

Analysis of the consultation on the Inspection and Self-Evaluation Framework

January 2017

ETI: Promoting Improvement in the Interest of all Learners



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



CONSULTATION 2016: INSPECTION AND SELF-EVALUATION FRAMEWORK

Introduction

From 24 October to 2 December 2016, the Education and Training Inspectorate (ETI) carried out a consultation on the introduction of a revised Inspection and Self-Evaluation Framework, to replace Together Towards Improvement and Improving Quality: Raising Standards (IQ:RS). The aim of the new Framework is to provide a coherent approach to inspection and self-evaluation across all phases. It can be used in conjunction with the specific characteristics of best practice and challenge questions for each of the nine quality indicators, which have been developed by ETI for each phase.

The purpose of this publication is to provide you with information on the outcomes of the consultation.

The consultation method

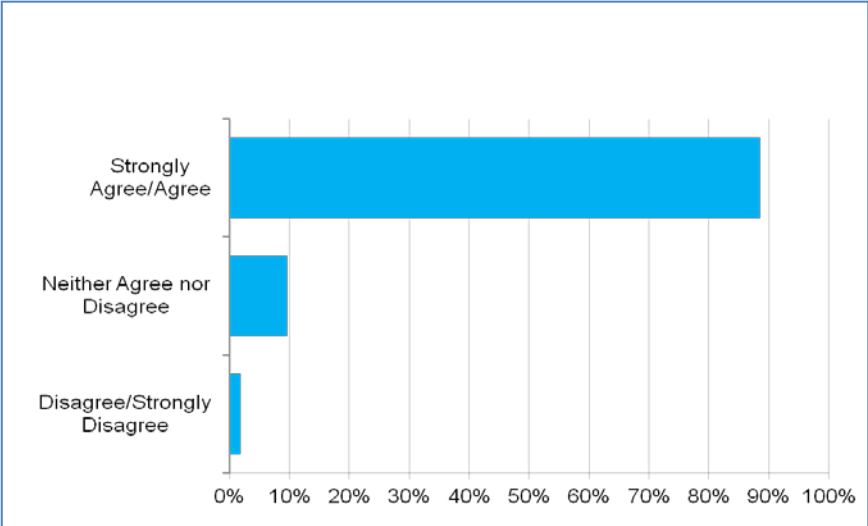
There were 166 responses to the survey with 48 of the responses from the pre-school sector, 82 of the responses from the primary school sector, 25 from post-primary sector schools and a small number from special, EOTAS, further education and other industry organisations.

Of the respondents, 97 stated they were a principal/vice-principal/senior leader/manager and 23 stated they were a teacher/lecturer/tutor. Responses were also received from governors, teacher/lecturer unions and professional associations and from managing/employing authorities.

Consultation outcomes

This section provides an overview of the responses to the survey.

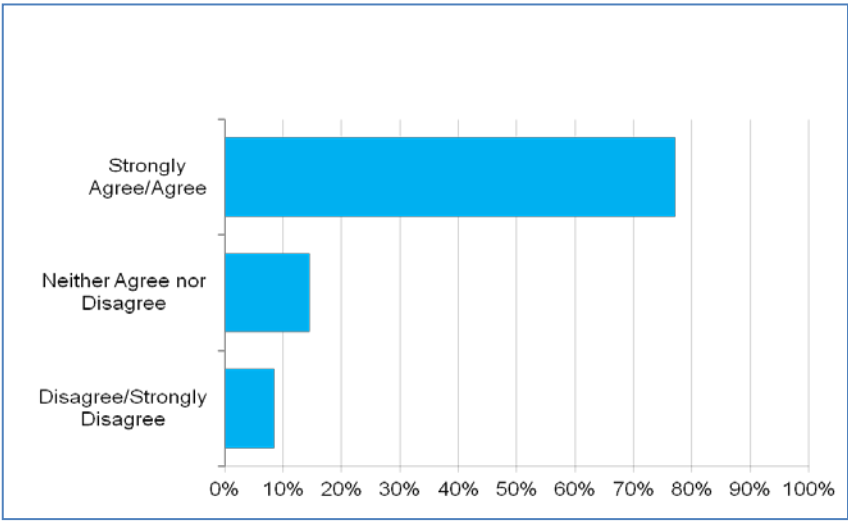
- 1. The three key areas and the overall effectiveness conclusion contained within the Framework are appropriate to focus on during inspection and provide a suitable focus for self-evaluation.**



Respondents commented that the three key areas and overall effectiveness conclusion make the inspection and focus for self-evaluation clear and concise and that it is user friendly and to the point.

Comments from respondents who disagreed included the need to make it clear that schools must comply with equalities legislation and that they should be helping to achieve social cohesion.

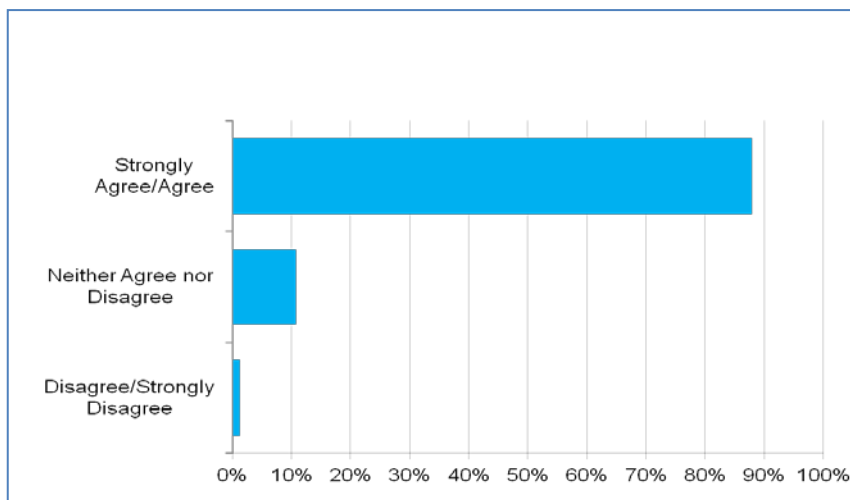
- 2. Rather than using performance levels to evaluate each of the nine quality indicators, going forward it will be a summary of strengths or areas for improvement to come to a more holistic conclusion that informs self-evaluation and quality improvement planning as well as the outcome of the inspection.**



Respondents agreed that it is a better concept and that it will give the senior leadership team a direct focus as well as making it clear for parents and teachers the key areas for improvement. It will also highlight the strengths of particular schools to enable collaboration to improve practice.

Respondents who disagreed stated that it could be more subjective and open to criticism and that performance levels provide more information to schools.

3. Providing characteristics of best practice and challenge questions for the nine quality indicators by phase will be helpful in taking forward future self-evaluation.



Respondents stated that the questions posed would greatly benefit teams when reflecting on current practices within the school and that schools appreciate guidance such as characteristics of best practice to assist with self-evaluation.

Conclusion

Having considered the responses to the consultation, most of which agreed or strongly agreed, the revised Inspection and Self-Evaluation Framework is available on ETI's website from January 2017: <http://tinyurl.com/ISEF-Page>. In addition, characteristics of effective practice and self-evaluation questions by phase are included.

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