



# Self-Evaluation

A Resource for Schools in Dubai 2013-14

School name: [Click here to enter text.](#)



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## Dubai Schools Inspection Bureau 2013

### 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 from the school's self-evaluation process is 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 (KQs).

For the academic year 2013-14, all private schools in Dubai should complete and submit a self-evaluation document at least two weeks prior to the start of their inspection. They may use this template or one of their own choosing. All schools are encouraged to carry out a process of review using the Quality Indicators (QI) in the Inspection Handbook 2013-14. 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).

A suggested number of words to be used by schools in their responses is not given. It is expected that schools will provide sufficient, but not excessive detail in each section with appropriate evidence, to clearly explain their evaluations. The evaluations are not descriptions of what the schools does, but are accurate appraisals with supporting evidence of each aspect of the school's work.

**This year schools are asked to respond to specific questions about special educational needs' provision in their schools. There is a separate area in the SE at QI 5.2 for this.**

### 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 2013-14. 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.



### REVIEW – HOW ARE WE DOING?

School self-evaluation needs to be based upon an agreed cycle of activities. Typically this will start at the end of the school year with a review of the previous year's performance. This 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 Key Questions. Most schools seek student, teacher and parent opinions to ensure the views of stakeholders influence decision-making. Members of the advisory or governance board should also be closely involved in the process.

### 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 identifies 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.

### 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 similar schools, locally and internationally.

### 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.

### ACTION – WHAT WILL WE DO?

Devising action plans 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 by their impact on students. Action plans contribute to the overall long-term school improvement plan.

### MONITORING- ARE WE DOING WHAT WE HAVE AGREED?

The next stage of the cycle involves regular and rigorous monitoring. This includes actions that 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 Quality Indicator as defined in the DSIB Inspection Handbook 2013-14. Notes in red on each form guide the process. There are also Tools to support the process in the support pack. There are seven key questions as shown below:

<b>KQ 1: ATTAINMENT, PROGRESS AND LEARNING SKILLS</b>	
There are 6 forms for QIs 1.1 and 1.2 to cover <b>attainment</b> and <b>progress</b> in all key subjects and the language of instruction (where relevant) This section includes QI 1.3 (one form to be used for this section)	
<b>KQ 2: PERSONAL AND SOCIAL DEVELOPMENT</b>	<b>KQ 3: TEACHING AND ASSESSMENT</b>
This includes QI 2.1; 2.2 and 2.3. (one form to be used for all three sections)	This includes QI 3.1 and 3.2; (one form to be used for both sections)
<b>KQ 4: CURRICULUM</b>	<b>KQ 5: PROTECTION AND SUPPORT</b>
This includes QI 4.1 and 4.2 (one form to be used for both sections)	This includes QI 5.1 and 5.2. (one form to be used for both sections)
<b>KQ 6: LEADERSHIP AND MANAGEMENT</b>	
This includes QI 6.1; 6.2; 6.3; 6.4; 6.5. (one form to be used for all five sections)	
<b>CONSIDER THE OVERALL PERFORMANCE OF THE SCHOOL USING ALL EVIDENCE GATHERED</b>	
<b>KQ 7: OVERALL PERFORMANCE</b>	
This relates to the overall performance of the school as defined in the handbook. The school's evaluation of the other six Key Questions 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 Key Question is <b>DIFFERENT from the forms used for Key Questions 1-6.</b>	

Use Control/Click to move to a specific QI or KQ

<a href="#">QI 1.1, 1.2 Islamic Education</a>	<a href="#">QI 1.1, 1.2 Arabic</a>	<a href="#">QI 1.1, 1.2 English</a>	<a href="#">QI 1.1, 1.2 Language of Instruction</a>
<a href="#">QI 1.1, 1.2 Mathematics</a>	<a href="#">QI 1.1, 1.2 Science</a>	<a href="#">QI 1.3 Learning Skills</a>	<a href="#">KQ 2 Personal and social development.</a>
<a href="#">KQ 3 Teaching and Assessment</a>	<a href="#">KQ 4 Curriculum</a>	<a href="#">KQ 5 Protection and support</a>	<a href="#">KQ 6 Leadership and management</a>
<a href="#">KQ 7 Overall performance</a>			



## GUIDANCE FOR COMPLETION OF THE FORMS

### SCHOOL LEADERS SHOULD:

1	Complete form(s) for Key Questions (KQs) 1-6 as shown above.
2	Make a judgement for each section of KQs 1-6 using the descriptions in DSIB Inspection Handbook 2013-14 and the points for discussion in <b>Tools support pack</b> .
3	For QIs 1.1 and 1.2, make a <b>separate</b> judgement on the <b>attainment and progress of Emirati students across all key subjects, in addition to other students in the school</b> .
4	For QI 1.2, make a separate judgement on the <b>progress</b> for students with <b>special educational needs (SEN)</b> .
5	Be sure that the judgements are accurate and match the descriptions.
6	Link all judgements to student outcomes – use the <b>TOOLS SUPPORT PACK AND GUIDANCE</b> 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 KQs 1-6.
10	When all forms are completed and judgements for Key Questions 1-6 have been made, school leaders should consider the overall performance of the school using the guidance provided and the DSIB Inspection Handbook <b>2013-14</b> .
11	The form for KQ 7 should then be completed and saved using the guidance provided on the form. All forms should be submitted to DSIB <b>at least two weeks prior to the school's inspection</b> . <b>Schools must ensure that examination data is attached in the correct format using the appropriate form from the Tools support pack</b> .

## 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

### QUALITY INDICATOR 1.2 : **Progress**

#### KEY ASPECTS

- Progress against starting points and over time
- Progress in lessons
- Progress of different groups of students

For **each** subject use the following pages to make judgements and provide a summaries of attainment and progress.

Identify any differences between phases or specific groups of students.

Your commentaries should provide evidence to support your judgements and be evaluative rather than descriptive.

Relate your evaluations to the key aspects. Ensure examination data is included. You may wish to use the data sheets from the Tools support pack.

**Emirati students:** Provide separate judgements comments on the attainment and progress.

**Students with special educational needs (SEN):** Provide a separate judgement and comments on the progress (only).

#### DSIB Definitions

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

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

## ISLAMIC EDUCATION

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)



## ARABIC AS A FIRST LANGUAGE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)

## ARABIC AS AN ADDITIONAL LANGUAGE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)

ENGLISH				
Use the drop-down menu to select your judgements for the phase(s) in your school				
	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

#### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

#### Emirati Students

[Click here to enter text.](#)

#### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

#### Emirati Students

[Click here to enter text.](#)

#### SEN Students

[Click here to enter text.](#)

## LANGUAGE OF INSTRUCTION

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)

## MATHEMATICS

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)

## SCIENCE

Use the drop-down menu to select your judgements for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
Attainment	--Select--	--Select--	--Select--	--Select--
Emirati students' attainment	--Select--			
Progress	--Select--	--Select--	--Select--	--Select--
Emirati students' progress	--Select--			
SEN students' progress	--Select--			

### Attainment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### Progress

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here to enter text.](#)

### Emirati Students

[Click here to enter text.](#)

### SEN Students

[Click here to enter text.](#)



## Learning Skills

### 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 between areas of learning
- Enquiry, research and critical thinking skills, including use of ICT

Use the drop-down menu to select your judgement for the phase(s) in your school

	Phase 1	Phase 2	Phase 3	Phase 4
1.3 Quality of students' learning	--Select--	--Select--	--Select--	--Select--

Use the following page to provide a [summary](#) of the quality of the students' learning skills across all subjects. Identify any difference in quality between phases and subjects as appropriate.

Provide evidence.

Your commentary should be [evaluative](#) rather than descriptive.

Relate your evaluation to the key aspects detailed above.

### Learning skills

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

[Click here](#) to enter text.

## Self-Evaluation – A Resource for Schools: FORMS

**Key Question 2: How good is the students' personal and social development?**

### KEY ASPECTS

2.1 Personal Responsibility	2.2 Understanding of Islamic values and local, cultural and global awareness	2.3 Community and environmental responsibility
<ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Behaviour</li> <li>• Relationships</li> <li>• Adoption of a healthy lifestyle</li> <li>• Attendance &amp; punctuality</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the role and values of Islam in the context of Dubai</li> <li>• Respect for the heritage and culture within the UAE</li> <li>• Understanding and appreciation of the wider world cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Community involvement</li> <li>• Work ethic and enterprise</li> <li>• Environmental awareness and action</li> </ul>

Use the following page to provide a summary of your students' personal responsibility; their cultural awareness and community and environmental responsibility.

Identify any difference between phases or specific groups of students, including any differences with Emirati students in these quality indicators. Provide evidence.

Your commentary should be evaluative rather than descriptive.

Relate your evaluation to the key aspects detailed above.

## 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
<b>2.1 Personal responsibility</b>	--Select--	--Select--	--Select--	--Select--
<b>2.2 Cultural awareness</b>	--Select--	--Select--	--Select--	--Select--
<b>2.3 Community and environmental responsibility</b>	--Select--	--Select--	--Select--	--Select--

### 2.1 Personal responsibility

**Our Self-Evaluation Summary** (*Word Guide: sufficient but not excessive detail, with supporting evidence*)

[Click here to enter text.](#)

### 2.2 Cultural awareness

**Our Self-Evaluation Summary** (*Word Guide: sufficient but not excessive detail, with supporting evidence*)

[Click here to enter text.](#)

### 2.3 Community and environmental responsibility

**Our Self-Evaluation Summary** (*Word Guide: sufficient but not excessive detail, with supporting evidence*)

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## Self-Evaluation – A Resource for Schools: FORMS

### KEY QUESTION 3: **How good are the teaching and assessment?**

#### KEY ASPECTS

##### 3.1 Teaching for effective learning

- 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

##### 3.2 Assessment

- 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

Use the following page to provide a summary of the quality of teaching for effective learning and assessment in your school.

Identify any difference in quality between phases. Provide evidence.

Your commentary should be evaluative rather than descriptive.

Relate your evaluation to the key aspects detailed above.

## Teaching for Effective 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
<b>3.1 Teaching for Effective Learning</b>	--Select--	--Select--	--Select--	--Select--
<b>3.2 Assessment</b>	--Select--	--Select--	--Select--	--Select--

### 3.1 Teaching for Effective Learning

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 3.2 Assessment

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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## Self-Evaluation – A Resource for Schools: FORMS

### KEY QUESTION 4: How well does the curriculum meet the needs of all students?

#### KEY ASPECTS

#### 4.1 Curriculum Quality

- Rationale, balance and planning
- Continuity and progression
- Review and development
- Cross-curricular links
- Enrichment

#### 4.2 Curriculum design to meet the individual needs of students

- Provision for all the different groups of students
- Curricular choices

Use the following page to provide a summary of the quality of the curriculum in your school. Explain how the curriculum meets the needs of all students, including any Emirati students in your school.

Identify any difference in quality between phases. Provide evidence.

Your commentary should be evaluative rather than descriptive.

Relate your evaluation to the key aspects detailed above.

#### 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.**



## 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
4.1 Curriculum Quality	--Select--	--Select--	--Select--	--Select--
4.2 Curriculum design to meet the individual needs of students				

### 4.1 Curriculum Quality

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 4.2 Curriculum design to meet the individual needs of students

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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## Self-Evaluation – A Resource for Schools: FORMS

### KEY QUESTION 5: How well does the school protect and support students?

#### KEY ASPECTS

##### 5.1 Health and Safety

- 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
- Provision for and promotion of healthy living
- Care and welfare of students including child protection

##### 5.2 Quality of support

- 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

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.

Identify any difference in quality between phases. Provide evidence.

Your commentary should be evaluative rather than descriptive.

Relate your evaluation to the key aspects detailed above.

## 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--

### 5.1 Health and Safety

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 5.2 Care and Support

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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## 5.2 Special educational Needs (SEN)

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

**In your response, please answer the following questions. Provide evidence.**

How good is the progress of students with SEN across key subjects? Summarise evidence from 1.2 and evaluate.

How effective are your school's arrangements to identify students with SEN?

How effective are the arrangements made by your school to involve parents of children with SEN in the education of their children?

How well does your school modify the curriculum to meet the needs of students with SEN?

How well does your school monitor the progress of students with SEN?

How accurate and effective are your school's Admission and SEN Policy? (Reference to Federal Law 29 of 2006)?

How effective is the leadership of SEN in your school?

How inclusive is your school? How is this reflected in the resourcing for SEN in your school?

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## Self-Evaluation – A Resource for Schools: FORMS

### KEY QUESTION 6: How good are the leadership and management of the school?

#### KEY ASPECTS

6.1	6.2	6.3	6.4	6.5
<b>Quality of leadership</b>	<b>Self-evaluation and improvement planning</b>	<b>Parents and the community</b>	<b>Governance</b>	<b>Management, including staffing facilities and resources</b>
<ul style="list-style-type: none"> <li>• Vision and direction</li> <li>• Distribution and responsibilities of leadership</li> <li>• Relationships and communication</li> <li>• Capacity to improve and innovate</li> </ul>	<ul style="list-style-type: none"> <li>• Processes for school self-evaluation</li> <li>• Monitoring and evaluation of the school's performance, including teaching and learning</li> <li>• The processes and impact of school improvement planning</li> <li>• Improvement over time</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement</li> <li>• Communication and reporting</li> <li>• Community links</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement of parents and other stakeholders</li> <li>• Ensuring accountability of the school's actions and outcomes</li> <li>• Influence on the school's development</li> </ul>	<ul style="list-style-type: none"> <li>• Management of the day-to-day life of the school</li> <li>• Sufficiency of suitably qualified staff and their effective deployment</li> <li>• Appropriateness of the premises and learning environment</li> <li>• The quality and range of resources for effective teaching and learning</li> </ul>

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 section is not related to phases but the whole school. Provide evidence.

Your commentary should be evaluative rather than descriptive.

Relate your evaluation to the key aspects detailed above.

## 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--

### 6.1 Quality of leadership

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 6.2 Self-evaluation and improvement planning

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 6.3 Parents and the community

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 6.4 Governance

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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### 6.5 Management, including staffing, facilities and resources

**Our Self-Evaluation Summary** (Word Guide: sufficient but not excessive detail, with supporting evidence)

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## Self-Evaluation – A Resource for Schools

### KEY QUESTION 7: How well does the school perform overall?

QUALITY DESCRIPTIONS			
Outstanding	Good	Acceptable	Unsatisfactory
<p>Across all quality indicators, judgements are at least good and a majority will be outstanding. There are no unsatisfactory judgements.</p> <p>It is expected that the outstanding judgements will include:</p> <ul style="list-style-type: none"> <li>- Students' progress</li> <li>- Teaching for effective learning</li> <li>- The quality of leadership</li> <li>- Self-evaluation and improvement planning</li> </ul> <p><b>AND</b></p> <p>The school is fully compliant with statutory requirements.</p>	<p>Across all quality indicators, most judgements are good or better.</p> <p>It is expected that the good or better judgements will include:</p> <ul style="list-style-type: none"> <li>- Students' progress</li> <li>- Teaching for effective learning</li> <li>- The quality of leadership</li> <li>- Self-evaluation and improvement planning</li> </ul>	<p>Across all quality indicators, most judgements are acceptable.</p> <p>It is expected that the acceptable or better judgements will include:</p> <ul style="list-style-type: none"> <li>- Students' progress</li> <li>- Teaching for effective learning</li> <li>- The quality of leadership</li> <li>- Self-evaluation and improvement planning</li> </ul>	<p>The school performs at an unsatisfactory level in a majority of quality indicators.</p> <p>There is unsatisfactory performance in any of the following quality indicators:</p> <ul style="list-style-type: none"> <li>- Teaching for effective learning</li> <li>- The quality of leadership</li> </ul> <p><b>OR</b></p> <p>The arrangements to protect and support students are unsatisfactory.</p>
<p>Use the table above to evaluate how well your school is performing overall.</p> <p>Use the next page to provide a summary of how well your school is performing <b>OVERALL</b>.</p> <p>Your commentary should be <u>evaluative</u> rather than descriptive.</p> <p>Relate your evaluation to all of the key questions using the overall performance descriptors detailed above.</p>			

## 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--

**Our Self-Evaluation Summary** (*Word Guide: sufficient but not excessive detail, with supporting evidence*)

Click here to enter text.