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ETI: Promoting Improvement in the Interest of all Learners



Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments



## SECTION 1

### FOREWORD

This annual business report outlines the performance against the Education and Training Inspectorate's (ETI) annual business targets and customer service standards over the business year 2016-17. Other work undertaken by the ETI, including corporate development work, is identified within and monitored through the ETI's three-year corporate plan.

The ETI provides inspection services and policy advice to the Department of Education (DE) and the Department for the Economy (DfE). The ETI also undertakes inspection for the Department of Agriculture Environment and Rural Affairs (DAERA), the Criminal Justice Inspection (CJI) Northern Ireland (NI) and the Home Office.

The annual business report outlines the ETI's outcomes against inspection targets and the evaluations and other activities undertaken in the year to enable us to fulfil our vision and our mission of '*promoting improvement in the interest of all learners*'. It also includes feedback from those we inspect on how well we carry out our work, and measures performance against published customer service standards. The ETI also undertakes corporate development work as set out in the ETI three-year corporate plan 2016-19:

<https://www.etini.gov.uk/publications/education-and-training-inspectorate-three-year-corporate-plan-2016-2019>.

During 2016-17, 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 demonstrate clearly that inspection leads to improvement. (Section 2.1 of this report).

On 16 November 2016, I launched the biennial Chief Inspector's report, 2014-16. The report concluded that the education and training system in Northern Ireland serves a majority of learners well and we saw much good practice for which leaders, teachers and tutors in our schools and providers should be rightly proud. However, we also saw provision that was not good enough and needs to improve. Challenges remain. The launch of the report can be viewed at <https://www.etini.gov.uk/news/chief-inspectors-report-2014-2016>.

During 2016-17, we continued to build on established good practice in order to effect improvement in education within Northern Ireland. 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 continued to review inspection models, feedback arrangements and the related report structure, and established further the role of an organisation's representative during an inspection.

The Inspection and Self-Evaluation Framework (ISEF), effective from January 2017, is common to all phases inspected by the ETI. In creating a common framework for inspection and self-evaluation, the ETI is extending the principle of openness and transparency so that all stakeholders are working together to promote improvement for all learners. Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific: <https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>.

From January 2017, four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have undertaken action short of strike (ASoS) primarily in relation to a pay dispute. This includes non-co-operation with the ETI, however, we remain committed to carrying out inspections in a professional, courteous and respectful manner and in the knowledge that these circumstances are difficult for both the schools involved and the Inspectorate. Where there was ASoS, ETI was unable to report one of the four overall effectiveness conclusions. As a result, the ETI was unable to assure parents/carers, and the wider community and stakeholders of the quality of education in these schools.

In this period, the ETI continued to provide 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. We remain learner focused and continue to make our evaluations based on first-hand evidence. Through our district inspector work, we continue to complement and supplement centrally programmed inspection and evaluation activities, at all times 'promoting improvement in the interest of all learners'.

Noelle Buick

**NOELLE BUICK**  
Chief Inspector

## SECTION 2

### WHAT HAVE WE ACHIEVED?

#### 2.1 INSPECTION LEADING TO IMPROVEMENT

The ETI use one of the four following inspection outcomes when evaluating the overall effectiveness of an organisation:

- The organisation has a high level of capacity for sustained improvement in the interest of all the learners.
- The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.
- The organisation needs to address (an) important area(s) for improvement in the interest of all the learners.
- The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

The ETI use the following performance levels when reporting on outcomes for learners, on quality of provision and on leadership and management: outstanding, very good, good, important area(s) for improvement, requires significant improvement, and requires urgent improvement.

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 2016 to March 2017 show that improvements have been made in 79% of the organisations inspected.

#### 2.2 INSPECTION OUTCOMES

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 business year 2016-17.

Set out below are the ETI outcomes for the year 2016-17 shown against our business targets.

TARGETS	Achieved	OUTCOME <sup>1</sup>
	Partially	
	Not	
Not Scheduled (NS) 2016/2017	NS	

<sup>1</sup> Completed inspections includes those impacted by Action Short of Strike since January 2017

## HEADLINE:

<p>The ETI set out to inspect: the whole-school inspections of at least 190 school (primary and nursery units as part of primary school inspections, post-primary, special) and pre-school settings; at least eight youth settings; and a number of work-based learning (WBL), further education (FE) and European Social Fund (ESF) organisations as identified/agreed through Service Level Agreements (SLA); and, carry out the necessary follow-up inspections.</p>		<p>262 organisation inspections were completed. In addition, 36 nursery units were inspected as part of the primary school inspection programme.</p> <p>Sustaining improvement inspections and monitoring inspections and other inspection activity which took place are detailed in the breakdown by phase.</p> <p>66 follow-up inspections, were also carried out in organisations where, at the time of the original inspection, the overall effectiveness was evaluated as needing to address (an) important area(s) for improvement in the interest of all the learners or needing to address urgently the significant areas for improvement identified in the interest of all the learners.</p> <p>In addition, there were:</p> <ul style="list-style-type: none"><li>• three follow-up inspections of nursery units that were originally inspected as part of the primary school inspection;</li><li>• 12 follow-up inspections of WBL providers; and</li><li>• 129 interim follow-up visits to organisations (and an additional seven nursery unit visits), including 32 safeguarding follow-up visits.</li></ul>
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## BREAKDOWN BY PHASE:

<p>To inspect 70 pre-school centres.</p>		<p>93 pre-school centres were inspected and 36 nursery units were inspected as part of a primary school inspection.</p>
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To inspect 92 primary schools.		<p>112 primary schools were inspected, including four continuation inspections; there was one unannounced primary inspection.</p> <p>In addition, 59 primary schools were inspected as part of the sustaining improvement model of inspection, and 33 primary schools were inspected as part of the monitoring inspection model.</p>
To inspect 22 post-primary schools.		<p>25 post-primary schools were inspected, including one continuation inspection. In addition, 23 post-primary schools were inspected as part of the sustaining improvement model of inspection and six post-primary schools were inspected as part of the monitoring inspection model, including one baseline monitoring inspection.</p>
To inspect five special schools.		<p>Six special schools were inspected.</p> <p>In addition, four special schools were inspected as part of the sustaining improvement model of inspection.</p>
To inspect four education other than at school (EOTAS) organisations.		<p>Six EOTAS organisations were inspected.</p>
To inspect eight youth centres.		<p>Nine youth centres were inspected.</p>
To inspect one youth headquarter organisations.		<p>Two youth headquarter organisations were inspected.</p>
Not Scheduled (NS) 2016/2017: outdoor education centres (OECs).		<p>NS: OECs.</p>
Not Scheduled (NS) 2016/2017: independent schools.		<p>NS: independent schools.</p>
To inspect the FE, WBL and ESF providers identified within the DfE SLA 2016-17.		<p>Nine WBL organisations were inspected and in addition, the required scrutiny (FE/WBL/ESF) inspections were completed.</p> <p>Required inspections of ESF projects were completed:</p> <p>38 project promoters had a baseline inspection visit as part of the evaluation of the ESF.</p> <p>33 project promoters were inspected as part of the evaluation of the ESF.</p>

To complete one thematic inspection across the six further education colleges.		Completed:  Evaluation of the youth training and apprenticeships level 3 pilot programmes across the six further education colleges.
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### 2.3 OTHER INSPECTION ACTIVITY

The ETI undertakes work for other agencies in addition to the two main commissioning departments. The following work was undertaken:

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
			Fully	
			Partially	
			Not	
The Criminal Justice Inspection(CJI) Northern Ireland (NI)	Inspection of the education and training provision in one prison.			One inspection was completed.
The Home Office	Inspection of one Home Office organisation and two monitoring reviews.			Completed.

### 2.4 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 Authority (EA) region or a geographical area. The following evaluations were undertaken.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
			Fully	
			Partially	
			Not	
DE	[Small scale] evaluation of school's use of the SEN and medical register			Completed.
DE	Evaluation of the Teacher Professional Learning Strategy (continuation)			Completed and ongoing.
DE	[Bespoke] Evaluation of the DSC Shared Education Signature project (SESP) (continuation)			Completed and ongoing.
DE	[Small scale] longitudinal evaluation of the DSC:ILN Signature Programme (Part 3).			Completed.

DE	[Large scale] [baseline] evaluation of support for school improvement		Withdrawn by DE
DAERA	Evaluation of the pilot Business Development Groups (Rural Development Programme)		Completed and ongoing.

## 2.5 PARTICULAR ASSIGNMENTS COMMISSIONED BY DEPARTMENTS

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT	
			Fully		
			Partially		
			Not		
DE	A scoping exercise (In consultation with CCEA) to determine how to establish the success or otherwise of the statutory curriculum at primary and post-primary school together with any issues that need to be addressed.				
	Scoping exercise and policy advice re developing a policy/inspection model for Sure Start.			Ongoing. Carried forward to business year 2017-18.	
DfE	Development of ESF inspection processes.			Completed.	
DfE	ESF project quality improvement support from ESF funded colleagues.			Completed.	
DfE	Ongoing development of Youth Training and ApprenticeshipsNI programmes, related curriculum and quality systems.			Completed.	

## 2.6 OTHER EVALUATIONS

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT	
			Fully		
			Partially		
			Not		
ETI	An evaluation of examination entry practice in post-primary schools			Completed.	

## 2.7 POLICY ADVICE AND SUPPORT

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

COMMISSIONING DEPARTMENT	NATURE OF WORK ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Partially	Not	
		Not	Not	
DE	<ul style="list-style-type: none"> <li>Comment on Development proposals</li> </ul>			Ongoing.
DE	<ul style="list-style-type: none"> <li>Policy advice on T:BUC development of a buddying scheme</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Policy advice on Learning to Learn [finalising protocols for implementing ESaGS within voluntary and private pre-school settings]</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Policy advice re Learning to Learn implementation</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Policy advice on, and membership of, assessment panels to consider EITP applications under Getting Ready to Learn</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Policy advice re EOTAS provision for SEN pupils</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Policy advice re the development of a revised SEN Code of Practice</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>EOTAS placements</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Pastoral care and safeguarding</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Assessment in the primary curriculum</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Assessment in the post-primary curriculum</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Accommodation</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>School leadership</li> </ul>			Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>USID/performance data</li> </ul>			Ongoing advice on request.

DE	<ul style="list-style-type: none"> <li>Review of CGSE/A Level</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Entitlement Framework</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Annual public examination results (SAER)</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Special educational needs review</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Challenging behaviour steering group</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Transitions</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Looked After Children</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>T:BUC</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Teacher education</li> </ul>		Ongoing advice on request.
DE	<ul style="list-style-type: none"> <li>Use of ICT in schools</li> </ul>		Ongoing advice on request.
DfE	<ul style="list-style-type: none"> <li>Schedule of accommodation</li> </ul>		Ongoing advice on request.
DfE	<ul style="list-style-type: none"> <li>QA strands of DfE strategies</li> </ul>		Ongoing advice on request.
DAERA	<ul style="list-style-type: none"> <li>Policy advice</li> </ul>		Ongoing advice on request.

## SECTION 3

### EXTERNAL EVALUATION OF THE WORK OF ETI

#### 3.1 BACKGROUND

In order for continuous improvement and increased transparency, a post-inspection evaluation is conducted by the Northern Ireland Statistics and Research Team (NISRA) to evaluate the performance of the ETI and Inspection Services Team (IST) 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 and monitored to inform directly the ETI's corporate planning process.

NISRA surveyed the schools/organisations inspected between April 2016 and March 2017. These schools/organisations included pre-school centres, nursery schools, primary schools, special schools, post-primary schools, EOTAS centres, training providers, further education colleges and youth organisations. They were invited to complete online questionnaires; seeking feedback on the pre-inspection period, aspects of the inspection process, reporting (oral and written), Inspection Services Team, publications and resources, and overall satisfaction with the inspection process.

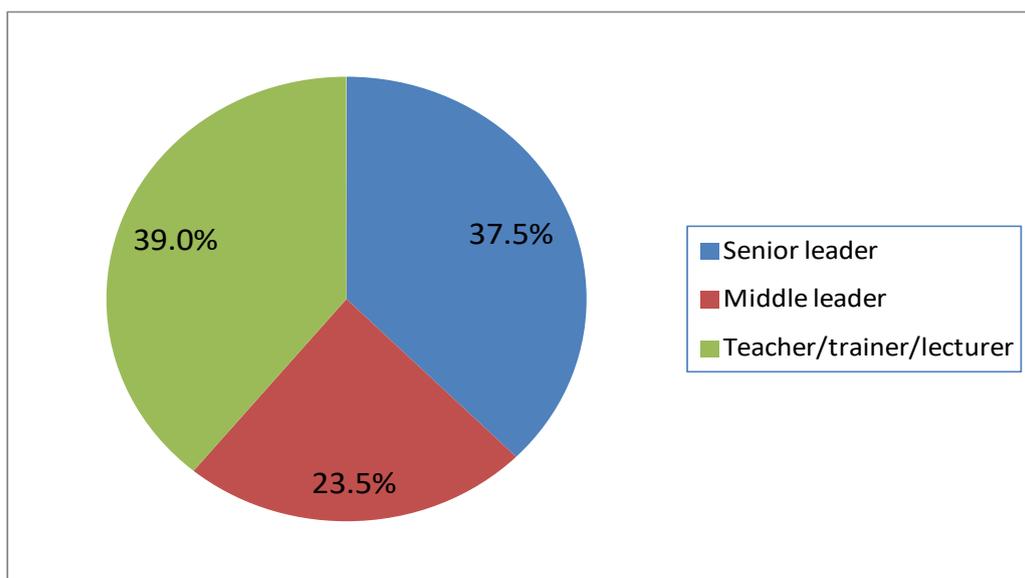
A total of 271 valid online questionnaires were returned by 103 schools/organisations. It is worth noting that not every respondent answered every question.

#### Changes to the questionnaire

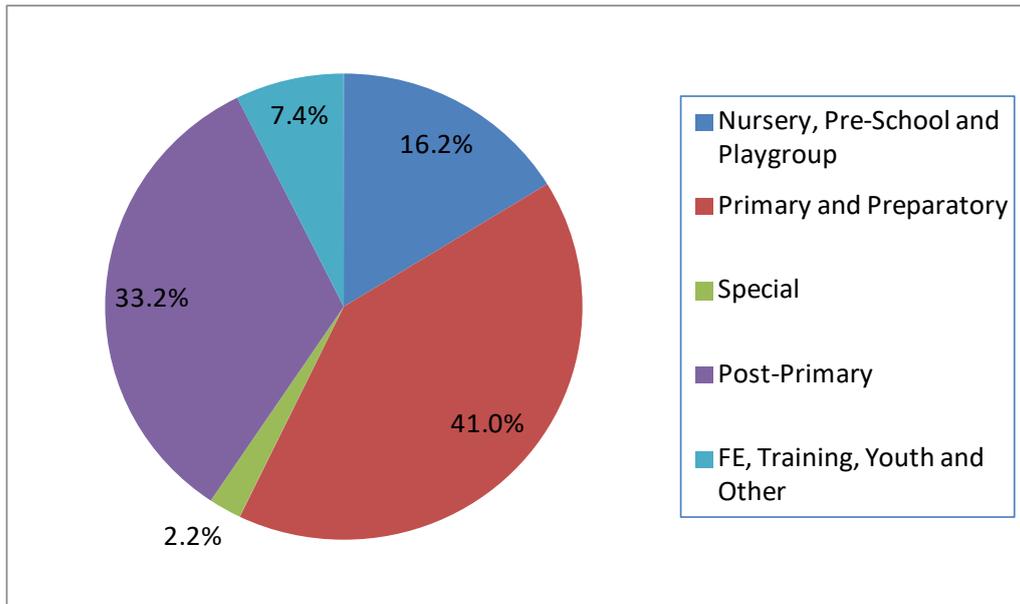
A number of changes were made to the online questionnaire with effect from 1 April 2016. These included new questions added, questions removed, re-wording of existing questions, and inclusion of routing.

#### 3.2 POST-INSPECTION SURVEY ANALYSIS

Figure 1: main survey was completed by

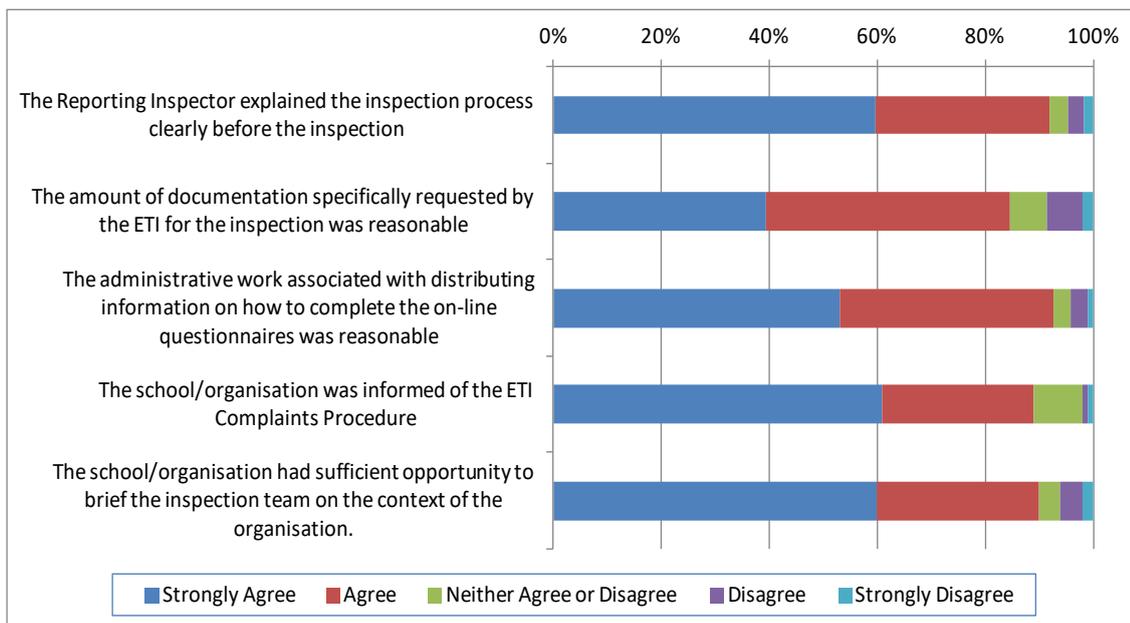


**Figure 2: survey returns by type of organisation – main survey**



### 3.3 PRE-INSPECTION

**Figure 3: feedback on pre-inspection**



### 3.4 DURING THE INSPECTION

Figure 4: feedback about during the inspection (Inspection Team)

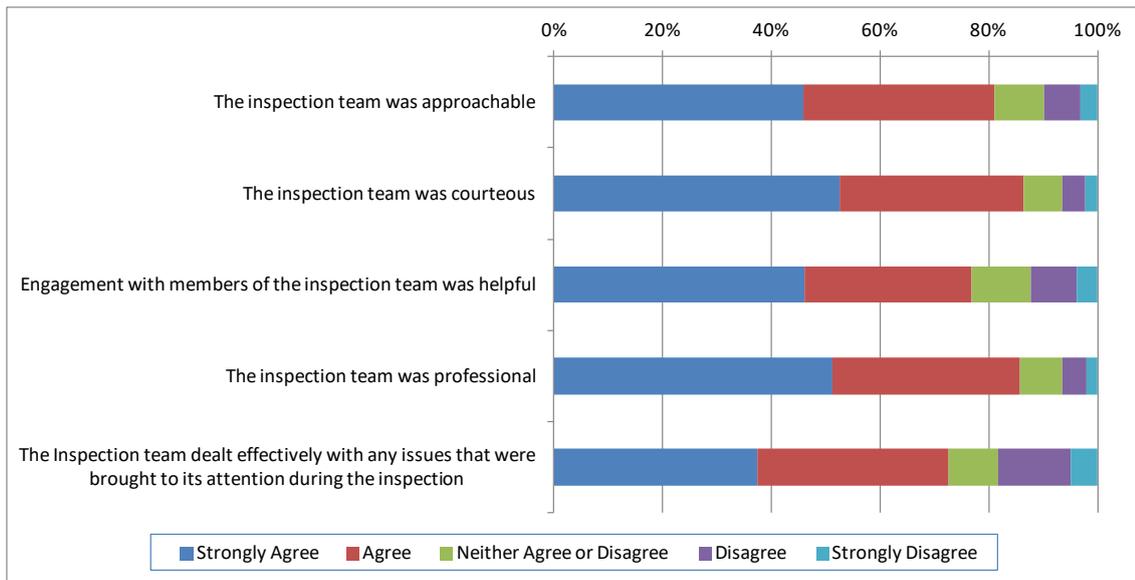
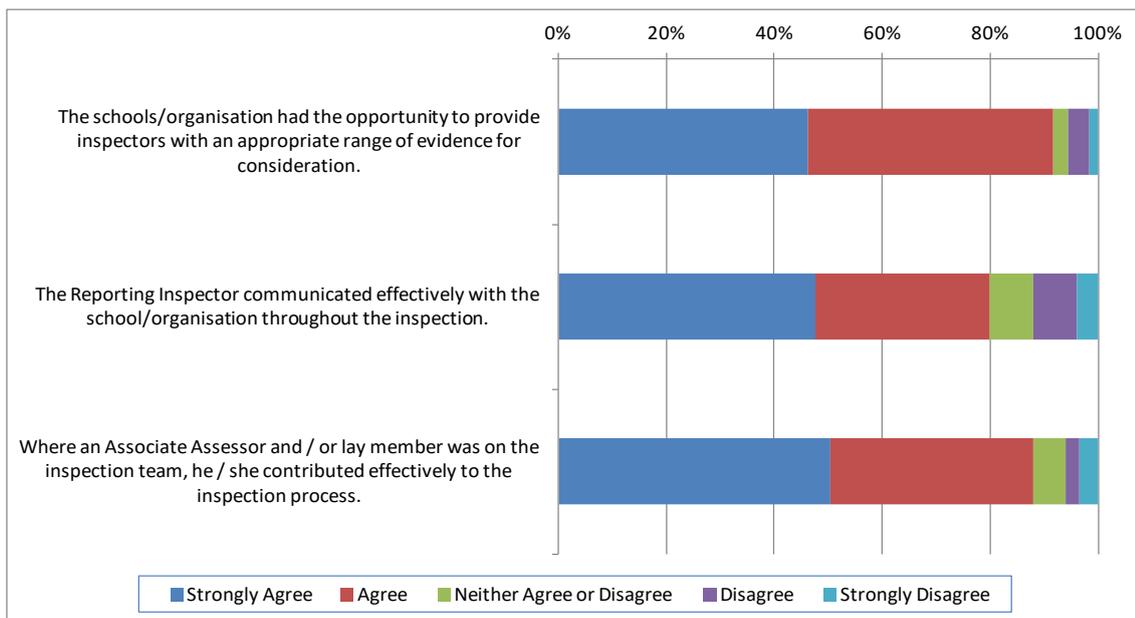
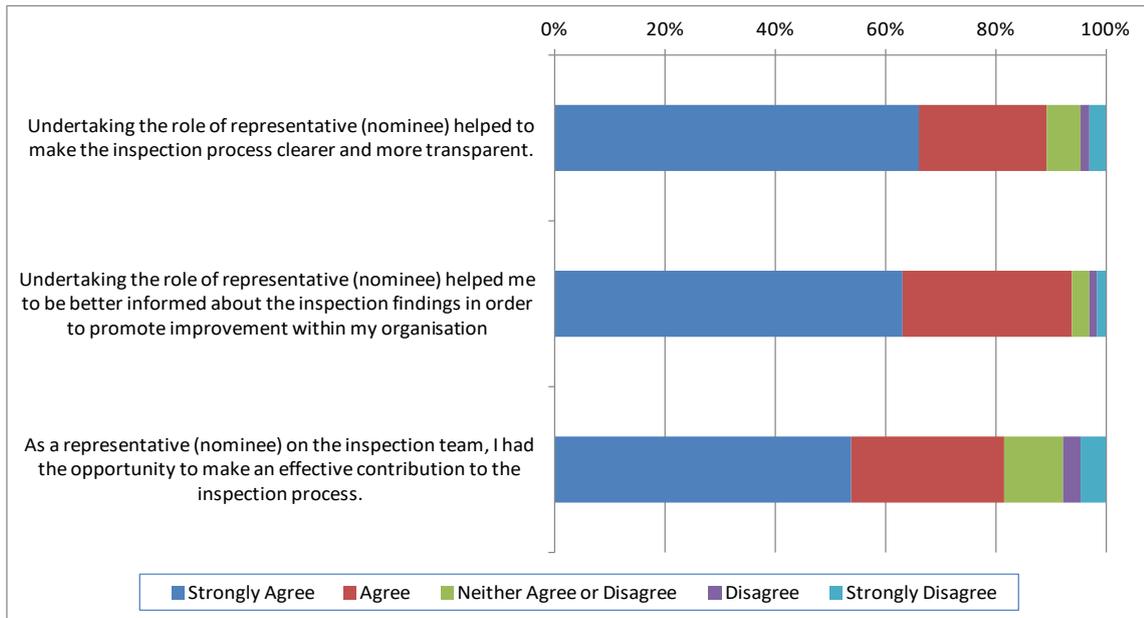


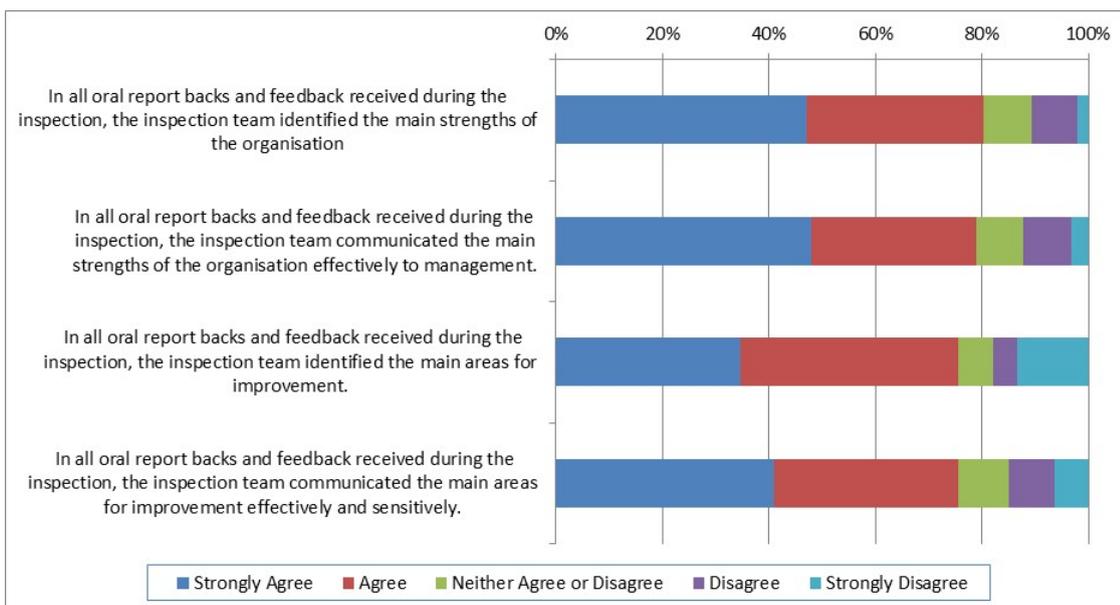
Figure 5: feedback about during the inspection (School/organisation, RI and AA)



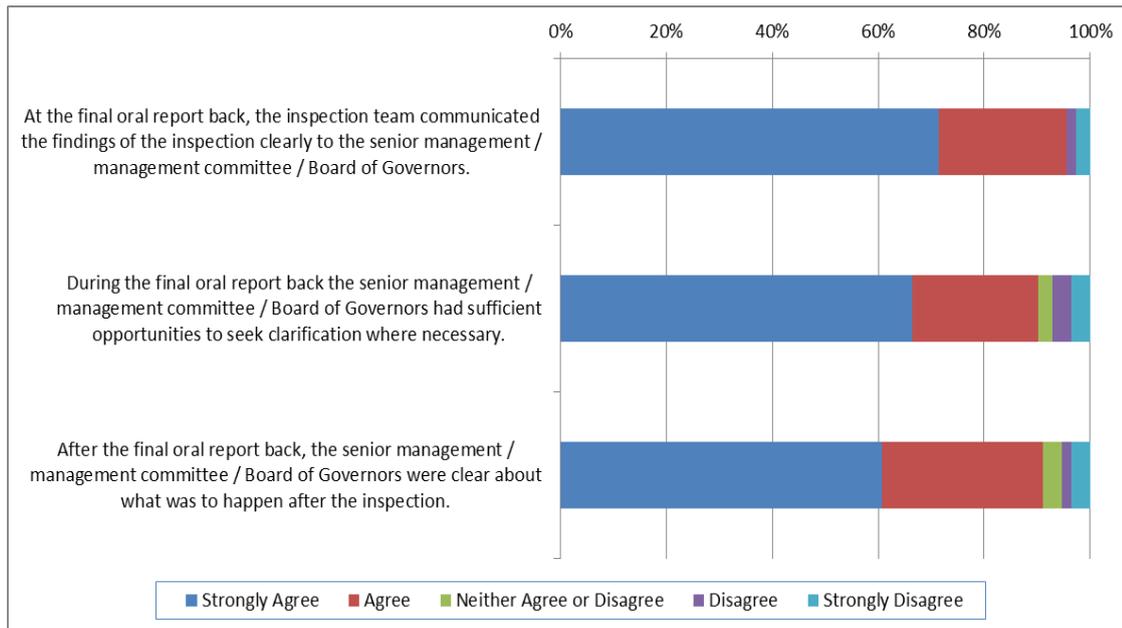
**Figure 5b: Feedback about during the inspection (role of representative)**



**Figure 6: feedback on the quality of spoken reports given by the ETI during the inspection**



**Figure 7: feedback on the final report back**

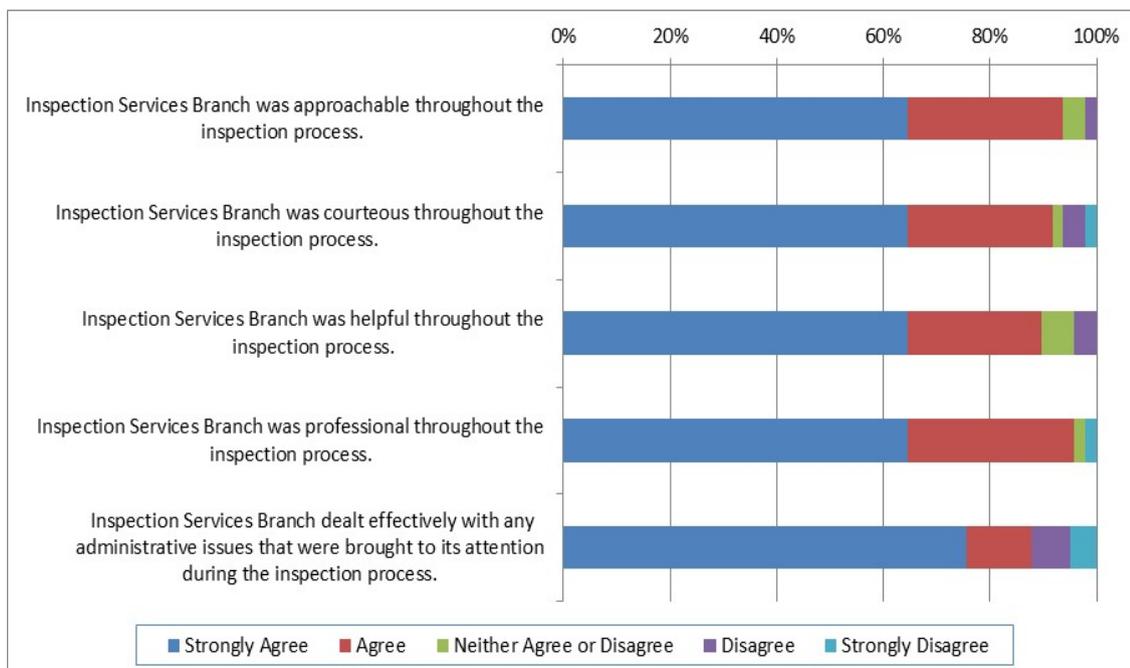


### 3.5 AFTER THE INSPECTION

No chart has been produced for the questions on the written report because the number of responses was too low (19). Of these 14 (74%) were positive or contained positive references. Statements such as ‘extremely accurate representation of the final oral feedback session and ‘it clearly identifies areas of strength and areas for improvement’ were written.

### 3.6 INSPECTION SERVICES BRANCH

**Figure 8: feedback on Inspection Services Branch**

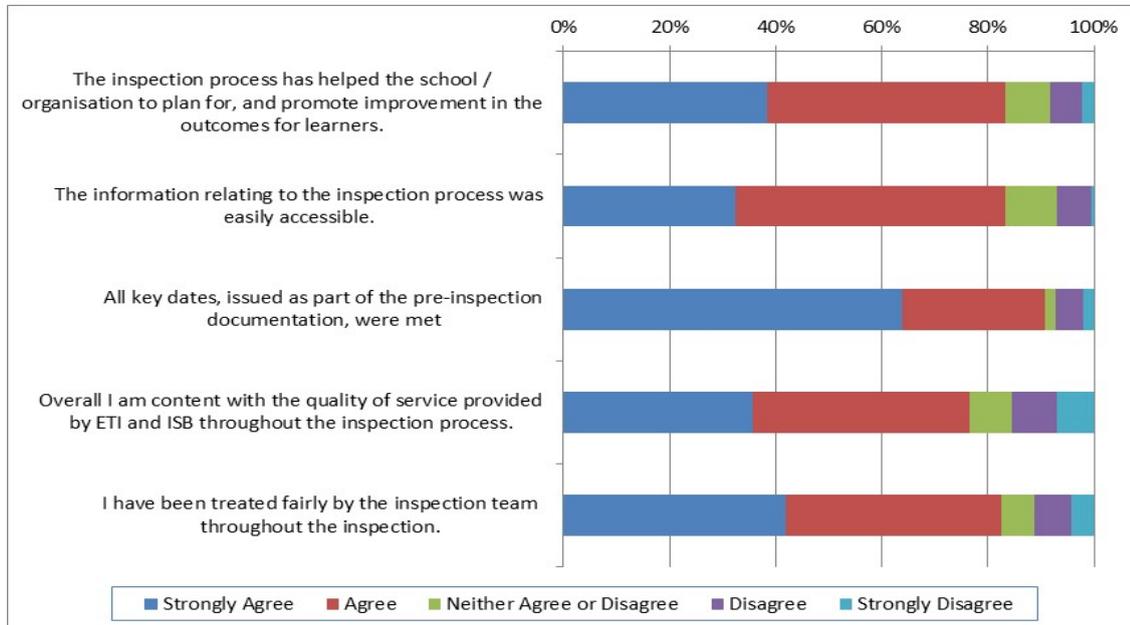


### 3.7 OVERALL SATISFACTION

The ETI sets a challenging target for levels of customer satisfaction of 85%.

Overall 77% of respondents strongly agreed or agreed with the statement that ‘I am content with the quality of service provided by the ETI and IST throughout the inspection process’, with 8% recording a “neither” response.

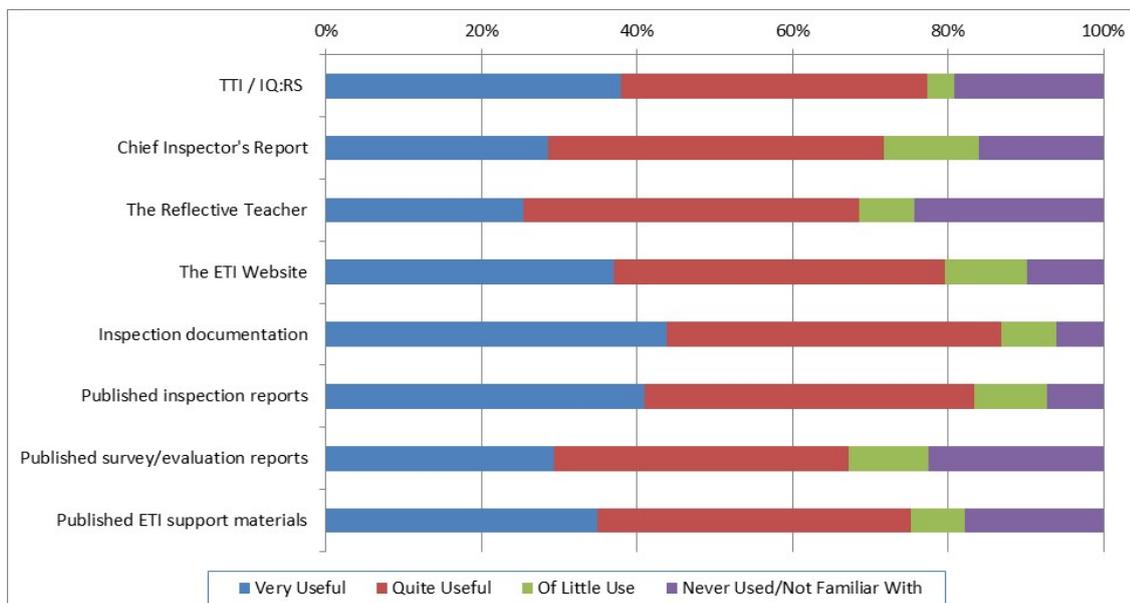
**Figure 9: feedback on overall levels of satisfaction**



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 feel that they are treated fairly and sets the challenging target for positive customer feedback of 85%. Most of the responses (83%) agreed or strongly agreed with this statement with 6% recording a “neither” response. The small number of respondents who did not feel that they were treated fairly were invited through the additional comments section to tell ETI why they felt this way.

### 3.8 PUBLICATIONS PRODUCED BY ETI

**Figure 10: feedback on the usefulness of the publications produced by the ETI**



## 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 January 2017, the ETI continued to secure the Customer Service Excellence accreditation with full compliances in all of the 57 standards, including 15 rated as compliance plus. In addition, 54 written compliments relating to the work of ETI and IST were received. Five written formal complaints were received.

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

#### 4.2 PERFORMANCE AGAINST KEY TARGETS

TARGET	ACHIEVED		OUTCOME/ COMMENT
		Fully	
		Partially	
		Not	
IST will answer all telephone calls to the branch within five rings.			99% of the incoming calls to IST were answered within five rings.
ETI/IST will acknowledge all written communication received initially by IST (by postal communication or e-mail inspectionservices@deni.gov.uk) within three working days.			All written communication was responded to within three working days.
ETI/IST will provide a written reply to an enquiry/communication within 15 working days.			211 written enquiries during 2016-17 were responded to within 15 working days.
ETI/IST will make an initial response to a complaint within 20 working days of it being received in written form.			All and e-mail communication was acknowledged within the designated time frame of 20 working days.
ETI/IST will make a substantive response to a complaint according to the timescales specified within the published Complaints Procedure.			During 2016-17, the ETI received five written formal complaints relating to the inspection process. All of these were investigated in accordance with the procedures outlined in the ETI's Complaints Procedure.

ETI/IST will make a substantive response to formal requests for information under the Freedom of Information (FoI) Act 2000 procedures within agreed timescales.

44 formal requests for information under the FoI Act 2000 procedures (including four from DE requesting a part-input from ETI) were responded to within the required time scale.

In addition, 45 subject access requests were received by ETI; of which, 16 were responded to under the terms of the Data Protection Act 1998 within the required timescale. 29 requests were not responded to as the requester did not provide ETI, when asked, with proof of identification and clarification on their request.

**4.3 ACTIONS TO SUPPORT THE ENVIRONMENT**

Most AA and ETI staff development conference evaluations are now carried out online rather than using paper surveys. Since March 2014, all school and pre-schools have received notification of inspection by telephone call and email rather than paper copies issuing by post.

**4.4 FINANCE**

The cost of ETI was £5,086k representing 0.26% of DE’s Resource DEL budget.

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