

# Annual Business Report

BUSINESS YEAR 2014-15

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ETI: Promoting Improvement in the Interest of all Learners



Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure





## SECTION 1

### Foreword

This annual business report outlines the performance against the Education and Training Inspectorate's (ETI) annual business targets and customer service standards over the business year 2014-15. Other work undertaken by the ETI, including corporate development work, is identified within and monitored through the ETI's three-year corporate plan and associated operational plan.

The ETI provides inspection services and policy advice mainly to three government departments: the Department of Education (DE); the Department for Employment and Learning (DEL) and the Department for Culture, Arts and Leisure (DCAL). In recent years the ETI has also been commissioned to undertake work for the Department of Agriculture and Rural Development (DARD), the Criminal Justice Inspection (CJI) and the Home Office.

The annual business report outlines the ETI's outcomes against inspection targets and the evaluations and other activities undertaken in the year to enable us to fulfil 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 2013-16:

<http://www.etini.gov.uk/education-and-training-inspectorate-three-year-corporate-plan-2013-2016.pdf>


During 2014-15, 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).



On 6 November 2014, I launched the biennial Chief Inspector's report, 2012-14. The report concluded that the education and training system in Northern Ireland serves a majority of learners well and we saw much good practice for which leaders, teachers and tutors in our schools and providers should be rightly proud. However, we also saw provision that was not good enough and needs to improve. Challenges remain. The report can be viewed at [www.etini.gov.uk](http://www.etini.gov.uk).

During 2014-15, we continued to build on established good practice in order to effect improvement in education within Northern Ireland. Like all public bodies, we are working on a reduced budget and need to focus our resources where they are most needed and make the biggest difference. To that end, we continued to develop our proportionate risk-based model of inspection. We also continued to review inspection models, feedback arrangements, the report structure and are working towards enhancing and developing further the role of an organisation's representative during an inspection<sup>1</sup>.

In this period, the ETI continued to provide significant training for the increased number of associate assessors (AAs) who work alongside inspection teams and who are all experienced leaders within their own organisations. We remain learner focused and continue to make our 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'.



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<sup>1</sup> A full report on progress on corporate development work will be produced following the evaluation and review of the three-year corporate plan in 2016.

## SECTION 2

### WHAT HAVE WE ACHIEVED?

#### 2.1 INSPECTION LEADING TO IMPROVEMENT

The ETI reports its findings using the following descriptors, relating to levels of performance: outstanding, very good, good, satisfactory, inadequate, and unsatisfactory.

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 2014 to March 2015 show that improvements have been made in 80% of the organisations inspected.

For further information and a detailed breakdown of improvement by phase, please refer to 'Inspection Leading to Improvement Business Year 2014-15'.

#### 2.2 INSPECTION OUTCOMES

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 targets for the business year 2014-15.

Set out below are the ETI outcomes for the year 2014-15 shown against our business targets.

**HEADLINES:**

TARGET	Achieved	OUTCOME
	Partially	
	Not	
<p>The ETI set out to inspect 250 organisations across education and training (pre-school, primary, post-primary, special, youth, training and further education (FE)) and carry out the necessary follow-up inspections in line with the procedures published in 'What Happens After an Inspection?'</p>		<p>223 organisation inspections were completed. In addition, 28 nursery units were inspected as part of the primary school inspection programme.</p> <p>Also:</p> <ul style="list-style-type: none"> <li>• 13 pre-school centres and two nursery units had a baseline inspection visit;</li> <li>• 21 primary schools were inspected as part of the pilot for the sustaining improvement model of inspection;</li> <li>• nine post-primary schools were inspected as part of the pilot for the sustaining improvement model of inspection;</li> <li>• one further education continuation inspection took place, as the final part of an inspection that began in the previous business year; and</li> <li>• two thematic inspections were completed across the six further education colleges.</li> </ul> <p>72 follow-up inspections were also carried out in organisations where, at the time of the original inspection, the overall effectiveness was evaluated as satisfactory, inadequate or unsatisfactory.</p>

TARGET	Achieved	OUTCOME
	Partially	
	Not	
		<p>In addition, there were:</p> <ul style="list-style-type: none"> <li>• five follow-up inspections of nursery units that were originally inspected as part of the primary school inspection;</li> <li>• two follow-up inspections of further education professional and technical areas;</li> <li>• one follow-up inspection of a work-based learning professional and technical area; and</li> <li>• 104 interim follow-up visits to organisations (and an additional three nursery unit visits).</li> </ul>

**BREAKDOWN BY PHASE:**

TARGET	Achieved	OUTCOME
	Partially	
	Not	
To inspect 75 pre-school centres.		<p>71 pre-school centres were inspected and 28 nursery units were inspected as part of a primary school inspection.</p> <p>In addition, 13 pre-school centres and two nursery units had a baseline inspection visit.</p>
To inspect 105 primary schools.		<p>90 primary schools were inspected.</p> <p>In addition, 21 primary schools were inspected as part of the pilot for the sustaining improvement model of inspection.</p>

TARGET	Achieved	OUTCOME
	Partially	
	Not	
To inspect 25 post-primary schools.	Achieved	26 post-primary schools were inspected.  In addition, nine post-primary schools were inspected as part of the pilot for the sustaining improvement model of inspection.
To inspect five special schools.	Achieved	Six special schools were inspected.
To inspect seven alternative education provision (AEP) organisations.	Partially	Four AEP organisations were inspected.
To inspect ten youth centres.	Achieved	12 youth centres were inspected.
To inspect two youth headquarter organisations.	Achieved	Two youth headquarter organisations were inspected.
To inspect one outdoor education centre (OEC).	Partially	For operational reasons, the OEC inspection will be completed during the business year 2015-16.
To inspect one independent school.	Achieved	One independent school was inspected.
To inspect ten work-based learning organisations.	Achieved	11 work-based learning organisations were inspected (one as a two-part inspection).  One continuation inspection also took place, as the final part of an inspection that began in the previous business year.
To complete two thematic inspections across the six further education colleges.	Achieved	Two thematic inspections across the six further education colleges were completed.



### 2.3 OTHER INSPECTION ACTIVITY

The ETI undertakes work for other agencies in addition to the three main commissioning departments. The following work was undertaken:

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
The Criminal Justice Inspection(CJI)	Inspection of the education and training provision in one prison.	Fully		Completed.
The Criminal Justice Inspection (CJI)	Inspection of the education and training provision one juvenile justice centre.	Fully		Completed.
Department of Agriculture and Rural Development (DARD)	Inspection of one CAFRE organisation.	Fully		Completed.
The Home Office	Inspection of one Home Office organisation.	Partially		Not completed in the business year <sup>2</sup> .
Regulation and Quality Improvement Authority (RQIA).	Inspection of two residential units with the RQIA.	Fully		Completed.

<sup>2</sup> This inspection activity is dependent upon the organisation requesting it.

## 2.4 EVALUATIONS/SURVEYS 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 more specific area such as an Education and Library Board (ELB) or a geographical area. The following evaluations were undertaken.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Partially	Not	
		Not		
DE	Evaluation of child sexual exploitation.			Completed.
DE	Evaluation of the nurture group pilot in early years settings (Phase 2).			Completed.
DE	Interim evaluation of the Delivering Social Change Improving Literacy and Numeracy (DSCILN) programme.			Completed.
DE	Evaluation of the Certificate of Competence in Educational Testing (CCET) pilot (continuation).			Completed.
DE	Evaluation of the SEN continuing professional development literacy project in Stranmillis and St Mary's University Colleges (Phase 2).			Completed.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Evaluation of the implementation of the CRED policy.			Completed.
DE	Evaluation of Shared Education			Completed.
DEL	Evaluation of the European Social Fund project (Phase 2).			Completed.
DEL	Longitudinal evaluation of the DEL Youth Employment Scheme (Phase 2).			Completed.
DCAL	Evaluation of the Entrepreneurship, Science, Technology, Engineering, Arts and Maths (ESTEAM) agenda and its strategic link to the DCAL Learning Strategy (continuation).			Completed.
DARD	Evaluation of industry training.			Completed.

## 2.5 PARTICULAR ASSIGNMENTS COMMISSIONED BY DEPARTMENTS

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	PIEM project focusing on 19 post-primary schools in which there is underachievement in English and/or mathematics (Phase 2).			Completed.
DE	Scoping exercise focusing on the 'Learning to Learn' programme.			Completed.
DE	Scoping exercise focusing on preventative curriculum in relationships and sexuality education (RSE).			Completed.
DE	Scoping exercise focusing on the North South teacher qualifications working group.			Completed.
DE	Scoping exercise focusing on PA3 (DCAL's Sports Matters target).			Completed.
DE	Scoping exercise focusing on youth work in schools			Completed.
DARD	Participation in one Teagasc inspection.			Completed.

COMMISSIONING DEPARTMENT	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DCAL	Scoping exercise focusing on architectural and the built environment policy education objectives.	Fully		Completed.
DCAL	Scoping exercise focusing on support for promoting equality and tackling poverty and social exclusion.	Not		Not completed in the business year. This work was revised and replaced with a different evaluation to be undertaken by ETI during the business year 2015-16.

## 2.6 OTHER PARTICULAR ASSIGNMENTS

COMMISSIONING BODY	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
ETI	Scoping exercise focusing on youth work training programmes for volunteers and part-time staff.	Fully		Completed.

## 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 DEPARTMENT	NATURE OF WORK ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Policy advice on the review of early years specialists.			Completed.
DE	Policy advice on additional funding for newcomer children through the common funding formula (CFF).			Completed.
DE	Policy advice on additional funding for traveller children through CFF.			Completed.
DE	Policy advice on road safety education.			Completed.
DE	Policy advice on the review of the City and Guilds 6131 qualification.			Completed.
DE	Policy advice on pastoral care and safeguarding.			Ongoing advice on request.
DE	Policy advice on assessment in the curriculum.			Ongoing advice on request.
DE	Policy advice on accommodation in educational settings.			Ongoing advice on request.

COMMISSIONING DEPARTMENT	NATURE OF WORK ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Policy advice on effective leadership within post-primary schools.			Ongoing advice on request.
DE	Policy advice on performance data.			Ongoing advice on request.
DE	Policy advice on the review of GCSE & A Level qualifications.			Ongoing advice on request.
DE	Policy advice on the Entitlement Framework.			Ongoing advice on request.
DE	Policy advice on the annual public examination results (SAER) in the post-primary sector.			Ongoing advice on request.
DE	Policy advice on the regional support for school improvement.			Ongoing advice on request.
DE	Policy advice on the European Agency.			Ongoing advice on request.
DE	Policy advice on the review of special school provision.			Ongoing advice on request.
DE	Policy advice on challenging behaviour (steering group).			Ongoing advice on request.
DE	Policy advice on the Regional Strategy Group.			Ongoing advice on request.

COMMISSIONING DEPARTMENT	NATURE OF WORK ADVICE	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Policy advice on transitions (special education/inclusion).			Ongoing advice on request.
DE	Policy advice on AEP placements.			Ongoing advice on request.
DE	Policy advice on looked after children including case study material (joint working with the Regulation and Quality Improvement Authority).			Ongoing advice on request.
DE	Policy advice on Together: Building a United Community.			Ongoing advice on request.
DEL	Policy advice on the schedule of accommodation for FE and training organisations.			Ongoing 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 Branch (ISB) 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 2014 and March 2015. These schools/organisations included pre-school centres, nursery schools, primary schools, special schools, post-primary schools, AEP centres, training 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 Branch, publications and resources, and overall satisfaction with the inspection process.

A total of 364 valid online questionnaires were returned by 104 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

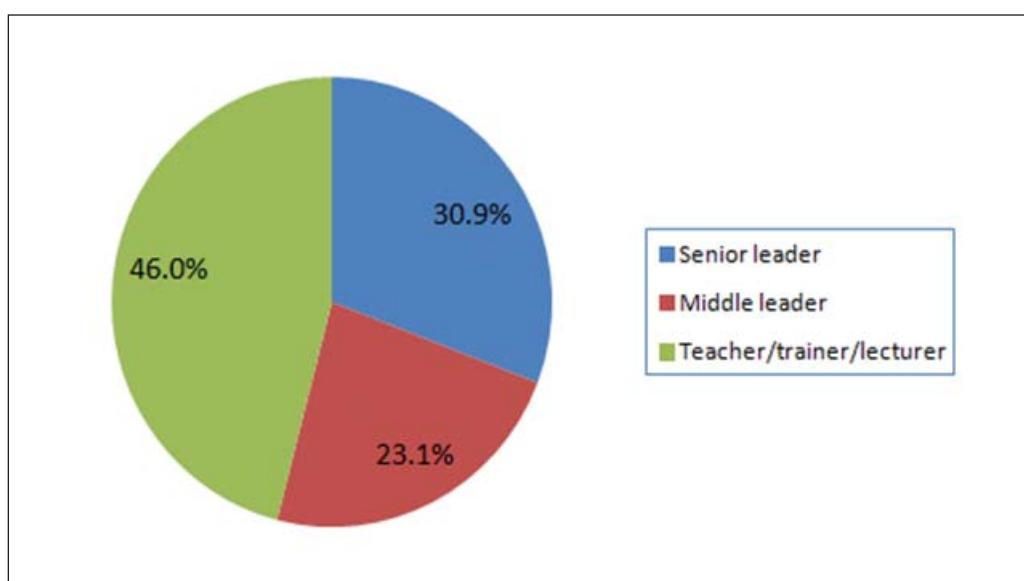
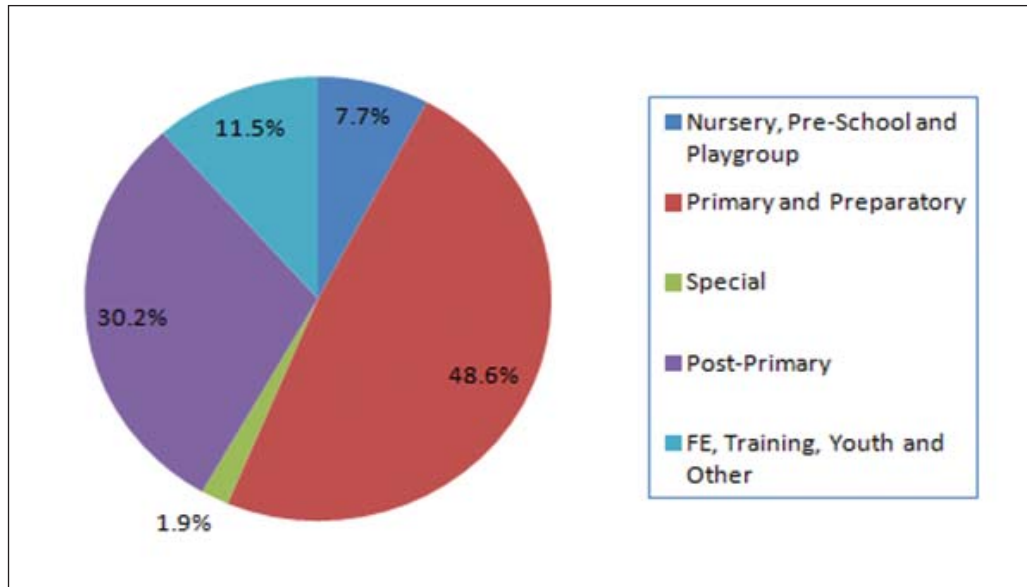


Figure 2: survey returns by type of organisation – main survey



### 3.3 PRE-INSPECTION

Figure 3: feedback on pre-inspection

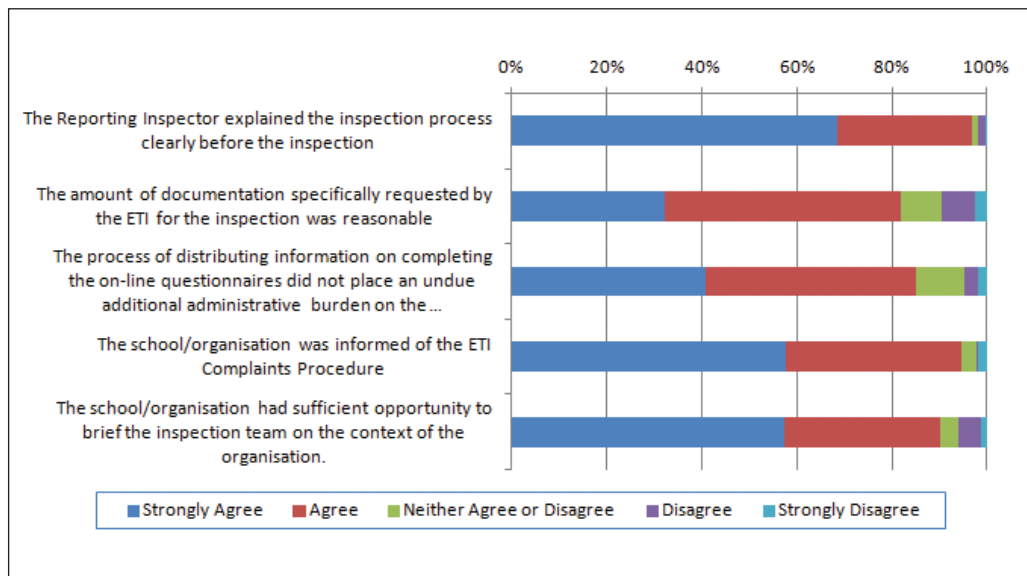


Figure 3 shows the percentage of respondents who answered either strongly agree or agree for the first five questions in Section A of the questionnaire and the rest who either answered disagree/strongly disagree/neither agree or disagree.

### 3.4 DURING THE INSPECTION

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

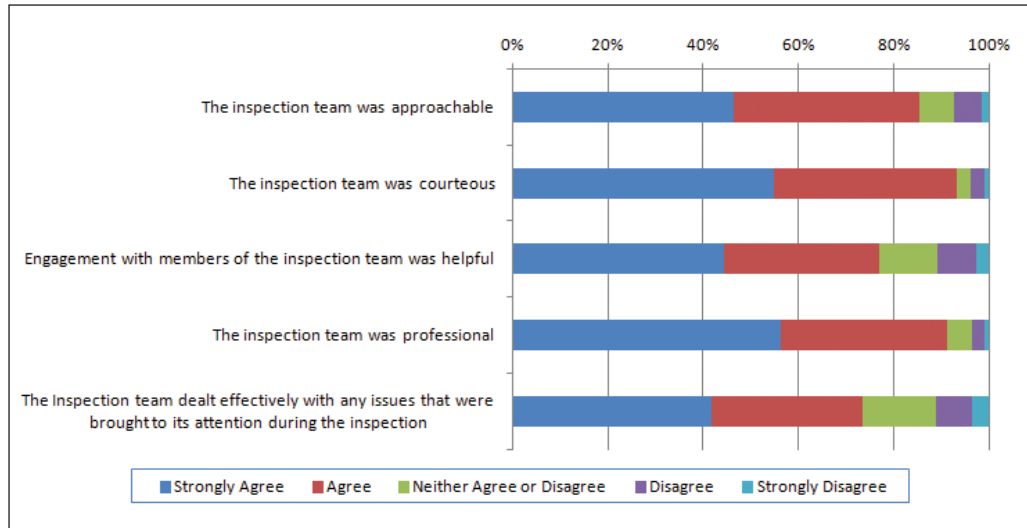


Figure 4 shows the percentage of respondents who answered either strongly agree or agree for questions 1–5 in Section B of the questionnaire and the rest who either answered disagree/strongly disagree/neither agree or disagree.

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

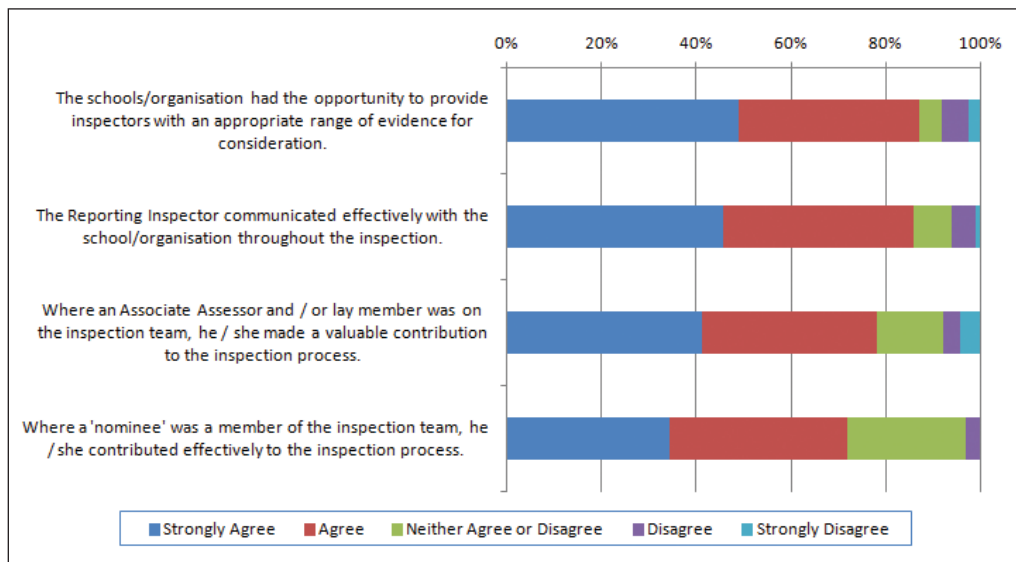


Figure 5 shows the percentage of respondents who answered either strongly agree or agree to questions 6–9 in Section B and the rest who either answered disagree/strongly disagree/neither agree nor disagree.

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

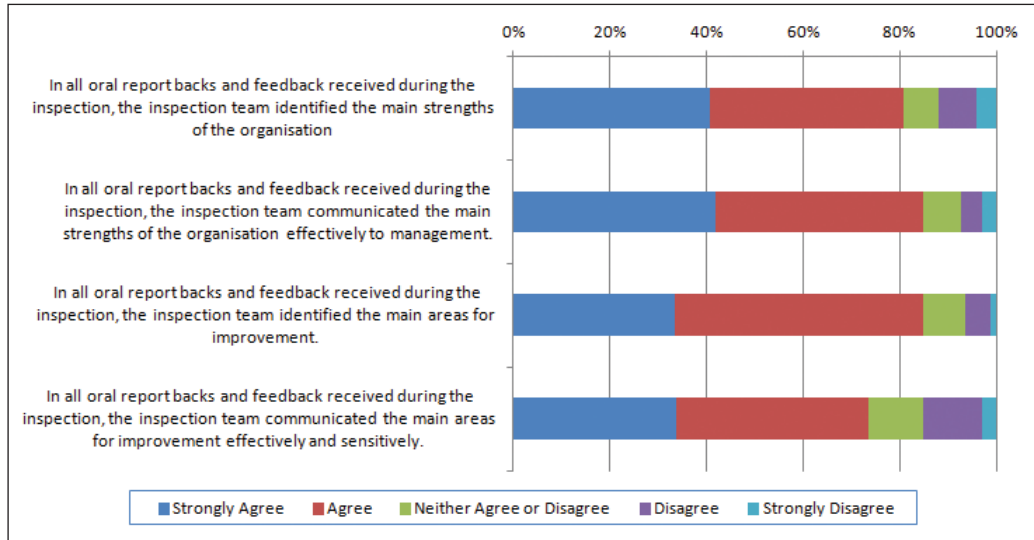


Figure 6 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section C and the rest who either answered disagree/strongly disagree/neither agree nor disagree.

Figure 7: feedback on the final report back

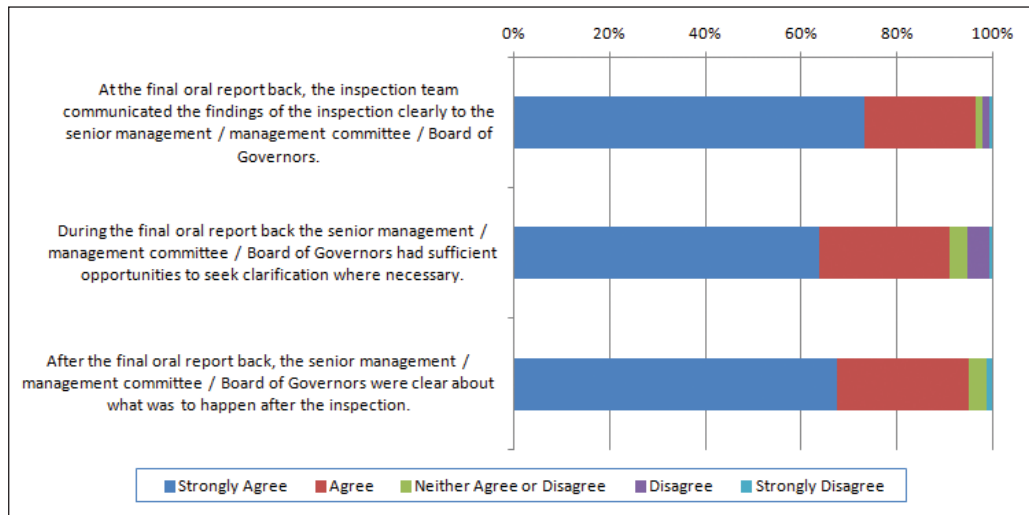


Figure 7 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section D and the rest who either answered disagree/strongly disagree/neither agree nor disagree.

### 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.

### 3.6 INSPECTION SERVICES BRANCH

Figure 8: feedback on Inspection Services Branch

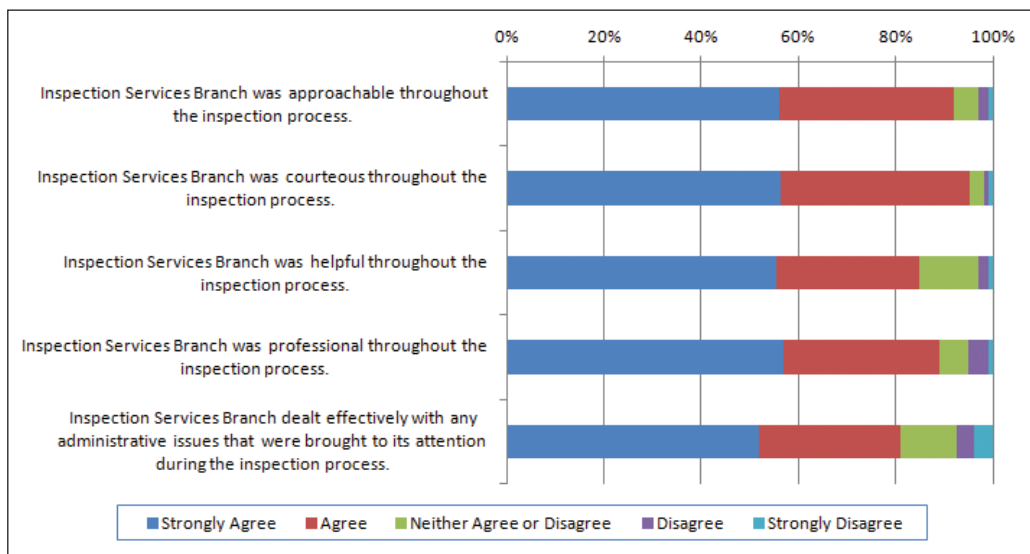


Figure 8 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section E regarding ISB and the rest who either answered disagree/strongly disagree/neither agree nor disagree.

### 3.7 OVERALL SATISFACTION

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

Overall 81% of respondents strongly agreed or agreed with the statement that ‘I am content with the quality of service provided by the ETI and ISB throughout the inspection process’, with 8% recording a “neither” response.

Figure 9: feedback on overall levels of satisfaction

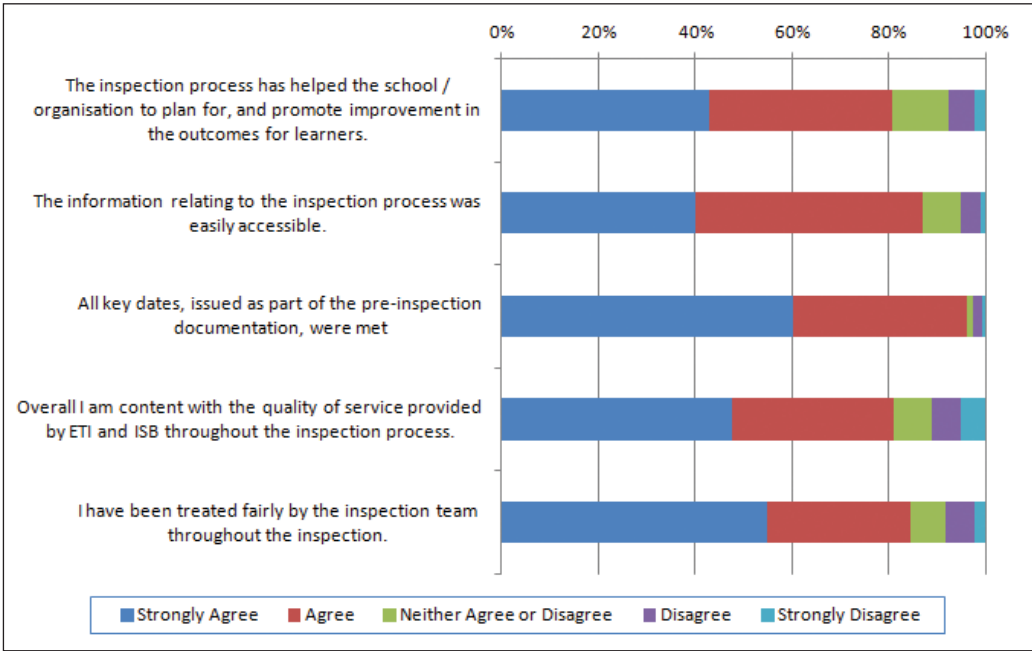


Figure 9 shows the percentage of respondents who answered either strongly agree or agree to the questions in Section F regarding overall satisfaction and the rest who either answered disagree/strongly disagree/neither agree nor disagree.

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%. Most of the responses (85%) agreed or strongly agreed with this statement with 7% recording a “neither” response. The small number of respondents who did not feel that they were treated fairly was invited 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

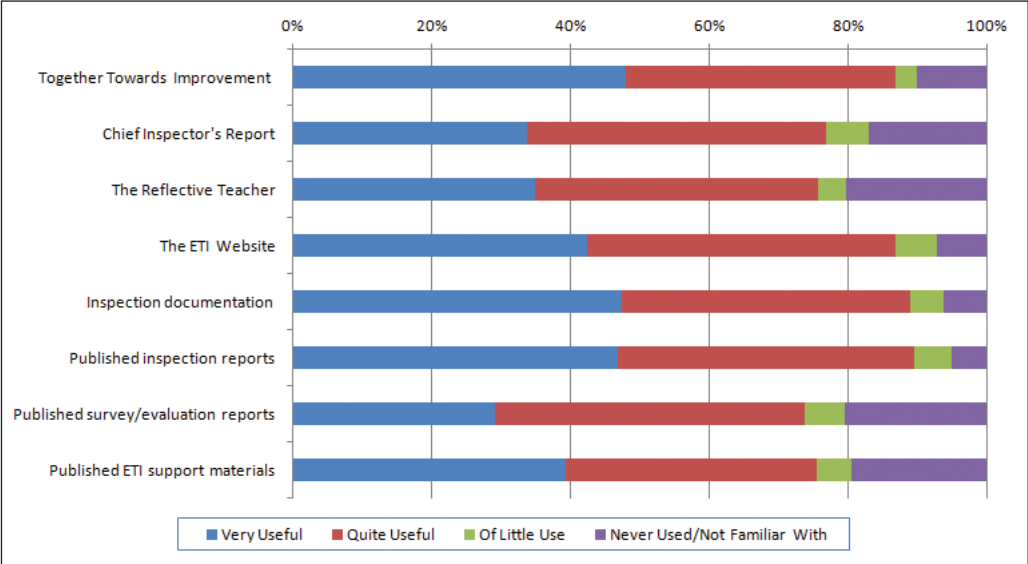


Figure 10 shows the answers the respondents submitted in Section G regarding how useful the publications produced by the ETI were.

## 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 January 2015, the ETI continued to secure the Customer Service Excellence accreditation with full compliances in all of the 57 standards, including seven rated as compliance plus. In addition, 95 written compliments relating to the work of ETI were received.

Much of the initial contact between the ETI and its customers is made by ISB. The staff members in ISB answer the telephones and deal with initial 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	
ISB will answer all telephone calls to the branch within five rings.	Fully		99% of the incoming calls to ISB were answered within five rings.
ETI/ISB will acknowledge all written communication received initially by ISB (by postal communication or email <a href="mailto:inspectionsservices@deni.gov.uk">inspectionsservices@deni.gov.uk</a> ) within three working days.	Fully		All written communication was responded to within three working days.



TARGET	ACHIEVED		OUTCOME/COMMENT
		Fully	
		Partially	
		Not	
ETI/ISB will provide a written reply to an enquiry/communication within 15 working days.			196 written enquiries during 2014-15 were responded to within 15 working days.
ETI/ISB will make an initial response to a complaint within 20 working days of it being received in written form.			All postal and email communication was acknowledged within the designated time frame of 20 working days.
ETI/ISB will make a substantive response to a complaint according to the timescales specified within the published Complaints Procedure.			During 2014-15, the ETI received two written formal complaints relating to the inspection process. These were all investigated in accordance with the procedures outlined in the ETI's Complaints Procedure.
ETI/ISB will make a substantive response to formal requests for information under the Freedom of Information (Fol) Act 2000 procedures within agreed timescales.			<p>16 formal requests for information under the Fol Act 2000 procedures (including one from DE requesting a part-input from ETI) were responded to within the required time scale.</p> <p>In addition, 16 subject access requests were received by ETI; of which, 13 were responded to under the terms of the Data Protection Act 1998 within the required timescale.</p>

### **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 the ETI for the financial year ending 31 March 2015 was £5,740k (representing 0.3% of DE's Education budget).



# **Annual Business Report**

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BUSINESS YEAR 2014-15

