

Page 22 – Figure 13: Comments on areas of inspection to prioritise

Aspects of inspection process requiring less emphasis – main recurring points from written comments

1. Too much focus on recording/paperwork to provide evidence for ETI accountability, and policy documents.

All Phases	19%
Further Education	0%
Work-based Learning	9%
European Social Fund	0%
Nursery & Pre-school	26%
Primary	18%
Post-Primary	15%
EOTAS	0%
Special	20%

2. Less focus on data and outcomes attained by learners.

All Phases	16%
Further Education	50%
Work-based Learning	9%
European Social Fund	0%
Nursery & Pre-school	0%
Primary	21%
Post-Primary	26%
EOTAS	62%
Special	40%

3. Evaluate the quality of the curriculum offer, including collaboration.

All Phases	6%
Further Education	0%
Work-based Learning	0%
European Social Fund	0%
Nursery & Pre-school	7%
Primary	6%
Post-Primary	2%
EOTAS	0%
Special	20%

4. Extent of professional learning for staff is important.

All Phases	6%
Further Education	0%
Work-based Learning	18%
European Social Fund	0%
Nursery & Pre-school	4%
Primary	8%
Post-Primary	7%
EOTAS	0%
Special	0%

5. Set high expectations, including for standards achieved.

All Phases	4%
Further Education	0%
Work-based Learning	0%
European Social Fund	15%
Nursery & Pre-school	5%
Primary	4%
Post-Primary	2%
EOTAS	0%
Special	10%

6. Impact of the curriculum offer.

All Phases	3%
Further Education	0%
Work-based Learning	0%
European Social Fund	0%
Nursery & Pre-school	3%
Primary	2%
Post-Primary	7%
EOTAS	23%
Special	0%

7. Evaluate the extent and impact of learner participation in the life and work of the school/organisation.

All Phases	4%
Further Education	0%
Work-based Learning	18%
European Social Fund	0%
Nursery & Pre-school	2%
Primary	6%
Post-Primary	2%
EOTAS	0%
Special	0%