ECD Inspection Framework and Guidance

South Sudan

Contents

Introduction

This Inspection Handbook contains the "ECD Inspection Framework" and also guidance on how to use the Framework to carry an inspection and make the judgements.

Using this Handbook

Each section of ECD Inspection Framework is followed by guidance on how to carry out that section.

This handbook will take inspectors through the whole process of inspection from preparation to the final written report.

ECD Settings

Some ECD (or Pre-Primary) classes are part of Primary Schools, and others are separate ("stand-alone") nurseries. **Therefore the term "ECD Setting" is used throughout this document to refer to such classes whether they are part of a school or a separate institution.**

This ECD Inspection Framework and Guidance applies to all ECD settings whether they are part of a school or "stand-alone". But the way the inspection is reported will be different in each case. This is explained below.

Reporting on Stand-Alone ECD Settings

When a stand-alone setting is inspected, the Inspection Team should report on all seven Areas of Focus of the Inspection Framework:

- Curriculum
- Attainment and Progress
- Teaching and Learning
- Care and Conduct of Learners
- Community Relationships
- Leadership and Management
- Facilities

Reporting on ECD Settings within a school

When an ECD setting within a school is inspected, the ECD report will be within the overall school report, but there will be a separate paragraph (or page) within each of the seven areas that refers specifically to the ECD setting. Within these areas, the judgements for the ECD setting may be different from those for the rest of the school.

Where there is an ECD setting within a school, a suitably qualified inspector will be appointed to focus on the setting. There is no need for this inspector to investigate the school as a whole, but they should consider each of the seven areas of focus in terms of the ECD setting and should supply a suitable paragraph for each section of the overall report.

The Overall Approach to a School Inspection

The ECD Inspection Framework makes clear that the inspection is to be carried out in consultation with the Headteacher and the school. It should be an open process, engaging the school in the process of identifying what it does well and where it needs support to do better. The Inspection Framework emphasises three features:

Working with the school

Importantly, inspections should engage the headteacher, school staff and Board of Governors/Governing Body and the PTA in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give due consideration to the views of parents, learners and staff.

Focus on learners and learning

Inspectors should spend as much time as possible in classes, observing lessons, talking to learners about their work, gauging their understanding and their engagement in learning, and their perceptions of the school.

Evidence based

Inspectors collect clear, robust, reliable and valid evidence. It is on this evidence that judgements are made and inspection grades awarded. The evidence is recorded on paper and shared among the members of the inspection team and with the headteacher.

A successful inspection depends upon:

- Careful preparation
- Creating a supportive atmosphere when working with the school
- Making judgements based firmly on evidence collected
- Giving helpful feedback and support

Framework Requirements
Section 1: The System of Inspection

This document sets out the system for inspection of ECD settings (either separate institutions or classes within a primary school) in The Republic of South Sudan. This flows from the National Government policy on school inspection and is the vehicle for the implementation of this policy. The system is aligned closely to that of the Office for Standards in Education (Ofsted) in England. The National Ministry of General Education and Instruction wishes to raise the standard of education in South Sudan to that of the UK. This association of the inspection framework to that of Ofsted will enable the Ministry to compare the quality of education provided in ECD settings in South Sudan with those in England. The inspection framework will thus provide the Ministry with the opportunity to use school inspection as a way to promote the raising of standards and the improvement of education in South Sudan.

The inspection of ECD Settings in the Republic of South Sudan aims to:

- provide parents, carers and the community served by an ECD setting with information about the effectiveness of the ECD Settings their children attend or may attend in the future;

- keep the national government, state governments, local governments, the general public and others, informed about the quality of ECD Settings and the standards of education;

- encourage ECD Settings to engage in regular and thorough self-evaluation and development planning as one means of achieving ongoing improvement and enhanced effectiveness;

- systematically collect valid and reliable evidence to inform national policy development;

- promote the continuous improvement of individual ECD Settings and the education system as a whole through the identification of particularly good practice and ensuring this is made known to all ECD Settings.

Types of Inspection

There are three types of inspection:

A Full School Inspection

carried out by a team of inspectors producing a comprehensive report on the performance of the setting in the seven areas of focus. Where the ECD setting is within a primary school, it will be inspected as part of the whole school inspection.

A Survey Inspection

carried out by a single inspector or small teams to look at a particular aspect across a number of ECD Settings. These inspections might last less than a day.

A Progress Inspection

to check whether ECD Settings needing support are making progress. These inspection might involve only one inspector and last a less than a day.

Grading ECD Settings

Based on the practices of Ofsted, ECD Settings will be inspected regularly using a framework of focus areas each contributing a grade to a final overall grade for the school. The grade for each focus area will be determined on the basis of evidence collected by inspectors on pre-determined aspects of each focus area. Inspectors are required to use their professional judgement to consider this evidence but are given guidance on the award of grades in the form of grade descriptors. Similarly, advice is given on the determination of the overall grade for the school or setting. A 4-point grading system is used to grade each focus area and a school overall. The grades are similar to those used by Ofsted and are as follows:

1. **Excellent**
2. **Good**
3. **Satisfactory**
4. **Needs Support**

It is the vision of the National Ministry of General Education and Instruction that the grades used by inspectors in South Sudan would be on a par with Ofsted inspectors.

Importantly, a school inspection provides not only a set of grades, but also a narrative report (see Annex 1).

Child Friendly Schools (CFS)

The Ministry of General Education and Instruction of the Republic of South Sudan has adopted the Child-Friendly Schools (CFS) approach. This applies to all ECD settings. The approach recognises that each child is a vital member of society, and that every child's education is important to the nation's development. The Ministry has set out six key features that should characterise ECD Settings in South Sudan. These are as follows:

1. **Rights-based:** remembering that children' rights are also human rights.

2. **Effectiveness:** achieved where teachers are consistently present and girls and boys achieve meaningful learning outcomes.

3. **Equity and equality:** a CFS promotes equity and equality, especially gender equality.

4. **A protective environment:** a CFS shelters and protects its learners, providing them with a safe space in which to learn, grow and develop.

5. **Health promoting and health seeking:** a CFS is a 'talking school' that communicates important messages to learners, teachers and the surrounding community. Not least of these concerns health related knowledge and life skills. The CFS is a vibrant centre for dialogue, enabling learning to take place through interactions between teachers, learners, parents/carers and members of the community.

6. **Active community partnerships:** a CFS school establishes a special working relationship with the community in which it is located and with the parents of the girls and boys attending the school.

Guidance
Section 1: The System of Inspection

Types of Inspection

This Handbook focuses on carrying out a **Full Inspection**, but the process and principles apply to all three types.

Grading Schools and ECD settings

There is detailed guidance to this in Section 3.

Child Friendly Schools (CFS)

The requirement to adopt a Child Friendly Schools approach applies to all ECD settings. This is a key consideration for the inspection. A setting that is not "Child Friendly" cannot be good, and may not even be satisfactory. Each setting will complete annually a "Child Friendly School Index" which will be a key document in coming to a judgement that will be reported within the "Care and Conduct of Learners" area of focus. For the purposes of inspection, the key aspects of a CFS are that:

1. The **school management** promotes:

- A supportive approach to learners
- Good relationships between learners
- Mutual respect between teachers and learners
- Good community relationships
- Equity and peace within the school

2. The **academic environment** encourages boys and girls, and enables them to progress

3. The **physical environment** is attractive and supportive

There is more about this in the section on 'Inspection the Care and Conduct of the Learners'.

Framework Requirements
Section 2: The Areas of Focus

There are seven areas on which inspectors need to focus during an inspection, and on which they need to report. These cover those aspects of a setting that impact on the quality of education that is provided, and the health, safety and security of learners and teachers. The framework incorporates the six key features of child friendly schools given above. The seven focus areas of the inspection are as follows:

1 **Curriculum**

2 **Attainment and Progress**

3 **Teaching and Learning**

4 **Care and Conduct of Learners**

5 **Community Relationships**

6 **Leadership and Management**

7 **Facilities**

These are summarised below.

1 Curriculum

This is concerned with the extent to which the curriculum follows the requirements of the national ECD curriculum (The ECD Curriculum Framework and Guidance) and meets the needs of all learners (both boys and girls) including those that have a disability and those with special needs. The national ECD curriculum includes a number of academic subjects appropriate to each phase, and also three cross-cutting issues:

- Life Skills

- Peace Education

- Environment and Sustainability.

It also sets out four Competencies that underpin learning in all subjects and cross-cutting issues:

- Critical and creative thinking

- Communication

- Co-operation

- Culture and identity

Inspectors must pay attention to all of these.

The inspection team will collect evidence on this focus area mainly by observation in classrooms and around the school, by analysis of documents, by looking at learners' work and by interacting with teachers and learners.

2 Attainment and Progress

This is concerned with the standards that the learners attain in relation to the Learning Outcomes of the Areas of Learning of the ECD Curriculum. It is also concerned with the progress learners make during a year and during their whole time in the setting.

The inspection team will collect evidence on this focus area mainly by observation in classrooms, by looking at learners' as they engage in activities and by interacting with teachers and learners. It is never appropriate to use tests in an ECD setting.

3 Teaching and Learning

This focus area looks at the impact of teaching upon learning. In an ECD setting, inspectors need to take full account of the learners and what the teacher does to help them learn.

The area deals with the extent to which a supportive physical and social learning environment has been created that encourages the co-operation and participation of learners. It looks at the extent to which teachers understand the new ECD curriculum and its associated guidance, and use these to plan, prepare and deliver lessons that are based on the four competencies and which interest, enthuse and motivate learners and encourage learning. It deals with the extent to which teachers follow the Assessment Guidance to use assessment of learning to inform their teaching..

The inspection team will collect evidence on this focus area mainly by the direct observation of teaching, by observing learners' activities and by interacting with teachers and learners. Lesson observations should not normally be less than 30 minutes in duration.

4 Care and Conduct of Learners

As well as being concerned with learners' punctuality, attendance and drop out rates, this focus area deals with learners' general behaviour, attitudes to learning and respect for fellow learners and adults. It inquires if all learners have an equal and fair chance to learn and develop, and the extent to which the school helps learners reject violence and embrace peace. In particular, it is concerned with the extent to which the school provides a safe, secure and healthy environment for learners and how well the school monitors and promotes the health and wellbeing of its learners.

The inspection team collects evidence on this focus area mainly by observation around the school and in classrooms, by analysing records and documents and by interacting with teachers and learners.

5 Leadership and Management

This area of focus is concerned with the extent to which the headteacher and senior leaders set a clear vision for the setting, create a supportive ethos for a child-friendly school, understand the new ECD curriculum and its booklet of guidance, support teachers in the implementation of the new curriculum, set expectations for teachers and learners, carry out self-evaluation and promoting school improvement. It will also consider the effectiveness of the ECD Setting's use of finances for the benefit of learners, and the establishment of transparent systems of financial accountability.

The inspection will look at the effectiveness of the Senior Management Committee in consulting stakeholders, helping the settingl to plan, monitoring and evaluating developments, and setting up clear lines of responsibility to the PTA.

The inspection team will collect evidence on this focus area mainly through meetings with the school leaders and managers; by analysis of records and documents; by interaction with learners and teachers and by meetings with committee members and members of the community.

6 Community Relationships

This is concerned with the effectiveness of the setting's engagement with parents and carers in supporting learners' learning and development, and the extent to which the community contributes to the setting.

The inspection team collects evidence on this focus area mainly by meetings with committee members and members of the community and by analysing records and documents.

7 Facilities

This is concerned with the grounds, buildings, and services, the classroom furnishings, resources and facilities and the effectiveness with which the setting maintains and uses its facilities. The inspection team collects evidence on this focus area mainly by observation around the premises.

Detailed guidance for each of these seven areas is set out in Section 8 below) This sets out:

- The specific aspects of each focus area that inspectors must consider and for which they must collect evidence prior to reaching a judgement about a focus area.

- The grade descriptors for each area of focus

- Checklists and forms to help inspectors gather information for each area.

Guidance
Section 2: The Areas of Focus

The Seven Areas of Focus

This Section has set out the seven areas, but the detailed requirements and guidance for each area are in Section 8. This sets out detailed criteria for the judgments and also contains checklists and forms for use during the inspection. These will guide inspectors through the process.

Framework Requirements
Section 3: The Grading System

Inspectors will make judgements on each of the seven focus areas outlined above. These judgements will be based on the evidence they collect on the specified aspects of each of the focus areas. Only four judgements are possible. Each focus area is judged as either:

Excellent	The setting is very effective in meeting all the criteria for the area of focus
Good	The setting meets most of the criteria well
Satisfactory	The setting meets sufficient of the criteria to be considered satisfactory
Needs Support	The setting does not meet sufficient criteria and so needs support to do so

Inspectors will reach a judgement for a focus area by weighing up and balancing their evidence and comparing their evidence with each of the grade descriptors for that focus area and deciding on which is the best match of evidence and grade descriptor.

The Overall Grade for an ECD Setting

Inspectors also judge the setting overall, taking account of the judgements in each of the seven focus areas. The grade for each of the focus areas contributes to the overall grade for the setting.

There are no grade descriptors for the overall grade of a setting as there are for each of the seven focus areas. The overall grade for the setting is established by reference to the table below.

In determining the overall grade for a setting, extra weighting should be given to the grades for CFS, Care & Guidance and Teaching and Learning. ECD Settings will not normally be graded as outstanding or good unless the grades for these focus areas are either 1 (= excellent) or 2 (= good). Similarly, ECD Settings will not normally be graded as satisfactory unless CFS, Care & Guidance and Teaching & Learning are graded as satisfactory or better.

The 4-Point Scale

Inspectors will award a grade for each of the seven areas of focus. The grade for each focus area will be determined on the basis of evidence collected by inspectors on pre-determined aspects of each focus area.

Inspectors are required to use their professional judgement to consider this evidence but are given guidance on the award of grades in the form of:

• grade descriptors for each area of focus

• criteria for each aspect of the judgement

When each area of focus has been graded, inspectors will make an overall judgement for the school as a whole that takes account of the seven area grades. Detailed guidance on this is given in Section 8.

Importantly, a school inspection provides not only a set of grades, but also a comment on each area of focus.

Planning

Each County Education Office will prepare an annual term-by-term schedule for ECD inspections to ensure that all ECD Settings will be inspected at the required frequency. These plans are forwarded to the State Ministries of Education. Each state ensures that there is a plan to inspect all ECD Settings in the state at the required frequency and forwards its plan to the National Ministry of General Education and Instruction.

ECD Settings within Primary Schools

Where the ECD setting is within a primary school, it will be inspected as part of the school as a whole and the ECD inspector will be part of the overall inspection team. There will be separate tables and paragraphs in each section of the Report about provision for ECD. The provisions of this ECD Inspection Handbook will apply to the pre-primary classes within the school, and the School Inspection Handbook will apply to the school as a whole.

Stand-alone ECD Settings

Where the ECD setting is not part of a primary school, then this ECD Handbook applies.

Timing of a Full ECD Inspection

Inspection can take place at any point after the end of the first complete week of a school term and before the last complete week of a school term.

Notification of a Full Inspection

ECD Settings to be inspected are informed that they are to be inspected one or two weeks before the inspection visit. This is done by a telephone call from the County Education Office to the head of the setting or school within which the setting is located. This call is followed by a formal letter of intimation of the inspection. These contacts also inform the school of the documents that the inspection team needs to have available when they arrive at the school. Wherever possible, these documents should be collected by the School or Setting Supervisor and given to the Lead Inspector before the inspection.

Duration of a Full Inspection

Inspection visits last for 3 days where the setting is part of a primary school. The time for stand-alone setting will depend on the size of the setting, but should be no less than a full day. . Inspectors will arrive in the setting in time for the start of the day and remain for all of the day or longer. The inspection visit will be concluded by a feedback meeting at the end of the visit.

The Full ECD Inspection Team

The total number of inspectors involved will vary according to the size and nature of the setting. Where there is more than one inspector, one will be appointed by the County Chief Inspector as the Inspection Lead Inspector for a particular school inspection.

It is anticipated that all the inspectors working in a county will be Lead Inspectors for one or more school inspections in each cycle of school inspections. While also taking a full and active role in the school inspection, the Inspection Lead Inspector is responsible for the deployment of inspectors during the inspection visit, for giving feedback to the setting and for the production of the inspection report.

Activities during a Full School Inspection

While inspectors need to look at the facilities of the setting, read documents and have meetings, they should spend as much time as possible in classes, observing learning activities talking to learners about what they are doing, gauging their understanding and their engagement in learning, and their perceptions of the school.

Each inspector should carry out at least two lesson observations during the day, and should aim to do more than this. The more lessons that are visited the more reliable the judgements will be. Inspectors should also take note of what is taking place during break times and during periods. This will help to build a rounder picture of what each child experiences whilst in the setting.

Importantly, inspections should engage the headteacher, school staff and Board of Governors/Governing Body and the PTA in the process of inspection so that they understand better the basis for the judgements that are made. Inspectors will give due consideration to the views of parents, learners and staff.

Planning, Timing and Notification

The County Education Office is responsible for planning the schedule of inspections and notifying ECD Settings accordingly.

On a full school inspection, where there are pre-primary classes, the County Education Office will appoint one inspector on each team to be the ECD inspector. This inspector might also act as the Lead Inspector.

Role of the Lead Inspector

The Lead Inspector is responsible for the planning and conduct of the inspection; in particular:

- Allocating responsibilities to the team
- Drawing up a timetable of meetings and lesson observations
- Liaising with the school
- Analysing and synthesizing evidence as it is collected
- Drafting the final report and feeding back to the setting

Role of the School Supervisor

The School or setting Supervisor should also be notified of the inspection schedule and should assist the schools to produce the necessary documentation:

- School Self-Evaluation Form (SEF)
- School Development Plan
- Child-friendly School Index
- Staff list and class/subject allocation
- Class Timetables (where appropriate)
- Teachers' Assessment records
- List of managers or governors

The School Supervisor should collect these documents from the school or setting and ensure that they are delivered to the Lead Inspector as early as possible before the inspection. At the latest, the inspector should receive the documents the day before the inspection in time to draw up the inspection timetable, and to discuss the documents with the team at the initial team meeting.

Engaging with stakeholders

It is important to note that the Framework states that "inspections should engage the headteacher, school staff and Board of Governors/Governing Body and the PTA in the process of inspection so that they understand better the basis for the judgements that are made." It is therefore important for the inspection to be an open process.

It also states: "Inspectors will give due consideration to the views of parents, learners and staff."
This needs to be reflected in the feed-back and report.

ECD Settings within a school and "Stand-alone" settings

Where the ECD setting to be inspected is within a primary school, then the pre-primary classes will be inspected as part of the school inspection as outlined in Section 4 (above). For "stand-alone" settings the provisions of this Handbook apply.

Planning the inspection

It is the responsibility of the Lead Inspector to plan the inspection. This should be done as far as possible before the first day. This planning should take account of:

   a. Allocating inspectors to Areas of Focus

   b. An analysis of ECD setting documents and the agreeing of a focus of the inspection

   c. Drawing up a timetable of visits to classrooms

   d. Drawing up a timetable of meetings with the Headteacher, Senior Leaders, Managers, Governors and other Stakeholders

   e. Arranging for team meetings

Where possible, if there is more than one inspector, the inspection team should meet the day before the inspection to discuss initial impressions of the school from documentation, and to arrange the allocation of responsibilities and timetable of inspection activities.

The Initial Meeting with the School

The inspection in the school starts with a short meeting between the inspection team and the headteacher and staff. This could be held at the end of the day before the inspection. The Inspection Lead Inspector explains the purpose of the inspection and outlines the activities that will be undertaken.

At this meeting, the inspectors discuss the requested documentation and the background to the setting. The Lead Inspector requests the headteacher to arrange meetings with members of the PTA and representatives of teachers and learners. The Lead Inspector also requests the headteacher to meet with the inspection team at the end of the inspection to check understandings, resolve any issues and discuss emerging findings and at the end of the last day to receive feedback on the inspection. The headteacher is also invited to join any of the inspectors when they are observing learning activities.

The Inspection Timetable

The inspection in the ECD setting will take place during over the course of one day, but inspectors should visit the setting the day before the inspection to meet the Head Teacher and collect preliminary information. The team can then discuss the key issues to investigate and agree roles and timetables. The day after the setting inspection, inspectors should meet to discuss what they have found and to write a report.

The day after the inspection there should be an oral feedback to the setting.

Day 1, AM	• Team visits setting to meet the Head Teacher and to explain the purpose of the inspection. • Visit site, collect documents, and cover preliminary questions
Day 1, PM	**Team meeting** • Allocate responsibilities • Arrange timetable of lesson observations and discussions • Discuss initial impression of the school • Identify any key issues to investigate
Day 2	**Inspection**
Day 3, AM	Team meeting to agree report
Day 3, PM	Visit school to report back

Guidance
Section 5: Preparing for a School Inspection

Preparing the Inspection

The "Inspection Framework" sets out five aspects to preparing a school:

    a. Allocating inspectors to Areas of focus

    b. Analysing documents and agreeing a focus of the inspection and evidence collection

    c. Drawing up a timetable of visits to classrooms

    d. Drawing up a timetable of meetings with the Headteacher, Senior Leaders, Managers and other Stakeholders

    e. Arranging for team meetings (if there is more than one inspector)

Detailed guidance is given on each of these below:

a. Allocation of team responsibilities

Where there is more than one inspector, it is the lead inspector's duty to allocate to team members the responsibility for co-ordinating different aspects and area of focus. All team members should contribute to all judgements where they have direct experience during the inspection; however, the inspection will be most effective if one team member has the responsibility to co-ordinate each area. The inspector with responsibility for an area should:

- read any background documents
- co-ordinate the evidence gathered during the inspection
- conduct any necessary interviews
- agree the judgements with the team
- draft any written sections of the report

The lead inspector needs to allocate each of the seven areas of focus. There are clearly not enough inspectors on a team for each inspector to have only one area of responsibility.

b. Analysing documents and agreeing the focus for the inspections

A key part of preparing for the inspection is to read and analyse certain key documents.   The Inspection Framework lists the following documents:

- School Self-Evaluation Form (SEF)
- School Development Plan
- Child-friendly School Index
- Staff list
- Class Timetables
- Teachers' Assessment records
- List of managers or governors

These documents should be collected by the School Supervisor in the week before the inspection and be made available to the inspection team, at the latest, for the first team meeting to be held the day before the inspection.

School or ECD Setting Self-Evaluation Form (SEF)

This focuses on the implementation of the new national curriculum and will give inspectors information about whether the new ECD curriculum has been implemented, how well the competencies are being developed. There is also information about teachers' and learners' perceptions. All these will give an initial picture of the school or setting that can be checked during the inspection.

School or ECD Setting Development Plan

This will give a fuller picture of how the school or setting sees its development. This can be checked during the inspection, and inspectors need to find out how the plan is drawn up and the extent to which managers/governors and other stakeholders are involved in this.

Child-friendly School Index (CFSI)

This will be the basis for judgements within the "Care and Conduct of the Learners" area of focus and should be discussed with the Headteacher and School Managers or Governors. The CFI should not be taken as necessarily accurate, and Inspectors should check that the setting's judgments have been made appropriately.

Staff list and class/subject allocation and Class Timetables

This is an essential document for planning observations during the inspection. The Lead Inspector will allocate inspectors to observe activities, ensuring that there is a good spread of activities and age-groups and that no teacher is missed out or "over-inspected".

Teachers' Assessment records

These are the key documents for making judgements about Attainment and Progress. They will also inform judgements about the Quality of Teaching. As with the CFSI, inspectors should not assume that these are correct, and so should take steps to check the accuracy against a sample of pupils. There is more detailed guidance for this in Section 5.

List of managers or governors

This will be needed to arrange meetings with managers or governors.

Agreeing the focus of the inspection

Although the Inspection Framework applies to all schools and ECD settings, each is unique, and the inspection must reflect this. Before the inspection, the Lead Inspector should consider the evidence that is already available about the school:

- Previous inspection reports
- Reports from School Supervisors
- Examination results
- Data on attendance, drop-out rate and staff turnover etc.
- The documents collected from the school or setting

From an analysis of all of the above, a picture of the setting will begin to emerge. Does it seem to be successful, with, good attendance and low drop-out rates? Are previous reports favourable? Or do there seem to be problems? If so, in what areas do they seem to be? **This analysis will shape the focus of the inspection.**

The analysis should be discussed at the first inspection meeting, and the inspection should be planned to focus on the issues identified.

It is important to identify the strengths of the setting, and to celebrate these in the report, and also to explore any issues so that appropriate advice and support can be offered.

c. Drawing up a timetable of visits to classrooms

In drawing up the timetable for lesson visits, the Lead Inspector needs to ensure that:

- A range of activities is visited across the school
- No teacher is missed out or "over-inspected"
- Sufficient evidence is gathered to make the necessary judgements

d. Drawing up a timetable of meetings with the Headteacher, Senior Leaders, Managers and other Stakeholders

Before the inspection, or at the beginning of the first day, the Lead Inspector should agree with the school a schedule of meetings with:

- Managers
- Representatives of the PTA
- The Head and Senior Leaders
- Any other appropriate stakeholder

These meetings are usually best held at the end of the day, and should be attended by more than one inspector.

Agenda for discussions with Headteacher and Senior Leaders

General	Questions that arise from the analysis of the setting's documents
Leadership and management	What is your vision for the development of the setting? How do you share this with others?
	Have you completed the School Self-Evaluation (SEF)? If so, what were the main issues to emerge?
	How do you: • Set expectations for teachers and learners? • Create a supportive atmosphere approach for a child-friendly school?
	How do you set the budget? What issues do you face with this?
	How do the governors/managers contribute to planning?
Curriculum and Assessment	Do you have the booklets of guidance for the new ECD curriculum?
	How have you supported teachers in implementing the new curriculum?
Attainment and progress	What steps to you take to find out what the children are learning? How do you record this?
	What does this tell you about attainment and progress?
Community Relationships	What are the religious, ethnic and socio- economic characteristics of the setting's community?
	How do you encourage parents to contribute to the setting?
	What steps do you take to engage with parents who may be reluctant or unsure about approaching the school?
Care and conduct of learners	How do children, families and the PTA help you to understand how child friendly the setting is?
	How do you ensure that learning activities are conducted in a child-friendly way?
Teaching and Learning	How do you monitor the quality of teaching and learning? What have you learned from this?
	What is the key issue facing the setting in terms of teaching and learning?

Agenda for discussions with managers and representatives of the PTA

General	Questions that arise from the analysis of the setting's documents
Leadership and management	What is your vision for the development of the setting?
	What are the key issues to emerge from Self-evaluation?
	How do you contribute to planning?
	How do you help set the budget? What issues do you face with this?
	How do you consult with stakeholders?
	How do you monitor and evaluate developments in the school? What have you found?
	How have you set up clear lines of responsibility to the PTA?
Care and conduct of learners	Does the setting meet the criteria of a Child Friendly School? How do you know?

e. Arranging for team meetings

Where there is more than one inspector, the the Lead Inspector must arrange for the team to meet before the inspection and at the end of the day. There may be a need for further meetings during the inspection, in addition to the one at the end of each day. The headteacher should be invited to all meetings, including the one held before the inspection. The agenda for the meetings are set out at the end of this section.

The Initial Meeting with the School or ECD Setting

The purpose of the initial meeting is to establish an open and professional tone for the inspection. Inspectors should listen to what the school or setting has to say, and should ask further questions and seek further information, but should not challenge the information at this stage. If there are apparent inconsistencies in the school's or setting's account, then these should be explored during the inspection.

During the inspection, inspectors are deployed to study documentation, visit the facilities and to observe learning activities. The greatest amount of time will be spent observing learning activities. wherever they take place (classroom or outdoors).

The key purpose is for inspectors collect clear, robust, reliable and valid evidence that will underpin the judgements on the seven Areas of Focus and the overall judgement on the setting. The evidence is recorded on paper and shared among the members of the inspection team and with the headteacher

The deployment of inspectors is purposeful but flexible, and combines focused observations of particular activities with more random sampling of the setting at work. Any teacher who is observed will be given some feedback as soon as is practical after the observation. This feedback will focus on a few positive aspects of their teaching and offer some advice as to how the learning activity could have been improved.

The Final School Inspection Team Meeting

During this meeting, all the evidence documented for each of the focus areas of the inspection is reviewed and grades determined with reference to the grade descriptors. This meeting also formulates recommendations for the further development of the school.

These decisions are recorded by the Lead Inspector along with the reasoning that led to them. The Lead Inspector collects the evidence records from the other members of the inspection team to inform the inspection report that is drafted following the inspection visit.

In summary, the team need to agree;

- The overall judgement of the setting
- The overall comment on the setting
- Key strengths of the setting
- Suggested areas for development
- The overall judgements and comments for each of the seven Areas of Focus.

The focus for inspectors during the Inspection is to gather evidence to make the judgements required by the Inspection Framework. To do this, and in addition to the meetings outlined above, inspectors will need to:

a. Visit learning activities

b. Feed back to teachers

c. Hold meetings with teachers who have special responsibility

d. Talk to learners

e. Review assessment records

f. Review facilities and resources

g. Hold team meetings to review the evidence gathered so far

a. Visit Learning Activities

Inspectors should ensure that all pre-primary classes are visited more than once and that a range of activities is seen.

b. Feeding back to teachers

The Framework states that "Any teacher who is observed will be given some feedback as soon a practical after the observation". It is not always ideal to do this at the end of the lesson because inspectors need time to reflect and organise their thoughts, so feedback will mainly be held during breaks or at the end of the day.

The Framework also states that "This feedback will focus on the positive aspects of their teaching and explain the judgements made." It is important that the feedback is:

• Structured around the grade descriptors.

• Based on the judgements on the 'Teaching and Learning' checklist.

Feedback is NOT a matter of the inspector's personal opinion, it is entirely about the Framework criteria. The conversation should be a positive and encouraging experience for the teacher. It should be a professional conversation between colleagues. It should NEVER be a situation in which a teacher is reprimanded in any way for their performance. Teachers should be informed of the checklist judgements made and the reasons for these.

The best way to conduct a feedback conversation is to start by asking the teacher how they thought the lesson went. They then have some ownership of the conversation and are much more likely to accept and act on the judgements.

c. Hold meetings with teachers who have special responsibility (if there are any in the setting)

The inspector with special responsibility should arrange to talk to the teacher with responsibility for that subject or aspect.

d. Talking to learners

Inspectors should talk to learners as part of every lesson observation to check how well they understand what is being taught. Inspectors should be supportive and encouraging in their approach to learners, and should never comment to the learners on their level of understanding or attitudes.

e. Review assessment records and learners' work

There is detailed guidance about this in Section 7 below.

e. Review assessment records and learners' work

There is detailed guidance about this in Section 7 below.

f. Review facilities and resources

There is detailed guidance about this in Section 7 below.

g. Hold team meetings to review the evidence gathered so far

There is detailed guidance about this in Section 7 below.

School Inspection Team Meetings

It is important that the team meetings keep to the agenda and are well focused on the evidence gathered and what it means in terms of the judgements that have to be made.

Agenda for Initial Team Meeting (before the inspection)

	Initial impressions of school from SEF and SDP (where appropriate to the setting)
	Key focus for the inspection
	Allocation of inspectors (where there are more than one)
	Timetable for classroom observations
	Timetable for discussions with headteacher and others

Agenda for Final Team Meeting (where there is more than one inspector)

This is the meeting at which final judgements need to be agreed. It is also necessary to agree the Key Strengths of the school and any Areas for Development. Many of these decisions can have been taken at previous meetings when sufficient evidence has already been gathered.

Final Statistics on Lesson Observations		
Final Judgements		Curriculum
		Attainment and progress: • Separate judgements for each subject • Attainment overall • Progress overall • Comment
		Teaching and learning: • Overall judgement • Comment • Any examples of excellent practice
		Care and conduct of learners: • Overall judgement • Comment
		Community Relationships: • Overall judgement • Comment
		Leadership and management • Overall judgement • Comment
		Facilities • Overall judgement • Comment
	Key strengths of the setting	
	Key Areas of Development for the school	

Making the final judgements

The team should discuss the emerging key strengths and areas for development, so that by the time of the final meeting they should already be fairly clear.

It is important that the key strengths are actually **key** – which means that they are of great importance in terms of learning, attainment and progress.

The key areas for development should be similarly of key importance, and also achievable for the setting. They need to be things that the setting can actually do. Where learners' attainment is low, the key areas for development should reflect this. For example: "Improve standards on English across the setting".

The overall comment on the setting should sum up the overall judgement of the setting and give the key reasons for the judgement. For example: "This is a good setting with a caring approach where effective teaching has brought about above average standards in all Learning Areas."

Framework Requirements, Section 7: Areas of Focus
Area 1: Curriculum

When evaluating the quality of the curriculum, inspectors should consider:

a) Coverage

Is the setting planning activities that cover and link all the new Areas of Learning.

Is the setting making use of the planning guidance in Section 3 of the Curriculum and Guidance for ECD.

Does the setting allocate appropriate time and emphasis to each of the curriculum learning areas?

b) The new curriculum competencies

How well is the setting making provision for learners to develop the four competencies?

- Critical and creative thinking
- Communication
- Co-operation
- Culture and identity

c) Co-curricular activities

To what extent does the setting offer a wide range of co-curricular activities that are available to all learners?

School programmes

Is the school using the periods available for School Programmes in accordance with the Curriculum Framework?

Is the setting following the guidance in the 'School Programmes Guidance' booklet?

Other co-curricular activities

Has the setting developed a full programme of co-curricular activities that is available to all learners?

Excellent
The setting has planned very effective activities that cover and link each of the new Areas of Learning. The setting is using the Curriculum Framework and ECD Curriculum and Guidance booklet very effectively.
Very effective provision is made for the development of all four competencies for all pupils in all subjects.
There is a very wide range of engaging activities for School Programmes that accord with the Curriculum Framework and School Programmes Guidance booklet. There is a very wide range of co-curricular activities available to all learners.

Good
The setting has planned activities that cover and link some of new Areas of Learning. The setting is using the Curriculum Framework and ECD Curriculum and Guidance booklet
Provision is made for the development of all four competencies for most pupils in most subjects.
There is a wide range of engaging activities for School Programmes that accord with the Curriculum Framework and School Programmes Guidance booklet. There is a wide range of co-curricular activities available to most learners.

Satisfactory
The setting has plans for covering and linking some of the new Area of Learning. The setting is making some use of the Curriculum Framework and ECD Curriculum and Guidance booklet .
Some provision is made for the development of the competencies for all pupils in some subjects.
There are appropriate activities for School Programmes that accord with the Curriculum Framework and School Programmes Guidance booklet. There are some co-curricular activities available to learners.

Needs Support
The setting has no plans for covering the new Areas of Learning, and is not linking them together. It is making no use of the Curriculum Framework and ECD Curriculum and Guidance booklet .
There is too little provision made for the development of the competencies.
There is inadequate provision for School Programmes and the Curriculum Framework and School Programmes Guidance booklet are not being followed. There are inadequate co-curricular activities.

Curriculum Checklist

How well has the setting planned for covering the new ECD Curriculum?	Ex	G	S	NS
Has the setting planned learning activities that cover and link the Areas of Learning across the ECD years?				
Is the setting using the Curriculum Framework and ECD Curriculum and Guidance booklet				
The new curriculum competencies How well is the school making provision for learners to develop:	Ex	G	S	NS
Critical and creative thinking				
Communication				
Co-operation				
Culture and identity				
Co-curricular activities	Ex	G	S	NS
How well is the school using the periods available for School Programmes in accordance with the Curriculum Framework?				
How well is the school following the guidance in the 'School Programmes Guidance' booklet?				
Has the school developed a full programme of extra-curricular activities that is available to all learners?				
Overall Judgement on Curriculum				
Comment on Curriculum				

Area 1: Curriculum

The key questions are how effectively:

- **The new ECD curriculum has been planned for and implemented in terms of activities that cover and link the new Areas of Learning, in particular the three principles in the "ECD Curriculum and Guidance" booklet which are:**

- One learning activity can lead to many learning outcome
- Each learning outcome needs more than one learning activity in order to be achieved
- A series of learning activities form "stepping stones" of progress

- **The new competencies are being developed**

The key evidence for this Area of Focus will come from:

Conversations	with the headteacher and other staff
Observation	of learning activities (as part of the Teaching and Learning focus)
Scrutiny	of timetables, plans for activities, and teachers' assessment records

a) The new curriculum

Has the setting planned learning activities that cover and link the Areas of Learning across the ECD years?	Ex	G	S	NS
Is the setting using the "three principles of planning" in the ECD Curriculum and Guidance booklet?				

The evidence for making this overall judgement will come mainly from:

- conversations with the headteacher and teachers
- scrutiny of plans and timetables
- observations of learning activities

Ask the headteacher and teachers about how activities are planned to cover and link Areas of Learning. Look at the written plans if available.

The new ECD Curriculum is not linear, and the Areas of Learning are not separate one from another. Settings are required to make links between the new Areas of learning, This is set out in Section 3 of the "Curriculum and Guidance for ECD" booklet with the "three principles of planning", and inspectors must check to see that this is understood.

If the setting is following these recommendations, then it will be judged "excellent".

In using the descriptors below, inspectors should look for a "best fit" with what they are seeing in the setting. It may not match the descriptor in every detail, but one descriptor will be more applicable than others.

Excellent	Exciting practical activities are planned that cover and link all Areas of Learning. All the advice in the Curriculum Framework and ECD Syllabus and Guidance booklet is being followed. The three principles are understood and put into practice.
Good	Some exciting practical activities are planned that cover and link the Areas of Learning. Most of the advice in in the Curriculum Framework and ECD Syllabus and Guidance booklet is being followed . The three principles are mainly understood and often put into practice.
Satisfactory	There are some practical activities planned that cover and link Areas of Learning. Some of the advice in in the Curriculum Framework and ECD Syllabus and Guidance booklet is being followed. The three principles are to some extent understood and put into practice.
Needs support	There are no activities planned for the Areas of Learning. The advice in in the Curriculum Framework and ECD Syllabus and Guidance booklet is not being followed. The three principles are neither understood nor put into practice.

b) Curriculum Competencies

The new curriculum competencies How well is the setting making provision for learners to develop:	Ex	G	S	NS
Critical and creative thinking				
Communication				
Co-operation				
Culture and identity				

Most evidence for this judgement will come from observations of learning activities. There is a section of the Lesson Observation Form for judgements on the competencies. These should be added up to come to the overall judgement. If this section is judged 'excellent' for most lessons, then the curriculum judgement will be 'excellent'. If it is judged 'good' for most lessons, then the curriculum judgement is 'good' and so on.

If there is doubt, then further evidence can be obtained by conversations with teachers. Can teachers give any examples of the competencies being used? Many examples would be excellent; some would be good and any at all would be satisfactory.

Excellent	Competencies are judged "excellent" in most lesson observations
Good	Competencies are judged "good" in most lesson observations
Satisfactory	Competencies are judged "satisfactory" in most lesson observations
Needs support	Competencies are judged "needs improvement" in most lesson observations

c) Co-curricular activities

Co-curricular activities	Ex	G	S	NS
How well is the school using the periods available for School Programmes in accordance with the Curriculum Framework?				
How well is the school following the guidance in the 'School Programmes Guidance' booklet?				
Has the school developed a full programme of co-curricular activities that is available to all learners?				

The evidence for this judgement will come mainly from observation of any co-curricular activities that might take place during the inspection, and from conversation with the headteacher, the teacher responsible for co-curricular activities and with a sample of learners. It might also be possible to scrutinize planning for this – but written plans are not essential for a positive judgement so long as the activities are taking place. There might also be evidence in the form of the school garden, or other outcomes of co-curricular activities.

Observation	Of any co-curricular activities taking place during inspection
Conversation	Headteacher and a sample of learners
Scrutiny	Any evidence of the activities (school garden etc)

The judgement will be based on the extent to which these activities are available to both boys and girls.

Excellent	**Almost all** learners (including boys and girls) have the opportunity to take part in a co-curricular activity
Good	**Most** learners (including boys and girls) have the opportunity to take part in a co-curricular activity
Satisfactory	**A few** learners (including boys and girls) have the opportunity to take part in a co-curricular activity
Needs support	There is no programme of co-curricular activity, or, although there are co-curricular activities they are not equally available to both boys and girls.

Making the overall judgement

	Ex	G	S	NS
Overall Judgement on Curriculum				

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements.. But, on the whole, where most judgements are 'excellent' then

the overall judgement will be 'excellent', where most are 'good' the overall judgement will be 'good' and so on.

Comment of curriculum

Inspectors should agree an overall statement that sums up the strengths of the curriculum and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the school needs support, then the support needed should be specified.

Overall Judgement on Curriculum	Ex	G	S	NS
Comment on Curriculum				

When evaluating the quality of the curriculum of the school, inspectors should consider the extent to which:

- Learners attain high standards in all of the Areas of Learning
- Learners make progress each year in terms of the "stepping stones"
- Girls and boys make good progress
- Learners with special educational needs or disabilities make good progress

Excellent
All learners attain high standards in each of the Areas of Learning. All learners make rapid progress each year. The progress of girls and boys is very well supported by the setting and they all make rapid progress. Learners with special educational needs or disabilities are very well supported by the setting and make very good progress in terms of their needs and disabilities

Good
Many learners attain high standards in each of the Areas of Learning. Most learners make good progress each year and during their whole time at the setting. The progress of girls and boys is well supported by the setting and they all make good progress. Learners with special educational needs or disabilities are well supported by the setting and make good progress in terms of their needs and disabilities

Satisfactory
Learners attain appropriate standards in the Areas of Learning. Most learners make the expected progress each year and during their whole time at the setting. The progress of girls and boys is supported by the setting and they all make the expected progress. Learners with special educational needs or disabilities are supported by the setting and make appropriate progress in terms of their needs and disabilities

Needs Support
Many learners do not attain appropriate standards in the Areas of Learning. Many learners make the expected progress each year and during their whole time at the setting. The progress of girls and boys is not well supported by the setting and they do not make equal progress. Learners with special educational needs or disabilities are not well supported by the setting and do not make appropriate progress in terms of their needs and disabilities

Attainment and Progress Checklist (ECD)

Standards of attainment in:	Ex	G	S	NS
Language Activities				
Mathematics Activities				
Outdoor and Physical Activities				
Environmental Activities				
Personal and Social Activities				
Creative Activities				
Religious Education				
Overall Progress	Ex	G	S	NS
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Overall judgement for Attainment and Progress				
Comment on Attainment and progress				

Area 2: Attainment and Progress

Judgements need to be made about each Learning Area. The method of collecting evidence is the same for each area:

- **Scrutiny** of assessment records, and comparing this to a sample of learners
- **Observations** of learning activities
- **Conversations** with teachers

Attainment refers to level of learning achieved by a learner in relation to the **learning expectations** of the curriculum. The ECD syllabuses and Overviews set out what should be learned each year. Attainment is judged against those expectations. "High standards" for a learner means that all of the expectations have been met.

Progress refers to the rate at which learning is taking place. It is possible for a learner who, for example, started late to have made good progress but still be behind others in terms of **attainment.**

Gender Equity and Special Education Needs

It is important for inspectors to check that both girls and boys are attaining the expected learning outcomes. The judgement cannot be satisfactory or better if either boys or girls, as a group, are failing to meet the expectations.

Learners with special educational needs and learning difficulties cannot all be expected to meet the same standards of attainment as others. However, they can be expected to make some progress, so inspectors should ask to the setting to identify learners with special educational needs and then check their progress.

Making the Attainment Judgement for an Area of Learning

The key question for the attainment judgement is how many learners meet the expected **learning outcomes** for an area.

Excellent: Nearly all learners meet the expected learning outcomes

Good: Most learners meet the expected learning outcomes

Satisfactory: Some learners meet the expected learning outcomes

Needs support: Very few or no learners meet the expected learning outcomes

Standards of attainment in:	Ex	G	S	NS
The Area of Learning				

The key piece of evidence is the teacher's Assessment Record. At the moment, there is no standard assessment record for ECD settings, so inspectors should not demand anything specific. It is sufficient if teacher are keeping some general notes about the class. It may therefore be necessary for inspectors to make their own judgements from observations of learners and discussions with teachers. The discussions should focus on the Learning Outcomes of the new ECD Curriculum.

Making the progress judgement

The progress judgement is not required for each separate Area of Learning. It is made for the areas overall, but distinguishes between girls, boys and learners with special educational needs. The judgement is based on how much children have moved on from their starting point. This will be lower for some children than others, so some children who started at a very low point might have made good progress even though their attainment id below expectations.

The key question for the progress judgement is the progress which learners have made towards meeting the expected learning outcomes:

Excellent: Nearly all learners make good progress from their starting points

Good: Most learners make good progress from their starting points

Satisfactory: Some learners make good progress from their starting points

Needs support: Very few or no learners make good progress from their starting points

Overall Progress	Ex	G	S	NS
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				

The way in which these judgements are made has already been described above. It is necessary for inspectors to note separately the progress of boys and girls and those with special needs or disabilities.

Overall Judgement on Curriculum	Ex	G	S	NS

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the judgements for individual subjects. The key question is how many learners meet the expected learning outcomes.

Excellent: Nearly all learners meet the expected learning outcomes

Good: Most learners meet the expected learning outcomes

Satisfactory: Some learners meet the expected learning outcomes

Needs support: Very few or no learners meet the expected learning outcomes

Comment of Attainment and Progress

Inspectors should agree an overall statement that sums up the strengths of the setting in terms of attainment and progress, and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the setting needs support, then the support needed should be specified.

Overall Judgement on Curriculum

Comment on Attainment and Progress

Making a judgement where there are no assessment records.

If the setting or a teacher has not been keeping assessment records then this should be reflected in the judgement on Teaching and Learning (which cannot be satisfactory or better) and on Leadership and Management (the headteacher should ensure that records are being kept).

In the absence of records, inspectors should try to make a judgement about attainment and progress from the lessons observed and discussions with learners. If this is not possible, then a "Needs Support" judgement should be recorded. In this case the support would be needed to start keeping the required assessment records.

When evaluating the quality of teaching and learning, inspectors will base their judgements on the extent to which:

Teaching:

- Has created a social and emotional environment that is responsive to learners' needs, and encourages and supports all learners to participate and be active
- Has created a physical learning environment that encourages movement, group work and learner-centred play-based activities
- Ensures that learning is first-hand, practical and based on play and exploration
- Makes and records assessments of learning in line with the ECD Guidance

Learning activities:

- Are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning
- Involve the sorting, use and manipulation of physical objects, and give some independence to the learners
- Help promote the competencies

Children are given opportunities:

- To explore and find out things for themselves
- For independence and generating their own idea
- To talk about what they are doing
- To work in pairs and small groups as well as individually

Excellent
Teachers have created a very supportive physical and social learning environment, and encourage and support all learners to be active.
Teachers understand the learning needs of young learners and provide learning activities are practical, active, play-based, and promote the competencies.
There are very good opportunities for learners to be independent and generate their own ideas, and they are given ample time to explore and find out things for themselves. Learners are always encouraged to talk purposefully about their activities and their interests.
There is a wide range of experiences across the Areas of Learning, and opportunities to work in pairs and small groups as well as individually.
Assessments are made and recorded appropriately.

Good
Teachers have created a supportive physical and social learning environment, and encourage and support most learners to be active.

Learning activities are mostly practical, active and play-based, and promote the competencies. Learners are often encouraged to talk purposefully about their activities.

There are some opportunities for learners to be independent and generate their own ideas, and they are given some time to explore and find out things for themselves.

There is a range of experiences across the Areas of Learning, and some opportunities to work in pairs and small groups as well as individually.

Assessments are made and recorded appropriately for many activities |

Satisfactory
Teachers have created a mostly supportive physical and social learning environment, and give some encouragement and support for learners to be active.

Some learning activities are practical, active and play-based, and promote the competencies. Learners are sometimes encouraged to talk about their activities.

There are some opportunities for learners to be independent and generate their own ideas, and they are given some time to explore and find out things for themselves.

There is a narrow range of experiences across the Areas of Learning, and a few opportunities to work in pairs and small groups as well as individually.

Assessments are made and recorded appropriately for some activities |

Needs support
Teachers have not created a supportive physical and social learning environment, and give no encouragement and support for learners to be active.

Too few of the learning activities are practical, active and play-based, and they do not promote the competencies. Learners are seldom encouraged to talk about their activities.

There are very few opportunities for learners to be independent or to generate their own ideas, and they are given insufficient time to explore and find out things for themselves.

There is a restricted range of experiences across the Areas of Learning, and no opportunities to work in pairs and small groups as well as individually.

Assessments are not made or recorded appropriately. |

Observation Form

Teaching	Ex	G	S	NS
Is responsive to learners' needs, and encourages and supports all learners to participate and be active				
Has created a physical learning environment that encourages independence, movement, group work and learner-centred play-based activities				
Ensures that learning is first-hand, practical and based on play and exploration				
Learning Activities	**Ex**	**G**	**S**	**NS**
Are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning				
Involve the sorting, use and manipulation of physical objects, and give some independence to the learners				
Help promote the competencies				
Opportunities for learners to:	**Ex**	**G**	**S**	**NS**
Explore and find things out for themselves				
Be independent and generate their own ideas				
Talk about what they are doing				
Work in pairs and small groups				
Overall judgement for Teaching and Learning				

Attitudes and behaviour	Ex	G	S	NS
Learners engage positively in the lesson and behave well				
Learners work independently and also co-operate well in groups and pairs, showing respect for others				
Overall judgement for Attitudes and behaviour				

Excellent Practice: If the lesson is graded "excellent", give a description of what makes it excellent

Issues: If the lesson is graded "Needs support" what was the issue?

Feedback to teacher (strengths and areas for improvement)

Strengths

Areas for improvement

Area 3: Teaching and Learning

This is the key part of the inspection. **Almost all time** spent in the setting should be spent observing learning activities.

Judgements during each observation refer to that session only. They are not judgements on the teacher but on the effectiveness of that particular session.

At the end of the inspection, inspectors will put together the evidence from all the observations to make the overall judgements about teaching and learning.

The section on the Observation Form about "Attitudes and Behaviour" will feed into the overall judgement on the "Care and Conduct of the Learners".

The **Teaching and Learning** section has three parts:

1. The impact of teaching
2. The learning activities and the way they support the competencies
3. The opportunities created for learning

The key evidence for all three parts will come from:

Observation	Observations of learning activities
Conversation	With teachers – especially after an lesson observation
Scrutiny	Teacher's Plans (if they have them)

1. Teaching

Teaching	Ex	G	S	NS
Is responsive to learners' needs, and encourages and supports all learners to participate and be active				
Has created a physical learning environment that encourages movement, independence, group work and learner-centred play-based activities				
Ensures that learning is first-hand, practical and based on play and enables learners to find out things for themselves (explore)				

Page 13 if the Curriculum Framework and Pages 13 and 14 of the ECD Curriculum and Guidance set out the expectations of teaching, learning environments and learning activities. They stress the importance of:

- encouraging all learners to be active participants in their learning, and not just sitting and listening
- enabling learners to be independent and so able to move around the room to collect materials and engage in learner-centred play-based activities.
- ensuring that learning is practical and that learners should be able to find out things out for themselves.

The evidence for the judgements will come entirely from the Lesson Observations

Observation	Observations during lessons

The grade awarded will be a matter for professional judgement. The table below will help with this.

Excellent	The teacher is supportive and encouraging so that all learners are active. They have created a stimulating learning environment that enables independence and play-based activities. The teacher ensured that all learning is first-hand, practical and based on play.
Good	The teacher is supportive and encouraging so that most learners are active. They have created a stimulating learning environment that enables some independence and play-based activities. The teacher ensured that most learning is first-hand, practical and based on play.
Satisfactory	The teacher is not always supportive and encouraging so that learners are not always active. The learning environment enables some independence and play-based activities. The teacher ensured that some learning is first-hand, practical and based on play.
Needs support	The teacher is not very supportive and encouraging so that few learners are active. The teacher can be threatening at times, or carries a stick. The learning environment enables too little independence and play-based activities. The teacher has not ensured that learning is first-hand, practical or based on play.

2. Learning activities

Learning activities	Ex	G	S	NS
Are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning				
Involve the sorting, use and manipulation of physical objects, and give some independence to the learners				
Help promote the competencies				

Pages 14 and 15 of the ECD Curriculum and Guidance booklet set out the expectations of teaching and learning. These should be the basis for inspection judgements.

The evidence for this section will come entirely from the observations of learning activities.

Observation	Observations during lessons

As with Section 1, the grade awarded will be a matter for professional judgement. The nature of the teaching and learning interaction is complex and varies greatly from setting to setting. The table below will, help with this.

As with Section 1, the grade awarded will be a matter for professional judgement. The nature of the teaching and learning interaction is complex and varies greatly from setting to setting. The table below will, help with this.

Excellent	All activities are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning. They all involve the sorting, use and manipulation of physical objects, and give some independence to the learners. They all help promote the competencies
Good	Most activities are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning. Most involve the sorting, use and manipulation of physical objects, and give some independence to the learners. Most help promote the competencies
Satisfactory	Some activities are practical, active, play-based and focused on the learning outcomes of all the Areas of Learning. Some involve the sorting, use and manipulation of physical objects, and give some independence to the learners. Some help promote the competencies
Needs support	Activities are not practical, active, play-based and focused on the learning outcomes of all the Areas of Learning. The do not involve the use of physical objects, or give some independence to the learners. Learners are not encouraged to talk about their work, think critically or make suggestions. There is too much chanting and rote-learning.

3. The opportunities created for learning

The opportunities created for learning	Ex	G	S	NS
Explore and find things out for themselves				
Be independent and generate their own ideas				
Talk about what they are doing				
Work in pairs and small groups				

Opportunities for learners to be independent in their learning, to explore and find things out for themselves are key to success in the new curriculum. They need to work in pairs and small groups to encourage discussion bout their learning. Page 12 of the ECD Curriculum and Guidance sets out the importance of talk in learning, and also how important it is in developing later language skills.

The evidence for this section will come entirely from the Lesson Observation and refers to that lesson only.

Observation	Observations during lessons

The table below will help in selecting the appropriate grade:

Excellent	All learners have many opportunities to explore and find things out for themselves. They are all given the independence to generate their own ideas and put forward their own points of view. There are many opportunities to work in pairs and small groups, and the teacher ensures that all learners always talk about their work.
Good	Most learners have some opportunities to explore and find things out for themselves. Most are given the independence to generate their own ideas and put forward their own points of view. There are some opportunities to work in pairs and small groups, and the teacher ensures that learners often talk about their work.
Satisfactory	There are some opportunities for learners to explore and find things out for themselves. They are sometimes given the independence to generate their own ideas and put forward their own points of view. There are some opportunities to work in pairs and small groups, and the teacher ensures that learners sometimes talk about their work.
Needs support	There are too few opportunities for learners to explore and find things out for themselves. They are seldom given the independence to generate their own ideas and put forward their own points of view. There are too few opportunities to work in pairs and small groups, and the teacher does not ensure that learners talk about their work. The teacher makes no assessments, or gives no feedback that would help learning

Making the overall Judgement on each Lesson Observation Form

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements. In making the overall judgement, inspectors should focus on the 'Teaching and learning methods' and on the 'Curriculum Competencies". If either of these in in the "Needs Improvement" category, then teaching and learning cannot be satisfactory overall.

Overall judgement for Teaching and Learning for this lesson				

Summing up at the end of the Inspection

Where there is more than one inspector, the Lead Inspector should collect in all the Lesson Observation Forms (including those for ECD) each day and make a record of the Overall Judgements. (How many are excellent, how many good etc.)

The overall judgement for ECD should reflect these percentages. If most are 'excellent' then the judgement is 'excellent' overall.

However, if a significant proportion of lessons that 'need improvement' would mean that the overall judgement cannot be better than "satisfactory', even if many of the lessons were excellent. This is an overall judgement, and an excellent setting does not have a significant proportion of lessons that are less than satisfactory.

For schools, inspectors are not asked to make overall judgements for each of the four sections of the Observation Form individually, but this should be done by the team for the setting as a whole at the end of the inspection. However where there is only one inspector allocated to an ECD setting, then that inspector will have to make the judgement individually.

Overall judgments for the setting	Ex	G	S	NS
Overall judgement for teaching				
Overall judgement for learning activities				
Overall judgement for opportunities				
Overall judgement for Teaching and Learning for the setting as a whole				
Comment on Teaching and Learning				

Area 4: Care and Conduct of the Learners

When evaluating the quality of care and the conduct of the learners, inspectors should consider the extent to which:

- The ECD setting meets the criteria for a Child Friendly School
- Learning activities encourage participation, and relationships with learners are positive
- The setting cares for and supports learners as individuals
- The setting actively promotes equal opportunity and tackles discrimination
- Learners have positive attitudes to learning
- Learners respond well to the setting's expectation of behaviour
- Learners respect each other and co-operate well with those from other groups and backgrounds
- The setting promotes good attendance and punctuality

Excellent
The setting meets all the criteria for a Child Friendly School. All lessons encourage participation, and relationships with all learners are very positive. The setting provides very good care and support for all learners as individuals.
The setting is very effective in promoting equal opportunity and tackling discrimination.
Learners have very positive attitudes to learning and work enthusiastically in lessons. They respond very well to the setting's expectation of behaviour. They respect each other and co-operate very well with those from other groups and backgrounds.
The setting is very successful in promoting good attendance and punctuality .

Good
The setting meets the criteria for a Child Friendly School. Learning activities mostly encourage participation, and relationships with all learners are positive. The setting provides good care and support for learners as individuals. The setting is effective in promoting equal opportunity and tackling discrimination.
Learners have positive attitudes to learning and work well in lessons. They respond well to the setting's expectation of behaviour. They respect each other and co-operate with those from other groups and backgrounds.
The setting is successful in promoting good attendance and punctuality.

Satisfactory
The setting meets most of the criteria for a Child Friendly School. Learning activities are generally encouraging and relationships with all learners are mostly positive The setting provides adequate care and support for learners as individuals. The setting takes some steps to promote equal opportunity and tackle discrimination.
Learners have generally positive attitudes to learning and most work well in lessons. They respond the setting's expectations, and behaviour is mainly satisfactory. Most learners respect each other and co-operate with those from other groups and backgrounds.
The setting takes some steps to promote attendance and punctuality, and most learners arrive on time and attend well.

Needs Support
The setting does not meet the criteria for a Child Friendly School. Lessons are not encouraging and relationships with all learners tend to be negative. The setting does not provides sufficient care and support for learners as individuals. The setting is not promoting equal opportunity and or tackling discrimination. Learners do not have positive attitudes to learning and do not work well in lessons. They do not respond well to the setting's expectations, and behaviour is often unsatisfactory. Learners do not always show respect for each other and do not co-operate with those from other groups and backgrounds. The setting is not taking effective steps to promote attendance and punctuality, and many learners do not arrive on time or attend well.

Care and Conduct Checklist

The extent to which the setting:	Ex	G	S	NS
Meets the criteria for a Child Friendly School				
Ensures that lessons are encouraging and relationships with learners are positive				
Listens to learners' concerns and gives effective support to all groups				
Actively promotes equal opportunity and tackles discrimination				
Successfully promotes good attendance and punctuality				
The extent to which learners:	**Ex**	**G**	**S**	**NS**
Have positive attitudes to learning				
Respond well to the expectation of behavior				
Respect each other and co-operate well with those from other groups and backgrounds				
Overall judgement for Care and Conduct of Learners				
Comment on Care and Conduct of the Learners				

Area 4: Care and Conduct of Learners

The key questions are:

a) Does the setting meet the criteria for a Child Friendly School?

b) Is the setting encouraging and supportive?

c) Do learners have positive attitudes and behaviour?

d) Does the setting promote good attendance and punctuality?

The key evidence for this Area of Focus will come from:

Conversations	With the headteacher, a sample of learners, PTA, and school managers or governors
Observation	Of learning activities, and learners' conduct around the school
Scrutiny	Of records of attendance, punctuality and behaviour, and the school's Child Friend School Index (CFSI)

a) Child Friendly School

The extent to which:	Ex	G	S	NS
The setting meets the criteria for a Child Friendly School				

Every setting should complete an annual Child Friendly School Index and this is the starting point for the inspection. Inspectors should ask the headteacher how the form was completed (is there co-operation from parents and the PTA etc?) and asked to demonstrate how key judgements were made. The CFSI is an extensive document that cannot be examined exhaustively during inspection. The key parts to consider for inspection are:

The school management promotes: • Supportive approach to learners • Good relationships between learners • Good community relationships • Equity and peace within the setting	Evidence for these will be collected anyway as part of: • Teaching and learning • Community relationships • Leadership and management • Facilities • The other aspects of 'Care and conduct of learners'
Academic environment encourages boys and girls and enables them to progress	
The physical environment is attractive and supportive	

This is a judgement that should be made at the final inspection meeting where evidence is drawn together from all the Ares of Focus. **The key question is whether the setting is a friendly place where learners go happily, are listened to and supported, and feel encouraged, safe and secure.**

A school in which **teachers shout at learners or threaten them with sticks** cannot be a child friendly school. This is true for all schools, and particularly true for ECD settings.

Excellent	Meets all the criteria in the above table
Good	Meets most of the above criteria
Satisfactory	Meets some of the above criteria
Needs support	Meets none of the above criteria

b) Is the setting encouraging and supportive?

The setting could not meet the criteria for a Child Friendly School without being encouraging and supportive. However, it could be encouraging and supportive without meeting some of the other Child Friendly School criteria. This is why there is a separate judgement to make.

The extent to which:	Ex	G	S	NS
Teachers are encouraging and relationships with learners are positive				
The setting listens to learners' concerns and gives effective support to all groups				
The setting actively promotes equal opportunity and tackles discrimination				

Most of the evidence will come from the observations of learning activities. There is a section of the Observation Form under "Teaching" with a specific line asking if there is a "social and emotional environment" that is responsive to learners' needs, and encourages and supports all learners to participate and be active. This is obviously the key piece of information. It links directly to Page 14 of the ECD Curriculum and Guidance. It will also be necessary to observe learners around the school and between lessons.

Observation	Observations of learning activities – especially the 'Social and emotional environment' section. Observing learners around the school.
Conversation	Sample of learners about whether they feel the school is 'friendly'

In making the judgement, it is important to remember that the setting should be encouraging and supportive to all groups. At the end of the inspection, the team will consider the grades allocated in the section of the Lesson Observation Forms alongside their own observations around the setting.

Excellent	Most Observation Forms judge the 'social and emotional environment' to be excellent. All sampled learners say the school is friendly.
Good	Most Observation Forms judge the 'social and emotional environment' to be good. Most sampled learners say the school is friendly.
Satisfactory	Most Observation Forms judge the 'social and emotional environment' to be satisfactory. Some sampled learners say the school is friendly.
Needs support	Most Lesson Observation Forms judge the 'social and emotional environment' to need support. Very few or no sampled learners say the school is friendly.

c) Learners' attitudes and behaviour

The extent to which:	Ex	G	S	NS
Learners have positive attitudes to learning and engage positively in their learning and behave well				
Learners work independently and also co-operate well in groups and pairs, showing respect for others.				

The evidence for these judgements will come mainly from lessons observations and observing learners around the setting. The Lesson Observation Form has a section for 'Attitudes and Behaviour' and this will provide key evidence.

Observation	Lesson observations – especially the 'Attitudes and behaviour' section. Observing learners around the school.

At the end of the inspection, the team will consider the grades allocated in the section of the Lesson Observation Forms alongside their own observations around the setting.

Where this section has been graded 'excellent' for most lessons, and this is consistent with observations around the setting, the judgements will be excellent.

Excellent	Most Lesson Observation Forms judge Attitudes and Behaviour to be excellent.
Good	Most Lesson Observation Forms judge Attitudes and Behaviour to be good.
Satisfactory	Most Lesson Observation Forms judge Attitudes and Behaviour to be satisfactory.
Needs support	Most Lesson Observation Forms judge Attitudes and Behaviour to need support.

c) Attendance and punctuality

The extent to which:	Ex	G	S	NS
The school promotes good attendance and punctuality				

The focus is on what the school does to promote **good** attendance and punctuality, but the actually figures will show how successful it is in doing so. A conversation with the headteacher will confirm what the school does. The school will have a record of attendance in terms of weekly percentages over the last year, so it will not be necessary to check all the registers individually.

Conversation	With headteacher and some parents to confirm what the school does to encourage good attanedance and punctuality
Scrutiny	Overall records of attendance in terms of weekly percentages

The judgement will be based on the attendance records and what the school does to promote good attendance and punctuality.

Excellent	Over 90% attendance.
Good	Over 80% attendance.
Satisfactory	Over 75% attendance.
Needs support	Less than 75% attendance.

Making the overall Judgement

Overall judgement for Care and Conduct of Learners				

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements. In making the overall judgement, inspectors should give most weighting to the judgements about being a **Child Friendly School. If the setting needs support to achieve this, then Care and Conduct cannot be satisfactory overall.** But, on the whole, where most judgements are 'excellent' then the overall judgement will be 'excellent', where most are 'good' the overall judgement will be 'good' and so on.

Comment on Care and Conduct of the Learners

Inspectors should agree an overall statement that sums up the strengths of the Care and Conduct and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the setting needs support, then the support needed should be specified.

Overall judgement for Care and Conduct of Learners				
Comment on Care and Conduct of the Learners				

When evaluating the quality of leadership and management, inspectors should consider the effectiveness of:

- The headteacher and senior leaders in the setting in:
  - Setting a vision for the setting that is shared and supported by all staff.
  - Creating a supportive ethos for a child-friendly school
  - Understanding the new curriculum and its booklets of guidance
  - Supporting teachers in the implementation of the new curriculum
  - Carrying out self-evaluation and promoting improvement
  - Using finances for the benefit of learners
  - Establishing transparent systems of financial accountability
  - Liaising with the community

- The Senior Management Committee in:
  - Consulting stakeholders
  - Helping the setting to plan
  - Monitoring and evaluating developments in the setting
  - Setting up clear lines of responsibility to the PTA

Excellent
The headteacher and senior leaders set a clear and ambitious vision for the setting that is shared and supported by all staff. They have created a very supportive ethos for a child-friendly school where all learners feel welcomed, safe, secure and valued. They have very good knowledge and understanding of the new curriculum and are using the guidance booklets very effectively to support teachers in the implementation of the new curriculum.
Very clear expectations are set for teachers and learners and there are very effective systems for ensuring that these expectations are met.
The setting carries out rigorous self-evaluation that identifies its strengths and areas for improvement, and uses this as a basis for promoting setting improvement.
The setting uses its finances very effectively for the benefit of learners and has established a transparent system of financial control and accountability.
The setting liaises very effectively with parents and the community.
The Board of governors or Senior Management Committee is very effective in consulting stakeholders, helping the setting to plan, and monitoring and evaluating developments in the setting. There are very clear lines of accountability to the PTA.

Good
The headteacher and senior leaders set a clear vision for the setting that is shared and supported by most staff. They have created a supportive ethos for a child-friendly setting where learners feel safe and valued. They have good knowledge and understanding of the new curriculum and are using the guidance booklets to support teachers in the implementation of the new curriculum. Clear expectations are set for teachers and learners and there are systems for ensuring that these expectations are met.   The setting carries out self-evaluation that identifies its strengths and areas for improvement, and uses this as a basis for promoting setting improvement.   The setting uses its finances effectively for the benefit of learners and has established a transparent system of financial control and accountability.   The setting liaises well with parents and the community.   The Board of governors or Senior Management Committee is effective in consulting stakeholders, helping the setting to plan, and monitoring and evaluating developments in the setting. There are clear lines of accountability to the PTA.

Satisfactory
The headteacher and senior leaders have a vision for the setting, and most staff are aware of it. They have created an appropriate ethos for a child-friendly setting where learners feel secure. They are aware of the key points of new curriculum and are using the guidance booklets to support teachers in the implementation of the new curriculum. Some expectations are set for teachers and learners and there are some systems for ensuring that these expectations are met.   The setting carries out some self-evaluation, and uses this to some extent as a basis for promoting setting improvement.   The setting uses its finances generally effectively for the benefit of learners and has established a transparent system of financial control and accountability.   The setting liaises with parents and the community.   The Board of governors or Senior Management Committee takes some steps to consult stakeholders, help the setting to plan, and to monitor and evaluate developments in the setting. There are lines of accountability to the PTA.

Needs Support
The headteacher and senior leaders do not have a clear vision for the setting. They have not created an appropriate ethos for a child-friendly setting and so learners do not feel secure and valued. The headteacher and senior leaders do not fully understand the new curriculum and its guidance booklets, and so cannot support teachers in the implementation of the new curriculum. Expectations are not set for teachers and learners, or such expectations are unclear or too low, and there are no systems for ensuring that these expectations are met.

The setting does carry out effective self-evaluation, and so has no real basis for promoting setting improvement.

The setting does use its finances effectively for the benefit of learners and has not established a transparent system of financial control and accountability.

The setting has little or no liaison with parents and the community.

The Board of governors or Senior Management Committee does not consult effectively with stakeholders, gives little help the setting to plan, and does not monitor and evaluate developments in the setting. Lines of accountability to the PTA are not clear. |

Leadership and Management Checklist

The headteacher and senior leaders in the school:	Ex	G	S	NS
Set a vision for the setting that is shared and supported by all staff				
Create a supportive atmosphere for a child-friendly school				
Understand the new curriculum and its booklets of guidance				
Support teachers in the implementation of the new curriculum				
Carry out self-evaluation and promote setting improvement				
Use finances for the benefit of learners				
Have established transparent systems of financial accountability				
Liaise with parents and the community				
The Board of governors or Management Committee:	**Ex**	**G**	**S**	**NS**
Consult stakeholders				
Help the setting to plan				
Monitor and evaluate developments in the setting				
Have set up clear lines of responsibility to the PTA				
Overall judgement for Leadership and Management				
Comment on Leadership and Management				

Area 5: Leadership and Management

This Area of Focus can be thought of in two parts:

1. The headteacher and senior leaders
2. The Board of Governors or Management Committee

Leadership refers to setting a vision, inspiring staff and creating a clear sense of direction

Management refers to operating the administrative procedures required to make a setting run smoothly

Senior Leader refers to teachers who have been given particular responsibility within the setting

The key evidence for this Area of Focus will come from:

Conversations	with the headteacher and senior leaders, teachers, a sample of parents, PTA, and managers or governors
Scrutiny	of School or Setting Development Plan, School or Setting Self-Evaluation Form, school accounts, school policies on implementing the new curriculum

1. The headteacher and senior leaders in the setting

This has five parts:

a) Vision and expectations

b) Understanding and supporting the new curriculum

c) Self evaluation

d) Finance

e) Liaison with other settings

Leadership and Management Checklist

The headteacher and senior leaders in the school:	Ex	G	S	NS
Set a vision for the school that is shared and supported by all staff				
Create a supportive atmosphere for a child-friendly school				

The headteacher and senior leaders should be asked to explain their vision for the school. This should be checked by conversations with teachers. Do they know what the vision is and what is expected of them? The evidence for the supportive atmosphere will come from lesson observations and the judgement about a child-friendly school.

Excellent	A very clear vision is set and shared by staff. The school is child-friendly and provides a very supportive atmosphere
Good	A clear vision is set and shared by staff. The school is child-friendly and provides a supportive atmosphere
Satisfactory	Some sort of vision is set and shared by most staff. The school is mostly child-friendly
Needs support	There is no clear vision set that is shared by staff. The school is not child-friendly and does not provide a supportive atmosphere for its pupils.

The judgement about a Child Friendly School will already have been covered in the 'Care and Conduct of Learners' section. This will feed into the judgment about how a supportive atmosphere has been set for this. If the setting is not judged to be 'Child Friendly', then a supportive atmosphere has not been created.

b) Self-evaluation

The headteacher and senior leaders in the school:	Ex	G	S	NS
Carry out self-evaluation and promote school improvement				

The judgement on self-evaluation will be based on the school's Self-Evaluation Form, the extent to which managers or governors and the community contributed to this, and on the headteacher's explanation of how this is used to promote self-improvement.

Excellent	The school has consulted others in completing a rigorous self-evaluation, and can show how it is being used to promote improvement
Good	The school has carried out a self-evaluation with some input form others and has a plan to use this to promote improvement
Satisfactory	The school has carried out an evaluation of some areas and has some idea of how this might help improvement.
Needs support	The school has not carried out a self-evaluation

c) Understanding and supporting the new curriculum

The headteacher and senior leaders in the school:	Ex	G	S	NS
Understand the new curriculum and its booklets of guidance				
Support teachers in the implementation of the new curriculum				

The headteacher and senior leaders should be asked to explain the key changes that they have had to make in order to implement the new curriculum, and the support they have given to teachers to help them with this. From this discussion, inspectors will be able to ascertain how well the new curriculum is understood. The setting should have the relevant booklets of guidance. Teachers should be asked how they have been supported.

Excellent	Has read and understood all relevant booklets, and can show how teachers have been supported. Teachers say they have been well supported
Good	Has read and mainly understood most of the relevant booklets. Teachers say they have received some support
Satisfactory	Has read some of the relevant booklets. Some teachers say they have received some support
Needs support	Booklets are not in school or have not been read. Teachers have received no support

d) Finance

The headteacher and senior leaders:	Ex	G	S	NS
Use finances for the benefit of learners				
Have established transparent systems of financial accountability				

The headteacher and senior leaders should be asked to explain how the money they are allocated and raise is used for the benefit of learners. The system of financial accountability should be open and transparent. Inspectors are not expected to audit the books, but should report any concerns they may have to the County Office.

Excellent	The system of financial control is easily understood and the setting can fully explain how decisions are made to spend money for the benefit of learners.
Good	The system of financial control is clear and the setting can give some explanation of how money is spent for the benefit of learners.
Satisfactory	There is a system of financial control, even if it is not particularly clear and the money seems to be generally spent for the benefit of learners.
Needs support	It is not possible to understand the system of financial control so it is not possible to judge whether money is spent effectively.

2. The School Management Committee

The Management Committee:	Ex	G	S	NS
Consult stakeholders				
Help the setting to plan				
Monitor and evaluate developments in the setting				
Have set up clear lines of responsibility to the PTA				

A meeting should be held with representatives of the Board of Governors or Management Committee. The should be asked how they:

- Consult stakeholders
- Help the setting to plan
- Monitor and evaluate developments in the school
- Have set up clear lines of responsibility to the PTA

They should be able to give a numerous examples of how they consult stakeholders, help the setting to plan and how they monitor and evaluate developments in the school.

NB. It should be remembered that Governors and Managers are volunteers and cannot be held to account in the same way as employees. Inspectors should be encouraging and thank the Governors or Managers for the work they do.

Excellent	Numerous examples of stakeholder consultation. Detailed examples of helping the school setting to plan, and how they monitor and evaluate.
Good	Some examples of stakeholder consultation and of helping the setting to plan, and how they monitor and evaluate.
Satisfactory	Very few examples of stakeholder consultation and of helping the setting to plan, or of monitoring and evaluation
Needs support	No role in helping the setting to plan, or in monitoring and evaluation.

3. Making the Overall Judgement

Overall judgement for Leadership and Management				

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements. In making the overall judgement, inspectors should consider the judgements relating to both the headteacher and senior leaders and also to the governors or managers, **but the overall judgement should reflect the judgement on the headteacher and senior leader.** Leadership and management cannot be judged satisfactory or better solely on the judgement on the governors or managers.

Comment of Leadership and Management

Inspectors should agree an overall statement that sums up the strengths of leadership and management and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the setting needs support, then the support needed should be specified.

Overall judgement for Leadership and Management				
Comment on Leadership and Management				

Area 6: Community Relationships

When evaluating the quality of community relationships, inspectors should consider the extent to which the setting:

1. Encourages parents and carers to support, and make decisions about, their own learners's learning, progress, well-being, behaviour and development

2. Take account of the views of parents and carers

3. Communicates with parents, carers and community members regarding important setting developments,

4. Invites parents and carers to participate in setting activities

5. Has developed an understanding of the religious, ethnic and socio- economic characteristics of its community

6. Encourages the community to contribute to the setting

Excellent
The setting is very effective in encouraging parents and carers to support, and make decisions about, their own learners's learning, progress, well-being, behaviour and development. The setting has very good systems to take account of the views of parents and carers, and acts upon these views effectively.   It invites parents and carers to participate in a wide range of setting activities The setting communicates very effectively with parents, carers and community members regarding important setting developments.

Good
The setting is effective in encouraging parents and carers to support, and make decisions about, their own learners's learning, progress, well-being, behaviour and development. It has good systems to take account of the views of parents and carers, and acts upon these views effectively.   It invites parents and carers to participate in setting activities The setting communicates effectively with parents, carers and community members regarding important setting developments.

Satisfactory
The setting takes some steps to encourage parents and carers to be involved in their child's education. It tries to take account of the views of parents and carers.   It sometimes invites parents and carers to participate in setting activities The setting communicates with parents, carers and community members regarding important setting developments

Needs Support
The setting does not encourage parents to be involved in their child's education. It does not take account of the views of parents and carers, or invite them to participate in setting activities. The setting has little communication with parents, carers and community members regarding important setting developments.

Community Relationships Checklist

The extent to which the setting:	Ex	G	S	NS
Encourages parents and carers to support, and make decisions about, their own learners's learning, progress, well-being, behaviour and development				
Take account of the views of parents and carers				
Communicates with parents, carers and community members regarding important setting developments				
Invites parents and carers to participate in setting activities				
Encourages the community to contribute to the setting				
Overall judgement for Community Relationships				
Comment on Community Relationships				

Area 6: Community Relationships

The key questions are how effectively the setting has made:

a) Relationships with parents and carers

b) Relationships with the community

The key evidence for this Area of Focus will come from:

Conversations	with the headteacher, a sample of parents, PTA, and managers or governors
Scrutiny	of records of communications with parents, of any events organised for parents and carers, and of programmes for contributing to the community

a) Relationships with parents and carers

The extent to which the setting:	Ex	G	S	NS
Encourages parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development				
Takes account of the views of parents and carers				
Communicates with parents, carers and community members regarding important school developments,				
Invites parents and carers to participate in setting activities				

Meetings should be arranged with representatives of the PTA and if possible a sample of parents, and should be attended by more than one inspector. The PTA and parents will be well placed to comment on the extent to which the setting encourages parents and carers to be involved in the education of their learners, and how well the setting communicates with parents.

The grade will be a matter of professional judgement. If the PTA and sample of parents feels that the setting:

• is very open and encouraging
• provides plenty of communication
• invites parent and cares to events
• takes account of their views

If the parents see the setting as meeting all four of these, that would be excellent. Two or three of these would be good, and any at all would be satisfactory.

Excellent	The setting is very open and encouraging, provides plenty of communication, invites parent and cares to events and takes account of their views
Good	Any two or three of the above
Satisfactory	Any of the above
Needs support	None of the above

b) Relationships with the community

The extent to which the setting:	Ex	G	S	NS
Contributes to the community and Eencourages the community to contribute to the setting				

Conversations	Meeting with PTA, parents and managers of governors about the community involvement of the setting
	Ask the headteacher and teacher responsible for community relationships to demonstrate how the setting contributes to the community
Scrutiny	Records of events

Much of the evidence will come from the meetings held with the PTA and parents for Part 1 (above). A further meeting should be arranged with the Managers or Governors of the setting (this will also be useful to gather evidence for the 'Leadership and Management' judgments). Conversations should also be held with the headteacher and teachers with responsibility for parent and community relationships (if there is one). They should be asked to demonstrate how the setting has engaged with the community. Further evidence will be found by a scrutiny of any records of any events.

Excellent	There are many examples of how the setting encourages the community to contribute
Good	There are some examples of how the setting encourages the community to contribute
Satisfactory	There is at least one example of how the setting encourages the community to contribute
Needs support	None of the above

Making the overall Judgement

Overall judgement for Community Relationships				

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements. In making the overall judgement, inspectors should consider the judgements relating to relationships with parents and carers and also to those relating to community relationships. If either is less than satisfactory, then the overall judgement cannot be satisfactory or better.

Comment on Community Relationships

Inspectors should agree an overall statement that sums up the strengths of the relationships with the community and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the setting needs support, then the support needed should be specified.

Overall judgement for Community Relationships				
Comment on Community Relationships				

When evaluating the quality of the facilities of the setting, inspectors consider:

- The overall suitability of the facilities in terms of learners' needs
- The effectiveness with which the setting uses its facilities to promote learning
- The child-friendliness of the setting and its facilities
- The hygiene and cleanliness of the setting
- The care the setting takes of its facilities

Excellent
The setting has a comprehensive set of facilities that enhance learning and make the setting a welcoming and comfortable place.   The setting makes extremely effective use of its location and facilities to promote learning for all learners. It has taken effective steps to add to its facilities to improve the quality of learning experiences. The facilities are made available for learners to use a very child-friendly way, and encourage full participation of all learners. The setting and all its facilities are extremely clean and hygienic and there are very effective systems of management, maintenance and cleaning.

Good
The setting has a good of facilities that enhance learning.   It makes effective use of its location and facilities to promote learning. It has taken some steps to add to its facilities to improve the quality of learning experiences. The facilities are made available for learners to use, and encourage participation. The setting and all its facilities are clean and hygienic and there are good systems of management, maintenance and cleaning.

Satisfactory
The setting has an appropriate set of facilities that enhance learning.   It makes little use of its location and facilities to promote learning. Some facilities are made available for learners and encourage participation. The setting and its facilities are mostly clean and hygienic and there are some systems of management, maintenance and cleaning.

Needs Support
The setting's facilities are inadequate and do not enhance learning.   It makes no use of its location and facilities to promote learning. Facilities are not made readily available for learners and do not encourage participation. The setting and its facilities are not clean and hygienic and there systems of management, maintenance and cleaning are not effective.

Facilities Checklist

Facilities	Ex	G	S	NS
The overall suitability of the facilities in terms of learners' needs				
The effectiveness with which the setting uses its facilities to promote learning				
The child-friendliness of the setting and its facilities				
The hygiene and cleanliness of the setting				
The care the setting takes of its facilities				
The overall judgement on facilities				
Comment on facilities				

Area 7: Facilities

The key questions are whether the facilities are:

- suitable and used to promote learners' needs
- looked after and kept clean

The key evidence for this Area of Focus will come from:

Observations	of the setting's facilities, some of which can be made during lesson observations

Facilities	Ex	G	S	NS
The overall suitability of the facilities in terms of learners' needs				
The effectiveness with which the setting uses its facilities to promote learning				
The hygiene and cleanliness of the setting				

Inspectors should not spend long on this section of the inspection. A quick look around the setting is usually sufficient to make this judgement. Evidence from observations of learning activities will contribute to the overall impressions of care and cleanliness and also to how well facilities are used to promote learning. We need only one overall judgement.

Making the overall Judgement

The overall judgement on facilities				

The overall judgment needs to refer to the Grade Descriptors and find a "best fit" overall. This is not just a matter of adding up the individual judgements, but the facilities cannot be judged 'satisfactory' or better if they are not suitable or are not used to promote learning.

Comment on Facilities

Inspectors should agree an overall statement that sums up the strengths of facilities and mentions any areas that need development. If the overall judgement is 'excellent', then the comment should make clear what is excellent about it. If the setting needs support, then the support needed should be specified.

The overall judgement on facilities				
Comment on facilities				

Key issues, Key areas for development and Overall comment.

The team should discuss each day the emerging key strengths and areas for development, so that by the time of the final meeting they should already be fairly clear.

It is important that the key strengths are actually **key** – which means that they are of great importance in terms of learning, attainment and progress.

The key areas for development should be similarly of key importance, and also achievable for the setting. They need to be things that the setting can actually do. Where learners' attainment is low, the key areas for development should reflect this. For example: "Improve standards on English across the setting".

The overall comment on the setting should sum up the overall judgement of the setting and give the key reasons for the judgement. For example: "This is a good setting with a caring approach where effective teaching has brought about above average standards in all subjects."

The Feedback Meeting

At the end of the inspection visit, all the members of the inspection team meet with the headteacher along with any staff, Board of Governors/Governing Body and PTA members that wish to be present.

The Lead Inspector summarises what the team has done during the inspection visit, explains the grading system and reports on the grades for each of the focus areas of the inspection and for the setting overall. The Inspection Lead Inspector states some strengths of the setting and gives recommendations for actions for further development.

The Lead Inspector explains that what has been said will be incorporated into a written report, informs that the report will be written within a week and forwarded to the headteacher to check its factual accuracy.

Before closing the meeting, the Lead Inspector explains the system by which the setting may register a complaint against the conduct of the inspection or contest any of the grades awarded.

The Full Setting Inspection Report

The inspection report is an important document that informs setting development. It is written immediately after the inspection visit. It is the responsibility of the Lead Inspector to draft this report. The report is based on the records of evidence made by the inspectors. It records the grades reported in the feedback meeting, the strengths of the setting and the recommendations for further development. The recommendations for improvement are precise, specific and detailed. They make reference to aspects of the setting that are hindering the enhancement of quality. Inspection reports have a standard content and are written in a standard style and to a standard format. Where an inspection report exists from a previous inspection, this is referred to in gauging the extent to which a setting has developed.

The draft report is discussed by the inspection team and finalised by the Lead Inspector. The draft is first checked by the County Chief Inspector and then given to the setting to check for factual accuracy. This is done within one week of the end of the inspection visit. Once factual correctness has been confirmed, the report is printed and copies provided to the setting. A copy of the report is sent to the State Ministry of Education and a copy filed in the County Education Office. The report is made public.

ECD Settings Inspected as part of a Primary School Inspection

Where the setting is part of a primary school, the report will be for the school as a whole, but with separate sections on provision for the ECD setting.

Concerns and Complaints

If a setting has a concern about the conduct of an inspection, this should be raised as soon as possible with the Inspection Lead Inspector who will assess its validity. If an expressed concern is judged to be justified, the Inspection Lead Inspector will do as much as possible to resolve the concern. If the concern is not addressed to the satisfaction of the setting then the setting headteacher should bring this to the attention of the County Chief Inspector.

If a setting is not satisfied with the inspection report it receives then the headteacher should approach the County Chief Inspector stating the concern and supporting this with evidence.

Appendix
Example ECD Inspection Report

Republic of South Sudan

Ministry of General Education and Instruction

Central Equatoria State
Juba County

ECD SETTING INSPECTION REPORT

School Name Here

EMIS Number = nnnnn

Name of Boma

Name of Payam

Name of Town

This report is based on an inspection carried out between 5th and 7th July 2022

Document reference
state/county/SIR/year/number

Date of issue: 8th July 2022

Further copies of the document can be obtained from:

The County Education Office
Central Equatoria State
Juba Town

Summary

Overall Judgements on each Area		Ex	G	S	NS
Area 1	Curriculum				✔
Area 2	Attainment and Progress			✔	
Area 3	Teaching and Learning				✔
Area 4	Care and Conduct of the Learners			✔	
Area 5	Leadership and Management		✔		
Area 6	Community Relationships		✔		
Area 7	Facilities			✔	

Overall Judgement on the Setting	Ex	G	S	NS
			✔	

Overall Comment on the Setting

The school meets most criteria of child-friendly school where all learners encouraged to learn and are supported. The setting has not implemented the new curriculum though the teachers were oriented. The school must start implementing the new curriculum. The school is active in promoting good relationships with the parents, community and carers by involving them in different kinds of activities. Most of the learners make expected progress each year and during their whole time at the setting The lessons are encouraging and support learners. The facilities are adequate but some are not suitable for use for young children. The school uses its finances for the benefit of the learners and there is a good system of accountability. There is a clear line of responsibility from PTA to support the setting.

Key Strengths of the Setting

- The setting promotes participation of community, parents, carers and other stakeholders and has good relationships.
- There is a good system of financial transparency.

Suggested Areas for Development

- Though many teachers were oriented on the new curriculum, there is need for further training for them to understand and gain skills on how to deliver the new curriculum effectively.
- There is a need to improve school facilities to promote learning.
- The latrines need to be child friendly.
- The setting needs to implement the new curriculum

Detailed Judgements on the Seven Areas
Area 1: Curriculum

How well has the school planned for covering the new ECD curriculum:	Ex	G	S	NS
Has the setting planned learning activities that cover and link the Areas of Learning across the ECD years?				✓
Is the setting using the Curriculum Framework and the ECD Curriculum and Guidance booklet?				✓
The new curriculum competencies **How well is the school making provision for learners to develop:**	Ex	G	S	NS
Critical and creative thinking				✓
Communication				✓
Co-operation				✓
Culture and identity				✓
Co-curricular activities	Ex	G	S	NS
How well is the school using the periods available for School Programmes in accordance with the Curriculum Framework?				✓
How well is the school following the guidance in the 'School Programmes Guidance' booklet?				✓
Has the school developed a full programme of co-curricular activities that is available to all learners?				✓
Overall Judgement on Curriculum				✓

Comment on Curriculum

The setting has touched some parts of language activities as well as outdoor activities which are reflected in new ECD curriculum. Some teachers were oriented on ECD curriculum but didn't implement it. It is making no use of the Curriculum Framework, ECD curriculum and guidance booklet. The setting has no plans for using the new curriculum.

Area 2: Attainment and Progress

Standards of attainment in:	Ex	G	S	NS
Language Activities			✓	
Mathematics Activities		✓		
Outdoor and Physical Activities			✓	
Environmental Activities			✓	
Personal and Social Activities			✓	
Creative Activities			✓	
Religious Education			✓	
Overall Progress	**Ex**	**G**	**S**	**NS**
Progress of girls		✓		
Progress of boys			✓	
Progress of learners with special educational needs or disabilities				
Overall judgement for Attainment and Progress			✓	

Comment on Attainment and Progress

Most of the learners in the setting participated effectively and equally in the class. Learners' records of progress were available on a termly basis however the assessment record is presented to the parents to show the progress of their children. The setting attains appropriate standards in the curriculum that the setting is using. Most of the learners make expected progress each year and during their whole time at the setting. The progress of girls is higher than boys. The setting has no learners with disabilities.

Area 3: Teaching and Learning

Teaching	Ex	G	S	NS
Is responsive to learners' needs, and encourages and supports all learners to participate and be active.			✔	
Has created a physical learning environment that encourages independence, movement, group work and learner-centred play-based activities				✔
Ensures that learning is first-hand, practical and based on play and exploration				✔
Learning Activities	**Ex**	**G**	**S**	**NS**
Are practical, active, play-based and focused on the learning outcomes of the Areas of Learning			✔	
Involve sorting, use and manipulation of physical objects, and give some independence to the learners				✔
Help promote the competencies			✔	
Opportunities for learners to:	**Ex**	**G**	**S**	**NS**
Explore and find things out for themselves			✔	
Be independent and generate their own ideas				✔
Talk about what they are doing				✔
Work in pairs and small groups				✔
Overall Judgement for Teaching and Learning				✔
Comment on Teaching and Learning				
Some competencies were observed during the lesson. The learners were able to explore and find things out for themselves even though the environment was not supportive for learning. Too few of the learning activities are practical. There are few opportunities for learners to be independent, to generate ideas, to explore and find things for themselves, and to talk in pairs or group.				

Area 4: Care and Conduct of the Learners

The extent to which:	Ex	G	S	NS
The setting meets the criteria for a Child Friendly School				✔
Learning activities are encouraging and relationships with learners are positive			✔	
The setting cares for and supports learners as individuals				✔
Actively promotes equal opportunity and tackles discrimination		✔		
Learners have positive attitudes to learning		✔		
Learners respond well to the school's expectation of behavior			✔	
Learners respect each other and co-operate well with those from other groups and backgrounds			✔	
The setting promotes good attendance and punctuality			✔	
Overall judgement for Care and Conduct of Learners			✔	
Comment on Care and Conduct of Learners The setting enrols children from different ethnic groups and religions, and promotes equal opportunity for all. However, there is inadequate care and support for learners as individuals. For example, learners are not accompanied by teachers when visiting latrine and the size of the pit hole is too big and therefore dangerous for young children. The learning in general encourages positive relationships with all learners. The setting promotes good attendance and punctuality.				

Area 5: Leadership and Management

The headteacher and senior leaders in the setting:	Ex	G	S	NS
Set a vision for the setting				✓

The extent to which the school:	Ex	G	S	NS
	✓			
Encourages parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development		✓		
Take account of the views of parents and carers		✓		
Communicates with parents, carers and community members regarding important school developments,		✓		
Invites parents and carers to participate in school activities		✓		
Contributes to the community and encourages the community to contribute to the school		✓		

	Ex	G	S	NS
Create a supportive atmosphere for a child-friendly school			✓	
Understand the new curriculum and its booklets of guidance				✓
Support teachers in the implementation of the new curriculum				✓
Carry out self-evaluation and promote school improvement			✓	
Liaise with other schools and the community		✓		
The Board of Governors or Management Committee:	**Ex**	**G**	**S**	**NS**
Consult stakeholders		✓		
Help the school to plan		✓		
Monitor and evaluate developments in the school		✓		
Have set up clear lines of responsibility to the PTA		✓		
Overall Judgement on Leadership and Management		✓		

Comment on Leadership and Management

Although the head teacher and senior leaders have created a supportive ethos for a child-friendly setting where learners feel safe and valued, there is no leadership support for implementation of new curriculum. The setting carries out self-evaluation that identifies its strengths and areas for improvement. The setting uses its finances for the benefit of the learners in terms of providing learning material to support teaching, and they have a good payment for teachers to maintain them in the school. The PTA helps the setting to plan, monitor and evaluate development in the setting.

Area 6: Community Relationship

The extent to which the school:	Ex	G	S	NS
Encourages parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development		✓		
Take account of the views of parents and carers		✓		
Communicates with parents, carers and community members regarding important school developments,		✓		
Invites parents and carers to participate in school activities		✓		
Contributes to the community and encourages the community to contribute to the school		✓		
Overall judgement for Community Relationships		✓		

Overall comment on Community Relationships

The setting is effective in encouraging parents and cares to support, and make decisions about their own children's learning progress. It has a good system of transparency and takes account of views of parents concerning the school fees. Parents are involved in decision making on the school development plan and activities.

Area 7: Facilities

Judgement on:	Ex	G	S	NS
The overall suitability of the facilities in terms of learners' needs				✓
The effectiveness with which the school uses its facilities to promote learning			✓	
The hygiene and cleanliness of the school			✓	
The overall judgement on facilities			✓	

Comment on facilities

The setting has enough classrooms and spacious playground but the latrine has large pit hole making it dangerous for use by young children. The setting and its facilities are mostly kept clean and hygienic and there are some systems of management.

ECD Inspection Framework and Guidance