

EDUCATION AND TRAINING INSPECTORATE

Inspection and Self-Evaluation Framework

Effective Practice and Self-Evaluation Questions for Education Other Than At School (EOTAS) Governance Groups

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Inspection and Self-Evaluation Framework for EOTAS Governance Groups

Purpose and rationale of the Inspection and Self-Evaluation Framework

The Inspection and Self-Evaluation Framework (ISEF) is a resource to support governance groups 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 leaders, staff and management groups. 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 organisation.

Education Other Than At School (EOTAS) is funded by the Department of Education and based on the requirements of the published Guidance 2014/24. The statutory EOTAS centres, contracted community provision and specialist support centres are inspected to a consistent framework. EOTAS inspections by the Education and Training Inspectorate (ETI) are a collaborative process involving the inspection team, the EOTAS staff, referring schools, the Education Authority management, the principal/leader and the chair of the governance group.

The ISEF complements the monitoring and regulatory processes of other agencies in respect of EOTAS care and education. Specialist provision funded by the Department of Education may also be inspected by the Health and Social Care (HSC) Trusts. During all voluntary and statutory provision inspections the ETI evidence base takes account of the relevant evaluative information on education provision gathered through other inspection activity and the extent of recommendations for improvement and actions taken to promote improvement.

The ISEF is designed to promote inspection and reflection about quality EOTAS provision. Among the principles underpinning the ISEF for EOTAS provision are the following:

- Emotional and social development and support for pupils is essential to enable them to learn effectively.
- The significant challenges and barriers to learning must be addressed and the pupils must be nurtured, respected, valued and supported to enable them to successfully transition to the next stage of their lives beyond school.
- High quality educational experiences and interventions are proven by research to lead to life-long learning.
- The leadership role of the EOTAS staff, including the specialist support of external agencies and services is central.
- The pupils' holistic educational development and well-being has to be planned and resourced in accordance with their individual needs and stages of development.
- High quality staff interaction and their knowledge of how to effectively address the individual barriers to learning are essential to meet the needs of the pupils.
- The role of the parents/carers as partners is recognised and supported.
- The links and partnerships with the community and support agencies must enable all pupils to become independent and confident to develop resilience to persevere as competent learners.

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 the governance group:

- ❖ reflect on their current practice;
- ❖ identify and celebrate the strengths of the centre;
- ❖ 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 centre.

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

The process of self-evaluation:

- ❖ is ongoing and not a one-off event in the life of the centre;
- ❖ requires an agreed approach to self-evaluation which is reflected consistently in the centre 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 pupils' outcomes;
- ❖ recognises the need for the staff and the governance group to have a clear and agreed view of the centre'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 the governance group to evaluate their work critically, reflect on the extent to which expectation are being realised in the work of their centre, and establish a clear vision and future direction for the centre.

The purpose of self-evaluation is to:

- ❖ promote effectiveness within the centre;
- ❖ improve the quality of learning and teaching;
- ❖ improve the experiences of the pupils; and
- ❖ improve the outcomes the pupils attain.

This framework may be useful to:

- ❖ support the governance group with the development of their self-evaluation process;
- ❖ help the governance group to identify their strengths and areas for improvement;
- ❖ assist the leader and governance group to incorporate action for improvement in the centre's 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 centre:

- ❖ 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 the centre and other agencies and departments;
- ❖ the views of the pupils, staff, parents/carers and the management group should be taken into consideration;
- ❖ first-hand evidence of the pupils' outcomes should be an integral part of the process; and
- ❖ the outcomes of the evaluation should lead to action to achieve the intended centre improvements.

Application of the Framework

During inspection, the ETI team will use this inspection framework to evaluate the quality of the strategic and corporate work of the governance group.

For the purposes of self-evaluation, the framework is designed to enable governance groups 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 governance group to have in-depth professional 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 the work and life of the centre. 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 effectiveness.

The framework may also be used to support governance groups to reflect on their skills, knowledge and expertise to identify areas for further career-long professional development in pursuit of high quality governance. Importantly the framework may be used to ensure consistent high quality provision within EOTAS at important key transition points and ensure effective transitions for the learner.

Members of the governance group 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 governance group should be able to discuss the strengths of the particular aspect under focus, identify areas that require further development and consider the actions that are necessary to continue the improvement process. 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.

This may include taking a wider, more inclusive and objective perspective to evaluation and necessitate consultation with learners, staff, parents/carers, governors/management committees and other stakeholders.

Not all EOTAS centres 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 EOTAS centres that are using well embedded procedures. The use of the ISEF for governance groups is not mandatory for governors but may provide a framework for development and improvement at senior leadership level.

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

Overall Effectiveness:

The EOTAS centre has a high level of capacity for sustained improvement in the interest of all the learners.
 The EOTAS centre demonstrates the capacity to identify and bring about improvement in the interest of all the learners.
 The EOTAS centre needs to address (an) important area (s) for improvement in the interest of all the learners.
 The EOTAS centre 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

Outcomes attained, progression and the wider skills and dispositions

| Effective practice | Self-evaluation questions |
|---|--|
| <p>Effective practice is demonstrated when:</p> <ul style="list-style-type: none"> • the governance group promotes consistently high outcomes of attainment and behaviour, including social and emotional development, through being well informed by the leader and the staff about the outcomes for the pupils; • the governance group ensures that the pupils make consistent progress in all areas of the curriculum; • the governance group ensures there are well-developed approaches and strategies to support the pupils in progressing to their next stage of learning; and • the governance group supports opportunities for the pupils to develop wider skills and dispositions such as showing curiosity, respect, perseverance, confidence and resourcefulness. In addition tolerance, critical and creative thinking, self-awareness through participation in a range of activities both in and out of centres and to develop insights into society and other cultures. | <ul style="list-style-type: none"> • How do we know if the outcomes and behaviour for the diverse range of individual needs are good enough? • How do we know if all of the pupils have access to a range of accredited qualifications and achieve appropriate outcomes to progress to the next stage of their learning? • What evidence is there that the Educational Plans are effectively meeting the pupils' educational and personal goals? • How do we support the staff in developing effective approaches and strategies to support the pupils as they transfer to the next stage of learning, for example tracking the pupils and their destinations? • What evidence is there that the pupils are developing intellectually, socially, emotionally, physically and morally/spiritually? |

QUALITY OF PROVISION

Quality of the curriculum, care, guidance and support and the impact of planning, teaching and assessment

Effective practice

Effective practice is demonstrated when:

- the governance group ensures the staff are implementing a broad and balanced curriculum based on the requirements of the DE Guidance for Education Otherwise than at School 2014/24 including opportunities for the pupils to return to their school part time to study and attend professional and technical training in a college or training organisation;
- the governance group ensures that there is appropriately resourced provision for pupils;
- the governance group is assured that the quality of adult interaction is of a high quality and promotes the pupils' language and thinking; and
- the governance group ensures that the agreed approach to planning, observation and assessment is effectively and consistently implemented to bring about improvement in the pupils' learning and social and emotional development.

Self-evaluation questions

- What processes are in place to keep us informed about EOTAS curricular provision as outlined in DE Guidance 2014/24? Do we keep curricular policies under review?
- Do we adequately support the staff in providing high quality resources?
- What is being done for pupils who have additional learning needs or whose first language is not English?
- How do we know that the daily planned activities promote all aspects of learning to maximum potential to enhance learning?
- What is being done to retain links with the school to monitor the pupils' progress and to provide a suitable curriculum?
- To what extent are the pupils involved in planning the activities?
- To what extent does the centre work with a range of external agencies to deliver interventions to support the pupils' learning and developmental needs?
- How do we know that the approaches to planning, observation and assessment are effectively and consistently implemented to bring about improvement in the pupils' learning?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the strategic leadership of the management committee

| Effective practice | Self-evaluation questions |
|---|---|
| <p>Effective practice is demonstrated when:</p> <ul style="list-style-type: none"> • the governance group contributes to the vision, ethos and strategic direction of the EOTAS centre and ensure strong links with the parents/carers and the local community; • the governance group are well informed of and meet the requirements of the Guidance for Education Otherwise Than At School (DE, 2014/24) • the governance group supports and challenges appropriately the EOTAS centre's development plan priorities for improvement of the centre provision; • the governance group accesses and implements training to assist them in fulfilling their roles and statutory duties e.g. recruitment, risk assessment and child protection /safeguarding; • the governance group accesses available external support for pupils and families with specific needs; • the governance group facilitates clustering with other EOTAS centres/mainstream schools and promote transition into and from the EOTAS centre to support learning and development ; and • the governance group ensures the centre's financial and human resources are deployed effectively and in the interest of all the pupils. | <ul style="list-style-type: none"> • How do we communicate a shared strategic vision and promote an ethos of professionalism, teamwork and partnership wherein the views of the pupils, parents and staff are included in the review /planning processes? • What robust systems, including a two year centre development plan with targeted/SMART action plans, are in place for monitoring the leadership and management of the EOTAS educational provision and outcomes for the pupils? • What is the impact of the careers education, information, advice, guidance on the improvement process? • Do we receive evidence from the centre manager about the progress and development of a high quality EOTAS programme and learning environment? • Do we listen and actively respond to the staff evaluation of the strengths and areas for improvement identified ? • Do we monitor the work of the centre manager to ensure that effective strategies are in place for professional reflection, training, mentoring, capacity building and development? • Do we challenge in a professional manner aspects of the EOTAS provision which are less effective in leading to quality learning outcomes for the pupils? |

CARE AND WELFARE

Care and welfare

Effective practice

Effective practice is demonstrated when:

- the governance group ensures there is a safe, secure and well-organised learning environment for all members of the centre community;
- the governance group ensures relationships are characterised by mutual respect, openness and trust;
- the governance group ensures the effectiveness of the personal development programme and the preventative education curriculum is regularly reviewed to ensure it is flexible and responsive to the needs of the pupils;
- the governance group ensures the pupils and their families/carers are active contributors to the life and work of the EOTAS centre and the local community; and
- the governance group ensures the EOTAS centre works effectively with appropriate outside agencies to support the care and welfare of the pupils.

Self-evaluation questions

- What evidence do we have that we provide a safe and secure environment for all members of the EOTAS centre community?
- Do we ensure that relationships are mutually respectful, open and trusting?
- Do schools contribute to the learning opportunities and fulfil their responsibilities for their pupils within the EOTAS placement?
- Do we ensure that the pupils and their families/carers are active contributors to the life and work of the EOTAS centre and the local community?
- How effectively do we address concerns raised by members of the EOTAS centre and the wider community?
- Are all the pupils receiving the support they need to overcome potential barriers?

| SAFEGUARDING | |
|---|--|
| Safeguarding | |
| Effective practice | Self-evaluation questions |
| <p>Effective practice is demonstrated when:</p> <ul style="list-style-type: none"> • the governance group ensures the pupils' behaviour indicates that they feel free from harm or abuse in the four areas: neglect, sexual, physical and emotional; • the governance group ensures the EOTAS centre has and implements fully an appropriate safeguarding policy which is in line with the requirements of the relevant Department(s); • the governance group ensures the pupils, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of pupils; • the governance group ensures the staff monitor and assess the extent to which learners know how to keep themselves safe (including online) and how to seek help; • the governance group ensures the EOTAS centre regularly carries out self-evaluation of its own child protection/safeguarding policy and practice, at least annually, using the phase-appropriate ETI safeguarding proforma; • the governance group ensures the EOTAS centre regularly reviews policies, procedures and reporting arrangements: child protection/safeguarding; anti-bullying; behaviour management; • the governance group ensures the EOTAS centre works with a range of external agencies to support safeguarding and child protection practices; and • staff and governors/management committee regularly receive training including safeguarding and child protection. | <ul style="list-style-type: none"> • How do we rigorously implement, on an annual basis, the requirements of the ETI safeguarding proforma? • How do we ensure that all requirements regarding child protection and safeguarding are in place and are effectively communicated to the EOTAS centre community? • Do the staff know when and how to report concerns to Gateway, Health and Social Care (HSC), the regulatory body for safeguarding; for example, are the staff clear about the procedures for involvement of the parents/carers and/or referral in the event of concerns? • How do we know that the appropriate actions resulting from risk assessments are being implemented? • Are appropriate records being kept, in line with guidance from the relevant departments, of the vetting and training of staff and volunteers? • How is the leader or the person with overall responsibility for safeguarding accountable to the governance group? |

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