



Diagnostic Tool (English)

Name of the School: _____

Location: _____

Dates: _____

Type of review: Self-Review External Review (tick one)

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Please note that the meaning of all the words highlighted in grey throughout the diagnostic tool can be found in glossary section towards the end of the booklet.

Key Performance Area 1: Leadership and Management: 3 Key questions

Leadership and Management

What 'Good' Looks Like...

The organisation is well led by the Principal/Director and those who hold positions of responsibility. They promote strongly the values of the organisation.

The school's leadership understands well the needs of its students and the progress they are making in their learning. Everything they do is focused on giving the students good learning opportunities.

The school provides suitable training opportunities. The staff clearly understands their roles and responsibilities. The school runs smoothly on a daily basis and students and staff alike contribute to its well-being.

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
		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
		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
		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
		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
		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
		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
		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
		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
		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 and Learning

What 'Good' Looks Like...

The classroom presents a welcoming and stimulating environment. The students can 'see' themselves and their learning in the work displayed usefully and purposefully on the walls.

Positive relationships exist throughout the classroom, and there is clear respect for the teacher and what s/he is trying to achieve. Girls and boys are equally interested in what they study, and are proud to be making progress during lessons.

The teacher pays careful attention to how their students present their work. They mark it regularly to help the students to improve. The students work well individually, in groups and as whole classes.

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

1	Is the environment bright and welcoming and does it promote good learning?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
1a	The classroom is a place where students enjoy being.					
1b	The classroom is light and airy.					
1c	The furniture is fit for purpose and set out to help students learn and interact.					

2	Are learning resources attractive and user friendly?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
2a	The students have access to equipment that is up-to-date and suitable for the subjects they are studying.					
2b	The students have appropriate texts/resource materials to support them with relevant exercises for practice.					
2c	The students have appropriate pens, pencils, rulers and books for writing					

3	Is there a wide range of quality display of student work?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
3a	The classroom has strong displays of student's work that the teacher clearly values and keeps up to date.					
3b	Students can see their learning and achievements around them, and harness it in their thinking and written work.					
3c	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?

4	Do good relationships exist between students who help each other to learn?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
4a	Students treat each other well during and between classes.					
4b	Students work well individually, in pairs and in groups					
4c	Students listen carefully to what others are saying.					

5	Are classes well managed and do teachers know students' learning and social needs?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
5a	The teacher has well-established systems and procedures for managing the class.					
5b	The students are keenly aware of what is expected of them in order to learn effectively.					
5c	The teacher manages any 'incidents' carefully and sensitively.					

6	Are the learning and social needs of the students supported by adults in the school and the classroom?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
6a	Teaching assistants know what their roles are and how best to support student learning.					
6b	Teaching assistants prepare resources and assist students effectively in the classroom.					
6c	Teaching assistants complement the teachers' skills.					

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

7	Are students being presented with work that challenges them?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
7a	The skills and knowledge being taught are suitable for students’ ages.					
7b	Able students have work that meets their needs in class and seize opportunities to extend their learning					
7c	Homework is set to meet the needs of all students.					

8	Are all students regardless of ethnicity, religion or gender equally engaged and interested?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
8a	All students in the class are equally involved in their learning.					
8b	The subject matter being taught and the text reflect the school’s belief in equality.					
8c	Students of mixed ability work well together in lessons.					

9	Is students' written work well presented and regularly marked by their teachers?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
9a	The teacher has high expectations of written presentation work.					
9b	Books are checked regularly by teachers and/or teaching assistants.					
9c	Marking helps students understand how they can improve their work					

The Child

What 'Good' Looks Like...

The School welcomes involving students in shaping the day to day organisation and the 'organisation's rules'. In lessons students regularly review their own learning, with the teacher and other students. Student views are taken into account when planning the curriculum.

Students enjoy school and make good progress according to their abilities. They acquire good basic skills in literacy and numeracy.

Students say they feel safe and secure in the institute, and know who to turn to if they have a problem. They exercise at different times of the day, and eat and drink healthy foods.

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

1	Are students involved in putting together school rules?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
1a	Students are involved in shaping school rules and keeping them under review.					
1b	Students understand how they can shape school rules with their teachers.					
1c	Staff welcome students' contributions.					

2	Are students involved in reviewing their learning and assessment?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
2a	Students are encouraged to reflect on their preferred learning styles.					
2b	Students talk to one another and their teachers about their studies and their progress.					
2c	Students understand the school's assessment systems.					

3	Are students engaged in the review and development of the curriculum?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
3a	Aspects of the school's curriculum reflect the needs and interests of the students.					
3b	Students are encouraged to offer ideas about how the curriculum can be developed.					
3c	Students have the opportunity to create their own projects.					

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

4	Do students enjoy their lessons and being at school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
4a	Around the school there is evidence of happy and smiling students.					
4b	In lessons students participate fully.					
4c	Students work readily with their peers and adults.					

5	Do all students achieve to the best of their abilities?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
5a	Students make good progress, whatever their starting points.					
5b	Students know what they need to do to improve their work.					
5c	Extra support is provided to those who need it.					

6	Do all students leave school with secure basic skills?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
6a	The school places proper emphasis on students acquiring basic literacy and numeracy skills.					
6b	Teachers encourage independent learning.					
6c	Class activities promote team-work as a core skill.					

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

7	Do students feel safe and secure at school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
7a	There is a climate of trust and openness in the school.					
7b	Students say they feel safe and secure at school.					
7c	Students know who to turn to if they have a learning or social problem.					

8	Are all students physically active each day at school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
8a	The school ensures students have breaks and daily exercise.					
8b	Where possible, the school promotes dance, drama and sports.					
8c	There is a programme of physical education for all students.					

9	Do students eat and drink healthily at school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
9a	Students drink fresh water and eat healthy foods during the day.					
9b	The school promotes the importance of a healthy diet.					
9c	The school supports students needing nutritional advice.					

The Curriculum

What 'Good' Looks Like...

The school successfully promotes the importance of basic skills in literacy and numeracy. The programmes for study are well planned for the needs of the students. They combine fun and fundamentals in learning new skills.

The wider curriculum is varied in content and motivates the students. It gives opportunities in class to examine local, national and international issues. The teacher is able to explore spiritual, cultural, moral and social values through the curriculum.

Classrooms are enriched by visitors who talk about their work and ideas, and there are rich opportunities for students to go on visits outside the school. There is a programme of after-school activities.

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

1	Does the school provide well for literacy teaching?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
1a	Students of different ages have literacy programmes suitable to their needs.					
1b	Individual students who have difficulties receive additional support.					
1c	Students who are talented at language receive work that extends their language horizons.					

2	Does the school provide well for numeracy teaching?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
2a	Students of different ages have numeracy programmes suitable to their needs.					
2b	Individuals who have difficulties receive extra support.					
2c	Students who show talent in numeracy receive work that extends their mathematical horizons.					

3	Is there evidence of students having fun in their learning?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
3a	New skills and knowledge are presented in an engaging way in classrooms.					
3b	Teachers try to use a variety of learning and teaching styles.					
3c	Resources are fun for the students to work with.					

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

4	Does the curriculum offer a varied range of subjects?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
4a	Students are made aware of different subject disciplines.					
4b	Geography, history, science and art are taught.					
4c	Students experience some technology in classes.					

5	Does the curriculum give opportunities to explore local, national and global issues?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
5a	Teachers cover topics of local interest.					
5b	Important national events, ideas and places feature in students' learning.					
5c	The classroom tries to bring an awareness of other countries and their peoples to students.					

6	Does the curriculum help promote spiritual, moral and social values?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
6a	Opportunities are given to students to reflect on spiritual matters.					
6b	Students are made aware of different cultural traditions and ideas.					
6c	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?

7	Are learning opportunities enriched by visitors to the school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
7a	The teacher builds opportunities for visitors to come to the classrooms and enrich the curriculum.					
7b	The visitor's contributions broaden students' horizons.					
7c	The visitor's presentations are appropriate for the students' levels of understanding.					

8	Do students visit places of interest to support their studies?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
8a	Teachers organise visits to places of local interest to support the curriculum.					
8b	The visits are well prepared for and organised.					
8c	There is evidence in classrooms of work arising from these visits.					

9	Are after-school activities provided on the site?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
9a	Students are able to attend a variety of after-school activities.					
9b	The after-school activities cover different aspects of learning.					
9c	Students and families say that the after-school activities are well organised and stimulating.					

The Community and Partnerships

What 'Good' Looks Like...

The school works effectively in partnership with parents and families. Families find the school and its teachers approachable.

The school's curriculum and organisation are presented carefully to parents. They are encouraged to help with their children's homework.

The students benefit from being involved in local community activities and meet and work with students from other schools. The curriculum promotes understanding of the local community. Members from the local community play an active part in the life of the school.

The school has effective links with local volunteer organisations and has useful contacts with networks and organisations beyond the locality.

The Community and Partnership: Key Question 1: Do families partner with the school in children’s learning?

1	Is the school environment and organisation welcoming to parents?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
1a	Parents are welcomed into the school by the Principal and staff.					
1b	There is a place set aside for parents to meet teachers.					
1c	Parents know who to see in the school if they have a question about their child’s education.					

2	Does the school explain its curriculum in parent information?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
2a	Parents are given information about what their children are studying.					
2b	Information is presented in a way that parents can readily understand.					
2c	Parents have the opportunity to speak to the Principal if there is something they want explained.					

3	Is home study integral to student learning and are parents well informed about it?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
3a	Students are given homework regularly to extend their learning.					
3b	Homework is clearly explained to them by teachers.					
3c	Parents understand how much homework will be set and on which days of the week.					

The Community and Partnership: Key Question 2: How effective is the students' community engagement?

4	Are students involved in activities in the local community?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
4a	Students are provided with the chance to extend their studies in the local community.					
4b	Students take part in local community events.					
4c	Students act as volunteers in the community.					

5	Does the curriculum promote an understanding of the local community?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
5a	The curriculum helps students to support their local community better.					
5b	Students learn about the work of local people.					
5c	Students understand the significance of local places.					

6	Does the local community take part in the life of the school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
6a	Volunteers support the school in a variety of ways.					
6b	What volunteers do enhances the learning of the students.					
6c	The work of volunteers is well supervised by the teachers.					

The Community and Partnership: Key Question 3: Do effective wider community and volunteer links exist?

7	Are there opportunities for links with other schools?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
7a	Students go to other schools for sporting and other events.					
7b	The visits are well organised and broaden learning opportunities.					
7c	The visits help to develop students' social skills.					

8	Are there links between the school and community organisations?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
8a	The school has links with local organisations that benefit the students.					
8b	The links help teachers with their curriculum planning.					
8c	Students gain an understanding of the work of community groups and the importance of service within the community.					

9	Are there links between the school and national organisations?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
9a	Teachers and students benefit from links with city, state and national organisations.					
9b	Learning resources are enhanced by community links.					
9c	The school's reputation is enhanced by these associations.					

Infrastructure & Resources

What 'Good' Looks Like...

The school environment is well maintained. Classrooms, corridors and toilets are cleaned regularly. Visitors to the school comment on the welcoming environment.

Resources are up to date and well maintained. Books and other materials in classrooms are well used to improve the quality of learning. Information Communication Technology (ICT) is used appropriately. The library has a rich range of resources and is well used by students.

Health and safety practices are secure and reviewed regularly. Systems for safeguarding students are robust. Transport arrangements for students are safe and well managed.

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

1	Are the school grounds well maintained and fit to use by students for recreation and sport?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
1a	The school grounds are clean and well maintained.					
1b	The school grounds provide adequate space for students to play safely and practice sports.					
1c	External walls or fencing are well maintained.					

2	Is there evidence of regular cleaning & management of classrooms, corridors and toilets?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
2a	All classrooms and corridors are cleaned and rubbish bins emptied on a daily basis.					
2b	Toilets are cleaned regularly during the school day.					
2c	Management systems for checking cleanliness are robust.					

3	Do the building's notices and displays make students, teachers, parents & visitors feel welcome?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
3a	The entrance area to the school makes visitors feel welcome.					
3b	Signposting around the school is clear.					
3c	Notices and displays of students' work are a strong feature of the school environment.					

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

4	Are books and other resources in classrooms up-to-date and suitable for the students' age ranges?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
4a	The textbooks used by students are suitable for their ages and abilities.					
4b	Reference books, such as dictionaries and atlases, are easily accessible.					
4c	Worksheets and other learning resources are well presented.					

5	Is students' learning enhanced by their and their teachers' use of IT?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
5a	Students are using IT to support and extend their learning.					
5b	Teachers deploy IT appropriately to reinforce students' new skills and knowledge.					
5c	Portable devices and interactive whiteboards are used by both students and teachers.					

6	Does the library have strong book and other resources to consolidate and extend students' independent learning?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
6a	The library carries a good range of fiction and non-fiction, well suited to the students' age ranges.					
6b	IT resources, newspapers and magazines complement the book collection.					
6c	The library has secure systems for monitoring and tracking how students use its resources.					

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

7	Does the school have a well-documented system for all health and safety work?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
7a	The school has securely maintained central records for all aspects of health and safety.					
7b	Regular checks are carried out on equipment and medical facilities, and these are checked by senior leaders.					
7c	Fire practices are held regularly, are well documented, and improvement made where necessary.					

8	Are arrangements for safeguarding students on-site, and during off-site visits, adequately recorded and checked?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
8a	Registration systems are robust and ensure contact with parents is immediate if a student is absent.					
8b	Child protection procedures are understood by all staff and are monitored by senior leaders.					
8c	Suitable checks are made when students are travelling off-site for a school visit.					

9	Are there appropriate checks on the transport that brings students between home and school?	Ratings: Please tick any one				Evidence
		Always	Mostly	Sometimes	Rarely	
9a	Students understand their accountability to stay safe during their journey to and from school.					
9b	The school provides detailed guidance to parents on their children's daily journey to and from school.					
9c	The school supervises students' daily arrival and departure and the management of vehicle movements.					

GLOSSARY

Words/Phrases	Meaning
Ability groupings	In all ability groupings it is desirable for students to study and collaborate in a range of learning grouping which reflect the demands of the subject and their preference.
Mixed ability	Classrooms are those whose student composition consists of a wide range of ability.
Setted classrooms	Setted classrooms are ones in which students are organised by ability for a single subject.
Streamed classrooms	Streamed classrooms are ones in which students have been chosen on the grounds of ability and study together across most or all of their subjects.
Able students	Children who are above average ability are known as 'more able'. Those who are identified as being 'gifted or talented' show a particular gift in an area of the curriculum.
Accountable	Staff know whom they are answerable to.
After-school activities	After school activities, or more appropriately 'extra-curricular activities', are usually programmes of activities and opportunities beyond the taught curriculum that enrich the learning experience of students providing them with a broad range of cultural, physical and applied learning opportunities. They are normally conducted and organised by the school beyond school hours. Some schools have a 'co-curricular programme which embeds such programmes within the taught curriculum.
Appropriate	Suitable for a particular purpose, context or setting.
Assessment	The school's systems for measuring how much progress children make; the marking systems teachers use to help children move forward with their studies.
Challenge	Work which encourages children to go beyond the level of work they think they are capable of achieving; challenge is central to raising student and teacher expectations.
Child protection procedures	The school has a duty to ensure it has child protection procedures in place which reflect national legislation and are designed to ensure the safety of all children from physical, sexual and psychological abuse within and beyond the school's gates. The school will appoint a responsible person to ensure that appropriate systems are in place. Training is given and guidance to students exists to minimize the risk to students whether at home, in the community or at school. Child protection includes guidance that informs all stakeholders including parents, about the laws and legal rights of a child against abuse, violence and exploitation.
Consistency	A feature of good schools is that school leaders and teachers achieve a consistent and constant approach to all of their work with children and staff.
Curriculum planning	The preparation of the course of study which children follow in each classroom. This links to the kinds of resources that are used in the classrooms.
Display	Display is an integral element of teaching and learning. It promotes student work and achievements, instruction, values and culture.
Display for achievement	Student achievements displayed in the classroom and corridors that they feel proud about.
Display for learning	Student work displayed in classroom and corridors that builds upon their learning.
Display for Instruction	Learning displays created for and with the students to enable students to learn more effectively

Display for values and culture that promotes student voice	The classroom and corridor displays promote the school's values and culture as well as informing students, teachers and visitors about the student body and their role and voice in the running of the school.
Engage	Children being involved in their own learning through independent and collaborative activities which include peer learning, problem solving, thinking skills and research.
Equipment	Resources and amenities available to teachers and students for teaching and learning and extra-curricular activities within and beyond their own classrooms.
Evidence	For a reviewer to come to judgement, assessors will need to see examples of particular strengths which the school identifies as good practice. This may include display, policy documents, contracts and protocols, assessment or attendance data, , children's work, photos, videos and interviews, even the nature of relationships.
Fit for purpose	Suitable for requirements; it does what it is meant to do.
Focused on	To shine a spotlight on something such as: an issue, a process, an activity, or a development deliberately to audit existing practice or to judge how effective systems are.
Fun and fundamentals	A course of study which while ensuring that students understand the basic concepts and skills required for effective learning should also involve activities which students enjoy.
Good learning	Learning which is engaging and interesting for children, and which leads to their making the gains that reflect their ability and matches or exceeds their teacher's expectations.
Guide and model	School leaders who demonstrate good practices in leading teaching and learning by working alongside teachers in the classroom, in planning and development, guiding them to become effective classroom leaders.
Have a voice	Successful schools are pro-active in ensuring they seek and act on the views of all members of the school community including, children, staff and parents when reviewing present progress or shaping the future.
Hold to account	The school ensures there are systems in place when an accountability has been agreed between the member of staff and their reporting in-charge that there is a system in place to ensure its delivery. Also see, 'Accountability'
Inclusive	Involving everyone in an activity. Inclusivity is also a technical concept that embraces ethnicity, gender and ability. Inclusive schools and practices are ones which do not discriminate against any individual or group but rather adopt activities and attitudes that celebrate diversity and difference.
Involving students	Students who are actively engaged in their own learning and contribute to the life of the school exemplify student involvement.
Key systems	The best school networks and schools around the world, all benefit from robust systems and processes for all aspects of their operation and activity whether that be cultural, pedagogical or organizational. While these systems help the school to be efficient and effective, they fulfil a more important criterion. They enable the school to be more successful in the realisation of its vision and the values that are the core of its ethos.
Learning resources	A learning resource includes anything that can enhance the learning experience or the effectiveness of teaching. Learning resources includes face to face and the virtual. People, textual materials such as textbooks, and worksheets, technology both physical and information can provide a rich resources for students and teachers. See also, Equipment.
Literacy and numeracy	Defines those learning skills which enable us to communicate effectively, to develop to solve problems and so make sense of the world and navigate our daily lives.

Literacy	Literacy is a broader concept than the simple ability to read and write. It encapsulates how humans communicate with each other. So while it includes speaking and listening, critical skills that are often given too little attention in classrooms, it also addresses the 'soft' skills so important to human interaction. Within the school it is a cross curricular imperative and must not be restricted to English but be addressed by all subjects and teachers across the curriculum.
Local community	The local community includes people, groups, organisations, businesses, religious communities and local government who are located in the neighbourhood of the school.
Local volunteer organization and volunteers	Organisations located near the school which either provide volunteers who can support the school or who seek volunteers from the student body who can give service to the community. Volunteers can include resource persons who work with schools and talk with students about their work and ideas that are connected with the course of study. Often they can include parents and friends of the school. Students are a rich source of volunteering especially when they reach out to the local community.
Management systems	Management systems are well-established processes relating to aspects of the school's operations which are led and managed by the school, usually powered by information technology. Roles, responsibilities, processes and protocols and accountabilities are clearly defined and known to all.
Marking	Correction of student's written work by the teacher. This is one aspect of student assessment.
Mixed ability classrooms	These are classrooms which are not organised around the ability of the student and in which students are encouraged to collaborate in a range of peer learning groupings. In such classrooms students who are talented or more able will work alongside students of average ability as well as those who require some support.
Monitoring and evaluation	Monitoring by itself is the simple act or system of checking that something is being done. By itself it has little value. When embedded into a quality assurance system that uses the data collected as evidence to enable the school to evaluate effectiveness and inform judgements about priorities for school improvement, it is a powerful approach that can be transformational. The best schools have a culture in which accountability is embraced by all its members to evaluate their own effectiveness and contribute to the school's improvement.
NGOs	Non-Government Organisations are charitable institutions and agencies that are deliberately not for profit whose intention is to provide support beyond that which government offers to its citizens. They are most visible in the social capital sector of which Education is a key aspect. They are funded through grants and donations and have a specific purpose that is built into their constitution.
Numeracy	Numeracy is not simply about possessing mathematical skills and concepts. Like literacy it encapsulates the ability of the child to apply concepts of number and shape. In addition, it embraces the ability to reason and problem solve as well as addressing the whole area of economic numeracy, increasingly a key survival skill for students' learning and lives. Within the school, Numeracy is not limited to mathematics but is a school-wide imperative to be addressed by all subjects and teachers across the curriculum.
Organisation's rules	A set of regulations or norms that determine the codes of conduct to which everyone in the school is expected to conform.

Outcomes and Impact	Today education is moving away from an approach to effectiveness and improvement that is founded on 'input' and 'provision' to one which is based on the outcomes of a strategy, an activity and especially student learning and achievement. When we measure effectiveness we are critically interested in its impact. What difference does a practice or an initiative make to help shape the school? Most institutions including schools are to some degree hierarchical. Key decisions are often made by senior leaders and managers. In inclusive schools in which everyone's voice is heard there is a culture of engagement in turning ideas and issues into effective practice. They recognise that all stakeholders should have a voice in evaluating the effectiveness of current practice and of development. In this way stakeholders while not responsible for implementation and management are critical in shaping systems, culture and innovation.
Physical education	Physical education is one of the subjects which is often part of the core curriculum of all students. It is a taught subject with a syllabus and curriculum which includes skills and concepts, science, in addition to planned, taught opportunities for physical activity including fitness, physical exercise and sport.
Position of responsibility	The heads of the subjects/departments/supervisors/co-ordinators/in charges are responsible and accountable in many schools for leading and managing both teaching and non-teaching staff as well as whole school issues such as Literacy or gender. They will have specific accountabilities delegated by the school leader or leadership team.
Preferred learning styles	It is argued that learners have preferred learning styles which should influence the way in which they are taught. These include the visual, auditory, and kinaesthetic. While there is some dispute regarding adapting teaching strategies to match the individual learning style of particular students there is a strong argument for ensuring that students as a class are taught in a range of styles using different organisational groupings.
Progress	The measure of a student's progress is the evidence collected that she or he has gained in knowledge, skills, understanding or confidence. While it is possible and important to track this within a single lesson, it is critical that the school has well developed persistent means of being able to track student progress over longer periods in order to maximise achievement. This systemic tracking should be undertaken by the school's leadership, its staff and importantly its students. Progress is a dynamic measure rather than simply a summative means of measuring achievement.
Provision	Provision is the means by which the school network or school provides for its children and staff in terms of education, facilities and resources. While provision may have an impact on performance and student achievement because it is a measure of input, there is no direct correlation between provision and performance. Schools rightly are now much more interested in outcomes revealed through measurable impact.
Review performance	Performance review normally relates to staff performance management and professional development. Performance management is the means by which schools endeavour to ensure that all staff whether teaching or support staff deliver their responsibility. While this process is designed to evaluate individual effectiveness it is essential that it is undertaken in a supportive developmental manner. Such reviews are equally relevant for the school's leaders as well as the body of the staff. Professional development is often the consequence of performance review which can identify need for training as well as the capacity of the school to undertake development. Some of the best performance processes are 360 degree, enabling all staff and leaders to develop a rounded view of where they are and where they need to be.
Robust systems	Systems which ensure the school's effective operation. Such systems are sufficiently strong and secure to enable the core function of the school to educate its students to continue unimpaired whatever the challenges the school faces.
Runs smoothly	The school operates a broad and balanced time table for students and staff, as well as benefiting from common norms and systems of behaviour and expectation to which everyone adheres on a daily basis.

School context	The geography, background, setting, funding and population of the school which defines its context.
Signposting	The sign boards or labels put up in the school premises to indicate the position and directions of each and every place for the benefit of visitors and new students. They also present the opportunity for learning especially when directions are written in the languages taught and spoken within the school.
Stimulating	Encouraging and attractive, such that it generates interest and enthusiasm. This relates as much to those delivering learning, the opportunities for engagement of students with their peers as it is about the resourcing of the learning environment.
Subject discipline	A subject or more accurately an academic discipline is a 'field of study' or 'branch of knowledge' that is taught and researched as part of higher education. Examples of academic disciplines include anthropology, space science and education. Whereas subjects are areas of knowledge that are studied in school that give meaning and shape to curriculum content, teaching and learning activities.
Teaching Assistants	Today teaching assistance is both a potential physical and virtual resource for teachers. In some cases, support staff present in the classroom support the teacher with classroom management, in others they support student with particular learning needs. Many prepare resources for learning and some do all of the above. They are most common in technical areas such as laboratories and libraries, less often in the classrooms. At a pre-primary level it is almost impossible to create a safe high quality learning environment without more than one adult in the classroom. Teaching Assistants don't have to be paid employees. They can be older students, parents and grandparents or friends of the school for whom induction and in-service training can be given. Increasingly schools are seeing the role of a teaching assistant as being fulfilled by modern hand held technology inside the classroom as well as access to the worldwide web and such resources as You tube.
Up-to-date	Recent and relevant
Visibly providing direction	Visible direction is revealed through the tangible engagement of the school's senior leaders in achieving the school's priorities. A potent example of this is the way in which school leaders undertake daily learning walks around the school and in the classrooms. Their presence impacts on the culture of the school as well as the quality of teaching and learning.
Wider curriculum	The lessons and activities planned to include the academic and non-academic aspects of student learning which go beyond the academic core curriculum. See also 'After-school Activities'.