**Leadership & Management: Key Question 1 : How well is the school led?**

| **1** | **Do the principal and other leaders visibly provide direction and promote the school's values?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 1a | The principal and other leaders are often in classrooms. |  |  |  |  |  |
| 1b | The principal and other leaders are interested in what students are learning and talk with and listen to them around the school. |  |  |  |  |  |
| 1c | Leaders work alongside teachers to guide and model good practice and to monitor performance. |  |  |  |  |  |

| **2** | **Do leaders hold to account those for whom they are responsible?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 2a | Staff are clear about their responsibilities and what is expected of them by their Principal or delegated senior staff. |  |  |  |  |  |
| 2b | These responsibilities are shared in meetings to review performance. |  |  |  |  |  |
| 2c | Leaders listen carefully to what teachers are saying about the school and its achievements. |  |  |  |  |  |

| **3** | **Does the school effectively organise training programmes for staff?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 3a | There is a clear programme for staff training. |  |  |  |  |  |
| 3b | Someone is responsible for identifying teachers' needs and monitoring the quality of training they receive. |  |  |  |  |  |
| 3c | There are opportunities to see other teachers at work, including visiting other institutions. |  |  |  |  |  |

**Leadership & Management: Key Question 2 : Is the school effectively and efficiently managed?**

| **4** | **Do suitable systems exist to ensure good organisation of the learning day?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 4a | The school runs smoothly throughout the school day. |  |  |  |  |  |
| 4b | Time is well-planned for staff and students alike. |  |  |  |  |  |
| 4c | Everyone is aware of the key systems and documents that govern the institution. |  |  |  |  |  |

| **5** | **Do employees understand their roles and are they accountable for them?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 5a | Staff have clearly set down roles and responsibilities. |  |  |  |  |  |
| 5b | Staff understand what they are accountable for and to whom. |  |  |  |  |  |
| 5c | Staff share successes with and advise and support one another. |  |  |  |  |  |

| **6** | **Are student progress tracking systems effective? Are their findings reported to parents?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 6a | Staff and students understand and use the organisation's system for reporting on students' progress. |  |  |  |  |  |
| 6b | The system is clear to parents. |  |  |  |  |  |
| 6c | The system ensures that any student who is falling behind is well supported and individual achievements are well recognised. |  |  |  |  |  |

**Leadership & Management: Key Question 3 : Is the school's culture and ethos robust and pervasive?**

| **7** | **Does the learning environment feel a welcoming and inclusive place for visitors and students?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 7a | The school's grounds, reception area, corridor and classrooms make the students and staff proud of their surroundings. |  |  |  |  |  |
| 7b | Students who have particular learning or social difficulties feel confident and are well supported by physical surroundings. |  |  |  |  |  |
| 7c | Information about the institution is easy to find and useful to a new parent or visitor. |  |  |  |  |  |

| **8** | **Do students contribute to the life of the school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 8a | Students share their successes and advise and support each other. |  |  |  |  |  |
| 8b | Students help staff around the campus. |  |  |  |  |  |
| 8c | Students are confident to ask others for help when they need it. |  |  |  |  |  |

| **9** | **Do staff and students have a voice in how the school is run?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 9a | The organisation listens carefully to the views of the community. |  |  |  |  |  |
| 9b | Staff and students understand the systems for putting across their points of view. |  |  |  |  |  |
| 9c | There are good examples of practices which staff and students have helped shape in their school. |  |  |  |  |  |

**Teaching & Learning: Key Question 1 : What is the classroom environment like?**

| **10** | **Is the environment bright and welcoming and does it promote good learning?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 10a | The classroom is a place where students enjoy being. |  |  |  |  |  |
| 10b | The classroom is light and airy. |  |  |  |  |  |
| 10c | The furniture is fit for purpose and set out to help students learn and interact. |  |  |  |  |  |

| **11** | **Are learning resources attractive and user friendly?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 11a | The students have access to equipment that is up-to-date and suitable for the subjects they are studying. |  |  |  |  |  |
| 11b | The students have appropriate text/resource materials to support them with relevant exercises for practice. |  |  |  |  |  |
| 11c | The students have appropriate pens, pencils, rulers and books for writing. |  |  |  |  |  |

| **12** | **Is there a wide range of quality display of student work?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 12a | The classroom has strong displays of student's work that the teacher clearly values and keeps up to date. |  |  |  |  |  |
| 12b | Students can see their learning and achievements around them, and harness it in their thinking and written work. |  |  |  |  |  |
| 12c | The display reflects the culture and values of both the school and the classroom and promotes the students' voice. |  |  |  |  |  |

**Teaching & Learning: Key Question 2 : How good are the relationships in the classroom and school?**

| **13** | **Do good relationships exist between students who help each other to learn?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 13a | Students treat each other well during and between classes. |  |  |  |  |  |
| 13b | Students work well individually, in pairs and in groups. |  |  |  |  |  |
| 13c | Students listen carefully to what others are saying. |  |  |  |  |  |

| **14** | **Are classes well-managed and do teachers know students' learning and social needs?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 14a | The teacher has well-established systems and procedures for managing the class. |  |  |  |  |  |
| 14b | The students are keenly aware of what is expected of them in order to learn effectively. |  |  |  |  |  |
| 14c | The teacher manages any 'incidents' carefully and sensitively. |  |  |  |  |  |

| **15** | **Are the learning and social needs of the students supported by adults in the school and the classroom?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 15a | Teaching assistants know what their roles are and how best to support student learning. |  |  |  |  |  |
| 15b | Teaching assistants prepare resources and assist students effectively in the classroom. |  |  |  |  |  |
| 15c | Teaching assistants complement the teachers' skills. |  |  |  |  |  |

**Teaching & Learning: Key Question 3 : How good is the quality of student's learning?**

| **16** | **Are students being presented with work that challenges them?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 16a | The skills and knowledge being taught are suitable for students' ages. |  |  |  |  |  |
| 16b | Able students have work that meets their needs in class and seize opportunities to extend their learning. |  |  |  |  |  |
| 16c | Homework is set to meet the needs of all students. |  |  |  |  |  |

| **17** | **Are all students regardless of ethnicity, religion or gender equally engaged and interested?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 17a | All students in the class are equally involved in their learning. |  |  |  |  |  |
| 17b | The subject matter being taught and the text, reflect the school's belief in equality. |  |  |  |  |  |
| 17c | Students of mixed ability work well together in lessons. |  |  |  |  |  |

| **18** | **Is students' written work well-presented and regularly marked by their teachers?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 18a | The teacher has high expectations of written presentation work. |  |  |  |  |  |
| 18b | Books are checked regularly by teachers and/or teaching assistants. |  |  |  |  |  |
| 18c | Marking helps students understand how they can improve their work. |  |  |  |  |  |

**The Child: Key Question 1 : What voice does the student have in the school?**

| **19** | **Are students involved in putting together school rules?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 19a | Students are involved in shaping school rules and keeping them under review. |  |  |  |  |  |
| 19b | Students understand how they can shape school rules with their teachers. |  |  |  |  |  |
| 19c | Staff welcome students' contributions. |  |  |  |  |  |

| **20** | **Are students involved in reviewing their learning and assessment?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 20a | Students are encouraged to reflect on their preferred learning styles. |  |  |  |  |  |
| 20b | Students talk to one another and their teachers about their studies and their progress. |  |  |  |  |  |
| 20c | Students understand the school's assessment systems. |  |  |  |  |  |

| **21** | **Are students engaged in the review and development of the curriculum?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 21a | Aspects of the school's curriculum reflect the needs and interests of the students. |  |  |  |  |  |
| 21b | Students are encouraged to offer ideas about how the curriculum can be developed. |  |  |  |  |  |
| 21c | Students have the opportunity to create their own projects. |  |  |  |  |  |

**The Child: Key Question 2 : Do students enjoy school and how well do they achieve?**

| **22** | **Do students enjoy their lessons and being at school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 22a | Around the school there is evidence of happy and smiling students. |  |  |  |  |  |
| 22b | In lessons students participate fully. |  |  |  |  |  |
| 22c | Students work readily with their peers and adults. |  |  |  |  |  |

| **23** | **Do all students achieve to the best of their abilities?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 23a | Students make good progress, whatever their starting points. |  |  |  |  |  |
| 23b | Students know what they need to do to improve their work. |  |  |  |  |  |
| 23c | Extra support is provided to those who need it. |  |  |  |  |  |

| **24** | **Do all students leave school with secure basic skills?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 24a | The school places proper emphasis on students acquiring basic literacy and numeracy skills. |  |  |  |  |  |
| 24b | Teachers encourage independent learning. |  |  |  |  |  |
| 24c | Class activities promote team-work as a core skill. |  |  |  |  |  |

**The Child: Key Question 3 : Are students secure and healthy?**

| **25** | **Do students feel safe and secure at school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 25a | There is a climate of trust and openness in the school. |  |  |  |  |  |
| 25b | Students say they feel safe and secure at school. |  |  |  |  |  |
| 25c | Students know who to turn to if they have a learning or social problem. |  |  |  |  |  |

| **26** | **Are all students physically active each day at school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 26a | The school ensures students have breaks and daily exercise. |  |  |  |  |  |
| 26b | Where possible, the school promotes dance, drama and sports. |  |  |  |  |  |
| 26c | There is a programme of physical education for all students. |  |  |  |  |  |

| **27** | **Do students eat and drink healthily at school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 27a | Students drink fresh water and eat healthy foods during the day. |  |  |  |  |  |
| 27b | The school promotes the importance of a healthy diet. |  |  |  |  |  |
| 27c | The school supports students needing nutritional advice. |  |  |  |  |  |

**The Curriculum: Key Question 1 : How well is literacy and numeracy taught and learned?**

| **28** | **Does the school provide well for literacy teaching?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 28a | Students of different ages have literacy programmes suitable to their needs. |  |  |  |  |  |
| 28b | Individual students who have difficulties receive additional support. |  |  |  |  |  |
| 28c | Students who are talented at language receive work that extends their language horizons. |  |  |  |  |  |

| **29** | **Does the school provide well for numeracy teaching?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 29a | Students of different ages have numeracy programmes suitable to their needs. |  |  |  |  |  |
| 29b | Individuals who have difficulties receive extra support. |  |  |  |  |  |
| 29c | Students who show talent in numeracy receive work that extends their mathematical horizons. |  |  |  |  |  |

| **30** | **Is there evidence of students having fun in their learning?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 30a | New skills and knowledge are presented in an engaging way in classrooms. |  |  |  |  |  |
| 30b | Teachers try to use a variety of learning and teaching styles. |  |  |  |  |  |
| 30c | Resources are fun for the students to work with. |  |  |  |  |  |

**The Curriculum: Key Question 2 : How wide is the range of subjects taught?**

| **31** | **Does the curriculum offer a varied range of subjects?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 31a | Students are made aware of different subject disciplines. |  |  |  |  |  |
| 31b | Geography, history, science and art are taught. |  |  |  |  |  |
| 31c | Students experience some technology in classes. |  |  |  |  |  |

| **32** | **Does the curriculum give opportunities to explore local, national and global issues?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 32a | Teachers cover topics of local interest. |  |  |  |  |  |
| 32b | Important national events, ideas and places feature in students' learning. |  |  |  |  |  |
| 32c | The classroom tries to bring an awareness of other countries and their peoples to students. |  |  |  |  |  |

| **33** | **Does the curriculum help promote spiritual, moral and social values?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 33a | Opportunities are given to students to reflect on spiritual matters. |  |  |  |  |  |
| 33b | Students are made aware of different cultural traditions and ideas. |  |  |  |  |  |
| 33c | Teachers offer the chance to explore social and moral issues, appropriate to the students' age-range. |  |  |  |  |  |

**The Curriculum: Key Question 3 : How rich is the learning of students beyond the classroom?**

| **34** | **Are learning opportunities enriched by visitors to the school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 34a | The teacher builds opportunities for visitors to come to the classrooms and enrich the curriculum. |  |  |  |  |  |
| 34b | The visitor's contributions broaden students' horizons. |  |  |  |  |  |
| 34c | The visitor's presentations are appropriate for the students' levels of understanding. |  |  |  |  |  |

| **35** | **Do students visit places of interest to support their studies?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 35a | Teachers organise visits to places of local interest to support the curriculum. |  |  |  |  |  |
| 35b | The visits are well prepared for and organized. |  |  |  |  |  |
| 35c | There is evidence in classrooms of work arising from these visits. |  |  |  |  |  |

| **36** | **Are after-school activities provided on the site?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 36a | Students are able to attend a variety of after-school activities. |  |  |  |  |  |
| 36b | The after-school activities cover different aspects of learning. |  |  |  |  |  |
| 36c | Students and families say that the after-school activities are well-organised and stimulating. |  |  |  |  |  |

**Community & Partnerships: Key Question 1 : Do families partner with the school in children's learning?**

| **37** | **Is the school environment and organisation welcoming to parents?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 37a | Parents are welcomed into the school by the Principal and staff. |  |  |  |  |  |
| 37b | There is a place set aside for parents to meet teachers. |  |  |  |  |  |
| 37c | Parents know who to see in the school if they have a question about their child's education. |  |  |  |  |  |

| **38** | **Does the school explain its curriculum in parent information?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 38a | Parents are given information about what their children are studying. |  |  |  |  |  |
| 38b | Information is presented in a way that parents can readily understand. |  |  |  |  |  |
| 38c | Parents have the opportunity to speak to the Principal if there is something they want explained. |  |  |  |  |  |

| **39** | **Is home study integral to student learning and are parents well informed about it?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 39a | Students are given homework regularly to extend their learning. |  |  |  |  |  |
| 39b | Homework is clearly explained to them by teachers. |  |  |  |  |  |
| 39c | Parents understand how much homework will be set and on which days of the week. |  |  |  |  |  |

**Community & Partnerships: Key Question 2 : How effective is the students' community engagement?**

| **40** | **Are students involved in activities in the local community?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 40a | Students are provided with the chance to extend their studies in the local community. |  |  |  |  |  |
| 40b | Students take part in local community events. |  |  |  |  |  |
| 40c | Students act as volunteers in the community. |  |  |  |  |  |

| **41** | **Does the curriculum promote an understanding of the local community?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 41a | The curriculum helps students to support their local community better. |  |  |  |  |  |
| 41b | Students learn about the work of local people. |  |  |  |  |  |
| 41c | Students understand the significance of local places. |  |  |  |  |  |

| **42** | **Does the local community take part in the life of the school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 42a | Volunteers support the school in a variety of ways. |  |  |  |  |  |
| 42b | What volunteers do enhances the learning of the students. |  |  |  |  |  |
| 42c | The work of volunteers is well supervised by the teachers. |  |  |  |  |  |

**Community & Partnerships: Key Question 3 : Do effective wider community and volunteer links exist?**

| **43** | **Are there opportunities for links with other schools?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 43a | Students go to other schools for sporting and other events. |  |  |  |  |  |
| 43b | The visits are well organised and broaden learning opportunities. |  |  |  |  |  |
| 43c | The visits help to develop students' social skills. |  |  |  |  |  |

| **44** | **Are there links between the school and community organisations?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 44a | The school has links with local organisations that benefit the students. |  |  |  |  |  |
| 44b | The links help teachers with their curriculum planning. |  |  |  |  |  |
| 44c | Students gain an understanding of the work of community groups and the importance of service within the community. |  |  |  |  |  |

| **45** | **Are there links between the school and national organisations?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 45a | Teachers and students benefit from links with city, state and national organisations. |  |  |  |  |  |
| 45b | Learning resources are enhanced by community links. |  |  |  |  |  |
| 45c | The school's reputation is enhanced by these associations. |  |  |  |  |  |

**Infrastructure & Resources: Key Question 1 : How well is the school maintained?**

| **46** | **Are the school grounds well maintained and fit to use by students for recreation and sport?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 46a | The school grounds are clean and well maintained. |  |  |  |  |  |
| 46b | The school grounds provide adequate space for students to play safely and practice sports. |  |  |  |  |  |
| 46c | External walls or fencing are well maintained. |  |  |  |  |  |

| **47** | **Is there evidence of regular cleaning & management of classrooms, corridors and toilets?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 47a | All classrooms and corridors are cleaned and rubbish bins emptied on a daily basis. |  |  |  |  |  |
| 47b | Toilets are cleaned regularly during the school day. |  |  |  |  |  |
| 47c | Management systems for checking cleanliness are robust. |  |  |  |  |  |

| **48** | **Do the building's notices and displays make students, teachers, parents & visitors feel welcome?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 48a | The entrance area to the school makes visitors feel welcome. |  |  |  |  |  |
| 48b | Signposting around the school is clear. |  |  |  |  |  |
| 48c | Notices and displays of students' work are a strong feature of the school environment. |  |  |  |  |  |

**Infrastructure & Resources: Key Question 2 : How effectively are resources used?**

| **49** | **Are books and other resources in classrooms up-to-date and suitable for the students' age ranges?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 49a | The textbooks used by students are suitable for their ages and abilities. |  |  |  |  |  |
| 49b | Reference books, such as dictionaries and atlases, are easily accessible. |  |  |  |  |  |
| 49c | Worksheets and other learning resources are well presented. |  |  |  |  |  |

| **50** | **Is students' learning enhanced by their teachers' and use of IT?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 50a | Students are using IT to support and extend their learning. |  |  |  |  |  |
| 50b | Teachers deploy IT appropriately to reinforce students' new skills and knowledge. |  |  |  |  |  |
| 50c | Portable devices and interactive whiteboards are used by both students and teachers. |  |  |  |  |  |

| **51** | **Does the library have strong book and other resources to consolidate and extend students' independent learning?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 51a | The library carries a good range of fiction and non-fiction, well suited to the students' age ranges. |  |  |  |  |  |
| 51b | IT resources, newspapers and magazines complement the book collection. |  |  |  |  |  |
| 51c | The library has secure systems for monitoring and tracking how students use its resources. |  |  |  |  |  |

**Infrastructure & Resources: Key Question 3 : How secure is health and safety?**

| **52** | **Does the school have a well-documented system for all health and safety work?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 52a | The school has securely maintained central records for all aspects of health and safety. |  |  |  |  |  |
| 52b | Regular checks are carried out on equipment and medical facilities, and these are checked by senior leaders. |  |  |  |  |  |
| 52c | Fire practices are held regularly, are well documented, and improvement made where necessary. |  |  |  |  |  |

| **53** | **Are arrangements for safeguarding children on-site, and during off-site visits, adequately recorded and checked?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 53a | Registration systems are robust and ensure contact with parents is immediate if a student is absent. |  |  |  |  |  |
| 53b | Child protection procedures are understood by all staff and are monitored by senior leaders. |  |  |  |  |  |
| 53c | Suitable checks are made when students are travelling off-site for a school visit. |  |  |  |  |  |

| **54** | **Are there appropriate checks on the transport that brings students between home and school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 54a | Students understand their accountability to stay safe during their journey to and from school. |  |  |  |  |  |
| 54b | The school provides detailed guidance to parents on their children's daily journey to and from school. |  |  |  |  |  |
| 54c | The school supervises students' daily arrival and departure and the management of vehicle movements. |  |  |  |  |  |

**The Salesian Way: Key Question 1 : How well does the school educate the whole child and how does its community support this?**

| **55** | **Pedagogy: (The Whole Child) Is student learning enriched through a broad relevant curriculum that focuses on values and skills?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 55a | The school provides students with rich learning opportunities within and beyond the curriculum. |  |  |  |  |  |
| 55b | All students benefit from a broad curricular experience that emphasises the importance of Sport, the Arts, Vocation and Community. |  |  |  |  |  |
| 55c | The school improvement plan is underpinned by ethical guidelines, and reflects the importance of partnership and co-operation. |  |  |  |  |  |

| **56** | **Is there a pervasive rapport amongst the school community?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 56a | There is a rapport between all members of the school community. |  |  |  |  |  |
| 56b | The Salesians in the school role model relationship building with and for all students. |  |  |  |  |  |
| 56c | The school creates and maintains an environment that is physically, socially and emotionally caring and secure. |  |  |  |  |  |

| **57** | **Is there a healthy correlation and balance between rules and disciplinary measures?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 57a | The behaviour and discipline policies are in place and reflect the principles of the Preventive system. |  |  |  |  |  |
| 57b | Behaviour and discipline policies are implemented with firmness and flexibility. Fault is corrected through being reasonable, polite, factual, firm and to the point. |  |  |  |  |  |
| 57c | Disciplinary measures are proportionate to the transgression. They are constructive and lead to conscience building. |  |  |  |  |  |

**The Salesian Way: Key Question 2 : How strong is the school's family spirit ?**

| **58** | **How strong is the family spirit in the school?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 58a | The school's strong family spirit creates an atmosphere of trust and acceptance. |  |  |  |  |  |
| 58b | The family spirit helps build a community rich in cheerfulness, joy, serenity and informality. |  |  |  |  |  |
| 58c | Our family spirit is creative enough to sustain the enthusiasm, encourage the initiative and develop the talents of our youngsters. |  |  |  |  |  |

| **59** | **Is the teaching of Religion broad based?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 59a | Religious teaching promotes the students' respect for all forms of life, a sense of duty and the challenge of generous service. |  |  |  |  |  |
| 59b | The educator is alert to the signs of the times and identifies emerging values of young people. |  |  |  |  |  |
| 59c | The school caters to the religious needs of the students. |  |  |  |  |  |

| **60** | **Is our presence with the young a qualitative presence?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 60a | Educators enthuse and encourage students with a thirst for knowledge and new horizons. |  |  |  |  |  |
| 60b | The educator's presence helps children feel known, and loved, especially the differently abled and underprivileged. |  |  |  |  |  |
| 60c | The presence of the educator emanates holiness and sanctity. |  |  |  |  |  |

**The Salesian Way: Key Question 3 : How is loving kindness practiced within and beyond the school gates?**

| **61** | **How well does the school support its local disadvantaged students?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 61a | The school promotes the enrolment and support of local disadvantaged students. |  |  |  |  |  |
| 61b | The school ensures disadvantaged students are taught responsibility by encouraging them to take up leadership roles. |  |  |  |  |  |
| 61c | The school ensures disadvantaged students are listened to, their needs anticipated and vocational and career guidance is provided. |  |  |  |  |  |

| **62** | **How well does the Salesian community support the poor and disadvantaged?** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 62a | The whole school community embraces its responsibility to the poor neighbourhood children beyond the school gates. |  |  |  |  |  |
| 62b | Parents are encouraged to contribute to student programmes that sensitize them to the needs of poor neighbourhood children. |  |  |  |  |  |
| 62c | Staff co-ordinate projects that involve sharing and sacrifice of their students for the poor children of the neighbourhood. |  |  |  |  |  |

| **63** | **Formation of 'Good And Honest Citizens' Formation of 'Good And Honest Citizens'** | **Ratings: Please tick any one** | | | | **Evidence to support the rating** |
| --- | --- | --- | --- | --- | --- | --- |
| **Always** | **Mostly** | **Sometimes** | **Rarely** |
| 63a | Students are helped to reflect on their relationships, attitudes, choices, and behaviours that affect all aspects of their life. |  |  |  |  |  |
| 63b | Spiritual/vocational direction helps students in the formation of conscience, personality development and preparation for employment. |  |  |  |  |  |
| 63c | We initiate programmes to prepare students to be agents of social change in their neighbourhood supported by the Salesian family. |  |  |  |  |  |