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**Self-Evaluation**

**A Resource for Schools in Dubai 2012-13**

**School name:** Click here to enter text.

Dubai Schools Inspection Bureau 2012

Introduction

Dubai Schools Inspection Bureau (DSIB) is committed to placing school self-evaluation at the centre of the inspection process. School self-evaluation is a vital process for school improvement. In order to make sustained improvement, school leaders need to know their schools well. Self-evaluation makes this possible. It is essential for schools to have a clear idea of their strengths and weaknesses, in order to identify priorities and agree actions. Evaluation, review and monitoring provide vital information for setting priorities and planning further improvement.

Documentation emerging from the school’s self-evaluation process can now become a key element of the evidence gathered in preparation for inspection. This resource is designed to support schools in evaluating the outcomes of their work using the DSIB Key Questions (QI).

For the academic year 2012-13, all private schools in Dubai should complete and submit this self-evaluation document at least two weeks prior to the start of their inspection. Whilst this resource is aimed at good and outstanding schools, all schools are encouraged to carry out a process of review using the quality indicators in the Inspection Handbook 2012 -2013. It is expected that the submissions from schools are evaluative but concise. Please note that schools are required to evaluate Emirati students’ attainment and progress specifically, as well as progress made by students with special educational needs (SEN).

**Self-Evaluation – A Resource for Schools**

Schools can use this resource to align their Self-Evaluation to the DSIB Key Questions as detailed in the DSIB Inspection Handbook 2012-13. Following the self-evaluation process, schools should send the completed forms and evidence to DSIB, prior to inspection. This documentation will be central to the evidence base used to inform the inspection. The diagram below outlines this continuous process of evaluation. It is expected that school leaders will involve staff and stakeholders in this process.

SELF-EVALUATION CYCLE

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| **REVIEW – HOW ARE WE DOING?** |

School self-evaluation needs to be based upon an agreed cycle of activities. This might start at the end of the school year with a review of the previous year's performance. This stage of the cycle involves considering each aspect of what the school does and how this impacts on the students. **Self-Evaluation – A Resource for Schools in Dubai** helps schools evaluate using the DSIB Quality Indicators. Most schoolsseek student, teacher and parent opinions to ensure the views of stakeholders influence decision-making. Members of the advisory or governance board also need to be closely involved in the process.

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| **EVIDENCE - HOW DO WE KNOW?** |

There is a range of evidence to inform a school about how well it is doing. Examples include attainment data, predictions, survey results, students’ work and accreditation information etc. This evidence can be brought together to identify strengths and areas for improvement in terms of students' performance. It is important that all judgements made by the school are based on the impact its actions have on student outcomes. This information can be used to establish or refine priorities within the overall school improvement plan.

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| **VISION – HOW WELL SHOULD WE BE DOING?** |

The vision, values and aims of a school should drive its improvement. The promise to parents is an important focus for schools to use to determine how well they should be doing and in what areas they could improve. Schools also need to compare their performance with other similar schools, locally and internationally.

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| **PLANNING – WHAT IS NEXT?** |

This stage is about prioritising the areas in need of improvement. It is important to decide, as a school team, which actions will best bring about the desired change. Schools need to be clear about what they expect to see if their actions have been successful. Long-term improvement plans can guide schools through this process.

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| **ACTION – WHAT WILL WE DO?** |

This stage involves devising action plans which will ensure that change is managed effectively and includes key personnel so that initiatives are embedded in practice. Action plans need to include success criteria which are measurable in terms of impact on students. Action plans contribute to the overall long-term school improvement plan.

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| **MONITORING- ARE WE DOING WHAT WE HAVE AGREED?** |

The next stage of the cycle involves regular and rigorous monitoring. This includes a range of actions to keep all aspects of the school under review to make sure the school staff are doing what they have agreed to do and that this is impacting directly on students. Monitoring is about ensuring accountability and all members of the learning community have a role in ensuring the school is held to account.

**THE PROCESS**

Schools should complete the evaluation and submit forms for each QI as defined in the DSIB Inspection Handbook 2012-13. There are notes in red on each form to guide the process. There are also TOOLS to support the process in the support pack. There are seven quality indicators as shown below:

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| **QI 1 HOW GOOD ARE STUDENTS’ ATTAINMENT AND PROGRESS?** | |
| **1.1 ATTAINMENT** | **1.2 PROGRESS** |
| There are 6 forms for QI 1.1 to cover **attainment** in all key subjects of Islamic Education, Arabic as a first language, and Arabic as an additional language, the language of instruction (where relevant) English, mathematics and science. (An extra form should be completed by schools who deliver the curriculum through a language other than Arabic and English.) | There are **6** forms for QI 1.2 to cover **progress** in all key subjects of Islamic Education, Arabic as a first language, and Arabic as an additional language, the language of instruction (where relevant) English, mathematics and science. (An extra form should be completed by schools who deliver the curriculum through a language other than Arabic and English.) |
| **QI 2 PERSONAL & SOCIAL DEVELOPMENT** | **QI 3 TEACHING, LEARNING & ASSESSMENT** |
| This includes QI 2.1; 2.2 and 2.3. (one form to be used for all three sections) | This includes QI 3.1; 3.2; 3.3. (one form to be used for all three sections) |
| **QI 4 CURRICULUM** | **QI 5 PROTECTION & SUPPORT** |
| (one form to be used for this QI) | This includes QI 5.1 and 5.2. (one form to be used for both sections) |
| **QI 6 LEADERSHIP** | |
| This includes QI 6.1; 6.2; 6.3; 6.4; 6.5. (one form to be used for all five sections) | |
| **CONSIDER THE OVERALL PERFORMANCE OF THE SCHOOL USING ALL EVIDENCE GATHERED** | |
| **QI 7 OVERALL PERFORMANCE** | |
| This relates to the overall performance of the school as defined in the handbook. The school’s evaluation of the other six quality indicators will inform this judgement. Overall performance is evaluated using a ‘closest match’ approach as detailed in the TOOLS section in your pack. The form for this QI is DIFFERENT from the forms used for QIs 1-6. | |

**Use Control/Click to move to a specific QI**

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| [QI 1 Islamic Education](#_KEY__SUBJECT:) | [QI 1 Arabic](#_KEY__SUBJECT:_1) | [QI 1 English](#_KEY__SUBJECT:_2) | [QI 1 Lang. Instruction](#_KEY__SUBJECT:_3) |
| [QI 1 Mathematics](#_KEY__SUBJECT:_4) | [QI 1 Science](#_KEY__SUBJECT:_5) | [QI 2 Personal & social development.](#_QUALITY_INDICATOR_) | [QI 3 Teaching/learning](#_QUALITY_INDICATOR_3:) |
| [QI 4 Curriculum](#_QUALITY_INDICATOR_4:) | [QI 5 Protection and support](#_QUALITY_INDICATOR_5:) | [QI 6 Leadership & management](#_QUALITY_INDICATOR_6:) | [QI 7 Overall performance](#_QUALITY_INDICATOR_7:) |

**GUIDANCE FOR COMPLETION OF THE FORMS**

SCHOOL LEADERS SHOULD:

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| 1 | Complete form(s) for QIs 1-6 as shown above. |
| 2 | Consider each QI in turn in relation to the key aspects at the top of each form. Make a judgement for each section of QIs 1-6 using the illustrative descriptions in DSIB Inspection Handbook 2012-13 and the points for discussion in **TOOLS support pack.** |
| 3 | For QIs 1.1 and 1.2, schools are required to make a **separate** judgement on the **attainment and progress of Emirati students across all key subjects, in addition to other students in the school.** |
| 4 | For QI 1.2, schools are required to make a separate judgement on the **progress** for students with **special educational needs (SEN).** |
| 5 | Be sure that the judgements are accurate and match the illustrative descriptions. |
| 6 | Ensure all judgements are linked to student outcomes – use the **TOOLS SUPPORT PACK AND GUIDANCE** to help you. |
| 7 | Provide suitable evidence to support the judgements. |
| 8 | Involve as many members of the school learning community as possible to make judgements. |
| 9 | Save all forms for QIs 1-6. |
| 10 | Finally, when all forms are completed and judgements for QIs 1-6 have been made, school leaders should consider the overall performance of the school using the guidance provided and the DSIB Inspection Handbook **2012-13.** |
| 11 | The form for QI 7 should then be completed and saved using the guidance provided on the form. All forms should be submitted to DSIB **at least two weeks prior to the school’s inspection. Schools must ensure that examination data is attached in the correct format using the appropriate form from the TOOLS support pack.** |

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| **Self-Evaluation – A Resource for Schools : FORMS** |
| KEY SUBJECTS: Islamic Education, Arabic A, Arabic B, language of instruction (where relevant) English, mathematics and science |
| **QUALITY INDICATOR 1.1 : Attainment in relation to international standards** |
| **KEY ASPECTS** |
| * Attainment as measured against curriculum expectations * Attainment as measured against external and appropriate international standards * Knowledge, skills and understanding, especially in key subjects * Trends in attainment over time |

1. Use the following pages to provide a summary of student attainment in each subject. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference between phases or specific groups of students. Your judgement should be supported by evidence.
3. Your commentary should be evaluative rather than descriptive.
4. Remember to include a separate comment on the attainment of EMIRATI students in your evaluation.
5. Relate your evaluation to the key aspects and ensure that data from examination results is included using the appropriate data capture sheets from the TOOLS support pack.

**DSIB Definition**

**Attainment – The level students reach, usually measured by reference to benchmarks, such as test and examination results.**

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| **ISLAMIC EDUCATION** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **ARABIC AS A FIRST LANGUAGE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **ARABIC AS AN ADDITIONAL LANGUAGE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **LANGUAGE OF INSTRUCTION** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **ENGLISH** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **MATHEMATICS** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **SCIENCE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Attainment | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ attainment | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools : FORMS** |
| **KEY SUBJECTS: Islamic Education, Arabic A, Arabic B, language of instruction (where relevant), English, mathematics and science** |
| **QUALITY INDICATOR 1.2 : Progress** |
| **KEY ASPECTS** |
| * Progress against starting points and over time * Progress in lessons |

1. Use the following pages to provide a summary of student attainment in each subject. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference in rates of progress between phases or specific groups of students. Your judgements should be supported by evidence.
3. Your commentary should be evaluative rather than descriptive.
4. Remember to include a separate judgement and comment on the progress of EMIRATI students in your evaluation.
5. Remember to include a separate judgement and comment on the progress of students with special educational needs (SEN) in your evaluation.
6. Relate your evaluation to the key aspects.

**DSIB Definitions**

**Progress – The gains in learning between two points in time.**

**SEN – Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.**

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| **ISLAMIC EDUCATION** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **ARABIC AS A FIRST LANGUAGE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **ARABIC AS AN ADDITIONAL LANGUAGE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **ENGLISH** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **LANGUAGE OF INSTRUCTION** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **MATHEMATICS** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **SCIENCE** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| Progress | --Select-- | --Select-- | --Select-- | --Select-- |
| Emirati students’ progress | --Select-- | | | |
| SEN students’ progress | --Select-- | | | |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text.  **Emirati Students**  Click here to enter text.  SEN Students  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools: FORMS** | | |
| QUALITY INDICATOR 2: How good is the students’ personal and social development? | | |
| **KEY ASPECTS** | | |
| **2.1 Attitudes & Behaviour** | **2.2 Understanding of Islamic values and local, cultural and global awareness** | **2.3 Community and environmental** **responsibility** |
| * Behaviour * Relationships * Personal responsibility * Adoption of a healthy lifestyle * Attendance & punctuality | * appreciation of the role of Islam in the context of Dubai * Respect for the local traditions and culture within the UAE * Understanding and appreciation of the wider world | * Community involvement * Work ethic and entrepreneurial skills * Environmental awareness and action |

1. Use the following page to provide a summary of your students’ attitudes and behaviour; their cultural awareness and community and environmental responsibility. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference between phases or specific groups of students, including any differences with EMIRATI students in these quality indicators. Your judgement should be supported by evidence. **How do you know?**
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to the key aspects detailed above.

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| **Personal and Social Development** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **2.1 Attitudes & Behaviour** | --Select-- | --Select-- | --Select-- | --Select-- |
| **2.2 Cultural Awareness** | --Select-- | --Select-- | --Select-- | --Select-- |
| **2.3 Community and environmental** **responsibility** | --Select-- | --Select-- | --Select-- | --Select-- |

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| **Our Self-Evaluation Summary (Word Guide – 750 words)**  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools: FORMS** | | |
| QUALITY INDICATOR 3: How good are the teaching, learning and assessment? | | |
| **KEY ASPECTS** | | |
| **3.1 Teaching for effective learning** | **3.2 Learning** | **3.3 Assessment** |
| Teachers’ knowledge of their subjects and how they are learned  Effectiveness of lesson planning, the management of time and use of resources in lessons  Teacher–student interactions including the use of dialogue and questions  Teaching strategies to meet the needs of all groups of students  The extent to which teaching promotes critical thinking and independent learning | Students’ engagement in and responsibility for their own learning  Students’ interactions and collaboration  Application of learning to the real world and making connections between areas of learning  Enquiry, research and critical thinking skills | Assessment systems and processes  Quality and accuracy of assessment data throughout the school  Level of teachers’ knowledge of their students’ strengths and weaknesses  Quality and effectiveness of oral and written feedback to students  The use of assessment to influence teaching, the curriculum and support for students |

1. Use the following page to provide a summary of the quality of teaching for effective learning, learning and assessment in your school. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference in quality between phases. Your judgement should be supported by evidence. **How do you know?**
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to the key aspects detailed above.

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| **Teaching for Effective Learning, Students’ Learning and Assessment** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **3.1 Teaching for Effective Learning** | --Select-- | --Select-- | --Select-- | --Select-- |
| **3.2 Learning** | --Select-- | --Select-- | --Select-- | --Select-- |
| **3.3 Assessment** | --Select-- | --Select-- | --Select-- | --Select-- |

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| **Our Self-Evaluation Summary (Word Guide 1000 words)**  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools: FORMS** |
| QUALITY INDICATOR 4: How well does the curriculum meet the needs of all students? |
| **KEY ASPECTS** |
| **4 Curriculum Quality** |
| * Breadth and balance * Continuity and progression * Review and development * Provision for all groups of students * Enrichment |

1. Use the following page to provide a summary of the quality of the curriculum in your school. Focus on the extent to which the curriculum meets the needs of all students, including any EMIRATI students in your school. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference in quality between phases. Your judgement should be supported by evidence. **How do you know?**
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to the key aspects detailed above.

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| **Curriculum** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **4.** Curriculum Quality | --Select-- | --Select-- | --Select-- | --Select-- |

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| **Our Self-Evaluation Summary (Word Guide 500 words)**  Click here to enter text. |

**DSIB Definition**

**Curriculum – Everything a school deliberately teaches, including subjects and activities inside and outside the classroom such as extra-curricular activities and educational visits and visitors.**

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| **Self-Evaluation – A Resource for Schools: FORMS** | |
| QUALITY INDICATOR 5: How well does the school protect and support students? | |
| **KEY ASPECTS** | |
| **5.1 Health and Safety** | **5.2 Quality of support** |
| * 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 for all students, including those with special educational needs * Quality of maintenance and record keeping; for example, fire drills and medicines, together with records of incidents and subsequent actions * Provision for and promotion of healthy living * Care and welfare of students including child protection | * Staff–student relationships * Management of student attendance and punctuality * Identification of students with special educational needs * Support for students with special educational needs * Advice and support for all students |

1. Use the following page to provide a summary of the quality of your school’s arrangements for ensuring the health and safety of students and the quality of the care and support provided for them. This will form the basis for discussions during the inspection.
2. Ensure you identify any difference in quality between phases. Your judgement should be supported by evidence. **How do you know?**
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to the key aspects detailed above.

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| **How well does the school protect and support students?** | | | | |
| **Use the drop-down menu to select your judgement for the phase(s) in your school** | | | | |
|  | Phase 1 | Phase 2 | Phase 3 | Phase 4 |
| **5.1 Health and Safety** | --Select-- | --Select-- | --Select-- | --Select-- |
| **5.2 Care and Support** | --Select-- | --Select-- | --Select-- | --Select-- |

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| **Our Self-Evaluation Summary (Word Guide 750 words)**  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools: FORMS** | | | | |
| QUALITY INDICATOR 6: How good are the leadership and management of the school? | | | | |
| **KEY ASPECTS** | | | | |
| **6.1** | **6.2** | **6.3** | **6.4** | **6.5** |
| **Quality of leadership** | **Self-evaluation and improvement planning** | **Parents and the community** | **Governance** | **Management, including staffing facilities and resources** |
| * Vision and direction * Distribution and responsibilities of leadership * Relationships and communication * Capacity to improve and innovate | * 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 * Improvement over time | * Parental involvement * Communication and reporting * Community links | * Providing advice, guidance and ensuring accountability * Representation reflecting the school community and response to stakeholders’ views | * Management of the day-to-day life of the school * Sufficiency of suitably qualified staff and their effective deployment * Appropriateness of the premises and learning environment * The quality and range of resources for effective teaching and learning |

1. Use the following page to provide a summary of the quality of your school’s leadership, self-evaluation and improvement planning, the partnership the school has with parents and the community, its governance and its management, including staffing, facilities and resources. This will form the basis for discussions during the inspection.
2. This section is not related to phases but the whole school. Your judgement should be supported by evidence. **How do you know?**
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to the key aspects detailed above.

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| **How good are the leadership and management of the school?** | |
| **Use the drop-down menu to select your judgement for your school** | |
|  | Overall |
| **6.1 Quality of leadership** | --Select-- |
| **6.2 Self-evaluation and improvement planning** | --Select-- |
| **6.3 Parents and the community** | --Select-- |
| **6.4 Governance** | --Select-- |
| **6.5 Management, including staffing, facilities and resources** | --Select-- |

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| **Our Self-Evaluation Summary (Word Guide 1000 words)**  Click here to enter text. |

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| **Self-Evaluation – A Resource for Schools** |
| QUALITY INDICATOR 7: How well does the school perform overall? |

|  |  |  |  |
| --- | --- | --- | --- |
| **QUALITY DESCRIPTIONS** | | | |
| **Outstanding** | **Good** | **Acceptable** | **Unsatisfactory** |
| Across all quality indicators, judgements are at least good and a majority will be outstanding.  It is expected that the outstanding judgements will include:   * Students’ progress * Teaching for effective learning * The quality of leadership * Self-evaluation and improvement planning   **AND**  The school is fully compliant with statutory requirements. | Across all quality indicators, most judgements are good or better.  It is expected that the good or better judgements will include:   * Students’ progress * Teaching for effective learning * The quality of leadership * Self-evaluation and improvement planning | Across all quality indicators, most judgements are acceptable.  It is expected that the acceptable or better judgements will include:   * Students’ progress * Teaching for effective learning * The quality of leadership * Self-evaluation and improvement planning | The school performs at an unsatisfactory level in a majority of quality indicators.  There is unsatisfactory performance in any of the following quality indicators:   * Teaching for effective learning * The quality of leadership   **OR**  The arrangements to protect and support students are unsatisfactory. |

1. Use the table above to evaluate how well your school is performing overall.
2. Use the next page to provide a summary of how well your school is performing OVERALL.
3. Your commentary should be evaluative rather than descriptive.
4. Relate your evaluation to all of the key questions using the overall performance descriptors detailed above.

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| --- | --- |
| **OVERALL PERFORMANCE** | |
| **Use the drop-down menu to select your overall judgement for your school** | |
|  | Overall |
| 7. The overall performance of our school is | --Select-- |

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| --- |
| **Our Self-Evaluation Summary (Word Guide 300 words)**  Click here to enter text. |