Together Towards Improvement

A Process for Self-Evaluation

Primary

CONTENTS

FOREWORD BY CHIEF INSPECTOR, MR STANLEY GOUDIE

The Education and Training Inspectorate (Inspectorate) developed Together Towards Improvement (TTI) in 2003 as a resource to support schools in the process of self-evaluation. It was influenced by a similar resource, Improving Quality: Raising Standards (IQ:RS) which had been developed to support the self-evaluation process in Colleges of Further and Higher Education and Training Schools. The Inspectorate has worked with the Youth Service and schools funded by the Department of Culture, Arts and Leisure (DCAL) to develop versions of IQ:RS tailored to suit the evaluation needs of each group.

A large number of schools have used TTI and IQ:RS to help their management to evaluate the quality of their provision, the strengths of the school and where improvements need to be made. This requires rigorous and honest self-evaluation and a commitment to follow through, putting in place processes to ensure that the strengths continue to flourish, and taking the necessary action to address the areas for improvement that have been identified.

Schools and other organisations which have used TTI in the past will find that the arrangement of the materials has changed. In the previous version, the initial focus was on creating a suitable climate for self-evaluation, with an emphasis on the ethos in the classroom and the school in general. However, in this version a much greater focus is given to the outcomes achieved by the learner and the quality of the leadership and management of the school. This changing emphasis reflects the extent to which the education service in Northern Ireland has developed its approach towards self-evaluation. Those involved in the leadership and management of schools and other educational, youth and work-based learning settings are now expected to monitor and evaluate the effectiveness of the work undertaken by the leaders and staff, and the extent to which this is reflected in the standards and outcomes achieved by the learners. Such self-evaluation within schools should inform future planning and also reflect the direction taken by the Department of Education in its increased emphasis on achievements and outcomes and its drive to raise standards overall, as set out in the policy 'Every School a Good School' '[Every School a Good School](#)', and the associated policies aimed at raising the standards in literacy and numeracy [raising the standards in literacy and numeracy](#).

In addition, previous users of TTI will see that, in this revised version, there is more detail in the section identifying the various quality indicators and that these indicators are based around questions to assist the user. These indicators are not meant to be exhaustive, nor indeed to be used as a checklist. The schools involved in piloting the resource reported that they found these to be most helpful when they were devising their own self-evaluation procedures. The quality indicators in this revised TTI have been developed by inspectors and are based on observed practice in schools and other organisations. They relate to five key questions, namely:

1. How effective are leadership and management in raising achievement and supporting learners?

2. How effective are teaching, training, learning and assessment?

3. How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

4. How well are learners cared for, guided and supported?

5. How well do learners develop and achieve?

A key element in any self-evaluative process is the quality of evidence on which the evaluations are based. A range of sources can be used in this process including first-hand observation of learning and teaching and a thorough examination of the assessment data that the school or organisation collates. The interrogation of such data can provide valuable areas for further exploration when conducting an evaluation. Of course, data on its own does not provide all of the answers, but it can direct those involved in the self-evaluation process to questions that need to be asked. The more rigorous and honest such evaluations are, the more useful will be the outcomes, and these should be used as the basis for securing more effective teaching and learning, and in raising the standards achieved by learners.

Increasingly, when the Inspectorate conducts an inspection of a school or organisation, the inspectors ask the leader to share with them the findings of their self-evaluation. The quality of the self-evaluation reports has improved in recent years; however, there is still room for improvement. The most significant areas for improvement are: the extent to which the evaluations are based on good quality, first-hand evidence and the evaluation of the quality of outcomes for learners. Judicious use of TTI, along with the other resources that are generally available, will help address this important issue.

Finally, I wish to re-emphasise an important point made in the earlier version of TTI. Self-evaluation is not an end in itself. It is the self-evaluation process and the actions which follow that are most important in raising the standards attained by the learners and in enhancing their life chances and their learning experiences. The Inspectorate will continue to work with all involved to promote a culture of self-evaluation within our schools and other organisations, and will do so with the interests of the learners at heart.

STANLEY GOUDIE
CHIEF INSPECTOR

INTRODUCTION

Increasingly, there is the realisation that if improvement in a school's provision is to be initiated and sustained effectively, then it is crucial that the culture of self-evaluation is promoted and that the process of self-evaluation is embedded within a school's way of working.

These materials are but one of a range of resources that may be used to help foster that culture and support the process of self-critical evaluation of current practices, with the aim of improving the quality of the pupils' experiences and the standards they achieve.

The materials give guidance on:

★ the points to be considered by a school when planning to undertake the process of self-evaluation with the aim of improving the quality of its learning and teaching, and the standards of achievement;

★ the key features of the self-evaluation process;

★ identifying the focus for self-evaluation;

★ the use of a set of quality indicators.

The materials are structured to allow those who engage in the process of self-evaluation to select and evaluate any aspect, or aspects, of their work with the aim of improving the quality of learning and teaching, and the standards of achievement in the school.

It is recognised that many schools:

★ engage in the process of review and evaluation;

★ are becoming more self-critical of their work;

★ recognise where improvements are needed;

★ are implementing programmes and processes which aim to improve their practice and raise the standards of achievement.

Within the system there are already many documents, such as, 'Evaluating Schools', 'Evaluating Pastoral Care', 'Every School a Good School', 'The Reflective Teacher', 'Better Mathematics', 'Better Literacy', 'Better Numeracy' and the individual subject evaluation and improvement documents, which are helpful to schools and teachers who engage in self-evaluation work. Teachers have commented on the usefulness of these publications and many have carried out work within their own schools to modify their guidance documentation, and to review and evaluate the quality of their work.

WHAT IS SELF-EVALUATION?

Self-evaluation is a process through which an individual teacher, groups of staff, the staff as a whole and senior management:

★ reflect on their current practice;

★ identify and celebrate the strengths of the school;

★ identify and address areas for improvement in their work;

★ engage in personal and shared professional development; and

★ focus on improving the quality of learning and teaching, and the standards of achievement in the school.

Self-evaluation is a systematic process involving the staff and governors and, where necessary, other members of the school community, such as, parents and pupils.

The process of self-evaluation:

★ is ongoing and sharply-focused, and involves monitoring and evaluating the effectiveness of existing provision and the pupils' achievements;

★ recognises the need for the staff and governors to have a clear and agreed view of the school's current stage of development and, through school development planning, to identify priorities which will have a positive effect on learning and teaching;

★ informs and influences classroom practice and the quality of learning and teaching, and promotes development and improvement; and

★ requires the staff to evaluate their work critically, reflect on the extent to which expectations are being realised in the work of the school, and establish a clear vision and future direction for the school.

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WHAT IS THE PURPOSE OF SELF-EVALUATION?

The purpose of self-evaluation is to:

- ★ promote school effectiveness;

- ★ improve the quality of learning and teaching;

- ★ improve the experiences of the pupils; and

- ★ raise the standards which the pupils attain.

These materials provide a framework which may be useful to:

- ★ support individual schools with the development of their self-evaluation processes;

- ★ help schools to identify their strengths and areas for improvement;

- ★ assist the Principal, staff, and governors to incorporate action for improvement into the school development plan.

IS YOUR SCHOOL READY TO ENGAGE IN THE PROCESS OF SELF-EVALUATION?

The process of self-evaluation requires willingness and commitment from all who are involved in the life and work of the school. Governors, management, teachers and parents need to evaluate, openly and honestly, the work of the school and their particular contribution to what the school is achieving and is seeking to improve.

The most important step is to establish a climate where all involved are encouraged to be open about their work, evaluate, and, where necessary, improve on their own performance. If an appropriate culture of self-evaluation is to be established, all those involved, from senior management to the most recently appointed teacher, should be willing to reflect on current practice, accept praise and criticism, and make changes where necessary. The recognition of past achievements and the affirmation of good practice are essential as a foundation for self-evaluation.

Whatever the circumstances:

- ★ the procedures used in the process of self-evaluation should be rigorous, comprehensive and fit for purpose;

- ★ all those involved should be aware of the methods to be adopted and of their part in, and contribution to, the process;

- ★ the evidence obtained should be both qualitative and quantitative and be externally verifiable;

- ★ the sources of the evidence should include school and departmental documentation;

- ★ the views of pupils, teachers, parents and the Board of Governors should be taken into consideration;

- ★ observation of classroom practice should be an integral part of the process of self-evaluation; and

- ★ the outcomes of the evaluation should lead to action to achieve the intended improvements in teaching and learning.

POINTS FOR INITIAL CONSIDERATION AND DISCUSSION BY THOSE WHO PLAN TO ENGAGE IN THE PROCESS OF SELF-EVALUATION

★ Have the senior managers of the school planned thoughtfully for the self-evaluation process to ensure that it can be managed within the constraints of the school's work, staff deployment and the time available?

★ Is there sufficient openness and commitment to improvement among the staff to support and sustain the process of self-evaluation within the school?

★ What existing procedures are already in place to identify and share good practice throughout the school?

★ What processes are in place to help the school achieve continuous improvement through the evaluation of the quality of its own provision and the outcomes for the pupils?

★ What steps has the school taken, or intends to take, to ensure that the process of self-evaluation becomes an intrinsic part of the school's way of working?

★ Do the governors and the staff have a shared understanding of and commitment to, the process of internal evaluation of an aspect or aspects of the work of the school, in order to promote further improvement in learning and teaching, and the standards of achievement?

★ What external support does the school anticipate it will need to help it develop the process of self-evaluation?

Arising from these discussions, the staff should be able to reflect on the extent to which the following statements describe the work of their school.

Within the school there is:

★ a positive ethos of promoting achievement for the good of the pupils;

★ an agreed approach to self-evaluation which is reflected consistently in the school policy documents;

★ a self-evaluative way of working which is open, transparent and promotes a reflective culture;

★ a shared team approach where all members of the school community believe they are valued;

★ effective leadership and management which provides an appropriate allocation of time and resources to support developmental work;

★ a recognition of past achievements and the affirmation of good practice as foundations on which to build and move forward;

★ thoughtful and informed examination of the processes of learning and teaching;

★ shared evaluation of the quality and effectiveness of learning and teaching;

★ analysis of available, relevant information and assessment data on the school, and on the attainments of the pupils which is used effectively to identify strengths and areas for improvement;

★ planned staff development/in-service training to raise confidence, and to facilitate the development of a shared understanding of the process of self-evaluation;

★ regular monitoring and evaluation of the quality of the pupils' work and progress;

★ identification of priorities and the setting of measurable, achievable targets which reflect the context of the school; and

★ an understanding that self-evaluation is an ongoing process and not a one-off event in the life of the school.

IDENTIFYING THE FOCUS FOR SELF-EVALUATION

Once the essential culture for self-evaluation has been established within the school, the processes and ways of working developed during the early stage will provide the staff with a way of working which they can apply to any aspect of the school's work.

The choice of theme for self-evaluation is crucial and should match the experience of the staff in evaluation. Many schools have a tradition of self-evaluation, and the procedures are well embedded in the school ethos and way of working.

In schools which are at an early stage in developing the process of self-evaluation, there may be factors such as a relatively new staff or a recently appointed Principal where confidence and openness are just being established. Such schools may find it helpful to choose a narrowly focused area for their first self-evaluative activity. A school can build on the experience gained to examine the findings, to improve their methods of evaluation and/or to broaden the scope of their internal evaluation work.

The size of school or subject department is also a critical feature. Where there is a small number of staff and limited time available for them to review their practice, it is still important that the procedures for self-evaluation become part of the school ethos, and are part of the everyday life and work of the group of teachers. In larger schools it is important for all the staff to become involved and be part of the process.

Other factors may influence the choice of focus for self-evaluation. For example:

- ★ the areas for improvement identified during an inspection;

- ★ the standards achieved by the pupils in internal and external assessments; or

- ★ the outcomes of consultation with pupils, parents and staff.

These influences help the school to identify its priorities and the areas which require improvement, particularly in relation to ethos, leadership and management, learning and teaching, and the standards of the pupils' achievement.

THE PROCESS OF SELF-EVALUATION

In order for a school to examine the quality and effectiveness of its work, a systematic process of self-evaluation should be designed and adopted as illustrated below:

Review

Identify strengths and
areas for improvement

Prioritise areas
for improvement

Plan and implement
action for improvement

Monitor and
evaluate outcomes

The operational aspects of conducting a self-evaluation are set out in the sections below.

The Quality Indicators

THE QUALITY INDICATORS

INTRODUCTION

The purpose of this section is to provide schools with an understanding of the criteria used by the Inspectorate when making judgments about the quality of provision. The quality indicators, guidance and questions should help the management of schools implement a rigorous and effective self-evaluation process as part of their quality assurance arrangements.

The key question which inspection sets out to answer is:

'How effective and efficient is the provision of education and training in responding to local and regional circumstances in meeting the needs of all learners?'

OVERVIEW: KEY QUESTIONS AND QUALITY INDICATORS

Inspection will assess the quality of provision under three broad headings, five key questions and a range of quality indicators:

Section A: Leadership and Management

Key Question 1: How effective are leadership and management in raising achievement and supporting learners?

Quality Indicators:

- Strategic Leadership.

- Action to Promote Improvement.

- Staffing.

- Accommodation and Physical Resources.

- Links and Partnerships.

- Equality of Opportunity, Diversity and Good Relations.

- Public Value.

Section B: Quality of Provision for Learning

Key Question 2: How effective are teaching, learning and assessment?

Quality Indicators:

- Planning.

- Teaching and Learning.

- Assessment.

Key Question 3: How well do the learning experiences, programmes, and activities meet the needs of the learners and the wider community?

Quality Indicators:

- Curriculum Provision.

- Learning Experiences.

Key Question 4: How well are learners cared for, guided and supported?

Quality Indicators:

- Pastoral Care.

- Safeguarding (Protection of Children and Vulnerable Adults).

- Additional Learning Support.

Section C: Quality of Achievements and Standards

Key Question 5: How well do learners develop and achieve?

Quality Indicators:

- Achievement.

- Standards.

- Progression.

- Fulfilling Potential.

Section A: Leadership and Management

Q. How effective are leadership and management in raising achievement and supporting learners?

• **Strategic Leadership:** How effective are the senior management team/leadership including the governing body/management committee in providing strategic leadership and clear direction in achieving high quality education and/or training?	**Indicators:** *Evaluate the extent to which the leadership:* • provides clear and realistic direction based on a knowledge of, and vision for, the school; • inspires confidence and respect among the staff and pupils and promote in them a sense of their own worth and a respect for others; • establishes clear and open channels of communication between staff, pupils, parents and governors; • works together appropriately to ensure effective governance and management of the school; • encourages pupil involvement in discussions and decisions on aspects of school life that directly affect them, ensuring the pupil voice is represented; and • sets high standards and expectations underpinned by professional knowledge and understanding of the curriculum. *Other Indicators:*

Evidence

Q.	**How effective are leadership and management in raising achievement and supporting learners?**

	Indicators:
• **Action to Promote Improvement:** How effective are the leaders and managers, at all levels in the use of self-evaluation leading to improvement in the quality of provision?	*Evaluate the extent to which the leadership:* • ensures that self-evaluation is rigorous, effective and leads to improvement and is underpinned by effective analysis and interpretation of relevant qualitative and quantitative data; • sets, shares and reviews realistic objectives and targets through an effective school development planning process; • has in place a school development plan which has been agreed and contributed to at all levels and is supported by an appropriate action planning process; and • promotes effective and innovative strategies to raise the pupils' standards and achievements, improve the provision for learning and teaching and the quality of leadership and management. *Other Indicators:*

Evidence

Q. How effective are leadership and management in raising achievement and supporting learners?

	Indicators:
• **Staffing:** How effective are the leaders and managers in recruiting, deploying, supporting and developing staff, at all levels, to provide high quality education/training?	*Evaluate the extent to which the leadership:* • defines clear roles, responsibilities and functions, to support the achievement of key strategic objectives agreed in the school development plan to meet the needs of the pupils; • ensure staff are appropriately qualified, trained and experienced, have the necessary expertise and are kept up-to-date with developing trends to meet curricular and pastoral needs and management responsibilities; • deploy all staff in ways which meet the needs of the pupils, utilises their expertise, interests and specialist knowledge; • ensure appropriate arrangements for those teachers needing support to carry out their established or newly acquired duties; • provide all staff with appropriate opportunities to undertake continuing professional development within the context of the school development plan, evaluate its influence on learning and teaching and share best practice; • use effectively the Performance Review: Staff Development cycle to identify and meet individual staff development needs; • provide a range of opportunities for staff to improve leadership and management skills and capabilities, in order to build capacity within the school to meet present and future needs; • monitor and evaluate the effectiveness of the curriculum co-ordinators on the quality of the learning and teaching; • deploy effectively classroom assistants/support staff/technicians; and • monitor and evaluate the impact of staff development on learning and teaching. *Other Indicators:*

Evidence

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Q. How effective are leadership and management in raising achievement and supporting learners?	
• **Accommodation and Physical Resources:** How effective are leaders and managers in the deployment of all resources to provide high quality education/training?	**Indicators:** *Evaluate the extent to which:* • the available accommodation, including the school grounds, is used effectively and efficiently to meet the curricular, pastoral and social needs of the pupils; • the impact of resources to support learning and teaching is monitored and evaluated; • the accommodation and facilities provide a safe and stimulating environment well-suited to supporting the curricular activities of pupils, the work of staff and social and leisure activities where applicable; • the premises are secure and safe; and • access is suitable to the needs of all users. *Other Indicators:*
Evidence	

Q. How effective are leadership and management in raising achievement and supporting learners?	
Links and Partnerships: How effective are the links and partnerships with parents other providers (including schools), other agencies and employers and the wider community, to identify and to meet the current and future needs of learners?	**Indicators:**
	Evaluate the extent to which:
	• parents are encouraged to become involved in promoting their child's learning - their views are sought and acted upon;
	• parents receive clear information about policies, the curriculum programme and the operation of the school;
	• relevant information is exchanged between professionals to ensure continuity and progression in the pupils' learning and pastoral care at key transition stages;
	• regular contacts with local people and schools are established to help foster positive attitudes and values among the learners;
	• The school makes use of and provides services to the community and nearby schools by utilising its resources, particularly outside normal school hours;
	• the school maintains effective links with statutory agencies, including educational support services, Health and Social Care and other agencies including CASS (ESA); and
	• the school makes best use of links and partnerships with employers and external bodies to inform, plan and meet economic awareness, environmental sustainability and development needs at both local and regional levels.
	Other Indicators:

Evidence

Q. How effective are leadership and management in raising achievement and supporting learners?	
	Indicators:
• **Equality of opportunity, diversity and good relations:** How effectively do leaders and managers plan strategically to ensure equality of access, to foster good relations and to meet the diverse needs of learners and staff in the pursuit of good provision for learning?	*Evaluate the extent to which leadership at all levels:* • respects diversity and encourages understanding and greater cohesion across communities through well-developed curricular and pastoral links with other schools and relevant educational establishments; • meets statutory requirements in relation to equality, diversity and inclusivity; • has in place appropriate policies and procedures that meet legislative requirements and actively promote equality of opportunity and good relations for the pupils and staff; • ensures that the provision is open and accessible to all pupils, regardless of identity and background and in a manner that takes account of their abilities; and • provides targeted staff development opportunities to promote diversity, equality of opportunity and good relations. *Other Indicators:*
Evidence	

Q. How effective are leadership and management in raising achievement and supporting learners?	
• **Public Value:** To what extent is the school one which is operationally feasible, provides value for money, meets the expectations of all its stakeholders, fulfils government's expectations and is effective?	**Indicators:** *Evaluate the extent to which the leaders at all levels:* • make effective and efficient use of resources, local and global, to support the provision of the curriculum; • manage finances effectively to ensure that the provision is both high quality and cost effective, and avoids unnecessary duplication; and • monitor, evaluate and review the provision regularly to ensure it benefits the community and local and global economies. *Other Indicators:*
Evidence	

Section B: Quality of Provision for Learning

Q. How effective are teaching, learning and assessment?

	Indicators:
• **Planning:** How effective is planning to support and promote successful learning?	*Evaluate the extent to which:* • the overall curriculum planning reflects the Northern Ireland Curriculum (NIC), the aims of the school and the priorities outlined in the School Development Plan; • the school has clear, coherent planning for all areas of the curriculum which guides effectively the work of individual teachers and the staff as a whole; • the long-term planning (schemes of work) ensures that the programme of learning for each pupil is broad and balanced, and promotes continuity and progression in the pupils' learning; • the short/medium-term teachers' planning is effective and identifies the intended learning outcomes, differentiation, evaluation and connectedness across and between different areas of learning; • there is an evaluation of pupils' learning which is used to inform future planning; and • there are opportunities for the pupils to contribute to the planning process. *Other Indicators:*

Evidence

Q. How effective are teaching, learning and assessment?	
• **Teaching and Learning:** How effective is teaching in promoting successful learning?	**Indicators:** *Evaluate the extent to which teachers:* • create a supportive environment which is conducive to learning; • convey and set realistically high expectations which challenge and inspire the pupils; • use and build upon the pupils' ideas, needs and prior learning; • develop the pupils' independence, creativity and ability to manage risks in their learning; • use an appropriate range of learning and teaching strategies which are active and practical in their nature, motivate the pupils and engage them purposefully in their work both collaboratively and independently; • ensure that learning supports the development of the pupils' cross-curricular skills and their thinking skills and personal capabilities (TSPC); and • consolidate the learning effectively. *Other Indicators:*
Evidence	

Q. How effective are teaching, learning and assessment?	
• **Assessment:** How effective is assessment in promoting learning?	**Indicators:**
	Evaluate the extent to which:
	• the school's assessment policy reflects statutory requirements and provides clear guidance about the purposes of assessment, the methods to be used, the range and types of evidence to be retained, and the uses to be made of assessment information;
	• teachers use an appropriately wide range of assessment for learning strategies, including, self and peer-assessment, and formative use of key assessment outcomes;
	• the pupils' work is marked regularly, and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve;
	• pupils are involved in helping to identify personal learning targets;
	• appropriate and realistic targets are set, monitored and tracked for individual pupils for learning, and attainment in annual and end of key stage assessments; and
	• the school communicates comprehensively to parents the pupils' progress and achievement.
	Other Indicators:
Evidence	

Q.	How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?

Curriculum Provision: Does the curriculum offer coherent broadly balanced programmes of learning which provide learners with clear progression opportunities?	**Indicators:**
	To evaluate this, consider the extent to which the school:
	- provides a sufficiently broad, balanced and flexible curriculum which is tailored to meet the needs of individual pupils and ensures appropriate progression opportunities; - reflects the statutory curricular requirements and provides the pupils with access to a range of options which meet their needs; - promotes a socially inclusive curriculum which ensures participation in education for all pupils; - provides an appropriately wide range of non-formal and extra-curricular enrichment activities to meet the curricular and pastoral needs of all pupils; - ensures the development of the pupils' skills and capabilities; and - reviews regularly the curriculum in line with statutory educational requirements.
	Other Indicators:

Evidence

Q. How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?	
• **Learning Experiences:** How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?	**Indicators:**
	To evaluate this, consider the extent to which:
	• the learning experiences are of high quality and are matched to the individual needs, interests and aspirations of the learners; and
	• the learning experiences contribute to the pupils' fulfilment, personal development and education.
	Other Indicators:
Evidence	

Q. How well are learners cared for, guided and supported?	
• **Pastoral Care:** How effectively do the care, advice and guidance and other support processes provided for learners safeguard their welfare, promote personal development and ensure achievement?	**Indicators:** *To evaluate this, consider the extent to which:* • the school has a caring ethos and shows a strong commitment to the welfare of the pupils and the staff; • the pastoral care supports the pupils' learning; • the school has comprehensive policies in line with DE guidance and implements them fully; • the school has an ongoing whole-school programme that, in consultation with stakeholders, addresses issues such as bullying, sectarianism, racism and good relations, and is integrated and consistent with the curriculum, reflected in day-to-day teaching and learning, part of the SDP and linked to pupil-support arrangements; • there is an appropriate induction process for pupils and staff; • the pastoral support is responsive to the needs of individual pupils addressing local and contemporary issues which affect their lives; and • access is given to an appropriate range of personal and social services. *Other Indicators:*
Evidence	

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Q. How well are learners cared for, guided and supported?	
• **Safeguarding (protection of children and vulnerable adults):** How effective is the school in making arrangements to safeguard and promote health, well-being welfare and protection of learners?	**Indicators:** *To evaluate this, consider the extent to which:* • the pupils feel secure and free from emotional and physical harm; they understand that their concerns will be listened to sympathetically and appropriate action taken; • the school implements fully a child protection policy which is in line with the requirements of the relevant DE Circulars; • the school management informs pupils and parents and all relevant parties of policies and procedures relating to the protection of children, young people and vulnerable adults; • the staff monitors the children's awareness of the school's procedures for child protection; and • the school manages effectively the records relating to Child Protection/Safeguarding issues (UNOCINI). *Other Indicators:*
Evidence	

Q. How well are learners cared for, guided and supported?	
• **Additional Learning Support:** How effective is the school in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning.	**Indicators:** *To evaluate this, consider the extent to which:* • the school implements the current DE guidance; • the member of staff with responsibility for Special Educational Needs (SEN) has a clearly defined role, and has received appropriate training and resources; • the school identifies, and determines accurately, the special educational needs of individual pupils and maintains effective links with parents, other professionals and support agencies; • there are clear and realistic Education Plans compiled through appropriate consultation which are focused on addressing the identified areas for improvement and reviewed regularly; • the learning support staff have received appropriate training and contribute effectively to the support and review of the pupils' learning programmes; and • the school makes appropriate use of the finances allocated for special educational needs. *Other Indicators:*
Evidence	

Section C: Quality of Achievement and Standards

Q. How well do learners develop and achieve?

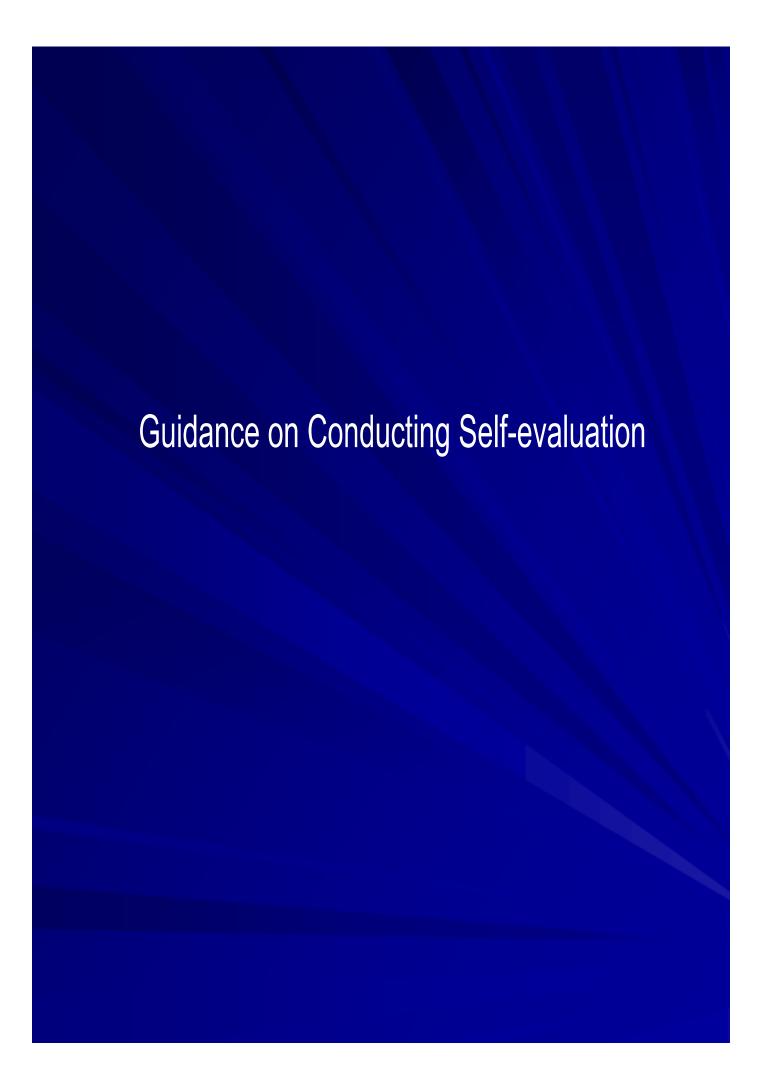|	**Indicators:**
• **Achievement:** How far do learners achieve the highest possible standards of work and learning?	*To evaluate this, evaluate the extent to which the pupils:* • make good progress in line with their prior attainment and achieve their full potential; • achieve in line with relevant benchmarking data; • are well-motivated, enthusiastic and are enabled to set high expectations for themselves; • are able to attain good standards in literacy and numeracy and demonstrate good communication, ICT and numeracy skills within and across the curriculum; • acquire skills and concepts systematically; and • are able to apply their learning in a range of contexts. *Other Indicators:*

Evidence

Q. How well do learners develop and achieve?	
• **Standards:** How far do learners acquire and develop the dispositions, skills and capabilities for life-long learning, and contribute to (or lay the foundations for their eventual contribution to) the community and the economy?	**Indicators:** *To evaluate this, evaluate the extent to which the pupils:* • are able to work independently and with others; • demonstrate effective personal and social skills; • think both critically and creatively, and show perseverance in their learning; and • understand how their learning can be applied to help them participate effectively in society and as contributors to the local and global economy. *Other Indicators:*

Evidence

Q. How well do learners develop and achieve?	
• **Progression:** How far do learners demonstrate progression within the school, building on their prior achievements, and preparing appropriately for the next phase of their learning?	**Indicators:** *To evaluate this, evaluate the extent to which the pupils:* • plan, review and evaluate their work; • identify appropriate actions to progress their learning; • make consistent progress commensurate with their abilities and stage of development, in particular, at key transition stages; • achieve the highest possible standards building on their prior learning and maximise their potential; and • acquire, develop and transfer their knowledge, skills and understanding across the areas of learning. *Other Indicators:*
Evidence	

Q. How well do learners develop and achieve?	
• **Fulfilling Potential:** How well do individual learners, at all levels of ability, surmount the barriers they may have to learning and achieve their full potential?	**Indicators:** *To evaluate this, evaluate the extent to which the pupils:* • manage their own emotions, regulate their learning and interact effectively with others; and • meet their full potential, regardless of gender, social, ethnic, linguistic and educational background. *Other Indicators:*
Evidence	

Guidance on Conducting Self-evaluation

Using the Quality Indicators

This section of the materials provides guidance on how the quality indicators may be used to assist the school to identify its strengths and areas for improvement. The indicators offer an effective way to utilise the collective expertise of the teachers in order to plan for and to implement change for improvement.

Good use of well-selected indicators is the key to rigorous and objective self-evaluation.

The quality indicators in these guidelines can be used:

★ to monitor, to evaluate and to celebrate a school's achievements;

★ to evaluate, in depth, a specific aspect of school provision;

★ for a full review of the whole school;

★ to ensure that strategies are in place to manage change and effect improvement.

By accumulating the evidence over a number of indicators a school can look at the whole-school provision in one of the main sections, the Quality of Leadership and Management, Quality of Provision or Standards and Achievements.

For example, in the section on the Quality of Leadership and Management you have seven indicators:

1. Strategic Leadership
2. Action to promote Improvement
3. Staffing
4. Accommodation and Physical Resources
5. Links and Partnerships
6. Equality of Opportunity
7. Public Value

Each one of these indicators can be evaluated separately but, when all are completed, the staff should have a comprehensive and detailed overview of the Quality of Leadership and Management in the school.

Conducting a Self-Evaluation

When considering a specific aspect of your provision, the staff need to select the quality indicator which outlines the aspect they wish to review. It is important that the staff do not undertake work on too many issues at the same time. In the first instance, until they are familiar with the process of evaluating, analysing and deciding on what action is to be taken, one area may be sufficient.

When selecting the aspect to evaluate, the staff may wish to consider the following criteria:

- ★ previously identified strengths or areas for improvement;

- ★ areas identified from a whole-school review;

- ★ areas for improvement identified during an inspection;

- ★ areas not covered so far within your regular review process;

- ★ areas relating to national or local initiatives; or

- ★ an area of particular interest to parents such as pastoral care.

INVESTORS IN PEOPLE