

PROCEDURE FOR REVIEW OF INSPECTIONS ON SCHOOLS AND TEACHERS UNDER SECTION 13(9) OF THE EDUCATION ACT 1998

SEPTEMBER 2015



INSPECTORATE

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1. Introduction

1.1 The Inspectorate is committed to high standards in our work

The Inspectorate is committed to evaluating schools and the education system as a whole in a way that is fair, consistent and transparent. The standards to which we work are described in the *Code of Practice for the Inspectorate*. As the code makes clear, its contents apply to the full range of inspectors' evaluation and advisory work, including their work and conduct when evaluating and reporting on the work of schools and centres for education, the work of individual teachers and the implementation of curricular programmes and regulations. The general principles in accordance with which we carry out our work and which are set out in the *Code of Practice for the Inspectorate* apply in all settings in which the Inspectorate carries out its work.

We also publish several guides that describe how we conduct different types of school inspections, such as whole-school evaluation (WSE), subject inspections and follow-through inspections. Guides that describe inspections in other settings are also available. The guides are designed to explain how we carry out our work and they also help to ensure consistency in our practice. The guides provide further information on the specific standards that apply to our work in each type of inspection. Copies of the *Code of Practice for the Inspectorate* and the various guides that we publish are available on the web site of the Department of Education and Skills. (www.education.ie).

1.2 Why we have a *Procedure for Review*

The great majority of inspections and visits to schools and other settings are carried out successfully. However, the board of a school or a teacher or other educational practitioner may be dissatisfied with the professional work of inspectors or an Inspectorate report. This booklet describes the procedure for review that can be used by a teacher or practitioner or the board of management of a school or other setting if this happens. The *Procedure for Review* provides us with the opportunity to learn from our inspections, to put things right if our work has not matched the standards that we aspire to, and to improve the way that we carry out our work. It also allows those affected by inspections to seek to have the work or conduct of an inspector reviewed.

1.3 When can the *Procedure for Review* be used?

The *Procedure for Review* provides a way in which teachers, practitioners and boards of management affected by an inspection can seek a review of the inspection. Reviews may be sought concerning any aspect of the work of inspectors and the reports that they write.

1.4 Who can use the review process?

This review process may be used by:

- A teacher in a recognised school or centre for education who is affected by an inspection
- A board of management of a recognised school or centre for education that is affected by an inspection
- A teacher or other educational practitioner who is responsible for the learning of learners in an educational setting and who is affected by an inspection
- A board of management or equivalent of an educational setting that is affected by an inspection

Where a board of management or equivalent seeks a review, the request is made by the chairperson of the board. Alternatively, the board of management may nominate another board member to act on its behalf for the purposes of the review.

1.5 Terminology used in this procedure

For the sake of simplicity, in the remainder of this document,

- the word “teacher” is intended to include principals, deputy principals and teachers in all schools and centres for education, and leaders and practitioners who are responsible for the learning of learners in other educational settings in which the Inspectorate undertakes inspection and advisory work
- the word “school” is intended to include all recognised schools, centres for education and all other educational settings in which the Inspectorate undertakes inspection and advisory work
- the word “board of management” is intended to include boards of management in schools and centres for education and the equivalent formal management structures in other educational settings in which the Inspectorate undertakes inspection and advisory work

1.6 Principles that guide the review process

A number of important principles guide and inform the review process.

- (1) We recognise that the first priority in all inspection work is the well-being of the learner, the quality of the learning experience that is offered to him/her, and the quality of the learning outcomes that he/she achieves.
- (2) Making professional judgements about the quality of educational provision is at the heart of our work. We are committed to objectivity and consistency in making judgements, to honesty and clarity in communicating findings, and to openness and courtesy. These principles are set out in more detail in our *Code of Practice*.

- (3) We are committed to fostering a positive, professional relationship between the Inspectorate and the school community, including learners, teachers, educational practitioners, school leaders, boards of management, parents, patrons and trustees. We take all complaints about our work seriously, and we investigate all complaints thoroughly.

The Code of Practice lays a duty on inspectors to foster mutual respect and trust between the Inspectorate and the school community, just as the Education Act lays a duty on schools and teachers to co-operate fully with the Inspectorate. We believe that concerns are best resolved in a mutually respectful and professional manner.

- (4) We believe that the concerns of teachers, practitioners or boards of management are best resolved informally and at an early stage. We recognise the need to have a formal review process to consider issues that cannot be resolved informally.

- (5) We are committed to ensuring that all concerns are dealt with in an objective, courteous manner, using open, fair and transparent procedures.

For example, this means that a person who raises a concern and an inspector about whose actions a concern is raised, have full access to all relevant documents and information, that they have balanced opportunities to present their case fully, and that the outcome of the process is communicated clearly to all involved.

- (6) We believe that it is important that concerns are resolved quickly and that the person raising a concern, any inspector involved and the Inspectorate generally should be committed to completing a review without unnecessary delays.

For this reason, the Procedure for Review sets out time limits for various stages of the review process. However, we believe that minor unavoidable infringements of time limits should not invalidate the process.

- (7) We believe that each person involved in a review must respect the privacy of all others involved.

This means that, for example, documents exchanged during the review process must remain confidential to the people involved and must not be made available to others.

- (8) We try to ensure that the review process should not be overly bureaucratic or legalistic.

For example, while a person raising a concern and an inspector about whose work a concern is raised may be accompanied by a third party of their choice when interviewed, it is not in keeping with the spirit of the review process for legal representatives to be present.

- (9) We are concerned to ensure the accuracy and fairness of our inspection work. We will acknowledge errors where they occur and seek to set them right.

We will not, however, change our judgements where new evidence has been submitted after the inspection was completed or where recommended improvements are promised at some time in the future.

- (10) We believe that if an error or failing occurs in the work or conduct of the Inspectorate, the actions taken should be proportionate to the seriousness of the error or failing.

In some instances a serious failing or error in an inspection may result in an inspection being rescinded. In other instances, where a minor failing or weakness occurs, this may not undermine the validity of the inspection or the resulting report, and an apology to those affected will be sufficient remedy.

- (11) If a teacher, practitioner or the board of management of a school or other setting is dissatisfied with the inspection or conduct of an inspection and asks for a formal review, the publication of any associated report will not take place until the review and any matters arising from it are concluded.

- (12) We believe that reviews are an important source of learning for us. We are committed to learning from situations where teachers, practitioners and boards of management have concerns about inspections and we seek to use the lessons from reviews to improve our practice and our professional development.

1.7 On what grounds can a review be sought?

The *Procedure for Review* may be used when a concern occurs regarding the work of the Inspectorate. A teacher, practitioner or board of management affected by an inspection may seek a review where he/she or the board believes that one or more of the following circumstances can be shown to apply:

- that an inspector did not make reasonable efforts to carry out his/her duties in accordance with the *Code of Practice for the Inspectorate*
- that an inspector, when conducting an evaluation, did not make reasonable efforts to comply with the published procedures for conducting the type of inspection involved

- that the written report arising from an inspection did not comply with the principles regarding reporting outlined in the *Code of Practice for the Inspectorate*
- that the Inspectorate did not make reasonable efforts to comply with the published procedures concerning the publication of inspection reports.

1.8 Developing and reviewing the *Procedure for Review*

This *Procedure for Review* has been developed following detailed consultation with the education partners, including representatives of school management bodies, teachers, parents and students, and a range of other bodies with whom we work and co-operate.

The Chief Inspector published this *Procedure for Review* in line with section 13(9) of the Education Act (1998). This section provides that a school or a teacher affected by an inspection may request a review of that inspection in accordance with a procedure determined by the Chief Inspector. This section provides as follows:

A teacher or the board of management of a school may request the Chief Inspector to review any inspection carried out by an Inspector which affects the teacher or the school and the Chief Inspector shall review the inspection in accordance with such procedures as the Chief Inspector shall determine.

The *Procedure for Review* was first published by the Chief Inspector in September 2002 and revised in 2006. This edition of the *Procedure for Review* was published in 2014, following a consultation undertaken in accordance with Section 13(8) of the Education Act, 1998. This edition replaces the edition of 2006 and is operative for all inspections commencing on or after 01 September 2015.

The provisions of this *Procedure for Review* are kept under review by the Chief Inspector and may be updated from time to time, following consultation with the relevant stakeholders and in the light of changes that may occur to legislation and/or developing best practice in public services.

2. Informal review

2.1 Resolving a concern informally

If a teacher or the board of management of a school has a concern about the work or actions of an inspector, the matter should be brought to the attention of the Inspectorate informally at first.¹ The teacher or the chairperson (acting on behalf of the board) can do this as outlined in sections 2.2 and 2.3.

2.2 Resolving a concern informally at school level during an inspection

Raising and resolving concerns

Concerns, complaints and misunderstandings are best resolved by those directly involved, and as quickly as possible. Inspectors are committed to carrying out their work to the highest possible standards, but we accept that misunderstandings can occur and that at times a teacher or the board of a school may have a concern about the way in which an inspector or an inspection team carried out their work.

If a teacher or a board of management of a school has a concern about the work of an inspector, the teacher or the chairperson (acting on behalf of the board) should bring the matter to the attention of the inspector during the time that the inspection work is in progress in the school². The inspector and the teacher or chairperson should seek to resolve the matter informally between them.

Where a concern is raised, the inspector(s) should ensure that a teacher or the chairperson of a board affected by an inspection is given opportunities to discuss that concern while the inspection visit or the post-inspection feedback are underway in the school. This enables the inspector involved to resolve the matter in an informal way.

¹ Note that in accordance with section 1.5 of this document:

- the word “teacher” is intended to include principals, deputy principals and teachers in all schools and centres for education, and leaders and practitioners who are responsible for the learning of learners in other educational settings in which the Inspectorate undertakes inspection and advisory work
- the word “school” is intended to include all recognised schools, centres for education and all other educational settings in which the Inspectorate undertakes inspection and advisory work
- the word “board of management” is intended to include boards of management in schools and centres for education and the equivalent formal management structures in other educational settings in which the Inspectorate undertakes inspection and advisory work

² Including the period up to and including the post-evaluation meeting, where relevant.

Time frame

A concern can be resolved most effectively if it is raised as soon as possible. For example, if an issue arises during the course of a classroom visit, the teacher who has a concern should raise the matter with the inspector involved immediately on the conclusion of the classroom visit. Similarly, a teacher or chairperson who has a concern about the oral feedback presented by an inspector should raise this concern with the inspector at the conclusion of the post-inspection meeting. If it is not possible to raise the concern on the day on which it occurs, it should be raised within two school days in person, by telephone or by email.

All inspectors are encouraged to seek to resolve the concerns of a teacher or chairperson on the day on which the concern is brought to their attention. Normally the inspector will seek to resolve the issue within two school days of the concern being brought to his/her attention.

2.3 Resolving a concern informally with the regional assistant chief inspector

Raising and resolving concerns

If the concern of a teacher or board of management about the work of an inspector or the procedures followed is unresolved at the school level or when a board or teacher is dissatisfied with an inspection report, the teacher or chairperson of the board should make contact by telephone or email with the assistant chief inspector of the Inspectorate region in which the school is situated. (A list of the Inspectorate's regions and the names of the assistant chief inspectors who manage them is available on the website of the Department of Education and Skills. <https://www.education.ie/en/The-Department/Management-Organisation/Inspectorate-Structure-and-Contacts.pdf>). If the relevant assistant chief inspector is not available, arrangements will be made to have the telephone call or email returned as quickly as possible.

The teacher or chairperson who has a concern should explain the concern to the assistant chief inspector. The assistant chief inspector will listen to the caller's concerns and will check what action has been taken to attempt to resolve the issues raised. The assistant chief inspector will question the caller to ensure a clear understanding of the issues involved. He/she may also speak to others referred to by the caller so as to gather additional information.

The assistant chief inspector will contact the inspector(s) concerned and outline the concerns raised by the caller. The assistant chief inspector will attempt to resolve the concerns raised through contact with the teacher or chairperson involved and the inspector(s). If the person who raised the concern remains dissatisfied, the assistant chief inspector will inform him/her of the option of seeking a formal review.

The assistant chief inspector will listen to the responses of the inspector(s) and will check what action has been taken to attempt to resolve the issues raised. The assistant chief inspector may question the the inspector(s) to ensure a clear understanding of the issues involved.

He/she may also speak to others referred to by the the inspector(s) so as to gather additional information.

Time frame

Concerns should be raised by the teacher or chairperson with the assistant chief inspector as soon as possible if they have not been resolved informally at school level. If the concern arises during an inspection that is taking place over a number of days, it should be brought to the attention of the assistant chief inspector during the time that the inspection visits are taking place. If it is not possible to bring the concern to the attention of the assistant chief inspector immediately, it should be brought to his/her attention no later than five school days from the date on which the concern arose or five days from the date of an unsuccessful informal resolution at school level.

The assistant chief inspector will make every effort to resolve the matter as quickly as possible and normally no later than five school days from the time he/she is contacted by the teacher or chairperson concerned.

3. Formal review

3.1 Requesting a formal review

A teacher or a board of management may remain dissatisfied despite efforts to resolve concerns in an informal way. A teacher or chairperson (acting on behalf of the board) who has a concern about an inspection may then request the Chief Inspector to conduct a formal review of the inspection.

Making a request

The request for the formal review should be made in writing to the Chief Inspector by the teacher or the chairperson (acting on behalf of the board). The request should be submitted on an *Inspection Review Request Form* (see Appendix).

The request for a review, and any available supporting documents, must be *received* by the Chief Inspector within ten school days of the issue that gave rise to the concern *or* within ten school days of the date of issue of the school inspection report that is the subject of the review *or* within ten schools days of an unsuccessful informal resolution at school level.

Grounds on which a review may be sought

The request for a review should state clearly the grounds on which the review is sought. (Details of the grounds on which a review may be sought are given in section 1.6 above).

Supporting documents

When submitting a request for a review, the teacher or chairperson of the board of management should enclose all available supporting documents, including, if relevant, a copy of the inspection report about which a concern is being raised.

3.2 Chief Inspector considers the request

On receiving the request for a review, the Chief Inspector will consider the matters raised in the request.

- If the Chief Inspector receives a request and is not satisfied that an informal review process has been conducted, he/she may refer the request for the review back to the relevant assistant chief inspector to allow an informal review to take place.
- If the Chief Inspector considers that the issues raised fall within the scope of the *Procedure for Review*, he/she will initiate a formal review, using the process described below.

- If the Chief Inspector considers the request to be frivolous or vexatious, he/she will write to the person who submitted the request, informing them of this decision and the reason (or reasons) for it.

3.3 Chief Inspector initiates the review

When the Chief Inspector, having considered the request in accordance with the published criteria, decides to conduct a formal review he/she will

- acknowledge the receipt of the request for a review and inform the requester that a review will be initiated immediately
- if appropriate, inform the relevant regional assistant chief inspector that a review will be initiated, so that the publication of any report arising from the inspection is halted
- provide a copy of the request for a review and the supporting documents to the inspector(s) about whose actions the concern has been raised
- appoint two reviewers (one internal and one external), to work jointly, and a review co-ordinator. The Chief Inspector will inform the teacher or chairperson and the inspector(s) involved of the appointments made.

3.4 Review co-ordinator

The review co-ordinator will be an inspector unconnected with the inspection. The review co-ordinator will

- provide assistance to the internal reviewer and external reviewer, as required
- within five school days, provide to the teacher or chairperson of the board of management who has raised a concern a copy of any documents that the review co-ordinator deems relevant to the request for a review
- invite the teacher or chairperson to submit, within five school days, any supplementary submissions in support of the request for a review
- provide a copy of the supplementary submissions, if any, to the inspector(s) about whose actions the concern has been raised
- invite the inspector(s) to make a written response (or responses) to the contents of the request and the supplementary submissions within five school days

- supply a copy of the response (or responses) of the inspector(s) to the person who has sought the review and invite him/her to submit any observations on the response within five school days
- provide a copy of the observations of the person who has sought the review to the inspector(s) concerned
- maintain all records relating to the review and send these to the Office of the Chief Inspector following completion of the review.

The review co-ordinator will supply all the documents assembled in accordance with the procedure described above to the internal reviewer and to the external reviewer, normally within thirty school days of the date on which the review was initiated.

3.5 Internal reviewer and external reviewer

The internal reviewer will be an assistant chief inspector unconnected with the inspection about which the concern has been raised. He/she will not be the line manager of any inspector involved.

The external reviewer may be an inspector of schools from another state, or an educational professional of high standing who is familiar with the work of school evaluation and schools and has no connection with the school seeking a review or with the Inspectorate.

Examination of the case by internal and external reviewers

The reviewers

- will examine all documents and may seek additional information if necessary
- will satisfy themselves that all relevant documents have been provided to the requester of the review and the inspector(s) concerned; where the reviewers are not satisfied that all relevant documents have been provided to the requester of the review and the inspector(s) concerned, the reviewers may direct that additional documentation be provided to the parties concerned and the process as outlined in section 3.4 be repeated
- may interview the person who raised the concern and the inspector(s) involved in the presence of each other;³ both the person who raised the concern and the inspector(s) may be accompanied by a third party of their choice in such cases, provided that the names of the people to attend are made known to the reviewers three school days before the interview

³ This interview may take place by video link or other electronic means if necessary.

- may, in the presence of the person who raised the concern and the inspector(s) involved, interview other persons who, in the opinion of the reviewers, may be able to provide information relevant to the review
- will, before any interview, inform the person who raised the concern and the inspector(s) involved of the names of friends who will attend the interview (if any) and the names of other persons who will be interviewed.

The reviewers will consider the issues carefully, bearing in mind the principles that guide the review process. (See section 1.5 above.)

Report of internal and external reviewers

The internal and external reviewers will provide a report for the Chief Inspector. The report

- will examine the grounds on which the review was sought and will address each of the points of concern raised by the person who submitted the request for a review
- will provide an adjudication on each point of concern, stating whether, in the opinion of the reviewers, the point is upheld or not upheld and make clear the evidence on which these adjudications are made
- will provide recommendations for the consideration of the Chief Inspector.

Normally, the report should be provided to the Chief Inspector within fifty school days of the date on which the review was initiated by the Chief Inspector.

3.6 Initial determination

The Chief Inspector will consider carefully the report of the reviewers and will make an initial determination on the points of concern raised in the request for a formal review.

The Chief Inspector will propose a course of action. This may include one or more of the following:

- that the inspection activity will be upheld and the report arising from it, if any, will be processed as normal in the Inspectorate and the Department
- that the Inspectorate will acknowledge that an aspect (or aspects) of the inspection activity was not in keeping with the *Code of Practice for the Inspectorate* and, if appropriate, that an apology will be offered by the Inspectorate to those affected
- that the Inspectorate will acknowledge the occurrence of an error or failing in the implementation of the Inspectorate's published procedures regarding

inspection or reporting or publication of inspection reports, and, if appropriate, an apology will be offered by the Inspectorate to those affected

- that the inspection report will be amended and reissued
- that the inspection and/or the inspection report will be rescinded, in whole or in part, and a further inspection or part inspection, as appropriate, will be carried out by an inspector (or inspectors) unconnected with the original inspection and the review
- that the Inspectorate will undertake any other action considered appropriate by the Chief Inspector.

The Chief Inspector will issue his/her initial determination, including the proposed action(s) and a copy of the report of the reviewers, to the teacher or chairperson who submitted the request for a review and to the inspector(s) involved, normally within sixty school days of the date on which the review was initiated. The Chief Inspector will invite the teacher or chairperson and the inspector(s) to make final written observations on the contents of these documents within a further five school days.

3.7 Final determination by the Chief Inspector

The Chief Inspector will consider any comments made to him or her by the person who submitted the request and the inspector(s) involved. He/she will then make a final determination on the review and the actions to be taken, and will inform the teacher or chairperson, the inspector(s) involved and any other person, as necessary, of these decisions. The final determination will be issued within fifteen school days of the date of issue of the initial determination.

3.8 Re-inspection

If a re-inspection is to take place it will be carried out as soon as possible after the issue of the determination of the Chief Inspector. The re-inspection will be carried out by an inspector (or inspectors) unconnected with the original inspection and the review.

3.9 Internal disciplinary procedures

In exceptional cases, an issue of concern raised during the procedure for review may be dealt with under the Civil Service Disciplinary Code.

3.10 External Appeal

A teacher or a board of management may remain dissatisfied despite efforts made under these procedures to address his or her concerns. In that case, the teacher or chairperson has recourse to an appeal to an independent, external, appeal process which will be conducted by a person nominated by the Secretary General of the Department of Education and Skills. A request for an external appeal should be submitted to the Office of the Chief Inspector no later than ten days after the date of issue of the final determination.

A teacher or board of management affected by an inspection may seek an external appeal to the Chief Inspector's final determination where he/she or the board believes that one or more of the following circumstances can be shown to apply:

- that the review as conducted did not comply with the procedures as set out in this guide
- that the decision of the reviewers is evidently flawed and does not take due cognisance of the facts as discovered during the review process

The person conducting the external appeal will examine the record of the review as conducted, including all documents, and may seek additional information if required. His or her determination will be the final decision on the matter.

4. Administrative and other arrangements regarding formal reviews

4.1 Written communications

Normally, the initial request for a formal review and the letter issued by the Chief Inspector giving his or her final determination in the matter will be exchanged in printed or handwritten form. Persons making a request for a review may opt to conduct their business by email. All other written communication and exchanges of documents between persons involved in a formal review working within the Department will be conducted by email as far as possible.

4.2 Minimising disruption to the education of students

In the interests of minimising disruption to the education of students, any interviews that may be held as part of this process will be held outside teachers' class or student contact time.

4.3 Delegation of functions

The functions ascribed to the Chief Inspector under this *Procedure for Review* may, in exceptional circumstances, be delegated to a deputy chief inspector. Similarly, the functions ascribed to the chairperson of a board of management may be carried out by another board member nominated by the board.

4.4 Schools under the auspices of an Education and Training Board

In schools operating under the auspices of an education and training board, a request for a formal review shall be made by the chairperson of the board of management (or another board member nominated by the board) acting in consultation with the chief executive of the education and training board.

4.5 Requests for an extension of time

Section 1.5 of this *Procedure for Review* outlines the principles guiding the review process, including a commitment to completing a review without unnecessary delays. However, it is possible that a teacher or chairperson requesting a review or an inspector against whom a review has been initiated may seek an extension of time from the Chief Inspector. The Chief Inspector will consider such requests following consultation with the review co-ordinator and/or the internal and external reviewers.

Appendix:

Inspection Review Request Form

This form should be used by a teacher⁴ or the chairperson of a board of management (acting on behalf of the board) to request a formal review of an inspection in accordance with *Procedure for Review of Inspections on Schools and Teachers under Section 13 (9) of the Education Act (1998)* (Department of Education and Skills, 2014).

Person requesting the review

Name:	
Address:	
E-mail:	<i>If you provide an email address, it will be assumed that you wish to receive written communications by email and not by post</i>
Telephone:	<i>Home: School: Mobile:</i>
Position:	<i>Delete as necessary: Teacher affected by the inspection Principal teacher affected by the inspection Chairperson of the board of management affected by the inspection</i>
Date of request:	

School

School name:	
School address:	
School roll number:	

Inspection about which you wish to raise a concern

Give details of the inspection activity or the inspection report (or both) that gave rise to your concern

Type of inspection and/or Type of inspection report	<i>Give inspection type if known, (for example: whole-school evaluation, subject inspection, incidental inspection, follow-through inspection, etc.)</i>
Date(s) of inspection:	
Date(s) on which concern arose:	
Has an informal review been conducted?	<i>YES or NO</i>
Date of issue of inspection report	
Name of inspector about whose actions you wish to raise a concern	

⁴ The word 'teacher' is intended to include principals, deputy principals and teachers, and, where relevant, persons responsible for the educational experiences of children in settings other than recognised schools.

Grounds for the request for a review

Describe clearly the grounds that gave rise to the concern that you wish to raise in the review. (Refer to section 1.6 of the Procedure for Review.) Select one or more of the appropriate grounds, and give details of why you believe a formal review is justified. The box below will expand as necessary.

I request a review of the inspection referred to above on the following ground(s):

- that an inspector did not make every reasonable effort to carry out his/her duties in accordance with the *Code of Practice for the Inspectorate*
- that an inspector, when conducting an evaluation, did not make every reasonable effort to comply with the published procedures for conducting the type of evaluation involved
- that the written report arising from an inspection does not comply with the principles regarding reporting prescribed in the *Code of Practice for the Inspectorate* and in the published procedures for the type of evaluation involved
- that the Inspectorate has not made every reasonable effort to comply with the published procedures concerning the publication of school inspection reports

Note that if your request is concerned mainly with issues regarding the general behaviour of an inspector it may be more appropriate to use the Department's customer comments and complaints system

Any other relevant information

You may give here an account of the incident that gave rise to your concern or any additional information that you feel is relevant to your request for a review.

Supporting documents

You should submit with your request for a review any documents that you feel are relevant. If you are seeking a review of an inspection report, a copy of it should be enclosed with this request. List here all documents that you are enclosing with this request.

Signature

This request must be signed by the teacher making the request or by the chairperson of the board of management of a school (or the nominee of the board).

If the request is made by the board of management of a school operating under the auspices of an education and training board, the request must be submitted by the chairperson of the board of management or a nominee of the board, following consultation with the chief executive of the education and training board.

Signature:	
Position:	
Date:	

*This form and all supporting documents should be submitted to:
Chief Inspector, Department of Education and Skills, Marlborough Street, Dublin 1*