

Education and Training Inspectorate

**An Evaluation of
the Support for Self-Evaluation
Leading to Improvement
within a range of
Educational Settings
in the Downpatrick Area**

November 2010

CONTENTS

Section		Page
1.	CONTEXT	1
2.	EFFECTIVE PRACTICE IN THE SUPPORT FOR, AND THE DEVELOPMENT OF SELF-EVALUATION	2
3.	VARIATION IN THE SUPPORT FOR AND DEVELOPMENT OF SELF-EVALUATION AT ORGANISATIONAL LEVEL AND THE AREA LEVEL	8
4.	CONCLUSION	9
	APPENDICES	

1. CONTEXT

1.1 INTRODUCTION

1.1.1 Self-evaluation is a key feature of well-managed and effective improvement planning in all education, youth and training organisations. It is based on evidence about the standards achieved by learners, the quality of teaching, training and learning, and the effectiveness of leadership and management at all levels. In order to bring about sustained improvement, organisations gather and evaluate a wide range of evidence to identify their strengths, and those areas which require improvement. Using their professional knowledge and expertise, management teams put in place processes to build on the success of those areas identified as strengths and to ensure that they continue to thrive. They prioritise and develop other areas in need of improvement to raise the standards of teaching, training and learning. Evidence from inspections in all phases indicates that organisations are at different stages in their support for, and development of self-evaluation; some are far advanced and others less so.

1.1.2 To support their work in self-evaluation and improvement planning, organisations can access a wide range of self-evaluation frameworks and support material. During the course of this inspection, there was evidence of subject-specific and phase-specific guidance and general frameworks from a variety of sources to assist governing bodies, management committees, members of senior management teams and teachers, tutors and trainers to monitor and evaluate their own provision and, where necessary, to effect improvements. A list of some of the resources used by the organisations to support self-evaluation is included in Appendix 1.

1.1.3 The Department of Education (DE) and the Department for Employment and Learning (DEL) are committed to the development of self-evaluation and the promotion of continuous improvement. The publication of DEL's quality improvement strategy 'Success Through Excellence - A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland'¹ in 2007, and DE's policy document 'Every School A Good School - a policy for school improvement'² in 2009 reflects a practical approach to improving the outcomes for learners. Equally, in the youth sector the curriculum support document 'Youth Work: A Model for Effective Practice' provides a tool to allow youth workers to evaluate and develop their practice. A central theme of the strategies is that, in the first instance, improvement and the raising of achievement is the responsibility of an individual organisation, and that they have the professional capacity, on occasions with support, to self-evaluate their provision and to effect continuous quality improvement.

1.2 THE INSPECTION

1.2.1 In March 2010, the Inspectorate carried out an area-based inspection to evaluate the quality of the support for self-evaluation to promote improvement in the outcomes for children and young people aged 3 to 19 in a range of educational settings in the Downpatrick area (area).

¹ 'Success Through Excellence' aims to ensure a coherent approach to quality improvement, and the raising of standards across the system, working collaboratively with the key partners. The first objective of the strategy is to develop and embed a culture of self-improvement and to ensure that all providers of further education and work-based learning commit to, and achieve, continuous self-improvement and excellence.

² The overall aim of 'Every School a Good School' is to raise the quality and standards of children's achievements so that 'every child will leave compulsory education with the appropriate standards of literacy and numeracy'. At the heart of the policy is a clear focus on teaching and learning and on self-evaluation leading to sustained self-improvement.

1.2.2 The Inspectorate visited a sample of education and training providers, which included three pre-school centres, three primary schools, five post-primary schools, the Alternative Education Provision (AEP), a special school, a work-based learning supplier, the local further education college and two youth settings (see Appendix 1). Inspectors observed 30 lessons or sessions. They held discussions with representatives of the contributory organisations, including the leaders of the organisations, members of the governing body, management committees, senior managers and middle managers, teachers and tutors. The Inspectorate met with groups of parents from the contributory organisations, as well as with groups of learners from each of years 7, 8, 10, 12, 13 and 14, and with representatives of the student groups in further education, work-based learning and the youth sector. In addition, the Inspectorate held discussions with representatives of a range of external support agencies³.

1.2.3 Prior to the inspection, the senior managers of the organisations were invited to complete a questionnaire on the support for self-evaluation within their organisation and to identify and outline some examples of self-evaluation leading to improvement. The questionnaires were used as a basis for discussion with the organisations and provided a useful insight into their work.

2. EFFECTIVE PRACTICE IN THE SUPPORT FOR, AND THE DEVELOPMENT OF SELF-EVALUATION

2.1 This section of the report details the characteristics and exemplars of the most effective practice in the support for, and development of self-evaluation at both organisation level and area level. The findings from all seventeen organisations have been collated, and the most effective practice and the areas for improvement have been identified, extracted and grouped into those that pertain to:

1. governing bodies and management committees;
2. senior managers;
3. middle managers;
4. teachers and tutors;
5. learners; and
6. support organisations.

2.2 GOVERNING BODIES AND MANAGEMENT COMMITTEES

2.2.1 The members of the governing bodies and management committees expressed their commitment to the governance of their organisation, a willingness to contribute to self-evaluation leading to improvement, and their support for the work and dedication of senior managers, middle managers and staff within their organisations. They also reported that, although they are satisfied with the training they have had to date, they feel they would benefit from specific training and clear guidance on the processes involved in self-evaluation.

2.2.2 In the most effective practice the members of the governing bodies and management committees receive effective support and training in the processes of self-evaluation. They have a clear understanding of the rationale which links the self-evaluation processes to sustained quality improvement of the provision for learners.

³ The Curriculum Advisory Support Service (CASS) of the South-Eastern Library Board (SEELB), Council for Catholic Maintained Schools (CCMS), Learning Skills and Development Agency Northern Ireland (LSDA(NI)), C2k, Northern Ireland Council for Integrated Education (NICIE), Early Years, and the Lecale Area Learning Community.

2.2.3 In many instances the organisation invites individuals with an expertise in performance management in another discipline to become a member of the governing body or management committee. These members apply their expertise sensitively and realistically to support staff and management at all levels in reviewing and bench-marking performance, and in mapping out measures to improve standards.

2.2.4 A review of the development and/or improvement plan, with an emphasis on the action plans drawn up as a result of self-evaluation, is a regular item on the agenda for governing body and management committee meetings. Consequently, the members are well-informed; they accept their responsibility for monitoring the implementation of agreed action plans; and they track progress and an improvement in standards against the quality improvement, and related action plans. They use the information gained from the self-evaluation process to ensure the effective deployment of staff and resources to meet the needs of all the learners.

2.2.5 In order to effect further improvement the members of the governing bodies and management committees need to:

- receive additional training from appropriate support agencies to enable them to support actively the self-evaluation process, and to monitor and evaluate strategically the improvement in standards within their organisation;
- evaluate their own methods of practice and how their work impacts on the organisation's overall provision; and
- receive regular evaluative reports, including data analysis, from middle and senior managers which they monitor and challenge constructively.

2.3 THE SENIOR MANAGERS

2.3.1 The senior managers acknowledged that self-evaluation is the critical factor in improving standards within their organisation. It provides them with the capacity to predict and cope with change effectively. They emphasised the importance of promoting and facilitating professional dialogue at all levels by having an

A very important action led by senior management team is the establishment of a "NO BLAME" culture. Teachers feel supported and confident to try new things, to evaluate what works and what is less successful, and to adapt their teaching strategies accordingly. All staff, at all levels, spoke of their appreciation of this approach.

open door policy, organising regular staff meetings and working with individual staff in order to ensure clarity of understanding in relation to the rationale for self-evaluation.

In a pre-school, the Principal and staff complete a full audit of provision every three years; the outcomes from the audit inform the SDP which is reviewed annually to take account of new or emergent issues.

2.3.2 In the most effective practice, the senior managers encourage and lead a self-evaluative culture within their organisation through fostering an environment of trust and good, professional working relationships. They recognise the value of self-evaluation as a process to

Staff development in the College is supportive and focused on developing the professional skills of staff to meet the demands of the *Twenty by 20 Vision*. Mandatory training using on-line modules is used well to support staff in the processes of self-evaluation. The training, which provides a tailored programme of staff development on quality improvement and pedagogic skills is delivered to over 600 staff. Evaluative work in Information and Learning Technology (ILT), resulting from this training, has led to the harmonising of schemes of work, quality assurance processes and submission requirements across all programmes.

promote improvement in teaching, training and learning. They receive training in self-evaluation, and in the analysis and use of benchmarking and value-added data, to monitor

Behaviour Management - The organisation is making a concerted effort to address the challenging behaviour of some learners. Senior managers engage staff through effective teamwork to identify and establish appropriate monitoring strategies to improve attendance and timekeeping; to manage good classroom etiquette; and to encourage the learners to use the "Rickter Scale*" board to quantify attitudinal responses to demonstrate the progress they make as their behaviour improves.

*The "Rickter Scale" is a hand-held interactive board that allows the learner to record, quantify and display an attitudinal response. For example, the learner can monitor and record their improvements in behaviour.

improvement. This training assists the senior managers to make effective use of management information systems (MIS) to support the analysis of internal and external data, to identify trends within their organisation and to make comparisons with

organisations of similar type and size. Such analysis and the outcomes from consultations with governors, parents and learners, allow them to identify key priorities for development, which improve the provision for learners within their organisation.

2.3.3 The most effective senior managers ensure that there are clearly defined roles and responsibilities for key staff at all levels, including the responsibility for self-evaluation leading to improvement. They present regular reports to governing bodies and management committees on the organisation's progress toward achieving their agreed targets.

A post-primary school uses data very effectively to provide a baseline in Year 8 and to track attendance and conduct and to monitor the impact of the withdrawal room. One of the first evaluations completed by the Principal was on behaviour and the use of the withdrawal room. The room was being used over 300 times a year, making it practically ineffective. With new procedures around the C2K conduct log, the use of the room has been reduced by nearly 90% and behaviour improved substantially.

2.3.4 These senior managers have good links with feeder organisations, particularly in relation to transition arrangements, and the transfer of information about learners. They

Standardisation and harmonisation of delivery across all campuses of the College has facilitated sharing and collaboration, with unit leaders appointed in many schools and the burden of work in creating assignment and resources shared. Communication across campus teams has improved and the embedding of a culture of self-evaluation and continuous improvement is being developed.

review and adapt the curriculum regularly and use labour market intelligence to advise learners on subject choices and career progression pathways.

2.3.5 The senior managers make effective use of internal appraisal systems to encourage all staff to reflect on their practice, and to identify areas for professional development which are well aligned to the priorities identified in the development planning. In monitoring the effectiveness of staff development, the senior managers use longitudinal evaluations to gauge the quality of experiences and the outcomes for the learners.

One school identified and evaluated pastoral care as an outcome of the home-school links focus group; as a consequence, they drew up a new Child Protection policy, introduced Peer Mediation training for the children and developed outdoor play resources.

An example from a special school is the creation of a comprehensive ICT programme, developed in the school by the vice-principal, which promotes consistency in setting targets for each young person, in the recording and analysis of behaviour incidents by staff and, in the use of strategies across all classes.

2.3.6 The senior managers work hard to establish and maintain good working relationships with the relevant personnel from a range of support agencies. They use the support and

expertise of the agencies strategically to support improvement in the quality of provision in their own organisation. They also develop effective cluster arrangements with other organisations to share and disseminate good practice to the mutual benefit of those involved.

2.3.6 In order to effect further improvement the senior managers need to:

- provide middle managers with sufficient time and relevant training to monitor and evaluate the quality of teaching and learning within their area of responsibility;
- place a much stronger emphasis on planning for succession training to ensure continuity and progression of management expertise and training within the staff; and
- use evaluative feedback on the quality of their development and/or improvement plan, and associated action plans, to measure their effectiveness in improving the outcomes for the learners.

2.4 THE MIDDLE MANAGERS

2.4.1 Middle managers identified self-evaluation as a valuable process to promote improvement in teaching, training and learning, and in raising standards both within their area of responsibility and in the organisation. They highlighted the need to keep up to date with educational developments within their area of responsibility in order to make informed decisions about curricular changes and career progression pathways suitable for the learners.

The College put in place 'Know and Show' management meetings at which course co-ordinators and course teams review targets for achievement, retention and risk. This review process is having a significant impact in developing the skills of staff as managers and provides a vehicle to encourage accountability and responsibility. Through the Know and Shows and the use of performance data, staff can track performance over time and use suitable benchmarking to evaluate improvement.

2.4.2 In the most effective practice, the middle managers set high standards for themselves and for those with whom they work, or for whom they have responsibility. They are effective role models for learners and for other staff, in using the processes of self-evaluation to identify and acknowledge their

In one primary school the analysis of quantitative and qualitative data highlighted the need to develop the children's non-fiction writing skills. The management team and literacy co-ordinator identified a focus year group to work with, implemented a planned programme and retained samples of the children's writing from before and after the programme. Comparison of the samples indicated an improvement in the quality of the children's writing.

strengths and areas for improvement. In leading and managing their area of responsibility successfully, the middle managers recognise and utilise successfully the expertise and contribution of others and they support their colleagues in helping them understand the rationale for, and the processes of, self-evaluation.

2.4.3 In agreement with their colleagues, middle managers implement robust procedures to monitor and evaluate the quality of provision within their subject area and in cross-organisational areas, for example, in learner support.

The staff and management of a youth centre take good account of the needs of the local community, to meet what they identify as an existing gap in services for young people aged 4-7 years in the Downpatrick area. They consult with parents and other educational providers to ensure that they agree with and support the centre's efforts to provide structured activities for this age group. The Senior Youth Worker recognises that this programme development is in close alignment to the priorities she had set for the centre, and would also help ensure the future sustainability of the centre and attract new members. The planning for the programmes takes account of the gender needs of the young males and females and recognises clearly the different interests of these younger members.

In so doing, they use a wide range of diagnostic and value-added indicators to benchmark the outcomes achieved by the learners, and to plan for and show the progress made by individual learners, and cohorts of learners within their area of responsibility.

2.4.4 In order to effect further improvement the middle managers need to:

A primary school has effective links with a post-primary school. An analysis of the primary school's internal data highlighted reading as an area for improvement. A department head in the post-primary school and the Principal from the primary school worked together to develop an appropriate programme. The pupils from post-primary school now support children in primary school through the implementation of Reading Partnership and Paired Reading programmes. In addition to the focused support for reading, the children benefit from having positive male role models.

- provide evidence-based feedback to relevant groups and individuals within their area of responsibility on the quality of teaching, training and learning; and

- draw up annual action plans for their area of responsibility which are informed by the organisation's agreed priorities, and which take realistic account of the time available, focus on improving practice, and include the regular monitoring of provision and of the progress made by the learners.

2.5 THE TEACHERS AND TUTORS

2.5.1 The teachers and tutors highlighted the benefits of sharing good practice within their organisations. They appreciate the opportunities during staff development to have time to reflect on their own practice and professional development. In addition, they emphasised the importance of communicating with the parents on a regular basis to provide them with appropriate guidance to help them support their children's learning.

In a primary school, the teaching assistants are trained to help with the analysis of the results of tests in order to identify children who need extra support. This process greatly assists the teacher in time management. In tracking and evaluating the children's progress the teacher is able to select suitable intervention strategies to cater for the individual needs of the children.

2.5.2 In the most effective practice the teachers and tutors address issues which they have identified from the initial self-evaluation of their practice by engaging in action research, for

In a post-primary school there is very good evidence of peer and self-assessment at all levels in promoting improvement; for example, in a GCSE physical education class the pupils evaluate their own and each other's fitness over a set series of tests and over a strict time period. They reported back the outcomes of their evaluations to each other and discussed how they could improve on their current fitness level. Suggestions based on the evaluations included the need for some learners: to review the style and technique they used when performing the fitness test; and to adjust their personal training plans to modify their pace of improvement.

example, further reading, sharing good practice or attending relevant courses. These teachers and tutors understand the link between evaluating and improving their practice and raising the standards of the learners.

They are confident in their own practice, and in trying out new ideas to adapt it to make a positive difference to the learners' experiences.

2.5.3 The teachers and tutors have realistically high expectations of what the learners can achieve through the effective use of the outcomes from accurate evaluations and assessments of the learners' knowledge and understanding. They support self-evaluation in the learners through encouraging and guiding them to set personal targets and providing opportunities for them to take responsibility for their learning.

In pre-school, the staff use video footage of the children at play at different stages throughout the year; they use the recordings to evaluate progress in provision and learning and as a summative record of the children's achievements.

2.5.4 The teachers and tutors use effective questioning, well-focused plenary sessions, appropriate computer technology, and constructive guidance and prompts to help the learners reflect on their achievements, and what they need to do in order to improve the quality of their work. To ensure that the high quality of the learners' work is sustained, the teachers and tutors facilitate the continuous support for self-evaluation by passing on accurate assessment records and samples of the learners' work at key transition points within and across organisations.

2.5.5 In order to effect further improvement the teachers and tutors need to:

- support the individual learners in self-evaluation through sharing and reviewing with them a range of assessed work in order to help them understand their strengths and what they need to do to improve; and
- analyse the range of qualitative and quantitative data available to track and evaluate the learners' progress in order to set and monitor targets for improvement.

2.6 THE LEARNERS

2.6.1 The learners spoke positively about how one-to-one support and feedback from their teachers and tutors help them to understand how to improve their work. Such support gives them the confidence to take responsibility for their learning and to set themselves targets for improvement.

The young people reflect ably on and record their learning outcomes in both the SKILL and Citizenship programmes. Parents and local community representative spoke highly of these programmes and could clearly identify good outcomes for the young people and the wider community. The youth workers put great effort into developing the SKILL programme. It is well received by the young people participating in the programme. The programme not only evaluates the experiences of the young people on a variety of youth work programmes, but also helps the young people plan for future programmes with their youth workers. The young people record their social and personal development not only as individuals but also as group members.

The learners also emphasized the benefits of doing practical and interactive activities to support self-evaluation. They value the opportunities during lessons to celebrate their achievements and reinforce their feeling of success.

2.6.2 In the most effective practice the learners have the opportunity through the school or student council to influence decisions on aspects of pastoral provision, teaching, training and learning and on other relevant aspects of the work of the organisation.

Children can play an important role in self-evaluation to promote improvement in school. In one primary school a child explained how lining-up after break and lunch time had been a problem in her school. When visiting a partner school, she noted how the end of playtime was managed; she reflected on the arrangements, refined them to meet the needs of her own school and explained it to staff. The new procedures were implemented successfully.

2.6.3 The learners make effective use of time allocated during lessons to clarify the constructive comments and corrections of their marked work and to reflect on how best to make improvements to it. As part of this self-reflective work, they also apply the guidance provided by their teachers and tutors on how to evaluate their progress through the use of success criteria for lessons and, where appropriate, examination mark schemes. To follow through on this effective practice, the learners keep a record of their formal and informal

As part of their study of Northern Ireland, students in a Learning Support Unit use peer and self-assessment to promote improvement in thinking skills and personal capabilities. The students work in pairs to program a Beebot to visit a series of landmarks on a map of Northern Ireland. They plan and record the route and then program the Beebot and observe its journey. When the Beebot comes to rest they reflect on and articulate the extent of their success, where they feel they had gone wrong and what they need to do to make it more accurate next time.

assessment outcomes to measure what they have achieved, to monitor their progress and to set personal targets.

2.6.4 In order to effect further improvement the learners need to:

- be actively involved more consistently in setting personal targets for improvement to help them evaluate their individual progress; and
- understand the importance of listening carefully and asking questions during lessons to clarify their thinking and to progress their learning.

2.7 THE SUPPORT ORGANISATIONS

2.7.1 The representatives of the support organisations highlighted their training programmes, resource materials and staff expertise to assist the staff, managers and members of governing bodies and management committees of the organisations in developing the processes of self-evaluation to promote improvement. Through these types of professional development resources, they emphasize to the organisations that effective self-evaluation is not a single or periodic event, but rather an ongoing process which permeates the culture of the organisation. Successful self-evaluation should have the support of all staff, be managed sensitively and lead to improvement in the learner's experiences and attainments.

2.7.2 In the most effective practice, the support organisations provide training for staff and management in the use of management information systems (MIS) to record and analyse assessment data which helps to monitor and evaluate the progress of the learners.

2.7.3 Some of the support organisations provide a dedicated link officer to develop and consolidate the effective use of data, and to support the development and improvement planning process. In those organisations where the officers have the opportunity to work closely with the senior managers and staff, they provide effective support and guidance to identify and evaluate key priorities within the organisations and in the area.

2.7.4 As part of the ongoing strategic support for organisations, the link officers identify and disseminate good practice. They set up and support teacher networks, make presentations and provide support materials in publications or on websites.

2.7.5 In order to effect further improvement the support agencies need to:

- develop further with the middle managers and staff subject-specific support and guidance on implementing the processes of self-evaluation within and across organisations; and
- provide additional support and training for members of governing bodies and management committees, and senior managers to assist them in their strategic role in monitoring and evaluating the progress and impact of improvement/development planning on the outcomes for the learners.

3. VARIATION IN SUPPORT FOR, AND DEVELOPMENT OF SELF-EVALUATION AT ORGANISATIONAL LEVEL AND AREA LEVEL

3.1 At the time of the inspection, the organisations were reviewing their processes of self-evaluation in response to recent educational changes and initiatives which affected their own particular context. This section of the report identifies and evaluates the support for and development of self-evaluation at organisational level and at area level.

3.2 The findings from the inspection show that the organisations are at different stages of developing their support for self-evaluation. The stages range from organisations that are just starting to engage with their staff to develop a culture and ethos of self-evaluation to those organisations where the support processes for self-evaluation are rigorous, well embedded, take account of the needs in the area and lead to improvement. Between these two extremes, there are organisations at various stages of developing and establishing the support for self-evaluation.

3.3 STAGES IN THE SUPPORT FOR AND DEVELOPMENT OF SELF-EVALUATION

3.3.1 An analysis of the stages of development and the characteristics of support for evaluation observed during the inspection shows that, in the early stages of supporting self-evaluation, the senior managers are initiating open communication and building good levels of trust with all members of staff to promote a culture and ethos for self-evaluation. There is limited involvement of the governing body and management committee in the development and/or improvement plan process. Self-evaluation is regarded generally as the responsibility of the senior managers, and it does not involve the majority of staff significantly, nor does it take account of the overall needs of the area. Individual members of staff and some departments engage in self-evaluation; however, this does not result from a cohesive systematic approach within the organisation to promote improvement, but rather from a short-term strategy to address discrete problems. Although the organisations have identified general areas for improvement, the associated development and/or improvement plan is not sufficiently reflective or set within a suitable framework of quality indicators, such as, for example, TTI to enable governing bodies and management committees, managers and staff to monitor and evaluate progress against agreed targets and indicators.

3.3.2 When self-evaluation procedures are well established and implemented consistently throughout the organisation, the impact on standards, teaching and learning, and leadership and management is evident. Senior and middle managers monitor systematically the effectiveness of the organisation's provision; they use staff expertise effectively to identify and share good practice, and the learners have good opportunities to reflect regularly on their academic achievements and potential career pathways. Within the area, the organisation establishes effective procedures for collaborative work with a wide range of organisations and secures very good working arrangements with partnerships and support agencies to identify and co-ordinate staff training and the use of resources in the area.

3.3.3 In those organisations where the culture of self-evaluation is well embedded, the self-evaluation is rigorous and manageable. The staff and management at all levels engage in reflective and systematic self-evaluation, which leads to improvements in the quality of the learners' experiences and standards of attainment. The organisations make effective use of performance data and quality assurance frameworks such as TTI and IQ:RS to generate valid and comprehensive evidence to identify and quality assure priority areas for action.

4. CONCLUSION

4.1 Overall, the inspection findings show that in most of the organisations, the quality of the support for self-evaluation is good or better; and the quality of support for self-evaluation that takes account of the needs of the area is good or better in a significant minority of organisations.

4.2 The strengths include:

- the good or better quality of the support for, and development of self-evaluation within individual organisations;
- the increasing support for, and development of self-evaluation within the wider area;
- the good or better quality of the majority of the teaching, training and learning observed;
- the increasing use of management information systems to compare and benchmark the progress made by individual learners and cohorts of learners and to inform planning;
- the effective use of staff expertise and link officer support to identify and share good practice in the support for, and the development of self-evaluation; and
- the strong commitment of the governing bodies and management committees, and the leadership and management at all levels to promote self-evaluation.

4.3 AREAS FOR IMPROVEMENT

The organisations individually and on an area basis need to:

- provide specific training for the members of governing bodies and management committees in the processes of self-evaluation to enable them to contribute to, and actively support, the self evaluation process within their organisation;
- focus self-evaluation more appropriately on how to monitor and benchmark the performance and achievement of learners, including the more effective use of performance data, and evaluation of classroom and teaching practice; and
- ensure that management, at all levels, provides constructive and evaluative feedback to the staff on the effectiveness of their work.

Evaluating Series

The Evaluating series presents a range of indicators of quality in the provision of subjects, including pastoral care, derived from the experience of the Inspectorate, acquired on inspections and school visits. The indicators are intended to assist Boards of Governors, members of senior management and classroom teachers of primary, post-primary and special schools to monitor and evaluate their own provision and, where necessary, to effect improvements.

The Improving Series

The Improving Subject Series are based on inspections of and visits to subject departments in post-primary schools. They are intended to support subject teachers and departments in their evaluation and improvement of their teaching and of their pupils' learning and standards of achievement.

The Better Series

The Better series identifies the elements of the most and least effective provision using evidence gathered from inspections and other visits to schools

Together Towards Improvement

Together Towards Improvement outlines the process that a school may use to develop a culture of self-evaluation leading to improvement. The document outlines the quality indicators used by inspectors and illustrates how a school can use these indicators to evaluate the quality of provision. The document is designed for use in primary, post-primary and special schools.

Quality Assurance in the Youth Sector 2000

The Quality Assurance in the Youth Sector 2000 outlines quality indicators and possible sources of evidence to assist youth organisations in their self-evaluation.

Reflective Teacher

The Reflective Teacher sets out guidance for individual teachers to evaluate the quality of his/her practice and to identify strengths and areas for improvement.

Draft Quality Indicators for the Youth Sector September 2007

The Draft Quality Indicators for the Youth Sector September 2007 is designed to help practitioners reflect on their practice, with a view to identifying strengths and identifying and addressing areas for improvement.

Improving Quality: Raising Standards (IQ:RS)

Improving Quality: Raising Standards (IQ:RS) is the Inspectorate's quality assurance framework for further education, and training programmes, and is linked to the Department for Employment and Learning's (the Department) strategy for quality improvement "Success Through Excellence: A Quality Improvement Strategy for the Further Education and Training System in Northern Ireland".

Digital Versatile Discs (DVD)

The DVDs were produced to help the staff of an organisation evaluate the quality of provision by reflecting on, and discussing, examples of good practice.

The ISO 9000 series

The ISO 9000 series of standards represents an international consensus on good quality management practices. It consists of standards and guidelines relating to quality management systems and related supporting standards.

The ISO 9001:2008 standard provides a set of standardised requirements for a quality management system, regardless of what the user organisation does, its size, or whether it is in the private, or public sector.

Investors in People

The Investors in People standard is an outcome-focused framework to support organisations in transforming and improving their business performance.

Investors in Pupils

Investors in Pupils build on the principles of Investors in People. It focuses on pupil voice and pupil participation and aims to support pupils to set individual and class targets and to recognise the importance of the roles and responsibilities of everyone involved in their education, and how they as pupils can make a difference.

ORGANISATIONS VISITED DURING THE INSPECTION

Nursery

Covent of Mercy Nursery School
Downpatrick Nursery School
St Colmcille's Nursery School

Primary

Cedar Integrated Primary School
Downpatrick Primary School,
St Brigid's Primary School

Post-Primary

Blackwater Integrated College
De La Salle High School
Down High School
St Mary's High School
St Patrick's Grammar School

Special and AEP

Ardmore House Special School
Ardmore Alternative Education Provision Centre

Youth

Patrician Youth Centre
SEELB Youth Service

Work-based Learning

Hugh J O'Boyle Training Ltd

Further Education

South Eastern Regional College – Downpatrick Campus

© CROWN COPYRIGHT 2010

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website:
www.etini.gov.uk

