

## Leadership and Management

Inspectors should evaluate and report on the extent to which:	Judgement indicators	Sources of Evidence	References/Questions
<p><b>there is a clear educational and pastoral direction for the work of the school</b></p>	<ul style="list-style-type: none"> <li>• There is a purposeful ethos</li> <li>• The Principal provides clear and realistic leadership based on knowledge of and vision for the school</li> <li>• The Principal sets a positive tone for the work of the school, through his/her relationships with pupils, staff and parents</li> <li>• There are clear and well understood lines of communication between the SMT and staff</li> <li>• The Principal creates, supports and works with effective teams</li> <li>• The quality of pastoral care has a high priority and is reviewed regularly</li> <li>• There are purposeful links with the wider community, including the further education sector, to extend the curriculum and enhance learning and teaching</li> <li>• The Board of Governors is effective in overseeing and monitoring the development of the school and the standards achieved</li> <li>• The Board of Governors has a clear understanding of the strengths and weaknesses of the school, and the challenges it faces</li> </ul>	<p>School Development Plan and action plans</p> <p>Teacher and parent questionnaires</p> <p>School self-evaluation evidence/reports</p> <p>Discussions with senior management, staff and pupils</p> <p>Observation of lessons</p> <p>Minutes of meetings (Governors, SMT, departmental)</p>	<p>Together Towards Improvement (TTI) 3.1, 3.7</p> <p>Evaluating Schools</p>

<p><b>the quality of learning and teaching is a high priority and is monitored, evaluated and supported</b></p>	<ul style="list-style-type: none"> <li>• The Principal seeks to improve the quality of learning and teaching</li> <li>• The needs of individual and groups of pupils are identified and met effectively</li> <li>• The Principal/SMT create and maintain an environment which promotes good learning and teaching, and high standards of achievement and behaviour</li> <li>• The Principal/SMT monitor and evaluate the quality of learning and teaching and pupils' achievements, using a range of well-documented and reliable sources of evidence, including pupils performance in public examinations</li> <li>• The arrangements for self-evaluation are comprehensive, rigorous and effective in identifying the strengths and areas for improvement in learning and teaching across subjects and throughout the school</li> <li>• The process of self-evaluation includes appropriate follow-up actions to improve the quality of learning and teaching</li> <li>• The Principal/SMT provide effective support to teachers and departments to secure improvement where it is needed</li> <li>• Evaluative feedback from pupils and other sources is sought, considered and acted on</li> <li>• Middle management (subject</li> </ul>	<p>Observation of lessons</p> <p>School Development Plan</p> <p>Departmental Development Plans</p> <p>Self-evaluation reports</p> <p>SETAQ</p> <p>Curriculum plan</p> <p>Policies/strategies to support curriculum development, including SEN, ICT, Literacy, Numeracy and Creativity</p> <p>Interviews with middle management and cross-school co-ordinators</p>	<p>TTI 3.3, 3.4</p> <p>Post-primary DVD</p> <p>Evaluating schools/subjects</p>
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	<p>leaders/Co-ordinators) provide good leadership and management, contribute to school development work, undertake effective monitoring and evaluation of their area of responsibility and motivate and support subject teachers</p> <ul style="list-style-type: none"> <li>• The involvement of middle management (subject leaders/Co-ordinators) in the self-evaluation process is clear and effective; they share the outcomes of evaluation and act upon the findings</li> </ul>		
<p><b>the arrangements for the continuing professional development of staff have a positive influence on classroom practice, and are aligned to the priorities and direction of the school</b></p>	<ul style="list-style-type: none"> <li>• The Principal/SMT motivate and enable staff to carry out roles and responsibilities to a high standard, through high quality continuing professional development, based on an assessment of needs</li> <li>• The priorities for staff development are matched closely to the objectives outlined in the school development plan and lead to improvements for the pupils</li> <li>• The impact of staff development on learning and teaching is closely monitored and evaluated</li> <li>• The Principal/SMT is effective in improving and using the expertise and professional awareness and understanding of teachers and other staff</li> <li>• The arrangements for the induction of and support for new staff, including those involved in the EPD</li> </ul>	<p>PDAs, Staff induction materials Teacher tutor interview Interviews with middle management Interviews with senior management Staff Development Strategy Self-evaluation evidence/reports Dissemination reports</p>	<p>TTI 3.5</p>

	<p>process, are well-managed and effective</p> <ul style="list-style-type: none"> <li>• The development needs of staff are audited and reviewed regularly</li> <li>• Existing good practice is identified and disseminated throughout the school</li> </ul>		
<p><b>effective use is made of management information to inform planning and target-setting and to support self-evaluation</b></p>	<ul style="list-style-type: none"> <li>• The Principal/SMT use comparative data, along with information on pupils' prior achievements, to develop policies and strategies, establish benchmarks and set appropriate targets for improvement</li> <li>• Realistic targets are set in relation to the objectives outlined in the school development plan, which are clearly disseminated to departments and teachers</li> <li>• The Principal/SMT monitor effectively performance data, review patterns and take appropriate actions</li> <li>• Self-evaluation reports, management decisions and the school development plan are under-pinned by an effective analysis and interpretation of relevant data</li> </ul>	<p>Benchmarking data</p> <p>MIS data (Examination results)</p> <p>Self-evaluation evidence/reports</p> <p>SETAQ</p> <p>Use of predictive models such as MIDYIS and YELLIS</p> <p>Departmental Development Plans and targets</p>	<p>TTI 3.3</p> <p>Benchmarking Data (DE)</p>
<p><b>resources are managed effectively and efficiently</b></p>	<ul style="list-style-type: none"> <li>• The work of the school is under-pinned by sound financial planning, linked to the school's priorities and targets</li> <li>• The school development plan is costed, and budget-setting is related to the priorities in the school development plan</li> <li>• The impact of major expenditure</li> </ul>	<p>Self-evaluation evidence/reports</p> <p>Minutes of meetings</p> <p>Discussions with the Principal, SMT, middle managers</p>	<p>TTI 3.6, 3.8, 3.9</p>

	<p>decisions is monitored and evaluated in relation to their effect on standards</p> <ul style="list-style-type: none"><li>• The Principal/SMT manage and organise accommodation efficiently and effectively to ensure it meets the needs of the curriculum and health and safety requirements</li><li>• Teachers and support staff are deployed effectively to meet the needs of all of the pupils</li><li>• Effective systems are in place to monitor the financial position of the school</li></ul>		
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