

Education and Training Inspectorate

Annual Business Report

2012-2013 BUSINESS YEAR

*ETI: Promoting Improvement in the
Interests of all Learners*



Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure



SECTION 1

FOREWORD

This annual report outlines the performance against the Education and Training Inspectorate's (ETI) annual business targets and customer service standards over the business year 2012-2013. Other work undertaken by the ETI, including corporate development work, is identified within and monitored through the ETI's three-year corporate development plan and associated operational plan.

The ETI provides inspection services and policy advice mainly to three government departments: the Department of Education (DE); the Department for Employment and Learning (DEL) and the Department for Culture, Arts and Leisure (DCAL). In recent years the ETI has also been commissioned to undertake work for the Department of Agriculture and Rural Development (DARD), the Criminal Justice Inspectorate (CJI) and the United Kingdom Borders' Agency (Home Office).

The annual report outlines the ETI's outcomes against inspection targets and the evaluations and other activities undertaken in the year to enable us to deliver our mission of 'promoting improvement in the interest of learners'. It also includes feedback from those we inspect on how well we carry out our work, and performance against published customer service standards. The ETI also undertakes corporate development work as set out in the ETI Three-Year Corporate Plan 2013-16:

<http://www.etini.gov.uk/index/support-material/support-material-general-documents-non-phase-related/support-material-general-documents-about-the-education-and-training-inspectorate/the-education-and-training-inspectorate-three-year-corporate-plan-2013-2016.pdf>

During 2012-13 the ETI has delivered a wide range of inspection services, and, importantly has continued to have a positive impact on the experience of learners and the standards they achieve. The inspection and follow-up work that the ETI undertakes demonstrates clearly that inspection results in improvement. (Section 2.1 of this report).

October 2012 saw the launch of my first Chief Inspector's biennial report (for the period April 2010 – June 2012) which concluded that our education system serves the majority of its learners well but outcomes are too variable. All who work in our education and training system should be rightly proud of the work that they do but further improvement is needed if all learners are to fulfil their full potential. The report can be found at:

<http://www.etini.gov.uk/index/support-material/support-material-general-documents-non-phase-related/the-chief-inspectors-report/ci-report-2012.pdf>

During 2012-13, we continued the work we began in September 2011 looking at how we could improve the way we work, building on the good practice we already have and developing it so that we can have even greater impact. Like all public bodies we are working on a reduced budget and need to focus our resources where they are most needed and make the biggest difference. To that end, we continued to develop our proportionate risk based model of inspection. We also reviewed notification periods, the post-primary inspection model, the inspection of governance, feedback arrangements and the report structure. The changes will be implemented in 2013-14 and I will report on the impact of these changes in the next Annual Business Report¹.

In this period, ETI also provided significant training for the increased number of associate assessors (AAs) who work alongside inspection teams and who are all experienced leaders within their own organisations. This training focused on the development of the AAs' evaluative skills so

¹ A full report on progress on corporate development work will be produced following the evaluation and review of the three-year corporate plan in 2016.

that they can be deployed more widely on inspections and thereby take these evaluative skills into their own organisations. We remain learner-focused and will continue to make our evaluations with the learner at the centre, based on first hand evidence. Through our district inspector work we will continue to complement and supplement the centrally programmed inspections and evaluations, at all times 'promoting improvement in the interest of learners'.

NOELLE BUICK
Chief Inspector

SECTION 2

WHAT HAVE WE ACHIEVED?

2.1 INSPECTION LEADING TO IMPROVEMENT

The ETI reports its findings using the following descriptors, relating to levels of performance: outstanding; very good; good; satisfactory; inadequate; and unsatisfactory.

The inspection process continues to effect significant improvement in the quality, performance and standards of provision in education and training; follow-up inspections conducted during April 2012 to March 2013 show that improvements have been made in 69% of the organisations inspected.

For further information and a detailed breakdown of improvement by phase, please refer to 'Inspection Leading to Improvement Business Year 2012-2013'.

2.2 INSPECTION OUTCOMES

Set out below are the ETI outcomes for the year 2012-13 shown against our business targets.

The ETI aims to complete an inspection activity in at least 90% of the organisations as agreed with the funding department and set out in the annual business targets for the 2012-13 business year. The following inspections were undertaken.

TARGET	ACHIEVED		OUTCOME
		Fully	
		Partially	
		Not	

HEADLINE:

<p>The ETI set out to inspect 234 organisations across education and training (pre-school, primary, post-primary, special, youth, training and FE) and carry out the necessary follow-up inspections in line with the procedures published in 'What Happens After an Inspection?'</p>		<p>239 organisation inspections were completed.</p> <p>In addition:</p> <ul style="list-style-type: none"> • 22 nursery units were inspected as part of the primary school inspection; • one pre-school centre had a baseline inspection visit; and • one special, four nursery unit, 13 primary and two post-primary inspections that began in a previous business year, but were incomplete owing to industrial action, were completed. <p>68 follow-up inspections were also carried out in organisations where, at the time of the original inspection, the overall effectiveness was evaluated as satisfactory, inadequate or unsatisfactory.</p>
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		<p>In addition, there were:</p> <ul style="list-style-type: none"> • four follow-up inspections of nursery units that were originally inspected as part of the primary school inspection; • four follow-up inspections of specialist areas in two colleges of further education inspections; and • two follow-up inspections of the work-based learning specialist areas in an organisation.
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BREAKDOWN BY PHASE:

To inspect 76 pre-school centres.		<p>78 pre-school centres were inspected.</p> <p>In addition:</p> <ul style="list-style-type: none"> • one pre-school centre had a baseline inspection visit; and • 22 nursery units were inspected as part of a primary school inspection, and a further four that began in a previous business year, but were incomplete owing to industrial action, were completed.
To inspect 105 primary schools.		<p>105 primary schools were inspected.</p> <p>In addition, 13 primary school inspections, that began in a previous business year, but were incomplete owing to industrial action, were completed.</p>
To inspect 28 post-primary schools.		<p>24 post-primary schools were inspected.</p> <p>In addition, two post-primary school inspections that began in a previous business year, but were incomplete owing to industrial action, were completed.</p>
To inspect six special education organisations.		<p>Four special education organisations were inspected.</p> <p>In addition, one special school inspection that began in a previous business year, but was incomplete owing to industrial action, was completed.</p> <p>Two alternative education provision (AEP) organisations were inspected.</p>
To inspect six youth centres.		Eight youth centres were inspected.
To inspect two youth areas.		Three youth areas were inspected.
No target set.		One outdoor education centre was inspected.
To inspect nine work-based learning		Nine work-based learning organisations

organisations.		were inspected.
To inspect two steps to work organisations.		Two steps to work organisations were inspected.
To inspect two further education organisations.		Three further education organisations were inspected, including CAFRE as referred to in section 2.4.

2.3 EVALUATIONS/SURVEYS COMMISSIONED BY DEPARTMENTS

These inspection activities typically include inspection visits to multiple educational settings and result in a published report which describes the provision for learners across the system as a whole, or within a more specific area such as an Education and Library Board (ELB) or a geographical area. The following evaluations were undertaken.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Survey of best practice in English and mathematics in post-primary schools.			Report published.
DE	Joint report with DES inspectorate on best practice in literacy and numeracy in post-primary settings.			Report to be published in 2014.
DE	Evaluation of how effectively primary schools are using statutory computer-based assessment data for diagnostic and planning purposes.			Report published.
DE	Preparing school principals to be effective leaders – an evaluation of existing leadership programmes including the Professional Qualification in Headship (PQH) (NI).			Report published.
DE	Evaluation of the joint QUB/UU Pilot project: post-primary PGCE in main subject with special needs education & inclusion			Report published.
DE	Evaluation of the effectiveness of full service school provision at the Boys' and Girls' Model Schools and the full service community network centred in Corpus Christi College.			Report published.
DE	Evaluation of special education review pilots in 'level A' educational assessment and in early years' settings.			Interim report drafted June 2013. Evaluation extended to 2013-2014.
DE	Evaluation of International Fund for Ireland "Sharing in Education Programme" projects.			Inspection of 19 projects completed. Composite report published November 2013.

DE	Evaluation of the quality of the special educational needs provision across primary schools in the IME sector.		Incomplete owing industrial action. Deferred by DE and replaced by survey on transitions in 2013/14.
DE	Evaluation of services provided by early years specialists to settings funded within the pre-school education expansion programme.		Extended to 2013-2014.
DEL	An evaluation/scrutiny of whole-college self-evaluation reports and quality improvement plans for the six area-based colleges.		Completed.
DEL	An evaluation and enhanced scrutiny of self-evaluation reports and quality improvement plans provided by a sample of contracted Training for Success/Apprenticeships NI and Steps to Work lead contractors.		Completed.
DEL	Follow-up on the Report of an Evaluation of the Provision and Outcomes for Essential Skills in the South Eastern Regional College.		Report published.
DCAL	The completion of an evaluation of the summer language learning programmes provided directly, or funded by, the Languages Bodies.		Report published.
DCAL	An evaluation of the contribution of the Creative Learning Centres to school improvement.		Evaluation extended to 2013-2014.
DCAL	AN evaluation of the ESTEAM agenda and its strategic link to the DCAL Learning Strategy.		Evaluation extended to 2013-2014.

2.4 OTHER INSPECTION ACTIVITY

The ETI undertakes work for other agencies in addition to the three main commissioning departments. The following work was requested/undertaken.

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
CJI	Inspection of learning and skills in one prison (Unannounced)			Completed. Report awaiting publication by CJI.

UK Borders Agency	Inspection of Tier Three English language colleges		One completed and inspection report published.
ETI	Evaluation of counselling in special schools		Completed.
ETI	Evaluation of speech and language provision.		Incomplete (and postponed DE agreement) owing to industrial action.
ETI	Evaluation of residential units (joint inspection activity with RQIA).		Completed.
ETI	Evaluation of the provision for ASD in mainstream schools.		Not completed.

2.5 POLICY ADVICE AND SUPPORT

The information below gives an indication of the wide range of advice and support for the development of policy that ETI colleagues provided during the course of this business year.

COMMISSIONED BY DE:

NATURE OF WORK/ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	
		Partially	
		Not	
Policy advice on issues associated with the development of qualifications.			Ongoing.
Policy advice on the revised arrangements for assessment.			Ongoing.
Policy advice on the 14-19 curriculum.			Ongoing.
Policy advice on Careers Education, Information, Advice and Guidance (CEIAG).			Ongoing.

Policy advice on Science, Technology, Engineering and Mathematics (STEM) issues.		Ongoing.
Policy advice on the review of teacher education.		Completed upon request.
Policy advice on the outworking of the early years policy.		Ongoing.
Policy advice on the Special Educational Needs (SEN) policies, including the recommendations in the Irish medium education review.		Ongoing.
Policy advice on accommodation matters.		Completed upon request.
Policy advice on developing a strategic plan for autism.		Ongoing.
Policy advice on the development of qualifications in support of the Entitlement Framework of pupils unable to achieve at level 2 and on the availability/suitability of skills-related qualifications.		Completed.
Advice regarding supporting effective leadership in schools.		Completed upon request.
Advice to DE regarding the review of A levels.		Completed upon request.
Advice to DE regarding extended schools.		Completed upon request.
Advice to DE regarding complex pastoral care and safeguarding issues.		Completed upon request.

COMMISSIONED BY DCAL:

NATURE OF WORK/ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	
		Partially	
		Not	
Provision of a workshop for DCAL grade 7s and Deputy Principals to share best practice and to assist them in commissioning work from ETI and in challenging and monitoring the child protection and vulnerable adults procedures, the learning activities and the self-evaluation processes and outcomes undertaken by the ALBs.			Completed.
Continued support for the learning co-ordinator and for the ALBs from the ETI link inspectors to include a review of the quality indicators.			Completed.
Advice on the implementation of the quality indicators in bodies funded by NIMC and by the languages bodies.			Completed.

COMMISSIONED BY DEL:

NATURE OF WORK/ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	
		Partially	
		Not	
Schedules of accommodation.			Completed.

SECTION 3

EXTERNAL EVALUATION OF THE WORK OF ETI

3.1 BACKGROUND

In order for continuous improvement and increased openness, a post-inspection evaluation is conducted by the Northern Ireland Statistics and Research Team (NISRA) within the Department of Education to evaluate the performance of the ETI and Inspection Services Branch (ISB) during the inspection process. All teaching staff in a school/organisation had the opportunity to respond to the survey. The outcomes of this evaluation are analysed, monitored and inform directly the ETI's corporate planning process.

The post-inspection evaluation consisted of a survey of schools/organisations that had an inspection between the periods April 2012 to March 2013. These schools/organisations included pre-schools, nurseries, primary schools, special schools, post-primary schools, training providers, further education colleges and youth organisations. These schools/organisations were invited to complete an online questionnaire.

A total of 410 valid online questionnaires were returned by 119 schools/organisations. Twelve organisations submitted more than one return from the leader /principal of the school/organisation. Most of these were schools.

It is worth noting that not every respondent answered every question. The amount of missing values is recorded below each table; however the percentages in the tables and figures reflect the number that did respond to that particular question.

3.2 COMPLETION OF SURVEY

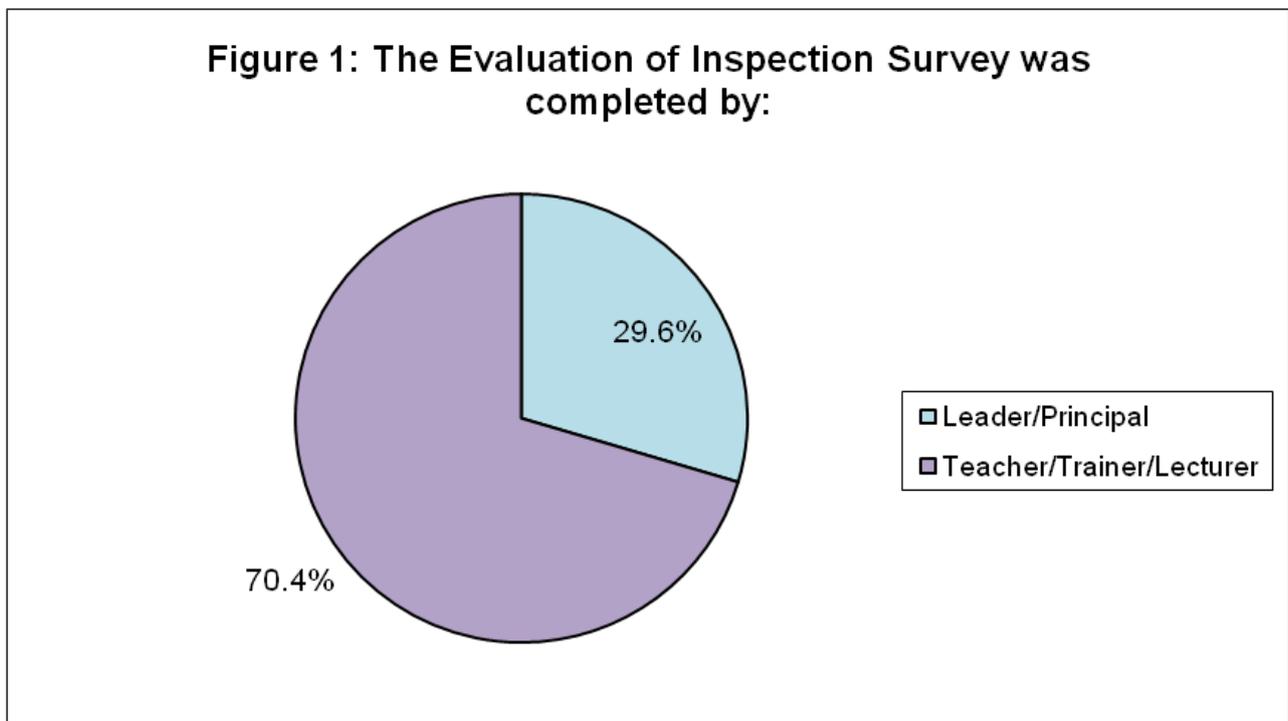
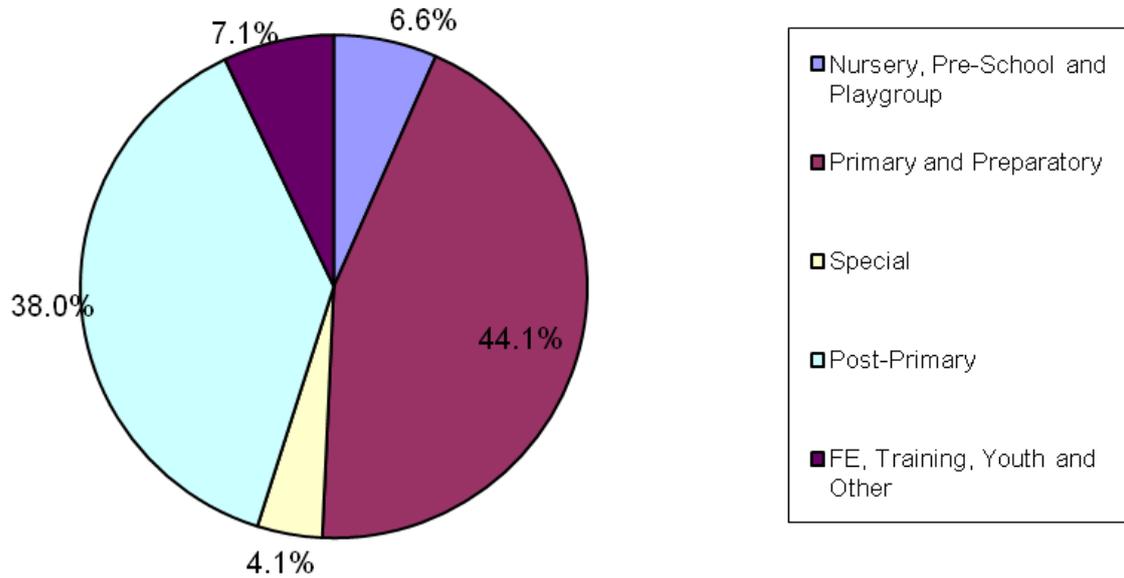


Figure 2: Survey returns by type of organisation.



3.3 PRE-INSPECTION

Figure 3: Section A = Pre - Inspection

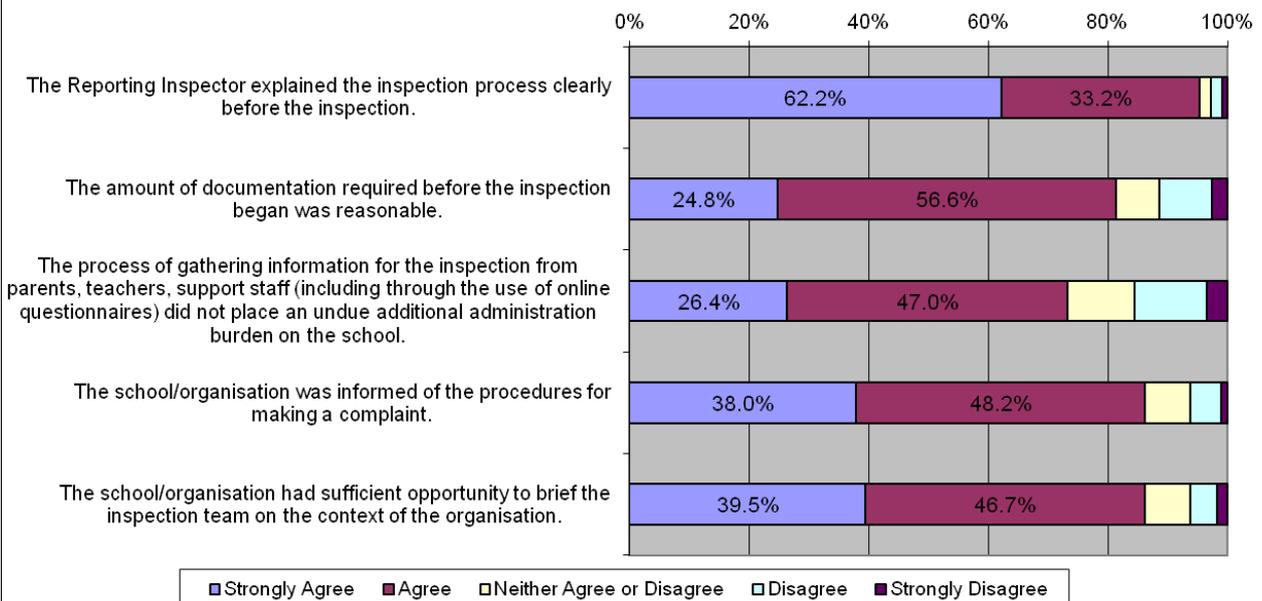


Figure 3 shows the percentage of respondents who answered either strongly agree or agree for the first five questions in Section A of the questionnaire and the rest who either answered disagree / strongly disagree / neither agree or disagree.

3.4 DURING THE INSPECTION

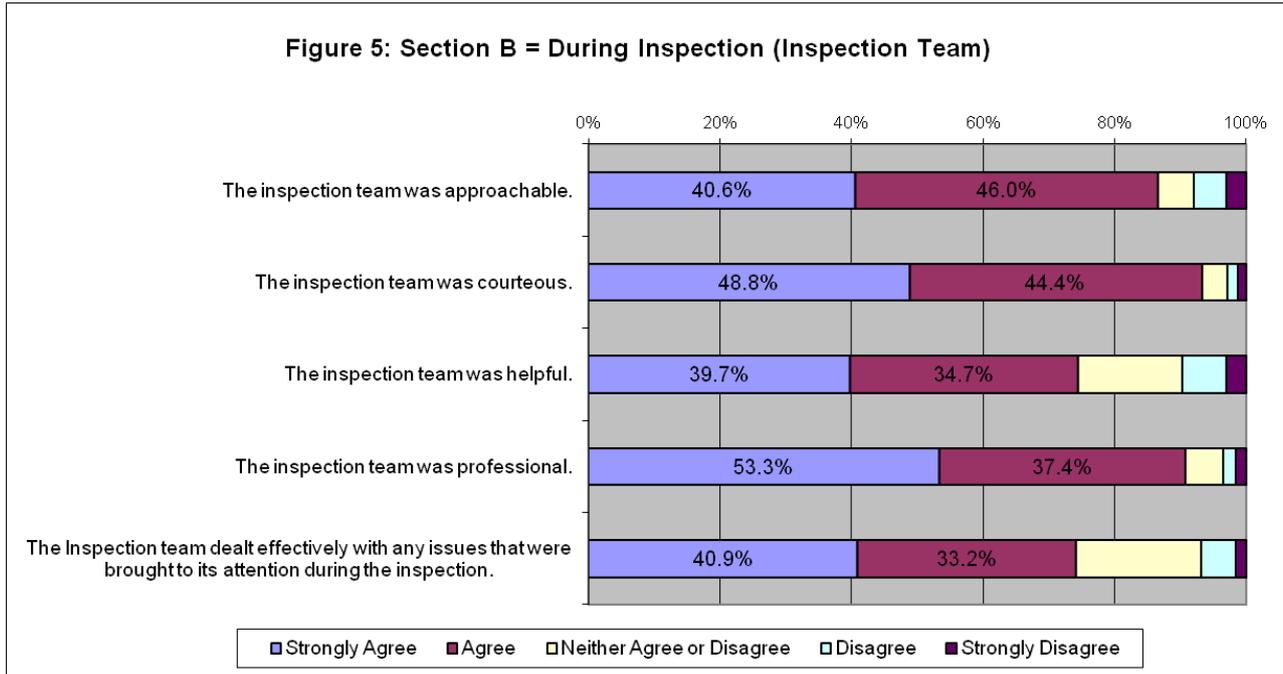


Figure 5 shows the percentage of respondents who answered either strongly agree or agree to the first five questions in Section B regarding the inspection team and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

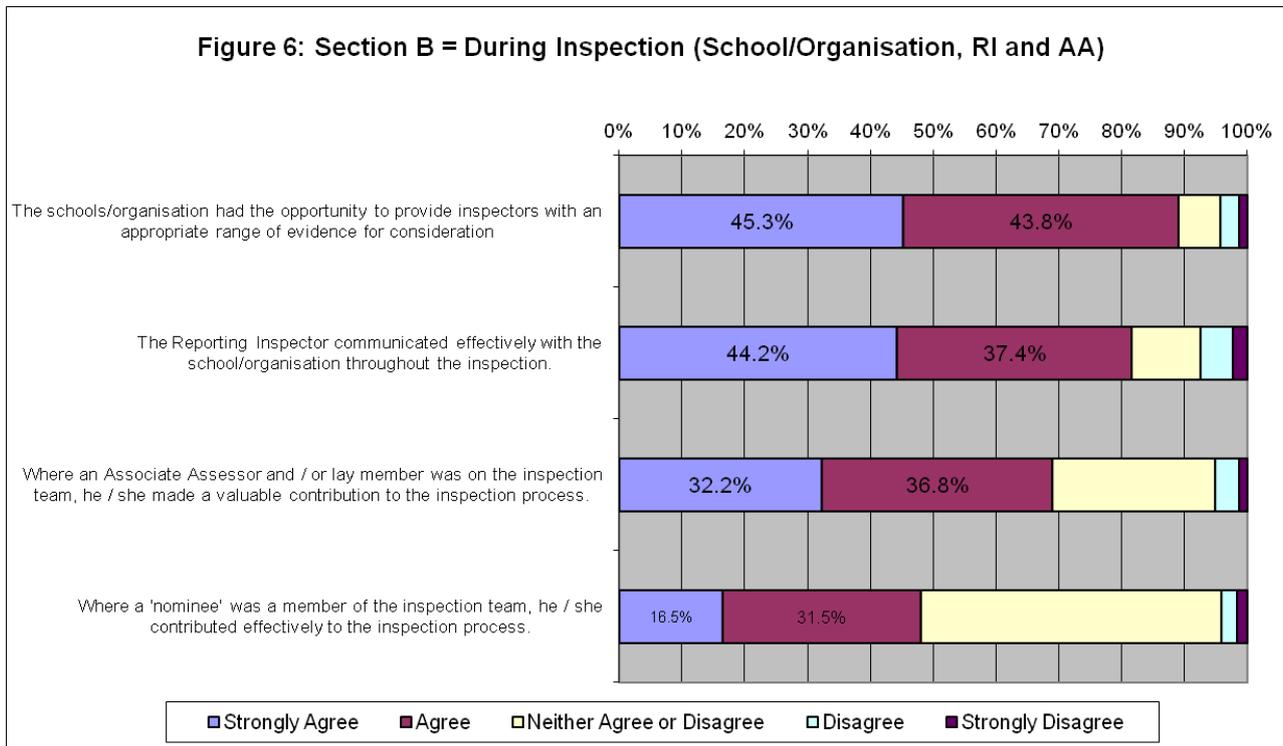


Figure 6 shows the percentage of respondents who answered either strongly agree or agree to questions 15 – 18 in Section B and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

Figure 7: Section B = During Inspection (Spoken Reports)

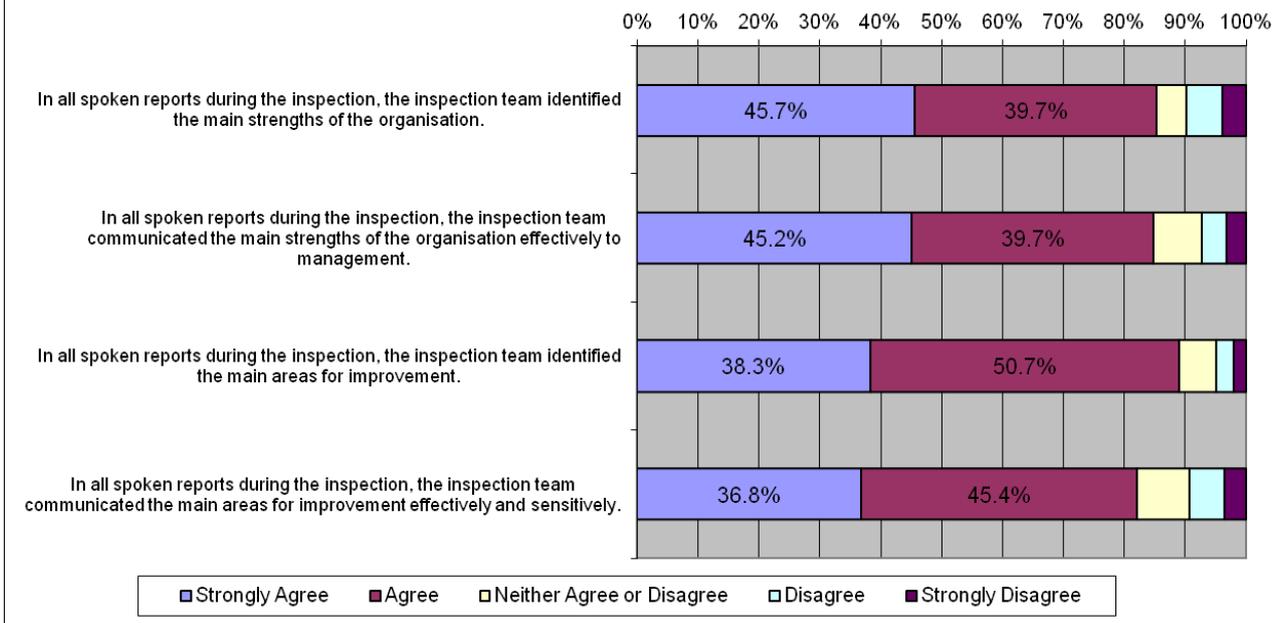


Figure 7 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section B regarding the spoken reports and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

3.5 AFTER THE INSPECTION

Figure 11: Section C: After the Inspection (Final Report)

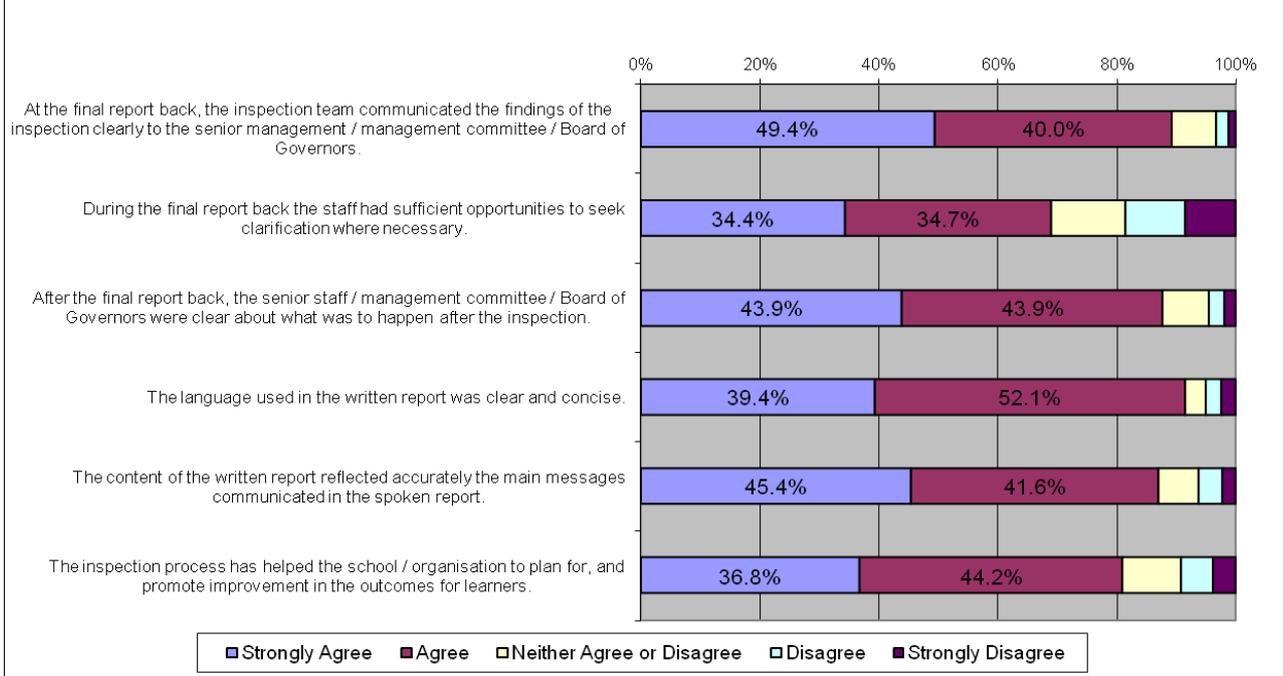


Figure 11 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section C regarding post inspection and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

3.6 INSPECTION SERVICES BRANCH

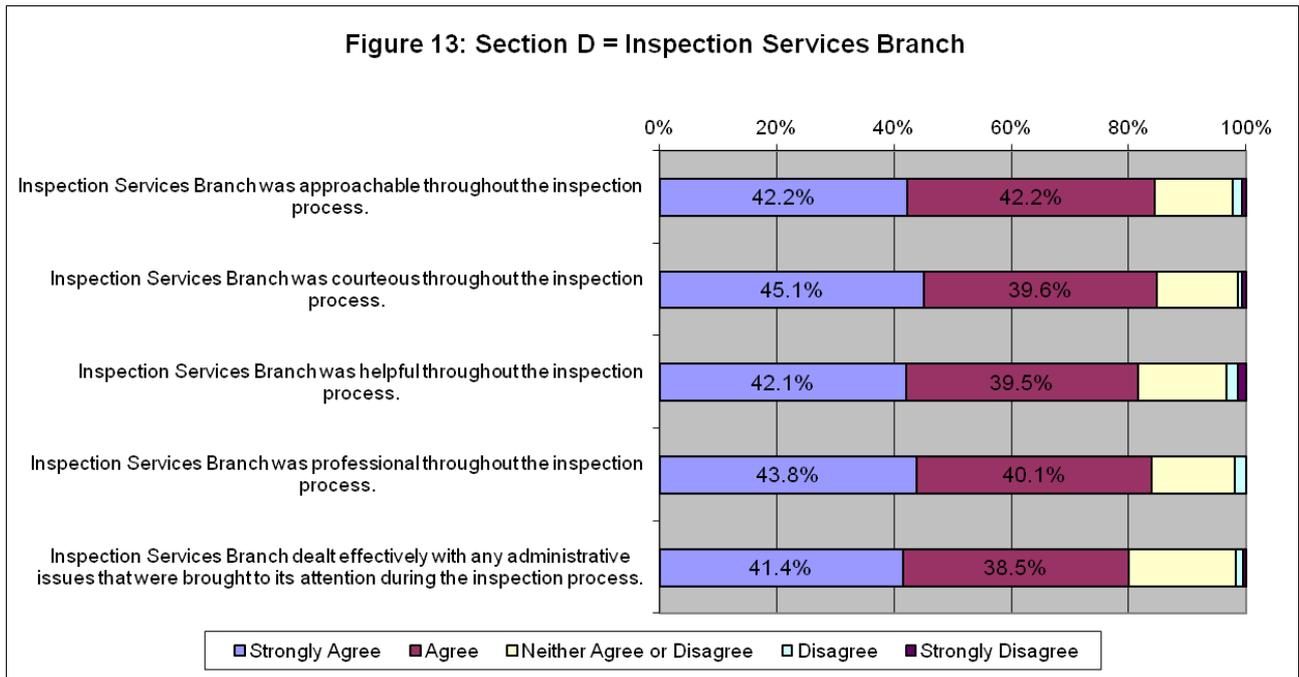


Figure 13 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section D regarding ISB and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

3.7 OVERALL SATISFACTION

The ETI sets a challenging target for levels of customer satisfaction of 85%. Overall 79% of respondents strongly agreed or agreed with the statement that ‘I am content with the quality of service provided by the ETI and ISB throughout the inspection process’, (down slightly from 82.8% last year).

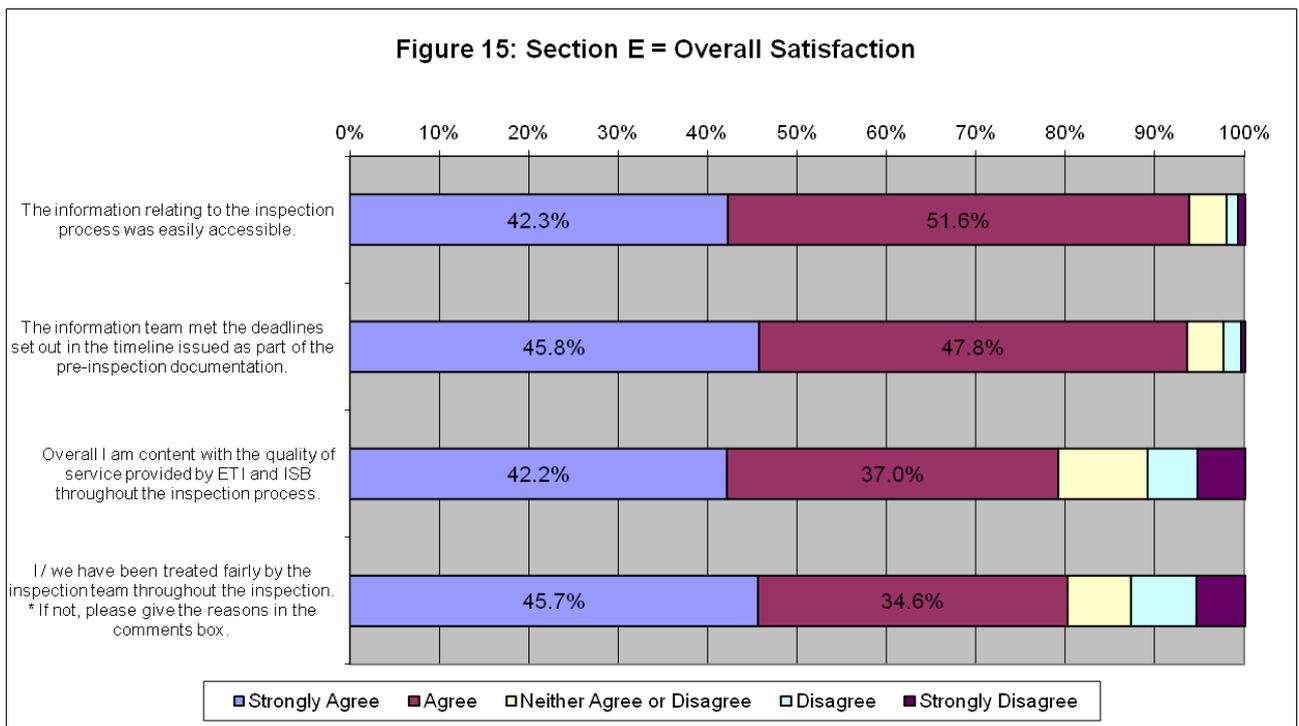


Figure 15 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section E regarding overall satisfaction and the rest who either answered disagree / strongly disagree / neither agree nor disagree.

In addition, the respondents were asked if they felt they had been treated fairly by the inspection team. The ETI aims to ensure that customers and customer groups are treated fairly and set the challenging target for positive customer feedback of 85%. Overall most of the responses (80.3%) agreed or strongly agreed with this statement. Those who did not feel they were treated fairly were invited to give reasons in a comments box provided.

3.8 PUBLICATIONS PRODUCED BY ETI

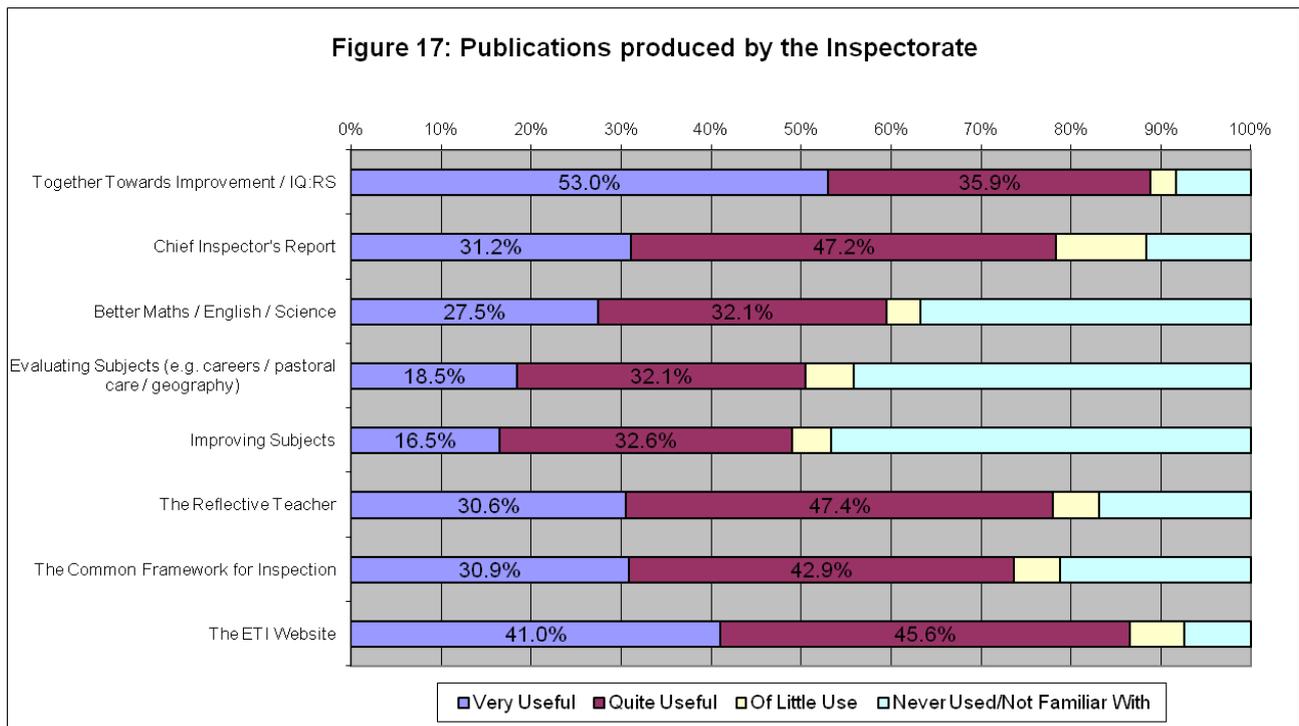


Figure 17 shows the answers the respondents submitted regarding how useful the publications produced by the ETI were.

It should be noted that not all respondents were familiar with the publications.

SECTION 4

CORPORATE PERFORMANCE

4.1 INTRODUCTION

As part of the ETI's commitment to meeting the needs of its customers and stakeholders, regular monitoring is conducted on the extent to which its published service standards are met. These service standards are divided into the following areas: communication; consultation; complaints; and service and performance levels.

The standards reflect the operational and organisational business and customer requirements such as the overall quality of our customer service. In March 2013, the ETI secured a third year of Customer Service Excellence accreditation with 55 full and two partial compliances out of the 57 criteria.

Much of the initial contact between ETI and its customers is made by ISB. The staff in ISB answer the telephones and deal with initial enquiries on behalf of ETI and, as such, they are key, front-line staff in the interface between the ETI and its customers. The extent to which we have met our published performance targets is outlined below.

4.2 PERFORMANCE AGAINST KEY TARGETS

TARGET	ACHIEVED: <i>Fully</i>  <i>Partially</i>  <i>Not</i> 	OUTCOME/ COMMENT
ISB will answer all telephone calls to the branch within five rings.		100% of the incoming calls to ISB were answered within five rings.
ETI/ISB will acknowledge all written communication received initially by ISB (by postal communication or e-mail inspectionservices@deni.gov.uk) within three working days.		All postal and e-mail communication was responded to within the designated time frame of three working days.
ETI/ISB will provide a written reply to an enquiry/communication within 15 working days.		All 169 written enquiries during 2012-2013 were responded to within the designated time frame of three working days.
ETI/ISB will make an initial response to a complaint within 20 working days of it being received in written form.		All postal and e-mail communication was acknowledged within the designated time frame of three working days.
ETI/ISB will make a substantive response to a complaint according to the timescales specified within the published 'Complaints Procedure'.		During 2012-13, the ETI received three written complaints relating to the inspection process. These were all followed up systematically, in accordance with the procedures outlined in the ETI's complaints procedure.

		<p>35 formal requests for information under the FOI procedures (up from 32 last year) including five from DE requesting an ETI input and 13 data protection requests were provided within the required time scale as appropriate.</p> <p>179 written compliments were received.</p>
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4.3 ACTIONS TO SUPPORT THE ENVIRONMENT

- Old used paper is recycled; all paper used by ETI and ISB is from recycled sources.
- Any photocopying and printing of documents is double-sided.
- Electronic filing has reduced ISB paper and file retention to almost zero.
- Toner cartridges are recycled.
- Office lights are electronically controlled to switch off when there is no movement.
- All office equipment is switched off standby in the evening, with the exception of the photocopier which receives faxes.
- A very small number of survey documents is published in hard copy; almost all are published solely on the website.
- School reports are now issued by e-mail to schools and organisations; no paper copies are issued to parents.
- Online questionnaires are provided for teachers and support staff rather than paper copies.
- An electronic filing system (TRIM) is used.

4.4 FINANCE

Due to budgeting constraints in the 2012-2013 financial year, the ETI had to work within a reducing budget. This resulted in a concerted effort by all staff to ensure all work was carried out by the most cost-effective means while at the same time retaining high quality. Such examples of this were using rooms in government buildings that incurred no charge for meetings, ceasing the printing of reports and moving towards a more electronic form of working.

The cost of the ETI for the financial year ending 31 March 2013 was £5.7 million (representing 0.3% of DE's Education budget. This included £483,000 of expenditure costs relating to infrastructure, telephone and Blackberry business calls and rental, broadband, travel and subsistence, professional staff development and other administrative operating costs; £2,000 of this allocation remained unused at 31 March 2013.