

REPUBLIC OF SOUTH SUDAN
Ministry of General Education and Instruction
Office of the Minister

Our Ref: RSS/MoGE&I/OM/J/33/3-

Date: 31st October 2017

Ministerial Order No. 18/2017

Subject: School Inspection in the Republic of South Sudan

In accordance with the powers conferred upon me under Article 114 (1) of **The Transitional Constitution of the Republic of South Sudan, 2011, (Amended 2016)**, and the Section 14, read together with Section 34 of **The General Education Act, 2012**, I, Deng Deng Hoc Yai, Minister of General Education and Instruction, Republic of South Sudan, do hereby issue this Ministerial Order No. 18/2017 on School Inspection in the Republic of South Sudan with effect from the date of the signing of this Ministerial Order as follows:

1. Title and Commencement

This Ministerial Order may be cited as the "**The Ministerial Order on School Inspection, 2017**", hereafter abbreviated as the Order and shall come into force on the date of its signature by the Minister.

2. Repeal and Saving

Any existing rules and regulations in the Republic of South Sudan that govern the same matters as set forth in this Ministerial Order are hereby repealed.

3. Purpose

The purpose of this Ministerial Order is to provide for the establishment of a regulatory framework for inspection of schools in the Republic of South Sudan. This Ministerial Order sets out the procedures and main activities related to inspection of schools in the Republic of South Sudan under Section 14 of **The General Education Act, 2012**. The Ministerial Order also sets out the judgements that inspectors will make and on which they will report.

4. Authority and Application

(a) This Ministerial Order are issued in accordance with Section 14 read together with Section 34 of **The General Education Act 2012**.

(b) The schools subject to inspection in accordance with Section 14 of The General Education Act, 2012, are:

- (i) All Early Childhood Development centres or nurseries;
- (ii) All Primary Schools; and
- (iii) All Secondary Schools.

- (c) For boarding and residential schools, an inspection of the boarding provision shall be integrated with the school inspection.

5. Interpretations

In this Act unless the context otherwise requires, the following words and expressions shall have the meanings assigned to them respectively:

“**Academic Year**” means the School year commencing on the first School day and ending on the last School day of that School year;

“**Adult Education**” means a course of study organized for adults which can comprise basic learning or the acquisition of specific skills required for a productive life;

“**Affirmative Action**” means the preferential treatment given to female Learners or trainee to redress past and current discriminatory practices and beliefs which do not encourage institutions of learning to be more representative;

“**Alternative Education**” means a programme of prescribed courses of study which assist the out of School Learners whether children or adults to accelerate their learning by either joining the formal education system or by gaining needed skills through alternative learning or home-study for a productive life;

“**Board of Governors**” means the governing body of a Secondary School; adult education, tertiary institutions and teachers’ training institutions.

“**Community**” means a group of and institutions that are within the locality of a school or are related to the school.

“**Compulsory School age**” means the ages prescribed by the Ministry of Education, during which Learners are obliged to attend School in accordance with this Act;

“**County Education Department**” means the education department established in each County within a State, which is an educational administrative structure under the direct supervision of and reporting to the State Ministry of Education;

“**National Education Service**” means a compulsory duty of education service to be undertaken by all students who complete their Secondary School Certificate examinations and are awaiting admissions to higher institutions of learning.

“**Corporal Punishment**” means any punishment in which physical force is used and intended to cause some degree of pain or discomfort.

“**Curriculum**” means the overall organised course of study for any level of education including the vision, goals and objectives for learning organised into a sequence of courses over a specified period of time guided by a syllabus;

“**Ministry of General Education**” means the National Ministry with responsibility over general education;

“**Development partners**” means any officially registered partner-organization that works in South Sudan with the aim of promoting education development;

“**Directorate**” means a functional unit within the Ministry or State Ministries established in accordance with this Act;

“**Director General**” means a Director General for the Ministry of Education,



or Director General of State Ministries of Education;

“**Government**” means the National Government of the Republic of South Sudan; 3

“**Head-teacher**” means the Senior Teacher responsible for the administration of a School;

“**Higher Education**” means a post-secondary education where knowledge and skills are imparted and acquired for a particular function that leads to an award of a diploma or degree;

“**Learner**” any person who is in process of learning “**Minister**” means the Minister for General Education;

“**Ministry**” means the Ministry of General Education;

“**National Languages**” refers to all indigenous languages of South Sudan;

“**NGOs**” means Non-Governmental Organizations registered in South Sudan that undertakes educational development at the level of the Ministry or the state ministries of Education;

“**Parent**” means the parent or guardian of a Learner or the person legally entitled to custody of a Learner who undertakes to fulfil the obligations of the Learner;

“**Parent and Teachers Association**” (PTA) means a body of teachers and parents that mobilizes resources from the Community on behalf of a primary or Secondary School, and participates in passing the School’s annual plans and budget;

“**Payam Education Office**” means the education office established in each Payam within a County, which is an educational administrative structure under the direct supervision of and reporting to the County Education Department;

“**Pre-Primary Education**” means education beginning from the age of three which comprises two years of early childhood education prior to Primary Education;

“**President**” means the President of the Republic of South Sudan; “**Primary Education**” means education beginning from the age of six years which comprises eight years from primary one through primary eight;

“**Private School**” means a School owned by individual(s), NGO(s), Religious denomination, community or civil society organizations and not funded by the government.

“**Public Education**” means education provided by the Government of South Sudan and the states in accordance with this Act, responsible for performing and providing educational services to Learners in schools.

“**Public School**” means a School administered managed and funded by the Government;

“**Pupil**” means any learner at primary school level;

“**School**” means an educational institution, public or private recognized by the Ministry of Education and the relevant state Ministry of Education which has teachers, Learners and learning space;

“**Parents-Teachers Association**” means the governing body of a primary School;

“**Secondary School**” means a level of Schooling above primary and below



tertiary education;

“**Special Needs Education**” means education provided in a School for Learners who have needs which require special educational provision so that they can learn to the best of their abilities;

“**State Director General**” means a Director General responsible for the management of education at a State Ministry of Education;

“**State Minister**” means the state minister for education, appointed in accordance with the Constitution;

“**State Ministry**” means a state Ministry of Education;

“**State**” refers to any of the ten states established by the Constitution of South Sudan;

“**Student**” means any Learner in a secondary or post-secondary School;

“**Supervisor**” means any person occupying a position within the structure of the education system who provides supervision over other staff;

“**Teacher**” means a male or female teacher who regularly instructs Learners in a School;

“**Teaching Service**” means the section of the labour-force employed to carry out teaching functions;

“**Technical Education**” means an education related to technical, scientific or industrial learning in a School or a technical institution;

“**Technical School**” means an educational institution that provides, in addition to academic subjects, knowledge and skills in technical, scientific or industrial professional areas;

“**Tertiary Education**” means education at post-secondary level at a university, college, or other institutions of higher learning;

“**Tutor**” means a teacher who carries out specialized teaching, often in small or specialized groups of Learners;

“**Undersecretary**” means the Undersecretary of the Ministry of General Education;

“**Vocational Education**” means a course of study providing practical skills and professional education in a vocational School or institute.

6. Aims of School Inspection

The inspection of schools in the Republic of South Sudan shall aim to:

- (a) 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;
- (b) keep the national government, state governments, local governments, the general public and others, informed about the quality of schools and the standards of education;
- (c) encourage schools to engage in regular and thorough self-evaluation and development planning as one means of achieving ongoing improvement and enhanced effectiveness;
- (d) systematically collect valid and reliable evidence to inform national policy development; and



- (e) promote the continuous improvement of individual schools and the education system as a whole.

7. Grading of Schools

- (a) Schools shall be inspected regularly using the National School Inspection Framework and this Ministerial Order and each focus areas shall contribute towards the final overall grade for the school.
- (b) 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.
- (c) A 4-point grading system is used to grade each focus area and a school overall. The grades are those used by *Ofsted* and are as follows:
 - 1. outstanding
 - 2. good
 - 3. satisfactory
 - 4. inadequate
- (d) The school inspection shall provide a set of grades as well as a narrative report.

8. Child Friendly Schools

School inspections shall consider if a school is a Child-Friendly School (CFS) by evaluating the school based on the following six characteristics:

- (a) The school considers children' rights as human rights.
- (b) The school's teachers are consistently present and its girls and boys achieve meaningful learning outcomes.
- (c) The school promotes equity and equality, especially gender equality.
- (d) The school shelters and protects its pupils, providing them with a safe space in which to learn, grow and develop.
- (e) The school is a 'talking school' that communicates important messages to pupils, teachers and the surrounding community, including health related knowledge and life skills. The school is a vibrant centre for dialogue, enabling learning to take place through interactions between teachers, pupils, parents/carers and members of the community.
- (f) The school has established a special working relationship with the community in which it is located and with the parents of the girls and boys attending the school.

9. Focus Areas of Inspection

- (a) The school inspection shall the following focus areas, which are 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:



(i) Facilities

The facilities shall include 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 shall collect evidence on this focus area mainly by observation around the school.

(ii) Curriculum

This is concerned with the extent to which the curriculum meets the needs of pupils (both boys and girls), including those that have a disability and those with special needs and, how it enables all learners to make progress in their learning and achieve their full educational potential. It also includes life skills, peace education, citizenship and the environment and the extent to which the curriculum promotes good behaviour, develops leadership and responsibility and provides for co-curriculum activities, sports activities and clubs. The inspection team shall collect evidence on this focus area mainly by observation in classrooms and around the school, by analysis of documents, by looking at pupils' work and by interacting with teachers and pupils.

(iii) Pupils' Progress

This is concerned with how well pupils learn and enjoy learning, the quality of their work and the progress they have made since joining the school. It is also concerned with how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum. It is particularly concerned with the standards attained by pupils by the time they leave the school and the extent to which pupils develop useful skills. The inspection team shall collect evidence on this focus area mainly by the analysis of records, by observation in classrooms, by looking at pupils' work and by interacting with teachers and pupils.

(iv) Teaching Quality

As well as being concerned with teachers' attendance and punctuality at school and in lessons, this focus area deals with the extent to which teachers plan, prepare and deliver lessons, interest, enthuse and motivate pupils and encourage learning. It deals with the extent to which teachers use assessment of learning to inform their teaching, use diverse activities and resources and create a stimulating learning environment. It also deals with the extent to which teachers secure high quality learning by setting challenging tasks matched to pupils' needs. The inspection team shall collect evidence on this focus area mainly by observation of teaching, by analysing teachers' records of work, by looking at pupils' work and by interacting with teachers and pupils.



(v) Care and Conduct of Pupils

As well as being concerned with pupils' punctuality attendance and drop out, this focus area deals with pupils' general behaviour, attitudes to learning and respect for other young people and adults. It enquires if all pupils have an equal and fair chance to learn and develop, and the extent to which the school has rejected violence and promotes peace. In particular, it is concerned with the extent to which the school provides a safe, secure and healthy environment for pupils and how well the school monitors, safeguards and promotes the health and wellbeing of its pupils. The inspection team shall 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 pupils.

(vi) Community Relationships

This is concerned with the effective functioning of the Board of Governors or the Governing Body; the effectiveness of the school's engagement with parents and carers in supporting pupils' learning and development and the extent to which the community contributes to the school and the school to the community. The inspection team shall collect evidence on this focus area mainly by meetings with members of the Board of Governors or the Governing Body of the school and members of the community and by analysing records and documents.

(vii) Leadership and Management

In addition to being concerned with the range and quality of the policies, rules and documents that the school has developed to inform and guide its work, this focus area is concerned with:

- (1) how well the school self-evaluates its strengths and weaknesses (self-evaluation) and uses the findings to promote improvement;
- (2) the effectiveness of the systems for school development planning;
- (3) the effectiveness of the leadership and management in demonstrating an ambitious vision for the school and setting high expectations for teachers and pupils, and
- (4) their success in improving teaching and learning.

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

- (b) Annex 1a to 7a details 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.



10. Grade Descriptors

- (a) School Inspectors shall make judgements on each of the seven focus areas outlined in Section 9, above.
- (b) The judgements shall be based on the evidence collected by the School Inspectors on the specified aspects of each of the focus areas.
- (c) Only four judgements are possible; each focus area shall be judged as either, *outstanding, good, satisfactory or inadequate*.
- (d) Inspectors shall 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.
- (e) The sets of grade descriptors for each focus area are given in Annex 1b to 7b.

11. The Overall Grade for a School

- (a) Inspectors shall 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 shall contribute to the overall grade for the school.
- (b) There are no grade descriptors for the overall grade of a school as there are for each of the seven focus areas. The overall grade for the school shall be established by reference to the table below:
 - (i) More than half the focus areas, including those for Teaching Quality and Leadership and Management are graded 1 and no focus areas are graded less than 2;
 - (ii) More than half the focus area grades, including those for Teaching Quality and Leadership and Management are graded 2 or better and no focus area is graded less than 3;
 - (iii) Not fitting any of the other criteria and with focus area grades for Teaching Quality and Leadership and Management 3 or better; or
 - (iv) Not fitting any of the other criteria or with more than half the focus areas graded 4.
- (c) In determining the overall grade for a school, weighting shall be given to the grades for Teaching Quality and Leadership and Management. No school shall be graded as outstanding or good unless the grades for these focus areas are either 1 (= outstanding) or 2 (= good). Similarly, no school will be graded as satisfactory



unless both Teaching Quality and Leadership and Management are graded as satisfactory or better.

12. Scheduling of School Inspections

- (a) Each County Education Department shall prepare an annual term-by-term schedule for school inspections to ensure that all schools are inspected at the required frequency.
- (b) The school inspection plans referred to in Sub-Section (a) above, shall be forwarded to the State Ministries of Education.
- (c) Each State Ministry of Education shall ensure that there is a plan to inspect all schools in the State at the required frequency and shall forwards its plan to the National Ministry of General Education and Instruction.
- (d) The National Ministry shall collate the individual plans of the State Ministries of Education and produce one national school inspection plan.
- (e) As per the Act, the school inspection plan shall ensure each school is inspected termly.

13. Timing of a School Inspection

Inspection shall 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.

14. Notification of a School Inspection

- (a) Schools to be inspected shall be informed that they are to be inspected one or two weeks before the inspection visit.
- (b) The inspection notice, referred to in Sub-section (a) above, shall be done by a telephone call from the County Education Department to the school Head-teacher.
- (c) The phone call shall be followed by a formal letter of intimation of the inspection.
- (d) The contacts with the school Head-teacher shall also inform the school of the documents that the inspection team needs to have available when they arrive at the school.

15. Duration of a School Inspection

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



16. The School Inspection Team

- (a) Inspection teams of at least 3 Inspectors, that are drawn from Inspectors, based at a County Education Department shall 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.
- (b) One member of an inspection team shall be appointed by the County Chief Inspector as the Inspection Team Leader for a particular school inspection.
- (c) It is anticipated that all the inspectors working in a county shall be Team Leaders for one or more school inspections in each cycle of school inspections.
- (d) 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.

17. School Inspection Activities

- (a) School inspectors shall:
 - (i) look at the facilities of a school;
 - (ii) read documents;
 - (iii) have meetings; and
 - (iv) spend as much time as possible in classes, observing lessons, talking to pupils about their work, gauging their understanding and their engagement in learning, and their perceptions of the school.
- (b) School inspections shall engage the Head-teacher, school staff and the Board of Governors or the Governing Body in the process of inspection so that they understand better the basis for the judgements that are made.
- (c) School Inspectors shall give due consideration to the views of parents, pupils and staff.

18. The School Inspection Visit Timetable

- (a) The inspection shall start with a short meeting between the inspection team and the school Head-teacher and staff.
- (b) The Inspection Team Leader shall explain the purpose of the inspection and outline the activities that will be undertaken.
- (c) At the meeting referred to sub-section (a) above, the Inspectors shall receive the requested documentation, information on staff and pupil absences and notice of any special events taking place in the school during the inspection visit.



- (d) The Inspection Team Leader shall request the Head-teacher to arrange meetings with members of the Board of Governors or Governing Body and representatives of teachers and pupils.
- (e) The Inspection Team Leader also shall request the Head-teacher 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.
- (f) The Head-teacher shall be invited to join any of the inspectors when they are observing lessons.
- (g) The Head-teacher shall be 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.
- (h) Following the initial meeting, the inspectors shall be deployed to study documentation, visit the facilities of the school and to observe lessons.
- (i) As soon as is practical, the Inspection Team Leader shall draw up a timetable of activities, including the lessons and other activities to be observed and meetings to be held. This timetable shall be shared with the school Head-teacher.
- (j) All members of the inspection team shall be fully engaged with the inspection and the school shall be fully informed of their programme.
- (k) Teachers who are chosen to be observed shall be informed beforehand.
- (l) The deployment of inspectors shall be purposeful but flexible, and shall combine focused observations of particular lessons with more random sampling of the school at work.
- (m) Observations may focus on a particular teacher for one or more lessons, on a particular pupil or group of pupils 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.
- (n) Any teacher who is observed shall be given some feedback as soon as is practical after the observation. This feedback shall focus on a few positive aspects of their teaching and offer some advice as to how the lesson could have been improved.

19. Evidence

- (a) Inspectors shall collect clear, robust, reliable and valid evidence.
- (b) It is on the evidence referred to sub-section (a) above that judgements shall be made and inspection grades awarded.



- (c) The evidence shall be recorded on paper and shared among the members of the inspection team and with the Head-teacher.

20. School Inspection Team Meetings

- (a) Different School Inspectors in an inspection team shall see different lessons.
- (b) Not all inspectors are required to see all the facilities in a school nor take part in all meetings with members of the school community or read all the documentation.
- (c) The Inspection Team Leader shall chair regular team meetings during an inspection visit.
- (d) As a minimum, there shall be 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 shall be used to share evidence and to discuss possible judgements.
- (e) The Head-teacher shall be invited to all meetings of the inspection team. This allows the team to benefit from any additional information that the Head-teacher may offer and also allows the Head-teacher to gain an insight into the inspection process and the way in which inspection grades are determined.
- (f) The Head-teacher can decide to attend these meetings or not. If the Head-teacher chooses not to attend any or all of these meetings then this does not influence the inspection outcome.

21. The Final School Inspection Team Meeting

- (a) The final in-school meeting of the inspection team shall be held on the afternoon of the final day of the inspection visit.
- (b) During the final school inspection team meeting, all the evidence documented for each of the focus areas of the inspection shall be reviewed and grades determined with reference to the grade descriptors.
- (c) The team shall make 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.
- (d) The final meeting also shall formulate recommendations for the further development of the school.
- (e) The decisions made at the final meeting shall be recorded by the Inspection Team Leader along with the reasoning that led to them.



- (f) The Inspection Team Leader shall collect the evidence records from the other members of the inspection team to inform the inspection report that is drafted following the inspection visit.

22. The Feedback Meeting

- (a) At the end of the inspection visit, all the members of the inspection team shall meet with the Head-teacher along with any staff, and the Board of Governors or the Governing Body members that wish to be present.
- (b) The Inspection Team Leader shall summarise what the team has done during the inspection visit, explain the grading system and report on the grades for each of the focus areas of the inspection and for the school overall.
- (c) The Inspection Team Leader shall state some strengths of the school and give recommendations for actions for further school improvement.
- (d) The Inspection Team Leader shall explain that what has been said will be incorporated into a written report, inform that the report will be written within a week and forwarded to the Head-teacher to check its factual accuracy.
- (e) Before closing the meeting, the Inspection Team Leader shall explain the system by which the school may register a complaint against the conduct of the inspection or contest any of the grades awarded.

23. The School Inspection Report

- (a) The school inspection report shall inform school development and improvement.
- (b) The school inspection report shall be written immediately after the inspection visit.
- (c) It is the responsibility of the Inspection Team Leader to draft the school inspection report.
- (d) The school inspection report shall be based on the records of evidence made by the inspectors.
- (e) The school inspection report shall record the grades reported in the feedback meeting, the strengths of the school and the recommendations for further development and improvement.
- (f) The recommendations for improvement shall be precise, specific and detailed. They shall make reference to aspects of the school that are hindering the enhancement of quality.
- (g) Inspection reports shall have a standard content and shall be written in a standard style and to a standard format.

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- (h) Where an inspection report exists from a previous inspection, this shall be referred to in gauging the extent to which a school has developed.
- (i) The draft inspection report shall be discussed by the inspection team and finalised by the Inspection Team Leader.
- (j) The draft inspection report shall first be checked by the County Chief Inspector of Schools and then given to the school to check for factual accuracy. This shall be done within one week of the end of the inspection visit.
- (k) Once factual correctness has been confirmed, the school inspection report shall be printed and copies provided to the school. A copy of the report shall be sent to the State Ministry of Education, through the State Chief Inspector of Schools, a copy shall be sent to the Ministry through the National Chief Inspector of Schools and a copy shall be filed in the County Education Department.
- (l) The school inspection report shall be made public in line with the Freedom of Information laws.

24. Concerns and Complaints

- (a) If a school has a concern about the conduct of an inspection, this concern shall be raised as soon as possible with the Inspection Team Leader who shall assess its validity.
- (b) If an expressed concern is judged to be justified, the Inspection Team Leader shall do as much as possible to resolve the concern.
- (c) If the concern is not addressed to the satisfaction of the school then the school Head-teacher shall bring this concern to the attention of the County Chief Inspector.
- (d) If a school is not satisfied with the school inspection report it receives then the school Head-teacher shall approach the County Chief Inspector stating the concern and supporting this with evidence.

25. The Responsibilities of the National Ministry

1. The National Ministry responsible for General Education (hereafter referred to as the Ministry) shall be responsible for the inspection system and for keeping this under review.
2. The Ministry also shall be responsible 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, Head-teachers and others.



3. Importantly, the Ministry shall be responsible for monitoring the quality of the nation's schools, the standards of education provided and for promoting enhancements or improvements in quality.
4. In order to meet these responsibilities, the State Ministries of Education shall furnish the Ministry with regular school inspection reports without failure.
5. The Ministry shall analyse and synthesise these inspection reports and produce regular national reports on the quality and standards of education.
6. The national reports referred to in sub-section (e) above shall be copied to State Ministries of Education, shall made more widely available and shall be used to inform developments to improve the quality of schooling.
7. The Ministry also shall be responsible for the quality of inspections carried out by school inspectors.
8. To fulfil the responsibility referred to in sub-section (g) above, inspectors based at the Ministry, along with those from State Ministries of Education, shall join school inspection teams, from time to time, as they inspect schools.
9. School Inspectors drawn from State Ministries of Education shall join teams inspecting schools in another state. This helps to moderate standards and disseminate good practice.
10. The join school inspection visits referred to in sub-sections (h) and (i) above, shall 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.

26. The Responsibilities of the State Ministries of Education

- (a) The State Ministries of Education shall:
 - i. ensure that all the schools in all the counties of the state are inspected appropriately and at the required frequency;
 - ii. ensure 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.
 - iii. ensure that following inspection, schools in the state are given advice as to how they can develop and improve further.
- (b) The National Ministry may delegate the State Ministries of Education 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.

- (c) The State Ministry shall ensure that most inspectors are deployed to work out of County Education Departments under School Inspection Team Leaders with the support of the State Chief Inspector of Schools and the County Chief Inspectors of Schools.
- (d) It is also 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 including transportation to and fro schools.
- (e) At the end of each school term, State Ministries of Education shall analyse and summarise the reports from their County Education Departments and prepare a school inspection report for the state.
- (f) As well as providing an overview of the outcomes of the inspections, the state school inspection reports (referred to in sub-section (e) above) shall list the names and EMIS reference numbers of all the schools that have been inspected, along with their inspection grades.
- (g) The reports referred to in sub-section (e) above shall be used to inform development plans to improve quality and standards of education in the States. Copies of each State report shall be sent to the National Ministry and to each County Education Department in the State.
- (h) State Ministries of Education also shall have the additional responsibility to monitor the quality of inspections carried out by their school inspectors.
- (i) To fulfil the responsibility stipulated in sub-section (h) above, from time to time, trained senior school inspectors based at the State Ministry of Education shall join school inspection teams as they inspect schools.
- (j) Annual reports, analysing and summarising the quality of school inspections referred to in sub-section (i) above shall be used to inform the further training needs of the school inspectors. These reports and the related training plans shall be sent to the National Ministry, too.

27. The Responsibilities of County Education Departments

- (a) Each County Education Department shall ensure that:
 - (i) all the schools in the County are inspected appropriately and at the required frequency by teams of inspectors;
 - (ii) the inspection grades are recorded;
 - (iii) the schools are given appropriate oral feedback at the end of the inspection visit; and
 - (iv) a copy of the written inspection report is sent to the school thereafter.



- (b) County Education Departments shall also ensure that following inspection, schools in their county are given advice as to how they can develop and improve further.
- (c) County Education Departments shall 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 Department shall be forwarded to their State Ministry of Education.
- (d) At the end of each school term, the County Education Department shall 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.
- (e) As well as providing an overview of the outcomes of the inspections, the reports, referred to in sub-section (d) above, shall list the names and EMIS reference numbers of all the schools that have been inspected that term along with their inspection grades.
- (f) The reports, referred to in sub-section (d) above, shall be used to inform development plans to improve the quality and standards of education in the County.

28. Responsibilities of the Payam Education Office

- (a) The Payam Education Office shall be responsible to the County Education Department.
- (b) The Payam Education Office shall coordinate with the County Education Department to provide inspection teams to inspect schools in the Payam.
- (c) The Payam Education Office shall ensure school inspections are carried out as directed by the County Education Department.
- (d) The Payam Education Office shall 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 reports is produced. They must also ensure that the report is forwarded to the County Education Office.

29. The Responsibilities of School Inspectors

- (a) School inspectors are primarily staff of the National Ministry of General Education and Instruction but for operational purposes shall be deployed to and be based in the State Ministries of Education, County Education Departments and Payam Education Offices.



- (b) The vast majority of school inspectors shall work in schools, out of County Education Departments and Payam Education Offices, most of the time.
- (c) School inspectors shall be education professionals appointed on the basis of their experience and expertise. They shall meet specific universal selection criteria and have clear job descriptions.
- (d) School inspectors shall 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.
- (e) School inspectors shall carry out their duties in a professional manner and 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.
- (f) Inspectors must adhere to the code of conduct for school inspectors:
 - (i) Inspectors shall uphold the highest professional standards in their work and to ensure that everyone they encounter during inspections is treated fairly and with respect.
 - (ii) These standards are assured through a code of conduct which is set out in (iii) below.
 - (iii) Inspectors should:
 - (1) evaluate objectively, be impartial and inspect without fear or favour;
 - (2) evaluate provision in line with national requirements and guidelines;
 - (3) base all evaluations on clear and robust evidence;
 - (4) report honestly and clearly, ensuring that judgements are fair and reliable;
 - (5) carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity;
 - (6) endeavour to minimise the stress on those involved in the inspection;
 - (7) act in the best interests and well-being of learners, teachers and communities;
 - (8) maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly;
 - (9) respect the confidentiality of information, particularly about individuals and their work;
 - (10) respond appropriately to reasonable requests; and
 - (11) take prompt and appropriate action on any health and safety issues.

30. The Responsibilities of Schools

- (a) Schools shall recognise school inspection as an important aid to their development, co-operate with the team of inspectors and participate in the inspection process.



- (b) Also, each school shall:
 - (i) share its inspection report with the school community; and
 - (ii) act on the outcomes of the inspection to plan to enhance its quality and improve its standards.
- (c) Each school also shall engage in regular self-evaluation so that it can monitor its progress and gauge its development and improvement.

31. Quality Assurance of School Inspection Reports

- (a) The inspection reports for all the schools in a county shall be checked for accuracy and internal consistency and for adherence to the required format and style by the County Chief Inspector of Schools.
- (b) The inspection reports for all the schools in a State shall be checked for accuracy and internal consistency and for adherence to the required format and style by the State Chief Inspector of Schools.
- (c) The inspection reports for all the schools in the country shall be checked for accuracy and internal consistency and for adherence to the required format and style by the County Chief Inspector of Schools.

32. Quality Assurance of the School Inspection Process

Quality assurance of the process of inspection shall be provided by:

- (a) inspection teams being accompanied by inspectors from the State Ministry of Education; and
- (b) inspectors from the National Ministry of General Education and Instruction accompanied by inspectors from the State Ministry of Education of another state.

33. School Inspection Handbook

- (a) There shall be a national school inspection handbook to inform the inspection process and all school inspectors shall use it as a reference.
- (b) The national school inspection handbook shall describe the inspection system, describe the inspection framework, detail the focus areas and provide the grade descriptions.
- (c) The national school inspection handbook shall clear outline the roles and responsibilities of the various participants in the inspection process as provided for in the Ministerial Order.
- (d) The national school inspection handbook also shall include the code of conduct for school inspectors and provide the necessary checklists and report forms.
- (e) The handbook shall be provided to all school inspectors and to all school Head-teachers.



- (f) Copies of the handbook shall also be available in Payam Education Offices, County Education Departments, State Ministries of Education and the National Ministry.

34. National School Self-evaluation Handbook

- (a) The Ministry shall develop and circulate to all schools a National School Self-evaluation Handbook.
- (b) The National School Self-evaluation Handbook shall be used for the purpose of self-evaluation by all schools.
- (c) The Ministry, State Ministries of Education and County Education Departments shall ensure all schools use the Handbook and conduct school self-evaluations regularly.

35. Other Inspection Guides

- (a) The Ministry may develop and circulate for use any other handbooks, guides and publications on school inspection to ensure all the stakeholders discharge their responsibilities for school inspections.
- (b) These handbooks may include advice on how to analyse inspection reports and on the writing of national reports for internal and external audiences and may include the necessary checklist and report forms.

36. Training on School Inspection

- (a) The Ministry shall develop a national training programme for school inspectors and the other stakeholders.
- (b) The Ministry, State Ministries responsible for Education and the County Education Departments shall ensure all school inspectors and the other stakeholders are trained prior to embarking on school inspections.
- (c) The Ministry may develop and circulate for use any training manuals, guides and publications on school inspection to ensure all the stakeholders discharge their responsibilities for school inspections.
- (d) These training manuals can be tailored to the needs of schools, school inspectors, State Ministries of Education, County Education Departments, Payam Education Offices, the Governing Bodies of schools and the Ministry.

37. Adherence to the Ministerial Order

- (a) All schools, School Inspectors and the other stakeholders shall adhere to the Ministerial Order.
- (b) All school inspectors shall adhere to the code of conduct.
- (c) Any school inspector involved in a case of misconduct or violation of the Code of



Conduct for school inspectors shall be dismissed.

- (d) The Ministry, State Ministries of Education and the County Education Departments shall be responsible for enforcement of the Ministerial Order.

38. Medical Fitness

- (a) All school inspectors shall be medically fit and demonstrate such fitness by providing a certificate from a recognized medical authority or a hospital in the Republic of South Sudan indicating that he or she has passed the medical fitness test.
- (b) The Ministry, State Ministries of Education and County Education Departments shall ensure that all school inspectors comply with the requirement provided for in Sub-section (a) above without fail.

39. The Power to Order Improvements in Schools

- (a) The Minister may issue an Improvement Order to a school as he or she deems necessary or appropriate, from time to time, with the view to safeguard the interests of the learners.
- (b) If a school fails to comply with an Improvement Order, the Minister may close and de-register a school.

40. Delegation of Powers

- (a) In accordance with Section 8 (g) of **The General Education Act, 2012**, The Minister may delegate one or more of the powers or responsibilities of the Ministry to State Ministers responsible for Education.
- (b) In case the Minister delegates any of the powers or responsibilities referred to in Sub-section (a) above to the State Ministers responsible for Education, he or she may also state the terms and conditions for use of the delegated powers or responsibilities.

41. Other Matters

Any other matters not addressed by this Ministerial Order, which are related to inspection of schools, shall be raised to the attention of the Minister for appropriate or necessary action.

42. Signature of the Minister

Signed under my hand and seal at the Ministry of General Education and Instruction in Juba this 31st day of the month of October in the year 2017 AD.



Hon. Deng Deng Hoc Yai
Minister of General Education and Instruction

ANNEXES

Annex (1): Focus Area 1 - Facilities

Facilities	<p>When evaluating the quality of the facilities of the school, inspectors consider:</p> <ul style="list-style-type: none">• the security of the school grounds• the extent of the school grounds• the condition of the school grounds• the appropriateness of the school grounds• the facilities in the school grounds• play facilities in the school grounds• sports facilities in the school grounds• the adequacy of shade and shelter around the school• the security of the school buildings• the range of school buildings• the adequacy of the school buildings in relation to teacher and pupil numbers• the condition of the school buildings• the safety of the school buildings• the adequacy of ventilation of the school buildings• the adequacy of the office/classroom furnishings in relation to teacher and pupil numbers• the condition of the office/classroom furnishings• the adequacy of office/classroom equipment• the condition of office/classroom equipment• the range of resources for teaching and learning• the extent of resources for teaching and learning in relation to pupil numbers• the condition of resources for teaching and learning• the adequacy of toilets for boys in relation to the number of male pupils• the adequacy of toilets for girls in relation to the number of female pupils• the adequacy of toilets for staff in relation to the number of male and female staff• the availability of toilets for the disabled• the condition/cleanliness of toilets• the adequacy of the provision of water for hand washing in relation to pupil and teacher numbers• the adequacy of the provision of clean drinking water in relation to pupil and teacher numbers• the provision of electricity
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	<ul style="list-style-type: none">• the adequacy of the school kitchen• the cleanliness of the school kitchen• the systems for maintaining the school grounds• the effectiveness of the systems for maintaining the school grounds• the systems for cleaning the school buildings• the effectiveness of the systems for cleaning the school buildings• the systems for maintaining and repairing the school buildings • the effectiveness of the systems for maintaining and repairing the school buildings• the systems for cleaning the toilets• the effectiveness of the systems for cleaning the toilets• the systems for repairing furnishings and equipment• the effectiveness of the systems for repairing furnishings and equipment• the systems for dealing with rubbish• the effectiveness of the systems for dealing with rubbish• the effectiveness with which the school uses its facilities
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Annex (1B): Grade Descriptors for Focus Area 1- Facilities

Grade		Description
1	outstanding	<p>The school has extensive well-kept grounds, free of rubbish. There is a secure fence and gate. There are places for pupils to sit, to play and to do sports. There is play equipment, benches and chairs and many places where pupils can shelter from the sun and rain. The grounds provide a very pleasant, very safe and very secure environment.</p> <p>The number of school buildings is sufficient for the number of pupils and staff. All the school buildings are permanent structures, are clean, in very good repair and very well ventilated. All are very safe and secure. Staff offices/rooms can accommodate staff very comfortably. Teaching rooms can accommodate class sizes very comfortably.</p> <p>Staff offices/rooms are furnished well, with desks, tables, chairs, store cupboards and equipment of sufficient number and of very good condition. Classrooms have sufficient desks and chairs to accommodate pupils in comfort and without overcrowding. Classroom furniture is in very good condition. Classrooms have sufficient fixed equipment, such as chalkboards, teachers' desks and chairs and store cupboards. Classroom equipment is in very good condition.</p> <p>Teachers have access to a wide range and large number of high quality, well-maintained resources appropriate to support teaching and learning in a wide range of subjects at different levels.</p> <p>The school has an adequate number of clean toilets, separate for female and male pupils. The school has an adequate number of clean toilets, separate for female and male staff. Toilets are accessible by disabled persons.</p> <p>There is always sufficient clean drinking water for staff and pupils and water for hand washing. Electricity is available. There is a well-equipped and clean kitchen appropriate to cater for the number of pupils.</p> <p>There are highly effective systems for maintaining and repairing the school buildings. There are highly effective</p>



		<p>systems for cleaning the school grounds, buildings and toilets. There are highly effective systems for repairing furnishings, equipment and resources. There are highly effective systems for dealing with rubbish.</p> <p>The school uses its facilities highly effectively.</p>
2	good	<p>The school has fenced and gated grounds. There are places for pupils to sit, to play and to do sports and where they can shelter from the sun and rain. The grounds provide a safe and secure environment.</p> <p>The school buildings are sufficient to accommodate all pupils and staff. Nearly all the buildings are permanent structures, are clean, in good repair and well ventilated. All are safe and secure. Staff offices/rooms are sufficient to accommodate staff. Teaching rooms can accommodate class sizes comfortably.</p> <p>Staff offices/rooms have desks, tables, chairs, store cupboards and equipment of good condition. Classrooms have sufficient desks and chairs to accommodate pupils without being overcrowded. Classroom furniture is in good condition. Classrooms have sufficient fixed equipment, such as chalkboards, teachers' desks and chairs and store cupboards. Classroom equipment is in good condition.</p> <p>Teachers have access to a range of good quality, well-maintained resources appropriate to support teaching and learning in a range of subjects at different levels.</p> <p>The school has an adequate number of clean toilets, separate for female and male pupils. The school has an adequate number of clean toilets, separate for female and male staff. Toilets are accessible by disabled persons.</p> <p>There is clean drinking water for staff and pupils and water for hand washing. There is a clean kitchen appropriate to cater for the number of pupils.</p> <p>There are effective systems for maintaining and repairing the school buildings. There are effective systems for cleaning the school grounds, buildings and toilets. There are effective systems for repairing furnishings, equipment and resources. There are effective systems for dealing with rubbish.</p>

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		The school uses its facilities well.
3	satisfactory	<p>The school has fenced and gated grounds that are safe and secure.</p> <p>Most buildings are permanent structures, are clean, in good repair and ventilated. All buildings are safe and secure. Staff offices/rooms are sufficient to accommodate all staff. Teaching rooms can accommodate class sizes.</p> <p>Staff offices/rooms have desks, tables, chairs, store cupboards and equipment. Classrooms have sufficient desks and chairs to accommodate pupils without being overcrowded. Classrooms have sufficient fixed equipment, such as chalkboards, teachers' desks and chairs and store cupboards.</p> <p>There is clean drinking water for staff and pupils and water for hand washing. There is a clean kitchen appropriate to cater for the number of pupils.</p> <p>There are systems for maintaining and repairing the school buildings. There are systems for cleaning the school grounds, buildings and toilets. There are systems for repairing furnishings, equipment and resources. There are systems for dealing with rubbish.</p>
4	inadequate	<p>The facilities are likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • The school has no safe and secure fenced grounds. • There are few, if any, permanent buildings. • Buildings are in poor condition. • Classrooms are insufficient in number and/or size to accommodate classes in comfort. • Office and/or classroom furnishings are insufficient and/or in poor condition. • Teachers have little or no access to resources. • Toilets are either absent, or not separate for boys, girls, male and female teachers or dirty or too few for the number of pupils. • Water is not always available for hand washing and/or drinking. • Systems for maintenance, repair and cleaning are not established or are ineffective.

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Annex (2a): Focus Area 2- Curriculum

Curriculum	<p>When evaluating the curriculum, inspectors consider:</p> <ul style="list-style-type: none">• the extent to which the curriculum meets pupils' needs and in particular those that have a disability and those with special needs,• the relevance of the curriculum to the needs of individuals and groups of pupils• the extent to which the curriculum enables pupils to achieve their full educational potential and make progress in their learning• the extent to which the curriculum seeks to develop a range of skills, including reading, writing, communication and numerical skills• the extent to which the curriculum incorporates life skills• the extent to which the curriculum seeks to develop skills that will contribute to pupils' future economic well-being• the extent to which the curriculum promotes good behaviour, health and safety• the extent to which the curriculum promotes peace and rejects violence• the extent to which the curriculum promotes spiritual, moral, social and cultural development• the extent to which the curriculum promotes equal opportunity and tackles discrimination• the range of co-curriculum activities, sports activities and clubs provided for pupils• the extent to which the curriculum provides opportunities for pupils to contribute to the school• the extent to which the curriculum has been extended and improved through collaboration with other schools and organisations• the design, range and depth of the curriculum from the pupils' perspective• long, medium and short-term curriculum planning and the extent to which the curriculum builds systematically upon pupils' prior experience and looks ahead to the next stage
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Annex (2b): Grade Descriptors for Focus Area 2 - Curriculum

Grade		Description
1	outstanding	<p>The curriculum provides a wide range of valuable experiences and rich opportunities for high-quality learning and wider personal development and well-being. The curriculum is very well planned, and has overall coherence, breadth, balance and progression. It is adapted to meet the specific needs of individuals and groups, especially for disabled and potentially vulnerable pupils, so that all pupils can fulfil their potential. The curriculum progressively develops a range of skills, including reading, writing, communication and numerical skills and there is considerable cross-curricular provision in such as literacy and numeracy.</p> <p>Life skills education, including the development of skills that will contribute to pupils' future economic well-being, is very well planned and firmly established. Peace education is a significant feature. Equality of opportunity is promoted vigorously as are good behaviour, health and safety. The curriculum actively promotes the spiritual, moral, social and cultural development of all pupils.</p> <p>Pupils participate actively in a wide range of very well organised, co-curriculum activities, sports and clubs. They have many opportunities to contribute to the life of the school.</p> <p>All groups of pupils benefit from a highly coherent, very well planned and highly relevant curriculum that promotes outstanding outcomes and prepares them very well for the next stages of their lives.</p>
2	good	<p>The curriculum provides a range of well-organised and diverse opportunities for learning and a broad range of experiences that contribute well to the pupils' development and well-being. The curriculum is adapted effectively to meet the needs of most groups, such as disabled and potentially vulnerable pupils. The curriculum develops a range of skills, including reading, writing, communication and numerical skills and there is cross-curricular provision in such as literacy, and numeracy. Life skills education, including peace education, is planned well. Careful attention is given to equality of opportunity and to the</p>



		<p>promotion of good behaviour, health and safety. The curriculum promotes the spiritual, moral, social and cultural development of all pupils.</p> <p>Pupils have opportunities to take part in several co-curricular activities, sports and clubs and to contribute to the school.</p> <p>Pupils benefit from a curriculum that has cohesion, breadth, balance and progression.</p>
3	satisfactory	<p>The curriculum provides some diversity of opportunities for learning. There is a match to pupils' needs, interests and aspirations and provides an adequate preparation for the next stage of their lives. There is some provision for different groups of pupils such as disabled and potentially vulnerable pupils. There is some coherence, breadth, balance and progression. There is some cross-curricular provision in such as literacy and numeracy. Life skills are included in the curriculum. Co-curricular activities, sports and clubs are organised.</p>
4	inadequate	<p>The curriculum is likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • The curriculum has significant shortcomings in meeting the needs of pupils, or particular groups of pupils, such as disabled and potentially vulnerable pupils. • The curriculum makes insufficient contribution to learning, enjoyment, well-being or development. • There is limited diversity of learning experiences and little or no coherence, breadth, balance and progression. • There is little or no cross-curricular learning or life skills education. • There are very limited opportunities for participation in co-curricular activities, sports and clubs.

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Annex (3a): Focus Area 3- Pupils' Progress

Pupils' Progress	<p>When evaluating pupils' progress, inspectors consider:</p> <ul style="list-style-type: none">• how well pupils make progress relative to their starting points• the standards attained by pupils by the time they leave the school• how well pupils with special educational needs and/or disabilities make progress relative to their starting points• how well gaps are narrowing between the performance of boys and girls and different groups of pupils in the school• how well pupils learn, the quality of their work in a range of subjects• how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners across a range of subjects• how well pupils enjoy their learning as shown by their interest, enthusiasm and engagement across a range of subjects• how well pupils develop a range of skills, including reading, writing, communication and numerical skills, and how well they apply these across the curriculum• how well pupils develop wider skills and personal qualities such as working in teams, solving problems, organising activities and taking leadership roles• the extent of pupils' spiritual, moral, social and cultural development
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Annex (3b): Grade Descriptors for Focus Area 3- Pupils' Progress

Grade		Description
1	Outstanding	<p>Pupils are very diligent and enthusiastic learners and enjoy their learning as evidenced by their very high levels of interest, enthusiasm and engagement.</p> <p>Pupils learn exceptionally well and acquire knowledge very quickly and in depth. They develop their understanding rapidly in a wide range of different curriculum areas. Almost all pupils, included those with special needs, are making rapid and sustained progress in most subjects. They develop a wide range of skills to great effect, including reading, writing, communication and numerical skills and apply these very effectively across the curriculum. Pupils also show exceptional development of personal qualities in such as working in teams, solving problems, organising activities and taking leadership roles.</p> <p>The standards of attainment of almost all groups of pupils are very high in almost all areas of the curriculum. Performance gaps between different groups are narrowing. In addition, they show excellent spiritual, moral, social and cultural development.</p> <p>Pupils are exceptionally well prepared for the next stage in their lives.</p>
2	Good	<p>The pupils apply themselves diligently and are usually interested and enthusiastic about their learning in a range of subjects.</p> <p>Pupils learn well and acquire knowledge quickly. They are secure in their understanding in different subjects. They develop a range of skills well, including reading, writing, communication and numerical skills, and apply these effectively across the curriculum. Pupils also show good development of personal qualities such as working in teams, solving problems, organising activities and taking leadership roles.</p> <p>The standards of attainment of most groups of pupils are high in most areas of the curriculum. In addition, they show good spiritual, moral, social and cultural development.</p>

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		Pupils are well prepared for the next stage in their lives
3	Satisfactory	<p>Most pupils work effectively in a range of subjects. They generally work steadily and occasionally show high levels of enthusiasm and interest. They learn in most subjects.</p> <p>The extent to which pupils acquire knowledge, develop understanding and learn and practise skills in reading, writing communication and numeracy is adequate. Pupils apply their skills successfully in a range of contexts. Pupils develop a basic level of skills and personal qualities needed for the next stage in their lives.</p>
4	Inadequate	<p>Pupils' progress is likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • Too many pupils fail to work effectively unless closely directed and give up easily. • Pupils generally do not enjoy the activities provided. • There is poor completion of tasks across a range of subjects and pupils' learning and progress is limited in one or more areas of the curriculum. • The learning, quality of work and progress of many pupils is restricted. • Attainment is low and showing little or no improvement. • Skills in reading, writing and numeracy are poor. Application of basic skills is weak. • A significant number of pupils are not developing the knowledge, skills, understanding and person qualities needed to succeed in the next phase of their lives.

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Annex (4a): Focus Area 4- Teaching Quality

Teaching Quality	<p>When evaluating the quality of teaching inspectors consider:</p> <ul style="list-style-type: none">• teachers' attendance and punctuality• the effective use of lesson time• the extent to which teachers create an attractive learning environment through classroom displays of pupils' work and other resources• teachers' expectations of their pupils• how thoroughly teachers plan and prepare lessons• how well lesson planning is linked to pupils' prior learning• the extent to which teachers enthuse and motivate pupils to learn and encourage curiosity• the extent to which teachers set challenging tasks that are matched to pupils' needs• how well the diversity of teaching styles and learning activities sustains pupils' concentration, motivation and application and promotes learning• how well teachers use their expertise, including their subject knowledge, to develop pupils' knowledge, skills and understanding across a range of areas of learning• the extent to which teachers use learner-centred methods• the extent to which teachers successfully engage all pupils in learning• the extent to which teachers use resources and teaching aids to promote learning• the extent to which teachers' questioning and use of discussion promote learning• how well teaching enables pupils to develop skills in reading, writing, communication and numeracy• the extent to which teachers set homework to develop pupils' understanding• the diversity of ways and extent to which teachers assess the learning of pupils and use this inform their teaching• the extent to which the pace and depth of learning are maximised as a result of teachers' monitoring of learning during lessons• how well teachers assess pupils' progress and are alert to pupils' lack of understanding during the
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	<p>lesson so that they can put it right</p> <ul style="list-style-type: none">• how teachers ensure that pupils know how well they are doing and are advised on actions for improvement• the quality of support for pupils with a range of aptitudes and needs, including disabled pupils and those with special educational needs• how teachers ensure that effective support is given to any pupils who fall behind their peers• how well pupils understand how to improve their learning as a result of feedback from teachers• the extent to which teachers enable pupils to develop the skills to learn for themselves
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Annex (4b): Grade Descriptors for Focus Area 4- Teaching Quality

Grade	Description
<p>1 Outstanding</p>	<p>All teachers are very punctual and are very rarely absent from school. They always start lessons promptly and make full use of the learning time. All teachers have consistently very high expectations of pupils, including those with special needs.</p> <p>All teachers create attractive and stimulating learning environments in their classrooms with displays or posters, charts and examples of pupils' work. All teachers inspire pupils; generate very high levels of enthusiasm for and commitment to learning. Pupils are actively engaged in learning in all lessons and achieve very well.</p> <p>All teachers have excellent subject knowledge and sound pedagogy. They plan lessons very thoroughly and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding. They use a wide range of learner-centred teaching strategies and well-matched resources to maintain interest and motivation and meet the needs of their pupils. Questioning and discussion are used very effectively to consolidate and deepen learning. Pupils are encouraged to be confident when tackling challenging activities.</p> <p>All teachers take every opportunity to successfully develop pupils' skills in reading, writing, communication and numeracy, including being able to use these in other subjects.</p> <p>All teachers systematically and effectively check pupils' understanding throughout lessons and provide additional help or instruction as deemed necessary. They are very sensitive to the needs of pupils with particular aptitudes and needs, including disabled pupils and those with special educational needs and those that have fallen behind their peers, and provide the necessary individual support very effectively.</p> <p>All teachers set appropriate and regular homework that contributes very successfully to pupils' learning. All teachers mark pupils' work very regularly and provide constructive feedback so that pupils know how well they</p>



		are performing and understand in detail how they can improve. All teachers effectively enable pupils to develop the skills to learn for themselves
2	good	<p>All teachers are punctual and are rarely absent from school. They start lessons promptly and make full use of the learning time. All teachers have high expectations of pupils, including those with special needs.</p> <p>Nearly all teachers have attractive displays of posters, charts and examples of pupils' work on the walls of their classrooms. Nearly all teachers encourage enthusiasm for and commitment to learning. Nearly all pupils are actively engaged in learning and achieve well.</p> <p>Nearly all teachers have sound subject knowledge and pedagogy. Nearly all teachers plan lessons thoroughly and set challenging tasks based on the assessment of pupils' prior skills, knowledge and understanding. Nearly all teachers use a range of learner-centred teaching strategies and resources to maintain interest and motivation and meet the needs of their pupils. Nearly all teachers use questioning and discussion to consolidate and deepen learning. Nearly all teachers develop pupils' skills in reading, writing, communication and numeracy.</p> <p>Nearly all teachers check pupils' understanding throughout lessons and provide additional help or instruction as deemed necessary. Nearly all teachers are sensitive to the needs of pupils with particular aptitudes and needs, including disabled pupils and those with special educational needs and those that have fallen behind their peers, and provide the necessary individual support effectively.</p> <p>Nearly all teachers set appropriate and regular homework that contributes to pupils' learning. Nearly all teachers mark pupils' work regularly and provide constructive feedback so that pupils know how well they are performing and understand how they can improve. Nearly all teachers effectively enable pupils to develop the skills to learn for themselves</p>
3	satisfactory	Nearly all teachers are punctual and seldom absent from school. They start lessons promptly and use the learning time effectively.

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		<p>Most teachers display posters, charts and examples of pupils' work in their classrooms.</p> <p>Most teachers have high expectations of pupils, including those with special needs. Their teaching ensures that pupils are generally engaged in learning and little time is wasted. Most pupils and groups of pupils, make progress.</p> <p>Most teachers' subject knowledge is secure. They use learner-centred methods and resources to support learning. The teaching strategies of most teachers ensure that the needs of most pupils are usually met. Most teachers develop pupils' skills in reading, writing, communication and numeracy.</p> <p>Most teachers monitor pupils' work during lessons and adjust their lesson plans accordingly to support learning. Questioning and discussion are used by most teachers to consolidate and deepen learning.</p> <p>Most teachers carry out assessment that informs planning and which generally meets the needs of pupils.</p> <p>Most teachers set appropriate homework that contributes reasonably well to the quality of learning.</p> <p>Most teachers inform pupils about their progress and how to improve.</p>
4	inadequate	<p>Teaching is likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • teachers do not attend regularly or do not teach for all of the lesson time • teachers do not prepare or plan lesson sufficiently well • teaching fails to engage, enthuse or motivate pupils to learn • teachers do not have a depth of subject knowledge • teachers have a restricted range of pedagogic methods • learning activities are not sufficiently well matched to the needs of pupils • teachers do not assess the learning of their pupils and plan their teaching in relation to this

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		<ul style="list-style-type: none">• pupils are not progressing• pupils are not sufficiently numerate and cannot communicate, read, or write sufficiently well
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Annex (5a): Focus Area 5 - Care and Conduct of Pupils

Care and Conduct of Pupils	<p>When evaluating the quality of the care and conduct of the pupils, inspectors consider:</p> <ul style="list-style-type: none">• how well the school protects the rights of the child, ensures that rules are fair and applied impartially and that practices do not discriminate against or humiliate pupils• the measures taken by the school to provide a welcoming learning environment for pupils• the effectiveness of transition arrangements for pupils leaving or joining the school• how well the school monitors attendance and takes action to improve attendance• the effectiveness of the school's arrangements for ensuring the safety of its pupils• how effectively the school encourages and enables pupils to report any concerns or complaints including concerns about abusive practices• the extent to which pupils feel safe at school• the extent to which the pupils feel able to seek support from the school should they feel unsafe• how well the school helps pupils to keep themselves safe, encourage the adoption of safe and responsible practices and to deal sensibly with risk• the extent to which the school has rejected violence and promotes peace• the effectiveness of the care and support provided to promote learning and personal development• the extent to which the school provides a healthy environment for pupils• how well the school supports and promotes the health and wellbeing of its pupils• how effectively the school actively promotes equal opportunity and tackles discrimination• the extent to which pupils, especially those identified by the school as most at risk, know and understand factors that impact on their physical, mental and emotional health and act accordingly• the effectiveness of support for vulnerable groups and individuals• the effectiveness of provision to enable pupils to catch up with work missed• the quality of the information and guidance provided
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	<p>to help pupils make the best choices</p> <ul style="list-style-type: none">• pupils' and parents' views of the information, advice and guidance provided to pupils• pupils' attendance and punctuality at school and in lessons• the effectiveness of measures taken to improve pupils' attendance and punctuality <ul style="list-style-type: none">• pupils' attitudes to learning• pupils' conduct in lessons and around the school• pupils' behaviour towards, and respect for, other young people and adults• levels of bullying and harassment• how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to learn and develop• how well the school ensures the systematic and consistent management of behaviour• the frequency of lessons being disrupted by poor behaviour so that learning is less than it should be• pupils' ability and willingness to manage their own behaviour• the extent to which pupils modify their behaviour in response to the school's behaviour management strategies• teachers' and parents' views on the standard of behaviour• how well pupils from different backgrounds get on with each other
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Annex (5b): Grade Descriptors for Focus Area 5 - Care and Conduct of Pupils

Grade		Description
1	outstanding	<p>The school has a highly efficient system for monitoring pupils' attendance and punctuality at school and for lessons and takes very effective actions to discover reasons for non-attendance and unpunctuality. It implements very successful measures to improve attendance and punctuality. These contribute to very high levels of attendance and excellent punctuality.</p> <p>The school has highly effective systems for managing the transition for pupils leaving or joining the school and provides a very welcoming learning environment for all pupils, particularly those with special needs or a disability.</p> <p>The school provides a very safe environment for all pupils. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. Parents and carers strongly agree that the school keeps pupils safe. Pupils are entirely confident that issues they raise will be dealt with promptly and effectively by the school.</p> <p>Very effective measures are in place to protect the rights of the child. The school actively promotes peaceful co-existence and the total rejection of violence. No practices discriminate against or humiliate pupils. There is no corporal punishment. School rules are very fair and always applied impartially.</p> <p>Excellent and detailed attention is given to all aspects of care, guidance and support provided to pupils, particularly vulnerable groups, to promote learning and personal development. There is very well targeted individual support for all pupils that enable them to make the best of the opportunities provided by the school. Pupils are known as individuals and have high levels of confidence in the school's ability to advise them effectively. Both pupils' and parents regard the information, advice and guidance provided to help pupils make the best choices, is of very high quality. All teachers provide individual, excellent structured support to pupils who have missed lessons.</p>



		<p>The school is very actively concerned for the health and well-being of all its pupils. Its practices contribute very positively to a health promoting school environment. Many groups, including those most at risk, are very keen to take action to improve their health and enthusiastically take up activities to do so. Pupils, especially those identified by the school as most at risk, know well and understand fully, the factors that affect their physical, mental and emotional health.</p> <p>The school places the promotion of equality of opportunity at the heart of all of its work and its aspirations are understood and acted upon consistently. There is no evidence of discrimination.</p> <p>Pupils' consistently thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Pupils are highly considerate and very supportive of each other in lessons. Behaviour for all groups around the school is exemplary and pupils encourage others to conduct themselves well. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. Instances of bullying, and harassment are extremely rare and pupils from different backgrounds get on with each other very well. Parents and carers strongly agree that the behaviour and discipline of pupils is excellent.</p>
2	good	<p>The school has a well-developed system for monitoring pupils' attendance and punctuality at school and for lessons. It implements successful measures to improve attendance and punctuality. These contribute to high levels of attendance and punctuality.</p> <p>The school manages the transition for pupils leaving or joining the school and provides a welcoming learning environment for all pupils, particularly those with special needs or a disability.</p> <p>The school provides a safe environment for all pupils. All groups of pupils feel safe at school. They understand what</p>



		<p>constitutes unsafe situations and know how to keep themselves and others safe. Parents and carers agree that the school keeps pupils safe. Pupils are confident that issues they raise will be dealt with promptly and effectively by the school.</p> <p>Measures are in place to protect the rights of the child. The school promotes peaceful co-existence and the total rejection of violence. No practices discriminate against or humiliate pupils. There is no corporal punishment. School rules are fair and applied impartially.</p> <p>Attention is given to the care, guidance and support provided to pupils, particularly vulnerable groups, to promote learning and personal development. There is well-targeted support for pupils that enable them to make the best of the opportunities provided by the school. Pupils have high levels of confidence in the school's ability to advise them, Both pupils' and parents have a high regard for the information, advice and guidance provided to help pupils make the best choices. Most teachers provide individual support to pupils who have missed lessons.</p> <p>The school promotes the health and well-being of all its pupils. Its practices contribute to a health promoting school environment. Pupils, especially those identified by the school as most at risk, know and understand the factors that affect their physical, mental and emotional health. A wide range of pupils respond positively to the school's health promotion strategies.</p> <p>The school stresses and practices equality of opportunity. There is no evidence of discrimination.</p> <p>Pupils' thoughtful behaviour is a characteristic of the school. They behave very well in class and around the school. Pupils are enthusiastic learners and have high engagement with learning. Classes run smoothly. They manage their own behaviour well, both in the classroom and around the school. The school has approaches to behaviour management. Instances of bullying, and harassment are uncommon and pupils from different backgrounds get on with each other well. Parents and carers strongly agree that the behaviour and discipline of pupils is good.</p>
3	satisfactory	The school monitors pupils' attendance and punctuality



		<p>and takes measures to achieve improvements. These contribute to acceptable levels of attendance and punctuality.</p> <p>The school provides a safe environment. Pupils say they usually feel safe at school and parents and carers agree. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. Pupils are clear that issues they raise will be taken seriously by the school and appropriate action taken.</p> <p>The school protects the rights of the child. Peace is encouraged and violence rejected. No practices discriminate against or humiliate pupils. There is no corporal punishment. School rules are fair and applied impartially.</p> <p>The school promotes equality of opportunity. There is no evidence of discrimination.</p> <p>Pastoral care is generally effective in supporting the needs of all pupils. Support for vulnerable pupils is an established part of the school's provision. Impartial advice and guidance help pupils to make informed choices about their future.</p> <p>Pupils understand the main threats to their health and how these can be minimised. Pupils are generally interested in the school's health promotion strategies. Some take action to improve their health</p> <p>Pupils behave so that learning proceeds appropriately and time is not wasted. They understand what is expected when asked to work on their own or in small groups and only gentle prompting is needed to maintain discipline. Around the school, pupils' behaviour is orderly. Pupils are polite and generally respond appropriately to sanctions. Incidents of poor behaviour are uncommon. Parents, carers, pupils and staff are generally positive about behaviour. Instances of bullying and harassment are infrequent.</p>
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4	inadequate	<p>Care and Conduct of Pupils are likely to be inadequate when any of the following are evidenced:</p> <ul style="list-style-type: none"> • attendance is consistently low for all pupils or groups of pupils and shows little or no sign of improvement • the school environment is unsafe • pupils have an inaccurate view of their own safety • pupils, or a significant group, say they do not feel safe • pupils do not receive sufficient information, or support, to enable them to keep themselves safe • little attention is given to providing care, guidance and support to pupils, or groups of pupils • some groups of pupils do not progress well in their learning, development or well-being • the quality of advice and guidance is weak and pupils are insufficiently prepared to make important decisions about their future • a significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school • parents carers, pupils or staff raise significant concerns about behaviour that are not being addressed • pupils' lack of engagement and persistent low-level disruption contribute more than occasionally to reduced learning and/or a disorderly classroom environment • a considerable number of pupils are unaware of factors affecting their health and express no wish to improve their knowledge • few pupils have taken effective action to improve their health and well being • the school uses corporal punishment • there is evidence of a lack of equal opportunities • incidents of bullying or harassment are common • the school is ineffective in tackling hostile relationships between groups and/or in tackling discrimination
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Denayari

Annex (6a): Focus Area 6 - Community Relationships


Community Relationships	<p>When evaluating the quality of community relationships, inspectors consider:</p> <ul style="list-style-type: none">• the extent to which the school has developed an understanding of the religious, ethnic and socio-economic characteristics of its community• the effectiveness with which the school works with the community to enrol pupils• the frequency and effectiveness of the school's communications with parents, carers and community members regarding important school developments• how well parents, carers and community members are involved in contributing to decision-making regarding important school developments• the effectiveness with which the school communicates with parents, carers and community members who may be reluctant or unsure about approaching the school• the frequency and effectiveness of the school's communications with parents and carers regarding the learning, progress, well-being, behaviour and development of their children• the extent to which the school takes account of the views of parents' and carers• the extent and effectiveness to which the school enables parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development• the mechanisms for helping parents to support their children's learning• the extent to which parents, carers and community members are invited to participate in school activities• how the school has contributed to the community• the extent to which pupils, including those from different groups, contribute to the community• the impact of the school's contribution to the community• the extent to which the community contributes to the school• the effective functioning of the PTA• the effective functioning of the Board of Governors/ Governing Body
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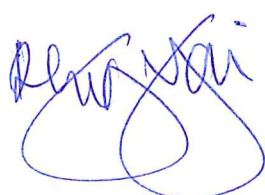


Annex (6b): Grade Descriptors for Focus Area 6- Community Relationships

Grade		Description
1	outstanding	<p>The school acts sensitively and very successfully based on a detailed knowledge and understanding of the religious, ethnic and socio-economic context of the community it serves.</p> <p>The school campaigns very successfully with the community to enrol pupils.</p> <p>Parents, carers and community members are very well informed of school developments and are very closely involved in decision-making on important school developments through well-established procedures. The school keeps parents up-to-date about the main events in its calendar.</p> <p>Parents and carers, particularly those that may be reluctant or unsure about approaching the school are exceptionally well informed about all aspects of the learning, progress, well-being, behaviour and development of their children. Parents and carers get coordinated, up-to-date, accurate and timely information.</p> <p>The school takes the views of parents and carers very seriously and has a highly positive relationship with all groups of parents and carers, particularly those groups of parents and carers who might traditionally find working with the school difficult. It is highly successful in enabling parents and carers to support, and make decisions about, their own children's learning, progress, well-being, behaviour and development.</p> <p>Consistent and productive partnerships ensure that parents and carers are engaged deeply with their children's learning and the school's work. The school provides specific guidance and information about precise ways parents and carers can support their children's learning across a wide range of subjects.</p> <p>Parents, carers and community members participate very regularly in school activities. The pupils' involvement in and contribution to the wider community is substantial and highly valued. The school's activities have a markedly</p>



		<p>beneficial impact on the community. The community gives very strong support to the school.</p> <p>The school has a fully functional and highly effective PTA and Board of Governors/ Governing Body.</p>
2	good	<p>The school acts on the basis of a sound knowledge and understanding of the religious, ethnic and socio-economic context of the community it serves.</p> <p>The school campaigns with the community to enrol pupils.</p> <p>The school has a very positive relationship with most groups of parents and carers. The school regularly asks parents and carers for their views and ensures that these are used to inform important decisions about whole-school matters. Parents and carers are kept well informed about their children's achievement, well-being and development. The school helps parents and carers to support their children's learning. There are clear and accessible channels for parents and carers to communicate with the school that the school actively encourages parents to pursue. The school's systems for keeping parents informed about its calendar of activities run smoothly.</p> <p>Parents, carers and community members participate regularly in school activities. The school makes a strong contribution to the community. The community gives strong support to the school.</p> <p>The school has a PTA and Board of Governors/ Governing Body.</p>
3	satisfactory	<p>The school has taken a set of actions based on an informed understanding of its religious, ethnic and socio-economic context.</p> <p>The school works with the community to enrol pupils.</p> <p>The school seeks and takes account of the views of different groups of parents about important issues. There is a regular exchange of information with parents and carers, providing them with adequate information on how well their children are achieving, their well-being and development. There are clear channels for parents and carers to communicate with the school. The school generally keeps parents up-to-date</p>

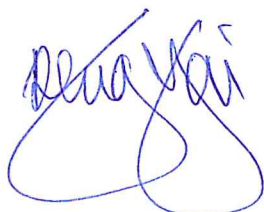


		<p>about the main events in its calendar. There are some general strategies to help parents and carers support their child's learning. The school has a generally positive relationship with parents and carers.</p> <p>Community members participate in some school activities and the community gives some support to the school. Pupils make some contribution to the community.</p> <p>The school has a functional PTA and Board of Governors/ Governing Body.</p>
4	inadequate	<p>Community relationships are likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • the school has a little or no understanding of the religious, ethnic or socio-economic factors which define its context • the school does not take sufficient account of parents' and carers' views, or the views of particular groups of parents and carers, so that they have too little say in decisions about whole-school matters • communications between the school and parents and carers, or particular groups of parents and carers, is poor • parents and carers, or particular groups of parents and carers, are not sufficiently involved in supporting and making decisions about their children's well-being • parents, carers and community members do not participate in school activities • the pupils' involvement in and contribution to the wider community is very low or non-existent • the school's activities have little beneficial impact on the community • the community gives very little support to the school • pupils' contribution to the community has little positive impact • the school has no functional PTA or Board of Governors/ Governing Body.



Annex (7a): Focus Area 7- Leadership and Management

Leadership and Management	<p>When evaluating the quality of leadership and management of a school, inspectors consider:</p> <ul style="list-style-type: none">• the level of motivation and commitment of the leadership and management• the vision that the leadership and management have for the school• the extent to which leaders and managers have secured support for their vision for the school• the extent to which the leadership and management have ambitions for the school• the effectiveness of the leadership and management in embedding their ambitions for the school• the effectiveness of the leadership and management in the running of the school• the extent to which the leadership and management of the school maintain well organised, comprehensive and accurate records that are used effectively• the effectiveness of the leadership and management in managing the finances of the school for their intended purposes• how well the leadership and management have set and declared high expectations for what every pupil can achieve• how well the leadership and management have set and declared high expectations for what every teacher can achieve• the level of standards for quality set by the leadership and management• the level of standards for performance set by the leadership and management• the extent to which the leadership and management are setting an example of high professional standards• how well the leadership and management are developing high professional standards among all staff• how well the school uses challenging targets to raise standards• how effectively the leadership and management are acting to secure improvements in the school• how effectively the leadership and management are acting to improve teaching, learning and attainment
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	<ul style="list-style-type: none"> • how well the leadership and management are developing capacity for sustaining improvements • the range and quality of policies, rules and guidance that are used to inform and direct the work of the school • how effectively the leadership and management evaluates the strengths and weaknesses of the school • how effectively the leadership and management uses the outcomes of self-evaluation to plan for improvements • the effectiveness of the systems for school development planning • the quality of the school development plan • how well the leadership and management, implements, monitors and adjusts plans and policies • the effectiveness of the lines of accountability of the leadership and management • how knowledgeable the Board of Governors/ Governing Body are of the work of the school, including its strengths and weaknesses • how systematically the Board of Governors/ Governing Body consult and gather the views of users and stakeholders • how effectively the Board of Governors/ Governing Body help to shape the direction of the school • how engaged the Board of Governors/ Governing Body are in actively setting priorities for improvement • how the Board of Governors/ Governing Body take the views of users and stakeholders into account in planning for improvements • how robustly the Board of Governors/ Governing Body monitor and evaluate the impact of any improvement plans • the effectiveness of the Board of Governors/ Governing Body in challenging and supporting the school so that responsibilities are met and weaknesses are tackled
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Annex (7b): Grade Descriptors for Focus Area 7- Leadership and Management

Grade		Description
1	outstanding	<p>All leaders and managers, including the Board of Governors/ Governing Body are highly ambitious for the school. They set high standards for the quality of service provided by the school and lead by example in demonstrating this. They have been very successful in developing high professional standards among all staff. Morale is very high and belief in the school's success runs through all levels of staff.</p> <p>The school is exceptionally well run. It has an impressive and wide range of very high quality policies, rules and guidance that are used very effectively to inform and direct the work of the school successfully. The school maintains a very well organised, comprehensive, up to date and accurate set of records that are used very effectively to inform and improve its practice. The organisational structure of the school ensures that staff have clear responsibilities, that there are direct lines of reporting, total transparency and full accountability. School finances are managed very well and in a fully transparent manner. Accounts demonstrate clearly that all funds are use for their intended purposes.</p> <p>The leadership and management are highly motivated and totally committed to the school. They have an ambitious and clear vision for the school for which they have won support.</p> <p>The leadership and management strive for excellence in all of the school's activities. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. They use this knowledge to set and meet challenging targets for raised standards and act successfully to secure improvements in a wide range of aspects of the school. They set and declare high expectations for pupils and staff and are relentless in their actions to improve teaching, learning, and attainment, and to drive up quality. In this, they are exceptionally successful.</p> <p>In-depth school self-evaluation is an established and highly effective feature of the planning cycle, the outcomes of</p>



		<p>which provide valuable information that is used very successfully in development planning so creating a mechanism for sustaining continued improvements. Improvement does not depend solely on only one or two senior leaders or managers.</p> <p>There is a system for school development planning that generates a high quality plan that is shared with the staff, the Board of Governors/ Governing Body and the community. This implementation of this plan is monitored carefully and any necessary adjustments made to ensure the planning targets are achieved.</p> <p>The Board of Governors/ Governing Body make an exceptional contribution to the work and direction of the school. They support the work of the staff in improving outcomes for all pupils. They have high levels of insight and are extremely well organised and thorough in their approach. They provide high levels of professional challenge and hold the school to account. They engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development. They have very robust systems for evaluating the effectiveness of their activities, keeping the work of the school under review and acting upon their findings.</p>
2	Good	<p>The leadership and management, including the Board of Governors/ Governing Body share an ambition for the school. They set high professional standards and lead by example.</p> <p>The school is well run. The school has a comprehensive range of policies, rules and guidance that are used effectively to inform and direct the work of the school. The school maintains a range of organised, up to date and accurate records that are used effectively to inform its practice. School finances are managed well and accounts demonstrate clearly that all funds are use for their intended purposes.</p> <p>The leadership and management are motivated and committed to the school. They have an ambitious vision for the school that is shared by the staff and Board of Governors/ Governing Body. Expectations and moral are high.</p>

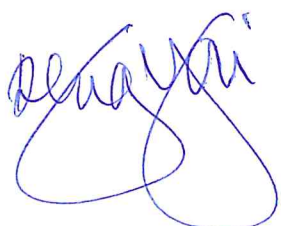


		<p>The leadership and management aim for excellence. They base their actions on an accurate understanding of the school's performance and of staff and pupils' skills and attributes. They set targets for raised standards and act to secure improvements. They have high expectations for pupils and staff and act to improve teaching, learning, and attainment. In this, they are successful.</p> <p>Self-evaluation is a well-established practice. This leads to a development plan that aims to raise quality and standards. Systems are in place to ensure that improvement does not depend solely on only one or two senior leaders or managers. The plan is shared with the staff, the Board of Governors/ Governing Body and the community. This implementation of this plan is monitored and any necessary adjustments made to ensure success.</p> <p>The Board of Governors/ Governing Body is influential in determining the strategic direction of the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of users and mechanisms for acting on these.</p>
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3	satisfactory	<p>There is a shared vision for the school that shows some ambition. The leadership and management are motivated to seek improvement and are effective in focusing the school's efforts on priorities. Most staff are committed to the drive and ambition demonstrated by key leaders. Expectations and moral are sufficiently high to bring about improvements in teaching, learning and attainment.</p> <p>The school is operational. A range of policies, rules and other documents guide the work of the school. The school maintains accurate up to date records that are used to inform its practice. School finances are managed effectively and accounts demonstrate that funds are use for their intended purposes.</p> <p>Target setting is based on accurate information. The school implements and monitors suitable development plans aimed at improving areas of weakness. Essential systems are embedded sufficiently well to enable the school to</p>
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		<p>continue improving and ensure that this does not depend solely on only one or two senior leaders.</p> <p>The Board of Governors/ Governing Body is well organised and supportive. Most governors know the strengths and weaknesses of the school, understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. They hold the school to account for tackling important weaknesses. Governors engage often with parents and pupils.</p>
4	inadequate	<p>Leadership and management are likely to be inadequate where any of the following are evidenced:</p> <ul style="list-style-type: none"> • the leadership and management are not motivated or not totally committed to the school • the leadership and management are not ambitious and have no clear vision for the school or have failed to communicate a vision and have it accepted • the school is not functioning smoothly • there is little or no record keeping • records are limited in scope • records are inaccurate or not up to date • records are not used to inform practice • financial management does not demonstrate that funds are used for their intended purpose • leaders and managers are not setting high professional standards • the leadership and management have low expectations for pupils and staff • morale is low and there is little belief that the school can be successful • leaders and managers are not taking effective steps to improve the school • leaders and managers are not taking effective steps to secure improvements in teaching, learning and attainment • the school has very few policies, rules and guidance to inform and direct its work • actions are not based on an understanding of the school's performance and of staff and pupils' skills and attributes • the school is not using target-setting effectively to raise expectations and improve outcomes • there is no system for development planning or if



		<p>one exits this is ineffective</p> <ul style="list-style-type: none">• development plans are poor or non existent• development plans are not implemented, not monitored or do not meet targets• the Board of Governors/ Governing Body has little impact on the direction and work of the school
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