

COMHAIRLE NAN EILEAN SIAR

Department of Education

HOW GOOD IS OUR SCHOOL?

THE JOURNEY TO EXCELLENCE

ASSISTED SELF-EVALUATION QUESTIONNAIRE

KEY AREA 4: IMPACT ON THE COMMUNITY

Self-evaluation is forward looking. It is about change and improvement, whether gradual or transformational, and is based on professional reflection, challenge and support. It involves taking considered decisions about actions which result in clear benefits for young people.

At the heart of self-evaluation are three questions:

- How are we doing?
- How do we know?
- What are we going to do now?

Excellent schools focus these questions on learning. Learning is at the heart of an excellent school. Learning is its core business.

The indicators in *How good is our school?* are arranged under **six questions** which HMIE, and other agencies, are adopting for evaluation purposes.

- What outcomes have we achieved?
- How well do we meet the needs of our school community?
- How good is the education we provide?
- How good is our management?
- How good is our leadership?
- What is our capacity for improvement?

These six simple but powerful questions are set out in a quality framework of nine **Key Areas** in *How good is our school?* The Journey to Excellence: Part 3, appendix 1.

How good is our school?: The Journey to Excellence: Part 3

➤ The six-point scale

The quality of what you observe within each indicator can be judged against six levels.

Level 6	<i>excellent</i>	outstanding or sector leading
Level 5	<i>very good</i>	major strengths
Level 4	<i>good</i>	important strengths with areas for improvement
Level 3	<i>adequate</i>	strengths just outweigh weaknesses
Level 2	<i>weak</i>	important weaknesses
Level 1	<i>unsatisfactory</i>	major weaknesses

In education, an evaluation can be arrived at in a range of contexts. We need to bear in mind that awarding levels using a quality scale will always be more of a professional skill than a technical process. However, the following general guidelines should be consistently applied.

An evaluation of **excellent** applies to provision which is sector leading. Pupils' experiences and achievements are of a very high quality. An evaluation of *excellent* represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school. It implies that very high levels of performance are sustainable and will be maintained.

An evaluation of **very good** applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish pupils' experiences. Whilst an evaluation of *very good* represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school will take opportunities to improve and strive to raise performance to excellent.

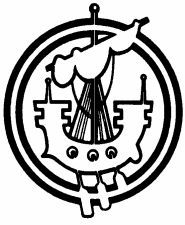
An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' experiences is diminished in some way by aspects in which improvement is required. It implies that the school should seek to improve further the areas of important strength, but take action to address the areas for improvement.

An evaluation of **adequate** applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of *adequate* indicates that pupils have access to a basic level of provision. It represents a standard where the strengths have a positive impact on pupils' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of pupils' experiences. It implies that the school should take action to address areas of weakness by building on its strengths.

An evaluation of **weak** applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of *weak* may be arrived at in a number of circumstances. While there may be some strengths, important weaknesses will, either individually or collectively, be sufficient to diminish pupils' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school.

An evaluation of **unsatisfactory** applies when there are major weaknesses in provision requiring immediate remedial action. Pupils' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as *unsatisfactory* will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school.

Thank you for completing this questionnaire.



HOW GOOD IS OUR SCHOOL? SELF-EVALUATION

SCHOOL		DATE	
TEACHER'S NAME		CLASS/ SUBJECT	

KEY AREA 4:	IMPACT ON THE COMMUNITY
Quality Indicator 4.1	The school's success in working with and engaging with the local community.

How well do we meet the needs of our school community?

Key features:

This indicator relates to the school's effective engagement with the local community. It relates to the community's perceptions of the school's work and the extent to which community members and organisations feel that the school and community engage in partnership working.

THEME	SIX-POINT SCALE					
	6	5	4	3	2	1
<ul style="list-style-type: none"> The extent to which the school engages with the local community 						
EVIDENCE						

KEY AREA 4:	IMPACT ON THE COMMUNITY
Quality Indicator 4.2	The school's success in working with and engaging with the wider community.

How well do we meet the needs of our school community?

Key features:

This indicator focuses on the impact the school has on the wider community including the wider educational community. It deals with the culture of the school in bringing in new ideas to support creativity and innovation, while taking responsibility, where it can, to share and spread its own good practice more widely. It is about being a school that looks for challenge and deals well with change. It also relates to the influence and impact of the school on wider developments.

THEME 4.2.1	LEVEL 5 ILLUSTRATION	SIX-POINT SCALE					
		6	5	4	3	2	1
	<ul style="list-style-type: none"> The extent to which the school encourages and supports creativity and innovation and learns from and adopts leading-edge practice 						
	<ul style="list-style-type: none"> The extent to which the school influences wider policy or practice 						
	<ul style="list-style-type: none"> The extent to which the school anticipates and responds rapidly and flexibly to change. 						
	<ul style="list-style-type: none"> The extent to which the school engages in global issues 						

EVIDENCE