

Page 9 – Figure 5: Comments on draft purpose of inspection

Draft guiding principles – main points from written comments

1. Meaningful cognisance needs to be taken of the context of the school/organisation and its learners.

All Phases	22%
Further Education	25%
European Social Fund	0%
Nursery & Pre-school	36%
Primary	9%
Post-Primary	27%
EOTAS	33%
Special	0%

2. What does 'Proportionate to risk' mean?

All Phases	14%
Further Education	25%
European Social Fund	0%
Nursery & Pre-school	9%
Primary	9%
Post-Primary	20%
EOTAS	0%
Special	25%

3. Inspectors' judgements need to be reliable and consistent, inspectors need to listen.

All Phases	14%
Further Education	25%
European Social Fund	0%
Nursery & Pre-school	27%
Primary	9%
Post-Primary	13%
EOTAS	0%
Special	0%

4. DI and school/organisation relationships need to be strong, based on trust, and supportive.

All Phases	10%
Further Education	25%
European Social Fund	0%
Nursery & Pre-school	27%
Primary	9%
Post-Primary	0%
EOTAS	0%
Special	0%

5. Agree with the guiding principles.

All Phases	10%
Further Education	25%
European Social Fund	100%
Nursery & Pre-school	0%
Primary	18%
Post-Primary	0%
EOTAS	33%
Special	0%

6. Inspection process needs to be a positive experience for staff to support them on their improvement journey and to reduce stress.

All Phases	8%
Further Education	25%
European Social Fund	0%
Nursery & Pre-school	18%
Primary	9%
Post-Primary	0%
EOTAS	0%
Special	0%

7. Focus on and affirm effective practice as well as the areas for improvement. Sharing of good practice by the Inspectorate would be worthwhile.

All Phases	8%
Further Education	0%
European Social Fund	0%
Nursery & Pre-school	0%
Primary	18%
Post-Primary	13%
EOTAS	0%
Special	0%

8. One-day inspection does not give a true evaluation of the provision in a pre-school.

All Phases	6%
Further Education	0%
European Social Fund	0%
Nursery & Pre-school	27%
Primary	0%
Post-Primary	0%
EOTAS	0%
Special	0%