Part 1: How can we improve our school?
A guide to school self-evaluation and planning for improvement
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Foreword

Over the last decade the Ugandan Government has prioritised quality education for all as a key national priority. We have made good progress in establishing universal primary and secondary education and have been committed to improving the quality of education for all learners. We have published our expectations in the manual on Basic Requirements and Minimum Standards (BRMS). All districts, education establishments, foundation bodies and governing bodies should be working to achieve these standards. Indeed, they should be striving not only to meet these standards, but to provide a quality of education that goes beyond the minimum expectations identified. Quality improvement is the overall priority of the Ministry of Education and Sports (MoES).

This series of booklets aims to help schools and other education establishments improve the quality of their work by focusing on the needs of learners. Learners are at the centre of the work of every school, sub-county and district. The Directorate of Education Standards (DES) has produced these guides to help education professionals improve the experiences and achievements of learners in schools and technical/vocational institutions. Improvements in learners’ experiences will only be achieved if all the key players work closely together on these shared goals. DES therefore anticipates that, for example, DES inspectors, local government inspectors, coordinating centre tutors (CCTs), headteachers, foundation/governing bodies and education specialists working in international and non-governmental organisations will use these guides to support improvement in the education institutions with which they work.

I wish to express my appreciation to all those who have contributed to the development of these booklets. Consultants within the Directorate of Education Standards initiated and coordinated the work with considerable support from Link Community Development and Voluntary Service Overseas (VSO). Particular thanks are due to those who were consulted and contributed to the editing process, notably district inspectors, headteachers, Link Community Development and VSO officers.

Finally, I urge all stakeholders in the education sector to engage fully with the improvement agenda. The booklets will help you to:

- evaluate the quality of education you provide;
- identify and address the gaps;
- identify key strengths on which to build; and
- select priorities for improvement to include in your improvement plans.

I commend the booklets to all of you in the education sector who have the shared goal of improving the learning experiences and achievements of our children and young people.

Hon. Major (Rtd) Jessica Alupo (M.P)
Minister of Education and Sports
Introduction to the series

**Evaluating and improving the quality of education**

Learners are at the centre of the work of every school, sub-county and district. This series of guides by the Directorate of Education Standards (DES) aims to help education professionals improve the experiences and achievements of learners in schools and business, technical and vocational institutions (BTVET). Each guide covers a key area of the school’s work, one with a major and positive impact on the learning, achievements, safety and happiness of young people. Guides can be used in any order, to address the specific needs and priorities of individual schools. Each guide explains how your school or district can:

- evaluate the quality of education you provide;
- identify key strengths on which to build;
- identify any gaps between what you are aiming for and actual practice; and
- select priorities, targets and measures of success to include in your improvement plan.

**Who are the guides for?**

This series of guides is for use by the following groups of people.

- Headteachers and school staff (primary, secondary and BT/VET)
- Members of governing bodies, including Foundation bodies
- Local government officials responsible for quality assurance and improvement
- Tutors in primary and national teachers’ colleges, both pre-service and outreach
- Ministry officials, including national inspectors working for DES
- Education specialists working in international and non-governmental organisations
- Associations for headteachers and other education professionals

**How can the guides help you in your work?**

Each guide can be used to:

- identify areas of focus for support supervision, school performance review and inspection;
- provide topics for discussion at meetings with learners, parents and staff;
- select priorities for improvement to include in the school/sub-county/district improvement plan, and to strengthen performance agreements at sub-county level;
- train education professionals at all levels within the system;
- provide advice about educational priorities to a range of audiences;
- evaluate, monitor and report on the quality of education in individual schools, within local areas and across the country as a whole;
- encourage consistent, valid and reliable approaches to evaluation among education professionals working at local and national level; and
- foster partnerships among education stakeholders.

Each guide is based on a group of quality indicators (QIs) taken from the *Handbook for School Inspectors*, Education Standards Agency 2005, and refers to *Basic Requirements and Minimum Standards (BRMS)*, MoES March 2010.
Section 1: How can we improve our school?

Improving your school to make it a better place for young people to learn is the most important responsibility you have, whether you are a headteacher, teacher or member of a governing body. However, you are not alone. Your coordinating centre tutor (CCT) and district officers (including inspectors and Associate Assessors – AAs) are responsible for supporting and advising you and for helping to improve all the schools within their local area. A key priority of DES is also to contribute to improvements in the quality of education across the country, which is why it has produced this guide.

Parents’ views of what makes for a good school

When parents or members of the community gather together, their conversation often turns to the quality of education in the schools their children go to. This is only natural as decisions about their children’s education are among the most important that adults make. How good is our school? (or your school? or their school?) is a perennial topic for discussion. People often have strong views about the quality of education in individual schools. They may base these views on their own experiences, the experiences of their children, the reputation of the school, how learners behave in the community or what newspapers publish about achievements in examinations. Unfortunately, people sometimes make up their minds because of local rumours or stories which have reached the media from unreliable sources. It would be much better if all of us with a stake or interest in education had a shared and objective understanding of what we all mean by a ‘good school’.

What do we mean by a ‘good’ school?

The key questions any parent asks about a school are likely to be questions such as the following.

- Are our children doing well in school?
- Are our children achieving the expected targets?
- Has the school helped our children to enjoy learning so that they want to carry on learning?
- Are our children happy in school?
- Are our children safe in school?

These are the same questions which headteachers and teachers should ask about the school they work in. One additional and very important question for school staff and for all professionals responsible for quality at local or national level is:

- Would I want my own child to go to this school?

After all, if the school is not good enough for your own child, then it is not good enough for anyone else’s child.

Before you ask the question How can we improve our school?, you need to have a clear idea what you want your school to be like. This ‘idea’ is your vision for the school.
All the ideas for discussion which are included in this guide can be carried out as part of a staff meeting or SMC/BoG meeting or during a staff development session led by a CCT, inspector or headteacher. The topics are also appropriate for discussions during meetings of the whole school community.

For reflection and discussion

This activity is designed for groups of parents, teachers and/or learners, and/or the school’s governing body

- As a group, list all the activities which go on in your school and all the services and facilities which it provides. You could do this on small pieces of paper.
- Now put these activities and facilities in order, with the most important first, grouping together suggestions which are very similar.
- Now work in smaller groups or pairs. Think about what would be good practice or good provision in each of the areas you have identified. Each smaller group or pair should take one or two of the suggestions to work on.
- Share and discuss your ideas and put together a final list.

As a result of your discussions, you will have come to a shared view on what makes a ‘good’ school: a set of indicators which you can use to judge whether the education your school offers its learners is good.

Other people have also carried activities like this. In Appendix 1 you will find a summary of the key features of a good school which has been produced by DES.

Once the school community has agreed its vision, it can make a start on considering how close to this vision the school already is (self-evaluation), and how they are going to plan for improvement. The rest of this guide is about how to carry out the planning. Parts 2 to 5 give suggestions about some of the ways in which the school could improve what it is doing.

You may find the approaches included in the Good School Toolkit produced by Raising Voices helpful in arriving at your own idea of what makes a good school.
Section 2: Planning for improvement

We all know that there are many things we could do to improve the quality of education in schools. Most of us can list them at once, things like:

- minimising the number of learners who drop out of school;
- raising standards of attainment;
- improving the quality of learning and teaching in classes;
- ensuring learners’ safety and security;
- promoting healthy lifestyles;
- establishing systems for ‘discipline’, stopping corporal punishment and developing more positive approaches to managing learners’ behaviour; and
- working with the community to prevent the damage done to girls’ education and future lives by defilement, early marriage and child labour.

The list could go on for ever.

And that is the problem. There is so much to do in such a short time. We cannot wait to make improvements. Young people only have one chance to be educated. Second chances are rare.

However, if we try to fix all the problems at the same time, then nothing will get done properly. That is why we need to plan for improvement. Planning also stops us constantly putting things off as it gives us timescales and deadlines.

The national approach to planning for improvement

Leaders at all levels in the country make plans for improvement. We have a National Development Plan to guide improvements across the nation, and an Education Sector Plan. We also have plans at various levels below these over-arching plans. All these plans aim to improve the quality of learning and raise the achievements of young people in our schools and communities.

All improvement plans have targets to achieve and indicators by which achievement is measured. All developing countries are working to achieve the international Millennium Development Goals.
Uganda is also working to meet the targets set within the Joint Assessment Framework (JAF) agreed with development partners. These goals and targets specify improvements in attainment in literacy, numeracy, retention rates, attendance, gender equality and other important aspects of education.

Your school improvement plan also has targets to achieve. As schools achieve their individual targets, they are also contributing to achievement of the national targets. Your district or municipality will help you to make sure that the targets for your school relate to national targets.

**How planning helps us to improve education**

All countries have a limited amount of money to spend on education. It is therefore very important that the money they do have is spent on the right things, those things which will make a real difference to learners. A plan is like a shopping list. Using a shopping list prevents you spending time and money on things which are not really necessary, at the expense of things which really matter.

The same is true of schools. A school improvement plan shows what you are aiming to achieve, what resources you need to carry out the necessary improvements and who is going to do the work. A plan also gives you a timescale so that improvements don’t go on for ever, but are completed by the expected date. Learners don’t have time to wait. They only have one school career.
Section 3: The improvement process

Planning for improvement goes through logical stages.

1. **What do we want our school to be like?**
   - Agreeing a vision for the school

2. **How good is our school now?**
   - Identifying improvement priorities
   - What action can we take to make it better?

3. **Doing what we planned**
   - Taking action

4. **How have learners benefited?**
   - Monitoring progress and success, to feed into the next plan

Planning for improvement is a key responsibility of school leaders, in particular the headteacher and members of the governing body, working with the whole school community. Quality Indicator (QI) 7 *Leadership* outlines the role of the headteacher in establishing a strong vision, driving improvement and allocating responsibilities. An effective headteacher:

- understands the strengths and weaknesses of the school and takes responsibility for them;
- leads and manages the process of strategic planning and implementation;
- interprets and implements policy; and
- delegates effectively.

‘Strategic’ planning looks ahead and addresses major issues. It takes into account:

- internal issues within the school itself, for example, levels of attainment, attendance, drop-out rates, quality of teaching;
- external issues relating to the wider community, for example, early marriage or child labour, or to the country as a whole, for example, the impact of ongoing climate change; and
- future issues, challenges within the community or the country as a whole, which will become increasingly important, for example, the impact of a rising population, the development of mineral resources or the increasingly important role of the East African Community.

Changes in the strategic direction for the nation may result in new policies for schools to implement.
How can we improve our school?

The school’s **governing body** also takes an active role in improvement. QI 15 *School governance* outlines its roles and responsibilities.

- Participation in planning
- Participation in monitoring school activities and holding the school accountable for performance
- Ensuring financial accountability
- Participation in school improvement activities and fundraising
- Communication between governing body and the wider school community

**Parents** also have a role in helping to improve their school as a whole, as well as improving the learning of their own young people, as QI 16 *Community relations* notes.

- Parental interest in and support for learners’ achievement
- Parental participation in planning and school improvement

All members of the school community - staff, parents, bursar, governing body and learners, not just the headteacher - should plan together to ensure that young people’s learning experiences and achievements are the very best they can be. People beyond the school can also help: for example, the CCT, inspectors, AAs and some non-governmental organisations (NGOs). We call this process of planning together **School Performance Review** (SPR). Improvement planning has four key stages.

### Stage 1: What do we want our school to be like?

**Agreeing a vision for the school**

The **school vision** should have the needs and aspirations of learners at its core. In particular, it should focus on improving outcomes for learners. It should be realistic and achievable and relate to priorities within the community served by the school. The vision should focus on improving young people’s learning and achievements within the context of a safe and happy school. It should also reflect the overall aims of education nationally. The community should be involved in creating the vision so that they are committed to helping to achieve it. Above all, the vision should be ‘alive’; not a dead set of words with little meaning for learners, staff or parents. You should review and adjust the school vision as circumstances change.

**For reflection and discussion**

As a group of parents, teachers or learners, or as the governing body discuss:

- What would you like your school to be like in three years’ time?
- How would you like your young people to benefit from being at the school?
- How would you like your school to be different from – and better than - other schools?

The leader of the group should list all the things which you think are important. If you wish, you could draw pictures or diagrams instead of, or as well as, writing your ideas down. Try to reduce your ideas to a manageable number – perhaps two or three ‘big’ ideas’. 

All members of the school community should take part in this process, so that the school’s ‘vision’ is shared by everybody. The vision should be genuine. It should not just be for show.

Stage 2: How good is our school now?
What can we do to make it better?
Identifying priorities for improvement

When you ask questions like the ones in the box above, you are engaging in ‘evaluation’. By ‘evaluation’ we mean deciding how good something is - often using terms like excellent, very good, adequate, satisfactory or poor. When you identify improvement priorities you are trying to bridge the gap between what you want your school to be like (your vision) and what it is like now.

Internal evaluation or self-evaluation

When the school community - the people working in and with the school - ask questions about the quality of education, we call this process internal evaluation or self-evaluation. The headteacher, staff, parents, governing body and learners themselves know their school better than anyone else and should be committed to making it better. During evaluation, the school community identifies:

• areas where the school is doing well and
• areas where it needs to make improvements.

The school then develops a plan of action. Sometimes, as in SPR, people outside the school help with this process (for example, CCTs, inspectors, AAs or specialised education NGOs).

It is difficult to judge how good your own school is unless you know what to look for. That is where this series of guides comes in. The guides identify the key features of a good school. They can help you ask, and answer, the question How can we improve our school?. The questions in the guides are based on the quality indicators which inspectors use when they visit your school (See Appendix 2).

You can use the guides in any order, to address the issues you think are most important or pressing. Your CCT and area inspector will help you decide where to start. You do not need to work your way through every guide or through every question. Start with some of the key questions. You can move on to other questions later. After using one of the guides, you should include the priorities for improvement in the school improvement plan.

You should always base your evaluations on evidence. Without evidence, your views would just be personal opinion. Using different kinds of evidence helps you check that your judgements are valid. Never make a judgement based on only one source of evidence.

There are three main sources of evidence to which you should refer:

• things you can count (statistical data) for example, % examination passes, attendance and drop-out rates;
• things you can observe with your own eyes and ears (direct observation) for example, teaching and learning in the classroom; and
• things which people tell you (people’s views) for example, during meetings or interviews.
How can we improve our school?

Evaluation and improving the quality of education

Statistical data
- examination results
- attendance rates
- drop-out rates
- participation in co-curricular activities

People’s views
- learners
- staff
- parents
- community

Evidence

Direct observation
- Support supervision of teaching and learning in classes
- Observation of co-curricular and lunchtime activities

Try not to rely too much on looking at paperwork. Paperwork does not tell you what actually happens in school or about what it is like to be a learner at the school. Paperwork only tells you what ought to happen, just like lesson plans only tell you what teachers say they are going to do. You need to check what is written in documentation with what actually happens in the school.

Many of the activities you carry out during evaluation already are, or should be, part of your day-to-day work. You don’t have to arrange them specially. For example:

- Meetings with staff, learners and parents should already be in the school calendar.
- Support supervision, for example classroom observation and checking lesson plans, is already a responsibility of the headteacher and senior staff. You can find out how support supervision contributes to improvement in Part 2: How well is our school led?
- Monitoring by community members, parents and members of the governing body is an important part of their responsibilities. They may check school facilities and resourcing.

The following publications provide some practical tools and report formats for use in self-evaluation

*Self-assessment and Evaluation in primary and secondary schools*, DES/MoES, 2005
*Guidelines on institution self-evaluation as a strategy to improve performance in teacher education institutions*, DES, 2005

External evaluation or inspection

Sometimes people outside the school, such as inspectors, make judgements about the quality of education it provides. In some countries this role is carried out by quality assurance or improvement officers. We call this process *external evaluation*.

External evaluation is important. The people who carry out external evaluation have a different perspective from those who belong to the immediate school community. External evaluators may
How can we improve our school? Evaluating and improving the quality of education

not know the school as well as the headteacher, staff and local community; however, they are more objective and have a deeper knowledge of the standards and quality expected of schools across the country. You can find out more information about how inspectors carry out their work in Appendix 2 of this guide and in Part 6: How we inspect.

Both internal and external evaluation are important. Both forms of evaluation contribute priorities for improvement to include in the school's improvement plan.

School Performance Review

School Performance Review (SPR) is a form of supported self-evaluation carried out every year by a team from the school working with the CCT, local inspector or AA. SPR is a good way of working out what you need to improve and the action you need to take.

SPR also demonstrates the school’s commitment to its stakeholders and its recognition that it is accountable to its learners, the wider school community and the country as a whole for the quality of education it provides.

The SPR evaluation team identifies strengths and weaknesses/areas for improvement using a small number of QIs taken from the Handbook for School Inspectors (See Appendix 2). You can also use Parts 2-5 of this series as part of the process of SPR.

During SPR, team members focus on what it is like to be a learner in the school.

- They observe teaching and learning at different stages in the school. The number of lessons seen will depend on the size of the school, but about six would be reasonable.
- They interview some of the key people in the school, for example: the headteacher and senior staff, the chair of the governing body, members of teaching staff and some learners.
- They analyse key information, for example examination results, drop-out rates, assessment records and attendance records for staff and pupils. They may look at lesson plans to see how well the curriculum is covered, learning needs met and learners' progress assessed against the curriculum competences. They check whether assessment is integrated with teaching and learning through a process of continuous assessment.

The team does not try to evaluate everything. It focuses on key aspects of the school, for example:

- Learners' understanding and attainment
- The teaching and learning process
- Assessment, record-keeping and reporting
- Supervision of teaching and learning
- Leadership

The team also looks at aspects of learners' safety and security, sanitation, nutrition and health. Finally it produces a report on what it has found.

At the end of the SPR process, members of the community and local leaders meet with school staff and learners to come up with a shared view of the school and of how it should improve. The meetings follow a set agenda and are chaired by a member of the school community, for example the chair of the school’s governing body.
An example of an agenda developed by Link Community Development for use in SPR community meetings has been included as Appendix 3.

During the meeting, those present make suggestions for improvement based on what they know about the school. Participants also take into account the report produced by the SPR team. These suggestions are used as the basis for the school improvement plan, together with any recommendations left by inspectors, AAs and CCTs. The headteacher and senior staff take the priorities identified during the SPR meeting and develop the detailed improvement plan, which is then discussed with the governing body, amended as necessary and approved.

**Identifying improvement priorities**

Choosing improvement priorities is a very important activity as schools cannot improve everything at the same time. You may have a long list of possible improvements from activities like:

- **reviewing the school vision** comparing what your school is like now with what you and the rest of the school community want it to be.
- **inspection** areas for improvement in inspectors’ reports, which they will follow up on their return visits.
- **school performance review** regular evaluation of the key strengths and areas for improvement in the school, carried out by the headteacher and senior staff with the help of inspectors, AAs or CCTs.
- **support supervision** the areas for improvement identified by the headteacher, senior staff or CCTs after observing lessons.
- **decisions at meetings** suggestions for improvement made by the governing body, school council or staff meeting.
- **national policies** policies which all schools are expected to implement, for example Safe Schools, Child-friendly Schools and putting in place the basic requirements in BRMS.

You MUST be selective. Your school cannot do everything you have thought of. The priorities you choose should help you bridge the gap between your vision of what you want the school to be and what it is like now. Here is a way of coming up with your final list of improvement priorities.

**For reflection and discussion**

- In your group, list all the possible improvements which your school has come up with.
- Reduce the list by removing any which have been suggested more than once.
- Now put the suggestions in order of importance, considering their potential impact on learners.
- Any suggestions made by inspectors should be prioritised.
- The most important 3-5 suggestions become your improvement priorities. You may
decide on three ‘big’ priorities or five ‘smaller’ ones, depending on how challenging or time-consuming they are.

Your priorities should be realistic and take account of resources available and the extent to which they directly benefit learners, for example:

- raising learners’ attainment in national and school examinations
- reducing the drop-out rate
- making learning in class more active and interesting
- improving girls’ performance
- putting a stop to violence in school.

Writing a school improvement plan

Your improvement plan is very important as it will guide your work over the next year at least. Long-term priorities may take up to three years. Your plan should be about more than improving buildings. It should be about improving how young people learn, their achievements, health and security.

In your plan, you should describe step by step how you are going to make your improvements. BRMS may give you some ideas. Focus on specific ACTIONS you have to take, not just your final targets. Your CCT, inspector or AA will help. You should also note how you will judge whether your actions have been successful. An example of a school improvement plan is included in Appendix 4.

Essential elements of a school improvement plan

- School vision shared with all members of the school community.
- A small number of improvement priorities which relate to this vision and have been identified by the school community as a whole.
- Clear targets relating to these priorities, which will improve the learning, achievement, safety and happiness of young people in your school.
- A brief step-by-step description of the actions needed to achieve each priority.
- Clear statements against each priority of who is responsible for making sure it is achieved.
- A timescale for action, including milestones and deadlines.
- A note of how much the improvements will cost – in time, not just money.
- Measures for success so that you can check whether your actions have made positive differences to the learners in your school.
Once your school improvement plan is finished, you need to make sure that everyone knows about it: staff, parents, learners, sub-county officers and local leaders. Here are some ideas:

- Discuss the plan at meetings and make copies available for people to borrow.
- Make sure it is displayed in the headteacher’s office, staffroom and where parents and community members can see it.
- Ask the chair of the governing body or a local leader to talk about it in church or at the mosque, at meetings or on the radio.

The governing body and sub-county/district should have their own copies. So should your CCT so that s/he can see how you are getting on and give you advice if you are having difficulties.

**Stage 3: Doing what we planned**

**Taking action**

This is the most important stage of all. Once everyone knows about the school improvement plan, then you should start taking practical action, following the steps you have outlined in your plan. All staff should be involved in implementing the action plan in some way as should the local community. Learners too can contribute, through discussions in individual classes, the school council or other committees.

Those responsible for making sure each of the tasks has been carried out should be prepared to report their progress at regular intervals. The plan includes milestones and deadlines, so it is a straightforward task to work out whether the necessary action has been taken. There is no point in having a carefully produced plan if it is not implemented in practice.

It is very important to stop now and again and think about the progress your school has made in achieving its plan. You may have to adjust the plan if circumstances change, for example if internally displaced families move into the area, there is a natural disaster or a lot of staff change jobs. Such events do not mean that you stop implementing your plan. However, they may mean that you may have to make changes to your priorities, to the people responsible, or to your timescales. Improvement plans are working documents: just add notes to show any changes you have made.

**Stage 4: How have learners benefited?**

**Monitoring success**

There are two key aspects you should consider in monitoring your success in implementing the plan.

1. Has the school done what it said it would do? If not, why not?
2. Has the action taken made any positive difference to the education learners receive?

The action you take should make a real difference to the learning, achievements, safety and happiness of learners.
Check how learners have benefited, for example:

**Study quantitative data (%)**

eg certification, class assessments, attendance, completion rates

Ask yourself whether the % figures have got better, worse or stayed the same.

**Observe lessons and undertake support supervision**

Ask yourself questions like:

- Do teachers use a wider range of teaching and assessment methods than they used to?
- Are learners more interested and on task?
- Has their written work improved?
- Are learners making better progress?
- Have teachers got better at managing behaviour without using violence?

**Talk to people**

- Ask how well changes are working, for example talk to learners in class, in small groups or in the school council.
- Discuss the changes at parents’ meetings and see if parents have noticed a difference.

Your CCT and area inspector will want to see evidence of the improvements you have made.

Once you have checked that you have achieved all that you planned to do, then it is time to let people know that your school is improving. Talk to learners, staff, parents and the local community about the changes you have made and how well they are working. Praise the people who have been involved in bringing about these improvements and thank them for their hard work. You may want to list your achievements on a poster for all the visitors to the school to see.

It is said that *nothing succeeds like success*. People will be more inclined to work on further improvements if they know that their work has been recognised.
Section 4: Becoming an improving school

Once you know how learners have benefited from your improvements, you will need to start planning for next year. Improvement does not just stop; it is a continuous process.

Beginning the cycle again

Of course, some of your priorities may be major commitments, such as improving learners’ attainment, which will take more than one year. Attainment at P7 or S4 builds on attainment achieved in all the previous six years. In fact, priorities relating to attainment should be permanent features of your improvement plan, with different areas of focus each year.

If your school vision is still relevant and appropriate, then there is no need to change it. Simply focus on those aspects which the school community still thinks need to improve. You could use a different guide from this series to help you focus on a different area, give you ideas and provide support. Inspection recommendations and issues from support supervision will need to be added to the plan.

Once you are into your second annual cycle of improvement planning you know that you are on the way to becoming an improving school, one which parents, staff and learners will be proud of. Your school will no longer just be focusing on meeting minimum standards. It will be aiming to provide education of good quality.

Aiming for quality

How important is it that schools provide education beyond minimum standards?

We are back to one of the questions we had at the beginning of this guide. If the learners in the school were your own children, you would want them to have a good education, not just one which reached a basic level. In a democratic society, all young people have this right; not just the children of the educated or financially privileged. Fairness and equity are key values of education.

When the education in a country is of a very low standard, it makes sense to encourage schools to at least meet basic requirements and minimum standards, as in BRMS. However, in the interests of fairness and equity, it will also be important to plan for improving education beyond minimum levels. There are already schools in the country which have moved beyond BRMS in some respects. Such schools will soon be able to ask and answer with confidence some of the questions we started with in Section 1.

- How good is our school?
- How well are our learners doing?
- Do they enjoy their learning?
- Are our learners safe?
- Do our learners want to carry on learning?

Once you start asking and answering these questions honestly, you are on the way to becoming a good and improving school.
Appendix 1: Features of a good school identified by DES

1. **A good school achieves successful outcomes for its young people.**

These outcomes cover a broad range of achievements, including life skills and preparation for employment and citizenship as well as academic attainment. Outcomes are assessed in terms of progress from previous achievements and in relation to the current needs and abilities of the young people in the school. The term ‘outcomes’ may relate to aspects such as:

- breadth and depth of learning and skills;
- attainment as measured by national and school assessments;
- development of particular personal qualities and attitudes;
- achievements in sports and creative and aesthetic activities; and
- readiness for the next stage in their learning and lives.

2. **Effective leadership and management**

The headteacher has a crucial role in providing the vision and direction of a school. He or she is the first ‘inspector’ of the school. School leaders are expected to monitor and supervise all aspects of a school.

Effective leaders are successful in motivating teachers and learners and ensuring a positive environment for learning across the school. They lead by their actions. They are effective managers of all school resources. They set targets and meet them. They have an accurate understanding of the strengths and weaknesses of the school, plan interventions and share priorities with all key stakeholders. They develop effective teamwork and have an understanding of how to improve their school. They demonstrate professional competence and commitment to the welfare and progress of learners.

3. **Effective teaching and learning**

Effective teaching is planned to take full account of the information gained from ongoing, continuous assessment (not continuous testing), and responds to young people’s varying needs and previous achievements. In a good school, staff believe that every child can learn and make progress. Staff strive to ensure that all young people learn actively at the pace which is most appropriate for them. They encourage young people to ask questions and think critically. They provide pastoral care and support for learning for those with special educational needs or learning difficulties, and for those who experience barriers to learning caused by family circumstances, health or disability and/or social or emotional factors.

Effective teaching stimulates and encourages learners to develop both the desire and ability to learn, and to acquire knowledge and skills to enable them to participate effectively in public life and national development, and to develop a love for their country.
4. **Meeting learners’ needs**

A good school focuses on developing the wellbeing and mutual respect of staff and young people. Young people feel valued and safe, and have good relationships with staff. Staff and learners believe that their views and their roles in improving the school are recognised and valued. A good school sets high standards of behaviour and achievement for its young people. It recognises the barriers which many learners face and does its best to minimise these while expecting all of them to achieve.

5. **Partnerships with parents and community**

A good school works with parents as partners in supporting young people’s learning. It develops strong links with local partners and its governing body. Staff work with members of the community to improve the school and the quality of education provided. They work with other professionals, for example from social and health services, to provide the support and care individual young people may need. The school’s vision is understood and shared by all members of the school community.

6. **Safe and secure learning environment**

A good school is inclusive and child-friendly. It has guidelines on safety and security which all learners and staff are aware of and practise. It has proper facilities for sanitation, drainage and waste disposal. The buildings are safe and secure. A good school implements its approaches for preventing violence and the abuse of learners by adults responsible for their care. It also has effective approaches for responding to such cases of violence and abuse. The school has measures to control access to its premises.

These features of a ‘good school’ are reflected in the following quality indicators taken from the *Handbook for School Inspectors*, and used in evaluation.
Appendix 2: Using quality indicators

What are quality indicators and how are they used?

In Part 1, one of the discussion activities asked you to agree on as many features as you could of what makes a ‘good’ school. When you listed these features, you were identifying indicators which show that a school is of good quality: in short, quality indicators (or QIs). By ‘good’ quality, we mean characteristics which show that the education in that school goes beyond minimum standards.

The charts of QIs on the following pages have been developed by DES to help inspectors make judgements about the quality of education in individual schools. They select a small group of QIs from the 18 listed here to use in inspection. Their choice of QIs varies according to the focus of the inspection.

Each QI has several themes. Themes are the main factors contributing to quality in a specific aspect of education. Inspectors take all these themes into account when making judgements. They use a four-point scale to evaluate what they have observed, using the terms: very good, good, weak (or fair) and poor. Inspectors consider whether the strengths of the school have a positive impact on the quality of education which learners receive. They also consider whether the weaknesses have a significantly negative impact on learners. If you would like to know in more detail about how inspectors carry out evaluations, you can refer to Part 6 of this series: How we inspect.

Quality indicators may also be used by staff in schools to help them identify strengths and areas for improvement. You can then look at particular aspects in more detail using one of the guides in this series. Remember to be objective and refer to reliable evidence. There is NO NEED to come to an evaluation using the four-point scale, however. That is what inspectors do. Nevertheless, working through the indicators is good preparation for inspection as it helps you identify areas for improvement and start to work on them before the inspectors arrive.
## Quality indicators in the Handbook for School Inspectors

<table>
<thead>
<tr>
<th>Quality indicators</th>
<th>Themes</th>
<th>Strengths</th>
<th>Areas for improvement</th>
</tr>
</thead>
</table>
| **1. Teachers’ planning**                       | • Linkage between lesson plans, schemes of work and national curriculum requirements  
(Also refer to BRMS Indicator 4 c)            |                                                                           |                        |
|                                                 | • Extent to which plans meet guidelines of prescribed content          |                                                                           |                        |
|                                                 | • Clarity of statements of learning outcomes                           |                                                                           |                        |
|                                                 | • Structure of lessons and teaching methods to be used                 |                                                                           |                        |
|                                                 | • Extent to which lessons are part of a sequence, with clear linkages to previous and subsequent lessons |                                                                           |                        |
|                                                 | • Extent to which lessons meet the diverse special needs of learners   |                                                                           |                        |
|                                                 | • Linkage between planning and assessment                              |                                                                           |                        |
|                                                 | • Teamwork among teachers in preparing plans                           |                                                                           |                        |
| **2. Use of resources and classroom environment**| • Availability, sufficiency and appropriateness of teaching and learning materials  
(Also refer to BRMS Indicator 4 a, b, d) |                                                                           |                        |
|                                                 | • Organisation and accessibility of books and other learning materials |                                                                           |                        |
|                                                 | • Use made of available books, chalkboards and equipment during teaching |                                                                           |                        |
|                                                 | • Initiative shown by teachers in improvising and preparing teaching and learning materials |                                                                           |                        |
|                                                 | • Display and presentation of learners’ work and other learning materials |                                                                           |                        |
|                                                 | • Organisation and use of available space for teaching and learning    |                                                                           |                        |
|                                                 | • Extent to which classrooms provide clean, safe and comfortable environments for learning |                                                                           |                        |
|                                                 | • Use of the school compound, local environment and external resources for learning |                                                                           |                        |
|                                                 | • Use of available resources to cater for the needs of disadvantaged groups |                                                                           |                        |
| **3. Teaching and learning process**            | • Purpose and objectives of lessons                                   |                                                                           |                        |
| (Also refer to BRMS Indicator 4 e, f)            | • Range and appropriateness of teaching methods                        |                                                                           |                        |
|                                                 | • Clarity of teachers’ presentations                                  |                                                                           |                        |
|                                                 | • Extent to which learners apply their learning during activities      |                                                                           |                        |
|                                                 | • Quality of teacher-learner interaction                              |                                                                           |                        |
|                                                 | • Clarity and purposefulness of questioning                            |                                                                           |                        |
|                                                 | • Pace of learning and use of time                                    |                                                                           |                        |
|                                                 | • Learners’ behaviour                                                 |                                                                           |                        |
|                                                 | • Differentiation of activities to take account of learners’ needs     |                                                                           |                        |
| **4. Assessment, recording and reporting**      | • Use of a range of assessment methods to evaluate outcomes           |                                                                           |                        |
|                                                 | • Evaluation of a range of knowledge, skills and attitudes            |                                                                           |                        |
|                                                 | • Match between assessment and competences in national curriculum guidelines |                                                                           |                        |
|                                                 | • Clarity of feedback to learners                                     |                                                                           |                        |
|                                                 | • Integration of assessment with the learning process                  |                                                                           |                        |
|                                                 | • Extent to which assessment informs teachers’ planning                |                                                                           |                        |
|                                                 | • Communication of assessment results to parents                        |                                                                           |                        |
|                                                 | • Record-keeping of assessment results                                 |                                                                           |                        |
| 5. Teachers' knowledge | • Confidence in subjects taught  
| | • Accuracy of subject knowledge  
| | • Ability to relate different areas of a subject coherently  
| | • Ability to contextualise knowledge with locally relevant examples  
| | • Understanding of links between subjects and with their practical application  |
| 6. Learners' understanding attainment | • Learners' levels of attainment in each subject  
| | • Learners' levels of attainment in school assessments and national examinations  
| | • School's progress in improving levels of attainment overall  
| | • Learners' progress in understanding and in improving the standards of their work  
| | • Learners' attainment levels relative to any special needs they may have.  |
| 7. Leadership | • Credibility and esteem of headteacher and managers in the community  
| | • Motivation and morale of staff  
| | • Extent to which the headteacher understands the strengths and weaknesses of the school and takes responsibility for them  
| | • Quality of strategic planning and implementation  
| | • Extent to which staff meetings are well managed and productive  
| | • Success of managers in communicating their expectations and vision  
| | • Success of headteacher in interpreting and implementing policy  
| | • Clarity of staff roles and effective delegation  |
| 8. Financial management | • Budgeting  
| | • Account keeping  
| | • Financial reporting  
| | • Transparency and accountability  
| | • Community confidence and trust in financial systems  |
| (Also refer to Indicator BRMS 7) |  |
| 9. Management of resources | • Care, maintenance and use of school property  
| | • Care, maintenance and use of school buildings  
| | • Care maintenance and use of school grounds  
| | • Action to develop school resources  
| | • Implementation of safety and security policy  
| | • Implementation of health and sanitation policy  |
| (Also refer to BRMS Indicator 2 a-d) |  |
| 10. Supervision of teaching and learning | • Monitoring of lesson planning  
| | • Monitoring of records of work and curriculum coverage  
| | • Monitoring of timetable implementation  
| | • Monitoring of assessment  
| | • Headteacher's involvement in classroom teaching  
| | • Classroom supervision by headteacher and other responsible staff members  
| | • Tracking and analysis of learners' performance, retention rates and attendance  
<p>| | • Examination of learners' progress and other key data in SMC, BoG and PTA meetings  |
| (Also refer to BRMS Indicator 4 g-r and Indicator 11) |  |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Areas of Improvement</th>
</tr>
</thead>
</table>
| **11. Staff Deployment and Development** (Also refer to BRMS Indicator 3) | • Effectiveness and implementation of timetable  
• Time management  
• Monitoring of teachers’ attendance and punctuality  
• Efficiency of staff deployment  
• Induction of new staff  
• Staff development  
• Staff appraisal |
| **12. Management of co-curricular activities** (Also refer to BRMS Indicator 5) | • Planning and organisation of co-curricular activities  
• Diversity and quality of co-curricular activities  
• Relevance of activities to developing life skills |
| **13. Access and equity** | • Data on learners’ enrolment, attendance and drop out analysed in relation to gender and marginalised groups (e.g. learners with special needs, minority ethnic groups, IDPs, orphans and vulnerable young people etc)  
• Equity in access and provision for these groups  
• Record-keeping and monitoring systems for attendance  
• Involvement in local campaigns concerning access issues by specific groups and other issues affecting attendance (e.g. child labour)  
• Programmes to address HIV/AIDS  
• Effectiveness of guidance and counselling  
• Identification, documentation and action taken to address special needs |
| **14. Climate and relationships** (Also refer to BRMS Indicator 6 and Indicator 10) | • Identity with and pride in the school demonstrated by learners and staff  
• Provision of a nurturing environment  
• Development of moral attitudes  
• Appropriateness of school rules and codes of conduct  
• Learners’ behaviour  
• Learners’ and staff morale  
• Professional conduct and teamwork of staff |
| **15. School governance** (Also refer to BRMS Indicator 1) | • Compliance with statutory requirements  
• Effectiveness of meetings of governing body  
• Participation of governing body in planning  
• Participation of governing body in monitoring school activities and holding the school accountable for performance  
• Ensuring financial accountability  
• Participation of governing body in school improvement activities and fundraising  
• Communication between governing body and the wider school community |
| **16. Community relations** (Also refer to BRMS Indicator 8) | • Nature of relations between the school and wider community  
• Parental interest in and support for learners’ achievement  
• Parental participation in planning and school improvement  
• Interest in school shown by community leaders  
• Parental presence within the school  
• Use of school premises by the community |
| 17. School sanitation, nutrition and health (Ref BRMS 2e, 9) | • Accessibility of safe water supply  
• Provision for waste disposal  
• Existence and condition of sanitary facilities  
• Provision of midday meals at school  
• School support programmes to improve learners’ nutritional levels  
• Implementation of HIV/AIDS awareness campaign  
• Action taken to promote general health and hygiene in school |

| 18. School safety and security (Also refer to BRMS Indicator 12 and Indicator 13) | • Implementation of policy for school safety and security  
• Extent of distractions in neighbouring and extent of trespassing  
• Compliance of school with standard safety and security requirements  
• School and community collaboration in addressing social issues affecting the quality of education in the school |
Appendix 3: Example of an agenda for the final meeting of a school performance review (to be adapted as required)

1. Introduction
2. Purpose of the meeting
3. Internal evaluation by the stakeholders of the school’s key strengths and areas for improvement
4. Report on external evaluation presented by the evaluation team
5. Discussion
6. Setting school priorities for improvement
7. Identifying strategies for improvement
8. Drawing up the school improvement plan

(Link Community Development)
## Appendix 4: Example of a School Improvement Plan

<table>
<thead>
<tr>
<th>SCHOOL NAME:</th>
<th>For year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address:</td>
<td></td>
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<tr>
<td>Status:</td>
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<tr>
<td></td>
<td>District:</td>
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<td></td>
<td>County:</td>
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<td></td>
<td>Sub-county:</td>
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<td></td>
<td>Head teacher:</td>
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<tr>
<td>Chair SMC/BOG:</td>
<td>District inspector:</td>
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<tr>
<td>Signature</td>
<td>Signature</td>
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<td>Date:</td>
<td>Date:</td>
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<tr>
<td>Contact details</td>
<td>Contact details</td>
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<tr>
<td></td>
<td>Date of School Performance Review (SPR):</td>
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<td></td>
<td>Groups present at SPR:</td>
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</tbody>
</table>

**School vision:**

Summary of 3-5 improvement priorities which can be achieved within current school resources (Action plans on following pages)

1.

2

3

4

5

(Link community development)
# ACTION PLANNING
(please use one of these pages for each of your priorities)

<table>
<thead>
<tr>
<th>Priority:</th>
<th>Overall responsibility (e.g. HT, DHT):</th>
<th>How progress with plan will be mentioned</th>
<th>Date to be completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targets:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How learners will benefit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities: step-by-step, what you need to do</th>
<th>Responsibility: who will make sure that the work is done</th>
<th>Timescale: when the work will be done</th>
<th>Resources: time and money required</th>
<th>Date of progress check and comments Term 1</th>
<th>Date of progress check and comments Term 2</th>
<th>Date of progress check and comments Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>
# Action Plan

**Priority:** To improve learners' attendance

**Targets:** Attendance to improve from 65% to 80%

**How learners will benefit:** Their learning and achievement will improve

## Activities: step-by-step, what you need to do

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsibility: who will make sure that the work is done</th>
<th>Timescale: when the work will be done</th>
<th>Resources: time and money required</th>
<th>Date of progress check and comments Term 1</th>
<th>Date of progress check and comments Term 2</th>
<th>Date of progress check and comments Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduce daily records of learners' attendance</td>
<td>DHT</td>
<td>By end Feb 2013, then ongoing</td>
<td>12 registers cost shs....</td>
<td>31 March 2013, registers bought.</td>
<td>29 July 2013, 10/12 registers in use.</td>
<td>25 Nov 2013, all registers filled in well</td>
</tr>
<tr>
<td>• Buy registers</td>
<td></td>
<td></td>
<td></td>
<td>8/12 registers in use. Staff briefed</td>
<td>3 Feb 2013</td>
<td></td>
</tr>
<tr>
<td>• Brief staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Start using registers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 2. Follow up unapproved absences, as necessary:                           | All teachers                                              | ongoing                              | Stationery cost shs....            | 31 March 2013, 40% absences followed up (7 classes) | 29 July 2013, 60% absences followed up (9 classes) | 26 Nov 2013, 80% absences followed up (11 classes) |
| • Write letters to parents                                                | Senior man & senior woman                                 |                                      |                                   |                                          |                                          |                                          |
| • Meet parents                                                             |                                                           |                                      |                                   |                                          |                                          |                                          |
| • Make home visits                                                         |                                                           |                                      |                                   |                                          |                                          |                                          |
| • Record action taken                                                      |                                                           |                                      |                                   |                                          |                                          |                                          |

| 3. Provide co-curricular activities to motivate learners to attend         | Teacher in charge of co-curricular activities class teachers | By 1st April 2013                     | Equipment, transport hours per week shs.... | 31 March 2013, Timetable set for Term 2, staff allocated, necessary equipment identified | 30 June 2013, All activities identified take place regularly | 31 October 2013, No teacher for GEM, other activities fine |
| • Draw up timetable of activities                                         |                                                           |                                      |                                   |                                          |                                          |                                          |
| • Assign staff                                                             |                                                           |                                      |                                   |                                          |                                          |                                          |
| • Purchase equipment                                                      |                                                           |                                      |                                   |                                          |                                          |                                          |

**Responsibility:** who will make sure that the work is done

**Timescale:** when the work will be done

**Resources:** time and money required

**Date of progress check and comments:** Term 1, Term 2, Term 3

**Overall responsibility (e.g. HT, DHT):** Headteacher and governing body

**How progress will be mentioned:**
- DHT to check monthly and termly attendance summaries
- HT and SMC to monitor annual attendance as % enrolment

**Date to be completed:** 1 December 2013

**Priority:** To improve learners' attendance

**Targets:** Attendance to improve from 65% to 80%

**How learners will benefit:** Their learning and achievement will improve

**Overall responsibility (e.g. HT, DHT):** Headteacher and governing body

**How progress will be mentioned:**
- DHT to check monthly and termly attendance summaries
- HT and SMC to monitor annual attendance as % enrolment

**Date to be completed:** 1 December 2013
<table>
<thead>
<tr>
<th></th>
<th>as necessary</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Rewards for learners who attend regularly</td>
<td>Governing body PTA, HT</td>
<td>By 30 November 2013</td>
<td>Printing costs for certificates, Buy prizes Shs....</td>
<td>4 March 2013, SMC &amp; PTA met to decide on funding</td>
</tr>
<tr>
<td></td>
<td>Discuss appropriate rewards</td>
<td></td>
<td></td>
<td>25 June 2013, money for 3 prizes, art teacher designed certificates</td>
</tr>
<tr>
<td></td>
<td>Budget</td>
<td></td>
<td></td>
<td>26 Nov 2013, 20 certificates and 3 prizes awarded at prize-giving</td>
</tr>
<tr>
<td>5. Provide midday meals</td>
<td>Governing body PTA, HT</td>
<td>By 1st Sept 2013</td>
<td>Kitchen, cook, food, firewoods, utensils</td>
<td>10 March 2013, SMC &amp; PTA met 3 times to organise</td>
</tr>
<tr>
<td></td>
<td>Discuss with parents</td>
<td></td>
<td></td>
<td>25 June 2013 Kitchen built, 2 meetings with parents about costs of food, parents to pay in cash or provide beans, posho etc</td>
</tr>
<tr>
<td></td>
<td>Set up system for providing food</td>
<td></td>
<td></td>
<td>28 Nov 2013 cook appointed, feeding in place for 30% learners, 30% go home, 20% pack lunch</td>
</tr>
<tr>
<td></td>
<td>Cost wages of cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interview and appoint cook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Sensitise parents &amp; community concerning defilement, early marriage, child labour &amp; drop out</td>
<td>Governing body, HT, senior man &amp; woman, district probation &amp; social welfare officer, police community liaison officer, community development officer</td>
<td>By 30 November 2013</td>
<td>2 days per term for meetings with parents, other time as required</td>
<td>30 March 2013, issues discussed at 2 SMC meetings, timetable set for guidance and counselling sessions, dates set for parents' meetings</td>
</tr>
<tr>
<td></td>
<td>Meetings for all the parent body</td>
<td></td>
<td></td>
<td>31 July 2013 two parents' meetings, home visits to 4 families guidance &amp; counselling ongoing</td>
</tr>
<tr>
<td></td>
<td>Home visits about vulnerable children</td>
<td></td>
<td></td>
<td>24 Nov 2013 referrals to district officers, 2 follow-up visits to families, 2 further home visits, 6 girls returned to school with help of senior woman and GEM club, drop out fallen by 20% since previous session</td>
</tr>
<tr>
<td></td>
<td>Set up guidance and counselling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up systems for referral to authorities</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Appendix 5: For further reading

African Charter on the Rights and Welfare of the Child
Alternatives to Corporal Punishment, MoES 2008
Basic Requirements and Minimum Standards, DES/MoES revised edition 2010
Competence Profile for the Primary School Teacher in Uganda, MoES 2011
Competence Profile for the Primary School Teacher in Uganda (popular version), MoES, 2011
Framework for School Inspection, ESA/MoES 2005
Good Schools Toolkit, Raising Voices, 2009 (www.raisingvoices.org)
Guidelines for Quality Assurance in Basic Education in Uganda: a guide for Managers, Teachers, Inspectors and Community Leaders MoES 2010
Child Friendly School Framework, Link Community Development 2010
Guidelines for Stakeholders: Monitoring and Supporting Policy, ESA/MoES 2005
Guidelines on institution self-evaluation as a strategy to improve performance in teacher education institutions, DES/MoES, 2006
Guidelines on Teacher Professionalism and Competences, ESA/MoES 2005
Handbook for School Inspectors, ESA/MoES 2005
National Policy Guidelines on HIV and AIDS, MoES 2006
Primary School Teachers’ Training Manual, MoES 2010
Self-assessment and evaluation in primary and secondary schools, DES/MoES 2005
Teachers’ Code of Conduct, MoES 1997
Training Manual for District Education Leaders, MoES 2010

List of acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AA</td>
<td>Associate Assessor</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>BoG</td>
<td>Board of Governors</td>
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<tr>
<td>BRMS</td>
<td>Basic Requirements &amp; Minimum Standards</td>
</tr>
<tr>
<td>CAPE</td>
<td>Creative, aesthetic &amp; physical education</td>
</tr>
<tr>
<td>CCT</td>
<td>Coordinating Centre Tutor</td>
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<tr>
<td>CPD</td>
<td>Continuous professional development</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
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<tr>
<td>DES</td>
<td>Directorate of Education Standards</td>
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<tr>
<td>DHT</td>
<td>Deputy headteacher</td>
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<tr>
<td>DIS</td>
<td>District Inspector of Schools</td>
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<tr>
<td>DoS</td>
<td>Director of Studies</td>
</tr>
<tr>
<td>ESA</td>
<td>Education Standards Agency (defunct)</td>
</tr>
<tr>
<td>GEM</td>
<td>Girls’ Education Movement</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>HoD</td>
<td>Head of Department</td>
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<tr>
<td>HT</td>
<td>Headteacher</td>
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<tr>
<td>IDP</td>
<td>Internally Displaced Person</td>
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<tr>
<td>JAF</td>
<td>Joint Assessment Framework</td>
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<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MoES</td>
<td>Ministry of Education and Sports</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-governmental organisation</td>
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<tr>
<td>PIASCY</td>
<td>Presidential Initiative on AIDS</td>
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<tr>
<td>PLE</td>
<td>Primary Leaving Examination</td>
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<tr>
<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>PTC</td>
<td>Primary Teachers’ College</td>
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<tr>
<td>QI</td>
<td>Quality indicator</td>
</tr>
<tr>
<td>SEA</td>
<td>Senior Education Assistants</td>
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<tr>
<td>SMC</td>
<td>School Management Committee</td>
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<tr>
<td>SPR</td>
<td>School Performance Review</td>
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<tr>
<td>UNEB</td>
<td>Uganda National Examinations Board</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>USE</td>
<td>Universal Secondary Education</td>
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</table>
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The Directorate of Education Standards is the quality assurance arm of the Ministry of Education and Sports.

The Vision of the Directorate of Education Standards

To contribute to improvements in the learning experiences and achievements of all children, young people and adult learners in Uganda.

The Mission of the Directorate of Education Standards:

To provide a rational system of setting and defining standards and quality of education and training, and to monitor the achievement of such standards and quality to ensure continually improving learning and achievement for all learners in Uganda.

This guide is one of a series of guides designed to help schools and districts improve the quality of education which they provide.

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Part 2: How well is our school led? A guide to evaluating and improving leadership and management

Part 3: How well are our learners doing? A guide to evaluating and improving learners’ understanding, attainment and wider achievements

Part 4: How can we improve our teaching? A guide to evaluating and improving approaches to teaching and learning

Part 5: How well do we support our learners? A guide to evaluating and improving access, equity and inclusion

Part 6: How we inspect. An introduction to external evaluation

Copies of these guides may be downloaded from the following websites:

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