

EDUCATION OTHER THAN AT SCHOOL (EOTAS)

Inspection Guidance

September 2017

ETI: Promoting Improvement in the Interest of all Learners



The Education and Training Inspectorate
Promoting Improvement

Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments

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INTRODUCTION

The purpose of inspection is to promote the highest possible standards of learning, teaching and achievement throughout the education, training and youth sectors.

Our vision, our mission, is:

'Promoting improvement in the interest of all learners'

Further information of the work of the Education and Training Inspectorate (ETI) including the Charter for Inspection, ETI principles, values and standards and customer service is available on the [ETI website](#).

This handbook describes the main activities undertaken by the ETI during inspections of EOTAS centres in Northern Ireland. It sets out the processes before, during and after the various models of inspections and lays out clearly for centres the types of evidence and activities that inspectors use to make their evaluations and on which they report. This guidance document seeks to improve the transparency of the inspection process, promote consistency and dispel any myths around inspection. While promoting consistency, it is important for centres to be aware that this handbook is not a set of rigid inspection models and that the ETI will carry out inspections with flexibility to respond to the individual circumstances of each centre.

EOTAS INSPECTION PROCEDURES

Pre-inspection

- Inspection Services Team will notify the centre.
- The reporting inspector (RI) will undertake a pre-inspection visit.
- The centre will be invited to nominate a representative.
- The centre will be requested to complete inspection documentation.

During the inspection

- The centre will have the opportunity to give an overview to the team.
- Inspectors will visit lessons and hold discussions as required.
- A team meeting will be held at the end of each day, normally attended by the representative.
- A final moderation meeting will be held.

- The RI and deputy reporting inspector (DRI) will provide an oral report back.

Post-inspection

- The centre will receive a pre-publication copy of the report
- The final report will be published on the ETI website

ETI also publishes additional guidance and support materials for centre managers, teachers, parents and governance groups. This additional guidance is provided for illustrative purposes only and may vary depending on the size and context of the centre, emerging findings and evidence as the inspection progresses.

The Department of Education (DE) Circular 2014/24 Education Otherwise Than At School guidance document should also be used by centres as it sets out the minimum requirements that apply to EOTAS provision and establishes a baseline and common features for all EOTAS provision.

GENERAL INFORMATION: EOTAS INSPECTIONS

In order to 'promote improvement in the interest of all learners', the purpose of the EOTAS inspection is, through observation, scrutiny of documents and professional discussion, to evaluate:

1. Outcomes for learners
2. Quality of provision
3. Leadership and management

A key consideration will be the extent and effectiveness of the processes used by the centre to monitor and evaluate its provision. The inspection team will evaluate the centre's own process of self-evaluation leading to improvement.

The centre's development planning is central to development and self-evaluation leading to individual improvement. The ETI will evaluate both the extent to which the priorities in the centre's development plan are appropriate, given the current context and provision of the centre, and also the extent to which its action to promote improvement is effective and supportive of individual needs. The ETI will evaluate primarily the extent to which the centre understands and is able to demonstrate the value which it adds as the pupils make progress, based on the assessment of their abilities, social and emotional and/or behavioural context and the effectiveness of tracking and intervention both individually and collectively.

Where appropriate, the ETI may take account of any notes of inspection visits (such as DI visits and survey visits) made to the centre in the years prior to the inspection.

For pupils with more complex needs, the ETI evaluates how the centre: helps the pupils to experience the world around them to interact and communicate their needs; and initiates actions which affect their well-being and understanding. In doing this, the ETI evaluates how well the centre is embracing change, implementing appropriate intervention programmes and support, working innovatively and where appropriate involving the pupils in the decisions that affect them and their future.

The size and composition of the inspection team will vary according to the size and context of the centre. There will be a RI, DRI and core team. An associate assessor (AA) is deployed on most all inspections.

In reaching evaluations the ETI uses the quality indicators which are available in the [ETI Inspection and Self-Evaluation Framework publication for EOTAS provision](#) (ISEF).

WHAT HAPPENS BEFORE INSPECTION

Inspection Services Team (IST) will notify the centre of the inspection by telephone call and issue an email which contains links to the supporting documentation.

This will be followed up through a telephone call by the RI to the centre manager as soon as possible to discuss the following:

- inform the centre manager of the composition of the inspection team, confirm the date for the pre-inspection visit, confirm the dates of the inspection and the report-back arrangements;
- outline the availability of guidance material on the ETI website
 - [Safeguarding Proforma](#)
 - [Inspection and Self-Evaluation Framework for EOTAS](#)
- explain the [safeguarding proforma](#) must be completed, signed by the chairperson of the governance group and the centre manager, and given to the RI at the pre-inspection visit;
- explain the [governor's self-evaluation proforma](#) is to be completed
- introduce the opportunity for the centre manager to engage in a [joint lesson observation](#) with the RI at the agreement of the teacher;
- the distribution of the teacher, support staff and parental/guardian questionnaires;

- introduce the option for the centre to nominate a [representative](#) for the inspection and the associated guidance for this role which is on the ETI website. Draw attention to the representatives agreement that should be signed and outline the procedures including behaviour at the moderation meeting; and
- outline the documentation to be returned to IST and to be made available for the pre-inspection visit.

The RI should be made aware of any issue or event which you think may affect the centre or any of the staff or the pupils before, or at any time during, the inspection.

THE PRE-INSPECTION VISIT

The RI will undertake a pre-inspection visit. During the visit, the centre manager will brief the RI on the context of the centre. The RI will meet with relevant leaders and the whole staff to outline and discuss the arrangements for the inspection. During the visit, the centre staff will be made aware of the ETI [complaints procedure](#).

Pre-inspection day	Activity
The RI will meet with the centre manager	<p>Discuss the inspection procedures, including the opportunities for the role of the representative and joint lesson observation.</p> <p>Request background information for the briefing including teacher's timetables (set for each member of the inspection team).</p> <p>Ask to be made aware of any issue/event, which may affect the centre or any of the staff before or at any time during the inspection.</p> <p>State that the centre should maintain the normal timetabled arrangements.</p> <p>Discuss the arrangements for the team including the use of a base room.</p> <p>Discuss the arrangements for oral report back and whom should attend and times when the governance group and representative of the employing authority could be available.</p> <p>Discuss with the centre manager the profile of the pupils and advise if the inspection team need to be particularly sensitive to the needs and support that may be required of individual pupils.</p> <p>Discuss risk assessments of pupils and ensure that management brief the RI of any possible risks and management plans.</p> <p>The centre will be invited to nominate a senior leader to undertake the role of the representative; if this invitation is accepted, the representative must read the associated guidance and sign the confidentiality agreement.</p> <p>The centre will be requested to complete associated inspection documentation, including the safeguarding proforma, a general profile of the pupils and information on outreach provision if appropriate.</p> <p>Agree the centre manager's input to context paragraph and confirm arrangements for the questionnaires</p>
The RI will meet senior leadership team (SLT)	Discuss centre planning priorities and implementation;
The RI will meet with staff	Discuss the inspection processes and answer any questions.

QUESTIONNAIRES USED AS PART OF THE EOTAS INSPECTION

The ETI provides an opportunity for parents and staff to complete a confidential questionnaire prior to the inspection.

If you have any queries about the distribution of parental or staff questionnaires please contact IST.

The RI will report the outcomes of the questionnaire returns to the centre manager and to a representative of the governance group; the RI will discuss any matters that arise in the returns.

ROLE OF THE REPRESENTATIVE ON EOTAS INSPECTIONS

Shortly after notification of inspection the RI will request that the centre identify a senior member of staff to represent it before, during and after the inspection. The representative will manage the inspection process within the centre and will normally be the centre manager or a member of the senior leadership team. This role is offered on a voluntary basis and a centre may decide not to nominate a representative; furthermore, a representative is free to choose to attend only parts of meetings, as they see fit. It is expected that the representative will attend the oral report back on the last day of the inspection.

Further detail on the role of the representative is contained within the [Role of the Representative](#) document in Appendix 1.

EOTAS INSPECTION OUTLINE

- The RI will meet with the inspection team at the beginning of the inspection to provide an overview of the context of the centre and any relevant information from the pre-inspection visit.
- Inspectors will visit lessons and hold discussions with relevant members of staff as required. The arrangements for lesson observations and discussions with staff are flexible and subject to change as the inspection progresses.
- Inspectors will not usually give advance notice of visits to lessons. Inspectors will typically arrive at the start of a lesson and stay until the end. However, there may be occasions when inspectors observe the beginning or end of the lesson only.
- Inspectors will give advance notice of discussions with members of staff. A programme of discussions may be agreed with the centre manager in advance

and confirmed at the start of the inspection; however, it may also be subject to change as the inspection progresses.

- Lessons will be observed in order to support evaluations in the area(s) under focus. Usually, inspectors will have a short professional exchange with the teacher/youth worker at the end of a lesson observation, outlining key strengths and/or areas for improvement; however, there may be occasions when this is not possible and arrangements may need to be made to return at a more convenient time.
- A team meeting will be held at the end of day one and two, normally attended by the centre's representative.
- A final moderation meeting will be held during the afternoon of day three, during which performance levels and a conclusion for overall effectiveness will be agreed by the inspection team.
- The RI and DRI (or another team member) will provide an oral report back to the centre and representatives from the various stakeholders at an agreed time.

Day one (illustration)

Day one	Activity
	Team arrival; introductions.
Period one (or before)	RI gives short team briefing up date RI obtains signed confidentiality form for Role of the Representative Centre manager gives overview of no more than 15 minutes to the ETI team based on outcomes, provision and leadership and management
Period one (onwards)	Lesson observations RI /DRI meet with the chair of the governance group and share questionnaires feedback with chair and centre manager Select pupils for the discussion group, in consultation with the centre manager RI/centre manager arrange <i>joint lesson observation</i> and discussion opportunity if agreed (approximately 45 minutes in total) RI/DRI to attend any additional requested meeting e.g. Parents/carers, pupils, staff. Scrutiny of the centre documentation in the base room throughout the day
Afternoon	Meeting with the designated teacher to discuss safeguarding and the <i>safeguarding proforma</i> Meetings with middle managers/co-ordinators Team meeting RI/DRI focus on running record overview - representative to attend and identify further sources of evidence where needed; emerging strengths/ areas for improvement considered

Day two (illustration)

Day two	Activity
Period one (or before)	RI/DRI meeting with centre manager update team meeting
Period one (onwards)	Lesson observations Pupil discussions Scrutiny of the centre documentation Meetings as necessary
Afternoon	Team meeting, including representative Meetings with middle management/co-ordinators

Day three (illustration)

Day three	Activity
Period one (or before)	RI/DRI meeting with centre manager Update team meeting
Morning	Lesson observations Scrutiny of the centre documentation
Afternoon	Moderation meeting Team meeting chaired by the RI, attended in full or part by the representative, to collate and discuss the findings from the inspection and to moderate and agree the key strengths and areas for improvement against the indicators outlined in the ISEF. Performance levels will be agreed for the core areas of the inspection, namely outcomes for pupils, quality of provision and leadership and management. It should be noted that: performance levels and the overall effectiveness conclusion shared during the moderation meeting with the centre's inspection representative are confidential and subject to quality assurance. As such, they should not be shared with anyone else between the moderation meeting and the oral report. An additional inspector, with responsibility for quality assurance, may attend the moderation meeting as part of the ETI quality assurance process.

Day four (illustration)

Day four	Activity
Morning	Team members write for issue Collate, agree and edit the report
At a time agreed with the centre	RI and DRI report orally the key findings of the inspection to the centre manager, senior leaders, chair/representative of the governance group, representative of the employing authority and other relevant stakeholders (in agreement with the RI).

Oral Report back

The purpose of the oral report back is to afford the centre manager and chairperson of the governance group the opportunity to seek clarification, where necessary, about the main inspection findings. The representative should be in attendance at the oral report back. The representative will have attended the team and moderation meetings and should already be very clear about the evidence used to make the evaluations.

The performance levels and overall effectiveness conclusion fed back at the oral report back are provisional, and subject to moderation as part of the ETI's moderation and quality assurance process. They are not final until the report is published.

The RI will mediate to the centre manager any changes to performance levels or overall effectiveness conclusion, as a result of any additional moderation and quality assurance. The final inspection report will contain only a summary of the key evaluations and findings rather than the finer detail shared and discussed during the moderation meeting and final oral report back.

At the oral report back, the provisional overall effectiveness conclusion will be shared with the centre. This will indicate clearly to the centre:

- the capacity of the centre for sustained improvement; and
- the nature and timing of follow-up activity;

Following the oral report back, the centre should begin work on any area(s) for improvement identified. Further detail on any post-inspection activity can be found in the ETI document [What Happens After an Inspection?](#)

A brief summary of the key performance levels and the overall effectiveness conclusion will be left with the centre. (This document should be regarded as confidential to the staff and governance group until the final report is published.)

In exceptional circumstances where it is not possible to report the key findings on day 4, the oral report back may be rescheduled after consultation with the Managing Inspector/Assistant Chief Inspector with responsibility for EOTAS inspections.

INSPECTION OF CARE AND WELFARE AND SAFEGUARDING

ETI's role is to inspect, validate, evaluate and report, based on the first-hand evidence available during inspection on all aspects of EOTAS provision in providing for the needs of pupils as set out in DE Circular 2014/24 Guidance for Education Other Than

at School and centres should have policies and procedures to support all pupils as set out in the guidance.

Normally, ETI evaluates first-hand the care, welfare and safeguarding holistically using, for example, lesson observations, conversations with pupils/staff, observations of interactions between adults and pupils across the centre and also reports that the centre is monitoring and reviewing safeguarding and welfare at least annually. Centres are recommended in the DE Circular 2017/04 Guide for Schools (Para 4.2) to use the ETI proforma. In full inspections, ETI evaluates and reports on safeguarding based on first-hand evidence available at the time of the inspection. During sustaining improvement inspections (SIIs) ETI triangulates and reports on the centre's evidence of assurance that safeguarding reflects or reflects broadly the relevant guidance.

It is important to note that all members of the inspection team contribute to the evidence base for the evaluation of care and welfare throughout the centre. The arrangements for safeguarding will be included in the inspection and reported on.

The child protection/safeguarding proforma is a key piece of evidence and is designed to help centres establish the extent (ideally on an annual basis) to which they comply with child protection/safeguarding requirements and how their arrangements reflect best practice in all aspects of safeguarding pupils.

Centres should note that the signed and dated safeguarding proforma will be held by ETI as record of the centre's evaluation of safeguarding at the point of inspection.

Prior to the inspection, the centre will be asked to complete and sign and date the [safeguarding proforma](#) and give it to the RI; this may be made available to the RI on the day of the pre-inspection visit or at the start of the inspection.

Also prior to the inspection, parents and staff of the centre will be given the opportunity to complete a questionnaire. A summary of the responses to the parental and staff questionnaires, including any written comments, will be reported orally to the centre manager and representatives from the governance group by the RI during the inspection.

A discussion will be held with the Designated Teacher and may include other members of the safeguarding team. Safeguarding will be explored in terms, for example, of: how safe and secure the pupils feel; their knowledge of what to do if they do not feel safe; and the impact of the centre's work to help them adopt safe practices and to be secure through the preventative curriculum.

The evidence for the evaluation of the care and welfare of the pupils will be gathered by the team throughout the inspection. Inspection depends upon first-hand inspection evidence which comprises: lesson observation, evaluation of work, conversations with pupils and with teachers and by observation of interactions between teachers and pupils. Inspectors gather evidence by talking to pupils and teachers, both formally and informally. Conversations may be carried out: informally during lessons; around the centre between lessons; at break/lunchtimes, and in meetings. Any issues that have the potential to impact adversely on the care and welfare of the pupils will be followed up by the inspection team.

On day one, if it is felt that a group discussion is appropriate, the pupils to be included in the discussions with inspectors will be selected; the centre manager will be asked to make the necessary arrangements to facilitate these meetings. On the morning of day two (where possible), meetings will take place with groups of pupils. Typically these meetings with pupils last for around 20 to 30 minutes.

Members of the inspection team may visit an assembly, registration classes and/or other activities.

MEETING WITH MEMBERS OF THE GOVERNANCE GROUP

Purpose of the meeting:

The purpose of the meeting is to provide the opportunity for the chair of the governance group (or representative – but not teacher representative) to discuss and expand on the proforma.

Guidance for the meeting:

The meeting should last no longer than 45 minutes.

The RI will be accompanied by another team member.

The RI will report back to chair of the governance group the summary of the questionnaire returns.

The following discussion points are for guidance only and are not a prescriptive list.

Areas for discussion:

Governance – strategic leadership

- What is your role as members of the governance group?
- How are these roles decided? Sub-committees, blend of expertise and skills etc.
- What training have you as members of the governance group accessed?
- Is there a designated member of the governance group for child protection and are the members of the governance group updated regularly on child protection matters?
- How are you involved in helping to lead the centre?
- How well do the pupils at this centre do?
- How are you informed by the centre about the outcomes for the pupils?
- How do you know these outcomes are good enough?
- How well do the pupils develop personally and socially?
- Are the pupils engaging in a shared education experience?

- Can you provide an example of how the members of the governance group have provided support or challenge to the staff and the centre?

Action to promote improvement

- What is your role in the development planning process and how were you involved in identifying the priorities?
- Do you talk with pupils, parents and other stakeholders when evaluating the effectiveness of the centre?
- How do you monitor the outworking of the action plans for improvement?
- Do staff, other than the centre leader, update you regularly?

Resources

- How do you try to plan in the short and longer term to ensure that the budget is balanced? e.g. managing and resources and accommodation priorities?
- Are you sharing resources with any other centre or school?

Quality of provision

- How are you involved in and informed about the quality of the learning, teaching, and assessment?
- Are you given an opportunity to discuss the curriculum?

Outcomes for pupils

- What is the centre doing to help all pupils reach their full potential?

SUMMARY OF KEY INFORMATION THAT SHOULD BE PROVIDED BY THE CENTRE

Documentation to be returned to IST prior to the inspection:

- Centre planning and associated action plans;
- Statistical Information Sheet; and
- Information on teaching staff including training.

Documentation to be available for the pre-inspection visit:

- Current centre planning, associated action plans and relevant whole centre evaluations;
- Completed safeguarding proforma;
- Copies of teachers' timetables; and
- Central timetables, specialist teachers, visits and visitors.

Documentation to be available in the base room during the inspection (including the pre-inspection information above):

- Relevant curricular and pastoral policies including Child protection and pastoral care policies;
- Planning for literacy and numeracy;
- List of subjects offered and accredited courses available.
- Profile of pupils
- Special Educational Needs (SEN) register and details of the arrangements for SEN;
- Individual education plans and or behaviour support plans risk assessments, education plans.
- Looked After Children (LAC) Personal Education Plan's;
- Baseline information systems.
- Intervention plans.
- Progress of pupils

- Evidence of success for pupils and how the provision has been more effective than the school experience including the numbers who return successfully.
- Pupil assessment records
- Evaluation of C2K data analysis including information from schools.
- Attendance of young people by individual and as a monthly average for the centre. Past 3 months and past month. Attendance when last attended school and since attending EOTAS.
- Tracking information of pupils when they leave.
- Examination success last year and evidence of improvement.
- Outcomes e.g. social and emotional progress.
- Samples of range of pupils' books/evidence;
- Evidence of self-evaluation processes from co-ordinators (e.g. from book scoops, lesson observations, co-ordinators' evaluations of teachers' planning);
- Annual governance report; (most recent copy) and completed questionnaire for the governance group;
- Minutes of meetings relevant to the work of the centre including governance.
- Details of vocational education programmes attended by pupils.
- Class lists for pastoral discussions as agreed at the pre-inspection visit;
- Details of reward system.
- Details of therapeutic, personal and social development, resilience programmes and preventative curriculum.
- Information in relation to post incident learning and analysis of incident data.
- Minutes of educational planning meetings.
- Links with other organisations.
- Schemes and plans for youth programmes and planning, monitoring and recording.
- List of referring schools this year and for past 3 years.
- Records of referring schools that visit and attend meetings.
- Schools who contribute to their pupils education by enabling them to return to take classes in school.

- Access to counselling service CEIAG, vocational courses and Work experience details.
- External teaching arrangements reports from tutors and planning.
- Outreach support and data in terms of numbers pupils supported and numbers who have maintained their placement in school having availed of support. Numbers who no longer require support.
- Number of questionnaires issued to parents.
- Any information that would help the team to evaluate the quality of the provision.

Documentation to be available in each classroom during the inspection

- Teacher's planning file, including previous planning and evaluations of the learning and teaching;
- Current IEPs;
- Pupil assessment information.

Outcomes

- Centres are asked to provide an analysis of internal assessment data which they use to track the attainment and progress of the pupils, against personal targets.

NB. It is the responsibility of the centre to demonstrate how effectively the pupil's progress and how the impact of targeted support is tracked and analysed.

POST-INSPECTION

Approximately four weeks after the inspection, the centre will receive a final, quality-assured pre-publication copy of the inspection report for the purposes of checking it for factual accuracy information.

This is the final opportunity to draw any **inaccuracies** in **factual information** to the attention of the RI. This procedure is intended to avoid any factual information being reported inaccurately within the published report. You **are** not being asked to comment on the evaluations or findings within the report. In the interests of publishing the report as quickly as possible, the centre should ensure that all factual inaccuracies are identified and reported at this stage, as this is the only opportunity to do so.

The final inspection report is published on the ETI website within six weeks of the inspection.

For centres evaluated as having either a high level of capacity for sustained improvement or the capacity to identify and bring about 'improvement in the interest of all learners', there will typically be a sustaining improvement inspection approximately three years after the original inspection.

For other centres, the ETI will engage in a formal follow-up inspection process. For centres evaluated as needing to address important areas for improvement, this will take place within 12 to 18 months; the follow-up will take place within a two year timeframe for those centres evaluated as needing to address urgently significant areas for improvement.

GENERAL INFORMATION: SUSTAINING IMPROVEMENT INSPECTION

Background

After a centre has been evaluated through inspection, by the ETI, as having a high level of capacity for sustained improvement, or the capacity to identify and bring about improvement¹, the ETI will monitor the centre's continuing action to sustain and effect improvement; a sustaining improvement inspection (SII) will be used for this purpose.

Typically, centres that were evaluated as having a high level of capacity for sustained improvement or the capacity to identify and bring about improvement will receive a SII three years after their last inspection; however, there may be occasions when the ETI deem a different model of inspection to be more appropriate.

The SII gives the centre the opportunity to demonstrate to the ETI that it continues to act effectively to sustain and effect improvement through its centre development planning and underpinning self-evaluation processes. The model enables the ETI to identify and affirm good practice in self-evaluation leading to improvement.

The inspection will typically be conducted by the DI as RI wherever possible, and an Associate Assessor (AA). The inspection will take place over two days. The AA normally attends for one day. The RI will keep the centre manager updated on the arrangements as the inspection progresses.

At the beginning of the SII, the RI, in discussion with the centre manager, will identify one or two area(s) of focus linked to the priorities identified in the centre planning.

The area(s) of focus must be substantive and, in the case of a centre previously evaluated as capacity to identify and bring about improvement², may include confirming that any area for improvement identified at the time of the last inspection has been addressed.

During the SII, there will be a scrutiny and discussion of a specific sample of centre self-evaluation documents as part of the centre development planning process and of first-hand data analysis related directly to the area(s) of focus. This will include the centre's evaluation of: outcomes for pupils; the quality of provision; and leadership and management at all levels. Typically, this will involve discussions with relevant

¹ In inspection reports prior to July 2015, the equivalent overall effectiveness outcome was denoted by outstanding, very good or good.

² Prior to 2015 the equivalent overall effectiveness conclusion was denoted by good.

staff members and be informed by lesson observations. The purpose of the lesson observations is to provide the centre with an opportunity to present first-hand evidence of the impact of improvement work. The SII will include a review of safeguarding.

What is the focus of a sustaining improvement inspection?

While the ETI will focus on priority areas of development and the centre's evaluation of safeguarding, the ETI's prime interest lies in the strength and effectiveness of the centre's capacity to effect and to sustain improvement. The purpose of reviewing the area(s) of focus is to determine the extent to which the centre is able to illustrate the impact of how its teachers and leaders (supported and challenged by its governance group) use first-hand evidence to reflect on, evaluate and act to sustain and bring about improvement in their own practice. It is this **capacity for self-evaluation leading to improvement which ETI will inspect and report upon primarily.**

How will a sustaining improvement inspection work?

Notification

- Centres will receive telephone and email notification two working days prior to the SII³.
- Further guidance on the inspection process will be provided by the IST at the time of notification.
- Where possible, the RI will also make contact with the centre manager of the centre by telephone prior to the commencement of the inspection; this should enable any queries to be clarified.
- The centre manager should inform the chair of the Governance group that the SII is taking place and make arrangements for the report back at the end of day two, at approximately 3:30pm.
- If available, a base room should be provided for the inspection team.
- The [Complaints Procedure](#) is available on the ETI website.

³ There may be occasions, for example, public holidays where the notification period will be more than 2 days.

The inspection

The following inspection activities may take place over the course of the inspection.

- On the first morning, the RI, in discussion with the centre manager, will identify and agree the area(s) of focus linked to the priorities identified in the centre planning. normally, evaluation of the area(s) of focus will lead to an analysis of: learning and teaching; action to promote improvement; actions to address any issues identified during the last inspection; and outcomes for pupils.
- At the meeting the RI and centre manager will discuss:
 - the outcomes for pupils, including the data trends since the last inspection;
 - how the centre planning priority areas were identified;
 - the key staff involved and their role throughout the centre development planning process;
 - the on-going monitoring and evaluation strategies used to measure and evaluate the impact of actions to effect improvement;
 - the centre's evaluation of how successful it has been in effecting improvement in the pupils' learning and attainment; and
 - the safeguarding proforma.
- The agreed areas should demonstrate to the ETI the capacity of the centre to effect continued and sustained improvement or its capacity to identify and bring about improvement.
- The RI will agree a programme for the inspection with the centre manager; this programme, however, may change as the inspection activity progresses.
- The centre should make available existing documentation relating to relevant aspects of development work, a copy of the centre planning, teachers' planning, available data and pupils' work.
- In addition, the centre should provide a copy of the completed safeguarding proforma signed and dated by the chair of the governance group and the centre manager; any issues identified will be followed up by the RI.
- Lesson observations will be selected through discussion between the centre manager and the RI; the centre may wish to identify particular sessions that best demonstrate the improvements in learning and teaching.
- The RI will scrutinise the centres internal and external data.

- The RI will scrutinise the documentation, including the centre's internal and external outcomes and the quality of the pupils' work.
- The RI will arrange meetings with key staff, including the centre manager, members of the senior leadership team and middle leaders as necessary.
- The RI will present an oral report to the centre manager and chair of the governance group⁴ (if available) at the conclusion of the inspection.

The quality of arrangements for safeguarding

ETI's role is to inspect, validate, evaluate and report, based on the first-hand evidence available during inspection on all aspects of EOTAS provision in providing for the needs of pupils as set out in DE Circular 2014/24 Guidance for Education Other Than at School and centres should have policies and procedures to support all pupils as set out in the guidance. Where there is insufficient first-hand evidence to make an evaluation, ETI triangulates and reports the centre's evidence of assurance that safeguarding reflects the relevant guidance.

Centres should monitor and review safeguarding and welfare at least annually. They are recommended in the DE Circular 2017/04 Guide for Schools (Para 4.2) to use the ETI proforma.

- The ETI child protection/safeguarding proforma is a key piece of evidence and is designed to help centres establish the extent (ideally on an annual basis) to which they comply with child protection/safeguarding requirements and how their arrangements reflect best practice in all aspects of safeguarding pupils.
- The completed proforma (signed and dated by the chair of the governance group and centre manager) will indicate to the RI the extent to which the centre (based on its own annual review) reflects or reflects broadly the guidance issued by the Department of Education and Section 2(c) School Development Planning Regulations (2010).
- Centres should note that the signed and dated safeguarding proforma will be held by the ETI as a record of the centre's evaluation of safeguarding at the point of inspection.
- Should any serious safeguarding issues arise during the course of the inspection, the area of focus may change to that of safeguarding. If the centre does not provide evidence that the arrangements for safeguarding reflect or reflect broadly the guidance from the Department of Education, the ETI will return to the centre

⁴ Or another representative of the governance group if the chair is unavailable.

within six weeks to evaluate the progress in addressing the arrangements for safeguarding.

Documentation

There is no requirement for the centre to create additional documentation for the inspection. The key documents required will be:

- the action plans;
- a list of staff and classes;
- a copy of the completed child protection/safeguarding proforma signed and dated by the chair of the governance group and the centre manager;
- planning;
- most recent data from schools;
- qualitative or quantitative data which forms part of the centre development plan evaluation and review process, indicating that the actions taken are leading to improvement for the pupils, including interventions for individuals or small groups of pupils;
- individual education plans or personal learning plans, behaviour plans etc;
- teacher timetables ; and
- samples of work which demonstrate that the actions taken are leading to improvements in the outcomes for pupils.

Typically, the SII will last for two days. The following is an illustration of the activities where the full two days are required. On all inspections, the RI will agree the timetable with the centre manager (and this may include a shorter duration):

Day one (illustration):

Day one	Activity
9 am	Team arrival; introductions.
Period one onwards	<p>Initial meeting with the centre manager</p> <ul style="list-style-type: none"> • Review centre planning for area(s) of focus. • Completed safeguarding proforma provided to the RI. • Queries clarified. • Timetables obtained to select observations. <p>Lesson observations/scrutiny of relevant documentation.</p> <p>Meetings with teachers/leaders as required, e.g. senior leaders/middle leaders/designated teacher/literacy co-ordinator/numeracy co-ordinator.⁵</p>
Afternoon	Brief update meeting with the centre manager.

Day two (illustration):

Day two	Activity
Morning	<p>Brief meeting with centre manager to confirm arrangements for day/address any issues or concerns arising from previous day.</p> <p>Lesson observation as required.</p> <p>Scrutiny of documentation/class visits as required.</p> <p>Meetings with senior/middle leaders.</p>
Afternoon	<p>Report writing.</p> <p>Report back to the centre manager and chair of the governance group or representative of the governance group (if available) at 3:30pm approximately. (15-30 minutes maximum)</p>

The RI will discuss arrangements for meetings and the oral report back⁶ with the centre manager as the inspection progresses. The short report will reference the outcome of original inspection, the area(s) of focus, key findings, the evaluation of safeguarding at the time of the SII and a conclusion as detailed below.

⁵ Throughout the guidance co-ordinator should be taken to mean co-ordinator or head or department/year/key stage, etc.

⁶ The overall inspection outcome is subject to moderation through the ETI's quality assurance process and is not final until the report is published. The RI will mediate any changes, as a result of moderation, to the centre manager.

The report

If the centre continues to demonstrate a high level of capacity for sustained improvement or capacity to identify and bring about 'improvement in the interest of all the learners', then the ETI will report accordingly. If during the SII, the ETI identifies an area for improvement which the centre has the evident capacity to address, it will report accordingly. The outcome of the SII will inform the timing and extent of future inspection activity.

If the centre does not demonstrate sufficiently to the ETI that it has sustained its high level or capacity for improvement, and/or if performance has declined, the ETI will report accordingly and the centre's next full inspection will be brought forward with an appropriate degree of urgency commensurate with the degree of risk determined by the ETI.

Should any serious safeguarding issues arise during the course of the inspection, the focus may change to that of safeguarding. This may include identification of an area related to safeguarding in circumstances where the RI deems it necessary to report on such issues, for example, where a safeguarding disclosure⁷ is made to a member of the ETI team by a member of staff or a pupil or there are obvious breaches of on-line safety. This may trigger a six week follow-up visit.

Conclusion

In the case of a centre evaluated as **outstanding or very good** in the last inspection:

[Insert name of centre] continues to demonstrate a high level of capacity⁸ for sustained improvement in the interest of all the pupils. The ETI will continue to monitor how the centre sustains improvement.

Or

[Insert name of centre] has not demonstrated sufficiently a high level of capacity for sustained improvement; this will be reflected in the future arrangements for inspection of the centre.

⁷ If a disclosure is made the RI will follow the procedures outlined in 'Safeguarding of Pupils, Young People and Vulnerable Adults: A Code of Good Practice for Members of Inspection Teams'.

⁸ From September 2015, the overall effectiveness of a centre previously evaluated as outstanding/very good/good will be evaluated as having a high level of capacity for sustained improvement/capacity to identify and bring about improvement.

In the case of a centre evaluated as **good** in the last inspection:

[Insert name of centre] continues to demonstrate the capacity to identify and bring about improvement in the interest of all the pupils. The ETI will continue to monitor how the centre sustains improvement.

Or

[Insert name of centre] has not demonstrated sufficiently the capacity to identify and bring about improvement in the interest of all the pupils; this will be reflected in the future inspection arrangements for the centre.

The arrangements for safeguarding will also be reported on. If arrangements for safeguarding are unsatisfactory, reference will be made to a six week follow-up visit.

FOLLOW-UP INSPECTION PROCESS

After all inspections there will be follow-up inspection processes. There are four overall conclusions that have individual follow up processes:

The centre has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the centre sustains improvement.

The centre demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the centre sustains improvement.

The centre needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the centre's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.

The centre needs to address urgently the significant areas for improvement identified in the interest of all learners. It requires external support to do so. ETI will monitor and report on the centre's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.

Post-inspection action plans

When the overall conclusion is that the centre has a high level of capacity for sustained improvement in the interest of all the learners, the ETI will monitor how the centre sustains improvement through district visits. There is no requirement to draw up internal action plans.

When the overall conclusion is that the centre demonstrates the capacity to identify and bring about improvement in the interest of all the learners, following an inspection, the centre must draw up an internal action plan and send it to IST. The effectiveness of the plans will be monitored through district visits.

When the overall conclusion is that the centre needs to address (an) important area(s) or address urgently the significant areas for improvement in the interest of all the learners, following an inspection, SIT writes to the centre requesting an action plan. SIT forwards the action plan to the ETI for comment. There may be some contact with the centre at this point. For example, an optional district visit may be conducted if clarification of the action plan is required. The action plan forms the basis for the follow-up inspection process.

Interim follow-up visit and follow-up inspection procedures

There is no notification letter for interim follow-up visits; two weeks before the visit, the DI contacts the centre to provide notification of the interim follow-up visit and to make arrangements.

Centres receive formal notification of the follow-up inspection from IST approximately two weeks before the inspection. The district inspector will usually be the RI for follow-up inspection activity.

Overall Conclusion	Address Important Area(s) for Improvement	Address Urgently Significant Areas for Improvement
Interim follow-up visit	One day visit led by the district inspector to monitor progress. No written report left with the centre.	One day visit led by the district inspector to monitor progress. A short written report letter is issued to the centre and employing authority.
Follow-up Inspection	Typically a one-day visit with up to four team members (depending on specialist areas). A written report is issued and published on the ETI website.	Up to two days with up to four team members (depending on specialist areas). A written report is issued and published on the ETI website.
Timescale	12-18 months from original inspection	18-24 months from original inspection

Interim follow-up visit

At the initial phone call, the district inspector explains that the aim of the interim follow-up visit is **to evaluate the centre's progress in addressing the areas for improvement**. It is a matter for the centre to demonstrate progress in taking forward the action plan which may take the form of an interim evaluation. The centre should be made aware that the evidence gathered during the visit (including lesson observations, discussions, etc) contributes to the overall follow-up inspection evidence base. A meeting with the employing authority representative may be necessary to determine the nature, extent and impact of the support provided.

An oral report is given to the centre manager, the chair (or representative) of the governance group and a representative of the employing authority. In the case of centres where the overall effectiveness evaluation was that the centre needs to

address urgently significant areas for improvement the support officer should also be invited, and following the oral report, these centres receive a short written report letter.

Follow-up inspection

IST will notify the centre of the inspection by telephone call; this will be followed up through a telephone call by the RI, which will normally be the district inspector, to the centre manager and an email which contains links to supporting documentation.

The follow-up inspection builds on the evidence base from the interim follow-up visit including lesson observations, discussions etc. It is the responsibility of the centre to provide clear, concise, robust evidence of **sustained and sustainable** improvement.

Following notification of the inspection, IST and the RI will contact the centre manager by telephone as soon as possible to discuss the following:

- the composition of the inspection team, confirmation of the dates of the inspection and the arrangements for reporting to the centre;
- the availability of a base room for the inspection team;
- the distribution of the teacher, support staff and parental/guardian letters regarding questionnaires (at the discretion of the RI); and
- the availability of some members of the governance group for a meeting during the inspection.

At the end of the follow-up inspection, an oral report is given to the centre manager, the chair (or representative) of the governance group and a representative of the employing authority. In the case of centres where the overall conclusion was the centre needs to address urgently significant areas for improvement, the support officer should also be invited.

The centre receives a pre-publication copy of the follow-up inspection report for a factual accuracy check which is then published on the website.

Partial inspections

In some instances, for example, inclement weather, or other unique circumstances, the ETI may not be able to complete all aspects of an inspection. Such instances are dealt with by the ETI on a centre by centre basis, and it is important for the centre manager and the RI to stay in contact throughout the inspection process.

The underlying procedures adhered to by the ETI in these situations are:

- the ETI will endeavour to complete as much of the inspection as possible;
- the centre manager (or chair of the governance group if the centre manager is unable to be involved) should liaise with the RI, including the provision of information around the extent of any issues;
- the ETI will require access to:
 - the centre planning and all related documentation including planning and action plans, curriculum policies, pastoral care and safeguarding (including the completed safeguarding proforma), learning and teaching, assessment and so on;
 - pupils for the pastoral care and safeguarding discussions; and
 - the pupils' work.
- the ETI will consider the inspection as complete and publish a report outlining the progress made on the inspection and any available evaluations, including the adequacy of the centre's arrangements for safeguarding; and
- where there is insufficient evidence to reach an overall conclusion evaluation, the centre will be considered in the planning for future inspection activities.

Further detail around the arrangements specific to individual centres will be provided through the RI and IST.

FREQUENTLY ASKED QUESTIONS

1. Does the centre manager always take on the role of the representative?

Mostly but not always - if not the centre manager, the representative should be in a senior leadership position with full and immediate access to the centre manager. The representative should be able to take actions or make decisions as necessary and be a key member of staff involved in improvement planning after the inspection. It is expected that the representative will attend the oral report back on the last day of the inspection.

Further details about the role of the representative and who is best suited to fulfil it can be found in the ETI document *The Role of the Representative in the Inspection Process* on the ETI website.

The organisation may prefer not to nominate a representative. In this circumstance, the RI will continue to promote the ETI's core principles of openness and transparency and maintain good working relationships with the senior management and staff.

2. What do I do if a problem arises?

It is important that any concerns or issues are dealt with promptly and sensitively. In most circumstances an issue can be resolved at an informal level. In the first instance you should raise any issue with the RI as soon as possible. In the unlikely event that the concern is about the RI, then this should be raised with the DRI in the first instance. The RI/DRI, working with any member of the team as appropriate, will work to resolve the matter as soon as possible, preferably during, or immediately following the inspection.

If it has not been possible to resolve your concerns informally, you may decide to make a formal complaint. A copy of the ETI [Complaints Procedure](#) will have been provided as part of the inspection documentation and can be accessed on the ETI website.

3. What feedback will teachers receive?

The inspector will have a brief discussion with the teacher at the end of the lesson, or, if it is not convenient at this time (for example the inspector only stays for one lesson out of a double), at the earliest opportunity after the lesson. This will outline those aspects of the lesson which went well and also any areas for

improvement that need to be considered. This feedback will typically be short as the inspectors do not want to hold up the next lesson.

4. How do I request the postponement of an inspection?

Inspections are only postponed in the most exceptional circumstances. The chair of the governance group can write to the Chief Inspector requesting the postponement of an inspection. The Chief Inspector will consider this request and provide a prompt written response to the chair.

5. If the centre manager is absent during the inspection period, does the inspection still go ahead?

Yes, in almost all circumstances the inspection will go ahead as planned.

6. The safeguarding proforma is not completed or is partially completed. Will this affect the outcome of the inspection?

The care and welfare of the pupils is paramount, therefore, if the centre cannot demonstrate with first-hand evidence that all the requirements for safeguarding have been completed by the centre, this will be reflected in future inspection arrangements. Should any serious safeguarding issues arise during the course of the inspection, the line of inquiry may change to that of safeguarding. This may trigger a six-week follow-up visit with the issue of a standard safeguarding letter and will be reflected in future inspection arrangements.

7. There are short-term temporary teachers in centre. Will their work be observed?

The work of any teacher, except a student teacher, in centre during the inspection may be observed. Please let the RI know if the centre has beginning or Early Professional Development teachers and the name of the teacher tutor.

8. I have a staff meeting planned for the first day of the inspection. Will I postpone it?

The RI may need to speak with the centre manager and some of the key staff during the afternoon of the first day. Do not postpone your staff meeting but in consultation with the RI, consider if the agenda can be ordered to facilitate any meetings required by the RI.

9. What if the chair of the governance group is not available for the oral report back?

If the chair of the governance group is not available then the deputy chair or a designated member of the governing body may attend. The feedback may go ahead without a representative of the governance group, but centre managers should ensure that the governing body are aware of the date and nature of the inspection taking place and the outcome.

10. What is the outcome of the SII?

There are two possible conclusions to a Sustaining Improvement inspection.

If the centre demonstrates successfully high capacity, or its continuing capacity, to effect improvement then ETI will report accordingly.

This means the centre may not have another formal inspection for three years but this does not preclude other inspection activity, such as, survey/evaluation visits or district inspector visits. However, if the ETI has concerns at any time in this period an inspection may be brought forward. The next inspection may be another SII or a full inspection.

If during the SII, the ETI identifies an area for improvement which the centre has the evident capacity to address, it will report accordingly. The outcome of the SII will inform the timing and extent of future inspection activity.

If the centre does not demonstrate sufficiently to the ETI that it has sustained its capacity for improvement, and/or if performance has declined, the ETI will report accordingly and the centre's next full inspection will be brought forward with an appropriate degree of urgency commensurate with the degree of risk determined by the ETI. This may include identification of an area related to safeguarding in circumstances where the RI deems it necessary to report on such issues, for example, where a safeguarding disclosure⁹ is made to a member of the ETI team by a member of staff or a pupil or there are obvious breaches of on-line safety.

⁹ Following a disclosure the RI will follow the procedures outlined in 'Safeguarding of Pupils, Young People and Vulnerable Adults: A Code of Good Practice for Members of Inspection Teams'.

**HYPERLINKED LIST OF DOCUMENTATION REQUIRED FOR
EOTAS INSPECTIONS:**

[Pre-inspection Questionnaire for Governors;](#)

[The Safeguarding proforma;](#)

[The Role of the Representative;](#) and

[The Joint Lesson Observation](#) (if relevant) guidance

**HYPERLINKED LIST OF SUPPORT MATERIAL AVAILABLE FOR
EOTAS INSPECTIONS**

[Inspection Self-Evaluation Framework;](#)

[Inspection Self-Evaluation Framework for EOTAS Governance Groups;](#)

[DE Circular 2014/24 Education otherwise than at school \(EOTAS\) guidance;](#)

[Information for Parents;](#)

[What Happens after an inspection;](#) and

[Complaints Procedure](#)

**EDUCATION OTHER THAN AT SCHOOL
(EOTAS)
Inspection Guidance**

September 2017

