



# School Inspection Framework

South Sudan



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# Section One: 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.

# Section Two: 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.

Section 5 (below) 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.

# Section Three: 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:

<b>Excellent</b>	The school is very effective in meeting all the criteria for the area of focus
<b>Good</b>	The school meets most of the criteria well
<b>Satisfactory</b>	The school meets sufficient of the criteria to be considered satisfactory
<b>Needs Improvement</b>	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.

# Section Four: Planning and Carrying Out 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.

## 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.

## Full School Inspection Activities

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

## The Full School Inspection Visit Timetable

The inspection starts with a short meeting between the inspection team and the school headteacher and staff. The Inspection Team Leader explains the purpose of the inspection and outlines the activities that will be undertaken.



At this meeting, the inspectors receive the requested documentation, information on staff and learner absences and notice of any special events taking place in the school during the inspection visit. 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.

Following this initial meeting, the inspectors are deployed to study documentation, visit the facilities of the school and to observe lessons.

As soon as is practical, the Inspection Team Leader draws up a timetable of activities, including the lessons and other activities to be observed and meetings to be held. This is shared with the school headteacher. All members of the inspection team are fully engaged with the inspection and the school is fully informed of their programme. Teachers to be observed are informed beforehand.

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.

## Evidence

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

## 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.

## 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.

## Survey Inspections

These will be arranged from time to time as determined by the Ministry of General Education and Instruction to gather evidence on matters of interest to the Education System as a whole.

## Progress Inspections

Where schools have been judged, overall, to need support, there will need to be a follow-up Progress Inspection carried out by an individual inspector or small team (depending on the size of the school) to ascertain that progress is being made.

# Section Five: Responsibilities for the Inspection System

## The Responsibilities of the National Ministry of General Education and Instruction

The National Ministry of General Education and Instruction has the responsibility for the inspection system and for keeping this under review. It also has the responsibility for disseminating information on the school inspection system to the State Ministries of Education and for the training of those responsible for training school inspectors and others.

Importantly, the National Ministry of General Education and Instruction has the responsibility for monitoring the quality of the nation's schools, the standards of education provided and for promoting enhancements in quality. To meet these responsibilities, the National Ministry requests regular school inspection reports from the State Ministries of Education. It will be the responsibility of the National Ministry of General Education and Instruction to analyse and synthesise these reports and to create regular national reports on the quality and standards of education. These reports are copied to State Ministries of Education, made more widely available and used to inform developments to improve the quality of schooling.

The National Ministry of General Education and Instruction also has the responsibility for the quality of inspections carried out by school inspectors. To fulfil this responsibility, from time to time, inspectors based at the National Ministry of General Education and Instruction along with those from State Ministries of Education join school inspection teams as they inspect schools. Inspectors drawn from State Ministries of Education join teams inspecting schools in another state. This helps to moderate standards and disseminate good practice. These visits generate reports. These reports, along with reports from the State Ministries of Education on the quality of inspections in each state are used by the National Ministry to compile regular reports on the quality of school inspection across the nation. These reports are copied to State Ministries of Education, made more widely available and used to inform developments to improve the quality of school inspections and the inspection system overall.

## The Responsibilities of the State Ministries of Education

The State Ministries of Education have a responsibility to ensure that all the schools in all the counties of the state are inspected appropriately and at the required frequency; that written inspection reports with inspection grades are produced, given to schools, received by the State Ministry and filed in the appropriate County Education Offices. State Ministries of Education must also ensure that following inspection, schools in the state are given advice as to how they can develop further.

State Ministries of Education are delegated responsibility to appoint staff with appropriate experience and expertise to be school inspectors and to train them thoroughly. They must ensure that a sufficient number of inspectors are appointed to enable all the schools in the state to be inspected appropriately and at the required frequency by teams of inspectors. Most inspectors are deployed to work out of County Education Offices under a Senior County Inspector.

It is also be the responsibility of the State Ministries of Education to ensure that they allocate a sufficient budget and appropriate resources to enable the inspectors to carry out their duties.

At the end of each school term, State Ministries of Education, analyse and summarise the reports from their County Education Offices and prepare a school inspection report for the state. As well as providing an overview of the outcomes of the inspections, these reports will list the names and EMIS reference numbers of all the schools that have been inspected, along with their inspection grades. These reports are used to inform development plans to improve quality and standards of education in the state. Copies of the reports are sent to the National Ministry of General Education and Instruction and to each County Education Office in the state.

State Ministries of Education also have the additional responsibility to monitor the quality of inspections carried out by their school inspectors. To fulfil this responsibility, from time to time, trained senior school inspectors based at the State Ministry of Education join school inspection teams as they inspect schools. Annual reports, analysing and summarising the quality of these inspections are used to inform the further training needs of the school inspectors. These reports and the related training plans are sent to the National Ministry of General Education and Instruction.

## The Responsibilities of County Education Offices

Each County Education Office has the direct responsibility for ensuring that inspection teams inspect all the schools in the county appropriately and at the required frequency, that the inspection grades are recorded, and that the schools are given appropriate oral feedback at the end of the inspection visit and a copy of the written inspection report thereafter. County Education Offices must also ensure that following inspection, schools in their county are given advice as to how they can develop further.

County Education Offices must plan their inspection programmes carefully and deploy teams of inspectors appropriately to ensure that all the necessary inspections are completed within the required timeframe. Copies of the inspection plans from each County Education Office are forwarded to their State Ministry of Education.

At the end of each school term, it is the responsibility of the County Education Office, to analyse and summarise the reports of all the schools in the county that have been inspected that term and to provide that report to the State Ministry of Education. As well as providing an overview of the outcomes of the inspections, the reports will list the names and EMIS reference numbers of all the schools that have been inspected that term along with their inspection grades. These reports are used to inform development plans to improve the quality and standards of education in the county.

## Education Offices

A Payam Education Office is responsible to the County Education Office to provide inspectors to join inspection teams and to carry out school inspections as directed by the County Education Office. When inspections are carried out solely by Payam-based inspectors, the Payam Education Office must ensure that inspections are carried out appropriately; that the inspection grades are recorded; that schools are given appropriate oral feedback at the end of the inspection visit and; that a written inspection report is produced. They must also ensure that the report is forwarded to the County Education Office.

## The Responsibilities of School Inspectors

School inspectors are based in the National Ministry of General Education and Instruction, State Ministries of Education, County Education Offices and Payam Offices. The vast majority of school inspectors work out of County Education Offices and Payam Offices. They are education professionals appointed on the basis of their experience and expertise. They meet selection criteria and have job descriptions. They receive initial training on all aspects of school inspection and undertake regular training to ensure that they are familiar with any changes in the inspection system, inspection methodology and developments in educational practice.

It is the responsibility of school inspectors to carry out their duties in a professional manner, to follow the standard procedure for undertaking all aspects of school inspection including the production of a written inspection report which includes recommendations and advice on how a school can enhance its quality and improve its standards.

Inspectors must adhere to the code of conduct for school inspectors. This is given in Annex 1.

## The Responsibilities of Schools

Schools have a responsibility to recognise school inspection as an important aid to their development, to co-operate with the team of inspectors and to participate in the inspection process. It is also the responsibility of schools to share their inspection report with the school community and to act on the outcomes of the inspection to plan to enhance its quality and improve its standards. A school also has a responsibility to engage in regular self-evaluation so that it can monitor its progress and gauge its development.

## Quality Assurance of School Inspection

The inspection reports for all the schools in a county are checked for accuracy and internal consistency and for adherence to the required format and style by the County Chief Inspector. This provides quality assurance on the key product of the inspection.

Quality assurance of the process of inspection is provided by some inspection teams being accompanied by inspectors from the State Ministry of Education and also, from time to time, by inspectors from the National Ministry of General Education and Instruction accompanied by inspectors from the State Ministry of Education of another state.

# Section Six: Handbooks and Training Manuals

## School Inspection Handbook

An inspection handbook informs the inspection process. It describes the inspection system, describes the inspection framework, details the focus areas and provides the grade descriptions. It makes clear the roles and responsibilities of the various participants in the inspection process. It also includes the code of conduct for school inspectors and provides the necessary checklists and report forms. The handbook is provided to all inspectors and to all school headteachers. Copies are also available in Payam Education Offices, County Education Offices, State Ministries of Education and the National Ministry of General Education and Instruction.

## Payam Education Office and County Education Office School Inspection Handbook

This handbook complements the school inspection handbook. It provides guidance to the Payam Education Offices on how discharge their responsibilities for school inspections and on the reporting structures to be followed. It also provides guidance to the County Education Offices on how to discharge their responsibilities for school inspections and on the reporting structures to be followed. This guidance includes advice on how to analyse school inspection reports and on the writing of county inspection reports for the state ministries. It includes the necessary checklist and report forms. The handbook is provided to all Payam Education Offices and all County Education Offices. Copies are also available in State Ministries of Education and the National Ministry of General Education and Instruction.

## State Ministry of Education School Inspection Handbook

This handbook complements the school inspection handbook. It provides guidance to the State Ministries of Education on how to discharge their responsibilities for school inspections and on the reporting structures to be followed. This guidance includes advice on how to analyse reports received from the counties and on the writing of state inspection reports for the National Ministry of General Education and Instruction. It includes the necessary checklist and report forms. The handbook is provided to all State Ministries of Education. Copies are also available in the National Ministry of General Education and Instruction.

## National Ministry of General Education and Instruction School Inspection Handbook

This handbook complements the school inspection handbook. It provides guidance to the National Ministry on how to discharge its responsibilities for school inspections. This guidance includes advice on how to analyse reports received from the states and on the writing of national reports for internal and external audiences. It includes the necessary checklist and report forms.

## School Inspection Training Manual

This training manual is written to guide the trainers of school inspectors and headteachers. It provides a step-by-step programme of training activities to equip school inspectors to carry out their duties and to familiarise headteachers with the inspection process. This training takes place at state and county level.

## **School Inspection Training the Trainers Manual**

This training manual is written to guide those who will train the trainers of school inspectors and headteachers on school inspection. It provides a step-by-step programme of training activities to train trainers to use the school inspection training manual to train school inspectors and familiarise headteachers on the inspection process. This training takes place at national and state level.

## **State Ministry of Education Inspectors Training Manual**

This training manual is written to guide those who will train inspectors in the State Ministries of Education. It provides a step-by-step programme of training activities to introduce the inspectors to the State Ministries of Education School Inspection

## **Handbook and the Payam Education Office and County Education Office School Inspection Handbook**

This training enables State Ministry of Education Inspectors to manage the inspection process, to complete the necessary reports and to train the County Education Office Inspectors in the use of the Payam Education Office and County Education Office School Inspection Handbook. This training will take place at national and state level.

## **Further Documentation and Training**

As the inspection framework is implemented, a need for further documentation and training may be identified.

# Annex One: The Seven Areas of Focus

## 1 Curriculum

When evaluating the quality of the curriculum of the school, inspectors will base their judgements on the extent to which:

- a) The school is implementing the new curriculum subjects effectively:
  - For each subject for which there are textbooks:
    - The rate of progress through the textbook is appropriate
    - The school has an overall plan for the subject through the year
  - For each subject without a textbook (the Arts & PE in primary schools):
    - The school uses the syllabus units and booklets of guidance effectively
    - Is the rate of progress through the syllabus is appropriate
  - Overall balance:
    - The school allocates appropriate time and emphasis to each of the curriculum subjects
  - For secondary schools:
    - The school offers the full range of elective subjects to all learners
- b) The school makes effective provision for learners to develop the four competencies:
  - Critical and creative thinking
  - Communication
  - Co-operation
  - Culture and identity
- c) The school offers a wide range of co-curricular activities that are available to all learners:
  - School programmes:
    - The school uses the periods available for School Programmes in accordance with the Curriculum Framework effectively
    - The school follows the guidance in the 'School Programmes Guidance' booklet
  - Other extra-curricular activities:
    - The school has 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?				
How well is the school making provision for learners to develop:	Ex	G	S	NS
Critical and creative thinking				
Communication				
Co-operation				
Culture and identity				
Co-curricular activities	Ex	G	S	NS
How well is the school using the periods available for School Programmes in accordance with the Curriculum Framework?				
How well is the school following the guidance in the 'School Programmes Guidance' booklet?				
Has the school developed a full programme of extra-curricular activities that is available to all learners?				
<b>Overall Judgement on Curriculum</b>				

## 2 Attainment and Progress

When evaluating the quality of the curriculum of the school, inspectors will base their judgements on 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)				
<b>Overall Progress</b>	<b>Ex</b>	<b>G</b>	<b>S</b>	<b>NS</b>
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Overall progress across the school				
<b>Overall judgement for Attainment and Progress</b>				

## 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				
<b>Overall Progress</b>	<b>Ex</b>	<b>G</b>	<b>S</b>	<b>NS</b>
Progress of girls				
Progress of boys				
Progress of learners with special educational needs or disabilities				
Overall progress across the school				
<b>Overall judgement for Attainment and Progress</b>				

## 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 progress across the school				
<b>Overall judgement for Attainment and Progress</b>				

### 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)
- Teachers have a good understanding of the new curriculum and its associated booklets of guidance
- 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 enable 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, fulfill 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 ensure 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 guidances that support 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 enable learners to make progress. Teachers recognise when groups and individuals need support and ensure 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 ensure that these are understood learners.

Teachers use variety of methods appropriate to the intended learning that maintain 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 support learners' understanding and enable them to participate in their own learning. A good pace to learning is maintained through using some informal assessment and feedback that enable learners to make progress. Teachers recognise when groups and individuals need support and ensure 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 support 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 well 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 learners 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 ethos that encourages girls and boys, and those with special educational needs or disabilities				
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				
Learning Objectives	Ex	G	S	NS
Lesson objective is clear and taken from the syllabus				
Lesson objective takes account of previous learning				
All learners are helped to understand the lesson objectives and expected learning outcomes at the start of the lesson				
Teaching and learning methods	Ex	G	S	NS
Learning activities are based on the one or more of the four curriculum competencies and involve learners actively				
There is a good balance of class, group, paired and independent learning				
Learning activities are effective in promoting the intended Learning Outcome				
Textbook activities are enhanced by teaching aids and stimulating experiences for the learners				
Learners are asked questions by the teacher that encourage them 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				
Curriculum Competencies	Ex	G	S	NS
Critical and Creative thinking. Learners are: <ul style="list-style-type: none"> <li>• Asked to make suggestions &amp; plan their own investigations</li> <li>• Given problems to solve</li> <li>• Asked to sort &amp; analyse information and reason logically</li> </ul>				
Communication. Learners are: <ul style="list-style-type: none"> <li>• Given opportunities to talk and listen others in pairs and groups and to make presentations to the class</li> <li>• Asked to express opinions and give explanations</li> </ul>				
Co-operation. Learners are: <ul style="list-style-type: none"> <li>• Working in groups or pairs on a specific task</li> <li>• Put in situations where they need to negotiate to arrive at joint decisions and solve problems together</li> </ul>				
Culture and Identity. Learners are: <ul style="list-style-type: none"> <li>• Given a South Sudanese context for their learning</li> <li>• Asked to relate this context to the wider world</li> <li>• Made aware of the diversity of people, faiths and culture and the need to value and respect these</li> </ul>				



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				
Attitudes and behaviour	Ex	G	S	NS
Learners engage positively in the lesson				
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				
Learners behave well and good behaviour is encouraged and rewarded				
Attainment and progress	Ex	G	S	NS
All learners make progress in line with their potential and achieve the lesson objective				

Good Practice: If the lesson is graded **Excellent**, give a description of the learning activities

Issues: If the lesson is graded **Needs Support**, what was the issue?

Feedback to teacher (strengths and areas for improvement)

Strengths

Areas for improvement

## 4 Care and Conduct of the Learners

When evaluating the quality of care and the conduct of the learners, inspectors will base their judgements on 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 behavior
- 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 behaviour 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				
<b>Overall judgement for Care and Conduct of Learners</b>				

## 5 Leadership and Management

When evaluating the quality of the curriculum of the school, inspectors will base their judgements on the extent to which:

- The headteacher and senior leaders in the school are effective 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 other schools, especially their school cluster where appropriate, and the community
- The Board of Governors or Senior Management Committee are effective 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 other schools and the community, and takes a lead role within the school cluster where one exists.

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 other schools and the community, and makes a positive contribution to the school cluster where one exists.

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 other schools and the community and is a member of a local cluster where one exists.

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 not 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 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 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 Senior 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				

## 6 Community Relationships

When evaluating the quality of community relationships, inspectors will base their judgements on 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
- Takes account of the views of parents and carers
- 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
- Communicates with parents, carers and community members regarding important school developments
- 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 developed a very good understanding of the religious, ethnic and socio- economic characteristics of its community. It has wide programme for contributing to the community, and has very effective programmes 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.

The school has developed a good understanding of the religious, ethnic and socio- economic characteristics of its community. It has a 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 has some understanding of the religious, ethnic and socio-economic characteristics of its community. It 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 has little understanding of the religious, ethnic and socio-economic characteristics of its community. It does not have a 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				
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				
Communicates with parents, carers and community members regarding important school developments				
Takes positive steps to engage with community members who may be reluctant or unsure about approaching the school				
<b>Overall judgement for Community Relationships</b>				



## 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.

The school takes extremely good care of its facilities and they are all in good order.

### 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.

The school takes good care of its facilities and they are in good order.

### 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.

The school takes some care of its facilities.

### 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 the systems of management, maintenance and cleaning are not effective. The school does not take care of its facilities.

## 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				
The care the school takes of its facilities				
<b>The overall judgement on facilities</b>				

# Annex Two: Inspectors' Code of Conduct

Inspectors are required to uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated

fairly and with respect. These standards are assured through a code of conduct which is set out below.

## Inspectors' Code of Conduct

Inspectors should:

- Evaluate objectively, be impartial and inspect without fear or favour
- Evaluate provision in line with national requirements and guidelines
- Base all evaluations on clear and robust evidence
- Report honestly and clearly, ensuring that judgements are fair and reliable
- Carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- Endeavour to minimise the stress on those involved in the inspection
- Act in the best interests and well-being of learners, teachers and communities
- Maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- Respect the confidentiality of information, particularly about individuals and their work
- Respond appropriately to reasonable requests
- Take prompt and appropriate action on any health and safety issues

In keeping with the commitment to continuous improvement of the Department of Quality Assurance and Standards, it is intended that this document will be reviewed regularly and updated as required. Users of this document are invited to contribute to this review at any time by alerting the Department to any perceived errors

or omissions in the document and providing constructive written feedback on its utility.

New versions of this document will be indicated by a new issue date and a change in the reference number.

# School Inspection Framework

