of the development planning process, associated action plans and evaluations in the format used by the school to demonstrate the impact of actions taken.
Special educational needs	<ul style="list-style-type: none"> ➤ review the arrangements for special educational needs including the SEN Register; ➤ take account of progression based upon each child's individual needs and targets; ➤ look at the impact of the SEN provision within budget constraints and challenges, and potential limitations of available resource; and ➤ evaluate the provision for children and young people on the SEN Register through lesson observation and review samples of the children and young people's work and progress relating to individual education plans.
Leadership and management	<ul style="list-style-type: none"> ➤ discuss with middle and senior leaders the current developments and priorities for improvement in the pupils' progress and outcomes, and the quality of provision; and ➤ evaluate the arrangements for, and effectiveness of, leadership and management at all levels as outlined in the Inspection and

	Self-Evaluation Framework and associated inspection guidance.
Samples of the children and young people's work	➤ look at samples of the children and young people's work across the key stages and ability ranges (determined by the nature of the inspection activity and the size of the school) – this may take place during lessons or as agreed with the school.
Role of the representative	<ul style="list-style-type: none"> ➤ invite the school to identify a senior member of staff to undertake the role of representative on full inspections; typically, this will be the principal; and ➤ provide an opportunity for the representative to: attend daily meetings with the inspectors; hear first-hand the emerging inspection findings; sign-post sources of additional evidence to the inspectors; and, attend the final moderation meeting where performance levels and the overall effectiveness conclusions are agreed.
PRSD	➤ will not ask to see PRSD records.
Outcome of a full or follow-up inspection	<ul style="list-style-type: none"> ➤ report the outcome of a full [or follow-up] inspection as one of four overall effectiveness conclusions – <ul style="list-style-type: none"> ○ two of the conclusions relate to the level of the school's capacity to identify and bring about improvement and lead to a sustaining improvement inspection three years later; and ○ two of the conclusions refer to important areas for improvement in varying degrees, and lead to a follow-up inspection within 12 to 24 months.
Outcome of a sustaining improvement or [baseline] monitoring inspection	<ul style="list-style-type: none"> ➤ report the outcome of a sustaining improvement inspection as the extent to which the school is demonstrating the capacity to sustain improvement – this informs the next inspection activity which may be a full or further sustaining improvement inspection in up to three years; and ➤ report the outcome of a [baseline] monitoring inspection as the extent to which the school is identifying and bringing about improvement – this informs when a full inspection will take place in up to three years.
Inspection and Self-Evaluation Framework (ISEF)	<ul style="list-style-type: none"> ➤ in being open and transparent, publishes its Inspection and Self-Evaluation Framework; ➤ promote discussion about key strengths and areas for improvement through the Inspection and Self-Evaluation Framework which outlines – <ul style="list-style-type: none"> ○ three core elements: <ul style="list-style-type: none"> ▪ outcomes for learners; ▪ quality of provision; and ▪ leadership and management; ○ three cross-cutting elements: <ul style="list-style-type: none"> ▪ care and welfare; ▪ governance; and ▪ safeguarding; ○ characteristics of effective practice; and ○ questions for reflection/challenge against the indicators.
Inspection reports	➤ provide an independent, professional evaluation of the outcomes achieved by the learners, the quality of provision including learning and teaching, and the leadership and

	<p>management of the school and its contribution to improvement; and</p> <ul style="list-style-type: none"> ➤ publish inspection reports on schools following an inspection.
Survey evaluation reports	<ul style="list-style-type: none"> ➤ publish thematic survey evaluation reports on aspects the quality of education.
Notification of inspection	<ul style="list-style-type: none"> ➤ will notify the school by telephone call and email – <ul style="list-style-type: none"> ○ full and follow-up inspections receive two weeks' notification; and ○ sustaining improvement and [baseline] monitoring inspections receive two working days' notification.
District Inspector (DI) visits	<ul style="list-style-type: none"> ➤ recognise the importance of the role of the District Inspector in complementing and supporting the scheduled programme of inspections; ➤ deploy District Inspectors to support and challenge their district schools and discuss findings in the best interest of the children and young people; ➤ value the opportunities for District Inspectors to engage professionally with their district schools, outside the context of formal inspection; ➤ do not write or publish an inspection report following a District Inspector visit; and ➤ enable District Inspectors to – <ul style="list-style-type: none"> ○ gain a detailed knowledge and understanding of the context of schools in their locality; ○ be team members on full inspections of schools in their locality; and ○ lead follow-up, sustaining improvement and [baseline] monitoring inspections in their locality.
Type and duration of inspection	<ul style="list-style-type: none"> ➤ full inspections – <ul style="list-style-type: none"> ○ in pre-school, take place over one day; ○ in primary, take place over two, three or four days with a team size that varies depending on size and context of the school; and ○ in post-primary, take place over four days with a team size that varies depending on size and context of the school; ➤ follow-up inspections typically take place over one to three days with a team size that varies depending on size and context of the school, and nature of the areas for improvement; and ➤ sustaining improvement and [baseline] monitoring inspections take place over two days with an inspection team of up to three members.
Formal Intervention Process (FIP)	<ul style="list-style-type: none"> ➤ identify a school as requiring external support when it needs to address urgently significant areas for improvement in the interest of all the learners. <p><i>Extract from the Department of Education Website</i> https://www.education-ni.gov.uk/articles/formal-intervention-process-fip:</p>

	<ul style="list-style-type: none"> ○ <i>Every School a Good School (ESaGS) – a Policy for School Improvement includes a requirement to provide tailored support for these schools;</i> ○ <i>this support is provided through the Formal Intervention Process (FIP);</i> ○ <i>the Department of Education places the school in the FIP;</i> ○ <i>the FIP is one of a number of processes aimed at school improvement and the focus throughout is on ensuring that pupils receive the highest possible quality of teaching and learning so that they can fulfil their potential; and</i> ○ <i>through FIP, schools receive tailored support from the Education Authority (EA) and where appropriate the Council for Catholic Maintained Schools (CCMS). The school commits to working with the EA and where appropriate the CCMS, to deliver an agreed action plan to address the areas for improvement identified in the inspection report.</i>
<p>Complaints procedure</p>	<ul style="list-style-type: none"> ➤ in line with best practice, seek to resolve any issues that may arise as soon as possible at the point of inspection – organisations are encouraged to work in partnership with ETI during the inspection by raising any issues or concerns as quickly as possible with the Reporting Inspector so that they can work to resolve them; ➤ investigate a complaint if it is – <ul style="list-style-type: none"> ○ an expression of dissatisfaction with an aspect of the work of the ETI; ○ a reference to action or lack of action by the ETI affecting an individual, group or organisation; ○ an allegation that the ETI has failed to observe its published procedures; or ○ an allegation that there has been unacceptable delay in dealing with a matter or about how an individual has been treated by the ETI; ➤ have a statutory function and responsibility to make, and report publically on, evidence based evaluations – the ETI Complaints Procedure can be used if you feel that an inspection finding, (evaluation, performance level or conclusion) was not based on the evidence available at the time of the inspection; and ➤ will accept a complaint at any stage during the inspection or up to 12 weeks from the visit or final oral report back at the conclusion of the inspection – please refer to the ETI Complaints Procedure.
<p>Post-inspection evaluation</p>	<ul style="list-style-type: none"> ➤ value and use post-inspection evaluations to inform the review and development of inspection. <p><i>Note:</i></p> <ul style="list-style-type: none"> ○ <i>an independent post-inspection evaluation is conducted through a questionnaire administered and analysed by</i>

the Northern Ireland Statistics and Research Agency (NISRA);

- all information provided in the questionnaire is completely confidential – individuals are not identified through their responses; and*
- questionnaire responses are forwarded to NISRA for analysis – in turn, NISRA provide ETI with a composite report containing aggregated data only.*