



Self-evaluation

An on-line resource for schools



Introduction

This is the first on-line resource published by Dubai Schools Inspection Bureau (DSIB).

Inspection should lead to improvement. That is our aim and, of course, a key objective for our organisation. When inspections began in October 2008, it became apparent that many schools in Dubai were not fully aware of their own strengths and weaknesses. In too many cases, school leaders were not sufficiently knowledgeable about best practice either locally or internationally. More importantly, they lacked experience using various sources of evidence to check the performance of their own schools.

Consequently, in our first round of inspections, schools' self-evaluation was found to be a significant weakness in approximately one third of all of our schools in 2008 to 2009.

The DSIB Inspection Handbook has proven to be a useful tool for schools in the last year. Many schools now use the framework for inspection to evaluate their own work prior to the inspectors' visit. Dubai Schools Inspection Bureau welcomes such steps. However, self-evaluation should be a process which is on-going. It should be a process which gathers information from various sources and uses this to drive improvement forward.

DSIB hopes that this publication will help schools in the process of self-evaluation and continuous improvement. Within each section, which is closely aligned to the quality indicators for the Inspection Handbook 2010 to 2011, there are a number of key questions. There are also suggestions about the evidence available within every school which can help self-evaluation to be effective.

We trust that this document will be of help to you. DSIB wishes you every success in using this resource to help you continue to improve the educational outcomes for the students in your care.

Dubai Schools Inspection Bureau

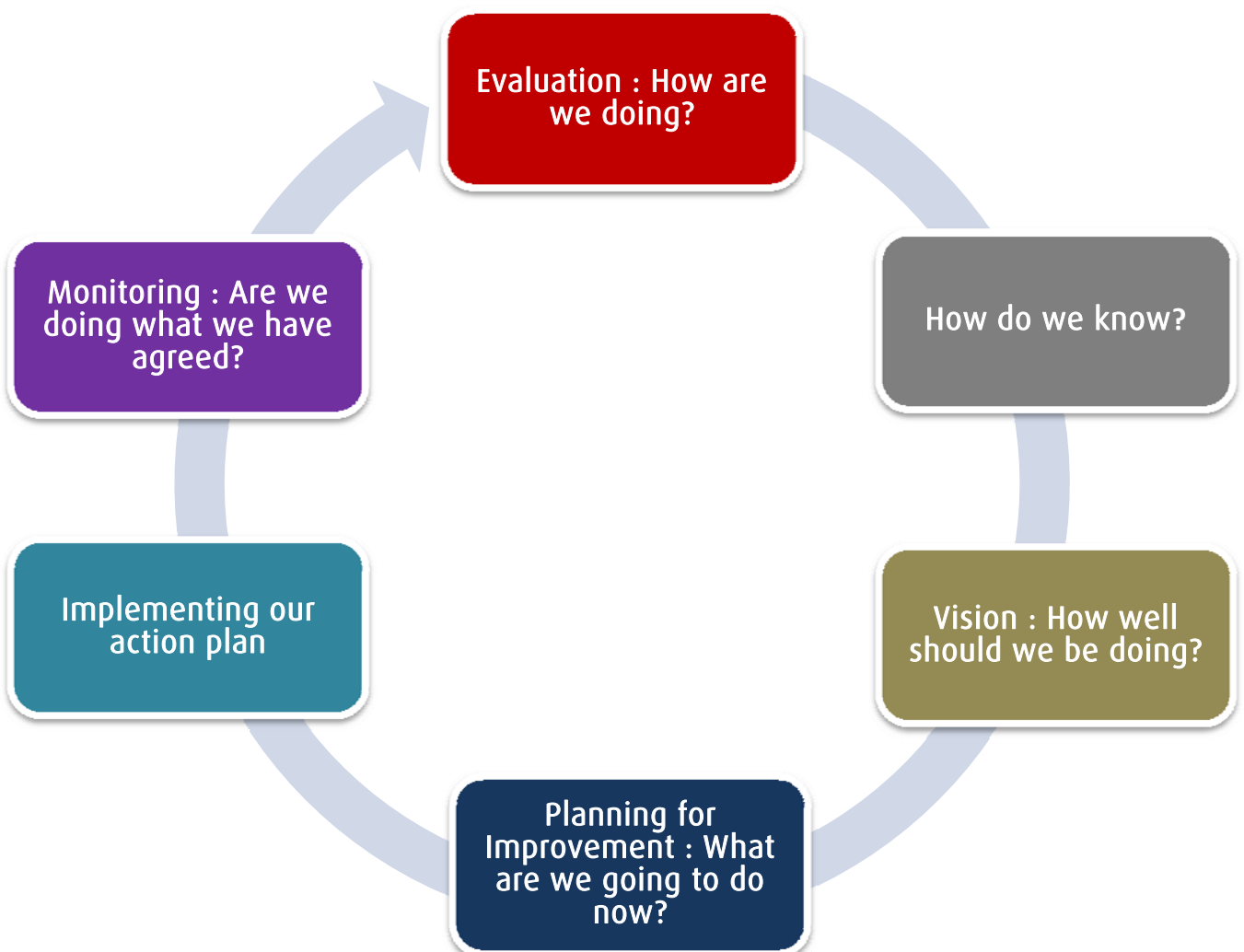


School Self-Evaluation Cycle

This publication has been written by Dubai Schools Inspection Bureau to help you to evaluate the quality of education in your school or to enhance your existing processes for self-evaluation. It is based upon the DSIB Inspection Handbook Quality Indicators and is designed to help you to:

- recognise key strengths;
- identify areas where good quality needs to be maintained or where improvement is needed;
- identify priorities for your school improvement plan;
- report on learning outcomes in your school.

Self-evaluation is about asking searching questions, seeking answers, supported by evidence and showing how you know the answers. It is also about using this knowledge to plan for improvement and bring about change which will lead to improved outcomes for your students.



Evaluation: How are we doing?

School self-evaluation is a vital process for school improvement. Inspection alone does not improve schools. Actions arising from inspection do. It is essential for schools to have a clear idea of their strengths and weaknesses in order to identify priorities and target action. Self-evaluation needs to be based upon an agreed cycle of activities. This might start at the beginning of the school year with a review of the previous year's performance.

How do we know?

There are many sources of evidence for school leaders to consider. Examples include attainment data, predictions, survey results, students' work, accreditation information etc. This evidence can be brought together to identify strengths and areas for improvement. This information can be used to establish or refine priorities within the school improvement plan. It is suggested that the inspection handbook should be used to help guide the process by which a school decides how well it is doing.

Vision: How well should we be doing?

This is the overall process through which a school can judge its own performance. The process should involve everyone and lead to a comprehensive picture of the schools' strengths and weaknesses together with clear priorities for improvement. The impact of the school's actions upon student performance is the key to school evaluation. This is also about comparisons. For example, schools can ask a number of key questions. How are we doing compared to other schools? How are our students doing in relation to international benchmarks?

Planning for Improvement: What are we going to do now?

This stage is about prioritising the actions to bring about the changes you want to achieve. At this time it is important to decide as a school team which actions will best bring about the desired changes. Schools also need to be clear about what they expect to see if the actions result in success.

Implementing our action plan

This stage is about ensuring that change is managed effectively and includes key personnel, so that initiatives are embedded in practice. Action plans include success criteria which are measurable and relate closely to the achievement of students.

SMART TARGETS ARE:

Specific	Do we know exactly what we want to accomplish with all the details? What will it look like when we have achieved it?
Measurable	Are we able to assess our progress?
Attainable	Is our goal within our reach given our current situation?
Relevant	Is our goal relevant to our school's aims and achievable within the resources and timescales?
Timed	What is the deadline for completing our goal?

Monitoring – are we doing what we have agreed?

The next stage of the cycle involves regular and rigorous monitoring. This includes a range of approaches to ensure that the developments are actually leading to improvement. In other words, monitoring makes sure we are doing what we say we are doing or what we have agreed to do.

Schools will often develop student and parent questionnaires to ensure that the views of stakeholders are included and influence decision-making. Where appropriate, school owners and governors should be closely involved in this process. They will then understand why, and how, the systems have been introduced, as well as their roles and contributions. Monitoring is about ensuring accountability and school owners, parents and governors have key roles to play.

Questions to guide school self-evaluation

- What are the school's priorities?
- How well are we doing?
- How do we know?
- How well should we be doing?
- What more can we aim to achieve?
- What must we do to make this happen?
- How will we ensure it is happening?
- What will it look like when we have succeeded, and how will we know?

The following pages provide key questions for schools to ask in relation to each of the quality indicators from the Dubai Schools Inspection Bureau Handbook 2010 to 2011. These questions are not definitive but are offered as examples. They are accompanied by a set of simple forms designed to assist schools in responding to the questions during their self-evaluation process.

Quality Indicator 1

How good are the students' attainment and progress?

Quality Indicator 1.1 Attainment in each key subject in relation to international standards

How are we doing?

Key questions for our school to be asking about attainment.

- Do we have appropriate age-related expectations?
- How do these compare to international expectations?
- What proportions of students attain levels that are above their age-related expectations?
- Are there any patterns to this attainment? For example how are boys doing compared to girls?
- How are students with special educational needs doing? Are there any groups or individuals who are not doing very well? Is there any reason why this might be?
- What do internal tests show? Are these tests as challenging as those used internationally?
- Do specific groups of students know and understand what students of their age should know and understand in key subjects at their age? What about skills? Do our students have the skills required to do well in key subjects?
- What do the teachers say about attainment, using their experience?
- Does examination data show that students are achieving above age-related expectations?
- Is there a pattern of improvement in attainment over a period of time? Are students doing better in some subjects than others?
- What is the quality of the work in student work books? Does this vary according to subject?
- What do teachers' daily records show about attainment? Are there gaps in students' knowledge, skills and understanding in each grade?
- What do the students say about their attainment? Does student attainment meet parental expectations?

Quality Indicator 1.2 Progress over time

How are we doing?

Key questions for our school to be asking about progress over time.

- Do we have reliable data to evaluate progress? Can we compare the data with international benchmarks or standards which are appropriate for our curriculum?
- Are our students making consistently better than expected progress in relation to their starting points?
- Do teachers discuss student progress and are there any concerns? What gains do teachers see students making in knowledge, skills and understanding in each key subject?
- Can our students apply their skills successfully in unfamiliar learning contexts? Do they make links between subject areas?
- Do we moderate teachers' evaluations of student work?
- What are the trends in examination data across the school? Is there a progression from year to year? If we track students over a period of time is there clear improvement?
- Are higher achieving students making the progress we expect? Are those who find learning difficult making the expected progress in relation to their targets?
- Do we have any baseline information against which to evaluate progress such as entrance tests or tests from the previous school? Do we have a diagnostic test on arrival which shows starting points against which we can judge progress.

QUALITY INDICATOR 1.1 ATTAINMENT IN EACH KEY SUBJECT IN RELATION TO INTERNATIONAL STANDARDS

How are we doing?

Team Members			
Subject			
Subject Leader		Date	
Key Aspects	<ul style="list-style-type: none"> • Attainment in school-based test and against external and appropriate international standards • Knowledge, skills and understanding in each key subject. Trends in attainment over time 		

OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?			
Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Examination data		1.2 Progress	
Teachers mark books/tracking systems		3.1 Teaching	
Lesson observations – teaching and learning		3.2 Learning	
Ongoing assessment data		3.3 Assessment	
Diagnostic test results		4 Curriculum – meeting needs	
Work scrutiny		5.2 Tracking progress	
Moderated work samples			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 1.2 PROGRESS OVER TIME

How are we doing?

Team Members			
Subject			
Subject Leader		Date	
Key Aspects	<ul style="list-style-type: none"> • Progress against starting points, and over time • Suitability of expected levels 		

OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Examination data		1.2 Progress	
Teachers mark books/tracking systems		3.1 Teaching	
Lesson observations – teaching and learning		3.2 Learning	
Ongoing assessment data		3.3 Assessment	
Diagnostic test results		4 Curriculum – meeting needs	
Work scrutiny		5.2 Tracking progress	
Moderated work samples			

Evaluation

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What are we going to do now?

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Quality Indicator 2

How good is the students' personal and social development?

Quality indicator 2.1 Attitudes and behaviour

How are we doing?

Key questions for our school to be asking about attitudes and behaviour

- What sort of attitudes do students have towards each other and does this result in excellent standards of behaviour? How do they respond to adults? Are relationships with all adults in our school positive?
- To what extent are our students self-disciplined?
- Do our students show responsibility for their own well-being and that of their peers?
- How well do students resolve difficulties?
- How self-confident are our students? Are there any groups which lack confidence and if so why might this be?
- To what extent are our students independent thinkers?
- What levels of care and tolerance do we see in our students?
- To what extent do students feel safe, valued and supported in school?
- How good are levels of attendance? Are these at least 92% (Acceptable) and are these similar in all grades? What about Kindergarten?
- Do our students arrive punctually in the mornings and for lessons? Do they understand the link between attendance, punctuality and achievement?

Quality indicator 2.2 Students' civic understanding, their understanding of Islam and their appreciation of local traditions and culture

How are we doing?

Key questions for our school to be asking about students' understanding of Islam and local traditions and culture

- To what extent are our students responsible and actively contributing to the school and the wider community?
- To what extent do our students behave in mature ways, show independence, respect and consideration for others?
- Are there planned opportunities for our students to undertake responsibilities in the school? Are there activities which enable them to develop skills of active citizenship? What opportunities exist within all aspects of the curriculum to develop civic understanding?
- Do our students demonstrate pride in their own national identity and do they have a good understanding of the UAE; its heritage, development and identity?
- How well do our students understand Islam and its importance in contemporary society? How well do our Muslim students reflect on the key messages of Islam, apply these to their daily lives and diligently put into practice what they have learned?
- How good is the students' understanding of the multi-cultural nature of society in Dubai and the benefits of cultural diversity?
- How well do our students know and understand traditions and local heritage and to what extent do they recognise the importance, relevance and value of these to people in the UAE?

Quality indicator 2.3 Economic and environmental understanding

How are we doing?

Key questions for our school to be asking about students' economic and environmental understanding

- How well do our students know and understand Dubai's economic context and the factors which characterise the success of Dubai and the other emirates?
- Are there well-planned enterprise activities and business projects through which our students may acquire key skills? How positive are our students about their potential contributions to the success and future prosperity of Dubai?
- What is the extent of our students' understanding of environmental sustainability? Do they actively seek ways to care for and improve the school environment? Are they active in conservation matters?

QUALITY INDICATOR 2.1 ATTITUDES AND BEHAVIOUR

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Observed attitudes and behaviour of students in and about the school • Student-staff relationships • Attendance • Punctuality
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Lesson observations		2.2 Civic responsibility, respect for Islam	
Incident book/ rewards and sanctions policy		2.3 Environmental understanding	
Attendance data, punctuality records		3.2 Learning	
Individual student behaviour records, e.g., detentions		4 Curriculum – meeting needs	
Social Worker records		5.2 Tracking progress	
Feedback from teachers, students and parents			

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QUALITY INDICATOR 2.2 STUDENTS' CIVIC UNDERSTANDING, THEIR UNDERSTANDING OF ISLAM AND THEIR APPRECIATION OF LOCAL TRADITIONS AND CULTURE

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Students' civic responsibility • Students' respect for and their appreciation and understanding of Islam • Students' appreciation of local traditions and cultures in the context of Dubai's multi-cultural society
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Observations around the school re: respect litter, etc.		2.1 Attitudes and behaviour;	
Student roles and responsibilities		2.3 Environmental understanding	
School council membership and action		3.2 Learning	
Islamic Education lessons		4 Curriculum – extra-curricular activities and community links	
Assemblies, events such as National Day			
Student interviews			
Students' work			
Displays			

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QUALITY INDICATOR 2.3 ECONOMIC AND ENVIRONMENTAL UNDERSTANDING

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Knowledge and understanding of Dubai’s economic planning and progress, and its place in the UAE and globally • Awareness of students’ own potential contribution to Dubai’s progress • Knowledge and understanding of the implications of local and global environmental issues
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Social studies, science, PSHE lessons		2.1 Attitudes and behaviour	
Students interviews		2.3 Civic responsibility	
School environment including level of graffiti/litter		5.2 Advice & support - careers guidance	
Extra-curricular activities including environmental and entrepreneurial activities		4 Curriculum – links with the community and local environment	

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Quality Indicator 3

How good are the teaching and learning?

Quality indicator 3.1 Teaching for effective learning.

How are we doing?

Key questions for our school to be asking about teaching for effective learning

- How well do our teachers know their subjects?
- How well do teachers understand and act upon the latest research on how students learn?
- How effective are lesson plans? Do they show clear learning outcomes and success criteria? Do they show how the needs of different groups or individuals will be met? Do they include a plenary where the lesson objectives will be revisited to see how much students have learned?
- Are lessons dynamic or is the pace rather slow? Do our teachers run out of time?
- Do our teachers find out what the students already know, understand and are able to do when starting a new topic? Is this information used to plan learning?
- Are our teachers using resources other than the text books, such as computers, mathematics equipment, pictures, artifacts, natural items, video clips, music, dictionaries, word banks, picture books, newspapers etc?
- How well do the teachers and students interact? Are the teachers' questions open and do they promote thinking? Do the teachers give enough thinking time after asking a question?
- Do students ask questions? Is the balance of teacher and student talk appropriate or is the teacher talking most of the time? Are there opportunities for students to discuss activities and learning with each other?
- Do lessons actively engage students in their own learning and allow them to find things out for themselves?
- Do our teachers understand how to help students who are finding learning difficult? How do teachers modify learning for students with specific learning difficulties such as dyslexia?

Quality indicator 3.2 Quality of students' learning

How are we doing?

Key questions for our school to be asking about students' learning.

- Are our students in all grades engaged in their own learning and do they take responsibility for their learning? For example, are they able to evaluate their strengths and weaknesses and do they take steps to improve? Are they motivated to learn?
- To what extent do our students find things out for themselves using a range of sources such as books, internet, other people, television, radio, newspapers?
- Are our students able to use ICT effectively to support their learning?
- How well do our students make connections with other learning in order to deepen their understanding? How well do the questions they ask show that they are making connections?
- How well do our students communicate their learning to others?
- How well do our students share their achievements and collaborate with each other in a range of learning situations?
- To what extent do our students think critically? Is this a common feature of lessons?
- Do our students use the simplest thinking skills such as learning facts and recall, or do they engage in higher order skills such as analysis and problem solving?
- To what extent are our students able to apply their learning to new situations?

Quality indicator 3.3 Assessment

How are we doing?

Key questions for our school to be asking about assessment.

- Does our school have a clear assessment policy which is understood and followed by everyone? Does this policy include methods of assessing appropriate to each grade? Does it include the arrangements for record-keeping and reporting to parents?
- How well is assessment used as a tool for teachers to plan each step of learning?
- Do we make an assessment of each student on admission in order to diagnose their capacity for learning? If we do, are these being used?
- Do we identify any special needs or talents of students on enrolment?
- How effective are teachers at helping students recognise what they need to do to improve? What is the quality of written feedback in students' workbooks? Are comments constructive and do they identify the next steps in learning? Do students feel that they know how to improve?
- Is assessment data collected and analysed to identify strengths and weaknesses in students' attainment and to identify trends?
- Do all teachers have access to this information? How well is it used to evaluate the curriculum and teaching?
- Is actual attainment compared to predicted attainment so that strengths in teaching and provision can be established?
- How well do teachers use assessment data to plan their lessons?
- Does the school have whole school targets for each key subject? Do students have individual targets and how well are these monitored to ensure that they are meeting them in the short and long term?
- Are students and their parents regularly involved in target-setting procedures which help establish clear learning goals for each student?
- How well are students involved in the process of assessment? Do they use self and peer assessment using objective criteria?
- What is the quality of informal assessment during lessons? For example, are the questions asked by the teacher open and searching in order to add to the overall picture of a student's progress?
- To what extent do our teachers have knowledge of individual students' strengths and weaknesses?

QUALITY INDICATOR 3.1 TEACHING FOR EFFECTIVE LEARNING

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Teachers’ knowledge of their subjects and how they are they are learned • Effectiveness of lesson planning and management of time in lessons • The use of available resources and space beyond reliance on textbooks and other media • Teacher-student interactions including the use of dialogue and questions • Teaching strategies to meet the needs of all students, including students with special educational needs
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OUTSTANDING		GOOD		ACCEPTABLE		UNSATISFACTORY	
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Lesson plans and observations by principal and subject leaders		3.2 Quality of students’ learning	
Peer observations		3.3 Assessment	
Student feedback		4 Curriculum – meeting needs	
Performance management information		6.5 Resources	
Special needs information			
Professional dialogue with teachers			
Outcomes of professional development			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 3.2 QUALITY OF STUDENTS' LEARNING

How are we doing?

Key Aspects

- Students' engagement in and responsibility for their own learning
- Students' interactions and collaboration
- Application of learning to the real world and making connections
- Enquiry and research skills
- Students' critical and higher order thinking

OUTSTANDING

GOOD

ACCEPTABLE

UNSATISFACTORY

How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Lesson plans and observations by school managers and subject leaders		1.2 Progress	
Peer observations		3.1 Teaching	
Student feedback (including those with SEN)		3.2 Learning	
Performance management information		3.3 Assessment	
Curriculum maps		4 Curriculum – meeting needs	
Use of library records		5.2 Tracking progress	
Student research projects			
Data relating to problem solving			

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QUALITY INDICATOR 3.3 ASSESSMENT

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Assessment as part of the teaching and learning process • Assessment methods and arrangements for record-keeping, including school policy and its implementation • Use of assessment information by teachers and students • Quality of feedback, including marking of written work, and use of assessment data by teachers and students to inform teaching and learning • Level of teachers' knowledge of their students' strengths and weaknesses.
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Lesson observations and lesson evaluations		1.2 Progress	
Assessment data		3.1 Teaching	
Planning		3.2 Learning	
Report cards		3.3 Assessment	
Assessment policy		4 Curriculum – meeting needs	
Student progress records		5.2 Tracking progress	
Work books - written feedback			
Interviews with students			

Evaluation

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Quality Indicator 4

How well does the curriculum meet the educational needs of all students?

Quality indicator 4 How well does the curriculum meet the educational needs of all students?

How are we doing?

Key questions for our school to be asking about curriculum

- Is there a clear rationale for the curriculum?
- Are the values of our curriculum well-defined?
- Is our curriculum plan clear for both short and long term?
- Does our curriculum help us achieve our promise to parents and students?
- Are all subjects given appropriate amounts of time?
- Does our curriculum meet statutory and/or accreditation requirements?
- Does our curriculum respond to the needs of different groups of students including, for example, gifted and talented or special educational needs?
- Are the expected learning outcomes well-defined in our curriculum?
- Does the curriculum provide appropriate challenge for all students considering their varying abilities?
- Does our curriculum cater for all developmental needs of students (physical, learning, social, emotional) in a balanced manner?
- Does our curriculum prepare our students for the next phases of education? (moving from primary to high school or from high school to university)
- Is our curriculum reviewed adequately and regularly to respond to students' needs?
- Do we have planned cross-curricular links?
- Does the curriculum provide choices for the students to cater for their varying needs?
- Is there co-ordination between the management team and staff to monitor and improve the curriculum?
- Does our curriculum provide a variety of extra-curricular activities for all students?
- Does our curriculum provide planned opportunities to link the students to the local community?
- Does our curriculum review and our improvement processes benefit from international best practice?
- Are there enough appropriate resources to support the curriculum?

QUALITY INDICATOR 4 HOW WELL DOES THE CURRICULUM MEET THE EDUCATIONAL NEEDS OF ALL STUDENTS?

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Breadth and balance • Review and development • Continuity and progression • Cross-curricular links and extra-curricular activities • Curriculum links with the community and local environment
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Lesson observations		1.1 Attainment	
Curriculum documents including reviews		1.2 Progress	
Scope and sequence charts		2.1, 2.2, 2.3 Personal and Social Development	
Extra-curricular activities		3.1, 3.2, 3.3 Teaching, learning and assessment	
Events within the community		5.1, 5.2 Protection and support	
Intervention strategies and support lessons			

Evaluation

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What are we going to do now?

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Quality Indicator 5

How well does the school protect and support students?

Quality indicator 5.1 Health and Safety

How are we doing?

Key questions for our school to be asking about health and safety

- How safe are the students in our school? Are there effective arrangements in place to keep them safe? Do they feel safe? Is there a health and safety policy which is understood and adhered to by all staff and do they understand their roles and responsibilities?
- Do we, as a school, take practical measures to protect students? For example, do we have appropriate arrangements for them to be safe on school buses?
- What state are our school premises, equipment and resources in? Are these well suited to the educational needs of all students?
- To what extent are our students kept safe when participating in a wide range of challenging and motivating educational experiences? For example, are they safe on school trips and in the science laboratory?
- Is there an evacuation plan in place which enables everyone to leave the buildings quickly and safely in an emergency? Are fire drills held regularly and are the results recorded and acted upon? Is there an incident book and does this inform practices to prevent a recurrence of incidents?
- How vigilant are our medical staff in their care of our students? For example, are there routine medical checks and detailed records of health and medical matters? Is the medical information stored securely and shared in a way which ensures students' medical care at all times? For example, do all staff know about students with diabetes, asthma, allergies? Is medication kept accessible to those who need it but secure from others?
- To what extent are students with special educational needs provided with specialist support to enable them to participate fully in the life of the school?
- Do we promote healthy lifestyles as a regular part of our curriculum and school provision? For example, what is the quality of the food served in the canteen and are there healthy choices? To what extent are students able to participate in physical education and sport? Are overweight children given appropriate support and guidance? Are their weights monitored?
- Do our staff members understand what 'child protection' means? Is there a child protection policy and do we all adhere to it? Do we deal sensitively with issues of this kind? Do our students feel able to ask for help when they need it, and do they know who to go to for support?

Quality indicator 5.2 Quality of support

How are we doing?

Key questions for our school to be asking about the quality of support

- How well do teachers know their students? For example, are they aware of those who find learning difficult, those with social, emotional, physical and intellectual needs?
- What are the relationships like between staff and students? Are teachers supportive of students? Is there mutual respect and trust between staff and students? Are our students confident about sharing problems with staff? Are we caring towards our students? Do they feel cared for?
- Do all students have ready access to known and trusted members of staff such as form tutors, guidance counsellors, mentors? Do these people provide well-informed advice about things like academic progress, health and future careers? Do we handle students' concerns sympathetically?
- Is there an effective complaints procedure for students?
- Is the advice given to students of high quality and does it bring about improvements?
- How well do we manage students' behaviour? Is there a practical policy and does everyone understand how it works? Are the students asked about the effectiveness of these practices? Do we take firm action when necessary and do our approaches lead to exemplary behaviour? Do parents understand our expectations for behaviour and the procedures for dealing with negative behaviour? Do we have external agencies which we can call upon to give support when needed?
- How effective are current processes for checking the academic and personal development of students? Do teachers monitor students' progress through regular assessment of written, oral and practical work? Do we regularly discuss progress with students and explain how they can achieve key targets? Do we take action to ensure improvement?
- What is the quality of our reports to parents? Are they set out positively in language which is easy to understand? Do parents know how well their children are doing and how they can improve? Do we ask parents to give feedback on our reports?
- Is our policy for admissions inclusive? Are we able to meet the needs of all students including those with special educational needs?
- Do we identify promptly students with specific needs?
- Are systems for referral and communication effective?
- Do we modify the curriculum, the resources and the facilities we provide, where necessary, to help meet the needs of students with special needs?
- Where specialised advice is required, do we use the information effectively to support learning?
- Do our support staff have a sufficiently good understanding of the students' learning needs?
- Are individual education plans, or the equivalent, effective in monitoring the students' progress?
- How effective are current processes for tracking attendance and punctuality? Do we take prompt action on late and absent students? Do we call parents immediately if a student fails to attend? Is attendance and punctuality seen as important by students and parents?

QUALITY INDICATOR 5.1 HEALTH AND SAFETY

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Arrangements to ensure health, safety and security in all parts of the school, on school transport and in other environments used by the school • Suitability of premises and facilities • Quality of maintenance and record keeping; for example, fire drills and administration of medicines, together with records of incidents and subsequent actions • Provision for and promotion of healthy lifestyles • Care and welfare of students including child protection
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Observations around the school		2.1 Personal and Social Development – attendance and punctuality tracking	
Health and safety policy and records; including risk assessment		4 Curriculum	
Child protection policy and procedures		5.2 Quality of support	
Premises or maintenance log, including toilet checks		6.1 Quality of leadership	
Supervisory practices and staffing levels		6.5 Staffing, facilities and resources	
Transport records and procedures			
Visitors book and security procedures			
Parents’ and students’ surveys			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 5.2 QUALITY OF SUPPORT

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Staff-students relationships • Student advice and support, including guidance regarding future education and career paths • Staff handling of behaviour issues • Tracking and supporting students' overall well-being and academic progress • Supporting students with special educational needs • Management of student attendance and punctuality
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Observations around the school		2.1 Personal and Social Development – attendance and punctuality tracking	
Behaviour policy; Incident book or behavior log		4 Curriculum	
Tracking evidence		5.1 Health and safety	
Learning support processes and records		6.1 Quality of leadership	
Attendance and punctuality records		6.5 Staffing, facilities and resources	
Guidance programme			
Careers and further/ higher education information			
Social worker records			

Evaluation

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What are we going to do now?

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Quality Indicator 6

How good are the leadership and management of the school?

Quality indicator 6.1 Quality of leadership

How are we doing? Key questions for our school to be asking about the quality of leadership

- How effective are our senior leaders? To what extent do they show a high level of professional competence and skills in leading?
- How well do we communicate our vision and aims to staff and gain their commitment?
- How well are the roles of senior staff defined, understood and linked to the school's priorities for development?
- Do our senior leaders initiate school improvement activities which lead to improved learning outcomes for students?
- To what extent are all staff involved in and committed to improvement? Is change managed effectively with high priorities planned strategically to ensure that they are manageable? Do we involve all stakeholders in this process?
- What is the quality of our appraisal system and does it lead to the successful implementation of change?
- How well do we work with students, parents and other stakeholders to develop, shape and share our vision? Is there a clear match between our values and aims and our vision? How good are our processes for reviewing the vision, aims and values?
- To what extent do we focus on consultation and collegiate working to gain commitment from staff?
- What have we improved in the last year?
- Is our leadership distributed throughout the school so that individuals and teams are empowered? What are the competencies of middle managers?
- How good are we at creating an ethos of collective responsibility and mutual support? Do we feel responsible and supported? Do we offer support when it is needed?
- Is our performance appraisal effective in helping us evaluate accurately? How well do we address the professional needs of our staff and fulfill the aims of the school?

Quality indicator 6.2 Self-evaluation & improvement planning

How are we doing? Key questions for our school to be asking about the quality of self-evaluation and improvement planning.

- Are all staff involved in rigorous, systematic self-evaluation to improve the quality of our students' experiences and their attainment? To what extent do we gather valid and reliable evidence which contributes to ensuring quality?
- How good is our action planning?
- Do we know our areas of best practice? How well do we share them?
- How well do we gather the views of parents, students and others about the quality of service we provide? How well do we respond to this information?
- How good are we at drawing all the information from our review processes together to inform our self-evaluation and improvement planning processes?
- How effectively do our senior staff monitor teachers' plans, evaluate students' classroom experiences, track attainment and evaluate progress towards meeting targets? How rigorous is our monitoring of the improvement plan to ensure we meet agreed targets?
- How effective are the arrangements for reporting on the standards and quality of the school and how well do we focus on the impact of developments on student outcomes?
- How well are we addressing the recommendations from the most recent school inspection report?

Quality indicator 6.3 Partnership with parents & the community

How are we doing?

Key questions for our school to be asking about our partnership with parents and the community

- How supportive of the school and its leadership are our parents? To what extent do they participate in the life of the school in planned and purposeful ways?
- How well do we engage parents as partners in their children's learning? What does the attendance of parents at consultation events tell us about our partnership with them? How well do we consult with our parents on the work that we do, and is this done regularly? To what extent do we take account of parents' views when defining our priorities?
- How good is our communication with parents? Do we use a range of methods to communicate with them?
- How regular and useful are our reports to parents regarding personal and social development, attainment and progress? Do these include targets for improvement?
- Do we provide regular summaries of our priorities?
- Are parents reporting high levels of satisfaction with the opportunities they have to be partners in their children's learning and progress?
- What is the quality of our partnership with the community? Is this of mutual benefit? To what extent do we seek links with other schools, businesses and community groups? Do these links enhance students' learning experiences?
- Do community members offer additional resources or opportunities to enhance the curriculum (e.g. visits for students, guest speakers, work placements)?

Quality indicator 6.4 Governance

How are we doing?

Key questions for our school to be asking about the governance of our school

- Do we have a governing body or advisory board which provides strategic guidance to our school? Does it hold us accountable for our performance? How representative of the school community and its context is this group?
- How regular and detailed are our reports to this group?
- Do we provide comprehensive information on the achievements of students to this group and ask for feedback?
- To what extent does the governing body/advisory board provide an objective and independent view of our school?
- To what extent does the governance of the school reflect the views of stakeholders?
- How well does this group ensure that our school fulfils its commitment to parents?
- How effective are our processes to ensure that the governance in the school reflects the views of all stakeholders?
- How regularly does the governing body/advisory board meet? How well are minutes taken and information and decisions communicated to members of the school community? To what extent does the work of this group inform decision-making?

Quality indicator 6.5 Staffing, facilities and resources

How are we doing?

Key questions for our school to be asking about staffing, facilities and resources

- Do we have sufficient numbers of appropriately qualified teachers to provide a high quality curriculum?
- How good is our support for students with additional learning needs or those learning in an additional language?
- Do we have sufficient support staff? Are they appropriately skilled and do they complement the work of teachers?
- Do we cover lessons properly in case of absence? Do we ensure that student learning is not affected by teacher absence?
- How good is the balance of experience, qualifications and skills amongst our staff and is this relevant to the needs of the students?
- How well do our teachers know and understand the processes of child development and learning?
- Do we deploy our teachers and support staff effectively?
- To what extent do our premises and facilities provide a safe, pleasant and stimulating environment for our students to learn in? Are these premises and facilities well suited to supporting the curricular and extra-curricular activities we offer?
- How appropriate are the learning spaces for the size of our classes? Do we have sufficient space for teachers to work? Is there enough space for students to play and be sociable? What about the storage provision and facilities for display – are these plentiful and convenient?
- How well is our accommodation maintained? Do the fixtures and fittings and furniture match the educational needs of our students? Are they of high quality and in good condition?
- How well does timetabling ensure the best use of available space?
- How well-resourced is our school? Are resources such as textbooks, practical materials, equipment and information and communication technology up to date?
- Do we match resources well to the needs of our students? Are resources in good condition and easily accessible?

QUALITY INDICATOR 6.1 QUALITY OF LEADERSHIP

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Leadership qualities • Professional competence and commitment • Vision, direction and guidance • Development of relationships, teams and leaders at all levels
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OUTSTANDING		GOOD		ACCEPTABLE		UNSATISFACTORY	
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Vision, mission documents		All quality indicators.	
School improvement plan – post inspection action plan			
Staff, student, parent surveys			
Job descriptions – roles and responsibilities			
Meeting minutes			
Self-evaluation outcomes			
Professional development records			
Performance management data			
Attainment data			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 6.2 SELF-EVALUATION & IMPROVEMENT PLANNING

How are we doing?

Key Aspects	<ul style="list-style-type: none"> Processes for school self-evaluation Monitoring and evaluation of the school's performance, including teaching and learning The processes and impact of school improvement planning, including post-inspection plans
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Vision, mission documents		All quality indicators.	
School improvement plan and post-inspection action plan			
Self-evaluation documents			
Staff, student, parent surveys			
Staff meeting minutes			
Governors meeting minutes			
Professional development records			
Performance management data			
Attainment data			
Staff interviews			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 6.3 PARTNERSHIP WITH PARENTS & THE COMMUNITY

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Parents' involvement with their children's learning and the work of the school • Procedures for communicating with and reporting to parents • The school's role in the local and wider community
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Parent surveys and letters/communication		1.1 Attainment	
Report cards, Newsletters, random sample of letters to parents		1.2 Progress	
Parents committee meeting minutes		2.1 Attitudes and behaviour	
Consultation meeting feedback data		3.2 Quality of learning	
Parents interviews		3.3 Assessment	
Record of community links, events; Links with other schools		5.1 Health and safety – child protection	
Home-school contact books		5.2 Quality of support - tracking	
Homework journals		6.1 Quality of leadership	
		6.2 Self-evaluation	

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 6.4 GOVERNANCE

How are we doing?

Key Aspects

- Providing advice and guidance, and ensuring accountability
- Representation reflecting the school community

OUTSTANDING

GOOD

ACCEPTABLE

UNSATISFACTORY

How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Observation of governing body meetings		All quality indicators.	
Governing body minutes			
Election data			
Membership lists – roles and responsibilities			
Terms of reference for governing body			

Evaluation

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What are we going to do now?

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QUALITY INDICATOR 6.5 STAFFING, FACILITIES AND RESOURCES

How are we doing?

Key Aspects	<ul style="list-style-type: none"> • Sufficiency of suitably qualified staff and their effective deployment • Appropriateness of the premises and the overall learning environment, including off-site facilities • Use of the space and resources for effective teaching and learning
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OUTSTANDING	GOOD	ACCEPTABLE	UNSATISFACTORY
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How do we know?

Evidence:	Tick ✓	Reference to other quality indicators:	Tick ✓
Staff lists including qualifications		All quality indicators including QI 7	
Recruitment and retention data			
Job descriptions – roles and responsibilities			
Premises checks – maintenance records			
Use of library, IT suite, resource room and other specialist rooms			
Monitoring records of classroom environments			
Equipment audit data			
Supply/cover arrangements and staff absence data			

Evaluation

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What are we going to do now?

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Quality Indicator 7

How well does the school perform overall?

Quality indicator 7 Overall performance

How are we doing?

Key questions for our school to be asking about our overall performance

- Are there significant examples of excellent practice in our school?
- How ambitious is our set of promises to parents?
- How well do we deliver on these promises? What is the feedback from parents?
- How good are standards?
- Have we maintained these standards over several years?
- How effective is our monitoring of all aspects of school life? Are we able to evaluate accurately our strengths and areas for development?
- Does our action planning lead to continuous improvement?
- How well are the needs of our students met?

QUALITY INDICATOR 7 OVERALL PERFORMANCE

How are we doing?

DATE

OUTSTANDING

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Evaluation

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What are we going to do now?

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