Empowering Improvement:
New Framework for Inspection

Updated September 2024

Education and
Training Inspectorate
Empowering Improvement

Contents

Foreword – Chief Inspector

The Education and Training Inspectorate (ETI) committed to wide-scale consultation and engagement with schools, colleges and other education and training providers, and a wide range of stakeholders, including children and young people. The focus of the consultation and engagement was the development of a new inspection strategy. We have delivered on that commitment resulting in a new, co-designed inspection process underpinned by our revised vision and mission.

OUR VISION
To be the voice for equity and excellence for all learners.

OUR MISSION
To empower improvement for all learners.

We recognise that a strong, confident, reflective, and improving education and training system is critical to the lives and life chances of our children and young people as well as to the future of Northern Ireland in almost every conceivable way. A central focus on ongoing school and organisation improvement has guided the development of inspection work.

We are determined to lower the stakes but raise the impact associated with inspection. We listened intently to what you told us during consultation and co-design and have transformed the inspection process. We have completely changed the reporting format which now takes explicit account of the context and uniqueness of each school or organisation. The reports will no longer have any published performance level gradings and the conclusion will be bespoke to each school or organisation.

Some of the other key changes to the inspection process include: an enhanced focus on the context, ethos and culture of the school or organisation and its vision and values; five questions as the core of all inspections; a renewed focus on the centrality of the learner; an increased emphasis on professional dialogue during inspections; the use of a school's or organisation's existing documentation as evidence; and a stronger emphasis on the identification, reporting and sharing of highly effective practice.

We want the organisations we inspect to handle confidently the process of inspection in a way that is beneficial to them. We hope the new inspection process can be complementary to the ongoing process of self-evaluation and self-improvement and also a catalyst to further improvement.

Our new framework for inspection has been informed by, and co-designed with, schools and organisations and is very much directed towards both supporting and empowering improvement. Despite difficult times in education, you provided constructive input to the new framework, which has proved invaluable and for which my colleagues and I are deeply grateful. For our part, we will keep the process under ongoing review across the first year of implementation, to allow for any additional improvements we can make on the basis of your feedback.

Faustina Graham (Chief Inspector)

Purpose and Guiding Principles of Inspection

The purpose of inspection

The purpose of all inspection activity is:

- to build capacity within the organisations inspected to provide high quality education and outcomes for learners.
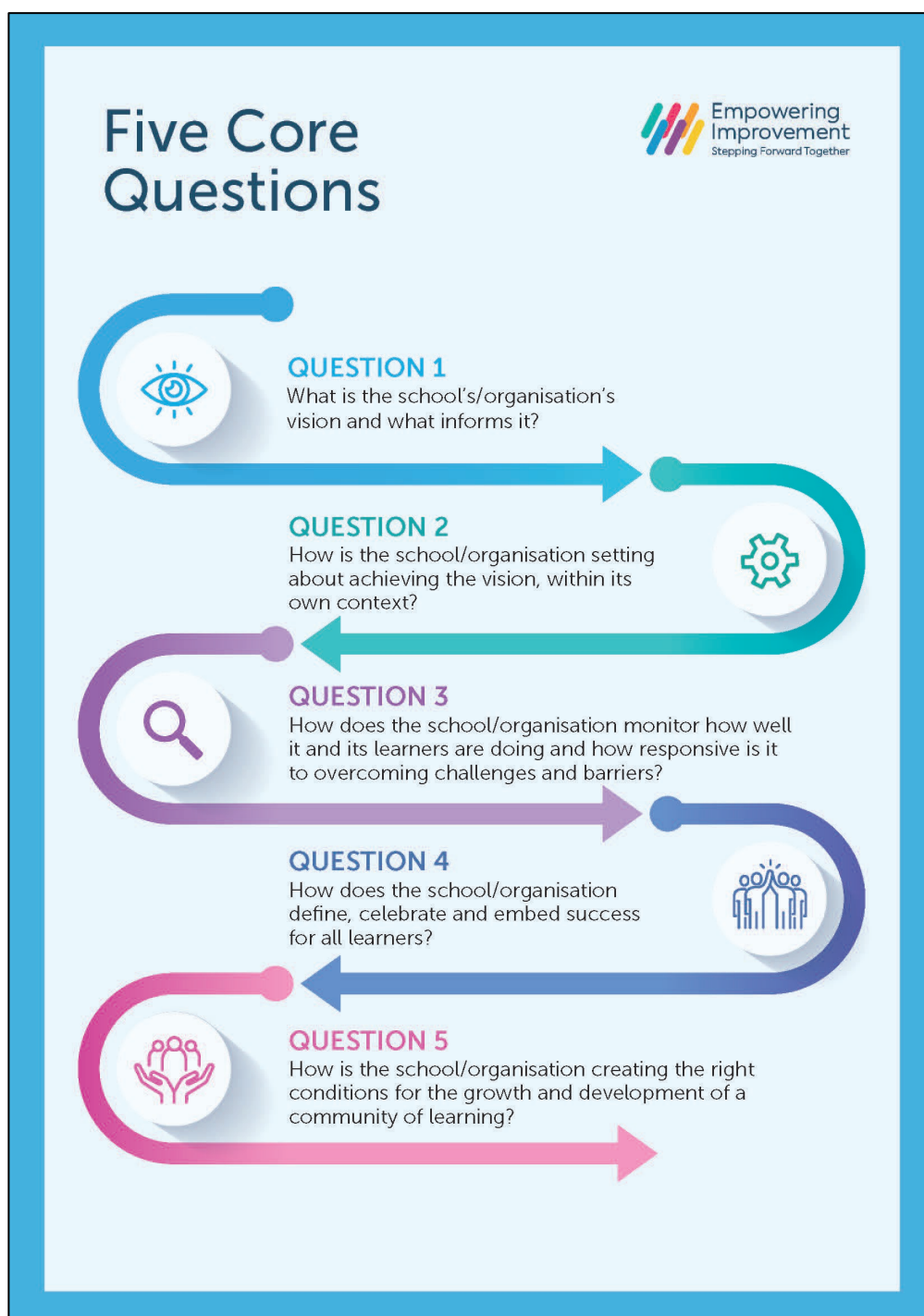
Achieved by:

- promoting processes of self-evaluation which will endure beyond the period of the inspection;

- evaluating and reporting objectively and fairly on the quality of provision in the best interests of the learners;

- helping to inform and establish improved ways of working through professional dialogue; and

- identifying, affirming, reporting and disseminating examples of highly effective and innovative practice from which others may learn.

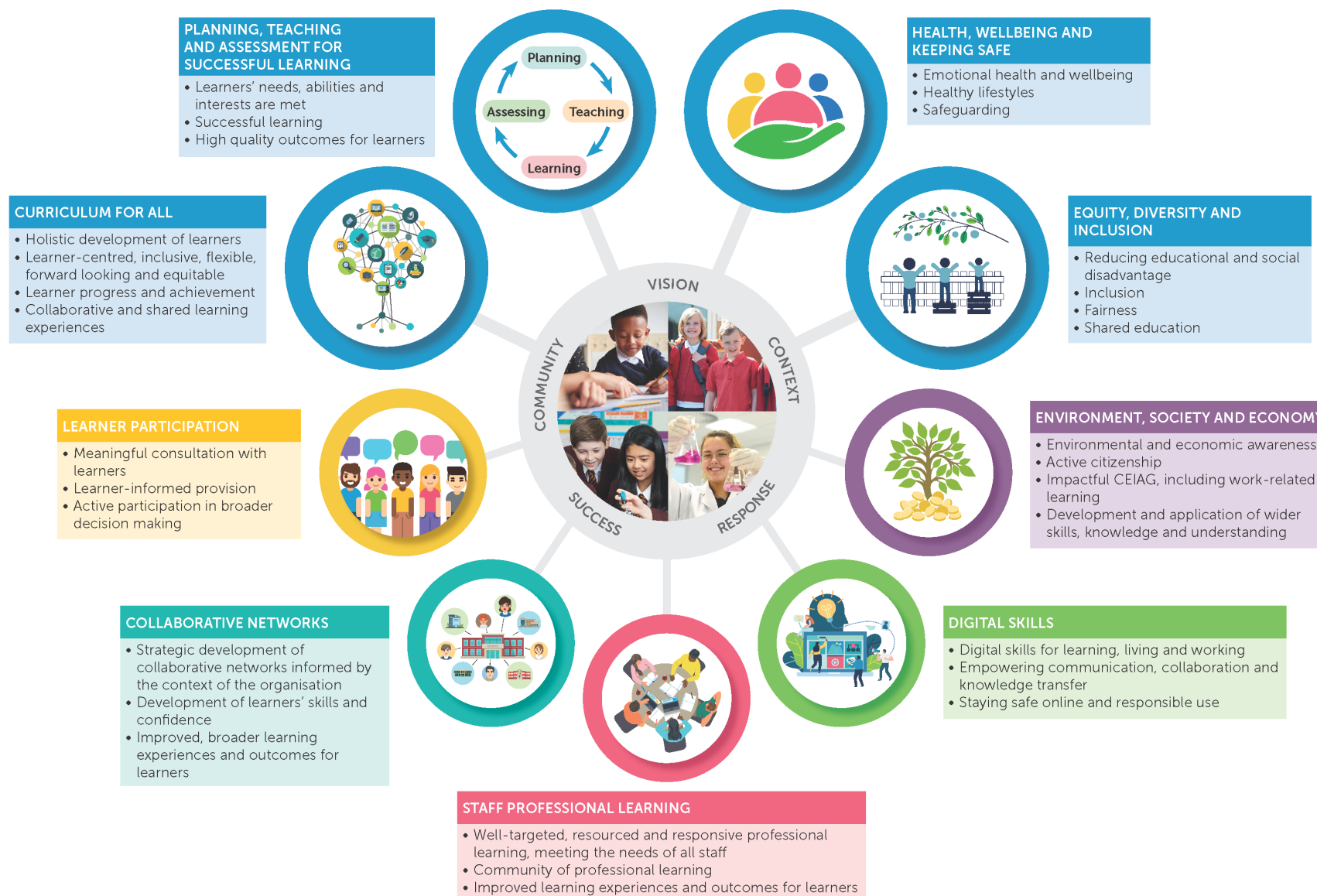## The guiding principles of inspection

1. Learners are at the heart of everything we do.

2. Inspections/Evaluations are impartial, reliable and based on first-hand evidence.

3. Inspections/Evaluations are transparent and involve schools/organisations as fully as possible.

4. An important focus is the quality and impact of learning and teaching.

5. Evaluations (inspection findings) are reported constructively, balanced fairly and focused on empowering improvement in the interests of the learners.

6. Effective practice is recognised, affirmed and shared.

7. Inspections are proportionate to need.

8. The context of each school/organisation is taken into account to inform the inspection activity, which will be adapted accordingly.

9. Engagement in inspection/evaluations will empower organisations in their improvement journey and build capacity.

10. As a reflective organisation we will continue to encourage and act upon feedback on how the inspection process can be improved.

The Five Core Questions and Nine Contributory Areas

The five core questions and nine contributory areas are based upon the ETI "Stepping Up and Stepping Forward" publication (February 2022), along with feedback from the extensive consultation and co-design process. The core questions are central to all inspections, schools/organisations can draw evidence from the contributory areas when considering the core questions. On all inspections, evidence will be drawn from the four central contributory areas: Curriculum for All; Planning, Teaching and Assessment for Successful Learning; Health, Wellbeing and Keeping Safe; Equity, Diversity and Inclusion. This will be supplemented, to varying degrees, by evidence from the other five contributory areas depending on the school's/organisation's current priorities.

Five Core Questions

Empowering Improvement
Stepping Forward Together

QUESTION 1
What is the school's/organisation's vision and what informs it?

QUESTION 2
How is the school/organisation setting about achieving the vision, within its own context?

QUESTION 3
How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?

QUESTION 4
How does the school/organisation define, celebrate and embed success for all learners?

QUESTION 5
How is the school/organisation creating the right conditions for the growth and development of a community of learning?

Contributory Areas

PLANNING, TEACHING AND ASSESSMENT FOR SUCCESSFUL LEARNING
- Learners' needs, abilities and interests are met
- Successful learning
- High quality outcomes for learners

Planning → Teaching → Learning → Assessing (cycle)

HEALTH, WELLBEING AND KEEPING SAFE
- Emotional health and wellbeing
- Healthy lifestyles
- Safeguarding

CURRICULUM FOR ALL
- Holistic development of learners
- Learner-centred, inclusive, flexible, forward looking and equitable
- Learner progress and achievement
- Collaborative and shared learning experiences

EQUITY, DIVERSITY AND INCLUSION
- Reducing educational and social disadvantage
- Inclusion
- Fairness
- Shared education

LEARNER PARTICIPATION
- Meaningful consultation with learners
- Learner-informed provision
- Active participation in broader decision making

ENVIRONMENT, SOCIETY AND ECONOMY
- Environmental and economic awareness
- Active citizenship
- Impactful CEIAG, including work-related learning
- Development and application of wider skills, knowledge and understanding

COLLABORATIVE NETWORKS
- Strategic development of collaborative networks informed by the context of the organisation
- Development of learners' skills and confidence
- Improved, broader learning experiences and outcomes for learners

DIGITAL SKILLS
- Digital skills for learning, living and working
- Empowering communication, collaboration and knowledge transfer
- Staying safe online and responsible use

STAFF PROFESSIONAL LEARNING
- Well-targeted, resourced and responsive professional learning, meeting the needs of all staff
- Community of professional learning
- Improved learning experiences and outcomes for learners

Central hub: VISION • CONTEXT • RESPONSE • SUCCESS • COMMUNITY

Responding to the Five Core Questions

Core Question	The extent to which:
What is the school's/ organisation's vision and what informs it?	• the school's/organisation's vision encourages the holistic development of the learners; • the school's/organisation's self-evaluation process is effective; and • the school's/organisation's priorities for development relate to, and help to achieve, the vision.

How is the school / organisation setting about achieving the vision, within its own context?	• the school's/organisation's ongoing work impacts on:
	
	   – the quality of learning and teaching;
	   – the appropriateness of the curriculum, including the development of digital skills;
	   – the promotion of the learner's health and wellbeing; and
	   – broader safeguarding.
	
	 • the school/organisation monitors, evaluates and reviews continuously the effectiveness and impact of its work.

How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?	• the school/organisation promotes inclusion and equity;
	 • it identifies, responds to the needs, abilities and interests of all the learners; and
	 • it overcomes the main challenges it and the learners face.
	 Examples include:
	
	   – educational and social disadvantage;
	   – special educational need (SEN);
	   – key indicators such as attendance, behaviour and attitudes to learning;
	   – parental and community participation;
	   – demographics, integration of newcomers;
	   – sustainability;
	   – staffing and accessing teacher/tutor professional learning opportunities;
	   – interventions; and
	   – resourcing and accommodation.

How does the school/organisation define, celebrate and embed success for all learners?	• the school/organisation evaluates the progress that the learners make, to include starting points and outcomes attained.
	• the school/organisation evaluates the effectiveness of strategies to celebrate and build upon success. This may include:
	
	   – feedback to and from the learners;
	   – readiness for next stage;
	   – extra-curricular and wider achievements;
	   – award programmes;
	   – events; and
	   – internal and external communication of successes.

How is the school/organisation creating the right conditions for the growth and development of a community of learning?	• the school/organisation encourages the growth and development of a community of learning where collaboration, communication and continuous learning are valued and promoted among learners, staff, parents/carers and the wider community.
	Examples include:
	
	   – the ethos, culture and relationships for learning;
	   – supporting professional learning and wellbeing of staff;
	   – involvement of the learners, including the extent and impact of learner participation;
	   – building and sustaining partnerships;
	   – engagement with the local community, including purposeful relationships with businesses and employers where appropriate; and
	   – the appropriate use of external support/providers.

The Nine Contributory Areas - Indicators

The quality indicators for the nine contributory areas can be used as a tool to support the school's/organisation's self-evaluation process. They are not definitive; they should be amended/added to/omitted as necessary through the school/organisation self-evaluation process and to reflect the phase or sector.

Curriculum for all

The extent to which:
• the holistic development of learners is central to curriculum design, planning and delivery
• learners are enabled to progress and achieve
• the formal curriculum is enriched by additional learning experiences

Indicators of effective practice	Indicators of less effective practice
Learners • achieve, experience challenge, and progress • are well prepared for the future, including CEIAG (careers education, information, advice and guidance) • develop appropriate skills, knowledge and understanding • display positive dispositions and value learning • have sufficient knowledge and skills to make informed choices and keep themselves safe	**Learners** • do not progress or achieve sufficiently in line with their abilities • are disadvantaged by a limited curriculum • do not sufficiently develop and demonstrate wider skills and capabilities • are not prepared sufficiently for the next stage of education (training or employment)
The provision • is informed by the learners' abilities, interest and aspirations • offers all learners a holistic and progressive curriculum underpinned with appropriate qualifications and career pathways • is well-planned, coherent and connected (meeting any statutory requirements) • enables learners to experience and build on success • is enriched by meaningful learning experiences beyond the classroom	**The provision** • is narrow and does not meet well enough the learners' needs (or the statutory requirements, where relevant) • does not prepare learners effectively enough for the next stage of education (training or employment) • is too fragmented with missed opportunities to help learners make connections across the curriculum
Leaders • have a strategic vision and rationale for the curriculum • monitor, evaluate and review the effectiveness of the curriculum • prioritise staff professional learning and make best use of expertise to inform curriculum provision and change • manage effectively resources, including finances, staffing and accommodation	**Leaders** • take insufficient account of the needs, interests and aspirations of all learners in designing, planning and reviewing the curriculum • do not monitor, evaluate and review the impact of the curriculum on continuity and progression in learning • do not consider sufficiently the impact of the curriculum offer on progression pathways

Planning, Teaching/Training and Assessment for Successful Learning

The extent to which:
- the context of the school/organisation informs the provision
- learners' needs, abilities and interests are met through planning, teaching/training and assessment
- the provision for learning results in high quality outcomes for all learners

Indicators of effective practice	Indicators of less effective practice
Learners	**Learners**
• are engaged, motivated and can work independently and collaboratively	• are not well enough motivated or engaged
• adapt to, and embrace, new ways of learning, including the use of digital technologies	• do not have sufficient skills and dispositions to work co-operatively and collaboratively
• develop relevant skills, knowledge and dispositions	• see little purpose in their learning, and their ability to transfer knowledge and skills to new situations and real-life contexts is limited
• understand how they learn and know how to improve their learning	
• make progress and achieve in line with their abilities	• do not achieve in line with their abilities nor take sufficient responsibility for improving their learning
• progress successfully to the next stage of education training or employment	
The provision	**The provision**
• is underpinned by planning that reflects the school's/organisation's context, is tailored to individual needs and has high expectations for all	• takes too little account of learners' previous learning, or their needs, abilities, interests and experiences
• enables progress in knowledge, skills and understanding through active and creative learning and assessment strategies	• is narrow or prescriptive, does not develop wider skills sufficiently and limits progression in learning
• is adapted and informed by the views and ideas of the learners	• does not empower learners to manage their own learning nor support them adequately to develop their potential
• connects meaningfully across all areas of learning	
• promotes regular feedback and encouragement so that learners can improve their work	
Leaders	**Leaders**
• have a strategic vision and rationale for learning within the context of the school/organisation	• do not have a clear vision for high-quality learning and teaching/training
• monitor, evaluate and review the effectiveness of planning, teaching/training and assessment for successful learning	• do not have effective processes in place to monitor and review robustly the quality of the planning, teaching/training and assessment
• prioritise staff professional learning and make best use of expertise, partnerships and contemporary research to inform practice	• provide insufficient opportunities to: build staff capacity, foster a culture of reflection and facilitate sharing of effective practice
• foster a culture of openness, reflection and shared practice	

Health, Wellbeing and Keeping Safe

The extent to which:
• a culture of keeping safe is evident across the school/organisation • the emotional health and wellbeing of all is promoted • healthy lifestyles are encouraged and practised

Indicators of effective practice	Indicators of less effective practice
Learners • feel safe and cared for • are self-aware and can manage their emotional wellbeing • understand the importance of following a healthy lifestyle, including a healthy diet and partaking regularly in physical activity • are equipped to make informed choices in order to minimise risk and keep themselves and others safe, and know how to access support if needed • contribute to curriculum planning around the preventative curriculum, health, nutrition and emotional wellbeing	**Learners** • are not well enough informed about how to develop and maintain healthy lifestyles, or about the consequences of their choices and behaviours • do not have sufficient awareness of potential risks to, nor the skills needed to make informed decisions about, their safety and wellbeing • are not well enough informed about relevant issues and how to deal with them or access support • do not feel safe or know who to speak to if they have any concerns
The provision • reflects the importance afforded to keeping safe and healthy lifestyles and the priority given to the wellbeing of all • is informed by the needs of the learners, is age and stage appropriate and responsive to relevant and contemporary issues • uses opportunities to embed keeping safe and wellbeing across the curriculum, including through collaboration with others • for Relationships and Sexuality Education (RSE) includes age and stage appropriate content and scientifically accurate information	**The provision** • is lacking in effective planning across the curriculum to ensure a coherent and proactive provision for health, wellbeing and keeping safe • lacks progression and does not meet well enough the needs of the learners • is overly reliant on external agencies for important aspects of the preventative curriculum • for RSE does not meet the current requirements
Leaders • have a clear, well-understood, strategic vision for the provision which is underpinned by the school's/organisation's ethos and is informed by the views of key stakeholders • monitor, evaluate and review the effectiveness of the preventative curriculum • prioritise staff professional learning so that staff work proactively and respond effectively to the learners' needs • engage with parents/carers and others to support the learners' wellbeing and development	**Leaders** • give insufficient attention to the health, wellbeing and safety of learners and staff • do not take sufficient account of the views of all stakeholders in planning for the learners' wellbeing and development • do not have oversight of the preventative curriculum and how complementary elements can support the holistic development of learners

Equity, diversity and inclusion

The extent to which:
• an inclusive ethos, which promotes equity and fairness, is reflected in policy and practice
• special educational needs and other barriers to learning are identified, understood and addressed
• all learners are enabled to participate meaningfully, underachievement is addressed and outcomes for all are improved

Indicators of effective practice	Indicators of less effective practice
Learners • embrace diversity and value, accept and include others • have high expectations of themselves and work towards achieving their best • develop thinking skills, personal capabilities, social skills and dispositions, which enable them to engage meaningfully with their learning and interact positively within the school/organisation community and beyond • are happy and engaged with their learning and make progress from individual starting points	**Learners** • have limited understanding of the benefits of diversity and do not play an active role in promoting inclusion • are dismissive of perspectives, cultures and beliefs different to their own • are not making sufficient progress in their learning and development
The provision • is inclusive, responsive to learner diversity, accessible to all and underpinned by high expectations • reflects the needs of the learners within the context of the school/organisation • supports all learners to overcome barriers including through collaboration with others, as appropriate • facilitates reasonable adjustments to ensure equity of access to the curriculum, resources and accommodation • is underpinned by staff professional learning which impacts positively on practice and outcomes for learners	**The provision** • is not sufficiently flexible, equitable or accessible to all learners • does not take account of the needs, views and experiences of all learners and the barriers they face, nor support or enable them to succeed • has not been informed sufficiently through the development of partnerships with parents/carers, the community, relevant external organisations and other providers
Leaders • value and promote an inclusive ethos, embrace diversity and work to ensure equitable access to opportunities, resources and progression pathways • have oversight of the barriers faced by learners, the support needed and provided, and its impact • maintain strong links with parents/carers and the wider community, including EOTAS, employers, other providers and external agencies	**Leaders** • do not nurture an inclusive culture which values difference • insufficiently challenge prejudice and discrimination where they are evident • do not track sufficiently learner progress or reduce barriers to enable learners to achieve • have not sufficiently developed the capacity of staff to meet the needs of all learners

Environment, Society and Economy

The extent to which:
• learners' skills, knowledge and understanding of the environment, society and the economy are developed • meaningful CEIAG and work-related learning is provided along with opportunities to develop and apply skills, capabilities and dispositions • learners have opportunities to explore social responsibility, environmental and economic matters and apply their learning in real-life contexts

Indicators of effective practice	Indicators of less effective practice
Learners • understand their responsibility to: protect the environment, make sustainable choices and contribute to the economy • are active citizens and contribute positively to their school/organisation and local/global communities • develop skills and capabilities such as leadership, communication, problem-solving, teamwork and creativity and apply these in a variety of contexts • can connect their learning with real-life experiences, developing important life skills such as financial capability and knowledge of rights and responsibilities • are well informed about career and progression pathways	**Learners** • have limited understanding of current social and environmental issues and what they can do to make a difference • have insufficient knowledge of the world of work or the skills, knowledge and understanding needed for different careers and progression pathways • have limited skills and capabilities
The provision • is such that learning about the environment, society and the economy is coherent and facilitated across areas of learning and through a wide range of real-life experiences • allows for exploration of environmental and sustainability issues both locally and globally • encourages learners to be active citizens • enables learners to access appropriate careers advice and information and experience the world of work	**The provision** • lacks focus on learners' personal responsibility and the social, economic and environmental impact of the choices they make • does not provide sufficient opportunities to learn about the world of work, and careers advice is limited • does not set learning about the environment, society and the economy in real-life contexts
Leaders • model and encourage responsible and sustainable choices and ways of working • monitor, evaluate and review the effectiveness of the provision for learning about the environment, society and the economy • prioritise staff professional learning about contemporary issues and challenges so that classroom practice is current and responsive	**Leaders** • do not prioritise or value sufficiently learning about the environment, society and the economy • do not collaborate well with others to support sustainability, active citizenship and the development and application of learners' skills, capabilities and dispositions

Digital Skills

The extent to which:
• digital skills for learning, living and working are embedded across the curriculum
• learners and staff are empowered to participate in local and global communication, collaborative working and knowledge transfer
• learner and staff skills are progressively developed and sustained

Indicators of effective practice	Indicators of less effective practice
Learners • are competent, responsible and discerning users of digital technology across a range of contexts relevant to their age and stage of development • achieve appropriate learning outcomes at each stage of their learning, ensuring a sound foundation for the next stage • develop and apply their digital skills through problem solving, exploratory and project-based learning including unplugged • understand how to stay safe online • develop an understanding of the legal, social, ethical and environmental impact of digital technology	**Learners** • do not develop and apply sufficiently their digital skills across a range of contexts • have too few opportunities to develop and apply a range of digital skills • do not have knowledge of the potential risks associated with digital technology
The provision • uses existing and emerging digital technology to enhance learning experiences and improve outcomes • is coherent and integrates the development of digital skills across areas of learning and real-life contexts • develops learners' skills progressively and, where relevant, provides a range of appropriate pathways and qualifications • prioritises staying safe online for all	**The provision** • lacks coherence and progression • does not provide sufficient opportunities for learners to develop and apply digital skills across the curriculum • does not make sufficient use of digital technology to expand the curriculum offer or enhance the quality and reach of learning experiences • does not highlight sufficiently the potential risks of using digital technology
Leaders • have a strategic vision for the development of digital skills and technology • ensure equitable access to the provision and progression pathways • prioritise ongoing professional learning for staff in light of new and emerging digital technology, including ability to deliver remotely • monitor, evaluate and review the effectiveness of the provision for the development of digital skills	**Leaders** • do not have a clear vision and strategy for developing learners' digital skills for the future • provide insufficient opportunities to progressively build staff expertise and capacity • do not have a sound enough oversight of the provision for digital technology

Staff Professional Learning

The extent to which:
• the school/organisation has a proactive and collaborative commitment to continuous professional learning • learning experiences and outcomes for learners are improved through ongoing staff professional learning • the professional learning needs of the staff are being met

Indicators of effective practice	Indicators of less effective practice
Learners • have enhanced skills, dispositions and personal capabilities as a result of improved learning experiences • use and give feedback on their learning to inform planning for learning, teaching and assessment • make progress in their learning and to the next stage of education, (training or employment) by attaining appropriately high outcomes	**Learners** • are too often passive and insufficiently engaged due to limited learning experiences • do not understand, or see the value in, giving feedback on their learning • do not make appropriate progress in their learning in line with their abilities
The provision • is impacted positively by staff professional learning, resulting in improved learner experiences, engagement and progression • reflects contemporary pedagogy and is supported by appropriate resources • is responsive to changes and develops by embracing new and different ways of learning	**The provision** • does not facilitate opportunities for learners to give feedback on their learning; or their feedback is not used effectively • is not improved by staff professional learning • restricts learning experiences and does not reflect sufficiently contemporary pedagogy, thinking and research • does not allow for collaboration within the school/organisation and beyond
Leaders • prioritise and plan strategically for inclusive, flexible and responsive staff professional learning, which reflects the school's/organisation's vision, context and any statutory requirements • ensure that staff professional learning underpins the identified priorities for development • promote and encourage individual responsibility for own professional learning • monitor and evaluate the impact of staff professional learning and consider public value when using external providers	**Leaders** • do not have a clear vision and rationale for staff professional learning at whole-school/organisation and individual levels • do not align staff professional learning to the school's/organisation's priorities for development • rely unduly on external providers with insufficient evaluation of the impact

Collaborative Networks

The extent to which:
• learners' skills and confidence are developed through collaboration and networking • collaboration improves the quality of learning and outcomes for learners • the context of the organisation informs collaboration and networking

Indicators of effective practice	Indicators of less effective practice
Learners • collaborate effectively with others in different situations and environments • embrace diversity, recognise and value different identities and ways of working • are proactive in seeking collaboration and opportunities to learn with, and from, others • recognise the benefits of collaboration for themselves and others	**Learners** • have limited knowledge and understanding of people and environments beyond the school/organisation • do not have the skills for, and confidence in, learning effectively with, and from, others
The provision • meets effectively the needs of the learners through collaboration, internally and with external agencies/providers • raises learners' awareness of other people and environments, and builds their capacity and willingness to engage with others • gives learners meaningful opportunities to learn with, and from, others in a variety of contexts, including the workplace • utilises partnerships to create appropriate progression pathways for all learners	**The provision** • does not meet well enough the needs of learners or the context of the organisation • does not equip learners with the skills to engage meaningfully with others • does not include sufficient opportunities for collaborative internal and external working with others, including other providers, employers and the wider community
Leaders • have an effective strategic approach to, and rationale for, internal and external collaboration • develop effective partnerships with parents/carers, other providers, communities and external agencies to support learning • develop the capacity of staff to prepare learners to contribute to the environment, society and the economy • monitor and evaluate the effectiveness of collaborative networks	**Leaders** • work largely in isolation and do not encourage or support staff to engage in collaborative partnerships • do not value collaboration and its potential to enhance engagement in learning, curriculum breadth and outcomes for learners • focus on short-term objectives only and do not see the importance of developing learners who have the skills to contribute to the environment, society and the economy

Learner participation

The extent to which
• there is a culture of valuing learners' rights and the participation of all
• consultation with all learners is ongoing, active and meaningful
• learner participation informs learning experiences and the school's/organisation's broader decision-making

Indicators of effective practice	Indicators of less effective practice
Learners • know that they have a right to be heard • are able to express their views in a variety of ways • are confident that their views are valued and will be acted upon, as appropriate • make a discernible impact on improving the school/organisation	**Learners** • do not know how they can make their views heard or believe that their opinions are valued by adults • make limited or no contribution to decision-making about their own learning experiences, or other aspects of the school/organisation
The provision • is underpinned by meaningful collaboration between learners and adults • ensures that all learners have regular meaningful opportunities to share their views on their learning experiences and other aspects of the school/organisation • ensures that learners receive feedback on how their views have been considered and used to inform decision-making	**The provision** • does not sufficiently enable learners to identify and share their views and ideas • offers too few opportunities for learners to contribute and there is limited learner participation beyond the student council (or other such mechanism)
Leaders • foster an ethos of active participation and promote learners' rights, equality and inclusion • welcome, encourage and act on direct communication with learners • prioritise staff professional learning about learners' rights and participation • monitor and evaluate the effectiveness of learner participation	**Leaders** • do not understand sufficiently or value learner participation • do not sufficiently facilitate or support the representation of all learners and their involvement in decision-making • are not sufficiently aware of how or if learners' views are sought or acted upon

Linking the contributory areas to the core questions

Core questions		Contributory areas	
1. What is the school's/organisation's vision and what informs it? **2. How is the school/organisation setting about achieving the vision, within its own context?** **3. How does the school/organisation monitor how well it and its learners are doing and how responsive is it to overcoming challenges and barriers?** **4. How does the school/organisation define, celebrate and embed success for all learners?** **5. How is the school/organisation creating the right conditions for the growth and development of a community of learning?**		**Curriculum for all**	• Holistic development of learners • Learner-centred, inclusive, flexible, forward looking and equitable • Learner progress and achievement • Collaborative and shared learning experiences
		Planning, teaching and assessment for successful learning	• Learners' needs, abilities and interests are met • Successful learning • High quality outcomes for learners
		Health, wellbeing and keeping safe	• Emotional health and wellbeing • Healthy lifestyles • Safeguarding
		Equity, diversity and inclusion	• Reducing educational and social disadvantage • Inclusion • Fairness • Shared education
		Environment, society and economy	• Environmental and economic awareness • Active citizenship • Impactful CEIAG, including work-related learning • Development and application of transversal skills, knowledge and understanding
		Digital skills	• Digital skills for learning, living and working • Empowering communication, collaboration and knowledge transfer • Staying safe online and responsible use
		Staff professional learning	• Well-targeted, resourced and responsive professional learning, meeting the needs of all staff • Community of professional learning • Improved learning experiences and outcomes for learners
		Collaborative networks	• Strategic development of collaborative networks informed by the context of the organisation • Development of learners' skills and confidence • Improved, broader learning experiences and outcomes for learners
		Learner participation	• Meaningful consultation with learners • Learner-informed provision • Active participation in broader decision making

Report conclusions and post-inspection follow-on work

The conclusions to published inspection reports will be bespoke to the school/organisation and written to reflect the findings in the report. The new model of inspection was piloted from September 2023 to June 2024 and the associated reports can be accessed at: Pilot Inspection Reports.

All inspections will have some form of follow-on activity. Potential post-inspection follow-on processes for schools/organisations include: working with the district inspector to share examples of highly effective practice and/or to monitor progress against any areas for consideration; or progress inspection work to ensure areas for further action are addressed, including where sustained external support is required.

Copies of this report are available on the ETI website

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