

CHECKLIST FOR TEACHERS – INSPECTION OF SCHOOLS

Introduction

This document provides a checklist to help teachers ensure that:

- (a) inspectors comply with the guidance set out in *The Common Framework* for inspection;
- (b) their school responds appropriately to inspection, including identifying what works well; and
- (c) inspection is not used to justify the introduction of policies and practices that undermine teachers' professional status, or create unnecessary bureaucracy and workload burdens.

It also provides an overview of inspection.

Further information about inspection can be downloaded from the NASUWT website at www.nasuwt.org.uk/Inspection.

An overview of inspection

The Education (Northern Ireland) Order 1996 requires inspectors to advise the Department of Education (DE) 'on any aspect of the curriculum' and allows inspectors to inspect and report on teaching and learning, management, staffing, equipment, accommodation and other resources. Self-evaluation is at the core of school improvement policy and inspectors will make judgements about how well self-evaluation is used to promote school improvement.

Inspectors will consider pupils' achievements and standards, the quality of provision for learning, and the quality of leadership and management. They will look at the school's self-evaluation and consider its ability to plan for and sustain improvement.

Inspectors use six performance levels when reporting on achievement and standards, provision for learning and leadership and management: outstanding, very good, good, important area(s) for improvement, requires significant improvement, and requires urgent improvement

The six performance levels lead to one of four overall effectiveness outcomes which guide what ETI do next.

1. The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement through its annual scrutiny inspection.
2. The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement through its annual scrutiny inspection.
3. The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection within 12-18 months.
4. The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection within 18-24 months.

Inspection is 'proportionate'. The Education and Training Inspectorate (ETI) continually monitors schools using information such as school performance indicators and local information to determine when a school should be inspected. Schools identified as being 'at risk' are targeted for inspection.

Schools that are identified for follow up inspections will be required to prepare an action plan setting out how they will improve. They will need to agree follow up actions with the Education Authority (EA) or Council for Catholic Maintained Schools as appropriate. A copy of the action plan must be sent to the DE's Standards and Improvement Team.

INSPECTION CHECKLIST

Inspectors' judgements and practice

Teachers should contact the NASUWT if the answer to any of the following questions in 'yes':

	Yes	No
1 Did inspectors grade individual lessons they observed?	<input type="checkbox"/>	<input type="checkbox"/>
2 Did inspectors request copies of lesson plans?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did inspectors require teachers to demonstrate detailed or bureaucratic approaches to marking and assessment?	<input type="checkbox"/>	<input type="checkbox"/>

School policy and practice and inspection

Teachers should contact the NASUWT if the answer to any of the following questions is 'yes':

	Yes	No
1 Does school self-evaluation involve 'mini'/departmental self-evaluations?	<input type="checkbox"/>	<input type="checkbox"/>
2 Do school leaders or managers use the threat of inspection to require teachers to provide detailed lesson plans or to specify how plans must be set out?	<input type="checkbox"/>	<input type="checkbox"/>
3 Does the school undertake mock inspections?	<input type="checkbox"/>	<input type="checkbox"/>
4 Are inspection grades/outcomes used to inform decisions about teacher performance and capability?	<input type="checkbox"/>	<input type="checkbox"/>

School policies and practices following inspection

Teachers should contact the NASUWT if the answer to any of the following questions is 'yes':

	Yes	No
1 Has an inspection judgement led to the introduction of unnecessarily burdensome and bureaucratic systems of planning, marking and assessment?	<input type="checkbox"/>	<input type="checkbox"/>
2 Has an inspection judgement led to teachers being subject to more lesson observations?	<input type="checkbox"/>	<input type="checkbox"/>
3 Did the school's inspection judgement result in a narrowing of the curriculum?	<input type="checkbox"/>	<input type="checkbox"/>

Help and advice

Teachers should contact the NASUWT for advice if they encounter any problems as a result of an inspection, the support and challenge provided by Regional Education Consortia, or if the school uses the threat of inspection to introduce inappropriate policies and practices.

Telephone: **028 9078 4480** or email **rc-nireland@mail.nasuwt.org.uk**.

Inspect the Inspectors



The NASUWT collects evidence about the inspection process and encourages teachers and school leaders to complete an online survey, Inspect the Inspectors, following an inspection.

Go to:

www.nasuwt.org.uk/InspectTheInspectors

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