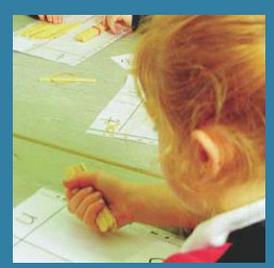


An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

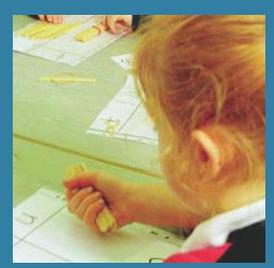
The impact of inspection on school improvement, the quality of teaching and the performance of children

**Standing International Conference of Inspectors
Glasgow: September 18th-19th 2018**



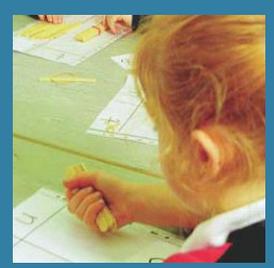
Context of Irish Inspectorate

- The Inspectorate of the Department of Education and Skills carries out evaluation and advisory work in a range of education settings. These include recognised primary and post-primary schools, centres for education, agricultural colleges and since late 2015, Early Years settings that participate in the Early Childhood Care and Education (ECCE) Programme
- Legislative authority to inspect schools and to report on our findings (Education Act 1998)
- The primary responsibility for the quality of the education provided to students lies with school management of individual schools



Promoting improvement

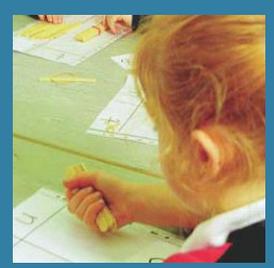
- Ireland is not alone in having a heightened level of interest in the quality of educational outcomes and international comparisons in the race to attract high end or knowledge based global investment
- In defining and articulating standards for the school system, a responsive regulatory system cannot operate effectively unless everyone involved is very clear about the standards against which the service is to be judged
- This means that if we are to use a combination of external inspection and school self-evaluation we must articulate a clear set of standards against which the work and outputs of schools can be judged



A shared responsibility

In striving for improvement we need to focus on our ability to build capacity for improvement into the system-to bring diverse perspectives to the table, clarify problems, facilitate coordination and actually implement change and generate new solutions to intractable and often challenging local problems

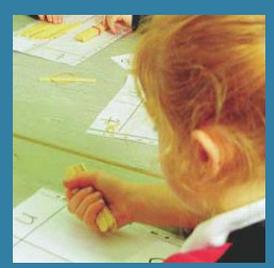
- School excellence fund
- Centre for Leadership
- Support Services
- On-line platforms
- Teacher training
- Professional support networks
- Teaching Council
- Professional development opportunities



Driving improvement

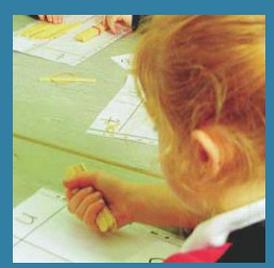
Growing and sustaining improvement in schools needs to be located in the settings in which learning happens

- Looking at Our School 2016; A Quality Framework for Schools
- School Self-Evaluation Guidelines (Primary & Post-Primary)
- A Guide to Inspection (Primary & Post-Primary)



How do we know that we make an impact?

- Quality assurance surveys
- Follow-through inspections
- School improvement group
- School self-evaluation
- National and international surveys
- Data analysis
- Anecdotal



Quality Assurance Surveys

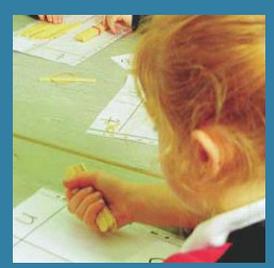
- October 2013: Post whole-school evaluation (WSE) quality-assurance surveys of principals and teachers introduced.
- 2016: optional on-line quality assurance questionnaires issued to all principals, teachers, chairpersons of boards of management and chairpersons of parents' associations.

Findings from primary and post-primary teachers

	Primary	Post-Primary
I had the opportunity to discuss the quality of teaching and learning in our school	93%	76%
During the evaluation I received feedback on the quality of teaching and learning in my classroom	98%	95%
Feedback helped me reflect on and develop my professional practice:	87%	74%
The feedback helped me to reflect on strategies for leading school improvement	92%	83%
The post-evaluation meeting helped me to reflect on strategies to improve my practice	76%	67%
Overall, the evaluation contributed in a practical way to our plans for school improvement	83%	79%

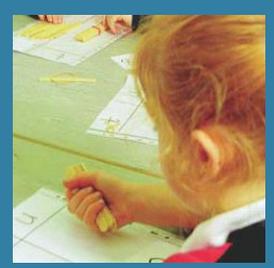
Findings; management boards and parent boards

	Primary	Post-Primary
Overall the evaluation will contribute to school improvement	100%	95%
Overall the evaluation will contribute in a practical way to the work of the board/parents' association	96%	70%



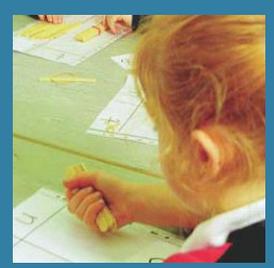
Follow-through inspections

- Conducted in a representative sample of schools at all levels for all inspection models
- Allow inspectors assess the progress made by schools in addressing the recommendations made in previous inspection reports
- Provide schools with an impetus to address the recommendations of a report
- Have resulted in increased clarity in the writing and communicating of recommendations for improvement



Follow-through inspections

Category of recommendation	Primary				Post-primary			
	Very good progress	Good progress	Partial progress	No progress	Very good progress	Good progress	Partial progress	No progress
Management	46%	36%	10%	8%	46%	31%	18%	5%
Leadership	33%	43%	19%	5%	51%	36%	9%	4%
Planning- SSE	32%	29%	22%	7%	44%	33%	20%	3%
T&L	29%	43%	25%	3%	34%	40%	21%	5%
Assessment	29%	49%	20%	2%	34%	34%	26%	6%
Compliance	51%	30%	12%	7%	64%	10%	21%	5%
Support for pupils	44%	34%	11%	11%	52%	31%	21%	2%



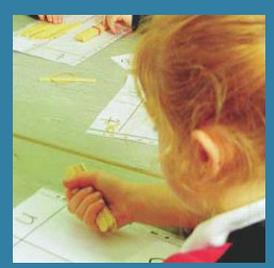
School improvement - additional measures

School Improvement Monitoring (SIM)

- Where schools have limited capacity to address the recommendations pertaining mainly to the quality of teaching and learning

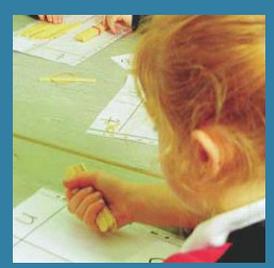
School Improvement Group (SIG)

- Very small number of cases where very serious weaknesses in the work of the school have been identified
- A coordinated approach which supports and monitors the work of the school in affecting improvement
- Significant progress in 70% of cases referred



School Self-evaluation (SSE)

- Supported by Inspectorate
- Schools mandated to engage in the process
- A focus on teaching and learning
- Promoting reflections, evidence gathering, action, and collaboration among school communities
- Requirement on schools to publish their SSE report
- Evaluated and reported upon as part of inspections
- Evidence indicates that schools are making decisions about how well they are doing and where they need to improve



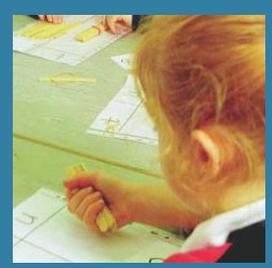
National surveys

National assessments in English Reading and Mathematics (2014) : Overall performance on reading and mathematics in Second and Sixth classes was significantly higher in 2014 than in 2009.

DEIS 2016: The average test scores were higher than for previous years, with much of the improvement in reading and maths among lower achievers. The average test scores were higher than for previous years, with much of the improvement in reading and maths among lower achievers. For example, since 2007 the percentage of sixth class students scoring among the lowest 10pc in reading fell from 28pc to 18pc, while in maths it tumbled from 31pc to 15pc.

Examinations results- post-primary are compared annually

Standardised test results- primary in English and Mathematics are collated for pupils in second, fourth and sixth classes to identify trends in attainment



Internationally; How well are we doing?

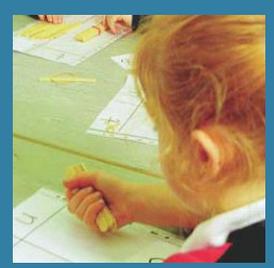
- **PIRLS 2016** (reading at primary level, 4th grade)
 - No country in Europe scored higher than Ireland
 - Pupils in only two countries (Russia & Singapore) scored significantly better
 - Pupils' overall achievement improved by 15 points since PIRLS 2011
 - Only one country (Singapore) outperformed Ireland in online reading assessment (ePIRLS)
- **TIMSS 2015** (mathematics at primary level, 4th grade)
 - Performance has improved significantly since 2011
 - Irish students scored significantly above the international average
 - Ranked 9th out of 49 participating countries
 - Students in only 7 countries scored significantly better



How well are we doing?

TIMSS 2015 (science at primary level, 4th grade)

- Performance has improved since 2011
- Irish students scored above the international average
- Ranked 19th out of 47 participating countries
- Students in 15 countries outperformed Ireland



How well are we doing?

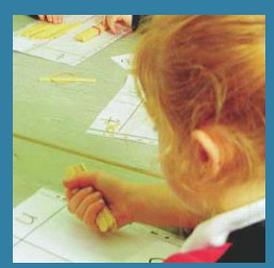
- PISA 2015 (15-year olds)
 - **READING Literacy:** significantly above OECD average
 - 3rd out of 35 OECD countries, 5th out of 70 participating countries
 - Only one country, Singapore, significantly outperformed Ireland
 - **MATHEMATICS Literacy:** significantly above OECD average
 - 13th out of 35 OECD countries, 18th out of 70 participating countries
 - **SCIENCE:** significantly above the OECD average
 - 13th among 35 OECD countries, 19th out of 70 participating countries
 - Ireland's mean score was similar to the score achieved in PISA 2006, the last time Science was a major domain.
 - Irish students performed less well on new Science items specifically developed for computer-based testing and administered for the first time in PISA 2015.



Analysis of data from inspections

Quality of learning, English and Maths- Primary

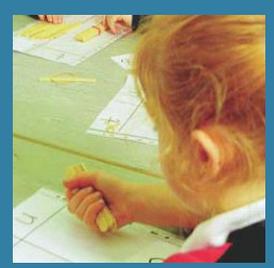
			Very good	Good	Less than satisfactory
English	Whole-School Evaluations	The quality of teaching and learning	22%	66%	7%
		Pupils' literacy outcomes	30%	64%	6%
	Incidental	The quality of learning	89%		11%
Maths	Whole-school Evaluations	The quality of teaching and learning	33%	63%	4%
		Pupils' numeracy outcomes	43%	55%	2%
	Incidental	The quality of learning	87%		13%



Data analysis

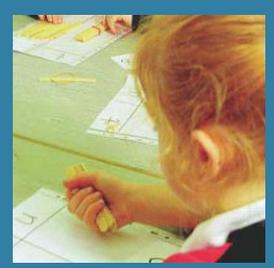
Quality of learning in English, Maths, Irish: Post-Primary

Quality of learning Subject inspections	Very good	Good	Less than satisfactory
English	34%	49%	17%
Mathematics	41%	46%	12%
Irish	28%	51%	21%



Chief Inspector's Report





Anecdotal evidence

- Advance notice of inspection often results in the promotion of personal and collaborative practice
- The completion of a *school information form* in advance of the in-school phase gives a focus to whole-school deliberation
- Meetings with management and school leaders affirms their practice and gives good direction to future improvement initiatives
- The provision of individual feedback to teachers after classroom observations is valued