

Inspection and Self-Evaluation Framework

# Effective Practice and Self-Evaluation Questions for Education Other Than At School

January 2017

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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



# **INSPECTION AND SELF-EVALUATION FRAMEWORK 2017**

## **The Inspection and Self-Evaluation Framework**

The Inspection and Self-Evaluation Framework (ISEF) is effective from January 2017 and is common to all phases inspected by the Education and Training Inspectorate (ETI). Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific.

## **Purpose and rationale of the Inspection and Self-Evaluation Framework**

In 2003 the ETI published Together Towards Improvement (TTI) as a resource to support schools in the process of self-evaluation and to provide transparency in the inspection process by the publication of key indicators. A similar resource was developed, Improving Quality: Raising Standards (IQ:RS), to support the self-evaluation process in colleges of further education and work-based learning. Following several reviews of both publications, from January 2017, TTI and IQ:RS are being replaced by the ISEF. This update is in response to the changing educational landscape, new government strategies, technological advances, worldwide research and development in how children and young people learn, and has been made in consultation with key stakeholders.

## **Inspection and reflection**

The ETI has developed the ISEF to provide a more holistic overview of the key aspects of education and training at all stages from early years through to further education and work-based learning. In creating a common framework for inspection and self-evaluation the ETI is extending the principle of openness and transparency so that all stakeholders are working together to promote improvement for all learners. The key areas that influence most the quality of education provided to learners are the quality of leadership and management at all levels and the provision for learning and teaching which in turn impact on the outcomes for learners. The framework is designed to provide a balance of inspection and reflection on academic achievement but also the wider skills and dispositions that learners require to live and work in the world today. It is also designed to promote an inclusive learning environment where all learners have access to high quality provision. The safety of children and young people 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 organisation.

## Application of the Framework

During inspection, the ETI team will use the inspection framework to evaluate the quality of the work of the organisation. All phases in education and training which are inspected by the ETI will use the same key elements during inspection. The principal or leader of the organisation will be aware of the application of the framework during inspection through his or her role as a representative<sup>1</sup>.

For the purposes of self-evaluation, the framework is designed to enable organisations, teams or individuals 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 staff within an organisation 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. The framework may also be used to support teams or individuals to reflect on their skills, knowledge and expertise to identify areas for further career-long professional development in pursuit of high quality learning and teaching. 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.

As a result of the debate and challenge stimulated by the characteristics and the questions, the organisation, team or individual should be able to provide a summary of 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, governors/management committees 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.

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<sup>1</sup> <https://www.etini.gov.uk/articles/role-representative>

<b>INSPECTION AND SELF- EVALUATION FRAMEWORK</b>					
<b>Overall effectiveness</b>					
<b>Outcomes for Learners</b>	<b>PL</b>	<b>Quality of Provision</b>	<b>PL</b>	<b>Leadership and Management</b>	<b>PL</b>
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	
<b>Governance (for schools)</b>	<b>High degree of confidence</b>		<b>Confidence</b>		<b>Limited confidence</b>
<b>Care and Welfare</b>	<b>Level 1. C&amp;W</b> impacts positively on learning, teaching and outcomes.			<b>Level 2. C&amp;W</b> does not impact positively enough on one or more of learning, teaching and outcomes.	
<b>Safeguarding</b>	<b>Level 1: Reflects the guidance</b>		<b>Level 2: Reflects broadly the guidance</b>		<b>Level 3: Unsatisfactory</b>

**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

**Additional Terms Used:**

S Strengths  
AFI Area for improvement

## OUTCOMES FOR LEARNERS

### Standards attained

#### Effective practice

#### Effective practice is demonstrated when:

- the organisation has raised attainment of the young people and they achieve consistently high outcomes across all aspects of their learning;
- there are opportunities provided for the young people to achieve appropriate levels of competencies in the development and application of their skills in English, mathematics and ICT;
- the young people achieve appropriate communication, social, life and interpersonal skills;
- there are opportunities for the young people to work independently for increasing periods of time and with others, demonstrate effective personal and social skills, show perseverance and apply their learning in a range of social contexts;
- suitably high standards are attained by the young people to enable them to achieve success in internal and external assessments and examinations, when appropriate; and
- the young people have increasing levels of attendance and engagement.

#### Self-evaluation questions

- What are the standards achieved by the young people?
- How well is our focus on, literacy, numeracy and ICT leading to raising attainment?
- How well do we recognise and celebrate achievement?
- Are young people fully engaged in their learning and able to participate in decision-making about their learning pathways and future career aspirations?
- Are all young people prepared for and able to move successfully on to positive destinations on leaving the organisation?
- How well do the young people develop resilience and coping skills and tolerance of others?

## OUTCOMES FOR LEARNERS

### Progression

#### Effective practice

#### Effective practice is demonstrated when:

- the young people make very good progress relative to prior levels of attainment and commensurate with their abilities and stage of development;
- through well-planned learning opportunities the young people acquire skills and concepts which they can apply across a range of contexts;
- the young people have their holistic progress tracked accurately to inform their learning;
- the young people are, where appropriate, engaged in making decisions about their learning pathways and future career aspirations; and
- through appropriate intervention and support the young people are well prepared socially, emotionally and academically for transition at the end of each stage of the their learning pathways.

#### Self-evaluation questions

- Do young people make good progress relative to their prior levels of attainment and commensurate with their abilities and stage of development?
- Do the young people enhance their learning and skills in order to progress to the next stage of their learning, training or employment?
- What opportunities do the young people have to return to their schools to study and participate in events such as careers events, sports, clubs school formal, and remain included as part of the school community?
- What opportunities do young people and staff have to work with others to contribute effectively to their communities as active citizens?
- Does the organisation support young people in the development of appropriate social and emotional skills?

## OUTCOMES FOR LEARNERS

### Wider skills and dispositions/capabilities

#### Effective practice

#### Effective practice is demonstrated when:

- the young people are courteous and their behaviour is good as they are fully engaged and focused on learning;
- the young people demonstrate positive dispositions to learning relative to their stage of development;
- the organisation actively encourages the young people to show curiosity, respect, commitment, determination, resourcefulness and community spirit;
- the young people are developing the capacity to work well with others, respect different perspectives and reach agreement through compromise;
- the organisation ensures that the young people feel safe, respected and nurtured by all staff who have high expectations of them; and
- the young people are supported and encouraged to take an increasing roles within and beyond the organisation.

#### Self-evaluation questions

- Within their developmental level, are young people, developing confidence and able to exercise responsibility and contribute to the life of the organisation, their school and the wider community?
- Are young people developing socially and can manage their emotions and behaviour and achieve a range of skills and attributes through a wide range of activities?
- Do young people take increasing responsibility for their own learning?
- How do we ensure there is an ethos and culture of inclusion, participation and positive relationships across the whole learning community including the referring school?
- Do the young people develop behaviours and attitudes to prepare them for life, and participation in wider society and the world of work?
- Do all staff have high expectations of all of the young people in relation to their behaviour, engagement in lessons and interactions with others?

## QUALITY OF PROVISION

### Quality of the curriculum

#### Effective practice

##### Effective practice is demonstrated when:

- the curriculum meets fully statutory requirements and implements fully the current SEN Code of Practice;
- the curriculum is broad, balanced, relevant and flexible, and is tailored to meet the needs, interests and aspirations of individual young people and includes, where appropriate, opportunities for work-related learning and skills development;
- there is an appropriate therapeutic curriculum designed around the needs of the young people that is responsive to changing circumstances;
- the organisation provides accurately targeted support that is well matched to the additional learning and social needs of the young people, including newcomers;
- the learning experiences contribute to the young people's fulfilment, personal development and education;
- all staff have clearly defined roles, and have received appropriate training and resources; and
- the overall curriculum planning is well aligned to a development plan that is reviewed and updated at least annually.

#### Self-evaluation questions

- How appropriate and effective is the curriculum provision?
- Is there an education plan for every young person with educational targets and personal development goals developed in consultation with staff from the referring school (as set out in the EOTAS guidance 2014/24<sup>2</sup>)?
- Is the curriculum appropriate and does it meet the minimum requirements as set out in the EOTAS guidance (7.3)?
- Does the referring school contribute to the education of the young person by providing opportunities for them to return part-time to study, ensuring the young person has access to the full curriculum?
- Is there appropriate curriculum support provided within the organisation to meet the needs of the young person and is there any additional support provided by external agencies to meet the range of needs?
- Through the curriculum planning process how well are we overcoming barriers to learning and ensuring equity for all?
- Do we have effective assessment systems in place to identify the ever-increasing diverse needs of young people?
- Is the curriculum planned around the needs, interests and aspirations of the young people and are there opportunities for work-related learning and skills development?

<sup>2</sup> <https://www.education-ni.gov.uk/publications/circular-201424-education-otherwise-school-eotas-guidance>



## QUALITY OF PROVISION

### Effectiveness of guidance and support in bringing about high quality individual learning experiences

#### Effective practice

##### Effective practice is demonstrated when:

- the learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes;
- parents/carers/ referring schools and key stakeholders are well informed about all aspects of the learning programme and the opportunities for development and progression;
- Individual learning needs are clearly identified, appropriate supportive interventions are planned, and the impact of the support arrangements are effectively tracked and monitored; and
- there is effective and impartial careers education, information, advice and guidance available to young people informed by local knowledge of employment opportunities.

#### Self-evaluation questions

- How well are we working with young people, parents and carers, referring schools, employers, colleges and other partners to develop an effective approach to ensure young people benefit from the right support at the right time including next steps in learning, changes and choices?
- How effectively do we involve parents/carers and referring schools, relevant agencies to ensure they are well informed about the young person's education and opportunities for progression?
- Are interventions effective in supporting pupil development and progression, including at key transition points to the next stage of learning?
- Is there a clear effective service level agreement with providers of impartial careers advice and the EOTAS centre and are the young people given the opportunities to visit careers events outside the centre and in their school or other colleges?

## QUALITY OF PROVISION

### Effectiveness and impact of planning, teaching and assessment in promoting successful learning

#### Effective practice

#### Effective practice is demonstrated when:

- there is clear and coherent long- and short-term planning within and across all areas of the curriculum which ensures that there is effective learning;
- learning and teaching strategies match the needs of the young people ensuring activities are differentiated, motivating, appropriately challenging, well paced and build on prior learning and the interests of the young people;
- there is a systematic and agreed commitment to sharing and disseminating best practice in learning and teaching;
- the learning and teaching, provide young people with consistently high-quality learning experiences which are inspirational, engaging, challenging and result in successful outcomes;
- a wide range of assessment strategies are used appropriately to guide planning, teaching, and training, and to support learning; and
- the organisation communicates regularly and effectively with parents/carers and referring schools to provide comprehensive information on young people's progress and achievement.

#### Self-evaluation questions

- How effective is planning, for learning and teaching?
- Do educational planning meetings take place before placement in the EOTAS centre with the parents, young person and senior person from the referring school to plan the objectives of the placement and handover baseline assessment information and plan the individual curriculum for each young person?
- Are learning, teaching and assessment of a high quality to meet the needs of all the young people and result in effective learning?
- How well do our questioning strategies enhance the young people's experience and enable higher-order thinking skills?
- How well do we deploy a wide variety of innovative and creative resources and teaching approaches, including digital technologies?
- Are their effective baseline assessment systems in place to ascertain the social and emotional levels of the young person at the commencement of the placement?
- Is the assessment information used effectively to plan strategies to support each young person in their learning both socially and emotionally?
- Are referring schools provided with information on a regular basis in relation to progress towards achieving the objectives of the placement and academic progress for them to provide formal reports to parents/carers?

## LEADERSHIP AND MANAGEMENT

### Effectiveness and impact of the strategic leadership

#### Effective practice

#### Effective practice is demonstrated when:

- there is a shared strategic and vision which is based on the organisation's values and aims and is learner-centred;
- the leadership team develop an effective organisational structure with clear roles and responsibilities for staff that support the achievement of objectives, and which build and sustain positive working relationships and supports their continuing professional development;
- there are well-developed productive links and partnerships with key stakeholders to support the work of the organisation that improve the achievements, attainment and well-being of the young people, and the work of the organisation;
- the leadership team fully comply, and actively engage with, the statutory requirements (including EOTAS guidance 2014/24) in relation to equality, diversity and inclusivity;
- the leadership team use key management information processes, indicators and benchmarking to implement, monitor, evaluate, review and action strategic and operational planning across all the functions organisation;
- staff are appropriately qualified, trained and experienced, have the necessary expertise to meet learning, curricular and pastoral needs and management responsibilities; and
- the leadership team provide resources and accommodation that are of a high quality, and are managed effectively to support high quality learning, teaching and training.

#### Self-evaluation questions

- How well informed and effective is strategic management and do we know if the shared vision, values and aims meet the needs of all young people in the organisation?
- How effectively do we share our individual and collective learning across the organisation?
- Do we access support from specialist services such as Psychology, child and adolescent mental health services, drug and alcohol counselling services to support the young people?
- How extensive and productive are strategic links and partnerships (including links with referring schools) and how do they lead to better outcomes for the young people?
- How effectively do we support and develop new teachers and staff, including those who have new responsibilities, building on individual skills and talents?
- Are sufficiently high quality resources used to support learning, teaching and training?
- Do we have appropriate funding and resources to meet the needs of all the young people?
- Is the accommodation fit for purpose and appropriate to meet the challenging and wide ranging needs of the young people?

## LEADERSHIP AND MANAGEMENT

### Effectiveness and impact of the middle leadership

#### Effective practice

#### Effective practice is demonstrated when:

- middle leaders work collegially and pastorally with other co-ordinators to provide a whole organisation and cross-curricular approach to the improvement process;
- there are high standards of learning and teaching, which is monitored and evaluated rigorously by middle leaders;
- middle leaders support and challenge constructively at all levels, basing the related actions on an accurate understanding of the learning needs of the young people;
- middle leaders develop effective links and collaborative partnerships with a wide range of stakeholders and external bodies to support learning and teaching; and
- middle leaders use data effectively to review young people's progress and attainment to set targets for improvement.

#### Self-evaluation questions

- To what extent are our priorities for improvement appropriate and aligned to the development plan, including strategies for improving literacy, numeracy and ICT skills?
- How do we monitor and evaluate the impact of planning, teaching and assessment on the young people's learning?
- How do we use accurate data effectively to assess, monitor and track the young people's progress in learning and to inform our understanding of overall performance?

## LEADERSHIP AND MANAGEMENT

### Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process

#### Effective practice

#### Effective practice in promoting improvement is demonstrated when:

- there is a well-embedded, rigorous and systematic process for self-evaluation and quality improvement;
- all staff, young people parents, carers and referring schools are involved effectively in the self-evaluation and quality improvement planning processes to bring about improvement in the quality of provision;
- actions leading to improvement are clearly focused on improving the quality of learning and teaching and the young person's educational experience; and
- data and key performance indicators are used effectively to monitor and track the progress and attainment of all the young people.

#### Self-evaluation questions

- Do self-evaluation and improvement planning processes bring about sustained improvement in the quality of provision?
- Does feedback from key stakeholders, including young people inform adequately self-evaluation and quality improvement planning?
- Is a range of data, including objectives of the placement, used effectively to inform and sustain improvement?
- Is there an effective system of holistic base-lining used when the young people first attend and is it used effectively to track and monitor progress socially, emotionally and academically?
- Are the number of behavioural incidents reduced over time demonstrating the effectiveness of strategies and support in place?

# GOVERNANCE

## Governance

### Effective practice

#### Effective practice is demonstrated when:

- the governance group are well informed, through communication with senior and middle leaders and their own analysis of first-hand evidence about the progress of the young people and the effectiveness of the provision;
- the governance group support and challenge appropriately the organisation's priorities for improvement;
- the varied skills and expertise of the governance group are harnessed to good effect to ensure resources are managed efficiently and that improvement work is monitored systematically; and
- the governance group communicate widely the vision, ethos and strategic direction of the organisation and ensure strong links between the organisation and its wider community.

### Self-evaluation questions

- Are the governance group representative of the local community and referring schools and parents/carers and have we the range of skills and independence to challenge the organisation's management?
- How do we contribute to a shared strategic vision for improvement?
- How do we agree and challenge the priorities in the development plan?
- How do we monitor effectively the organisation's progress in addressing the priorities for improvement in the development plan?
- How do we know the progress of our young people, including those with barriers to learning and/or with additional learning needs, is good enough?
- How do we ensure that we meet our statutory obligations and compliance matters?
- How do we monitor the curriculum provision to ensure it meets well the needs and career aspirations of the young people?
- What oversight do the governance group and senior leaders have of policies and procedures, safeguarding and the impact on practice?
- How do we ensure that we use efficiently all available personnel, financial and physical resources in the best interests of all the young people?

## CARE AND WELFARE

### Care and welfare

#### Effective practice

##### Effective practice is demonstrated when:

- a positive ethos is evident in the way that all staff provide a safe, secure environment with effective working relationships at all levels that enables the young people to learn;
- high expectations of respectful behaviour are agreed, shared and maintained with the members of the community;
- the staff take collective responsibility for the diversity of the community; all young people are helped to overcome barriers to learning and fulfil their potential;
- the staff, particularly through effective teaching, create a purposeful, positive and well-organised learning environment characterised by high levels of mutual respect, positive working relationships at all levels, trust and confidence;
- high levels of the young people's attendance, punctuality and engagement are expected; monitoring identifies emerging deficits quickly and effective action is promptly taken;
- the effectiveness of the personal development and preventative curriculum is regularly reviewed to ensure that young people develop resilience and independence;
- the governance group, leaders and teachers are innovative, proactive and adaptive in a rapidly-changing world; equipping young people to deal effectively with current and future challenges;
- the young people and their parents/carers are active contributors to the life and work of the organisation; and
- the organisation works with a range of outside agencies to support the care and welfare of the young people.

#### Self-evaluation questions

- How do we know that everyone behaves consistently in a way that makes our ethos a reality for all learners?
- Is our accommodation secure with entry to the premises controlled by staff and are there systems to record those who enter and leave the building?
- In what ways does the collective responsibility of the community for the care and welfare of all the young people manifest itself?
- How do we promote openness and effective communication with all stakeholders?
- How do we deal with comments and complaints from young people/parents/carers? Are the leaders and staff approachable and how do we know that they respond appropriately?
- Do we know our young people as individuals and what type of person/citizen would we like them to become? What do we do to encourage these traits?
- How do we promote appropriate behaviour and understand the causes of inappropriate behaviour so that we know that we are responding appropriately and effectively?
- How we observe and evaluate the interactions between young people and adults in the classroom and elsewhere?
- How do we provide for young people when they are in crisis?



## SAFEGUARDING

### Safeguarding

#### Effective practice

##### Effective practice is demonstrated when:

- the young people feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to sympathetically and appropriate action taken;
- the organisation has and implements fully an appropriate safeguarding policy (incorporating a protection policy for children and adults at risk) which is in line with the requirements of the relevant Departments;
- the young people, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children, young people and adults at risk;
- the staff monitor and assess the extent to which young people know how to keep themselves safe and how to seek help;
- the organisation regularly (at least annually) carries out self-evaluation of its own child protection/safeguarding policy and practice using the appropriate ETI safeguarding/child protection proforma;
- the organisation regularly reviews policies, procedures and reporting arrangements: e.g. child protection/safeguarding; anti-bullying; behaviour management;
- the organisation works with a range of external agencies to support safeguarding and child protection practices; and
- staff and the governance group regularly receive training including safeguarding and child protection.

#### Self-evaluation questions

- Is there a culture of safeguarding vigilance throughout the organisation? Are all staff mindful of risk and are risk assessments carried out?
- How does the leadership evaluate the quality and effectiveness of safeguarding?
- What oversight do the governance group and leadership have of policies and procedures, case recording and the impact on practice?
- Is there a record available to show that all staff and those in contact with the learners (in line with guidance from appropriate Departments) have been vetted and trained appropriately?
- How do we assure ourselves that all requirements regarding child protection and safeguarding are in place?
- Is there a safeguarding team and what evidence do we have that it works actively and effectively?
- How do we engage pastorally with parents/carers when they raise a concern?
- What are our main safeguarding challenges and how are we addressing them?
- How well do we co-operate with outside agencies?
- Is there a detailed record of all behavioural incidents and issues and how they were resolved?
- Is there an effective post incident learning system in place to restore relationships and enable the young people to learn from the incidents?



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