

Findings and experiences from inspection

The relationship between inspection and research

Questions

- What can be the driving forces in the relationship between inspection and research?
- What can be added value?
- How can research impact inspection quality improvement?
- What are the main obstacles and how can we deal with them?



Findings and experiences from inspection is gold

Through inspection we have a lot of information and knowledge about schools and school owners that we don't use enough

- Experiences from inspection should be valuable information for other national instruments and (independent) research
- Experiences from other national instruments and (independent) research, are valuable for inspection

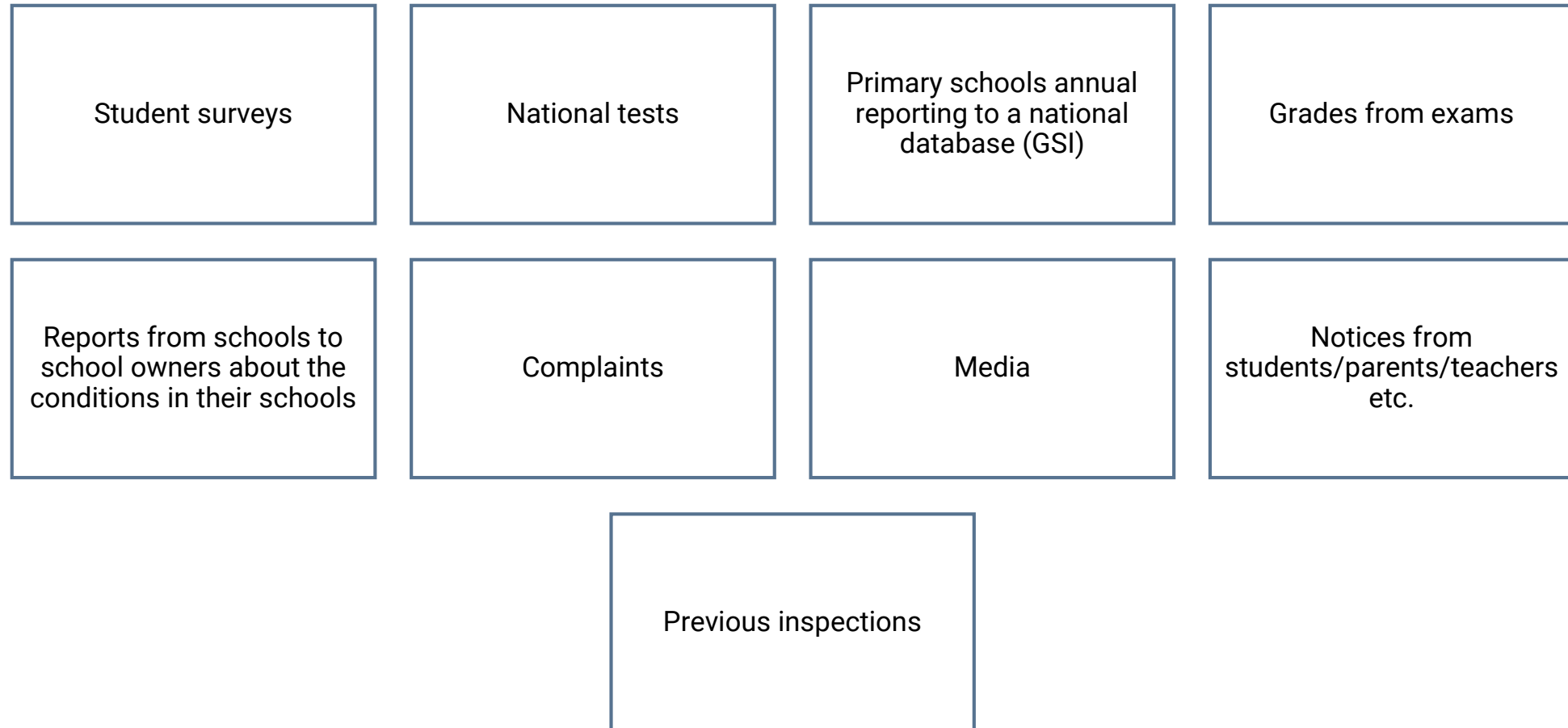


Inspections are risk based

- We use risk assessments to decide:
 - Subject of inspection
 - Time for inspection
 - Arrangement of inspection
 - size
 - written vs. vists
 - who and how many interviews
 - etc



Examples of sources for risk assessments



Scope for knowledge and information

Despite that we in our inspections expect to find violations, the scope of inspection during a certain periode give us a solid basis to knowledge and information



Every 4 year, we decide a new subject for **National Inspections**

carried out by us (with independent schools) and the County Governors (with public schools)

- **Since 2014:** Ca. 300 inspections with school environment - Ca. 300 inspections with outcome of education - Ca. 150 inspections with special education



Scope for knowledge and information

+ 5000 inspections since 2010

Almost 70 unique subjects from the Education Act

Some subjects has been inspected every year since 2014

- 4 subjects – in more than 100 inspections
- 11 subjects – in 10 - 100 inspections


More than 400 school owners has been inspected in this periode

- 13 School owners had only 1 inspection
- 1 School owner had 58 inspections



Reactions

One or more violation in 8 of 10 inspections



Only 30 % of the content in inspections, is concluded **not** to be according to law – means **70 %**, of the practice we inspect is **OK**

Subject, scope and reactions

This is important information for us to:

- use other national tools (guidance and support)
 - other agencies
 - other departments in our directorate
- arrange inspections in the future
 - one of our conclusions so far is that our inspections are too voluminous, and we should be able to allocate our resources better



Evaluation of our inspections from Deloitte

- The evaluation shows that inspection works – and is useful regarding to learning and changing the practice at schools
- **Main findings:**
 - Dialogue is important
 - Guidance in connection with inspection
 - Trust
 - Relevant
 - Competence
 - Attitude towards inspection



Inspection works, and is relevant

- Regularly we ask school owners and school leaders about their opinions of inspection:
 - Most respondents answered that **inspections met subjects in the Education Act that they did not fulfill**
 - Most respondents answered that inspections led to **concrete changes at the schools**
 - More than 50 % of the school owners answered that they made **changes at other schools** based on findings from inspection with one of their schools
 - Almost all respondents answered that they made **changes in their internal-control systems**



Closure



We must improve our communication (of findings and experiences)



Findings and experiences from inspections are valuable information



We must improve our use of research and knowledge about schools and school owners in inspection