Inspection and Self-Evaluation Framework

Effective Practice and Self-Evaluation Questions for Governance

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ETI: Promoting Improvement in the Interest of all Learners

The Education and Training Inspectorate
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INSPECTION AND SELF-EVALUATION FRAMEWORK FOR GOVERNANCE 2017

The Inspection and Self-Evaluation Framework for Governance

Purpose and rationale of the Inspection and Self-Evaluation Framework for Governance

The Inspection and Self-evaluation Framework (ISEF) is a resource to support governors in their on-going process of self-evaluation and to provide transparency in the inspection process by the publication of key indicators of effective practice. It is designed to complement the phase specific ISEF intended for use by teachers and senior leadership across all sectors. The term *learners is* a generic term referring to learners in all the relevant phases of education. The term *governor* is a generic term referring to members of a board of governors. The safety of all learners is paramount, therefore safeguarding/child protection is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education or training organization.

What is self-evaluation?

Self-evaluation is a process through which an individual teacher, groups of staff, the staff as a whole and senior management, including governors:

- ❖ reflect on their current practice;

- ❖ identify and celebrate the strengths of the school;

- ❖ identify and address areas for improvement in their work;

- ❖ engage in personal and shared professional development; and

- ❖ focus on improving the quality of learning and teaching, and the standards of achievement in the school.

Self-evaluation is a systematic process involving the staff and governors and, where necessary other members of the school community, such as, parents and pupils.

The process of self-evaluation:

- ❖ is ongoing and not a one-off event in the life of the school;

- ❖ requires an agreed approach to self-evaluation which is reflected consistently in the school policy documents;

- ❖ requires a positive ethos where self-evaluation takes place in a culture of openness, transparency and reflection;

- ❖ is sharply-focused, and involves monitoring and evaluating the effectiveness of existing provision and the learners' achievements;

- ❖ recognizes the need for the staff and governors to have a clear and agreed view of the school's current stage of development and, through the development planning process, to identify priorities which will have a positive effect on learning and teaching;

- ❖ informs and influences classroom practice and the quality of learning and teaching, and promotes development and improvement; and

- ❖ requires staff and governors to evaluate their work critically, reflect on the extent to which expectation are being realized in the work of their school, and establish a clear vision and future direction for the school.

The purpose of self-evaluation is to:

- ❖ promote school effectiveness;

- ❖ improve the quality of learning and teaching;

- ❖ improve the experiences of the learners; and

- ❖ raise the standards the learners attain.

This framework may be useful to:

- ❖ support governors with the development of their self-evaluation process;

- ❖ help senior leaders including governors to identify their strengths and areas for improvement;

- ❖ assist the principal, staff and governors to incorporate action for improvement in the school development plan; and

- ❖ monitor and evaluate the impact of the actions for improvement on the outcomes for learners.

Underpinning principles of self-evaluation

Whatever the context and circumstances of the school:

- ❖ the procedures used in the process of self-evaluation should be rigorous, comprehensive and fit for purpose;

- ❖ All those involved should be aware of the methods to be adopted and of their part in, and contribution to, the process;

- ❖ the evidence obtained should be both qualitative and quantitative and be externally verifiable;

- ❖ the sources of the evidence should include those generated by school and other agencies and departments;

- ❖ the views of learners, staff, parents and governors should be taken into consideration;

- ❖ first-hand evidence of the leaners' outcomes should be an integral part of the process; and

- ❖ the outcomes of the evaluation should lead to action to achieve the intended school improvements.

Application of the Framework

During inspection, the ETI team use this framework to evaluate the quality of the strategic and corporate work of the board of governors.

For the purposes of self-evaluation, the framework is designed to enable governors to initiate or continue the process of self-reflection leading to improvement; it should be used to provide a holistic approach to self-evaluation and not as an inflexible check-list. The underpinning phase specific characteristics of effective practice, and the self-evaluation questions, should enable the governors to have in-depth discussions about specific aspects within the framework and stimulate challenge and debate about: the outcomes for learners; quality of provision; and leadership and management. These three key areas which are colour-coded form the basis of the framework. Care and welfare, safeguarding and governance influence all areas of school work and life. Within each key area are three sub-sections that contribute to the overall evaluation of that area and finally, taken holistically, an overall evaluation of school effectiveness.

The framework may also be used to support governors to reflect on their skills, knowledge and expertise to identify areas for further development in pursuit of high quality governance as it is recognized that governors may also need support and challenge. Importantly the framework may be used to ensure consistent high quality provision within organisations at important key transition points and ensure effective transitions for the learner from organisation to organisation within cluster or shared education arrangements.

Governors may select a section, and from that section choose an indicator(s) or question(s) to form a focus for discussion and support collaborative self-evaluation. Please note that not all indicators have corresponding questions. As a result of the debate and challenge stimulated by the characteristics and the questions, the board of governors should be able to discuss the strengths of the particular aspect under focus, any areas that require further development and the actions that are necessary to continue the improvement process. Depending on the area under discussion this process may take differing timespans, for example, to collect and collate evidence. Governors may wish to agree who will take the actions forward, resource implications, timeframes and monitoring arrangements. It is not enough to confirm that actions have taken place but rather to assess the impact of the actions on the outcomes for learners. Therefore an important part of the evaluation process will be gathering qualitative or quantitative data as evidence of improvement that can be presented to the wider community and other stakeholders.

Not all organisations are at the same stage of self-evaluation but the framework, characteristics of effective practice and self-evaluation questions will provide a generic model of reflection for those who are at the beginning of their evaluation journey as well as those organisations that are using well embedded procedures. The use of the ISEF for Governance is not mandatory for governors but may provide a framework for development and improvement at senior leadership level.

A list of useful links is available in the appendix.

INSPECTION AND SELF- EVALUATION FRAMEWORK

Overall effectiveness

Outcomes for Learners	PL	Quality of Provision	PL	Leadership and Management	PL
Standards attained	S/AFI	Quality of curriculum including (breadth, balance and appropriateness)	S/AFI	Effectiveness and impact of the strategic leadership	S/AFI
Progression		Effectiveness of guidance and support in bringing about high quality individual learning experiences		Effectiveness and impact of the middle leadership	
Wider skills and dispositions/capabilities		Effectiveness and impact of planning, engagement/ teaching/training and assessment in promoting successful learning		Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process	

Governance (for schools)	High degree of confidence	Confidence	Limited confidence
Care and Welfare	Level 1. C&W impacts positively on learning, teaching and outcomes.		Level 2. C&W does not impact positively enough on learning, teaching and outcomes.
Safeguarding	Level 1: Reflects the guidance	Level 2: Reflects broadly the guidance	Level 3: Unsatisfactory

Overall Effectiveness:
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.

Performance Levels:
Outstanding
Very good
Good
Important areas for improvement
Requires significant improvement
Requires urgent improvement

Additional Terms Used:
S   Strengths
AFI   Area for improvement

OUTCOMES FOR LEARNERS

Standards attained/progression and wider skills and dispositions.

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the governors promote consistently high standards of educational attainment/outcomes, behaviour and attendance through being well informed by senior and middle leaders and their own analysis of first hand evidence; • the governors ensure that, at important key transition points, the learners progress successfully to the next stage of their education or employment/careers as relevant; and • the governors support opportunities for the learners to develop wider skills and dispositions such as those outlined in the Curricular Guidance for Pre-School/NI Curriculum Primary/NI Curriculum Post-Primary (e.g. self-confidence, self-awareness, critical and creative thinking, decision making and respect for others) and develop insights into society and other cultures through participation in a range of activities within the organization and in the wider community through participation in a range of activities both in and out of school and to develop insights into society and other cultures.	• Do we know if the standards of achievement, behaviour and attendance by all of our learners, including those with barriers to learning, and/or with additional learning needs are good enough and where possible, compare well with learners in similar schools? (using benchmarking where relevant) • How do we support the school to improve attendance levels and reduce suspension and expulsion rates? Are we addressing effectively the underlying reasons behind them? • How well does the performance of discernible groups such as boys, girls, or those with free school meals entitlement (FSME) and newcomers compare with that of their peers in our school and other similar schools? • How do we support the school in developing effective links with feeder organisations at key transition points? • Do we know our leavers' destinations and how appropriate they are? How well-prepared are they to move on? • What evidence is there that the learners are developing intellectually, socially, emotionally, physically and morally/spiritually? • Do we facilitate a wide range of effective extra-curricular activities, for example, visitors, clubs, educational visits, work experience?

QUALITY OF PROVISION

Quality of the provision including the curriculum, guidance and support and impact of planning, teaching and assessment.

Effective	Self-evaluation questions
Effective practice is demonstrated when: • the governors ensure that the curriculum provided meets the relevant curricular guidance such as the statutory requirements of the Curricular Guidance for Pre-school Education[1], the Northern Ireland Curriculum (NIC) primary[2] and post-primary, and the Entitlement Framework[3] • the governors ensure that there is an appropriately resourced provision for learners including newcomers and those with special needs and, where relevant, low-or under-achievers and gifted and talented; and • governors have a clear understanding of their roles and responsibilities in promoting high quality learning, teaching and assessment through a broad, balanced and relevant curriculum.	• What processes are in place to keep us informed about curricular provision and development of a relevant and innovative curriculum within our school? Do we keep under review the relevant curricular policies? • How does our school's collaboration with other schools and use of the local environment contribute to the curricular opportunities and career aspirations for our learners e.g. shared education, area learning communities, clustering, and links with business? • Are we provided with evidence that the cross-curricular skills, such as Language Development, early Mathematics, Communication, Using Mathematics and Using ICT and the progressive development of employability skills are integrated effectively throughout the curriculum? • How effectively is the allocated funding being used to impact positively on the provision and outcomes for specific learners? • How do we know that the learning and teaching are of the highest quality? What is our awareness of teacher professional learning? • How do we challenge poor practice and ensure appropriate support programmes are in place? • How do we know that assessment information is being used to impact positively on the learners' educational experiences and outcomes?

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[1] http://ccea.org.uk/sites/default/files/docs/curriculum/pre_school/preschool_guidance.pdf

[2] http://ccea.org.uk/sites/default/files/docs/curriculum/area_of_learning/fs_northern_ireland_curriculum_primary.pdf

[3] https://www.education-ni.gov.uk/articles/introduction-curriculum-and-assessment

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the strategic leadership of governors

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • the governors ensure they contribute to the vision, ethos and strategic direction of the school; • they meet the statutory requirements with regard to the publication of information, including the school prospectus and annual report, availability of all policies, school development plan (SDP)[4], relevant scheme of management, and handling of freedom of on information requests; • the governors ensure that the SDP meets the statutory regulations and that staffing, professional development and through effective financial stewardship resources can be accommodated within the associated three-year budget plan; • the governors ensure that high quality teaching and support staff are recruited and their continuing professional development is promoted and supported and any governor vacancies are addressed promptly; • the governors act in a timely and appropriate manner when any aspect of outcomes, provision and/or leadership give cause for concern; • the varied skills and expertise of the governors are harnessed to good effect and governors access available training/external support; • there are procedures in place to handle complaints and these procedures are communicated to the school community; • there are regular opportunities provided for middle leaders and other staff to discuss with the governors key aspects of the school for which they have responsibility; and • the governors support opportunities for staff and the governors themselves to engage with other learning organisations to share effective practice, for example through cluster groups and online collaboration.	• How do we ensure that our vision, values and aims meet the needs of all learners in the school and are reflective of the needs of the wider community? • How do we ensure that we meet all of our statutory obligations and compliance matters including regular, formal minutes? • How is the SDP drawn up? Was it informed by rigorous self-evaluation including consultation with all members of the school community (and where applicable, relevant Health Trust professionals? • Have we informed the relevant body of any vacancies that arise? • How do we agree and challenge the priorities in the SDP, including the financial implications, and relevance and impact of staff development? • What accountability procedures are in place? Do relevant members of staff report to us on the progress towards achieving the action plan targets and demonstrating evidence of improvement in provision and outcomes for learners? • How do we respond to governors'/parents'/staff/learners' suggestions and complaints? • Do we encourage/facilitate our school to participate in and contribute to cluster groups and/or the area learning community? How does this participation impact on provision and outcomes?

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[4] https://www.education-ni.gov.uk/publications/circular-201022-school-development-planning-regulations-and-guidance

CARE AND WELFARE

Care and welfare

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • there is a safe, secure and well-organised learning environment for all members of the school community; • relationships for learning are characterised by mutual respect, openness and trust; • the effectiveness of the personal development and preventative education curriculum is reviewed regularly to ensure that it is flexible and responsive to the needs of the learners; • the learners' views are sought (in a stage appropriate way) and valued enabling them to be active contributors to the life and work of the school and to the local and global community; and • the school works effectively with appropriate outside agencies to support the care and welfare of the learners and staff.	• What evidence do we have that we provide a safe and secure environment for all members of the school community, in line with health and safety requirements? • How do we ensure that relationships are mutually respectful, open and trusting? • How do we ensure that the personal development and preventative education curriculum is effective, flexible and responsive to the needs of the learners? • What actual contact do we have with the learners in our school for example, school council, eco-council, attendance and engagement with learners at school events? • How do we effectively address concerns raised by members of the school and wider community? • How do we ensure that all learners are receiving the support they need to overcome potential barriers to learning both in school and through involvement of outside agencies?

SAFEGUARDING

Safeguarding

Effective practice	Self-evaluation questions
Effective practice is demonstrated when: • governors fulfill their **statutory** role to safeguard[56] and promote the welfare of learners which includes both staff and governors accessing and implementing relevant training, ensuring vetting procedures are implemented, and appropriate risk assessments are in place; • governors carry out self-evaluation of the quality and implementation of the school's safeguarding and child protection policy and procedures at least annually, using for example, the relevant phase ETI safeguarding proforma[7]; • the school's safeguarding team, including the designated governor for safeguarding, ensures that an effective safeguarding policy, which reflects the guidance of the DE is fully implemented, and that policies, procedures and reporting arrangements are regularly reviewed (including those relating to child protection/safeguarding, on-line safety, anti-bullying and behaviour management); • the learners, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children at risk; and • a safeguarding and child protection update is a standing item at every governors' meeting while maintaining appropriate levels of confidentiality in line with data protection.	• Do we have a designated governor for child protection? • How do we ensure that we meet the legal requirements regarding child protection and safeguarding; including all statutory and necessary policies? • How do we know that appropriate actions resulting from risk assessments are being implemented? • Do we have appropriate procedures, resources and training opportunities in place for staff to deal with challenging behaviour? • How do we evaluate the effectiveness of our safeguarding and child protection procedures? Are policies and procedures reviewed on an on-going basis using, for example, the relevant phase ETI safeguarding proforma and communicated effectively and regularly to the school community? • Are appropriate records of vetting for staff and volunteers (where necessary) being kept in line with the guidance from appropriate Departments? • Are all safeguarding and child protection records kept in a secure and confidential manner? • How do we engage effectively with parents/carers when they raise a safeguarding concern?

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[5] www.eani.org.uk/_resources/assets/attachment/full/0/55891.pdf.
[6] https://www.education-ni.gov.uk/publications/circular-201704-safeguarding-and-child-protection-schools-guide-schools
[7] https://www.etini.gov.uk/articles/safeguarding

<div align="right">**APPENDIX**</div>

USEFUL LINKS

Guide to governor roles and responsibilities: https://www.education-ni.gov.uk/articles/guide-governor-roles-and-responsibilities

Scheme of Management: http://www.eani.org.uk/schools/school-governors/school-policy-documents-and-resources/scheme-of-management/

Every School and Good School (ESaGS): https://www.education-ni.gov.uk/articles/every-school-good-school-esags

Publications and guidance on child protection issues for schools: https://www.education-ni.gov.uk/articles/publications-and-guidance-child-protection-issues-schools

School Governors Handbook Safeguarding and Child Protection: www.eani.org.uk/_resources/assets/attachment/full/0/55891.pdf.

The Education Authority (EA): (http://www.eani.org.uk)

The Council for Catholic Maintained Schools (CCMS): (http://onlineccms.com/)

The Controlled School's Support Council (**CSSC**): www.csscni.org.uk

The Northern Ireland Council for Integrated Education (NICIE): (http://www.nicie.org/)

Comhairle na Gaelscolaíochta (CnaG): (http://www.comhairle.org/

The Governing Bodies Association NI (GBA): (http://www.gbani.org/)

The Northern Ireland Council for Curriculum, Examinations and Assessment (CCEA): (http://ccea.org.uk/)

The Northern Ireland Education and Training Inspectorate (ETI): (www.etini.gov.uk

The General Teaching Council for Northern Ireland (GTCNI): (http://www.gtcni.org.uk/)

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