



SICI WORKSHOP

Risk Analysis and Proportional Inspections

Funchal
4-5 June 2009

Title

SICI Workshop – Risk Analysis and Proportional Inspections

Rapporteurs

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Collection

Relatórios

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Plenary session

INTRODUCTORY NOTE

The SICI workshop on *Risk-Analysis and Proportional Inspections* took place in the city of Funchal on the 4th and 5th of June. It was jointly organized by the Portuguese Inspectorate of Education (IGE) and the Regional Inspectorate of Education (IRE) in Madeira. Over 50 participants from more than a dozen European Education Inspectorates attended the meeting.

The workshop's main subject reflected a shared concern to address the ongoing debate about *efficiency enhancement* within several Inspectorates, combining it with the priorities set by SICI.

This report highlights the speeches' key points. A more detailed information about their contents can be found in the annexes. Additionally, some photos depict various moments of this lively workshop.



Cultural moment

PROGRAMME

Day 1 (4th June)

09:00 – Registration of participants

09:30 – Opening session

Graham Donaldson, President of SICI

Francisco Fernandes, Madeira Regional Secretary for Education and Culture, Portugal

Paul Schatteman, SICI Secretary-General

José Maria Azevedo, Senior Chief Inspector, Portugal

João Fernandes, Madeira Regional Inspectorate's Chief Inspector, Portugal

10:00 – Governance in the Education Systems

Moderator: Helder Guerreiro, Inspector, Portugal

- *Regional Education Policies – the case of Madeira*

Francisco Fernandes, Madeira Regional Secretary for Education and Culture, Portugal

- *The Regional Inspectorate of Education*

João Fernandes, Madeira Regional Inspectorate's Chief Inspector, Portugal

- *Proportional Inspections – Why?*

José Maria Azevedo – Senior Chief Inspector, Portugal

10:45 – Coffee break

11:00 – Risk analysis

Moderator: Sérgio Mendonça, Inspector, Portugal – Madeira

- *Identifying 'risks' and classifying risks in schools and in the education system*

Risk diagnosis – the tools and the process

Bert Bulder – Director of the Research and Development Department, Dutch Inspectorate, Netherlands

- *Effects on the design of inspections*

Joukje Jurjens – Senior Inspector of Secondary and Further Education, Dutch Inspectorate, Netherlands

- *Debate*

12:00 – Three parallel sessions

- *Sampling schools and designing inspections: spots of differentiation*
Moderator: Noélia Campos, Inspector, Portugal – Madeira
Yvan Verbauwhede, Inspector Coordinator, Flemish Community of Belgium; SICI EC member
- *The contribution of inspections to overcome school risks*
Moderator: Carla Grenho, Inspector, Portugal – Madeira
Bill Maxwell, HM Chief Inspector of Education and Training; Wales
- *Proportional inspections? – gains and losses*
Moderator: Paula Sardinha, Inspector, Portugal – Madeira
Petr Drabek, School Inspector, Czech Republic; SICI EC member

13:30 – Lunch

14:30 – Proportional inspections

Moderator: Helder Guerreiro, Inspector, Portugal

- *Main features*
- *Designing inspections based on risk-analysis*
- *Profiting from proportional*
Donald MacLeod, HM Inspector, Scotland;
Thomas Winskill, HM Inspector, England
- *Debate*

15:30 – Three parallel sessions

- *Sampling schools and designing inspections: spots of differentiation*
Moderator: Noélia Campos, Inspector, Portugal – Madeira
Yvan Verbauwhede, Inspector Coordinator, Flemish Community of Belgium; SICI EC member
- *The contribution of inspections to overcome school risks*
Moderator: Carla Grenho, Inspector, Portugal – Madeira
Bill Maxwell, HM Chief Inspector of Education and Training; Wales
- *Proportional inspections? – gains and losses*
Moderator: Paula Sardinha, Inspector, Portugal – Madeira
Petr Drabek, School Inspector, Czech Republic; SICI EC member

(Coffee Break will be served after 16:30 and will be managed with flexibility by each group)

17:00 – End of first day sessions

19:15 – Bus Departure

19:30 – Dinner and cultural programme

Day 2 (5th June)

09:00 – Preparing the presentation of workshop outputs

Speakers and *rapporteurs* of the previous day workshops

09:45 – Presentation of the results of the parallel sessions

Comments

Speakers and *rapporteurs* of the previous day workshops

10:30 – Coffee Break

10:45 – The risk-analysis approach – brief report

- *What did you learn from the presentations?*
- *What risk analysis competences do you need to develop and how to deal with risk situations?*

Helder Guerreiro, Inspector, Portugal;

Sérgio Mendonça, Inspector, Portugal - Madeira

11:30 – Closing session

- *Final speech*

Graham Donaldson as President of SICI

12:00 – End of works

13:00 – Lunch

15:00 – Cultural programme



Group Photo of all the participants

BRIEF REPORT

Opening Session



From left to right: João Fernandes, Paul Schatteman, Francisco Fernandes, Graham Donaldson and José Maria Azevedo.

Graham Donaldson

Graham Donaldson, SICI president, talked about the inspectorates' current problems and concerns.

Globalization and interdependence accompanying influence the whole world in all ways, namely education and consequently inspection. In this present context of recession a highly skilled population is very important.

It is difficult to foresee which skills are needed to develop in pupils to meet the future needs. They should be equipped with competences as things are changing so fast.

The inspectorates and inspectors should be questioned about the way we are preparing our pupils for the future, how responsible we are and how we are handling this problem, because the inspectorates and the inspectors are having a great responsibility in our pupil's education.

Inspectors have to be very clear about what they say, and to be aware of the meaning of what they say.

Proportionality has to do with what you want to achieve. There is a cost for an inspection, which is “paid” by pupils and teachers: so the inspectors have to make that time spent worth it (time spent with the inspector has to be minimized, because it is reduced learning time).

It is important to analyse the risks, therefore we have to look for the risks in terms of schools, teachers and so on. The background is one of the biggest risks to engage with the agenda. It is good to keep in mind that *risk is not a single line between success and failure*.

To be more successful, the inspection has to do what we are intended for.

Paul Schatteman

Paul Schatteman, SICI Secretary-General, underlined how time-consuming is the organization of a workshop, as this one. The start was in November 2007, when Madeira and Azores Regional Inspectorates of Education were accepted in SICI, with a statute of Observers, little before the Portuguese Inspectorate of Education hosted a workshop in Lisbon. It was then agreed to organise a workshop in Madeira. That is to say, from the agreement until the workshop took place, it lasted 18 months, and more recently plenty of e-mails were exchanged between organisers and SICI Secretary-General, in order to finalise the program and some organisational aspects.

SICI is becoming an appealing and strong organization. It now has 26 members, including Bulgaria and Hamburg that joined earlier this year. Norway is expected to become the next member, as it has participated as observer. There are also some contacts with ARGEV (Swiss German speaking contacts), Turkey, Poland, Malta and Cyprus.

There are 3 major projects in the pipeline:

- the new SICI website to be launched in Dublin with a new logo and strapline: ‘Better Inspection, Better Education’;
- "Inspection across Europe: Inspectorates' Profiles";
- the SICI Inspection Academy (SIA).

It was underlined that SICI is an open system and profits from the collaboration of external individuals and external organizations, giving as examples the collaboration of Johan Van Bruggen and EUN.

Next SICI event will be the General Assembly, to be held in Dublin, October 8, 2009 (themed conference day: “Making Public Services Work: Customer Service, Education and Inspection”), followed by the SICI Business Meeting, October 9.

First Session – Governance in Education Systems



From left to right: João Fernandes, Francisco Fernandes, Helder Guerreiro and José Maria Azevedo.

This first panel was moderated by Helder Guerreiro, inspector at the Central Services of the Portuguese Inspectorate of Education, and the speakers were Francisco Fernandes, from the Regional Government of Madeira, João Fernandes, from the Regional Inspectorate of Madeira, and José Maria Azevedo, from the Portuguese Inspectorate of Education. The session addressed the governance of the Portuguese Education System in the autonomous region of Madeira and it was used to raise some questions on the theme of the workshop.

Francisco Fernandes

Francisco Fernandes, the Regional Secretary for Education and Culture, started his presentation, “Regional Education Policies – the case of Madeira”, showing some geographical data of the island. He gave a picture about the population and the schools (public and private – a total of 233). He showed how the local government has tried to build up a regional educational system, with some legal proposals which have been disapproved by the central government.

Even though, he presented some of the measures that have been legally ruled by the local government such as the regional school calendar, the regional model of artistic education and sport education, the introduction of regional components in the curriculum (geography, history, music and soon also in sport education, literature, biology, etc.), the full time school in the 1st cycle (first four years of primary education) and the regional statute for teachers.

Some aspects where local government intends to reinforce autonomy in the field of education are: the possibility to introduce regional examinations beyond the national examinations; a common base between the regional and national educative system, in order to guarantee national mobility of pupils and teachers; and the National Education System out of the exclusive competence of the National Parliament.

João Fernandes

João Fernandes, the Director for the Regional Inspectorate of Madeira, started his presentation about 'The Regional Inspectorate of Education' with some historical data about the inspectorate of education in Madeira, since it was set up in 1997.

The mission of the Regional Inspectorate consists of inspecting schools and services integrated in the education system of the Autonomous Region of Madeira, mainly through actions of evaluation, audit, control, monitoring and technical support, as well as the safeguard of the public interests and the rights of users. The vision is to add value to the education system. The inspectorate is currently developing activities of monitoring, control, audit, disciplinary proceedings and evaluation in schools. School external evaluation is now being prepared.

An overview of the internal organisation of the local inspectorate was then presented.

José Maria Azevedo

José Maria Azevedo, the Senior Chief Inspector of Education of Portugal (IGE), provided an overview of demands that the Portuguese Inspectorate has to meet, which range from evaluating schools to supervising schools' administrative, financial and disciplinary proceedings.

On the other hand, IGE is expected to support schools' development, by means of the recommendations that inspectors prepare, the conclusions they reach and some of the inspection tools that can be shared, in addition to the support that educational administration is entitled to provide.

Proportionality has to do with the usefulness of our action, the adequacy of our activity and the efficient management of resources. The workshop is expected to provide some clues about the use we can make of data collected at schools and the extent to which schools could themselves define priority areas for inspection.

Some questions on risks were raised: concerning (1) the identification of risk factors meaningful to every type of inspection, (2) the school records helpfulness for the understanding of school difficulties and (3) the best responses of inspections to school risks.

Second Session – Risk Analysis and Proportionate Inspections



From left to right: Joukje Jurjens, Sérgio Mendonça and Bert Bulder.

The second panel was moderated by Sérgio Mendonça, inspector at the Regional Inspectorate of Education of Madeira, and the speakers were Joukje Jurjens and Bert Bulder, both from the Dutch Inspectorate. They approached the issue of *risk-based analysis*.

Joukje Jurjens

Joukje Jurjens, Senior Inspector of Secondary and Further Education of the Dutch Inspectorate, presented the “risk based inspections in the Netherlands”. She started her presentation with the political main points, which are: “inspections cause less trouble and gain more effect”; “inspections are most needed and most effective at weak schools”; “trust is important”; “schools can ‘earn’ less inspections”; “inspectorate has to react faster”; “interventions more accurate and stronger” and, finally, it was focused “the reduction of governmental jobs (including inspectorates)”.

As principles for designing a risk based inspection it was considered: the need for tailor-made inspections; focus on (potential) failing or weak schools; the differentiation in frequency and intensity of inspections; risk analysis for a better focus during inspections; responsibility of the school board (risk transfer); the importance of signals (risk perception).

Risk analysis is a “Permanent monitoring of critical elements”, and the “Risk level determines frequency and intensity inspections”. It was explained that risk analysis helps to get inspections more focussed, and that there is no need for extra questionnaires or investigations in the schools if variables are positive.

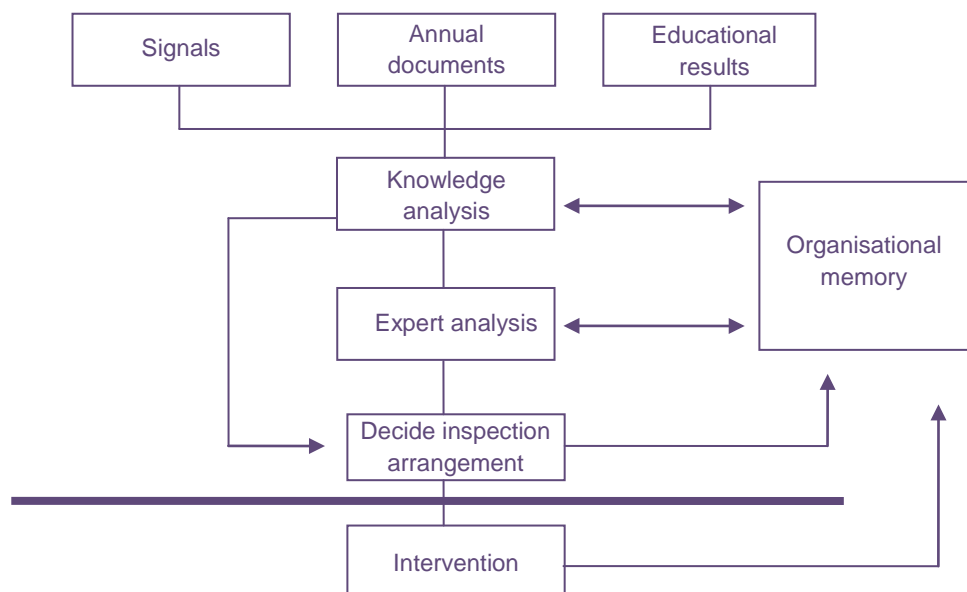
Risks are identified through:

- ▶ *Signals* (Complaints, questions, articles in newspaper, observations)
- ▶ *Annual documents* (Annual report, funding information, school guide, integrated model for data analysis)
- ▶ *Educational results* (Final test of CITO, result of exams, value added?)

The necessary steps for an effective inspection are:

- ✓ risk analysis
- ✓ knowledge analysis
- ✓ expert analysis
- ✓ organisational memory
- ✓ inspection arrangements decisions
- ✓ intervention

The diagram shows the procedure for designing an inspection based on risk analysis:



The knowledge analysis is always done. It is analysed if any of the criteria of the risk analysis shows risk. Sometimes it is necessary to further analyse it with the available public information. If there is no risk, it is decided to go through minimal supervision, or if there is risk, it will go under expert analysis.

The inspection history, the experiences of (regular) inspections and the soft knowledge are investigated through the organisational memory.

The inspection arrangements are decided when the analysis is negative, after the interview with school board. Then inspectors visit the schools in order to make judgements. Alternatively there is a research done by the board, followed by judgement. After that it is determined a new inspection design.

The design of the inspection, or research (by the board), depends on the outcome of the risk analysis (data and further documents, e.g. surveys). The quality of some topics is clear, others have to be examined.

It is important that the intervention ends when quality is improved to sufficient level and when the Board is responsible. If targets are not met, stronger pressure or sanctions are possible.

This stage finishes with the publication of the intervention details together with the arrangements. There are some aspects that are needed for the implementation of the system and some problems have been detected too. So the final balance focussed on the following aspects:

- Risk analysis requires reliable data;
- Better balance between expert & data required;
- Difference between risk-analysis and inspections difficult to explain to schools;
- Reduction of inspection effort on well-performing schools not easily accepted;
- Boards have to get used to greater variety in the way their schools are supervised.

Bert Bulder

Bert Bulder, Director of the Research and Development Department of the Dutch Inspectorate, started his presentation talking about the “Models of *risk-analysis* as used by Dutch Inspectorates”.

These are the steps inspections have to go through:

- Expert analysis (internal and/or external panel)
- Political temperatures
- Past experience (pay more attention to failing institutions likely to fail again)
- Analysis of available (administrative) data
- Data-collection as first stage of inspection
- Incident driven: signals, complaints from the field

The design of the Dutch inspection combines several strands as the choice of thematic inspection reports based on expert opinion, macro-analyses and sometimes political demand (e.g. safety, examination, math results, regional development) and regular inspections based on a combination of:

- Data analysis (both available and self-collected data)
- Past performance
- Incidents/ signals
- Expert assessment
- Regulatory minimum requirements

To detect risk it is necessary to go through several steps.

The first step in risk detection is to submit schools to permanent monitoring (sources of information on risks analysis):

- ✓ Learning results
- ✓ School documents + selected indicators
- ✓ Signals

Even though, experts' judgement may overrule outcome of data analysis (with proper argumentation). Traffic light metaphor is used to classify the level of risk. For example, the performance data:

- ▶ Learning results
 - **Green** – normal or excellent performance
 - **Orange** – at risk: unreliable / strategic behaviour
 - **Red** – underperformance

Then it is made a measurement of school performance, based in the following principles:

- Primary – comparing with similar schools (socio-economic)
- Secondary – balance model (national exams and efficiency in educational careers)
- Vocational education (focus on efficiency)

The agenda on measurement issues in school performance are:

- Value added vs. fixed levels
- Agree with theoretical superiority of VA but problems of data quality and transparency are serious (e.g. multilevel regression modelling)
- Differentiate for special groups at risk (risk analysis should not exclusively focus on average pupil)
- ▶ School documents plus data
 - **Green** – no risk
 - **Orange** – at risk
- ▶ Signals
 - **Green** – no signal
 - **Orange** – signal
 - **Red** – urgent signal

The detection and the analysis of risks are made after the analysis of the colours of the three boxes. So, to go through an inspection, inspectors will have to start with the results of the risk detection, to focus on schools at risk and look for additional information crucial for expert analysis.

The evaluation of the system needs to focus on false positives and false negatives, to monitor the relation between risk analysis and observed quality (inspection outcome) and that there are more advantages on risk based inspection when compared with random sample of full school inspections.

It is assumed that it is a more efficient inspection: Dutch inspectorate achieve on average in earlier detection of schools at risk and pay more attention to weak schools ($\frac{2}{3}$ improves within 2 years).

To develop risk based inspections, there are some conditions that have to be followed as:

- Building methodological and analytical capacity in the inspectorate;
- New professional culture, based on expertise in both educational science and the regulatory craft rather than “legal authority”;
- Acceptance of RBI by politics, schools and public opinion.

Some questions that aimed at reflection about risk-based inspections were:

- How painful is it to admit that we have weak schools at risk?
- How is it to be a school at risk? Is it a negative stimulus?
- Effects on school boards? Share information?

Conclusion: *“Nothing wrong with prevention, but the success of Risk-based Inspection should not feed the idea of total risk control.”*

The third panel focused on proportionate inspections and was moderated by Helder Guerreiro. The speakers were Donald MacLeod, from HMIE Scotland, and Thomas Winskill, from HMI England. They approached the issue of *proportional inspections*.



From left to right: Thomas Winskill, Helder Guerreiro and Donald MacLeod.

Donald MacLeod

Donald MacLeod, Her Majesty's Inspector of Education, in Scotland, presented the Scottish approach to proportional inspections, a model of school inspection that has been recently piloted.

Schools are expected to take responsibility for their own quality assurance. School self-evaluation is the starting point for school inspections, which is built upon a blend of internal evidence and gathered data. When the results are not good enough, HMIE prepares post-inspection engaging education authorities.

HMIE assumes that risk has to do with quality of school performance and that school inspections are proportional to the risk. Therefore, inspections are flexible enough as to allow that a process underway may change from one direction to another. After 3 inspection days, the team can decide that a school needs further inspection. Schools that perform well do not need a second stage for the inspection. Underperforming schools will have a follow-through inspection.

The design of the new inspections follows the principle that they have to reach the maximum impact with minimum intrusion. Fieldwork is shortened (taking school self-evaluation as the starting point), pre-inspection requirements are reduced, there is a greater user involvement (the idea of partnership with school players was stressed), there is an extended professional feedback and the reports are concise and likely to be understood by every potential reader.

Thus inspections encompassing the following steps: briefing the staff – getting the picture (through students' points of view) - identifying learning trails - sampling learning and teaching - meeting the pupils - professional dialogue - disengagement - sharing the findings – reporting.

HMIE wants to be part of the problem resolution. This is why professional dialogue is one of the main characteristics of these inspections: they are intended to reach the most impact. Capacity building depends very often on extended professional feedback.

Concluding, a metaphor of football illustrated the role of the inspectorate and other educational players in the education system – despite their different positions. Effectiveness depends on whether the team is focused on the same target. HMIE and the schools are both committed in improving standards, quality and achievement for all learners in the Scottish education system.

Thomas Winskill

Thomas Winskill, Her Majesty's Inspector of Education, in England, referred to the shift in the model of inspections, which was brought about by annual reports of OFSTED, which stressed that the Inspectorate resources should be focused where they are most needed – underperforming groups and schools or schools where no improvement happened. A first set of pilot inspections took place in the summer 2008 and a second set started a bit later in the autumn.

Annual risk assessment prior to inspections, more time spent in the classrooms observing teaching and learning, inspecting the school partnership work, more inspection to the less successful schools, and more inspectors inspecting bigger and more complex schools, are some characteristics of the new and proportional inspections.

Proportionate inspections demand a better use of resources. Schools are inspected every 3 years. But if a satisfactory school was unable to improve, inspectors go back in 12 months time. The number of inspections range from once in five years, until 3 times in a year (monitoring visits).

Risk evaluation is not solely used to identify underperforming schools or schools where performance has declined. Good and outstanding schools are identified and they will not be inspected after three years if their performance appears to be maintained or improving.

There are two levels for school risk assessment: the first considers ordinary data about school, accessible to the public in general and indicators of change and of de-stabilization; the second level (when the first level is inconclusive) takes into account information that is not always statistically consistent and considers new indicators of risk (e.g. the school's self-evaluation compared to other data in RAISEonline; under performing groups, such as boys, girls and, minority ethnic groups; upheld complaints).

When planning inspections, schools are marked with colours – green / amber / red – to indicate the level of risk. Parents are informed about the colour a specific school is marked. Also, there are Report Cards that complement OFSTED's work and provide information about school performance to the education community.

The revised arrangements of school inspection aim at school improvement. This is why there is a clear focus on the school capacity to improve (emphasis on whether the school is improving or simply standing still), an emphasis on pupils' achievement, the emphasis on professional dialogue, the continuing importance of self-evaluation and more specific recommendations based on the diagnosis of the school's strengths/weaknesses.

Parallel Sessions

The workshop included a set of three parallel sessions, aimed at promoting the debate among the participants of different countries in smaller groups and at giving opportunities to participants to tell about the state-of-art of school inspections in their own education systems. Each session had the participation of a speaker and a moderator/*rappporteur*. For the final plenary session, *rappoteurs* and speakers jointly prepared flipcharts highlighting the main contents and comments of the sessions under their responsibility.



From left to right: Carla Grenho, Bill Maxwell, Helder Guerreiro, Paula Sardinha, Petr Drabek, Noélia Campos and Yvan Verbaauwhende

Yvan Verbauwhede

In the two sessions moderated by Noélia Campos, inspector in Madeira, Yvan Verbauwhede, Inspector Coordinator in the Flemish Community of Belgium, approached the theme *Sampling schools and designing inspections: spots of differentiation*, supported by the experience of the Flemish Inspectorate.



Yvan Verbauwhede and Noélia Campos

A new decree on quality of education in Flanders implies that educational institutions are the first responsible for their own quality (scope of policy making). Audits control and also stimulate.

The quality reference framework comprises attainment targets (minimum objectives necessary to achieve knowledge, skills and attitudes) and developmental objectives by course and by theme (which are transversal). They are building a data warehouse, since there are no national exams. The National assessment program uses sample surveys (primary and secondary).

The Educational guidance service (supported on Education networks) encompasses community education, publicly and privately subsidized run schools. Accreditation (legal certifications – diplomas) is awarded to schools and they are financed in the same way.

Audits (inspections) are now designed differently. They are based on significant facts from a preliminary enquiry, they focus on neutral and limited selection of audit items, and profound the examination of estimations. There is a renewed confidence on the institution's autonomy. Audits deliberate by weighting strengths and weaknesses; they stimulate rather than directing or controlling, and give a signal in case of serious structural weaknesses. Audit is now seen as quality control.

The criteria for planning and sampling schools take into account a diversity of criteria, such as the feasibility; school location criteria; the diversity of educational institutions, and the level of education taught.

Audits are based on the CIPPO framework - Context, Input, Process and Output – used for all kinds of schools, containing all the domains that the inspectorate can evaluate / assess during the proportional audit. Audits are developed through three phases:

- ▶ Local visits, underpinned by questions such as – Which initiatives are being developed and which effects does the team want to achieve? Which developments are currently running? How do the team members themselves evaluate the results?
- ▶ Interpretation – raises the question on the extent to which the obtained data indicate a well considered approach, a widespread tendency in the institution, and coherence?
- ▶ Deliberation – that implies that the gathered data, context and input are taken into account and demands that the inspection becomes a stimulating situation, used for assessing and advising.

The debate emerged from three main questions: How to determine weak schools? Which data are used? In what way can you ask schools to think about themselves on weaknesses and strengths?

Participants noted that risk analysis is not purely based on data and very often data-based audits send messages to schools that are not valid. The emphasis has to be given to pupils' development, more than to examinations.

Flemish inspections are not risk-based, although the risk is identified during the preliminary enquiry.

Bill Maxwell

In two sessions moderated by Carla Grenho, inspector in Madeira, Bill Maxwell, HM Chief Inspector of Education and Training in Wales approached the topic *Designing a proportionate inspection system to minimize risk and drive improvement*.



Bill Maxwell and Carla Grenho

In order to frame the current policies followed by the Welsh National Assembly Government and Estyn a picture of inspections in Wales before the beginning of 6 year cycle of inspection in 2004 was drawn.

Before this cycle of inspections, schools were enabled to do self-evaluation without inspection intervention, but they didn't do it as a regular procedure. Four key ingredients were pointed out for an effective national quality improvement system:

- high quality performance data, with national benchmarking data on key inputs & outcomes;
- broader framework of national quality indicators, with support for use in self-evaluation;
- a professional workforce of reflective practitioners (teachers observing other teachers in the classrooms);
- robust external evaluation and review.

There are two main approaches to proportionate inspections and the issues and questions related to these models:

- the “pre-analysis of risk” model, which allocates schools to “risks” categories before inspection teams go in;
- the “core + extension” model, which is the common, standard core inspection, followed by customized “follow-up” activity.

The session’s debates emerged from three questions:

- ▶ Which of these approaches to ‘proportionate inspection’ is ideal?
- ▶ What are the conditions necessary for this ‘ideal’ approach to work, and are they present in your country’s education system?
- ▶ How far can/should inspectorates go to ‘promote improvement’ in schools whilst still retaining their essential independence?

Participants tended to tell about either the system their countries adopted or the approach where they are moving towards, which differ widely, as the stages they departed from.

Most inspectorates are moving to the “core + extension” approach, whereas the “pre-analysis” model that better suits countries that have plenty of available data, relying little on the school’s self-evaluation, whereas the “core + extension” approach relies on consistent school’s self-evaluation and demands less data.

Inspectorates are not supposed tell schools exactly what to do to improve the service they provide. Instead, most countries are spending more time and effort in promoting a strong and professional dialogue with schools, to make them to reflect upon these evidences and to help them finding their way forward. Also inspectors should challenge them to do better and to improve by showing examples of successful schools.

There is a need to find a balance between the analysis of data collected and the characteristics of the school intervention. Proportionate inspection is to give to each school what each school needs. Proportionality is a mean to do the inspection job properly.

Schools cannot reinvent self-evaluation standards all the time. So it is important that inspectorates develop quality indicators to support schools self-evaluation and monitor its development. Participants agreed that risk schools should be yearly visited.

In conclusion, none of the models is ideal and a combination of the two approaches can be a good response to meet countries needs.

Petr Drábek

In the sessions moderated by Paula Sardinha, inspector in Madeira, Petr Drábek, School Inspector in Czech Republic, approached the theme *The purpose of a proportionate inspection – gains vs. losses.*



Petr Drabek and Paula Sardinha

The most successful schools - those with high results and an outstanding previous inspection - should have a “lighter touch” inspection and a reduction of the intensity of inspections. On the other hand, the weak and average but not improving schools, those with inadequate judgment and weak in key areas, they need a more robust intervention.

School categories are determined by risk analysis, based on previous inspections findings, annual assessment results and evaluation of school. The question is whether schools are satisfied with this procedure.

Excellent schools are not happy because they want to be inspected more often, so that they can show parents the inspection reports, saying, precisely, that they are excellent.

However weak schools are not happy either, because a closer scrutiny does not give them enough time to improve and change.

Some changes must happen in inspectors work. School inspectors must be re-skilled and increase their professional competence, development of Information and Computer Technology (ICT), increase of inspection activity and the result from previous periods.

Some topics for discussion were put forward: self-evaluation of schools, inspection teams, inspection cycle, time for proportionate inspections evaluation, impact of inspections for parents, robust intervention for weak schools, absence of evidence, data versus face to face contact and depression.

Participants reported the actual practices in their own countries and mostly focused on self-evaluation, inspection cycle and impact for parents.

Self-evaluation of schools

A variety of situations was reported as, for instance:

- ▶ Before inspection, inspectors check data, the schools have to answer some questions, the headmaster evaluates the teachers and the inspectorate checks how headmasters evaluated them.
- ▶ Each school prepares internal self-evaluation and the inspectorate makes a public report every five years.
- ▶ Every school must present, every year, a development plan to improve the results.
- ▶ There is a self-evaluation instrument for schools that provides useful information for analysis. Then the external evaluation analyses what they are doing with the results obtained.

Inspection cycle: practices in different countries

- ▶ Inspections take place in a three-year period, but the inspection cycle could last four years, coincident with the curriculum cycle, enabling the analysis at the beginning and at end of students' performance and the school practices.
- ▶ Four-year cycle and the schools must improve in two years.
- ▶ The weak schools are visited several times, not only for control but also to know what they are doing.
- ▶ Four years period for external evaluation.

Impact for parents

- ▶ Parents are only interested when there is something wrong with the children. They are not involved in education except in kindergarten or in School of Arts.
- ▶ Parents are not allowed to choose the school, except in the case of private ones. There is one parent represented in the school board but the other parents are not active in the educational process. They only complain when there are bad results.
- ▶ The inspections reports are public and parents have the opportunity to choose the school for their sons, private or public.

PARTICIPANTS LIST

N.º	NAME	COUNTRY/REGION
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49	BERT BULDER	The Netherlands
50	GONNIE VAN AMELSVOORT	The Netherlands
51	JOUKJE JURJENS	The Netherlands
52	DONALD MACLEOD	UK Scotland
53	GRAHAM DONALDSON	UK Scotland
54	BILL MAXWELL	UK Wales
55	THOMAS WINSKILL	UK England
56	CLAIRE MORGAN	UK Wales



Closing session

PHOTO ALBUM



Paula Sardinha and Sérgio Mendonça – Inspectors from Madeira checking their notes before the workshop



Heinz Kipp and Astrid Becker – Coffee-break time: planning next workshop in Mainz?



Sérgio Mendonça and Helder Guerreiro gathering notes for the draft report



Flipchart summaries – What we did in the parallel sessions



Graham Donaldson closing the workshop – Summing up and reflecting about the future of inspections



Paul Schatemann in one of the few relaxing opportunities



Helena Afonso, inspector from the Regional Inspectorate of Education in Madeira
Thank you for collecting so many photos of the event!



Like the island of Madeira – fresh, sweet and flowery

ANNEXES

I	<u><i>Introducing Madeira and its Education System</i></u> Francisco Fernandes
II	<u><i>Madeira's Regional Inspectorate of Education</i></u> João Fernandes
III	<u><i>Proportional Inspections – Why?</i></u> José Maria Azevedo
IV	<u><i>Risk based inspections in the Netherlands</i></u> Joukje Jurjens
V	<u><i>A look into the kitchen: Risk-based inspection in the Netherlands</i></u> Bert Bulder
VI	<u><i>The Scottish approach to proportional inspection</i></u> Donald Macleod
VII	<u><i>Proportionate school inspection and risk assessment</i></u> Tom Winskill
VIII	<u><i>Sampling schools and designing inspections: spots of differentiation</i></u> Yvan Verbauwheide
IX	<u><i>Designing a 'proportionate' inspection system to minimise risk and drive improvement</i></u> Bill Maxwell
X	<u><i>Proportionate Inspections – Gains × Losses</i></u> Petr Drábek

