



Education Inspectorate
Ministry of Education, Culture and Science

The impact of inspection on
school improvement, the
quality of teaching and the
performance of children

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Herman Franssen
Inspector of Education
Coordinator International Affairs



Overview of this presentation

- Some stimulating aspects of the Dutch approach
- Inspecting governing body (schoolboard)
- Own ambitions of schools and governing bodies
- Involvement of schools in the inspection process



Many ways to increase impact....



Publishing reports and the names of very weak schools



Differentiation in judgements: Very weak-inadequate-adequate-good-excellent



Stimulating culture of improvement



Increasing involvement of the school in the inspection process



Improving communication: more dialogue, powerful and stimulating feedback!



Encouraging schools to have own ambitions



Increasing impact by.....



Focus the inspections on schoolboards and schools, not only on the schools!



'School, choose your own ambitions and goals!'



Increase involvement of the schools in the inspection process



Why focus on schoolboards?

Schoolboards, as they are responsible for the quality of education!

'The school and its governing body have put in place **a system to assure quality** and actually use this **to improve the quality** of their educational provision'.

If we have impact on the quality assurance and the quality culture of the schoolboards, we believe our inspections also have impact on improvement of quality of schools!



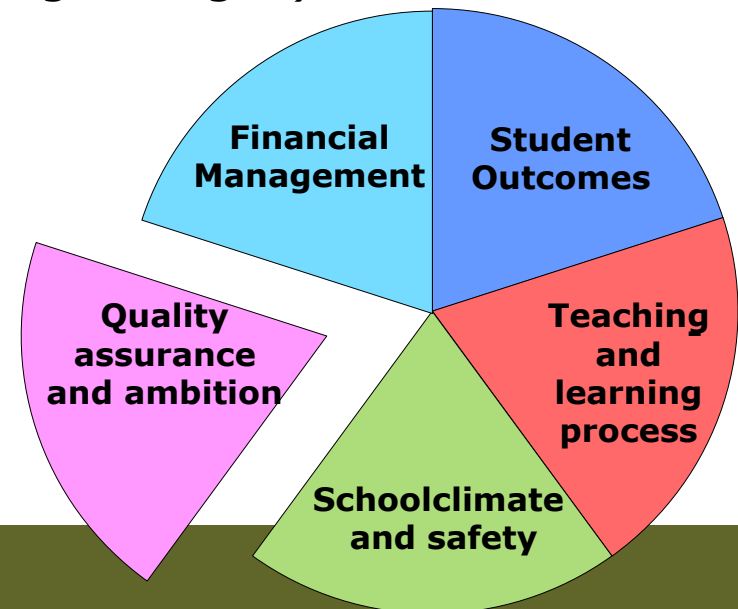
5 quality areas:

School:

- Teaching and learning process (*are the pupils being taught well?*)
- School climate (*are the pupils safe?*)
- Student outcomes (*are the pupils learning enough?*)

Governing body:

- Quality assurance and ambition
- Financial management





Own ambitions of schools and governing bodies



Invitation to be ambitious

School and schoolboards have defined quality:
What is a school with good quality?

- ✓ Comply with statutory requirements
- +
- ✓ Self-defined quality factors



School has formulated ambitious goals!



An example

Standard : Teaching process

Basic quality

The teachers create a **learning climate** in which pupils are active and engaged. With the help of appropriate assignments and clear explanations, they are able to transfer knowledge effectively to each pupil. They tailor instructions, assignments, classroom time and supervision to **the needs of groups and individual pupils** alike, in such a way that – depending on those needs – these activities are both supportive and challenging



Self-defined quality factors

- high pupil expectations;
 - feedback to pupils;
- pupils reflect on their own learning;
 - a specific didactic approach
- Maximum use of ICT in teaching



Involvement of schools



Increase involvement of schools in inspection process



Three examples:

- * School presentation at the start
- * Joint classroom observations
- * Interactive feedback session



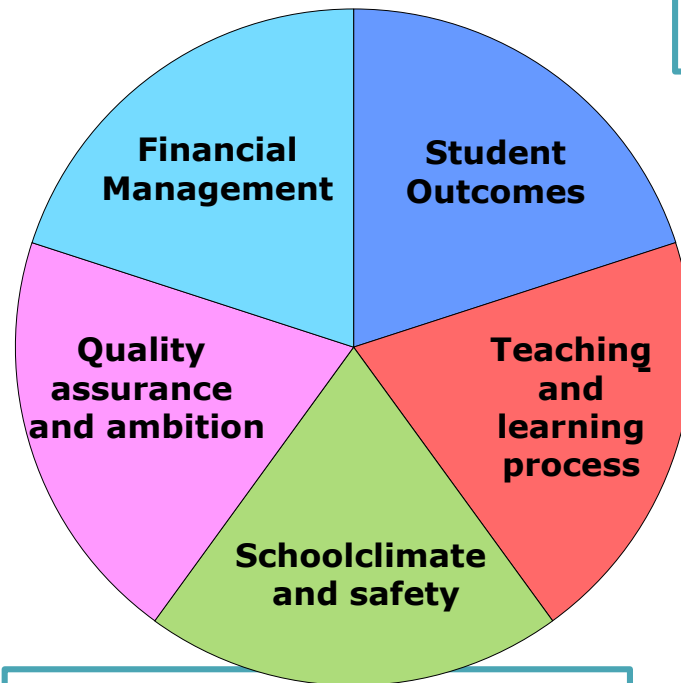
Questions & dialogue







The inspection framework



- Cognitive achievements
- Social abilities

- Curriculum
- Monitoring pupils development
- Teaching/Didactics
- Additional support

- Safety
- Teaching climate

- Quality assurance
- Quality culture
- Accountability and dialogue