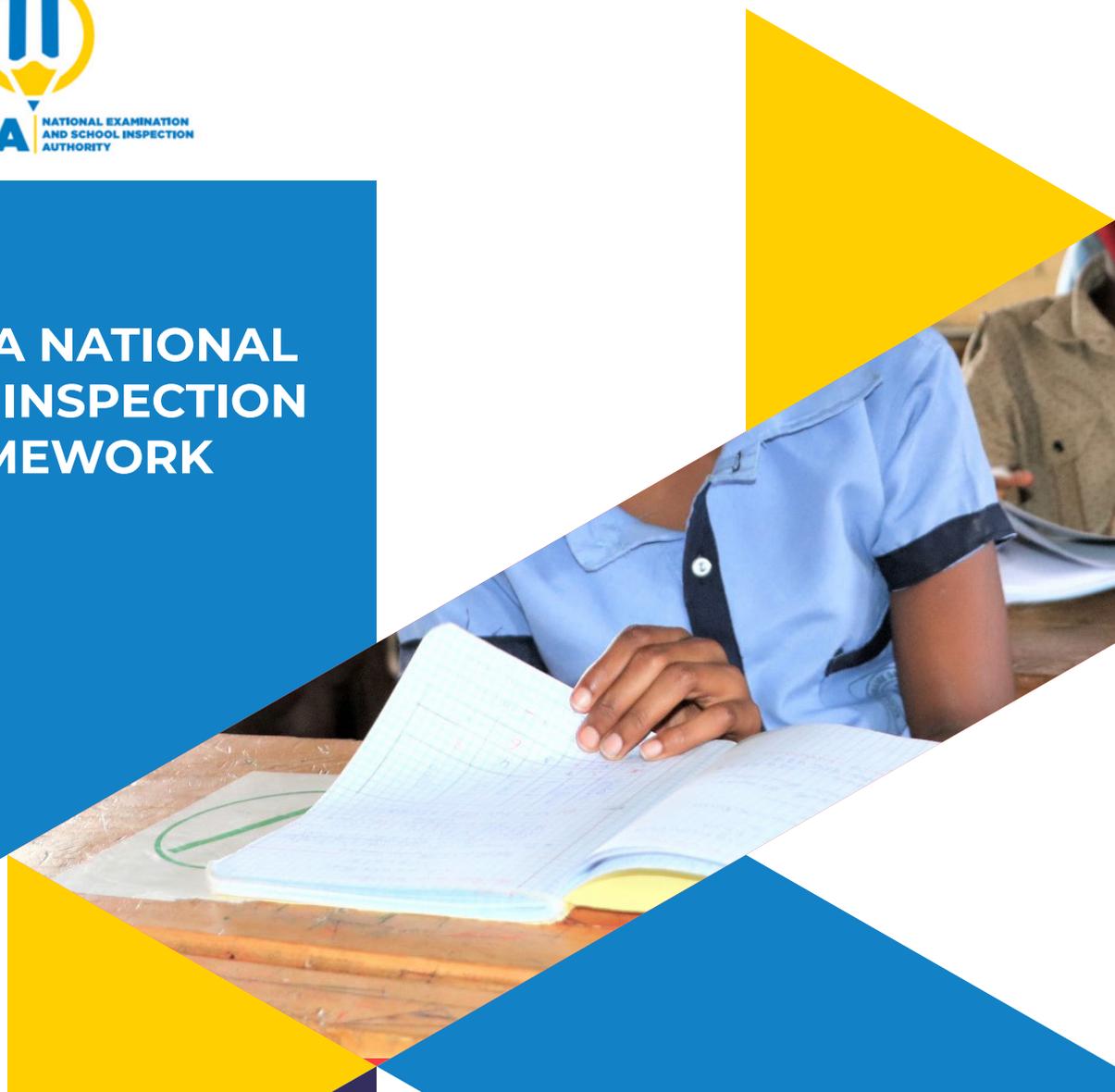


RWANDA NATIONAL SCHOOL INSPECTION FRAMEWORK



Modifications:

*1st modification on July 7th, 2022 and
March 2023*

2nd modification on March 2nd, 2023

3rd modification on December 20th, 2024

4th modification on January 20th, 2025

Foreword

This framework provides instruction and guidance for inspectors conducting education sector related inspection. The framework is developed based on reviews of the current education system in Rwanda, Rwanda Education Sector Strategic Plan, the new Mandates and new initiatives in Education reforms, the new ministerial orders related to norms and standards, professional standards for effective school leadership, teacher professional standards, and competency- based assessment standards at the time of development of this framework.

The purpose of this framework is twofold: First to promote educational improvement by providing each school inspected with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement improvements; and secondly to provide the Ministry of Education with reliable, evidence-based data, which it can use to review and develop policy and target resources and support. In addition, the use of the framework at all levels of the education system will support the Rwanda's continued progress towards achieving the 4th goal of the Sustainable Development Goals to: 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

This framework is informed by inputs from different stakeholders, including but not limited to NESA officials, district education inspectors, sector inspectors, parents, teachers, head teachers, and learners. This is in addition to in person visits to sector offices, TVET, schools, and TTCs to meet section inspectors, headteachers, learners, and teachers. Inputs from stakeholders shed the light on the objectives and only highlighted the commitment of all stakeholders to improving the quality of education provided to children and learners in Rwanda. The quality indicators are aligned with those used internationally in high performing countries.

While using the Framework, inspectors should refer to the standards available in Rwanda. In case of any changes in the regulations related to compliance or changes that could impact the compliance and quality of education, the domains or descriptors might have to be revised accordingly. Generally, it will govern all inspections for all different sectors: General Education, Professional Education, Early Childhood Education, Inclusive Education, and TVET Schools.

I am confident that, used well, this Inspection Framework can support the delivery of new levels of excellence and equity for the children and young people of Rwanda.

Dr Bernard Bahati

Director General

List of abbreviations

NESA	National Examination and School Inspection Authority
TVET	Technical and Vocational Education and Training
TTC	Teacher Training College
ECE	Early Childhood Education IE: Inclusive Education
FCDO	Foreign, Commonwealth and Development Office
BLF	Building Learning Foundation
EDT	Education Development Trust
REB	Rwanda Basic Education Board
RTB	Rwanda TVET Board
MINEDUC	Rwanda's Ministry of Education
SSR	School Self Review
SGAEC	School General Assembly Executive Committee
ICT	Information Communication and Technology
TLMs	Essential Classroom Material
SEN	Special Educational Needs
IEFT	Inclusive Education Focal Teacher

Acknowledgements

This Inspection Framework is a product of combined efforts of various partners and stakeholders in the areas of inclusive education, learning assessment and school improvement. A team of different individuals, local and international organisations came together to help the development process.

First and foremost, appreciation goes to the Foreign, Commonwealth and Development Office (FCDO) - Rwanda through the Building Learning Foundation (BLF) programme for their financial and technical support which made the writing of the framework possible. Gratitude is also due to Education Development Trust (EDT) who provided technical assistance throughout the development of this framework.

We recognise the importance of self and external evaluation in driving improvements in education. Therefore, a wide-ranging consultation has been undertaken enabling all educational stakeholders to contribute to the development of this Framework and supporting training materials. These stakeholders include Rwanda Basic Education Board (REB), and Rwanda TVET Board (RTB)

In addition, appreciation is extended towards those national, district and sector inspectors who dedicated their time to provide inputs at each stage of development. Their commitment and tireless efforts to support this work were invaluable.

Director General,

National Examination and School Inspection Authority

Background

Alongside the global strive to ensuring inclusive and equitable education, Rwanda has joined other countries to shift the purpose of school inspection from compliance-based to supporting school improvement. A clear and detailed National School Inspection Framework (NSIF) is designed to providing guidance on the inspection of compliance and the quality-of-education in school for the purpose of improving learning outcomes for all learners in Rwanda.

The NSIF is aligned to Rwanda's education reforms as enacted through different policies and registrations such as law n°23/2012 of 15/06/2012 governing the organization and functioning of nursery, primary and secondary education; ministerial order n° 001/MINEDUC/2021 of 20/10//2021 determining standards in education; law N° 010/2021 of 16/02/2021 determining the organisation of education; law N° 010/2021 of 16/03/2021 determining the organization of education; the ministerial instruction N° 002/2021 of 26/7/2021 determining the modalities for the management of school timetable; the presidential order N° 064/01 of 16/03/2020 establishing special statutes governing teachers in the nursery, primary, secondary, and technical and vocational schools; REB professional standards for effective school leadership in Rwanda; REB teacher professional standards, etc. Also, there have been reforms in the Education sector, for example, the establishment of the National Examination and School Inspection Authority (NESA) as a public institution in charge of the quality of education in basic education and Technical and Vocational Education and Training (TVET).

Despite a strong policy framework in Rwanda, the current inspection is not aligned to neither international standards for inspection nor to supporting the country to provide more support to learners, teachers, school leaders. The following are the main hurdles faced by the current school inspection practices:

- Much of the current work of inspectors focuses on monitoring compliance, with little focus on education quality and learner outcomes.
- The current approaches used in inspection lack the necessary details to enable them to be consistent, objective, rigorous and reliable.
- The current inspections seem to be ad hoc based without a clear yearly or termly plan to observe the progress of the school.
- There is a great variation in the way inspectors and code of conduct of the inspection visits – there is a different perception of the value of these visits by the school community.
- The current tools used do not allow the effective inspection, monitoring, and knowledge transfer.
- The use of computers and laptops is only limited to filling templates or writing reports and sharing them via emails by inspectors – schools use the devices to send the reports and exam results only.
- There is a clear lack of communication between the different levels of inspectors:

District inspectors and Sector inspectors. There is very limited communication before the visits or the findings after the inspection – there is no continuity in work, collaboration, or impact

- The inspections of TVET present a big challenge due to the limited capability of these.
- The potential of school inspections to drive school improvement and raise learner outcomes is not being fully realised – there is limited use of data to drive learners' progress.
- All stakeholders have identified areas for further training and capacity development – school leaders, sector education inspectors and district education inspectors have identified their training needs.
- Generally, teachers appreciate the feedback provided by inspectors. However, teachers are only aware of the inspection visits when observed in their classes only.
- Few learners were able to identify the visits of inspection – there was minimal interaction among learners and inspectors.
- Parents' awareness of these visits was variable and depends on the parents' involvement with the schools. There is very limited involvement of parents in inspection. However, parents clearly requested to be informed about the school's inspection findings.

The systemic hurdles were considered in the process to developing a National School Inspection Framework that accommodates all changes made to the Rwanda's education ecosystem including those listed above. The framework is solely leaned on both Compliance and Quality-of-Education indicators for General Education – including primary and secondary schools (O' and A' levels), Professional Education – including TTCs, Accounting and Associate Nursing programmes, Technical and Vocational Education and Training (TVETs) – including all special schools and ECE schools. Precise descriptors have been established for each indicator to ensure inspectors are making right judgement on the account of improving learning outcomes in schools. Inspection tools amplified to promote school improvement by providing each school inspected with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement school improvements.

The development of this framework was informed by the work being accomplished by all education development partners in Rwanda such as UNICEF on the account of strengthening the play-based approach in schools and ECE, EDT and VVOB on the account of promoting effective school leadership, CADIE on the account of integration of ICT in education and others.

This document is the inspection framework that will be used to ensure the quality of education and the adherence to the norms and standards in all schools in Rwanda especially as Rwanda's Education Sector Strategy shifts from the gains in access, which has been achieved, to gains in learning.

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INTRODUCTION



This National School Inspection Framework is a guide for inspectors on how to carry out school inspections in Rwanda. It is available to the Sector Education Inspectors, District Education Inspectors, and NESA teams so that they are clear about and understand the judgements that inspectors will make during a school inspection; how inspectors will make their judgements; the relationship among the different inspectors; and the processes of school inspection.

The framework is not a set of inflexible rules but as an account of inspection procedures; inspectors will use professional judgement when carrying out inspections.

This framework has five sections:

1. A background, which describes the policy and contextual background of school inspection in Rwanda.
2. The purpose of inspection, which describes the focus of school inspection in Rwanda
3. The principles of inspection, which describes the principles governing the school inspection in Rwanda.
4. The Code of Conduct, which sets the professional standards of attitudes and behaviour that schools should expect from inspectors. It also establishes the expectations between the inspectors and the school staff.
5. The Evaluation Framework is in two parts:
 - **Part A** sets out the judgements that inspectors will make during a school inspection about the quality of a school's performance and provision.
 - **Part B** also sets out the judgements that inspectors will make about how a school is complying with Ministry of Education requirements, including but not limited to education standards, implementation of education policies, education programs, etc.
6. The Process of Inspection, which sets out the activities before, during and after an inspection for both inspectors and school staff.
5. The relationship among the different stakeholders and education practitioners.
6. Templates and prompts for all the Inspection Forms, which will be used as part of the inspection process.

The Purpose and Principles of School Inspection in Rwanda

Purpose: The purpose of Rwanda National School Inspection Framework is threefold:

- Promote educational improvement by providing each school inspected with a clear indication of its strengths and weaknesses, which it can then use to help plan and implement improvements.

Provide the Ministry of Education with reliable, evidence-based data, which it can use to review and develop policy and target resources and support.

- Guide education stakeholders in supporting, advising, advocating, and holding schools accountable for learning improvement.

Principles: There are principles that need to be established as part of school inspection to fulfill these purposes. The Education Sector Authorities and NESAs are committed to ensure a quality process through the following six principles:

- 1. Cooperation and collaboration with the schools.** Inspections start with the school's own school self-review (SSR). Inspections involve a continual dialogue between school staff and inspectors; a dialogue based on understanding the process and respecting and valuing the judgements.
- 2. Stakeholders' involvement:** Inspections take account of the opinions of all stakeholders involved: parents, learners, teachers, headteachers, and School General Assembly Executive Committees (SGAEC). Inspectors respect and acknowledge the opinions and feedback of relevant stakeholders. Inspectors actively seek them and reflect on them during an inspection.
- 3. Transparency and objectivity:** Inspections are objective with clear transparent communication throughout. Inspectors make objective and impartial judgments based on valid and reliable first-hand evidence. This evidence is obtained by direct personal observation of the work of learners, teachers and head teachers. Inspections present an accurate, honest, fair, confidentiality, time-bound and reliable report of the performance
- 4. Judgements and reporting are explanatory.** Inspections explain the relationships between the input of teaching and learner outcomes (learners' attainment, engagement and attitudes). For example: 'Most learners do not develop any conceptual understanding because the teaching focuses on them memorizing and practising a particular procedure.
- 5. Evidence gained from an inspection is used for feedback and feedforward.** Inspections feedback to schools and the Ministry of Education judgements on the current quality of education. They also feed-forward to support the identification of trends and future priorities for action. They are also used to share good practices between schools.

6. **Rigorous quality assurance and consistency.** There is high-quality training for inspectors and inspections are quality assured to ensure that inspections are confidential, time-bound, objective, fair, rigorous, reliable, and valid.

The Code of Conduct of Inspectors & School Staff

Successful inspections require that inspectors and school staff conduct themselves professionally throughout the inspection. Inspectors will aim to leave the staff of each school feeling that they have gained from the experience of inspection. The focus of inspections is to find out what a school is doing well and what might be improved.

The Conduct of Inspectors during Inspection:

1. Demonstrate the highest standards of personal conduct in everything they say and everything they always do. Inspectors should not be authoritative and should use the appropriate language. Inspectors must arrive at all pre-arranged meetings on time.
2. Evaluate objectively, fairly, and impartially, basing all judgements on clear and robust evidence to ensure that they are fair and reliable. For example, judgements of teaching must be based on direct observation, referring to national standards documents and the quality indicator descriptions.
3. Respect the confidentiality of the information they receive, particularly about individuals and their work. For example, inspectors must not report personal judgements made by a parent about a teacher to that teacher.
4. Carry out school inspection with integrity; treating all school staff, parents, and learners they meet with courtesy and sensitivity, keeping in mind their concerns and working circumstances.
5. Not disrupt lessons in any way and should only intervene if there is a risk to the health and safety of any learner or teacher. For example, inspectors must not attempt to talk to the teacher or the learners during whole class teaching. They must not correct any mistakes during the course of a lesson.
6. Maintain purposeful and constructive dialogue with all those in a school, testing out and communicating judgments clearly but sensitively.
7. Plan and manage the inspection process effectively to ensure it is as smooth and straightforward as possible

The Conduct of School Staff during an inspection

The standards of school staff are the same as those of inspectors. In addition,

1. School staff is expected to uphold the highest professional standards during inspections.
2. Ensure that inspectors are treated with courtesy and respect.
3. Provide evidence that will enable inspectors to report honestly, fairly and reliably.
4. Maintain a purposeful and constructive dialogue with inspectors.
5. Report any concerns about the inspection to the attention of inspectors promptly and sensitively.

The types of schools this framework addresses:

This framework is designed to be used for all basic education schools inspected and supervised by NESAs. These include:

1. General Education Schools, including primary and secondary schools
2. Professional Education Colleges, including (Teacher Training Colleges, associate nursing colleges, and accounting schools)
3. Technical and Vocational Education and Training (TVETs) level 1-5 schools
4. Early Childhood Education

All visits follow the same process, roles and responsibilities, and reporting. The evaluation inspection framework has different elements, each following the same theme of quality of education and compliance. Each has its own 'Evaluation Inspection Framework'.

The guiding note of the selection criteria for an inspection to be conducted:

To design a kind of inspection to be conducted, as selection is part of inspection, must be guided by the following elements:

- a. Regular check of Education Norms and Standards
- b. Consider National priorities

- c. Comply with the guidance from the line Ministry and other institutions
- d. Follow up on the priorities from ESSP
- e. targets from the NESA Strategic Plan
- f. Follow the Annual Impactful Inspection plan
- g. Any other ad hoc inspection which need , special and quick intervention from National and Local institution is also taken into consideration

The Evaluation Inspection Framework of General Education

The evaluation inspection framework has two parts:

Part A related to the Quality of Education provided by the school

Part B related to the Compliance of the school with educational norms, standards and policies.



Part A: The Quality of Education provided by the school

This first part of the evaluation framework sets out the judgements that inspectors will make during a school inspection about the quality of education provided by the school. The scope of the evaluation is the six areas of learners' attainment, learners' learning profile, teaching, assessment, curriculum and school leadership. It focuses on **the core elements of a school's performance** and provision in these six areas with an accompanying set of **quality indicators**.

The quality indicators describe outstanding performance, which all schools can aspire to and describe unsatisfactory performance that must be improved. They also indicate what schools can do to improve their performance.

1. Learners' attainment in all subjects

Inspectors will make separate judgements about attainment in all subjects following the relevant Curriculum Standards and using the quality descriptors.

2. Learners' learning Profile

Inspectors will make judgements on the quality of learners' behaviour, attitude and skills. The details of the three elements are below:

2.1 Learners' Attitude

Learners have very positive and responsible attitudes. They demonstrate strong self-reliance, resilience and thrive on critical feedback.

2.2 Learners' Behaviour

Learners are self-disciplined and respond very well to others. The learners must respond using the Rwandan value and resilience.

2.3 Learners' Skills

2.3.1 Learners' engagement in their own learning

2.3.2 Learners' interactions, collaboration and communication skills

2.3.3 Innovation, enterprise, inquiry, research, critical thinking and use of ICT

Inspectors will evaluate each of these three elements. They will also assess the quality of learners' learning profiles by considering the evaluations of the three elements collectively.

3. Teaching

Quality of teaching is the key factor in achieving high learner outcomes. It is a measure of a school's education provision. Inspectors will consider the below four aspects of teaching:

3.1 Structuring & organizing lessons

Inspectors will make judgements on two aspects of structuring and organizing lessons:

3.1.1 Lessons are well structured

3.1.2 Learning time is maximized

3.2 Teaching environment in lessons.

Inspectors will make judgements on the following different indicators:

3.2.1 Teachers demonstrate appropriately high expectations

3.2.2 Teachers treat all learners equally

3.2.3 Teachers recognize learners with SEN and provide the relevant support

3.2.4 Classroom environment arrangement

3.2.5 Teachers effectively use ICT and material in delivering the lesson.

3.3 Teacher-learners' interaction

Inspectors will make a judgement related to three different quality indicators:

3.3.1 Teacher explanations and instructions are clear

3.3.2 Teachers' questioning and dialogue

3.3.3 Teachers' responses

3.4 Learning tasks provided

Inspectors will make judgements related to:

3.4.1 Learning tasks engage and provide appropriate challenges for all learners

3.4.2 Teachers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning

3.4.3 Interactively builds upon learners' existing knowledge and skills while engaging them in learning, giving them relevant and hands-on learning experiences.

4. Assessment

Inspectors will make judgements on five aspects related to formative and summative assessment:

- 4.1 Analysis of assessment data to monitor learners' progress
- 4.2 Use of assessment information to influence teaching, the curriculum delivery and learners' progress
- 4.3 Teachers' knowledge of and support for learners learning
- 4.4 Assessment methods and strategies
- 4.5 Use of ICT in supporting assessment and feedback.

5. Curriculum

Inspectors will make judgements on two important aspects of the curriculum:

5.1 Curriculum Implementation:

In this quality standard, the inspector will make judgements in areas related to adaptation for the different needs of the different groups of learners, curriculum enrichment, extra-curricular activities and the impact on learner's personal and academic development and cross-curricular links

5.2 Curriculum Progression:

In this quality standard, the inspector will make judgements in areas related to curriculum structure and continuity across the different year groups.

6. Schools' Leadership

Inspectors will make judgements on five different aspects related to professional standards for effective school leadership in Rwanda:

- 6.1 The head teacher and senior leadership team meet standards related to creating school's direction
- 6.2 The head teacher and senior leadership team meet standards related to leading learning in their school
- 6.3 The head teacher and senior leadership team meet standards related to leading teaching in their school
- 6.4 The head teacher and senior leadership team meet standards related to leading their school as an organisation

6.5 Productive relationships with parents, the school's School General Assembly Executive Committee (SGAEC)

Inspectors will also make an overall judgement about the quality of school leadership by considering the judgements for the five elements together.

The overall judgement for school leadership cannot be higher than the individual judgements for element 6.1-5. For example, if the head teacher and senior leadership are judged satisfactory in their ability to meet the professional standards for effective school leadership in Rwanda, then the overall judgement of the quality of school leadership cannot be better than satisfactory.

Inspectors will use the Quality Indicator Descriptions alongside the evidence they have collected during meetings to make their judgements.

Overall Quality

Inspectors will make a judgement about the overall performance and provision of a school by considering each of the judgements for learner attainment, learners' learning profile, teaching, assessment, curriculum, and school leadership. Inspectors will bring the various judgements together weighing their relative importance for forming a coherent overall evaluation.

The scale for making judgements

Inspectors will make their evaluation using a four-point scale:

Outstanding	Exceptionally high quality, exceeding the level at which all schools in Rwanda are expected to perform
Good	The level at which all schools in Rwanda should perform. Achieving this level of performance and provision should be a realistic goal for every school.
Satisfactory	The minimum level of performance and provision for schools in Rwanda. All aspects of every school's performance and provision should reach or exceed this level.
Unsatisfactory	Not at an acceptable level for schools in Rwanda

The following tables contain examples descriptions of the observed standards at each of these levels for all of the elements and contributing quality indicators.

Outstanding	Good	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> All the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are at least good, and a majority are excellent. Apart from exceptional circumstances, learner attainment, teaching will have been judged as outstanding and school leadership team is judged as outstandingly meeting all standards. 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are good or better. Apart from exceptional circumstances, learner attainment and teaching will have been judged as good or better. Teaching and school leadership is judged better or good 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are satisfactory. Apart from exceptional circumstances, learner attainment and teaching will have been judged as satisfactory or better. School leadership is judged as satisfactory. 	<ul style="list-style-type: none"> The majority of judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are unsatisfactory. Any of the judgements for learner attainment, learner engagement and attitudes or teaching have been judged as unsatisfactory. School leadership is judged as unsatisfactory.

The use of proportions in the quality indicator descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the quality indicator descriptions

The quality indicator descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level.

They are not a checklist of quality but are designed to prompt discussion and support inspectors in making judgements. The descriptions are progressive. For example, the characteristics described in 'Good' are assumed to be present or improved in 'Outstanding'.

Inspectors will:

- Consider the evidence they have collected against each indicator and compare it against the descriptions for 'Outstanding', 'Good', 'Satisfactory' or 'Unsatisfactory' before making a judgement.
- Select the 'best fit' quality description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part A.

Part B: Compliance indicators

The compliance indicators are derived from the norms and standards of Official Gazette no.001/MINEDUC/2021 of 20/10/2021 determining standards in education.

Compliance with standards is the second part of the evaluation framework. Inspectors will make judgement during their school inspection about how compliant a school is with basic Ministry of Education requirements.

The scope of evaluation covers eight different areas: Curriculum, Assessment, Resource Management, Infrastructure, Environment, Health & Safety, Teacher & Staff, and School Leadership

1. Curriculum

- 1.1 Teaching hours for each subject for each grade
- 1.2 Compulsory Subjects taught and options
- 1.3 Scheme of work for each subject and lesson plans
- 1.4 Teaching of compulsory subjects: Citizenship, math, English, Kinyarwanda, and ICT in all sections.

2. Assessment

- 2.1 End of unit
- 2.2 End of term
- 2.3 End of cycle and end of year
- 2.4 Other assessment including sample-based assessment such as LARS and PISA

3. Resource management

- 3.1 Teaching resources of teachers
- 3.2 Learning material of learners
- 3.3 ICT resources

4. Infrastructure

- 4.1 Classrooms and furniture

- 4.2 Library & Lab facilities
- 4.3 Office and meeting rooms
- 4.4 Playing/Sports facilities
- 4.5 Kitchen, dormitories, bathrooms, dining hall, etc.

5. Environment

- 5.1 School land boundaries: fencing & accessibility

6. Health & Safety

- 6.1 Waste disposal
- 6.2 Safe water & access
- 6.3 Safeguarding
- 6.4 Toilet facilities
- 6.5 Health care and immunizations
- 6.6 School Feeding Program
- 6.7 Government led health-related initiatives
- 6.8 Ways for people with disabilities

7. Teacher & Staff

- 7.1 Qualifications and work experience
- 7.2 Teacher's attendance
- 7.3 Continuous Professional Development for both teachers and headteachers - to be aligned with the teacher professional development framework (TPDs) and the Professional Learning Communities for Headteachers (PLCs)

8. School Leadership

- 8.1 Creating School Direction (SIPS, SSR, mission, vision,)
- 8.2 Leading Learning
- 8.3 Leading Teaching

8.4 Management of a school as an organization (management of finances and resources)

8.5 Communication with parents and the local community

Inspectors will evaluate whether for most of the elements, the school:

- Exceeds expectations
- Meets expectations
- Partially meets expectations
- Fails to meet expectations.

For a few elements, inspectors will only judge whether the school 'Meets', 'Partially meets', or 'Fails to meet' expectations.

Colour coding is used: Green, yellow, or red to reflect the urgency and gravity of anything that partially or fails to meet expectations.

There are compliance descriptions for each element that describes provision in relation to these four judgements. The purposes of the descriptions are to:

- Ensure consistency in judgements made by different inspectors; and
- Ensure consistency in judgements made about different schools

The use of proportions in the compliance descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the compliance descriptions

The compliance descriptions are illustrative rather than exhaustive: they do not provide a complete description of the levels of compliance.

Inspectors will:

- Consider the evidence they have collected against each element and compare it against the compliance descriptions for 'Exceeds', 'Meets', 'Partially meets' or 'Fails to meet' before making a judgement.
- Select the 'best fit' compliance description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part B, together with required actions.

Any immediate or urgent actions will be highlighted using red, yellow or green spectrum as follows:

Red	Very dangerous and requires immediate action
Yellow	Action can be taken directly by the school – with minimal risk to learners
Green	Fully Compliant

Refer to Annex-1 for the details of the colour code.

The Evaluation Inspection Framework of Early Childhood Education

The evaluation inspection framework of Early Childhood Education follows the same concept of the Evaluation Inspection Framework of General Education. The ECE Framework is derived from the National Pre-Primary Education Minimum Standards and Guidelines for Rwanda Ministry of Education Republic of Rwanda Kigali, November 2018.

The Evaluation Inspection framework has two parts:

Part A: The Quality of Education

Part B: Compliance



Part A: The Quality of Education provided by ECE.

This first part of the evaluation framework sets out the judgements that inspectors will make during a school inspection about the quality of education provided by the school. The details are derived from 2018 ECE Minimum standards. The scope of the evaluation is the six areas of learners' attainment, learners' learning profile, teaching, assessment, and curriculum and school leadership.

Part A of the evaluation framework focuses on **the core elements of a school's performance** and provision in these six areas with an accompanying set of **indicators of quality across learners' attainment, Learners' learner profile, teaching, assessment, and school leadership**.

The quality indicators describe outstanding performance, which all schools can aspire to and describe unsatisfactory performance that must be improved. They also indicate what schools can do to improve their performance.

Part A of the evaluation framework focuses on two aspects of learner outcomes:

1. Attainment in all subjects

Inspectors will make judgement from the assessment of learners and in lessons against the expected learning standards of the National Curriculum. The assessments are based on continuous observation of children.

2. Learners' learning Profile

Inspectors will make judgements on the quality of learners' behaviour, attitude and skills. This is reviewed with respect to the age and the developmentally appropriate expectations. The details of the elements are below

2.1. Learners' Attitude

Learners have very positive and responsible attitudes. They demonstrate strong self-reliance, resilience and thrive on critical feedback.

2.2. Learners' Behaviour

Learners are self – disciplined and respond very well to others, according Rwandan culture value.

2.3. Learners' Skills

2.1.1 Learners' engagement in their own learning

2.1.2 Learners' interactions, collaboration and communication skills

2.1.3 Innovation, enterprise, inquiry, research, and, critical thinking

Inspectors will make judgements for each of these three elements. Inspectors will also make a judgement about the quality of learners' learner profiles by considering the judgements for the three elements together.

3. Teaching

Quality of teaching is the key factor in achieving high learner outcomes. It is a measure of a school's education provision. Inspectors will consider the below four aspects of teaching:

3.1. Play- based approach

3.2. Sensory- based approach

3.3. Structuring & organizing lessons

Inspectors will make judgements on two aspects of structuring and organizing lessons:

3.3.1 Lessons are well structured

3.3.2 Learning time is maximized

3.4. Teaching environment in lessons

Inspectors will make judgements on the following different indicators:

3.4.1 Teachers demonstrate appropriately high expectations

3.4.2 Teachers treat all learners fairly

3.4.3 Teachers recognize learners with Special Educational Needs and provide the relevant support

3.4.4 Classroom environment arrangement (learning corners; Room set up also includes space for playing on mats and on the floor, shelves for children to access learning materials; Room set up includes space for table activities, active learning areas).

3.4.5 Teachers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson

3.5. Teacher-learners' interaction

Inspectors will make a judgement related to three different quality indicators:

3.5.1 Teacher explanations and instructions are clear

3.5.2 Teachers' questioning and dialogue

3.5.3 Teachers' responses

3.6. Learning Tasks provided

Inspectors will make judgements related to:

- 3.6.1 Learning tasks engage and provide appropriate challenges for all learners
- 3.6.2 Teachers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning
- 3.6.3 Interactively builds upon learners' existing knowledge and skills while engaging them in learning, giving them relevant and hands-on learning experiences.

4. Assessment

Inspectors will make judgements on three aspects related to assessment:

- 4.1 Analysis of assessment data to monitor learners' progress**
- 4.2 Use of assessment information to influence teaching, the curriculum and learners' progress**
- 4.3 Use of Assessment Reports**

5. Curriculum

Inspectors will make judgements on two important aspects of the curriculum:

5.1 Curriculum Implementation:

In this quality standard, the inspector will make judgements in areas related to adaptation for the different needs of the different groups of learners, curriculum enrichment, extra-curricular activities and the impact on learner's personal and academic development and cross-curricular links

5.2 Curriculum Progression:

In this quality standard, the inspector will make judgements in areas related to curriculum structure and continuity across the different year groups.

6. Schools' Leadership

Inspectors will make judgements on three different aspects of leadership:

- 6.1 The head teacher and senior leadership team meet professional standards for effective school leadership in Rwanda.**
- 6.2 The head teacher and senior leadership team have the capacity to improve the school**

6.3 Productive relationships with parents, the school's School General Assembly Executive Committee (SGAEC)

Inspectors will also make an overall judgement about the quality of school leadership by considering the judgements for the three elements together.

The overall judgement for school leadership cannot be higher than the individual judgements for element 6.1. For example, if the head teacher and senior leadership are judged satisfactory in their ability, then the overall judgement of the quality of school leadership cannot be better than satisfactory.

Inspectors will use the Quality Indicator Descriptions alongside the evidence they have collected during meetings to make their judgements.

Overall Quality

Inspectors will make a judgement about the overall performance and provision of a school by considering each of the judgements for learner attainment, learners' learning profile, teaching, assessment, curriculum, and school leadership. Inspectors will bring the various judgements together weighing their relative importance for forming a coherent overall evaluation.

The scale for making judgements

Inspectors will make their evaluation using a four-point scale:

Outstanding	Exceptionally high quality, exceeding the level at which all schools in Rwanda are expected to perform
Good	The level at which all schools in Rwanda should perform. Achieving this level of performance and provision should be a realistic goal for every school.
Satisfactory	The minimum level of performance and provision for schools in Rwanda. All aspects of every school's performance and provision should reach or exceed this level.
Unsatisfactory	Not at an acceptable level for schools in Rwanda

The following tables contain examples descriptions of the observed standards at each of these levels for all of the elements and contributing quality indicators.

Overall Quality

Outstanding	Good	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> All the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are at least good and a majority are excellent. Apart from exceptional circumstances, learner attainment and teaching will have been judged as outstanding. 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are good or better. Apart from exceptional circumstances, learner attainment and teaching will have been judged as good or better. 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are satisfactory. Apart from exceptional circumstances, learner attainment and teaching will have been judged as satisfactory or better. 	<ul style="list-style-type: none"> The majority of judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are unsatisfactory. Any of the judgements for learner attainment, learner engagement and attitudes or teaching have been judged as unsatisfactory.

The use of proportions in the quality indicator descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the quality indicator descriptions

The quality indicator descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level.

They are not a checklist of quality but are designed to prompt discussion and support inspectors in making judgements. The descriptions are progressive. For example,

the characteristics described in 'Good' are assumed to be present or improved in 'Outstanding'.

Inspectors will:

- Consider the evidence they have collected against each indicator and compare it against the descriptions for 'Outstanding', 'Good', 'Satisfactory' or 'Unsatisfactory' before making a judgement.
- Select the 'best fit' quality description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part A.

Part B: Compliance indicators for ECE

Compliance with standards is the second part of the evaluation framework. Inspectors will make judgement during their school inspection about how compliant a school is with basic Ministry of Education requirements.

The scope of the evaluation is eight different areas:

Curriculum, Assessment, Resource Management, Infrastructure, Environment, Health & Safety, Teacher & Staff, and School Leadership

1. Curriculum

- 1.1. Daily Schedule
- 1.2. Scheme of work for each subject and lesson plans

2. Assessment

- 2.1. Assessment Coverage
- 2.2. Assessment Criteria
- 2.3. Assessment Rubrics

3. Resource management

- 3.1. Teaching resources of teachers
- 3.2. Learning material of learners
- 3.3. ICT resources

4. Infrastructure

- 4.1. Classrooms and furniture
- 4.2. Library & Lab facilities
- 4.3. Office and meeting rooms
- 4.4. Playing/Sports facilities
- 4.5. Workshop, Kitchen, dormitories, smart classrooms, etc.

5. Environment

5.1. School boundaries: fencing & accessibility

6. Health & Safety

6.1. Waste disposal

6.2. Safe water & access

6.3. Safeguarding

6.4. Toilet facilities

6.5. Health care and immunizations

6.6. School Feeding Program

6.7. Government led health-related initiatives

6.8. Ways for People with Disabilities

7. Teacher & Staff

7.1. Qualifications and work experience

7.2. Teacher's attendance

7.3. Continuous Professional Development for both teachers and headteachers - to be aligned with the teacher professional development framework (TPDs) and the Professional Learning Communities for Headteachers (PLCs)

8. School Leadership

8.1. Creating School Direction (SIPS, SSR, mission, vision,) for ECE

8.2. Leading Learning

8.3. Leading Teaching

8.4. Management of a school as an organization (management of finances and resources)

8.5. Communication with parents and the local community

Inspectors will evaluate whether for most of the elements, the school:

- Exceeds expectations
- Meets expectations
- Partially meets expectations

- Fails to meet expectations.

For a few elements, inspectors will only judge whether the school ‘Meets’, ‘Partially meets’, or ‘Fails to meet’ expectations.

Colour coding is used: Green, yellow, or red to reflect the urgency and gravity of anything that partially or fails to meet expectations.

There are compliance descriptions for each element that describes provision in relation to these four judgements. The purposes of the descriptions are to:

- Ensure consistency in judgements made by different inspectors; and
- Ensure consistency in judgements made about different schools

The use of proportions in the compliance descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the compliance descriptions

The compliance descriptions are illustrative rather than exhaustive: they do not provide a complete description of the levels of compliance.

Inspectors will:

- Consider the evidence they have collected against each element and compare it against the compliance descriptions for ‘Exceeds’, ‘Meets’, ‘Partially meets’ or ‘Fails to meet’ before making a judgement.
- Select the ‘best fit’ compliance description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part B, together with required actions.

Any immediate or urgent actions will be highlighted using red, yellow or green spectrum as follows:

Red	Very dangerous and requires immediate action
Yellow	Action can be taken directly by the school – with minimal risk to learners
Green	Fully Compliant

Refer to Annex-2 for the details of the colour code.

The evaluation inspection framework of TVETs

The evaluation inspection framework of TVETs follows the same concept of the Evaluation Inspection Framework of General Education.

The Evaluation Inspection framework has two parts:

Part A: The Quality of Education Provided by the TVET

Part B: The Compliance Indicators.

Part A: The quality of education provided by the TVET

This first part of the evaluation framework sets out the judgements that inspectors will make during a school inspection about the quality of education provided by the school. The scope of the evaluation is the six areas of learners' learning outcome, learners' learning profile, teaching, assessment, and curriculum and school leadership.

Part A of the evaluation framework focuses on:

1. Learners' outcomes:

1.1. Achievements in IT and the relevant vocational formal qualifications and/ or other learning outcomes

1.2. Progress into employment or further training

- 1.1.1 The proportion of learners obtaining sustainable employment after completing their training program
- 1.1.2 The proportion of learners at the point of exit follow a progression pathway to further training and/or employment
- 1.1.3 The proportion of cooperative work experience and/or on-the-job training undertaken as part of the training program.

2. Learners' learning Profile

Inspectors will make judgements on the quality of learners' behaviour, attitude and skills. The details of the elements are below

2.1 Learners' Attitude:

Learners have very positive and responsible attitudes. They demonstrate strong self-reliance, resilience and thrive on critical feedback.

2.2 Learners' Behaviour

Learners are self – disciplined and respond very well to others

2.3 Learners' Skills

- 2.3.1 Learners' engagement in their own learning
- 2.3.2 Learners' interactions, collaboration and communication skills
- 2.3.3 Innovation, enterprise, inquiry, research, critical thinking and use of learning technologies (ICT)

2.3.4 Develop learners' personal, social and employability skills including a positive work ethic.

Inspectors will make judgements for each of these three elements. Inspectors will also make a judgement about the quality of learners' learner profiles by considering the judgements for the three elements together.

3. Teaching

Quality of teaching is the key factor in achieving high learner outcomes. It is a measure of a school's education provision. Inspectors will consider the below four aspects of teaching:

3.1 Structuring & organizing lessons

Inspectors will make judgements on two aspects of structuring and organizing lessons:

3.1.1 Lessons are well structured

3.2 Learning time is maximized

3.3 Teaching environment in lessons

Inspectors will make judgements on three different indicators:

3.3.1 Trainers demonstrate appropriately high expectations

3.3.2 Trainers treat all learners fairly

3.3.3 Trainers recognize learners with Special Educational Needs and provide the relevant support

3.3.4 Classroom environment arrangement

3.3.5 Trainers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson

3.4 Trainer-learners' interaction

Inspectors will make a judgement related to three different quality indicators:

3.4.1 Trainers' explanations and instructions are clear

3.4.2 Trainers' questioning and dialogue

3.4.3 Trainers' responses

3.5 Learning Tasks provided

Inspectors will make judgements related to:

- 3.5.1 Learning tasks engage and provide appropriate challenges for all learners
- 3.5.2 Trainers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning

4. Assessment

Inspectors will make judgements on three aspects related to assessment:

- 4.1 Analysis of assessment data to monitor learners' progress**
- 4.2 Use of assessment information to influence teaching, the curriculum and learners' progress**
- 4.3 Teachers' knowledge of and support for learners learning**
- 4.4 Assessment methods and strategies**
- 4.5 Use of ICT in supporting assessment and feedback.**

5. Curriculum

Inspectors will make judgements on two important aspects of the curriculum:

5.1 Curriculum Implementation:

In this quality standard, the inspector will make judgements in areas related to adaptation for the different needs of the different groups of learners, curriculum enrichment, extra-curricular activities and the impact on learner's personal and academic development and cross-curricular links

5.2 Curriculum meets employers' needs and links to the awarding body qualifications.

6. Schools' Leadership

Inspectors will make judgements on three different aspects of leadership:

- 6.1 The school manager and admin support team create a clear and inspiring school vision**
- 6.2 The school manager and senior teams have the capacity to improve the school**
- 6.3 Productive relationship with parents, the School Executive Committee and the Parent-Teacher Association-**

Inspectors will also make an overall judgement about the quality of school leadership by considering the judgements for the three elements together.

The overall judgement for school leadership cannot be higher than the individual judgements for elements 6.1-3. For example, if the head teacher and senior leadership are judged satisfactory in their ability, then the overall judgement of the quality of school leadership cannot be better than satisfactory.

Inspectors will use the Quality Indicator Descriptions alongside the evidence they have collected during meetings to make their judgements.

Overall Quality

Inspectors will make a judgement about the overall performance and provision of a school by considering each of the judgements for learner attainment, learners' learning profile, teaching, assessment, curriculum, and school leadership. Inspectors will bring the various judgements together weighing their relative importance for forming a coherent overall evaluation.

The scale for making judgements

Inspectors will make their evaluation using a four-point scale:

Outstanding	Exceptionally high quality, exceeding the level at which all schools in Rwanda are expected to perform
Good	The level at which all schools in Rwanda should perform. Achieving this level of performance and provision should be a realistic goal for every school.
Satisfactory	The minimum level of performance and provision for schools in Rwanda. All aspects of every school's performance and provision should reach or exceed this level.
Unsatisfactory	Not at an acceptable level for schools in Rwanda

The following tables contain examples descriptions of the observed standards at each of these levels for all of the elements and contributing quality indicators.

Overall Quality

Outstanding	Good	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> All the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are at least good and a majority are excellent. Apart from exceptional circumstances, learner attainment and teaching will have been judged as outstanding. 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are good or better. Apart from exceptional circumstances, learner attainment and teaching will have been judged as good or better. 	<ul style="list-style-type: none"> Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are satisfactory. Apart from exceptional circumstances, learner attainment and teaching will have been judged as satisfactory or better. 	<ul style="list-style-type: none"> The majority of judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are unsatisfactory. Any of the judgements for learner attainment, learner engagement and attitudes or teaching have been judged as unsatisfactory.

The use of proportions in the quality indicator descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the quality indicator descriptions

The quality indicator descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level.

They are not a checklist of quality but are designed to prompt discussion and support inspectors in making judgements. The descriptions are progressive. For example, the characteristics described in 'Good' are assumed to be present or improved in 'Outstanding'.

Inspectors will:

- Consider the evidence they have collected against each indicator and compare it against the descriptions for 'Outstanding', 'Good', 'Satisfactory' or 'Unsatisfactory'

before making a judgement.

- Select the 'best fit' quality description that most closely matches the evidence that they have collected.
- Inspectors will record their judgements in the Record of Inspection Judgements, Part A.

Part B: Compliance Indicators for TVETs

Compliance with standards is the second part of the evaluation Framework. Inspectors will make judgement during their school inspection about how compliant a TVET is with the quality management standards and regulations related to TVETs. It is derived from the Quality Management Standards of the Workforce Management Board.

The scope of the evaluation is eight different areas: Curriculum, Assessment, Resource Management, Infrastructure, Environment, Health & Safety, Teacher & Staff, and School Leadership

1. Curriculum

- 1.1 Teaching subjects for each level and Trade
- 1.2 All compulsory subjects are taught at each level for each trade
- 1.3 Scheme of work for each subject and lesson plans

2. Assessment

- 2.1 Implementing assessment as per guidelines
- 2.2 Trainee portfolio for each trade in each level
- 2.3 Evidence for internal verification for each module

3. Resource management

- 3.1 Teaching resources of trainers
- 3.2 Learning material of learners
- 3.3 ICT resources

4. Infrastructure

- 4.1 Classrooms and furniture
- 4.2 Library & Lab facilities
- 4.3 Office and meeting rooms
- 4.4 Playing/Sports/ dining hall facilities

5. Environment

5.1 School boundaries: fencing & accessibility

6. Health & Safety

6.1 Waste disposal

6.2 Safe water & access

6.3 Safety, Security, and Safeguarding

6.4 Toilet facilities

6.5 Health care and immunizations

6.6 School Feeding Programme

6.7 Government led health-related initiatives

7. Trainers & Staff

7.1 Qualifications and work experience

7.2 Teacher's attendance

7.3 Continuous Professional Development for school manager and trainers

8. School Leadership

8.4 Creating School Direction (SIPS, SSR, mission, vision,)

8.5 Leading Learning

8.6 Leading Teaching

8.7 Management of a school as an organization (management of finances and resources)

8.8 Communication with parents and the local community

8.9 Labour Market Orientation

Inspectors will evaluate whether for most of the elements, the school:

- Exceeds expectations
- Meets expectations
- Partially meets expectations
- Fails to meet expectations.

For a few elements, inspectors will only judge whether the school ‘Meets’, ‘Partially meets’, or ‘Fails to meet’ expectations.

Colour coding is used: Green, yellow, or red to reflect the urgency and gravity of anything that partially or fails to meet expectations.

There are compliance descriptions for each element that describes provision in relation to these four judgements. The purposes of the descriptions are to:

- Ensure consistency in judgements made by different inspectors; and
- Ensure consistency in judgements made about different schools

The use of proportions in the compliance descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the compliance descriptions

The compliance descriptions are illustrative rather than exhaustive: they do not provide a complete description of the levels of compliance.

Inspectors will:

- Consider the evidence they have collected against each element and compare it against the compliance descriptions for ‘Exceeds’, ‘Meets’, ‘Partially meets’ or ‘Fails to meet’ before making a judgement.
- Select the ‘best fit’ compliance description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part B, together with required actions.

Any immediate or urgent actions will be highlighted using red, yellow or green spectrum as follows:

Red	Very dangerous and requires immediate action
Yellow	Action can be taken directly by the school – with minimal risk to learners
Green	Fully Compliant

Refer to Annex-3 for the details of the colour code.

The Evaluation Inspection Framework of Other Types of Education

In addition to General Education, ECE, and TVET schools, this framework considers all other schools subject to inspection activities by NESAs. These schools include Special Technical Schools, Associate Nursing Schools and other types of schools that aim at improving skills in specific areas.

The evaluation inspection framework of Types of Education follows the same concept of the Evaluation Inspection Framework of TVET Education.

The Evaluation Inspection framework has two parts:

Part A: The Quality of Education Provided

Part B: The Compliance Indicators.

Part A: The Quality of Education provided

This first part of the evaluation framework sets out the judgements that inspectors will make during a school inspection about the quality of education provided by the school. The scope of the evaluation is the six areas of learners' learning outcome, learners' learning profile, teaching, assessment, and curriculum and school leadership.

Part A of the evaluation framework focuses on:

1. Learners' Outcomes:

1.1 Achievements in IT and the relevant professional formal qualifications and/ or other learning outcomes

1.2 Progress into employment or further training

1.1.1 The proportion of learners obtaining sustainable employment after completing their training program

1.1.2 The proportion of learners at the point of exit follow a progression pathway to further training and/or employment

1.1.3 The proportion of cooperative work experience and/or on-the-job training undertaken as part of the training program.

2. Learners' learning Profile

Inspectors will make judgements on the quality of learners' behaviour, attitude and skills. The details of the elements are below

2.1 Learners' Attitude:

Learners have very positive and responsible attitudes. They demonstrate strong self-reliance, resilience and thrive on critical feedback.

2.3 Learners' Behaviour

Learners are self – disciplined and respond very well to others

2.4 Learners' Skills_

2.4.1 Learners' engagement in their own learning

2.4.2 Learners' interactions, collaboration and communication skills

2.4.3 Innovation, enterprise, inquiry, research, critical thinking and use of relevant technologies (ICT)

2.4.4 Develop learners' personal, social and employability skills including a positive work ethic.

Inspectors will make judgements for each of these three elements. Inspectors will also make a judgement about the quality of learners' learner profiles by considering the judgements for the three elements together.

3. Teaching

Quality of teaching is the key factor in achieving high learner outcomes. It is a measure of a school's education provision. Inspectors will consider the below four aspects of teaching:

3.1 Structuring & organizing lessons

Inspectors will make judgements on two aspects of structuring and organizing lessons:

3.1.1 Lessons are well structured

3.2 Learning time is maximized

3.3 Teaching environment in lessons

Inspectors will make judgements on three different indicators:

3.3.1 Trainers demonstrate appropriately high expectations

3.3.2 Trainers treat all learners fairly

3.3.3 Trainers recognize learners with Special Educational Needs and provide the relevant support

3.3.4 Classroom environment arrangement

3.3.5 Trainers effectively use ICT and other Teaching and Learning Materials (TLMs) in delivering the lesson

3.4 Trainer-learners' interaction

Inspectors will make a judgement related to three different quality indicators:

3.4.1 Trainers' explanations and instructions are clear

3.4.2 Trainers' questioning and dialogue

3.4.3 Trainers' responses

3.5 Learning Tasks provided

Inspectors will make judgements related to:

3.5.1 Learning tasks engage and provide appropriate challenges for all learners

3.5.2 Trainers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning

4. Assessment

Inspectors will make judgements on three aspects related to assessment:

- 4.1 Analysis of assessment data to monitor learners' progress**
- 4.2 Use of assessment information to influence teaching, the curriculum and learners' progress**
- 4.3 Teachers' knowledge of and support for learners learning**
- 4.4 Assessment methods and strategies**
- 4.5 Use of ICT in supporting assessment and feedback.**

5. Curriculum

Inspectors will make judgements on two important aspects of the curriculum:

5.1 Curriculum Implementation:

In this quality standard, the inspector will make judgements in areas related to adaptation for the different needs of the different groups of learners, curriculum enrichment, extra-curricular activities and the impact on learner's personal and academic development and cross-curricular links

5.2 Curriculum meets employers' needs and links to the awarding body qualifications.

6. Schools' Leadership

Inspectors will make judgements on three different aspects of leadership:

- 6.1 The school manager and admin support team create a clear and inspiring school vision**
- 6.2 The school manager and senior teams have the capacity to improve the school**
- 6.3 Productive relationship with parents, the School Executive Committee and the Parent-Teacher Association-**

Inspectors will also make an overall judgement about the quality of school leadership by considering the judgements for the three elements together.

The overall judgement for school leadership cannot be higher than the individual judgements for elements 6.1-3. For example, if the head teacher and senior leadership are judged satisfactory in their ability, then the overall judgement of the quality of school leadership cannot be better than satisfactory.

Inspectors will use the Quality Indicator Descriptions alongside the evidence they have collected during meetings to make their judgements.

Overall Quality

Inspectors will make a judgement about the overall performance and provision of a school by considering each of the judgements for learner attainment, learners' learning profile, teaching, assessment, curriculum, and school leadership. Inspectors will bring the various judgements together weighing their relative importance for forming a coherent overall evaluation.

The scale for making judgements

Inspectors will make their evaluation using a four-point scale:

Outstanding	Exceptionally high quality, exceeding the level at which all schools in Rwanda are expected to perform
Good	The level at which all schools in Rwanda should perform. Achieving this level of performance and provision should be a realistic goal for every school.
Satisfactory	The minimum level of performance and provision for schools in Rwanda. All aspects of every school's performance and provision should reach or exceed this level.
Unsatisfactory	Not at an acceptable level for schools in Rwanda

The following tables contain examples descriptions of the observed standards at each of these levels for all of the elements and contributing quality indicators.

Overall Quality

Outstanding	Good	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> ▶ All the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are at least good and a majority are excellent. ▶ Apart from exceptional circumstances, learner attainment and teaching will have been judged as outstanding. 	<ul style="list-style-type: none"> ▶ Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are good or better. ▶ Apart from exceptional circumstances, learner attainment and teaching will have been judged as good or better. 	<ul style="list-style-type: none"> ▶ Most of the judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are satisfactory. ▶ Apart from exceptional circumstances, learner attainment and teaching will have been judged as satisfactory or better. 	<ul style="list-style-type: none"> ▶ The majority of judgements for learner attainment, learner engagement and attitudes, teaching and school leadership are unsatisfactory. ▶ Any of the judgements for learner attainment, learner engagement and attitudes or teaching have been judged as unsatisfactory.

The use of proportions in the quality indicator descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the quality indicator descriptions

The quality indicator descriptions are illustrative rather than exhaustive: they do not provide a complete description of quality at each level.

They are not a checklist of quality but are designed to prompt discussion and support inspectors in making judgements. The descriptions are progressive. For example, the characteristics described in 'Good' are assumed to be present or improved in 'Outstanding'.

Inspectors will:

- ▶ Consider the evidence they have collected against each indicator and compare it against the descriptions for 'Outstanding', 'Good', 'Satisfactory' or 'Unsatisfactory' before making a judgement.
- ▶ Select the 'best fit' quality description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part A.

Part B: Compliance Indicators for Types of Education

Compliance with standards is the second part of the evaluation Framework. Inspectors will make judgement during their school inspection about how compliant a other schools are with the quality management standards and regulations related to professional and technical education.

The scope of the evaluation is eight different areas: Curriculum, Assessment, Resource Management, Infrastructure, Environment, Health & Safety, Teacher & Staff, and School Leadership

1. Curriculum

- 1.1 Teaching subjects for each level and Trade
- 1.2 All compulsory subjects are taught at each level for each trade
- 1.3 Scheme of work for each subject and lesson plans

2. Assessment

- 2.1 Implementing assessment as per guidelines
- 2.2 Trainee portfolio for each trade in each level
- 2.3 Evidence for internal verification for each module

3. Resource management

- 3.1 Teaching resources of trainers
- 3.2 Learning material of learners
- 3.3 ICT resources

4. Infrastructure

- 4.1 Classrooms and furniture
- 4.2 Library & Lab facilities
- 4.3 Office and meeting rooms
- 4.4 Playing/Sports/ dining hall facilities

5. Environment

1.1 School boundaries: fencing & accessibility

6. Health & Safety

6.1 Waste disposal

6.2 Safe water & access

6.3 Safety, Security, and Safeguarding

6.4 Toilet facilities

6.5 Health care and immunizations

6.6 School Feeding Programme

6.7 Government led health-related initiatives

7. Trainers & Staff

7.1 Qualifications and work experience

7.2 Teacher's attendance

7.3 Continuous Professional Development for school manager and trainers

8. School Leadership

8.1 Creating School Direction (SIPS, SSR, mission, vision,)

8.2 Leading Learning

8.3 Leading Teaching

8.4 Management of a school as an organization (management of finances and other resources)

8.5 Communication with parents and the local community

1.6 Labour Market Orientation

Inspectors will evaluate whether for most of the elements, the school:

- Exceeds expectations
- Meets expectations
- Partially meets expectations

- Fails to meet expectations.

For a few elements, inspectors will only judge whether the school ‘Meets’, ‘Partially meets’, or ‘Fails to meet’ expectations.

Colour coding is used: Green, yellow, or red to reflect the urgency and gravity of anything that partially or fails to meet expectations.

There are compliance descriptions for each element that describes provision in relation to these four judgements. The purposes of the descriptions are to:

- Ensure consistency in judgements made by different inspectors; and
- Ensure consistency in judgements made about different schools

The use of proportions in the compliance descriptions

The following terms are used consistently in the descriptions and throughout the evaluation framework:

All	100% (or very close)
Almost all	90% or more
Most	75% or more, but less than 90%
Majority	50% or more, but less than 75%
Minority	More than 20%, but less than 50%
Few	Up to 20%

Using the compliance descriptions

The compliance descriptions are illustrative rather than exhaustive: they do not provide a complete description of the levels of compliance.

Inspectors will:

- Consider the evidence they have collected against each element and compare it against the compliance descriptions for ‘Exceeds’, ‘Meets’, ‘Partially meets’ or ‘Fails to meet’ before making a judgement.
- Select the ‘best fit’ compliance description that most closely matches the evidence that they have collected.

Inspectors will record their judgements in the Record of Inspection Judgements, Part B, together with required actions.

Any immediate or urgent actions will be highlighted using red, yellow or green spectrum as follows:

Red	Very dangerous and requires immediate action
Yellow	Action can be taken directly by the school – with minimal risk to learners
Green	Fully Compliant

Refer to Annex-3 for the details of the colour code.

Measures taken after inspection

NESA aims at promoting a culture of accountability and transparency while conducting these inspections. Upon the completion of the inspection, each school receives a report of the outcomes, findings, and recommendations.

Schools that have their quality of education judged as 'Unsatisfactory' will be assigned a *counselling group* of:

Sector Education Inspector,

District Education Inspector,

the relevant expertise from NESA office

For a year, the counselling group will work closely with the school to ensure the implementation of all recommendations and measures.

Schools that have their quality of education judged as 'Outstanding' join the 'Excellent School Board'. This is an incentive for high performing schools where they are acknowledged and asked to twin with another 'Satisfactory' school to share experiences and support the school in improving the quality of education.

If any of the schools fail to comply with the recommendations during the allocated approved time frame, NESA will determine the relevant measures. This measure can include: a warning for the school, a legal action or correction, a change in the school leadership, or any other specific disciplinary measure.

In case of any issue related to compliance, any 'red' comment that is not corrected might entail a 'legal action or correction' by NESA.

The Process of Inspection

This section of the framework describes the types of inspection visits, frequency of inspection, responsibilities, and detailed process before, during and after an inspection. It aims to ensure that inspectors and schools are clear about and understand the processes of school inspection.

The Type of Inspection Visits

There are two main types of inspection:

The Compliance visit: This ensures the compliance with and adherence to NESA's rules, regulations, policies, and announcements.

The Quality of Education inspection visit: this provides information on the quality of education learners are experiencing in the school.

The Frequency

The frequency of inspection depends on the type of inspection being conducted.

The Frequency of Inspection of the Compliance Inspection

The Compliance Inspection takes place as a minimum of three times a year: before the

start of each of the three terms to check the school readiness.

The schools that have reports with compliance issues, not a full green report, will have follow up visits depending on the action plan of the school.

The number and timing of the follow up visits depends on the non-compliant indicators and the relevant colour- code.

Compliance visits are conducted by Sector Education Inspector whenever there is a sector/district/or National announcements that impacts schools and entails checking adherence to the regulation.

Compliance visits might be conducted upon the request of the District Education officer or NESA at any point to check a particular issue at all schools or a particular school.

The Frequency of the Quality of Education Inspection

To deliver on the commitment to the inspection's principles, all schools receive a 'Mentoring' Quality of Education Inspection.

The 'Mentoring' visit follows the exact process of the "official' visit, including a suggested judgement that forms the baseline of the school.

The 'Mentoring' visit provides an opportunity for schools to go through the process as a learning journey to ensure the school understands the inspection process, framework, and drive the improvement intended.

The 'Mentoring' visit takes place in Term 1.

There are two 'Official' visits for inspection: one in Term 2 and one in Term 3. The judgement of the final official visit will be communicated to the public.

Schools with 'Satisfactory' judgement and below will have specific visit plan during the year at a frequency determined by the district and sector education inspectors along with the school head teacher.

The completion of the 'mentorship' visits at the National level will be celebrated in an annual event when the results and findings are shared with the public with clear actions towards achieving the Education Sector Strategic Plan.

Upon the completion of each round of 'Quality of Education inspections', the results will be discussed in 'Education Inspection Day' celebrated at the district level. The objective is to announce findings, identify trends and challenges, and share experiences of possible solutions.

Collecting and reviewing evidence

Inspections will consider different sources of information:

Information provided by NESA

Information provided by each school

First hand, evidence was collected during visits to schools by inspectors.

Refer to Annex for the “likely source of information for Part A: Quality of Education’ and Part B: Compliance.

‘Likely source of Part A information table’ in Annex shows an overview of the likely information inspectors will look at before and during the inspection of the ‘Quality of Education’ along with the available templates that will support them in the preparation.

The Inspection Visit Process

(1) Before Inspection (Quality of Education and Compliance)

The District/Sector education Inspector reviews the School self-review (SSR) all the details and documents related to the school.

The District/Sector education Inspector plans the visit by filling out the “Inspection Trail” template form.

- The Sector Education Inspector requests the school to arrange for the desired meetings:
- Meeting with a School Executive Committee (SEC) – 45 min.
- Meeting with a group of learners- a representative of different grades- 30 min
- Meeting with subject leaders/coordinators – 45 min.
- Meeting with head teacher and school leadership team- one hour
- Meeting with the Inclusive Education Focal Teacher – 30 min

(2) During Inspection:

Introductory Meeting: When the inspectors first arrive at the school, there will be a brief meeting with the school’s Head teacher and senior leadership. This meeting is vital in setting the right tone for the inspection visit.

Throughout the visit, the following is a list of activities that will be conducted:

- Lesson Observations
- Formal meetings/interview
- Informal discussion and observations
- Learners’ work review
- Oral feedback to teacher and head teacher. For example, inspectors where possible should talk to teachers after a lesson, asking questions for further clarification where necessary and providing balanced feedback sensitively with a focus on sustaining high-quality outcomes and, where relevant, building capacity to bring about improvement.

(3) After Inspection

End of visit feedback: oral feedback on the inspection findings and alignment on the next steps and the upcoming visit.

Report completed with evidence and shared with the district education inspector

School gets an official report requesting the 'Action Plan' in reference to the inspection findings and recommendations. The Action Plan is to be submitted within two weeks.

Follow up visits planned by sector inspector in close collaboration with district education inspector.

Reporting process of the inspection report

Whether the inspection is a 'Compliance' inspection or a 'Quality of Education' inspection, the reporting structure follows the following process:

1. School Headteachers does the School Self Review (SSR) before each inspection – whether the compliance of the Quality of education.

The report is signed by the school leaders and sent to Sector Education Inspectors. The report comprises the progress on compliance standards if it is a compliance visit or the Quality of Education if it is a 'Quality of Education' inspection.

2. SSR- Compliance and SSR- Quality of Education is used as a base for the inspection by the Sector Education Inspectors.

3. For 'Compliance Visits', the Sector inspector prepares the report after the visit. All compliance reports are signed directly by the school and before the Sector inspector leaving the school.

4. For the 'Quality of education' visits:

- a. The District Education Inspector writes the report with inputs from the inspection findings during his visit along with the Sector education inspector.

- b. No written report is given to the school for 'Quality of Education' inspection following the oral feedback.

- c. The District Education Inspector reviews the report, the evidence, and the recommendations and share the details with NESAs.

- d. The written report of the 'Quality of Education' inspection visit will be shared with the school after endorsement from NESAs team.

5. NESAs revoke any judgement; suggests next step based on reports from all districts and decides on next steps and communicate to the school & its community for an action plan. This will be announced in 'Education Inspection Day' celebrated at the district level.

6. School is given two weeks for an Action/improvement plan based on the reports. School sends a response to Sector and District Education inspectors.

7. Sector education inspectors plan the next visits based on the report and the judgement of the school.

8. All judgements / recommendations of all the schools will be communicated officially to the public at the end of the academic year.

Figure 1: Reporting Structure- Compliance Report

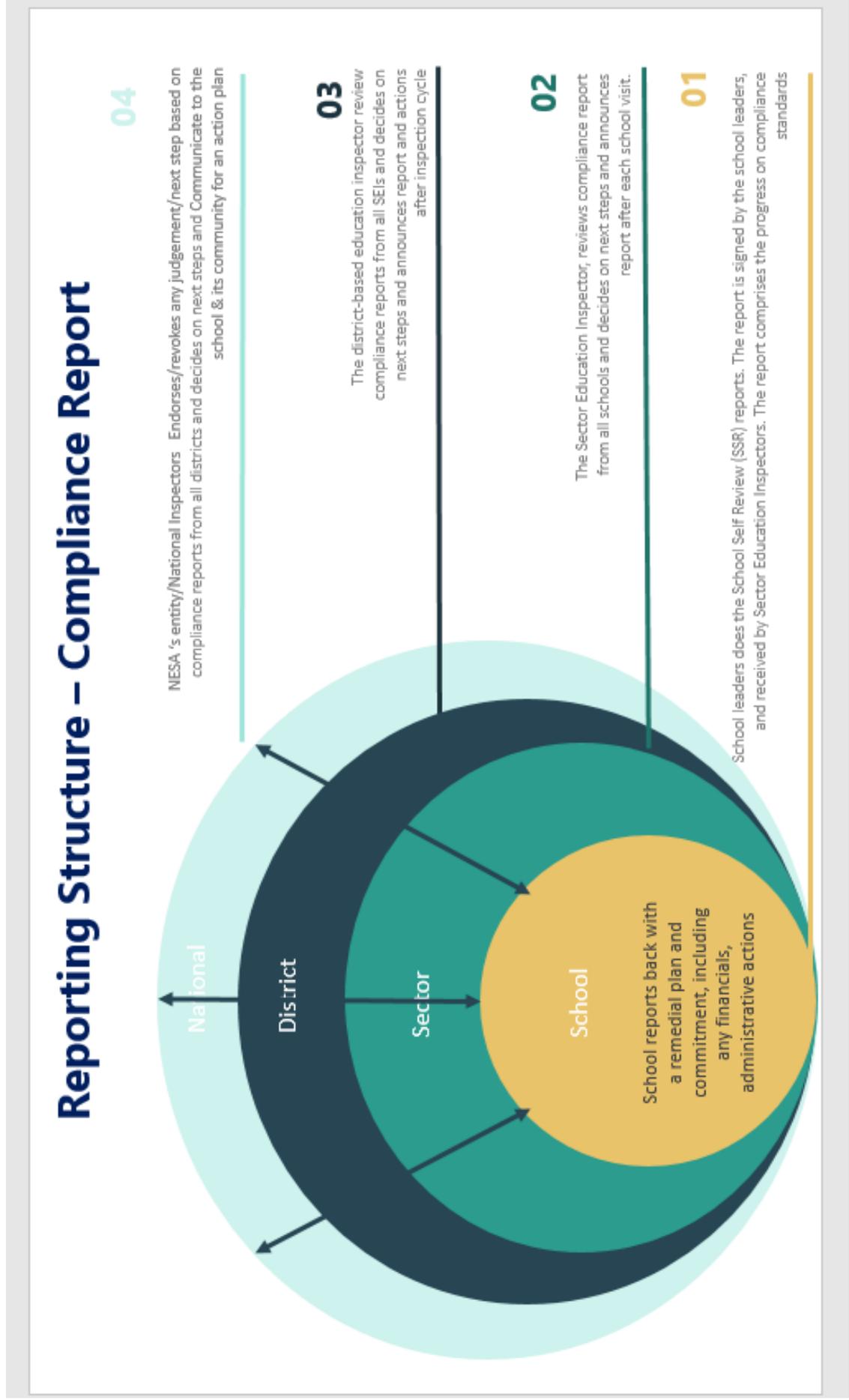
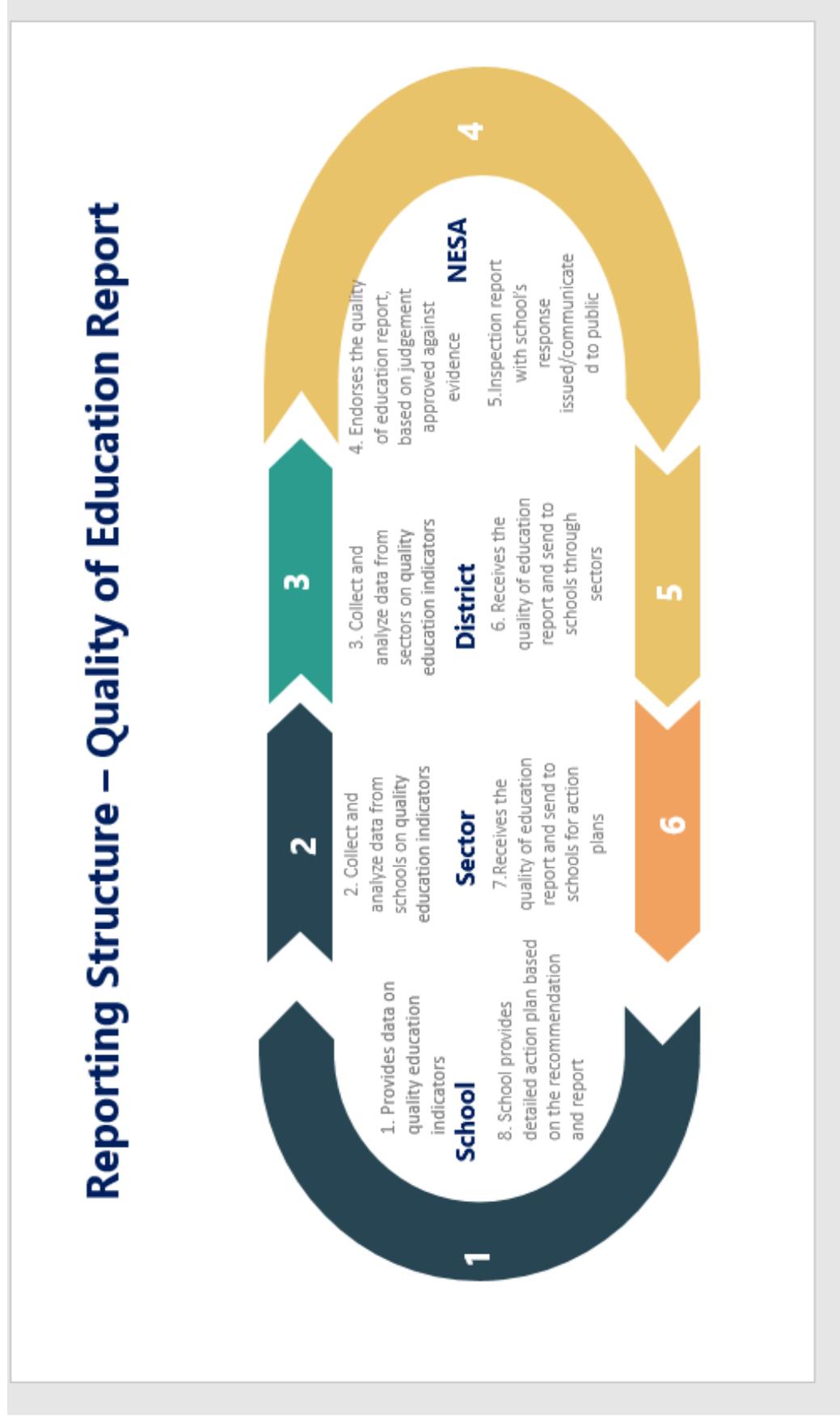


Figure 2: Reporting Structure – Quality of Education Report



- ▶ All reports and communication between the Sector Education Inspectors, District Education Inspectors and NESAs are electronic.
- ▶ All reports follow the report templates.
- ▶ All forms used in inspection will be scanned and uploaded as evidence.

Roles & responsibilities

This section details the overall general responsibility of NESAs, District Education Inspectors, Sector Education Inspectors, Headteachers, School Middle Management and staff.

NESA's Responsibility:

In addition to NESAs' strategic role in providing overall guidance on the inspection approaches, plan, tool development and capacity development of inspectors, below are the detailed tasks following the end of the inspection cycle.

- Build profiles of districts based on District Education Inspectors (DEIs) comprehensive reports
- Conduct annual inspection, shadowed by DEIs to provide feedback to validate reports, in certain areas of specialty.
- Ensure the quality assurance of all the inspections conducted.
- Generate the final overall reports and publish it to all relevant stakeholders
- Monitors the plans and visits of all DEIs and SEIs.
- Monitors the improvement of the schools and investigates the impact of the visits of the sector and district education inspectors.
- Provide support, when needed, to the District Education Inspectors in certain areas of specialities.
- Build awareness on the purpose and importance of the inspection and its impact on the quality of education.
- Provide support to continuously develop the capacity of the district and sector education inspectors.
- NESAs to report to Ministry on quarterly based with specific recommendations

District Education Inspectors

- Conduct the Quality of Education inspection visits accompanied by the sector education inspector.
- Writes the report of the Quality of Education visit and share it with NESAs as a final version. Once validated/approved by NESAs, the report is shared with the school.
- Review, monitor, and approve the Sector Education Inspector's compliance visit plan and follow up visits with the schools.
- Ensures the implementation of all recommendations and comments of all inspection reports and raise the red flag to NESAs when needed.
- Build profiles of sectors based on SEIs comprehensive reports identifying the common trends, issues, and challenges within the relevant district.
- Conduct school mentoring visit, shadowed by SEIs, in sampled schools

- Submit quarterly comprehensive report to NESAs on the performance of the schools in all sectors within the relevant district.
- Coordinate with NESAs for any specific support needed in the district.
- Respect the safeguarding and data protection policies of NESAs

Sector Education Inspectors

- Conduct the compliance visits before the beginning of each term to check school readiness.
- Conduct the compliance visits related to any specific programme or announcement.
- Jointly conduct the quality inspection visit with the District education inspectors.
- Follow up with the schools, according to a plan with the District education inspector, to address all issues related to the recommendations, challenges or observations. The frequency of the visits of these schools depends on the judgement and findings of observation.
- Build profiles of schools based on their SSR reports and inspection results.
- Submit reports biweekly on the status of each school as per the plan.
- Respect the safeguarding and data protection policies of NESAs

Headteachers

- Fill the school self- review (SSR) with all its relevant details by the deadline identified by NESAs.
- Provide full support for the team during the visit in terms of access to facilities, response to questions, and arrangements of meetings.
- Conduct joint observations with the inspectors during the visit.
- Ensure all recommendation are incorporated into the School Improvement Plan.
- Provide the responses needed after each visit to the Sector Education Inspectors within the allocated time frame.

School Middle Management Staff

- School middle management to support the Headteacher in the School Self Review (SSR); filling it is a collective effort of all the school leadership before each type of inspection.
- Provide support, assistance, and answers to the inspection team during the visit.
- Conduct all their activities during the visit as a normal school day; without any changes.
- The Inclusive Education Focal Teacher to prepare all documents related to the support of learners and teachers.

ANNEX- 1 Descriptors of inspection of general education

1. Quality of education descriptors – Part A

	Outstanding	Good	Satisfactory	Unsatisfactory
<p>1. Attainment</p> <p><i>For all Subjects (To be checked for each subject – judgement per subject per stage)</i></p> <p><i>75% is the passing grade</i></p>	<p>1.1 In examinations: 100% of learners attain 75%* or more. 85% or more of learners attain 85% or more in their examination results. In lessons, almost all learners attain standards that are in line with or above national age-related expectations.</p>	<p>1.1 In examinations: Between 75% and 99% of learners, attain 75%* or more. Between 65% - 85% or more of learners, attain 85% or more in their examination results. In lessons, most learners attain standards that are in line with or above national age-related expectations.</p>	<p>1.1 In examinations: Between 50% and 74% of learners attain 75%* or more. Between 35% - 64% or more of learners, attain 85% or more in their examination results. Examination results show a steady or rising trend. In lessons, the majority of learners attain standards that are in line with or above national age-related expectations.</p>	<p>1.1 In examinations: Less than 50% of learners attain 75%* or more. Between 35% - 64% or more of learners, attain 85% or more. Examination results show a downward trend. In lessons, a minority of learners attain standards that are in line with or above national age-related expectations.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
2.Learners' learner profile				
2.1 Learners' attitude	Learners have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback.	Learners have positive and responsible attitudes. They are self-reliant and respond well to critical feedback	Learners demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.	Learners might be willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback
2.2 Learners' Behaviour	Learners are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways. Bullying is extremely rare. Their exemplary behaviour is influential across the school	Learners usually demonstrate self-discipline and respond well to others. Bullying is rare. Learners' positive behaviour prevails throughout the school	Learners respect and follow school rules in and out of lessons. They are courteous to others. Learners' behaviour generally contributes to a safe and orderly learning community, although there may be a few incidents of bullying	The poor behaviour of a few learners disrupts lessons and/or causes difficulties around the school. Learners' behaviour results in disorderly learning community and incidents of bullying are frequent.
2.3 Learners' Skills				
2.3.1 Learners' engagement in their own learning	Learners are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately and monitor their progress. They take targeted actions to improve	Learners enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve.	Learners have positive attitudes towards learning and can work for short periods without their teachers' interventions. They may be passive learners, but they know what they have learned and how to improve their work in general terms.	Learners are easily distracted and work only with their teachers' direction. Learners rarely reflect on the quality of their learning and consequently they are unsure or do not know how to improve their work.
2.3.2 Learners' interactions, collaboration, and communication skills	Learners interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.	Learners interact and collaborate well in a range of learning situations. They communicate their learning clearly	Learners can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.	Learners work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.

	Outstanding	Good	Satisfactory	Unsatisfactory
<p>2.3.3 Innovation, enterprise, inquiry, research, critical thinking, and use of learning technologies (ICT)</p>	<p>Learners are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem solving are intrinsic features of learning. They can turn their classroom concepts into projects and real businesses</p>	<p>Learners are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.</p>	<p>Learners can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem-solving skills are developing features of learning.</p>	<p>Learners find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are underdeveloped features of learning.</p>
<p>3. Teaching</p>				
<p>3.1 Structuring & organizing lessons</p>				
<p>3.1.1 Lessons are well-structured</p>	<p>a. Learning objectives are well defined, challenging and discussed with learners.</p> <p>b. The main parts of the lessons are structured into timed episodes. Teachers use final plenaries to assess learners' learning.</p> <p>c. The lesson is coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons have differentiated instructions and activities to meet the individual needs of learners and support in developing their skills</p>	<p>a. Learning objectives are clear and provide appropriate challenge for learners. They are often shared with learners at the start of lessons.</p> <p>B. Lessons begin with short starter activities that engage most learners and recap previous knowledge interactively. Lessons consist of clear episodes that develop learning progressively.</p> <p>c. The lesson is coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons have differentiated instructions and activities to meet the individual needs of learner and support in developing their skills</p>	<p>a. Learning objectives are identified but are not always clear or sufficiently challenging.</p> <p>b. Lessons are loosely structured into whole class teaching with some individual or pair/group tasks.</p> <p>c. Lessons are coherent with limited variety of activities</p> <p>d. Planning shows very limited differentiation in instructions or activities.</p>	<p>a. Learning objectives for lessons are either not identified or not clear.</p> <p>b. Lessons are unstructured and almost entirely whole-class. There are limited opportunities for learners to work individually or in pairs.</p> <p>c. Lessons are not sequenced and lack the structure.</p> <p>d. All instructions and activities are the same for all learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.1.2 Learning time is maximized	<p>a. Lessons start promptly and all learners are immediately engaged.</p> <p>b. Teachers manage actively the pace and timing of tasks.</p> <p>c. Teachers ensure that all learners remain engaged throughout a lesson, including once they have completed a task</p>	<p>a. Lessons begin promptly and engage most learners.</p> <p>b. There is no unnecessary repetition of tasks.</p> <p>c. Teachers ensure almost all learners are engaged during whole-class work and when they are given individual tasks to complete. They actively engage all learners who are reluctant to participate</p>	<p>a. Lessons start and end on time.</p> <p>b. Teachers spend a minimum amount of time on administrative tasks due to established routines.</p> <p>c. Teachers notice some learners who are not participating actively and attempt to engage them.</p>	<p>a. Lessons are slow to start.</p> <p>b. The pace of learning is slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks.</p> <p>c. Teachers do not notice or attempt to engage learners who are not participating actively in whole class work</p>
3.2 Teaching environment in lessons				
3.2.1 Teachers demonstrate appropriately high expectations	Teachers demonstrate appropriately high expectations for the achievement of all learners	Teachers demonstrate appropriately high expectation for the achievement of most learners	Teachers demonstrate high expectations of the behavior of all learners. They demonstrate high expectations for the achievements of some learners	Teachers demonstrate low expectations of the behavior of learners

	Outstanding	Good	Satisfactory	Unsatisfactory
3.2.2 Teachers treat all learners fairly and promote the positive cooperation and peer interaction	Teachers provide and promote actively equal opportunities for all learners.	<p>a. Teachers treat all learners respectfully; regardless of their gender or ethnicity</p> <p>b. Teachers bring specific examples of positive behaviours to the attention of the class. Disruptions are dealt with fairly and efficiently.</p>	<p>a. Teachers do not explicitly criticize learners but demonstrate some gender or other bias.</p> <p>B There are clear routines that enable lessons to run smoothly. Teachers deal with disruptive behaviour reasonably. They make the behaviour that is expected clear to learners.</p>	<p>a. Teachers shout at, criticize, sometimes ridicule and generally don't treat learners with respect. They demonstrate bias in how they treat particular groups of learners, such as girls.</p> <p>b. Off-task and disruptive behaviour is either unchallenged or is dealt with unreasonably.</p>
3.2.3 Teachers recognize learners with Special Educational Needs and provide the relevant support	Teachers have individual education plans for all learners with Special Education Needs, and regularly assess their progress in relation to those plans.	Teacher recognize specific learners with Special Educational Needs, including those with learning difficulties and gifted and talented learners. They routinely provide additional support and adapt tasks to try to meet their needs.	Teachers recognize specific learners with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or adapt tasks to try to meet their needs.	Teachers acknowledge that some learners have Special Educational Needs, but do not provide any support to specific learners.
3.2.4 Classroom environment arrangement	Classroom management encourages and promotes effective learning, positive behaviour and mutual respect. Safe working practices are effectively promoted.	Classroom management encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are promoted.	Classroom management sometimes encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are sometimes promoted.	Classroom management does not encourage or promote effective learning, positive behaviour and mutual respect. Working practices are not always safe

	Outstanding	Good	Satisfactory	Unsatisfactory
3.2.5 Teachers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson	Teachers effectively use ICT in more than one part of their lesson. Teachers use the TLM effectively to promote learners' learning	Teachers always use ICT in at least one part of their lesson. Teachers always use the TLM to promote learners' learning	Teachers sometimes use ICT in at least one part of their lesson. Teachers sometimes use the TLM to promote learners' learning	Teachers do not use ICT in any part of their lesson. Teachers rarely use the TLM
3.3 Teacher – Learners' Interaction				
3.3.1 Teacher explanations and instructions are clear and differentiated	<p>a. Teachers demonstrate excellent subject knowledge and pedagogical knowledge.</p> <p>b. They introduce and use correct vocabulary and terminology consistently alongside the concepts, skills and processes being learned. They demonstrate how to expose and address misconceptions in learners' learning.</p> <p>c. Differentiates instruction to meet learners' different needs using a range of learner-centred approaches, technology and play activities</p>	<p>a. Teachers demonstrate subject knowledge that goes beyond the grade(s) that they teach. Their explanations are clear and concise and they use correct vocabulary and terminology.</p> <p>b. Teachers carefully choose a variety of examples that are relevant and help learners to understand the concepts/skills being learned.</p>	<p>a. Teachers demonstrate satisfactory subject knowledge for the grade(s) they teach. Their explanations are generally clear.</p> <p>b. Teachers use a range of examples to help learners learn. Examples tend to be repetitive and similar.</p>	<p>a. There are some significant gaps in teachers' subject knowledge and pedagogical knowledge. Their explanations lack clarity and often lead to the development of misconceptions.</p> <p>b. Poor choice of examples leads to learners developing misconceptions.</p>
3.3.2 Teachers' questioning and dialogue	<p>a. Teachers target questions effectively using a wide range of strategies: asking learners to volunteer answers; asking questions of the whole class but choosing someone to answer; asking specific questions of targeted learners, etc.</p> <p>b. Learners are encouraged to ask each other questions and discuss their ideas in pairs, small groups and as a whole class.</p>	<p>a. Teachers use choring rarely and chanting only when appropriate. They use different strategies, such as asking learners to volunteer answers or asking specific questions of targeted learners.</p> <p>b. Teachers regularly invite learners to ask them questions. They sometimes encourage learners to ask each other questions and discuss their answers and ideas in pairs and as a whole class</p>	<p>a. Although teachers sometimes encourage choring, they increasingly ask questions using one strategy, such as asking for volunteers or asking questions of specific learners. They sometimes target questions to encourage disengaged learners to participate</p> <p>b. Teachers sometimes invite learners to ask them questions.</p>	<p>a. Teachers do most of the talking and encourage choring by asking mostly untargeted questions for learners in the class to shout out answers.</p> <p>b. Teachers either discourage learners from asking questions or do not provide opportunities for learners to ask questions.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3.3 Teachers' responses	<p>a. Teachers use a wide range of strategies to respond to learners' answers: comparing; reasoning; adding to; revoicing; rephrasing.</p> <p>b. Teachers provide learners with feedback that informs the next step and drives progress.</p> <p>c. Reinforces learning goals consistently throughout the lesson using playful approaches to facilitate learner's mastery</p>	<p>a. Teachers mostly follow up and probe learners' answers to encourage them to explain their ideas or to compare different answers.</p> <p>b. Teachers help learners to understand why their answers are correct or incorrect.</p> <p>c. Teachers reinforces learning goals throughout the lesson to facilitate learner's mastery</p>	<p>a. Teachers always acknowledge learners' answers. They occasionally probe incorrect and very occasionally correct answers, asking learners to explain their answers.</p> <p>b. Teachers sometimes explain to learners who give wrong answers why they are incorrect</p> <p>c. Teachers sometimes reinforce the learning goals</p>	<p>a. Teachers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Learners' answers are not followed up or probed.</p> <p>b. Teachers do not explain to learners who give wrong answers why they are incorrect.</p> <p>c. Teachers do not enforce the learning goals throughout the lesson.</p>
3.4 Learning Tasks provided				
3.4.1 Learning tasks engage and provide appropriate challenge for the different groups of learners	<p>a. All learners are challenged and supported to work at a level just beyond what they can do independently</p> <p>b. Learning tasks are derived from lesson objectives and build on what learners need to or already understand.</p>	<p>a. Teachers routinely adapt tasks to meet the needs of both lower- and higher-attaining learners, including those with Special Educational Needs, Gifted and Talented learners.</p> <p>b. Learning tasks relate clearly to lesson objectives and build on what learners already understand and can do.</p>	<p>a. Teachers sometimes provide alternative or adapted learning tasks for lower-attaining learners.</p> <p>b. Learning tasks are mostly appropriate for the learning objectives. Each task exposes learners to something new and/or extends their learning.</p>	<p>a. All learners are provided with the same learning tasks regardless of their prior achievements.</p> <p>b. There is insufficient challenge and support for particular groups of learners, such as those with Special Educational Needs or Gifted and Talented learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.4.2 Teachers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning and develop their critical and creative thinking	<p>a. Learners engage in a variety of both open and closed learning tasks that involve higher-order thinking.</p> <p>b. Learners are presented with enough opportunities to demonstrate their learning skills.</p> <p>c. Teachers provide tasks that encourage learners to make connections between different concepts and ideas</p>	<p>a. Learners engage in open as well as closed learning tasks that not only develop skills and knowledge but also conceptual understanding.</p> <p>b. Learners practice and apply the facts and skills that they are learning, including in unfamiliar situations.</p> <p>c. Learners are frequently provided with real-life and culturally relevant examples and resources.</p>	<p>a. There is some variation in the nature of the learning tasks but they often develop factual knowledge and procedural skills rather than conceptual understanding.</p> <p>b. Learners have the opportunity to practice and apply the facts and skills they are learning individually in routine and familiar situations.</p> <p>c. Teachers sometimes use other resources in addition to board work or textbooks. They sometimes provide 'real-life' and culturally relevant examples to engage learners</p>	<p>a. Learning tasks are highly repetitive with little variation. They predominantly require learners to practice routine skills and memorize facts.</p> <p>b. There is insufficient opportunity for learners to practice any skills they are learning individually.</p> <p>c. Teachers rely mostly on board work or textbooks. There is virtually no use of other resources or 'real-life' materials. Teaching examples are often not relevant to the 'real-life' context.</p>
3.4.3 Interactively builds upon learners' existing knowledge and skills while playfully engaging them in learning, giving them relevant and hands-on learning experiences.	<p>Teachers always and consistently checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a variety of relevant hands-on learning experiences for learners.</p>	<p>Teachers always checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a variety of relevant hands-on learning experiences for learners.</p>	<p>Teachers sometimes checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a limited variety of relevant hands-on learning experiences for learners.</p>	<p>Teachers start the lesson directly without checking any previous knowledge.</p>

		Outstanding	Good	Satisfactory	Unsatisfactory
4. Assessment					
4.1 Analysis of assessment data to monitor learners' progress	Assessment data are rigorously analysed. Information about learners' progress, as individuals and as group is accurate and comprehensive. It is monitored effectively.	Assessment data are analysed in some depth. Information about learners' progress, as individuals and as groups, is accurate and detailed. It is tracked over time	Assessment data are analysed but information about learners' progress, as individuals and as groups, may be superficial or under-developed	Analysis of assessment data is limited. There is little information about learners' progress.	
4.2 Use of assessment information to influence teaching, the curriculum and learners' progress	Assessment information is used skilfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and to optimize their progress.	Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and enhance their progress	Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of groups of learners	Assessment information is not used to inform teaching or curriculum planning and the needs of learners are not met	
4.3 Teachers' knowledge of and support for learners' learning	Teachers have in-depth knowledge of the strengths and weaknesses of individual learners. Teachers provide excellent personalized challenge and support. Feedback to learners is comprehensive and constructive. Learners are routinely involved in assessing their own learning or their peers	Teachers have good knowledge of the strengths and weaknesses of individual learners. They provide well-focused challenge, support, and feedback and follow up. Learners are usually involved in assessing their own learning.	Teachers have reasonable knowledge of the strengths and weaknesses of individual learners. They provide some challenge, support, feedback and follow up. Learners are sometimes involved in assessing their own learning.	Teachers' knowledge of the strengths and weaknesses of learners is very limited. Learners are not given enough challenge, support, feedback or follow up. Learners are rarely involved in assessing their own learning.	
4.4 Assessment methods & Strategies	Assessment methods are valid, rigorous and fair. Different strategies are used in assessment that are aligned with learners' age. (Playful approaches in younger early primary).	Assessment methods are valid, rigorous and fair. There is an acceptable range of assessment strategies used.	Assessment methods are fair and somewhat rigorous. They are not valid all the time. There is limited range of assessment strategies.	Assessment methods are not valid. The assessments lack the rigour in some classes. There are no variations in the strategies.	

	Outstanding	Good	Satisfactory	Unsatisfactory
4.5 Use of ICT in supporting assessment and feedback.	<p>Trainers use ICT when assessing learners for learning regularly.</p> <p>ICT is used in administering summative assessment.</p> <p>Trainers always use technology to provide feedback to learners at different points in their learning journey.</p>	<p>Trainers use ICT when assessing learners for learning regularly.</p> <p>ICT is sometimes used in administering summative assessment</p> <p>Trainers sometimes use technology to provide feedback to learners at different points in their learning journey.</p>	<p>Trainers sometime use ICT when assessing learners for learning regularly.</p> <p>ICT is not used in administering summative assessment.</p> <p>Trainers rarely use technology to provide feedback to learners at different points in their learning journey.</p>	<p>Technology is not used in any assessment of the classes or workshops.</p>
5. Curriculum				
5.1 Curriculum Implementation (adaptation for the different needs, enrichment, extra-curricular activities, and cross curricular links)	<p>a. The school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are embedded through all the curricular areas.</p> <p>c. A very wide program of extra-curricular activities within and outside the school significantly enhances learners' academic and personal development.</p> <p>d. Cross-curricular links are planned purposefully to enhance learners' transfer of learning between subjects</p>	<p>a. The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas.</p> <p>c. A variety of extra-curricular activities and community links enhances learners' academic and personal development.</p> <p>d. Cross-curricular links are meaningful and planned and assist learners' transfer of learning between different subjects.</p>	<p>a. The school makes adequate modifications to the curriculum to meet the needs of most groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution may be limited or inconsistent across curricula areas.</p> <p>c. An appropriate range of extra-curricular activities and community links benefits learners' academic and personal development.</p> <p>d. Some cross-curricular links are planned but they do not facilitate learners' transfer of learning between different subjects</p>	<p>a. The school makes few or no modifications to the curriculum. The needs of several groups of learners are not met.</p> <p>b. There are few or no opportunities for enterprise, innovation, creativity or social contribution, and minority of learners is disengaged.</p> <p>c. There is a limited range of extra-curricular activities and community links with little or no impact on learners' academic and personal development</p> <p>d. They are no planned cross curricular links. Thus, learners' transfer of learning between different subjects rarely happens.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
5.2 Curriculum Progression (structure and continuity)	The curriculum is very well planned to ensure structured progression in all subjects. It meets the needs of all learners. Continuity of learning is seamless and learners are fully prepared for the next phase of education, within school and beyond.	The curriculum is planned so that learning builds well on learners' previous achievements, in all key subjects. It meets the needs of most learners. Learners are well prepared for the next phase of education, within school and beyond.	The curriculum is planned and there is adequate progression in most key subjects but this may vary across subjects and age groups. It meets the needs of a large majority of learners. Learners are adequately prepared for the next phase of education, within school and beyond.	The curriculum has significant gaps in content and there is discontinuity within subjects. It meets the needs of only a majority of learners. Learners are inadequately
6. Leadership				
6.1 The head teacher and senior leadership team create a clear and inspiring school vision	The head teacher and senior leadership team inspire all the school community to work towards a vision that has a direct and significant focus on improving learner outcomes.	The head teacher and senior leadership team have a clear vision for the school. Most of the school community understand and work towards this vision. The vision gives an appropriate emphasis to improving the full range of learner outcomes.	The head teacher and senior leadership team have a vision for the school. The majority of the school community are aware of and work towards this vision. However, the vision is only partially focused on improving learner outcomes.	The head teacher and senior leadership team have no clear vision for the school. They have little or no focus on improving learner outcomes.
6.2 The head teacher and senior leadership team have the capacity to improve the school	The head teacher and senior leadership team demonstrate an excellent understanding of what they have to do to drive change and improve the school. They anticipate problems that will impact on teaching and learning and plan actions to address them. They systematically draw on the government support, resources and skills to support school improvement.	The head teacher and senior leadership team have a good understanding of what they have to do in order to drive change and improve the school. They identify problems that impact on learner outcomes and take action to address them. They regularly draw on the government support, resources and skills to support improvement. Improvement planning is systematic and rigorous.	The head teacher and senior leadership team are aware of improvements that can be made in their school. They have some clarity about what they can do to make these improvements and sometimes draw on the government support, resources and skills to support improvement. Improvement planning is carried out appropriately but mainly focuses on issues of compliance and administration	The head teacher and senior leadership team do not focus sufficiently on school improvement. They demonstrate little understanding about what they have to do in order to improve their school. They do not draw on governments' resources and skills to support school improvement. School improvement planning either doesn't happen or is very weak.

	Outstanding	Good	Satisfactory	Unsatisfactory
6.3 Productive relationships with parents, the school's School Management Committee (SMC)	<p>a. Reporting to parents on teaching and learning is regular and detailed. It includes information about learners' next steps in learning.</p> <p>b. The head teacher and senior leadership team encourage an active SMC and PTA. Both bodies are proactive in challenging and supporting the development of teaching and learning across the school.</p>	<p>a. Reporting to parents on learner attainment, progress and engagement is regular and includes teacher comments.</p> <p>b. There are positive relationships with the SMC and PTA and both bodies support the monitoring and development of teaching and learning across the school.</p>	<p>a. Reporting to parents on learner attainment and progress is regular.</p> <p>b. There are established relationships with both the SMC and PTA. Both bodies are involved in supporting teaching and learning</p>	<p>a. Reporting to parents on learner attainment and progress is rare and inconsistent and focuses on examination grades.</p> <p>b. Relationships with the SMC and PTA are undeveloped. They are not involved in supporting teaching and learning.</p>

2. Compliance descriptions, Part B

	Exceeds	Fully Meets	Partially meets	Fails to meet
1. Curriculum				
1. Teaching hours for each subject for each grade (Consider: total time and balance across all grades/classes)	The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of specific subjects (to improve numeracy and literacy) . Almost all targeted learners attend these extra lessons.	All classes in the same grade receive the same teaching time for each subject. The teaching time for each subject in all grades meets the expected national standard.	Not all classes in the same grade receive the same teaching time each subject. The teaching time for each subject in almost all classes meets the expected national standard.	Not all classes in the same grade receive the same teaching time for each subject. The teaching time for each subject in many classes is below the expected national standard.
1.2 Compulsory Subjects taught and options		All classes in each grade cover the compulsory subjects as per the national standards. In case of the availability of option, learners choose from a wide range of options as per the national standards	Almost all classes or grades cover the compulsory subjects as per the national standards. There are few options for learners to choose from.	Not all classes or grades cover the compulsory subjects. There are very limited options, if any, for learners to choose from.

<p>1.3 Scheme of work for each and lesson plan.</p>	<p>All teachers make use of syllabus, textbooks and teachers' guide to complete all of the schemes of work. These are submitted for checking at the first day of school re-opening,</p>	<p>All teachers make use of syllabus, textbooks and teachers' guide to complete all of the schemes of work. These are submitted for checking during the first week of school re-opening.</p>	<p>The majority of teachers use the textbook and/or syllabus to complete sections of the schemes of work for relevant grades and subjects. These are submitted for checking during the second week of school re-opening.</p>	<p>The majority of teachers do not prepare their schemes of work for relevant grades and subjects.</p>
<p>2. Assessment</p>				
<p>2.1 End of unit (Consider end of module for secondary schools as well)</p>		<p>The school implements end of units exams for all the subjects for all the grades, consistent with the requirements of the national standards and upload results to Comprehensive Assessment Management Information System</p> <p>Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school implements end of units exams inconsistently and not across all subjects. The school does not upload the results to the Comprehensive Assessment Management Information System</p> <p>Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school does not implement end of unit exams in all subjects.</p> <p>Not all lessons have formative assessments.</p>
<p>2.2 End of term</p>		<p>The school implements end of terms exams for all subjects in accordance with NESAs standards and guidelines</p> <p>The school implements end of cycle exams for most subjects in accordance with NESAs standards and guidelines</p>	<p>The school implements end of terms exams for most subjects in accordance with NESAs standards and guidelines</p>	<p>The school fails to administer the end of term exams as per the guidelines of NESAs</p>
<p>2.3 End of cycle - + end of year</p>		<p>The school implements end of cycle exams for all subjects in accordance with NESAs standards and guidelines</p>	<p>The school implements end of cycle exams for most subjects in accordance with NESAs standards and guidelines</p>	<p>The school fails to administer the end of cycle exams as per the guidelines of NESAs</p>

3. Resource Management					
3.1 Teaching resources of teachers	There are adequate supplies of stationary, exercise and textbooks for all grades. Parents buy textbooks as required. The library is stocked with relevant books.	There are inadequate supplies of some items of stationery, exercise books or textbooks for some grades. The library contains some relevant books but it is not adequately stocked.	There are inadequate supplies of stationery, exercise books and textbooks for all grades. There is either no library or it is poorly stocked. Parents do not meet the educational needs of their children.	There are inadequate supplies of stationery, exercise books or textbooks for some grades. The library contains some relevant books but it is not adequately stocked.	There are inadequate supplies of stationery, exercise books and textbooks for all grades. There is either no library or it is poorly stocked. Parents do not meet the educational needs of their children.
	All teachers prepare their own learning materials. All classrooms have adequate displays that are used in lessons. These are regularly replaced and updated. All teachers use learning material in most lessons.	All teachers prepare their own learning materials, mostly from local materials. All classrooms have sufficient displays that are sometimes used by teachers and learners in lessons. All teachers use teaching learning materials in most lessons.	The majority of teachers prepare their own learning materials, mostly from local materials. A majority of classrooms have displays. The majority of teachers use teaching learning materials in lessons.	Most teachers do not prepare their own teaching learning materials. Nearly all classrooms have no display. The majority of teachers do not use teaching learning materials in lessons.	Most teachers do not prepare their own teaching learning materials. Nearly all classrooms have no display. The majority of teachers do not use teaching learning materials in lessons.
3.2 Learning material of learners	There is at least one well-equipped ICT laboratory, including up-to-date computers, printers and an LCD projector.	There is a fully furnished ICT laboratory with internet access, an adequate number of working computers and a printer, aligned with national standards.	A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some teachers occasionally use their own laptops in lessons.	A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some teachers occasionally use their own laptops in lessons.	There is either no ICT laboratory or the computers in the laboratory are either not working or very few in number. Teachers rarely use their own laptops in lessons.
	Teachers and learners use ICT frequently in lessons and outside of lessons.	The laboratory is available throughout the school day and beyond and is frequently used by teachers and learners.	Teachers and learners use ICT frequently in lessons and outside of lessons.	Teachers rarely use their own laptops in lessons.	Teachers rarely use their own laptops in lessons.
3.3 ICT resources (Consider: quantity and quality of computers, printers, software; use of internet access; use of ICT resources, educational software such as MS office)	There is at least one well-equipped ICT laboratory, including up-to-date computers, printers and an LCD projector.	There is a fully furnished ICT laboratory with internet access, an adequate number of working computers and a printer, aligned with national standards.	A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some teachers occasionally use their own laptops in lessons.	A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some teachers occasionally use their own laptops in lessons.	There is either no ICT laboratory or the computers in the laboratory are either not working or very few in number. Teachers rarely use their own laptops in lessons.
	Teachers and learners use ICT frequently in lessons and outside of lessons.	The laboratory is available throughout the school day and beyond and is frequently used by teachers and learners.	Teachers and learners use ICT frequently in lessons and outside of lessons.	Teachers rarely use their own laptops in lessons.	Teachers rarely use their own laptops in lessons.

4. Infrastructure

<p>4.1 Classrooms and furniture (Consider: quantity; space; walls; light; desks/tables and chairs; writing board; decoration and display)</p>	<p>All classrooms are of a good size, accessible to learners with disabilities, have appropriate flooring, are well lit and air-conditioned.</p> <p>There are whiteboards and adequate age-appropriate furniture. The classroom environment is attractive and clearly promotes learning</p>	<p>All classrooms are safe, appropriately sized and are accessible to learners with disabilities. They have appropriate flooring, are well lit and well ventilated.</p> <p>Writing boards and classroom furniture are adequate. They adequately support learning.</p>	<p>A few classrooms are inadequate. These classrooms are fairly safe, but are too small, poorly lit and/or ventilated. The writing boards are sometimes inadequate and there is a lack of age-appropriate classroom furniture. These classrooms do not adequately support learning.</p>	<p>Many classrooms are temporary structures. They have inadequate flooring and roofing, are poorly lit and/or ventilated and are unsafe.</p> <p>Furniture is inadequate</p>
<p>4.2 Library & Lab facilities (Consider: space; furniture; books and any other library resources; use of space & resources)</p>	<p>The library has a wide range of fiction and non-fiction texts and other resources that are appropriate for the full age range in the school.</p> <p>A full-time librarian manages the library.</p> <p>It is accessible during and outside of school hours.</p>	<p>The library has relevant books. It is well lit, spacious and has appropriate furniture.</p> <p>A dedicated librarian manages the library and books are classified and sorted appropriately. Learners are able to borrow books.</p> <p>It is accessible during school hours and is often in use during the school day.</p>	<p>The library contains some relevant books but these are not adequate.</p> <p>Books are grouped according to grade level and are stored in containers.</p> <p>Teachers distribute these to learners during library periods for reading.</p>	<p>There is neither no library or it is poorly resourced with books. A few books, stored in containers, are brought into some classrooms during library time.</p> <p>This is managed either by a class teacher or an English teacher.</p>
<p>4.3 Office and meeting rooms</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The head teacher's office is air-conditioned and is spacious enough to hold small meetings.</p> <p>The school has a bigger conference room that is fully furnished and air-conditioned.</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture.</p> <p>The head teacher's office is spacious enough to hold small meetings.</p> <p>There is another space in the school that is adequate for larger meetings.</p>	<p>The head teacher and maybe the deputies have adequate offices that are well lit and well ventilated.</p> <p>However, any offices are small and not suitable for holding meetings.</p> <p>Other staff either share or have no workspace.</p>	<p>Only the head teacher and maybe the deputies have offices.</p> <p>Other staff either share or have no workspace.</p> <p>Any offices are poorly lit and poorly ventilated.</p> <p>They are cramped and have inadequate furniture</p>

<p>4.4 Playing/Sports facilities</p>	<p>Sporting facilities for most indoor and outdoor games are available. Sports fields are standard size and mostly well maintained. There are appropriate supplies of sports equipment for both boys and girls, which are well managed by a physical education instructor</p>	<p>The school has one sports field on which all sporting events are held. It is not of the required size and not marked however. Sports equipment is in short supply and there is no physical education instructor.</p>	<p>The school has no sports fields and virtually no sports equipment. There is no physical education instructor</p>
<p>5. Environment</p>			
<p>5.1 School boundaries: fencing & accessibility</p>	<p>The school is fenced with a manned gate and has secure boundaries. There is a land title deed. The school is accessible through well-maintained roads.</p>	<p>The school is partly fenced but is without a manned gate. There is a land title deed. The school is not easily accessible and learners' experience to get to school requires improvement.</p>	<p>The school is not fenced and has no well-defined boundaries. Encroachers have invaded the compound. There is no land title deed available. The school is hard to be accessed. Learners are at danger every day they go to school.</p>
<p>6. Health & Safety</p>			
<p>6.1 Waste disposal</p>	<p>There are an adequate number of large waste bins in the compound. Every classroom and office also has small waste bins. Workers are assigned to gather and empty all refuse into the bigger waste bins. Arrangements have been made with a private contractor to dispose of the waste at the weekend. Proper disposal of chemicals and expired chemicals</p>	<p>There are an adequate number of large waste bins in the compound. Every classroom and office also has small waste bins. Learners are assigned to gather and empty all refuse into the bigger waste bins during break times. Refuse is properly disposed off. Proper disposal of chemicals and expired chemicals</p>	<p>There are no waste bins in the school. A pit has been dug where all waste is deposited. The waste is not normally burned. Proper disposal of chemicals and expired chemicals</p>

<p>6.2 Safe water & access</p>	<p>There is pipe borne water and bottled water for sale. Each office and classroom has water dispensers. There are boreholes and hygienic water storage tanks for emergencies. Safe water is accessible in several ways.</p>	<p>There is pipe borne water and bottled water for sale. There is a bore-hole with water stored in hygienic tanks for emergencies Safe water is sufficiently accessible.</p>	<p>There is pipe borne water, some of which is stored in large containers. Bottled water is also available for sale. There is no borehole. Access to safe water is challenge</p>	<p>There is no pipe borne water or borehole. Learners collect water from the stream or river for washing hands. There is no access to safe water.</p>
<p>6.3 Security, Safety, and Safeguarding</p>	<p>The school has rigorous procedures for he safeguarding of learners including child protection. The school is very effective in protecting learners from all forms of abuse, including bullying via the internet and social media. Availability of at least a lightening arrestor for each building Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment. Availability of First aid and medical support</p>	<p>The school has effective procedures for the safeguarding of learners including child protection. All staff, learners and parents are aware of these. The school is effective in protecting learners from all forms of abuse, including bullying, including via the internet and social media Availability of at least a lightening arrestor for each building Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment. Availability of first aid and medical support</p>	<p>The school has adequate formal procedures for the safeguarding including child protection. Most staff, learners, and parents are aware of these. The school takes some measures to protect the learners from abuse. Limited measure for bullying via the internet Availability of at least a lightening arrestor for each building Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment. Availability of first aid and medical support</p>	<p>The school has minimal or no formal procedures for the safeguarding of learners including child protection No lightening arrestor Emergency evacuation procedures are inadequate and do not cover the whole school facility No first aid or limited medical support</p>

<p>6.4 Toilet facilities (For each gender consider: quantity; state of repair; cleanliness)</p>	<p>There are an adequate number of water closets with running water that are safe, easily accessible and gender-friendly. There are sinks for hand washing with soap, hand dryers and air fresheners. The toilets are frequently cleaned with detergents to ensure cleanliness.</p>	<p>The toilets are frequently cleaned to ensure cleanliness. There are sinks for hand washing.</p>	<p>The toilets are not frequently cleaned. There are water closets with running water; however, soap is not always available.</p>	<p>There are no toilet facilities or they are of inadequate number or not in working order.</p>
<p>6.5 Health care and immunisations</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards. The school arranges for those who have not been immunised to have them</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards.</p>	<p>The school allows government-sponsored immunisation and other health talks. The school sometimes admits learners without ensuring that early childhood vaccinations have been completed.</p>	<p>The school allows government-sponsored immunisation. The school admits learners without checking for immunisation records however.</p>
<p>6.6 School feeding Programme</p>	<p>The school implements the school feeding program. The school grows its own crops to support the feeding of the learners.</p>	<p>The school implements the school feeding programme fully in accordance with the school feeding policy</p>	<p>The school implements almost all relevant parts of the school feeding programme</p>	<p>The school does not implement the full programme as requested by the school feeding policy</p>
<p>6.7 Government led health-related initiatives (Consider new initiatives or programs)</p>	<p>The school pioneers at implementing obligatory and optional government-led health related initiatives immediately and proactively.</p>	<p>The school implements government-led health related initiatives when asked to.</p>	<p>The school implements government –led health related initiatives. Yet, there is a delay in implementation, lack of follow through, or full scale implementation</p>	<p>The school does not implement the recently launched government led initiatives.</p>

7. Teacher & Staff					
7.1 Qualifications and work experience	All members of staff are working in areas that they are qualified in. School leadership reports any staffing issues to the district promptly. The school keeps accurate and detailed records of each member of staff Availability of Inclusive Education focal teacher.	All teachers are teaching subjects they are qualified in. All non-teaching staff are working in areas that they have been trained in. School reports any staffing issues to the district promptly	Most teachers are teaching subjects that they are qualified in. The majority of non-teaching staff are working in areas that they have been trained in.	The majority of teachers are teaching subjects that they are not qualified in. The majority of non-teaching staff are working in areas that they have not been trained in.	
7.2 Teacher's attendance & Punctuality		All teachers consistently attend school and all their lessons punctually. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.	Although most teachers attend school and lessons appropriately, a few fail to either turn up to school completely or miss individual lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve attendance.	At least a significant minority of teachers fail to turn up to school and/or individual lessons. The school leadership either do not record or do not deal with these problems of attendance.	
7.3 Continuous Professional Development	Head teacher and all teachers participate proactively in CPD opportunities while arranging for opportunities to exchange best practices and hosting learning communities.	Head teacher and all teachers comply with the CPD requirements and participate actively in the learning communities.	Head teacher and most of the teachers comply with most of the CPD requirements. The school occasionally participates in the learning communities	Head teacher and teachers do not comply with most of the CPD requirements. The school lacks the culture of continuous development. The school does not participate in any learning community	
8. School Leadership					
8.1 Creating School Direction (SIPS, SSR, mission, vision,)	The school leadership proactively works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with SMART actions and close follow up.	The school leadership works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with some actions and close follow up	The school leadership works on a strategic plan that lacks the vision. The school leadership does not always deliver on action plan and recommendation.	The school leadership does not have a strategic plan. The leadership team fails to develop an action plan for the different recommendations.	

<p>8.2 Leading Learning</p>	<p>They systematically track learner performance, monitor, and evaluate the teaching of all teachers, focusing on the impact teaching has on learner outcomes.</p>	<p>The head teacher and senior leadership team track learner performance.</p>	<p>The head teacher and school leadership team analyse and evaluate learner performance, particularly in examinations.</p>	<p>The head teacher and school leadership team rarely evaluate learner performance.</p>
<p>8.3 Leading Teaching</p>	<p>The head teacher and senior leadership team demonstrate an excellent knowledge of the curriculum and effective practices in teaching.</p> <p>They provide teachers with constructive feedback and the support they need to improve their practice.</p>	<p>The head teacher and senior leadership team demonstrate a good knowledge of the curriculum and effective practices in teaching.</p> <p>They provide teachers with feedback to improve their practice.</p>	<p>The head teacher and senior leadership team have a satisfactory knowledge of the curriculum. They recognise some effective teaching practices.</p> <p>. They observe lessons taught by the majority of teachers occasionally. They provide these teachers with feedback, which sometimes includes what they need to do to improve.</p>	<p>The head teacher and senior leadership team have a weak knowledge of the curriculum and effective teaching practices.</p> <p>The head teacher and school leadership team rarely observe lessons. They provide little feedback or support to teachers.</p>
<p>8.4 Management of a school as an organization (manages and resources)</p>	<p>The school leadership effectively manages all school resources and ensure proactive reporting.</p> <p>All financial records such as cashbooks, cash analysis book are sufficiently detailed and kept up-to-date. Schools prepare annual financial reports and implement any audit recommendations</p>	<p>The school leadership manages most school resources. There is limited reporting on all school aspects</p> <p>The school maintains financial records but these are insufficiently detailed or not kept up-to-date.</p> <p>Auditing is weak and any recommendations are not always implemented</p>	<p>The school leader manages most school resources. There is limited reporting on all school aspects</p> <p>The school maintains financial records but these are insufficiently detailed or not kept up-to-date.</p> <p>Auditing is weak and any recommendations are not always implemented</p>	<p>There are clear areas of several mismanaged areas. School does not report.</p> <p>The school does not keep accurate financial records. Auditing is infrequent.</p>

8.5 Communication with parents and the local community

The school leadership communicates with parents regularly using the full range of channels. There are also visits to the homes of learners facing particular challenges. Parents are actively encouraged to communicate with the school.

The school leadership communicates with parents via termly reports, meetings, letters, the school calendar, and notices on boards, newsletters, telephone calls and text messages.

The school leadership communicates with parents via termly reports and meetings, but not on a regular basis

The school leadership only communicate with parents via termly reports or on an irregular basis.

For the colour coding, follow the below:

- Anything that falls under ‘Fails to Meet’ should be coloured in Red.
- For indicators and elements related to ‘Partially meet’, all to be coloured in yellow EXCEPT anything related to Infrastructure and Health & Safety. There is NO compromise to anything related to health and safety.
- All judgements related to Meet or Exceed are to be coloured in Green.

ANNEX- 2 Descriptors of inspection of early childhood education

2. ECE - Quality of education descriptors – Part A

	Outstanding	Good	Satisfactory	Unsatisfactory
Learner's Attainment				
Attainment against the learning standards of ECE	<p>1.1 In Assessment</p> <p>100% of learners are within the relevant learning standards.</p> <p>1.2 In lessons and daily activities, almost all learners attain standards that are in line with or above the National Age- related Curriculum learning standards.</p>	<p>1.1 In Assessment</p> <p>Between 75% and 99% are within the relevant learning standards.</p> <p>1.2 In lessons and daily activities, most learners attain standards that are in line with or above national age-related curriculum standards.</p>	<p>1.1 In Assessment</p> <p>Between 50% and 74% of learners are within the relevant learning standards</p> <p>1.2 In lessons, the majority of learners attain standards that are in line with or above national age-related curriculum standards</p>	<p>1.2 In Assessment</p> <p>Less than 50% of learners are within the relevant learning standards.</p> <p>1.2 In lessons, a minority of learners attain standards that are in line with or above national age-related curriculum standards.</p>
2.Learners' learner profile – refer to CBC at pre-primary level				
2.1 Learners' attitude	<p>Learners have very positive and responsible attitudes. They demonstrate strong self –reliance and thrive on critical feedback.</p>	<p>Learners have positive and responsible attitudes. They are self-reliant and respond well to critical feedback</p>	<p>Learners demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.</p>	<p>Learners might be willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
2.2 Learners' Behaviour	<p>Learners are consistently self-disciplined and respond very well to others.</p> <p>They resolve difficulties in mature ways.</p> <p>Bullying is extremely rare. Their exemplary behaviour is influential across the school</p>	<p>Learners usually demonstrate self-discipline and respond well to others.</p> <p>Bullying is rare.</p> <p>Learners' positive behaviour prevails throughout the school</p>	<p>Learners respect and follow school rules in and out of lessons. They are courteous to others.</p> <p>Learners' behaviour generally contributes to a safe and orderly learning community, although there may be a few incidents of bullying</p>	<p>The poor behaviour of a few learners disrupts lessons and/or causes difficulties around the school.</p> <p>Learners' behaviour results in disorderly learning community and incidents of bullying are frequent.</p>
2.3 Learners' Skills				
2.3.1 Learners' engagement in their own learning	<p>Learners are enthusiastic and take responsibility for their own learning in sustained ways.</p> <p>They focus well and reflect on their learning.</p> <p>They show persistency to finish a task and improve</p>	<p>Learners enjoy learning and take increasing responsibility for their own learning.</p> <p>They know their strengths and weaknesses and take steps to improve.</p>	<p>Learners have positive attitudes towards learning and can work for short periods without their teachers' interventions.</p> <p>They may be passive learners, but they know what they have learned and how to improve their work in general terms.</p>	<p>Learners are easily distracted and work only with their teachers' direction.</p> <p>Learners rarely reflect on the quality of their learning and consequently they are unsure or do not know how to improve their work.</p>
2.3.2 Learners' interactions, collaboration, and communication skills	<p>Learners interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals.</p> <p>They communicate their learning very clearly.</p>	<p>Learners interact and collaborate well in a range of learning situations. They communicate their learning clearly</p>	<p>Learners can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.</p>	<p>Learners work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
2.3.3 Innovation, enterprise, enquiry, research, and critical and thinking	<p>Learners are innovative and enterprising.</p> <p>They are independent learners and can find things out for themselves using a variety of different sources.</p> <p>Critical thinking and problem solving are intrinsic features of learning.</p>	<p>Learners are enterprising. They can find things out for themselves.</p> <p>Critical thinking and problem-solving skills are common features of learning.</p>	<p>Learners can do basic research with teachers' direction.</p> <p>Critical thinking and problem-solving skills are developing features of learning.</p>	<p>Learners find it difficult to do basic independent activities</p> <p>Critical thinking and problem-solving skills are underdeveloped features of learning.</p>
3. Teaching				
3.1 Play Based Approach	<p>Teachers apply play-based learning approach: Children engage in a variety of play activities related to themes: indoor, outdoor, structured, childcentred free play, gross and fine motor activities.</p> <p>Much of the day is devoted to learning through play.</p>	<p>Teachers apply play-based learning approach: Children engage in some play activities related to themes: indoor, outdoor, structured, child-centred free play, gross and fine motor activities.</p> <p>Part of the day is devoted to learning through play.</p>	<p>Teachers apply play-based learning approach: Children engage in a limited variety of play activities related to themes: indoor, outdoor, structured, child centred free play, gross and fine motor activities.</p> <p>Limited part of the day is devoted to learning through play.</p>	<p>Teachers rarely apply play-based learning approach. Children are rarely engaged in a variety of play activities related to themes: indoor, outdoor, structured, child centred free play, gross and fine motor activities.</p> <p>Barely any time of the day is devoted to learning through play.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.2 Sensory Based Approach	<p>Teachers always use multi-sensory approach: activities engage children's senses: see, hear, touch, smell, taste</p> <p>Teachers always tell/read stories to children.</p> <p>Teachers use various songs/rhymes/poems to develop different skills connected to themes.</p>	<p>Teachers frequently use multi-sensory approach: activities engage children's senses: see, hear, touch, smell, taste</p> <p>Teachers frequently tell/read stories to children.</p> <p>Teachers use various songs/rhymes/poems to develop different skills connected to themes.</p>	<p>Teachers sometimes use multi-sensory approach: activities engage children's senses: see, hear, touch, smell, taste</p> <p>Teachers sometimes tell/read stories to children.</p> <p>Teachers use various songs/rhymes/poems to develop different skills connected to themes.</p>	<p>Teachers rarely use multi-sensory approach: activities engage children's senses: see, hear, touch, smell, taste</p> <p>Teachers rarely tell/read stories to children.</p> <p>Teachers use various songs/rhymes/poems to develop different skills connected to themes.</p>
3.3 Structuring & Organizing the lessons/ activities				
3.3.1 Lessons are well-structured	<p>a. Learning objectives are well defined, challenging and discussed with learners.</p> <p>b. The main parts of the lessons are structured into timed episodes. Teachers use final plenaries to assess learners' learning.</p> <p>c. The lesson is coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons have differentiated instructions and activities to meet the individual needs of learners and support in developing their skills</p>	<p>a. Learning objectives are clear and provide appropriate challenge for learners. They are often shared with learners at the start of lessons.</p> <p>b. Lessons begin with short starter activities that engage most learners and recap previous knowledge interactively. Lessons consist of clear episodes that develop learning progressively.</p> <p>c. The lesson is coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons have differentiated instructions and activities to meet the individual needs of learner and support in developing their skills</p>	<p>a. Learning objectives are identified but are not always clear or sufficiently challenging.</p> <p>b. Lessons are loosely structured into whole class teaching with some individual or pair/group tasks.</p> <p>c. Lessons are coherent with limited variety of activities</p> <p>d. Planning shows very limited differentiation in instructions or activities.</p>	<p>a. Learning objectives for lessons are either not identified or not clear.</p> <p>b. Lessons are unstructured and almost entirely whole-class. There are limited opportunities for learners to work individually or in pairs.</p> <p>c. Lessons are not sequenced and lack the structure.</p> <p>d. All instructions and activities are the same for all learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3.2 Learning time is maximized	<p>a. Lessons start promptly and all learners are immediately engaged.</p> <p>b. Teachers manage actively the pace and timing of tasks.</p> <p>c. Teachers ensure that all learners remain engaged throughout a lesson, including once they have completed an activity</p>	<p>a. Lessons begin promptly and engage most learners.</p> <p>b. There is no unnecessary repetition of tasks.</p> <p>c. Teachers ensure almost all learners are engaged during whole-class work and when they are given individual tasks to complete. They actively engage all learners who are reluctant to participate</p>	<p>a. Lessons start and end on time.</p> <p>b. Teachers spend a minimum amount of time on administrative tasks due to established routines.</p> <p>c. Teachers notice some learners who are not participating actively and attempt to engage them.</p>	<p>a. Lessons are slow to start.</p> <p>b. The pace of learning is slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks.</p> <p>c. Teachers do not notice or attempt to engage learners who are not participating actively in whole class work</p>
3.4 Teaching environment in lessons				
3.4.1 Teachers demonstrate appropriately high expectations	<p>Teachers demonstrate appropriately high expectations for the achievement of all learners</p>	<p>Teachers demonstrate appropriately high expectation for the achievement of most learners</p>	<p>Teachers demonstrate high expectations of the behavior of all learners.</p> <p>They demonstrate high expectations for the achievements of some learners</p>	<p>Teachers demonstrate low expectations of the behavior of learners</p>
3.4.2 Teachers treat all learners fairly and promote the positive cooperation and peer interaction	<p>Teachers provide and promote actively equal opportunities for all learners. Children are consistent with all the children</p> <p>Teachers warmly greet each child by name</p> <p>Teachers deal efficiently with any disruptions without impacting the class.</p>	<p>Teachers treat all learners respectfully; regardless of their gender or ethnicity. Teachers are consistent with all children.</p> <p>Teachers warmly greet each child by name</p> <p>Teachers bring specific examples of positive behaviours to the attention of the class. Disruptions are dealt with fairly and efficiently.</p>	<p>Teachers do not explicitly criticize learners but demonstrate some gender or other bias. Teachers are inconsistent with all children.</p> <p>Teachers greet each child by name.</p> <p>There are clear routines that enable lessons to run smoothly. Teachers deal with disruptive behaviour reasonably. They make the behaviour that is expected clear to learners.</p>	<p>Teachers shout at, criticize, sometimes ridicule and generally don't treat learners with respect. They demonstrate bias in how they treat particular groups of learners, such as girls.</p> <p>Teachers do not know the names of all children.</p> <p>Off-task and disruptive behaviour is either unchallenged or is dealt with unreasonably.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.4.3 Teachers recognise learners with Special Educational Needs and provide the relevant support	Teachers have individual education plans for all learners with Special Education Needs, and regularly assess their progress in relation to those plans.	Teachers recognize specific learners with Special Educational Needs, including those with learning difficulties and gifted and talented learners. They routinely provide additional support and adapt tasks to try to meet their needs.	Teachers recognize specific learners with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or adapt tasks to try to meet their needs.	Teachers acknowledge that some learners have Special Educational Needs, but do not provide any support to specific learners.
3.4.4 Classroom environment arrangement	Classroom management encourages and promotes effective joyful learning, positive behaviour and mutual respect. Safe working practices are effectively promoted. Teacher sits on the child's bench when talking with them. Play with children and enjoy their ideas	Classroom management encourages and promotes effective learning, positive behaviour and mutual respect. Safe working practices are promoted. Teacher sits on the child's bench when talking to them. Play with children and enjoy their ideas	Classroom management sometimes encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are sometimes promoted. Teacher most of the times, sits on the child's bench level when talking. In most of the times, play with children and enjoy their ideas.	Classroom management does not encourage or promote effective learning, positive behaviour and mutual respect. Working practices are not always safe. Teachers do not speak to learners at their eye level. Teachers rarely play and enjoy the learners.
3.4.5 Teachers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson	Teachers effectively use ICT in more than one part of their lesson. (like read aloud stories,...) Teachers use the TLM effectively to promote learners' learning	Teachers always use ICT in at least one part of their lesson. Teachers always use the TLM to promote learners' learning	Teachers sometimes use ICT in at least one part of their lesson. Teachers sometimes use the TLM to promote learners' learning	Teachers do not use ICT in any part of their lesson. Teachers rarely use the TLM
3.5 Teacher – Learners' Interaction				

	Outstanding	Good	Satisfactory	Unsatisfactory
3.5.1 Teacher explanations and instructions are clear and differentiated	<p>a. Teachers demonstrate excellent subject knowledge and pedagogical knowledge. They talk to learners in a soft tone using familiar words</p> <p>b. They introduce and use correct vocabulary and terminology consistently alongside the concepts, skills and processes being learned. They demonstrate how to expose and address misconceptions in learners' learning.</p> <p>c. Differentiates instruction to meet learners' different needs using a range of learner-centred approaches and play activities</p>	<p>a. Teachers demonstrate subject knowledge that goes beyond the grade(s) that they teach. Their explanations are clear and concise. They talk to learners in a soft tone using familiar words.</p> <p>b. Teachers use correct vocabulary and terminology and carefully choose a variety of examples that are relevant and help learners to understand the concepts/skills being learned.</p> <p>c. Differentiates instruction to meet learners' different needs using a range of learner-centred approaches and play activities</p>	<p>a. Teachers demonstrate satisfactory subject knowledge for the grade(s) they teach. Their explanations are generally clear. The talk to learners in a soft tone using familiar words.</p> <p>b. Teachers use a range of examples to help learners learn. Examples tend to be repetitive and similar.</p> <p>c. Differentiates instruction to meet learners' different needs using a limited no. of learner-centred approaches and play activities</p>	<p>a. There are some significant gaps in teachers' subject knowledge and pedagogical knowledge. Their explanations lack clarity and often lead to the development of misconceptions. Teachers do not always speak with a soft tone.</p> <p>b. Poor choice of examples leads to learners developing misconceptions.</p> <p>c. Instructions are generic and activities are very limited.</p>
3.5.2 Teachers' questioning and dialogue	<p>a. Teachers target questions effectively using a wide range of strategies: asking learners to volunteer answers; asking questions of the whole class but choosing someone to answer; asking specific questions of targeted learners, etc.</p> <p>b. Learners are encouraged to ask each other questions and discuss their ideas in pairs, small groups and as a whole class.</p>	<p>a. Teachers use chorusing rarely and chanting only when appropriate. They use different strategies, such as asking learners to volunteer answers or asking specific questions of targeted learners.</p> <p>b. Teachers regularly invite learners to ask them questions. They sometimes encourage learners to ask each other questions and discuss their answers and ideas in pairs and as a whole class</p>	<p>a. Although teachers sometimes encourage chorusing, they increasingly ask questions using one strategy, such as asking for volunteers or asking questions of specific learners. They sometimes target questions to encourage disengaged learners to participate</p> <p>b. Teachers sometimes invite learners to ask them questions.</p>	<p>a. Teachers do most of the talking and encourage chorusing by asking mostly untargeted questions for learners in the class to shout out answers.</p> <p>b. Teachers either discourage learners from asking questions or do not provide opportunities for learners to ask questions.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.5.3 Teachers' responses	<p>a. Teachers use a wide range of strategies to respond to learners' answers: comparing; reasoning; adding to; revoicing; rephrasing.</p> <p>b. Teachers provide learners with encouraging comments</p> <p>c. Reinforces learning goals consistently throughout the lesson using playful approaches to facilitate learner's mastery</p>	<p>a. Teachers mostly follow up and probe learners' answers to encourage them to explain their ideas or to compare different answers.</p> <p>b. Teachers help learners to understand why their answers are correct or incorrect.</p> <p>c. Teachers reinforces learning goals throughout the lesson to facilitate learner's mastery</p>	<p>a. Teachers always acknowledge learners' answers. They occasionally probe incorrect and very occasionally correct answers, asking learners to explain their answers.</p> <p>b. Teachers sometimes explain to learners who give wrong answers why they are incorrect</p> <p>c. Teachers sometimes reinforce the learning goals</p>	<p>a. Teachers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Learners' answers are not followed up or probed.</p> <p>b. Teachers do not explain to learners who give wrong answers why they are incorrect.</p> <p>c. Teachers do not enforce the learning goals throughout the lesson.</p>
3.6 Learning Tasks provided				
3.6.1 Learning tasks engage and provide appropriate challenge for the different groups of learners	<p>a. All learners are challenged and supported to work at a level just beyond what they can do independently</p> <p>b. Learning tasks are derived from lesson objectives and build on what learners need to or already understand.</p>	<p>a. Teachers routinely adapt tasks to meet the needs of both lower- and higher-attaining learners, including those with Special Educational Needs, Gifted and Talented learners.</p> <p>b. Learning tasks relate clearly to lesson objectives and build on what learners already understand and can do.</p>	<p>a. Teachers sometimes provide alternative or adapted learning tasks for lower-attaining learners.</p> <p>b. Learning tasks are mostly appropriate for the learning objectives. Each task exposes learners to something new and/or extends their learning.</p>	<p>a. All learners are provided with the same learning tasks regardless of their prior achievements.</p> <p>b. There is insufficient challenge and support for particular groups of learners, such as those with Special Educational Needs or Gifted and Talented learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.6.2 Teachers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning and develop their critical and creative thinking	<p>a. Learners engage in a variety of both open and closed learning tasks that involve higher-order thinking.</p> <p>b. Learners are presented with enough opportunities to demonstrate their learning skills.</p> <p>c. Teachers provide tasks that encourage learners to make connections between different concepts and ideas</p>	<p>a. Learners engage in open as well as closed learning tasks that not only develop skills and knowledge but also conceptual understanding.</p> <p>b. Learners practice and apply the facts and skills that they are learning, including in unfamiliar situations.</p> <p>c. Learners are frequently provided with real-life and culturally relevant examples and resources.</p>	<p>a. There is some variation in the nature of the learning tasks but they often develop factual knowledge and procedural skills rather than conceptual understanding.</p> <p>b. Learners have the opportunity to practise and apply the facts and skills they are learning individually in routine and familiar situations.</p> <p>c. Teachers sometimes use other resources in addition to board work or textbooks. They sometimes provide 'real-life' and culturally relevant examples to engage learners</p>	<p>a. Learning tasks are highly repetitive with little variation. They predominantly require learners to practise routine skills and memorize facts.</p> <p>b. There is insufficient opportunity for learners to practice any skills they are learning individually.</p> <p>c. Teachers rely mostly on board work or textbooks. There is virtually no use of other resources or 'real-life' materials. Teaching examples are often not relevant to the 'real-life' context.</p>
3.6.3 Interactively builds upon learners' existing knowledge and skills while playfully engaging them in learning, giving them relevant and hands-on learning experiences.	<p>Teachers always and consistently checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a variety of relevant hands- on learning experiences for learners.</p> <p>Teachers talk about children's experiences and preferences in informal friendly conversations</p>	<p>Teachers always checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a variety of relevant hands- on learning experiences for learners.</p> <p>Teachers talk about children's experiences and preferences in informal friendly conversations</p>	<p>Teachers sometimes checks existing knowledge and carefully builds upon it.</p> <p>Teachers provide a limited variety of relevant hands- on learning experiences for learners.</p> <p>Teachers rarely talk about children's experiences and preferences in informal friendly conversations</p>	<p>Teachers start the lesson directly without checking any previous knowledge.</p> <p>Teachers do not spend time talking about children's experiences</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
4. Assessment				
4.1 Analysis of assessment data to monitor learners' progress	Teachers meet every day for reflection and analysis. Children's progress reports contain detailed developmental information and positive, narrative comments about the child's success in school.	Teachers meet at least weekly to reflect on effectiveness of their teaching strategies, children's progress, and other professional topics. Children's progress is reported in greater detail. Data on children's progress is maintained for analysis and research.	Teachers analyze children's progress at middle and end of each term and adjust their teaching strategies, learning materials, and children's experiences accordingly.	Teachers analyze children's progress at the end of the term only.
4.2 Teachers' knowledge of and support for learners' learning	Teachers have in-depth knowledge of the strengths and weaknesses of individual learners. Teachers provide excellent personalized challenge and support. Feedback to learners is comprehensive and constructive. Learners are routinely involved in assessing their own learning or their peers	Teachers have good knowledge of the strengths and weaknesses of individual learners. They provide well-focused challenge, support, and feedback and follow up. Learners are usually involved in assessing their own learning.	Teachers have reasonable knowledge of the strengths and weaknesses of individual learners. They provide some challenge, support, feedback and follow up. Learners are sometimes involved in assessing their own learning.	Teachers' knowledge of the strengths and weaknesses of learners is very limited. Learners are not given enough challenge, support, feedback or follow up. Learners are rarely involved in assessing their own learning.
4.3 Use of Assessment reports	All Progress reports are discussed with parents individually and/or in groups to help them better understand the content of the reports.	All Progress reports are discussed with parents individually and/or in groups to help them better understand the content of the reports.	Progress reports are discussed with parents individually and/or in groups to help them better understand the content of the reports by the end of the year	Progress reports are not discussed with parents

	Outstanding	Good	Satisfactory	Unsatisfactory
5. Curriculum				
5.1 Curriculum Implementation (adaptation for the different needs, enrichment, extra-curricular activities, and cross-curricular links)	<p>a. The school is highly successful in ensuring that teachers modify the curriculum to meet the needs of all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are embedded through all the curricular areas.</p> <p>c. A very wide programme of extra-curricular activities within and outside the school significantly enhances learners' academic and personal development.</p> <p>d. Cross-curricular links are planned purposefully to enhance learners' transfer of learning between subjects</p>	<p>a. The school is successful in ensuring that teachers modify the curriculum to meet the needs of almost all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas.</p> <p>c. A variety of extra-curricular activities and community links enhances learners' academic and personal development.</p> <p>d. Cross-curricular links are meaningful and planned and assist learners' transfer of learning between different subjects.</p>	<p>a. The school makes adequate modifications to the curriculum to meet the needs of most groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution may be limited or inconsistent across curricula areas.</p> <p>c. An appropriate range of extra-curricular activities and community links benefits learners' academic and personal development.</p> <p>d. Some cross-curricular links are planned but they do not facilitate learners' transfer of learning between different subjects</p>	<p>a. The school makes few or no modifications to the curriculum. The needs of several groups of learners are not met.</p> <p>b. There are few or no opportunities for enterprise, innovation, creativity or social contribution, and minority of learners is disengaged.</p> <p>c. There is a limited range of extra-curricular activities and community links with little or no impact on learners' academic and personal development</p> <p>d. They are no planned cross-curricular links. Thus, learners' transfer of learning between different subjects rarely happens.</p>
5.2 Curriculum Progression (structure and continuity)	<p>The curriculum is very well planned to ensure structured progression in all subjects. It meets the needs of all learners. Continuity of learning is seamless and learners are fully prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is planned so that learning builds well on learners' previous achievements, in all key subjects. It meets the needs of most learners. Learners are well prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum is planned and there is adequate progression in most key subjects but this may vary across subjects and age groups. It meets the needs of a large majority of learners. Learners are adequately prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum has significant gaps in content and there is discontinuity within subjects. It meets the needs of only a majority of learners. Learners are inadequately</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
6. Leadership				
6.1 The head teacher and senior leadership team create a clear and inspiring school vision	The head teacher and senior leadership team inspire all the school community to work towards a vision that has a direct and significant focus on improving learner outcomes.	The head teacher and senior leadership team have a clear vision for the school. Most of the school community understand and work towards this vision. The vision gives an appropriate emphasis to improving the full range of learner outcomes.	The head teacher and senior leadership team have a vision for the school. The majority of the school community are aware of and work towards this vision. However, the vision is only partially focused on improving learner outcomes.	The head teacher and senior leadership team have no clear vision for the school. They have little or no focus on improving learner outcomes.
6.2 The head teacher and senior leadership team have the capacity to improve the school	The head teacher and senior leadership team demonstrate an excellent understanding of what they have to do to drive change and improve the school. They anticipate problems that will impact on teaching and learning and plan actions to address them. They systematically draw on the government support, resources and skills to support school improvement.	The head teacher and senior leadership team have a good understanding of what they have to do in order to drive change and improve the school. They identify problems that impact on learner outcomes and take action to address them. They regularly draw on the government support, resources and skills to support improvement. Improvement planning is systematic and rigorous.	The head teacher and senior leadership team are aware of improvements that can be made in their school. They have some clarity about what they can do to make these improvements and sometimes draw on the government support, resources and skills to support improvement. Improvement planning is carried out appropriately but mainly focuses on issues of compliance and administration	The head teacher and senior leadership team do not focus sufficiently on school improvement. They demonstrate little understanding about what they have to do in order to improve their school. They do not draw on governments' resources and skills to support school improvement. School improvement planning either doesn't happen or is very weak.
6.3 Productive relationships with parents, the school's School Management Committee (SMC)	a. Reporting to parents on teaching and learning is regular and detailed. It includes information about learners' next steps in learning. b. The head teacher and senior leadership team encourage an active SMC and PTA. Both bodies are proactive in challenging and supporting the development of teaching and learning across the school. Parents are active volunteers at the school. Parents are trained in topics related to education, nutrition, health, child protection, hygiene and sanitation	a. Reporting to parents on learner attainment, progress and engagement is regular and includes teacher comments. b. There are positive relationships with the SMC and PTA and both bodies support the monitoring and development of teaching and learning across the school. Parents are active volunteers at the school. Parents are trained in topics related to education, nutrition, health, child protection, hygiene and sanitation	a. Reporting to parents on learner attainment and progress is regular. b. There are established relationships with both the SMC and PTA. Both bodies are involved in supporting teaching and learning Few Parents are active volunteers at the school. Occasionally, parents are trained in topics related to education, nutrition, health, child protection, hygiene and sanitation	a. Reporting to parents on learner attainment and progress is rare and inconsistent and focuses on examination grades. b. Relationships with the SMC and PTA are undeveloped. They are not involved in supporting teaching and learning. Parents do not participate in school activities.

4. ECE - Compliance descriptions, Part B

	Exceeds	Fully Meets	Partially meets	Fails to meet
1. Curriculum				
1.1 Daily Schedule	<p>Daily schedule provides time for physical play periods.</p> <p>Children leave the school compound to explore themes within their community on weekly basis</p> <p>Time periods vary: time period for an indoor teacher-directed play activity does not exceed 25 minutes</p> <p>The daily schedule balances and alternates activities: quiet-noisy; indoor-outdoor, active-passive; large group-small group; free structured so that children experience appropriate variety across all learning areas.</p>	<p>Daily schedule provides time for physical play periods.</p> <p>Children leave the school compound to explore themes within their community twice a month</p> <p>Time periods vary time period for an indoor teacher-directed play activity does not exceed 40 min</p>	<p>Daily schedule provides time for physical play periods.</p> <p>Children make at least three trips per year beyond their community to explore their country more fully</p> <p>Time periods vary: time period for an indoor teacher-directed play activity is always not less than 45 min</p>	<p>Daily schedule is very limited.</p> <p>Learners are always in their classrooms</p> <p>Time periods vary: time period for an indoor teacher- directed play activity is always not controlled and can take more than an hour</p>
1.2 Scheme of work for each and lesson plan.	<p>Learners develop generic and key unit competences in the following learning areas through daily play and experiences: • Discovery of the world • Numeracy • Physical development and Health • Creative art and culture • Language and literacy • Social and Emotional development</p>	<p>Learners develop generic and key unit competences in the following learning areas through daily play and experiences: • Discovery of the world • Numeracy • Physical development and Health • Creative art and culture • Language and literacy • Social and Emotional development</p>	<p>Learners develop generic and key unit competences in the only two learning areas through daily play and experiences: •</p> <ul style="list-style-type: none"> • Discovery of the world • Numeracy • Physical development and Health • Creative art and culture • Language and literacy • Social and Emotional development 	<p>Learners develop generic and key unit competences in the only two learning areas through daily play and experiences: •</p> <ul style="list-style-type: none"> • Discovery of the world • Numeracy • Physical development and Health • Creative art and culture • Language and literacy • Social and Emotional development

	Exceeds	Fully Meets	Partially Meets	Fails to meet
2. Assessment				
2.1 Assessment Coverage	<p>The assessment covers the six learning areas based on specific expectations according to the curriculum:</p> <ul style="list-style-type: none"> • Discovery of the world • Numeracy • Language: Kinyarwanda • Language: English • Creative Art and Culture • Physical Development and Health • Social and Emotional Development 	<p>The assessment covers the six learning areas based on specific expectations according to the curriculum:</p> <ul style="list-style-type: none"> • Discovery of the world • Numeracy • Language: Kinyarwanda • Language: English • Creative Art and Culture • Physical Development and Health • Social and Emotional Development 	<p>The assessment covers the at most 4 of these learning areas based on specific expectations according to the curriculum:</p> <ul style="list-style-type: none"> • Discovery of the world • Numeracy • Language: Kinyarwanda • Language: English • Creative Art and Culture Physical Development and Health • Social and Emotional Development 	<p>The assessment does not cover all the six learning areas.</p>
2.2 Assessment Criteria	<p>There is no period for exam, assessment is done progressively.</p> <p>Assessment is holistic and qualitative rather than quantitative.</p> <p>Children are compared to developmental standards/ milestones rather than to one another (criterion based assessment)</p>	<p>There is no period for exam, assessment is done progressively. • Assessment is holistic and qualitative rather than quantitative. • Children are compared to developmental standards/ milestones rather than to one another (criterion based assessment)</p>	<p>The assessment takes place in certain periods only.</p> <p>Assessment is qualitative but does not cover all the learning standards</p>	<p>The assessment takes place once a year.</p> <p>Assessment is qualitative and covers only very few learning standards.</p>

<p>2.3 Assessment Rubrics</p>	<p>The color-coded system, or a more definitive one, is used to clearly communicate with parents.</p> <p>GREEN: the child is consistently skillful in this area BLUE: the child is making more progress but has not yet mastered the skill</p> <p>YELLOW: the child continues to work on these skills and is starting to develop this skill RED: the child will benefit from support to further develop these skills; the skill has not been yet observed</p> <p>There is a mid-term progress report of each child for teacher's use. • Any interviews with a child are recorded in the child's file. This does not exclude the interview given to children for assessment of learning needs.</p>	<p>The colour-coded system, or a more definitive one, is used to clearly communicate with parents.</p> <p>GREEN: the child is consistently skillful in this area BLUE: the child is making more progress but has not yet mastered the skill</p> <p>YELLOW: the child continues to work on these skills and is starting to develop this skill RED: the child will benefit from support to further develop these skills; the skill has not been yet observed</p> <p>There is a mid-term progress report of each child for teacher's use.</p> <p>There are no interviews with the learners.</p>	<p>The school follows the colour coded assessment but not across all skills.</p> <p>The report is at the end of each term. There are no interviews with the learners</p>	<p>The school does not follow the colour coded assessment.</p> <p>The report is at the end of the year with no interviews with learners.</p>
<p>3. Resource Management</p>				
<p>3.1 Teaching resources of teachers</p>	<p>The school has one copy of national CBC pre-primary curriculum for each teacher.</p> <p>Teachers have the required pedagogical documents: curriculum, teacher guide, class diary, children's attendance list, schemes of work, weekly plan, daily schedule, assessment tools.</p>	<p>The school has one copy of national CBC pre-primary curriculum for each teacher.</p> <p>Teachers have the required pedagogical documents: curriculum, teacher guide, class diary, children's attendance list, schemes of work, weekly plan, daily schedule, assessment tools.</p>	<p>The school has one copy of national CBC pre-primary curriculum for each teacher.</p> <p>Teachers do not have all the required pedagogical documents: curriculum, teacher guide, class diary, children's attendance list, schemes of work, weekly plan, daily schedule, assessment tools.</p>	<p>The school does not have one copy of national CBC pre-primary curriculum for each teacher.</p> <p>Teachers do not have all the required pedagogical documents: curriculum, teacher guide, class diary, children's attendance list, schemes of work, weekly plan, daily schedule, assessment tools.</p>

3.2 Learning material of learners

All teachers prepare their own learning materials. All classrooms have adequate displays that are used in lessons. These are regularly replaced and updated. All teachers use learning material in most lessons.

Availability of appropriate learning materials for all learning areas: numeracy, language and literacy, creative art and culture, discovery of the world, social and emotional development, physical development and health

The preschool has a variety of Rwandan picture story books with culturally and age-appropriate stories

The preschool has a wide selection of high-quality children's literature from a variety of cultures.

Availability of children's writing materials: books, writing materials like pens, pencils, chalks, crayons, paper, and notebooks.

Nearly All play material can be adapted for children with varying abilities.

Learning and play materials for indoor and outdoors are interned to engage children's senses

All teachers prepare their own learning materials, mostly from local materials. All classrooms have sufficient displays that are sometimes used by teachers and learners in lessons. All teachers use teaching learning materials in most lessons.

Availability of appropriate learning materials for all learning areas: numeracy, language and literacy, creative art and culture, discovery of the world, social and emotional development, physical development and health

The preschool has a variety of Rwandan picture story books with culturally and age-appropriate stories

The preschool has a selection of high-quality children's literature from a variety of cultures.

Availability of children's writing materials: books, writing materials like pens, pencils, chalks, crayons, paper, and notebooks.

Nearly All play material can be adapted for children with varying abilities.

Learning and play materials for indoor and outdoors are interned to engage children's senses

The majority of teachers prepare their own learning materials, mostly from local materials. A majority of classrooms have displays. The majority of teachers use teaching learning materials in lessons.

Availability of appropriate learning materials for all learning areas: numeracy, language and literacy, creative art and culture, discovery of the world, social and emotional development, physical development and health

The preschool has a variety of Rwandan picture story books with culturally and age-appropriate stories

The preschool has some high-quality children's literature from a variety of cultures.

Availability of children's writing materials: books, writing materials like pens, pencils, chalks, crayons, paper, and notebooks.

Most of the play material can be adapted for children with varying abilities.

Learning and play materials for indoor and outdoors are interned to engage children's senses

Most teachers do not prepare their own teaching learning materials. Nearly all classrooms have no display. The majority of teachers do not use teaching learning materials in lessons.

Availability of appropriate learning materials for all learning areas: numeracy, language and literacy, creative art and culture, discovery of the world, social and emotional development, physical development and health

The preschool has a variety of Rwandan picture story books with culturally and age-appropriate stories

The preschool has limited books of high-quality children's literature from a variety of cultures.

Children's writing materials: books, writing materials like pens, pencils, chalks, crayons, paper, and notebooks are not all available

Very limited play material can be adapted for children with varying abilities.

Learning and play materials for indoor and outdoors are interned to engage children's senses

<p>3.3 ICT resources (Consider: quantity and quality of computers, printers, software; internet access; use of ICT resources, educational software such as MS office)</p>	<p>Use of ICTs and internet in lesson preparation, making materials, searching the content;</p>	<p>Use of ICTs and internet in lesson preparation, making materials, searching the content;</p>	<p>Limited use of ICT</p>	<p>No use of ICT</p>
<p>4. Infrastructure</p>				
<p>4.1 Classrooms and furniture (Consider: quantity; space; walls; light; desks/tables and chairs; writing board; decoration and display)</p>	<p>All classrooms are of a good size, accessible to learners with disabilities, have appropriate flooring, are well lit and air-conditioned. There are whiteboards and adequate age-appropriate furniture. The classroom environment is attractive and clearly promotes learning Classroom dimensions are equivalent to at least 2 sqm for each child. The capacity for each classroom does not exceed 25 children with one teacher and an assistant A child-size table is available for theme displays, group work, and other uses. A mat is provided for some activities such as reading, storytelling, and play</p>	<p>All classrooms are safe, appropriately sized and are accessible to learners with disabilities. They have appropriate flooring, are well lit and well ventilated. Writing boards and classroom furniture are adequate. They adequately support learning. The classrooms are child friendly: age appropriate, attractive, engaging, culturally appropriate. Classroom dimensions are equivalent to at least 2 sqm for each child. The capacity for each classroom does not exceed 30 children with one teacher and an assistant Table and chairs are painted in stimulating colours. Tables and benches/ chairs are child-sized and durable. A mat is provided for some activities such as reading, storytelling, and play</p>	<p>A few classrooms are inadequate. These classrooms are fairly safe, but are too small, poorly lit and/or ventilated. The writing boards are sometimes inadequate and there is a lack of age-appropriate classroom furniture. These classrooms do not adequately support learning. The classrooms are child friendly: age appropriate, attractive, engaging, culturally appropriate. Classroom dimensions are equivalent to at least 1.5 sqm for each child. The enrolment for each classroom does not exceed 30 children with one teacher. Table and chairs are painted in stimulating colours. A mat is provided for limited activities such as reading, storytelling, and play</p>	<p>Many classrooms are temporary structures. They have inadequate flooring and roofing, are poorly lit and/or ventilated and are unsafe. Furniture is inadequate Classrooms are tiny or have more than 30 children with one teacher. There is no mat provided</p>

<p>4.2 Library & kitchen (Consider: space; furniture; books and any other library resources; use of space & resources)</p>	<p>The library has a wide range of age appropriate fiction and non-fiction texts and other resources that are appropriate for the full age range in the school.</p> <p>Kitchen is separated from classrooms and toilets. Kitchen has a drying area for dishes after washing. Store has shelves and cupboards. Cooking using gas or electricity.</p>	<p>The library is stocked with relevant books. It is well lit, spacious and has appropriate furniture.</p> <p>Kitchen is separated from classrooms and toilets. Kitchen has a drying area for dishes after washing. Store has shelves and cupboards. Cooking using gas or electricity.</p>	<p>The library contains some relevant books but it is not adequately stocked.</p> <p>Kitchen is separated from classrooms and toilets. Kitchen has a drying area for dishes after washing. Store has shelves and cupboards. Cooking using charcoal.</p>	<p>There is neither no library or it is poorly stocked. A few books, stored in containers, are brought into some classrooms during library time. Kitchen is separated from classrooms and toilets. Kitchen has a drying area for dishes after washing. Utensils are kept safely in a container well covered. Plastic dishes are not accepted. Cooking using economic stove with firewood.</p>
<p>4.3 Office and meeting rooms</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The head teacher's office is air-conditioned and is spacious enough to hold small meetings.</p> <p>The school has a bigger conference room that is fully furnished and air-conditioned.</p> <p>Resting rooms are available for learners to sleep or stick learners</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture.</p> <p>The head teacher's office is spacious enough to hold small meetings.</p> <p>There is another space in the school that is adequate for larger meetings.</p> <p>A resting room is available for sick children. A mattress is available in the resting room</p>	<p>The head teacher and maybe the deputies have adequate offices that are well lit and well ventilated.</p> <p>However, any offices are small and not suitable for holding meetings.</p> <p>Other staff either share or have no workspace.</p> <p>A resting room is available for sick children. A mattress is available in the resting room</p>	<p>Only the head teacher and maybe the deputies have offices.</p> <p>Other staff either share or have no workspace.</p> <p>Any offices are poorly lit and poorly ventilated.</p> <p>They are cramped and have inadequate furniture</p> <p>Learners have no place to sleep/hap.</p>

<p>4.4 Playing/ Sports facilities</p>	<p>The play area has plants, flowers, and trees to provide shade in the compound</p> <p>Sand and mud pits with shovels. Smock for each child</p> <p>Water play area with many recycled containers, hoses, and other research tools.</p> <p>Child friendly and fixed equipment include rubber, ladders, tunnels, slides, etc.</p> <p>Mobile items such as small riding vehicles, tree branches, and boards</p>	<p>The school has a garden for children to tend.</p> <p>Availability of outdoor play materials: rubber, balances, slides, etc.</p> <p>Playground size is at least 60 sqm per class of 30 children: 2 sqm per child.</p> <p>Child friendly and fixed equipment include rubber, ladders, tunnels, slides, etc.</p> <p>Mobile items such as small riding vehicles, tree branches, and boards</p> <p>Sand pit with recycled scoops and containers.</p>	<p>The playground is dry, not waterlogged. All wells and pits are properly covered.</p> <p>Playground size is at least 45 sqm per class of 30 children: 1.5 sqm per child</p> <p>Fixed play equipment include at least: low slides and logs to walk on</p> <p>Movable play materials include ropes, balls, tyres, hoops, etc.</p>	<p>Size of the playground in accordance with the number of children: 1 sqm per child.</p> <p>Very limited play area.</p>
<p>5. Environment</p>				
<p>5.1 School boundaries: fencing & accessibility</p>	<p>The school is fenced with a manned gate and has secure boundaries. There is a land title deed.</p> <p>The school is accessible through well-maintained roads.</p> <p>The preschool has its own land certificate</p> <p>Children's original drawings, writing, and other work are displayed on the walls at their eye level.</p>	<p>The school is fenced with a manned gate and has secure boundaries. There is a land title deed.</p> <p>The school is accessible through well-maintained roads.</p> <p>The preschool owner has a notarized lease contract of at least five years.</p> <p>Children's original drawings, writing, and other work are displayed on the walls at their eye level.</p>	<p>The school is partly fenced but is without a manned gate. There is a land title deed.</p> <p>The school is not easily accessible and learners' experience to get to school requires improvement.</p> <p>The preschool location is recognized by local authorities</p> <p>Some of the children's original drawings, writing, and other work are displayed on the walls at their eye level.</p>	<p>The school is not fenced and has no well-defined boundaries.</p> <p>Encroachers have invaded the compound. There is no land title deed available</p> <p>The school is hard to be accessed. Learners are at danger every day they go to school.</p> <p>Very limited work of the learners is hung on the walls</p>

6. Health & Safety

6.1 Waste disposal

There are an adequate number of large waste bins in the compound. Every classroom and office also has small waste bins. Workers are assigned to gather and empty all refuse into the bigger waste bins. Arrangements have been made with a private contractor to dispose of the waste at the weekend.

Proper disposal of chemicals and expired chemicals

There are an adequate number of large waste bins in the compound. Every classroom and office also has small waste bins. Learners are assigned to gather and empty all refuse into the bigger waste bins during break times. Refuse is properly disposed off.

Proper disposal of chemicals and expired chemicals

There are a few big waste bins in the compound where all waste is disposed. These are not always sufficient for the quantity of waste however. All waste is burned or buried. There are no waste bins in classrooms

Proper disposal of chemicals and expired chemicals

There are no waste bins in the school. A pit has been dug where all waste is deposited. The waste is not normally burned.

Improper disposal of chemicals and expired chemicals

6.2 Safe water & access

There is pipe borne water and bottled water for sale. Each office and classroom has water dispensers. There are boreholes and hygienic water storage tanks for emergencies. Safe water is accessible in several ways.

There is pipe borne water and bottled water for sale. There is a bore-hole with water stored in hygienic tanks for emergencies
Safe water is sufficiently accessible.

There is pipe borne water, some of which is stored in large containers. Bottled water is also available for sale. There is no borehole.
Access to safe water is challenge

There is no pipe borne water or borehole.
Learners collect water from the stream or river for washing hands.
There is no access to safe water.

<p>6.3 Security, Safety, and Safeguarding</p>	<p>The school has rigorous procedures for the safeguarding of learners including child protection. The school is very effective in protecting learners from all forms of abuse, including bullying via the internet and social media.</p> <p>All surfaces of play materials are smooth, with no sharp edges, no protruding surfaces, and no damage.</p> <p>Availability of at least a lightening arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p> <p>Availability of first aid kit and medical support</p>	<p>The school has effective procedures for the safeguarding of learners including child protection. All staff, learners and parents are aware of these. The school is effective in protecting learners from all forms of abuse, including bullying, including via the internet and social media</p> <p>All surfaces of play materials are smooth, with no sharp edges, and no damage.</p> <p>The end of climbing and sliding areas is covered with soft ground or grass.</p> <p>Availability of at least a lightening arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p> <p>Availability of first aid kit and medical support</p>	<p>The school has adequate formal procedures for the safeguarding including child protection. Most staff, learners, and parents are aware of these. The school takes some measures to protect the learners from abuse. Limited measure for bullying via the internet</p> <p>All surfaces of play materials are smooth, with no sharp edges, no protruding surfaces, and no damage.</p> <p>The end of climbing and sliding areas is covered with soft ground or grass.</p> <p>Availability of at least a lightening arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p> <p>Availability of first aid kit and medical support</p>	<p>The school has minimal or no formal procedures for the safeguarding of learners including child protection</p> <p>No lightening arrester</p> <p>Emergency evacuation procedures are inadequate and do not cover the whole school facility</p> <p>All surfaces of play materials are smooth, with no sharp edges, no protruding surfaces, and no damage.</p> <p>No first aid kit or limited medical support</p>
<p>6.4 Toilet facilities (For each gender consider: quantity; state of repair; cleanliness)</p>	<p>There are an adequate number of water closets with running water that are safe, easily accessible and gender-friendly. There are sinks for hand washing with soap, hand dryers and air fresheners. The toilets are frequently cleaned with detergents to ensure cleanliness.</p>	<p>The toilets are frequently cleaned to ensure cleanliness. There are sinks for hand washing.</p>	<p>The toilets are not frequently cleaned. There are water closets with running water; however, soap is not always available.</p>	<p>There are no toilet facilities or they are of inadequate number or not in working order.</p>

<p>6.5 Health care and immunisations</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards. The school arranges for those who have not been immunised to have them</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards.</p>	<p>The school allows government-sponsored immunisation and other health talks. The school sometimes admits learners without ensuring that early childhood vaccinations have been completed.</p>	<p>The school allows government-sponsored immunisation. The school admits learners without checking for immunisation records however.</p>
<p>6.6 School feeding Programme</p>	<p>The school implements the school feeding program. The school grows its own crops to support the feeding of the learners.</p>	<p>The school implements the school feeding programme fully in accordance with the school feeding policy</p>	<p>The school implements almost all relevant parts of the school feeding programme</p>	<p>The school does not implement the full programme as requested by the school feeding policy</p>
<p>6.7 Government led health-related initiatives <i>(Consider new initiatives or programs)</i></p>	<p>The school pioneers at implementing obligatory and optional government-led health related initiatives immediately and proactively.</p>	<p>The school implements government-led health related initiatives when asked to.</p>	<p>The school implements government –led health related initiatives. Yet, there is a delay in implementation, lack of follow through, or full scale implementation</p>	<p>The school does not implement the recently launched government led initiatives.</p>

7. Teacher & Staff

7.1 Qualifications and work experience

All members of staff are working in areas that they are qualified in. School leadership reports any staffing issues to the district promptly. The school keeps accurate and detailed records of each member of staff

Availability of Inclusive Education focal teacher.

The preschool has an agreement with a multidisciplinary team of experts to provide technical support for learners with various special educational needs and teachers have skills required to work with children with SEN

All teachers are teaching subjects they are qualified in. All non-teaching staff are working in areas that they have been trained in. School reports any staffing issues to the district promptly

Teachers are equipped with basic knowledge and skills to identify and handle observed cases for children with special educational needs and demonstrate positive attitudes towards children with SEN. These children are referred to specialists accordingly.

Most teachers are teaching subjects that they are qualified in.

The majority of non-teaching staff are working in areas that they have been trained in.

Teachers are equipped with basic knowledge and skills to identify and handle observed cases for children with special educational needs and demonstrate positive attitudes towards children with SEN. These children are referred to specialists accordingly.

The majority of teachers are teaching subjects that they are not qualified in.

The majority of non-teaching staff are working in areas that they have not been trained in.

Very limited qualified teachers to deal with special needs

7.2 Teacher's attendance & Punctuality

All teachers consistently attend school and all their lessons punctually. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.

Although most teachers attend school and lessons appropriately, a few fail to either turn up to school completely or miss individual lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve attendance.

At least a significant minority of teachers fail to turn up to school and/or individual lessons. The school leadership either do not record or do not deal with these problems of attendance.

7.3 Continuous Professional Development	Head teacher and all teachers participate proactively in CPD opportunities while arranging for opportunities to exchange best practices and hosting learning communities.	Head teacher and all teachers comply with the CPD requirements and participate actively in the learning communities.	Head teacher and most of the teachers comply with most of the CPD requirements. The school occasionally participates in the learning communities	Head teacher and teachers do not comply with most of the CPD requirements. The school lacks the culture of continuous development. The school does not participate in any learning community
8. School Leadership				
8.1 School Strategic plan, improvement plan and action plan on recommendations	The school leadership proactively works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with SMART actions and close follow up.	The school leadership works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with some actions and close follow up	The school leadership works on a strategic plan that lacks the vision. The school leadership does not always deliver on action plan and recommendation.	The school leadership does not have a strategic plan. The leadership team fails to develop an action plan for the different recommendations.
8.2 Leading Learning	The headteacher systematically track learner performance, monitor, and evaluate the teaching of all teachers, focusing on the impact teaching has on learner outcomes.	The head teacher and senior leadership team track learner performance and observe lessons regularly.		The head teacher and senior leadership team have a weak knowledge of the curriculum and effective teaching practices. The head teacher and school leadership team rarely evaluate learner performance or observe lessons. They provide little feedback or support to teachers.
8.3 Leading Teaching	The head teacher and senior leadership team demonstrate an excellent knowledge of the curriculum and effective practices in teaching. They provide teachers with constructive feedback and the support they need to improve their practice.	The head teacher and senior leadership team demonstrate a good knowledge of the curriculum and effective practices in teaching. They provide teachers with feedback to improve their practice.	The head teacher and senior leadership team have a satisfactory knowledge of the curriculum. They recognize some effective teaching practices. They observe lessons taught by the majority of teachers occasionally. They provide these teachers with feedback, which sometimes includes what they need to do to improve.	The head teacher and senior leadership team have a weak knowledge of the curriculum and effective teaching practices. The head teacher and school leadership team rarely observe lessons. They provide little feedback or support to teachers.

<p>8.4 Management of school resources</p>	<p>The school leadership effectively manages all school resources and ensure proactive reporting.</p> <p>All financial records such as cashbooks, cash analysis book are sufficiently detailed and kept up-to-date. Schools prepare annual financial reports and implement any audit recommendations.</p> <p>The preschool has a sick bay and a nurse to provide health services for children on daily basis. A record of services offered by a nurse is available</p> <p>Guidelines with pictures are posted on how to manage communicable disease outbreaks such as lice.</p> <p>Children's health cards are current. These cards record regular health inspection. Deworming is regularly done.</p> <p>In case of emergency, a teacher escorts the child to the nearest health post and parents are informed as soon as possible. The teacher chooses a colleague to lead the class.</p> <p>Growth monitoring is regularly conducted to recognize children with malnutrition as early as possible for actions to be taken.</p>	<p>The school leadership effectively manages all school resources and ensure proactive reporting.</p> <p>All financial records such as cashbooks, cash analysis book are sufficiently detailed and kept up-to-date. Schools prepare annual financial reports and implement any audit recommendations.</p> <p>The preschool has an agreement with a health service provider recognized by the Ministry of Health to provide emergency health care.</p> <p>Children's health cards are current. These cards record regular health inspection. Deworming is regularly done.</p> <p>Growth monitoring is regularly conducted to recognize children with malnutrition as early as possible for actions to be taken.</p>	<p>The school leader manages most school resources. There is limited reporting on all school aspects</p> <p>The school maintains financial records but these are insufficiently detailed or not kept up-to-date.</p> <p>Auditing is weak and any recommendations are not always implemented</p> <p>The preschool has a health worker's contact for health related issues. The notebook for visitors indicates the services offered, dates and signature by the health worker.</p> <p>Guidelines with pictures are posted on how to manage communicable disease outbreaks such as lice.</p> <p>Children's health cards are current. These cards record regular health inspection. Deworming is regularly done.</p>	<p>There are clear areas of several mismanaged areas. School does not report.</p> <p>The school does not keep accurate financial records. Auditing is infrequent.</p> <p>Limited healthcare support</p>
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<p>8.5 Communication with parents and the local community</p>	<p>The school leadership communicates with parents regularly using the full range of channels. There are also visits to the homes of learners facing particular challenges. Parents are actively encouraged to communicate with the school.</p>	<p>The school leadership communicates with parents via termly reports, meetings, letters, the school calendar, and notices on boards, newsletters, telephone calls and text messages.</p>	<p>The school leadership communicates with parents via termly reports and meetings, but not on a regular basis</p>	<p>The school leadership only communicate with parents via termly reports or on an irregular basis.</p>
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For the colour coding, follow the below:

- Anything that falls under ‘ Fails to Meet’ should be coloured in Red.
- For indicators and elements related to ‘ Partially meet’, all to be coloured in yellow EXCEPT anything related to Infrastructure and Health & Safety. There is NO compromise to anything related to health and safety.
- All judgements related to Meet or Exceed are to be coloured in Green.

ANNEX- 3 Descriptors of inspections of TVETs

1. Quality of education descriptors – Part A

	Outstanding	Good	Satisfactory	Unsatisfactory
1.Learners' Outcomes				
Achievement in IT and the relevant vocational formal qualifications and/or other learning outcomes	Based on first sit examination results 91%-100% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 71%-90% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 51%-71% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 50% and below achieving at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]
1.2 Progress into employment or further training				
1.2.1 The proportion of learners obtaining sustainable employment after completing their training program	91%-100% progress into sustainable employment	81%-90% progress into employment	71%-80% progress into sustainable employment	70% and below progress into sustainable employment

	Outstanding	Good	Satisfactory	Unsatisfactory
1.2.2 The proportion of learners at the point of exit follow a progression pathway to further training and/or employment	91%-100% progress into further training or employment	81%- 90% progress into further training or employment	71%- 80% progress into further training or employment	Less than 70% progress into further training or employment
1.2.3 The proportion of cooperative work experience and/or on-the-job training (OJT) undertaken as part of the training program.	Almost all Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	Most Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	A minority Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	Few Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.
2.Learners' learner profile				
2.1 Learners' attitude	Learners have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback.	Learners have positive and responsible attitudes. They are self-reliant and respond well to critical feedback	Learners demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.	Learners might be willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback
2.2 Learners' Behavior	Learners are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways. Bullying is extremely rare. Their exemplary behaviour is influential across the school	Learners usually demonstrate self-discipline and respond well to others. Bullying is rare. Learners' positive behaviour prevails throughout the school	Learners respect and follow school rules in and out of lessons. They are courteous to others. Learners' behaviour generally contributes to a safe and orderly learning community, although there may be a few incidents of bullying	The poor behaviour of a few learners disrupts lessons and/or causes difficulties around the school. Learners' behaviour results in disorderly learning community and incidents of bullying are frequent.

	Outstanding	Good	Satisfactory	Unsatisfactory
2.3 Learners' Skills				
2.3.1 Learners' engagement in their own learning	Learners are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve Learners are prompt and punctual during the school and training.	Learners enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve. Learners are prompt and punctual during the school and training.	Learners have positive attitudes towards learning and can work for short periods without their teachers' interventions. They may be passive learners, but they know what they have learned and how to improve their work in general terms.	Learners are easily distracted and work only with their teachers' direction. Learners rarely reflect on the quality of their learning and consequently they are unsure or do not know how to improve their work.
2.3.2 Learners' interactions, collaboration and communication skills	Learners interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.	Learners interact and collaborate well in a range of learning situations. They communicate their learning clearly	Learners can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.	Learners work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.
2.3.3 Innovation, enterprise, enquiry, critical research, critical thinking and use of learning technologies	Learners are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem solving are intrinsic features of learning.	Learners are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Learners can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem – solving skills are developing features of learning.	Learners find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are underdeveloped features of learning.

	Outstanding	Good	Satisfactory	Unsatisfactory
<p>2.3.4 Develop learners' personal, social and employability skills including a positive work ethic.</p>	<p>Learners are highly participative and supportive of others. Learners seek out additional activities and challenges that will help them progress, with confidence and positivity.</p>	<p>Learners are enthusiastic about their course and take on additional, related activities and challenges. Learners are confident in their learning and demonstrate some confidence and autonomy in progressing their learning and personal development.</p>	<p>Learners have a sensible and mature attitude to their work and do what is required to complete their course. Learners do not fully demonstrate the confidence and initiative expected at this age/stage of their course.</p>	<p>Learners undertake the minimum expected of them. They demonstrate a lack of enthusiasm for the course and have little involvement in college life. Learners lack the confidence to take the initiative and have to be directed and guided at each stage in their learning.</p>
<p>3. Teaching</p> <p>3.1 Structuring & organizing lessons/workshops</p>				
<p>3.1.1 Lessons/workshops are well-structured</p>	<p>a. Learning objectives are well defined, challenging and discussed with learners. b. The main parts of the lessons/workshops are structured into timed episodes. Teachers use final plenaries to assess learners' learning. c. The lesson is coherent, sequenced and indicates different activities. d. Planning shows lessons/workshops have differentiated instructions and activities to meet the individual needs of learners and support in developing their skills</p>	<p>a. Learning objectives are clear and provide appropriate challenge for learners. They are often shared with learners at the start of lessons. b. Lessons/workshops begin with short starter activities that engage most learners and recap previous knowledge interactively. Lessons consist of clear episodes that develop learning progressively. c. The lessons/workshops are coherent, sequenced and indicates different activities. d. Planning shows lessons/workshops have differentiated instructions and activities to meet the individual needs of learner and support in developing their skills</p>	<p>a. Learning objectives are identified but are not always clear or sufficiently challenging. b. Lessons/workshops are loosely structured into whole class teaching with some individual or pair/group tasks. c. Lessons/workshops are coherent with limited variety of activities d. Planning shows very limited differentiation in instructions or activities.</p>	<p>a. Learning objectives for lessons are either not identified or not clear. b. Lessons/workshops are unstructured and almost entirely whole-class. There are limited opportunities for learners to work individually or in pairs. c. Lessons/workshops are not sequenced and lack the structure. d. All instructions and activities are the same for all learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.1.2 Learning time is maximized	<p>a. Lessons/workshops start promptly and all learners are immediately engaged.</p> <p>b. Trainers manage actively the pace and timing of tasks.</p> <p>c. Trainers ensure that all learners remain engaged throughout a lesson/workshop, including once they have completed a task</p>	<p>a. Lessons/workshops begin promptly and engage most learners.</p> <p>b. Trainers manage the pace and timing of tasks.</p> <p>c. Trainers ensure almost all learners are engaged during whole-class work and when they are given individual tasks to complete. They actively engage all learners who are reluctant to participate</p>	<p>a. Lessons/workshops start and end on time.</p> <p>b. Trainers spend a minimum amount of time on administrative tasks due to established routines.</p> <p>c. Trainers notice some learners who are not participating actively and attempt to engage them.</p>	<p>a. Lessons/workshops are slow to start.</p> <p>b. The pace of learning is slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks.</p> <p>c. Trainers do not notice or attempt to engage learners who are not participating actively in whole class work</p>
3.2 Teaching environment in lessons/Workshops				
3.2.1 Trainers demonstrate appropriately high expectations	<p>Teachers demonstrate appropriately high expectations for the achievement of all learners</p>	<p>Teachers demonstrate appropriately high expectation for the achievement of most learners</p>	<p>Teachers demonstrate high expectations of the behavior of all learners. They demonstrate high expectations for the achievements of some learners</p>	<p>Teachers demonstrate low expectations of the behavior of learners</p>
3.2.2 Trainers treat all learners fairly and promote positive cooperation and peer interaction	<p>Trainers provide and promote equal opportunities for all learners.</p>	<p>a. Trainers treat all learners respectfully; regardless of their gender or ethnicity</p> <p>b. Trainers bring specific examples of positive behaviours to the attention of the class. Disruptions are dealt with fairly and efficiently.</p>	<p>a. Trainers do explicitly criticize learners but demonstrate some gender or other bias.</p> <p>b. There are clear routines that enable lessons to run smoothly. Trainers deal with disruptive behaviour reasonably. They make the behaviour that is expected clear to learners.</p>	<p>a. Trainers shout at, criticize, sometimes ridicule and generally don't treat learners with respect. They demonstrate bias in how they treat particular groups of learners, such as girls.</p> <p>b. Off-task and disruptive behaviour is either unchallenged or is dealt with unreasonably.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.2.3 Trainers recognize learners with Special Educational Needs and provide the relevant support	Trainers have individual education plans for all learners with Special Education Needs, and regularly assess their progress in relation to those plans.	Trainers recognize specific learners with Special Educational Needs, including those with learning difficulties and gifted and talented learners. They routinely provide additional support and adapt tasks to try to meet their needs.	Trainers recognize specific learners with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or adapt tasks to try to meet their needs.	Trainers acknowledge that some learners have Special Educational Needs, but do not provide any support to specific learners.
3.2.4 Classroom environment arrangement	Classroom management encourages and promotes effective learning, positive behaviour and mutual respect. Safe working practices are effectively promoted.	Classroom management encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are promoted.	Classroom management sometimes encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are sometimes promoted.	Classroom management does not encourage or promote effective learning, positive behavior and mutual respect. Working practices are not always safe
3.2.5 Trainers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson	Trainers effectively use ICT in more than one part of their lesson/workshop. Trainers use the TLM effectively to promote learners' learning	Trainers always use ICT in at least one part of their lesson/workshop. Trainers always use the TLM to promote learners' learning	Trainers sometimes use ICT in at least one part of their lesson/workshop. Trainers sometimes use the TLM to promote learners' learning	Trainers do not use ICT in any part of their lesson. Trainers rarely use the TLM

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3 Trainer – Learners’ Interaction				
3.3.1 Trainers’ explanations and instructions are clear	<p>a. Trainers demonstrate excellent subject knowledge and pedagogical knowledge.</p> <p>b. They introduce and use correct vocabulary and terminology consistently alongside the concepts, skills and processes being learned. They demonstrate how to expose and address misconceptions in learners’ learning.</p> <p>c. Differentiates instruction to meet learners’ different needs using a range of learner-centered approaches and technology activities</p>	<p>a. Trainers demonstrate subject knowledge that goes beyond the grade(s) that they teach. Their explanations are clear and concise, and they use correct vocabulary and terminology.</p> <p>b. Trainers carefully choose a variety of examples that are relevant and help learners to understand the concepts/skills being learned.</p>	<p>a. Trainers demonstrate satisfactory subject knowledge for the grade(s) they teach. Their explanations are generally clear.</p> <p>b. Trainers use a range of examples to help learners learn. Examples tend to be repetitive and similar.</p>	<p>a. There are some significant gaps in trainers’ subject knowledge and pedagogical knowledge. Their explanations lack clarity and often lead to the development of misconceptions.</p> <p>b. Poor choice of examples leads to learners developing misconceptions.</p>
3.3.2 Trainers’ questioning and dialogue	<p>a. Trainers target questions effectively using a wide range of strategies: asking learners to volunteer answers; asking questions of the whole class but choosing someone to answer; asking specific questions of targeted learners, etc.</p> <p>b. Learners are encouraged to ask each other questions and discuss their ideas in pairs, small groups and as a whole class.</p>	<p>a. Trainers use chorusing rarely and chanting only when appropriate. They use different strategies, such as asking learners to volunteer answers or asking specific questions of targeted learners.</p> <p>b. Trainers regularly invite learners to ask them questions. They sometimes encourage learners to ask each other questions and discuss their answers and ideas in pairs and as a whole class</p>	<p>a. Although trainers sometimes encourage chorusing, they increasingly ask questions using one strategy, such as asking for volunteers or asking questions of specific learners. They sometimes target questions to encourage disengaged learners to participate</p> <p>b. Trainers sometimes invite learners to ask them questions.</p>	<p>a. Trainers do most of the talking and encourage chorusing by asking mostly untargted questions for learners in the class to shout out answers.</p> <p>b. Trainers either discourage learners from asking questions or do not provide opportunities for learners to ask questions.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3.3 Trainers' responses	<p>a. Trainers use a wide range of strategies to respond to learners' answers: comparing; reasoning; adding to; revoicing; rephrasing.</p> <p>b. Trainers provide learners with feedback that informs the next step and drives progress.</p> <p>c. Reinforces learning goals consistently throughout the lesson to facilitate learner's mastery</p>	<p>a. Trainers mostly follow up and probe learners' answers to encourage them to explain their ideas or to compare different answers.</p> <p>b. Trainers help learners to understand why their answers are correct or incorrect.</p> <p>c. Trainers reinforces learning goals throughout the lesson to facilitate learner's mastery</p>	<p>a. Trainers always acknowledge learners' answers. They occasionally probe incorrect and very occasionally correct answers, asking learners to explain their answers.</p> <p>b. Trainers sometimes explain to learners who give wrong answers why they are incorrect</p> <p>c. Trainers sometimes re-enforces the learning goals</p>	<p>a. Trainers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Learners' answers are not followed up or probed.</p> <p>b. Trainers do not explain to learners who give wrong answers why they are incorrect.</p> <p>c. Trainers do not enforce the learning goals throughout the lesson.</p>
3.4 Learning Tasks provided				
3.4.1 Learning tasks engage and provide appropriate challenge for all learners	<p>a. All learners are challenged and supported to work at a level just beyond what they can do independently</p> <p>b. Learning tasks are derived from lesson objectives and build on what learners need to or already understand.</p>	<p>a. Trainers routinely adapt tasks to meet the needs of both lower- and higher-attaining learners, including those with Special Educational Needs, Gifted and Talented learners.</p> <p>b. Learning tasks relate clearly to lesson objectives and build on what learners already understand and can do.</p>	<p>a. Trainers sometimes provide alternative or adapted learning tasks for lower-attaining learners.</p> <p>b. Learning tasks are mostly appropriate for the learning objectives. Each task exposes learners to something new and/or extends their learning.</p>	<p>a. All learners are provided with the same learning tasks regardless of their prior achievements.</p> <p>b. There is insufficient challenge and support for particular groups of learners, such as those with Special Educational Needs or Gifted and Talented learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
<p>3.4.2 Trainers provide a variety of learning tasks that enable learners to see, understand and master the content they are learning</p>	<p>a. Learners engage in a variety of both open and closed learning tasks that involve higher-order thinking.</p> <p>b. Learners are presented with enough opportunities to demonstrate their learning skills.</p> <p>c. Trainers provide tasks that encourage learners to make connections between different concepts and ideas</p>	<p>a. Learners engage in open as well as closed learning tasks that not only develop skills and knowledge but also conceptual understanding.</p> <p>b. Learners practice and apply the facts and skills that they are learning, including in unfamiliar situations.</p> <p>c. Learners are frequently provided with real-life and culturally relevant examples and resources.</p>	<p>a. There is some variation in the nature of the learning tasks but they often develop factual knowledge and procedural skills rather than conceptual understanding.</p> <p>b. Learners have the opportunity to practice and apply the facts and skills they are learning individually in routine and familiar situations.</p> <p>c. Trainers sometimes use other resources in addition to board work or textbooks. They sometimes provide 'real-life' and culturally relevant examples to engage learners</p>	<p>a. Learning tasks are highly repetitive with little variation. They predominantly require learners to practice routine skills and memorize facts.</p> <p>b. There is insufficient opportunity for learners to practice any skills they are learning individually.</p> <p>c. Trainers rely mostly on board work or textbooks. There is virtually no use of other resources or 'real-life' materials. Teaching examples are often not relevant to the 'real-life' context.</p>
<p>4. Assessment</p>				
<p>4.1 Analysis of assessment data to monitor learners' progress</p>	<p>Assessment data are rigorously analyzed. Information about learners' progress, as individuals and as group is accurate and comprehensive. It is monitored effectively.</p>	<p>Assessment data are analyzed in some depth. Information about learners' progress, as individuals and as groups, is accurate and detailed. It is tracked over time</p>	<p>Assessment data are analyzed but information about learners' progress, as individuals and as groups, may be superficial or under-developed</p>	<p>Analysis of assessment data is limited. There is little information about learners' progress.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
4.2 Use of assessment information to influence teaching, the curriculum and learners' progress	<p>Assessment information is used skilfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and to optimize their progress.</p>	<p>Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and enhance their progress</p>	<p>Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of groups of learners</p>	<p>Assessment information is not used to inform teaching or curriculum planning and the needs of learners are not met</p>
4.3 Trainer's knowledge of and support for learners' learning	<p>Trainers have in-depth knowledge of the strengths and weaknesses of individual learners.</p> <p>Teachers provide excellent personalized challenge and support.</p> <p>Feedback to learners is comprehensive and constructive. Learners are routinely involved in assessing their own learning or their peers.</p>	<p>Trainers have good knowledge of the strengths and weaknesses of individual learners.</p> <p>They provide well-focused challenge, support, and feedback and follow up. Learners are usually involved in assessing their own learning or their peers.</p>	<p>Trainers have reasonable knowledge of the strengths and weaknesses of individual learners.</p> <p>They provide some challenge, support, feedback and follow up. Learners are sometimes involved in assessing their own learning or their peers</p>	<p>Trainers' knowledge of the strengths and weaknesses of learners is very limited.</p> <p>Learners are not given enough challenge, support, feedback or follow up. Learners are rarely involved in assessing their own learning or their peers</p>
4.4 Assessment methods & Strategies	<p>Assessment methods are valid, rigorous and fair. Different strategies are used in assessment that are aligned with learners' age.</p>	<p>Assessment methods are valid, rigorous and fair.</p> <p>There is an acceptable range of assessment strategies used.</p>	<p>Assessment methods are fair and somewhat rigorous. They are not valid all the time.</p> <p>There is limited range of assessment strategies.</p>	<p>Assessment methods are not valid. The assessments lack the rigour in some classes.</p> <p>There are no variations in the strategies.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
4.5 Use of ICT in supporting assessment and feedback.	Trainers use ICT when assessing learners for learning regularly. ICT is used in administering summative assessment. Trainers always use technology to provide feedback to learners at different points in their learning journey.	Trainers use ICT when assessing learners for learning regularly. ICT is sometimes used in administering summative assessment. Trainers sometimes use technology to provide feedback to learners at different points in their learning journey.	Trainers sometime use ICT when assessing learners for learning regularly. ICT is not used in administering summative assessment. Trainers rarely use technology to provide feedback to learners at different points in their learning journey.	Technology is not used in any assessment of learning or of learning in the classes or workshops.
5. Curriculum				
5.1 Curriculum Implementation for the different needs, enrichment, and extra-curricular activities)	<p>a. The school is highly successful in ensuring that trainers modify the curriculum to meet the needs of all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are embedded through all the curricular areas to enhance learners' interest and motivation.</p> <p>c. A very wide programme of extra-curricular activities within and outside the school significantly enhances learners' academic and personal development.</p>	<p>a. The school is successful in ensuring that trainers modify the curriculum to meet the needs of almost all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas to enhance learners' interest and motivation.</p> <p>c. A variety of extra-curricular activities and community links enhances learners' academic and personal development.</p>	<p>a. The school makes adequate modifications to the curriculum to meet the needs of most groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution may be limited or inconsistent across curricula areas.</p> <p>c. An appropriate range of extra-curricular activities and community links benefits learners' academic and personal development.</p>	<p>a. The school makes few or no modifications to the curriculum. The needs of several groups of learners are not met.</p> <p>b. There are few or no opportunities for enterprise, innovation, creativity or social contribution, and minority of learners is disengaged.</p> <p>c. There is a limited range of extra-curricular activities and community links with little or no impact on learners' academic and personal development</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
<p>5.2 Curriculum meets employers' needs and links to the awarding body qualifications.</p>	<p>The curriculum meets learners and employers; needs in line with the awarding body qualifications.</p> <p>Continuity of learning is seamless and learners are fully prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum meets the needs of some of the employers in certain traders only.</p> <p>It meets the needs of most learners.</p> <p>Learners are well prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum does not fully meet the needs of the employers and the awarding body qualifications.</p> <p>It meets the needs of a large majority of learners.</p> <p>Learners are adequately prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum has significant gaps in content and there is discontinuity within subjects. It meets the needs of only a majority of learners.</p> <p>Learners are inadequately prepared</p>
<p>6. Leadership</p>				
<p>6.1 The school manager and admin support team create a clear and inspiring school vision</p>	<p>The school manager and admin support team inspire all the school community to work towards a vision that has a direct and significant focus on improving learner outcomes and communicate it clearly to all the school.</p>	<p>The school manager and admin support team have a clear vision for the school. Most of the school community understand and work towards this vision. The vision gives an appropriate emphasis to improving the full range of learner outcomes.</p>	<p>The school manager and admin support team have a vision for the school. The majority of the school community are aware of and work towards this vision. However, the vision is only partially focused on improving learner outcomes.</p>	<p>The school manager and admin support team have no clear vision for the school. They have little or no focus on improving learner outcomes.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
6.2 The school manager and senior team have the capacity to improve the school	<p>The school manager and the senior team demonstrate an excellent understanding of what they have to do to drive change and improve the school.</p> <p>They anticipate problems that will impact on teaching and learning and plan actions to address them.</p> <p>They systematically draw on the government support, resources and skills to support school improvement.</p>	<p>The school manager and the senior team have a good understanding of what they have to do in order to drive change and improve the school.</p> <p>They identify problems that impact on learner outcomes and take action to address them.</p> <p>They regularly draw on the government support, resources and skills to support improvement. Improvement planning is systematic and rigorous.</p>	<p>The school manager and the senior team are aware of improvements that can be made in their school.</p> <p>They have some clarity about what they can do to make these improvements and sometimes draw on the government support, resources and skills to support improvement.</p> <p>Improvement planning is carried out appropriately but mainly focuses on issues of compliance and administration</p>	<p>The school manager and the senior team do not focus sufficiently on school improvement.</p> <p>They demonstrate little understanding about what they have to do in order to improve their school.</p> <p>They do not draw on governments' resources and skills to support school improvement.</p> <p>School improvement planning either doesn't happen or is very weak.</p>
6.3 Productive relationships with parents, the school's School Management Committee (SMC)	<p>a. Reporting to parents on teaching and learning is regular and detailed. It includes information about learners' next steps in learning.</p> <p>b. The school manager and the senior team encourage an active SMC and PTA. Both bodies are proactive in challenging and supporting the development of teaching and learning across the school.</p> <p>c. Feedback from employers and other stakeholders is collected and effectively used to improve overall performance.</p>	<p>a. Reporting to parents on learner attainment, progress and engagement is regular and includes teacher comments.</p> <p>b. There are positive relationships with the SMC and PTA and both bodies support the monitoring and development of teaching and learning across the school.</p> <p>c. Feedback from employers and other stakeholders is collected and sometimes used to improve overall performance.</p>	<p>a. Reporting to parents on learner attainment and progress is regular.</p> <p>b. There are established relationships with both the SMC and PTA. Both bodies are involved in supporting teaching and learning</p> <p>c. Feedback from employers and other stakeholders is not collected.</p>	<p>a. Reporting to parents on learner attainment and progress is rare and inconsistent and focuses on examination grades.</p> <p>b. Relationships with the SMC and PTA are undeveloped. They are not involved in supporting teaching and learning.</p> <p>c. Feedback from employers and other stakeholders is not collected.</p>

5. Compliance descriptions, Part B

	Exceeds	Fully Meets	Partially meets	Fails to meet
1. Curriculum 1.1 Teaching subjects for each level and Trade (Consider: total time, subjects, levels for each trade)	The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of specific subjects (to improve numeracy, literacy & IT skills) . Almost all targeted learners attend these extra lessons.	All classes/workshop in the same level in each trade receive the same teaching time. The teaching time for each subject in all levels and trades meets the expected national standard.	Not all classes/workshops in the same level in each trade receive the same teaching time. The teaching time for each subject in almost all levels and trades meets the expected national standard.	Not all classes/workshops in the same level in each trade receive the same teaching time for each subject. The teaching time for each subject in many levels and trades is below the expected national standard.
1.2 Compulsory Subjects taught for each level for each TVETS's stream		All classes/workshops in each level in each trade cover the compulsory subjects as per the national standards. In case of the availability of option, learners choose from a wide range of options as per the national standards	Almost all classes/workshops in each level cover the compulsory subjects as per the national standards. There are few options for learners to choose from.	Not all classes/workshops in all levels in each trade cover the compulsory subjects. There are very limited options, if any, for learners to choose from.
1.3 Scheme of work for each and lesson/workshop plans	All trainers make use of syllabus/ chronograms, textbooks, trainers' guide, and other resources to complete all of the schemes of work. These are submitted for checking at the first day of school re-opening. Each lesson/workshop has its detailed lesson plan	All trainers make use of syllabus/ chronograms, textbooks, trainers' guide, and other resources to complete all of the schemes of work. These are submitted for checking at the first day of school re-opening. Each lesson/workshop has its detailed lesson plan	The majority of trainers use the textbook and/or syllabus to complete sections of the schemes of work for relevant subjects. These are submitted for checking during the second week of school re-opening. Lesson plans for lessons and workshops are not all available.	The majority of trainers do not prepare their schemes of work for relevant subjects. Lesson plans for lessons and workshops are incomplete.

2. Assessment			
2.1 Implementing Assessment as per guidelines	<p>The school implements exams for each level in line with the requirements of the national standards and upload results to Comprehensive Assessment Management Information System</p> <p>The school has a summative/integrated report for each specific module for each level and trade</p> <p>Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school implements exams inconsistently and not across all modules of all levels. The school does not upload the results to the Comprehensive Assessment Management Information System.</p> <p>There are no reports for any summative/integrated assessments</p> <p>Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school does not implement assessment as per the guidelines for all modules for all levels of trades</p> <p>Trainers rarely use formative assessment</p>
2.2 Trainee portfolio for each trade in each level	All trainees have a portfolio for their work in each subject in each level in each trade	The majority of trainees have a portfolio for their work in each subject in each level in each trade	Few trainees have a portfolio for their work in each subject in each level in each trade
2.3 Internal verification for each module	There is evidence of a robust internal verification for all assessment for each module in each level and trade	There is evidence of a robust internal verification for some assessment for each module in each level and trade	There is limited or evidence of a robust internal verification for any of the assessment for any of the modules
3. Resource Management			
3.1 Teaching resources of trainers	<p>There are adequate teaching resources as per the requirements of Standard Training Equipment List (STEL) in the training Organization Guide (TOG) for each trade.</p> <p>The library is stocked with relevant books.</p>	<p>There are inadequate teaching supplies of teaching resources as per the requirements of Standard Training Equipment List (STEL) for each trade.</p> <p>The library contains some relevant books but it is not adequately stocked.</p>	<p>There are inadequate supplies for the different levels and trades.</p> <p>There is either no library or it is poorly stocked..</p>

<p>3.2 Learning material of learners</p>	<p>All trainers prepare their own learning materials. All classrooms have adequate displays that are used in lessons. The materials in workshops are regularly replaced when needed.</p>	<p>The majority of trainers prepare their own learning materials, mostly from local materials. A majority of classrooms have displays. The materials in workshop are frequently replaced when needed.</p>	<p>Most trainers do not prepare their own teaching learning materials. Nearly all classrooms have no display. The materials of the workshops are not replaced.</p>
<p>3.3 ICT resources (Consider: quantity and quality of computers, printers, software; use of internet access; use of ICT resources, educational software such as MS office)</p>	<p>There is at least one well-equipped ICT laboratory, including up-to-date computers (at least 50) and printers. There is a projector in at least a classroom for each trade with one smart classroom. Availability of internet connectivity across the school Trainers and learners use ICT frequently in lessons and outside of lessons.</p>	<p>There is a fully furnished ICT laboratory with internet, access, an adequate number of working computers and a printer, aligned with national standards. The laboratory is available throughout the school day and beyond and is frequently used by trainers and learners. Limited internet availability.</p>	<p>A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some trainers occasionally use their own laptops in lessons. Internet connectivity is very limited</p>
<p>4. Infrastructure</p>			
<p>4.1 Classrooms and workshops furniture and equipment (Consider: quantity; space; walls; light; desks/tables and chairs; writing board; decoration and display)</p>	<p>All classrooms/workshops are of a good size, accessible to learners with disabilities, have appropriate flooring, are well lit and air-conditioned. There are whiteboards and adequate age-appropriate furniture. The classroom environment is attractive and clearly promotes learning</p>	<p>All classrooms/workshops are safe, appropriately sized and are accessible to learners with disabilities. They have appropriate flooring, are well lit and well ventilated. Writing boards and classroom furniture are adequate. They adequately support learning.</p>	<p>A few classrooms/workshops are inadequate. These classrooms/workshops are fairly safe, but are too small, poorly lit and/or ventilated. The writing boards are sometimes inadequate and there is a lack of age-appropriate furniture. These classrooms/workshops do not adequately support learning.</p>
			<p>Many classrooms/workshops are temporary structures. They have inadequate flooring and roofing, are poorly lit and/or ventilated and are unsafe. Furniture is inadequate</p>

<p>4.2 Library facilities (Consider: space; furniture; books and any other library resources; use of space & resources)</p>	<p>The library has a wide range of fiction and non-fiction texts and other resources that are appropriate for the full age range in the school. A full-time librarian manages the library. It is accessible during and outside of school hours.</p>	<p>The library has relevant books. It is well lit, spacious and has appropriate furniture. A dedicated librarian manages the library and books are classified and sorted appropriately. Learners are able to borrow books. It is accessible during school hours and is often in use during the school day.</p>	<p>The library contains some relevant books but these are not adequate. Books are grouped according to grade level and are stored in containers. Teachers distribute these to learners during library periods for reading.</p>	<p>There is neither no library or it is poorly resourced with books. A few books, stored in containers, are brought into some classrooms during library time. This is managed either by a class teacher or an English teacher.</p>
<p>4.3 Office and meeting rooms</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The school manager's office is air-conditioned and is spacious enough to hold small meetings. The school has a bigger conference room that is fully furnished and air-conditioned.</p>	<p>All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The school manager's office is spacious enough to hold small meetings. There is another space in the school that is adequate for larger meetings.</p>	<p>The school manager's and maybe the deputies have adequate offices that are well lit and well ventilated. However, any offices are small and not suitable for holding meetings. Other staff either share or have no workspace.</p>	<p>Only the school managers and maybe the deputies have offices. Other staff either share or have no workspace. Any offices are poorly lit and poorly ventilated. They are cramped and have inadequate furniture</p>
<p>4.4 Playing/Sports/ dining facilities/ (dormitories)</p>	<p>Sporting facilities for most indoor and outdoor games are available. Sports fields are standard size and mostly well maintained. There are appropriate supplies of sports equipment for both boys and girls, which are well managed by a physical education instructor Availability of multi purpose hall. In case of dormitories, availability of mosquito nets for each learner and a bathroom in each building</p>	<p>The school has one sports field on which all sporting events are held. It is not of the required size and not marked however. Sports equipment is in short supply and there is no physical education instructor. No multi-purpose hall. In case of dormitories, not all learners have a mosquito net. There is a bathroom in each building</p>	<p>The school has no sports fields and virtually no sports equipment.</p>	

5. Environment			
5.1 School boundaries: fencing & accessibility	<p>The school is fenced with a manned gate and has secure boundaries. There is a land title deed.</p> <p>The school is accessible through well-maintained roads.</p>	<p>The school is partly fenced but is without a manned gate. There is a land title deed.</p> <p>The school is not easily accessible and learners' experience to get to school requires improvement.</p>	<p>The school is not fenced and has no well-defined boundaries.</p> <p>Encroachers have invaded the compound. There is no land title deed available</p> <p>The school is hard to be accessed. Learners are at danger every day they go to school.</p>
6. Health & Safety			
6.1 Waste disposal	<p>There are an adequate number of large waste bins in the compound. Every classroom/workshop and office also has small waste bins. Workers are assigned to gather and empty all refuse into the bigger waste bins. Arrangements have been made with a private contractor to dispose of the waste at the weekend.</p> <p>Proper disposal of chemicals and expired chemicals</p>	<p>There are an adequate number of large waste bins in the compound. Every classroom/workshop and office also has small waste bins. Learners are assigned to gather and empty all refuse into the bigger waste bins during break times. Refuse is properly disposed off.</p> <p>Proper disposal of chemicals and expired chemicals</p>	<p>There are no waste bins in the school. A pit has been dug where all waste is deposited. The waste is not normally burned.</p> <p>Improper disposal of chemicals and expired chemicals</p>
6.2 Safe water & access	<p>There is pipe borne water and bottled water for sale. Each office and classroom/workshop has water dispensers. There are boreholes and hygienic water storage tanks for emergencies. Safe water is accessible in several ways.</p>	<p>There is pipe borne water, some of which is stored in large containers. Bottled water is also available for sale. There is no borehole.</p> <p>Access to safe water is challenge</p>	<p>There is no pipe borne water or borehole. Learners collect water from the stream or river for washing hands.</p> <p>There is no access to safe water.</p>

<p>6.3 Security, Safety, and Safeguarding</p>	<p>The school has rigorous procedures for the safeguarding of learners including child protection. The school is very effective in protecting learners from all forms of abuse, including bullying via the internet and social media.</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has effective procedures for the safeguarding of learners including child protection. All staff, learners and parents are aware of these. The school is effective in protecting learners from all forms of abuse, including bullying, including via the internet and social media</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has adequate formal procedures for the safeguarding including child protection. Most staff, learners, and parents are aware of these.</p> <p>The school takes some measures to protect the learners from abuse. Limited measure for bullying via the internet.</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has minimal or no formal procedures for the safeguarding of learners including child protection</p> <p>No lightning arrester</p> <p>Emergency evacuation procedures are inadequate and do not cover the whole school facility</p>
<p>6.4 Toilet facilities (For each gender consider: quantity; state of repair; cleanliness)</p>	<p>There are an adequate number of water closets with running water that are safe, easily accessible and gender-friendly. There are sinks for hand washing with soap, hand dryers and air fresheners. The toilets are frequently cleaned with detergents to ensure cleanliness.</p>	<p>The toilets are frequently cleaned to ensure cleanliness. There are sinks for hand washing.</p>	<p>The toilets are not frequently cleaned. There are water closets with running water; however, soap is not always available.</p>	<p>There are no toilet facilities or they are of inadequate number or not in working order.</p>
<p>6.5 Health care and immunisations</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards. The school arranges for those who have not been immunised to have them</p>	<p>The school allows government-sponsored immunisation and other health talks. The school only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards.</p>	<p>The school allows government-sponsored immunisation and other health talks. The school sometimes admits learners without ensuring that early childhood vaccinations have been completed.</p>	<p>The school allows government-sponsored immunisation. The school admits learners without checking for immunisation records however.</p>

6.6 School feeding Programme	<p>The school implements the school feeding program.</p> <p>The school grows its own crops to support the feeding of the learners.</p>	<p>The school implements the school feeding programme fully in accordance with the school feeding policy</p>	<p>The school implements almost all relevant parts of the school feeding programme</p>	<p>The school does not implement the full programme as requested by the school feeding policy</p>
6.7 Government led health-related initiatives <i>(Consider new initiatives or programs)</i>	<p>The school pioneers at implementing obligatory and optional government-led health related initiatives immediately and proactively.</p>	<p>The school implements government-led health related initiatives when asked to.</p>	<p>The school implements government –led health related initiatives. Yet, there is a delay in implementation, lack of follow through, or full scale implementation</p>	<p>The school does not implement the recently launched government led initiatives.</p>
7. Trainers & Staff				
7.1 Qualifications and work experience	<p>All members of staff are working in areas that they are qualified in.</p> <p>School leadership reports any staffing issues to the district promptly.</p> <p>The school keeps accurate and detailed records of each member of staff</p> <p>Availability of 1 English, 1 ICT, and 1 Entrepreneur teacher ?</p> <p>Should there be any IE</p>	<p>Availability of technical trainers with relevant qualifications for each trade. (Ratio of trainer to trainee is 1:25)</p> <p>Sufficient numbers of qualified staff with appropriate management, teaching and support expertise.</p> <p>School reports any staffing issues to the district promptly</p>	<p>Most trainers are teaching subjects that they are qualified in.</p> <p>Ratio of trainer to trainee is more than 1:25)</p> <p>The majority of non-teaching staff are working in areas that they have been trained in.</p>	<p>The majority of trainers are teaching subjects that they are not qualified in.</p> <p>Ratio of trainer to trainee is more than 1:25)</p> <p>The majority of non-teaching staff are working in areas that they have not been trained in.</p>
7.2 Trainers' attendance & Punctuality		<p>All teachers consistently attend school and all their lessons punctually. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.</p>	<p>Although most teachers attend school and lessons appropriately, a few fail to either turn up to school completely or miss individual lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve attendance.</p>	<p>At least a significant minority of teachers fail to turn up to school and/or individual lessons. The school leadership either do not record or do not deal with these problems of attendance.</p>

<p>7.3 Continuous Professional Development</p>	<p>School manager and all trainers participate proactively in CPD opportunities while arranging for opportunities to exchange best practices and hosting learning communities. All trainings are recorded in the relevant profiles.</p>	<p>School manager and all trainers comply with the CPD requirements and participate actively in the learning communities. All trainings are recorded in the relevant profiles.</p>	<p>School managers and most of the trainers comply with most of the CPD requirements. The school occasionally participates in the learning communities</p>	<p>School manager and trainers do not comply with most of the CPD requirements. The school lacks the culture of continuous development. The school does not participate in any learning community</p>
<p>8. School Leadership</p>				
<p>8.1 Creating School Direction (SIPS, SSR, mission, vision,)</p>	<p>The school leadership proactively works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with SMART actions and close follow up. Strategic plan has clear vision and mission, procurement plan, recruitment plan to reflect the organization structure, and plan to promote research and innovation</p>	<p>The school leadership works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with some actions and close follow up. Strategic plan has clear vision and mission, procurement plan, and recruitment plan to reflect the organization structure. There is no plan to promote research and innovation</p>	<p>The school leadership works on a strategic plan that lacks the vision. The school leadership does not always deliver on action plan and recommendation. Strategic plan has clear vision and mission, incomplete procurement plan, recruitment plan to reflect the organization structure. There is no plan to promote research and innovation</p>	<p>The school leadership does not have a strategic plan. The leadership team fails to develop an action plan for the different recommendations. The plan is limited to the vision and mission with limited reference to recruitment and procurement.</p>
<p>8.2 Leading Learning</p>	<p>They systematically track learner performance, monitor, and evaluate the trainers</p>	<p>The school manager and senior leadership team track learner performance regularly.</p>	<p>The school manager and school leadership team analyze and evaluate learner performance, particularly in examinations.</p>	<p>The school manager and school leadership team rarely evaluate learner performance.</p>

<p>8.3 Leading Teaching</p>	<p>The school manager and senior leadership team demonstrate an excellent knowledge of the curriculum and effective practices in teaching.</p> <p>They systematically track, monitor, and evaluate the teaching of all trainers, focusing on the impact teaching has on learner outcomes.</p> <p>They provide trainers with constructive feedback and the support they need to improve their practice.</p>	<p>The school manager and senior leadership team demonstrate a good knowledge of the curriculum and effective practices in teaching.</p> <p>The school manager and senior leadership team observe lessons regularly.</p> <p>They provide trainers with feedback to improve their practice.</p>	<p>The school manager and senior leadership team have a satisfactory knowledge of the curriculum. They recognise some effective teaching practices.</p> <p>They observe lessons taught by the majority of teachers occasionally. They provide these trainers with feedback, which sometimes includes what they need to do to improve.</p>	<p>The school manager and senior leadership team have a weak knowledge of the curriculum and effective teaching practices.</p> <p>The school manager and senior leadership team rarely observe lessons.</p> <p>They provide little feedback or support to trainers.</p>
<p>8.4 Management of a school as an organization (management of finances and resources)</p>	<p>The school leadership effectively manages all school resources and ensure proactive reporting.</p> <p>Reporting for the use of the consumables, stock cards, inventory</p> <p>Availability of all the needed legal documents such as the Legal Registration Certificate by RDB, Legal permission for Use of land,...</p> <p>Availability of maintenance and safety plan</p>	<p>The school maintains financial records, but these are insufficiently detailed or not kept up-to-date.</p> <p>Auditing is weak and any recommendations are not always implemented</p> <p>Incomplete budget allocation for the provision of Teaching and Learning material including ICT resources</p> <p>The school leader manages most school resources.</p> <p>There is limited reporting on all school aspects including the consumables.</p> <p>Availability of all the needed legal documents such as the Legal Registration Certificate by RDB, Legal permission for Use of land,...</p> <p>Availability of maintenance and safety plan</p>	<p>The school does not keep accurate financial records. Auditing is infrequent.</p> <p>No budget allocation for provision of any teaching and learning material including ICT resources</p> <p>There are clear areas of several mismanaged areas. School does not report.</p>	<p>The school does not keep accurate financial records. Auditing is infrequent.</p> <p>No budget allocation for provision of any teaching and learning material including ICT resources</p> <p>There are clear areas of several mismanaged areas. School does not report.</p>

<p>8.5 Communication with parents and the local community</p>	<p>The school leadership communicates with parents regularly using the full range of channels. There are also visits to the homes of learners facing particular challenges. Parents are actively encouraged to communicate with the school. There is a clear plan for community outreach</p>	<p>The school leadership communicates with parents via termly reports, meetings, letters, the school calendar, and notices on boards, newsletters, telephone calls and text messages. There is a plan for community outreach.</p>	<p>The school leadership communicates with parents via termly reports and meetings, but not on a regular basis No community outreach plan</p>	<p>The school leadership only communicate with parents via termly reports or on an irregular basis. No community-outreach plan</p>
<p>8.6 Labour Market orientation</p>	<p>A plan of industrial attachment program for each level of each trade A trainer visit report for industrial attachment program for each trainee in each trade. A career guidance implementation report</p>	<p>A plan of industrial attachment program for each level of each trade A trainer visit report for industrial attachment program for each trainee in each trade. There is no career guidance report</p>	<p>A plan of industrial attachment program for each level of each trade A trainer visit report for industrial attachment program for some trainees in some trade. There is no career guidance implementation report</p>	<p>No activities related to labour market orientation</p>

For the colour coding, follow the below:

- Anything that falls under ‘Fails to Meet’ should be coloured in Red.
- For indicators and elements related to ‘Partially meet’, all to be coloured in yellow EXCEPT anything related to Infrastructure and Health & Safety. There is NO compromise to anything related to health and safety.
- All judgements related to Meet or Exceed are to be coloured in Green.

ANNEX- 4 Descriptors of inspection of other types of education

1. Quality of education descriptors – Part A

	Outstanding	Good	Satisfactory	Unsatisfactory
1. Learners' Outcomes				
Achievement in IT and the relevant vocational formal qualifications and/ or other learning outcomes	Based on first sit examination results 91%-100% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 71%-90% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 51%-71% achieving Diploma at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]	Based on first sit examination results 50% and below achieving at National examination level in a relevant vocational area and high level of English IT skills and other learning outcomes. [Based on the number that complete]
1.2 Progress into employment or further training				
1.2.1 The proportion of learners obtaining sustainable employment after completing their training program	91%-100% progress into sustainable employment	81%-90% progress into sustainable employment	71%-80% progress into sustainable employment	70% and below progress into sustainable employment

	Outstanding	Good	Satisfactory	Unsatisfactory
1.2.2 The proportion of learners at the point of exit follow a progression pathway to further training and/or employment	91%-100% progress into further training or employment	81% - 90% progress into further training or employment	71% - 80% progress into further training or employment	Less than 70% progress into further training or employment
1.2.3 The proportion of cooperative work experience and/or on-the-job training (OJT) undertaken as part of the training program.	Almost all Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	Most Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	A minority Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.	Few Trainees experience enough relevant work experience and/or OJT and demonstrate a range of skills relevant to their future employment.
2.Learners' learner profile				
2.1 Learners' attitude	Learners have very positive and responsible attitudes. They demonstrate strong self-reliance and thrive on critical feedback.	Learners have positive and responsible attitudes. They are self-reliant and respond well to critical feedback	Learners demonstrate responsible attitudes and a developing self-reliance. They appreciate critical feedback.	Learners might be willing, although they may often be insecure and lack self-reliance. They do not respond well to critical feedback
2.2 Learners' Behaviour	Learners are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways. Bullying is extremely rare. Their exemplary behaviour is influential across the school	Learners usually demonstrate self-discipline and respond well to others. Bullying is rare. Learners' positive behaviour prevails throughout the school	Learners respect and follow school rules in and out of lessons. They are courteous to others. Learners' behaviour generally contributes to a safe and orderly learning community, although there may be a few incidents of bullying	The poor behaviour of a few learners disrupts lessons and/or causes difficulties around the school. Learners' behaviour results in disorderly learning community and incidents of bullying are frequent.

	Outstanding	Good	Satisfactory	Unsatisfactory
2.3 Learners' Skills				
2.3.1 Learners' engagement in their own learning	<p>Learners are enthusiastic and take responsibility for their own learning in sustained ways. They focus well and reflect on their learning to evaluate their strengths and weaknesses accurately. They take targeted actions to improve</p> <p>Learners are prompt and punctual during the school and training.</p>	<p>Learners enjoy learning and take increasing responsibility for their own learning. They know their strengths and weaknesses and take steps to improve.</p> <p>Learners are prompt and punctual during the school and training.</p>	<p>Learners have positive attitudes towards learning and can work for short periods without their teachers' interventions. They may be passive learners, but they know what they have learned and how to improve their work in general terms.</p> <p>Most learners are punctual during school and training.</p>	<p>Learners are easily distracted and work only with their teachers' direction. Learners rarely reflect on the quality of their learning and consequently they are unsure or do not know how to improve their work.</p> <p>Few learners are prompt and punctual only.</p>
2.3.2 Learners' interactions, collaboration and communication skills	<p>Learners interact and collaborate very effectively in a wide range of learning situations to achieve agreed goals. They communicate their learning very clearly.</p>	<p>Learners interact and collaborate well in a range of learning situations. They communicate their learning clearly</p>	<p>Learners can work productively in groups although the quality of their interactions is varied and collaboration is limited. They communicate their learning adequately.</p>	<p>Learners work together only with teacher supervision. They find it difficult to interact and to discuss and communicate their learning.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
2.3.3 Innovation, enquiry, research, critical thinking and use of learning technologies	Learners are innovative and enterprising. They are independent learners and can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively. Critical thinking and problem solving are intrinsic features of learning.	Learners are enterprising. They can find things out for themselves and use technologies to support their learning. Critical thinking and problem-solving skills are common features of learning.	Learners can do basic research with teachers' direction. They use learning technologies in limited ways to support their learning. Critical thinking and problem – solving skills are developing features of learning.	Learners find it difficult to do basic, independent research or use learning technologies effectively. Critical thinking and problem-solving skills are underdeveloped features of learning.
2.3.4 Develop learners' personal, social and employability skills including a positive work ethic.	Learners are highly participative and supportive of others. Learners seek out additional activities and challenges that will help them progress, with confidence and positivity.	Learners are enthusiastic about their course and take on additional, related activities and challenges. Learners are confident in their learning and demonstrate some confidence and autonomy in progressing their learning and personal development.	Learners have a sensible and mature attitude to their work and do what is required to complete their course. Learners do not fully demonstrate the confidence and initiative expected at this age/stage of their course.	Learners undertake the minimum expected of them. They demonstrate a lack of enthusiasm for the course and have little involvement in college life. Learners lack the confidence to take the initiative and have to be directed and guided at each stage in their learning.

3. Teaching

3.1 Structuring & organizing lessons/workshops

	Outstanding	Good	Satisfactory	Unsatisfactory
3.1.1 Lessons/ workshops are well-structured	<p>a. Learning objectives are well defined, challenging and discussed with learners.</p> <p>b. The main parts of the lessons/ workshops are structured into timed episodes. Teachers use final plenaries to assess learners' learning.</p> <p>c. The lesson is coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons/ workshops have differentiated instructions and activities to meet the individual needs of learners and support in developing their skills</p>	<p>a. Learning objectives are clear and provide appropriate challenge for learners. They are often shared with learners at the start of lessons.</p> <p>B. Lessons/workshops begin with short starter activities that engage most learners and recap previous knowledge interactively. Lessons consist of clear episodes that develop learning progressively.</p> <p>c. The lessons/workshops are coherent, sequenced and indicates different activities.</p> <p>d. Planning shows lessons/workshops have differentiated instructions and activities to meet the individual needs of learner and support in developing their skills</p>	<p>a. Learning objectives are identified but are not always clear or sufficiently challenging.</p> <p>b. Lessons/workshops are loosely structured into whole class teaching with some individual or pair/ group tasks.</p> <p>c. Lessons/workshops are coherent with limited variety of activities</p> <p>d. Planning shows very limited differentiation in instructions or activities.</p>	<p>a. Learning objectives for lessons are either not identified or not clear.</p> <p>b. Lessons/workshops are unstructured and almost entirely whole-class. There are limited opportunities for learners to work individually or in pairs.</p> <p>c. Lessons/workshops are not sequenced and lack the structure.</p> <p>d. All instructions and activities are the same for all learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.1.2 Learning time is maximized	<p>a. Lessons/workshops start promptly and all learners are immediately engaged.</p> <p>b. Trainers manage actively the pace and timing of tasks.</p> <p>c. Trainers ensure that all learners remain engaged throughout a lesson/workshop, including once they have completed a task</p>	<p>a. Lessons/workshops begin promptly and engage most learners.</p> <p>b. Trainers manage the pace and timing of tasks.</p> <p>c. Trainers ensure almost all learners are engaged during whole-class work and when they are given individual tasks to complete.</p> <p>They actively engage all learners who are reluctant to participate</p>	<p>a. Lessons/workshops start and end on time.</p> <p>b. Trainers spend a minimum amount of time on administrative tasks due to established routines.</p> <p>c. Trainers notice some learners who are not participating actively and attempt to engage them.</p>	<p>a. Lessons/workshops are slow to start.</p> <p>b. The pace of learning is slow. Time is wasted, either by unnecessary repetition or by teachers spending too long on administrative tasks.</p> <p>c. Trainers do not notice or attempt to engage learners who are not participating actively in whole class work</p>
3.2 Teaching environment in lessons/Workshops				
3.2.1 Trainers demonstrate appropriately high expectations	<p>Teachers demonstrate appropriately high expectations for the achievement of all learners</p>	<p>Teachers demonstrate appropriately high expectation for the achievement of most learners</p>	<p>Teachers demonstrate high expectations of the behavior of all learners.</p> <p>They demonstrate high expectations for the achievements of some learners</p>	<p>Teachers demonstrate low expectations of the behavior of learners</p>
3.2.2 Trainers treat all learners fairly and promote positive cooperation and peer interaction	<p>Trainers provide and promote actively equal opportunities for all learners.</p>	<p>a. Trainers treat all learners respectfully; regardless of their gender or ethnicity</p> <p>b. Trainers bring specific examples of positive behaviours to the attention of the class. Disruptions are dealt with fairly and efficiently.</p>	<p>a. Trainers do explicitly criticize learners but demonstrate some gender or other bias.</p> <p>b. There are clear routines that enable lessons to run smoothly. Trainers deal with disruptive behaviour reasonably. They make the behaviour that is expected clear to learners.</p>	<p>a. Trainers shout at, criticize, sometimes ridicule and generally don't treat learners with respect. They demonstrate bias in how they treat particular groups of learners, such as girls.</p> <p>b. Off-task and disruptive behaviour is either unchallenged or is dealt with unreasonably.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.2.3 Trainers recognize learners with Special Educational Needs and provide the relevant support	Trainers have individual education plans for all learners with Special Education Needs, and regularly assess their progress in relation to those plans.	Trainers recognise specific learners with Special Educational Needs, including those with learning difficulties and gifted and talented learners. They routinely provide additional support and adapt tasks to try to meet their needs.	Trainers recognize specific learners with Special Educational Needs, especially those with clearly observable disabilities. They sometimes provide additional support or adapt tasks to try to meet their needs.	Trainers acknowledge that some learners have Special Educational Needs, but do not provide any support to specific learners.
3.2.4 Classroom environment arrangement	Classroom management encourages and promotes effective learning, positive behaviour and mutual respect. Safe working practices are effectively promoted.	Classroom management encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are promoted.	Classroom management sometimes encourages and promotes learning, positive behaviour and mutual respect. Safe working practices are sometimes promoted.	Classroom management does not encourage or promote effective learning, positive behavior and mutual respect. Working practices are not always safe
3.2.5 Trainers effectively use ICT and the Essential Classroom material (TLM) in delivering the lesson	Trainers effectively use ICT in more than one part of their lesson/workshop. Trainers use the TLM effectively to promote learners' learning	Trainers always use ICT in at least one part of their lesson/workshop. Trainers always use the TLM to promote learners' learning	Trainers sometimes use ICT in at least one part of their lesson/workshop. Trainers sometimes use the TLM to promote learners' learning	Trainers do not use ICT in any part of their lesson. Trainers rarely use the TLM

3.3 Trainer – Learners' Interaction

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3.1 Trainers' explanations and instructions are clear	<p>a. Trainers demonstrate excellent subject knowledge and pedagogical knowledge.</p> <p>b. They introduce and use correct vocabulary and terminology consistently alongside the concepts, skills and processes being learned. They demonstrate how to expose and address misconceptions in learners' learning.</p> <p>c. Differentiates instruction to meet learners' different needs using a range of learner-centered approaches and technology activities</p>	<p>a. Trainers demonstrate subject knowledge that goes beyond the grade(s) that they teach. Their explanations are clear and concise, and they use correct vocabulary and terminology.</p> <p>b. Trainers carefully choose a variety of examples that are relevant and help learners to understand the concepts/skills being learned.</p>	<p>a. Trainers demonstrate satisfactory subject knowledge for the grade(s) they teach. Their explanations are generally clear.</p> <p>b. Trainers use a range of examples to help learners learn. Examples tend to be repetitive and similar.</p>	<p>a. There are some significant gaps in trainers' subject knowledge and pedagogical knowledge. Their explanations lack clarity and often lead to the development of misconceptions.</p> <p>b. Poor choice of examples leads to learners developing misconceptions.</p>
3.3.2 Trainers' questioning and dialogue	<p>a. Trainers target questions effectively using a wide range of strategies: asking learners to volunteer answers; asking questions of the whole class but choosing someone to answer; asking specific questions of targeted learners, etc.</p> <p>b. Learners are encouraged to ask each other questions and discuss their ideas in pairs, small groups and as a whole class.</p>	<p>a. Trainers use chorusing rarely and chanting only when appropriate. They use different strategies, such as asking learners to volunteer answers or asking specific questions of targeted learners.</p> <p>b. Trainers regularly invite learners to ask them questions. They sometimes encourage learners to ask each other questions and discuss their answers and ideas in pairs and as a whole class</p>	<p>a. Although trainers sometimes encourage chorusing, they increasingly ask questions using one strategy, such as asking for volunteers or asking questions of specific learners. They sometimes target questions to encourage disengaged learners to participate</p> <p>b. Trainers sometimes invite learners to ask them questions.</p>	<p>a. Trainers do most of the talking and encourage chorusing by asking mostly untargeted questions for learners in the class to shout out answers.</p> <p>b. Trainers either discourage learners from asking questions or do not provide opportunities for learners to ask questions.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.3.3 Trainees' responses	<p>a. Trainers use a wide range of strategies to respond to learners' answers: comparing; reasoning; adding to; re-voicing; rephrasing.</p> <p>b. Trainers provide learners with feedback that informs the next step and drives progress.</p> <p>c. Reinforces learning goals consistently throughout the lesson to facilitate learner's mastery</p>	<p>a. Trainers mostly follow up and probe learners' answers to encourage them to explain their ideas or to compare different answers.</p> <p>b. Trainers help learners to understand why their answers are correct or incorrect.</p> <p>c. Trainers reinforces learning goals throughout the lesson to facilitate learner's mastery</p>	<p>a. Trainers always acknowledge learners' answers. They occasionally probe incorrect and very occasionally correct answers, asking learners to explain their answers.</p> <p>b. Trainers sometimes explain to learners who give wrong answers why they are incorrect</p> <p>c. Trainers sometimes re-enforces the learning goals</p>	<p>a. Trainers only acknowledge correct or incorrect answers (e.g. they respond using 'yes' or 'no'). They sometimes ignore incorrect answers. Learners' answers are not followed up or probed.</p> <p>b. Trainers do not explain to learners who give wrong answers why they are incorrect.</p> <p>c. Trainers do not enforce the learning goals throughout the lesson.</p>
3.4 Learning Tasks provided				
3.4.1 Learning tasks engage and provide appropriate challenge for all learners	<p>a. All learners are challenged and supported to work at a level just beyond what they can do independently</p> <p>b. Learning tasks are derived from lesson objectives and build on what learners need to or already understand.</p>	<p>a. Trainers routinely adapt tasks to meet the needs of both lower- and higher-attaining learners, including those with Special Educational Needs, Gifted and Talented learners.</p> <p>b. Learning tasks relate clearly to lesson objectives and build on what learners already understand and can do.</p>	<p>a. Trainers sometimes provide alternative or adapted learning tasks for lower-attaining learners.</p> <p>b. Learning tasks are mostly appropriate for the learning objectives. Each task exposes learners to something new and/or extends their learning.</p>	<p>a. All learners are provided with the same learning tasks regardless of their prior achievements.</p> <p>b. There is insufficient challenge and support for particular groups of learners, such as those with Special Educational Needs or Gifted and Talented learners.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
3.4.2 Train-ers provide a variety of learn-ing tasks that enable learners to see, under-stand and master the content they are learning	<p>a.Learners engage in a variety of both open and closed learning tasks that involve higher-order thinking.</p> <p>b.Learners are presented with enough opportunities to demonstrate their learning skills.</p> <p>c. Trainers provide tasks that encourage learners to make connections between different concepts and ideas</p>	<p>a.Learners engage in open as well as closed learning tasks that not only develop skills and knowledge but also conceptual understanding.</p> <p>b.Learners practise and apply the facts and skills that they are learning, including in unfamiliar situations.</p> <p>c. Learners are frequently provided with real-life and culturally relevant examples and resources.</p>	<p>a.There is some variation in the nature of the learning tasks but they often develop factual knowledge and procedural skills rather than conceptual understanding.</p> <p>b.Learners have the opportunity to practise and apply the facts and skills they are learning individually in routine and familiar situations.</p> <p>c. Trainers sometimes use other resources in addition to board work or textbooks. They sometimes provide ‘real-life’ and culturally relevant examples to engage learners</p>	<p>a.Learning tasks are highly repetitive with little variation. They predominantly require learners to practise routine skills and memorise facts.</p> <p>b.There is insufficient opportunity for learners to practise any skills they are learning individually.</p> <p>c. Trainers rely mostly on board work or textbooks. There is virtually no use of other resources or ‘real-life’ materials. Teaching examples are often not relevant to the ‘real-life’ context.</p>
4.Assessment				
4.1 Analysis of assess-ment data to monitor learners’ progress	<p>Assessment data are rigorously analysed. Information about learners’ progress, as individuals and as group is accurate and comprehensive. It is monitored effectively.</p>	<p>Assessment data are analysed in some depth. Information about learners’ progress, as individuals and as groups, is accurate and detailed. It is tracked over time</p>	<p>Assessment data are analysed but information about learners’ progress, as individuals and as groups, may be superficial or under-developed</p>	<p>Analysis of assessment data is limited. There is little information about learners’ progress.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
4.2 Use of assessment information to influence teaching, the curriculum and learners' progress	Assessment information is used skilfully and effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and to optimize their progress.	Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of learners and enhance their progress	Assessment information is used adequately to inform teaching and curriculum planning in order to meet the needs of groups of learners	Assessment information is not used to inform teaching or curriculum planning and the needs of learners are not met
4.3 Trainer's knowledge of and support for learners' learning	Trainers have in-depth knowledge of the strengths and weaknesses of individual learners. Teachers provide excellent personalized challenge and support. Feedback to learners is comprehensive and constructive. Learners are routinely involved in assessing their own learning or their peers.	Trainers have good knowledge of the strengths and weaknesses of individual learners. They provide well-focused challenge, support, and feedback and follow up. Learners are usually involved in assessing their own learning or their peers.	Trainers have reasonable knowledge of the strengths and weaknesses of individual learners. They provide some challenge, support, feedback and follow up. Learners are sometimes involved in assessing their own learning or their peers	Trainers' knowledge of the strengths and weaknesses of learners is very limited. Learners are not given enough challenge, support, feedback or follow up. Learners are rarely involved in assessing their own learning or their peers
4.4 Assessment methods & Strategies	Assessment methods are valid, rigorous and fair. Different strategies are used in assessment that are aligned with learners' age.	Assessment methods are valid, rigorous and fair. There is an acceptable range of assessment strategies used.	Assessment methods are fair and somewhat rigorous. They are not valid all the time. There is limited range of assessment strategies.	Assessment methods are not valid. The assessments lack the rigour in some classes. There are no variations in the strategies.

	Outstanding	Good	Satisfactory	Unsatisfactory
4.5 Use of ICT in supporting assessment and feedback.	Trainers use ICT when assessing learners for learning regularly. ICT is used in administering summative assessment. Trainers always use technology to provide feedback to learners at different points in their learning journey.	Trainers use ICT when assessing learners for learning regularly. ICT is sometimes used in administering summative assessment. Trainers sometimes use technology to provide feedback to learners at different points in their learning journey.	Trainers sometime use ICT when assessing learners for learning regularly. ICT is not used in administering summative assessment. Trainers rarely use technology to provide feedback to learners at different points in their learning journey.	Technology is not used in any assessment of learning or of learning in the classes or workshops.
5. Curriculum				
5.1 Curriculum Implementation (adaptation for the different needs, enrichment, and extra-curricular activities)	<p>a. The school is highly successful in ensuring that trainers modify the curriculum to meet the needs of all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are embedded through all the curricular areas to enhance learners' interest and motivation.</p> <p>c. A very wide programme of extra-curricular activities within and outside the school significantly enhances learners' academic and personal development.</p>	<p>a. The school is successful in ensuring that trainers modify the curriculum to meet the needs of almost all groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution are provided through most curricular areas to enhance learners' interest and motivation.</p> <p>c. A variety of extra-curricular activities and community links enhances learners' academic and personal development.</p>	<p>a. The school makes adequate modifications to the curriculum to meet the needs of most groups of learners.</p> <p>b. Opportunities for enterprise, innovation, creativity and social contribution may be limited or inconsistent across curricula areas.</p> <p>c. An appropriate range of extra-curricular activities and community links benefits learners' academic and personal development.</p>	<p>a. The school makes few or no modifications to the curriculum. The needs of several groups of learners are not met.</p> <p>b. There are few or no opportunities for enterprise, innovation, creativity or social contribution, and minority of learners is disengaged.</p> <p>c. There is a limited range of extra-curricular activities and community links with little or no impact on learners' academic and personal development</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
5.2 Curriculum meets learners' needs and links to the awarding body qualifications.	<p>The curriculum meets learners and employers; needs in line with the awarding body qualifications. Continuity of learning is seamless and learners are fully prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum meets the needs of some of the employers in certain traders only. It meets the needs of most learners. Learners are well prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum does not fully meet the needs of the employers and the awarding body qualifications. It meets the needs of a large majority of learners. Learners are adequately prepared for the next phase of education, within school and beyond.</p>	<p>The curriculum has significant gaps in content and there is discontinuity within subjects. It meets the needs of only a majority of learners. Learners are inadequately prepared</p>
6. Leadership				
6.1 The school manager and admin support team create a clear and inspiring school vision	<p>The school manager and admin support team inspire all the school community to work towards a vision that has a direct and significant focus on improving learner outcomes and communicate it clearly to all the school.</p>	<p>The school manager and admin support team have a clear vision for the school. Most of the school community understand and work towards this vision. The vision gives an appropriate emphasis to improving the full range of learner outcomes.</p>	<p>The school manager and admin support team have a vision for the school. The majority of the school community are aware of and work towards this vision. However, the vision is only partially focused on improving learner outcomes.</p>	<p>The school manager and admin support team have no clear vision for the school. They have little or no focus on improving learner outcomes.</p>
6.2 The school manager and senior team have the capacity to improve the school	<p>The school manager and the senior team demonstrate an excellent understanding of what they have to do to drive change and improve the school. They anticipate problems that will impact on teaching and learning and plan actions to address them. They systematically draw on the government support, resources and skills to support school improvement.</p>	<p>The school manager and the senior team have a good understanding of what they have to do in order to drive change and improve the school. They identify problems that impact on learner outcomes and take action to address them. They regularly draw on the government support, resources and skills to support improvement. Improvement planning is systematic and rigorous.</p>	<p>The school manager and the senior team are aware of improvements that can be made in their school. They have some clarity about what they can do to make these improvements and sometimes draw on the government support, resources and skills to support improvement. Improvement planning is carried out appropriately but mainly focuses on issues of compliance and administration</p>	<p>The school manager and the senior team do not focus sufficiently on school improvement. They demonstrate little understanding about what they have to do in order to improve their school. They do not draw on governments' resources and skills to support school improvement. School improvement planning either doesn't happen or is very weak.</p>

	Outstanding	Good	Satisfactory	Unsatisfactory
6.3 Productive relationships with parents, the school's School Management Committee (SMC)	<p>a. Reporting to parents on teaching and learning is regular and detailed. It includes information about learners' next steps in learning.</p> <p>b. The school manager and the senior team encourage an active SMC and PTA. Both bodies are proactive in challenging and supporting the development of teaching and learning across the school.</p> <p>c. Feedback from employers and other stakeholders is collected and effectively used to improve overall performance.</p>	<p>a. Reporting to parents on learner attainment, progress and engagement is regular and includes teacher comments.</p> <p>b. There are positive relationships with the SMC and PTA and both bodies support the monitoring and development of teaching and learning across the school.</p> <p>c. Feedback from employers and other stakeholders is collected and sometimes used to improve overall performance.</p>	<p>a. Reporting to parents on learner attainment and progress is regular.</p> <p>b. There are established relationships with both the SMC and PTA. Both bodies are involved in supporting teaching and learning</p> <p>c. Feedback from employers and other stakeholders is not collected.</p>	<p>a. Reporting to parents on learner attainment and progress is rare and inconsistent and focuses on examination grades.</p> <p>b. Relationships with the SMC and PTA are undeveloped. They are not involved in supporting teaching and learning.</p> <p>c. Feedback from employers and other stakeholders is not collected.</p>

2. Compliance descriptions, Part B

	Exceeds	Fully Meets	Partially meets	Fails to meet
1. Curriculum	<p>The school creates extra opportunities outside of curriculum time (before or after the school day) for targeted teaching of specific subjects (to improve numeracy, literacy & IT skills) . Almost all targeted learners attend these extra lessons.</p>	<p>All classes/workshop in the same level in each trade receive the same teaching time. The teaching time for each subject in all levels and trades meets the expected national standard.</p>	<p>Not all classes/workshops in the same level in each trade receive the same teaching time. The teaching time for each subject in almost all levels and trades meets the expected national standard.</p>	<p>Not all classes/workshops in the same level in each trade receive the same teaching time for each subject. The teaching time for each subject in many levels and trades is below the expected national standard.</p>

<p>1.2 Compulsory Subjects taught for each level for each TVETS's stream</p>		<p>All classes/workshops in each level in each trade cover the compulsory subjects as per the national standards. In case of the availability of option, learners choose from a wide range of options as per the national standards</p>	<p>Almost all classes/workshops in each level in each trade cover the compulsory subjects as per the national standards. There are few options for learners to choose from.</p>	<p>Not all classes/workshops in all levels in each trade cover the compulsory subjects. There are very limited options, if any, for learners to choose from.</p>
<p>1.3 Scheme of work for each and lesson/workshop plans</p>		<p>All trainers make use of syllabus/ chronograms, textbooks, trainers' guide, and other resources to complete all of the schemes of work. These are submitted for checking at the first day of school re-opening. Each lesson/workshop has its detailed lesson plan</p>	<p>The majority of trainers use the textbook and/or syllabus to complete sections of the schemes of work for relevant subjects. These are submitted for checking during the second week of school re-opening. Lesson plans for lessons and workshops are not all available.</p>	<p>The majority of trainers do not prepare their schemes of work for relevant subjects. Lesson plans for lessons and workshops are incomplete.</p>
<p>2. Assessment</p>				
<p>2.1 Implementing Assessment as per guidelines</p>		<p>The school implements exams for each level in line with the requirements of the national standards and upload results to Comprehensive Assessment Management Information System The school has a summative/integrated report for each specific module for each level and trade Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school implements exams inconsistently and not across all modules of all levels. The school does not upload the results to the Comprehensive Assessment Management Information System. There are no reports for any summative/integrated assessments Formative assessment is part of the school assessment policy in lessons and workshops</p>	<p>The school does not implement assessment as per the guidelines for all modules for all levels of trades Trainers rarely use formative assessment</p>
<p>2.2 Trainee portfolio for each trade in each level</p>		<p>All trainees have a portfolio for their work in each subject in each level in each trade</p>	<p>The majority of trainees have a portfolio for their work in each subject in each level in each trade</p>	<p>Few trainees have a portfolio for their work in each subject in each level in each trade</p>

<p>2.3 Internal verification for each module</p>		<p>There is evidence of a robust internal verification for all assessment for each module in each level and trade</p>	<p>There is evidence of a robust internal verification for some assessment for each module in each level and trade</p>	<p>There is limited or evidence of a robust internal verification for any assessment for any of the modules</p>
<p>3. Resource Management</p>				
<p>3.1 Teaching resources of trainers</p>		<p>There are adequate teaching resources as per the requirements of Standard Training Equipment List (STEL) in the training Organization Guide (TOG) for each trade.</p> <p>The library is stocked with relevant books.</p>	<p>There are inadequate supplies of teaching resources as per the requirements of Standard Training Equipment List (STEL) for each trade.</p> <p>The library contains some relevant books but it is not adequately stocked.</p>	<p>There are inadequate supplies for the different levels and trades.</p> <p>There is either no library or it is poorly stocked..</p>
<p>3.2 Learning material of learners</p>		<p>All trainers prepare their own learning materials.</p> <p>All classrooms have adequate displays that are used in lessons. The materials in workshops are regularly replaced when needed.</p>	<p>The majority of trainers prepare their own learning materials, mostly from local materials. A majority of classrooms have displays. The materials in workshop are frequently replaced when needed.</p>	<p>Most trainers do not prepare their own teaching learning materials. Nearly all classrooms have no display. The materials of the workshops are not replaced.</p>
<p>3.3 ICT resources (Consider: quantity and quality of computers, printers, software; internet access; use of ICT resources, educational software such as MS office)</p>	<p>There is at least one well-equipped ICT laboratory, including up-to-date computers (at least 50) and printers.</p> <p>There is a projector in at least a classroom for each trade with one smart classroom.</p> <p>Availability of internet connectivity across the school</p> <p>Trainers and learners use ICT frequently in lessons and outside of lessons.</p>	<p>There is a fully furnished ICT laboratory with internet, access, an adequate number of working computers and a printer, aligned with national standards.</p> <p>The laboratory is available throughout the school day and beyond and is frequently used by trainers and learners.</p> <p>Limited internet availability.</p>	<p>A reasonably furnished ICT laboratory contains a few computers in working order. It is only accessibly during school hours. Some trainers occasionally use their own laptops in lessons.</p> <p>Internet connectivity is very limited</p>	<p>There is either no ICT laboratory or the computers in the laboratory are either not working or very few in number.</p> <p>Trainers rarely use their own laptops in lessons.</p> <p>There is no internet connectivity across the school</p>

4. Infrastructure					
4.1 Classrooms and workshops furniture and equipment (Consider: quantity; space; walls; light; desks/tables and chairs; writing board; decoration and display)	All classrooms/workshops are of a good size, accessible to learners with disabilities, have appropriate flooring, are well lit and air-conditioned. There are whiteboards and adequate age-appropriate furniture. The classroom environment is attractive and clearly promotes learning	All classrooms/workshops are safe, appropriately sized and are accessible to learners with disabilities. They have appropriate flooring, are well lit and well ventilated. Writing boards and classroom furniture are adequate. They adequately support learning.	A few classrooms/workshops are inadequate. These classrooms/workshops are fairly safe, but are too small, poorly lit and/or ventilated. The writing boards are sometimes inadequate and there is a lack of age-appropriate furniture. These classrooms/workshops do not adequately support learning.	Many classrooms/workshops are temporary structures. They have inadequate flooring and roofing, are poorly lit and/or ventilated and are unsafe. Furniture is inadequate	
4.2 Library facilities (Consider: space; furniture; books and any other library resources; use of space & resources)	The library has a wide range of fiction and non-fiction texts and other resources that are appropriate for the full age range in the school. A full-time librarian manages the library. It is accessible during and outside of school hours.	The library has relevant books. It is well lit, spacious and has appropriate furniture. A dedicated librarian manages the library and books are classified and sorted appropriately. Learners are able to borrow books. It is accessible during school hours and is often in use during the school day.	The library contains some relevant books but these are not adequate. Books are grouped according to grade level and are stored in containers. Teachers distribute these to learners during library periods for reading.	There is neither no library or it is poorly resourced with books. A few books, stored in containers, are brought into some classrooms during library time. This is managed either by a class teacher or an English teacher.	
4.3 Office and meeting rooms	All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The school manager's office is air-conditioned and is spacious enough to hold small meetings. The school has a bigger conference room that is fully furnished and air-conditioned.	All office holders have offices spacious enough to work from. These are well lit and ventilated with adequate furniture. The school manager's office is spacious enough to hold small meetings. There is another space in the school that is adequate for larger meetings.	The school manager's and maybe the deputies have adequate offices that are well lit and well ventilated. However, any offices are small and not suitable for holding meetings. Other staff either share or have no workspace.	Only the school managers and maybe the deputies have offices. Other staff either share or have no workspace. Any offices are poorly lit and poorly ventilated. They are cramped and have inadequate furniture	

<p>4.4 Playing/ Sports/dining facilities/ (dormitories)</p>		<p>Sporting facilities for most indoor and outdoor games are available. Sports fields are standard size and mostly well maintained. There are appropriate supplies of sports equipment for both boys and girls, which are well managed by a physical education instructor</p> <p>Availability of multi purpose hall.</p> <p>In case of dormitories, availability of mosquito nets for each learners and a bathroom in each building</p>	<p>The school has one sports field on which all sporting events are held.</p> <p>It is not of the required size and not marked however.</p> <p>Sports equipment is in short supply and there is no physical education instructor.</p> <p>No multi-purpose hall.</p> <p>In case of dormitories, not all learners have a mosquito net. There is a bathroom in each building</p>	<p>The school has no sports fields and virtually no sports equipment.</p>
<p>5.Environment</p>				
<p>5.1 School boundaries: fencing & accessibility</p>		<p>The school is fenced with a manned gate and has secure boundaries. There is a land title deed.</p> <p>The school is accessible through well-maintained roads.</p>	<p>The school is partly fenced but is without a manned gate. There is a land title deed.</p> <p>The school is not easily accessible and learners' experience to get to school requires improvement.</p>	<p>The school is not fenced and has no well-defined boundaries.</p> <p>Encroachers have invaded the compound. There is no land title deed available</p> <p>The school is hard to be accessed. Learners are at danger every day they go to school.</p>

6. Health & Safety

<p>6.1 Waste disposal</p>	<p>There are an adequate number of large waste bins in the compound. Every classroom/workshop and office also has small waste bins. Workers are assigned to gather and empty all refuse into the bigger waste bins. Arrangements have been made with a private contractor to dispose of the waste at the weekend.</p> <p>Proper disposal of chemicals and expired chemicals</p>	<p>There are an adequate number of large waste bins in the compound. Every classroom/workshop and office also has small waste bins. Learners are assigned to gather and empty all refuse into the bigger waste bins during break times. Refuse is properly disposed off.</p> <p>Proper disposal of chemicals and expired chemicals</p>	<p>There are a few big waste bins in the compound where all waste is disposed. These are not always sufficient for the quantity of waste however. All waste is burned or buried. There are no waste bins in classrooms/workshops</p> <p>Proper disposal of chemicals and expired chemicals</p>	<p>There are no waste bins in the school. A pit has been dug where all waste is deposited. The waste is not normally burned.</p> <p>Improper disposal of chemicals and expired chemicals</p>
<p>6.2 Safe water & access</p>	<p>There is pipe borne water and bottled water for sale. Each office and classroom/workshop has water dispensers. There are boreholes and hygienic water storage tanks for emergencies. Safe water is accessible in several ways.</p>	<p>There is pipe borne water and bottled water for sale. There is a bore-hole with water stored in hygienic tanks for emergencies</p> <p>Safe water is sufficiently accessible.</p>	<p>There is pipe borne water, some of which is stored in large containers. Bottled water is also available for sale. There is no borehole.</p> <p>Access to safe water is challenge</p>	<p>There is no pipe borne water or borehole. Learners collect water from the stream or river for washing hands.</p> <p>There is no access to safe water.</p>
<p>6.3 Security, Safety, and Safeguarding</p>	<p>The school has rigorous procedures for he safeguarding of learners including child protection. The school is very effective in protecting learners from all forms of abuse, including bullying via the internet and social media.</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has effective procedures for the safeguarding of learners including child protection.</p> <p>All staff, learners and parents are aware of these. The school is effective in protecting learners from all forms of abuse, including bullying, including via the internet and social media</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has adequate formal procedures for the safeguarding including child protection. Most staff, learners, and parents are ware of these.</p> <p>The school takes some measures to protect the learners from abuse. Limited measure for bullying via the internet.</p> <p>Availability of at least a lightning arrester for each building</p> <p>Provision of clear emergency evacuation procedures including signage and adequate fire-fighting equipment.</p>	<p>The school has minimal or no formal procedures for the safeguarding of learners including child protection</p> <p>No lightning arrester</p> <p>Emergency evacuation procedures are inadequate and do not cover the whole school facility</p>

<p>6.4 Toilet facilities (For each gender consider: quantity; state of repair; cleanliness)</p>	<p>There are an adequate number of water closets with running water that are safe, easily accessible and gender-friendly. There are sinks for hand washing with soap, hand dryers and air fresheners. The toilets are frequently cleaned with detergents to ensure cleanliness.</p>	<p>The toilets are frequently cleaned to ensure cleanliness. There are sinks for hand washing.</p>	<p>The toilets are not frequently cleaned. There are water closets with running water; however, soap is not always available.</p>	<p>There are no toilet facilities or they are of inadequate number or not in working order.</p>
<p>6.5 Health care and immunisations</p>	<p>The school allows government-sponsored immunisation and only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards. The school arranges for those who have not been immunised to have them</p>	<p>The school allows government-sponsored immunisation and only admits learners who have received all the early childhood vaccinations and advises parents to acquire the national health immunisation cards.</p>	<p>The school allows government-sponsored immunisation and other health talks. The school sometimes admits learners without ensuring that early childhood vaccinations have been completed.</p>	<p>The school allows government-sponsored immunisation. The school admits learners without checking for immunisation records however.</p>
<p>6.6 School feeding Programme</p>	<p>The school implements the school feeding program. The school grows its own crops to support the feeding of the learners.</p>	<p>The school implements the school feeding programme fully in accordance with the school feeding policy</p>	<p>The school implements almost all relevant parts of the school feeding programme</p>	<p>The school does not implement the full programme as requested by the school feeding policy</p>
<p>6.7 Government led health-related initiatives (Consider new initiatives or programs)</p>	<p>The school pioneers at implementing obligatory and optional government-led health related initiatives immediately and proactively.</p>	<p>The school implements government-led health related initiatives when asked to.</p>	<p>The school implements government-led health related initiatives. Yet, there is a delay in implementation, lack of follow through, or full scale implementation</p>	<p>The school does not implement the recently launched government led initiatives.</p>

7. Trainers & Staff					
7.1 Qualifications and work experience	<p>All members of staff are working in areas that they are qualified in.</p> <p>School leadership reports any staffing issues to the district promptly.</p> <p>The school keeps accurate and detailed records of each member of staff</p> <p>Availability of 1 English, 1 ICT, and 1 Entrepreneur teacher?</p> <p>Should there be any IE</p>	<p>Availability of technical trainers with relevant qualifications for each trade. (Ratio of trainer to trainee is 1:25)</p> <p>Sufficient numbers of qualified staff with appropriate management, teaching and support expertise.</p> <p>. School reports any staffing issues to the district promptly</p>	<p>Most trainers are teaching subjects that they are qualified in.</p> <p>Ratio of trainer to trainee is more than 1:25)</p> <p>The majority of non-teaching staff are working in areas that they have been trained in.</p>	<p>The majority of trainers are teaching subjects that they are not qualified in.</p> <p>Ratio of trainer to trainee is more than 1:25)</p> <p>The majority of non-teaching staff are working in areas that they have not been trained in.</p>	
7.2 Trainers' attendance & Punctuality		<p>All teachers consistently attend school and all their lessons punctually. Any lack of attendance is caused by a justifiable reason. The teacher attendance book and lesson monitoring forms are used effectively.</p>	<p>Although most teachers attend school and lessons appropriately, a few fail to either turn up to school completely or miss individual lessons. Although the teacher attendance book and lesson monitoring forms are used, this does not improve attendance.</p>	<p>At least a significant minority of teachers fail to turn up to school and/or individual lessons. The school leadership either do not record or do not deal with these problems of attendance.</p>	
7.3 Continuous Professional Development	<p>School manager and all trainers participate proactively in CPD opportunities while arranging for opportunities to exchange best practices and hosting learning communities.</p> <p>All trainings are recorded in the relevant profiles.</p>	<p>School manager and all trainers comply with the CPD requirements and participate actively in the learning communities.</p> <p>All trainings are recorded in the relevant profiles.</p>	<p>School managers and most of the trainers comply with most of the CPD requirements. The school occasionally participates in the learning communities</p>	<p>School manager and trainers do not comply with most of the CPD requirements. The school lacks the culture of continuous development.</p> <p>The school does not participate in any learning community</p>	

8. School Leadership				
8.1 Creating School Direction (SIPS, SSR, mission, vision,)	<p>The school leadership proactively works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with SMART actions and close follow up.</p> <p>Strategic plan has clear vision and mission, procurement plan, recruitment plan to reflect the organization structure, and plan to promote research and innovation</p>	<p>The school leadership works on a strategic plan and share it with relevant stakeholders. The school leadership delivers on action plan and recommendation with some actions and close follow up.</p> <p>Strategic plan has clear vision and mission, procurement plan, and recruitment plan to reflect the organization structure. There is no plan to promote research and innovation</p>	<p>The school leadership works on a strategic plan that lacks the vision. The school leadership does not always deliver on action plan and recommendation.</p> <p>Strategic plan has clear vision and mission, incomplete procurement plan, recruitment plan to reflect the organization structure. There is no plan to promote research and innovation</p>	<p>The school leadership does not have a strategic plan.</p> <p>The leadership team fails to develop an action plan for the different recommendations.</p> <p>The plan is limited to the vision and mission with limited reference to recruitment and procurement.</p>
8.2 Leading Learning	<p>They systematically track learner performance, monitor, and evaluate the trainers</p>	<p>The school manager and senior leadership team track learner performance regularly.</p>	<p>The school manager and school leadership team analyse and evaluate learner performance, particularly in examinations.</p>	<p>The school manager and school leadership team rarely evaluate learner performance.</p>
8.3 Leading Teaching	<p>The school manager and senior leadership team demonstrate an excellent knowledge of the curriculum and effective practices in teaching.</p> <p>They systematically track, monitor, and evaluate the teaching of all trainers, focusing on the impact teaching has on learner outcomes.</p> <p>They provide trainers with constructive feedback and the support they need to improve their practice.</p>	<p>The school manager and senior leadership team demonstrate a good knowledge of the curriculum and effective practices in teaching.</p> <p>The school manager and senior leadership team observe lessons regularly.</p> <p>They provide trainers with feedback to improve their practice.</p>	<p>The school manager and senior leadership team have a satisfactory knowledge of the curriculum. They recognise some effective teaching practices.</p> <p>They observe lessons taught by the majority of teachers occasionally. They provide these trainers with feedback, which sometimes includes what they need to do to improve.</p>	<p>The school manager and senior leadership team have a weak knowledge of the curriculum and effective teaching practices.</p> <p>The school manager and school leadership team rarely observe lessons.</p> <p>They provide little feedback or support to trainers.</p>

<p>8.4 Management of a school as an organization (management of finances and resources)</p>	<p>The school leadership effectively manages all school resources and ensure proactive reporting.</p> <p>Reporting for the use of the consumables, stock cards, inventory</p> <p>Availability of all the needed legal documents such as the Legal Registration Certificate by RDB, Legal permission for Use of land,...</p> <p>Availability of maintenance and safety plan</p>	<p>The school maintains financial records, but these are insufficiently detailed or not kept up-to-date.</p> <p>Auditing is weak and any recommendations are not always implemented</p> <p>Incomplete budget allocation for the provision of Teaching and Learning material including ICT resources</p> <p>The school leader manages most school resources.</p> <p>There is limited reporting on all school aspects including the consumables.</p> <p>Availability of all the needed legal documents such as the Legal Registration Certificate by RDB, Legal permission for Use of land,...</p> <p>Availability of maintenance and safety plan</p>	<p>The school does not keep accurate financial records. Auditing is infrequent.</p> <p>No budget allocation for provision of any teaching and learning material including ICT resources</p> <p>There are clear areas of several mismanaged areas. School does not report.</p>
<p>8.5 Communication with parents and the local community</p>	<p>The school leadership communicates with parents regularly using the full range of channels.</p> <p>There are also visits to the homes of learners facing particular challenges. Parents are actively encouraged to communicate with the school.</p> <p>There is a clear plan for community outreach</p>	<p>The school leadership communicates with parents via termly reports and meetings, but not on a regular basis</p> <p>No community outreach plan</p>	<p>The school leadership only communicate with parents via termly reports or on an irregular basis.</p> <p>No community-outreach plan</p>

8.6 Labour Market orientation	<p>A plan of industrial attachment program for each level of each trade</p> <p>A trainer visit report for industrial attachment program for each trainee in each trade.</p> <p>A career guidance implementation report</p>	<p>A plan of industrial attachment program for each level of each trade</p> <p>A trainer visit report for industrial attachment program for each trainee in each trade.</p> <p>There is no career guidance report</p>	<p>A plan of industrial attachment program for each level of each trade</p> <p>A trainer visit report for industrial attachment program for some trainees in some trade.</p> <p>There is no career guidance implementation report</p>	No activities related to labour market orientation
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For the colour coding, follow the below:

- Anything that falls under 'Fails to Meet' should be coloured in Red.
- For indicators and elements related to 'Partially meet', all to be coloured in yellow EXCEPT anything related to Infrastructure and Health & Safety. There is NO compromise to anything related to health and safety.
- All judgements related to Meet or Exceed are to be coloured in Green.

ANNEX 5: The likely source of information

For Part A: Quality of education

Indicator	Before the Inspection		During the Inspection	
	Documents to Look at	Support templates	Documents/activities	Support Templates/tools
Learners' Learning Outcome (Attainment)	<ul style="list-style-type: none"> Learners' official examination and test results Learners' internal (school's) examination and test results Head teacher analysis of examination results Repetition, promotion, and completion rates 	Exam results analysis template- has the definition of the different groups – to be used by inspectors and Head teachers.	<ul style="list-style-type: none"> Learners' written and oral work in lessons Meeting with SMC, PTA and parents Meeting with learners 	<p>Learners' work template</p> <p>Prompts for the meetings.</p>
Learners' Learning Profile	<ul style="list-style-type: none"> School's Self Review report 	SSR report template filled by the school	<ul style="list-style-type: none"> Lesson observations Meeting with SMC, PTA and parents Meeting with learners Observation of behaviour around the school and 	<p>Templates of lesson observation</p> <p>Prompts for the meeting with learners</p>
Teaching	<ul style="list-style-type: none"> School's Self Review report 	SSR report template filled by the school	<ul style="list-style-type: none"> Lesson observations Learners' written and oral work in lessons Meeting with SMC, PTA and parents Meeting with learners Teachers' reflection 	<p>Template of lesson observation</p> <p>Learners' work template</p> <p>Prompts for the meetings</p>

<p>Assessment</p>	<ul style="list-style-type: none"> • School's Self Review report • Learners' analysis and monitoring sheets 	<p>SSR report template filled by the school</p>	<ul style="list-style-type: none"> • Lesson observations • Learners' written work • Teachers' reflection • Lesson plans 	<p>Template of lesson observation</p> <p>Learners' work template</p>
<p>Curriculum</p>	<ul style="list-style-type: none"> • Curriculum plan • Scope & sequence • Skills progression • Enrichment activities 		<ul style="list-style-type: none"> • Lesson observations • Learning walks • Wall and school displays 	<p>Template of lesson observation</p> <p>Templates for the learning walks</p>
<p>Leadership</p>	<ul style="list-style-type: none"> • School vision statement • School Self Review • School improvement plan • Head teacher analysis of examination results • Feedback reports 	<p>SSR report template filled by the school</p> <p>Improvement plan template</p> <p>Exam Result Analysis report</p> <p>Feedback form report</p>	<ul style="list-style-type: none"> • School leadership meeting • Meeting with SMC, PTA and parents • Meeting with learners • Head teacher lesson observation records • Records of teacher professional development • Examples of learner reports • SMC and PTA minutes of meetings • Examples of letters to parents 	<p>Prompts for the school leadership meeting</p> <p>Prompt for SMC meeting</p> <p>Prompts for PTA meeting</p> <p>Prompts for parents' meeting</p> <p>Prompts for learners' meeting</p>

For part B of the evaluation framework are:

Indicator	Before the Inspection		During the Inspection	
	Documents to look at	Support Templates	Documents/activities to look at	Support templates
Curriculum	Compliance School Self Review Curriculum plans, timetable,	Compliance SSR Compliance check list	Class room observation Discussion with learners and teachers.	
Assessment	Assessment results	Assessment compliance check list (including of learners sitting for assessments)	Samples of the end of unit, end of term and end of cycle	Document analysis templates
Resources	Compliance School Self Review	Compliance SSR	School observation walks Classroom visits	Compliance check list
Infrastructure	Compliance School Self Review	Compliance SSR		Compliance check list
Environment	Compliance School Self Review	Compliance SSR	School observation walks Classroom visits	Compliance check list
Health & Safety	Compliance School Self Review	Compliance SSR	School observation walks Health related records	Compliance check list
Teacher & Staff	Compliance School Self Review		HR related records (attendance records, qualification,..)	Compliance check list Document analysis template
School Leadership	Compliance School Self Review School Strategic Plan	Compliance SSR	Meeting with HT Action plan and school improvement plans	Compliance check list Document Analysis template

Note for Review and Discussions

This framework provides instruction and guidance for inspectors conducting education sector related inspection. The framework is drafted based on reviews of the current education system in Rwanda, Rwanda Education Sector Strategic Plan 2018/19 – 2023/24, the new Mandates and new initiatives in Education reforms, the new ministerial orders related to norms and standards, professional standards for effective school leadership, teacher professional standards, and competency-based assessment standards at the time of development of this framework.

There was a significant input from the interviews and meetings with stakeholders, including but not limited to NESA officials, national education inspectors, NESA subject specialists, district education inspectors, sector inspectors, parents, teachers, head teachers, and learners. This is in addition to in person visits to sector offices, TVETs, schools, and TTCs to meet, school leaders, school subject leaders, school-based mentors, teachers and learners. The interviews shed the light on the objectives and only highlighted the commitment of all stakeholders to improving the quality of education provided to children and learners in Rwanda. Other inputs were corrected from a three-day workshop of NESA leaders in charge of school inspection, subject specialist, district education inspectors and few sector education inspectors to review and validated the NSIF.

This framework is a live document. While using the Framework, inspectors should refer to the standards and tools available. In case of any changes in the regulations related to compliance or changes that could impact the Quality of Education; the domains or descriptors might have to be revised.

This framework governs all inspections for all types of schools in Rwanda: General Education (Primary, O' and A' levels), Early Childhood Education, Professional Education (TTCs, Accounting and Nursing Schools), and TVET Schools. This framework is based on the existing inspection tools in all types of schools as mentioned above. There is a need to digitalize the tool to improve efficiency and provide real-time access to information.

References:

REB (2020) Teacher Professional Standards , Kigali.

REB (2020) PROFESSIONAL STANDARDS FOR EFFECTIVE SCHOOL LEADERSHIP IN RWANDA, Kigali.

Professional Learning Community Framework

ICT inspection workshop report

Curriculum framework for pre-primary to upper secondary, 2015

National Pre-Primary Education Minimum Standards and Guidelines for Rwanda
Ministry of Education Republic of Rwanda Kigali, November 2018

TVET Quality Management System, Workforce Development Authority, 2018

