

WHAT HAPPENS AFTER AN INSPECTION

Pre-school, Nursery Schools, Primary,
Post-primary and Special Education

February 2018

ETI: Promoting Improvement in the Interest of all Learners



Providing inspection services for:

Department of Education
Department for the Economy
and other commissioning Departments



INTRODUCTION

The purpose of inspection is to promote the highest possible standards of learning, teaching, training and achievement throughout the education, training and youth sectors. This aim is reflected in the ETI's mission statement, which is:

'promoting improvement in the interest of all learners'

The Department of Education's 'Every School A Good School' policy sets out clearly the expectations of the Department in relation to all schools striving for improvement. In particular, http://www.deni.gov.uk/esags_policy_for_school_improvement_-_final_version_05-05-2009.pdf

Annex C of the publication outlines the procedures where a school is placed in formal intervention following an inspection.

This document outlines briefly for the schools inspected:

- the processes employed after an inspection; and
- the responsibilities of the school leadership, including the governors and management committee, of the schools or pre-school inspected.

Discussions with the reporting inspector (RI) at the pre-inspection meeting or telephone call will add to the information provided in this document.

IMMEDIATELY AFTER THE INSPECTION

Report-back

The RI will report back orally the provisional findings of the inspection team to representatives of the school or pre-school. He/she will agree arrangements with the principal/leader about the attendees and the timing of the meeting(s). It should be noted that the findings reported back are provisional at this stage as all inspection outcomes are subject to a quality assurance process.

What is reported?

During the oral provisional report-back, the RI will present the main findings of the inspection. The strengths of the school/pre-school will be highlighted and, where appropriate, the areas for improvement (AFIs) will be identified. It is essential that the report-back meeting(s) should enable the staff of the school/pre-school to have a good grasp of the issues identified and of the action that will be necessary to effect improvement. To this end, the participants should feel free to ask questions that have not already been clarified with the representative at earlier meetings and engage in discussion with the RI and his/her colleague(s) in attendance. It should be noted, however, that where the school (not applicable in nursery and voluntary/private pre-school centres) has selected to nominate a representative they will have attended all of the meetings including the moderation meeting where the inspection evidence is discussed and provisional performance levels and the provisional overall evaluation are decided. This representative will therefore have a sound grasp of all of the evidence on which evaluations have been made and will have had the opportunity to seek additional clarification on the key AFIs.

At the report-back, the provisional statement on overall effectiveness to be used in the full written report will be given to the school (not applicable in nursery and voluntary/private pre-school centres). The standard statements for overall effectiveness are available from the ETI website, www.etini.gov.uk.

The wording of the overall effectiveness statement will indicate clearly to the school:

- the capacity of the school/ pre-school for sustained improvement;
- the level of follow-up activity; and
- the urgency of action for improvement.

Following the report back, the school/pre-school should begin work on any AFIs identified. The ETI will inform the Department of Education of the outcome of the inspection, as appropriate. (Please see below for further information).

Following the quality assurance process, which is part of the inspection process from the outset until the publication of the report, it may be deemed necessary to amend a performance level within the report which may impact on the overall evaluation. The RI will communicate any such change brought about by the quality assurance process to the principal/leader as soon as possible.

IN THE SHORT TERM

Pre-publication

The school/pre-school will receive a pre-publication draft of the report to check for factual accuracy. The ETI has the statutory responsibility for the published reports on education provision, and for the evaluations and findings contained within those reports. The purpose of the factual accuracy check is to ensure that any factual information within the published report is reported accurately. It is not a process by which ETI seeks comment on the evaluations or findings within the report. At this stage of the process the school/pre-school has already been provided with comprehensive feedback by the inspection team on the evaluations and findings and has had the opportunity to discuss and challenge them either at the end of the inspection or through the participation of the representative who attended meetings with ETI throughout the inspection process.

The RI will consider any factual errors identified, if necessary discuss these with the school/preschool, make any required adjustments to the report and arrange for the report to be published. For school inspections, this should normally take no more than 30 working days from the date of the spoken report-back

Publication of the report

The report will be published and made available on the ETI website, (www.etini.gov.uk).

Safeguarding

If a school/ pre-school is afforded the descriptor 'unsatisfactory' for safeguarding/child protection, the ETI will return to the school/ pre-school within six working weeks to monitor progress in addressing the safeguarding/child protection issues and, *if necessary*, the pastoral care issues which have been identified.

Response to the Report

STATEMENTS OF OVERALL EFFECTIVENESS USED IN THE REPORT	RESPONSE AND FOLLOW-UP ACTIVITY
<p>The school/ pre-school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will continue to monitor how the school/organization/pre-school sustains improvement.</p>	<p>The principal/leader provides written confirmation of receipt of the report, stating that staff have had an opportunity to view a paper copy, and staff and parents have been informed that a copy can be accessed at www.etini.gov.uk.</p> <p>The school will have a Sustaining Improvement Inspection (in approximately) three years (not applicable for nursery and voluntary/private pre-school centres).</p>
<p>The school/ pre-school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will continue to monitor how the school/ pre-school sustains improvement.</p>	<p>The principal/leader provides written confirmation of receipt of the report, stating that staff have had an opportunity to view a paper copy, and staff and parents have been informed that a copy can be accessed at www.etini.gov.uk.</p> <p>For nursery, primary, post-primary and special only:</p> <p>The DE's Standards and Improvement Team (SIT) will issue a letter requesting an action plan (AP) to address any area(s) for improvement identified in the inspection – a template will be provided. <i>The AP is for the school's/pre-school's own internal use and does not need to be submitted to DE.</i> The AP should be made available to the district inspector (DI) at any follow-up visit(s) and also for the Sustaining Improvement Inspection (in approximately three years not applicable for voluntary/private settings).</p>
<p>The school/organisation/pre-school setting needs to address (an) important area(s) for improvement in the interest of all the</p>	<p>The principal/leader provides written confirmation of receipt of the report, stating that staff have had an opportunity to view a paper copy, and staff and</p>

<p>learners. The ETI will monitor and report on the school's/ pre-school's progress in addressing the area(s) for improvement which include the need to.....</p> <p>There will be a follow-up inspection in 12-18 months.</p>	<p>parents have been informed that a copy can be accessed at www.etini.gov.uk.</p> <p>For nursery, primary, post-primary and special only:</p> <p>SIT will issue a letter to the school requesting an AP to address the important areas identified for improvement – a template will be provided by SIT. The AP should be submitted to SIT within 30 working days of the date of issue of the letter. The AP will be quality assured by the DI, following which SIT will write to the school/ pre-school advising of the DI's comments.</p> <p>For all pre-schools, nursery, primary, post-primary and special:</p> <p>An AP should be produced to address the important areas for improvement identified and this will form the basis for the follow-up process which will include an interim follow-up visit (IFUV) conducted by the ETI and a follow-up inspection (FUI). The FUI will be conducted within 12-18 months of the initial inspection.</p>
<p>The school/ pre-school setting needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's/ pre-school's progress in addressing the need to.....</p> <p>There will be a follow-up inspection in 18-24 months.</p>	<p>The principal/leader provides written confirmation of receipt of the report, stating that staff have had an opportunity to view a paper copy, and staff and parents have been informed that a copy can be accessed at www.etini.gov.uk.</p> <p>For nursery, primary, post-primary and special only:</p> <p>Within 20 working days of the date of the oral report-back, SIT will write to the Education Authority (EA) and, where appropriate, the Council for Catholic Maintained Schools (CCMS) advising that the school</p>

has been placed in Formal Intervention (as from the date of SIT's letter) and detailing the follow-up actions required. The letter(s) will be copied to the school.

These follow-up actions include:

- an initial response from the board of governors which should be forwarded to SIT via the EA or, where appropriate, CCMS within 30 working days of the date of the DE's letter; and
- the preparation of an AP that addresses the significant AFI(s) identified in the interests of all of the learners – a template will be provided by SIT. The AP should be agreed with the EA and, where appropriate, CCMS and forwarded by the EA or CCMS to SIT within 60 working days of the date of SIT's letter. The AP will be quality assured by the DI and SIT will write to the school advising of the DI's comments. The AP will be the basis for the follow-up process. The ETI will conduct an interim follow-up visit (IFUV) and, consequently, the FUI within 18-24 months of the initial inspection.

For Voluntary/Private pre-school centres only:

An AP should be produced to address the important areas for improvement identified and this will form the basis for the follow-up process which will include an interim follow-up visit (IFUV) conducted by the ETI and a follow-up inspection (FUI). The FUI will be conducted within 18-24¹ months of the initial inspection.

¹ If sufficient progress has been made, and in agreement with the setting, the FUI may be completed within an earlier time-frame.

After all inspections, the DI will maintain contact with the school/organisation/pre-school to monitor progress. Where appropriate, he/she will discuss the arrangements for the support available to take forward the AFIs; if an external agency is involved in a support role (N/A in voluntary/private settings), the DI may wish to discuss the support with the personnel involved and the school/organisation/pre-school.

When a specialist area (i.e. subject area in post-primary, a unit, reception provision in primary, and so on) has been identified in the inspection as requiring improvement¹ this will be followed-up during the follow up inspection or monitored by the DI or specialist inspector, as appropriate.

The sustaining improvement inspection process (not applicable in nursery and pre-school centres)

A Sustaining Improvement Inspection (SII) will take place around three years after a full inspection for schools that have been evaluated as having a high level of capacity or capacity to identify and bring about improvement in the interest of the learners. The SII will take place over up to two days and will normally be led by an inspector accompanied by an Associate Assessor. It will focus on aspects of the school development plan and safeguarding arrangements. The outcome of the SII will inform future inspection arrangements and, for those schools that sustain improvement, will lead to a longer cycle between full inspections.

The follow-up inspection process

The IFUV will assess the extent to which the school/pre-school is addressing the areas for improvement and will inform the FUI. During the FUI, the school/pre-school will be asked to support its view of the progress made towards improvement by providing evidence of the self-evaluation actions undertaken since the initial inspection.

The FUI will follow-up on the issues identified in the inspection report. After the FUI, a report will issue outlining any key changes which may have taken place in the interim and the progress made on the AFI(s). A copy of the report will be published on the ETI website; parents and staff should be informed of its availability.

Where a second follow-up inspection is required, the process outlined above will be repeated. This will take place within a 12-18 month period from the initial follow-up inspection. The DI will explain the specific process to the school at the report-back.

¹ Important area for improvement, requiring significant improvement or requiring urgent improvement.

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