

Annual Business Report

Business Year 2019-2020

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



SECTION 1

FOREWORD

This annual business report outlines the performance against the Education and Training Inspectorate's (ETI) annual business commitments and customer service standards over the business year 2019-20. Other work undertaken by the ETI, including corporate development work, is identified within and monitored through the ETI's three-year corporate plan.

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

The annual business report outlines the ETI's outcomes against inspection commitments, evaluations and other activities undertaken in the year to enable us to fulfil our vision and our mission of '*promoting improvement in the interest of all learners*'. It also includes feedback from those we inspect on how well we carry out our work, and measures performance against published customer service standards. The ETI also undertakes corporate development work as set out in the ETI three-year corporate plan 2019-22:

<https://www.etini.gov.uk/publications/education-and-training-inspectorate-three-year-corporate-plan-0>

During 2019-20, the ETI has delivered a wide range of inspection services and, importantly, has continued to have a positive impact on the experience of learners and the standards they achieve. The inspection and follow-up work that the ETI undertakes demonstrate clearly that inspection leads to improvement. (Section 2.1 of this report).

The Inspection and Self-Evaluation Framework (ISEF) is common to all phases inspected by the ETI. Each phase ISEF is supplemented by characteristics of effective practice and self-evaluation questions that are phase specific: <https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>.

In this period, the ETI continued to provide significant training for newly recruited and existing associate assessors (AAs) who work alongside inspection teams and who are all experienced leaders and managers within their own organisations.

During 2019-20, industrial action by four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) continued¹, primarily in relation to a pay dispute. Their Action Short of Strike (ASoS) included non-co-operation with the ETI, however, we remained committed to carrying out inspections. The inspections were carried out in a professional, courteous and respectful manner and in the knowledge that these circumstances were difficult for both the schools involved and ETI. Where there was ASoS during an inspection, the ETI was unable to report one of the overall effectiveness outcomes. As a result, the ETI was unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children/pupils in these schools.

¹ A formal pay offer and settlement for 2017-2019 was communicated to all teachers in April 2020, and was formally accepted by NI Teachers Committee on 28 April 2020 when all industrial action ceased.

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

Due to the fast moving and challenging circumstances related to COVID-19, ETI took the unprecedented action of pausing all inspections on 18 March 2020. The position has been kept under review. During this period all ETI inspectors and staff are redeployed to support the education and training system, the relevant Ministers and Departments during this challenging time.

Inspectorate Management Group

SECTION 2

WHAT HAVE WE ACHIEVED?

2.1 INSPECTION LEADING TO IMPROVEMENT

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

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

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

The inspection process continues to effect significant improvement in the quality, performance and standards of provision in education and training; follow-up inspections conducted during April 2019 to March 2020 show that improvements have been made in 33 out of 43 of the organisations inspected.

2.2 INSPECTION OUTCOMES AGAINST COMMISSIONED INSPECTION WORK

The ETI aims to complete an inspection activity in at least 90% of the organisations as agreed with the funding department and set out in the annual business plan for the business year 2019-20.

The following table summarises the ETI performance against the inspection activity agreed in the DE Annual Business plan 2019-20 and in the Service Level Agreements with other commissioning Departments.

AGENCY / ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME / COMMENT
		Fully	Partially	
The Department of Education (DE), Annual Business Plan	The whole-school inspections of at least 190 schools (nursery, primary, post- primary and special) and pre-school settings (including nursery units as part of primary school inspections), 4 education other than at school (EOTAS) and 8 youth settings; and undertake the necessary Sustaining Improvement Inspections (SIIs), Baseline Monitoring inspections (BMinS), Monitoring inspections (MInS), follow-up inspections (FUIs) and interim follow-up visits stemming from inspection activity.	Fully		There were 195 inspections completed in schools, and pre-school settings (including 6 in nursery units as part of primary inspections); and inspections of 6 EOTAS and 5 youth organisations All necessary SIIs, BMinS, MInS and FUIs were completed.
Department of the Economy (DfE), Service Level Agreement (SLA)	To inspect 11 work-based learning (WBL) providers and the required number of European Social Fund (ESF) project providers and to complete the required number of FUI, scrutiny and baseline inspections.	Fully		There were 10 inspections in WBL providers and the required number of ESF project providers All required FUI, scrutiny and baseline inspections were completed.
The Department of Agriculture, Environment and Rural Affairs (DAERA), SLA	Continuation of the evaluation of Business Development Groups.	Fully		In-year commissioned work completed.

The Criminal Justice Inspection (CJI) Northern Ireland (NI), SLA	Inspection of the education and training provision in one prison.		2 inspections were completed.
The Home Office, required inspection activity.	1 Educational Oversight Inspection and 2 Tier 4 Annual Monitoring Reviews		1 Oversight and no Annual Monitoring Review inspections completed.

2.3 INSPECTION OUTCOMES AGAINST THE ETI ANNUAL BUSINESS TARGETS

Set out below is a breakdown of inspection activity completed within the 2019-20 business year showing achievement against the ETI internal business targets.

Number of inspections, per phase, identified in the 2019-20 business targets	Achieved	Actual number of inspections completed ²
	Partially	
	Not	
70 Pre-school settings.		72 Pre-school setting inspections. In addition there were: <ul style="list-style-type: none"> 32 Follow-up inspections.
92 Primary schools.		91 Primary school inspections. In addition there were: <ul style="list-style-type: none"> 6 Follow-up inspections; 104 Sustaining improvement Inspections; 2 Monitoring inspections; 1 Baseline monitoring inspection; and 6 Nursery unit inspections (as part of a primary school inspections);

² Completed inspections includes those impacted by Action Short of Strike since January 2017

<p>22 Post-primary schools.</p>		<p>20 Post-primary school inspections</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 1 Follow-up inspection • 26 Sustaining improvement Inspections • 5 Baseline monitoring inspections.
<p>4 Special Schools.</p>		<p>6 Special school inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 3 Sustaining improvement Inspections
<p>To inspect 4 Education Other Than At School (EOTAS) organisations.</p>		<p>6 EOTAS organisation inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 2 Follow-up inspections
<p>To inspect 8 Youth organisations.</p>		<p>5 Youth organisation inspections (2 Youth centres, 1 Outdoor Education Centre and 2 Youth Area inspection).</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 2 Follow-up inspections
<p>To inspect 11 Work-Based Learning organisations and the required number of European Social Fund inspections.</p>		<p>10 Work-Based Learning³ (WBL) provider inspections</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 5 Follow-up inspections • 4 Baseline inspections of ESF project providers • 3 Scrutiny inspections of WBL providers and 9 Scrutiny inspections of ESF project providers • Quality improvement inspections in the 6 FE colleges, and the required WBL organisations and ESF project providers.
<p>To inspect 5 PGCE programmes across 4 Initial teacher education providers</p>		<p>4 Initial teacher education provider inspections</p>

³ The ETI/DfE SLA covers the period April 19 – June 2020 and therefore the inspection commitments stated here were not all completed within the business year in this report.

2.4 EVALUATIONS/SURVEYS COMMISSIONED BY DEPARTMENTS

These inspection activities typically include inspection visits to multiple educational settings and result in a published report which describes the provision for learners across the system as a whole, or within a geographical area. The following evaluations were undertaken.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED	OUTCOME / COMMENT
		<div style="display: flex; flex-direction: column; align-items: center;"> <div style="width: 15px; height: 15px; background-color: green; margin-bottom: 2px;"></div> Fully <div style="width: 15px; height: 15px; background-color: yellow; margin-bottom: 2px;"></div> Partially <div style="width: 15px; height: 15px; background-color: red;"></div> Not </div>	
DE	PSEP Governance Arrangements		Complete
DE	Sure Start Evaluation		Complete
DE	SEN Resource File		To be completed in 2020/2021
DE	North Belfast Primary Principals Support Programme		Complete
DE	Development of a Framework for TPL		Complete
DE	Curriculum Delivery and Qualifications		To be completed in 2020/2021
DE	Development of a Wellbeing Framework		Complete
DE	Effectiveness of EOTAS Provision		To be completed in 2020/2021
DE	EITP LAC Education Project		Deferred until 2020/2021
DE	Priorities for Youth Implementation		To be completed in 2020/2021
DE	Together Building United Communities Camps		To be completed in 2020/2021
DfE	An Evaluation of Curriculum Planning of the Level 3 Further Education Provision		To be completed in 2020/2021
DfE	A scrutiny of quality improvement planning processes provided by the further education colleges		Complete
DfE	A scrutiny of quality improvement planning processes provided by contracted Training for Success / ApprenticeshipsNI suppliers		Complete
DfE	A scrutiny of quality improvement planning processes provided by the European Social Fund project promoters		Complete
DAERA	Continuation evaluation of the Business Development Groups		Complete

2.5 PARTICULAR ASSIGNMENTS COMMISSIONED BY DEPARTMENTS

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully		
		Partially		
DE	Newcomer Policy Review	Fully		Complete
DE	NIAO SEN Report	Partially		To be completed in 2020/2021
DE	International Studies PISA	Fully		Complete
DE	International Studies TIMSS	Fully		Complete
DE	Review of School Building Handbook	Fully		Complete

2.6 OTHER EVALUATIONS

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully		
		Partially		
ETI	Foundation Stage Evaluation	Fully		Complete
ETI	Evaluation of 2 Year Olds in Voluntary Pre-Schools	Partially		To be completed in 2020/2021
ETI	Identified Evaluation of Curriculum Delivery & Access	Fully		Complete

2.7 POLICY ADVICE AND SUPPORT

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

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully		
		Partially		
DE	C2K Assessment Consultation	Fully		Ongoing – Policy Advice on request
DE	Common Formula Funding	Fully		Ongoing – Policy Advice on request
DE	WAU Conference and Advice to DE	Fully		Ongoing – Policy Advice on request
DE	Learning Leaders Oversight Meeting	Fully		Ongoing – Policy Advice on request
DE	IM Advice to DE	Fully		Ongoing – Policy Advice on request
DE	Primary Literacy Advice to DE	Fully		Ongoing – Policy Advice on request
DE	Primary Numeracy Advice to DE	Fully		Ongoing – Policy Advice on request

DE	Policy Advice Strule		Ongoing – Policy Advice on request
DE	IM Advice to DE/CCEA		Ongoing – Policy Advice on request
DE	C2K Assessment Consultation Primary		Ongoing – Policy Advice on request
DE	Review of Data (A&S - PP Inspections 2019/20)		Ongoing – Policy Advice on request
DE	Particular assignment to advise CSSC on problem solving		Ongoing – Policy Advice on request
DE	EA TV planning, filming & editing		Ongoing – Policy Advice on request
DE	Regional Conferences Primary Inspection Procedures Planning		Ongoing – Policy Advice on request
DE	Pupils' Voice - development project with DES & Y7 questionnaires		Ongoing – Policy Advice on request
DE	C2K Gatekeeper		Ongoing – Policy Advice on request
DE	C2K Review Meeting		Ongoing – Policy Advice on request
DE	PP Media File Review		Ongoing – Policy Advice on request
DE	Pupil/parental engagement monitoring, evaluation & review		Ongoing – Policy Advice on request
DE	14-19 work		Ongoing – Policy Advice on request
DE	CW&S Update & Policy Advice		Ongoing – Policy Advice on request
DE	Webinar preparation		Ongoing – Policy Advice on request
DE	Webinar filming		Ongoing – Policy Advice on request
DE	Webinar preparation PP		Ongoing – Policy Advice on request
DE	Customer Service Excellence		Ongoing – Policy Advice on request
DE	Development of InsPIRE replacement for MARS		Ongoing – Policy Advice on request
DE	Taxonomy development		Ongoing – Policy Advice on request
DE	Social media		Ongoing – Policy Advice on request
DE	Self-scheduled office work		Ongoing – Policy Advice on request
DfE	DfE Briefing with DI's and College Curriculum Managers		Ongoing – Policy Advice on request
DfE	DfE Apprenticeships Policy Advice		Ongoing – Policy Advice on request
DfE	Inspection evaluation planning with DfE		Ongoing – Policy Advice on request
DfE	European Social Fund planning and co-ordination work.		Ongoing – Policy Advice on request

DfE	Schedules of Accommodation		Ongoing – Policy Advice on request
DfE	Policy advice in relation to ongoing development of youth training (Traineeships and provision at/below level 1) and apprenticeship programmes.		Ongoing – Policy Advice on request
DfE	European Social Fund policy, liaison and support		Ongoing – Policy Advice on request
DAERA	POLICY ADVICE		Ongoing – Policy Advice on request
CJNI	CJNI Work		Ongoing – Policy Advice on request

SECTION 3

EXTERNAL EVALUATION OF THE WORK OF ETI

3.1 BACKGROUND

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

NISRA surveyed the schools/organisations inspected between April 2019 and March 2020. These schools/organisations included pre-school centres, nursery schools, primary schools, special schools, post-primary schools, EOTAS centres, work-based learning providers, further education colleges and youth organisations. They were invited to complete online questionnaires; seeking feedback on the pre-inspection period, aspects of the inspection process, reporting (oral and written), Inspection Services Team, publications and resources, and overall satisfaction with the inspection process.

A total of 110 valid online questionnaires were returned by 76 schools/organisations. For the survey about the written inspection report, 27 valid questionnaires were returned from 24 schools/organisations. It is worth noting that not every respondent answered every question.

3.2 POST-INSPECTION SURVEY ANALYSIS

Figure 1: main survey was completed by

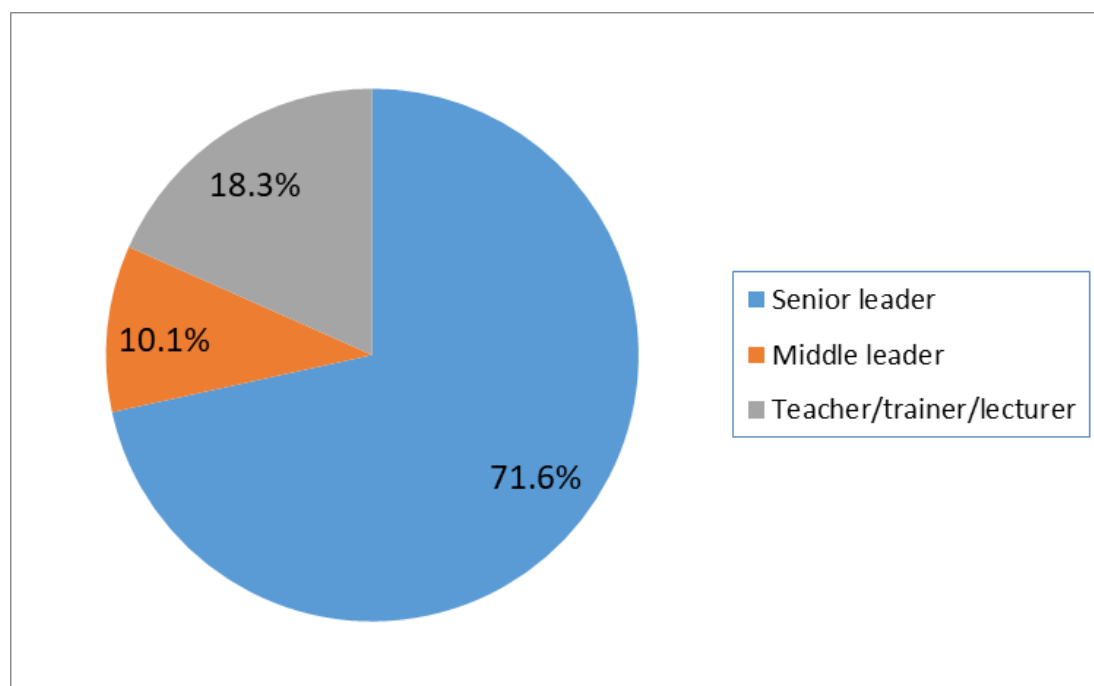
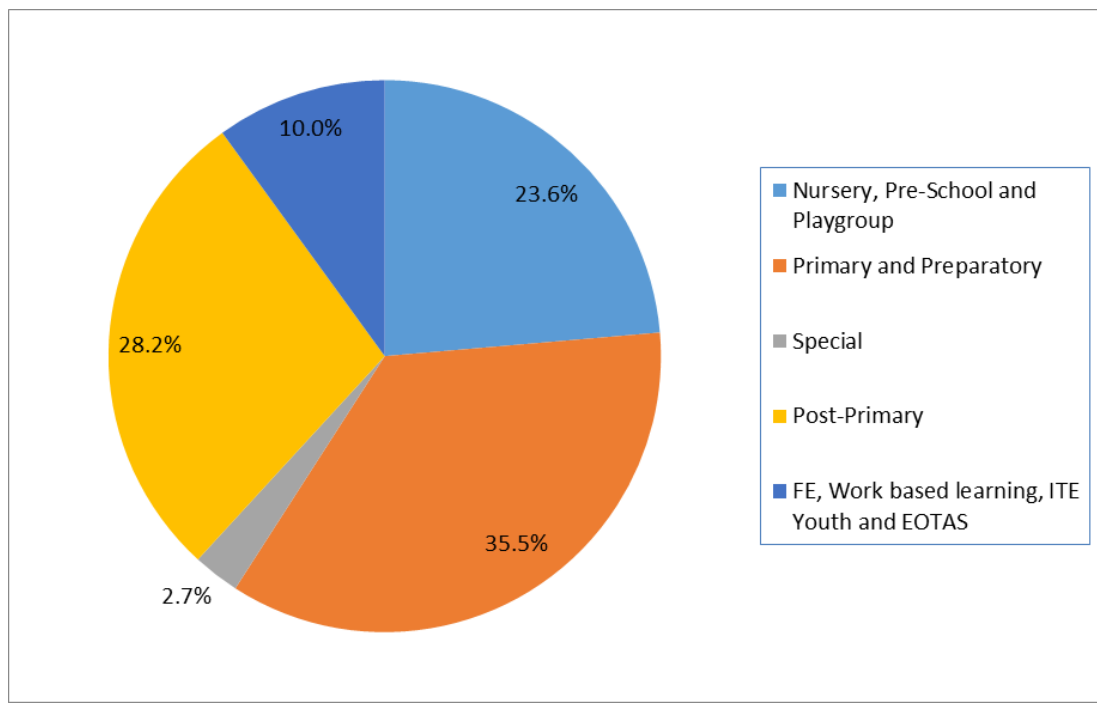
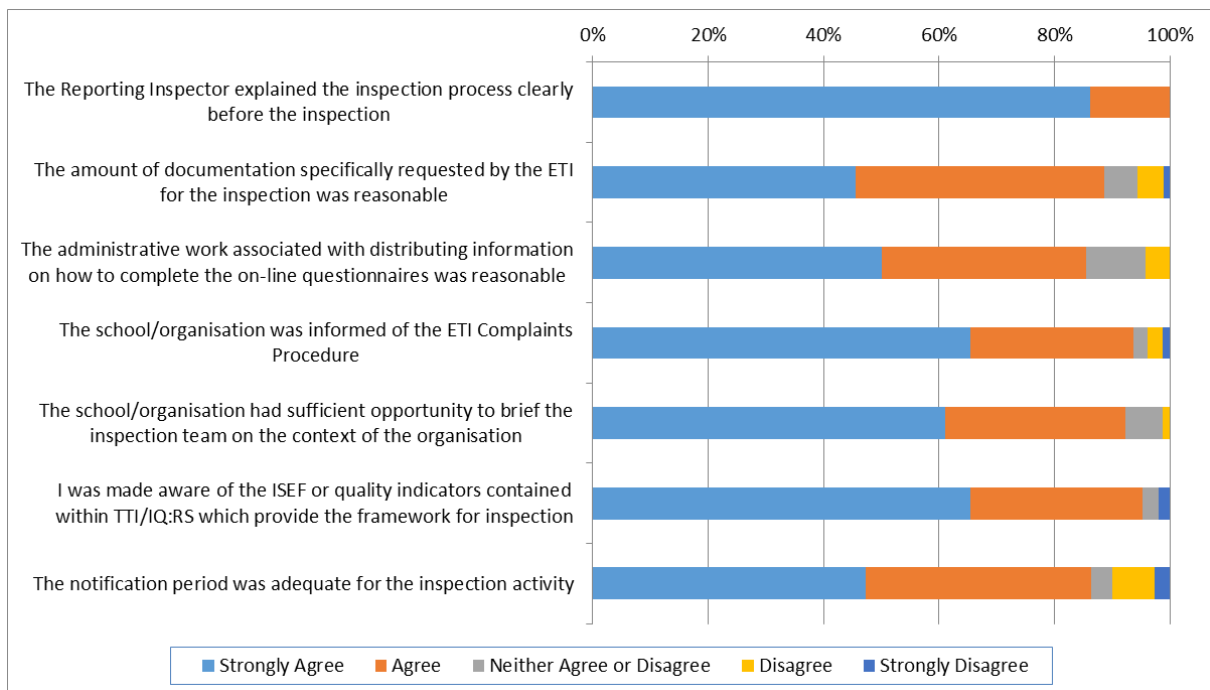


Figure 2: survey returns by type of organisation – main survey



3.3 PRE-INSPECTION

Figure 3: feedback on pre-inspection



3.4 DURING THE INSPECTION

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

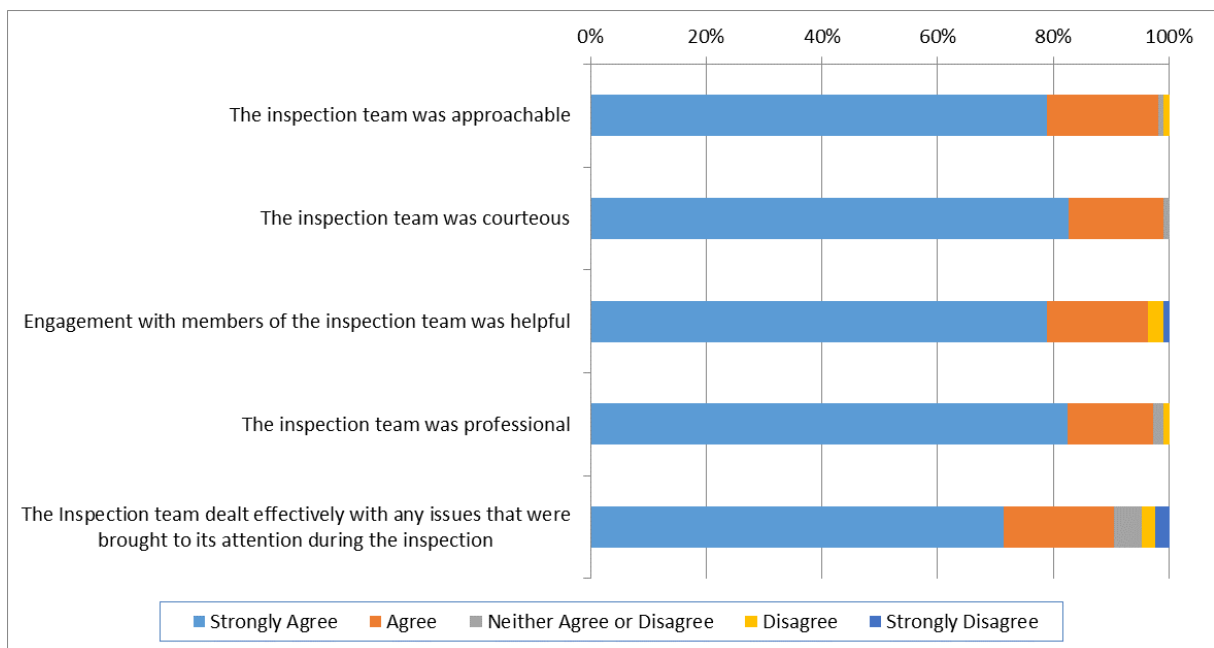


Figure 5a: feedback about during the inspection (School/organisation, RI and AA)

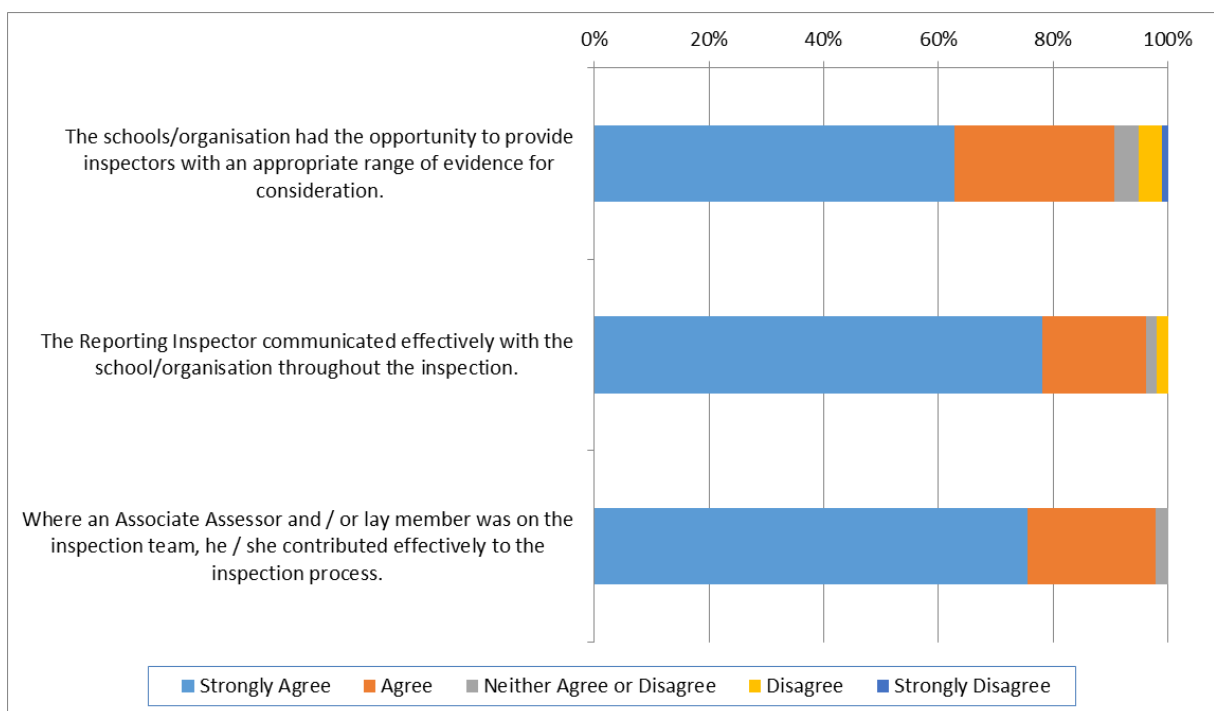


Figure 5b: Feedback about during the inspection (role of representative)

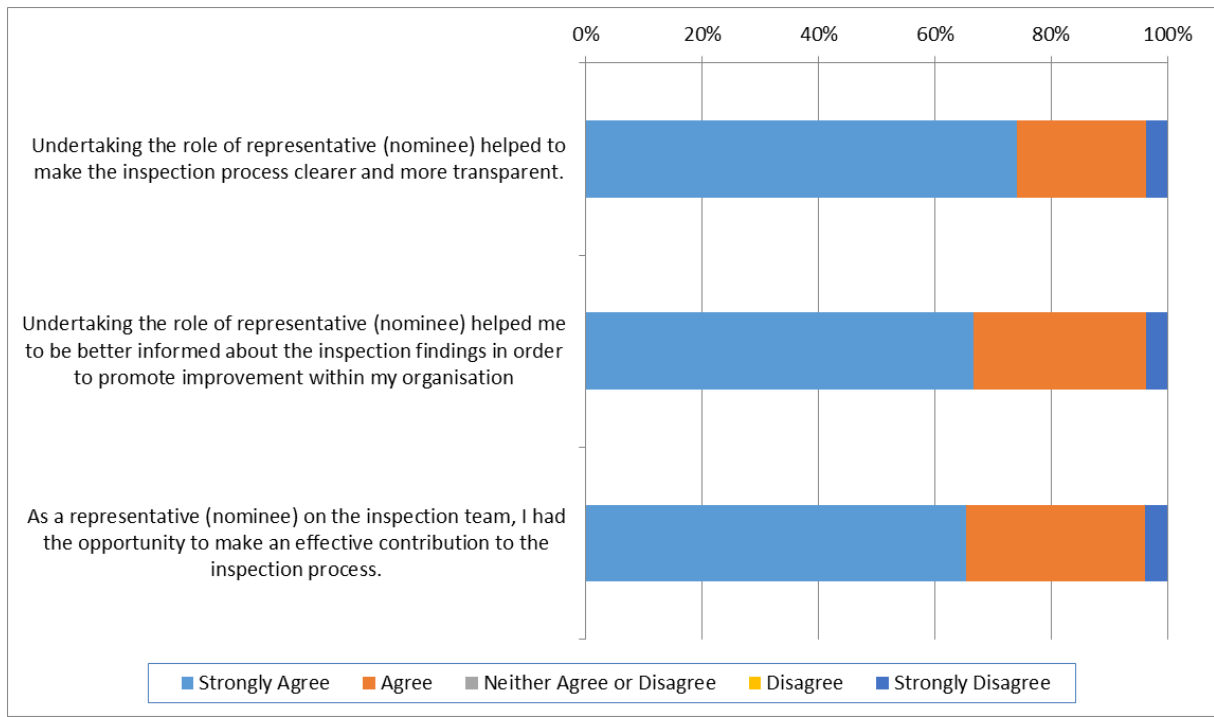


Figure 6: feedback on the quality of spoken reports given by the ETI during the inspection

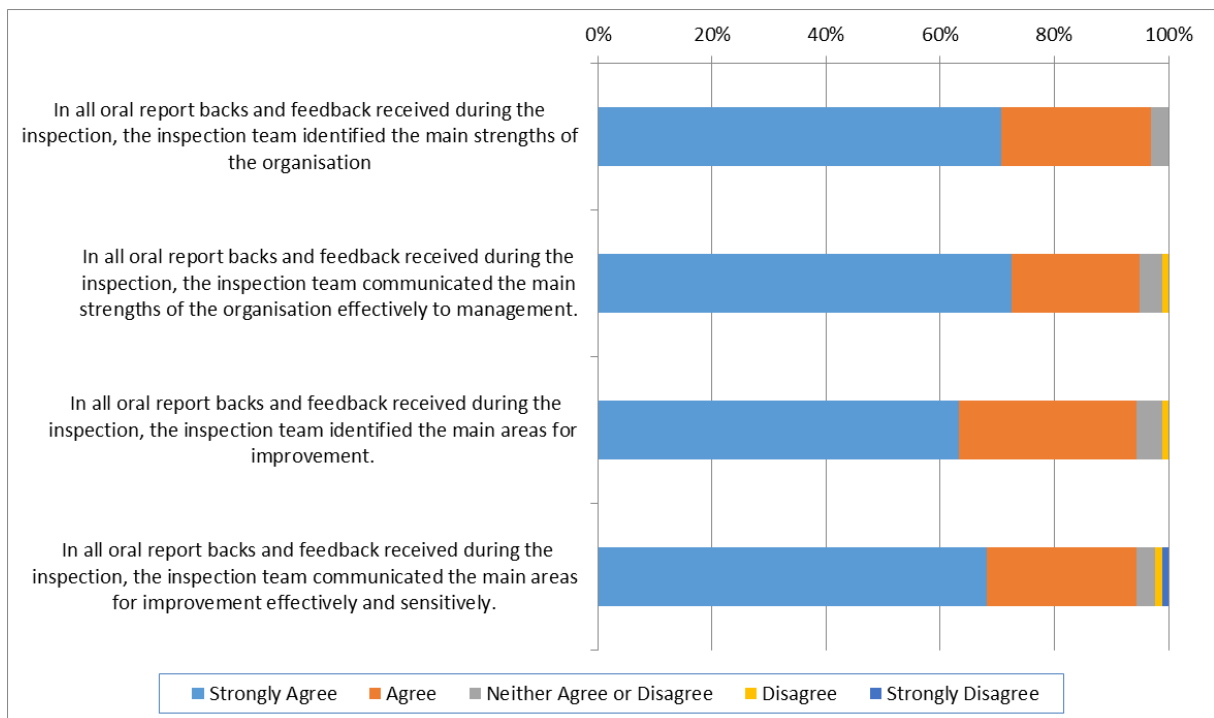
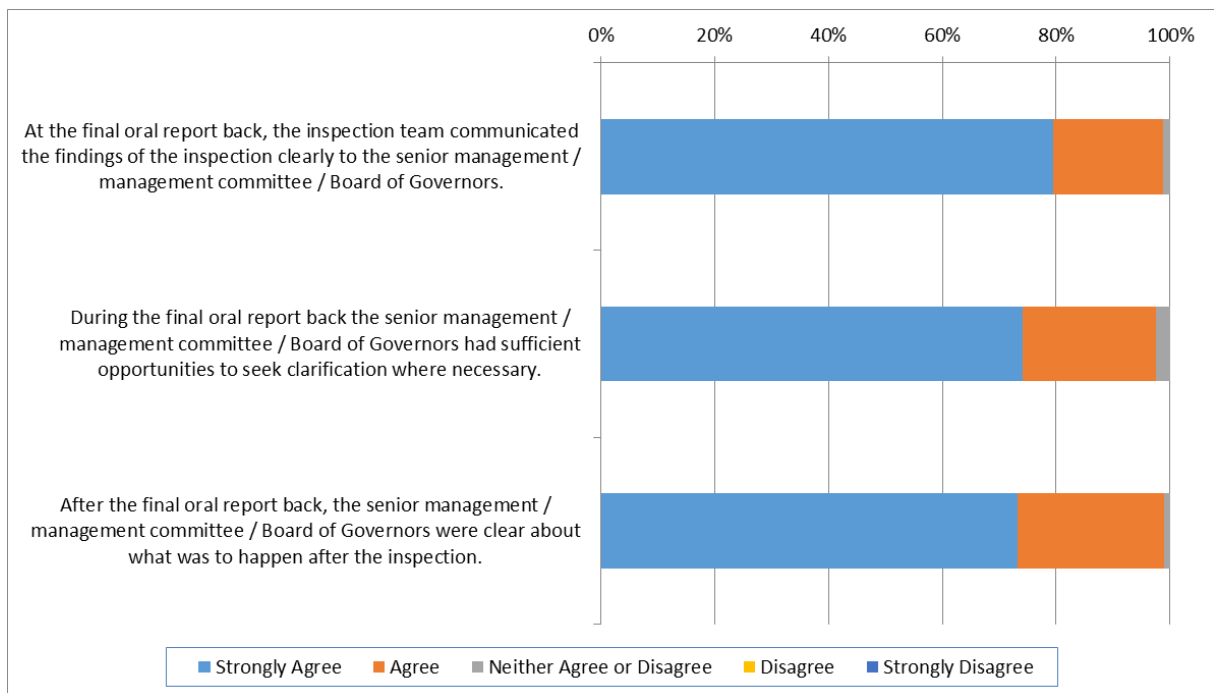


Figure 7: Feedback on the final report back

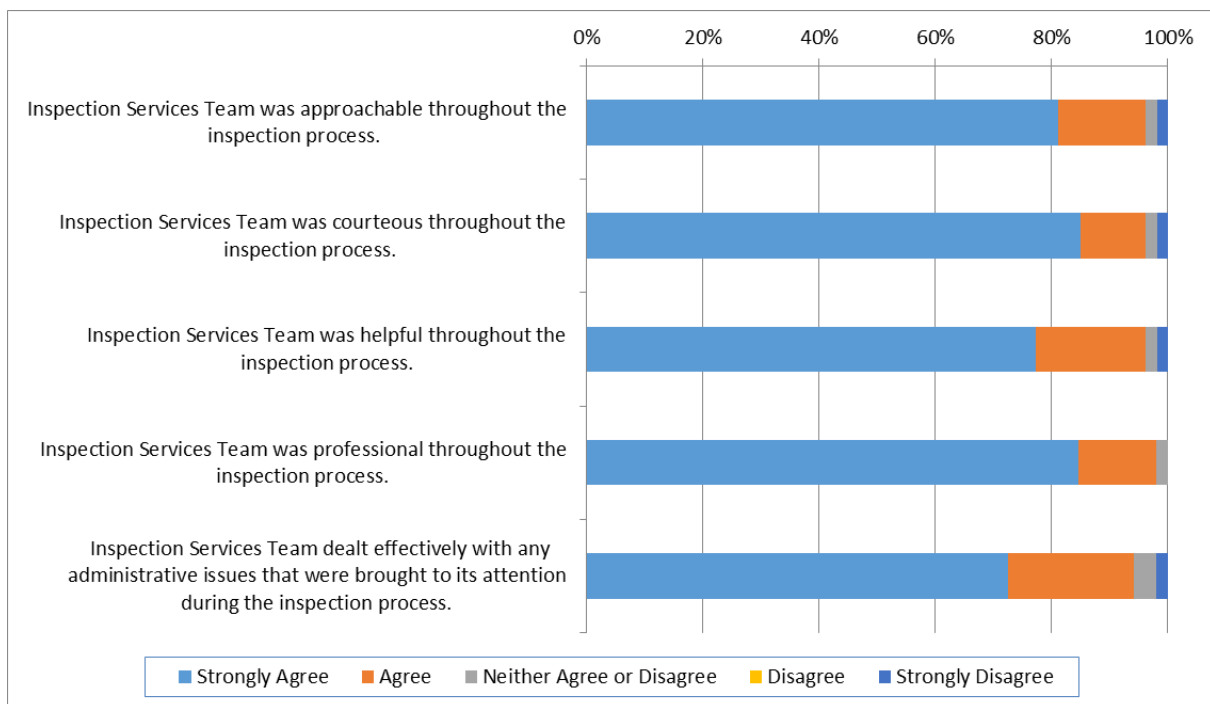


3.5 AFTER THE INSPECTION

No chart has been produced for the questions on the written report because the number of responses was too low (27); however, almost all of the feedback was positive. Almost all of the respondents found the written report clear, concise and indicated that it reflected accurately the main messages communicated at the final oral report back.

3.6 INSPECTION SERVICES TEAM

Figure 8: feedback on the Inspection Services Team

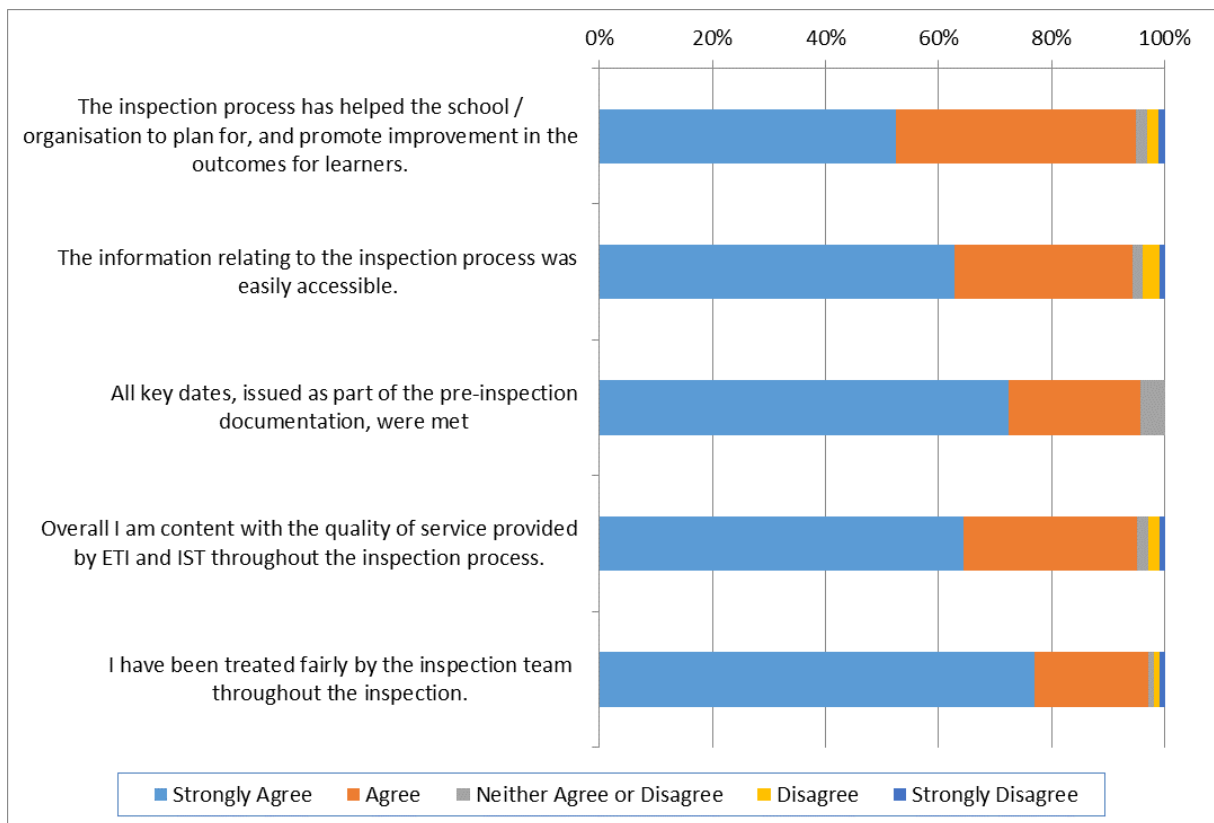


3.7 OVERALL SATISFACTION

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

Overall, 95% of respondents strongly agreed or agreed with the statement that 'I am content with the quality of service provided by the ETI and IST throughout the inspection process', with 2% recording a "neither" response.

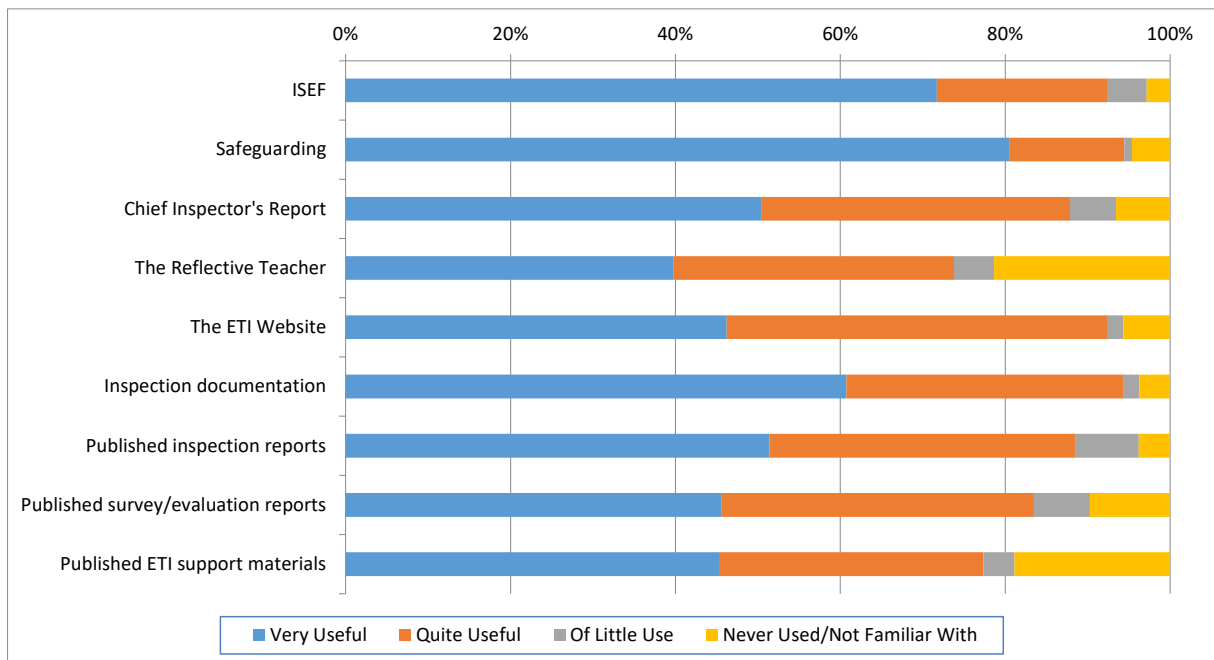
Figure 9: feedback on overall levels of satisfaction



In addition, the respondents were asked if they felt they had been treated fairly by the inspection team. The ETI aims to ensure that customers feel that they are treated fairly and sets the challenging target for positive customer feedback of 85%. Almost all of the responses (97%) agreed or strongly agreed with this statement with 1% recording a “neither” response. The small number of respondents who did not feel that they were treated fairly was invited through the additional comments section to tell ETI why they felt this way.

3.8 PUBLICATIONS PRODUCED BY ETI

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



SECTION 4

CORPORATE PERFORMANCE








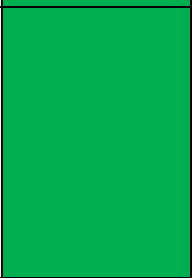
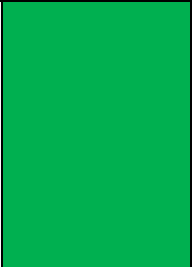
4.1 INTRODUCTION

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

The standards reflect the operational and organisational business and customer requirements, such as the overall quality of our customer service. In March 2020, the ETI continued to secure the Customer Service Excellence accreditation with full compliances in all of the 57 standards, including an additional 2 standards rated as compliance plus making a total of 23 in all. In addition, 19 written compliments relating to the work of ETI and IST were received.

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

4.2 PERFORMANCE AGAINST KEY TARGETS

TARGET	ACHIEVED	OUTCOME/ COMMENT
	 Fully	
	 Partially	
	 Not	
IST will answer all telephone calls to the branch within five rings.		All of the incoming calls to IST were answered within five rings.
ETI/IST will acknowledge all written communication received initially by IST (by postal communication or e-mail eti@education-ni.gov.uk) within three working days.		All written communication received was responded to within three working days.
ETI/IST will provide a written reply to an enquiry/communication within 15 working days.		208 written enquiries during 2019-20 were responded to, 98% within 15 working days.
ETI/IST will make an initial response to a complaint within 20 working days of it being received in written form.		All postal and e-mail communication was acknowledged within the designated time frame of 20 working days.
ETI/IST will make a substantive response to a complaint according to the timescales specified within the published Complaints Procedure.		During 2019/20, the ETI received one written formal complaint relating to the inspection process. The complaint was handled in accordance with the procedures outlined in the ETI's Complaints Procedure.
ETI/IST will make a substantive response to formal requests for information under the Freedom of Information (Fol) Act 2000 procedures within agreed timescales.		During 2019/20, 13 formal requests for information under the Fol Act 2000 procedures (including eight from DE requesting a part-input from ETI) were responded to within the required time scale.

4.3 ACTIONS TO SUPPORT THE ENVIRONMENT

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

4.4 FINANCE

The cost of ETI was £5,971k, representing 0.28% of DE's Resource Departmental Expenditure Limits (DEL) budget.

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