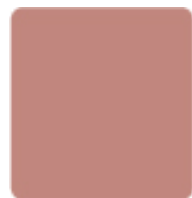


Educational Inspection in Sweden



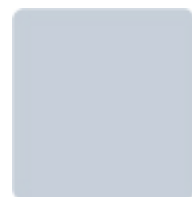
Inspection for improvement




Evaluation of quality and results




Assessment of Compliance with regulations





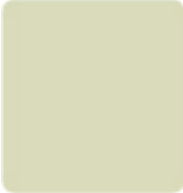
The steering system



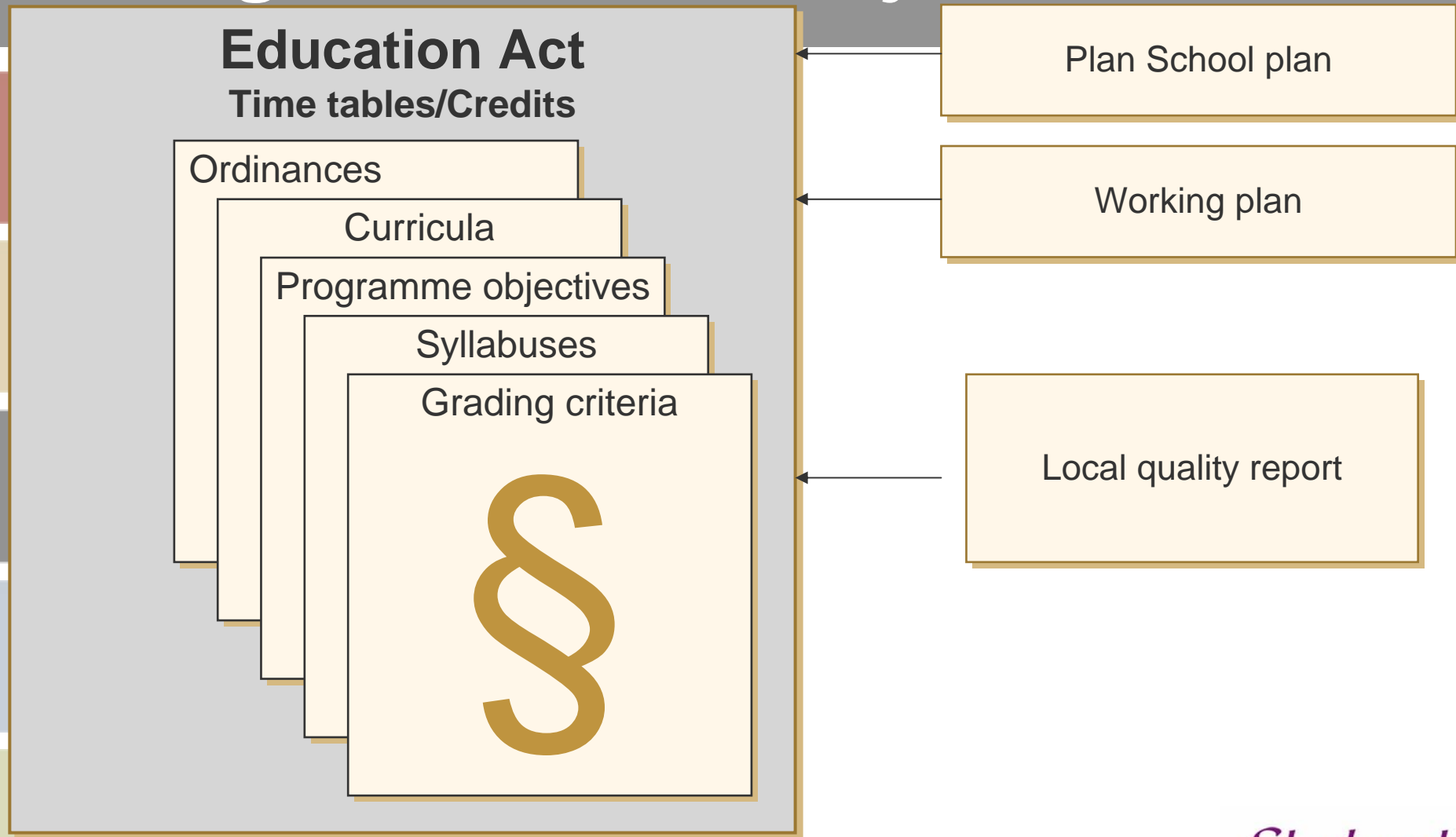
The Swedish school system is a goal-based system with a high degree of local responsibility. The main responsibility lies with the municipalities and authorities responsible for independent schools.



The overall national goals are set out by Swedish Parliament and Government in:

- 
- The Education Act
 - Curricula
 - Course syllabi for compulsory school etc.
 - Program goals for upper secondary school
- 
- 

Regulations and Objectives



Funding

 **The municipality is responsible at the local level**

 **State: about 15 % of the total costs:**

- General state grant, also aimed at equalizing regional differences

 - Special state grants

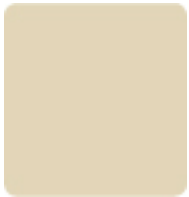
 **Municipality:**

- Local taxes

Responsibilities

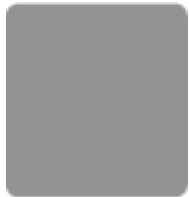


National level:



The state:

**Parliament,
Government,
National Agencies**

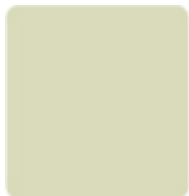


Local level:

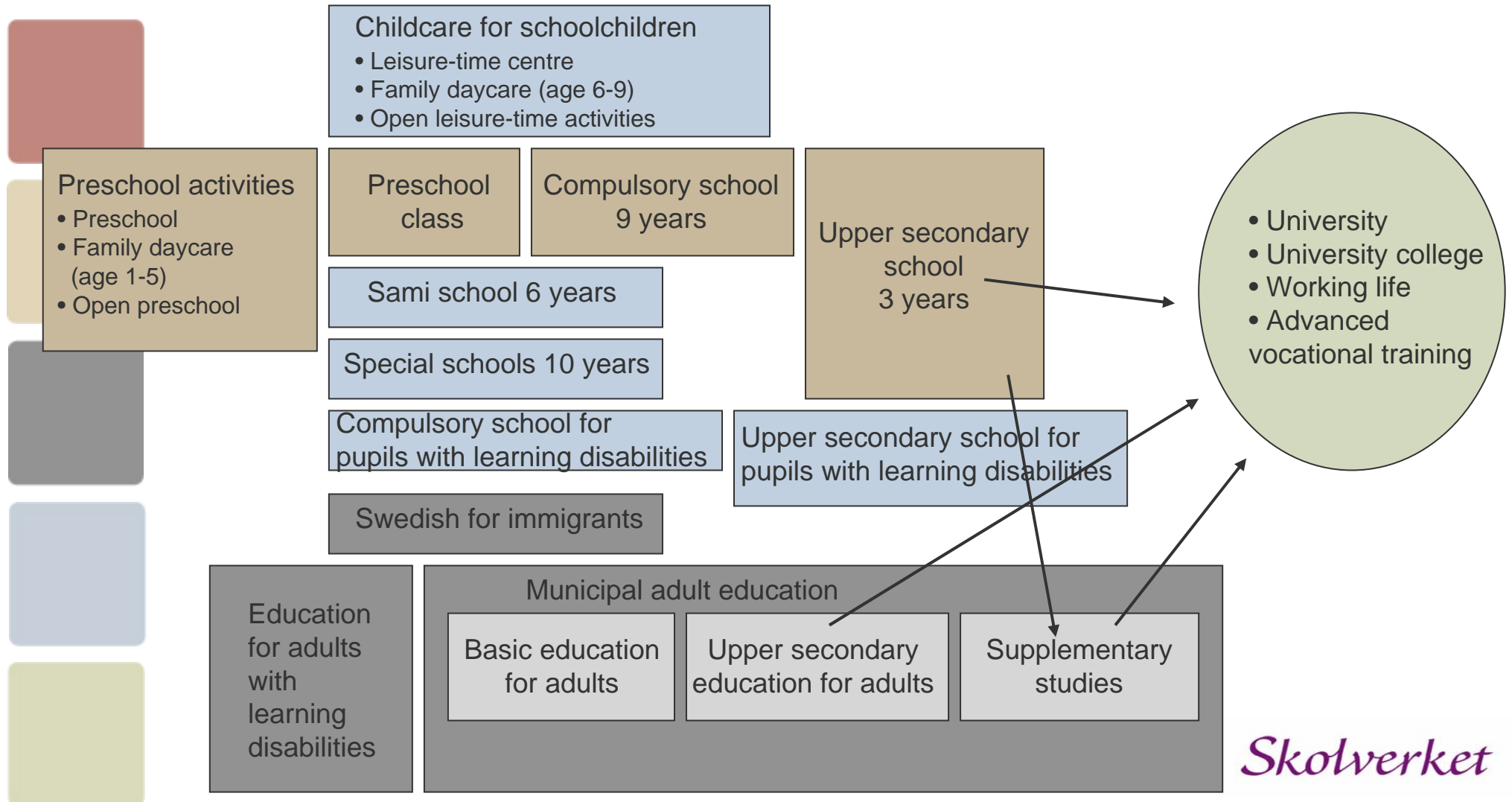
-The municipality
-Mun. Council
**-School
board/administration**



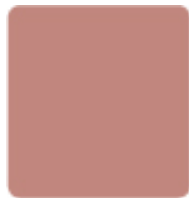
*-Private association,
foundation, etc. (legal
entity):* **Board**



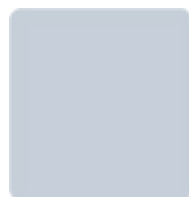
The Swedish school system



Educational Inspectorate



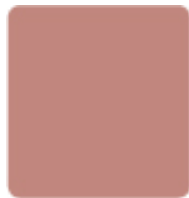
The Swedish National Agency for Education -



Skolverket

Skolverket

The steering system



The National Agency for Education draws up and takes decisions on:

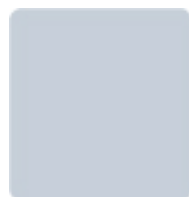
- Course syllabi for upper secondary school etc.
- Grading criteria for all types of Swedish school
- General recommendations



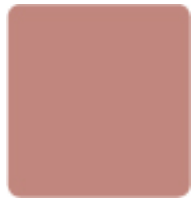
The municipalities are to distribute resources and organize education such that students are able to achieve the national goals.



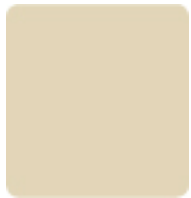
Individual schools, preschools and leisure-time centres can then choose work methods suited to their local conditions. This work is followed up in annual Quality reports.



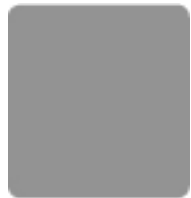
NAE - Responsibilities



Inspection and evaluation of the quality of education in all schools and of preschool activities in all municipalities during a six year period, starting from 2003



National thematic evaluation



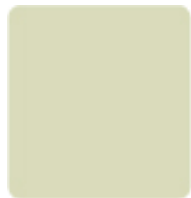
National statistics within the sector



National tests in Swedish, English and Mathematics

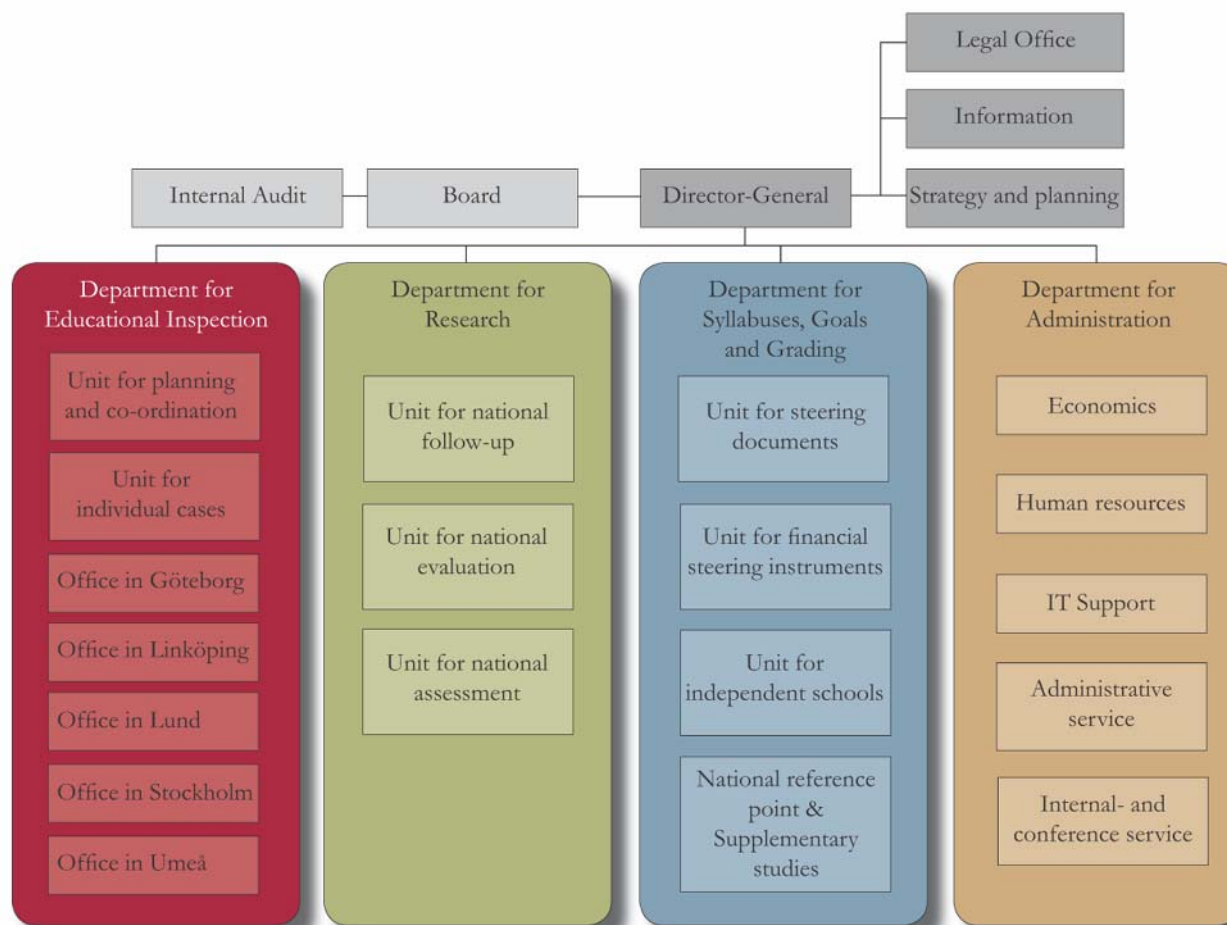
International comparative/evaluation projects

National syllabuses

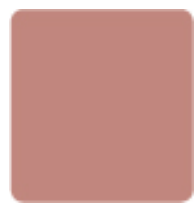


Approval of private schools

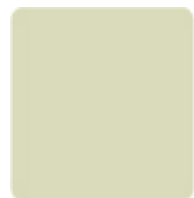
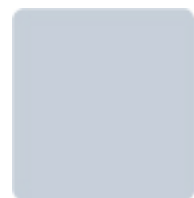
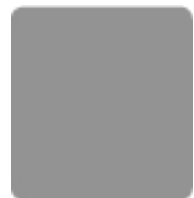
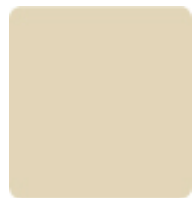
The National Agency for Education



The National Agency - Dep. For Inspection



Regional offices

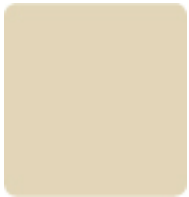


Skolverket

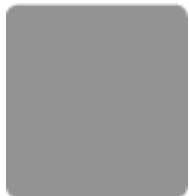
Ministries - authorities



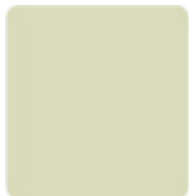
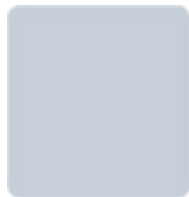
- The Swedish National Agency for School Improvement



-The National Agency for Higher Education



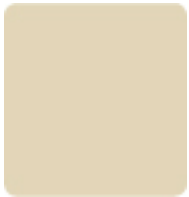
-The Swedish Institute for Special Needs Education



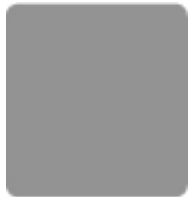
Supervision - Inspection



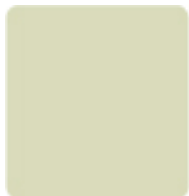
Regular school inspection



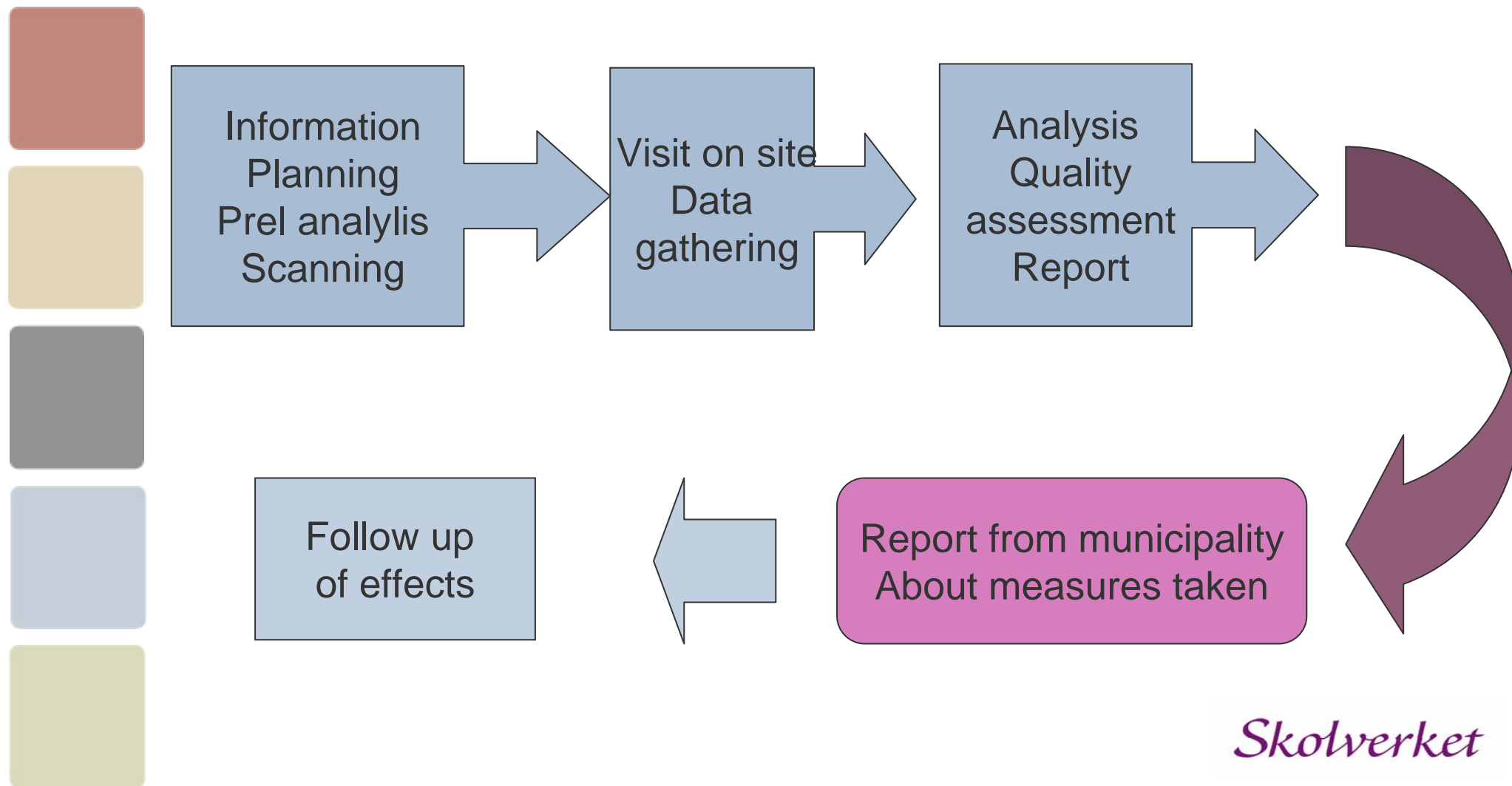
Inspection for special reasons



Individual complaints

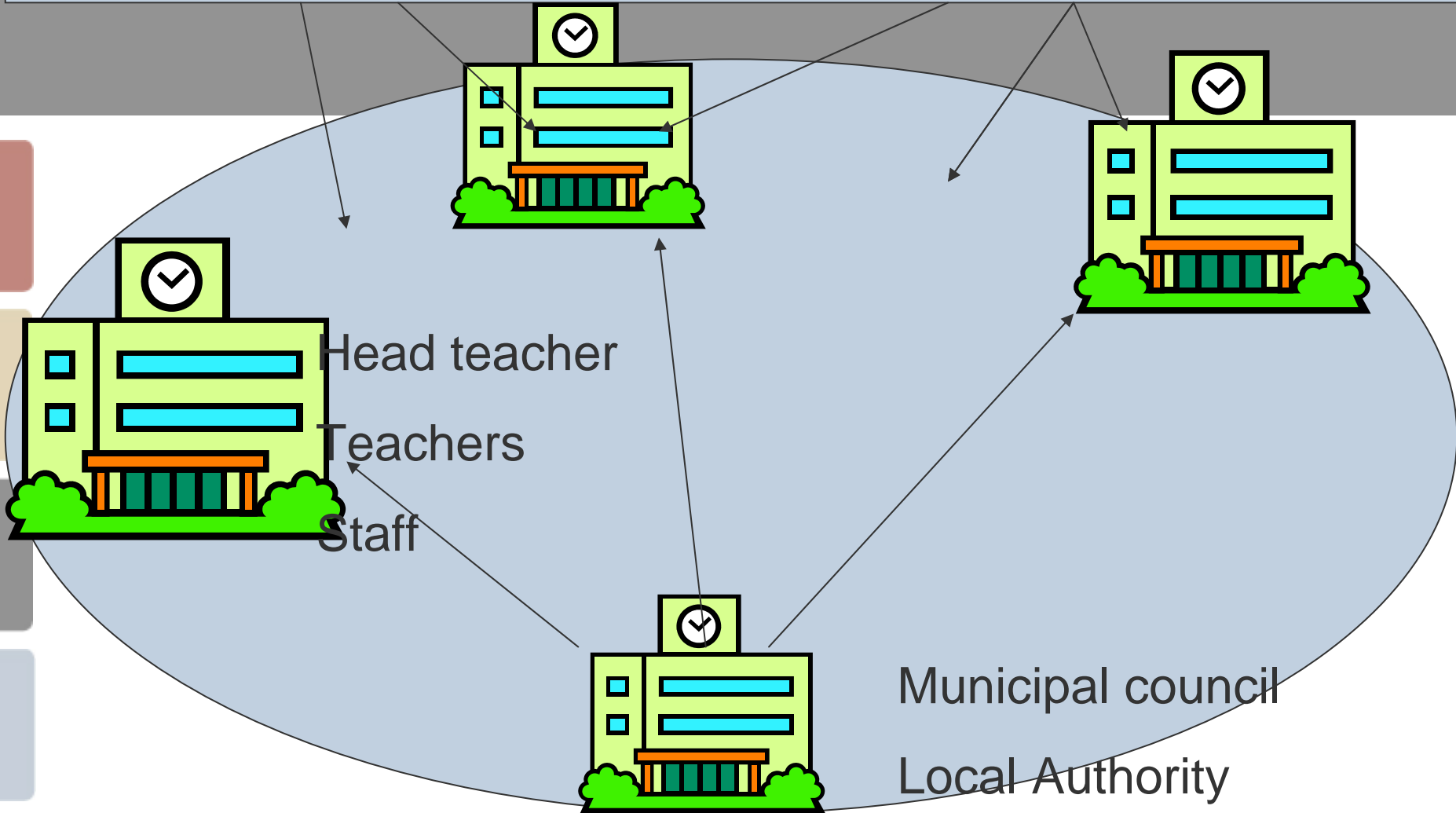


Inspektion process



Government

NAE Inspectorate



Head teacher
Teachers
Staff

Kommun

Municipal council
Local Authority
Local School board

Skolverket

The Inspectors

- **NAE employees, app. 140 all in all**
- **Experts, employed temporarily**
- **Number of inspectors at each school depends on the school size**

Inspection procedure (1)



1. Common framework, design and questionnaire

2. Preparation:



1. local quality report

2. statistics



3. other information and reports available

4. detailed plan, time schedule etc.

Inspection procedure (2)


3. Visit in the municipality by the team

- 2 – 25 inspectors and experts during 2 months – more than a year
- school evaluation teams: 2-6 inspectors during 1-10 days
- observations in classrooms,
- document studies,
- interviews: the responsible politicians, administrators, head teachers, teachers, pupils, parents etc.
- written questionnaires, (attainment "tests")

Inspection proceures (3)



6. Written report: the main findings in each of the 7 focus areas, assessment of the quality and of whether the pupil's rights are met with; recommendations and/or demands for improvement



7. Revisit by the team for feed back and discussion of report results



8. After 2-3 months, contact in case of criticism



9. Report available by anyone (internet)



10. Overall analyses in order to find trends for national seasures

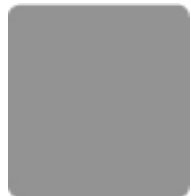
Local responsibilities



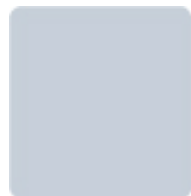
- Implementation of the national objectives



- Management of the schools



- Employers of all staff



- In-service training



- Buildings, teaching material, etc.

Local quality report



- annual



- to what extent national objectives are met with

- if the national objectives are not met with, if results are unsatisfactory, what measures will be taken



- directives about what has to be reported (quality areas and indicators), will be issued by the NAE

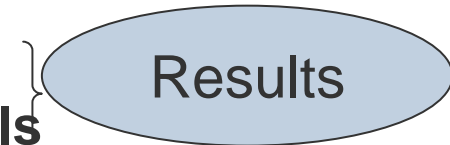


- more stress on self evaluation

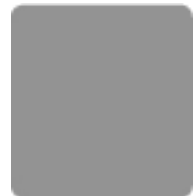
Focus



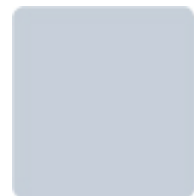
1. Norms and values
2. Standard of attainment, knowledge and skills



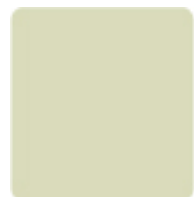
3. School ethos and participation
4. Teaching: content, organisation, support



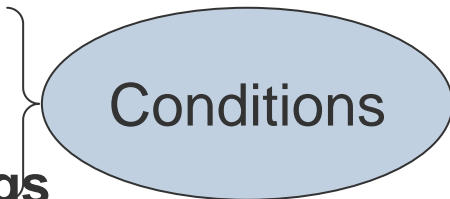
5. Management and quality assurance



6. Access and supply



7. Resources: staff, teaching material, buildings




Overall framework





-Results – What do children learn in view of the national objectives?



-Processes – How do the schools work in view of the national objectives and pupil's needs?



-Conditions – What are the conditions for the teaching and learning processes?



Focus area: The Teaching



- Local goals, objectives and content



- Organisation, timetable

- Individual opportunity and support



- Working methods

- Guidance and dialogue



- Assessment and grading procedures

- Cooperation with parents, other external partners

Besöksadress	Postnummer och ort
Odlingsvägen 3	394 71 KALMAR
Telefonnummer	Telefax
0480-452000	0480-452015
Skolblad, testsystem hösten 2004. Ej för extern publicering.	
Kontakt: <skolblad@skolverket.se>	

Huvudman	Kommun
Inriktning	Ej fristående skola
Skol ID	01609
Skolkod	088004001
Skolform	Grundskola
Kommun	Kalmar
Kom.kod	0880


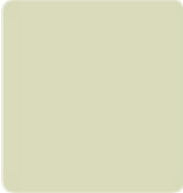
Betyg

Barkestorpsskolan H					Kalmar kommun	Riket
Betyg	1999	2000	2001	2002	2003	2003
Meritvärde	185,6	189,4	199,1	198,6	203,5	205,4
- därav sv bakgr	184,9	194,1	199,2	198,8	206,3	208,1
-- därav flickor	188,3	195,1	207,5	209,2	219,7	218,8
-- därav pojkar	181,8	193,0	190,0	189,8	196,6	197,8
- därav utl bakgr	191,3	149,5	..	195,8	182,3	188,8
-- därav flickor	177,5	157,1	..	..	..	201,0
-- därav pojkar	205,0	..	..	..	189,3	172,1
Behöriga till nat pgm	85,7%	86,0%	91,0%	90,9%	93,6%	89,3%
- därav sv bakgr	87,0%	91,6%	92,8%	91,5%	95,2%	91,1%
-- därav flickor	86,4%	92,0%	90,2%	92,1%	94,3%	92,1%
-- därav pojkar	87,5%	91,1%	95,7%	90,9%	95,8%	90,6%
- därav utl bakgr	76,9%	41,7%	..	83,3%	81,8%	79,0%
-- därav flickor	66,7%	42,9%	..	..	..	88,6%
-- därav pojkar	85,7%	40,0%	..	..	85,7%	77,7%
Saknar ett eller flera betyg	29,5%	29,9%	25,0%	17,0%	13,8%	25,1%
- därav sv bakgr	30,4%	24,2%	23,7%	17,1%	13,3%	22,8%
-- därav flickor	25,0%	32,0%	25,5%	18,4%	17,1%	19,8%
-- därav pojkar	35,4%	15,6%	21,7%	15,9%	10,4%	25,8%
- därav utl bakgr	23,1%	75,0%	..	16,7%	18,2%	38,4%
-- därav flickor	33,3%	71,4%	..	..	..	22,7%
-- därav pojkar	14,3%	80,0%	..	..	14,3%	43,3%

Classroom observations



Parameters

- 
- **Cooperation**
 - **Language, Communication**
 - **Content**
 - **Objectives**
 - **Challenge/Expectations**
 - **Pupils' work**
 - **Teaching material**
 - **Classroom standard**
- 
- 
- 

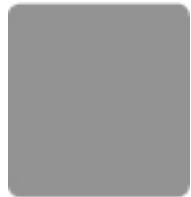
Teaching



Indicator: ***Good*** ***Unsatisfactory***

Content Relevant Not in accordance with objectives

Classroom management Structured Unclear



Challenge Realistic Not in accordance with pupils' capacity



Focus area: The Management



- Head teacher's responsibilities, resources, administration and leadership



- Quality assurance and quality development



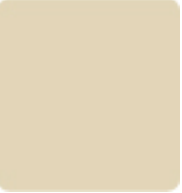


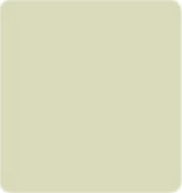
- The legal rights of the individual

Indicators and criteria



Support:

All pupils' need for special support are provided for.

- 
- **Very good quality - exemplary**
- 
- **Good quality**
 - **Needs to be improved -**
- 
- **Very unsatisfactory - shortcomings**
 - **(Not applicable)**
- 

Developing ICT tools

Skolverket - Analyscheman - Microsoft Internet Explorer erhållet av Skolverket

Arkiv Redigera Visa Favoriter Verktyg Hjälp

Bakåt Sök Favoriter Media

Adress https://analys.skolverket.se/jsp/inspektion/poll.jsp?tab=1&windowSize=1008&parent_meta_id=1003¤tAnalysId=1455 Gå till Länkar

Grundskola (samt förskoleklass) - Björkbacka

Skolverket

Stäng Ifyllnadsgrad besvarade frågor: 0% (* = Alla frågor besvarade för detta ämnesområde)

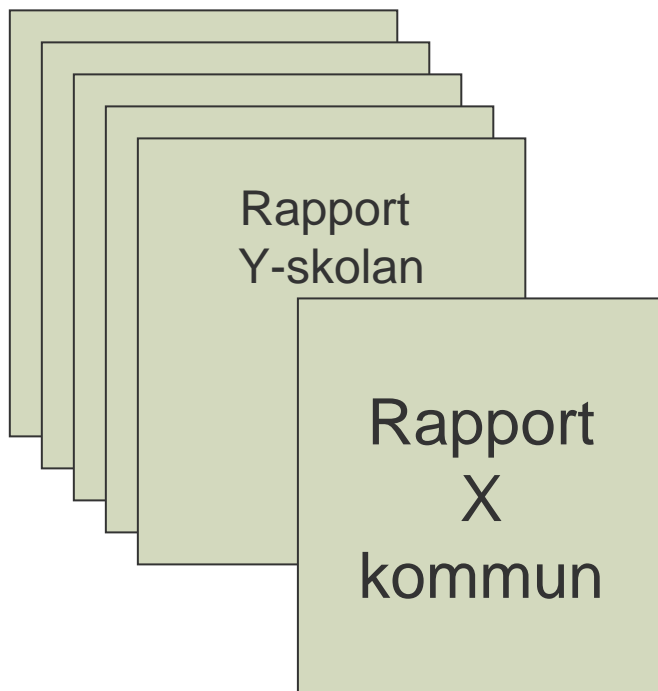
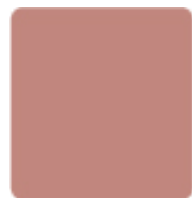
Startsida 1. Normer och värden 2. Kunskaper 3. Arbetsmiljö och d 4. Pedagogisk verksa 5. Styrning, ledning 6. Tillgång till utb 7. Resurser

	Ej accept. (kritik)	Accept. (förbättrings-område)	Bra (ok)	Mkt bra	Ej bedömt	
1. Normer och värden						
1.1. Grundläggande demokratiska värden						
1. Eleverna deltar, efter ålder och mognad, som representanter och för att göra sin egen stämma hörd i beslut om verksamheten och utbildningen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Har eleverna demokratiska värderingar? Hur kommer det till uttryck?
2. Eleverna kan, utifrån sina förutsättningar, arbeta i demokratiska former och känner i rimlig utsträckning till demokratins principer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Kan eleverna argumentera för egna åsikter och lyssna på andras?
3. Eleverna uppfattar, utifrån sina förutsättningar, vikten av att kunna och vilja påverka	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Anser eleverna att det är viktigt att kunna påverka?
4. Eleverna uttrycker, utifrån sina förutsättningar, sina egna uppfattningar och argumenterar för dem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Finns konkreta exempel på hur eleverna påverkat utbildningen eller skolan?
5. Eleverna visar respekt för andras uppfattningar, övertygelser och argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
1.2. Ansvarstagande						
1. Elever tar ansvar för sin utbildning, den verksamhet de finns i och för sin miljö	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tar eleverna ansvar (i utbildningen och för miljön)? Hur kommer det till uttryck?
1.3. Etiska förhållningssätt						
1. Eleverna respekterar andras egenvärde och människors lika värde	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Har eleverna en människosyn som återspeglar läroplanens? Hur kommer det till uttryck?
2. Eleverna tolererar inte kränkande behandling av andra barn eller vuxna	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Vilken acceptans har eleverna för varandras och människors olikheter? Vilken syn har eleverna på mobbing eller annan kränkande behandling? Finns det skillnader som har att göra med jämställdhet?

Klar Internet 10:22

ket

Rapporterna




Skolverkets hemsida:


www.skolverket.se/inspektion

Inledning
Nyckeltal
1. Normer
2. Kunskaper
3. Arbetsmiljö
4.
5.
6.
7.
Sammanfattande krav och rekommendationer

Areas for improvement...



In inspectors have identified the following areas for improvement:




-All schools in the district should work to ensure that more students reach the objectives of school year 9 and to find out why results vary among the schools in the district.




- The Nyhem school should make an effort to improve parental access to information about the school and encourage participation in the school's work




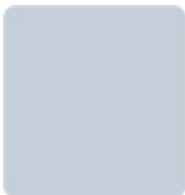
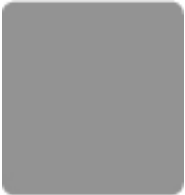
...and shortcomings to be rectified



-The content of student options in some of the schools in the district (Appendix 3, the Education Act, chap. 2 § 19, Compulsory school ordinance, section 2.2, 2.3 in Lpo 94)



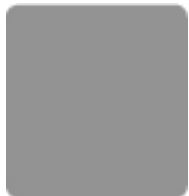
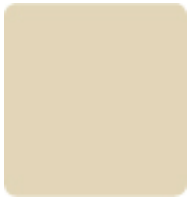
-Decisions about placement in special instruction groups (Compulsory school ordinance, chap. 5 § 4, chap. 8 § 1)



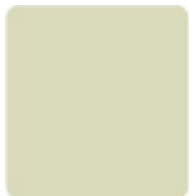
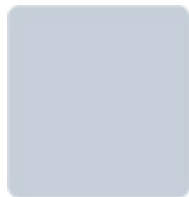
..and good or very good quality



-The inspectors found a highly positive and upbeat environment during their visit to the schools and the preschools within the district. The staff is actively involved in creating a secure environment for the children. The staff is experienced and skilled.



- The school is doing a good job of surveying and analyzing the support needs of the children and students, which is the first step in being able to offer adequate support uqalitatively and quantitatively, to children and students.




National reports



Based on

- the qualitative information and descriptions in the written reports
- the national statistical data gathered within the NAE
- the the quantified judgements of the inspectors, for each school, on a number of indicators and criteria within all the areas of the framework


Impact of inspections in 2003



- 26 % took some measure before the inspection visit, e g to make or revise documents such as plans, quality reports etc.



- practically all have started improving what has been criticized



-40 % declare that plans for improvement that existed before the inspections have started earlier than planned



-63 % say that they think the inspection will have long-term effects, by new administrative routines, reorganisations or changes in working methods

(Nat. Financial Management Authority)

Modifications of the model



-Because of:



**-NAE staff:
workload**



-News travel fast..

-New demands

**-More self –
evaluation**



**- Need to reach
the teachers**

-Shorter reports

**-Fewer obligatory areas
to check on and assess**

**-More of
”proportionality”,
based on ”risks”**

**-More focus on
pedagogical issues
rather than
administration/
management**