

# Annual Business Report

BUSINESS YEAR 2017-18

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ETI: Promoting Improvement in the Interest of all Learners

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The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE





## 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 2017-18. 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 (CJI) Northern Ireland (NI) and the Home Office.



The annual business report outlines the ETI's outcomes against inspection targets, 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:

[www.etini.gov.uk/publications/education-and-training-inspectorate-three-year-corporate-plan-2016-2019](http://www.etini.gov.uk/publications/education-and-training-inspectorate-three-year-corporate-plan-2016-2019).

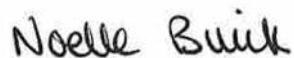
During 2017-18, the ETI has delivered a wide range of inspection services and, importantly, has continued to have a positive impact on the experience of learners and the standards they achieve. The inspection and follow-up work that the ETI undertakes demonstrate clearly that inspection leads to improvement. (Section 2.1 of this report).

The Inspection and Self-Evaluation Framework (ISEF), effective from January 2017, is common to all phases inspected by the ETI. Each phase is supported by characteristics of effective practice and self-evaluation questions that are phase specific: [www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef](http://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef).

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 and managers within their own organisations.

During 2017-18, 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, 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 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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**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 2017 to March 2018 show that improvements have been made in 45 out of 50 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 targets for the business year 2017-18.

The following table summarises the ETI performance against the inspection activity agreed in the DE Annual Business plan 2017-18 and in the Service Level Agreements with other commissioning Departments.

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
The Department of Education (DE), Annual Business Plan	The whole-school inspections of at least <b>190</b> school and pre-school settings, and <b>at least eight</b> youth settings, nursery units as part of primary school inspections, 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 <b>200</b> inspections completed in school, EOTAS and pre-school settings, <b>7</b> in youth organisations and <b>14</b> in nursery units as part of primary inspections.  All necessary SIIs, BMIns, MIns and FUIs were completed.
Department of the Economy (DfE), Service Level Agreement (SLA)	To inspect <b>12</b> 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 <b>36</b> Inspections in WBL providers/ FE colleges/ESF project providers.  All required FUI, scrutiny and baseline inspections 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.		<b>1</b> inspection was completed.
The Home Office, required inspection activity.	1 Educational Oversight Inspection and 2 Tier 4 Annual Monitoring Reviews		<b>3</b> Annual Monitoring Review inspections completed.

## 2.3 INSPECTION OUTCOMES AGAINST THE ETI ANNUAL BUSINESS TARGETS

Set out below is a breakdown of inspection activity completed within the 2017-18 business year showing achievement against the ETI internal business targets.

Number of inspections, per phase, identified in the 2017-18 business targets	ACHIEVED		Actual number of inspections completed <sup>1</sup>
	Fully	Partially	
	Not		
70 Early years settings.			<b>77 Early years</b> setting inspections. In addition there were: <ul style="list-style-type: none"> <li>• <b>14 Nursery unit</b> inspections (as part of a primary school inspection);</li> <li>• 11 Follow-up inspections.</li> </ul>
92 Primary schools.			<b>90 Primary school</b> inspections. In addition there were: <ul style="list-style-type: none"> <li>• 29 Follow-up inspections;</li> <li>• 108 Sustaining improvement Inspections;</li> <li>• 15 Monitoring inspections;</li> <li>• 1 Baseline monitoring inspection.</li> </ul>
22 Post-primary schools.			<b>21 Post-primary school</b> inspections In addition there were: <ul style="list-style-type: none"> <li>• 13 Follow-up inspections</li> <li>• 21 Sustaining improvement Inspections</li> <li>• 4 Monitoring inspections</li> <li>• 2 Baseline monitoring inspections.</li> </ul>

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



To inspect <b>5 Special Schools</b> .		<p><b>7 Special school</b> inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> <li>• 3 Follow-up inspections</li> <li>• 2 Sustaining improvement Inspections</li> </ul>
To inspect <b>4 Education Other Than At School (EOTAS)</b> organisations.		<p><b>5 EOTAS</b> organisation inspections.</p> <p>In addition there were:</p> <ul style="list-style-type: none"> <li>• 5 Follow-up inspections</li> <li>• 2 Sustaining improvement Inspections</li> </ul>
To inspect <b>8 Youth organisations</b> .		<p><b>7 Youth</b> organisation inspections (4 Youth centres, 2 Youth Headquarter organisations and 1 Youth Area inspection).</p> <p>In addition there were:</p> <ul style="list-style-type: none"> <li>• 5 Follow-up inspections</li> </ul>
To inspect <b>12 Work-Based Learning</b> organisations and the required number of European Social Fund inspections.		<p><b>7 Work-Based Learning<sup>2</sup> (WBL)</b> provider inspections</p> <p><b>29 European Social Fund (ESF)</b> project provider inspections</p> <p>In addition there were:</p> <ul style="list-style-type: none"> <li>• 2 Follow-up inspections</li> <li>• 2 Baseline inspections of ESF project providers</li> <li>• Scrutiny inspections in the 6 FE colleges, and the required WBL organisations and ESF project providers.</li> </ul>

2 The ETI/DfE SLA covers the period April 17 – June 2018 and therefore the inspection commitments stated here were not all completed within the business year in this report.

## 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 Authority (EA) region or a geographical area. The following evaluations were undertaken.

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully	Partially	
		Not		
DE	Evaluation: Sure Start – Inspection Model	Fully		Complete
DE	Survey of Post-Primary PE Provision in NI	Fully		Complete (converted to policy advice to DE)
DE	Evaluation: Extended Schools – Effective Clustering	Partially		Continue in next Financial Year
DE	Assessment of Impact of Newcomer Pupil Premium	Partially		Continue in next Financial Year
DE	Evaluation of SEN provision in Mainstream Schools	Fully		Complete
DE	Evaluation of Teacher Professional Learning (continuation)	Fully		Complete.
DE	Evaluation of the DSC Shared Education Signature Project (continuation)	Fully		Complete.
DfE	Evaluation of the Training for Success programme 2017.	Fully		Complete

DAERA	Evaluation of the Business Development Groups (continuation)		Complete
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## 2.5 PARTICULAR ASSIGNMENTS COMMISSIONED BY DEPARTMENTS

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
			Fully	
			Partially	
			Not	
DE	Development of Childcare standards in liaison with DoH			Complete
DE	Review of High Value Qualifications in Schools			Complete
DE	Identification of criteria and processes to identify strategically important Schools			Complete
DE	Digiskills – Digital Learning in School Programme			Complete

## 2.6 OTHER EVALUATIONS

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully		
		Partially	Not	
DE	Foundation Stage Evaluation			Continue in next financial year
DE	Evaluation of School Support			Continue in next financial year
DE	Mental Health Survey			Continue in next Financial Year

## 2.7 POLICY ADVICE AND SUPPORT

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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.

AGENCY/ ORGANISATION	DESCRIPTION	ACHIEVED		OUTCOME/ COMMENT
		Fully		
		Partially	Not	
DE	Early Years Policy Advice on LtL Framework Implementation			Ongoing – Policy Advice on request
DE	Early Years LtL: Finalise Draft Protocols for implementing ESAGS within Voluntary and Private Pre-School provision			Ongoing – Policy Advice on request
DE	Early Years TBUC: Development of Buddy Scheme			Ongoing – Policy Advice on request

DE	Schools: Development Proposal Inputs		Ongoing – Policy Advice on request
DE	Shared Education: Advice on Peace IV Delivery		Ongoing – Policy Advice on request
DE	Care & Welfare / Safeguarding		Ongoing – Policy Advice on request
DE	Road Safety Planning / Policy Advice		Ongoing – Policy Advice on request
DE	Primary Assessment		Ongoing – Policy Advice on request
DE	Primary Foundation Stage		Ongoing – Policy Advice on request
DE	Primary World Around Us 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
DE	Special Educational Needs Policy Advice		Ongoing – Policy Advice on request
DE	Special Education Needs Placements		Ongoing
DE	Special Education Needs Review		Ongoing – Policy Advice on request
DE	Special Transitions		Ongoing – Policy Advice on request
DE	EOTAS Policy Advice / Placements		Ongoing

DE	Schools Accommodation		Ongoing – Advice on request
DE	Schools Building Handbook		Ongoing – Advice on request
DE	School Leadership		Ongoing – Policy Advice on request
DE	Use of ICT in Schools		Ongoing – Policy Advice on request
DE	Youth Policy Advice		Ongoing – Advice on request
DE	Inclusion – LAC		Ongoing – Policy Advice on request
DE	Inclusion – TBUC		Ongoing – Policy Advice on request
DE	Teacher Education		Ongoing – Policy Advice on request
DfE	Essential Skills Policy Advice		Ongoing – Advice on request
DfE	Schedule of Accommodation		Ongoing – Policy Advice on request
DfE	ESF planning, co-ordination, policy, liaison & support		Ongoing – Advice on request
DfE	Ongoing development of Youth Training and ApprenticeshipsNI programmes, related curriculum and quality systems		Ongoing – Policy Advice on request
DAERA	DAERA Policy Advice		Ongoing – Policy Advice on request
Home Office	Home Office work		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 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 2017 and March 2018. 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.

A total of 104 valid online questionnaires were returned by 58 schools/organisations. For the survey about the written inspection report 25 valid questionnaires were returned from 22 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

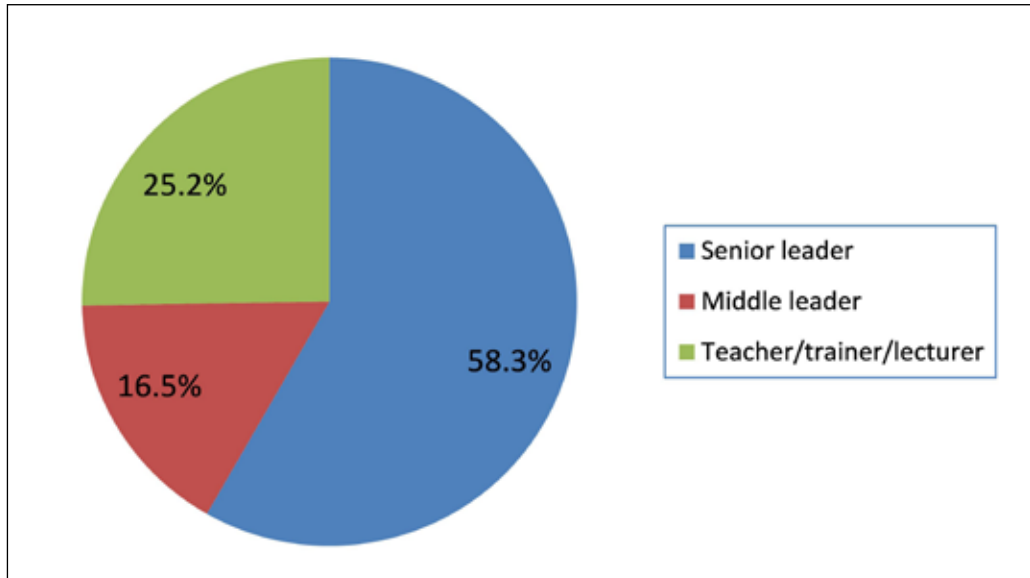
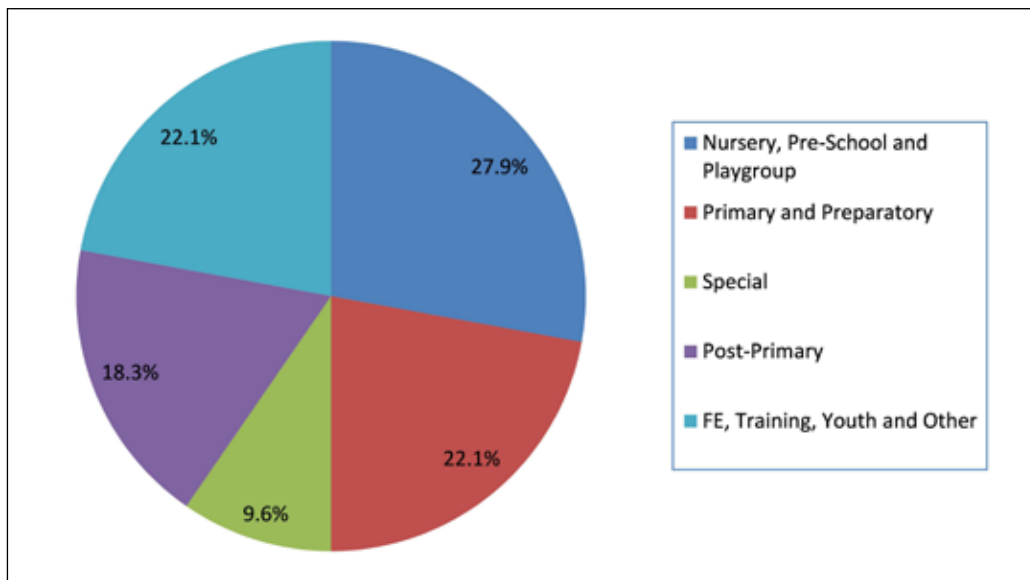


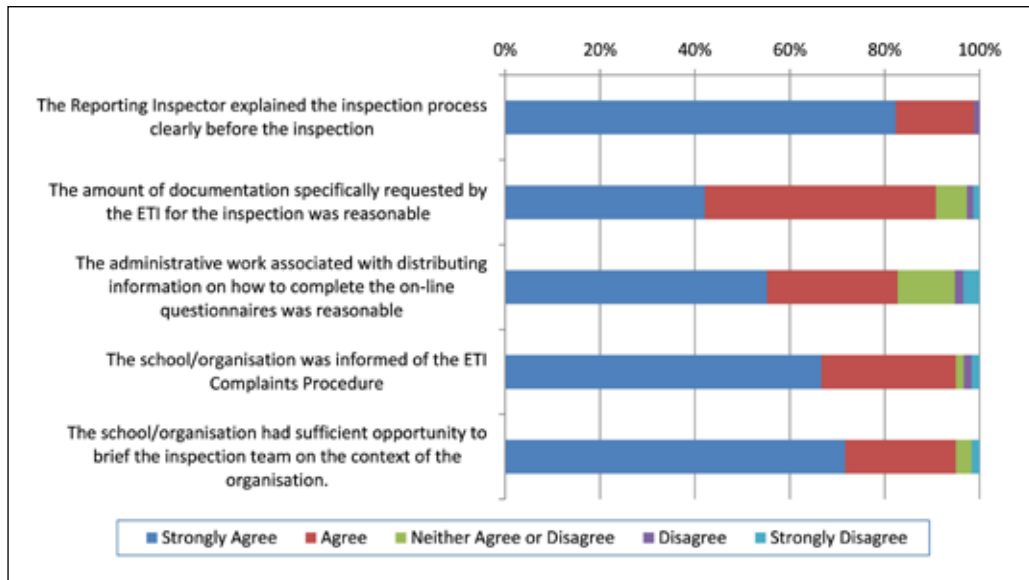
Figure 2: survey returns by type of organisation – main survey





### 3.3 PRE-INSPECTION

Figure 3: feedback on pre-inspection



### 3.4 DURING THE INSPECTION

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

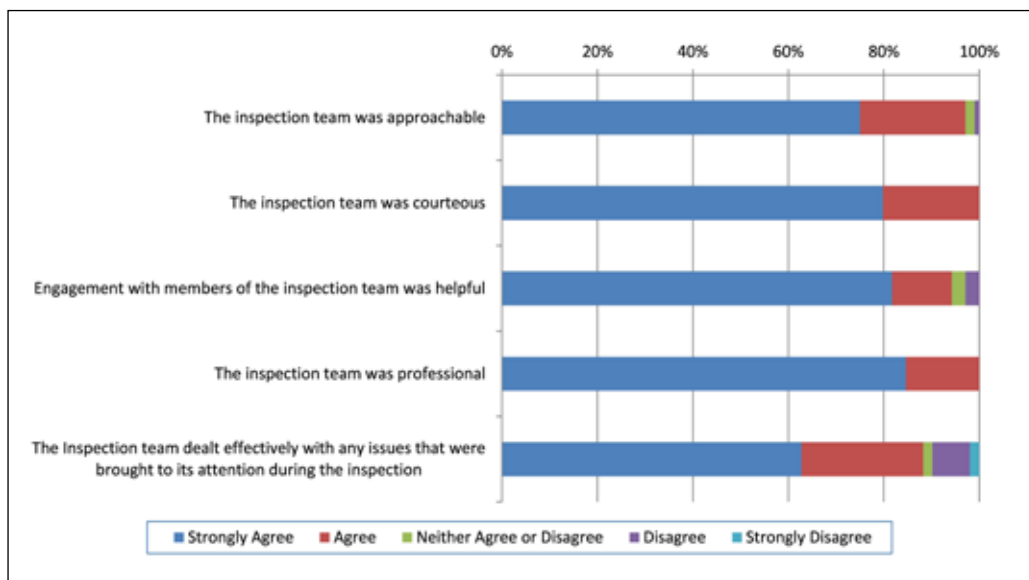


Figure 5: feedback about during the inspection (School/organisation, RI and AA)

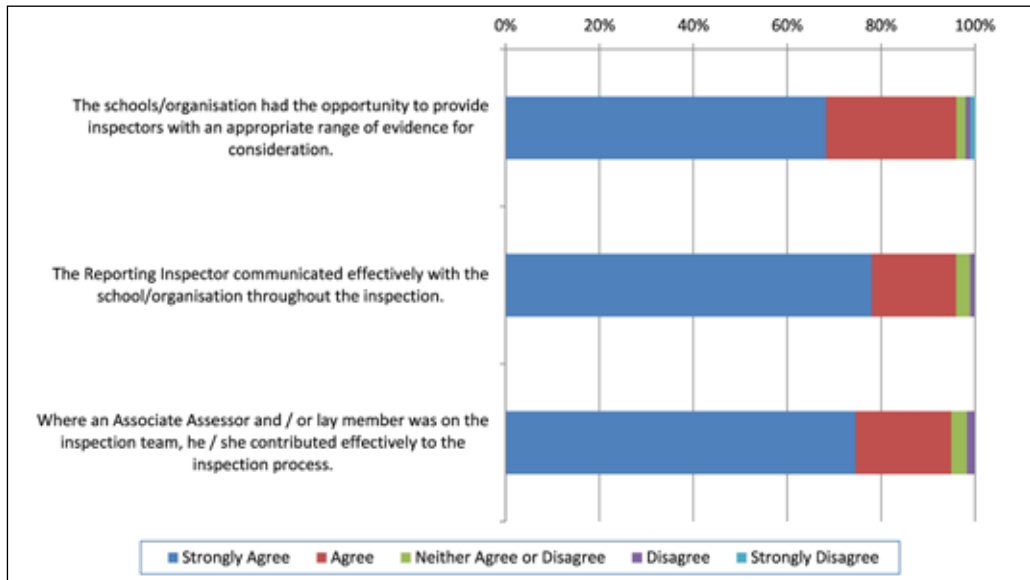


Figure 5b: Feedback about during the inspection (role of representative)

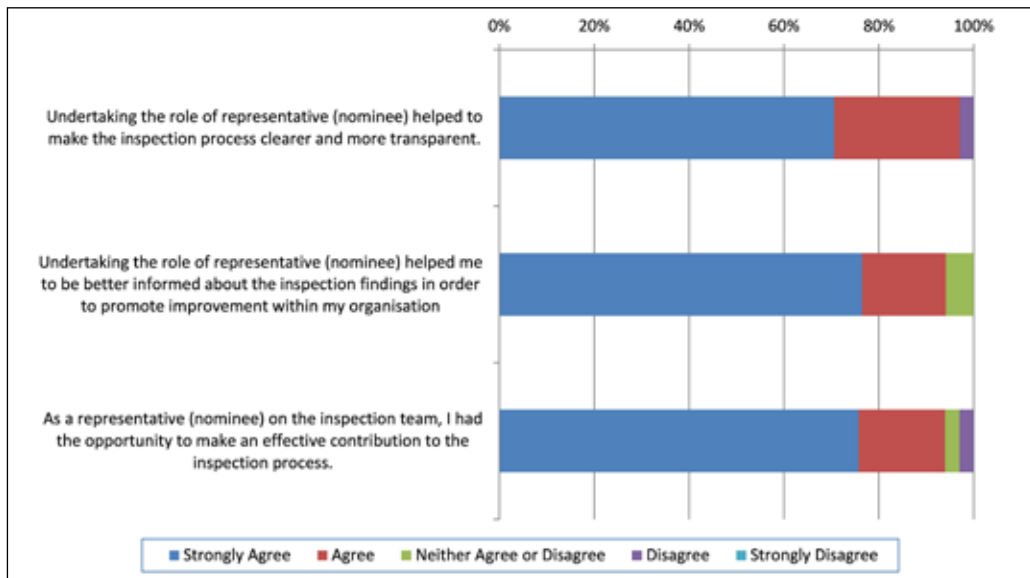


Figure 6: feedback on the quality of spoken reports given by the ETI during the inspection

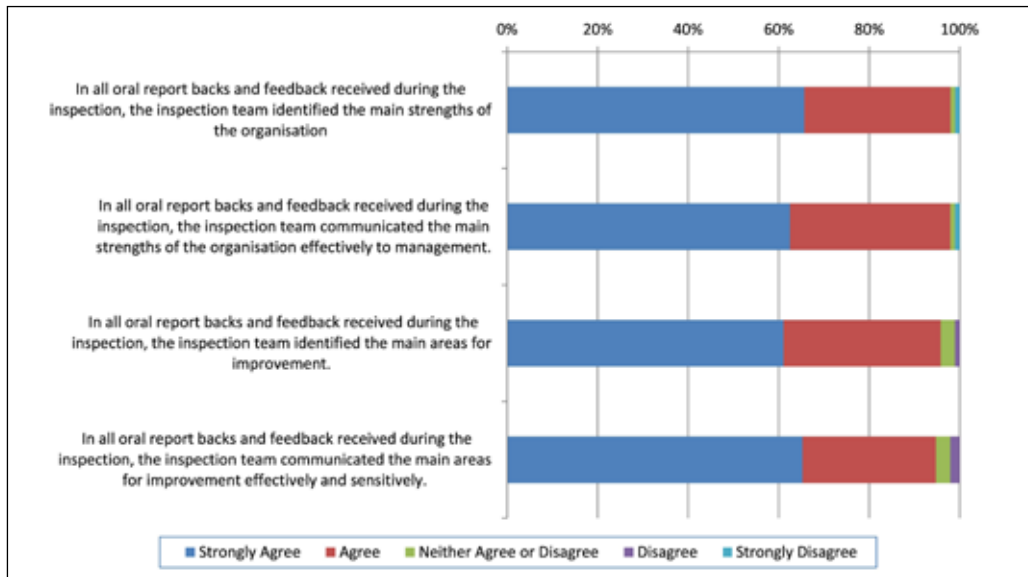
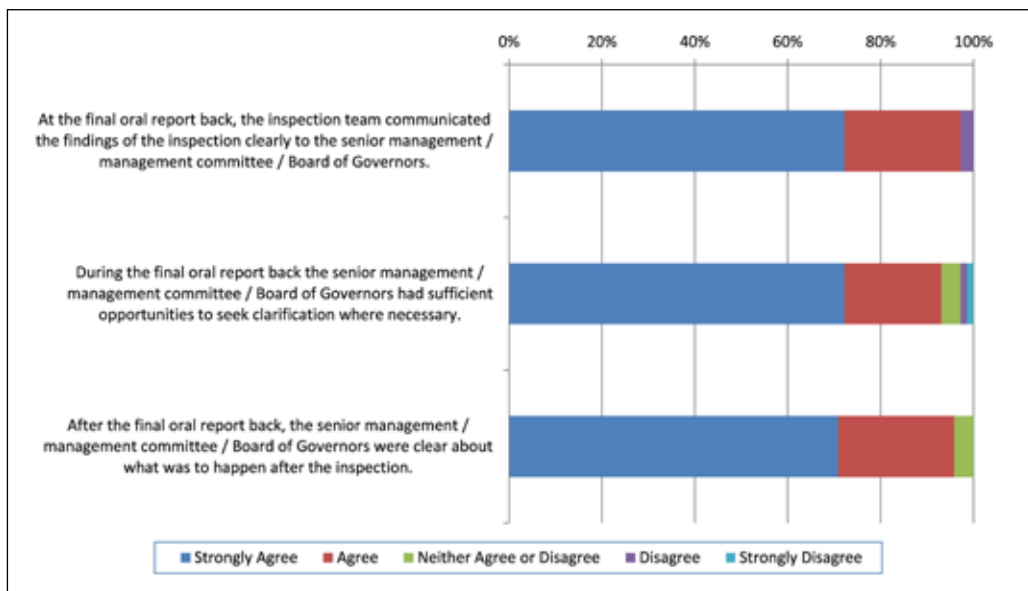


Figure 7: feedback on the final report back

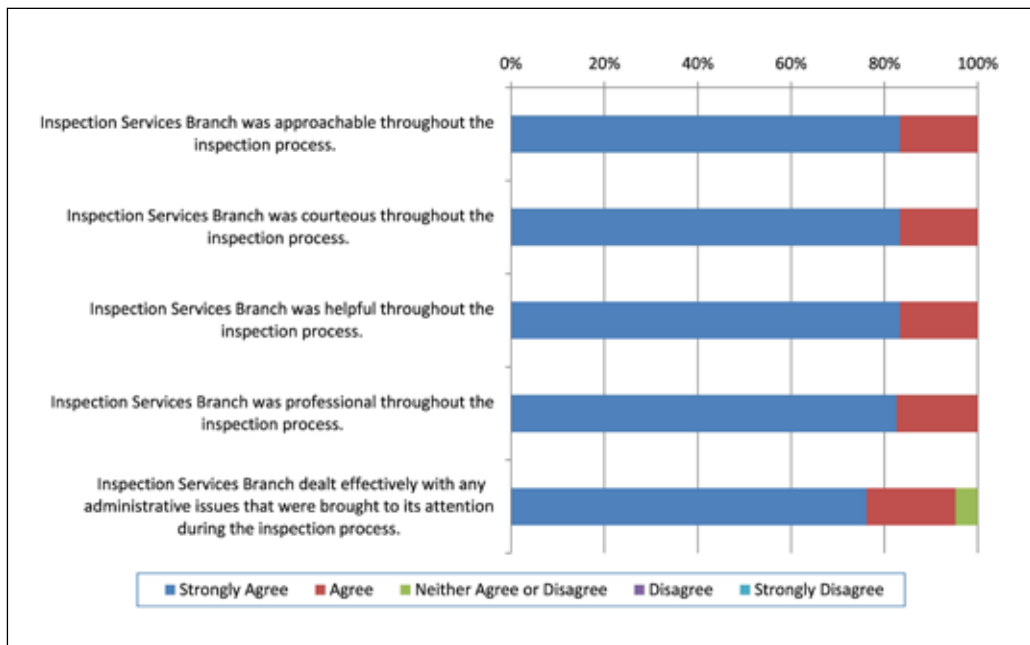


### 3.5 AFTER THE INSPECTION

No chart has been produced for the questions on the written report because the number of responses was too low (25). Of these 21 (84%) were positive or contained positive references. Statements such as ‘Clear, concise report which read well and contained fair comments’ and ‘The inspection report is detailed and affirming’, were written.

### 3.6 INSPECTION SERVICES BRANCH

Figure 8: feedback on Inspection Services Branch

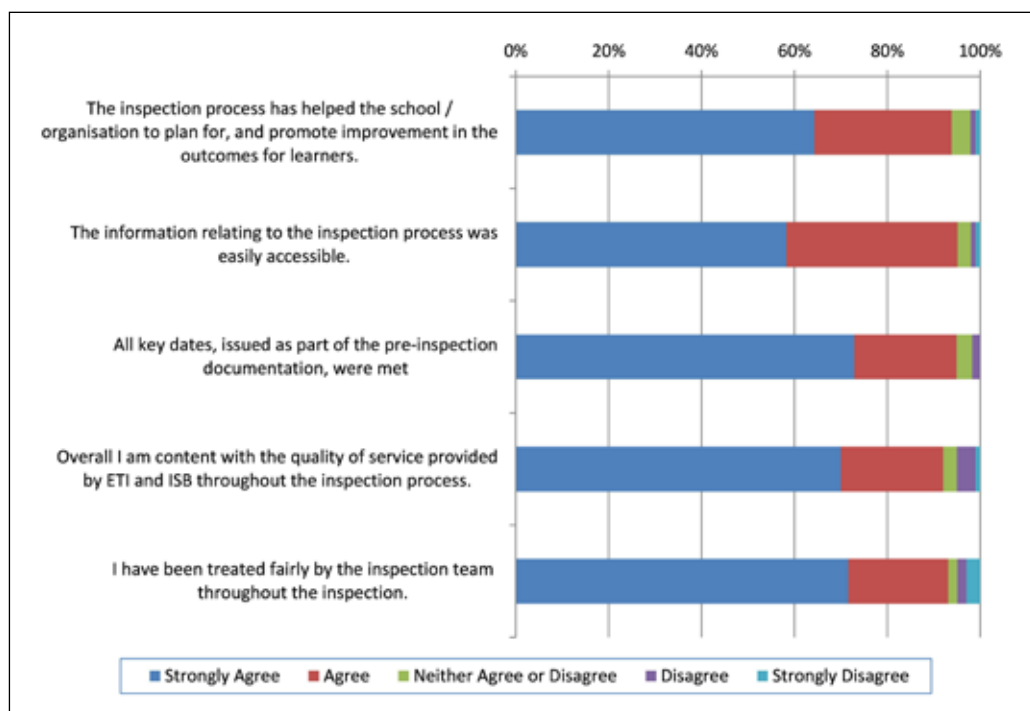


### 3.7 OVERALL SATISFACTION

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

Overall 92% 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 3% recording a “neither” response.

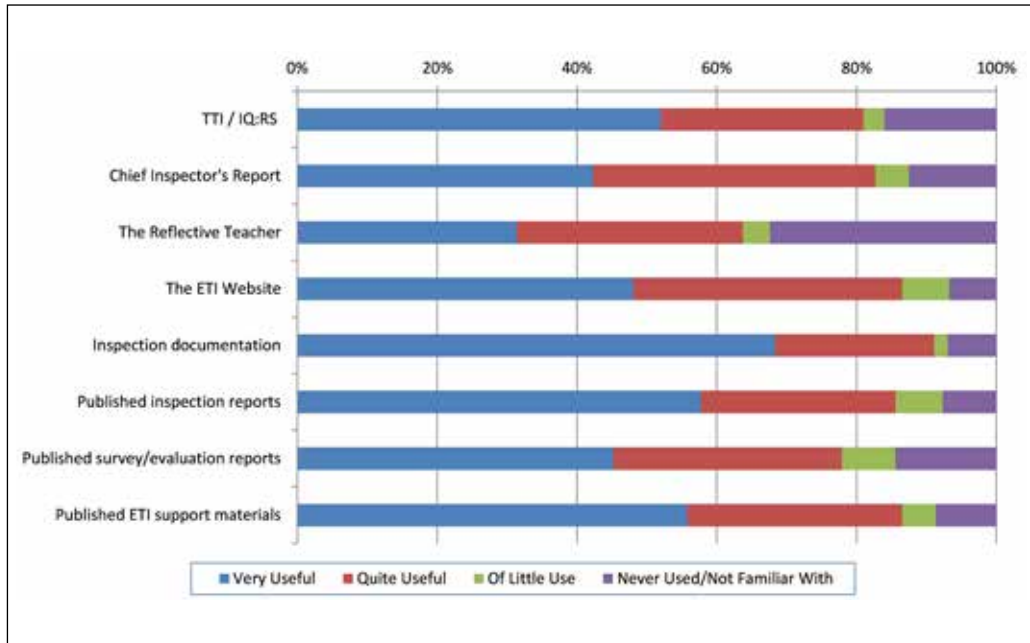
Figure 9: feedback on overall levels of satisfaction



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 (93%) agreed or strongly agreed with this statement with 2% 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 2018, the ETI continued to secure the Customer Service Excellence accreditation with full compliances in all of the 57 standards, including an additional standard rated as compliance plus making a total of 16 in all. In addition, 35 written compliments relating to the work of ETI and IST were received. Two formal written complaints 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

Number of inspections, per phase, identified in the 2017-18 business targets	ACHIEVED		Actual number of inspections completed
	Fully	Partially	
	Not		
IST will answer all telephone calls to the branch within five rings.	Fully		99% 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 inspectionservices@deni.gov.uk) within three working days.	Fully		All written communication was responded to within three working days.
ETI/IST will provide a written reply to an enquiry/ communication within 15 working days.	Fully		210 written enquiries during 2017-18 were responded to 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.	Fully		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.	Fully		During 2017-18, the ETI received two written formal complaints relating to the inspection process. All of these 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.	Fully		15 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 £5,304k, representing 0.27% of DE's Resource DEL budget.





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BUSINESS YEAR 2017-18

