

## **Q. Learning Trust Nepal**



## **The School Review Handbook**

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## The School Review Handbook

The School Review Handbook is designed to help the school staff make accurate judgements about every aspect of the school's provision and its standards.

It is a working document, to be revised and updated in use.

The aim is to make sure that Q. Learning Nepal Trust school in Hangdewa is a *good* school when benchmarked against international practice.

The Handbook identifies 6 key performance indicators:

1. Leadership and management
2. Teaching and learning
3. The Child
4. Curriculum
5. Community partnerships
6. Resources

The Handbook asks – on behalf of the child - the key question:

*What does good look like?*

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## 1. Leadership and management

*What good looks like*



The school is well led by the principal and those who hold positions of responsibility. They promote strongly the values of the school.

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

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



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## **School Self-Review**

### *1. How well is the school led?*

- (a) Does the principal visibly provide direction and promote the school's values?
- (b) Do leaders hold to account those for whom they are responsible?
- (c) Does the school organise effective training programmes for staff?

### *2. Is the school efficiently and effectively managed?*

- (a) Do suitable systems exist to ensure good organisation of the learning day?
- (b) Do employees understand their roles and are they accountable for them?
- (c) Are systems for tracking children's progress effective? Are their findings reported to parents?

### *3. Is the school's culture and ethos strong and pervasive?*

- (a) Does the learning environment feel welcoming and inclusive?
- (b) Do children contribute to the life of the school?
- (c) Do children and staff have a voice in how the school is run?

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## 2. Teaching and learning

### *What good looks like*

The classroom presents a welcoming and stimulating environment. The children can 'see' themselves in the work displayed.

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

The teacher pays careful attention to how the students present their work, aiming for high quality. They mark it regularly to help the children improve. The children work well individually, in groups and as a whole class.

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### **School Self-Review**

#### *1. What is the classroom environment like?*

- (a) Is the environment bright and welcoming and does it promote good learning?
- (b) Are the furniture and learning resources attractive and child-friendly?
- (c) Is there a wide range of good quality display of children's work?

#### *2. How good are relationships?*

- (a) Do good relationships exist between children who help each other to learn?
- (b) Are classes well managed, and do teachers *know* children's learning and social needs?
- (c) Are children's learning and social needs *supported* by adult in the classroom?

#### *3. How good is the quality of children's learning?*

- (a) Are children being presented with work which challenges them?
- (b) Are boys and girls equally engaged and interested?
- (c) Is children's written work well presented and regularly marked by their teachers?

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### 3. The Child

#### *What good looks like*

The school involves children in shaping the day-to-day organisation and the school's rules. In lessons, children review regularly their own learning, with the teacher and other children. Children's views are taken into account when planning the curriculum.

Children enjoy school and make good progress according to their abilities. They acquire good basic skills in language and maths: *the fun and fundamentals*.

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

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#### **School Self-Review**

##### *1. What voice does the child have in the school?*

- (a) Are the children involved in putting together the school rules?
- (b) Are children involved in reviewing their learning and assessments?
- (c) Are children involved in aspects of curriculum planning?

##### *2. Do children enjoy school and how well do they achieve?*

- (a) Do children enjoy their lessons and being at school?
- (b) Do *all* children achieve to the best of their abilities?
- (c) Do *all* children leave school with secure basic skills and a love of learning?

##### *3. Are children safe and healthy?*

- (a) Do the children feel safe and secure at school?
- (b) Do the children take exercise each day at school?
- (c) Do children eat and drink healthily at school?

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## 4. Curriculum

### *What good looks like*

The school promotes successfully the importance of basic skills in language and maths. The programmes for study are well planned for the needs and ages of the children. They combine *the fun and fundamentals* in learning new skills.

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

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

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### **School Self-Review**

#### *1. How well is language and maths taught and learned?*

- (a) Does the school provide well for language teaching and to what standards?
- (b) Does the school provide well for maths teaching and to what standards?
- (c) Is there evidence of children having fun in their learning?

#### *2. How wide is the range of subjects taught?*

- (a) Does the curriculum offer a varied range of subjects?
- (b) Does the curriculum give opportunities to explore local, national and global issues?
- (c) Does the curriculum help promote spiritual, moral, social and cultural values?

#### *3. How rich is children's learning beyond the classroom?*

- (a) Are learning opportunities enriched by visitors to the school?
- (b) Do children visit places of interest to support their studies?
- (c) Are after-school activities provided on the site?



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## 5. Community partnerships

### *What good looks like*

The school works effectively in partnership with parents and families. Families find the school and its teachers approachable. The school's curriculum and organisation are presented clearly to parents, and they are encouraged to help with their children's homework.

The children benefit from being involved in local community activities. The curriculum promotes understanding of the local community. Members from the local community play an active part in the life of the school.

The school has effective links with networks and organisations beyond the locality.

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### **School Self-Review**

#### *1. Do families partner with the school in children's learning?*

- (a) Is the school environment and organisation welcoming to parents?
- (b) Does the school explain its curriculum in information to parents?
- (c) Are parents encouraged to support their children with class and home studies?

#### *2. How effective is the child's community engagement?*

- (a) Are children involved in activities in the local community?
- (b) Does the local community take part in the life of the school?
- (c) Does the curriculum promote an understanding of the local community?

#### *3. Do effective wider community and volunteer links exist?*

- (a) Are there opportunities for actual/virtual links with other schools?
- (b) Do links exist between the school and outside agencies/networks?



(c) Are there links between the school and national organisations?



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## 6. Resources

*What good looks like*



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

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

Health and safety practices are secure and reviewed regularly. Systems of safeguarding children are robust. Journey-to-school arrangements for children are safe and well managed.

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### **School Self-Review**

#### *1. How well is the school maintained?*

Are the school grounds well maintained and fit to use by children for recreation and sport?

Is there evidence of a regular cleaning schedule for classrooms, corridors and toilets?

Does the building have notices and displays which make children, teachers and parents feel welcome?

#### *2. How effectively are resources used?*

Are books and other resources up-to-date and suitable for the children's age ranges?  
Is children's learning enhanced by their and the teachers' use of IT?  
Does the library have suitable resources to develop children's independent learning?

*3. How secure is health and safety?*

Does the school have a well documented system for all health and safety work?  
Are arrangements for safeguarding children on-site, and during off-site visits, adequately recorded and checked?  
Are there suitable checks on children's travel between home and school?

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## **School Self-Review Notes**

**Weekly.....**

**Termly.....**

**Annually.....**