



Education and Training Inspectorate, Northern Ireland Inspecting the Future

About ETI

The ETI's key purpose of inspection is to bring about improvement in the interests of all learners. We inspect a wide range of educational and training settings including: pre-school (3-4 years old); primary (4-11 years old); post-primary (11-18 years old), further education and vocational training (16+ years old), teacher education, and youth work.

Inspection Frameworks

Across the various educational and training phases, ETI has a common approach to evaluation, structured around the following five common key questions :

1. How effective are leadership and management in raising achievement and supporting learners?
2. How effective are teaching, training, learning and assessment?
3. How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?
4. How well are learners cared for, guided and supported?
5. How well do learners develop and achieve?

Innovation

The main innovations are in response to the number one priority of the programme for government in Northern Ireland, to deliver 'a vibrant economy which can transform our society while dealing with the deprivation and poverty which has affected some of our communities for generations'. One example is the Full Service Extended Schools and Full Service Community Network which provide a range of services and activities, before, during or beyond the school, day, to help meet the needs of children, their families and the wider community.

The role of inspection

The Chief Inspector's Report addressed three areas and the strategic areas to promote improvement:

- Achieving value;
 - Outcomes for learners
 - Leadership and management
 - Boards of governors
 - Self-evaluation and improvement
- Acquiring and developing skills;
 - The curriculum
 - Literacy and numeracy
 - Learning and teaching
 - Information and communication technology
 - Personal development and staying safe
 - Learning other languages
 - Careers education, information advice and guidance
- Transforming communities;
 - Closing the achievement gap
 - Promoting partnership working
 - Recognising the importance of education and training
 - Education's contribution to economic growth
 - Encouraging learner participation
 - Shared education

Current development of inspection includes:

Evaluation of Full Service Extended Schools and Full Service Community Network

The report will be available in due course on the ETI website.

Post primary inspections

In post primary we are taking a more holistic approach to inspection focusing on school development planning and learning. This includes extended class pursuit and additional discussions with groups of pupils.

Associate Assessors

We are enhancing the role of associate assessors in our inspections to contribute further to the evaluation of an organisation. Associate assessors are current practitioners who join our inspection teams, normally for one week at a time and usually for no more than three weeks over one school year.

District Inspector

The district inspector is allocated a geographical area in which they have the oversight of the provision within one or more phases. They engage in follow on activity after the point of inspection, monitor changes within organisations, both in performance and leadership, and can inform the proportionate risk based strategy.

Sustaining Improvement Inspections

We are piloting a new inspection model which involves a small inspection team inspecting a school which has previously been evaluated as very good or outstanding. The focus of this inspection is to consider the school's self-evaluation leading to improvement to establish if the school remains in the previously awarded category.

Governance

At the request of the Minister of Education, we have enhanced the inspection of governance. We have introduced a self-evaluation proforma for governors, since April 2013, in relation to the quality of governance.

Creativity in Education

With the introduction of the arts/creativity into the STEM agenda and the increase of the digital industries, ETI are engaging in evaluations to:

- consider the learning offer and assess what changes are necessary to ensure it can contribute to the anticipated STEAM agenda; and
- examine and assess the training provision for teachers and youth leaders in digital technologies provided through the Creative Learning Centres.

This work involves inspectors from a range of phases considering the learning opportunities for young people through and beyond their school experience.