



Inspection Framework and Guidance

South Sudan



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Introduction

This Inspection Handbook contains the “Inspection Framework” and also guidance on how to use the Framework to carry an inspection of a school.

Using this Handbook

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

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

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

The Overall Approach to a School Inspection

The 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.”

Framework Requirements

Section 1: The System of Inspection

This document sets out the system for inspection of schools 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 schools in South Sudan with that of schools 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 schools in the Republic of South Sudan aims to:

- provide parents, carers and the community served by a school with information about the effectiveness of the schools 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 schools and the standards of education;
- encourage schools 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 schools and the education system as a whole through the identification of particularly good practice and ensuring this is made known to all schools.

Types of Inspection

There are three types of inspection:

A Full School Inspection

carried out by a team of inspectors over a number of days and producing a comprehensive report on the performance of the school in the seven areas of focus

A Survey Inspection

carried out by a single inspector or small teams to look at a particular aspect (such as standards of literacy in P4, or the teaching of Science) across a number of schools. These inspections might last a day or less.

A Progress Inspection

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

Grading Schools

Based on the practices of *Ofsted*, schools 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. 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 a school graded by inspectors in South Sudan would be on a par with a school in England given the same grade by *Ofsted* inspectors.

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

Child Friendly Schools

The Ministry of General Education and Instruction of the Republic of South Sudan has adopted the Child-Friendly Schools (CFS) approach. This recognizes 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 schools in South Sudan. These are as follows:

1. **Rights-based:** remembering that children's 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

There is detailed guidance to this in Section 3.

Child Friendly Schools

This is a key consideration for the inspection.

A school that is not “Child Friendly” cannot be good, and may not even be satisfactory. Each school 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 school that impact on the quality of education that a school provides 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 curriculum (The Curriculum Framework, Subject Syllabuses and the associated booklets of 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 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.

This area of focus will also consider the provision made by the school for the 'School Programmes' within the curriculum, and the co-curriculum activities, sports activities and clubs.

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 subjects of the National Curriculum. It is also concerned with the progress learners make during a year and during their whole time at the school.

The inspection team will collect evidence on this focus area mainly by the analysis of teacher's end-of-unit assessment records, by observation in classrooms, by looking at learners' work and by interacting with teachers and learners. It is essential that inspectors check teachers' end-of-unit assessments against the standards they find in learners' books and in lessons.

3 Teaching and Learning

This focus area looks at the impact of teaching upon learning. In a lesson, 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 curriculum and its associated guidance, and use the syllabuses or textbooks 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, and make accurate end-of-unit assessments.

The inspection team will collect evidence on this focus area mainly by the direct observation of teaching, by looking at learners' work 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 other young people and adults. It enquires 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, safeguards and promotes the health and wellbeing of its learners.

The inspection team will collect 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 in the school set a clear vision for the school, create a supportive ethos for a child-friendly school, understand the new curriculum and its booklets 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 schools 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 the Board of Governors or Senior Management Committee in consulting stakeholders, helping the school to plan, monitoring and evaluating developments in the school, 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 school's engagement with parents and carers in supporting learners' learning and development, and the extent to which the community contributes to the school and the school to the community.

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

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

Section 2 sets 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 school is very effective in meeting all the criteria for the area of focus
Good	The school meets most of the criteria well
Satisfactory	The school meets sufficient of the criteria to be considered satisfactory
Needs Improvement	The school 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 a School

Inspectors also judge the school 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 school.

There are no grade descriptors for the overall grade of a school as there are for each of the seven focus areas.

In determining the overall grade for a school, extra weighting should be given to the grades for Attainment and Progress and Teaching and Learning. Schools will not normally be graded as outstanding or good unless the grades for these focus areas are either 1 (= excellent) or 2 (= good). Similarly, schools will not normally be graded as satisfactory unless both Attainment & Progress and Teaching & Learning are graded as satisfactory or better.

Guidance

Section 3: The Grading System

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.

Framework Requirements

Section 4: Responsibility for School Inspections

Planning

Each County Education Office will prepare an annual term-by-term schedule for school inspections to ensure that all schools 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 schools in the state at the required frequency and forwards its plan to the National Ministry of General Education and Instruction.

Timing of a Full School 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 School Inspection

Schools 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 school headteacher. 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. Whereever possible, these documents should be collected by the School Supervisor and given to the Lead Inspector before the inspection.

Duration of a Full School Inspection

Inspection visits last for 3 days. Inspectors will arrive in school in time for the start of the school day and remain in school for all of the school day or longer. The inspection visit will be concluded by a feedback meeting at the end of the third day of the visit.

The Full School Inspection Team

Inspection teams of at least 3 inspectors drawn from inspectors based at a County Education Office and/or Payam Education Office carry out a school inspection and report the findings. The total number of inspectors involved will vary according to the size and nature of the school.

One member of an inspection team will be appointed by the County Chief Inspector as the Inspection Team Leader for a particular school inspection. It is anticipated that all the inspectors working in a county will be Team Leaders 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 Team Leader is responsible for the deployment of inspectors during the inspection visit, for giving feedback to the school and for the production of the inspection report.

Activities during a Full School Inspection

While inspectors need to look at the facilities of a school, read documents and have meetings, they 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.

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.

Guidance

Section 4: Responsibility for School Inspections

Planning, Timing and Notification

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

On a full inspection, the County Education Office will appoint one inspector on each team to be the Team Leader. This role should rotate over the year so that all inspectors have the opportunity to act as Team Leader at some point.

Role of the Team Leader

The Team Leader 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 school*

Role of the School Supervisor

The School 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*
- *Teachers' Assessment records*
- *List of managers or governors*

The School Supervisor should collect these documents from the school and ensure that they are delivered to the Lead Inspector as early as possible before the inspection. At the latest, the school 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.

Framework Requirements

Section 5: Preparing for a School Inspection

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 Subjects and Areas of Focus
- b. An analysis of school documents and the agreeing of a focus of the inspection
- c. Drawing up a timetable of visits to lessons
- d. Drawing up a timetable of meetings with the Headteacher, Senior Leaders, managers, Governors and other Stakeholders
- e. Arranging for team meetings

Where possible, 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 school headteacher and staff. This could be held after school on the day before the inspection. The Inspection Team Leader explains the purpose of the inspection and outlines the activities that will be undertaken.

At this meeting, the inspectors discuss with the school the requested documentation and the background to the school. The Inspection Team Leader requests the headteacher to arrange meetings with members of the Board of Governors/Governing Body and the PTA and representatives of teachers and learners. The Team Leader also requests the headteacher to meet with the inspection team at the end of the first and second day 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 lessons. The headteacher is invited to suggest if any teachers should not be observed and asked to explain why. The Inspection Team Leader may decide to accept that this is a valid reason and not observe this teacher.

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 Subjects and Areas of focus
- b. Analysing documents and agreeing a focus of the inspection and evidence collection
- c. Drawing up a timetable of visits to lessons.
- d. Drawing up a timetable of meetings with the Headteacher, Senior Leaders, Managers, Governors and other Stakeholders
- e. Arranging for team meetings

Detailed guidance is given on each of these below:

a. Allocation of team responsibilities

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 an inspector to co-ordinate each of the seven areas of focus, and also for each of the curriculum subjects being taught in the school. This is because the “Attainment and progress” area of focus requires a judgement to be made about each separate subject.

There are clearly not enough inspectors on a team for each inspector to have only one area of responsibility. Most Primary School inspection teams will have only three inspectors, and there are seven areas of focus and nine subjects. So each inspector will have about five areas of responsibility.

This is an example of how the responsibilities might be allocated in a Primary School inspection:

Primary School Example		
	Area of focus	Subject
Lead Inspector	Attainment and progress Leadership and management	Social Studies Religious education Arabic
Inspector A	Teaching and learning Curriculum	English Science The Arts
Inspector B	Community relationships Care and conduct of learners Facilities	National Language Maths PE

In Primary 1-3 classes, the language of instruction will be a national language, so it is important that inspectors visiting these classes are able to speak the national language being used. This may mean a different allocation of responsibilities.

Secondary School Example		
	Area of focus	Subject
<i>Lead Inspector</i>	<i>Leadership and management</i>	<i>Citizenship Religious education</i>
<i>Inspector A</i>	<i>Teaching and learning</i>	<i>English Arts electives Language electives</i>
<i>Inspector B</i>	<i>Curriculum Attainment and progress</i>	<i>Physics Chemistry Biology</i>
<i>Inspector C</i>	<i>Care and conduct of learners Community relationships</i>	<i>Maths Additional Maths elective ICT electives</i>
<i>Inspector D</i>	<i>Facilities</i>	<i>History Geography PE elective</i>

The two tables above are only examples and do not have to be followed in detail. It is up to the Lead Inspector to allocate the responsibilities within the team.

b. Analysing school documents and agreeing the focus for the inspection

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

- *School Self-Evaluation Form (SEF)*
- *School Development Plan*
- *Child-friendly School Index*
- *Staff list and class/subject allocation*
- *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 Self-Evaluation Form (SEF)

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

School Development Plan

This will give a fuller picture of how the school 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 school’s judgments have been made appropriately.

Staff list and class/subject allocation and Class Timetables

This is an essential document for planning the lesson observations during the inspection. The Lead Inspector will allocate inspectors to lessons, ensuring that there is a good spread of subjects and year 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, each school is unique in its setting, 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*

From an analysis of all of the above, a picture of the school will begin to emerge. Does it seem to be successful, with good examination results, 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 school, 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 lessons.

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

- *A range of subject lessons is visited across the school*
- *No teacher is missed out or “over-inspected”*
- *Sufficient evidence is gathered to make the necessary judgements about Teaching & Learning and also about Attainment and Progress for each subject.*

Below is an example of a timetable for one day in a primary school with eight classes.

Lead Inspector (LI)	Social Studies, Religious Education, Arabic
Inspector A	English, Science, The Arts
Inspector B	National Language, Maths, PE

Day 1								
Lesson	P1	P2	P3	P4	P5	P6	P7	P8
1	B Maths	A Eng				A Eng		
2				A Eng				
3			B Maths					A Eng
4					B Maths		LI SSt	
5	A Sci							LI SSt
6				LI SSt		B PE		
7			LI SSt		A Sci		B N.Lang	
8		B N.Lang						

In this example Day 1, the Lead Inspector visits four lessons (which gives him or her time to hold meetings as well) and the two team inspectors visit six lessons each. Between them they visit every class twice and have seen: 4 English lessons, 3 Maths, 3 Social Studies, 2 Science, 2 National Language and 1 each of RE and PE.

When they plan the second day, they must make sure that they see some Arabic lessons, and English and Maths in the classes where they have not been seen. For example:

Day 2								
Lesson	P1	P2	P3	P4	P5	P6	P7	P8
1	A Eng			B Maths	LI Arabic			
2		B Maths	A Eng			LI Arabic		
3					A Eng			B Maths
4							A Eng	
5	B N.Lang	LI SSt						A Sci
6				LI RE		A Sci	LI Arabic	
7			B N.Lang					
8								

For the third day it will be important to ensure good coverage of subjects such as English, Maths, Science and Social Studies, and to see a reasonable sample of other subjects. For example:

Day 3								
Lesson	P1	P2	P3	P4	P5	P6	P7	P8
1	LI SSt	A Sci					B Maths	
2			A Sci		LI SSt	B Maths		
3								A Sci
4			B PE				A Sci	
5				A Sci	B PE	LI SSt		
6	B PE	A Arts						LI SSt
7								
8								

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

- The Board of Governors or Managers
- Representatives of the PTA
- The Head and Senior Leaders of the School
- Any other appropriate stakeholder

These meetings are usually best held at the end of the school 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 school's documents
Leadership and management	What is your vision for the development of the school?
	What are the key issues to emerge from School Self-evaluation?
	How do you:
	Set expectations for teachers and learners?
	Create a supportive atmosphere approach for a child-friendly school?
	How do you set the school budget? What issues do you face with this?
	How have you set up a transparent accounting system
	How do the governors/managers contribute to planning?
Curriculum	Do you have the textbooks and booklets of guidance for the new curriculum?
	How have you supported teachers in implementing the new curriculum?
Attainment and progress	Are all teachers completing the Assessment Records? How are they finding this?
	What does your analysis of the records for each class/subject tell you about attainment and progress in your school?
Community Relationships	What are the religious, ethnic and socio- economic characteristics of the school's community?
	How does the school contribute to the community and encourages the community to contribute to the school?
	What steps do you take to engage with community members who may be reluctant or unsure about approaching the school?
	What programmes do you have to encourage learners to contribute to the community?
Care and conduct of learners	How was the CFSI form completed - was there co-operation from learners and the PTA etc?
	How were key judgements made? (Take one example and ask the headteacher to demonstrate how this judgement was made)
	How do you ensure that lessons 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 school in terms of teaching and learning?

Agenda for discussions with governors, managers or representative of the PTA

<i>General</i>	<i>Questions that arise from the analysis of the school's documents</i>
<i>Leadership and management</i>	<i>What is your vision for the development of the school?</i>
	<i>What are the key issues to emerge from School Self-evaluation?</i>
	<i>How do you contribute to planning?</i>
	<i>How do you help set the school budget? What issues do you face with this?</i>
	<i>How do you consult with stakeholders?</i>
	<i>How do you monitor and evaluate developments in the school? What have you found?</i>
	<i>How have you set up clear lines of responsibility to the PTA?</i>
<i>Care and conduct of learners</i>	<i>Does the school meet the criteria of a Child Friendly School? How do you know?</i>
<i>Community Relationships</i>	<i>How does the school contribute to the community and encourage the community to contribute to the school?</i>
	<i>What steps does the school take to engage with community members who may be reluctant or unsure about approaching the school?</i>
	<i>What programmes are there to encourage learners to contribute to the community?</i>

Framework Requirements

Section 6: Carrying out the Inspection

During the inspection, inspectors are deployed to study documentation, visit the facilities of the school and to observe lessons. The greatest amount of time will be spent observing lessons.

The key purpose is for inspectors to collect clear, robust, reliable and valid evidence that will underpin the judgements on the seven Areas of Focus and the overall judgement on the school. 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 lessons with more random sampling of the school at work. Observations might focus on a particular teacher for one of more lessons, on a particular learner or group of learners as they go through the school day or on different teachers teaching a particular area of the curriculum such as reading or mathematics. Particular teachers may be observed once or more or not at all. 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 lesson could have been improved.

School Inspection Team Meetings

Different inspectors in a team will see different lessons. Not all inspectors may see all the facilities in a school nor take part in all meetings with members of the school community or read all the documentation. With this in mind, the Inspection Team Leader chairs regular team meetings during an inspection visit. As a minimum, there is a meeting at the end of Day 1 and at the end of Day 2 and before the feedback meeting on Day 3. These meetings are used to share evidence and to discuss possible judgements. The headteacher is invited to all meetings of the inspection team. This allows the team to benefit from any additional information that the headteacher may offer and also allows the headteacher to gain an insight into the inspection process and the way in which inspection grades are determined. The headteacher can decide to attend these meetings or not. If the headteacher chooses not to attend any or all of these meetings then this does not influence the inspection outcome.

The Final School Inspection Team Meeting

The final in-school meeting of the inspection team is held on the afternoon of the final day of the inspection visit. 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. The team makes every effort to reach agreement on grades but if the team cannot agree a grade then the majority view will prevail or in the unlikely event that there is no majority view, then the Team Leader will make a decision. This meeting also formulates recommendations for the further development of the school.

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

Guidance

Section 6: Carrying out the Inspection

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 lessons*
- b. Feed back to teachers*
- c. Hold meetings with teachers who have special subject or area responsibility*
- d. Talk to learners*
- e. Review assessment records and learners' work*
- f. Review facilities and resources*
- g. Hold team meetings to review the evidence gathered so far*

a. Visit Lessons

There is guidance above on how to draw up the timetable for visits, and detailed guidance on making the observations is given in Section 7 below.

b. Feeding back to teachers

The Framework states that "Any teacher who is observed will be given some feedback as soon as practical after the observation." Ideally this will be at the end of the lesson, but this will not always be possible if the teacher has to start the next lesson immediately. So some feed-back conversations will need to be held at the end of the day.

The Framework also states that "This feedback will focus on a few positive aspects of teaching and offer some advice as to how the lesson could have been approved." This 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. The teacher should be informed of the overall grade for the lesson, and the reasons for this.

The best way to conduct a feed-back 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 upon any advice that is given.

c. Hold meetings with teachers who have special subject or area responsibility

The inspector with special responsibility for a subject or aspect 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.

There should also be further meetings with a sample of pupils to gather evidence for the 'Care and Conduct', 'Teaching and Learning', 'Community Relations' and 'Facilities' areas of focus. The sample should be selected by the school to involve both boys and girls and a range of ages.

Care and conduct of learners	Does the school listen to your concerns? Do you feel supported?
	Do you feel that you are encouraged and helped if you are finding things difficult in lessons?
T&L	Do you like the new textbooks?
	Do you sometimes work in groups during lessons?
Community Relationships	Have you been involved in any community projects? (What were they?)
Facilities	Are you happy with the facilities in the school? What are the problems?

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

The Inspection Framework states that "At a minimum there is a meeting at the end of Day 1 and at the end of Day 2 and before the feedback meeting on Day 3". 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
	Key focus for the inspection
	Allocation of inspectors to subjects and Areas of Focus
	Timetable for classroom observations
	Timetable for discussions with headteacher and others

Agenda for Team Meeting at end of 1st Day

	Initial impressions of school from first day
	Statistics on Lesson Observations
	Key Issues arising
	Key strengths arising
	Key focus for Day 2

Agenda for Team Meeting at end of 2nd Day

If the inspection has been planned effectively, it will be possible to make many of the key judgements by the end of Day 2 because sufficient evidence has already been collected. It should also be possible to begin to identify the Key Strengths of the School and emerging Key Issues.

	Statistics on Lesson Observations
	Judgements that can already be made
	Key focus for Day 3
	Key Issues arising
	Key strengths arising

Agenda for Final Team Meeting

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: <ul style="list-style-type: none"> • Separate judgements for each subject • Attainment overall • Progress overall • Comment
		Teaching and learning: <ul style="list-style-type: none"> • Overall judgement • Comment • Any examples of excellent practice
		Care and conduct of learners: <ul style="list-style-type: none"> • Overall judgement • Comment
		Leadership and management <ul style="list-style-type: none"> • Overall judgement • Comment
		Facilities <ul style="list-style-type: none"> • Overall judgement • Comment
	Key strengths of the school	
	Key Areas of Development for the school	

Framework Requirements: Section 7

Area 1: Curriculum

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

a) Coverage

How well has the school planned for covering the new curriculum subjects:

- For each subject for which there are textbooks:
 - Is the rate of progress through the textbook appropriate?
 - Has the school an overall plan for the subject through the year?
- For each subject without a textbook (the Arts & PE in primary schools):
 - Is the school using the syllabus units and booklets of guidance effectively?
 - Is the rate of progress through the syllabus appropriate?
- Overall balance:
 - Does the school allocate appropriate time and emphasis to each of the curriculum subjects?
- For secondary schools:
 - Is the school offering a the full range of elective subjects to all learners?

b) The new curriculum competencies

How well is the school 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 school 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 school following the guidance in the 'School Programmes Guidance' booklet?
- Other extra-curricular activities
 - Has the school developed a full programme of extra-curricular activities that is available to all learners?

Excellent

The school has very effective plans for covering each of the new curriculum subjects. Where textbooks are available, the rate of progress through the textbook is appropriate and work is supplemented by activities that enhance learning. For subjects without textbooks, the rate of progress is carefully monitored, and the school is using the syllabus units and booklets of guidance 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 school has plans for covering the new curriculum subjects. Where textbooks are available, the rate of progress through the textbook is appropriate and, in some subjects, work is supplemented by activities that enhance learning. For subjects without textbooks, the rate of progress is appropriate, and the school is using the syllabus units and booklets of guidance.

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 school has some plans for covering some the new curriculum subjects. Where textbooks are available, the rate of progress through the textbook is mostly appropriate. For subjects without textbooks, the rate of progress is mostly appropriate, and the school is making some use of the syllabus units and booklets of guidance.

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 school has no plans for covering the new curriculum subjects. Progress through textbooks or syllabuses is not appropriate and the school is making no use of the syllabus units or booklets of guidance.

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 school planned for covering the new curriculum subjects:	Ex	G	S	NS
Has the school an overall plan for each subject through the year?				
Is the rate of progress through the textbooks appropriate?				
Is the school using the syllabus units and booklets of guidance for the Arts and PE?				
Is the rate of progress through the Arts and PE syllabuses appropriate?				
Does the school allocate appropriate time and emphasis to each of the curriculum subjects?				
Is the Secondary School offering the full range of elective subjects to all learners?				
The new curriculum competencies	Ex	G	S	NS
How well is the school making provision for learners to develop:				
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				

Guidance: Section 7

Area 1: Curriculum

The key questions are how effectively:

- a) The new curriculum has been planned for and implemented, and the textbooks and other support materials are being used
- b) The new competencies are being developed
- c) Co-curricular activities have been planned

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

Conversations	with the headteacher, heads of subjects and a sample of learners
Observation	of lessons (as part of the Teaching and Learning focus)
Scrutiny	of school timetables, plans for each subject, teachers' assessment records

a) The new curriculum

How well has the school planned for covering the new curriculum subjects:	Ex	G	S	NS
Has the school an overall plan for each subject through the year?				
Does the school allocate appropriate time and emphasis to each of the curriculum subjects?				
Is the rate of progress through the textbooks appropriate?				
Is the school using the syllabus units and booklets of guidance for the Arts and PE?				
Is the Secondary School offering a range of elective subjects to learners?				

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

- conversations with the headteacher and heads of subject departments.
- scrutiny of the school's plans and timetables

Ask the headteacher and heads of subjects about plans and progress through the textbooks, and, in primary schools, whether PE and the Arts guidance is being used. Look at the written plans if available.

Inspectors allocated to different subject areas should check on progress through the textbooks for each class and make an overall judgement based on proportionality. By half way through the year, classes should be half way through the textbook in broad terms. Evidence for progress will also be in the teachers' assessment records. These will show how many units have been completed.

The judgement about time and emphasis for each subject can be made from the timetable: does this follow the recommendations on P16 of the Curriculum Framework? If all subjects follow the recommendation, this would be excellent. Not all secondary schools will be able to offer the full range of elective subjects, but if there is some choice for learners then the judgement should be at least "satisfactory".

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

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

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

Excellent	<i>Almost all learners (including boys and girls) have the opportunity to take part in a co-curricular activity</i>
Good	<i>Most learners (including boys and girls) have the opportunity to take part in a co-curricular activity</i>
Satisfactory	<i>A few learners (including boys and girls) have the opportunity to take part in a co-curricular activity</i>
Needs support	<i>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.</i>

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. In making the overall judgement, inspectors should give most weighting to the judgements on school curriculum and competencies. For example, if the school needs support to introduce the competences, then the curriculum 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 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				

Framework Requirements: Section 7

Area 2: Attainment and Progress

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 curriculum subjects
- Learners make progress each year and during their whole time at the school
- 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 curriculum subjects. All learners make rapid progress each year and during their whole time at the school. The progress of girls and boys is very well supported by the school and they all make rapid progress.

Learners with special educational needs or disabilities are very well supported by the school and make very good progress in terms of their needs and disabilities

Good

Many learners attain high standards in each of the curriculum subjects. Most learners make good progress each year and during their whole time at the school. The progress of girls and boys is well supported by the school and they all make good progress.

Learners with special educational needs or disabilities are well supported by the school and make good progress in terms of their needs and disabilities

Satisfactory

Learners attain appropriate standards in the curriculum subjects. Most learners make the expected progress each year and during their whole time at the school. The progress of girls and boys is supported by the school and they all make the expected progress.

Learners with special educational needs or disabilities are supported by the school and make appropriate progress in terms of their needs and disabilities

Needs Support

Many learners do not attain appropriate standards in the curriculum subjects. Many learners make the expected progress each year and during their whole time at the school. The progress of girls and boys is not well supported by the school and they do not make equal progress.

Learners with special educational needs or disabilities are not well supported by the school and do not make appropriate progress in terms of their needs and disabilities

Attainment and Progress Checklist (Primary)

Standards of attainment in:	Ex	G	S	NS
National Languages				
English				
Mathematics				
Social Studies				
Science				
The Arts				
PE				
Religious Education (IRE or CRE)				
Arabic (from P5)				
Overall Progress				
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Overall progress across the school				
Overall judgement for Attainment and Progress				
Comment on Attainment and progress				

Attainment and Progress Checklist (Secondary 1-2)

Standards of attainment in:	Ex	G	S	NS
English				
Mathematics				
Citizenship				
Religious Education (IRE or CRE)				
History				
Geography				
Biology				
Chemistry				
Physics				
Elective subject Kiswahili				
Elective subject French				
Elective subject Arabic				
Elective subject ICT				
Elective subject Arts				
Elective subject PE				
Elective subject Vocational				
Overall Progress	Ex	G	S	NS
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Overall progress across the school				
Overall judgement for Attainment and Progress				
Comment on Attainment and progress				

Attainment and Progress Checklist (Secondary 3-4)

Standards of attainment in:	Ex	G	S	NS
English				
Mathematics				
Citizenship				
Religious Education (IRE or CRE)				
Elective subject History				
Elective subject Geography				
Elective subject Biology				
Elective subject Chemistry				
Elective subject Physics				
Elective subject Kiswahili				
Elective subject French				
Elective subject Arabic				
Elective subject ICT				
Elective subject Arts				
Elective subject PE				
Elective subject Vocational				
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				

Guidance: Section 7

Area 2: Attainment and Progress

Judgements need to be made about each subject being taught. The method of collecting evidence is the same for each subject:

- **Scrutiny** of assessment records, and comparing this to a sample of learners' work
- **Observations** of lessons
- **Conversations** with teachers and a selection of learners

Attainment refers to level of learning achieved by a learner in relation to the **learning expectations** of the curriculum. The subject 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

For all subjects, 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 school to identify learners with special educational needs and then check their progress.

Making the Attainment Judgement for a subject

The key question for the attainment judgement is how many learners meet the expected learning outcomes for a subject.

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 subject				

The key piece of evidence is the teacher's **Assessment Record** for the subject. This is a new document that is described in the "Assessment Guidelines" booklet. The syllabus for every subject is divided into syllabus units. For each syllabus unit there are separate learning outcomes. The number of syllabus units per year varies from subject to subject, but it is typically about 8 or 10. The new textbooks follow the same format, with one chapter per unit.

The Learning Outcomes are specified in the Syllabus Unit and in the Teachers Guides. The number varies from subject to subject, but there are typically about 6 to 8. The assessment is to whether a learner has met all of these Learning Outcomes, most of them, some of them or none of them.

Therefore, at the end of every unit (or textbook chapter) the teacher will make an assessment for each learner in terms of these four categories and will record a number accordingly:

No Learning outcome achieved	0
Some LOs achieved, but not sufficient for overall compliance	1
Most LOs achieved, enough for overall compliance	2
All LOs achieved – compliance with ease	3

This is a broad and overall judgement made on the basis of the teachers’:

Observations of the learners during the work on the unit

Conversations with the learners during the unit to check their understanding

Products: making judgements from the learners work during the unit

If teachers have been making **formative assessments** during the teaching of the unit, then they will be able to make these assessments without the need for further checking. The Teachers Guides give further guidance for these end-of-unit assessments.

End-of-unit or end-of-year tests

Teachers should **NOT** be using their own end of unit tests. This is contrary to the South Sudan Assessment Guidance and must be discouraged. Tests devised by teachers may be able to test knowledge, but they will not be able to test the deeper understanding and skills that form most of the Learning Outcomes of the new curriculum. Inspectors must stop teachers making up their own tests.

As a result of the above process, teachers will have class records for each subject:

English										
	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
Student A	3	3	2	3	3	3	3	2	3	3
Student B	2	2	3	2	3	2	2	3	3	3
Student C	1	1	2	1	1	2	2	3	2	3
Student D	1	1	2	1	1	2	1	2	3	3
Student E	0	1	2	1	1	1	1	2	2	3
Student F	0	0	1	0	0	1	0	1	1	1
etc										
etc										

These records will have the names of the learners and the category number for each unit. The example above shows a record for 10 units completed. Of course, at the beginning of a year, very few units will have been completed.

It can be seen from the above example that Student A has attained well throughout the year, whilst Student F has often failed to attain any of the learning outcomes. Overall, by the end of the year, almost all the students are attaining all the Learning Outcomes (they are all getting 3s.) So we can say that “nearly all the students meet the expected Learning Outcomes” – excellent. The records show that this was not the case at the beginning of the year (there are many 1s and zeros) but it is the end of the year that counts (like a game of football, the final score is more important than the half-time score).

In terms of progress we can see from this example that all students make progress through the year – they start off with 1s and zeros and end up with 2s and 3s. Even Student F has progressed from mainly zeros to mainly 1s. So this student’s attainment is low, but progress is good.

If we know the names of the students, we can check that both boys and girls are making progress.

So, the teachers’ assessment records will tell us all we need to know in order to make our judgements about attainment and progress. But are they accurate? It is an important role of the inspector to check this.

Checking the accuracy of the assessment records

It is not, of course, possible to check every assessment of every learner. However, we can sample some assessments of some students. This is a very important part of the inspection.

Inspectors should select one learner who is assessed highly (mainly 3s), one who is average for the class (probably 2s) and one below average (1s and zeros). Inspectors should have a conversation with the learners about a recent unit and scrutinize their work on the unit. To do this, inspectors must be familiar with the Learning Outcomes of the unit selected (the Teachers Guide will help with this).

If the teacher’s assessments are consistent with the inspector’s judgement, then all the assessments made by that teacher can be accepted. If, in the inspector’s judgement, the assessment are not accurate, then the inspectors need to check more pupils. If this further investigation shows the assessments to be generally inaccurate, then this becomes an issue that must be reported.

Physical Education and the Arts in the Primary School

PE and the Arts are not examinable subjects at the Primary level and so teachers are not expected to keep end-of-unit assessment records. The judgment should be made in terms of progress being made through the syllabus.

Making the progress judgement

The progress judgement is not required for each separate subject. It is made for the subjects overall, but distinguishes between girls, boys and learners with special educational needs.

The key question for the progress judgement is the rate at which learners meet the expected learning outcomes:

Excellent: Nearly all learners meet the expected learning outcomes each year, or there is a significant increase in the number of learners meeting the expected outcomes in almost all subjects across the years.

Good: There is an increase in the number of learners meeting the expected outcomes in most subjects across the years.

Satisfactory: There is some increase in the number of learners meeting the expected outcomes in some subjects across the years.

Needs support: Very few or no learners make any improvement in terms of meeting the expected learning outcomes.

Overall Progress	Ex	G	S	NS
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Learners are encouraged to ask questions and express opinions				
Mistakes and “wrong answers” are dealt with encouragingly				

The way in which these judgements are made has already been described above. The teachers’ assessment records are the key evidence (once they have been verified). It is necessary to be able to distinguish boys and girls and those with special needs or disabilities.

Overall judgement for Attainment and Progress				
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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 for a subject.

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 school 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 school needs support, then the support needed should be specified.

Overall judgement for Attainment and Progress				
Comment on Attainment and Progress				

Making a judgement where there are no assessment records.

If the school 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 from the lessons observed and learners’ work analyses, and from examinations results. If this is not possible for any subject, then a “Needs Support” judgement should be recorded. In this case the support would be needed to start keeping the required assessment records

Framework Requirements: Section 7

Area 3: Teaching and Learning

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

- A supportive physical and social learning environment is established that encourages the co-operation and participation of all groups learners (girls, boys, and those with special education needs or disabilities)
- Clear learning objectives are set from the syllabus for lessons so that all learners understand what to do
- Effective learning activities are planned, based on the competencies, that enable all learners to attain the objective
- Necessary teaching and learning aids are prepared and there are enhancing experiences to help learners attain the objective, deepen learning and engage learners' interest
- Learners are given clear explanations and guidance that support their understanding and enables them to participate in their own learning
- A variety of methods are used appropriate to the intended learning that maintains learners' interest and involvement
- Teachers maintain a good pace to learning through using informal assessment and feedback and ensuring that learning is moving along
- Teachers recognise when groups and individuals need support and ensure that all learners, including those with special needs or disabilities, fulfil their potential
- Teachers use the assessment methods of the Assessment Guidance booklet to make end-of-unit assessments

Excellent

There is a very supportive physical and social learning environment that encourages the co-operation and participation of all learners (including girls, boys, and those with special education needs or disabilities). Teachers fully understand the new curriculum and its associated booklets of guidance. They set very clear learning objectives for lessons that are drawn from the syllabus, and ensures that these are understood by all learners.

Teachers use a good variety of methods appropriate to the intended learning that maintains learners' interest and involvement. The key learning activities are based on the competencies, and enable all learners to attain the objective. Textbooks are enhanced by a wide range of resources and experiences that deepen learning and engage learners' interest.

Teachers give very clear explanations and helpful guidance that supports learners' understanding and enables them to participate in their own learning. A very good pace to learning is maintained through using informal assessment and feedback that enables learners to make progress. Teachers recognise when groups and individuals need support and ensures that no one is left behind. End-of-unit assessments are made according to the Assessment Guidance booklet.

Good

There is a supportive physical and social learning environment that encourages the co-operation and participation of most learners. Teachers have a good understanding of the new curriculum and its associated booklets of guidance. They set clear learning objectives for the lesson that are drawn from the syllabus, and ensures that these are understood learners.

Teachers use variety of methods appropriate to the intended learning that maintains learners' interest and involvement. The key learning activities are based on the competencies, and enable learners to attain the objective. Textbooks are enhanced by some resources and experiences that help learning.

Teachers give some clear explanations and guidance that supports learners' understanding and enables them to participate in their own learning. A good pace to learning is maintained through using some informal assessment and feedback that enables learners to make progress. Teachers recognise when groups and individuals need support and ensures that few are left behind. End-of-unit assessments are made according to the Assessment Guidance booklet.

Satisfactory

The physical and social learning environment is sufficient to encourage the co-operation and participation of most learners. Teachers have some understanding of the new curriculum and its associated booklets of guidance. They set learning objectives for lessons that are drawn from the syllabus.

There are some learning activities that are based on at least some of the competencies. Textbooks are followed, but not enhanced by extra resources and experiences that help learning.

The teacher gives some explanations and guidance that supports some learners during the lesson. The pace is dictated by the textbook rather than teachers' assessments of learners' understanding. Most end-of-unit assessments are made according to the Assessment Guidance booklet.

Needs support

The learning environment is not stimulating or supportive, and does not encourage the co-operation and participation of all learners. Teachers do not sufficiently understand the new curriculum and its associated booklets of guidance. Learning objectives are not drawn from the syllabuses, or are not understood by learners.

Teaching methods are not appropriate to the intended learning and do not maintain learners' interest and involvement. The key learning activities are not based on the competencies, and so do not enable all learners to attain the objective. The textbook activities are not followed and so learning is disjointed.

Teachers' explanations are not clear and do not enable learners to participate in their own learning. The pace of learning is slow and teachers fail to recognise when groups and individuals need support and so many get left behind. End-of-unit assessments are not made according to the Assessment Guidance booklet.

Lesson Observation Form

Learning environment	Ex	G	S	NS
There is a supportive learning environment				
The arrangement of classroom furniture allows movement, group work and learner-centred activities				
The environment is enhanced with stimulating displays				
Learners are encouraged to ask questions and express opinions				
Mistakes and “wrong answers’ are dealt with encouragingly				
Teaching and learning methods	Ex	G	S	NS
All learners are helped to understand the lesson objectives at the start of the lesson				
Learning activities are effective in promoting the lesson objectives				
The teacher asks questions that encourage learners to think critically and suggest ideas.				
All learners (girls, boys and those with special needs or disabilities) are encouraged by the teacher to be engaged in the lesson				
Textbook activities are used well and enhanced by teaching aids				
Curriculum Competencies: the lesson promotes:	Ex	G	S	NS
Critical and Creative thinking.				
Communication.				
Co-operation.				
Culture and Identity.				
Assessment and support	Ex	G	S	NS
The teacher uses a range of informal assessment methods (observation, conversation & product) to find out how well learners are progressing				
Learners are given feedback that enables them to understand what to do next				
Teacher maintains good pace to the lesson by monitoring progress				
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				
Class rules and code of conduct are understood and followed by learners				
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

Guidance: Section 7

Area 3: Teaching and Learning

*This is the key part of the inspection. **Almost all time** spent in the school should be spent observing lessons.*

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

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

The section on the Lesson 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 four parts:

1. The learning environment created in the classroom
2. The appropriateness of the teaching and learning methods
3. The promotion of the four curriculum competencies
4. The effectiveness of assessment and support

The key evidence for this all four parts will come from:

Observation	Lesson observations
Conversation	With teachers – especially after a lesson observation
Scrutiny	Teacher’s Plans (if they have them) and Attainment Records

NB: Lesson Plans. There are Teachers Guides for all the new textbooks. These set out how each section of the textbook should be used. Therefore there is no longer a need for teachers to have detailed lesson plans – or lesson plans at all. Inspector should not insist that teachers have plans for all lessons in addition to the Teachers Guide.

1. The Learning Environment

Learning environment	Ex	G	S	NS
There is a supportive learning environment				
The arrangement of classroom furniture allows movement, group work and learner-centred activities				
The environment is enhanced with stimulating displays				
Learners are encouraged to ask questions and express opinions				
Mistakes and “wrong answers” are dealt with encouragingly				

Page 20 of the South Sudan ‘Curriculum Framework’ sets out the expectations for Learning Environments. This should be the basis for inspection judgements. The Learning Environment is seen as:

- **Physical:** Interesting and stimulating and allowing for movement and group-work
- **Social:** Encouraging, supportive of both genders and those with special needs

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

Observation	Observations during lessons
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The grade awarded will be a matter for professional judgement. The nature of an environment is complex and varies greatly from school to school. The table below will help with this.

Excellent	Classroom set out naturally for group work. Plenty of stimulating displays, including learners' work. Teacher sets very supportive tone, encouraging participation of all. Has a quiet and gentle approach that makes learners feel secure. Creates opportunities for all to participate. Makes sure all learners are involved and deals encouragingly with "wrong" answers.
Good	Classroom can be used for group work with some re-arrangement. Some stimulating displays, including learners' work. Teacher gives encouragement so all groups. Some opportunities are created for all to participate. Makes sure most learners are involved and deals encouragingly with "wrong" answers.
Satisfactory	Group work is arranged with some difficulty. There are few displays. Teacher is mainly supportive, but there are times when learners feel uneasy. There are few opportunities for all to participate. Most learners are involved at some point.
Needs support	Group work not possible. No displays or stimulation. Teacher carries a stick and learners feel threatened. No opportunities for participation beyond chanting or answering teacher's questions.

2. Teaching and learning methods

Teaching and learning methods	Ex	G	S	NS
All learners are helped to understand the lesson objectives at the start of the lesson				
Learning activities are effective in promoting the lesson objectives				
Textbook activities are used well and enhanced by teaching aids				
The teacher asks questions that encourage learners to think critically and suggest ideas.				
All learners (girls, boys and those with special needs or disabilities) are encouraged by the teacher to be engaged in the lesson				

Pages 19 and 20 of the South Sudan Curriculum Framework 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 Lesson Observations and refers to that lesson only.

Observation	Observations during lessons
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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 school to school. The table below will, help with this.

Excellent	<i>Lesson objectives are clear, relevant and achievable, reflect the learning outcomes of the syllabus, and the teacher ensures that all understand them. There is a wide range of stimulating learning activities that enable all learners to achieve the lesson objectives. High quality questions encourage critical thinking and learners suggestions. The teacher is very effective in encouraging all learners to engage in the lesson.</i>
Good	<i>Lesson objectives are clear, and most learners understand them. There are some stimulating learning activities that enable most learners to achieve the lesson objectives. There are some questions that encourage critical thinking and learners suggestions. The teacher encourages all learners to engage in the lesson.</i>
Satisfactory	<i>Lesson objectives are reasonable clear, but little effort is made to ensure understanding. There are some learning activities that enable most learners to achieve the lesson objectives, but these are not particularly stimulating. There are very few questions that encourage critical thinking and learners suggestions.</i>
Needs support	<i>Lesson objectives are not shared, or are not clear. Learning activities are not effective at promoting lesson objective. Learners are not encouraged to think critically or make suggestions. There is too much chanting and rote-learning.</i>

3. Curriculum Competencies

Curriculum Competencies: the lesson promotes:	Ex	G	S	NS
<i>Critical and Creative thinking</i>				
<i>Communication</i>				
<i>Co-operation</i>				
<i>Culture and Identity</i>				

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

Observation	Observations during lessons
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Pages 9-11 of the South Sudan Curriculum Framework set out the expectations for Curriculum Competencies. As with Sections 1 & 2, the grades awarded will be a matter for professional judgement. Not every part of every lesson can be expected to promote all of the competencies, but there should be opportunity in every lesson for the promotion of at least one of the competencies.

The Framework also points out that once learners are asked to work in groups to solve problems, it become inevitable that they will be thinking critically, communicating and co-operating. So, good group-work will be evidence of good promotion of the competencies.

The Curriculum Framework states “All four competencies can be developed in every subject, so all teachers are responsible for all four competencies”, so this can be expected in all subjects and lessons.

It should be noted that simply listening to the teacher or answering a teacher’s direct question is **not** evidence of the **communication** competency being developed. Learners should be developing their ability to communicate their own ideas.

The table below will help in selecting the appropriate grade.

Excellent	Learners have good opportunities to work in groups where they investigate or solve problems and then make presentations to the class.
Good	There is some opportunity to work in groups on an activity that involves thinking critically.
Satisfactory	There is at least one activity that promotes one of the competences.
Needs support	No part of the lesson promotes any of the competences

4. Assessment and support

Assessment and support	Ex	G	S	NS
The teacher uses a range of informal assessment methods (observation, conversation & product) to find out how well learners are progressing				
Learners are given feedback that enables them to understand what to do next				
Teacher maintains good pace to the lesson by monitoring progress				

Page 20 of the South Sudan Curriculum Framework sets out the expectations for assessment. Inspectors should also be familiar with the South Sudan Assessment Guidelines. These outline in detail the expectations for class-based formative assessment, and sets out how teachers should make and record end-of-unit summative assessments.

Please note: The Assessment Guidance makes it clear that teachers should not be making up their own tests and administering them to learners.

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

Observation	Observations during lessons
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The table below will help in selecting the appropriate grade:

Excellent	The teacher uses 'observation, conversation and product' to keep track of how learners are progressing, and feeds back to help them understand what they should do next. This enables the teacher to maintain a good pace to learning.
Good	The teacher makes some assessments using some of the triangulation methods. There is feedback to some learners.
Satisfactory	The teacher makes some assessments, but gives little feedback that can help learning.
Needs support	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 is in the "Needs Improvement" category, then teaching and learning cannot be satisfactory overall.

Overall judgement for Teaching and Learning for this lesson				
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Summing up at the end of the Inspection

During the inspection, the Lead Inspector should collect in all the Lesson Observation Forms each day and make a record of the Overall Judgements. (How many are excellent, how many good etc.) Each inspector should make at least five lesson observations each day, so there should be at least 45 observations by the end of the inspection, and a break down can be made of the percentage that were in each of the four categories.

The overall judgement should reflect these percentages. If most are 'excellent' then the judgement is 'excellent' overall. There should also be team discussion, and not just a reliance on percentages.

However, 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 school does not have a significant proportion of lessons that are less than satisfactory.

Inspectors are not asked to make overall judgements for each of the four sections of the Observation Form, but this should be done by the team for the school as a whole at the end of the inspection. This will be useful feedback for the school.

Overall judgments for the school	Ex	G	S	NS
Overall judgement for learning objectives				
Overall judgement for teaching and learning methods				
Overall judgement for curriculum competences				
Overall judgement for assessment and support				
Overall judgement for Teaching and Learning for the school as a whole				
Comment on Teaching and Learning				

Framework Requirements: Section 7

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 school meets the criteria for a Child Friendly School
- Lessons are encouraging and relationships with learners are positive
- The school listens to learners' concerns and gives effective support to all groups
- The school actively promotes equal opportunity and tackles discrimination
- Learners have positive attitudes to learning
- Learners respond well to the school's expectation of behaviour
- Learners respect each other and co-operate well with those from other groups and backgrounds
- The school promotes good attendance and punctuality

Excellent

The school meets all the criteria for a Child Friendly School. All lessons are encouraging and relationships with all learners are very positive. The school has very good systems for listening to learners' concerns and gives very effective support to all groups. The school 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 school's expectation of behaviour. They respect each other and co-operate very well with those from other groups and backgrounds.

The school is very successful in promoting good attendance and punctuality

Good

The school meets the criteria for a Child Friendly School. Lessons are encouraging and relationships with all learners are positive. The school has good systems for listening to learners' concerns and gives effective support to all groups. The school 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 school's expectation of behaviour. They respect each other and co-operate with those from other groups and backgrounds.

The school is successful in promoting good attendance and punctuality

Satisfactory

The school meets most of the criteria for a Child Friendly School. Lessons are generally encouraging and relationships with all learners are mostly positive. The school has some systems for listening to learners' concerns and gives some support to all groups. The school 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 school's expectations, and behavior is mainly satisfactory. Most learners respect each other and co-operate with those from other groups and backgrounds.

The school takes some steps to promote attendance and punctuality, and most learners arrive on time and attend well.

Needs Support

The school does not meet the criteria for a Child Friendly School. Lessons are not encouraging and relationships with all learners tend to be negative. The school does not have systems for listening to learners' concerns and does not give sufficient support to all groups. The school 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 school'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 school 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:	Ex	G	S	NS
The school meets the criteria for a Child Friendly School				
Lessons are encouraging and relationships with learners are positive				
The school listens to learners' concerns and gives effective support to all groups				
The school 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 school promotes good attendance and punctuality				
Overall judgement for Care and Conduct of Learners				
Comment on Care and Conduct of the Learners				

Guidance: Section 7

Area 4: Care and Conduct of Learners

The key questions are:

- d) Does the school meet the criteria for a Child Friendly School?
- e) Is the school encouraging and supportive?
- f) Do learners have positive attitudes and behaviour?
- g) Does the school 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 lessons 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 school meets the criteria for a Child Friendly School				

Every school 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 learners 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:

<p>The school management promotes:</p> <ul style="list-style-type: none"> • Supportive approach to learners • Good relationships between learners • Good community relationships • Equity and peace within the school 	<p>Evidence for these will be collected anyway as part of:</p> <ul style="list-style-type: none"> • 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 Areas of Focus. **The key question is whether the school 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.

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

b) Is the school encouraging and supportive?

The school 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
<i>Lessons are encouraging and relationships with learners are positive</i>				
<i>The school listens to learners' concerns and gives effective support to all groups</i>				
<i>The school actively promotes equal opportunity and tackles discrimination</i>				

Most of the evidence will come from the Lesson Observations. There is a section of the Lesson Observation Form on the Learning Environment, and also a specific line asking if "All learners are encouraged by the teacher to be engaged in the lesson. These are obviously key pieces of information. It will also be necessary to observe learners around the school and between lessons.

Observation	<i>Lesson observations – especially the 'Learning Environment' section Observing learners around the school</i>
Conversation	<i>Sample of learners about whether they feel the school is 'friendly'</i>
Scrutiny	<i>Sample of learners books to see if marking is encouraging</i>

In making the judgement, it is important to remember that the school 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 school.

Excellent	<i>Most Lesson Observation Forms judge the Learning Environment to be excellent. All sampled learners say the school is friendly.</i>
Good	<i>Most Lesson Observation Forms judge the Learning Environment to be good. Most sampled learners say the school is friendly.</i>
Satisfactory	<i>Most Lesson Observation Forms judge the Learning Environment to be satisfactory. Some sampled learners say the school is friendly.</i>
Needs support	<i>Most Lesson Observation Forms judge the Learning Environment to need support. Very few or no sampled learners say the school is friendly.</i>

c) Learners' attitudes and behaviour

The extent to which:	Ex	G	S	NS
<i>Learners have positive attitudes to learning</i>				
<i>Learners respond well to the school's expectation of behavior</i>				
<i>Learners respect each other and co-operate well with those from other groups and backgrounds</i>				

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

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

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

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

c) Attendance and punctuality

The extent to which:	Ex	G	S	NS
<i>The school promotes good attendance and punctuality</i>				

The focus is on what the school does to promote good attendance and punctuality, but the actual 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	<i>With headteacher to confirm what the school does to encourage good attendance and punctuality</i>
Scrutiny	<i>Overall records of attendance in terms of weekly percentages</i>

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

Excellent	<i>Over 95% attendance.</i>
Good	<i>Over 90% attendance.</i>
Satisfactory	<i>Over 85% attendance.</i>
Needs support	<i>Less than 85 attendance.</i>

Making the overall Judgement

The school 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.

Overall judgement for Care and Conduct of Learners				
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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 school 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 school needs support, then the support needed should be specified.

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

Framework Requirements: Section 7

Area 5: Leadership and Management

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

- The headteacher and senior leaders in the school in:
 - Setting a vision for the school
 - 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
 - Setting expectations for teachers and learners
 - Carrying out self-evaluation and promoting school improvement
 - Using finances for the benefit of learners
 - Establishing transparent systems of financial accountability
 - Liaising with their school cluster and the community
- The Board of governors or Senior Management Committee in:
 - Consulting stakeholders
 - Helping the school to plan
 - Monitoring and evaluating developments in the school
 - Setting up clear lines of responsibility to the PTA

Excellent

The headteacher and senior leaders set a clear and ambitious vision for the school 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 school carries out rigorous self-evaluation that identifies its strengths and areas for improvement, and uses this as a basis for promoting school improvement.

The school uses its finances very effectively for the benefit of learners and has established a transparent system of financial control and accountability.

The school liaises very effectively with their school cluster and the community.

The Board of governors or Senior Management Committee is very effective in consulting stakeholders, helping the school to plan, and monitoring and evaluating developments in the school. There are very clear lines of accountability to the PTA.

Good

The headteacher and senior leaders set a clear vision for the school that is shared and supported by most staff. They have created a supportive ethos for a child-friendly school 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 school carries out self-evaluation that identifies its strengths and areas for improvement, and uses this as a basis for promoting school improvement.

The school uses its finances effectively for the benefit of learners and has established a transparent system of financial control and accountability.

The school liaises well with their school cluster and the and the community.

The Board of governors or Senior Management Committee is effective in consulting stakeholders, helping the school to plan, and monitoring and evaluating developments in the school. There are clear lines of accountability to the PTA.

Satisfactory

The headteacher and senior leaders have a vision for the school, and most staff are aware of it. They have created an appropriate ethos for a child-friendly school 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 school carries out some self-evaluation, and uses this to some extent as a basis for promoting school improvement.

The school uses its finances generally effectively for the benefit of learners and has established a transparent system of financial control and accountability.

The school liaises with their school cluster and the and the community.

The Board of governors or Senior Management Committee takes some steps to consult stakeholders, help the school to plan, and to monitor and evaluate developments in the school. There are lines of accountability to the PTA.

Needs Support

The headteacher and senior leaders do not have a clear vision for the school. They have not created an appropriate ethos for a child-friendly school 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 school does not carry out effective self-evaluation, and so has no real basis for promoting school improvement.

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

The school has little or no liaison with other schools and the community.

The Board of governors or Senior Management Committee does not consult effectively with stakeholders, gives little help the school to plan, and does not monitor and evaluate developments in the school. 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 school				
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				
Set expectations for teachers and learners				
Carry out self-evaluation and promote school improvement				
Use finances for the benefit of learners				
Have established transparent systems of financial accountability				
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 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 school run smoothly.

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

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

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

1. The headteacher and senior leaders in the school

This has five parts:

- a) *Setting a vision and expectations*
- b) *Understanding and supporting the new curriculum*
- c) *Self evaluation*
- d) *Finance*
- e) *Liaison with other schools*

a) Setting a vision and expectations

The headteacher and senior leaders in the school:	Ex	G	S	NS
<i>Set a vision for the school</i>				
<i>Set expectations for teachers and learners</i>				
<i>Create a supportive atmosphere for a child-friendly school</i>				

The headteacher and senior leaders should be asked to explain the vision and how expectations are set. This should be checked by conversations with teachers. Do they know what the vision is, and what is expected of them? The judgements are based on:

<i>Excellent</i>	<i>Almost all teachers share the vision and are clear about what is expected of them</i>
<i>Good</i>	<i>Most teachers share the vision and are clear about what is expected of them</i>
<i>Satisfactory</i>	<i>Some teachers share the vision and are clear about what is expected of them</i>
<i>Needs support</i>	<i>A vision has not been set or shared and teachers do not know what is expected of them.</i>

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 school is not judged to be 'Child Friendly', then a supportive atmosphere has not been created.

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

b) Self-evaluation

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

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.

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

c) Understanding and supporting the new curriculum

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

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 school should have the relevant booklets of guidance. Teachers should be asked how they have been supported.

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

d) Finance

The headteacher and senior leaders in the school:	Ex	G	S	NS
<i>Use finances for the benefit of learners</i>				
<i>Have established transparent systems of financial accountability</i>				
<i>Create a supportive atmosphere for a child-friendly school</i>				

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	<i>The system of financial control is easily understood and the school can fully explain how decisions are made to spend money for the benefit of learners.</i>
Good	<i>The system of financial control is clear and the school can give some explanation of how money is spent for the benefit of learners.</i>
Satisfactory	<i>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.</i>
Needs support	<i>It is not possible to understand the system of financial control so it is not possible to judge whether money is spent effectively</i>

e) Liaison with other schools

The headteacher and senior leaders in the school:	Ex	G	S	NS
<i>Liaise with other schools</i>				

The headteacher and senior leaders should be asked to explain how they liaise with other schools, particularly those in their cluster, and to give examples of what has happened.

Excellent	<i>The school takes a lead role in the cluster and organizes many events that support learning</i>
Good	<i>The school works with others in the cluster and makes some contribution</i>
Satisfactory	<i>The school is a member of the cluster but has made little contribution</i>
Needs support	<i>The school does not liaise with others</i>

2. The Board of Governors or Managers

The Board of Governors or Management Committee:	Ex	G	S	NS
<i>Consult stakeholders</i>				
<i>Help the school to plan</i>				
<i>Monitor and evaluate developments in the school</i>				
<i>Have set up clear lines of responsibility to the PTA</i>				

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

Making the overall Judgement

Overall judgement for Care and Conduct of Learners				
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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 school needs support, then the support needed should be specified.

Overall judgement for Leadership and Management				
<p>Comment on Leadership and Management</p>				

Framework Requirements: Section 7

Area 6: Community Relationships

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

- 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
- Has developed an understanding of the religious, ethnic and socio- economic characteristics of its community
- Contributes to the community and encourages the community to contribute to the school
- Has programmes to encourage learners to contribute to the community
- Takes positive steps to engage with community members who may be reluctant or unsure about approaching the school

Excellent

The school is very effective in encouraging parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development. The school 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 school activities

The school has many programmes for contributing to the community, and to encourage learners to do so.

The school communicates very effectively with parents, carers and community members regarding important school developments. It takes very effective steps to engage with community members who may be reluctant or unsure about approaching the school.

Good

The school is effective in encouraging parents and carers to support, and make decisions about, their own children'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 school activities.

It has a good range of programme for contributing to the community, and for encouraging learners to do so.

The school communicates effectively with parents, carers and community members regarding important school developments. It takes effective steps to engage with community members who may be reluctant or unsure about approaching the school.

Satisfactory

The school 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 school activities

The school makes some contribution to the community, and encourages some learners to do so.

The school communicates with parents, carers and community members regarding important school developments. It takes some steps to engage with community members who may be reluctant or unsure about approaching the school.

Needs Support

The school 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 school activities.

The school does not have any programme for contributing to the community, or for encouraging learners to do so.

The school has little communication with parents, carers and community members regarding important school developments. It does not take positive steps to encourage community members who may be reluctant or unsure about approaching the school

Community Relationships Checklist

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				
Takes positive steps to engage with community members who may be reluctant or unsure about approaching the school				
Has programmes to encourage learners to contribute to the community				
Overall judgement for Community Relationships				
Comment on Community Relationships				

Guidance: Section 7

Area 6: Community Relationships

The key questions are how effectively the school 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	<i>with the headteacher, a sample of parents, PTA, and school managers or governors</i>
Scrutiny	<i>of records of communications with parents, of any events organised for parents and carers, and of programmes for contributing to the community</i>

a) Relationships with parents and carers

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

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 school encourages parents and carers to be involved in the education of their children, and how well the school communicates with parents.

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

- 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 school 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	<i>The school is very open and encouraging, provides plenty of communication, invites parent and cares to events and takes account of their views</i>
Good	<i>Any two or three of the above</i>
Satisfactory	<i>Any of the above</i>
Needs support	<i>None of the above.</i>

b) Relationships with the community

The extent to which the school:	Ex	G	S	NS
<i>Contributes to the community and encourages the community to contribute to the school</i>				
<i>Takes positive steps to engage with community members who may be reluctant or unsure about approaching the school</i>				
<i>Has programmes to encourage learners to contribute to the community</i>				

There are two parts to this. Does the school:

- Contribute to the community, and encourage the community to contribute to the school?
- Have programmes to encourage learners to contribute to the community?

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

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 school (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 school has engaged with the community. Further evidence will be found by a scrutiny of any records of community activities, especially those involving learners.

Excellent	<i>There are many examples of how the school contributes to the community and encourages the community to contribute to the school. There are many examples learners contributing to the community.</i>
Good	<i>There are some examples of how the school contributes to the community and encourages the community to contribute to the school. There are some examples learners contributing to the community.</i>
Satisfactory	<i>There is at least one example of how the school contributes to the community and encourages the community to contribute to the school. There is at least one example learners contributing to the community</i>
Needs support	<i>None of the above.</i>

Making the overall Judgement

Overall judgement for Community Relationships														
<p>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.</p>														
<h3>Comment of Leadership and Management</h3> <p>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 school needs support, then the support needed should be specified.</p>														
<table border="1"><thead><tr><th>Overall judgement for Community Relationships</th><th></th><th></th><th></th><th></th></tr></thead><tbody><tr><td colspan="5">Comment on Community Relationships</td></tr></tbody></table>					Overall judgement for Community Relationships					Comment on Community Relationships				
Overall judgement for Community Relationships														
Comment on Community Relationships														

Framework Requirements: Section 7

Area 7: Facilities

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

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

Excellent

The school has a comprehensive set of facilities that enhance learning and make the school a welcoming and comfortable place. The school 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 school and all its facilities are extremely clean and hygienic and there are very effective systems of management, maintenance and cleaning.

Good

The school 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 school and all its facilities are clean and hygienic and there are good systems of management, maintenance and cleaning.

Satisfactory

The school 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 school and its facilities are mostly clean and hygienic and there are some systems of management, maintenance and cleaning.

Needs Support

The school'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 school 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 school uses its facilities to promote learning				
The child-friendliness of the school and its facilities				
The hygiene and cleanliness of the school				
Overall judgement for Community Relationships				
Comment on Community Relationships				

Guidance: Section 7

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 schools facilities, some of which can be made during lesson observations
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Facilities	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				

Inspectors should not spend long on this section of the inspection. A quick look around the school is usually sufficient to make this judgement. Evidence from lesson observations 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				
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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 school needs support, then the support needed should be specified.

The overall judgement on facilities				
Comment on facilities 				

Framework Requirements: Section 8

After the Inspection

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 Inspection Team Leader 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 school overall. The Inspection Team Leader states some strengths of the school and gives recommendations for actions for further development.

The Inspection Team Leader explain 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 Inspection Team Leader explains the system by which the school may register a complaint against the conduct of the inspection or contest any of the grades awarded.

The Full School Inspection Report

The inspection report is an important document that informs school development. It is written immediately after the inspection visit. It is the responsibility of the Inspection Team Leader 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 school and the recommendations for further development. The recommendations for improvement are precise, specific and detailed. They make reference to aspects of the school 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 school has developed.

The draft report is discussed by the inspection team and finalised by the Inspection Team Leader. The draft is first checked by the County Chief Inspector and then given to the school 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 school. 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.

Concerns and Complaints

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

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

Guidance: Section 8

After the Inspection

The Feedback Meeting

This meeting gives the school the 'headline' judgements agreed by the team at the final meeting. If the Lead Inspector has been liaising well with the school, then few of these will come as a surprise. If the headteacher has been participating in the team meetings, then nothing will come as a surprise.

No judgement should have been made without a reason and evidence. The reasons and evidence should be shared with the school as well as the judgements themselves.

The Lead Inspector should present the findings but team inspectors should be ready to give explanations of the judgements in their own subjects or areas.

The order of presentation should be:

- 1. Overall judgement on the school*
- 2. Key Strengths*
- 3. Areas for development*
- 4. Judgements on the 7 Areas of Focus*
- 5. Judgements on attainment and progress in each subject*

The Full School Inspection Report

The full school report is a record of the judgements agreed at the final team meeting and fed back to the school, together with the agreed comments on each Area of Focus, and the overall strengths of the school together with any areas for development. A sample report is set out in Annex 1.

Overall Judgement on the School	
Key Strengths of the School	
Key Areas for Development	
Overall Comment	

Areas of Focus

1. Overall Judgement on Curriculum				
Comment on curriculum				
2. Overall Judgement on Attainment and Progress				
Comment on Attainment and Progress				
3. Overall Judgement on Teaching and Learning				
Overall judgement for learning objectives				
Overall judgement for teaching and learning methods				
Overall judgement for curriculum competences				
Overall judgement for assessment and support				
Comment on Teaching and Learning				
4. Overall Judgement on Care and Conduct of the Learners				
Comment on Care and Conduct of the Learners				
5. Overall Judgement on Leadership and Management				
Comment on Leadership and Management				
6. Overall Judgement on Community Relationships				
Comment on Community Relationships				
5. Overall Judgement on Facilities				
Comment on Facilities				

Inspection Framework and Guidance

