

The Impact of Inspection

- Lower Saxony -

SICI Workshop

Stockholm, 24.11.2011



- Inspection in Lower Saxony
 - Basic elements
 - Latest data

- Follow-up inspections in failing schools
 - Results
 - Results of head's questionnaires

**Inspection
Elements**

**Latest
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Inspection
-Results-**

**Follow-up
Inspection
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I Inspection Elements

Inspection Elements	Total number of state schools to be inspected	ca. 3100
	Private schools	25
Latest Data	Total number of schools inspected so far	ca. 2800
	max. number of inspectors 2007 – 2009	56
Follow-up Inspection -Results-	number of inspectors 2011	50
	Inspections per year	461 – 537
Follow-up Inspection questionnaires	Failing schools so far	ca. 190
	Follow-up inspections carried out	ca. 120

Inspection Elements

Latest Data

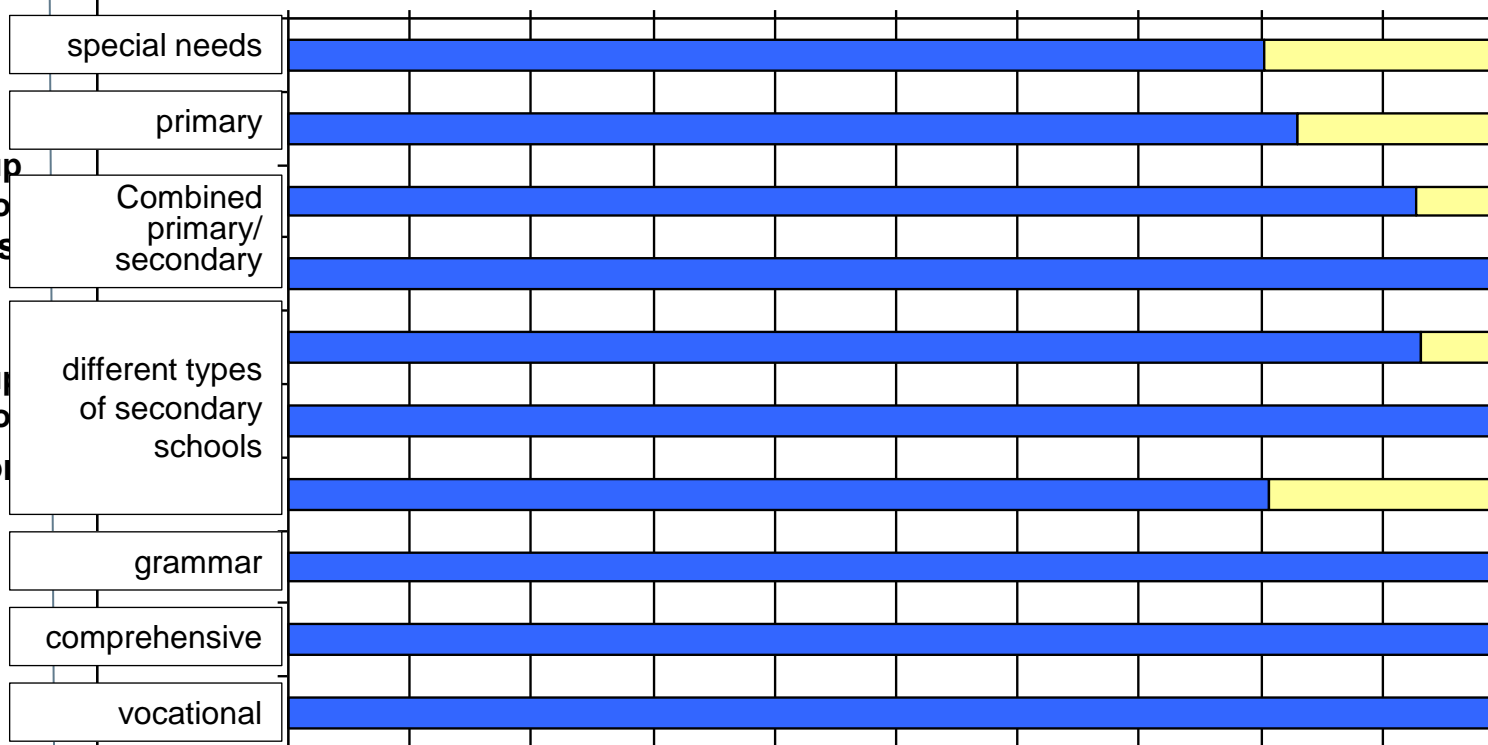
Follow-up Inspection Results

Follow-up Inspection questionnaires

■ already inspected

■ to be inspected

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Results and achievements	1. Results and Success of the school: not assessed at present	4	3	2	1
Learning and Teaching	2. Enacted school curriculum	4	3	2	1
	3. Efficient classroom management – clarification of lesson objectives and lesson structure	4	3	2	1
	4. Efficient classroom management – coherent contents and adaptation	4	3	2	1
	5. Efficient classroom management – supporting methods activating students	4	3	2	1
	6. Efficient classroom management – supportive classroom climate	4	3	2	1
	7. Achievement expectations and achievement tests	4	3	2	1
	8. Support of students' learning process	4	3	2	1
	9. Guidance of students	4	3	2	1
School climate and culture	10. Classroom climate and school activities	4	3	2	1
	11. Engagement of parents and students	4	3	2	1
	12. Cooperation with other schools and external partners	4	3	2	1
School management	13. Leadership and responsibility of the school management	4	3	2	1
	14. Management of administration and resources	4	3	2	1
Staff development	15. Development of staff and promotion of teachers' professional development	4	3	2	1
Aims and strategies of school development	16. Aims and strategies of ensuring and developing quality	4	3	2	1

Assessment categories (levels) for the quality indicators:

Inspection Elements Latest Data Follow-up Inspection -Results- Follow-up Inspection questionnaires	4	Predominantly strong	School fulfils all or nearly all sub criteria of that quality indicator in an optimal or good way.
	3	More strengths than weaknesses	School shows more strengths than weaknesses regarding this quality indicator. Quality of some of the subcategories can still be improved; the most important categories are achieved.
	2	More weaknesses than strengths	School shows more weaknesses than strengths regarding this quality indicator. The most decisive subcategories can still be improved.
	1	Predominantly weak	All sub criteria of the quality indicators need improvement.

5. teacher's classroom management: supporting methods activating students' learning processes

5.1	Students actively participate in lessons.	++	+	-	0
5.2	Teacher supports self-regulated learning.	++	+	-	0
5.3	Teacher promotes partner work and group work.	++	+	-	0
5.4	Teacher promotes employment of adequate media in learning processes including information and communication technologies.	++	+	-	0
5.5	Teacher notices the students' progresses in learning and gives them a feed back.	++	+	-	0
5.6	Lessons evidently result in a higher level of students' knowledge.	++	+	-	0
Assessment:		4	3	2	1
<i>Norm for "3": more than 50% of the sub criteria in the (+)area among them 5.6</i>					

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Assessment (levels) of sub criteria:

++	could be observed in full extent
+	could partly be observed
-	could not be observed
0	could not be assessed

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II Latest Data

inspection results of all schools – except vocational schools – until summer 2011

Inspection
Element

strong

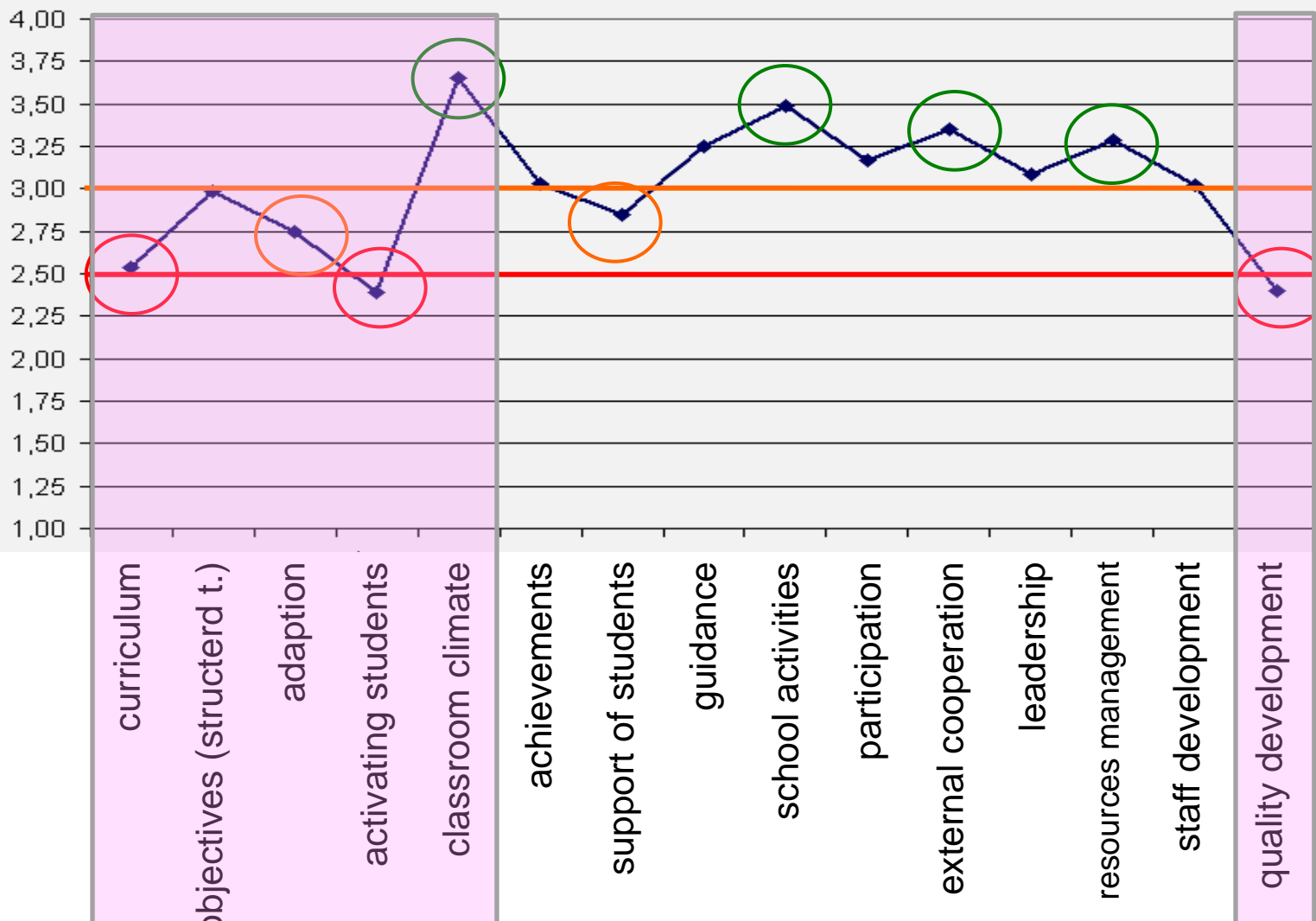
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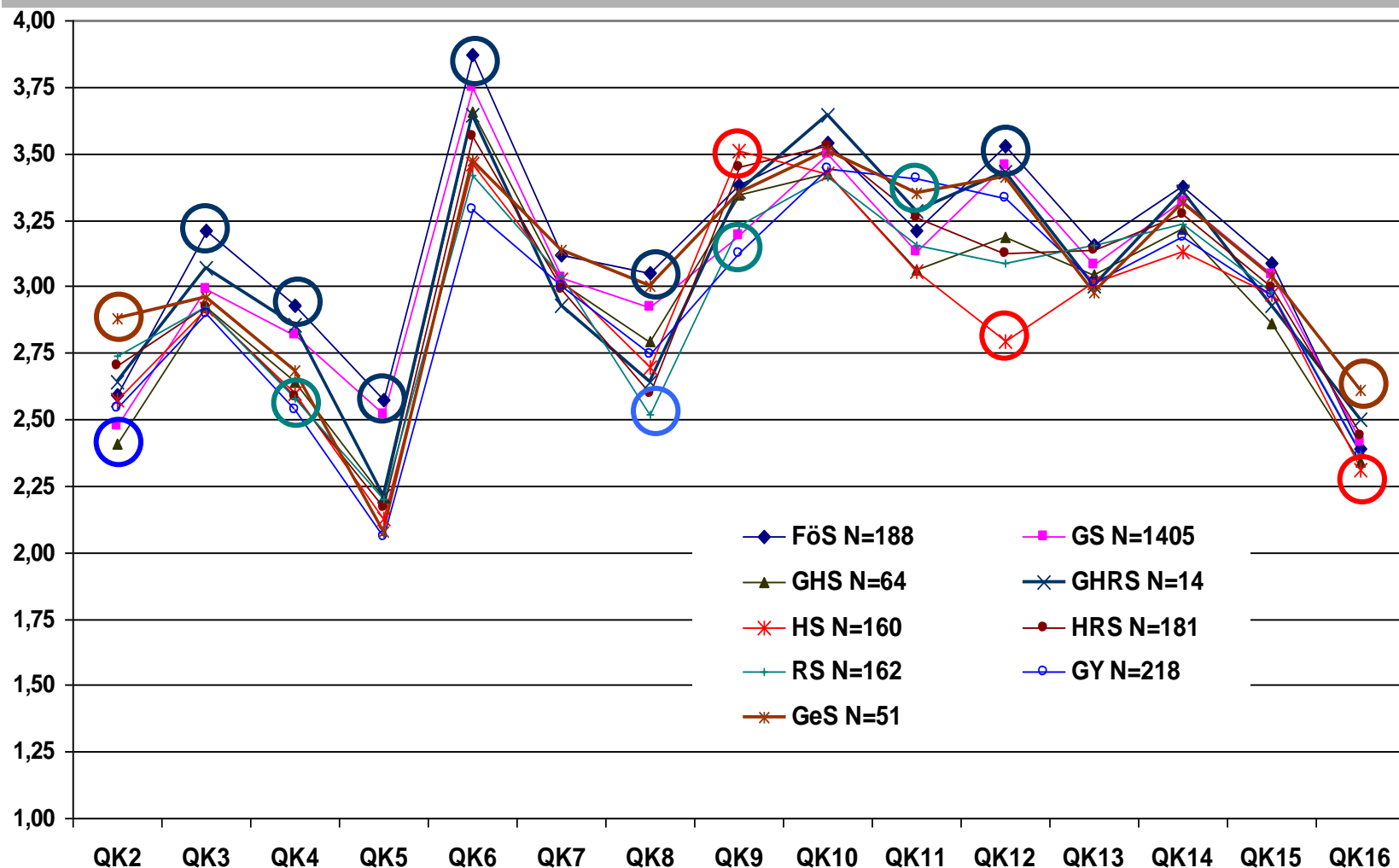
Follow-up
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naires

weak



inspection results - regarding different types of schools

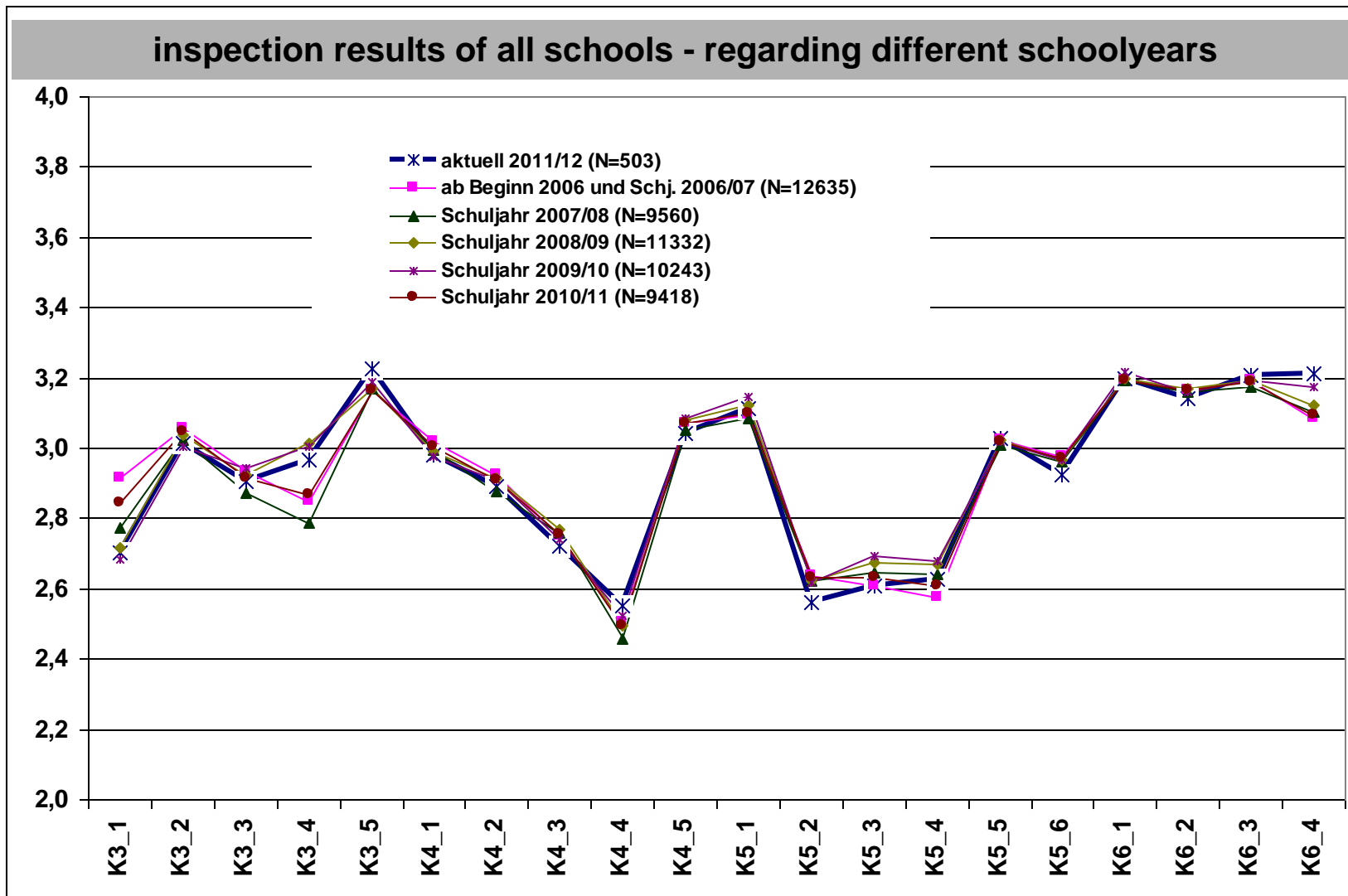


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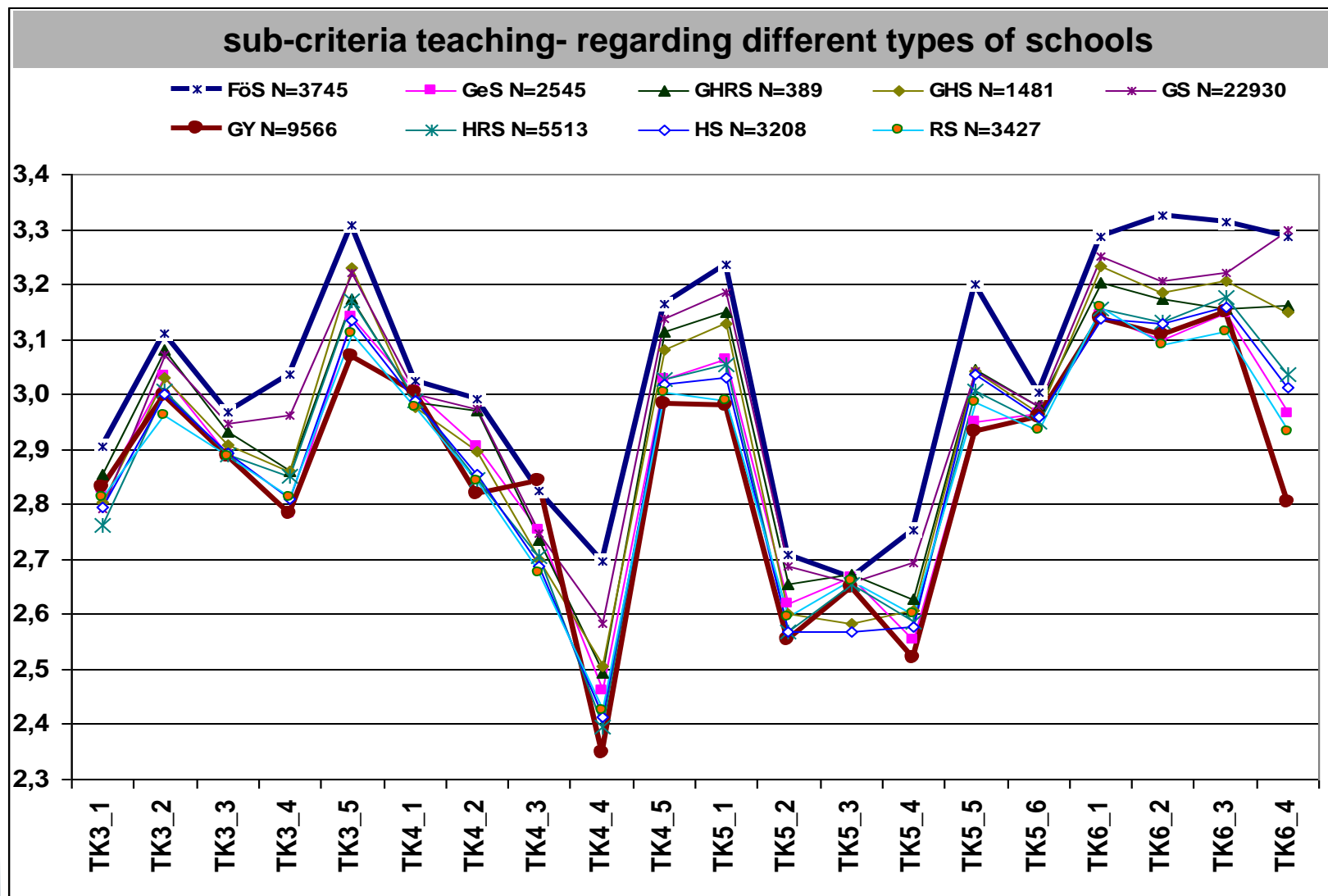


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Questions?

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III Follow-Up Inspections - Results

Results and achievements	1. Results and Success of the school: not assessed at present	4	3	2	1
<div>S. slide 6</div> Learning and Teaching	2. Enacted school curriculum	4	3	2	1
	3. Efficient classroom management – clarification of lesson objectives and lesson structure	4	3	2	1
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	5. Efficient classroom management – supporting methods activating students	4	3	2	1
	6. Efficient classroom management – supportive classroom climate	4	3	2	1
	7. Achievement expectations and achievement tests	4	3	2	1
	8. Support of students' learning process	4	3	2	1
	9. Advisory measures for students	4	3	2	1
School climate and culture	10. Classroom climate and school activities	4	3	2	1
	11. Engagement of parents and students	4	3	2	1
	12. Cooperation with other schools and external partners	4	3	2	1
School management	13. Leadership and responsibility of the school management	4	3	2	1
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Aims and strategies of school development	16. Aims and strategies of ensuring and developing quality	4	3	2	1

A follow-up inspection will take place if

- more than half of the quality criteria show severe weaknesses (8 or more criteria out of 15)

OR

- more than half of the criteria for the quality of teaching are below standard (3 or 4 criteria out of 4)

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Features of a follow-up inspection:

- follow-up inspection within 1 ½ years after inspection
- 3 days
- no participation of the inspectors who did the first inspection
- follow-up inspection only for those criteria, which were rated below standard and which give rise to serious concerns
- observation of lessons compulsory
- Focus on processes started and introduced
- minimum level in school quality must be achieved
- no repetition of a follow-up inspection
- repeated failures are reported to the Ministry of Education

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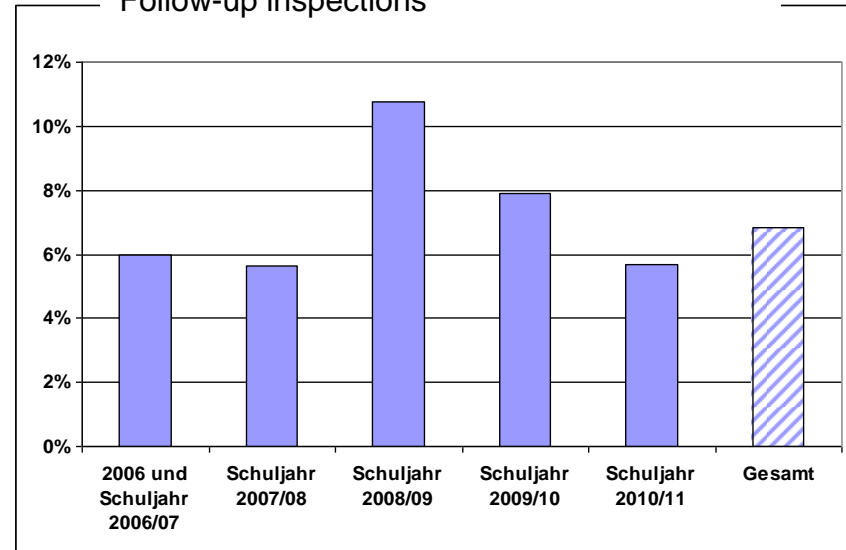
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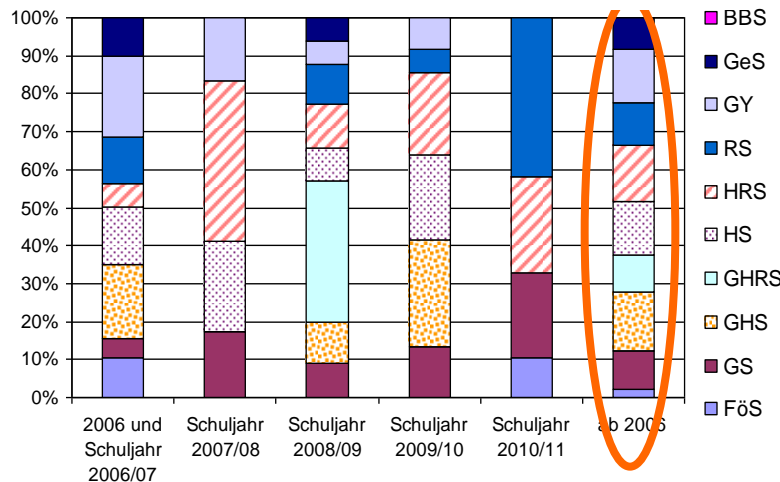
Failing schools are „interesting“ because

- it is a very new experience for these schools in Lower Saxony
- pressure to change is built up
- School administration board is engaged, using agreements on objectives to work with failing schools
- The results of follow-up inspections put to proof what can be achieved in 18 to 24 months' time

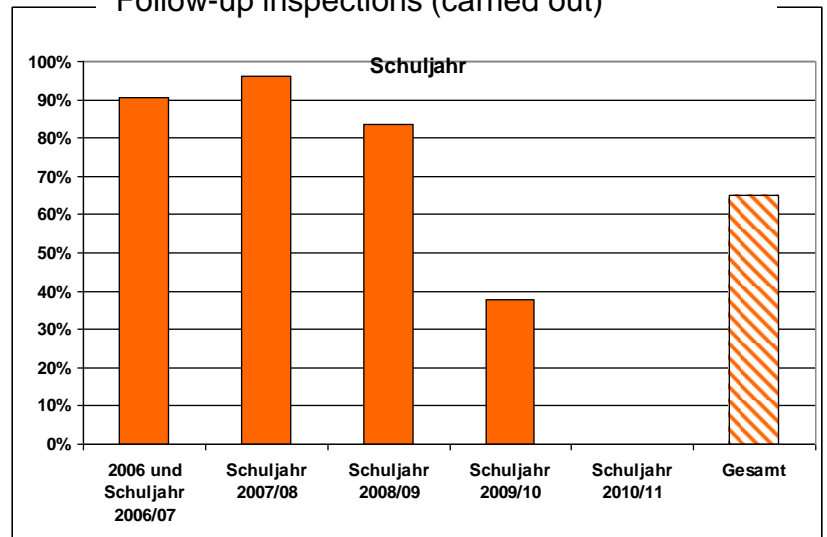
Follow-up inspections



Follow-up inspections (types of schools)



Follow-up inspections (carried out)



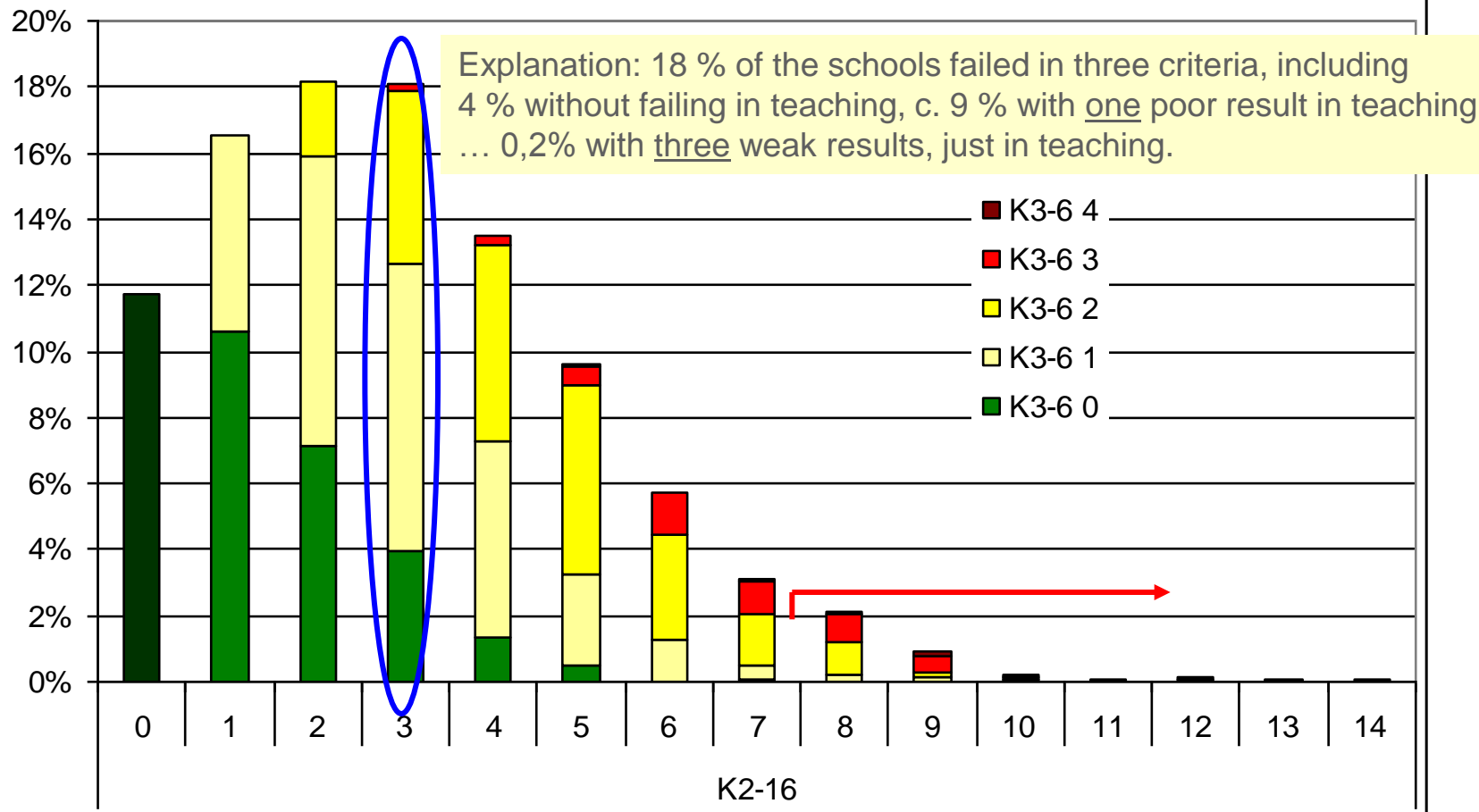
Inspection Elements

Latest Data

Follow-up Inspection -Results-

Follow-up Inspection questionnaires

Schools with weak results in different numbers of criteria



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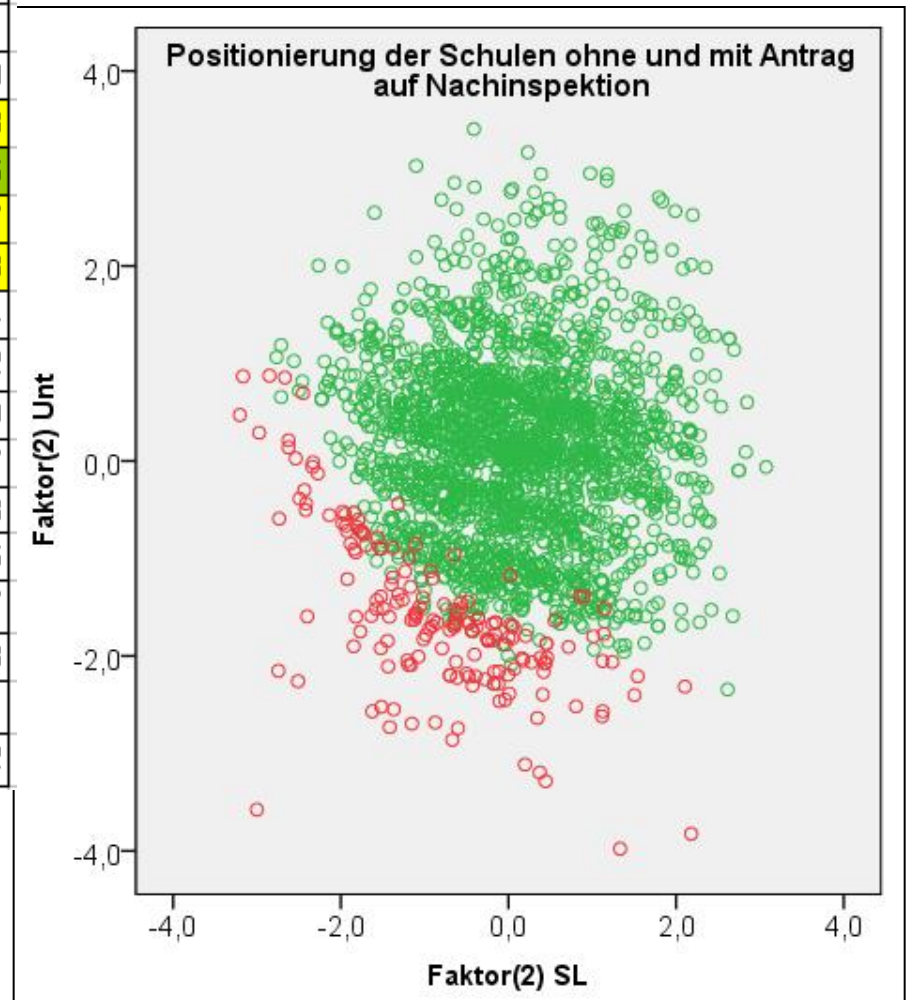
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		Fakt. SL	Fakt. Unt
Inspection Elements	curriculum	0,51	0,20
	objectives	0,16	0,68
	adaption	0,11	0,76
	activating students	0,19	0,67
Latest Data	classroom climate	0,15	0,68
	achievements	0,28	0,44
	support of students	0,39	0,42
	guidance	0,45	0,09
Follow-up Inspection -Results-	school activities	0,52	0,27
	participation	0,62	0,08
	external cooperation	0,44	0,16
	leadership	0,71	0,17
Follow-up Inspection question naires	resources management	0,57	0,28
	staff development	0,64	0,21
	quality development	0,72	0,12

A factor analysis of all data on the basis of the rating regulations highlight the two factors, which can be interpreted as „Leadership“ and as „Teaching“.



Failing schools and not failing schools easily can be identified by using these factors

Before going into detail:

- researches from abroad (USA, England, The Netherlands ...) report about major difficulties in supporting and improving „failing schools“
- generally students' performances are an essential factor for grading schools
- abroad students' performances depend strongly on schools' environment, weak schools in majority are found in weak social areas

Inspection
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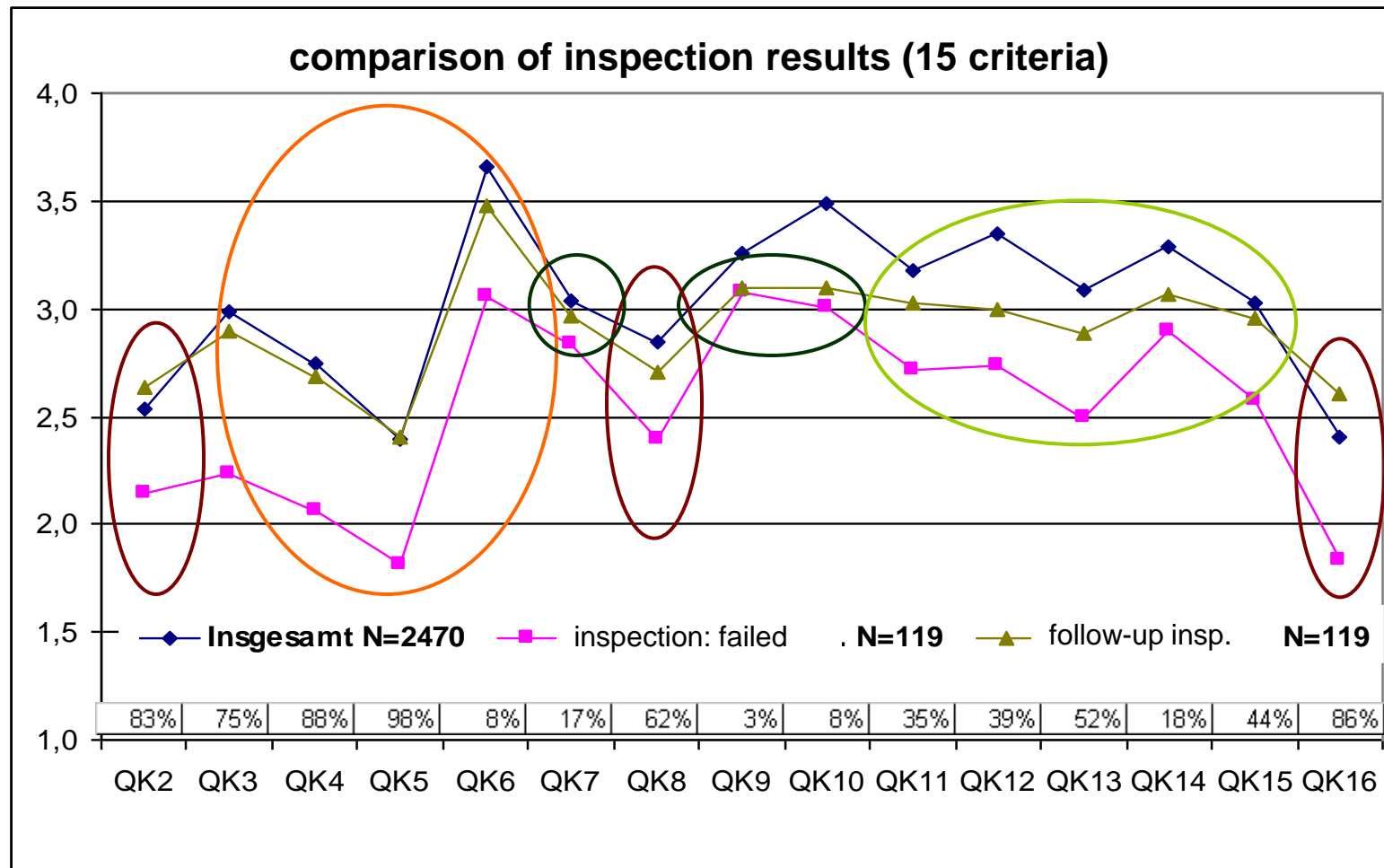
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- in Lower Saxony students' achievements due to lack of information are not taken into account as a criterion
- we didn't find a relation between types of schools with follow-up inspections and the school's area's social level; that might be because we don't take students' performances into account in inspection.

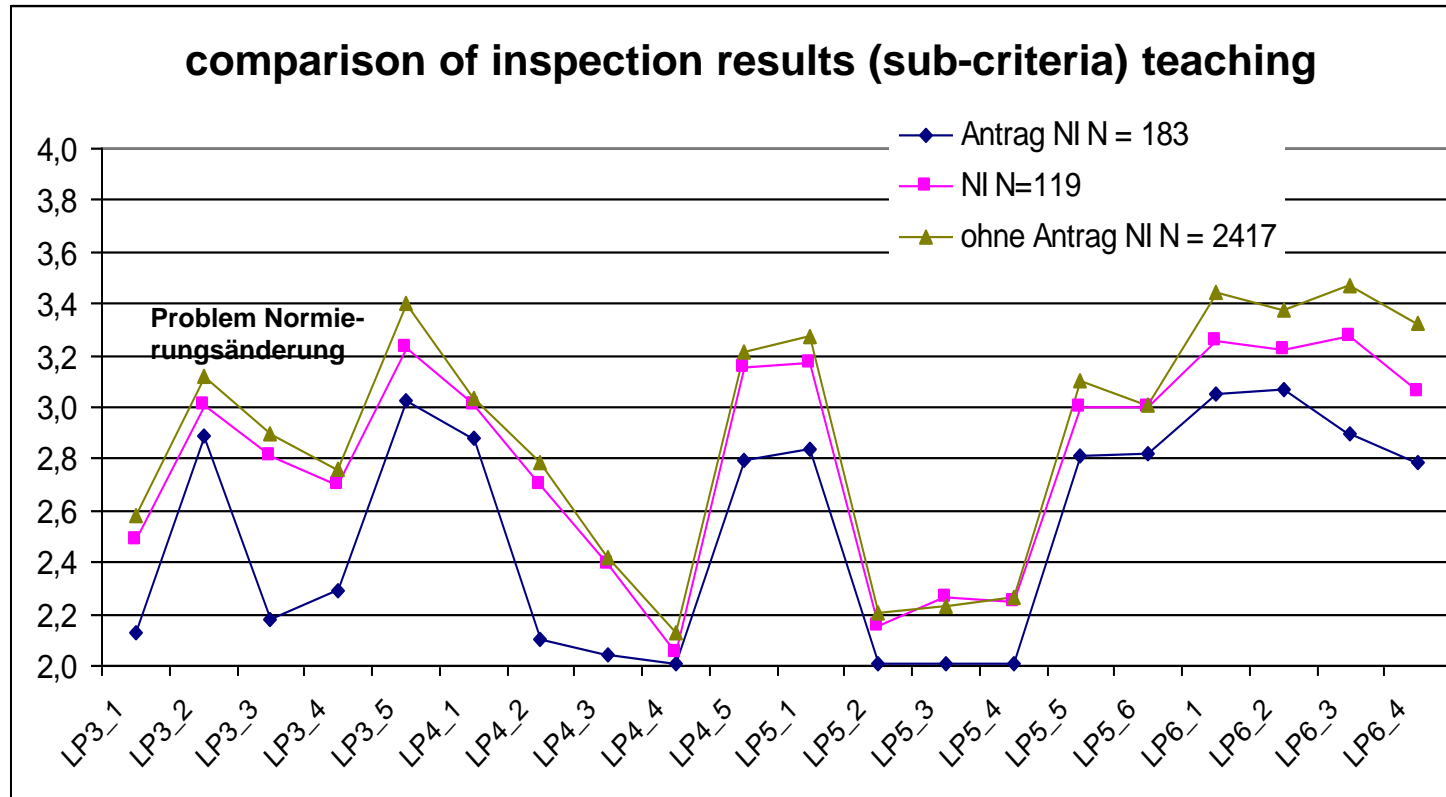
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- action plans can focus on improvement of school's inner structures or on improvement of school's processes
 - mainly carried out by the staff (head, teachers, other staff, ...)
 - are not depending on students' cooperation (differently to tests)
 - but we don't know which improvements have an impact on students and students' achievement



In follow-up inspections schools improve (at least: get better results)
- on average they achieve nearly the level of schools which didn't fail

Change in the quality of teaching



In the sub-criteria describing the quality of teaching in the follow-up inspection schools nearly close the gap to schools which didn't fail – except for the climate of teaching.

But they don't get better than these schools.

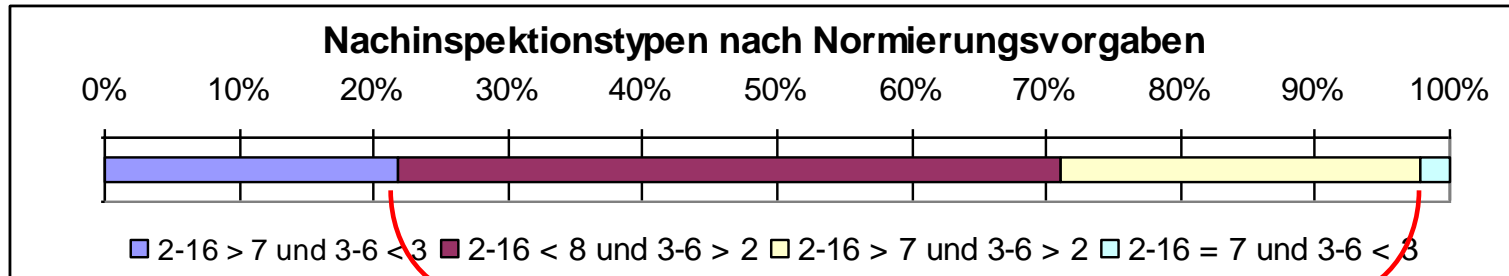
Types of follow-up inspections

- no weak results in teaching criteria
- weak results only in teaching criteria
- weak results in all criteria
- special cases due to changes in regulations in the first year of inspection

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In 76% of failing schools minimum three (out of four) teaching criteria are below standard

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IV Follow-Up Inspection – Results of Head's Questionnaires

For half a year heads get a questionnaire we use to evaluate the work between the inspection and the follow-up inspection

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**Evaluationsfragebogen zur Nachinspektion
- Schulleiterin/Schulleiter -**



**Niedersächsische
Schulinspektion**

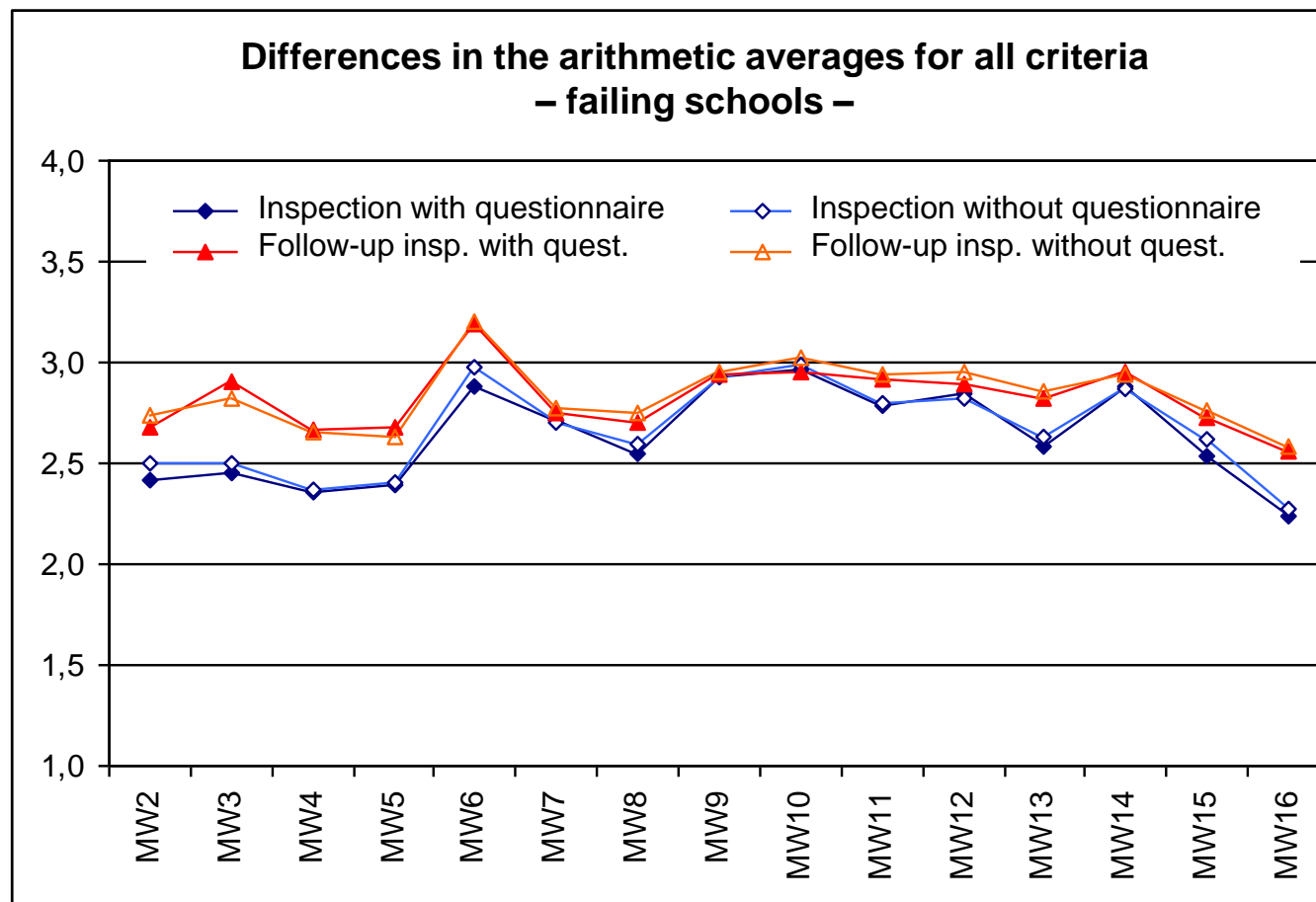
Sehr geehrte Schulleiterin, sehr geehrter Schulleiter,

die Bewertung von Schulen durch externe Evaluationen ist in Deutschland relativ neu. Noch liegen keinerlei Erfahrungen darüber vor, wie Schulen mit einer kritischen Beurteilung ihrer Qualität "umgehen". Daher sind möglichst genaue Informationen über Reaktionen auf ein solches Urteil und die dadurch angestoßenen (oder blockierten) Entwicklungsprozesse in den Schulen von großem Interesse.

Der vorliegende Fragebogen widmet den Prozessen zwischen Erst- und Nachinspektionen viel Aufmerksamkeit. In die vorgelegten Aussagen sind Erfahrungen aus dem Ausland z. B. mit Reaktionen von Kollegien, Erziehungsberechtigten, Schulträgern ... eingeflossen, die in Deutschland aufgrund anderer Rahmenbedingungen evtl. so nicht eintreten; entsprechende Erfahrungen fehlen.

We have got results out of 27 schools so far. This is a small number, so the results might differ slightly in future

The following slides show first impressions of the results



The small group of failing schools with questionnaire in the arithmetic averages shows the same results as all failing schools.

Structure of the Questionnaire

1. The questionnaire was done by ...
2. The time between inspection and follow-up inspection
 - Changes in school since inspection
 - Review on the results of the inspection
 - Reactions from outside the school
 - Cooperation with the school administration board
 - The school development plan
3. The time between inspection and follow-up inspection
4. The follow-up inspection
 - how it is carried out
 - Criteria
5. Report
6. Cooperation with the school inspection board
7. Developments after the follow-up inspection
8. Heads' comments on the follow-up inspection
9. Suggestions for the inspection procedures

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Changes between inspection and follow-up inspection If „yes“: the inspection results were one reason for the change

ja zum Teil nein kein Urteil möglich fehlend 100
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% %

Die Schule hatte zum Zeitpunkt der Erstinspektion eine andere
Leitung als zum Zeitpunkt der Nachinspektion (auch kommissarisch)

Wenn ja:

Die Schule hatte zum Zeitpunkt der Erstinspektion eine andere
stellvertretende Leitung als zum Zeitpunkt der Nachinspektion

Wenn ja:

Im Kollegium (ohne Schulleitung) hat es zwischen Erst- und
Nachinspektion größere Veränderungen gegeben.

Wenn ja:

Wenn ja: Die neuen Kolleginnen und Kollegen haben deutlich
erkennbare Impulse in die Schulentwicklung eingebracht.
Die Personalsituation der Schule hat sich verbessert (z. B.
fachspezifische Lehrerversorgung oder günstigeres Verhältnis,

Wenn ja:

Es sind strukturelle Veränderungen des Tagesablaufs eingeführt
worden (z. B. Einführung Ganztagschule, andere

Wenn ja:

Die Ausstattung mit Lehrmitteln hat sich verbessert.

Wenn ja:

Das Schulgebäude hat größere Renovierungen erfahren.

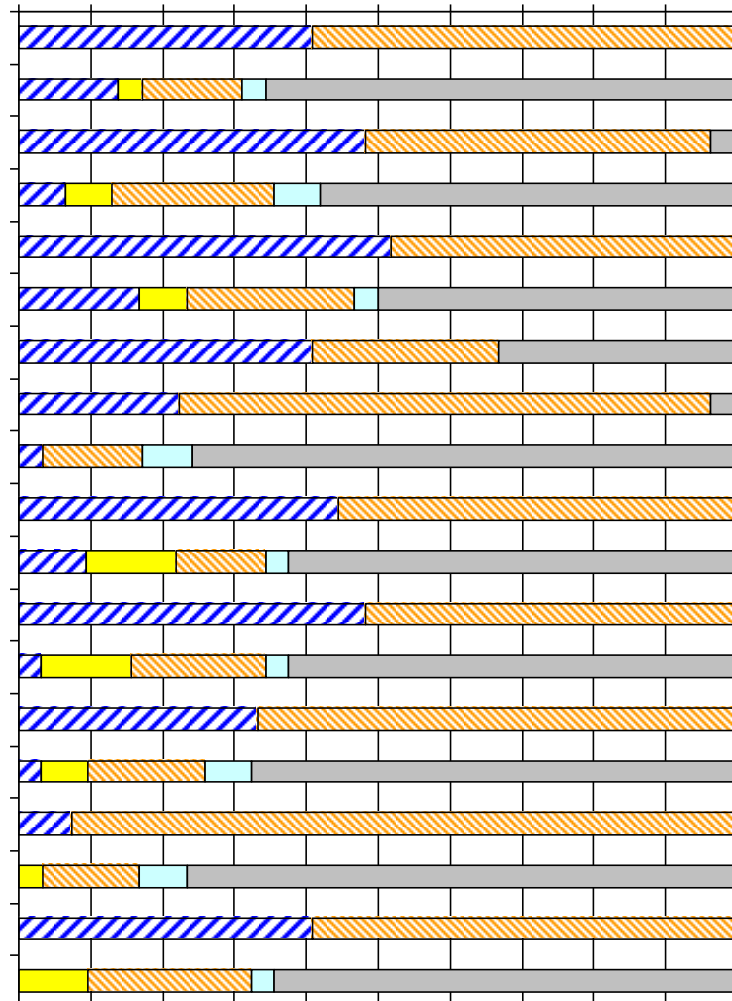
Wenn ja:

Das Schulgelände ist in größerem Umfang neu gestaltet worden.

Wenn ja:

Der Zustand von Schulgebäude und/oder Schulgelände hat sich
insgesamt verbessert.

Wenn ja:



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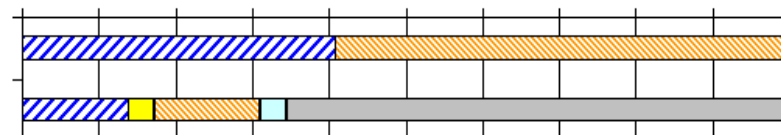
Changes between inspection and follow-up inspection If „yes“: the inspection results were one reason for the change

ja zum Teil nein kein Urteil möglich fehlend

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

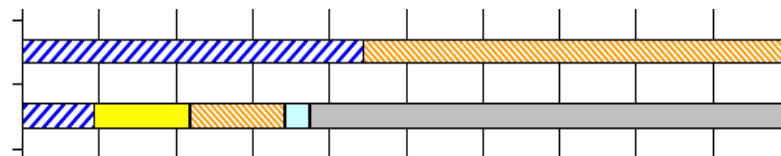
Exchange of school's head

Wenn ja:



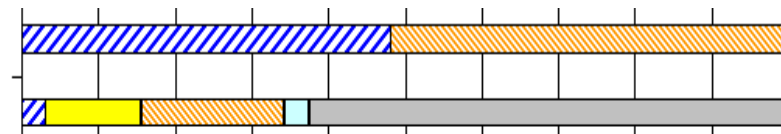
Changes in school's structures (full-time-school e. g.)

Wenn ja:



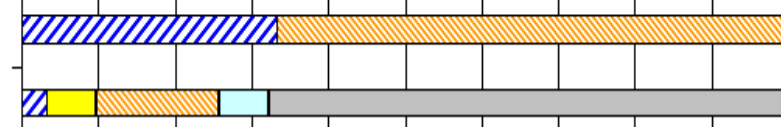
Better teaching material

Wenn ja:



Major renovation of the school

Wenn ja:

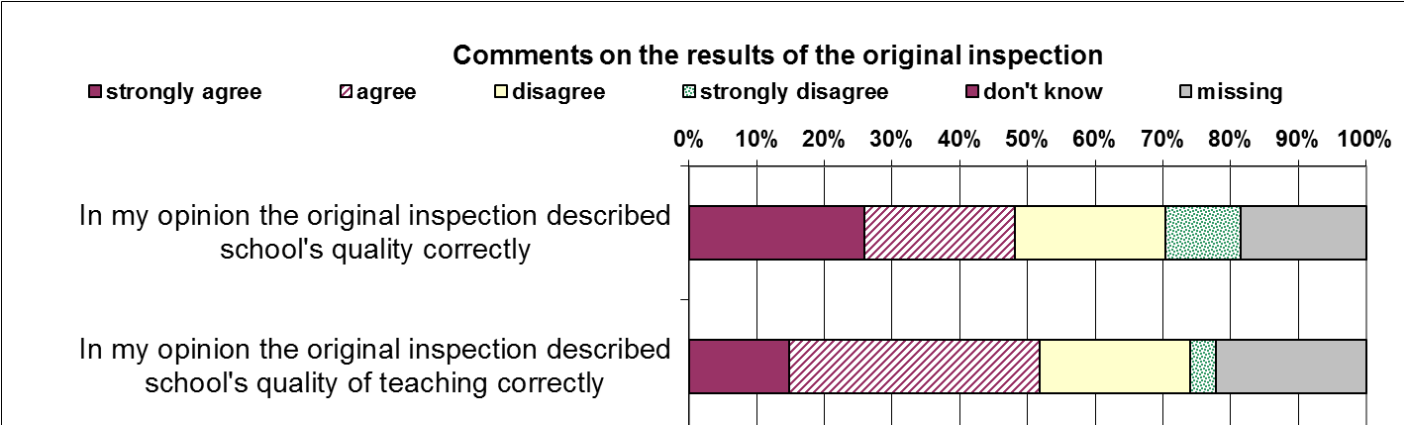


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Inspection Elements	a head's comment . . .
Latest Data	„The first inspection team was neither friendly nor appreciating what we did nor willing to get insights in our everyday work. The follow-up inspection team wanted to learn something about us and about our students in everyday school life, ...“
Follow-up Inspection -Results-	
Follow-up Inspection question naires	

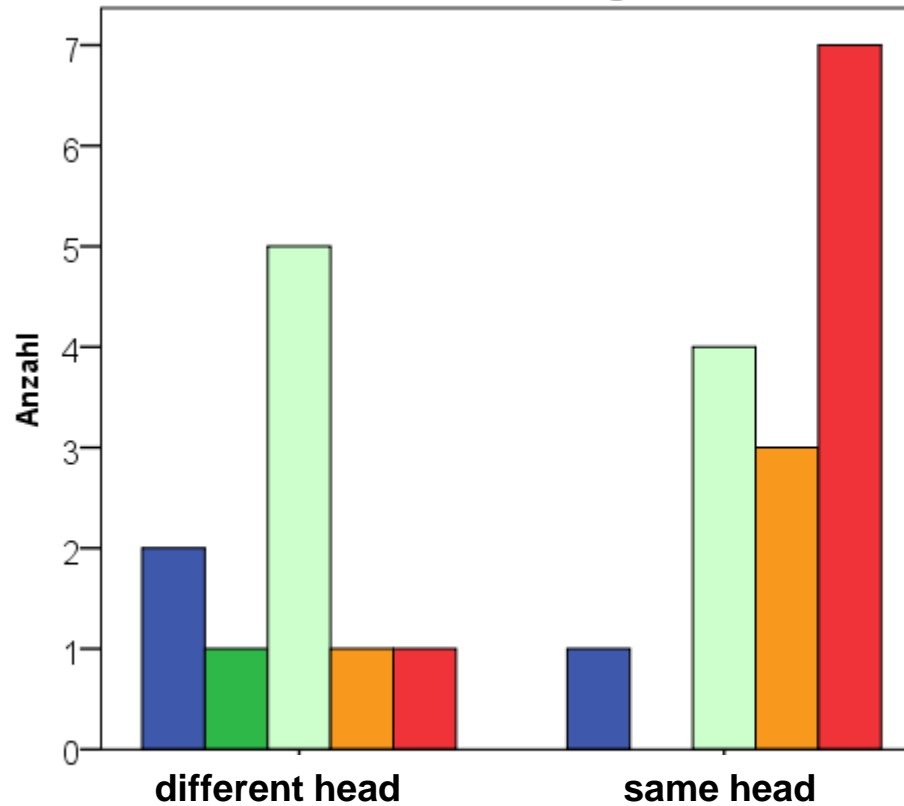
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Change of head X faults of heads



I put the
negative
results down
to the failures
in former
acting of
school's head

- don't know
- strongly agree
- agree
- disagree
- strongly disagree

At the time of the inspection the school had a different head than at the time of the follow-up inspection

The results show that it is helpful to interpret data independently for

- schools with a head in charge of the school in the inspection and the follow-up inspection and
- those schools which had a change of heads between both events

Reactions to inspection results

Effect of negative results

■ yes ■ partly ■ no ■ don't know ■ leer

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

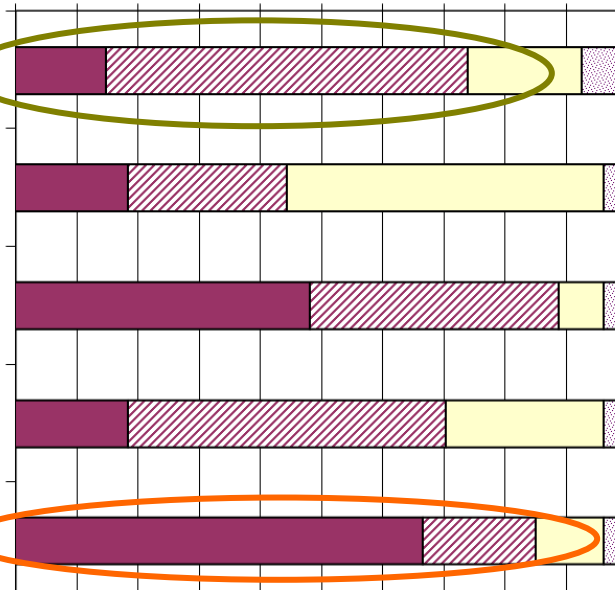
Parents (besides the group of the engaged ones) hardly took notice of the inspection results.

Critical parents used inspection results to put pressure on the school for what they wanted more offensivley

The school got a lot of support and encouragement by the parents.

Parents engaged much more in school development than before.

Students hardly took notice of the inspection results.



parents

students

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Inspection Elements	Inspection results ...		
		YES	NO
Latest Data	... put high pressure on me personally	63,0%	14,8%
Follow-up Inspection -Results-	... put high pressure on the staff	81,5%	11,1%
	... produced a kind of solidarity	55,6%	37,0%
	... had an impact on school development among the staff	63,0%	29,6%

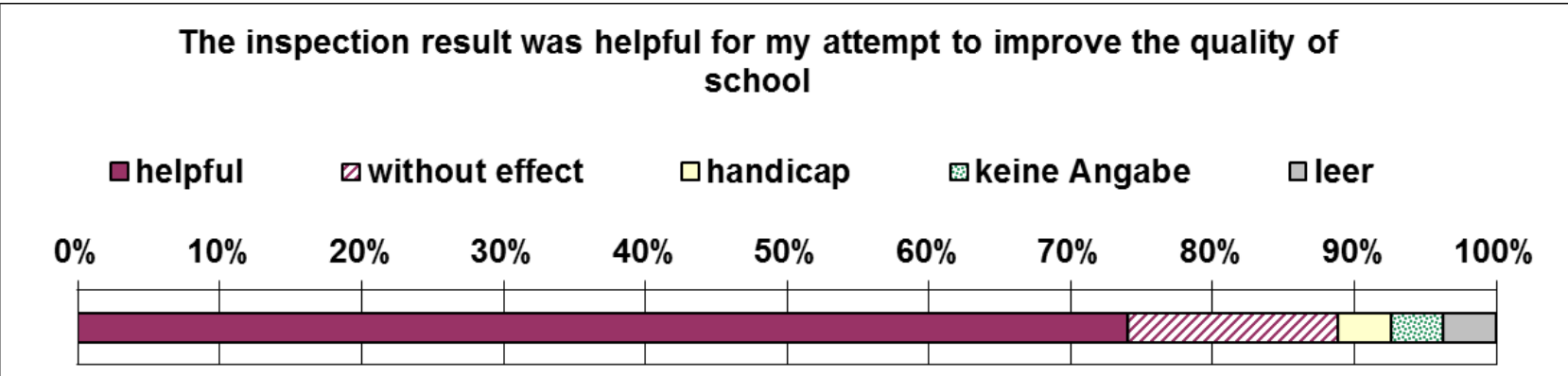
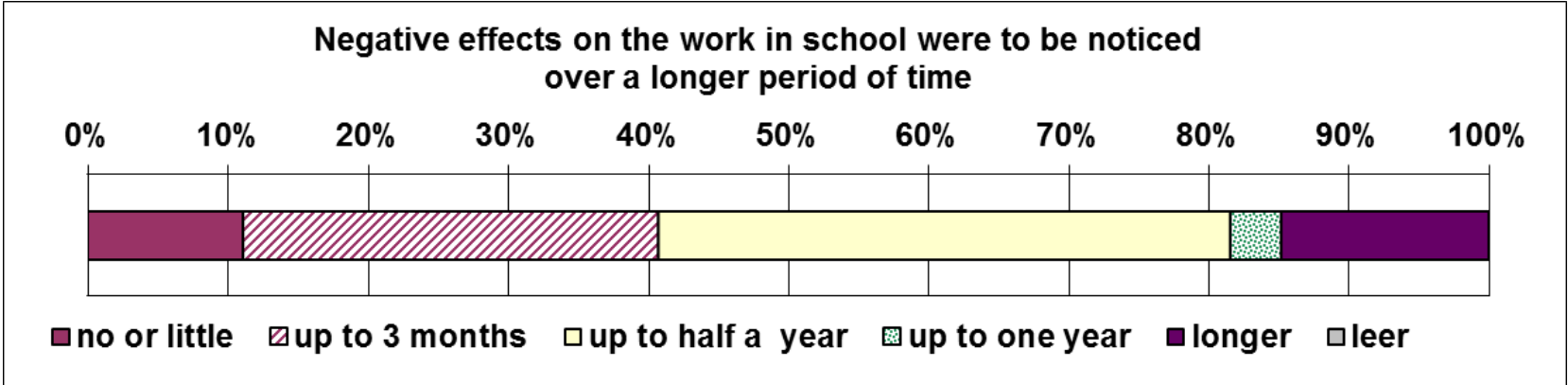
Follow-up Inspection questionnaires	
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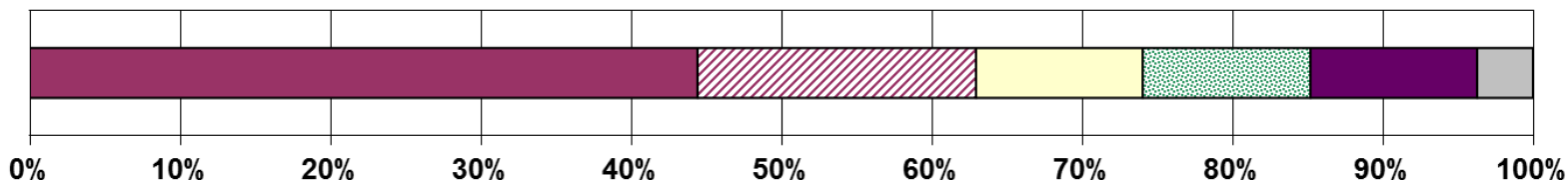
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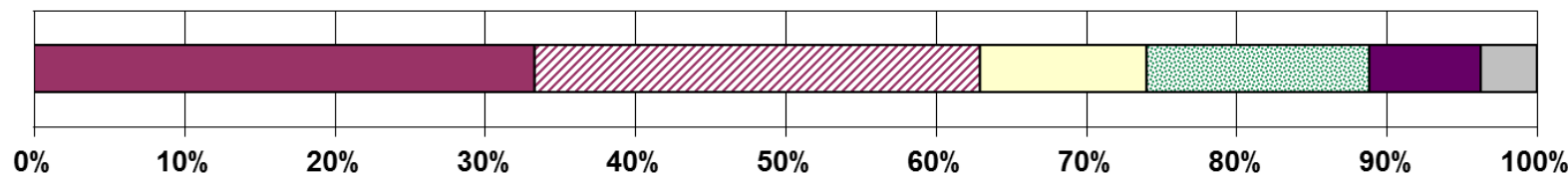
The first discussion with the responsible person in the board took place

■ directly after the feedback in school ■ in the first week ■ in the first month ■ in the first three months ■ later ■ not at all ■ leer



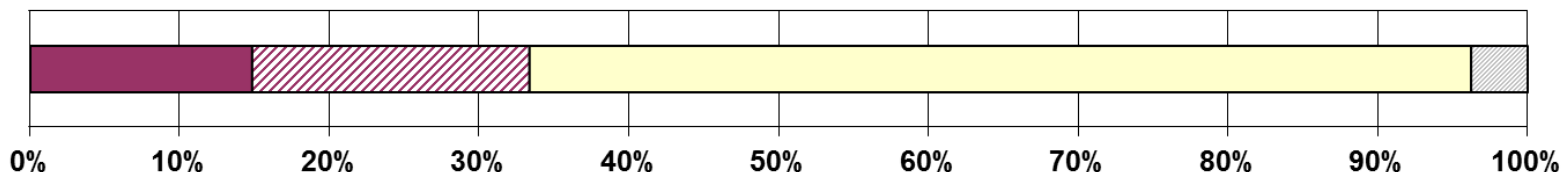
The discussions with the board's responsible person about the aims of school development were finished

■ in the first month after inspection ■ within three months ■ within the first half year ■ within the first year ■ later ■ leer



The action plans which we agreed on

■ were mainly determined by the school administration board ■ were mainly determined by the head
■ were designed in a dialogue between head and board ■ empty



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Cooperation with the school board administration after inspection

■ agree strongly ■ agree ■ disagree ■ disagree strongly ■ don't know ■ empty

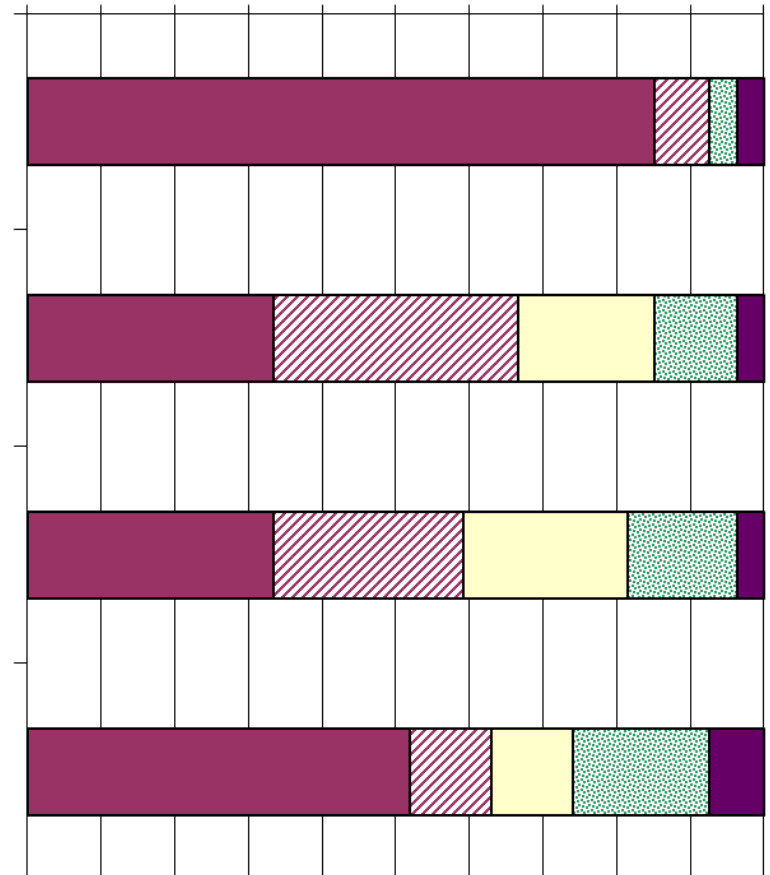
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

The school was offered help by the school administration board

There was intensive contact between administration board and school between inspection and follow-up inspection

School's improvement was controlled by the board regularly

The action plan helped to convince the staff of the necessity of school development



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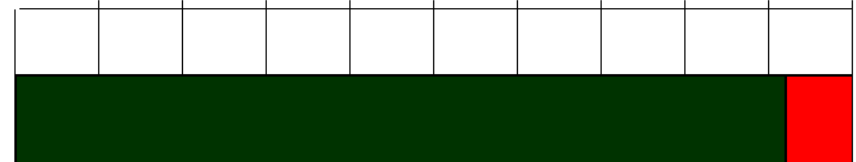
Workload caused by School Development

■ AGREE

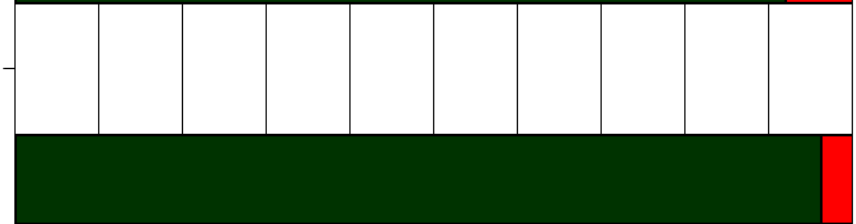
■ DON'T AGREE

% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

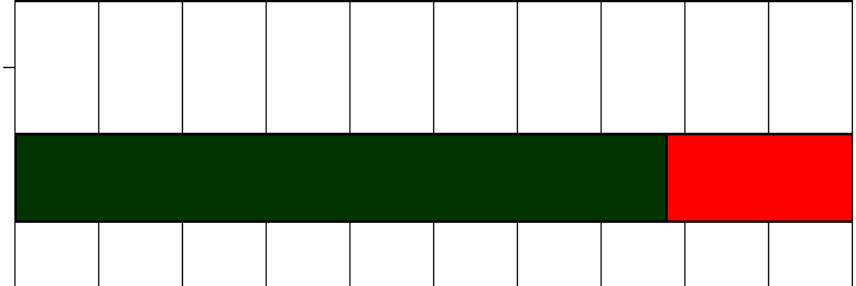
The workload caused by school development and the meetings necessary for it was much higher than before the first inspection.



In the time between first inspection and follow-up inspection there were much more conferences, workshops and meetings than in every-day-work.



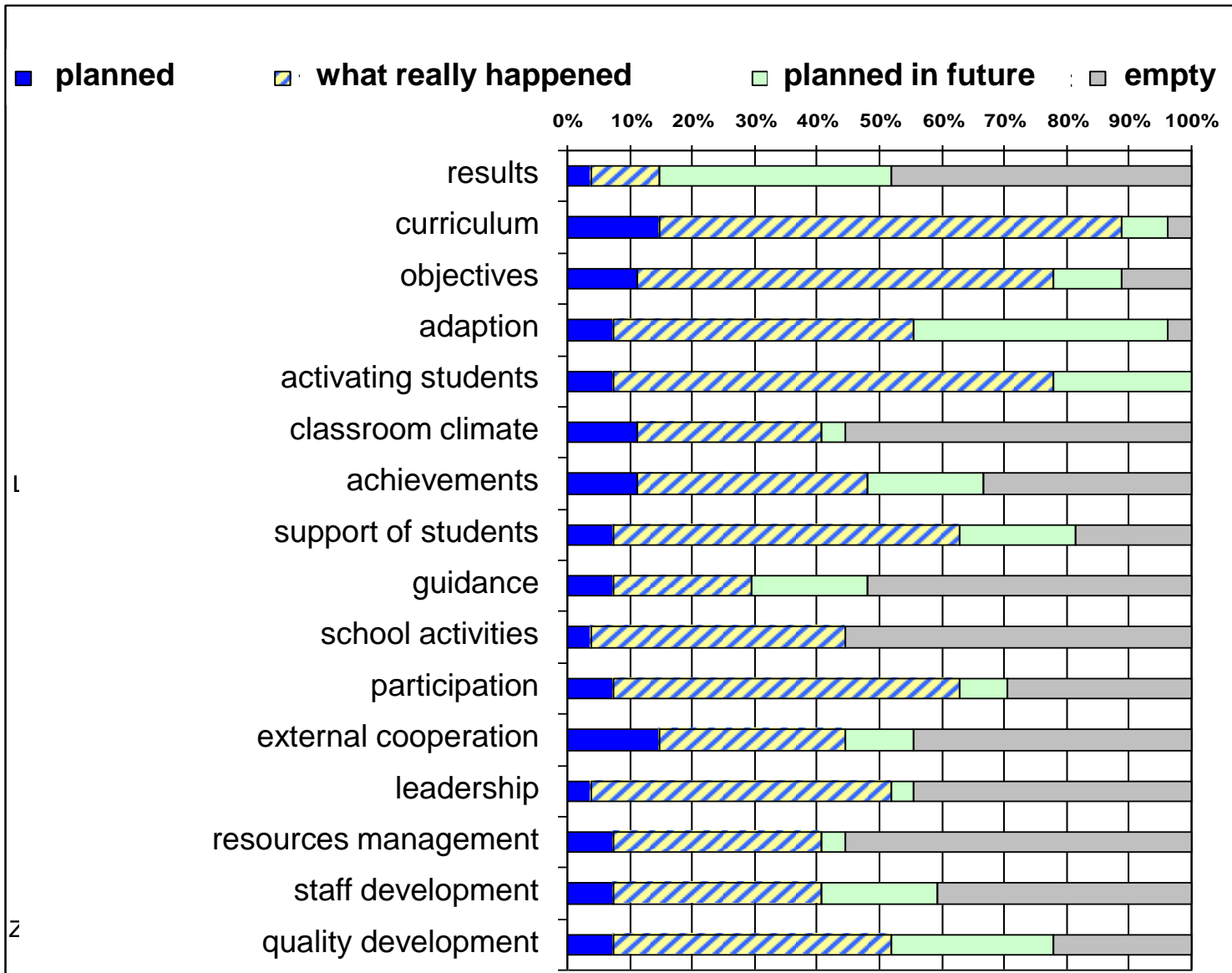
As a consequence of the additional workload there was sort of dissatisfaction in staff to be realised.



		AGREE	DON'T AGREE
Inspection Elements	My aims concerning the school development process were changed in the consequence of the inspection results	67%	22%
	I asked for professional support for my work as a head	52%	48%
Latest Data	As a consequence of inspection results I take more influence on decisions made up in school.	59%	19%
Follow-up Inspection -Results-	In preparation for the follow-up inspection I influenced school development much more than before.	67%	7%
	In preparation for the follow-up inspection I engaged strongly in the work for improvement of teaching.	93%	4%
	I visited teachers in their lessons systematically.	81%	19%
	If yes: The visits helped me to find guidelines for my acting as a head.	59%	22%
	The visits helped some teachers to improve their quality of teaching.	52%	22%
	After the first inspection I delegated more responsibility to others (senior staff, steering group etc.).	59%	19%
Follow-up Inspection questionnaires			

		AGREE	DON'T AGREE
Inspection Elements	My aims concerning the school development process were changed in the consequence of the inspection results	67%	22%
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		AGREE	DON'T AGREE
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Inspection
Elements

Latest
Data

Follow-up
Inspection
-Results-

Follow-up
Inspection
question
naires

Inspection
Elements

Latest
Data

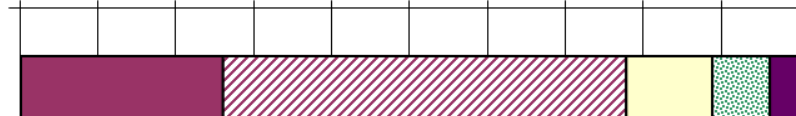
Follow-up
Inspection
-Results-

Follow-up
Inspection
question
naires

agree strongly / yes
 agree
 don't agree
 don't agree strongly / no
 don't know
 empty

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

From my point of view, since the first inspection
staff became more open for school development.



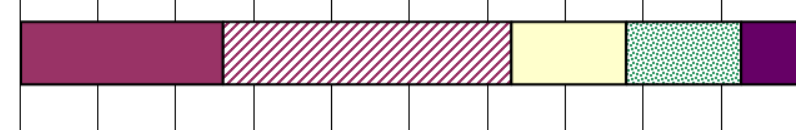
Whole staff accepted agreements on school
development and improvement of teaching.



Whole staff supported school development actively.



In the time between inspection and follow-up
inspection more teachers took part in external
teacher trainings.



Inspection
Elements

Latest
Data

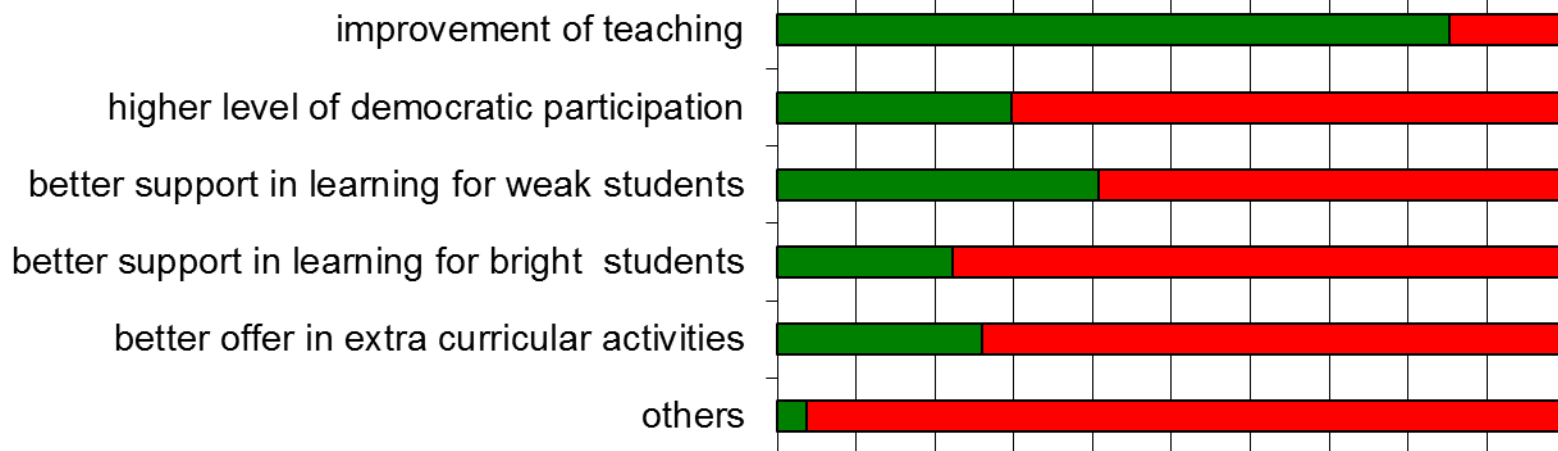
Follow-up
Inspection
-Results-

Follow-up
Inspection
question
naires

If head agrees on positive impact of inspection: what advantages students have?

■ yes ■ no ■ empty

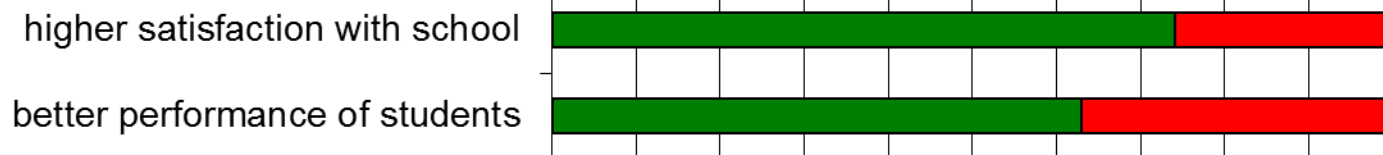
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



If head agrees on positive impact of inspection: what consequences do I expect referring to ...

■ yes ■ no ■ empty

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

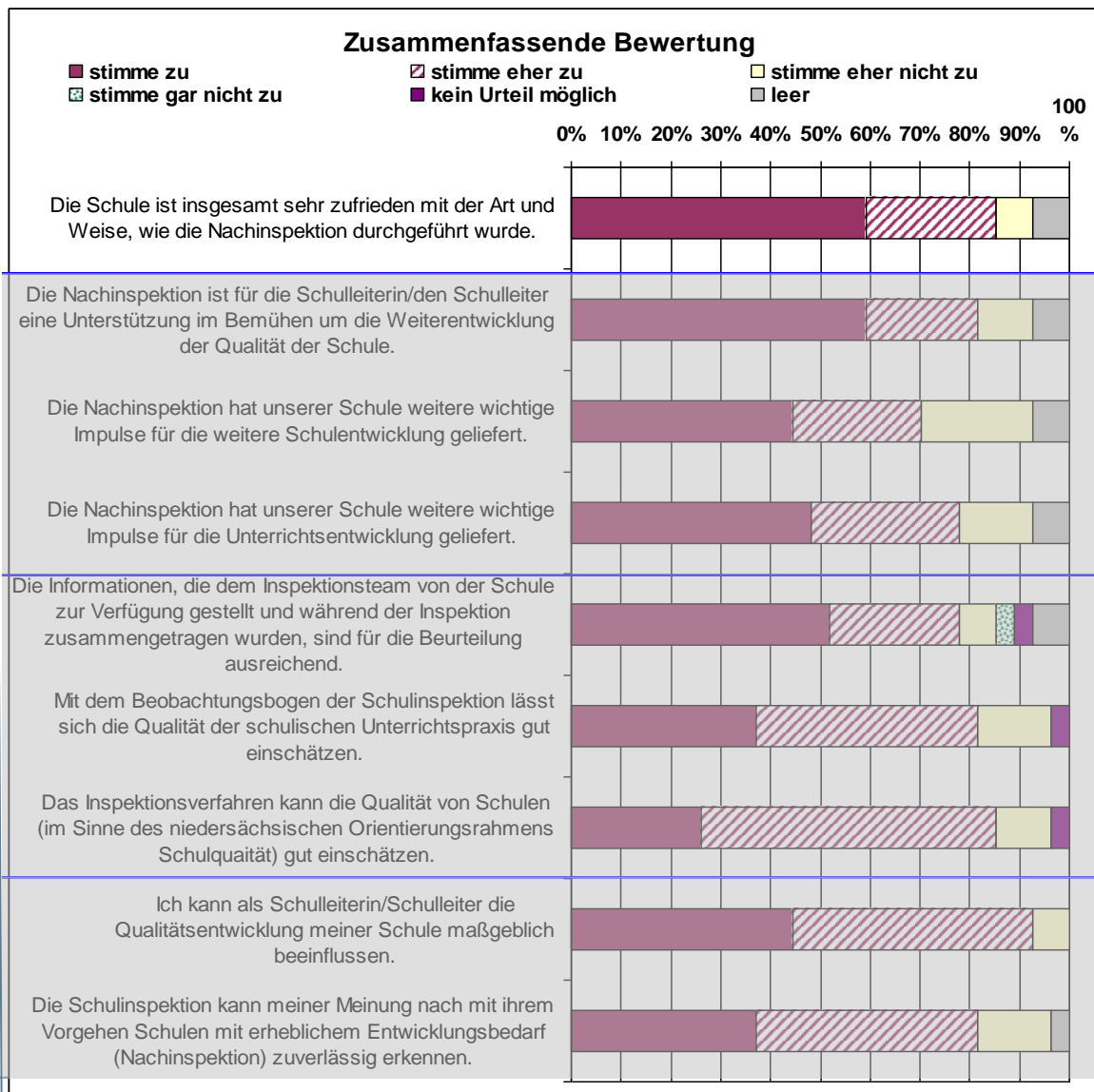


**Inspection
Elements**

**Latest
Data**

**Follow-up
Inspection
-Results-**

**Follow-up
Inspection
question
naires**



+ satisfaction with insp.

+ impact on school
development an
development of
teaching

+ instruments and
procedures of
inspection

schools accept inspection
as a helpfull instrument
for school development



**THANK YOU FOR YOUR
ATTENTION**

