



Ministry of Education
Department of Primary and Pre-school Education
Inclusive Education Project

Improving the Quality of Schools for All In Lao PDR

(A School Improvement and Self Evaluation Process)



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and Sida*

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Section I: Introduction

These materials are based on the Index for Inclusion, which was developed in the UK to support the development of learning and participation in schools. The Index for Inclusion has been adapted by many countries around the world and have now been adapted in Lao PDR to ensure that the Lao self evaluation tool, reflects Lao context. The aim is to support the development of sustainable inclusive practice in Lao schools through an ongoing school improvement process involving self evaluation of the inclusive practices of the school. Inclusion in this sense is concerned with the development of access to learning and participation for all learners within their communities, in line with Education For All. The work of John MacBeath, Professor of Education in Educational Leadership at Cambridge University, UK, and a renowned world authority in school self evaluation, has also been extremely influential in the detailed development of many of the tools and processes.

The materials in the Lao self evaluation tool were developed by colleagues from the National Implementation Team, Save the Children Norway, teachers, principles and advisors from the 9 pilot schools and 3 provinces involved in the pilot project: Vientiane, Champasak, Xiangkhouang and external consultants from Canterbury Christchurch University, UK and Manchester University, UK.

Why Evaluate?

- to help schools improve through critical self reflection
- to equip teachers with the skills to evaluate the quality of learning in their classroom so that they do not have to rely on external review and assessment
- to create a common frame of reference for discussions about school improvement with external advisors

Evaluation of schools needs to concentrate on how effective they are – do they achieve what they set out to do? This includes how well all students achieve but can also cover a wide range of other areas including important questions such as ‘do all students enjoy coming to school?’ and ‘does the school work collaboratively with parents and the local community?’ Many of the questions that need to be considered change over time and this means that school evaluation needs to be an ongoing process, something that happens throughout the school year. Research into effective schools tells us that teachers make over 1000 evaluative judgements during the course of one school day, but these are usually intuitive and informal. The Lao Self Evaluation Tool has been designed by Lao teachers to create an in-depth and supportive framework for school self evaluation which will ensure that all members of the school community – teachers, students, parents and local community – are involved in a rigorous and ongoing evaluation process designed to identify areas where the school can be improved. The tool has been designed so that the activities are as simple to use as possible. The ultimate aim is to create schools where all students from the community are admitted to their local schools and are successful there.



The following points have underpinned the development of the self evaluation tool. It is important to note that schools themselves are seen to be the ‘owners’ of the process. Effective self evaluation is driven by school communities themselves for the simple reason that they know their school best. Each school is unique, serving a different community, with unique individuals.

Where self evaluation works best, there is a partnership between local advisors and school communities.

The Key Features of Effective Self Evaluation

- A continuous process driven by the needs of the school
- Schools are accountable to their school community – the teachers, children, parents and local community
- Schools must provide convincing evidence of their success
- Schools must provide a clear plan of action to demonstrate how further improvements will be made
- Pupil achievement – the standards that they reach and their progress - is at the heart of self evaluation

Key Questions for Effective Self Evaluation

- What are our strengths?
- What are the areas of our performance where we need to do better?
- What is the evidence on which we base these judgements?
- What are we doing to improve our performance in the light of our self evaluation?

Why Self Evaluation?

- External assessment alone doesn’t work
- The unique nature of schools
- Developing a critical sustainable relationship between external evaluation and internal evaluation

The following table illustrates how complex it is to choose an appropriate person or group of people to be solely responsible for evaluating the school. Each different group brings strengths and weaknesses to the evaluation process. This is why it is more effective for all of these groups to be involved in a collaborative process.

Who evaluates the school?	
Advantages	Disadvantages
The Advisor <ul style="list-style-type: none"> • Expert knowledge • Training • Experience • Authority 	<ul style="list-style-type: none"> • Lack of time • Not enough knowledge of the school context
The Principal <ul style="list-style-type: none"> • Good knowledge of the school context • Understands the individual school systems 	<ul style="list-style-type: none"> • Lack of time • Limited experience in evaluation • Interest in school appearing 'good'
Teachers <ul style="list-style-type: none"> • Detailed knowledge of school context including teaching and learning • Self-knowledge • Familiarity with students as individuals • Knowledge of parents and families • Class based time 	<ul style="list-style-type: none"> • Familiarity – too close to be objective • Protection of own professional 'reputation' • Limited expertise in evaluation
Students <ul style="list-style-type: none"> • Self knowledge of own school experience • Familiarity with other students • Time • Self motivation 	<ul style="list-style-type: none"> • Lack of expertise in evaluation • Familiarity with the classroom
Parents <ul style="list-style-type: none"> • Potential knowledge of own children's school experience • Familiarity with own and other parents experiences of interacting with school 	<ul style="list-style-type: none"> • Lack of expertise and experience in evaluation • Not enough knowledge of wider school context
Community <ul style="list-style-type: none"> • Potential knowledge of wider community's experience of interacting with the school 	<ul style="list-style-type: none"> • Lack of expertise and experience in evaluation • Not enough knowledge of wider school context

- | | |
|--|--|
| <ul style="list-style-type: none"> • Potential knowledge of history of school development | |
|--|--|

School Coordination Team

Each school taking part in the pilot project appointed a coordinating team who were responsible for the use of the self evaluation tool within the school. They had been part of the team that developed the indicators and the questionnaires.

We suggest that schools using the tool also appoint a team to co-ordinate its use in the school. Therefore the school should form a self evaluation coordinating team made up from key members of some of the above groups. We would suggest::

- The principle or deputy principle
- 1 or more teachers (if 2 or more ensure that at least 1 is relatively new to the school)
- 1 or more parents
- 1 community representative
- If appropriate, 1 or more older student (this could be an older student if it is a secondary / high school OR in a primary school, an older ex-student of the school)



Developing Inclusive Practice for ALL Students

The self evaluation tool was originally developed in order to provide a qualitative evaluation of the Lao Inclusive Education project, which has been in place since 1993 and now includes over 500 schools across the country. The original aim of the IE project was to support the inclusion of students with special educational needs in local mainstream schools. However, during the development of the tool, it became clear that the evaluation of school development needed to encompass a wider definition of inclusion. For the purposes of the tool, we therefore define educational inclusion as: **‘teaching and learning which supports the participation and learning of all students.’**

Vulnerable Groups

For schools using the tool we stress the need to be particularly aware of the diverse groups of students who may be most vulnerable to exclusionary barriers to participation and learning. In Lao, these groups include the following:



- ✚ Students from diverse ethnic minority groups
- ✚ Students whose first language is not Lao
- ✚ Students experiencing physical, medical, sensory, cognitive or social / emotional challenges
- ✚ Students from poor socio-economic groups
- ✚ Girls
- ✚ Students at risk of dropping out of school because of sickness, hunger or low achievement.
- ✚ Students who should be in school but are not for different reasons.
- ✚ Students affected by HIV / AIDS

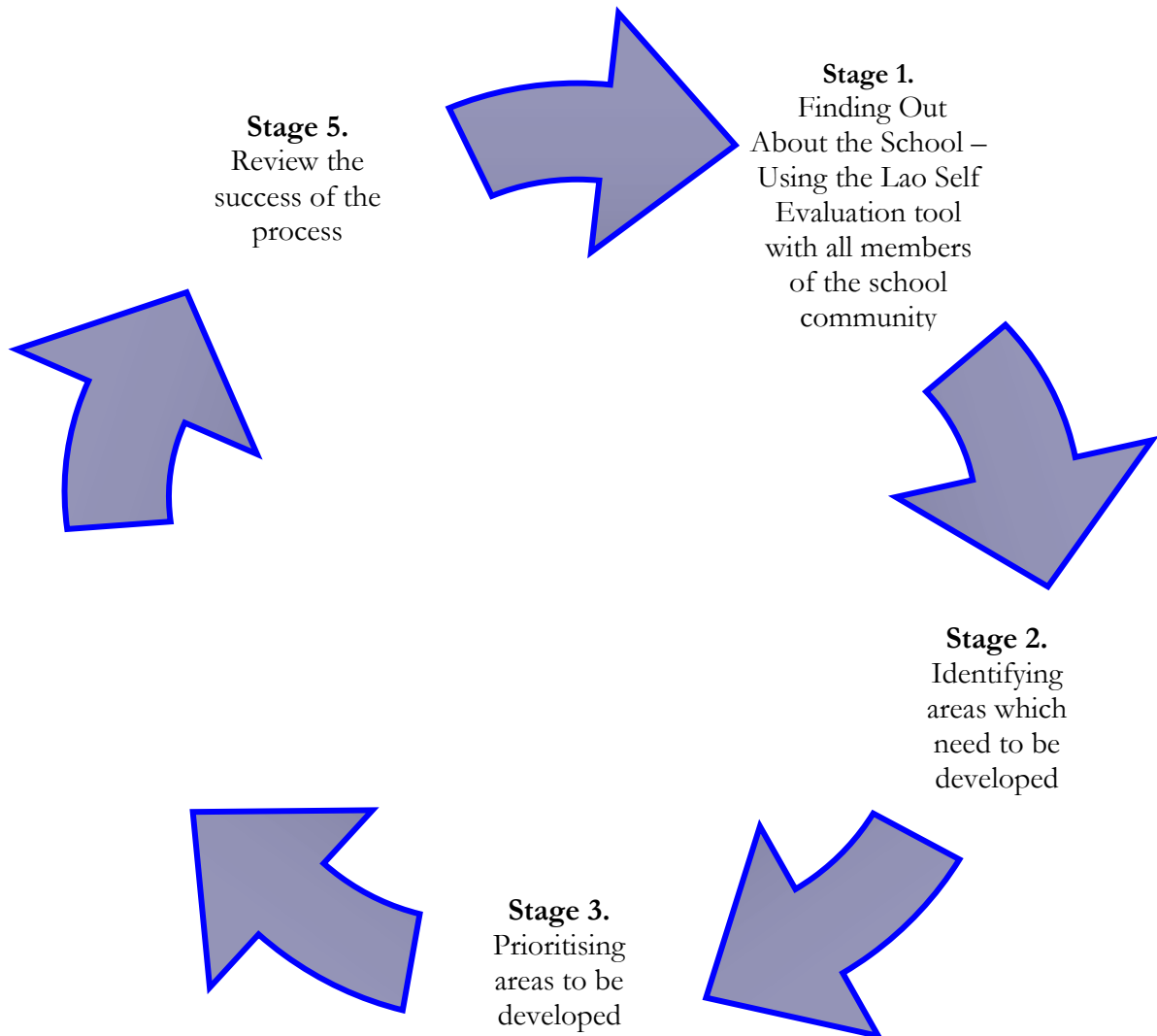
As education professionals we have the responsibility to reflect as clearly and analytically as possible how far these particular groups of students are being successfully included in the school.

Self Evaluation and the School Improvement Process

The self evaluation tool needs to be seen as an integral part of the school improvement process. As educators we are all concerned with the development of schools. We want our schools to improve as much as possible in order to ensure that all students in the local community can participate in education and achieve well. School improvement is a process which should involve the collaboration of all members of the school community – teachers, students and parents. The following diagram shows the school improvement process clearly.

In **Section III** the five stages are explained clearly with examples from schools who have been involved in the Pilot Project.

Diagram 1: The following diagram shows the school improvement process clearly.



Section II: Indicators of inclusive development



Indicators

Indicators are statements of aspiration against which existing practice in the school can be compared in order to set priorities for school development. Each indicator reflects an important aspect of the school community and is clarified by a set of questions which help to define its meaning. Engaging in discussion about the meaning of each indicator and how it relates to current practice in the school is a very valuable aspect of the self evaluation process. It is during discussions with teachers, students and parents that the coordinating team will begin to think about the priorities for school development.

These 17 indicators, and clarifying questions, were developed during a series of workshops with Advisors and teachers. They were later amended and added to by the teachers and advisors involved in the pilot project.

1. All pupils feel welcome in the school
2. All students support each other in their learning
3. All students are well supported by school staff
4. Teachers and parents cooperate well.
5. All students are treated equally as valued members of the school
6. All students feel that their opinions and views are valued.
7. All students can access learning in all lessons.
8. All students can access all parts of the school building.
9. All students attend school every day.
10. All students enjoy lessons
11. All students are engaged in all lesson activities.
12. All students achieve their learning in all subjects according to their individual ability
13. All students learn together.
14. All students have access to health services as necessary and appropriately.
15. School ensure that the all students enter the school
16. All vulnerable children are successful in their learning
17. School creates a school environment which supports all students' learning

In order to help clarify and understand the meaning of the indicators, each one has a series of questions which are designed to stimulate discussion and offer guidance. It is often when teachers, students and parents begin to discuss the meaning of the indicators, or the questions in the questionnaires, that they start to think clearly about the effectiveness of the

school. It may be that some questions or indicators make people feel uncomfortable or challenged in a particular way. This is part of the process of analysing the effectiveness and inclusivity of the school. Wherever possible, the co-ordinating team should encourage participants to respond as honestly as possible.

It is very important to keep thinking of the self evaluation tool as an ongoing process and to see discussion and sharing of ideas as a vital part of that process. It is only through the honest sharing of thoughts, perspectives and questions that participants can begin to identify their own views and to share honestly their own experiences.

As the self evaluation tool develops and has additional materials added, references will be included to other sections of the tool where models or case studies are presented that schools may find useful.

Indicators and Questions

1. All pupils feel welcome in the school

- 1) Does the school have a policy to enrol / include all children, including students from diverse groups?
- 2) Do teachers welcome all parents and their children when they come to the school?
- 3) Do all teachers feel ownership of the school?
- 4) Do students feel ownership of their classroom?
- 5) Does the school celebrate local cultures and communities in signs, displays and events?
- 6) Do all children equally exercise their rights e.g. disabled children / disadvantaged groups of children participate in all school activities?



2. All students support each other in their learning

- 1) Do Teachers actively support and encourage good relationships between students?
- 2) Do Teachers encourage students to help each other?
- 3) Do students willingly share their knowledge and skills?
- 4) Do group activities allow students to divide up tasks and share what they have learnt?
- 5) When other students in the class are troubled do students help them to calm down?

- 6) Do students share the responsibility for helping to overcome the difficulties experienced by some students in lessons?
- 7) Are students involved in assessing each others learning?
- 8) Are students involved in helping each other to set educational goals?



3. All students are well supported by school staff

- 1) Do teachers try to make lessons easy to understand?
- 2) Do teachers plan appropriately to support all children?
- 3) Do teaching materials reflect the backgrounds, experience and interests of all students?
- 4) Do teachers provide accessible materials or translations for students who do not speak Lao?
- 5) Do teachers actively teach students in a variety of groups during the lesson?
- 6) Do teachers support disadvantaged groups of children e.g. is there detailed planning to ensure disabled children are making good progress in their learning?



4. Teachers and parents cooperate well.

- 1) Do teachers regularly communicate with parents?
- 2) Do teachers invite parents for consultation in order to help or solve problems related to children's learning?
- 3) Do parents feel that there is good communication with school staff?
- 4) Do parents feel well informed about school policies and practices?
- 5) Do staff value the knowledge that parents have about their children?
- 6) Do staff encourage the involvement of all parents in their children's learning?



5. All students are treated equally as valued members of the school

- 1) Do teachers pay equal attention to all students?
- 2) Do teachers give opportunities for students to select activities based on their ability?
- 3) Is a variety of backgrounds and home languages seen to make a positive contribution to school life?
- 4) Are higher and lower attaining students valued equally?
- 5) Are the achievements of all students given equal support and prominence?
- 6) Do disadvantaged groups of children receive equal treatment e.g. children from poor families are given the same opportunity to join after school activities which require a financial contribution?



6. All students feel that their opinions and views are valued.

- 1) Do Teachers give the opportunity for students to give their comments?
- 2) Do Teachers listen and respond to student comments and questions?
- 3) Do students feel that teachers listen to them?
- 4) Do students feel that teachers respond to their comments?
- 5) Do teachers provide opportunities for disadvantaged groups of children to share their opinions?
- 6) Do disadvantaged groups of children feel that teachers listen to their opinions?



7. All students can access learning in all lessons.

- 1) Do teachers prepare lessons and lesson plans that are appropriate for the learning of all children?
- 2) Is teaching planned to support learning rather than to deliver the curriculum?
- 3) Is there an attempt to view teaching and support from the point of view of all students?
- 4) Do lessons pay attention to the emotional as well as the intellectual aspects of learning?
- 5) Do students feel that they are actively engaged in most lesson activities?
- 6) Are children with special needs encouraged to develop their talents? e.g. some children with special needs may be talented in producing handicrafts.



8. All students can access all parts of the school building.

- 1) Do teachers arrange seating in classroom appropriate to all students?
- 2) Is seating organised according to individual needs and age of students? E.g. is the furniture the correct size for the age group? Do children with physical disabilities have adapted chairs and tables where necessary?
- 3) Do students have access to all parts of school building that they need access to e.g: classroom, toilet, play area?
- 4) Are the needs of students with partial sight or partial hearing as well as physical impairments considered in making the buildings accessible?
- 5) Does the school have separate toilets for girls, boys and teachers / adults?
- 6) Does the school monitor accessibility of the buildings and facilities for teachers and students?



9. All students attend school every day.

- 1) Do teachers keep a daily record of student attendance?
- 2) Do teachers try to find out the reasons for student absence?
- 3) Do teachers have good relationship with all students?
- 4) Do teachers create an attractive school environment?
- 5) Do teachers communicate well with students' parents?
- 6) Do teachers monitor the attendance of children who may be at risk of poor attendance e.g. children who have been bullied, children who are struggling to achieve in school.



10. All students enjoy lessons

- 1) Do students enjoy lessons?
- 2) Do lessons convey a sense of excitement in learning?
- 3) Do teachers use a variety of teaching techniques and activities?
- 4) Do teachers use a variety of teaching materials in their teaching?
- 5) Do teachers try to make classrooms attractive, and a good learning environment?
- 6) Do parents feel that their children enjoy school?



11. All students are engaged in all lesson activities.+

- 1) Do teachers clearly explain how to do activities?
- 2) Do teachers support all students in classroom activities?
- 3) Do students feel that they are actively engaged in most lesson activities?
- 4) Do teachers encourage all students to become actively involved in activities?
- 5) Do teachers organise activities according to children's individual needs? E.g. children are asked to complete tasks that are within their abilities.
- 6) Do teachers evaluate their lessons to ensure that all students are participating?
- 7)



12. All students achieve their learning in all subjects according to their individual ability

- 1) Do teachers plan the lesson appropriately based on the different students' ability?
- 2) Do teachers include details in their lesson planning of how they will support the learning of children who are learning more slowly than others in certain subjects?
- 3) Do teachers use a variety of materials in teaching and learning activities?
- 4) Do all students feel that they are making progress in school?
- 5) Do teachers regularly follow up and assess students learning outcomes?
- 6) Are teachers able to make judgements about the amount of progress individual students are making in different subject areas?



13. All students learn together.

- 1) Do teachers organise learning activities for all students to be able to fully participate?
- 2) Do teachers encourage all students to support each other?
- 3) Do all children show respect for each other?
- 4) Do all students willingly share their knowledge and skills with each other?
- 5) Do students enjoy the social aspects of school life?
- 6) Are students involved in assessing each others learning?



14. All students have access to health services as necessary and appropriately.

- 1) Do teachers give advice to all students on the 3 areas of cleanliness?
- 2) Do teachers regularly organise sports activities?
- 3) Do teachers collaborate with health staff to check students' health?
- 4) Do teachers collaborate with parents to support the development of students' health?
- 5) Do students have a positive attitude to health?
- 6) Do students know the causes of common diseases?
- 7) Do students know how to protect themselves from common diseases?
- 8) Do teachers give children opportunities to ask health-related questions? E.g. are there opportunities for discussions about health and cleanliness?



15. The School ensures that all students are admitted to the school

- 1) Does the school try to find out if all the vulnerable children are in school?
- 2) Does the school encourage the parents to send their children to school?
- 3) Does the school provide the necessary support to vulnerable groups of children so that they are able to enter school?
- 4) Do the teachers pay particular attention to vulnerable children to ensure they are learning?
- 5) Does the school monitor and follow up students' attendance?
- 6) Does the school encourage and reward children who come to school regularly, particularly those from disadvantaged groups? E.g. the school gives special certificates to children with 100% attendance.

(refer to Section4, and 'Ongoing Analysis', where there is a suggested model for setting up a monitoring group within the school to scrutinize the attendance, learning and achievement of vulnerable groups of students).



16. All vulnerable children are successful in their learning

- 1) Does the school have a policy on the annual and final grade examination with a specific expectation for vulnerable groups of children?
- 2) Has the school developed a plan for supporting vulnerable children in order to help them complete their study?
- 3) Do teachers adjust the teaching objectives, using appropriate teaching methods, to ensure vulnerable children are successful in lessons?
- 4) Do teachers encourage children's classmates to help vulnerable children?
- 5) Does the school monitor the teaching for disadvantaged groups?
- 6) Does the school monitor the achievement of children from disadvantaged groups?
- 7) Do teachers encourage all children, but particularly those from disadvantaged groups, to use the school library?
- 8) Do teachers plan opportunities for more able or experienced students to support the learning of children with special needs or less experienced learners.



17. School creates an environment which supports all students' learning

- 1) Does the school try to develop the facilities for students to access all parts of the school building?
- 2) Do teachers arrange appropriate seats for vulnerable children in the classroom?
- 3) Does the school create a good school environment (does school have trees, flowers, gardening, clean school yard, school compound, etc)?
- 4) Does the school have adequate toilets for children (boys and girls) and teachers?
- 5) Does the school have a library and allow children to borrow books?
- 6) Do teachers decorate the classroom to attract children and motivate them to learn? e.g. do they display children's work and learning resources attractively?
- 7) Is there enough classroom furniture for all children to sit and work comfortably?



Section III: The 5 Stages of Self Evaluation and School Development

Stage 1: Finding Out About The School

- Forming the school team and
- Getting Started

Forming the School Coordination Team

The coordination team will be responsible for undertaking the school self evaluation and school development process. The members should include:

- The principle or deputy principle
- 1 or more teachers (if 2 or more ensure that at least 1 is relatively new to the school)
- 1 or more parents
- 1 community representative

If appropriate, 1 or more older student (this could be an older student if it is a secondary / high school OR in a primary school, an older ex-student of the school)



The school identifies members of the coordinating team who will oversee the self evaluation process. From the beginning, it is very important to note that the school improvement process is not designed to assess the competency of individual teachers. It is a process of enquiry, reflection and planning that aims to support the development of more effective and inclusive schools. Co-ordinating teams must be very careful to ensure that participants understand that they are not being judged in any way. It is only through the participants' open

and honest contributions that co-ordinating teams will be able to make judgements about the areas that have proved successful and those areas that need further development work.

The coordination team discusses the different activities available in the Lao Self Evaluation tool. At this point they will be guided by a District Advisor and may also seek the advice of schools who are experienced in the self evaluation process. They will need to ensure they are familiar with the indicators of inclusive development (see Section 2 of this guide) and that they have developed a shared understanding of the important language associated with the process they are undertaking. For example key words such as:

- Inclusion
- Indicator
- Equality
- Evaluation
- Participation
- Achievement

will need to be discussed and their meaning agreed upon. It is suggested the team spends time in discussions with different groups in the school community. There are also a range of questionnaires available as well as different activities that can be undertaken to collect the views of different groups. Most schools will start by using the short questionnaires for students, teachers and parents/guardians. (see section 4).

Stage 2: Identifying areas which need to be developed

- Using information collected from the school community to make decisions on areas for improvement in collaboration with different groups.
- Organizing discussions and consultations with school on areas that need to be improved.

Once the school coordination team have collected information from the different members of the school community, they will be able to analyse it. The pilot schools found that it was best to analyse the data as it was collected and use the analysis to inform decisions about the next data collection activities to be used, or decisions about which groups should be worked with next. A pattern of evidence will begin to emerge. Gradually the team will be able to identify a series of areas where the school appears to be doing well and others where it needs to improve.



After data has been analysed the school team may have identified areas where there is success and areas that need improvement.

Case Study 1

We found the best way of analysing the information we collected was to concentrate on particular questions and compare the answers from different groups. For example, if 95% of the teachers said they thought the students enjoyed school, but only 75% of students and 80% of parents thought this was true, we knew that there was an area here we needed to explore in more detail. This helped us to decide what sort of activity to work on next. In this case, we decided to talk to a group of students from each year and separately, also a group of parents. We then wrote a list of questions about enjoying school that we wanted to discuss with them so see if we could find out which children weren't enjoying school and why. We found out that it was a group of children in the older classes who were not enjoying their work because they found it too hard and they felt they did not get enough support. The meeting with the parents also confirmed this and we found out from them that they found it difficult to help their children with their homework.

From this we decided to do three things:

1. We worked together as teachers to try and make lessons more interesting, plan for a range of different activities, including working outside the classroom with different resources. We made sure that the teachers identified children who needed extra help and monitored what was written in the lesson plans for these students. We also visited the older classes on a regular basis so that we could observe that the changes were being made.
2. The second change was that we decided to concentrate on supporting homework in the villages where children seemed to be having a problem. We organised older children, perhaps ones who had left school, and made sure that they worked with a group of students each night to help with their homework.
3. We also started using the 'student suggestion box' from the toolkit, where students could write notes anonymously to let us know if they weren't enjoying school to help us monitor developments.



Stage 3: Prioritising areas to be developed

In case study 1 you can see that the analysis of data collected helped the school to decide what further activities needed to be undertaken. Gradually as the school identifies areas to be developed it will become clear that some are of a higher priority than others. In the case study school they decided that something had to be done about student enjoyment. This is because enjoyment is closely linked to attendance and achievement at school. Students who do not enjoy school are more likely develop a poor pattern of attendance or perhaps not concentrate at school. Both can affect their overall achievement.

It is suggested that schools try to identify 3 or more priorities for development (although we suggest no more than 5 or 6) and that at least one of these should be linked to teaching and learning; one to the development of the school environment and a third which can be open to the school to choose. This is illustrated in case study 2.



Case Study 2

Priorities

1. To improve teachers lesson planning by ensuring that teachers set out clearly the different range of activities and resources, groupings and questioning styles that would be included in each lesson. (Teaching and Learning Priority)
2. To improve the school play area by working with the local community to raise funds to buy and plant trees for shade, buy play equipment to be used before and after school, a well as at lunchtime. (Developing the school environment priority)
3. To improve communication with parents and the local community by having monthly open meetings with parents and community where anybody could attend for open discussion; ensuring that teachers communicate immediately with parents and community if a student is absent for more than 2 days. (Open priority chosen by school)

Prioritizing is necessary. Otherwise, we will not know what areas should come first or after or what areas that are impossible to improve because there are many activities to be done;

When prioritizing areas for improvement, there is the need to work on the areas that urgently need to be improved meaning that if that problem area is not solved it will affect the whole development aspects of the school.

However, in order to make it easier for us to implement, we can categorize possible priorities in the following types:

Type A: Easy for improvement and no requirement of financial contribution;

Type B: Rather difficult but need time for improvement and might not need financial contribution;

Type C: Financial Contribution is needed.

The areas for improvement identified in stage 2 should be categorized (type A, B, C) to be easy for making decision what should be done first. Once the types are categorized, consideration has to be made to implement the priority of type A first. Then type B and C can follow respectively.

Type A: Easy for improvement and no financial contribution is required

Example: The classroom and the school building are not clean
This problem can be solved quickly and no financial factor is required. There is the need only for the students to take turn to do the cleaning in the areas of their classrooms and the building. This can be solved in a matter of days.

Type B: Rather difficult and time consuming but financial factor may not be needed

Example: *The old teaching style*

This problem is difficult to be solved and it is time consuming to change the old teaching style to a new one - namely the child-centered teaching method. To solve this problem, money might not be needed. The pedagogical advisors can assist in training and organize the sharing of experience among teachers or between schools on a regular basis.

Type C: Financial Contribution is needed

Example: *The school does not have latrines*

To solve this problem financial factor is required.

Once information analysis is completed and the school team also identifies their strengths and areas that need improvement, however, the school team may have found 10 to 20 areas or more to be improved e.g. indicator 17 “The school.....”. Concerning this indicator, the school does not have trees that provide shading or school gardens, no fences, no latrines and clean water or there are latrines but there is no clean water. Children with special needs don’t feel comfortable to use the school facilities. The classrooms and the school areas are not clean. There is no provision for waste disposal, etc.

Apart from this, there are many other things that need to be improved among other indicators. Therefore, in this stage, all of the areas that need improvement have to be listed first. The example of case study 1 is only one problem of indicator 10 which tells us about one particular area to be improved.

Stage 4: Implementing Priorities

- Planning for implementation;
- Keep all the groups concerned informed of the plan;
- The school implement the plan;
- Periodically monitor the implementation of the plan.

After identifying the priorities schools then need to begin implementation. It is not always easy at this stage to be clear about 'how' to go about making changes. It may be clear that a change needs to take place but often schools need support in planning what they will do. At this stage schools usually find it helpful to draw up an action plan which provides details of:

1. The priority chosen – the change that needs to take place?
2. Which indicators it is linked to (see Section 2)?
3. Action the school needs to take – what changes need to be made?
4. Who will be responsible for implementation?
5. Who will be responsible for monitoring?
6. How long it will take?
7. How it will be evaluated / success criteria – how do we know the change has been successful?

It is important that teachers recognise the importance at this stage of:

- Reflecting on their own practice. Teachers must think honestly about their own practice in the classroom and try to identify areas where they are successful and where they can improve.
- Sharing practice with colleagues. By discussing and sharing successes as well as challenges teachers can learn from each other. It is important to make time to plan together and to observe each other teaching not only in their own school but also with colleagues in the local cluster schools.

Case Study 3 is an example of one school from the pilot project which attempted to improve lesson planning and used the action plan to help them do this. You can see that they have clearly set out in the action plan what they wanted to achieve and how they intended to do it. They also set clear criteria for success so they would be able to measure whether or not they had achieved their priority.



Case Study 3 – An example of one priority from a School Action Plan

Priority Chosen	Indicator	Action	Who is responsible for implementation	Who is responsible for monitoring	Time Scale	Successful Criteria
To improve teachers lesson planning	3 7 10 11 12 16	<p>Teachers set out clearly in lesson plans</p> <ol style="list-style-type: none"> 1. Activities 2. Resources, 3. Student groupings 4. Questioning styles 5. relevance to real life or learners own experiences that would be included in each lesson. <p>Teachers to ensure that lesson plans make clear the <u>different</u> provision that is being made for students who need extra support.</p> <p>To meet regularly once a month, with other schools in the local cluster and share ideas.</p> <p>Teachers to meet together once a week after school to plan lessons together, make resources and share the progress made and challenges met so far.</p>	Class teachers	Principal and School Coordination Team Will monitor all lesson plans weekly and observe each teachers lessons at least once a week.	Through out the school year	<p>Lesson plans show clear evidence of planning for the 5 areas identified.</p> <p>Lesson plans show clear <u>different</u> provision for students who need extra support.</p> <p>There are regular meetings at least once a month, with teachers from local cluster schools. Ideas are shared and lessons learned.</p> <p>Teachers meet at least once a week. There is joint planning and discussion of progress and challenges.</p>



Stage 5: review the success of the process

By setting clear criteria for success for each priority, the school is able to make a clear judgement about how successful it has been in meeting its priorities. The experience of most schools in the pilot project is that some priorities are easier to meet than others. For example, the priorities from case study 2:

Priority	Review of Success	Next step?
1. To improve teachers lesson planning by ensuring that teachers set out clearly the different range of activities and resources, groupings and questioning styles that would be included in each lesson. (Teaching and Learning Priority)	<p>Teachers lesson planning has improved and there is clear evidence that all 5 areas identified in case study 3 are beginning to be included in lesson plans.</p> <p>However, teachers are not meeting with each other frequently and there needs to be more joint lesson planning and classroom observations.</p> <p>The teachers in the local cluster have been able to meet together but not every month and this needs to be more frequent.</p>	<p>The school needs to continue working on this priority next year and draw up a new detailed action plan for this priority.</p> <p>Organise further training on lesson planning</p>
2. To improve the school play area by working with the local community to raise funds to buy and plant trees for shade, buy play equipment to be used before and after school, a well as at	<p>All aspects of this priority have been achieved.</p> <p>There has been good collaboration to raise funds, trees have been planted and are growing well.</p>	<p>The school needs to set a new priority in this area, as well as ensuring that it continues to monitor the ongoing progress of the existing one.</p>

lunchtime. (Developing the school environment priority)	<p>Local neighbours of the school ensure that the trees are watered regularly and that children using the play area after school do not damage them.</p> <p>The community have raised \$50 for play equipment which is being used well by all children. Parents have built a wooden store cupboard for the play equipment and take it in turns to supervise its use each day after school.</p>	
3. To improve communication with parents and the local community by having monthly open meetings with parents and community where anybody could attend for open discussion; ensuring that teachers communicate immediately with parents and community if a student is absent for more than 2 days. (Open priority chosen by school)	<p>This priority has been partly met.</p> <p>There are monthly meetings and there is good attendance and open discussion.</p> <p>Teachers have not yet developed an effective system for communicating efficiently with parents about student absence. This needs to be improved next year.</p>	<p>Monitor the monthly parent, school and community meetings to ensure they continue positively.</p> <p>Focus this priority area on teacher / parent communication and developing more effective systems and procedures.</p>

In most cases school will achieve some priorities and continue to work on others. Where priorities have been achieved, the school needs to continue monitoring these areas and choose new priorities to take their place. In this way the self evaluation and school development process begins its second year and a new cycle but it should also be evident that it is an ongoing process. The school does not stop evaluating itself or trying to improve but continues on a never ending journey of development.

At the end of the school year, after a full cycle of self evaluation, the school should prepare a report on their successes and areas for continued development. This should be shared with the local district advisor who will be able to use the schools self evaluation as a framework for assessing how successful the school has been. The experience of the advisors in the pilot project was that they were able to have a deeper and more analytical discussion with the pilot schools because of the self evaluation and school development process. This was also supported by improved data collection and analysis of student performance statistics, attendance rates, dropout rates and grade repeat rates in the pilot schools. There is more support material on improving data collection and analysis in Section IV 'Ongoing Data Analysis'.

Section IV: Collecting Information

Activities and Questionnaires for teachers, students and parents.

In order to 'find out about the school', it is suggested that the co-ordinating team in each school initiates a series of activities designed to gather information and enable them to set priorities for school development. These activities take the form of a series of discussions with teachers, students and parents, supported by questionnaires which can be filled in by these different members of the school community.

It is important to note that the co-ordinating team needs to model inclusive practice for the rest of the school, in the way in which they undertake the activities. They must:

- work collaboratively
- ensure that everyone is involved and listened to carefully, irrespective of gender, background or status.
- ensure that during discussions, particular individuals do not dominate and prevent the voices of others being heard.
- create an atmosphere of trust so that members of the school community feel free to speak openly without fear of judgement.
- welcome differences of opinion as an opportunity for them to deepen their understanding of the school community.



The following are activities that may be used or adapted to support the information gathering process.

1. The Coordination Team

Inclusive Education in our school

Before working with other groups in the school, the team should begin their work with a discussion between themselves about their individual school. They should aim to address some key questions:

- What is the aim of inclusive education in our school?

- How do we know whether we are being successful in achieving this aim?
- What are the challenges to all children enjoying school, participating and achieving in our school?
- What do we think the school is successful in?
How do we know this?
- What do we think the school needs to improve?
How do we know this?
- How well do our students achieve?
How do we know?

2. Working with the school staff

If it is possible, it is useful to work with the whole staff group together.
Encourage the staff to think about the school, its aims, success and areas of concern.

Introduce the activity by explaining the purpose of the Self Evaluation Tool:

The tool is designed to support schools in making judgements about how effective it is. Stress that it is not about assessing the performance of individual teachers but about identifying areas of good practice and areas that need to be developed. Explain that the success of this process depends on key factors – discussion, openness, honesty, acceptance of difference in opinions, willingness to accept the need for schools to develop their



practice. The more relaxed and trusting the teachers are, the more they will willingly contribute to this process. Ensure that teachers understand that the information gathered will be confidential. No member of staff will be identified in the evaluation of the school.

The experience of the schools in the pilot project was that teachers need a lot of encouragement to say what they really think. They do not like to criticise or say anything negative. Teachers need to feel secure that they are allowed to be honest and share their true feelings. We advise

school teams to spend time encouraging and reassuring teachers before beginning this discussion. If they are quiet or don't seem to understand the questions, take time to explain and encourage them. The pilot project schools found that given time and encouragement, teachers would begin to say what they really thought.

- Introduce the questions in activity 1 for general discussion – perhaps in pairs to begin with and then sharing their ideas with the whole group.

- Introduce the indicators and explain that they are statements of aspiration – they do not necessarily mean that we expect all schools to be achieving this all the time. Give people time to read them and perhaps discuss them in pairs again. There will probably be questions about the meaning of the statements. This will enable you to hand out the indicators with their accompanying clarifying questions, which should stimulate further discussion.

The way in which you, as a co-ordinating team, respond to these questions and discussion is very important. Respond to the comments openly and without being judgemental. It is important to accept that people may have strong reactions and / or disagree with certain statements in the tool. Allowing people to express this openly helps to create the atmosphere of trust and openness which will enable the development of reflective practice and deeper understanding of the school.

- Ask each teacher or pair of teachers to fill in the Staff Activity Sheet which will summarise their thoughts and discussion.



Discussion with teachers in Kaokeung Primary school, Phonthong District in Champasack Province

Staff Activity Sheet

What do we think about the quality of educational experiences in our school?

- What does inclusive education mean in our school?
- Are we successful in including ALL children in our community?
- What is the school good at? How do we know this?
- What does the school need to improve? How do we know this?
- How well do our students achieve? - How do we know?

- How reliable is our evidence – is there any evidence about pupil achievement apart from the tests?

- Who are the children who are not achieving in school? – why is this?

- Do our children enjoy coming to school? - How do we know?

- Are there certain children who do not enjoy school or do not come regularly?

This will give the co-ordinating team useful information when compiling their overall evaluation report of the school.

If they feel it would be useful, the school team can now introduce one of the staff questionnaires. There are 2 questionnaires, a short version and longer version.

NB For most schools we suggest they begin work with the short version.

Explain that teachers are not required to fill the questionnaire immediately but that they can take their time to respond to the questions before returning it to the co-ordinating team. When administering the questionnaires, stress that the teachers should not put their name on them.

Ask the teachers to fill the questionnaire in on their own and not to fill it in together.

The pilot schools found that where teachers filled the questionnaire in together the answers were all the same. Where teachers filled the questionnaire in alone, they were more honest in what they thought.

3. Working with the students

Consulting with the students is an extremely important part of the school self evaluation process. The team that developed and adapted the tool for use in Lao schools believed that accessing the students' viewpoint would provide vital information about the ways in which students experienced school life. In other countries that have used the Index for Inclusion, school coordinating teams have reported that:



‘The discussion with parents and children on the ... indicators provided the most profound work ...’ (Index For Inclusion, UK, 2002, Booth and Ainscow)

NB Teachers in the pilot schools often found that they got the most honest responses from students when teachers did not work with students from their own class.

A questionnaire for students and a separate one for younger children have been included with the tool. The best way of using the questionnaire with students is as a part of a discussion / activity, so that the important themes and questions can be talked about openly. In this way we can support the students in responding openly and honestly

to the questions. It may be that, for some students, this is the first time they have been asked to reflect on their experience of school. Research has shown that often, students, when asked a question, will answer with what they *think* the adult wants to hear. In the same way that we need to ensure teachers do not feel judged or assessed, we need to ensure that the students understand that in order for the process to be valid and useful, we need to know how they *really* experience life in school.

We suggest that coordinating teams work with groups or classes of students, where possible in small enough groups to encourage discussion. 8 – 10 students is usually a large enough group size. However, we acknowledge that it may not be possible to work in groups and that discussions need to take place with a whole class. Wherever possible, we suggest that teachers do not work with their own class of students as this can prevent the students responding honestly.

Explain to the students that the whole school community, including teachers, students and parents are going to be engaged in a special project that will last several weeks. The project is trying to find out what everybody thinks about the school, in order to see what is successful, but also what could be improved. Their opinions are very important to the project. The project requires the students to think very carefully and honestly about their school experiences. They must try to discuss and answer questions so that they say what they *really* think. It is important to tell them they will not get into any trouble with their teachers and that their answers will be confidential. When administering the questionnaires, stress that the students should not put their name on them.

3.1 Questions to stimulate discussion:

The first questions are designed to encourage students to begin to relax and reflect openly. As the discussion develops the adult can introduce more searching questions – these are only suggestions. It may be that new questions arise and are introduced because of the way the conversation is developing. Students may be shy of talking openly at first and the adult will need to encourage them or perhaps change the way that questions are phrased.

- Do you enjoy coming to school? Why?
- What are your favourite activities in school? What do you like about them?
- Do you think that all the children enjoy school? Why – what is it about this school that they like? / don't like?
- What do you learn at this school? How well are you doing in this school?
- Do the teachers make it easy for you to learn? – How could they improve their teaching?
- If there was one thing you would change about this school, what would it be?
- If there was one thing you wouldn't want to change about this school, what would it be?

It will be useful if the adult is able to make some notes, *after* the session, about the students' responses. We stress the importance of *not* taking notes during the discussion, as this can inhibit student response. Some students are less likely to be open if they feel that what they say will be written down. However, it will be very useful for the coordinating team to have a good record of the discussions that take place.

When introducing the student questionnaire, adults will need to be very sensitive to the individual needs of particular students. Some students may prefer to respond to the questionnaire in a group, others to fill it in alone. Some students, particularly younger or less experienced students may require an adult to read the questions to them and fill the questionnaire in for them, as they listen and speak. Coordinating teams should make arrangements to ensure that this is made possible according to the specific needs of each group or class. It may be that adults make arrangements for students to fill in the questionnaire over a period of time, several lessons for example, if it is felt that this will best support them in responding honestly and reflectively. It is important for the coordinating team to respond actively and positively to the diverse student population in their school. No student should be excluded from this process, for any reason.

Students may need questions explained and examples given e.g. – what does it mean for a teacher to welcome a student to the school? Adults may refer to the questions that accompany each indicator to help them provide practical examples which will clarify the meaning for the students.

Adults will also need to explain the format of the questionnaire. It is a series of statements that they either: Agree with, Agree with to some extent, Disagree with; they will need to choose one response for each question.



4. Working with Parents

The coordinating team will need to make some clear strategic decisions about the best way to engage parents in the school community with the self evaluation process. It is probable that some parents will respond to questionnaires that are sent home, whilst others will not. It is not likely that all questionnaires will be returned if they are sent home to parents. If

the team organise a meeting for parents to explain the process, some parents may attend whilst others may not. It is important that the coordinating team approach working with parents in the same considered way in which they began to work with teachers and students. It will need careful planning and this will depend on the individual context of each school.

4.1 Some possible starting points

- Organise a parents meeting and invite a group of parents / or all parents to attend. Explain that it is a very important meeting concerning the future development of the school and that parents' views are a vital part of this process. At the meeting, introduce the important ideas of the Lao school self evaluation tool and explain how parents can contribute to this process by responding honestly to the questionnaire. If it is a large meeting of parents, it will be difficult to have an open discussion, but if there are only a small group of parents, the coordinating team will be able to open up discussion in a similar way to the sessions with teachers and students. If there is only a small group of parents in attendance, it will be useful to ask their opinion on how best to proceed in engaging the views of other parents. Explain how the questionnaire works and how to fill it in.
- Invite a small group of parents to become involved in the project. Introduce them to the tool and explain how it works. Stress the importance of gathering the views of all parents. Ask them for their ideas about how to proceed in involving all parents in the project. It may be that some parents are willing to support the process by visiting other parents at home, discussing the questionnaire with them and helping them to fill it in.
- Invite the parents of each class to a meeting and proceed in a similar way. Those that attend may then offer to support the involvement of other parents who have not attended or need further support.

4.2 Some questions to stimulate discussion

- Do your children enjoy coming to this school? – what do they like best?
- Do you feel they are making good progress? How do you know this?
- What do you feel is the most important thing they are learning in school?
- Do you feel the teachers in the school make you feel part of the school and communicate well with you? What could they do to make this better?
- What would help your child to learn better in school?
- What would make your child happier in school?
- Is there anything you would like to change about the school?



As with the student discussions, It will be useful if the adult is able to make some notes, *after* the session, about the parents' responses. We stress the importance of *not* taking notes during the discussion, as this can inhibit response. Some parents are less likely to be open if they feel that what they say will be written down. However, it will be very useful for the coordinating team to have a good record of the discussions that take place.

It is likely that the process of involving all the parents will take some time. It is important to note that those parents who do not become involved are *very* important to include. Their views will be vital if the coordinating team is to develop an accurate picture of all the parents' perceptions of the school.

5. Questionnaires

There are 2 sets of questionnaires. The first set is a short version which has 8 questions for teachers, parents and students. In ALL schools these questionnaires should be used first before the longer questionnaires are considered. Most schools will NOT need to use the longer questionnaires. The experience of the pilot project schools was that the longer questionnaires take a great deal of organisation and administration. They are also more challenging and time consuming to analyse. The shorter questionnaires are simpler to use and understand. The questions are also the same on teacher, student and parent questionnaires enabling the school team to analyse them more easily.

(Refer to Section 4 for guidance on data analysis.)

Schools should have discussion meetings with staff students and parents before using any questionnaires. The experience of the schools in the pilot project tells us that the discussions tell you more about people's view of the school than the questionnaires themselves.



Short Questionnaires

Provinces:District:School:.....

Short Questionnaires for teachers

Instruction

- Please ✓ in the box ☐ Female ☐, Male ☐
- Please read carefully and tick (✓) the box that relates to your own opinion.
- You are allowed to tick one box only

No	Questionnaires	Disagree	Agree to some extent	Agree
1	All pupils enjoy school			
2	All pupils achieve well			
3	All pupils and parents are made to feel welcome in this school			
4	All children attend the school regularly			
5	All children in the local community attend school regularly			
6	All teachers listen to students and parents views			
7	All pupils with special needs are well supported			
8	Teachers try to make lessons easy to understand			

➤ 3 good things about this school are:

- 1.).....
- 2.).....
- 3.).....

➤ 3 things that could be improved are:

- 1.).....
- 2.).....
- 3.).....

Any other issues you would like to raise or some suggestions:

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Provinces:District:School:.....

Short Questionnaires for students

Instruction

- Please ✓ in the box ☐ **Female** ☐ , **Male** ☐
- Please read carefully and tick (✓) the box that relates to your own opinion. You are allowed to tick one box only.

No	Questionnaires	Disagree	Agree to some extent	Agree
1	I enjoy coming to school			
2	I am achieving well in school			
3	My teacher makes me feel welcome in school			
4	I attend school regularly			
5	All the children in my village attend school regularly			
6	My teacher listens to what I think			
7	The teacher helps all the children in my class			
8	My teacher tries to make the lessons easy for me to understand			

➤ 3 good things about this school are:

- 1.).....
- 2.).....
- 3.).....

➤ 3 things that could be improved are:

- 1.).....
- 2.).....
- 3.)

Any other issues you would like to raise or some suggestions:

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Provinces:District :.....School:.....

Short Questionnaires for parents

Instruction

- Please ✓ in the box ☐ **Female** ☐ , **Male** ☐
- Please read carefully and tick (✓) the box that relates to your own opinion. You are allowed to tick one box only

N o	Questionnaires	Disagree	Agree to some extent	Agree
1	My children enjoy coming to school			
2	My children are achieving well in school			
3	The teachers make me feel welcome when I go to the school			
4	My children attend school regularly			
5	All the children in my village attend school regularly			
6	The teachers in this school listen to what I think			
7	The teachers help all the children in the class			
8	My children's teacher try to make the lessons easy for them to understand			

➤ 3 good things about this school are:

- 1.).....
- 2.).....
- 3.)

➤ 3 things that could be improved are:

- 1.).....
- 2.).....
- 3.).....

Any other issues you would like to raise or some suggestions:

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Long Questionnaires

Provinces:District:School:.....

Long Questionnaires for teachers

Instruction

- Please ✓ in the box ☐ Female ☐, Male ☐
- Please read carefully and tick (✓) the box that relates to your own opinion. You are allowed to tick one box only

No	Questionnaires	Disagree	Agree to some extent	Agree	More detail
1	School has policy to enrol / include all children, including students with special educational needs				
2	Teachers welcome all parents and their children when they come to schools first time				
3	Teachers feel ownership of the school				
4	Teachers actively support and encourage good relationships between students				
5	Teachers try to make lessons easy to understand				
6	Teachers have planned appropriately to support all children				
7	Teachers regularly communicate with parents				
8	Teachers invite parents for consultation in order to help or solve problems related to children's learning				
9	Teachers pay equal attention to all students				
10	Teachers give opportunities for students to select activities based on their ability				
11	Teachers give the opportunity for students to give their comments				
12	Teachers listen and respond to student comments and questions				
13	Teachers arrange seating in classroom appropriate to all students				
14	Students have access to all parts of school building (classroom, toilet, ...)				
15	Teachers have good relationship with all students				
16	Teachers use a variety of teaching technique, activities and materials				
17	Teachers try to make classrooms attractive, and a good learning environment				
18	Teachers clearly explain how to do activities				

19	Teachers help children to do school activities				
20	Teachers plan the lesson appropriately based on the different students' ability				
21	Teachers regularly follow up and assess students learning outcomes				
22	Teachers organise learning activities for all students to be able to fully participate				
23	Teachers encourage all students to support each other				
24	Children show respect for each other				
25	Teachers give advice to all students on the 3 areas of cleanness				
26	Teachers regularly organise sports activities				
27	Teachers collaborate with health staff to check students' health				

Any other issues you would like to raise or some suggestions:

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Provinces:District :School:.....

Long Questionnaires for students for grade 1 and grade 2

Instruction

- Please ✓ in the box ☐ **Female** ☐ , **Male** ☐
- Please read carefully and tick (✓) the box that relates to your own opinion. You are allowed to tick one box only

No	Questionnaires	Disagree	Agree to some extent	Agree
1	I feel that this school belongs to us all			
2	My Teachers help me when I do not understand the lesson			
3	My teacher gives me work that I am able to complete			
4	I enjoy school when I am learning			
5	I practice the three areas of cleanliness			

Draw three things you like about your school	Draw three things you do not like about your school
1.	1.
2.	2.
3.	3.

Provinces :District :School:.....

Long Questionnaires for students for grade 3

Instruction

- Please ✓ in the box ☐ Female ☐ , Male ☐
- Please read carefully and tick (✓) the box that relates to your own opinion. You are allowed to tick one box only.

No	Questionnaires	Disagree	Agree to some extent	Agree
1	I feel that this school belongs to us all			
2	My teacher welcomes me to school			
3	My Teachers help me when I do not understand the lesson			
4	My Teachers and Parents help me to learn at home			
5	My Teachers give me the opportunity to give comments /opinion			
6	I join in all the activities in all lessons			
7	I have good relationships with other students			
8	I enjoy when I am learning			
9	I feel pleased with my learning achievements			
10	I practice the three areas of cleanliness			
11	I receive some health checks			

Any other issues you would like to raise or some suggestions:

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Provinces:District::School:.....

Long Questionnaires for students for grade 4 and grade 5

Instruction

- Please ✓ in the box ☐ **Female** ☐, **Male** ☐
- Please read carefully and thick (✓) the box that relates to your own opinion. You are allowed to tick one box only.

No	Questionnaires	Disagree	Agree to some extent	Agree
1	I feel that this school belongs to us all			
2	My teacher welcomes me to school			
3	In this school the students help each other			
4	In this school the students respect each other			
5	My Teachers help me when I do not understand the lesson			
6	My Teachers and Parents help me to learn at home			
7	My teacher pays attention to me			
8	My teacher gives me work that I am able to complete			
9	My Teachers give me the opportunity to give comments /opinion			
10	My Teachers listen to what I have to say			
11	I join in all the activities in all lessons			
12	I can access all parts of the school building (classroom, toilet, ...)			
13	I have good relationships with other students			
14	I receive a warm welcome to school			
15	I enjoy when I am learning			
16	I participate in all activities			

17	I feel pleased with my learning achievements			
18	I receive help from my friends when I do not understand the lesson			
19	Sometime I work in a group with my friends			
20	I practice the three areas of cleanliness			
21	I receive some health checks			

Any other issues you would like to raise or some suggestions:

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Provinces:District::School:.....

Long Questionnaires for parents

Instruction

- Please ✓ in the box ☐ Female ☐, Male ☐
- Please read carefully and thick (✓) the box that relates to your own opinion. You are allowed to tick one box only.

No.	Norwav	Disagree	Agree to some extent	Agree
1.	I feel that this school belongs to all of us	✓		
2.	I am given enough information about the school and my child			✓

No	Questionnaires	Disagree	Agree to some extent	Agree
1	I feel that this school belongs to all of us			
2	I am given enough information about the school and my child			
3	The teachers make me feel welcome when I go to the school			
4	Teachers in this school advise me on how to support my children in their learning at home			
5	Teachers consult with me about how to teach my child			
6	The teachers in this school listen to what I have to say			
7	I feel that my children equally receive attention as other children			
8	I think the Teachers listen to my children's opinions and comments			
9	My children enjoy going to school			
10	I think the school provides facilities for children to access to all parts of school buildings, such as: classrooms, toilets, playgrounds, ...			
11	I like to talk to my children about what they learn at school			
12	My children enjoy all their lessons in this school			
13	I think the teachers provide appropriate learning materials for my child			

14	I feel that my children are making good progress			
15	I am happy that my children and others children learn together with no discrimination			
16	The school encourages /supports? My children to practice three cleanness			
17	I take my children to have the doctor when they are sick			

Any other issues you would like to raise or some suggestions:

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Additional Activities to collect the views of staff students and parents

Teaching and Learning Questionnaire

(adapted from an activity designed by John Macbeath)

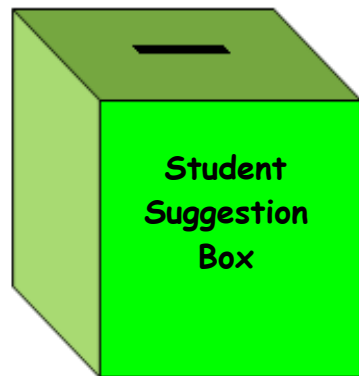
Aim:

- To evaluate the extent to which students feel that various teaching methods contribute to learning
- To help the teacher adjust their teaching strategies after considering the students feedback.

How often does it happen?				Teaching Methods and Activities	How much do you learn?			
Very often	Quite Often	Only Sometimes	Rarely or Never		Really learn a lot	Learn quite a lot	Learn a little	Learn No-thing
				Listening to the teacher				
				Answering teacher's questions				
				Doing Experiments				
				Working with real things				
				Working outside				
				Acting out a story				
				Learning by singing				
				Working In pairs				
				Working in groups				
				Taking notes whilst the teacher talks				
				Taking notes or copying from a book				
				Making things				

This activity is a questionnaire with two sets of responses. One is about the frequency of use of a particular classroom activity or teaching method. The other response indicates the extent to which it promotes learning in the eyes of the student. Teachers can either use the prepared questionnaire or involve the students in suggesting the activities and teaching methods to be included. The activity is designed to encourage classroom conversation and discussion, leading to agreement about how classroom teaching and learning can be organised most effectively for all students.

The Suggestion Box



A box is kept somewhere easily accessible - outside the principles room / staff room / in the library.

Students are told that they can write suggestions or complaints on a piece of paper and put it in the suggestion box, which will be checked every day by a member of the school coordination team.

It should be made clear that anything placed in the box must be anonymous.

Teachers will need to introduce the idea to the students and ask their advice about the best way to set it up – make it clear that the intention is to try and improve the school and so suggestions / complaints should be constructive and sensible.

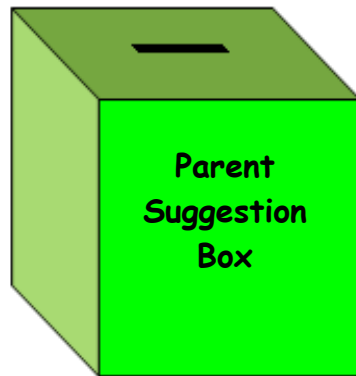
Some schools find it useful to have a supply of paper and a pen / pencil next to the box for students to use. It can be helpful to have headings or questions on the paper:

My suggestion to improve the school is

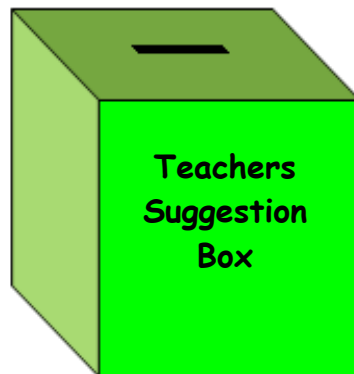
Or

My complaint about the school is

You may also wish to introduce a similar box for parents – again placed somewhere in the school or perhaps in the village itself.



A box for teachers, placed in the office or staffroom may also be useful



Section IV: Analysing Information

As the coordinating team undertake activities with staff, students and parents and received back the different kinds of data they can begin to make an analysis of the information. There are different ways of approaching this process. It is useful to try and analyse the information as it is received.

1. On going Data Analysis

Monitoring the attendance and achievement of girls, CSN, Ethnic group, poor children

The school should create a team of teachers (and a representative from PPA) to:

1. Support lesson planning to ensure it includes detail on low vulnerable groups are supported in the lesson
2. Monitor lesson plans to ensure the vulnerable groups
3. Observe lessons to ensure this is being put into practice
4. Monitor the attendance each month of the vulnerable children in each class and identify who is at risk of dropping out
5. identify who is at risk of dropping out or has irregular attendance, collaborate with PPA/village chief to support the family to ensure improved attendance
6. monitor the achievement in the monthly tests and check that all the children from vulnerable groups are making progress
7. identify children who are not making progress
8. review the teachers planning and identify how can it be improved so that the children who are failing, receive better support

Analysing Data by comparing yearly results (Examples of tables with Grade 1 examples)

Grade Completion rates

	2004	2005	2006	2007
Grade 1	84%	83%	90%	70%
Grade 2				
Grade 3				
Grade 4				
Grade 5				

Student Drop Out Rates

	2004	2005	2006	2007
Grade 1	0%	0%	00%	6%
Grade 2				
Grade 3				
Grade 4				
Grade 5				

Student Absenteeism Rates (average monthly rate)

	2004	2005	2006	2007
Grade 1	6%	7%	9%	20%
Grade 2				
Grade 3				
Grade 4				
Grade 5				

Student Enrolment in Grade 1

	2004	2005	2006	2007
Grade 1	100%	95%	87%	60%

These are examples of the types of data schools can collect and analyse but school coordination teams may choose other forms of data to analyse and compare in this way.

These tables allow coordination teams to identify patterns which are a concern. For example in these tables, there clearly needs to be examination of the situation in Grade 1 as in 2007, student grade completion has fallen, but drop out and absenteeism has increased. There also appears to be an issue in ensuring that all students from the community are enrolling in Grade 1.

The coordination team needs to compare these results with the monitoring of lessons and lesson planning and also the results from the self evaluation of Grade 1 students and parents with children in Grade 1.

2. Analysing Questionnaire Data

2.1 Analysis of short questionnaires

Step 1:

Capture data of the short questions by correctly putting the information in the tables and check whether the numbers were correctly captured. E.g. in the table below, the numbers of people interviewed were 10 teachers, 15 students and 15 parents.

Questions	Teachers			Students			Parents/guardians		
	agree	partially agree	disagree	agree	partially agree	Dis-agree	agree	partially agree	Dis-agree
Question 1	6	3	1	7	5	3	7	4	4
Question 2	7	2	1	3	7	5	8	4	3
Question 3									
Question 4									
Question 5									
Question 6	4	4	2	4	5	6	8	3	4
Question 7									
Question 8									

After capturing the data of the short questions, then calculate the percentage of the answers of all of the short questions (for teachers, students, parents) in the table of summary as below.

Questions	Teachers			Students			Parents/guardians		
	agree	partially agree	disagree	agree	partially agree	disagree	agree	partially agree	disagree
Questions 1	60	30	10	46,6	33,3	20,1	46,6	26,7	26,7
Questions 2	70	20	10	20,00	46,6	33,4	53,3	26,7	20,0
Questions 3	80	15	5	60	30	10	70	20	10
Questions 4	60	20	20	60	20	20	60	25	15
Questions 5	80	10	10	50	30	20	70	20	10
Questions 6	40	40	20	26,7	33,4	39,9	53,3	20,0	26,7
Questions 7	75	20	5	60	30	10	70	10	20
Questions 8	85	10	5	70	10	20	80	20	0

Note: If the sum of three cells of each questions is more than or below 100%, there is the need to check whether the data were correctly captured.

Step 2: Interpretation of information in the tables

a) Question 1 : The summary of information indicates that

- Teachers agree 60 %
- Students agree 46.6 %
- Parents or guardians 46.6 %

The percentage above shows that almost all children enjoy coming to school. However, we should not ignore the opposite parts of percentage and proper solutions should be found out.

b) Question 2 : The summary of information indicates that

- Teachers agree 70 %
- Students agree 46.6 %
- Parents or guardians 46.6 %

The information above shows the results of learning in 2 aspects that the school principal must pay attention to.

- According to the percentage of the question for the teachers, it is seen that students are making progress in learning.

- According to the percentage of the question for the students, it is seen that the result of learning looks worried. In reality, it might be the case. It might also be possible that the students might not understand the questions.

c) Question 3 : The summary of information indicates that

- Teachers agree 80 %
- Students agree 60 %
- Parents or guardians 70 %

The information above shows that children and parents / guardians are warmly welcome to school. However, we should not ignore the other part of 80% of disagreement.

d) Question 4 : The summary of information indicates that

- Teachers agree 60 %
- Students agree 60 %
- Parents or guardians 60 %

The information above shows that teachers and parents/guardians regularly monitor the attendance of students.

e) Question 5 : The summary of information indicates that

- Teachers agree 80 %
- Students agree 50 %
- Parents or guardians 70 %

The information above shows that both the teachers and parents/guardians cooperate in sending children to school regularly.

f) Question 6 : The summary of information indicates that

- Teachers agree 40 %
- Students agree 26.7 %
- Parents or guardians 53.3 %

The information above shows that the discussions with children and parents are not properly organized.

- On the one hand: Students might not be able to find out how much teachers listen to their opinions or whether teachers listen to them.

- On the other hand: Students might not understand the question.

g) Question 7 : The summary of information indicates that

- Teachers agree 75 %
- Students agree 60 %
- Parents or guardians 70 %

The information above shows that both the teachers and parents/guardians work together to take care of children with special needs.

h) Question 8 : The summary of information indicates that

- Teachers agree 85 %
- Students agree 70 %
- Parents or guardians 80 %

The information above shows that teachers are making their efforts to make students understand the lessons easier. The parents also are aware that teachers are doing their best to explain the lessons to their children.

Step 3: Analysing of Information

Having analyzed all the 8 questions, we find out areas which need urgent and not urgent actions for improvement.

Example : Listening to children's opinions :

This area should be the main area that needs to be improved. There is the need to check the reasons of the answers to other questions meaning that we should not only stick to the information shown in the form of percentage.

Long Questionnaires

The long questionnaires are designed to give a more general impression of the views of teacher, students and parents in response to the indicators. It is not advised to try and make a simple comparison between questions as they do not correspond and are designed specifically for each group of respondents.

The most useful way of using the results of the long questionnaires is to focus on questions where there does not seem to be a positive view of the school and use the results as starting points to explore the views of different groups in more depth.

Use the data to explore the different perceptions and experiences of the different groups. Under each question note the number of different responses, e.g. in the Students questionnaire:

I feel that this school belongs to us all

Disagree – 20

Agree – 45

Agree to some extent – 15

You will start to form some judgements about the views of particular groups. It will be important to explore in more detail the responses of those students who disagree with the indicator. Why do they feel this way? 20 students is a smaller group than the 60 who agree or agree to some extent, but it is still 25% of the total number of students in the school and that is a significant group.

Gradually, the coordinating team will be able to begin to form some overall ideas about

1. Areas of success in the school
2. Areas that need to be developed

3. The Role of Advisors

The experience of schools engaged with the self evaluation process, suggests that the role of a trusted ‘outsider’ or critical friend to the school can be very helpful. For schools in Lao, this will be the local advisor who is supporting the school. Their role is to be supportive and encouraging to the school through the data collection and analysis but also to challenge the school coordination team. They will need to:

- Be familiar with the school
- Support the school
- Offer guidance and practical help
- Be committed to seeing the project through to the completion of the evaluation report and beyond.
- Have the confidence and trust of the school coordinating team
- Respect the sensitive nature of some of the discussions in which they might be involved
- Ensure that the school coordinating team does not avoid engaging with some of the more difficult and challenging issues

3.1 Collecting More Information: Checking Out Your Findings

Once the coordinating team have made some initial analysis of their findings it is likely that they will want to collect further information. It is important to clarify and check out initial findings with a sample of the different groups that information was collected from – teachers, students and parents. It may that questions are raised by one group of respondents that need to be checked out with another group.

Examples of further questioning

From analysis of student responses it seems clear that in some lessons there is not a lot of time for teachers to listen to students views or students don't feel they have much time to respond or contribute their views. It would be important for the coordinating team to check this out with teachers. What is their experience of this? How do they perceive this as an issue in the classroom?

Teachers report that they believe students achieve well in the school. Results from students and parents are unclear. The coordinating team may want to re-examine data about student performance in key skills areas before discussing this question again with a sample from all groups.

Students respond that they don't get much time to work together in groups in the class room. Teachers indicate that they feel they do create opportunities for this on a regular basis. The coordinating team may decide to visit some classrooms or organise some shared observations of classroom practice with teachers in order to reflect on the difference of experience and perception between students and teachers.



3.2 Prioritising and Action Plans

Identifying which Indicator Questions have been Achieved

At the end of the data analysis the school team should have a clear overview of which Indicator questions have been achieved. The following template will support the team in doing this.

Tick the questions which you have clearly achieved. If unsure leave it blank.

1. All pupils feel welcome in the school	
1) Does the school have a policy to enrol / include all children, including students from diverse groups?	
2) Do teachers welcome all parents and their children when they come to the school?	
3) Do all teachers feel ownership of the school?	
4) Do students feel ownership of their classroom?	
5) Does the school celebrate local cultures and communities in signs, displays and events?	
6) Do all children equally exercise their rights e.g. disabled children / disadvantaged groups of children participate in all school activities.	
2. All students support each other in their learning	
1) Do Teachers actively support and encourage good relationships between students?	
2) Do Teachers encourage students to help each other?	
3) Do students willingly share their knowledge and skills?	
4) Do group activities allow students to divide up tasks and share what they have learnt?	
5) When other students in the class are troubled do students help them to calm down?	
6) Do students share the responsibility for helping to overcome the difficulties experienced by some students in lessons?	
7) Are students involved in assessing each others learning?	
8) Are students involved in helping each other to set educational goals?	

3. All students are well supported by school staff	
1) Do teachers try to make lessons easy to understand?	
2) Do teachers plan appropriately to support all children?	
3) Do teaching materials reflect the backgrounds, experience and interests of all students?	
4) Do teachers provide accessible material or translations for students who do not speak Lao	
5) Do teachers actively teach students in a variety of groups during the lesson?	
6) Do teachers support disadvantaged groups of children e.g. is there detailed planning to ensure disabled children are making good progress in their learning?	
4. Teachers and parents cooperate well	
1) Do teachers regularly communicate with parents?	
2) Do teachers invite parents for consultation in order to help or solve problems related to children's learning?	
3) Do parents feel that there is good communication with school staff?	
4) Do parents feel well informed about school policies and practices?	
5) Do staff value the knowledge that parents have about their children?	
6) Do staff encourage the involvement of all parents in their children's learning?	
5. All students are treated equally as valued members of the school	
1) Teachers pay equal attention to all students	
2) Teachers give opportunities for students to select activities based on their ability	
3) Is a variety of backgrounds and home languages seen to make a positive contribution to school life?	
4) Are higher and lower attaining students valued equally?	
5) Are the achievements of all students given equal support and prominence?	
6) Do disadvantaged groups of children receive equal treatment e.g. children from poor families are given the same opportunity to join after school activities which require a financial contribution.	
6. All students feel that their opinions and views are valued	
1) Do Teachers give opportunities for students to give their comments?	
2) Do Teachers listen and respond to student comments and questions?	
3) Do students feel that teachers listen to them?	
4) Do students feel that teachers respond to their comments?	
5) Do teachers provide opportunities for disadvantaged groups of children to share their opinions?	
6) Do disadvantaged groups of children feel that teachers listen to their opinions?	
7. All students can access learning in all lessons	
1) Do teachers prepare lessons and lesson plans that are appropriate for the learning of all children?	
2) Is teaching planned to support learning rather than to deliver the curriculum?	
3) Is there an attempt to view teaching and support from the point of view of all students?	
4) Do lessons pay attention to the emotional as well as the intellectual aspects of learning?	
5) Do students feel that they are actively engaged in most lesson activities?	
6) Are children with special needs encouraged to develop their talents? e.g. some children with special needs may be talented in producing handicrafts.	
8. All students can access all parts of the school building	
1) Do teachers arrange seating in classroom appropriate to all students?	
2) Is seating organised according to individual needs and age of students? E.g. is the furniture the correct size for the age group? Do children with physical disabilities have adapted chairs and tables where necessary?	

3) Do students have access to all parts of school building that they need access to e.g.: classroom, toilet, play area?	
4) Are the needs of students with partial sight or partial hearing as well as physical impairments considered in making the buildings accessible?	
5) Does the school have separate toilets for girls, boys and teachers / adults?	
6) Does the school monitor accessibility of the buildings and facilities for teachers and students?	
9. All students attend school everyday	
1) Do teachers keep a daily record of student attendance?	
2) Do teachers try to find out the reasons for student absence?	
3) Do teachers have a good relationship with all students?	
4) Do teachers create an attractive school environment?	
5) Do teachers communicate well with students' parents?	
6) Do teachers monitor the attendance of children who may be at risk of poor attendance e.g. children who have been bullied, children who are struggling to achieve in school.	
10. All students enjoy lessons	
1) Do students enjoy lessons?	
2) Do lessons convey a sense of excitement in learning?	
3) Do teachers use a variety of teaching techniques and activities?	
4) Do teachers use a variety of teaching materials in their teaching?	
5) Do teachers try to make classrooms attractive, and a good learning environment?	
6) Do parents feel that their children enjoy school?	
11. All students are engaged in all lesson activities	
1) Do teachers clearly explain how to do activities?	
2) Do teachers support all students in classroom activities?	
3) Do students feel that they are actively engaged in most lesson activities?	
4) Do teachers encourage all students to become actively involved in activities?	
5) Do teachers organise activities according to children's individual needs? E.g. children are asked to complete tasks that are within their abilities.	
6) Do teachers evaluate their lessons to ensure that all students are participating?	
12. All students achieve in all subjects according to their individual ability	
1) Do teachers plan the lesson appropriately based on the different students' ability?	
2) Do teachers include details in their lesson planning of how they will support the learning of children who are learning more slowly than others in certain subjects?	
3) Do teachers use a variety of materials in teaching and learning activities?	
4) Do all students feel that they are making progress in school?	
5) Do teachers regularly follow up and assess students learning outcomes?	
6) Are teachers able to make judgements about the amount of progress individual students are making in different subject areas?	

13. All students learn together	
1) Do teachers organise learning activities for all students to be able to fully participate?	
2) Do teachers encourage all students to support each other?	
3) Do all children show respect for each other?	
4) Do all students willingly share their knowledge and skills with each other?	
5) Do students enjoy the social aspects of school life?	
6) Are students involved in assessing each others learning?	
14. All students have access to appropriate health services	
1) Do teachers give advice to all students on the 3 areas of cleanliness?	
2) Do teachers regularly organise sports activities?	
3) Do teachers collaborate with health staff to check students' health?	
4) Do teachers collaborate with parents to support the development of students' health?	
5) Do students have a positive attitude to health?	
6) Do students know the causes of common diseases?	
7) Do students know how to protect themselves from common diseases?	
8) Do teachers give children opportunities to ask health-related questions? E.g. are there opportunities for discussions about health and cleanliness?	
15. All students living in the local community are admitted to the school	
1) Does the school try to find out if all the vulnerable children are in school?	
2) Does the school encourage the parents to send their children to school?	
3) Does the school provide the necessary support to vulnerable groups of children so that they are able to enter school?	
4) Do the teachers pay particular attention to vulnerable children to ensure they are learning?	
5) Does the school monitor and follow up students' attendance?	
6) Does the school encourage and reward children who come to school regularly, particularly those from disadvantaged groups? E.g. the school gives special certificates to children with 100% attendance.	
16. All vulnerable students are successful in their learning	
1) Does the school have a policy on the annual and final grade examination with a specific expectation for vulnerable groups of children?	
2) Has the school developed a plan for supporting vulnerable children in order to help them complete their study?	
3) Do teachers adjust the teaching objectives, using appropriate teaching methods, to ensure vulnerable children are successful in lessons?	
4) Do teachers encourage children's classmates to help vulnerable children?	
5) Does the school monitor the teaching for disadvantaged groups?	
6) Does the school monitor the achievement of children from disadvantaged groups?	
7) Do teachers encourage all children, but particularly those from disadvantaged groups, to use the school library?	
8) Do teachers plan opportunities for more able or experienced students to support the learning of children with special needs or less experienced learners.	

17. The school environment supports the learning of all students	
1) Does the school try to develop the facilities for students to access all parts of the school building?	
2) Do teachers arrange appropriate seats for vulnerable children in the classroom?	
3) Does the school create a good school environment (does school have trees, flowers, gardening, clean school yard, school compound, etc)?	
4) Does the school have adequate toilets for children (boys and girls) and teachers?	
5) Does the school have a library and allow children to borrow books?	
6) Do teachers decorate the classroom to attract children and motivate them to learn? e.g. do they display children's work and learning resources attractively?	
7) Is there enough classroom furniture for all children to sit and work comfortably?	

Once the team has completed this process a decision can be made about whether each overall indicator has been achieved. You will need to make a judgement about how far an indicator has been achieved if only some of the questions have been ticked. At least 4 out of 6 of the questions must have been ticked to achieve an indicator.

For each indicator, **shade / colour** in the questions you have been able to answer positively. For example:

INDICATOR AND QUESTIONS ACHIEVEMENT

Indicators	Q 1)	Q 2)	Q 3)	Q 4)	Q 5)	Q 6)	Q 7)	Q 8)	Indicator achieved?
1. All pupils feel welcome in the school									No

In Indicator 1, this school has only been able to answer yes to the first question (which has been coloured yellow). Therefore the answer, to INDICATOR ACHIEVED is No.

INDICATOR AND QUESTIONS ACHIEVEMENT

Indicators	Questions								Indicator achieved?
	1)	2)	3)	4)	5)	6)	7)	8)	
1. All pupils feel welcome in the school									
2. All students support each other in their learning									
3. All students are well supported by school staff									
4. Teachers and parents cooperate well.									
5. All students are treated equally as valued members of the school									
6. All students feel that their opinions and views are valued.									
7. All students can access learning in all lessons.									

8. All students can access all parts of the school building.									
9. All students attend school every day.									
10. All students enjoy lessons									
11. All students are engaged in all lesson activities.									
12. All students achieve their learning in all subjects according to their individual ability									
13. All students learn together.									
14. All students have access to health services as necessary and appropriately.									
15. School ensure that the all students enter the school									
16. All vulnerable children are successful in their learning									
17. School creates a school environment which supports all students' learning									

When this template has been filled in, the school team will have a good overview of the areas where the school is currently successful and the areas that it needs to concentrate on for improvement. It is a good idea to return to the indicators and questions which have not been achieved and use these to identify the priorities for improvement.

Section III of this guidance notes, explained that the next step was to prioritise the areas that needed to be improved. This should be done in discussion with the local district advisor and should reflect the results of the data analysis.

The following template is a blank action plan which can be used to clearly set out the schools priorities and how they will be implemented.

Refer to the case study on page 13 for examples of how this table can be filled in.

Priority Chosen	Indicator	Action	Who is responsible for implementation	Who is responsible for monitoring	Time Scale	Success Criteria
1.						
2.						
3.						

4. The Final Evaluation Report

The final evaluation report needs to summarise the main findings from:

1. The data collection
2. The implementation of the action plan
3. Evaluation on the success of the action plan

The template for this is simple in order to encourage schools to reflect on the self evaluation process according to their individual context.

Lao Self Evaluation Tool

Self Evaluation Report

Name of School:

Number of students enrolled:

Boys:

Girls:

Number of CSN:

Boys:

Girls:

Number of students from ethnic groups:

Boys:

Girls:

Number of students from poor families

Boys:

Girls:

Grade Completion rates												
	2004			2005			2006			2007		
	T	F	CSN	T	F	CSN	T	F	CSN	T	F	CSN
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Student Drop Out Rates												
	2004			2005			2006			2007		
	T	F	CSN	T	F	CSN	T	F	CSN	T	F	CSN
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Student Absenteeism Rates (average monthly rate)												
	2004			2005			2006			2007		
	T	F	CSN	T	F	CSN	T	F	CSN	T	F	CSN
Grade 1												
Grade 2												
Grade 3												
Grade 4												
Grade 5												
Student Enrolment in Grade 1												
	2004			2005			2006			2007		
	T	F	CSN	T	F	CSN	T	F	CSN	T	F	CSN
Grade 1												

What do you see as the main strengths and achievements of the school:
Please write as many or as few as you need to.

What do you see as the main strengths and achievements of the school:
Please write as many or as few as you need to.

Please include a copy of your school action plan.

Write a brief description evaluating the success of your action plan – have you achieved your targets in the priority areas? How do you know?

What will be your priorities for next year?

Do you need to undertake some further data collection activities in order to decide?