

Annual Business Report

Business Year 2018-2019

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



SECTION 1



FOREWORD

This annual business report outlines the performance against the Education and Training Inspectorate's (ETI) annual business commitments and customer service standards over the business year 2018-19. Other work undertaken by the ETI, including corporate development work, is identified within and monitored through the ETI's three-year corporate plan.

The ETI provides inspection services and policy advice to the Department of Education (DE) and the Department for the Economy (DfE). The ETI also undertakes inspection for the Department of Agriculture Environment and Rural Affairs (DAERA), the Criminal Justice Inspection Northern Ireland (CJI) and the Home Office.

The annual business report outlines the ETI's outcomes against inspection commitments, evaluations and other activities undertaken in the year to enable us to fulfil our vision and our mission of '*promoting improvement in the interest of all learners*'. It also includes feedback from those we inspect on how well we carry out our work, and measures performance against published customer service standards. The ETI also undertakes corporate development work as set out in the ETI three-year corporate plan 2016-19:

<https://www.etini.gov.uk/publications/education-and-training-inspectorate-three-year-corporate-plan-2016-2019>.

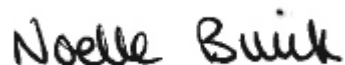
During 2018-19, the ETI has delivered a wide range of inspection services and, importantly, has continued to have a positive impact on the experience of learners and the standards they achieve. The inspection and follow-up work that the ETI undertakes demonstrate clearly that inspection leads to improvement. (Section 2.1 of this report).

The Inspection and Self-Evaluation Framework (ISEF) is common to all phases inspected by the ETI. Each phase ISEF is supplemented by characteristics of effective practice and self-evaluation questions that are phase specific: <https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>.

In this period, the ETI continued to provide significant training for newly recruited and existing associate assessors (AAs) who work alongside inspection teams and who are all experienced leaders and managers within their own organisations.

During 2018-19, industrial action by four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) has continued, primarily in relation to a pay dispute. Their Action Short of Strike (ASoS) includes non-co-operation with the ETI, however, we remain committed to carrying out inspections. The inspections are carried out in a professional, courteous and respectful manner and in the knowledge that these circumstances are difficult for both the schools involved and the Inspectorate. Where there was ASoS during an inspection, the ETI was unable to report one of the overall effectiveness outcomes. As a result, the ETI was unable to assure parents/carers, the wider school community and stakeholders of the quality of education being provided for the children/pupils in these schools.

The ETI remains learner focused and continues to make evaluations based on first-hand evidence. Through our district inspector work, we continue to complement and supplement centrally programmed inspection and evaluation activities, at all times 'promoting improvement in the interest of all learners'.

A handwritten signature in black ink that reads "Noelle Buick". The script is cursive and fluid.

NOELLE BUICK
Chief Inspector

SECTION 2

WHAT HAVE WE ACHIEVED?

2.1 INSPECTION LEADING TO IMPROVEMENT

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of an organisation:

- 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.

The ETI use the following performance levels when reporting on outcomes for learners, on quality of provision and on leadership and management: outstanding, very good, good, important area(s) for improvement, requires significant improvement, and requires urgent improvement.

The inspection process continues to effect significant improvement in the quality, performance and standards of provision in education and training; follow-up inspections conducted during April 2018 to March 2019 show that improvements have been made in 29 out of 37 of the organisations inspected.

2.2 INSPECTION OUTCOMES AGAINST COMMISSIONED INSPECTION WORK

The ETI aims to complete an inspection activity in at least 90% of the organisations as agreed with the funding department and set out in the annual business plan for the business year 2018-19.

The following table summarises the ETI performance against the inspection activity agreed in the DE Annual Business plan 2018-19 and in the Service Level Agreements with other commissioning Departments.

AGENCY / ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME / COMMENT
		Fully	Partially	
The Department of Education (DE), Annual Business Plan	The whole-school inspections of at least 190 schools (nursery, primary, post- primary and special) and pre-school settings (including nursery units as part of primary school inspections), 4 education other than at school (EOTAS) and 8 youth settings; and undertake the necessary Sustaining Improvement Inspections (SIIs), Baseline Monitoring inspections (BMIns), Monitoring inspections (MIns), follow-up inspections (FUIs) and interim follow-up visits stemming from inspection activity.			There were 218 inspections completed in schools, and pre-school settings (including 7 in nursery units as part of primary inspections); and inspections of 5 EOTAS and 9 youth organisations All necessary SIIs, BMIns, MIns and FUIs were completed.
Department of the Economy (DfE), Service Level Agreement (SLA)	To inspect 11 work-based learning (WBL) providers/Further Education (FE) colleges and the required number of European Social Fund (ESF) project providers and to complete the required number of FUI, scrutiny and baseline inspections.			There were 10 inspections in WBL providers and FE colleges. All required FUI, scrutiny and baseline inspections of FE/ WBL organisations and ESF project providers were completed.
The Department of Agriculture, Environment and Rural Affairs (DAERA), SLA	Continuation of the evaluation of Business Development Groups.			In-year commissioned work completed.
The Criminal Justice Inspection (CJI) Northern Ireland (NI), SLA	Inspection of the education and training provision in one prison.			1 inspection was completed.
The Home Office, required inspection activity.	1 Educational Oversight Inspection and 2 Tier 4 Annual Monitoring Reviews			1 Oversight inspection completed and no Annual Monitoring Reviews requested.

2.3 INSPECTION OUTCOMES AGAINST THE ETI ANNUAL BUSINESS TARGETS

Set out below is a breakdown of inspection activity completed within the 2018-19 business year showing achievement against the ETI internal business targets.

Number of inspections, per phase, identified in the 2018-19 business targets	Achieved	Actual number of inspections completed ¹
	Partially	
	Not	
70 Early Years settings.		<p>94 Early years setting inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 13 Follow-up inspections.
92 Primary schools.		<p>99 Primary school inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 20 Follow-up inspections; • 123 Sustaining improvement Inspections; • 1 Monitoring inspection; • 2 Baseline monitoring inspections; • 7 Nursery unit inspections (as part of a primary school inspections);and • 1 Nursery unit Follow-up inspection (as part of a primary school inspection).
22 Post-primary schools.		<p>21 Post-primary school inspections</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 7 Follow-up inspections • 35 Sustaining improvement Inspections • 2 Baseline monitoring inspections.

¹ Completed inspections includes those impacted by Action Short of Strike since January 2017

To inspect 4 Special Schools .		<p>4 Special school inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 2 Follow-up inspections • 7 Sustaining improvement Inspections
To inspect 4 Education Other Than At School (EOTAS) organisations.		<p>5 EOTAS organisation inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 1 Follow-up inspection • 2 Sustaining improvement Inspections
To inspect 8 Youth organisations .		<p>9 Youth organisation inspections (7 Youth centres, 1 Youth Headquarter organisation and 1 Youth Area inspection).</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 6 Follow-up inspections
To inspect 11 Work-Based Learning organisations and the required number of European Social Fund inspections.		<p>10 Work-Based Learning² (WBL) provider inspections</p> <p>In addition there were:</p> <ul style="list-style-type: none"> • 3 Follow-up inspections • 2 Baseline inspections of WBL providers and 8 Baseline inspections of ESF project providers • 4 Scrutiny inspections of WBL providers and 8 Scrutiny inspections of ESF project providers • Quality improvement inspections in the 6 FE colleges, and the required WBL organisations and ESF project providers.
To inspect 5 PGCE programmes		<p>4 Initial teacher education provider inspections</p>






² The ETI/DfE SLA covers the period April 18 – June 2019 and therefore the inspection commitments stated here were not all completed within the business year in this report.

2.4 EVALUATIONS/SURVEYS/ADVICE COMMISSIONED BY DEPARTMENTS






These inspection activities typically include inspection visits to multiple educational settings and result in a published report which describes the provision for learners across the system as a whole, or within a geographical area. The following evaluations were undertaken.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME / COMMENT
		Fully	Partially	
		Partially	Not	
		Not		
DE	Evaluation: Sure Start – Inspection Model			Complete
DE	Extended Schools – Effective Clustering			Complete
DE	Impact of Newcomer Premium			Complete
DE	Shared Education (continuation year 4)			Complete
DE	Teacher Professional Learning Strategy			Complete
DE	SEN Provision in Mainstream Schools			Complete
DE	SEN Evaluation: Focus Primary Early Intervention			Complete
DE	Evaluation of Pilot EY Clusters			Complete
DE	Mental Health Survey			Complete
DE	Shared Education Evaluation & Dissemination			Complete
DfE	Level 1 Provision Evaluation / Advice			Complete
DfE	ESF Cohort 1 Composite Report Writing			Complete
DAERA	Evaluation of the Business Development Groups (continuation)			Complete

2.5 PARTICULAR ASSIGNMENTS COMMISSIONED BY DEPARTMENTS

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		 Fully		
		 Partially		
DE	Addressing Bullying in Schools Act			Complete
DE	Schedule of Accommodation			Complete
DE	Data benchmarking / value added / targeting social need / gifted and talented			Complete

2.6 OTHER EVALUATIONS

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		 Fully		
		 Partially		
ETI	Foundation Stage Evaluation			Continue in next financial year
ETI	Evaluation of School Support			Continue in next financial year
ETI	Scoping exercise, underage children in statutory nursery schools			Continue in next financial year

2.7 POLICY ADVICE AND SUPPORT

The information below gives an indication of the wide range of advice and support for the development of policy that the ETI provided during the course of this business year.

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
DE	EOTAS ETI Advice			Ongoing – Policy Advice on request
DE	Schools Newcomer Policy Review advice			Ongoing – Policy Advice on request
DE	Addressing Bullying in Schools Act – formal Policy Advice			Ongoing – Policy Advice on request
DE	Primary WAU Conference and advice to DE			Ongoing – Policy Advice on request
DE	Schools English / Literacy			Ongoing – Policy Advice on request
DE	Schools Mathematics / Numeracy			Ongoing – Policy Advice on request
DE	Irish Medium Education			Ongoing – Policy Advice on request
DE	CEIAG			Ongoing – Policy Advice on request
DE	Care & Welfare; Safeguarding			Ongoing – Policy Advice on request
DE	Road Safety Planning			Ongoing – Policy Advice on request
DE	Primary Assessment			Ongoing – Policy Advice on request
DE	Primary C2K Assessment			Ongoing – Policy Advice on request
DE	Primary Foundation Stage			Ongoing – Policy Advice on request
DE	Primary WAU Curriculum			Ongoing – Policy Advice on request
DE	Post-Primary Annual Public Exam Results (SAER)			Ongoing – Policy Advice on request
DE	Post-Primary Assessment in the Curriculum			Ongoing – Policy Advice on request

DE	Post-Primary Entitlement Framework		Ongoing – Policy Advice on request
DE	Post-Primary Review of GCSE / A Level		Ongoing – Policy Advice on request
DE	Post-Primary USID / Performance Data		Ongoing – Policy Advice on request
DE	Special Educational Needs		Ongoing – Policy Advice on request
DE	Special Educational Needs Placements		Ongoing – Policy Advice on request
DE	Special Educational Needs Review		Ongoing – Policy Advice on request
DE	Special Schools - Transitions		Ongoing – Policy Advice on request
DE	EOTAS Policy Advice - Placements		Ongoing – Policy Advice on request
DE	Schools Accommodation		Ongoing – Policy Advice on request
DE	Schools Building Handbook		Ongoing – Policy Advice on request
DE	Schools Leadership		Ongoing – Policy Advice on request
DE	Use of ICT in Schools		Ongoing – Policy Advice on request
DfE	Youth Policy Advice		Ongoing – Policy Advice on request
DfE	Inclusion – LAC		Ongoing – Policy Advice on request
DfE	Inclusion – TBUC		Ongoing – Policy Advice on request
DE	Teacher Education		Ongoing – Policy Advice on request
DfE	Essential Skills		Ongoing – Policy Advice on request
DfE	Schedule of Accommodation		Ongoing – Policy Advice on request
DfE	ESF Planning, Coordination, Policy, Liaison & Support		Ongoing – Policy Advice on request

DfE	Youth Training & ApprenticeshipsNI Programmes		Ongoing – Policy Advice on request
DAERA	DAERA Policy Advice		Ongoing – Policy Advice on request
Home Office	Home Office Work		Ongoing – Policy Advice on request

SECTION 3

EXTERNAL EVALUATION OF THE WORK OF ETI

3.1 BACKGROUND

In order for continuous improvement and increased transparency, a post-inspection evaluation is conducted by the Northern Ireland Statistics and Research Team (NISRA) to evaluate the performance of the ETI and Inspection Services Team (IST) during the inspection process. All teaching staff in a school/organisation had the opportunity to respond to the survey. The outcomes of this evaluation are analysed and monitored to inform directly the ETI's corporate planning process.

NISRA surveyed the schools/organisations inspected between April 2018 and March 2019. These schools/organisations included pre-school centres, nursery schools, primary schools, special schools, post-primary schools, EOTAS centres, work-based learning providers, further education colleges and youth organisations. They were invited to complete online questionnaires; seeking feedback on the pre-inspection period, aspects of the inspection process, reporting (oral and written), Inspection Services Team, publications and resources, and overall satisfaction with the inspection process.

The main survey questionnaire was revised slightly with effect from 1 April 2019 to reflect the new models of inspection (Sustaining Improvement Inspection (SII), Monitoring Inspection (MIn) and Baseline Monitoring Inspection (BMIn)) and to improve feedback on the notification period. Almost all of the respondents completed the pre 1 April 2019 version of the questionnaire but a small number completed the new version for their inspection in the 2018-19 business year. For analysis purposes the impact of this is minimal.

A total of 122 valid online questionnaires were returned by 70 schools/organisations. For the survey about the written inspection report, 32 valid questionnaires were returned from 27 schools/organisations. It is worth noting that not every respondent answered every question.

3.2 POST-INSPECTION SURVEY ANALYSIS

Figure 1: main survey was completed by

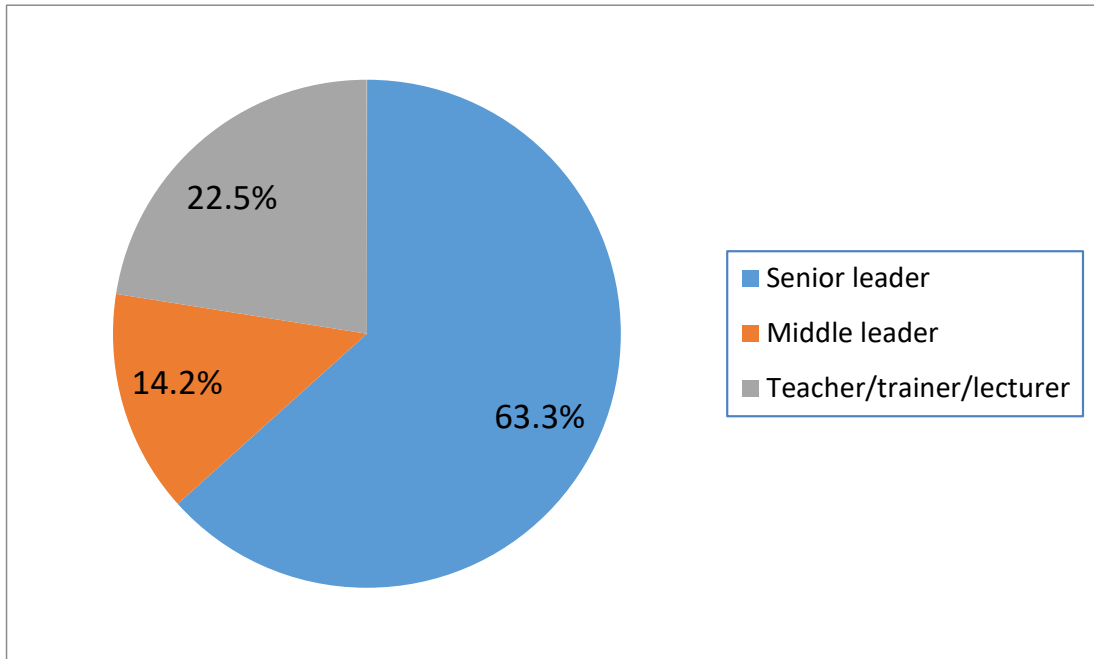
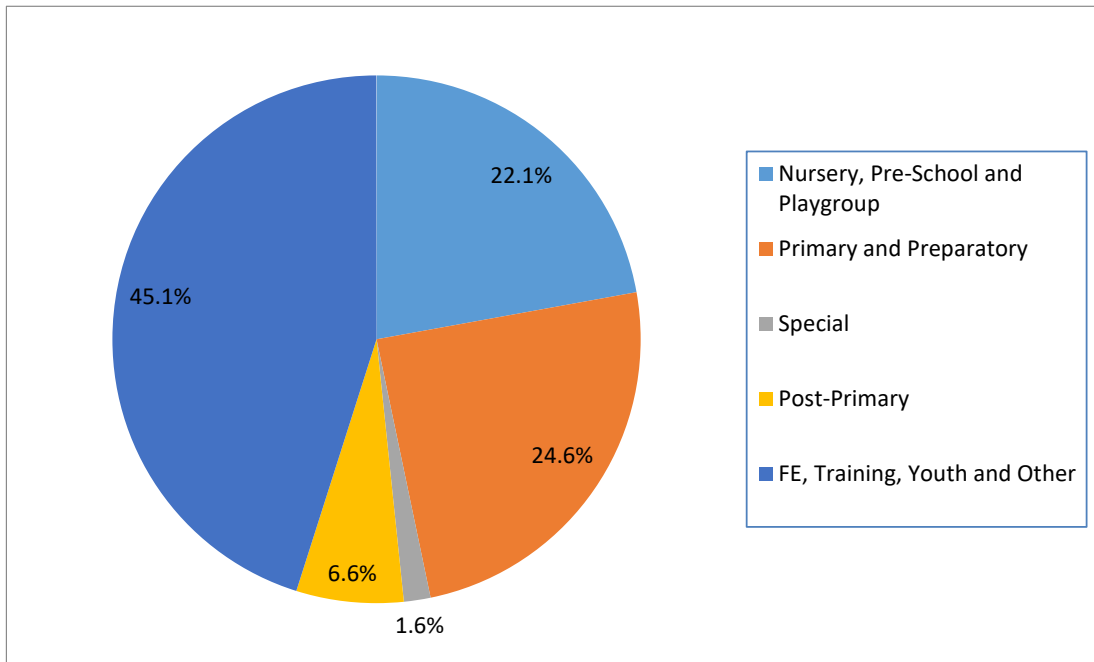
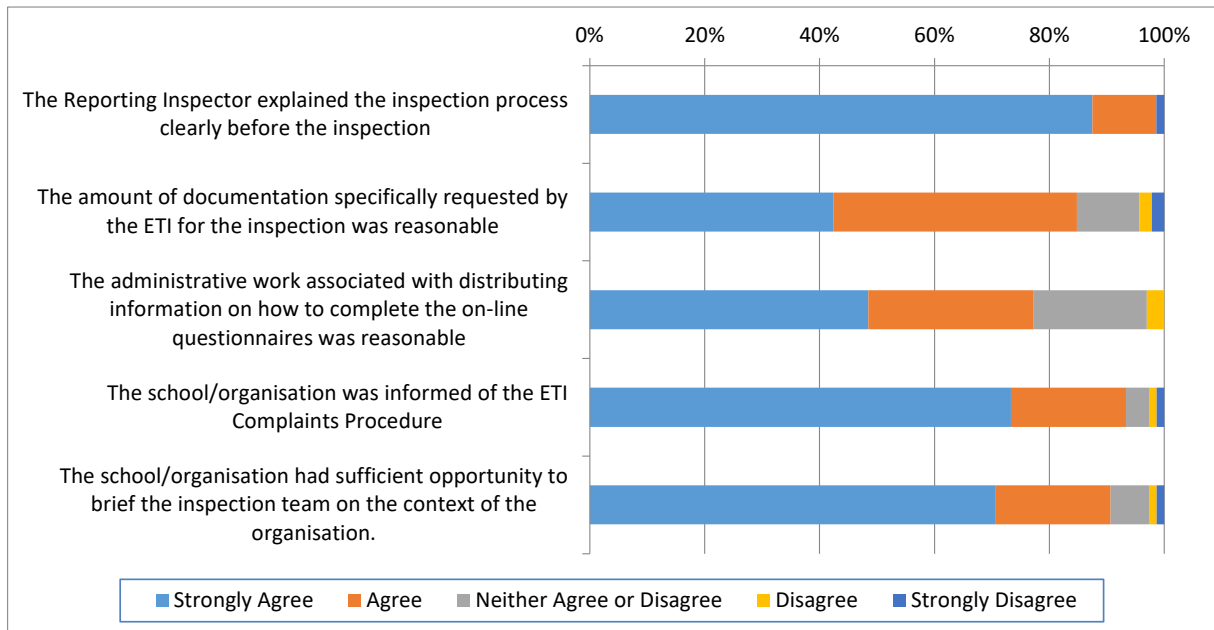


Figure 2: survey returns by type of organisation – main survey



3.3 PRE-INSPECTION

Figure 3: feedback on pre-inspection



3.4 DURING THE INSPECTION

Figure 4: feedback about during the inspection (Inspection Team)

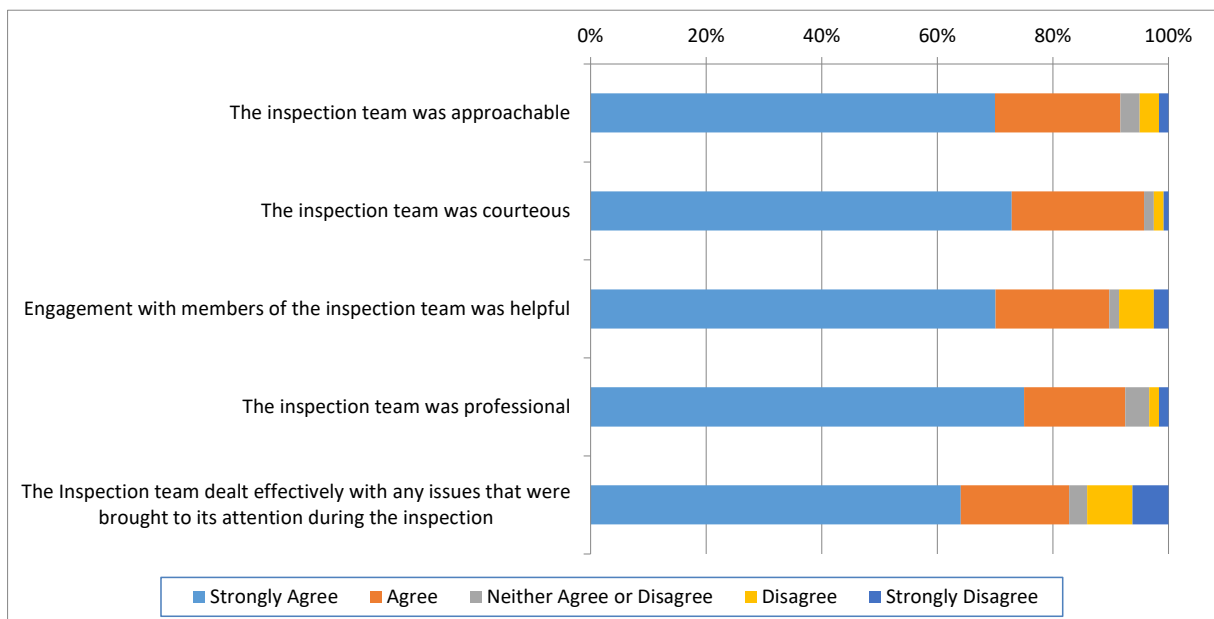


Figure 5a: feedback about during the inspection (School/organisation, RI and AA)

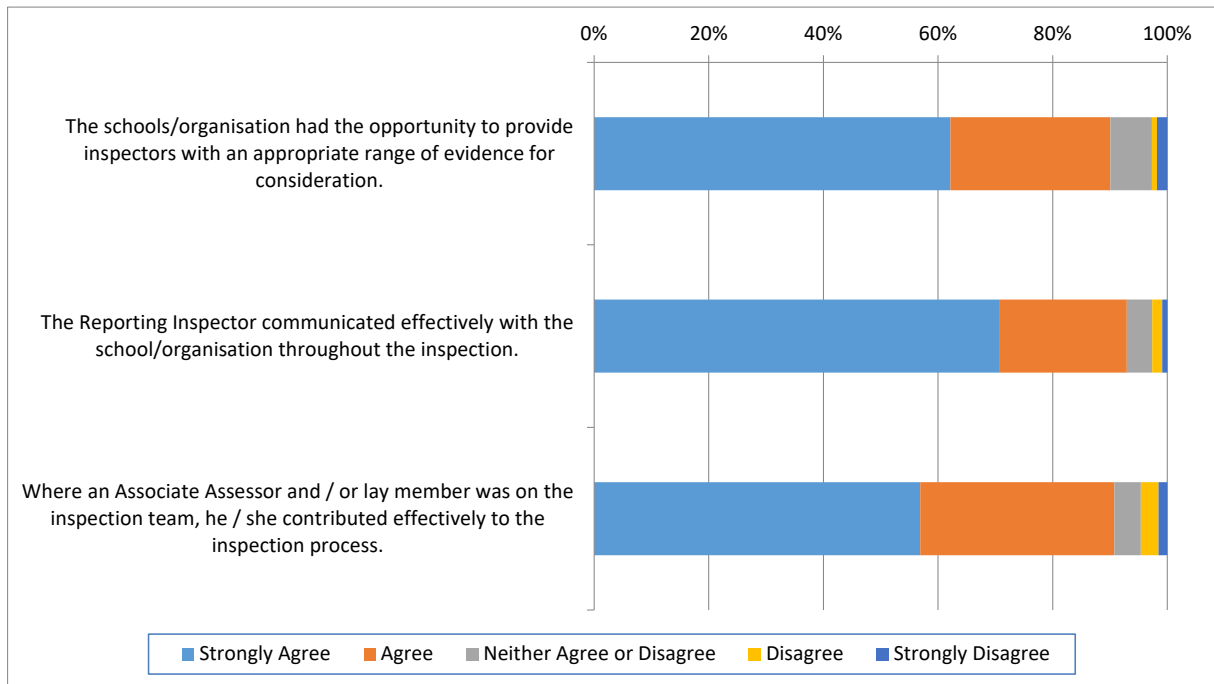


Figure 5b: Feedback about during the inspection (role of representative)

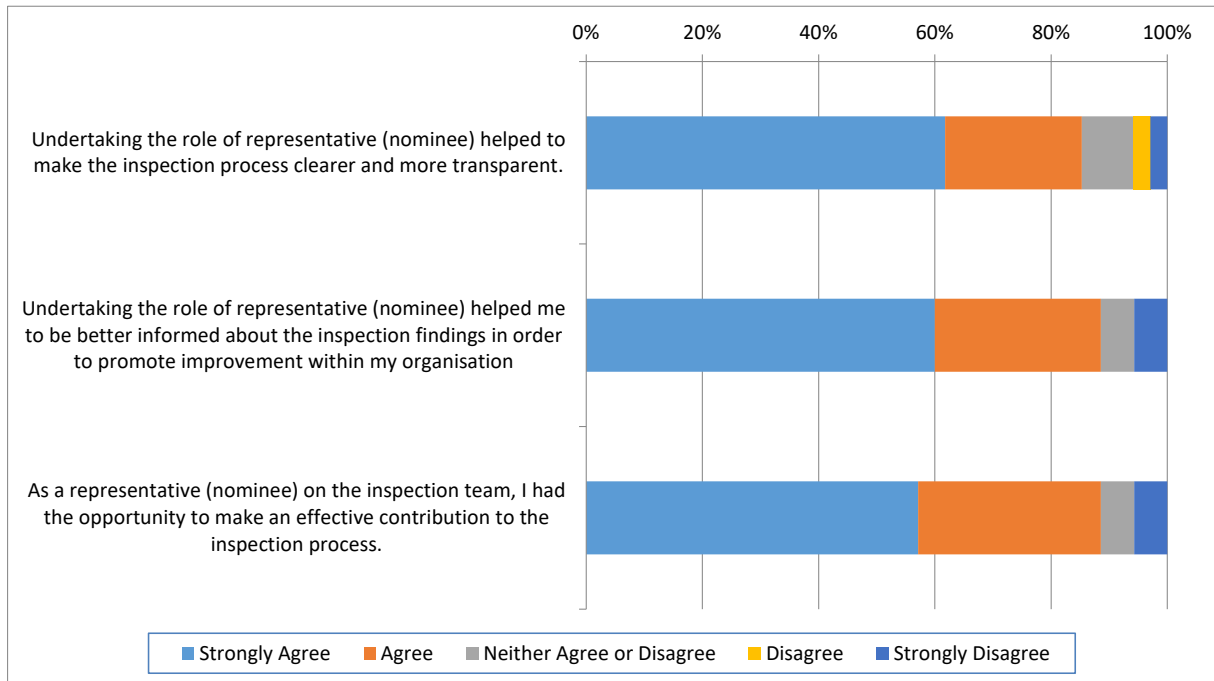


Figure 6: feedback on the quality of spoken reports given by the ETI during the inspection

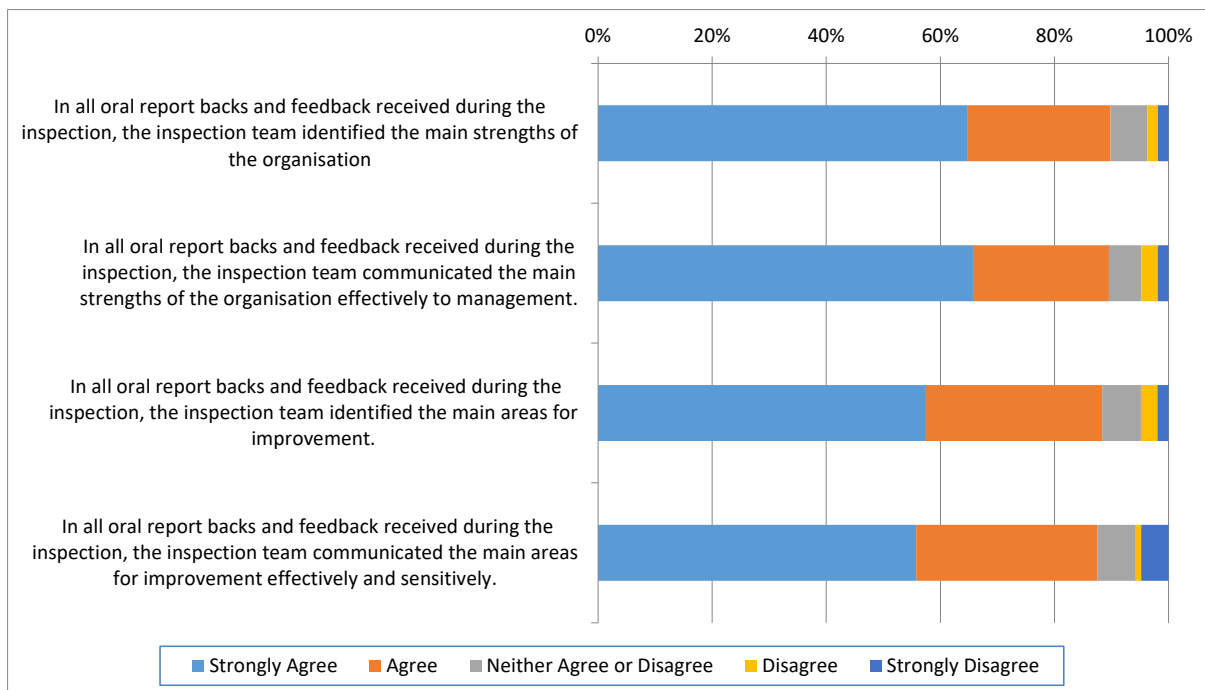
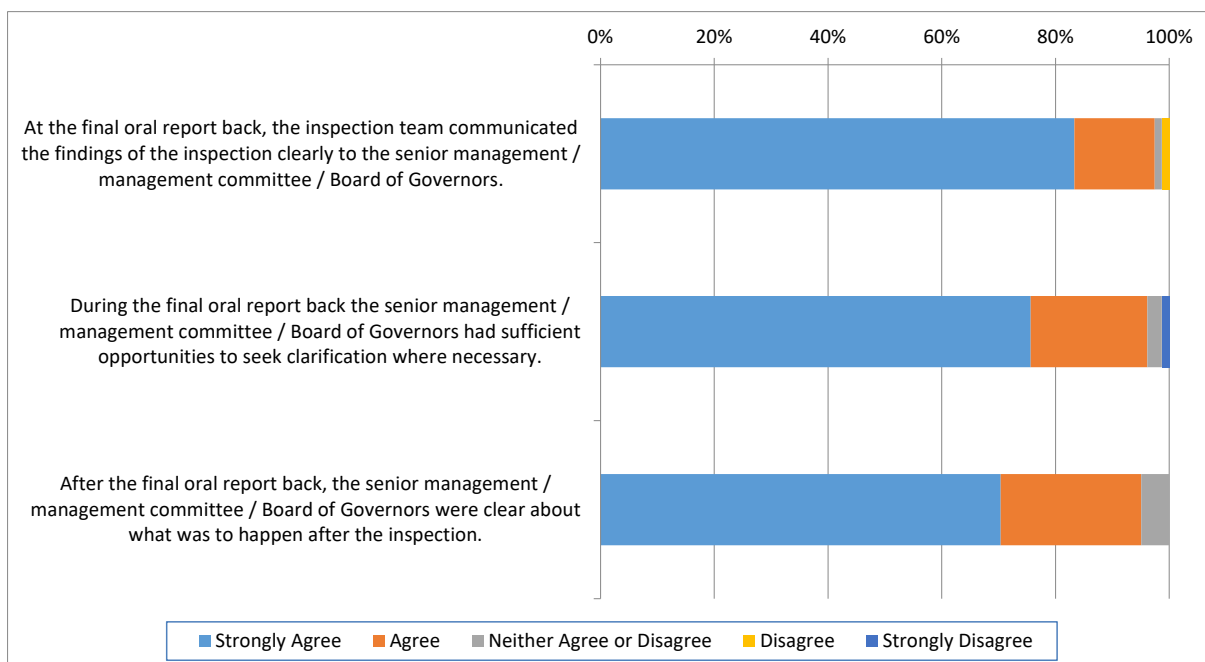


Figure 7: feedback on the final report back

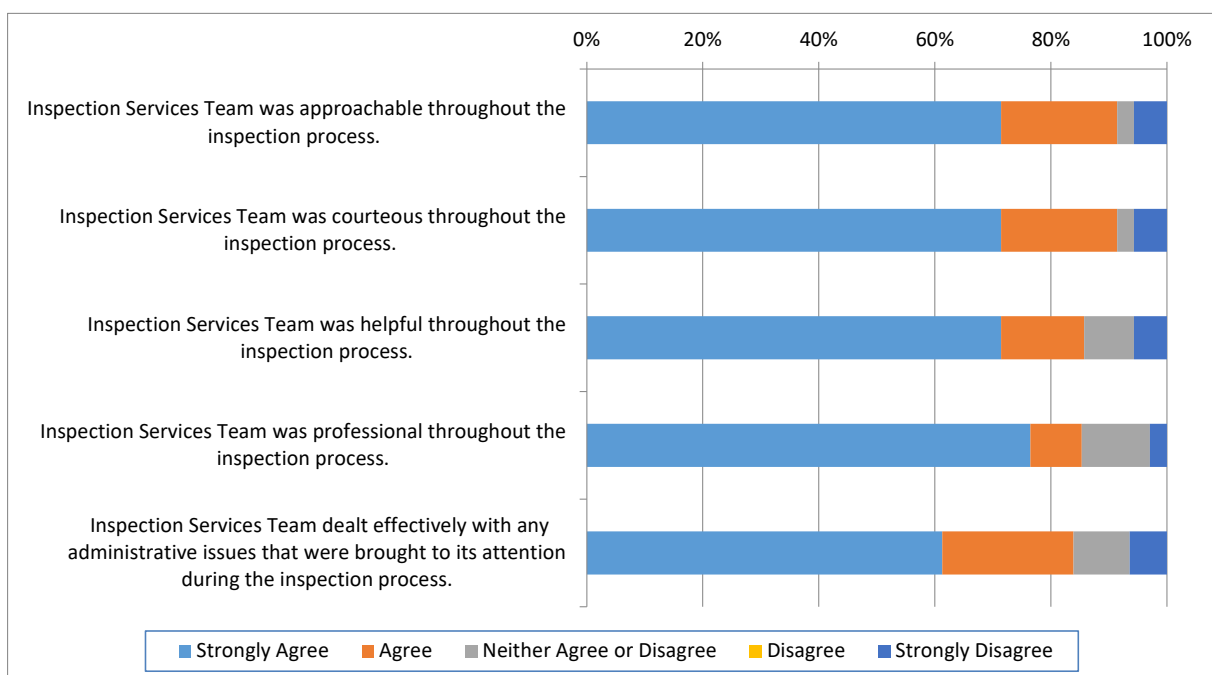


3.5 AFTER THE INSPECTION

No chart has been produced for the questions on the written report because the number of responses was too low (32); however, almost all of the feedback was positive. Almost all of the respondents found the written report clear, concise and indicated that it reflected accurately the main messages communicated at the final oral report back.

3.6 INSPECTION SERVICES TEAM

Figure 8: feedback on the Inspection Services Team

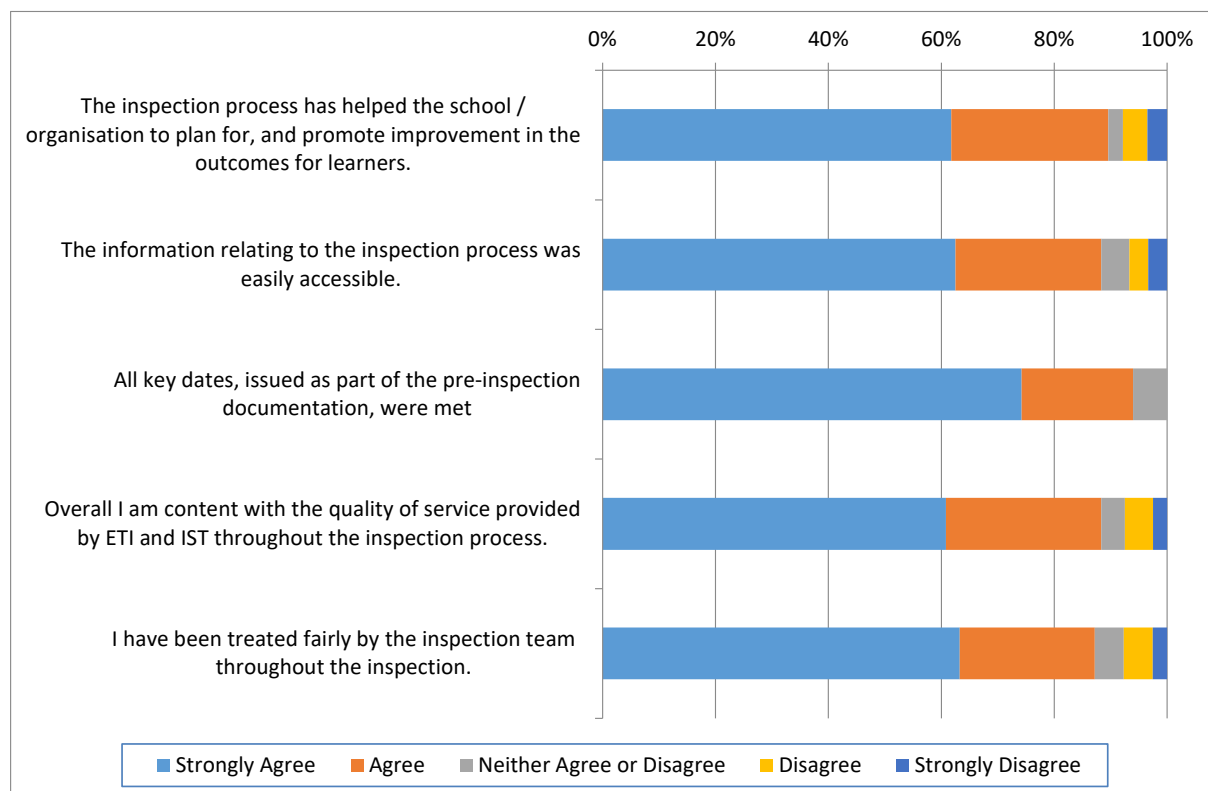


3.7 OVERALL SATISFACTION

The ETI sets a challenging target for levels of customer satisfaction of 85%.

Overall, 88% of respondents strongly agreed or agreed with the statement that ‘I am content with the quality of service provided by the ETI and IST throughout the inspection process’, with 4% recording a “neither” response.

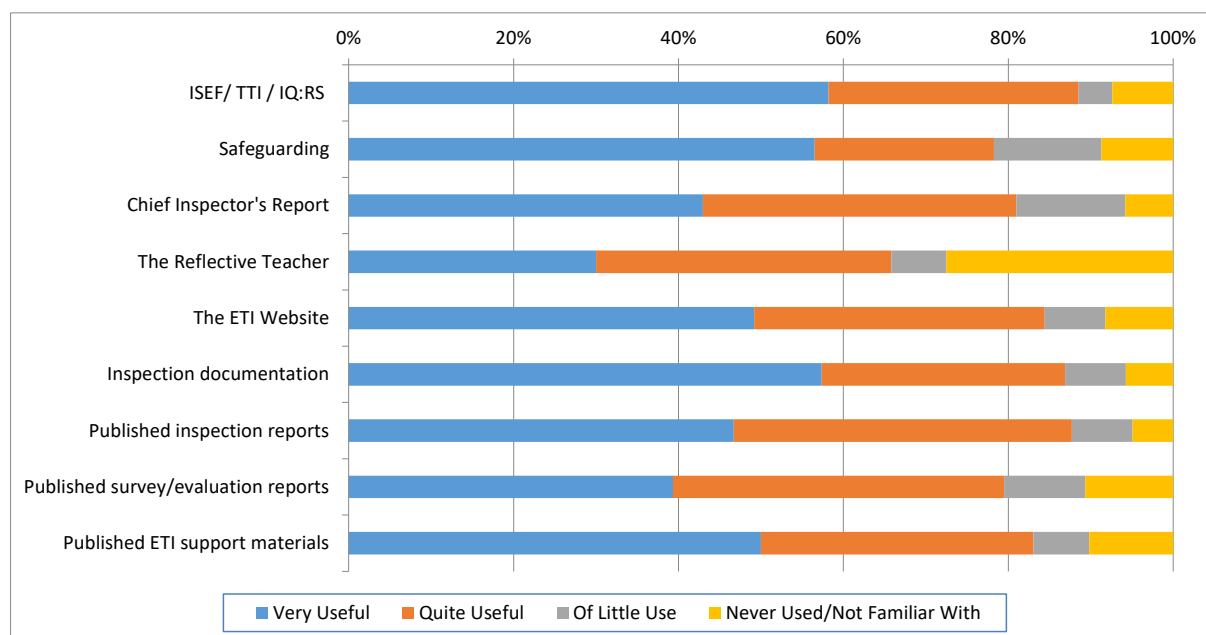
Figure 9: feedback on overall levels of satisfaction



In addition, the respondents were asked if they felt they had been treated fairly by the inspection team. The ETI aims to ensure that customers feel that they are treated fairly and sets the challenging target for positive customer feedback of 85%. Almost all of the responses (87%) agreed or strongly agreed with this statement with 5% recording a “neither” response. The small number of respondents who did not feel that they were treated fairly was invited through the additional comments section to tell ETI why they felt this way.

3.8 PUBLICATIONS PRODUCED BY ETI

Figure 10: feedback on the usefulness of the publications produced by the ETI



SECTION 4

CORPORATE PERFORMANCE

4.1 INTRODUCTION

As part of the ETI's commitment to meeting the needs of its customers and stakeholders, regular monitoring is conducted on the extent to which its published service standards are met. These service standards are divided into the following areas: communication, consultation, complaints, and service and performance levels.

The standards reflect the operational and organisational business and customer requirements, such as the overall quality of our customer service. In March 2019, the ETI continued to secure the Customer Service Excellence accreditation with full compliances in all of the 57 standards, including an additional 6 standards rated as compliance plus making a total of 21 in all. In addition, 25 written compliments relating to the work of ETI and IST were received.

Much of the initial contact between the ETI and its customers is made by IST. The staff members in IST deal with enquiries on behalf of the ETI and, as such, they are key, front-line staff. The extent to which published performance targets have been met is outlined below.

4.2 PERFORMANCE AGAINST KEY TARGETS

TARGET	ACHIEVED		OUTCOME/ COMMENT
		Fully	
		Partially	
		Not	
IST will answer all telephone calls to the branch within five rings.			All of the incoming calls to IST were answered within five rings.
ETI/IST will acknowledge all written communication received initially by IST (by postal communication or e-mail eti@education-ni.gov.uk) within three working days.			All written communication received was responded to within three working days.
ETI/IST will provide a written reply to an enquiry/communication within 15 working days.			215 written enquiries during 2018-19 were responded to, 99% within 15 working days.
ETI/IST will make an initial response to a complaint within 20 working days of it being received in written form.			All postal and e-mail communication was acknowledged within the designated time frame of 20 working days.
ETI/IST will make a substantive response to a complaint according to the timescales specified within the published Complaints Procedure.			During 2018/19, the ETI received two written formal complaints relating to the inspection process. Both of the complaints were investigated in accordance with the procedures outlined in the ETI's Complaints Procedure.
ETI/IST will make a substantive response to formal requests for information under the Freedom of Information (FoI) Act 2000 procedures within agreed timescales.			39 formal requests for information under the FoI Act 2000 procedures (including four from DE requesting a part-input from ETI) were responded to within the required time scale.

4.3 ACTIONS TO SUPPORT THE ENVIRONMENT

Most AA and ETI staff development conference evaluations are now carried out online rather than using paper surveys. Since March 2014, all school and pre-schools have received notification of inspection by telephone call and email rather than paper copies issuing by post.

4.4 FINANCE

The cost of ETI was £5m, representing 0.26% of DE's Resource DEL budget.

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