

***Primary Short Inspection  
Self-Evaluation Proforma***

<b>SELF-EVALUATION PROFORMA (SEP) SHORT INSPECTION</b>
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**NAME OF SCHOOL:**

**SCHOOL REF No:** \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_

**CHAIR OF GOVERNORS:** \_\_\_\_\_

Schools use a range of self-evaluation tools. This proforma is designed to assist you to conduct an audit of the work of your school and/or reflect on your current evaluations on the school provision. It may be used to summarise any evaluations carried out.

The outcome of the process will help to provide an up-to-date summary evaluation on the quality and range of provision and, at the same time, furnish the inspection team with an overview of the work of the school.

During the inspection, the inspection team will evaluate the following key areas of the provision:

- 1. Ethos**
- 2. Learning and Teaching**
- 3. Leadership and Management**

Evaluations will be based on direct observation and supported by whole-school documentation on all aspects of the life and work of the school. A key consideration will be the extent and effectiveness of the processes used by the school to monitor and evaluate its provision and the capacity of the school to promote improvement.

There are three sections corresponding to the three key areas identified above. For ease of completion, each section is further broken down and prompts are provided. You will note that the three sections are linked to the Quality Indicators set out on pages 10 and 11 of the DE publication, Together Towards Improvement.

You may find it helpful to refer to this document as you complete this questionnaire. In addition, there is a fourth section where you can add any additional information, which you feel, is relevant to your work.

<b>GRADE</b>	<b>DESCRIPTOR</b>
<b>1</b>	<b>Outstanding, characterised by excellence.</b>
<b>2</b>	<b>Consistently good.</b>
<b>3</b>	<b>Many good features but some areas for improvement, which the school has the capacity to address.</b>
<b>4</b>	<b>Overall sound but some Areas for Improvement which need to be addressed,</b>
<b>5</b>	<b>Significant weaknesses which outweigh strengths.</b>
<b>6</b>	<b>Poor.</b>

*As you complete this audit, you may wish to allocate an overall grade to the main elements of sections 1, 2 and 3.*

*(You may also wish to allocate a grade to any other aspects of your provision on which you make a comment within sections 1, 2 and 3.)*

**Your responses should be as succinct and evaluative as possible. You may wish to make bullet-points throughout.**

## SECTION 1: ETHOS

Overall Grade [     ]

*The discernible and distinctive character, atmosphere and expectations of the school which enable it to promote the all-round development of the children.*

### **1.1 What is the quality of the ethos of the school?**

Comment on, and grade where possible, the quality of the learning environment, the behaviour of the children, relationships, communication with parents, contact with other schools and the community, extra-curricular provision and any other aspect considered relevant.

*Where possible, refer to the evidence on which you base your evaluations, e.g. outcomes of questionnaires, self-evaluation.*

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### **1.2 What aspects of the ethos of the school require further development? How do you propose to make improvement and what success criteria (if any) have you identified?**

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## SECTION 2: LEARNING AND TEACHING

*Learning and teaching are at the very heart of the school's work. The relationship between learning and teaching is complex but the quality of teaching bears directly on the effectiveness of learning.*

### **2.1 What is the quality of teaching within the school? Overall Grade [     ]**

Comment on, and grade where possible, planning for learning, the breadth of the children's experiences, the range of teaching approaches employed, evaluation of teaching, meeting individual need, SEN provision, monitoring and evaluating the provision and any other aspect considered relevant.

*Where possible, refer to the evidence on which you base your evaluations, e.g. teachers' evaluations, feedback from parents, self-evaluative processes.*

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### **2.2 What aspects of the quality of provision require further development? How do you propose to make improvement and what success criteria (if any) have you identified?**

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### **2.3 What is the quality of learning within the school? Overall Grade [     ]**

Comment on, and grade where possible, the children's attitudes to learning, their confidence and the quality of their work.

*Where possible, refer to evidence on which you make your evaluations, e.g. the children's personal capabilities, such as their ability to work independently and with others; their confidence and self-management skills; problem-solving solving and decision making skills; feedback from children or parents.*

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### **2.4 What aspects of the quality of learning require further development? How do you propose to make improvement and what success criteria (if any) have you identified?**

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### **2.5 What are the overall standards attained by the children in English and Mathematics? Overall Grade [     ]**

Comment on, **and grade where possible**, whether the standards attained are generally in line with the children's ability.

*Where possible, refer to the data (evidence) that supports your evaluations of the children's progress/attainment. You may wish to refer to gender differences and children with English as an additional language.*

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### SECTION 3: LEADERSHIP AND MANAGEMENT

*Learning and teaching are supported and enhanced by sound leadership and efficient and effective management arrangements. At their best, these arrangements ensure that the contribution of each member of staff is valued, that relationships among staff are harmonious and that morale is high. Further, all children gain optimum benefit from the range of resources – human and material – available to the school.*

#### **3.1 What is the quality of the leadership and management within the school?**

**Overall Grade [       ]**

Comment on, and grade where possible, the quality of leadership and management, the quality of communication within the school, the effectiveness of teachers with specific responsibilities, staff development, staff deployment, use of resources and accommodation.

*Where possible, refer to the evidence on which you make your evaluations, e.g. feedback from questionnaires, self-evaluative processes.*

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#### **3.2 What aspects of the quality of leadership and management require further development? How do you propose to move forward on these issues and what success criteria (if any) have you identified?**

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#### **3.3 What arrangements are in place to monitor and evaluate the work of the school and to help bring about improvement? Overall Grade [       ]**

Comment on, and grade where possible, the extent and effectiveness of the procedures which enable the staff to make valid judgements about the quality of the school's provision and the children's attainments; the extent to which strategies to address the school's priorities for development are incorporated into an agreed, staged and coherent plan and the extent to which planning is refined to meet the outcomes of monitoring and evaluation.

*Where possible, refer to the evidence on which you base your comments and, in particular, provide details where any self-evaluation has been carried out.*

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#### **3.4 What aspects of monitoring and evaluation require further development? How do you propose to move forward on these and what success criteria have you identified?**

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#### **SECTION 4: ADDITIONAL INFORMATION**

**This section provides you with an opportunity to make any additional comment e.g. future action plans, involvement in current initiatives, for example, the Northern Ireland Numeracy and Literacy Strategies, and any relevant information about the school, such as enrolment trends, staffing changes.**

**Thank you for completing the SEP.**

**We would ask you to Email the completed SEP to: [inspectionsservices@deni.gov.uk](mailto:inspectionsservices@deni.gov.uk)**

**During the course of the inspection, there will be an opportunity to discuss the SEP with the Reporting Inspector.**