

The Education and Training Inspectorate



Chief Inspector's Report

2008-2010

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education

Department for Employment and Learning

Department of Culture, Arts and Leisure



CUSTOMER SERVICE EXCELLENCE

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Promoting improvement in the interests of all learners



"The primacy of the learner lies at the heart of the work of the Inspectorate....."

Preface

Inspection provides assurance to the three Departments for which we provide inspection services¹ regarding the robustness of their policies. The development and implementation of public policy, and the use of the associated resources, should always meet the needs and expectations of the learners². And, if they meet the learners' needs effectively, the policies will continue to play an important role in strengthening the economy, as they have done in the past.

The members of the Education and Training Inspectorate (ETI) are strong advocates for learners. From their unique perspective, they see connections or discontinuities within and across phase, sectoral and Departmental boundaries. At all stages, they retain a clear focus on what will improve the outcomes and the experiences of the learner.

The Chief Inspector's Report makes a significant and distinct contribution in evaluating the quality of provision and outcomes across the education, work-based



Stanley J Goudie, Chief Inspector,
Education and Training Inspectorate

learning and youth sectors in Northern Ireland. It continues to be a privilege to observe at first-hand the outstanding work of many leaders, managers and teachers³; and it continues to be a pleasure to observe the positive responses, the enthusiasm and the fulfilled potential of many children, young people and adult learners in a range

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- 1 The Education and Training Inspectorate provides inspection services for the Department of Education (DE), the Department for Employment and Learning (DEL) and the Department of Culture, Arts and Leisure (DCAL)
 - 2 Throughout the report the term 'learner' refers to those children, young people and adults involved in formal and informal education in the education, work-based learning and youth sectors.
 - 3 Throughout the report the term 'teacher' refers to those who teach or train learners in the various education and work-based learning sectors.

of formal and informal learning situations. Furthermore, it remains a challenge and a focus to ensure that all learners, at whatever stage of their learning, receive the best possible education, which is their right.

This report covers the period between April 2008 and March 2010. It provides a more extended commentary which considers many of the issues and challenges which face Ministers, politicians, policy-makers, professionals in education, and parents and learners alike. There then follows a series of short phase reports; the longer and more detailed phase reports are available at www.etini.gov.uk. The comments, analysis and evaluations are based on the evidence gathered from over 700 programmed inspections across the education, work-based learning and youth sectors: by way of the inspection of just under 470 individual organisations, 200 follow-up inspections and almost 50 cross-cutting evaluations involving over 1500 visits to individual organisations. In addition, inspectors make other visits to individual organisations in their role as District Inspector, and do so increasingly at the invitation of the organisation's leader.

The inspection process remains consistent, focusing as before on the three main areas of leadership and management, the quality of learning and teaching, and the outcomes for learners. That both DE and DEL respond robustly to ETI reports which evaluate the practice within an organisation as 'inadequate' or 'unsatisfactory' is an

important and significant policy decision. The practical, post-inspection support offered to these organisations is leading to improvements not only in many of the organisations themselves but, most importantly, to improvements in the quality of provision and outcomes for the learners.

This report is published at a period of recession and financial stringency which has made us all think again about many of the things that we normally take for granted. The commentary talks about a 'time of opportunity' when, in the interests of the learners, difficult decisions will need to be taken, for example, in relation to the poor condition of many of our schools. If we retain the learner at the centre of all decision-making, if we feel that it is right for all learners to be included and to have the best possible start in life, then our decisions will be well guided, and we will achieve a more secure future for our children and young people. To do otherwise raises the serious possibility of the emergence of an increasingly fractured and divided educational provision.

The main themes which have been mentioned in previous reports continue to be those which need most attention, namely: transitions, connections and inclusion. Teachers, trainers and leaders need to work together better in order to provide information which will best support learners across the key transition points in their educational journey. They need to continue

to work together, and with the learners, to make connections in the skills for the future which the learner is acquiring in both formal and informal educational settings. And they need to continue to work together in building their capacity and confidence to include all learners.

As you read this report, I hope that you will celebrate with me the many things that are good in the education, work-based learning and youth sectors. Northern Ireland is fortunate to have a sound education system which serves many of its learners well.

There are many challenges ahead in the next few years for all concerned to continue to improve the lives and life chances of all learners in a context that will require new and innovative ways of thinking. Given the dedication and commitment of our leaders, managers, teachers, trainers and youth workers, we will meet those challenges. The main challenge will be to provide as much certainty as possible for the learner in an increasingly uncertain world. To avail of the best education is every learner's right; to provide it is the responsibility of all of us involved in education, work-based learning and youth work.

Promoting improvement in the interests of all learners



"The primacy of the learner lies at the heart of the work of the Inspectorate....."

1. COMMENTARY

1. The Learner at the Centre

- 1.1 The Education and Training Inspectorate (ETI) promotes the inclusion of all learners, and the primacy of the learner at every stage of the life-long learning spectrum underpins the organisation's work. **The current period of economic turbulence and change has brought austerity and challenge; it has also brought a time of great opportunity to meet those challenges with innovative thinking and creativity.** 2010 has been designated as the European Year for Combating Poverty and Social Exclusion. One of the key aims of the year is to 'promote a society that sustains and develops quality of life, social well-being and equal opportunities for all.'⁴ Too often,

The current period of economic turbulence and change has brought austerity and challenge; it has also brought a time of great opportunity to meet those challenges with innovative thinking and creativity.

the future of learners is affected negatively not just by material poverty, but by the poverty of aspiration. It is important that those who work in the education, work-based learning and youth sectors build upon the natural enthusiasm, energy and exuberance of the majority of learners by including all of them, and by supporting them to aim high and achieve well.

Equally important is the support of the wider community in which the learners live.

- 1.2 Since the Chief Inspector began to present a biennial report, three central themes have emerged from the evaluations across the different phases and sectors. Firstly, we need to build more effectively on the skills, knowledge and attributes of learners at the various key transition points within education in order to '*ensure that every learner fulfils his or her full potential at*

4 European Commission website: 2010againstpoverty.europa.eu/

*each stage of his or her development.*⁵

Secondly, it is important that we help learners to understand better the connections in their individual programmes of learning, and how that learning connects to opportunities for them and for their communities in order to '*promote learning and skills*' and to '*prepare them for work and to support the economy.*'⁶ Finally, there is the need for all educational leaders, at whatever level in policy-making or in front-line service, to include all learners and to

work together to help them achieve and work towards '*a confident, creative, informed and vibrant community.*'⁷

These three, interconnected themes – transitions, connections and inclusion – are increasingly important today given the global challenges we face and the severe difficulties in the current financial climate. **We must strive to ensure that such challenges**

It is to their credit that educational leaders, teachers and the educational support services have maintained their focus on educating and supporting learners.

and difficulties do not disadvantage any particular group of learners.

2. Education, Work-based Learning and Youth: Challenges and Influences

Connections: Transferable skills and innovation

- 2.1 The two years covered by this report have been marked by significant political, economic and social change at local, national and global level. The world economy has endured the worst setback since the 1930s; environmental disasters, natural and manmade, are threatening sustainability in some regions; and, the increase in inward migration has continued to make our society increasingly diverse. These radical developments challenge all of us, and future generations in particular, to be versatile and resilient; **we need to find different ways of working, to use transferable skills to find solutions to unexpected problems, and to be creative and innovative in our responses.** The

5 The vision of the Department of Education

6 The vision of the Department for Employment and Learning

7 The vision of the Department of Culture, Arts and Leisure

development of these skills lies at the heart of current educational reform, yet the often narrow nature of the current assessment system does not always lend itself to the development of creativity and innovation.

- 2.2 Over three years have elapsed since the restoration of devolved government to Northern Ireland (NI). In that time, while there has undoubtedly been political progress, much remains to be done. Already mentioned in two previous biennial reports from the Office of the Chief Inspector, major educational matters, such as the procedures for the transfer of pupils from primary to post-primary education, and the Review of Public Administration (RPA), which includes the creation of the Education and Skills Authority (ESA), remain to be resolved. In these circumstances there continues to be understandable anxiety amongst parents, teachers, the educational support services and the wider community. **It is to their credit that, in these circumstances, educational leaders, teachers and the educational support services have**

Across the sectors, learners need to develop the values and skills which will help them to build an inclusive, democratic society, where all are valued equally.

maintained their focus on educating and supporting learners.

- 2.3 Northern Ireland has the fastest growing and youngest population in all of the countries in the United Kingdom; currently almost one-quarter of the population is 18 years old or under. Given the additional competition that the current economic crisis brings to the employment market, **it is more crucial than ever that we equip our young people with the knowledge, attributes and skills for living and working in the 21st century.**

Inclusion: Valuing all learners equally

- 2.4 In the current political and economic climate, the education, work-based learning and youth sectors must play a major role in supporting learners, parents and communities to promote self-esteem, mutual understanding and respect for diversity. **Across the sectors, learners need to develop the values and skills which will help them to build an inclusive, democratic society, where all are valued equally.** The formal and informal curricula require teachers and youth leaders to foster attitudes

such as respect, tolerance, integrity and moral courage through the key elements of citizenship, mutual and cultural understanding and ethical awareness. The worsening financial situation requires our society to focus on the balance between an excess of choice and well-resourced, sustainable educational provision. There is a continued need for the provision of community relations programmes: we must ensure that we do not allow the gains made in recent years to slip away from our grasp and we must equip all learners with the values that are essential for living and working together.

- 2.5 This reporting period has seen further revelations of the physical and mental abuse of children and young people, past and present, coupled with a need to ensure adequate safeguarding legislation. Much hurt and pain has been caused, and we must do our utmost to prevent such things from happening again. Children, young people and young adults need to be well-informed about appropriate behaviours, personal safety and where to find support in times of need. The education, work-based learning and youth sectors



need to build on the progress made in the pastoral care of learners by helping them to become more resilient, self-assertive and confident and to take more responsibility for themselves in what they do and how they behave.

- 2.6 Rapid changes in technology have significantly improved the access of learners to a wide range of digital technologies and communication tools in their public and private lives. The challenge is to ensure that teachers and leaders are equipped with

the skills to make the most of these learning technologies, while, at the same time, ensuring that learners become safe and responsible users. Although domestic Internet access has improved considerably and broadband speeds have increased significantly

over recent years, there is evidence of a digital divide between households with differing levels of educational achievement; 95% of adults with a higher education qualification have Internet access compared with 52% of adults with no formal qualifications.

Learning providers need to be mindful of the inequality of access in their strategic planning for the development of technology in

support of learning. In an age where so much information is accessible to the learner, the skills of handling information and research are critical.

Transitions: Working together to support the learner

- 2.7 **In order to become more sustainable, those involved in education, work-based learning and youth provision need to work more effectively together to provide an inclusive service.** While striving towards more sustainable provision, those with the responsibility for educational resources must also ensure, in as far as it is possible, that the provision is efficient, equitable and effective. Efficient provision means that it is imperative to find ways of using better the resources at our disposal to develop the future potential of learners in finding productive and rewarding employment to support the economy and to secure

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social cohesion. Equitable provision works towards giving all learners, whatever their abilities or background, a fair and equal chance to succeed. Effective provision requires all to be included, particularly when external factors, such as transition to a new key stage, school or organisation may impinge on learning.

3. A Curriculum to Meet the Needs of All Learners

Connections: Linking strategies to support the development of skills

- 3.1 We are almost half way through the period of the pledge by the Office of the First Minister and of the Deputy First Minister to all our children and young people, a pledge which was endorsed in the last two biennial reports from the Office of the Chief Inspector.⁸ **It is good to report progress in several of the strategies and initiatives set against the background of that pledge. Others remain at the consultation**

8 Our Children and Young People – Our Pledge: A Ten Year Strategy for Children and Young People in Northern Ireland 2006 –2016, Office of the First and Deputy First Minister, 2006. The strategy aims to ensure that all children and young people fulfil their potential by helping them to get the best possible start in life. The overall pledge is 'to deliver on a shared vision for all our children and young people.'

stage, or at the early stages of implementation. The various strategies and initiatives have been introduced with the intention of providing a better educational experience for learners. A prime and common objective is that learners will leave education, work-based learning or youth provision with the knowledge, skills, attitudes and dispositions that are crucial to life in a modern democracy and to the achievement of a thriving economy.



- 3.2 It is important to develop the creativity of learners so that our economy maintains an innovative, competitive edge. It is, therefore, appropriate that the creative industries, the creative learning centres (CLCs)⁹ and the emphasis on Science, Technology, Engineering and Mathematics (STEM) subjects provide a good blend of the academic and the vocational, the intellectual and the practical. At the

same time we must retain a balance with other subject areas. While the

'Big Picture' of the revised curriculum¹⁰ refers specifically to schools and formal education, the aim of developing the learner as *'an individual, a contributor to society, and a contributor to the economy and the environment'* has the potential to meet

the vision of the Programme for Government with the valuable support of other sectors, including non-formal education. The attitudes and dispositions of personal responsibility, integrity and moral courage, self-belief, pragmatism, concern for others and community spirit provide a sound basis for building a 'peaceful, fair and prosperous society'.¹¹

- 3.3 The introduction of a series of educational reforms, mentioned in the previous biennial report from the Office of the Chief Inspector, was intended to promote the inclusion of, and to

9 There are three CLCs under the auspices of Northern Ireland Screen – the Nerve Centre (Derry), Armagh Multi Media Access (Amma) and Studio On (Belfast) – established to encourage and support the use of digital technology in education throughout N. Ireland.

10 The Big Picture at KS2 and KS3 lays out the curriculum aims and objectives along with the skills, attitudes and dispositions required by the revised curriculum. www.nicurriculum.org.uk

11 The central aim of the Programme for Government is the creation of a 'peaceful, fair and prosperous society.'

improve the outcomes for, all learners as part of a progressive and radical reform which was long overdue. The policies¹² are designed to connect in a jigsaw of reform and, over time, have the potential to promote an efficient, effective and equitable educational system. However, at present, the extent to which

the pieces of the jigsaw link together is not always clear across the various sectors; while those charged with their

implementation report a sense of 'policy overload'. In this context, there remains an imbalance between the monies used for the development and implementation of policies and the monies assigned to building the capacity of the workforce which is central to implementing the policies successfully.¹³

...there continues to be a disparity across the pre-school sector in relation to the qualifications of the staff and the opportunities for training.

Inclusion: Providing the best education for all learners

- 3.4 As in the last reporting period, **there continues to be a disparity across the pre-school sector in relation to the qualifications of the staff and the opportunities for training.**

There is a need for a more strategic and coherent approach to the provision of continuing professional development for all early years practitioners to work towards a more consistently skilled work force. At this critical point within a child's education, it is important

that there is increased collaborative working with a range of professionals to provide a more consistent approach which will meet the differing needs of the children across all of the areas of the curriculum. In particular, it is important to develop the children's language and communication skills.

- 3.5 **The launch of Every School a Good School: a policy for School**

12 The raft of policies includes: Extended Schools, Every School a Good School, the Revised Curriculum, the Entitlement Framework, Transfer 2010, Irish-medium Review, SEN and Inclusion Review, Review of Public Administration, the review of Teacher Education, the Early Years Strategy and the Literacy and Numeracy Strategy.

13 Cf Paragraph 233, p67 ; Chief Inspector's Report 2006–2008.

Improvement¹⁴ (ESaGS) in April 2009 heralded the renewed impetus towards raising standards, ensuring that, as far as possible, the '*system of education of which we can, and should be, proud*' extends to all pupils. Many of our schools and teachers do provide high quality education. However, there are some of our schools which perform better than those of similar type and intake. The phase reports for the period 2008–10 continue to underline the need for more co-operation, cohesion and exchange of ideas and information at key transition points in each learner's educational journey.

- 3.6 Since the first evaluation of the revised curriculum in 2006–08, there has been good progress in communicating more simply to schools the purpose and the main elements of curricular change.

Most schools are addressing well the changes in the curriculum and in teaching and learning; and the focus on how to improve learning has led to improvements in the strategies used in three-quarters of our schools.

Most schools are addressing well the changes in the curriculum and in teaching and learning; and the focus on how to improve learning has led to improvements in the strategies used in three-quarters of our schools. In all subject areas there remains the challenge of striking the correct balance between subject

content and skills. Subject specialists need to continue to develop strategies which will support the development of skills while at the same

time increasing knowledge within the subject. In addition, at KS4 there is a tension between the skills-based curriculum and individual examination specifications. In particular, in the education of 14–19 year olds, and in the implementation of the Entitlement Framework,¹⁵ it is appropriate that the

14 Every School a Good School – A Policy for School Improvement: DE April 2009. The vision is of schools 'as vibrant, self-improving, well governed and effectively led communities of good practice, focusing not on institutions but on meeting the needs and aspirations of all pupils through high quality learning, recognising the centrality of the teacher.'

15 The target date for the full implementation of the Entitlement Framework is September 2013. From that date, schools will be required to provide pupils with access to a minimum number of courses at KS4 (current target 24) and a minimum number of courses at post-16 (current target 27). In both cases at least one-third of the courses must be general (academic) and at least one-third applied (vocational/professional/technical). The remaining one-third of courses is at the discretion of each school.

policy-makers are developing a more holistic view and approach with regard to the connections between those policies which relate to curriculum, teaching and assessment, and to improving the outcomes for learners.

Connections: Working together to support the learner

- 3.7 The 2006-08 report referred to the slow progress towards implementing the Entitlement Framework, which was introduced five years ago in the post-primary sector; and, while progress has been made, it continues to be too slow. Together Towards Entitlement¹⁶ acknowledges the fact that *'the concept of collaboration in learning communities and the idea of area-based planning are new, unfamiliar and challenging for schools.'* There is limited awareness of professional and technical qualifications and their potential to



enable learners to access skills-based vocationally relevant qualifications; the progress in developing e-learning solutions to increase the opportunities for learners to access to an appropriate range and level of courses is evident in only a minority of schools; and there remains an over-reliance on applied General Certificates of Secondary Education (GCSEs), and General Certificates of Education (GCEs), and particularly the Occupational Studies qualification to achieve the Entitlement Framework target by 2013.

- 3.8 The Department of Education and DEL have collaborated at a strategic level in the development of a framework for the education of 14-19 year olds which will articulate and consolidate the linkages between the range of related and relevant policies and the initiatives of the respective Departments. Area Learning Communities (ALCs) are developing a stronger strategic focus in the planning

16 Together Towards Entitlement: Delivering the Entitlement Framework through Area-Based Planning: July 2009

of provision through the improving use of local labour market intelligence. With increasing collaboration between the different education and work-based learning providers, **the needs of the learner should remain paramount and, with time, the areas of collaboration should be extended** to include all of those providers which contribute to the personal and social development and the employability of learners, including the youth sector and other informal education providers such as those organisations sponsored by DCAL.

- 3.9 Within the Specialist Schools initiative¹⁷ there has been improvement in the specialisms in almost all of the schools involved, while improvements in attainment in most of the schools are more evident at KS4 than at post-16 level. Furthermore, there is less consistency in the use of the specialism to secure whole-school improvement, one of the central aims of the initiative. **Specialist schools**

have yet to make a significant contribution to the shared provision of courses within their local ALCs. It is timely, therefore, that DE is reviewing the initiative to ascertain how it can better fit into the overall improvement agenda. There have also been improvements in the Extended Schools¹⁸ initiative with a wider range of programmes, better collaboration and improved consultation and planning evident amongst the stakeholders. The resources have enabled schools to be more flexible, creative and effective in enhancing their provision, in raising achievement and in transforming the lives and life chances of individual learners. There continues to be the need to make effective connections with other areas of learning such as the youth sector and Alternative Education Provision (AEP).

17 There are currently 44 post-primary schools with Specialist Schools status; the programme was launched in September 2006. Specialist status builds whole-school improvement by learning and applying the lessons from those areas in which the school is already strong to other areas of the curriculum and with other schools in the area.

18 Launched in May 2006, around £30 million of funding has been provided through the Extended Schools programme over the last 3 years allowing those schools serving areas of the highest social disadvantage to provide for a wide range of services or activities outside of the traditional school day to help meet the needs of pupils, their families and the wider community. A further £10m of Extended Schools funding has been made available to almost 480 schools in the 2009-10 financial year.

Transitions: Preparing learners for employment

3.10 The Department for Employment and Learning has demonstrated a strong commitment to the further improvement of quality and standards. **The successful embedding of its Quality Improvement Strategy – Success Through Excellence¹⁹ – has been a key driver for improvement,** and has led to more effective working between ETI and DEL's Quality and Performance Branch.

3.11 **The Department for Employment and Learning has responded in a positive and pragmatic manner to the challenges of the current economic climate** through the introduction or revision of a range of initiatives, an example being the Level 2 Programme-Led Apprenticeship. This strand of Training for Success is aimed at young people who are not in employment but who wish to be apprentices. In addition, in

DCAL's Learning Strategy is a recognition of the potential of the organisations which it sponsors to make a significant contribution to a shared and better economic future in NI.

September 2008, DEL introduced Steps to Work, its adult employment programme, which subsumed and replaced the main New Deal programmes. **Steps to Work has been devised to ensure a more flexible approach targeted at reducing the personal barriers to employment of participants.**

3.12 The review and refreshment of **DCAL's Learning Strategy is a recognition of the potential of the organisations which it sponsors to make a significant contribution to a shared and better economic future in NI.**

The organisations²⁰, many of which have provided educational programmes for learners, have seen a growing demand for their services. They have placed an increasing emphasis on life-long learning, widening access and increasing participation, in particular

for those groups and individuals who would not historically have accessed DCAL services. These organisations have an important contribution to

19 The Quality Improvement Strategy – Success Through Excellence – presents a vision of quality performance, aligns the work and business processes of partner organisations across the further education and training system, and indicates key actions for improvement in order to support change.

20 The organisations sponsored by DCAL can be found on the website at www.dcalni.gov.uk. Reference is made to most of the organisations in the phase-specific reports.

make to the implementation of the revised curriculum through a range of information and practical activities which develop learners' skills, including support for the continuing professional development of teachers. Currently the educational institutions which use the services are not maximising the potential for the development of both teachers and learners.

3.13 Within the context of the current economic climate, there exists the real danger of a reduction in the level and extent of the financial support for a range of policies, planned or in train, designed to secure improvement in outcomes for learners. In short, difficult decisions lie ahead.

Overall improvement in the standards of literacy and numeracy remains a priority for all phases.

4. The Achievements and Standards for Learners

Connections: The common goal of raising standards

4.1 While there have been slight improvements in the standards for school-aged learners in literacy²¹ and in numeracy²² in recent years, **overall improvement in the standards of literacy and numeracy remains a priority for all phases.** In the schools sector, teachers need to improve the range and quality of opportunities through which learners acquire and use the correct language necessary for the understanding of early mathematical concepts.²³ In the further education sector, the standards of learners' work are good or better in most of the priority skills area courses inspected. In the best practice, the learners work beyond the minimum requirements of their

21 In KS2 English, in 2007 and 2008 78% achieved or exceeded the expected level (4 or above) in English; in 2009, 80% did so. More significantly, at KS3 in 2007, 74% achieved or exceeded the expected level (5 or above) in English; in 2008, 79% did so; and in 2009, 78.9% did so. At GCSE, in 2007 and 2008, 63% achieved a grade C or better in English; in 2009, 64% did so.

22 In KS2 mathematics in 2007, 79.5% achieved or exceeded the expected levels; in 2008, 80.6% did so; in 2009, 81.3% did so. At KS3, in 2007, 74.4% achieved or exceeded the expected levels in mathematics; in 2008, 74.1% did so; in 2009, 77.3% did so. At GCSE, in 2007, 62% achieved a grade C or better in mathematics; in 2008, 65% did so; in 2009, 64% did so.

23 See Transition in Mathematics: Primary to Post-primary (ETI, 2010)

vocational units and, through their project work they apply effectively their knowledge and problem-solving skills to develop solutions in a range of industrially-relevant activities. In work-based learning, the low levels of prior achievement of many of the learners, particularly evident in the Training for Success programmes, present the suppliers with significant challenges to address, especially in the improvement of the essential skills in literacy and numeracy, and in their readiness for work. The transfer of important information on the trainees as they move from their schools is inadequate and, as a result, most of the work-based learning suppliers find it a challenge to determine the full extent of the learners' needs. All education and work-based learning suppliers need to strengthen the links with the organisations that their learners



previously attended in order to overcome the regression in learning that often occurs after transition.

- 4.2 There is little evidence within the 14-16 cohort in particular, that the literacy and numeracy requirements of learners are being adequately addressed. More work needs to be done

to include mentoring, work-related learning, pastoral support and personal development as essential elements through which learners develop the skills necessary to enhance their employability. With the planned implementation of the Qualifications and Credit

Framework (QCF)²⁴ the introduction of a single system for the tracking and recording of assessment and achievement would be a development which would benefit learners. **There is an opportunity to develop a clear continuum of skills development in literacy and numeracy from**

24 The Qualifications and Credit Framework (QCF) is the new framework for creating and accrediting qualifications in England, Wales and Northern Ireland.

pre-school to post-16, a continuum that would allow learners to access a level of accreditation appropriate to them, whether they are following an academic or vocational route. To support such a cohesive, coherent and connected system, the opportunity to review the unique learner number (ULN)²⁵ and the unique pupil number (UPN)²⁶ across the further education and schools sectors respectively should not be missed.

The expertise, creativity and commitment of the individual teacher, lecturer or youth leader remains the key agent for change for the better in the quality of education, work-based learning and youth provision.

and youth provision. It is, therefore, important that teacher education at all levels within the schools sector is based explicitly upon the values and teaching competences embodied

in the General Teaching Council's Code of Values and Professional Practice. The processes across the providers of initial teacher education to enhance the quality of provision reflects, in part, effective working with ETI, focused on self-evaluation,

inspection and improvement. Equally important is the support for further education colleges and work-based learning suppliers and tutors to evaluate their work and to effect improvement. There continues to be improvement in the quality of the self-evaluation and quality improvement planning processes across the colleges and work-based learning suppliers over the reporting period. The practical and effective step of introducing the Certificate in

5. The Improvement Agenda

Inclusion: Meeting the needs of the workforce

- 5.1 **The expertise, creativity and commitment of the individual teacher, lecturer or youth leader remains the key agent for change for the better in the quality of education, work-based learning**

25 The ULN is being developed as part of the Managing Information Across Partners programme. In the long-term it is anticipated that the ULN will replace the plethora of personal identifiers used by different organisations.

26 The UPN identifies each learner in the schools sector and is intended to stay with the pupil throughout their school career regardless of the change in school.

Teaching programme²⁷, provided by the University of Ulster to tutors from the work-based learning sector on a one-year part-time basis has very good benefits for the learners and the tutors. In the youth sector there remains the need for a more organised and focused means of continuing professional development for serving youth workers.

Inclusion: Developing the skills of all those with leadership roles

- 5.2 There is a close correlation between the effectiveness of leadership and management and the quality of overall provision in formal and informal educational settings. In the best practice, leaders have a clear vision for future development based on a rigorous approach to assessing the work of the organisation. They are committed to a culture of self-evaluation which raises expectations, standards and achievements and improves the

There is no doubt that leaders continue to face a range of diverse challenges, while the role of leading an organisation is, in itself, a challenging, complex and demanding one.

provision for all learners. **There is no doubt that leaders continue to face a range of diverse challenges, while the role of leading an organisation is, in itself, a challenging, complex and demanding one.** In comparing the quality of leadership and management of the curriculum with that in the previous reporting period, there is little evidence of systemic, marked improvement in this area. An integral part of improving the quality of leadership will be effective and coherent support mechanisms for leaders which provide better opportunities for the development of leadership skills.

- 5.3 An improvement from the previous reporting period is evident in the quality of the leadership and management of the provision in pre-schools. In three-quarters of the pre-school settings inspected the good or better quality of the leadership and management was evaluated as good or better. In the inspections and evaluations carried out

27 The overall aim of the course is to prepare and support tutors in their teaching, and to raise the quality of practice in terms of curriculum planning, teaching and work-based learning strategies, and the management of learning.

across the further education colleges during this reporting period, the overall quality of leadership and management of the curriculum, and specifically of the professional and technical areas inspected, was good or better in four out of the six colleges. Improvement in the quality of leadership and management in the schools sector is less evident. In the primary schools inspected, the leadership of the Principal was evaluated as good or better in three-quarters of the schools. In approximately one-quarter of the primary schools inspected, leadership and management continued to be not good enough. In just over one-third of the post-primary schools inspected, leadership and management also needed to improve, which represents a declining profile since the previous report; it was inadequate or unsatisfactory in around one-tenth of the post-primary schools inspected. In over two-fifths of the special schools inspected, the leadership was evaluated as very good to outstanding while in nearly one-fifth it was evaluated as inadequate. **The**

quality of leadership across schools of various types ranges from unsatisfactory to outstanding. There needs to be a better sharing of the existing good practice in order to improve this situation.

- 5.4 Since the introduction of its school improvement policy²⁸, DE has placed eighteen schools, both primary and post-primary, into the Formal Intervention Process²⁹. The aim of the intervention process, and the central theme of the policy, is to provide support for the school, the Principal and the teachers to *'ensure that effective action is taken to improve the quality of teaching and learning and where necessary, leadership'*. **The objective of inspection is to both affirm the strengths of an organisation and to identify the priorities for improvement, which should be addressed through an action plan and targeted support.** The centrality of the learner remains paramount.

28 Every School a Good School – A Policy for School Improvement includes a requirement to provide focused support for schools which, as a result of inspection by ETI, are found to be offering inadequate or unsatisfactory provision for their pupils. This support is provided through the Formal Intervention Process with support from the Education and Library Board (ELB), working, as appropriate, with the Council for Catholic Maintained Schools (CCMS) and the sectoral support bodies to improve the overall quality of provision.

29 Two of the schools have now exited the process.

- 5.5 As ETI plans for its next schedule of inspections, it will move increasingly to **a more proportionate and risk-based approach which**

recognises the increasing capacity of organisations to evaluate and to improve the quality of their own provision.

Those organisations in which the quality of

achievements and standards, provision and/or leadership and management are considered to be less than good will experience a shorter cycle of inspection activity. Those organisations which can demonstrate that their overall effectiveness is good ranging to outstanding will experience a longer cycle of inspection activity but will be monitored to ensure that the level of performance is sustained over time.

Inclusion: Addressing the pastoral needs of the learner

- 5.6 Most schools, colleges, work-based learning and youth centres continue to

There continues to be a requirement for the creation of intensive support resources, involving other disciplines,³⁰ for the increasing number of learners who present with challenging personal, social and emotional difficulties ...

support learners well to achieve their best, the central aim of good pastoral care. In those organisations evaluated

as outstanding, there is a distinctive, inclusive and caring ethos throughout the work of the school, college, work-based learning or youth centre; the organisations afford a high priority to the emotional well-being of both learners and staff; **and there is an effective link**

between the academic and pastoral systems to inform and support target-setting, which contributes effectively to improvement throughout the organisation.

- 5.7 An estimated 3–4% of the school population continues to be identified with social, emotional and behavioural difficulties: thus, schools face a considerable challenge to promoting positive behaviour and to establishing a climate of care and social inclusion in which learners can overcome barriers to learning. **There continues to be a requirement for the creation of intensive support resources,**

30 Chief Inspector's Report 2006–2008, Education and Training Inspectorate, www.etini.gov.uk

involving other disciplines,³⁰ for the increasing number of learners who present with challenging personal, social and emotional difficulties and to building the capacity of staff involved in formal and informal education to deal effectively with a complex range of pastoral and behavioural needs of learners.

- 5.8 **The Department of Education has been active and responsive to the need for counselling support for learners in schools.** It has issued guidance to encourage schools to develop appropriate policy and inclusive practices. The lessons to date indicate that **counselling provision is a crucial intervention in the lives of some young people** and should be considered and promoted as an important dimension of the pastoral programme in all schools.³¹ Overall, most schools have moved to a positive behaviour model based on affirming learners, celebrating achievements and rewarding good behaviour³². This

A key issue for schools is the building of staff capacity to meet more effectively the needs of the increasing numbers of learners with special educational needs (SEN).

model, combined with an effective pastoral care system, can be successful in reducing the numbers of learners in danger of becoming disaffected. For a small minority, however, concerted efforts within and beyond the school are necessary if their needs are to be met.

Inclusion: Meeting the wide range of learning needs

- 5.9 Schools, and in particular teachers, continue to meet the challenge of including a wide range of learners with differing needs. **A key issue for schools is the building of staff capacity to meet more effectively the needs of the increasing numbers of learners with special educational needs (SEN)** who are educated in units or learning support centres in mainstream schools (currently 1,000 learners) and mainstream classes. A minority of schools categorise appropriately the level of need within the SEN register; the majority of schools provide support with limited

31 An Evaluation of the Independent Counselling Service in Post-primary Schools: May 2009

32 An Evaluation of Pupil Behaviour in Schools and in Other Educational Settings: June 2010

analysis of need or through withdrawal support with often poor links with the teaching in the classroom. Too often there are narrowly focused intervention programmes, insufficiently robust targets set for individuals and the ineffective use of data to measure and assess the progress of learners with SEN; the outcomes for these learners are not as good as they need to be. There is, however, improving provision at the Foundation Stage (FS), and the strong emphasis on assessment for learning and play-based activities is helping to address the previously high level of language and communication needs among the youngest learners.



- 5.10 There are other areas in which teachers are working successfully towards including a range of learners with different needs. In the majority of the units for pupils with Moderate Learning Difficulties (MLD) in both primary and post-primary schools, the

teachers provide well for a diverse range of needs.³³ The provision for learners on the autistic spectrum has improved significantly since the DE Report of the Task Force on Autism 2001 which set out a series of recommendations to raise standards. The inter-board autism advisory service has grown in confidence and expertise, and has developed good practice

standards in much of its work.

Learners from the traveller community are integrating well into school life; they achieve commensurate with their levels of attendance, which are generally poor. To effect improvement, there needs to be a stronger shared responsibility between the traveller community and the education stakeholders to improve the relevance of education and to promote

social inclusion. **There is increased confidence and capacity in schools to identify and meet the needs of newcomer learners.** With support from the Inclusion and Diversity Service (IDS)³⁴, schools demonstrate

³³ An Evaluation of SEN Provision in Special Units Attached to Mainstream Schools: September 2010

³⁴ IDS is a regional support service funded by DE across the ELBs to strengthen and improve support to newcomer pupils and their families, by ensuring a consistent level of support and specialist advice to all grant-aided and special schools.

a commitment to improving their provision for newcomer learners and are making good use of a range of effective strategies and resources to support them.

- 5.11 There continued to be a steady reduction in the percentage of learners who left school with no qualifications; the percentage of those leaving school with no GCSEs decreased from 3.9% (just under 1,000 pupils) in the previous reporting period to the current figure of 2.9% (just under 700 pupils)³⁵. There was also a reduction to just over 5% in the number of boys who left school with no qualifications and who were eligible for free school meals. Nevertheless, schools and support organisations need to provide support that is more appropriate to the needs of this cohort of learners in order to improve their lives and life chances.

It is important that all organisations who work for the benefit of learners continue to explore ways of working together to provide effective transitions and a more coherent experience for all learners.

Connections: The link between health and learning

- 5.12 In the current reporting period, **schools continue to make progress in supporting learners to adopt healthy lifestyles**³⁶. The employing authorities and canteen staffs have worked hard, using a phased approach, to develop a range of menus for school lunches which meet the food-based nutritional standards. Most primary and post-primary schools are making very good or outstanding progress towards achieving aspects of the standards, an improving trend since the last reporting period. Schools and employing authorities have made a good start in applying the new nutritional standards which were extended to include all food provision in schools from April 2008. In taking forward the important work of adopting a healthy lifestyle, schools need to monitor and evaluate more effectively whole-school

³⁵ Year 12 & Year 14 Examination Performance at Post-primary Schools in Northern Ireland

³⁶ As part of the Government's effort to reduce obesity levels across N. Ireland, DE appointed two Nutritional Associates (NAs) in 2006 to monitor, promote and report on improvement in the implementation of the food-based nutritional standards for all food in schools and general approaches by schools and employing authorities in promoting healthy eating amongst pupils.

healthy eating programmes to ensure ongoing development in the quality of provision.

6. Connecting Better for and with Learners

Transitions: Putting the learner's needs at the centre

- 6.1 **It is important that all organisations who work for the benefit of learners continue to explore ways of working together to provide effective transitions and a more coherent experience for all learners.**

The area-based evaluations of transitions within two distinct areas³⁷, and the evaluation of the early progress of the Achieving Belfast and Achieving Derry-Bright Futures programmes, highlight the importance of effective and well-informed self-evaluation and of making more connections through working with a range of stakeholders to raise

While organisations have made a good start to involving and listening to learners, much remains to be done.

standards and to achieve better outcomes for learners. The importance of strategic planning cannot be underestimated. A shared approach to developing a curriculum which will serve the needs of learners and provide them with individual learning pathways which are broad, balanced and coherent is crucial.

- 6.2 The United Nations has declared from August 2010, the International Year of Youth: Dialogue and Mutual Understanding. It has asked all

member states to 'further promote youth involvement in the decision-making process.'³⁸ A number of organisations have begun to develop ways of including learners in planning and assessing

the formal and informal aspects of the life of the school, college, training facility or youth centre. The learners are provided increasingly with opportunities to develop their leadership skills, to enhance their sense of personal responsibility through 'buddying' and peer mentoring

37 An Evaluation of the Quality of Strategic Planning; Learning; and Transition Arrangements for Education and Training in the BALLYMENA AREA: Area-based Inspection: February 2009.

An Evaluation of the Quality of Strategic Planning; Learning ; and Transition Arrangements for Education and Training in the WEST BELFAST AREA: Area-based Inspection: March-April 2009

38 www.unyouth.com

programmes, and to make decisions through their membership of school and college councils or of youth forums. **While organisations have made a good start to involving and listening to learners, much remains to be done.**

7. Conclusion

This report details the progress made in the education, work-based learning and youth sectors in the two years 2008-10. It also references aspects of provision that are not good enough. By the time the next report is published, the 2012 Olympics will have finished. Looking forward to this

event, it is fitting to recall the Olympic motto: "Citius, Altius, Fortius" "Swifter, Higher, Stronger", and to consider the ancient origins of democracy as we work towards building a 'peaceful, fair and prosperous society'. All who participate in the Olympics aim to achieve their personal best. With the primacy of the learner at the centre of all the work of those involved in education, the Olympic motto is a laudable aim for all who are tasked with supporting the education and training of our children and young people. **The challenge for each one of us is to do our personal best for the children, young people and adult learners in our care.**



PHASE REPORTS

These reports are abridged versions of longer and more detailed phase reports which can be accessed at www.etini.gov.uk

Inspection Evaluations

A number of quantitative terms are used in the report. These terms should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

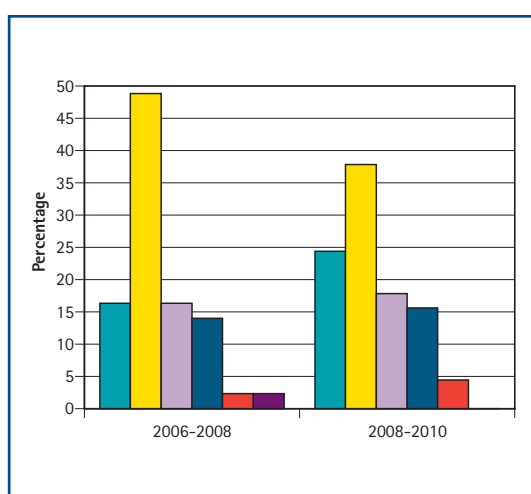
In assessing the various features of provision, inspectors relate their evaluations to six descriptors as set out below:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

1. The Quality of Pastoral Care and Child Protection/ Safeguarding

1.1 The majority of the organisations inspected provided a very good quality of care, guidance and support for the learners, reflected in the positive working relationships with the staff built on mutual trust and respect. The commitment to the health and well-being of both the learners and staff was identified as a strength in almost all of the pre-school settings and primary schools inspected. In 80% of post-primary inspections over the reporting period, the quality of the pastoral care was evaluated as good to outstanding.

Figure 1: An Evaluation of the Arrangements for Pastoral Care



1.2 Over 11,600 parents responded to confidential questionnaires as part of the inspection process across the pre-school, primary and post-primary sectors. Almost all mentioned the high quality pastoral care; the commitment of the teachers, leaders and support staff to the health and well-being of the learners; the many opportunities provided to develop personal and social skills; and the quality of the care, guidance and support.

1.3 In the further education colleges and work-based learning suppliers inspected, just over 1,700 students, trainees and apprentices responded to a confidential questionnaire. Most expressed their satisfaction with the quality of the teaching, training and learning, and with the support provided by staff to enable them to achieve their qualification.

1.4 Across organisations there remains more scope to listen to the voice of the learner and to develop within them an awareness of how they learn best, and of how they can measure and plan their own progress.

1.5 In almost all of the organisations inspected the arrangements for child protection and safeguarding ranged from very good to satisfactory. The fact that cross-phase training for child protection remains unregulated

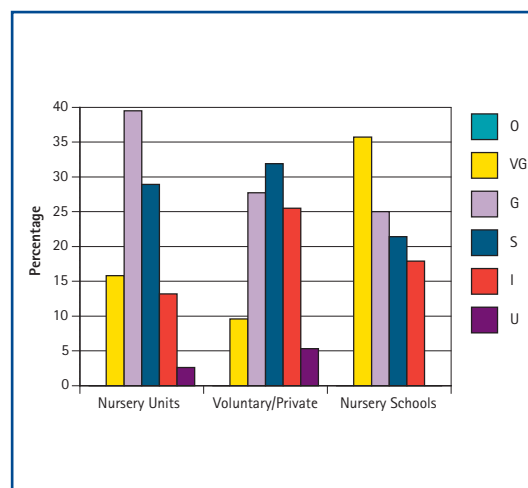
raises questions in terms of quality and adequacy, particularly in the voluntary and private sectors.

- 1.6 The three Departments have been reviewing their guidance on the Safeguarding and Protection of Children, Young People and Vulnerable Adults; and evidence from inspection has helped inform this review and development work.

2. The Quality of Provision in Pre-school Settings

- 2.1 Almost all children in their final pre-school year attend funded pre-school provision as part of the Pre-School Expansion Programme. The overall quality of pre-school education has improved; in just over four-fifths of the pre-school settings inspected during the reporting period, the quality of provision was evaluated as good or better.

Figure 2: The Overall Effectiveness within Pre-school Settings



- 2.2 While the highest percentage of good to outstanding practice remained within the statutory nursery school sector, it is encouraging to note the improvement in the number of statutory nursery units and voluntary/private settings inspected which fell into this category.

2.3 The strengths and improvements in the provision

- 2.3.1 In just over four-fifths of the pre-school settings inspected the achievements and standards across the curriculum ranged from good to outstanding.
- 2.3.2 During the reporting period the development of the children's language and communication skills was promoted more consistently across all

types of pre-school settings inspected, reflecting a significant improvement in both the statutory nursery units and the voluntary/private settings.

2.3.3 Most pre-school settings inspected provided good or better opportunities for the development of early mathematical experiences, with a significant improvement in almost one-half of the statutory nursery units.



2.3.4 Almost all of the statutory nursery schools and nursery units, and a majority of the voluntary/private settings inspected, provided good to outstanding opportunities for physical development. The improvements in the opportunities for learning outdoors in general, and for the development of physical and energetic play in particular, benefited the learners through the development of healthy lifestyles, greater opportunities to engage with the natural environment and the increased motivation and engagement of boys.

2.3.5 The good or better quality of the leadership and management in three-quarters of the pre-school settings inspected reflects an

improvement from the previous reporting period.

2.3.6 There were improving pastoral links between many pre-schools and primary schools in managing the transition from the pre-school setting into year one. An increasing number of pre-school settings enhanced the quality of their provision by planning collaboratively, and by sharing best practice and resources both within and across the statutory and voluntary pre-school providers and local primary schools.

2.4 The actions required to effect further improvement

2.4.1 The quality of the planning and assessment was the most frequently identified area for improvement, particularly within the voluntary/private settings inspected. Staff need to match the pre-school programme more appropriately to the identified needs and interests of the learners.

2.4.2 There continues to be a disparity between the statutory and voluntary/private sectors in relation to the qualifications of the staff; and there is a need for a more strategic and coherent approach to the provision of

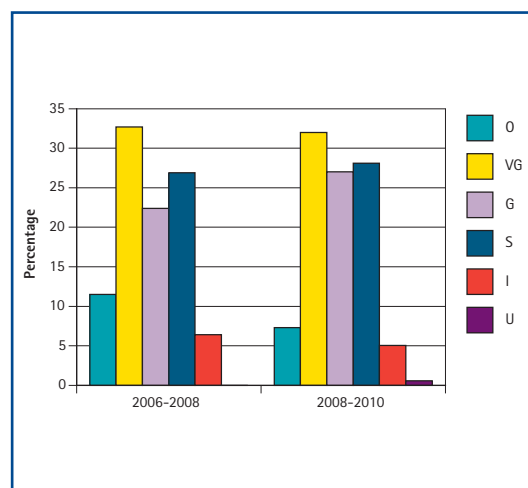
continuing professional development for all early years practitioners to work towards a more consistently skilled work force.

- 2.4.3 There continues to be room for improvement in many primary schools at the Foundation Stage to build more effectively on the high levels of independence, self-management and quality learning through play-based activities which many learners have already experienced in their pre-school setting.

3. The Quality of Provision in Primary Schools

- 3.1 The overall effectiveness of two-thirds of the cohort of schools inspected was evaluated as being good or better, although the proportion of primary schools evaluated as outstanding was lower than in the previous reporting period. In one-third of the primary schools inspected, the quality of the education continued to be an area for improvement. The quality was evaluated as less than satisfactory in just under one in ten schools inspected. During the reporting period, 13 primary schools entered the Formal Intervention Process.

Figure 3: The Overall Effectiveness within Primary Schools



3.2 The strengths and improvements in the provision

- 3.2.1 The quality of the teaching was evaluated as very good or outstanding in almost one-half of the 3611 lessons observed. This teaching was characterised by highly effective planning, the sharing of the intended learning outcomes, practical and appropriately challenging activities, the use of success criteria to provide integral reference points throughout the lesson and the effective consolidation of the learning at the end of the lesson.
- 3.2.2 The primary school sector has made good progress in the implementation of the skills-based revised curriculum. The influence of the revised curriculum was evident through the effective use,

in most instances, of shared learning intentions and success criteria by both the teachers and the learners. In general, the curriculum developments have increased the learners' enjoyment in learning.

3.2.3 The development of the learners' thinking skills and personal capabilities through a whole-school approach to collaborative learning was a strength in the majority of the schools inspected. The best teaching, in one-half of the lessons evaluated, was characterised by highly effective planning designed to meet the needs and abilities of all the learners.

3.2.4 In almost three-quarters of the primary schools inspected, the leadership of the Principal was evaluated as good or better, slightly lower than in the previous reporting period. Just over one-half of principals provided very good or outstanding leadership. These principals placed a clear focus on raising achievements and standards, particularly in literacy and numeracy.

3.3 The actions required to effect further improvement

3.3.1 In almost one-half of the schools inspected the use of self-evaluation to effect improvement was identified as an area for improvement, an increase from the previous reporting period.

These schools need to develop further the use of quantitative assessment evidence to enable principals, teachers and co-ordinators to monitor progress, to evaluate their own effectiveness and to raise standards in learning.

In just over one-quarter of primary schools inspected, the leadership and management provided by the Principal was not good enough, a slightly higher proportion than in the last report. These principals do not plan adequately for improvement throughout the school.

3.3.2 Compared to the previous reporting cycle, the proportion of schools inspected in which the standards and achievements were not good enough was higher, at approximately one-third. These schools need to raise the achievements and standards of the learners with a strong focus on developing each learner's skills in literacy and numeracy.

3.3.3 Over the reporting period, the percentage of learners identified as having special educational needs continued to show an upward trend. In a significant minority of the schools inspected, the provision was not good enough. The support provided was not matched sufficiently to the learners' identified needs. The effectiveness of such support needed to be monitored and evaluated more precisely to

measure the improvement it brought to the attainment of the learners, and to identify any changes which should be made in the provision.

- 3.3.4 There is a need for improvement in the teaching and development of reading skills for learners in KS2, and in the coherent development of writing across the areas of learning throughout the primary year groups, to improve standards in literacy. The less effective or ineffective practice, in one-fifth of the lessons observed, was characterised by teaching which limited the opportunities to practise, refine and improve the use of grammar, spelling and writing conventions in a meaningful context. There were inadequate opportunities for the children to develop and apply their reading skills through KS2 with a resulting decline in their ability to tackle new words and to develop their fluency, accuracy and understanding.

- 3.4.5 Most of the primary schools inspected need to develop a more coherent understanding of the skills and attributes taught in feeder schools and centres. They



need to develop teaching strategies which provide purposeful progression in learning and build on the skills, knowledge and understanding which younger learners have already acquired.

4. The Quality of Provision in Irish-medium (IM) Education

4.1 The strengths and improvements in the provision

- 4.1.1 During the reporting period, the IM sector has continued to expand and develop. In the primary and post-primary sectors, the learners achieve good levels of spoken Irish and communicate with their peers and other Irish speakers with ease.
- 4.1.2 The IM primary school sector continues to respond well to the focused agenda for improvement that follows an inspection. In four follow-up inspections conducted during the reporting period, three of the schools had made good progress. The IM sector needs to develop further, and to engage more positively in, the process of self-evaluation, rather than depending on

the inspection process to promote improvement.

- 4.1.3 Of the six pre-school settings inspected that deliver the pre-school curriculum through the medium of Irish, the quality of the provision in one-half of the settings was evaluated as good or better. As was the case in previous inspections of IM units, the quality of the one IM unit inspected was evaluated as good. The quality of provision in three of the seven primary schools inspected was evaluated as satisfactory or better.

4.2 The actions required to effect further improvement

- 4.2.1 Three of the pre-school settings inspected had significant areas for improvement, including an improvement in the standard of Irish used by the adults. In four of the primary schools inspected the quality of provision was evaluated as inadequate. The Department of Education has placed these schools in the Formal Intervention Process.



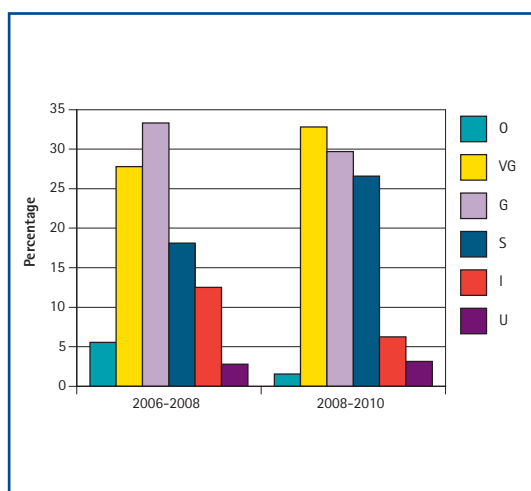
- 4.2.2 In less than one-half of the schools inspected, the achievements and standards in literacy and numeracy were evaluated as good or very good. The provision for those children requiring additional support with aspects of their learning was evaluated as good or better in one-half of the schools. There continues to be the need for the better assessment and support for those learners with SEN.
- 4.2.3 The quality of leadership and management, including the effectiveness of the structures for self-evaluation leading to improvement in the standards of the learners, was found to be satisfactory or less in more than one-half of the schools inspected.

5. The Quality of Provision in Post-primary Schools

- 5.1 There were improvements in aspects of learning and teaching in the post-primary schools inspected. For example, the quality of the teachers' planning was good or better in two-thirds of the schools inspected. In particular, there was a clear focus on reviewing

schemes of work at KS3, to reflect the changes to, and key requirements of, the revised curriculum. The growing understanding of the requirements of a more skills-based curriculum has led to an improvement in the quality of learning and teaching, which is reflected in, for example, the broader range of learning experiences and the more active engagement of the learners.

Figure 4: The Overall Effectiveness within Post-primary Schools



5.2 The strengths and improvements in the provision

5.2.1 The standards in public examinations at GCSE and GCE A levels continued to improve, although there were major areas of performance where the results were still not good enough. At GCE Advanced level, the percentage of pupils achieving a grade A to C in three

or more subjects has increased slightly to 64%. At KS3, the percentage of pupils achieving Level 5 and above in English and mathematics has increased slightly to 79% and 77% respectively.

5.2.2 The overall quality of the provision for those learners who required additional support with aspects of their learning was evaluated as good or better in two-thirds of the schools inspected. There remains the need within one-third of schools to improve the capacity of the staff to provide effective support for these learners. The particularly effective practice was characterised by the rigorous and regular recording and monitoring of the learners' progress by the SEN co-ordinator (SENCO) and the class teacher, together with a whole-school commitment to differentiated teaching, leading to improvement in the learners' levels of achievement.

5.2.3 In a majority of the post-primary schools inspected during the reporting period, the quality of leadership and management was good to outstanding. The quality of middle management continued to be good to outstanding in almost two-thirds of the post-primary schools inspected. There has been improvement in the quality of the strategic leadership demonstrated at middle management and an increase

in the effective actions to promote improvement.

- 5.2.4 There was a slight improvement in the overall quality of the care, guidance and support provided for learners in the cohort of schools inspected. There was an improvement in the effective implementation of current child protection policy of more than ten percentage points. Nearly all schools had satisfactory or better arrangements in place for the implementation of current child protection policy as required by DE circulars; in four out of five schools the arrangements were good or better.

- 5.2.5 There was significant improvement in the proportion of schools inspected demonstrating an outstanding or very good commitment to inclusion and diversity, an increase from two out of three schools being evaluated as good or better in 2006-08, to four out of five in the current reporting period. In the most effective practice, schools promoted a culture of inclusion and took consistent action at an early stage to identify and support learners at risk



of falling behind or dropping out of school. They also took significant steps to nurture the emotional development of these learners, providing a basis for them to learn successfully and to feel included. Furthermore, the schools took positive action to improve attendance, to reduce suspensions, and to pursue actively ways of re-integrating learners who are educated off-site back into mainstream education.

5.3 The actions required to effect further improvement

- 5.3.1 In just over one-third of the schools inspected, the leadership and management needed to improve; it was inadequate or unsatisfactory in around one-fifth of the schools inspected. In nearly two-fifths of the schools, the middle management did not carry out their responsibilities effectively. Managers at all levels need to implement more rigorous improvement and self-evaluation processes, including the integral role of the school development planning (SDP) process, to raise the quality of provision and the outcomes for learners. The quality of SDP remains a

challenge for a significant minority of the schools inspected.

5.3.2 There needs to be a continued focus on raising further the standards of literacy and numeracy. The learners achieved good or better standards in English in two-thirds of the schools inspected; the proportion of schools in which standards were less than satisfactory has increased to one in ten. There has been a slight improvement in the standards in mathematics. The overall standards were good or better in just one-half of the schools inspected; they were less than satisfactory in one-quarter of the schools. Year-on-year progression in the learning of mathematics was good or better in less than one-half of the schools inspected. At GCSE level, over 70% of learners in year 12 achieved at least five subjects at grades A* to C; this figure decreased to 57% when English and mathematics were included³⁹.

5.3.3 Schools need to continue to embed the revised curriculum by building on the progress already made. They need to identify teaching and learning strategies which match the specific

needs of individual learners and which will lead to sustained improvement in their standards and skills. The use of Assessment for Learning⁴⁰ techniques within the classroom, and the overall use of assessment to effect improvement remained satisfactory or worse in just under one-half of the schools inspected. While the teachers shared the learning intentions with learners during lessons, they needed to improve the consolidation of learning through more effective use of plenary sessions. Furthermore, teachers needed to give more effective feedback to the learners to guide them in how they might improve the quality of their work.

5.3.4 Links across the post-primary schools inspected and AEP, while improving slightly, were not robust enough to ensure shared practice and joint accountability for the quality of provision or reintegration of learners. Schools need to recognise their responsibilities towards all learners on their register, including those educated offsite; they need to monitor the provision to ensure that the learners' needs are being met equitably and adequately. The majority of

39 Year 12 & Year 14 Examination Performance at Post-primary Schools in Northern Ireland

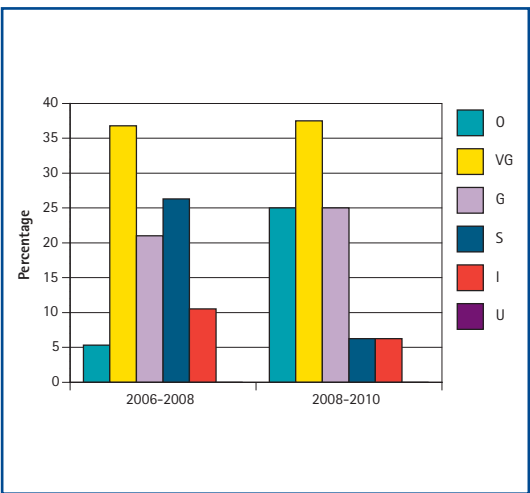
40 Assessment for Learning promotes four key elements of classroom practice: i) the sharing of clear learning intentions with the learners; ii) effective questioning; iii) feedback to learners to move the learning forward; and iv) the development of self-critical, reflective learners.

learners referred to AEP have special educational needs, yet they do not have access to the same quality of resources as learners in mainstream schools.

6. The Quality of Provision in Special Schools

6.1 The provision in three of the 14 special schools inspected was evaluated as outstanding. These schools are sector leaders and have created best practice models in areas such as outreach support for literacy, intensive support for learners with severe learning difficulties, including autism, and behaviour support.

Figure 5: The Overall Effectiveness within Special Schools



The outstanding leadership identified included a broad investment in professional skills and knowledge

suited to the future role of the special school. By contrast, there were areas for improvement in over one-third of the schools inspected.

6.2 The strengths and improvements in the provision

6.2.1 Special schools continue to raise the standards which learners with SEN achieve, and to develop the capacity of the staff to address complex needs, including profound and multiple learning difficulties. In the schools inspected, most of the lessons observed were evaluated as good or better, with one-fifth evaluated as outstanding. There was an improvement in play-based learning in the early years, identified as a short-coming in the previous reporting period.

6.2.2 The long-established practice of prioritising and progressing actively, pastoral and social provision for the learners continues to underpin best practice in the sector. All of the young people with whom ETI spoke during the reporting period said that they felt safe, secure and respected in their school; most could demonstrate their learning, had made friends and could face the future with confidence.

6.2.3 In over two-fifths of the schools inspected, the leadership and management were evaluated as

very good or outstanding. A main characteristic of the most effective practice was the school's capacity to evaluate its work and to implement a system to collate appropriate evidence which allowed them to analyse and track the progress of the learners.

- 6.2.4 There are strengthening relationships across special and mainstream sectors, and with further education colleges to the benefit of the learners, including improved accreditation provision. There is continuing evidence of well-structured programmes for school leavers and, for the majority of the learners, successful transition pathways to further education and employment.



building confidence and promoting greater inclusion. They need to increase their use of data to inform overall school improvement.

- 6.3.2 A feature of developing provision in the best schools inspected was the dissemination of expertise to support mainstream schools. Overall, there is a need to increase the currency of the work of the special school in mainstream schools through the creation of a cohesive model of collaborative support and of outreach participation.

- 6.3.3 Those learners with profound and multiple learning difficulties are less likely to find appropriate post-school placement, and a minority of learners with significant autism and challenging behaviour difficulties require continuous support. Education and allied health disciplines are coming together in practical working arrangements to achieve the transition of learners with severe and complex needs and profound disability, or to intervene in incidences of challenging behaviour. More significant and ambitious strategic planning between education and health, with a particular focus on post-school provision, is

6.3 The actions required to effect further improvement

- 6.3.1 The use of collated data to inform the setting of longer-term outcomes, and to monitor the overall impact of the work of the schools inspected was under-developed. These schools need to develop a whole-school approach to self-evaluation within a climate of

required to improve the life chances and lives of these learners and their families.

7. The Quality of Provision in the Further Education Sector

7.1 The current economic challenges, and the associated difficulties in the employment market, contributed to a significant increase in student enrolments for the 2009-10 academic year across all of the six area-based colleges. The colleges have worked hard, and with some degree of success, to respond to a range of challenges, including the provision of suitable and sufficient resources, and the allocation of additional teaching accommodation.

7.2 In 2008-09, inspections in the colleges focused on the quality of provision across the six priority skills⁴¹ areas at level 2, including the essential skills of literacy and numeracy. In 2009-10, there were follow-up

inspection activities in those priority skills programme areas at level 2, and, where appropriate, in the provision for essential skills, which was evaluated in the original inspections as satisfactory, inadequate or unsatisfactory.

7.3 The overall quality of the provision for the priority skills areas at level 2 was very good in one college, good



in three colleges and satisfactory in the remaining two colleges. The follow-up inspections in 2009-10, reported that all of the level 2 provision, including the essential

skills, which was evaluated as satisfactory, inadequate or unsatisfactory, had improved by at least one performance level. In almost three-quarters of the areas the improvement was re-evaluated as good or very good.

7.4 The focus in 2009-10 was to consolidate the level 2 work by evaluating the quality of provision across a sample of the priority skills

41 The six priority skills areas include construction and the built environment; manufacturing and mechanical engineering; electrical and electronic engineering; computing and ICT; software engineering and hospitality and tourism.

areas⁴² at level 3. The overall quality of the priority skills areas at level 3 was very good in one college, good in three colleges and satisfactory in two colleges.

- 7.5 There has been good progress in ensuring that the key strands of DEL's Quality Improvement Strategy – *Success through Excellence* – are taken forward. Significantly, in 2009–10, ETI evaluated the whole-college, self-evaluation reports and quality improvement plans for all of the colleges. There was a particular focus on the role of the student, and the extent to which each college used evidenced-based judgements to evaluate the quality of the students' learning experiences.

7.6 The strengths and improvements in the provision

- 7.6.1 There was an improvement in the quality of the planning for, and use of, Information and Learning Technology (ILT) across the colleges to enhance teaching and learning, and to support college management functions. In the majority of colleges there were

ongoing improvements in the use of on-line reporting tools, managed learning environments, and knowledge management systems to aid strategic and operational planning, and to improve quality.

- 7.6.2 There was an improvement over the two-year period in the quality of the whole-college, self-evaluation and quality improvement planning processes. Three of the colleges made excellent progress in developing coherent approaches to planning for improvement.
- 7.6.3 Overall, across the priority skills areas inspected, the quality of teaching and learning in almost three-quarters of the lessons observed was good or better; in one-third it was very good or outstanding. The majority of the students were well motivated, enthusiastic to learn and were committed to the achievement of their award.
- 7.6.4 The effectiveness of the senior management of the colleges inspected in disseminating best practice in cultural diversity was evaluated as

42 The priority skills areas inspected included construction and the built environment; manufacturing and mechanical engineering; electrical and electronic engineering; and computing and ICT.

very good in one college, good in three colleges, and satisfactory in the remaining two colleges. Amongst the strengths identified were the development of appropriate policies and procedures, the effective embedding of diversity and equal opportunity into student induction programmes, and the good use of established links with a wide range of statutory and voluntary agencies to inform future planning for social inclusion.

- 7.6.5 All of the colleges make a significant contribution to the delivery of the key aims of the Entitlement Framework by providing a wide range of education and training programmes for 14–19 year olds. They are actively involved in at least one ALC and are committed to supporting their partner schools in providing a broad and balanced curriculum. The number of school learners enrolled on programmes in the colleges for 2009–10 continued to rise from 11,271 to 11,615 pupils. These learners accounted for almost 10% of the total college enrolments.



7.7 The actions required to effect further improvement

- 7.7.1 There is a need for the further embedding of quality improvement processes across all college provision, including the better use of benchmarked data to inform decision-making.

7.7.2 Across the priority skills areas inspected at level 2, there continues to be considerable variation in the quality of teaching and learning of the essential skills of literacy and numeracy. Management needs to integrate more effectively the essential skills provision into wider curriculum planning.

- 7.7.3 College management teams need to develop strategies to ensure that the ILT competencies of all staff are further developed and used to enhance and to improve the experiences, skills and achievements of all students.

8. The Quality of Provision in Work-based Learning and Employment Programmes

- 8.1 During 2008, DEL continued to revise and refine their work-based learning provision. The Level 2 and 3 apprenticeships were uniformly

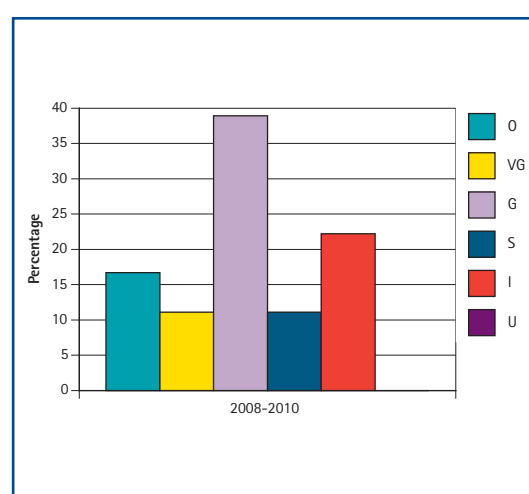
branded as ApprenticeshipsNI, which included all-age apprenticeships for the first time. Training for Success continues to cater for those trainees not in employment; a further review of this provision is currently underway.

8.2 The severe economic circumstances that characterised the reporting period decreased significantly the numbers of new apprentices employed by firms. In August 2009, DEL responded to the economic situation through the introduction of a number of initiatives, including a Level 2 Programme-Led Apprenticeship, aimed at those young people who wish to be apprentices but who are not yet in employment. It is an appropriate, but temporary, intervention measure during the economic downturn to provide the opportunity for unemployed young people to achieve a Level 2 apprenticeship qualification over two years.

8.3 During the reporting period, there were inspections of around one-half of the suppliers contracted under the Training for Success and ApprenticeshipsNI programmes, with follow-up inspections of a further 12 suppliers. There were also scrutiny inspections of all of the supplier self-evaluation reports and quality improvement plans.

8.4 The quality of the provision was evaluated as satisfactory or better in just over three-quarters of the suppliers inspected; it was not good enough in the remaining suppliers. It was good or better in around two-thirds of the suppliers inspected, and very good or outstanding in just over one-quarter. Just under one-third of the work-based learning provision inspected during the reporting period was satisfactory or inadequate.

Figure 6: The Overall Effectiveness within Work-based Learning



8.5 The strengths and improvements in the provision

8.5.1 The quality of the self-evaluation and quality improvement processes, in most of the suppliers inspected, continued to improve. In 2009, the self-evaluation reports and quality improvement plans of 90% of the suppliers were

satisfactory or better. Almost 40% of them were very good or outstanding, compared to 34% in the previous year. The very good or outstanding provision was characterised by the rigorous self-evaluation process which lead to clear actions for improvement, and which was underpinned by the effective monitoring and analysis of reliable data.

8.5.2 Around 70% of the directed training and workplace training sessions inspected were evaluated as good or better. The main features of good practice included: well-planned and organised sessions, good variety and levels of challenge in the activities which interest and engage the trainees and apprentices, effective and wide-ranging support to meet individual needs and a clear emphasis on monitoring and reviewing the progress of the trainees and apprentices.

8.5.3 Over the reporting period, the achievements and standards improved; they were good or better in around 67% of the suppliers inspected, compared with 44% in the last report,

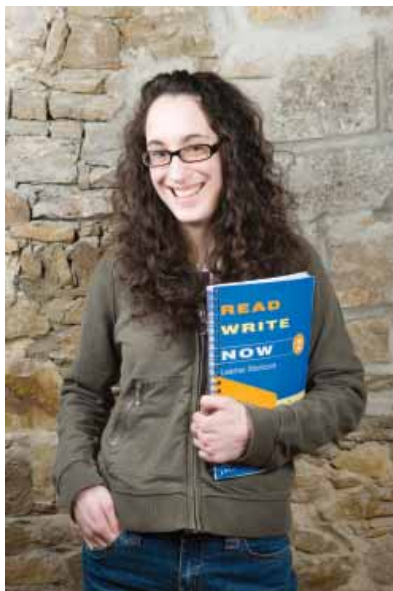
and they were evaluated as inadequate or unsatisfactory in fewer suppliers. The proportion of suppliers inspected who were awarded good or very good performance levels more than doubled.

8.5.4 The academic profile of the trainees registered on the Training for Success programme is mostly low; most

of them have few or no qualifications on entry to the programme and many have significant impediments to learning. Nevertheless, most of the trainees observed during the reporting period made good progress in their programmes, demonstrating good levels of motivation and acquiring appropriate occupational skills. Across the ApprenticeshipsNI provision, the standards of work achieved by most

apprentices were good to excellent. The range of skills developed generally supports well the needs of business and industry. Most apprentices were well-motivated, enthusiastic and able to meet deadlines set by their employers. The success rates for trainees and apprentices who completed their programmes were mostly good or better.

8.5.5 Most of the suppliers inspected had good arrangements for the pastoral



care and safeguarding of learners. They had developed and used appropriate policies and procedures to support the well-being of the trainees and apprentices. Because of their increased awareness they implemented appropriate risk assessment and other arrangements for the safeguarding of young people and vulnerable adults.

- 8.5.6 There was an enhanced focus on the promotion of self-evaluation and self-improvement among suppliers. As a result of more robust contract management and follow-up inspection arrangements and revised inspection models to reflect better the changing nature of the contracted programmes funded by DEL, there was more effective identification of, and inspection focus on, under-performing supplier organisations. The follow-up inspection processes, along with the targeted quality improvement and support activities funded by DEL, were effective in driving up improvements in quality and standards.

8.6 The actions required to effect further improvement

- 8.6.1 Just under one-quarter (22%) of the suppliers inspected needed to place a greater focus on improving the skills of the apprentices. The provision which was evaluated as satisfactory or less than satisfactory was characterised,

for example, by an over-emphasis on the assessment of existing occupational competences and a lack of improvement in the practical skills, technical knowledge and essential skills.

- 8.6.2 The quality of the provision for the essential skills of literacy and numeracy remained much too variable. It was good or better in just under 60% of the organisations inspected, but inadequate or unsatisfactory in a further one-third of organisations. In the less effective practice, the planning was poor and there were missed opportunities for the integration and application of the essential skills within the professional and technical programmes for the trainees and apprentices.
- 8.6.3 The supplier organisations would benefit from the more effective collation and analysis of data to enable them to compare and benchmark their performance against similar suppliers and to set more meaningful targets for further improvement.

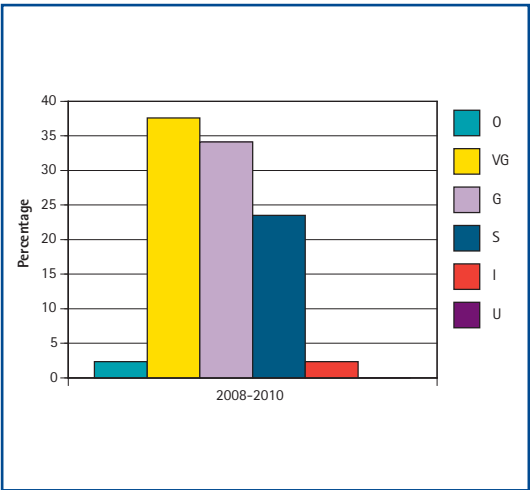
9. The Quality of Provision in the Steps to Work Adult Employment Programme

- 9.1 In September 2008, DEL introduced its Steps to Work Adult Employment Programme, with the aim of helping

participants who are unemployed or economically inactive to find and sustain employment. Steps to Work has been devised to ensure a more flexible approach that can be targeted at the participants' personal barriers to employment.

- 9.2 A longitudinal, two-phased model of inspection was used at the commencement of the Steps to Work programme. The first phase of the inspection gave the lead contractor an indication of the quality of the provision across the contract area, and of the areas for improvement to be addressed before the second phase of the inspection. During the reporting period, three of the nine lead contractors had both phases of the longitudinal inspection completed and a further four had a phase one inspection.

Figure 7: The Overall Effectiveness within Steps to Work Provision



- 9.3 Across the contract areas inspected, the quality of the Steps to Work provision was good in two of the lead contractors and satisfactory in one; many participants acquired appropriate work skills and achieved additional qualifications.

9.4 The strengths and improvements in the provision

- 9.4.1 The good provision was characterised by positive working relationships between the lead contractor, subcontractors and staff in DEL. In addition, the mostly good quality and varied work experience placements were matched well to the abilities and aspirations of the participants. Local labour market opportunities provided the participants with good opportunities to improve their employability skills.
- 9.4.2 The better lead contractors responded well to the significant reduction in the availability of work experience placements and in the number of job vacancies through an enhanced focus on securing placements with public sector organisations and agencies, and an increased emphasis on improving levels of employer engagement.
- 9.4.3 There was a clear and effective focus on improving the participants' readiness for work and employability

skills. Almost all of the participants benefited from the Jobsearch⁴³, curriculum vitae preparation, interview skills and careers guidance as part of their programmes. Just over 70% of directed training, Core Gateway⁴⁴ and Jobsearch sessions were evaluated as good or better.

9.5 The actions required to effect further improvement

9.5.1 Across the contract areas inspected, the number of participants progressing into sustained employment varied from 5% to 18%, which is well below the Departmental target. Too often, across the lead contractors and subcontractors there was an over-reliance on the small, local employers where there was little chance of participants moving successfully into sustained employment. They need to develop a wider range of work experience placements and of job opportunities.

9.5.2 The evidence from the inspections undertaken during the reporting period indicated that the arrangements for the quality assurance of the

Steps to Work provision need to be strengthened across the majority of the contract areas, to ensure that weaknesses are identified and addressed more effectively.

9.5.3 The lead contractors need to collate, analyse and use performance data more effectively to inform planning and to promote improvement.

10. Inspection Services provided for the Criminal Justice Inspection (CJI), and for the Department of Agriculture and Rural Development (DARD)

10.1 During the reporting period 2008–10, ETI provided inspection services for CJI, and for DARD. The work for CJI is guided by a Protocol, for DARD by a Memorandum of Understanding, and, on a yearly basis for each, by a Service Level Agreement.

43 The various elements of Jobsearch, Employability and Interview Skills and CV building are available for participants to take together or individually. They provide information on suitable jobs; help on completing application forms, letters of application and a CV; and help to prepare for job interviews including how to keep a job once they find one.

44 Core Gateway is a period of training and development lasting up to two weeks which provides participants with some of the skills they will need to find and keep a job.

10.2 The Quality of Education, Training and Skills Provision in the Northern Ireland Prisons

The CJI unannounced inspections of Maghaberry and Magilligan prisons were carried out in 2009 and 2010 respectively, and included an evaluation of the quality of the education, training and skills provision in both. The provision in Maghaberry and Magilligan prisons was evaluated as being inadequate and satisfactory respectively.

10.3 Among the strengths in the provision of training and skills in the prisons were: the good or better quality of the majority of the teaching; the effective partnership link between Magilligan prison and the local further education college; and the good standards of the learners' work in a majority of the programmes inspected.

10.4 The actions required to effect further improvement:

- ❑ a strategic direction for education and skills at prison senior management level; and
- ❑ improved arrangements for the quality assurance of education, skills and work at all levels.

10.5 The Quality of Further Education Provision in the College of Agriculture, Food and Rural Enterprise (CAFRE)

CAFRE was inspected in 2009 and in 2010, covering the further education provision across its three campuses at Enniskillen, Greenmount and Loughry. The quality of the further education provision inspected was evaluated as very good in all of the campuses.

10.6 Among the strengths in the CAFRE provision were: the very good management at all levels; the good overall retention and success rates; the excellent progression rates to employment and to higher level courses; the very good standards of most of the learners' work; and the high quality of the links with industry.

10.7 The actions required to effect further improvement:

- ❑ an improvement in the limited range of teaching and learning approaches deployed in a minority of classes; and
- ❑ a better timetabling structure for the provision of the essential skills.

11. The Quality of Provision in Teacher Education

11.1 The primary and secondary Bachelor of Education (B.Ed.) programmes provided by the University Colleges of Education (the colleges), were evaluated, with a specific focus on literacy and numeracy across the curriculum. The quality of provision for learning was evaluated as good or better. The standards achieved by the students were very good.

The effectiveness of leadership and management in securing improvement by raising achievement and enhancing quality was also good or better.

11.2 The review of Teacher Education⁴⁵ was launched for consultation in mid-June 2010. It sets out a number of very significant challenges for the providers of initial teacher education, early teacher education and continuing professional development, and for both DE and DEL in a climate of resource constraint. A major challenge is to bring together the professional learning which takes place throughout each stage of a teacher's career in a more coherent, continuous and effective manner.

11.3 The strengths and improvements in the provision

11.3.1 The B.Ed. programmes place an appropriate focus on the core skills of literacy and numeracy across the curriculum. The students gained valuable insights into the difficulties that arise for learners at the transition stage between primary and post-primary schools.

11.3.2 The Colleges place a suitable emphasis on all aspects of the teaching of reading and writing, and of mathematics, to increase the potential of the students to develop literacy and numeracy skills.

11.3.3 During the three-year period of the implementation of the revised curriculum (2007-10), the in-service training (INSET) for teachers was delivered effectively as the providers sought to meet the needs of schools on a more individual basis.

11.4 The actions required to effect further improvement

11.4.1 The Colleges need to ensure that student teachers understand better the

45 Teacher Education in a Climate of Change: the Way Forward. Department of Education: June 2010

learning and progression made by the learners. The student teachers need to be taught how to promote literacy and numeracy consistently through the teaching of their main and subsidiary subjects.

11.4.2 There is a need to link the INSET on assessment with the use of assessment evidence to enable teachers to monitor progression, to evaluate their own effectiveness and to raise standards in learning through well-founded target-setting as a priority over the three years, 2010–13.

11.4.3 There needs to be better liaison between educators and all of the other professionals in statutory and voluntary agencies, especially youth services, health, social services, juvenile justice, the library service and, where appropriate, local neighbourhood renewal groups, all of whose work impinges on the life chances of learners and their families.

12. The Quality of Provision in the Youth Sector

12.1 More than two-thirds of the quality of the practice observed during area youth inspections was good or better. In the youth centres inspected, just over one-half of the quality of the provision for learning observed was evaluated as satisfactory or better, with

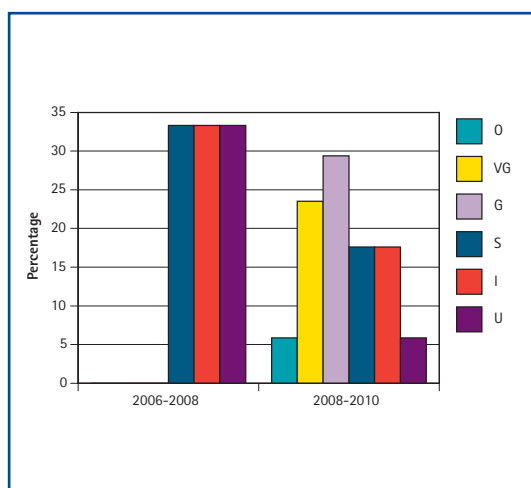
just under one-quarter evaluated as outstanding. Almost one-third of the quality of the provision in the youth centres inspected was evaluated as inadequate. The practice in two of the youth settings was characterised by the outstanding quality of the strategic leadership and the high quality of the creative and challenging programmes. The planning reflected well the central theme and core principles of the youth work curriculum, and the young people demonstrated consistently high levels of active participation and enjoyment.

12.2 The quality of the youth work practice across the sector is wide-ranging and there is a need to disseminate good practice more effectively.

12.3 The strengths and improvements in the provision

12.3.1 In the majority of the youth service provision inspected, the young people participated in the management and development of their own programmes. The participative structures allowed young people from a variety of urban and rural backgrounds to develop their self-confidence, leadership skills and effective team-working, where they had to make decisions and solved a range of practical problems.

Figure 8: The Overall Effectiveness within Youth Provision



12.3.2 A significant minority of young people achieved appropriate accreditation in a range of youth work courses; many progress to leadership roles within their centres or other youth organisations and make a positive contribution to their communities.

12.3.3 Many youth workers respond in an effective and creative way to different groups with good examples of project-based youth work, in particular to meet the needs of marginalised young people, of inclusion and the active promotion of equality of opportunity, and of outreach work in urban and rural areas.

12.4 The actions required to effect further improvement

12.4.1 Both the formal and non-formal sectors need a greater means of measuring the extent to which youth work *'ensures that every learner fulfils his or her full potential at each stage of his or her development.'* The growing challenge for those who fund and who lead youth work continues to be the development of structures to monitor and evaluate the overall coherence and progression in the young people's learning experiences, and to share and disseminate the good practice.

12.4.2 There remains the need to provide more coherent, strategic leadership and management through the development of more effective methods of evaluation. The more rigorous use of data to inform planning and to improve and sustain the quality of the outcomes for the young people is a priority. The planning for youth provision at ELB level is still too discrete from the planning for formal education, including Extended Schools and AEP.

12.4.3 In almost one-third of the youth centres inspected there was a need to match the programme better to the needs and interests of the young people, and to include them in the planning and review process.

13. The Quality of Provision in Organisations sponsored by the Department of Culture, Arts and Leisure (DCAL)

13.1 The organisations sponsored by DCAL (the organisations), continued to make an important contribution to life-long learning during the reporting period. Within their range of rich and diverse cultural language, sport, and scientific resources, they have a wide range of nationally-recognised, and, in some instances, internationally-recognised expertise to support both learners and teachers.

13.2 The formal education sector has not exploited fully the potential of the DCAL organisations in support of the revised curriculum and the youth curriculum, and especially through the use of such initiatives as Extended Schools, specialist schools and STEM (science, technology, engineering and mathematics).

13.3 The strengths and improvements in the provision

13.3.1 In response to a growing demand for their services, the organisations have

placed an increasing emphasis on life-long learning, widening access and increasing participation, in particular for those groups and individuals who would not historically have accessed DCAL services. The organisations provide a wide range of services, exhibitions and activities to increase the knowledge, understanding and skills of learners of all ages.

13.3.2 The Department of Culture, Arts and Leisure issued 'Guidance on Safeguarding Children' (the guidance) to the sponsored organisations in June 2009. In a follow-up inspection⁴⁶ of the arrangements for Child Protection across the sponsored organisations, the quality of safeguarding arrangements was satisfactory in all of those inspected.

13.3.3 The majority of the organisations inspected have made a satisfactory to good start in embedding the quality indicators into the evaluation of their work.

46 Follow-up Inspection to the Review of Child Protection Arrangements in The Department of Culture, Arts and Leisure (DCAL) and its Sponsored Organisations: June 2010.

13.4 The actions required to effect further improvement

13.4.1 There is a need for a more co-ordinated response across the organisations to the embedding of the quality indicators into their practice and to the development of a learning policy.

13.4.2 The quality indicators and the Learning Strategy, endorsed by DCAL, need to feature within the DCAL business plan and to inform the Public Service Agreement (PSA) targets. There needs to be a more appropriate balance between the use of quantitative and qualitative data in the accountability meetings between DCAL and the

organisations in order to reflect the importance of the Learning Strategy, and to record the progress being made, as well as any gaps in provision or in support. Those organisations which fund and co-ordinate the work of other semi-autonomous organisations need to develop rigorous and systematic quality systems that are integral to their funding contracts.

13.4.3 The Department of Culture, Arts and Leisure will need to review regularly the interim guidance on the protection of vulnerable adults developed in response to the introduction of the Safeguarding Vulnerable Groups (Northern Ireland) Order 2007.



Promoting improvement in the interests of all learners



"The primacy of the learner lies at the heart of the work of the Inspectorate....."

Annex

Table 1: Inspection Evidence: number of inspections 2008–2010

PHASE	NUMBER OF INSPECTIONS	NUMBER OF FOLLOW-UP INSPECTIONS
Pre-school	152	70
Primary	186	59
Post-primary	49	39
Special	15	11
AEP settings	12	3
Youth inspections*	17	5
FE	6	4
Work-based learning	19	12
Steps to Work	7	0
Area-based inspections	4	0

* Youth inspections include area-based, centres, projects, Headquarter Organisations and Outdoor Education Centres.

Table 2: Inspection Evidence: Cross-cutting evaluations 2008–2010

Survey	Phases involved	Visits
Department of Education (DE)		
An Evaluation of the Implementation of the Revised Curriculum in Primary, Special and Post-Primary Schools 2008	Primary	32
	Post-primary	29
	Special	4
An Evaluation of Traveller Education in the Five Education and Library Boards	Primary	12
	Post-primary	5
An Evaluation of the Provision for Special Educational Needs in Primary Schools 2007–2008	Primary	28
An Evaluation of the Quality of Educational Provision in Nursery Units in Primary Schools	Nursery units	70*
An Evaluation of the Use and Impact of Learning Environments in Schools and in the Wider Education Service	Primary	6
	Post-primary	22
	Special	2
	Other organisations	24
'The Best for all Our Children' A Follow-up to the Inspection of Special Educational Needs in the Pre-School Sector	Pre-school	280*
The Management and Quality of Provision for Pupils in Alternative Education Provision in the Western Education and Library Board	AEP	2
An Evaluation of the Quality of Strategic Planning; Learning; and Transition Arrangements for Education and Training in the Ballymena Area	Pre-school	5
	Primary	4
	Post-primary	3
	Special	1
	AEP	2
	FE	1
	Work-based learning	2

An Evaluation of the Quality of Strategic Planning; Learning; and Transition Arrangements for Education and Training in the West Belfast Area	Pre-school	3
	Primary	5
	Post-Primary	4
	Special	1
	AEP	2
	FE	1
	Work-based learning	1
	Youth	4
An Evaluation of The Adequacy, Accessibility and Integration of Services to Support the Emotional Well-being and Health of Children and Young People in the Greater Enniskillen area of Fermanagh	Pre-school	3
	Primary	6
	Post-primary	5
	Special	1
	AEP	1
	Youth	5
	Other organisations	8
Better Numeracy in Primary Schools: Evaluations and Prompts for Self-evaluation	Primary	77*
An Evaluation of the Primary Modern Languages Programme	Primary	47
Educational Psychology Services: An Evaluation of Progress since 2000	Nursery units	10
	Primary	23
	Post-primary	10
	Special	6
An Evaluation of Extended Schools 2009	Pre-school	4
	Primary	16
	Post-primary	15
	Special	4
An Evaluation of the Provision to Support Newcomer Pupils in a Range of Primary and Post-Primary Schools	Primary	11
	Post-primary	14
An Evaluation of the Independent Counselling Service provided by Contact Youth in Post-Primary Schools	Post-primary	28

An Evaluation of the Use of School Development Days 2008-2009	Primary	11
	Post-primary	11
An Evaluation of School Development Planning 2007-2008	Primary	25
	Post-primary	17
Report of a Follow-up Evaluation of the Use and Impact of Learning Environments in Schools and in the Wider Education Service	Primary	5
	Post-primary	10
	Special	2
An Evaluation of Extended Schools 2010	Nursery	2
	Primary	7
	Post-primary	10
	Special	1
An Evaluation of the Progress of the STEM CEIAG Programme	Post-primary	20
	Special	2
An Evaluation of the Early Progress of the Achieving Belfast and Achieving Derry/Bright Futures Programmes	Primary	17
	Post-primary	8
	Special	1
	Other organisations	8
A Follow-up Evaluation of the Implementation of the Revised Curriculum in Primary, Special and Post-Primary Schools	Primary	20
	Post-primary	17
	Special	12
An Evaluation of Transition in Mathematics: Primary to Post-primary	Primary	13
	Post-primary	11
A Report of an Evaluation on The Quality of Learning Guidance in Post-primary Schools	Post-primary	15
	Special	1
Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-primary and Special Schools in Northern Ireland	Primary	13
	Post-primary	9
	Special	3
An Evaluation of the Progress Made in the Implementation of the Food-based Nutritional Standards (School Food: Top Marks)	Primary	122
	Post-primary	37
	Special	13
	AEP	1
An Evaluation of the Sure Start Programme for 2 year olds	Sure Start centres	31

Report of an Evaluation of Pupil Behaviour in Schools and in Alternative Education Provision	Primary	6
	Post-primary	29
	Special	1
	EOTAS	5
An Evaluation Report on the Quality of Special Educational Needs Provision in Special Units attached to Mainstream Schools	Primary	17
	Post-primary	10

- * The evidence for these evaluations was collated from dedicated visits and information from other inspections.

Survey	Phases involved	Visits
Department for Employment and Learning (DEL)		
A Technical and Staff Survey on the Use of Information and Learning Technology in the Six Area-Based Colleges of Further Education	FE	6
Report of an Evaluation of the Dissemination of Best Practice in Cultural Diversity in the Colleges of Further and Higher Education in Northern Ireland	FE	6
An Evaluation of the Strategic and Operational Planning for the use of Information and Learning Technology in the Belfast Metropolitan College	FE	6
An Evaluation of the Strategic and Operational Planning for the use of Information and Learning Technology in the six Area-Based Colleges of Further Education	Colleges	1
An Evaluation of the Quality of the ApprenticeshipsNI Programme	Work-based learning (including FE)	19
An Evaluation of the Quality of the Training for Success Programme	Work-based learning	10
	Specialist support providers	5
Self-Evaluation in Priority Skills Areas at Level 2 and Whole College Quality Improvement Planning	FE	6
An Evaluation of Provision for Learners with Special Educational Needs or Disabilities in Further Education or Training for Success	Work-based learning and	8
	FE	3
An Evaluation of the Pilot Certificate in Teaching Programme, School of Education, University of Ulster, Jordanstown	University of Ulster	1
Report of an Evaluation of the Quality of Personal Training Plans for Trainees on the Training for Success (TfS) Programme	Work-based learning	27

An Evaluation of the Third Year of the Pilot Programme in the Essential Skill of Information and Communication Technology	Work-based learning and FE	16
An Inspection of the College of Agriculture, Food and Rural Enterprise, Enniskillen, Greenmount (Essential Skills only) and Loughry Campuses	FE	3 Campuses

The Education and Training Inspectorate worked with the Criminal Justice Inspection on two inspections.

Report on an Unannounced Full Follow-up Inspection of Maghaberry Prison: January 2009

Report on an Unannounced Inspection of Magilligan Prison: March 2010

Survey	Phases involved	Visits
Department of Culture, Arts and Leisure (DCAL)		
A Follow-up Evaluation of the Work of the Curriculum Development Unit (CDU) for Ulster-Scots Stranmillis University College	University College	1
Report of a Follow-up Evaluation of the Report of Good Practice within Public Libraries in Relation to those for whom English is not a First Language and those Lacking Essential Skills	LibrariesNI	1
An Evaluation of the Contexts in which Children and Young People Engage in Sport and Physical Recreation, the Extent of their Engagement, and their Attitude to Sport and Physical Recreation	Primary	11
	Post-primary	18
	Special	2
	FE	1
	Work-based learning	2
	Youth	2
An Evaluation of the Quality Assurance of Education Provision by the National Museums, W5 and the Armagh Planetarium	National Museums W5 Armagh Planetarium	4
Follow-up Inspection to the Review of Child Protection Arrangements in the Department of Culture, Arts and Leisure (DCAL) and its Sponsored Organisations	DCAL Sponsored Organisations	13
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