



Adhyayan Quality Standard (AQS) School Self Review & Evaluation  
Network Overview Report  
**SPTWD Schools**

School Self-Review conducted between 09 Aug, 2018 and 19 Oct, 2018

**December 2018**

### Glossary of Terms

<b>AQS</b>	Adhyayan Quality Standard
<b>KPA</b>	Key Performance Area
<b>SSRE</b>	School Self-Review and Evaluation

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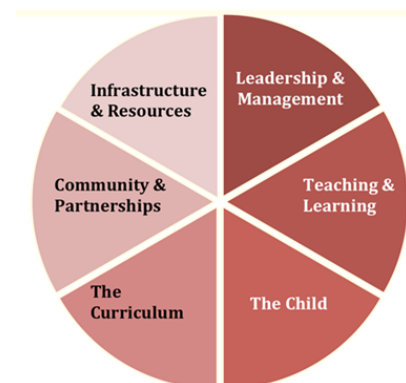
# 1. Overview of the Process & Network priorities

## 1.1 The Adhyayan Quality Standard (AQS) School Self-Review Process

6 schools of SPTWD Schools Network undertook their self-review based on the Adhyayan Quality Standard diagnostic. Adhyayan provided online resources to be used by SSRE teams to facilitate their understanding of 'What Good Schools Look Like' across the world through the Adhyayan review process explained below.

### 1. AQS Orientation:

Adhyayan shared courses and resources to orient the SSRE team of each school on how to review their own performance on the following six Key Performance Areas (KPAs) using a diagnostic based on the AQS:



1. Leadership and Management (L&M)
2. Teaching and Learning (T&L)
3. The Child
4. The Curriculum
5. Community and Partnerships (C&P)
6. Infrastructure and Resources (I&R)

Guidance to the school/s review team included: (a) a reading of what good looks like for each KPA (b) how to collect evidence through four methods<sup>1</sup> which form the basis of their evaluation of school effectiveness (c) How to use the rating rubric to come to judgment

1. The evidences are collected through 4 methods : Learning walk, Classroom Observation, Book Look and Interviews

### 2. Undertaking Review:

The School Self Review and Evaluation (SSRE) team conducts the review in the school. The whole process is as per the following table:

Table 2

### Process to undertake the Adhyayan School Self Review

Step 1	Step 2	Step 3	Step 4	Step 5
(Forming SSRE <sup>1</sup> Team)	(Orientation)	(Evidence collection)	(Coming to Judgement)	(Action Planning)
<p><b>The school forms a team representative of the following stakeholders:</b></p> <ul style="list-style-type: none"> <li>• Management</li> <li>• Administrators</li> <li>• Teachers</li> <li>• Non-teaching staff</li> <li>• Alumni</li> <li>• PTA members/parents</li> <li>• Students</li> </ul>	<p><b>The school uses courses/resources to introduce the review team (SSRE<sup>1</sup>) to:</b></p> <ul style="list-style-type: none"> <li>• AQS Diagnostic tool</li> <li>• What Good Looks Like on 6 <b>Key Performance Areas (KPAs)</b></li> <li>• 4 Key methods of collecting evidence</li> <li>• Planning for self-review</li> </ul>	<p><b>The school's review team conducts the SSRE<sup>1</sup>:</b></p> <ul style="list-style-type: none"> <li>• Collect evidence across 6 KPAs</li> </ul>	<p><b>The school's review team uses the coming to judgement rubric:</b></p> <ul style="list-style-type: none"> <li>• SSRE team engages in discussion and arrive at consensus for ratings across 162 statements of 6 KPAs</li> </ul>	<p><b>The Action Planning will include:</b></p> <ul style="list-style-type: none"> <li>• Understand the steps of Action Planning</li> <li>• The role of every stakeholder in the planning and implementation</li> <li>• Use of software for monitoring progress</li> </ul>

1 – School Self Review and Evaluation

### **3. Action Planning:**

The final step in the review process involves planning for improvement for which Adhyayan provides online support. After studying the contents of the Report Card, self-review teams prioritise areas for improvement and use the Online Action Planning tool to record their goals, the expected impact on each stakeholder and the steps planned for improvement. The Online Action Planning tool on the AdhyayanWay software can be accessed by school users. By receiving regular Progress Reports, they can monitor and track their school's journey to achieving success. Updated by identified school members, the Online Action Planning tool serves as a central location for improvement to be updated and tracked.

### **4. Recommendation Report:**

Following the completion of the School Review Process, the school has access to a Recommendations Report, based on their SSRE team's findings.

## 2. Performance of schools on the Key Performance Areas (KPA's)

### 2.1 Overall performance of schools on KPAs based on the School Self-Review team's evaluation

School Self-Review teams have been guided to evaluate evidence to agree on their school's performance across 162 diagnostic statements. The following matrix defines the criteria by which school performance was judged.

Table 3

Key	To be read as	What this means
O	Outstanding	Best practice is consistently and visibly embedded in the culture of the school, is documented well and known to all stakeholders.
G	Good	There are consistently visible examples of good practice that have become part of the school's culture and are known to all stakeholders. The leadership and management ensures secure system and processes.
V	Variable	Some examples of good practice are visible. These are not embedded in school culture and are known or practiced by only a few.
NA	Needs Attention	Action needs to be taken immediately. There is little or no evidence of good practice in the school.

This section provides the SPTWD Schools with an overview of all school's performance based on the School Self-Review & Evaluation team's findings, identifying Key Performance Areas where the schools of the network have good or variable practice and also highlights practices that need attention. This overview will help the network to identify opportunities for learning between schools, as well as practices that need to be attended to on an urgent basis across the network.

The performance data presented in this report refers to the school's performance as evaluated by their School Self-Review & Evaluation team within the period 09 Aug, 2018 and 19 Oct, 2018

Graph 1

### The performance of 6 schools across the Key Performance Areas, based on the School Self-Review & Evaluation

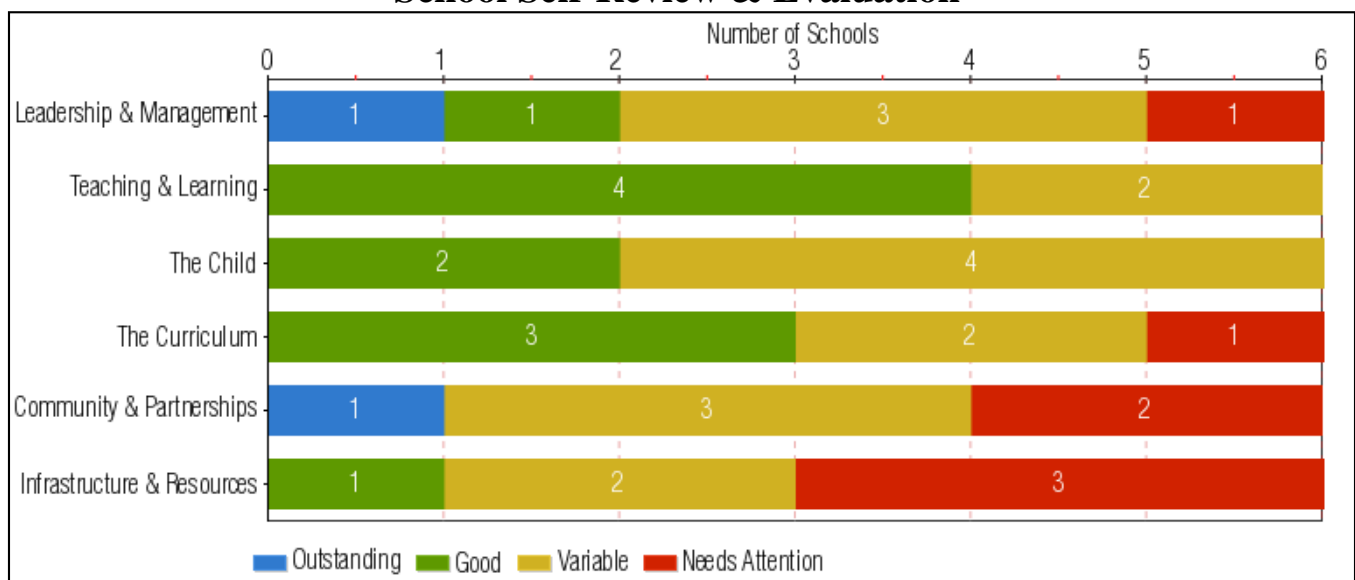


Table 4

**Performance of each school in each Key Performance Area (KPA), based on the School Self-Review & Evaluation**

School Name	L & M	T & L	The Child	Curriculum	C & P	I & R
Apple Buds Academy	O	G	G	G	O	V
Koinonia Training School	G	G	V	G	V	V
Little Seeds School	NA	V	V	V	V	NA
Oriental Academy Chandel	V	G	V	V	NA	NA
St. Stephen English School	V	G	G	G	NA	G
V M Nazareth English High School	V	V	V	NA	V	NA

This table of school performance identified by KPA enables the network to:

- Identify opportunities for sharing good practice across the network
- Confirm the schools who acknowledge the need for additional support
- Confirm areas where there is a need to adopt network-wide priorities

## 2.2 SSRE Performance on KPA1: Leadership & Management

**Judgement Key**
**Outstanding**
**Good**
**Variable**
**Needs Attention**

Table 5 : Overall SSRE performance of schools by Key Question and Sub-Question

KQ1	How well is the school led?				
<b>SQ1</b>	<b>Do the principal and other leaders visibly provide direction and promote the school's values?</b>	16.7%	50%	33.3%	0%
1a	The principal and other leaders are often in classrooms.				
1b	The principal and other leaders are interested in what students are learning and talk with and listen to them around the school.				
1c	Leaders work alongside teachers to guide and model good practice and to monitor performance.				
<b>SQ2</b>	<b>Do leaders hold to account those for whom they are responsible?</b>	16.7%	33.3%	33.3%	16.7%
2a	Staff are clear about their responsibilities and what is expected of them by their Principal or delegated senior staff.				
2b	These responsibilities are shared in meetings to review performance.				
2c	Leaders listen carefully to what teachers are saying about the school and its achievements.				
<b>SQ3</b>	<b>Does the school effectively organise training programmes for staff?</b>	0%	0%	33.3%	66.7%
3a	There is a clear programme for staff training.				
3b	Someone is responsible for identifying teachers' needs and monitoring the quality of training they receive.				
3c	There are opportunities to see other teachers at work, including visiting other institutions.				
KQ2	Is the school effectively and efficiently managed?				
<b>SQ4</b>	<b>Do suitable systems exist to ensure good organisation of the learning day?</b>	33.3%	66.7%	0%	0%
4a	The school runs smoothly throughout the school day.				
4b	Time is well-planned for staff and students alike.				
4c	Everyone is aware of the key systems and documents that govern the institution.				
<b>SQ5</b>	<b>Do employees understand their roles and are they accountable for them?</b>	16.7%	16.7%	50%	16.7%
5a	Staff have clearly set down roles and responsibilities.				
5b	Staff understand what they are accountable for and to whom.				
5c	Staff share successes with and advise and support one another.				
<b>SQ6</b>	<b>Are student progress tracking systems effective? Are their findings reported to parents?</b>	50%	0%	33.3%	16.7%
6a	Staff and students understand and use the organisation's system for reporting on students' progress.				
6b	The system is clear to parents.				
6c	The system ensures that any student who is falling behind is well supported and individual achievements are well recognised.				
KQ3	Is the school's culture and ethos robust and pervasive?				
<b>SQ7</b>	<b>Does the learning environment feel a welcoming and inclusive place for visitors and students?</b>	16.7%	16.7%	33.3%	33.3%
7a	The school's grounds, reception area, corridor and classrooms make the students and staff proud of their surroundings.				
7b	Students who have particular learning or social difficulties feel confident and are well supported by physical surroundings.				
7c	Information about the institution is easy to find and useful to a new parent or visitor.				
<b>SQ8</b>	<b>Do students contribute to the life of the school?</b>	0%	50%	50%	0%
8a	Students share their successes and advise and support each other.				
8b	Students help staff around the campus.				
8c	Students are confident to ask others for help when they need it.				
<b>SQ9</b>	<b>Do staff and students have a voice in how the school is run?</b>	0%	50%	16.7%	33.3%
9a	The organisation listens carefully to the views of the community.				
9b	Staff and students understand the systems for putting across their points of view.				
9c	There are good examples of practices which staff and students have helped shape in their school.				

## 2.3 SSRE Performance on KPA2: Teaching & Learning

**Judgement Key**
Outstanding
Good
Variable
Needs Attention

Table 6 : Overall SSRE performance of schools by Key Question and Sub-Question

KQ1	What is the classroom environment like?				
<b>SQ1</b>	<b>Is the environment bright and welcoming and does it promote good learning?</b>	0%	66.7%	33.3%	0%
1a	The classroom is a place where students enjoy being.				
1b	The classroom is light and airy.				
1c	The furniture is fit for purpose and set out to help students learn and interact.				
<b>SQ2</b>	<b>Are learning resources attractive and user friendly?</b>	16.7%	33.3%	33.3%	16.7%
2a	The students have access to equipment that is up-to-date and suitable for the subjects they are studying.				
2b	The students have appropriate text/resource materials to support them with relevant exercises for practice.				
2c	The students have appropriate pens, pencils, rulers and books for writing.				
<b>SQ3</b>	<b>Is there a wide range of quality display of student work?</b>	0%	33.3%	50%	16.7%
3a	The classroom has strong displays of children's work that the teacher clearly values and keeps up to date.				
3b	Students can see their learning and achievements around them, and harness it in their thinking and written work.				
3c	The display reflects the culture and values of both the school and the classroom and promotes the students' voice.				
KQ2	How good are the relationships in the classroom and school?				
<b>SQ4</b>	<b>Do good relationships exist between students who help each other to learn?</b>	0%	66.7%	33.3%	0%
4a	Students treat each other well during and between classes.				
4b	Students work well individually, in pairs and in groups.				
4c	Students listen carefully to what others are saying.				
<b>SQ5</b>	<b>Are classes well-managed and do teachers know students' learning and social needs?</b>	16.7%	50%	33.3%	0%
5a	The teacher has well-established systems and procedures for managing the class.				
5b	The students are keenly aware of what is expected of them in order to learn effectively.				
5c	The teacher manages any 'incidents' carefully and sensitively.				
<b>SQ6</b>	<b>Are the learning and social needs of the students supported by adults in the school and the classroom?</b>	0%	16.7%	33.3%	50%
6a	Teaching assistants know what their roles are and how best to support student learning.				
6b	Teaching assistants prepare resources and assist students effectively in the classroom.				
6c	Teaching assistants complement the teachers' skills.				
KQ3	How good is the quality of children's learning?				
<b>SQ7</b>	<b>Are students being presented with work that challenges them?</b>	16.7%	66.7%	16.7%	0%
7a	The skills and knowledge being taught are suitable for students' ages.				
7b	Able students have work that meets their needs in class and seize opportunities to extend their learning.				
7c	Homework is set to meet the needs of all students.				
<b>SQ8</b>	<b>Are all students regardless of ethnicity, religion or gender equally engaged and interested?</b>	16.7%	33.3%	33.3%	16.7%
8a	All students in the class are equally involved in their learning.				
8b	The subject matter being taught and the text, reflect the school's belief in equality.				
8c	Students of mixed ability work well together in lessons.				
<b>SQ9</b>	<b>Is students' written work well-presented and regularly marked by their teachers?</b>	0%	66.7%	16.7%	16.7%
9a	The teacher has high expectations of written presentation work.				
9b	Books are checked regularly by teachers and/or teaching assistants.				
9c	Marking helps students understand how they can improve their work.				



## 2.4 SSRE Performance on KPA3: The Child

**Judgement Key**
Outstanding
Good
Variable
Needs Attention

Table 7 : Overall SSRE performance of schools by Key Question and Sub-Question

KQ1	What voice does the student have in the school?				
<b>SQ1</b>	<b>Are students involved in putting together school rules?</b>	0%	0%	33.3%	66.7%
1a	Students are involved in shaping school rules and keeping them under review.				
1b	Students understand how they can shape school rules with their teachers.				
1c	Staff welcome students' contributions.				
<b>SQ2</b>	<b>Are students involved in reviewing their learning and assessment?</b>	16.7%	16.7%	50%	16.7%
2a	Students are encouraged to reflect on their preferred learning styles.				
2b	Students talk to one another and their teachers about their studies and their progress.				
2c	Students understand the school's assessment systems.				
<b>SQ3</b>	<b>Are students engaged in the review and development of the curriculum?</b>	0%	33.3%	33.3%	33.3%
3a	Aspects of the school's curriculum reflect the needs and interests of the students.				
3b	Students are encouraged to offer ideas about how the curriculum can be developed.				
3c	Students have the opportunity to create their own projects.				
KQ2	Do students enjoy school and how well do they achieve?				
<b>SQ4</b>	<b>Do students enjoy their lessons and being at school?</b>	16.7%	16.7%	66.7%	0%
4a	Around the school there is evidence of happy and smiling students.				
4b	In lessons students participate fully.				
4c	Students work readily with their peers and adults.				
<b>SQ5</b>	<b>Do all students achieve to the best of their abilities?</b>	0%	66.7%	33.3%	0%
5a	Students make good progress, whatever their starting points.				
5b	Students know what they need to do to improve their work.				
5c	Extra support is provided to those who need it.				
<b>SQ6</b>	<b>Do all students leave school with secure basic skills?</b>	0%	50%	33.3%	16.7%
6a	The school places proper emphasis on students acquiring basic literacy and numeracy skills.				
6b	Teachers encourage independent learning.				
6c	Class activities promote team-work as a core skill.				
KQ3	Are students secure and healthy?				
<b>SQ7</b>	<b>Do students feel safe and secure at school?</b>	33.3%	50%	16.7%	0%
7a	There is a climate of trust and openness in the school.				
7b	Students say they feel safe and secure at school.				
7c	Students know who to turn to if they have a learning or social problem.				
<b>SQ8</b>	<b>Are all students physically active each day at school?</b>	16.7%	16.7%	33.3%	33.3%
8a	The school ensures students have breaks and daily exercise.				
8b	Where possible, the school promotes dance, drama and sports.				
8c	There is a programme of physical education for all students.				
<b>SQ9</b>	<b>Do students eat and drink healthily at school?</b>	0%	0%	33.3%	66.7%
9a	Students drink fresh water and eat healthy food during the day.				
9b	The school promotes the importance of a healthy diet.				
9c	The school supports students needing nutritional advice.				

## 2.5 SSRE Performance on KPA4: The Curriculum

**Judgement Key**
**Outstanding**
**Good**
**Variable**
**Needs Attention**

Table 8 : Overall SSRE performance of schools by Key Question and Sub-Question

KQ1	How well is literacy and numeracy taught and learned?				
SQ1	Does the school provide well for literacy teaching?	0%	50%	50%	0%
1a	Students of different ages have literacy programmes suitable to their needs.				
1b	Individual students who have difficulties receive additional support.				
1c	Students who are talented at language receive work that extends their language horizons.				
SQ2	Does the school provide well for numeracy teaching?	0%	66.7%	0%	33.3%
2a	Students of different ages have numeracy programmes suitable to their needs.				
2b	Individuals who have difficulties receive extra support.				
2c	Students who show talent in numeracy receive work that extends their mathematical horizons.				
SQ3	Is there evidence of students having fun in their learning?	16.7%	33.3%	16.7%	33.3%
3a	New skills and knowledge are presented in an engaging way in classrooms.				
3b	Teachers try to use a variety of learning and teaching styles.				
3c	Resources are fun for the students to work with.				
KQ2	How wide is the range of subjects taught?				
SQ4	Does the curriculum offer a varied range of subjects?	16.7%	50%	33.3%	0%
4a	Students are made aware of different subject disciplines.				
4b	Geography, history, science and art are taught.				
4c	Students experience some technology in classes.				
SQ5	Does the curriculum give opportunities to explore local, national and global issues?	0%	16.7%	83.3%	0%
5a	Teachers cover topics of local interest.				
5b	Important national events, ideas and places feature in students' learning.				
5c	The classroom tries to bring an awareness of other countries and their peoples to students.				
SQ6	Does the curriculum help promote spiritual, moral and social values?	16.7%	50%	16.7%	16.7%
6a	Opportunities are given to students to reflect on spiritual matters.				
6b	Students are made aware of different cultural traditions and ideas.				
6c	Teachers offer the chance to explore social and moral issues, appropriate to the students' age-range.				
KQ3	How rich is the learning of students beyond the classroom?				
SQ7	Are learning opportunities enriched by visitors to the school?	0%	0%	50%	50%
7a	The teacher builds opportunities for visitors to come to the classrooms and enrich the curriculum.				
7b	The visitor's contributions broaden students' horizons.				
7c	The visitor's presentations are appropriate for the students' levels of understanding.				
SQ8	Do students visit places of interest to support their studies?	0%	16.7%	33.3%	50%
8a	Teachers organise visits to places of local interest to support the curriculum.				
8b	The visits are well prepared for and organized.				
8c	There is evidence in classrooms of work arising from these visits.				
SQ9	Are after-school activities provided on the site?	0%	0%	16.7%	83.3%
9a	Students are able to attend a variety of after-school activities.				
9b	The after-school activities cover different aspects of learning.				
9c	Students and families say that the after-school activities are well-organised and stimulating.				

## 2.6 SSRE Performance on KPA5: Community & Partnerships

**Judgement Key**

Outstanding

Good

Variable

Needs Attention

Table 9 : Overall SSRE performance of schools by Key Question and Sub-Question

KQ1	Do families partner with the school in children's learning?				
SQ1	Is the school environment and organisation welcoming to parents?	33.3%	33.3%	16.7%	16.7%
1a	Parents are welcomed into the school by the Principal and staff.				
1b	There is a place set aside for parents to meet teachers.				
1c	Parents know who to see in the school if they have a question about their child's education.				
SQ2	Does the school explain its curriculum in parent information?	16.7%	66.7%	0%	16.7%
2a	Parents are given information about what their children are studying.				
2b	Information is presented in a way that parents can readily understand.				
2c	Parents have the opportunity to speak to the Principal if there is something they want explained.				
SQ3	Is home study integral to student learning and are parents well informed about it?	33.3%	50%	16.7%	0%
3a	Students are given homework regularly to extend their learning.				
3b	Homework is clearly explained to them by teachers.				
3c	Parents understand how much homework will be set and on which days of the week.				
KQ2	How effective is the students' community engagement?				
SQ4	Are students involved in activities in the local community?	0%	16.7%	33.3%	50%
4a	Students are provided with the chance to extend their studies in the local community.				
4b	Students take part in local community events.				
4c	Students act as volunteers in the community.				
SQ5	Does the curriculum promote an understanding of the local community?	16.7%	0%	83.3%	0%
5a	The curriculum helps students to support their local community better.				
5b	Students learn about the work of local people.				
5c	Students understand the significance of local places.				
SQ6	Does the local community take part in the life of the school?	0%	16.7%	16.7%	66.7%
6a	Volunteers support the school in a variety of ways.				
6b	What volunteers do enhances the learning of the students.				
6c	The work of volunteers is well supervised by the teachers.				
KQ3	Do effective wider community and volunteer links exist?				
SQ7	Are there opportunities for links with other schools?	0%	0%	33.3%	66.7%
7a	Students go to other schools for sporting and other events.				
7b	The visits are well organised and broaden learning opportunities.				
7c	The visits help to develop students' social skills.				
SQ8	Are there links between the school and community organisations?	16.7%	0%	33.3%	50%
8a	The school has links with local organisations that benefit the students.				
8b	The links help teachers with their curriculum planning.				
8c	Students gain an understanding of the work of community groups and the importance of service within the community.				
SQ9	Are there links between the school and national organisations?	16.7%	0%	0%	83.3%
9a	Teachers and students benefit from links with city, state and national organisations.				
9b	Learning resources are enhanced by community links.				
9c	The school's reputation is enhanced by these associations.				

## 2.7 SSRE Performance on KPA6: Infrastructure & Resources

**Judgement Key**
**Outstanding**
**Good**
**Variable**
**Needs Attention**

Table 10 : Overall SSRE performance of schools by Key Question and Sub-Question

<b>KQ1</b>	<b>How well is the school maintained?</b>				
<b>SQ1</b>	<b>Are the school grounds well maintained and fit to use by students for recreation and sport?</b>	0%	50%	33.3%	16.7%
1a	The school grounds are clean and well maintained.				
1b	The school grounds provide adequate space for students to play safely and practice sports.				
1c	External walls or fencing are well maintained.				
<b>SQ2</b>	<b>Is there evidence of regular cleaning &amp; management of classrooms, corridors and toilets?</b>	16.7%	50%	33.3%	0%
2a	All classrooms and corridors are cleaned and rubbish bins emptied on a daily basis.				
2b	Toilets are cleaned regularly during the school day.				
2c	Management systems for checking cleanliness are robust.				
<b>SQ3</b>	<b>Do the building's notices and displays make students, teachers, parents &amp; visitors feel welcome?</b>	0%	33.3%	50%	16.7%
3a	The entrance area to the school makes visitors feel welcome.				
3b	Signposting around the school is clear.				
3c	Notices and displays of students' work are a strong feature of the school environment.				
<b>KQ2</b>	<b>How effectively are resources used?</b>				
<b>SQ4</b>	<b>Are books and other resources in classrooms up-to-date and suitable for the students' age ranges?</b>	0%	50%	33.3%	16.7%
4a	The textbooks used by students are suitable for their ages and abilities.				
4b	Reference books, dictionaries and atlases are easily accessible.				
4c	Worksheets and other learning resources are well presented.				
<b>SQ5</b>	<b>Is students' learning enhanced by their teachers' and use of IT?</b>	0%	16.7%	16.7%	66.7%
5a	Students are using IT to support and extend their learning.				
5b	Teachers deploy IT appropriately to reinforce students' new skills and knowledge.				
5c	Portable devices and interactive whiteboards are used by both students and teachers.				
<b>SQ6</b>	<b>Does the library have strong book and other resources to consolidate and extend students' independent learning?</b>	0%	0%	0%	100%
6a	The library carries a good range of fiction and non-fiction, well suited to the students' age ranges.				
6b	IT resources, newspapers and magazines complement the book collection.				
6c	The library has secure systems for monitoring and tracking how students use its resources.				
<b>KQ3</b>	<b>How secure is health and safety?</b>				
<b>SQ7</b>	<b>Does the school have a well-documented system for all health and safety work?</b>	0%	0%	16.7%	83.3%
7a	The school has securely maintained central records for all aspects of health and safety.				
7b	Regular checks are carried out on equipment and medical facilities, and these are checked by senior leaders.				
7c	Fire practices are held regularly, are well documented, and improvement made where necessary.				
<b>SQ8</b>	<b>Are arrangements for safeguarding children on-site, and during off-site visits, adequately recorded and checked?</b>	16.7%	16.7%	16.7%	50%
8a	Registration systems are robust and ensure contact with parents is immediate if a student is absent.				
8b	Child protection procedures are understood by all staff and are monitored by senior leaders.				
8c	Suitable checks are made when students are travelling off-site for a school visit.				
<b>SQ9</b>	<b>Are there appropriate checks on the transport that brings students between home and school?</b>	0%	50%	33.3%	16.7%
9a	Students understand their accountability to stay safe during their journey to and from school.				
9b	The school provides detailed guidance to parents on their children's daily journey to and from school.				
9c	The school supervises students' daily arrival and departure and the management of vehicle movements.				

## 3. School Effectiveness in applying the self-review diagnostic

### 3.1 Limitations of a school self-review without validation

Schools undertaking their self-review without Adhyayan's validation may face limitations in the accuracy of evidence collection and agreement of ratings. They will not be as accurate in coming to judgement about 'what good looks like' as experienced Adhyayan Assessors.

Where judgement is not accurate, it isn't because the school is collecting poor evidence. Schools almost always collect good evidence. The problem is that either there is not enough evidence, or more frequently, the school has not studied the diagnostic statements closely enough. Here are a few more common errors:

- An inaccurate interpretation of the statement in question, "Oh, we read it to mean something else."
- Partial reading of the statement, "We only collected evidence on the first half of the statement. We didn't realise that every word or phrase counts."
- Incomplete understanding of how much evidence you need to collect to make a secure judgement, "You mean that we have to collect evidence from every class in the school not just a few of them. And it is not enough for something to happen once or twice a year?"
- The teacher or leader uses their own practice as their reference point for what good looks like, "I'm sure the rest of the school is doing it. I certainly am!"
- Making a judgement on the school's effectiveness which does not take account of all aspects of the diagnostic statement or of all stakeholders' awareness, "I know we haven't documented this practice but I am sure we shared it with parents at a meeting."
- Making a judgement with reference to the school's status locally and not to the national standard. "Everyone says we are the best school parents, students, even teachers, so it must be 'Always'.

The final step in the school self-review process occurs on the final day of the self-review, when the whole self-review team comes together to moderate the judgements of each of its KPA teams. Unfortunately, this step is not always taken! The consequence of missing on this essential step is that often there is variability in the accuracy of the judgements.

#### Accessing Resources:

All schools benefit from the regular use of the Adhyayan Quality Diagnostic throughout their development journey, taking steps to engage with resources and resource people to enrich their knowledge of What Good Looks Like. Some exemplars can be found in the 'Manage My Resources' section by login on to The AdhyayanWay, Adhyayan's online software on <http://adhyayan.asia/site/>

If the SPTWD Schools Network wishes, it will be possible to arrange visits to 'Good' schools within the Adhyayan network to experience aspects of good practice.