



Education Inspectorate
Ministry of Education, Culture and Science

Risk-based
Inspection as of
2009

Primary
and secondary
education

Preface

As the Education Inspectorate, it is our duty to see to it that all pupils and students receive education of sufficient quality. We assess the quality of education, check whether schools and school boards comply with the statutory rules and regulations, and oversee the bookkeeping. This brochure describes how we perform these tasks in the primary and secondary education sectors.

We have an inspection framework in place. This specifies how we work, what exactly we assess and when the education a school provides is deemed to be of sufficient quality. Thus, schools and school boards know what they can expect from us. The inspection framework has been developed in close consultation with representatives from the education world.

With this brochure we aim to provide clarity on what we do and how we do it. It is our aim to operate in a transparent manner and be accountable for what we do.

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Senior Chief Inspector of Education
The Netherlands, September 2009

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1 Introduction

The Inspectorate of Education has recently formulated a new inspection framework. The Minister of Education, Culture and Science has approved this framework and sent it to the Dutch Lower House.

This inspection framework as of 2009 replaces the inspection frameworks that were drawn up for primary education in 2005 and for secondary education in 2006. One of the key modifications is that we are now working in a risk-oriented manner. High-risk schools receive increased inspection, whereas no-risk schools receive less inspection. We have thus customised our inspection

Another major change is that we now regard the school board as our primary contact rather than the school head.

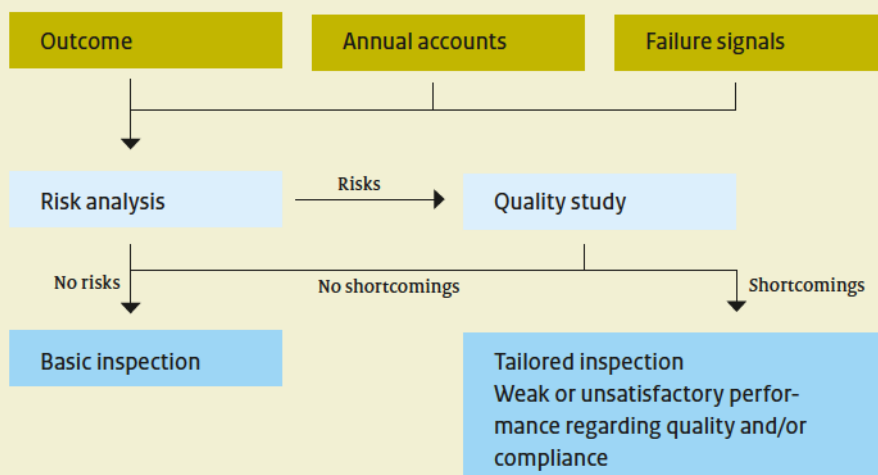
Chapter 2 explains our procedures. The indicators on which the Inspectorate bases its assessments have been updated as well, but without any fundamental changes. This is explained in Chapter 3.

This brochure outlines the inspection of quality in actual practice. For more information, please refer to www.onderwijsinspectie.nl. Here you will also find the official version of the inspection framework for primary and secondary education 2009.

2 Procedure

Pupils and their parents must be able to rely on their school providing education of sufficient quality. That is why the Inspectorate inspects the quality of education. This inspection is risk-oriented. Every year, we conduct a risk analysis to check for indications that a school is performing below standard. On the basis of this risk analysis and, if need be an additional school visit, we determine the degree of inspection a school requires. This means that each school receives tailored inspection. The school board is responsible for the quality of the education provided by a school, for the school's financial situation and for its compliance with statutory rules and regulations. The board is accountable for the results. For that reason, we address the board directly.

Our procedure can be schematised as follows:



Risk analysis

A school's annual risk analysis usually takes place at a fixed date, after the new outcome data has been processed. In principle, however, the Inspectorate may conduct the risk analysis at any given moment, for example, when serious failure signals have been detected. A risk analysis focuses on the outcomes, annual accounts and failure signals. The outcome involves pupils' achievements and their developmental progress. The annual accounts pertain to school data on staff (turnover), pupils and the financial situation. Failure signals include, for example, complaints lodged by parents or media reports.

¹ In secondary education, inspection is carried out at the level of the individual school types or departments within a school, i.e., the individual programmes within vmbo, havo, vwo and employment-oriented schools or departments. For secondary education, please read 'school type' for any reference to 'school' in this brochure.

If the analysis does not reveal any risks, the Inspectorate has sufficient trust in the quality of the education provided to qualify the school for the so-called basic inspection programme. When we do find possible risks, we request additional information from the school. We look at the nature of and the background to the alleged risks and conduct a more extensive analysis of this and previously collected data. If eventually all appears to be in order, the school is placed in the basic inspection programme as yet.

Assessing the quality of the education provided

In high-risk schools we usually conduct a quality inspection as well. The focus of the inspection is determined by the nature and gravity of the risks detected. An inspection roster is drawn up in consultation with the school. This may comprise a document study on site, class observations, meetings with pupils, parents, teachers and the school management. If a school can provide reliable self-evaluation data or has already detected and investigated (possible) shortcomings itself, a limited assessment by the Inspectorate will suffice. Chapter 3 describes exactly what we assess in our quality inspections. A quality inspection may show that a school has no shortcomings after all. In that case, it qualifies for basic inspection as yet. If, however, shortcomings are found, the school will receive tailored inspection.

Monitoring compliance with statutory regulations and financial continuity

In addition to the quality of the education provided by schools we also monitor schools' compliance with statutory rules and regulations as well as their finances. When monitoring compliance with statutory rules and regulations, we do not check each and every statutory element: every year, we redetermine the priorities. Legal provisions that tend to be violated frequently or whose non-compliance causes significant negative effects have a higher enforcement priority. The Inspectorate's Annual Plan of Work outlines the priorities for the year under consideration. This brochure does not go into the content of our monitoring of schools' compliance with laws and regulations.

Within the framework of supervising schools' finances we carry out random sample surveys of the quality of the work performed by their accountants. In addition, the risk analyses may bring up risks pertaining to financial continuity or legitimacy. In those cases, an inspection is conducted as well. Subsequently, agreements are made with the board and wherever necessary, the inspection is intensified.

If a school does not comply with the statutory rules and regulations, a sanction by the Minister of Education, Culture and Science is in order. The most extreme measure is cutting off a school's funding.

Assessments by the Inspectorate

Towards the end of a quality inspection we discuss our findings with the school board and the school management team. After each quality inspection we draw up a report and determine what inspection programme will be implemented, with regard to the quality of the education provided and/or the compliance with statutory regulations. Before an assessment is finalised, the school board is given the opportunity of responding to the draft report. If the Inspectorate and the school board are unable to reach agreement on the contents of the report, we include the board's views in the report.

Finalised reports will be placed on our website in the fifth week after the assessment has been completed. The Inspectorate's website shows each and every school in the Netherlands, with the applicable form of inspection, the inspection reports and the school's own Internet address.

A school that does not have any shortcomings will receive basic inspection. At this point in time, it does not require further investigation or intensification of the inspection regime. This does not mean, however, that schools in the basic inspection regime never see the Inspectorate: each school is visited at least once every four years.

When a school is found to have shortcomings with regard to quality, it will receive tailored inspection for weak or unsatisfactory quality. The paragraph below describes the method by which we determine whether the quality of the education provided by a school is weak or unsatisfactory.

Schools that do not comply with the law will receive tailored inspection for compliance with statutory regulations.

Tailored inspection in case of weak and unsatisfactory quality: the procedure

Inspection for schools whose quality of education is weak is based on the same set-up as inspection for schools whose quality performance is unsatisfactory. The intensity of the inspection, however, is proportional to the gravity of the shortcomings.

Once we have drawn up a report stating that the quality provided by a school is weak or unsatisfactory (which schools are referred to as weak or unsatisfactory schools hereafter in this brochure), we generally instruct the school board to formulate a plan of approach aimed at improving quality. We test the plan and lay down performance agreements in a inspection plan. This specifies when the quality should be up to par again and what (interim) results the school must attain. It also specifies what we will assess in (interim) quality studies. The school board must commit to the inspection plan. Unsatisfactory schools are included in the monthly list of unsatisfactory schools on the Inspectorate's web site and reported to the Minister.

On the basis of progress reports provided by the schools, we conduct one or more progress discussions or interim quality inspections. After a maximum of two years we

round off the improvement process with an inspection into the quality improvement. The findings of this inspection are laid down in a new report, which also states the new form of inspection designated. Weak schools that do not improve may end up in the regime imposed on unsatisfactory schools.

When schools do not improve (within the stipulated time)

If an unsatisfactory school's improvement process does not proceed according to the plan of approach and the inspection plan, we will generally tighten up inspection further. This may entail various measures, such as a meeting between the school board and the Inspectorate management or an official warning.

If the aggregate measures do not yield the result agreed upon, the Inspectorate will report an unsatisfactory school to the Minister, along with a proposal for the desired measures. On the basis of this report, the Minister may proceed to impose administrative sanctions and/or funding sanctions.

Weak and unsatisfactory schools: the decision rules

The Inspectorate has drawn up decision rules to assess the quality of the education provided by schools. All inspectors use these decision rules. In some cases, however, an inspector may find reason to deviate from these decision rules when assessing a school. In such cases the inspector will submit these reasons to the Inspectorate for assessment. The reasons are also stated in the report.

The decision rules below show that the assessment of pupils' achievement levels plays an important role in deciding whether a school will receive basic inspection or tailored inspection. There are schools, however, in which it is not possible for the Inspectorate to perform a well-considered assessment of the achievement levels. Some schools have an insufficient number of pupils, others do not have data on a sufficient number of consecutive years. If the achievement levels cannot be assessed, the (assessment of the) quality assurance will replace the achievement levels in the decision rules.

Primary education

Mainstream primary education

As a rule, a primary school is regarded as weak when an inspection shows that pupils' achievement levels are insufficient. Usually, this means that the final results over a period of three years are substandard. A primary school is considered unsatisfactory if the final achievements over a period of three years are insufficient and significant aspects of the teaching-learning process or the special needs provision and guidance provided to pupils have shortcomings. In such cases, two or more of the so-called norm indicators are insufficient. The norm indicators are set out in Chapter 3 of this brochure.

Special primary education

The decisive factors in special primary education are not the achievement levels but rather whether the school sets down a development perspective for each pupil, monitors its pupils in their development and makes well-reasoned choices based on its findings. Special primary schools that score insufficiently in this regard and fail in their teaching-learning process or special needs provision are considered unsatisfactory.

The latter is the case if:

- three or more norm indicators are insufficient; or,
- the curriculum content for Dutch language and arithmetic/mathematics does not cover the attainment targets and the school does not have a systematic special needs support structure.

Secondary education

Secondary education

The assessment of the outcomes in secondary education does not primarily focus on the school or site as a whole, but rather on the outcomes per type or stream of education (the programmes within vmbo, havo and vwo). Thus, a type of education provided by a school can be weak or unsatisfactory.

If the outcomes per school type, considered over the past three years, are insufficient, then the school is regarded as weak. Unsatisfactory schools have insufficient outcomes and a failing score for two or more norm indicators of either the teaching-learning process or the special needs provision and guidance provided.

Employment-oriented training

With regard to the assessment of employment-oriented training, a school is regarded as weak when it attains insufficient scores for the three indicators below:

- pupils attain the level of education that may be expected;
- pupils develop according to an individual plan;
- pupils perform as expected in their subsequent study programme or professional field.

3 The content of the inspection

Whenever we observe risks or possible shortcomings in a school, we conduct an inspection using the so-called rating framework. The rating framework specifies the items on which we can assess the quality of the education provided. The risks identified determine what items we decide to check.

What do we assess in our quality inspections?

The Education Inspection Act (WOT) describes the aspects on which primary and secondary schools are assessed. For example, the Act stipulates that we assess the outcomes of a school on the basis of the achievement levels and the progress in pupils' development. With regard to the organisation of the teaching we look at the curriculum, the learning time, the teaching climate, the school climate, teachers' teaching strategies, the special needs provision and the tests, assignments or exams. In addition, the WOT stipulates that our inspection also encompasses an assessment of the school's quality assurance.

In the rating framework, the above aspects have been developed into indicators. They are classified by the quality aspects in the WOT and have been set down in consultation with representatives from educational organisations. The key indicators together constitute the core framework. This chapter presents the core framework in its entirety. In 2009 the contents of the core framework were updated based on studies and meetings with representatives from the education world.

Quality inspections are made to measure the quality of a school. Depending on the type of risk identified in the risk analysis, we inspect a school with a selection of indicators.

Implement or explain

If a school finds that one or more indicators do not do justice to the school's specific situation or its school concept, the board may indicate so to the Inspectorate. The Inspectorate follows the 'implement or explain' principle. We ask the school to underpin the deviations in question and provide a well-documented justification of choices and results. If we find that the school's choices do not correspond with our professional views on the quality to be delivered, we will substantiate our opinion in our report on the school.

Core frameworks for primary and secondary education

The section below presents the full core frameworks for primary education and secondary education. These core frameworks are subdivided into five domains: outcomes, teaching-learning process, special needs provision and guidance, quality assurance and statutory regulations. Within the core frameworks, norm indicators have been selected. These play an important role when determining whether a school qualifies for tailored inspection because of weak or unsatisfactory quality. The norm indicators have been marked with an asterisk (*).

Core framework for primary education

A. OUTCOMES

Quality aspect 1

The outcomes are at the level that may be expected on the basis of the characteristics of the pupil population.

- 1.1* The results attained by the pupils at the end of primary school are at least at the level that may be expected on the basis of the characteristics of the pupil population.
- 1.1.1 The language results attained by the pupils at the end of primary school are at least at the level that may be expected on the basis of the characteristics of the pupil population.
- 1.1.2 The arithmetic results attained by the pupils at the end of primary school are at least at the level that may be expected on the basis of the characteristics of the pupil population.
- 1.2* The results attained by the pupils during their school career for the subjects of Dutch language and arithmetic/maths are at least at the level that may be expected on the basis of the characteristics of the pupil population.
- 1.3 As a rule, all pupils complete primary school within the expected period of 8 years.
- 1.4 Pupils with specific educational needs develop according to their capabilities.
- 1.5 Pupils' social competencies are at a level that may be expected.

B. TEACHING-LEARNING PROCESS

Quality aspect 2

The curriculum offered prepares pupils for further education and society.

- 2.1* In the curriculum offered for the subjects of Dutch language and arithmetic/maths, the school incorporates all attainment targets as objectives to be achieved.
 - 2.1.1 In the curriculum offered for the subject of Dutch language, the school incorporates all attainment targets as objectives to be achieved.
 - 2.1.2 In the curriculum offered for the subject of arithmetic/maths, the school incorporates all attainment targets as objectives to be achieved.
- 2.2* The curriculum for the subjects of Dutch language and arithmetic/maths is offered to a sufficient number of pupils up to and including the level of year 8.
 - 2.2.1 The curriculum for the subject of Dutch language is offered to a sufficient number of pupils up to and including the level of year 8.
 - 2.2.2 The curriculum for the subject of arithmetic/maths is offered to a sufficient number of pupils up to and including the level of year 8.
- 2.3 The curricula offered in the various course years are connected.
- 2.4* For the subject of Dutch language, a school with a substantial number of pupils with a weighting offers a curriculum geared to the educational needs of language-delayed pupils.
- 2.5 The school has a specific curriculum aimed at developing social competencies.
- 2.6 The school has a curriculum aimed at promoting active citizenship and social integration, including the transfer of knowledge of and introduction to the diversity within society.

Quality aspect 3

The teachers allow the pupils sufficient time to master the curriculum.

- 3.1 The teachers make efficient use of the planned teaching time.

Quality aspect 4

The school climate is characterised by safety and respectful interaction.

- 4.1 The parents are involved in the school through the activities the school organises to that end.
- 4.2 The pupils feel demonstrably safe in school.
- 4.3 The staff feel demonstrably safe in school.
- 4.4 The school has insight into the safety perceptions of pupils and staff and into the incidents that occur in the school in the area of social safety.
- 4.5 The school pursues a safety policy aimed at preventing incidents in and around the school.
- 4.6 The school pursues a safety policy aimed at dealing with incidents in and around the school.
- 4.7 The school staff ensures that pupils treat each other and other people with respect.

Quality aspect 5

The teachers provide clear explanations, organise their educational activities efficiently and keep the pupils involved in their tasks.

- 5.1* The teachers provide a clear explanation of the subject matter.
- 5.2* The teachers create a task-oriented working atmosphere.
- 5.3* The pupils are actively involved in the educational activities.

Quality aspect 6

The teachers adapt the curriculum, instruction, time allowed for learning the subject matter and teaching time to accommodate the developmental differences between pupils.

- 6.1 The teachers adapt the curriculum offered to accommodate developmental differences between the pupils.
- 6.2 The teachers adapt the instruction to accommodate developmental differences between the pupils.
- 6.3 The teachers adapt the processing tasks to accommodate developmental differences between the pupils.
- 6.4 The teachers adapt the teaching time to accommodate developmental differences between the pupils.

C. SPECIAL NEEDS PROVISION AND GUIDANCE

Quality aspect 7a

The teachers systematically monitor the progress made by the pupils.

- 7.1* The school uses a coherent system of standardised instruments and procedures to monitor pupils' performance and development.
- 7.2 The teachers monitor and systematically analyse the progress in pupils' development.

Quality aspect 7b: specific to special primary schools

The school guides the pupils in order to allow them to develop according to their capabilities.

- S7.3 Upon admittance, the school lays down a development perspective for each pupil.
- S7.4 The school monitors whether pupils develop in accordance with the development perspective and makes well-reasoned choices on the basis of its findings.

Quality aspect 8

Extra care is provided to pupils who are found to need it.

- 8.1 The school identifies in a timely manner which pupils require additional care.
- 8.2 On the basis of an analysis of the data collected, the school determines what type of care is to be provided to pupils with special needs.
- 8.3* The school provides systematic care.
- 8.4 The school regularly evaluates the effects of the care provided.
- 8.5 The school seeks structural co-operation with chain partners whenever essential interventions at the pupil level surpass its own core task.

D. QUALITY ASSURANCE

Quality aspect 9

The school has a quality assurance system.

- 9.1 The school has insight into the educational needs of its pupil population.
- 9.2 The school annually evaluates the results attained by the pupils.
- 9.3 The school regularly evaluates the teaching-learning process.
- 9.4 The school systematically works on improvement activities.
- 9.5 The school safeguards the quality of the teaching-learning process.
- 9.6 The school gives account to stakeholders of the educational quality realised.
- 9.7 The school sees to the quality of its teaching aimed at promoting active citizenship and social integration, including the transfer of knowledge on and introduction to the diversity of society.

E. STATUTORY REGULATIONS

- N1 The required school prospectus has been sent to the Inspectorate by or on behalf of the school board; the prospectus comprises the required elements (Primary Education Act, articles 16 and 13).
- N2 The required school plan has been sent to the Inspectorate by or on behalf of the school board; the school plan comprises the required elements (Primary Education Act, articles 16 and 12).
- N3 The special needs provision plan drawn up by the consortium has been sent to the Inspectorate by or on behalf of the school board; the plan comprises the required elements (Primary Education Act, article 19).
- N4 The planned teaching time meets the statutory requirements (Primary Education Act, art. 8).

Core framework for secondary education

A. OUTCOMES

Quality aspect 1

The outcomes are at the level that may be expected on the basis of the characteristics of the student population.

- 1.1* In the lower years, the students reach the educational level that may be expected.
- 1.2* The students need little extra time to complete the second stage of their programme.
- 1.3* In the national examination, the students attain the marks that may be expected.
- 1.4* The differences between the marks obtained in the school examination and those obtained in the national examination are at an acceptable level.

B. TEACHING-LEARNING PROCESS

Quality aspect 2

The curriculum is aimed at the broad development of students and at preparation for further education or the labour market and society.

- 2.1* The curriculum in the lower years meets the statutory requirements.
- 2.2* The curricula offered in the upper years cover the exam programmes.
- 2.3* Schools with a substantial percentage of students with language deficiencies have a curriculum that matches the language needs of these students in all subjects.
- 2.4 The school has a specific curriculum aimed at developing social competencies.
- 2.5 The school has a curriculum aimed at promoting active citizenship and social integration, including the transfer of knowledge of and introduction to the diversity within society.

Quality aspect 3

The students are allowed sufficient time to master the curriculum.

- 3.1 There is limited cancellation of planned educational activities.
- 3.2 There is limited unauthorised absence among students.
- 3.3 The students make efficient use of the teaching time.

Quality aspect 4

The school climate is characterised by safety and respectful interaction.

- 4.1 The parents are involved in the school through the activities the school organises to that end.
- 4.2 The students feel demonstrably safe in school.
- 4.3 The staff feel demonstrably safe in school.
- 4.4* The school has insight into the safety perceptions of students and staff and into the incidents that occur in the school in the area of social safety.
- 4.5 The school pursues a safety policy aimed at preventing incidents in and around the school.
- 4.6 The school pursues a safety policy aimed at dealing with incidents in and around the school.
- 4.7* The school staff ensures that pupils treat each other and other people with respect.
- 4.8* The mentors stimulate the well-being and motivation of the students.

Quality aspect 5

The teachers provide clear explanations, organise the educational activities efficiently and keep the students involved in their tasks.

- 5.1* The teachers provide a clear explanation of the subject matter.
- 5.2* The teachers create a task-oriented working atmosphere.
- 5.3* The students are actively involved in the educational activities.

Quality aspect 6

The teachers adapt the curriculum, instruction, time allowed for learning the subject matter and teaching time to accommodate the developmental differences between pupils.

- 6.1 The curricula offered make it possible to accommodate the educational needs of individual students.
- 6.2 The teachers adapt the instruction to accommodate developmental differences between the students.
- 6.3 The teachers adapt the processing tasks to accommodate developmental differences between the students.
- 6.4 The teachers adapt the teaching time to accommodate developmental differences between the students.

C. SPECIAL NEEDS PROVISION AND GUIDANCE

Quality aspect 7

The teachers systematically monitor the progress made by the students.

- 7.1* The school uses a coherent system of standardised instruments and procedures to monitor students' performance and development.
- 7.2 The teachers monitor and systematically analyse the progress in students' development.

Quality aspect 8

Extra care is provided to students who are found to need it.

- 8.1 On the basis of an analysis of the data collected, the school determines, in a timely fashion, what type of care is to be provided to students with special needs.
- 8.2* The school provides systematic care.
- 8.3 The school regularly evaluates the effects of the care provided.
- 8.4 The school seeks structural co-operation with chain partners whenever essential interventions at the student level surpass its own core task.

D. QUALITY ASSURANCE

Quality aspect 9

The school systematically maintains and improves the quality of the education it provides.

- 9.1 The school has insight into the educational needs of its student population.
- 9.2 The school annually evaluates the results attained by the students.
- 9.3 The school regularly evaluates the teaching-learning process.
- 9.4 The school systematically works on improvement activities.
- 9.5 The school safeguards the quality of the teaching-learning process.
- 9.6 The school safeguards the quality of the school examination and that of other test instruments.
- 9.7 The school gives account to stakeholders of the educational quality realised.
- 9.8 The school sees to the quality of its teaching aimed at promoting active citizenship and social integration, including the transfer of knowledge on and introduction to the diversity of society.

E. STATUTORY REGULATIONS

- N1 The required school prospectus has been sent to the Inspectorate by or on behalf of the school board; the prospectus comprises the required elements (Secondary Education Act, articles 24a and 24c).
- N2 The required school plan has been sent to the Inspectorate by or on behalf of the school board; the school plan comprises the required elements (Secondary Education Act, articles 24 and 24c).
- N3 The special needs provision plan has been sent to the Inspectorate by or on behalf of the school board; the plan comprises the required elements (Secondary Education Act, article 10h).
- N4 The examination regulations and the PTA [Testing and Completion Schedule] meet the statutory requirements (Final Examinations Act, art. 31).
- N5 The planned teaching time meets the statutory requirements (Secondary Education Act, art. 10 par. 2; art. 10b par. 2; art. 10d par. 2; art. 10f par. 3a; art. 11c par. 1b; art. 12 par. 5).

4 Other studies conducted by the Inspectorate

In addition to the risk-based inspection described above, schools are subjected to theme studies, studies for the purpose of the Education Report and four-yearly visits.

Theme studies

The Education Inspectorate reports to the Minister of Education, Culture and Science, at his request or of its own accord, on developments within the education sector and provides explanations for its findings. Every year, we portray the state of education in the Annual Education Report. In addition, we publish the results of theme studies. For example, we provide a representative picture of the education sector, identifying and highlighting significant themes. This is not only important for the quality of education, but also for education policy. Our choice of study themes is determined by the social context, political issues and educational developments. Themes may pertain to the quality of education, but also to the compliance with statutory regulations. The Inspectorate's Annual Work Plan outlines what we study each year.

Theme studies are conducted at random. They are not intended to assess the quality of the education provided by a particular school, but rather to collect information in order to gain a national picture. That is why our feedback is not provided in a school report but only verbally.

The school board and the school do not receive an individual report, but only a final theme report reflecting the aggregate findings of all sub-studies. Depending on the nature of the theme study, the school may compare its own position with the national picture.

Study conducted for the purpose of the Annual Education Report

Every year, the Inspectorate publishes its Annual Education Report. This Report presents the state of Dutch education in the various sectors and describes the developments in a number of educational themes. The Report is based on data collected in specific inspections, the so-called Education Report inspections. In principle, these inspections are

intended to collect information on a number of (system) indicators² for the purpose of compiling the Annual Education Report. These indicators pertain to the curricula offered, the teaching time, the teaching strategies employed by teachers, the adaptation to the educational needs of pupils and students, the school climate, the guidance and care provided, the results, the development of pupils and students, the quality assurance and the compliance with statutory regulations. Over the course of time, the indicators may change.

In addition, the Annual Education Report inspection may be supplemented with activities in the framework of a theme study (see the paragraph on theme studies above).

Theme studies and Annual Education Report inspections never directly lead to tailored inspection with regard to quality. This is only effected through the regular, risk-oriented inspection route. If a theme study reveals that one or more of the aspects studied do not contribute sufficiently to the quality of the education provided by the school, we will include these indications in our next risk-analysis. If substantial shortcomings are found, we may there and then decide to switch to a regular quality study. It goes without saying that we confer with the school board on this matter.

If a school does not comply with the statutory regulations, the school board is ordered in writing to conform to the law.

Four-yearly visits

If a school (primary education) or type of education provided at a school (secondary education) does not give cause for a quality study over a period of four years, nor for a theme study or an Annual Education Report study, then the Inspectorate pays a four-yearly visit. This means that such visits only take place at schools that have basic inspection. The four-yearly visits may be either announced or unannounced.

In principle, a four-yearly visit focuses on the outcomes, quality assurance, special needs provision and guidance. In addition, we check whether the school has submitted the school prospectus, the school plan and the so-called special needs provision plan to the Inspectorate and whether the school meets the statutory requirements with regard to teaching time. Over the course of time, the exact set-up of the four-yearly visit may change, depending on the developments in the education world.

² In this context, the system refers to the aggregate of schools within a particular sector (i.e., primary or secondary education). System indicators are used to study themes within the education provided within the sector as a whole, rather than by individual schools.

Colophon

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