

Inspection and Self-Evaluation Framework

Effective Practice and Self-Evaluation Questions for Post-primary

January 2017

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 representative¹.

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.

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

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 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 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

Effective practice

Effective practice is demonstrated when:

- the school has raised attainment and/or maintained consistently high standards of attainment for pupils;
- attainment trends compare well when benchmarked against similar schools;
- through high quality learning and teaching the pupils are able to achieve and apply very good standards in literacy, numeracy and information and communication technology (ICT) within and across the curriculum;
- the pupils who have special educational needs or additional learning needs achieve standards in line with or above the appropriate learning goals set for them;
- the standards attained, across the curriculum, by pupils with barriers to learning are improving and/or are in line with those of their peers;
- shared education experiences contribute to improved educational outcomes for the pupils;
- the pupils are prepared well for the next stage of education, work-based learning or employment and have attained the most relevant qualifications to support their destinations; and
- the pupils levels of attendance are high and suspension and expulsion rates are low.

Self-evaluation questions

- To what extent do the standards achieved by pupils benchmark positively against similar schools over the past three years?
- How well does the performance of discernible groups of pupils, such as boys, girls or those with free school meal entitlement (FSME), compare with that of their peers?
- How do we know that the pupils with special educational needs in our school achieve the highest possible standards of work and learning?
- How do we know that more able pupils achieve to their fullest potential?
- How do the pupils benefit from shared education?
- How effectively do we monitor attendance rates and suspension and expulsions rates in order to identify and address the underlying reasons behind them?
- How appropriate are the destinations of all pupils in terms of relevant higher or further education programmes, work-based learning, apprenticeships or employment?
- How does tracking the destinations of pupils inform future curriculum and careers planning to meet the needs, interests and abilities of all the pupils?

OUTCOMES FOR LEARNERS

Progression

Effective practice

Effective practice is demonstrated when:

- the pupils make good progress from their prior levels of attainment, particularly at key transition stages;
- through appropriate intervention and support, most pupils demonstrate consistent progress commensurate with their abilities and the barriers they face in learning;
- the pupils have high expectations for themselves and set appropriate targets for improvement;
- the pupils are developing well as self-reliant and resilient pupils;
- the pupils are supported well to assess their own work and to identify to good effect strengths and areas for improvement;
- the pupils act on high quality feedback to improve their work; and
- the pupils progress successfully to further and higher education, training or employment.

Self-evaluation questions

- How do we know that the pupils are learning at an appropriate pace?
- How do we measure the pupils' progress over time and in particular at points of transition, including public examinations?
- How do we ensure that pupils are making the progress expected in their learning?
- How do we ensure that the interventions we implement for individual pupils impact positively on the progress in learning they make?
- To what extent do we ensure pupils acquire, develop and transfer their knowledge, skills and understanding across their learning?
- To what extent are pupils involved in setting and reviewing their own targets for improvement?
- How engaged are pupils in effective assessment for learning practices?

OUTCOMES FOR LEARNERS

Wider skills and dispositions/capabilities

Effective practice

Effective practice is demonstrated when:

- the pupils are motivated, curious and engage well in their learning;
- the pupils develop well their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour;
- the pupils work well in teams, demonstrating respect for different perspectives and reaching agreement through compromise;
- the pupils can think flexibly, critically and creatively, make predictions and informed decisions, and solve problems;
- the pupils are able to research and manage information, and communicate effectively for audience and purpose;
- the pupils contribute well to the life of the school and to the wider community; and
- the pupils develop personally and socially and have participated in a range of activities outside of the classroom, such as sport, drama, enterprise and music.

Self-evaluation questions

- How do we provide sufficient opportunities, across the curriculum, for the pupils to develop further their wider skills, capabilities and dispositions?
- How do we ensure that the confidence, self-esteem, self-awareness and sense of responsibility of pupils are developed sufficiently?
- How do we ensure that pupils have appropriate opportunities to experience different perspectives and to develop their ability to work in teams?
- How do we ensure that pupils are confident in learning in organisations beyond the school, such as other schools, further education and the workplace?
- How do we ensure that pupils have opportunities to make a positive contribution to local and wider community and/or global community?
- How do we ensure that pupils are developing intellectually, socially, emotionally, physically and morally/spiritually?
- How do we ensure that pupils have meaningful opportunities to contribute to the life of the school, including the school self-evaluation process?
- How do we ensure that the student council is valued and makes a discernible impact on school improvement?

QUALITY OF PROVISION

Quality of the curriculum

Effective practice

Effective practice is demonstrated when:

- the curriculum reflects the statutory curricular requirements, providing pupils with access to a broad, balanced and flexible range of academic and vocational options matched well to their needs and interests, providing relevant pathways to appropriate destinations;
- the cross-curricular skills of literacy, numeracy and information and communication technology (ICT), are integrated to good effect across the curriculum;
- the pupils have access to a wide range of enrichment and extra-curricular activities which are inclusive and are valued by the pupils;
- there is progressive development of employability skills;
- there is regular review of the curriculum, at all levels, to meet the needs and interests of the current cohorts of pupils, in order to enable them to realise their potential;
- shared education experiences enrich the pupils' learning experiences and promote the outcomes they achieve; and
- the programmes available through the Area Learning Community (ALC) are of a high quality and demonstrate a commitment to meeting the needs, abilities and aspirations of all of the pupils within the ALC.

Self-evaluation questions

- Does the curriculum reflect statutory requirements?
- How do we know that curriculum planning reflects the aims of the school and the priorities outlined in the school development plan?
- How do we know that the curriculum is flexible, broad and balanced, underpins high attainment and meets the learning, progression and career needs of the pupils?
- How do we know that the cross-curricular skills are effectively integrated with good opportunities provided for the pupils to develop and apply the skills in a variety of subject-related contexts?
- How well do we manage change and innovation in curriculum and qualifications?
- What opportunities do we provide for the pupils to contribute to the evaluation and planning processes?
- How do we ensure that the shared education provision enriches the pupils' experiences and promotes better outcomes?
- How do we ensure that the programmes available through the ALC are of a high quality and demonstrate a commitment to meeting the needs, abilities and aspirations of all of the pupils within the ALC?

QUALITY OF PROVISION

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

Effective practice

Effective practice is demonstrated when:

- working relationships are characterised by a climate of openness, trust, mutual respect and care for the pupils;
- the arrangements for the care and welfare of the pupils contribute significantly to the identification and overcoming of barriers to learning such as: health, family circumstances, social and emotional factors;
- the taught personal and social curriculum (including e-safety) is effectively planned to meet the needs of the pupils and supports well their holistic development;
- the pupils take responsibility for their own learning and they are able to work independently and co-operatively;
- the pupils' views on aspects of school life are sought, valued and are acted upon;
- the needs of individual pupils, including those on the special educational needs register, inform the development and effective implementation of individualised educational programmes; and
- the provision for careers education is characterised by well-informed, impartial careers education, information, advice and guidance and relevant, well-planned and challenging workplace experiences for pupils which enhance their employability and effectively informs career planning.

Self-evaluation questions

- How do we promote the welfare of the pupils and staff and meet effectively the needs of all pupils in the school?
- To what extent do we implement a comprehensive range of policies that align with current DE guidance and best practice, and which best meet the needs of pupils, including appropriate access to internal and external services?
- How do we ensure a high quality, taught pastoral programme that meets the pupils' social, emotional and cognitive needs?
- How well do we identify appropriately, and at an early stage, any special educational needs of pupils and provide clear and agreed education plans that are enacted by all staff and will progress their learning?
- How do we ensure that the careers programme enables all pupils to make well-informed decisions about their career aspirations and preferred pathways and destinations?

QUALITY OF PROVISION

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

Effective practice	Self-evaluation questions
<p>Effective practice is demonstrated when:</p> <ul style="list-style-type: none"> • curriculum and departmental planning takes account of the NI curriculum (NIC), school policies and priorities outlined in the School Development Plan (SDP) and impacts positively on the pupils’ learning experiences and the outcomes they attain; • the long-term planning promotes clear progression from year to year; • the medium-term planning meets the requirements of the NIC and subject specifications and includes: clear learning intentions; appropriate pedagogy to develop the pupils’ wider skills, dispositions and capabilities; effective differentiation which addresses the needs of the range of ability within classes; and connected learning across and between areas of learning, including ICT, literacy and numeracy; • the intended learning: builds upon the pupils’ interests, needs and prior learning; is challenging; encourages commitment; builds confidence; creates high expectations; and develops deep conceptual learning; • the teachers use a range of effective approaches that: provide open-ended activities and challenges; focus on explicit thinking; encourage children’s questioning; enable collaborative learning; promote independent learning; and make meaningful connections beyond the classroom; • the school assessment policy reflects statutory requirements and whole school understanding about the purpose of effective assessment, the methods to be used, the range and type of evidence to be retained, and the uses made of the assessment information; and • the pupils receive, understand and apply appropriate verbal and written feedback from teachers on their progress in learning, including on their self-management and persistence; which leads to improvement. 	<ul style="list-style-type: none"> • How do we ensure that we have clearly understood and consistent approaches to planning for learning and teaching, which are informed by research and ensure continuity and progression in learning and high outcomes for our pupils? • How do we provide teachers and middle leaders with evaluative feedback on the quality of planning for learning? • How do we ensure that we develop pupils’ cross-curricular skills including ICT, literacy and numeracy; and their thinking skills and personal capabilities (TSCP), including their independence, creativity and ability to manage risks in their learning? • Does the whole-school assessment policy reflect statutory requirements and provide clear, sound guidance to teachers? • How do we know that pupils receive, understand and apply incisive feedback on their learning and progress, including on the development of their wider skills, dispositions and capabilities? • How meaningfully do we engage with parents about the pupils’ progress?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the strategic leadership

Effective practice

Effective practice is demonstrated when:

- the senior leaders have a shared, strategic vision for school improvement leading to high quality learning, teaching, standards and pupils' care, which is communicated effectively to all stakeholders;
- the senior leaders ensure leadership development is informed by first-hand evidence and research;
- the senior leaders are developing a whole-school approach to shared education, with an emphasis on high quality experiences and improved educational outcomes for the pupils;
- there is a clear focus on continuous improvement with regular opportunities for all staff to review and refresh pedagogical practice and build expertise and capacity;
- the senior leaders consult effectively with the school community on policies and procedures;
- the senior leaders have an in-depth understanding of the school's performance, and use accurate data (including benchmarking) and other information to monitor the pupils' progress in learning, with particular attention to the progress of pupils with barriers to learning and those with additional needs;
- monitoring, evaluation and systematic accountability are well-embedded processes;
- the resources, including accommodation, are well organised, sufficient, accessible, up-to-date and managed in a sustainable way and the use of resources is monitored to evaluate the impact on the outcomes for the pupils;
- the senior leaders ensure arrangements for safeguarding are effective, reviewed regularly and reflect statutory requirements; and
- there is effective financial stewardship ensuring that finances are well managed, are used appropriately for long- and short-term priorities.

Self-evaluation questions

- How do we know that our shared vision, values and aims meet the needs of all pupils in the school?
- How does effective self-evaluation, notably through the analysis of accurate qualitative and quantitative data, inform to good effect the priorities in the school development plan and the strategic direction of the school?
- How do we evaluate the quality and impact of planning, teaching and assessment promote progression in pupils' learning?
- How do we ensure that professional development opportunities focus clearly on improvement and building expertise and capacity?
- How do we build and sustain positive working relationships and a distributed leadership ethos?
- Are roles and responsibilities defined clearly, and are the remits of those with responsibility equitable?
- How effectively do we consult and act upon the views of the school community?
- How well are we developing our strategic approach to shared education within our school and with others?
- How do we properly and effectively manage the resources at the disposal of the school, ensuring appropriate arrangements are in place for financial management?

LEADERSHIP AND MANAGEMENT

Effectiveness and impact of the middle leadership

Effective practice

Effective practice is demonstrated when:

- middle leaders demonstrate clear and effective strategic and pastoral leadership within their areas of responsibility, informed by professional knowledge and expertise;
- a culture of self-evaluation is well established among all team members and underpins the focus on, and commitment to, continuous improvement;
- the action planning process is well developed and informed by self-evaluation: targets are specific, coherent and measurable;
- middle leaders analyse and use accurate data effectively to track the pupils' progress, and intervene as necessary;
- middle leaders monitor and evaluate the quality of the work in their area of responsibility, including the impact of planning, teaching and assessment on the pupils' learning and progress;
- there is clear evidence of a focus on continuous improvement and professional development for colleagues including the sharing of current and research-based practice; and
- the outcomes attained by the pupils are consistently high.

Self-evaluation questions

- How do we evaluate the work of our areas of responsibility and how do evaluations inform future planning?
- To what extent are the priorities for improvement appropriate and aligned to the priorities in the school development plan, including whole-school strategies for improving literacy, numeracy and ICT skills?
- How do we monitor and evaluate the impact of planning, teaching and assessment on the pupils' learning?
- How do we use accurate data effectively to assess, monitor and track the pupils' progress in learning and to inform our understanding of overall performance?
- How are we accountable for our work?

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:

- the school development planning process is: underpinned by a strong guiding vision for the school; informed to good effect by current educational research and DE policy; a rigorous analysis of a range of data; and devised in consultation with pupils, parents, staff and governors.
- the identified priorities and associated action plans focus sharply on effecting improvement in the pupils' learning experiences and their attainment, in a clear, coherent and measurable way;
- the school has developed and embedded a systematic and effective process of self-evaluation leading to improvement;
- a well-embedded culture of accountability, at all levels, is evident and applied consistently across the school;
- low and underperformance are identified and addressed;
- the school can demonstrate clear evidence of sustainable improvement based on actions taken as a result of self-evaluation.

Self-evaluation questions

- To what extent is self-evaluation for improvement at the core and integral to work of the school?
- How effectively do we consult with key stakeholders, including the pupils with regard to the school development planning process?
- To what extent does the school development plan set out clear direction for improvement, with a focus on the school's key priorities that have been identified by a rigorous and evidence-based process of self-evaluation?
- What evidence do we have that planned actions have brought about sustained improvement?
- Across the school, how do we ensure a clear, agreed understanding of our strengths and areas for development? To what extent are the evaluations informing our understanding of the work of the school drawn from a wide range of relevant evidence?

GOVERNANCE	
Governance	
Effective practice	Self-evaluation questions
<p>Effective Practice is demonstrated when:</p> <ul style="list-style-type: none"> • the governors are well informed, through communication with senior and middle leaders and their own analysis of first-hand evidence, about the standards attained by the pupils and the effectiveness of the provision; • the governors support and challenge appropriately the school’s priorities for improvement; • the varied skills and expertise of the governors are harnessed to good effect to ensure resources are managed efficiently and that improvement work is monitored systematically; • the governors ensure the school’s financial and human resources are deployed equitably and in the interest of all the pupils; • the governors carry out self-evaluation of the school’s safeguarding and child protection policy and procedures;² • the governors access and implement training to assist them in fulfilling their roles and statutory duties, for example, in regard to recruitment and child protection /safeguarding³; and • the governors communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community. 	<ul style="list-style-type: none"> • How do we contribute to a shared strategic vision for school improvement? • How do we agree and challenge the priorities in the school development plan? • How do we monitor effectively the school’s progress in addressing the priorities for improvement in the school development plan? • How do we know the standards attained by the pupils, including those with barriers to learning and/or with additional learning needs are good enough and compare well with pupils in similar schools? • How do we ensure that we meet statutory obligations and compliance matters? • How do we monitor the curriculum to ensure it meets well the needs and career aspirations of the pupils? • What oversight do the governors and senior leaders have of policies and procedures, case recording 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 pupils?

² Child Protection Support Service for Schools (CPSSS) School Governors’ Handbook Safeguarding and Child Protection

³ Education Authority Northern Ireland Governor Training Programme

CARE AND WELFARE

Care and welfare

Effective practice

Effective practice is demonstrated when:

- there is a safe, secure environment for all members of the school community;
- relationships for learning are characterised by mutual respect, openness and trust;
- all pupils are supported effectively to overcome barriers to learning and to realise their potential;
- the effectiveness of the personal development and preventative education curriculum is regularly reviewed to ensure that it is flexible and responsive to the needs of the pupils;
- the school works effectively with appropriate outside agencies to support the care and welfare of the pupils;
- good behaviour is promoted positively and consistently;
- there are high levels of attendance, punctuality and engagement throughout the school community, which are monitored so that issues can be identified and addressed promptly;
- the pupils are active contributors to the life and work of the school and to the local and global community; and
- relationships with the wider community, including employers, support the holistic development of the pupils.

Self-evaluation questions

- How do we know that we provide a safe and secure environment for all members of the school community?
- How do we ensure that relationships are mutually respectful, open and trusting?
- How do we ensure that all pupils are receiving the support needed to overcome potential barriers to learning?
- How do we ensure that the personal development and preventative education curriculum is effective, flexible and responsive to the needs of the pupils?
- How do we ensure that behaviour for learning is positively and consistently promoted?
- How do we ensure that the pupils are active contributors to the life and work of the school and the local and global communities?
- How do we ensure that relationships with the wider community, including employers, support the holistic development of the pupils?
- How do we effectively address concerns raised by members of the school and wider community?

SAFEGUARDING

Safeguarding

Effective practice

Effective Practice is demonstrated when:

- the pupils feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to and appropriate action taken;
- the school has and implements fully an appropriate child protection/safeguarding policy, which is in line with requirements and reflects the guidance issued by the Department of Education;
- the pupils, parents/carers and all relevant parties are informed of policies and procedures relating to the protection of children and young people at risk;
- the school carries out self-evaluation of its own child protection/safeguarding policy and practice, at least annually, using the phase-appropriate ETI safeguarding pro forma;
- the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/safeguarding, anti-bullying and positive behaviour management;
- the staff monitor and assess the extent to which pupils know how to keep themselves safe (including online) and how to seek help;
- the school works effectively with a range of external agencies to support safeguarding and child protection practices; and
- staff and governors regularly receive training including safeguarding and child protection.

Self-evaluation questions

- Do we rigorously implement, on an annual basis, the ETI safeguarding pro forma?
- How do we ensure that all requirements regarding child protection and safeguarding are in place and are effectively communicated to the school community?
- How do we know that appropriate actions resulting from risks assessments are being implemented?
- Are appropriate records being kept, in line with guidance from appropriate Departments, of the vetting and training of staff and volunteers?
- How do the senior leaders, including governors, evaluate the quality and effectiveness of safeguarding?
- How do we ensure that there is an active and effective safeguarding team which is accountable to governors?
- How do we engage effectively with parents/carers when they raise a concern?
- How well do we co-operate with outside agencies?

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