

COMHAIRLE NAN EILEAN SIAR

Department of Education

HOW GOOD IS OUR SCHOOL? THE JOURNEY TO EXCELLENCE

ASSISTED SELF-EVALUATION QUESTIONNAIRE KEY AREA 5: DELIVERY OF EDUCATION

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.

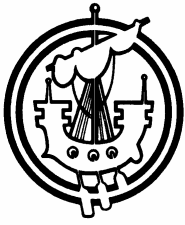
An evaluation of **good** applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of *good* represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of pupils' 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 5:	DELIVERY OF EDUCATION
Quality Indicator 5.1	The curriculum

How good is the education we provide?

Key features:

This indicator relates to the ways that curriculum areas and subjects, interdisciplinary studies, the life of the school as a community, and opportunities for personal achievement develop pupils' capacities as successful learners, confident individuals, responsible citizens and effective contributors. It focuses on the quality of the curriculum across stages and transition points. It highlights the need for the curriculum to be dynamic to take account of innovation, and flexible to meet the needs of all learners.

THEMES	SIX-POINT SCALE					
	6	5	4	3	2	1
• The rationale and design of the curriculum						
• The development of the curriculum						
• Programmes and courses						
• Transitions						
EVIDENCE						

KEY AREA 5:	DELIVERY OF EDUCATION
Quality Indicator 5.2	Teaching for effective learning

How good is the education we provide?

Key features:

This indicator relates to the quality of teaching for effective learning in the context of a positive climate and range of experiences that promote active learning by making learners think. It stresses the need for a varied and considered range of skilful and well-paced teaching approaches where teachers and learners interact to ensure that teaching is motivating and relevant to learners' needs. It highlights the use of teacher-pupil interactions to form judgements of how teaching and tasks should be directed to meet learners' needs. The indicator recognises the important role of information and communications technology (ICT) in enriching teaching and supporting and motivating learning.

THEMES	SIX-POINT SCALE					
	6	5	4	3	2	1
• The learning climate and teaching approaches.						
• Teacher-pupil interaction including learners' engagement						
• Clarity and purposefulness of dialogue						
• Judgements made in the course of teaching.						
EVIDENCE						

KEY AREA 5:	DELIVERY OF EDUCATION
Quality Indicator 5.3	Meeting learning needs.

How good is the education we provide?

Key features:

This indicator relates to the school’s arrangements for meeting the needs of all learners, including potentially vulnerable groups, and addressing barriers to learning. This includes identifying the needs of, and providing support and challenge for, groups and individuals who may have additional support needs arising from, for example, the learning environment, family circumstances, disability or health needs; or social and emotional factors.

THEMES	SIX-POINT SCALE					
	6	5	4	3	2	1
• Tasks, activities and resources						
• Identification of learning needs.						
• The roles of teachers and specialist staff						
• Meeting and implementing the requirements of legislation						
EVIDENCE						

KEY AREA 5:	DELIVERY OF EDUCATION
Quality Indicator 5.4	Assessment for Learning

How good is the education we provide?

Key features:

This indicator relates to the engagement of staff, learners and parents in using a range of assessment information to improve learning and development, and to reflect on the quality of teaching. It focuses on assessment as an integral part of learning and teaching and planning high-quality learning activities for all learners. It highlights the need for learners, parents and teachers to work together in setting targets for learning. It also relates to the responsibility of teachers for ensuring appropriate progress for all learners.

THEMES	SIX-POINT SCALE					
	6	5	4	3	2	1
• Assessment approaches						
• Planning learning experiences and activities						
• Use of assessment information to identify and plan future learning						
• Arrangements for recording and reporting						
EVIDENCE						

KEY AREA 5:	DELIVERY OF EDUCATION
Quality Indicator 5.9	Improvement through self-evaluation

How good is the education we provide?

Key features:

This indicator relates to the school's arrangements for improvement through self-evaluation and its commitment to this. It highlights the importance of gathering and responding to the views of all partners and stakeholders and involving them. It focuses on the extent to which a school knows itself well and improves the successes and achievements of learners, and the school community more widely.

THEMES	SIX-POINT SCALE					
	6	5	4	3	2	1
• Commitment to self-evaluation						
• Management of self-evaluation						
• School improvement						
EVIDENCE						