

Three-Year Corporate Plan

1 April 2016 - 31 March 2019

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



THE EDUCATION AND TRAINING INSPECTORATE CORPORATE PLAN 2016-19

FORWARD

Through inspection and public reporting, the Education and Training Inspectorate (ETI) has a pivotal role in maintaining and developing the quality of provision and achievement in pre-school, school, further education, work-based learning (including European Social Fund projects), youth and teacher education settings and provides up-to-date, evidence-informed 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 ETI maintains a constant focus on raising educational standards for all; works to develop a culture of self-evaluation and engages closely with other public bodies to support the achievement of the objectives of the Northern Ireland Programme for Government.

The ETI is an organisation:

- whose professional purpose is rooted in the primacy of the learner; and in the promotion of quality and improvement;
- whose members, in their dealings with others and each other, live out the core values of Truth, Dignity, Service and Example;
- which values and maintains its impartiality and independence;
- whose members recognise the unique contribution which inspection can make to raising standards and improving the life chances of learners;
- which is confident (but never complacent) of its particular, special place amongst the education, youth and training organisations in Northern Ireland; and
- seeks always to improve and to secure value for money in the exercise of its functions.

The ETI's Three-Year Corporate Plan for the period 2016-2019 is complemented and supported by its:

- Annual Business Targets;
- Monitoring and evaluation process; and
- Annual Business Report.

During the period of the three-year Corporate Plan (2016-2019), ETI will:

- carry out inspection and evaluation activities in a manner consistent with “the principles of inspection”, outlined in “The Government’s Policy on Inspection of Public Services (Office of Public Service Reform, 2003) to promote improvements in provision, standards and achievements for all learners (see Appendix 1);
- report on the effectiveness of current educational policy and provide timely, evidence-informed advice to Departments to support policy development, including change to existing policy. In doing so, ETI will seek to promote joined-up government through sharing our knowledge, understanding and experience across the Departments and other Public Bodies; and
- work to ensure that the members of ETI are highly valued and motivated and well-placed to respond to significant changes in the education, youth and training sectors.

The ETI's Three-Year Corporate Plan for the period 2016-2019 will support the DE's Corporate Plan for Education which outlines the strategic direction for DE and the wider education service, and sets out the key priorities and objectives during the period that it covers. The DE Corporate Plan for Education is developed from the Programme for Government, and so will follow once it has been agreed and published (<https://www.education-ni.gov.uk/corporate-and-business-planning>).

NOELLE BUICK Chief Inspector



Our Vision, Our Mission

*Promoting improvement in the interest
of all learners*

Truth

Dignity

Our Core
Values

Service

Example

DELIVERING OUR VISION, OUR MISSION THROUGH OUR OVERARCHING STRATEGIC PRIORITIES

Promoting improvement
through inspection.

Engaging effectively with
learners, parents, the
organisations we inspect
and stakeholders.

Disseminating good practice
and building capacity across
all education and training.

Reviewing continuously
inspection practice to be
open and transparent,
proportionate to risk and
deliver value for money.

Providing sound, evidence-
based advice to inform
policy.

Developing further a
motivated and highly
valued workforce who are
responsive to changes in
education and training.

Delivering A Quality Service

In line with its commitment to the Customer Service Excellence standard for service excellence, the ETI is focused on delivering the corporate objectives of its six overarching strategic priorities through its commitment to undertaking the associated actions set down during the period of the three-year Corporate Plan (2016-2019).

Strategic priorities	Corporate objectives	Associated actions
<p>Promoting improvement through inspection.</p>	<ul style="list-style-type: none"> • High quality learning experiences and outcomes for all 	<ul style="list-style-type: none"> • To identify, agree and complete an appropriate schedule of inspections and evaluations across all phases (costed accurately against available resources), focusing on promoting improvement and raising educational outcomes for all learners through inspection. • To develop further the inspection of English and literacy and mathematics and numeracy, in particular across the curriculum, with a sharp focus on raising standards across all phases. • To evaluate and report openly on a broader range of qualitative and quantitative objective performance measures across various groups of learners and, in particular, those who are underachieving or at risk of being marginalised.
<p>Disseminating good practice and building capacity across all education and training.</p>	<ul style="list-style-type: none"> • Strengthening self-evaluation and capacity building 	<ul style="list-style-type: none"> • To review the quality indicators that support organisations' self-evaluation and the framework for inspection; to disseminate these. • To strengthen the process of self-evaluation within organisations, with a particular focus on the quality of learning and teaching and the impact of actions taken to bring about improvement. • To identify and disseminate more regularly areas of learning and best practice emerging from inspection and evaluations, across all phases and from research. • To continue to build capacity through the Associate Assessor (AA) programme and the role of the representative.
<p>Providing sound, evidence-based advice to inform policy.</p>	<ul style="list-style-type: none"> • Informed policy advice 	<ul style="list-style-type: none"> • To continue to evaluate and provide evidence-based advice to inform policy, to meet the needs of the individual learner and the emerging Northern Ireland economy.

<p>Engaging effectively with learners, parents, the organisations we inspect and stakeholders.</p>	<ul style="list-style-type: none"> • Effective engagement and collaborative working 	<ul style="list-style-type: none"> • To engage more effectively with learners and parents/carers using a range of methods and technologies. • To improve inspection reports to ensure messages are clear and provide meaningful and appropriate information for all stakeholders. • To enhance collaboration between ETI and other government departments and external bodies to support effectively the inspection process and promote improvement.
<p>Reviewing continuously inspection practice to be open and transparent, proportionate to risk and deliver value for money.</p>	<ul style="list-style-type: none"> • Proportionate to risk inspection activity 	<ul style="list-style-type: none"> • To review inspection models and resources to be commensurate to the size of the organisation and proportionate to risk and focus areas of greatest need and where young people are most marginalised. • To develop the district inspection model of inspection and the role of the district inspector to support ETI's proportionate risk-based strategy. • To develop further the role of the AA on new models of inspection.
	<ul style="list-style-type: none"> • Transparency and consistency 	<ul style="list-style-type: none"> • To inform stakeholders of ETI's proportionate risk-based strategy. • To develop further the transparency and consistency of inspection and to be a reflective organisation in all practices including the awarding of performance levels and conclusions for overall effectiveness in keeping with our core values.
<p>Developing further a motivated and highly valued workforce who are responsive to changes in education and training.</p>	<ul style="list-style-type: none"> • Responsive workforce development 	<ul style="list-style-type: none"> • To link more closely ETI's staff development strategy with the NICS performance management process and corporate development planning process to meet more effectively individual development needs. • To facilitate, through scheduling, attendance at CAL courses and other development activities. • To audit, identify, and build the skills of inspectors, Inspection Services Team and associated staff to meet effectively the needs of the organisation. • To improve further levels of staff engagement and the management of change, enabling high levels of staff welfare and motivation.
	<ul style="list-style-type: none"> • IT infrastructure development 	<ul style="list-style-type: none"> • To improve ETI's IT infrastructure to support more effectively inspectors as they go about their daily work and the inspection process.

APPENDIX 1: THE TEN PRINCIPLES¹ WHICH UNDERPIN THE INSPECTORATE'S INSPECTION PROCESS

Inspection will:

- promote improvement;
- focus on the provision for learners and their achievements and standards;
- take a user perspective;
- be proportionate to risk;
- encourage self-evaluation leading to improvement;
- be evidence-based;
- be transparent, sharing the criteria used for evaluation;
- be open about the processes involved;
- have regard to value for money; and
- be continuously reviewed based on experience, post-inspection evaluations and feedback.

¹ Adapted from, and reflecting, the principles of inspection outlined in 'The Government's Policy on Inspection of Public Services' (Office of Public Service Reform, 2003).