



CLUSTER MONITOR'S MANUAL

Ministry of Basic and Secondary Education

SQAD/BESPOR

Revised Edition

January 2011

PREFACE

This revised manual has been produced for cluster monitors working in schools in The Gambia. The purpose of this book is to provide information and guidance that will help cluster monitors to fulfil their duties effectively.

To align the Cluster Monitor's Manual with the new developments in particular the Minimum Standards (MS), it was deemed necessary to review the document. The development of the MS is in response to an urgent need to standardise the existing monitoring system which was found more descriptive than objective. In other words, the situation was found to be quite insufficient as far as provision of information for decision making on performance improvement or consolidation is concerned. It is in this light that some sections of this manual are new and some have been significantly updated.

As the first version, this manual spells out the salient areas of cluster monitoring geared at providing proper support to schools to ensure effective teaching and learning.

In view of the above, the manual comprises five sections namely A, B, C, D and an Appendix section.

Section A outlines the basic principles of cluster monitoring and the expectations of the roles of *cluster monitors*.

Section B describes how the cluster monitor is expected to establish a good relationship with each school in the cluster.

Section C gives comprehensive details of a wide range of tasks that a cluster monitor can do. These are divided into six sections which match the six components of Whole School Development. These also correspond with the advice provided to head teachers in the School Management Manual.

Section D describes the work cluster monitors do in the wider context of the cluster, beyond the work done in each school.

Finally, the appendix section contains the following:

- Code of conduct of Cluster Monitors
- Guidance for classroom observations
- Classroom observations
- Minimum Standards
- Cluster Monitors' monitoring plans
- Cluster Monitors' monitoring templates.

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A. BASIC CONCEPTS OF CLUSTER MONITORING

A.1 Purpose of monitoring

The improvement of the standards and quality of education is a priority area for the Government of The Gambia. Education statistics show that enrolment in the Gambian education sector has expanded significantly over the last decades. Although this is a step towards achieving Education for All by 2015, statistics also show that for many pupils standards achieved as they move through the school system are low, and that too many young people leave school without the level of education they need to prepare them well for their lives as productive citizens.

The challenge now is the improvement of quality of teaching and learning, and the levels of pupils' achievement. This requires that schools address all areas of school development which are:

- Leadership and management of the school
- Participation of parents and the community
- Management and delivery of the curriculum
- Professional development of the teaching force
- Administration of teaching and learning resources
- Promotion of learner welfare and the school environment.

Assisted by cluster monitors, school leaders and staff at all levels, supported by other stakeholders, have an essential role to play in bringing about these improvements.

A.2 Good practice in monitoring

An effective cluster monitor is one who:

- carries out his/her role with the highest standards of professionalism
- uses his/her experience and knowledge of other schools in the cluster to give good advice and support to schools
- establishes good working relationships with staff and stakeholders in the schools in his/her cluster
- works with sensitivity and has an understanding of each school's concerns and circumstances
- assists schools and stakeholders to take responsibility for improving their schools
- consults with staff and other stakeholders at all levels and involves them in decision-making
- plans his/her work efficiently, so that as much time as possible is spent in schools
- liaises with the head teacher to identify a clear purpose for each school visit
- urges the school to provide educational opportunities fairly for all pupils of any age, gender, attainment level, special educational need, ethnicity or background

- communicates clearly and frankly, in writing and verbally
- writes reports which are concise and based on evidence
- has a desire to improve his or her own practice, and seeks additional sources of support where necessary
- can adapt ways of working to meet new challenges and situations.

A.3 Code of conduct

The Gambia Government's Code of Conduct for Civil Servants applies to all workers in the education sector. However, the following is a specific code of conduct which all cluster monitors are expected to agree to in addition. It also appears as Appendix 1 of this manual.

Cluster monitors will:

- carry out their work with professionalism and integrity
- act always in the best interest of learners
- treat all stakeholders with respect, courtesy and sensitivity
- adopt a consistent approach to all schools in the cluster, regardless of personal connections and interests
- respect the confidentiality of personal and school information received during the monitoring process
- be a role model for school staff in behaviour, dress and punctuality
- decline any offers of bribes or persuasion to act dishonestly.

Cluster monitors must also adhere to the Policy Guidelines and Regulations on Sexual Misconduct and Harassment in Gambian Educational Institutions.

A.4 Roles and responsibilities

Cluster monitors are members of Regional Office staff, and as such are answerable to the Regional Director. The Regional Director may delegate responsibility for day-to-day management of the work of the cluster monitors to a Principal or Senior Education Officer (PEO or SEO) under his or her direction.

The role of the cluster monitor is to assist schools in this drive for improvement, and thus to raise standards. The role is a finely balanced one. It carries some responsibility to ensure, on behalf of the Regional Director and the Director of Standards and Quality Assurance, that schools are providing at least with a satisfactory level of education to their pupils. However, this is not the main emphasis. One essential part of the role is the facilitation of the whole school development process, questioning, challenging and supporting school management committees (SMCs) as they take the lead in developing their schools. The cluster monitor must help the head teacher to analyse the school's performance data, and assist stakeholders to identify the strengths and areas for improvement. Once these have been identified, the challenge is to support schools to build on the strengths and to prioritise areas for development *to* improve performance. Cluster monitors will assist SMCs, together with other stakeholders, in planning development, setting

targets and evaluating progress towards them. They will also look at the needs of the cluster as a whole, mobilising resources and sharing good practice among their schools and inform the Regional Director of any significant issues.

The role described above is a complex one, and requires a broad range of skills. It is important to remember that cluster monitors are not inspectors, but facilitators and advisers to schools, particularly head teachers. It is the job of the cluster monitor to help the school achieve the best possible teaching and learning and the highest possible standards for pupils. As cluster monitors work alongside head teachers and other stakeholders, they are helping to build capacity and to assist schools in achieving the quality education that young Gambians deserve.

In a nutshell, the role of the cluster monitor could be summarised as follows:

- Conducting regular monitoring and support visits to schools with a view to promoting quality education in all aspects of the school (whole school development) and identifying training and other needs.
- Facilitating the process of whole school development such as:
 - sensitisation of stakeholders
 - training of SMCs
 - analysing school data
 - development planning
 - implementation of plans
 - monitoring progress of actions taken and their impact
- Assisting in setting and monitoring targets in the areas of enrolment, retention, performance and resource availability for their schools
- Assisting head teachers and other senior staff in establishing effective school management and administration systems
- Working closely with regional office staff, VSO volunteers, cluster training team members and other stakeholders
- Identifying good practice in schools and sharing it within the school and with other schools
- Preparing monthly cluster reports based on the agreed format and submitting them to the Regional Director
- Furthering their professional development by participating in training as required by the Regional Director.
- Participating in the posting and stabilisation of teachers in their clusters.

A.5 Expectations of cluster monitors

The main purpose of the cluster monitor's role is to promote the quality of teaching and learning in schools. This entails cluster monitors visiting the schools in the cluster on a regular basis, to build up their own knowledge of the schools as well as establishing and maintaining a close

working relationship with school staff and other stakeholders, particularly head teachers and SMCs.

Most of the cluster monitor's time should therefore be spent in schools. Although this manual does not lay down the exact proportions of time to be allocated to each activity, the following points are an indication of what are expected.

- The working day is based on an eight hour day, with Fridays as a half day. If evening activities are required, for example for visiting afternoon shifts or meetings with stakeholders, then the working day may be adjusted accordingly.
- Travelling between schools counts as part of the working day. Travelling from home to the cluster base is not considered to be work time. On some days, the cluster monitor will go straight to the school. If this journey is longer than the journey to the cluster base, the extra time can be counted as part of the eight hour day.
- Since most of their time should be spent in schools, on average during term-time no more than one day per week should be spent on other activities
- School visits need to be long enough to allow for meaningful dialogue and other activities to take place. It is better to spend a good length of time in just one or two schools than to spend much of the day travelling.
- From time to time there will be a need for the cluster monitor to meet with staff from regional or headquarter directorates. Cluster monitors are expected to take advantage of these opportunities and participate fully in discussions.
- Cluster monitors are expected to deliver reports and to receive any instructions or briefings as necessary from the Regional Director.
- Some time should be allocated to carry out work at cluster level, for additional duties and for participation in professional development activities, as long as these do not adversely affect the time spent in schools.
- The day-to-day organisation of this work is the decision of the cluster monitor, subject to the approval of the Regional Office.
- The post of cluster monitor is a demanding and time-consuming one, and cannot be combined with any other responsibility carried out during the working week of the school term-time, unless when necessary.

B. WORKING WITH SCHOOLS

B.1 Partnerships in schools

The responsibility for developing quality education must lie primarily with schools themselves, involving all stakeholders, under the leadership of the head teacher and other SMC members with the minimum standards as a bench mark and other relevant documents as a guide. The cluster monitor's role is to support the stakeholders in school improvement, leading to increased achievement for pupils. The main working relationship is likely to be with head teachers and

SMCs. The head teacher should promote the view of the cluster monitor as a ‘critical friend’, a colleague who supports the school and its stakeholders but who also asks searching questions.

The head teacher, together with the SMC, has the responsibility for establishing and maintaining management systems within the school. These systems will cover all aspects of the school, and are described in the School Management Manual (SMM). The cluster monitor’s role is set out in the charts below. Schools cannot be expected to address all issues at the same time. The cluster monitor will work with the school to prioritise those developments which will have the most impact on improving pupils’ achievement.

B.2 Analysing school performance and identifying areas for development

The most important indicator of how well a school is doing is the achievement of its pupils. This covers a number of indicators, which include:

- test and examination results at different levels
- pupils’ behaviour and attitudes
- attendance and punctuality
- enrolment
- Completion and retention rates.

The school should be aiming for gender parity in all these aspects.

At the start of each whole school development cycle, the cluster monitor will assist the head teacher to establish the school’s current situation by looking at the types of data listed above. (See also Appendix 3 of the School Management Manual.) This will reveal areas of strength and areas for improvement, to be used in whole school development planning. As data is collected over a number of years, the cluster monitor and head teacher should look at trends. See the example below.

Table showing the percentage of pupils achieving grade level competence in Grade 6 tests						
	Mathematics			English		
Year	Boys	Girls	All	Boys	Girls	All
2004	48%	45%	46.50%	56%	60%	58%
2005	45%	43%	44%	58%	60%	59%
2006	45%	44%	45.50%	61%	62%	61.50%
2007	41%	38%	39.50%	63%	65%	64%

The table above shows that:

- while results in English are improving steadily, mathematics results are declining
- boys consistently do better in mathematics than girls
- girls consistently do better in English than boys.

From this analysis, the school would celebrate their results in English as a success. They would identify mathematics as an area for development in their whole school development plans. They might also look at the gender differences, and work out strategies to address these. In considering the actions to take, they would look for the factors which have led to the improvements in English, and apply these to the teaching of mathematics.

As schools become more confident with this type of analysis, they should be able to set themselves measurable targets each year. One way of doing this is to set targets that are:

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-bound.**

For the example in the table above, a suitable target for mathematics might be 42% of pupils overall achieving the expected grade level in the 2008 tests. This is a target which stops the decline and increases the results slightly over the year before. If this target is met, the target for the following year might be more ambitious. The school could also set a target to address the gender differences.

If targets are SMART and data is regularly collected, the cluster monitor will be able to guide the head teacher, senior staff and the SMC in monitoring progress towards the targets. These targets should be incorporated into the development plans with strategies for meeting them.

C. DIAGRAM SHOWING AREAS FOR MONITORING

The whole school development model describes the management of a school in six areas. See the diagram below. It places the pupil in the centre of the process, well prepared for life as a productive citizen by improved teaching and learning. In turn, this improvement in teaching and learning is supported by these six elements of school development. Although the diagram shows these as separate, they are connected and your work in one area will affect other components too.

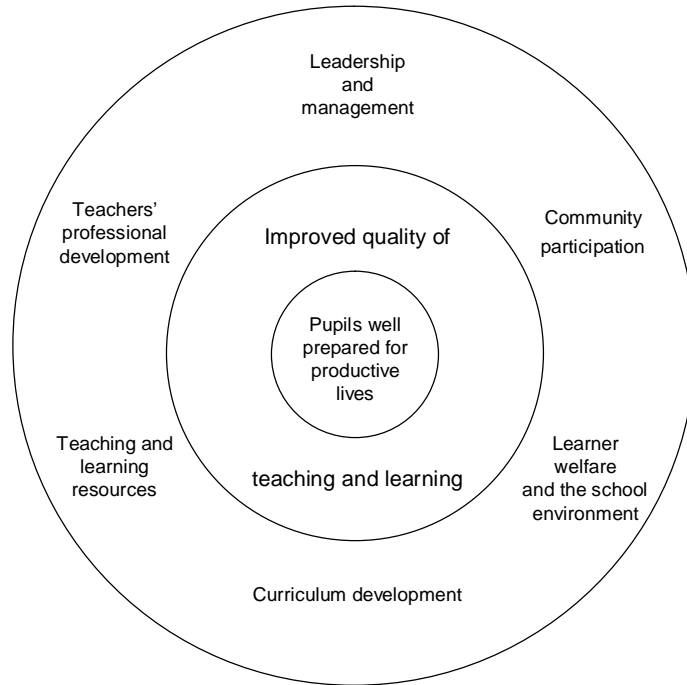


Figure 1: Diagram of whole school development

The School Management Manual, School Review Handbook and the Minimum Standards are set out according to these six areas. Cluster monitors should be familiar with the advice given in these documents, and should support schools in following this guidance.

The following pages of this manual (pages 12-34) serve as guidance on how Cluster monitors should carry out their monitoring activities. More precisely, for each area, the tables show a series of aspects to be monitored, with what to look for as evidence, and suggested actions to take to support the school. The numbering on the tables corresponds with sections of the SMM.

1. Leadership and management

1.1 School management

1.1.3 Staff meetings

Aspect to be monitored	How to monitor	How to support the school
Does the school hold regular staff meetings?	Ask the head teacher how often staff meetings are held. Ask to see minutes.	If not, make sure that the head teacher understands the importance of communicating clearly to staff, and of the value of providing time for discussions on school issues. Advise him or her to establish regular meetings, following the guidance in the SMM.
	Ask some teachers when they last attended a staff meetings, and what was discussed.	
Are these well used to give information and to discuss school policies or other school matters?	Do the minutes show that the meetings are being well used? Use the checklist in the SMM.	If the answer to these questions is 'No', advise the head teacher to follow the guidance in the SMM. He or she may need advice on how to chair staff meetings. You may be able to provide this advice. If not, refer it to the cluster management trainer, who may be able to provide training, especially if it is a need for a number of head teachers.
	Ask teachers whether they find the meetings useful.	

1.2 Strategic vision

The vision statement outlines the school's strategic direction, sketching a picture of its desired future.

Aspect to be monitored	How to monitor	How to support the school
Does the school have a vision statement	Ask the head teacher if the vision is suitable and up-to-date?	Where there is no vision statement, or the current one is unsuitable or out-of-date, advise the head teacher to follow the steps in the SMM and SRH.
Is the vision statement displayed, publicised, and well-known by staff, pupils and other stakeholders?	<p>Is the vision statement on display in the head teacher's office and elsewhere in the school?</p> <p>Has this vision been shared with staff? Ask three staff members if they can tell you the school's vision.</p> <p>Has this vision been shared with other stakeholders? Ask other stakeholders what they know of the schools' vision.</p>	<p>If the answer to these questions is 'No', advise the school to take action as follows:</p> <p>Either if there is a suitable vision statement, the school should take steps to circulate and publicise it more. Give the staff, students and other stakeholders opportunities to discuss their role in fulfilling the vision</p> <p>Or if the vision statement is outdated or unsuitable, the school should recommend the consultation process in order to produce a new vision statement.</p>

1.3 Whole school development

The cluster monitor has an important role to play in whole school development. There will be specific training for cluster monitors on their role. After this training, he/she will be involved in training for the SMC, will assist in analysing the school data, and will then act as a facilitator, asking questions and helping to guide the SMC through the process. At all stages, the cluster monitor needs to check that members of the SMC have understood what they have been taught on the training; so the work can be carried out as necessary. Any concerns should be reported to the regional WSD focal point.

Aspect to be monitored	How to monitor	How to support the school
<p>Does the school collect and analyse its data about attendance, punctuality, and pupils' results in tests and examinations?</p> <p>(The SMM and SRH give detailed information about whole school development planning).</p> <p>See also Appendix 3 of SMM.</p>	<p>Ask the head teacher how up-to-date the school data is. Ask to see evidence.</p> <p>Discuss the school's data with the head teacher. Ask to see any examples of any analysis, and use these with the head teacher as a basis for further work on the school's situation. Is the head teacher or anyone else in the school using this to judge how well the school is doing? For example, are the head teacher and SMC aware whether any subjects are stronger than others, of any gender differences in results, enrolment or attendance or of the true picture about the number of instruction days/hours?</p>	<p>If the school is not keeping up-to-date records, help the head teacher to set up appropriate systems. See the relevant section in the SMM for further advice.</p> <p>If there is no analysis, assist the school to look at any data available. See Appendix 3 of the SMM for some questions to ask. Encourage head teachers to think about pupil progress – do the results indicate that pupils have learned, or has learning been poor? The school may not have all the information asked for in this Appendix, but help them to analyse what exists.</p> <p>If necessary, assist the head teacher in compiling a report for stakeholders, answering as many of the questions in Appendix 3 as possible. This information will be used in the initial stages of the WSD process, as a starting point for the SMC and other stakeholders to begin thinking about the strengths and areas for improvement of the school.</p>
<p>Has the school set up a system for collecting and prioritising the views of stakeholders?</p>	<p>Has the SMC had an initial meeting to discuss the school's current situation?</p> <p>Ask the SMC about meetings that have been held to seek stakeholders' views about the school. You</p>	<p>If not, get the SMC to call a meeting, where you can support the head teacher in presenting your data.</p> <p>Once the initial meeting has taken place, the SMC should share the information presented there with other stakeholders. Encourage them to set up meetings to hear stakeholders' views. You may need to explain how the interests of all stakeholders are inter-linked</p>

	could ask to see the minutes of any meetings.	and inter-dependent.
	Ask the SMC whether they have put together the stakeholders' views, including those of pupils, with the analysis of the school's situation. Ask to see anything they have written.	These two activities should have resulted in the school identifying the main priorities for development for the year. If not, help them to decide what they need to do to have the maximum direct impact on teaching and learning and improved pupil achievement. Where appropriate the cluster monitor should direct discussions so that they focus on issues of improving quality.
<p>Has the school drawn up a draft plan?</p> <p>See also Appendix 4 of SMM.</p>	<p>Ask to see the plan.</p> <p>Discuss the plan. Use the key questions in Section 1.3, Drawing up the plan as well as the following:</p> <ul style="list-style-type: none"> • Is the plan based on a sound knowledge of the school's strengths and areas for improvement? • Is there a clear focus on improving the quality of teaching and learning, and on raising pupils' achievement? • Does the plan contain references to all the six areas of learning? 	<p>If there is not yet a plan, you may need to help the SMC to draw up a plan, using the format in Appendix 4 of the SMM.</p> <p>Help the SMC to adapt the plan to meet the criteria as much as possible.</p> <p>Make sure that the school has used the information in the initial analysis in drawing up the plan, and if necessary, help the SMC to add these issues.</p> <p>Keep the discussion focussed on improving quality of teaching and learning.</p> <p>If not, help the SMC to identify which areas are missing, and ask them to add the most important things in each area to the plan.</p>
<p>Has the SMC costed the plan, and consulted with stakeholders?</p> <p>See also Appendix 5 of SMM.</p>	<p>Look at the plan and ask the following questions:</p> <p>Are the costings divided into the four cost bands?</p> <p>Have possible sources of funding been identified?</p>	<p>If not, help the SMC to work out the approximate costs of each action in the plan. Remind them that not all actions cost money.</p> <p>Refer the SMC to the appropriate section of the SMM for guidance.</p> <p>If not, help the SMC to identify where funds might be sought. Make sure that the SMC</p>

	<p>Ask the SMC how they have consulted with stakeholders about the draft plan, including seeking ideas on possible sources of funding.</p>	<p>consults the wider stakeholder group at this stage, as other stakeholders may be able to offer ideas about funding.</p> <p>If the school has not done so, advise the SMC to call consultation meetings at which the plan can be discussed.</p> <p>At this stage, the plan is submitted to the Regional Office for evaluation. You will be invited to the evaluation meeting as an observer, so that you can provide the school with feedback on the plan. You should take notes at this meeting.</p>
<p>Has the school had feedback on the draft plan, and made any necessary changes?</p>	<p>Arrange a feedback meeting with the SMC.</p> <p>Look at the revised plan, and compare the changes with what was requested.</p>	<p>Provide accurate feedback to the SMC on the strengths and areas for improvement of the draft plan. If necessary, help them to make any changes required so that it meets the criteria.</p>
<p>Is the school implementing the plan?</p>	<p>Have regular discussions with the head teacher and members of the SMC about the progress of the actions in the plan.</p>	<p>If there is a delay in implementing the whole plan or sections of it, help the school to identify what the hold-up is. Depending on the reasons, help the school to find ways to take the actions planned. This might include the need for training, or sharing ideas with a school which is further on in the process.</p>
<p>Has the school set up a system for monitoring the effectiveness of the plan?</p>	<p>Look at the plan with the head teacher and members of the SMC.</p>	<p>Help the school to monitor progress on the actions in the plan. Use the entries in the column “How will we know we have succeeded?” to help the SMC make judgements about the impact the plan is having. Remember that some actions might take a long time to show results, and help stakeholders not to be discouraged. Other things, such as improvements in attendance and punctuality, will show much more quickly. Help the school to celebrate these successes.</p>

Is the school prepared for the next round of whole school development planning?	Discuss with the SMC their readiness for the next stage. Have they updated school information, such as attendance figures and the results of tests, regularly? Ask to see examples.	As they monitor the impact of their plan, and as new information about the school is collected, the school will be able to update the analysis of its situation started at the beginning of the previous year. Help with the second analysis if necessary, using the same questions as in the first round. This time, the head teacher and SMC should be able to identify changes and improvements. Offer help, if necessary.
	Ask if the school has reviewed the school vision statement, and made any necessary changes. Ask to see the new statement.	If not, encourage them to do so, involving stakeholders in this review. (It is possible that they might decide that no changes are needed, but they should still consult.)
	Has the SMC, together with school staff in particular, identified successes and things to avoid for the next round? Ask to see minutes of any meetings on this.	If not, encourage the school to hold meetings with relevant stakeholders to discuss what has worked particularly well or not worked well, so that mistakes will not be repeated and successes can be built on. If these matters are addressed, the school is ready to begin the cycle of planning over again.

1.4 School policies

Aspect to be monitored	How to monitor	How to support the school
Is the head teacher familiar with national policies for schools?	The SMM and SRH list a range of policies that should be adopted by all schools.	If the school does not have copies, try to get copies from the regional office.
	Cluster monitors should ensure that head teachers are familiar with the national policies and have shared them with staff members.	Help the head teacher produce a filing system for keeping these policies, and other important documents. Discuss these policies with the head teacher. Help them understand why each one is important, and what each one means for the school.
	Ask the head teacher to show you where these policies are kept. Ask if he or she knows what they are for, and what kind of guidance each one has.	Get the head teacher to introduce some of these policies at staff meetings, and help staff understand them. You might attend to see if this happens and to help to explain the policies.
Has the school developed a set of its own	Ask for The SMM and SRH list additional policies that might be	Discuss with the head teacher and SMT which policies to produce, and how to produce them, using the guidance in the SMM on how to develop

policies?	developed by schools and a copy of the developed and adopted ones	school policies. If schools wish to develop their own policy on an issue they may expand upon national policies but must not contradict or reduce the requirements contained in them. Get the head teacher to introduce some of these policies at staff meetings, and help staff understand them. You might attend to see if this happens and to help explain the policies.
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1.5 Management of staff

Head teachers have a dual role here, both to look after the welfare of their staff and also to ensure that staff members fulfil all their responsibilities.

1.5.1 *Deployment of teaching staff*

Aspect to be monitored	How to monitor	How to support the school
Is the school fully staffed? Are staff suitably deployed?	Ask the head teacher, and look at the staff list. Discuss this with the head teacher, using the checklist in the SMM.	If not, report this to the regional office. If necessary, help the head teacher to allocate teachers to classes, considering the points in the relevant section in the SMM.

1.5.2 *Staff job descriptions*

Aspect to be monitored	How to monitor	How to support the school
Do staff have job descriptions?	Check that all teachers in the school have received a copy of their job description.	If necessary you can offer to help teachers or the head teacher understand elements of these job descriptions.

1.5.4 *Managing staff performance*

The performance management system is not yet in place in schools. When it is implemented, training will be provided, and the Performance Management Manual will provide further guidance.

Aspect to be monitored	How to monitor	How to support the school
Is the head teacher compiling the required	Ask the head teacher if the systems to record reporting, attendance and punctuality are accurate and up-to-date. Ask to see evidence.	If not, advise the head teacher to implement and monitor these systems.

<p>evidence for the performance management system?</p> <p>See also Performance Management Manual (not yet published).</p> <p>See also Appendices 3, 11 and 12 of SMM.</p>	<p>Check that lesson observations and scrutiny of pupils' work are being carried out, by asking to see notes from these activities.</p> <p>Check that the school is looking at the results of tests and examinations for each teacher's class.</p>	<p>If not, or there are no notes, refer the head teacher to the SMM for guidance on how to set these systems up. Offer help to establish them if necessary. Detailed guidance for analysing test results can be found in Appendix 3, for lesson observers in Appendix 11, and for scrutinising pupils' work in Appendix 12 of the SMM.</p>
	<p>Check a sample of teachers' files to see if the required information is recorded.</p>	<p>If not, advise the head teacher to do so, offering help when necessary.</p>
<p>Does the head teacher keep notes on day-to-day observations?</p>	<p>Ask to see these notes. Read to see what kind of issues the head teacher is recording. Talk to the head teacher about looking at issues such as pupil conduct, staff morale, quality of teaching and learning etc.</p>	<p>Refer to SMM explain why these day-to-day observations are important.</p> <p>Walk round the school with the head teacher and explain what kinds of things he or she might record in his or her notes.</p> <p>If the head teacher teaches a class then he or she should have time to do observations whilst his or her class has Arabic/Islamic lessons.</p>
	<p>Ask the head teacher what he or she does with these notes from day-to-day observations.</p>	<p>Suggest that the notes could be used in these ways:</p> <ul style="list-style-type: none"> • Discussion at staff meetings (without reference to specific teachers) • Discussion at SMC meetings • Issues raised by the observations could be addressed in a school-based workshop <p>Issues can also be included in school development planning.</p>

1.5.5 *Teachers' files*

Aspect to be monitored	How to monitor	How to support the school
Does the head teacher have a file for each teacher, kept in a secure place?	Ask to see where the teachers' files are kept.	<p>Explain the importance of keeping teachers' files.</p> <ul style="list-style-type: none"> Advise the head teacher to find a secure place to keep files. <p>If there are no files, ask the head teacher to set up a labelled file for each member of staff. He or she may need help to establish a filing system.</p>
	Look at a sample of them, to check that they contain what is required. Look to see whether the files have checklists.	In the early stages, files might not contain all the information listed. Ask the head teacher to start adding documents to each teacher's file, and recording them on the checklist. Remind the head teacher each term to update the files and checklists.

1.5.6 *Managing teachers' attendance and punctuality*

Good teacher attendance is important so that the school can deliver 880 hours of instructional time for the delivery of high quality education. It also sets a good example for pupils and their parents.

Aspect to be monitored	How to monitor	How to support the school
Do teachers report for work on time at the start of each term?	Ask the head teacher if he or she has set dates for reporting, in the week before the start of term for term 1, and in time to prepare lessons in terms 2 and 3.	<p>Make sure the head teacher understands the importance of teachers reporting for work on time, and why action should be taken if they do not.</p> <p>If staff were not informed of the expectations, advise the head teacher to inform all staff of the reporting dates for the rest of the school year, and the start of the next year. This could be done at staff meetings, and followed up with posters etc where they can clearly be seen by all staff.</p>
See also draft Human Resources Directorate Policy.		
Is the head teacher keeping records of	Ask to see the records.	If no records are being kept, advise the head teacher to use the relevant page in the SRH.

<p>teachers who fail to report on time, and taking the necessary action?</p>	<p>Ask the head teacher if he or she has reported any missing teachers to the regional office, and ask to see the record in the teacher's file. If there are concerns, you could also check on one of your visits to the regional office.</p>	<p>Advise the head teacher to report these to the regional office, and keep the appropriate records, including the entry in the teacher's file.</p>
<p>Does teaching start promptly at the beginning of each term?</p>	<p>Although it may be difficult to visit every school in the first week, carry out a spot-check to see how promptly lessons have started in schools about which you have concerns.</p>	<p>Advise the head teacher on the importance of starting teaching on time, and help him or her to organise teachers so that all possible classes and lessons can be covered.</p> <p>Report any serious problems to the regional office.</p>
<p>Do teachers attend well?</p> <p>See also draft Human Resources Department Policy.</p>	<p>Check that members of staff are properly completing the daily attendance book (time book).</p>	<p>If the staff attendance book (time book) is being used incorrectly, suggest ways to the head teacher of making the system work better. Share good practice between schools.</p>
	<p>Discuss this issue with the head teacher. Check that he or she is aware that low teacher attendance will have a negative impact on curriculum coverage and on pupil performance.</p>	<p>Help head teachers complete their monthly teacher attendance log and ensure it is always returned accurately and promptly to the regional office.</p>
	<p>With the head teacher, make a spot-check on teacher punctuality. Stand next to the staff attendance book whilst teachers are arriving, and check that they record their arrival time accurately and honestly.</p>	<p>The cluster monitor should be a model of good punctuality and attendance. This means that the cluster monitor should visit schools regularly to work with the head teacher, senior management and staff. They should be punctual, arriving early as a good example to the teachers of that school.</p>
<p>Are there measures in place to help teachers who find regular attendance and punctuality difficult to achieve?</p> <p>See also draft</p>	<p>Where a teacher has a poor attendance record, the head teacher should offer support, take action and record it in SRH. Check this page to see if absenteeism or lateness is noted.</p>	<p>In order to manage staff effectively, the head teacher must keep staff records. These should include data on staff attendance and punctuality. The cluster monitor should assist head teachers to establish simple and efficient systems for doing this. Where concerns arise about staff attendance and punctuality, the cluster monitor should support the head teacher in taking appropriate action within the agreed procedure in the draft Human Resources Directorate Policy.</p>

Human Resources Directorate Policy.	Ask head teachers how they would support teachers who find it difficult to achieve good attendance or punctuality.	If no support is offered, discuss with the head teacher suggestions for improving this. The head teacher can offer support without condoning low attendance and/or punctuality.
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1.5.7 *Staff code of conduct, discipline and grievance policies*

Staff discipline issues are a matter for the head teacher, and sometimes the Regional Office or Human Resources Directorate. The cluster monitor's role is to support schools in raising standards of pupil achievement by improving the quality of teaching and learning. They can give advice to help teachers and the head teacher to follow correct procedures. However, the cluster monitor should normally not take sides in a dispute. They are therefore strongly advised to leave discipline decisions to the head teacher and the regional office.

In their work, cluster monitors may sometimes see evidence of malpractice. Minor matters should be reported to the head teacher. The cluster monitor should give advice as to how the matter should be dealt with, if requested. If he or she sees or is told about, evidence of serious misconduct, this must be reported to the regional office. In most cases it will be appropriate to inform the head teacher as well. These matters should be reported immediately, particularly if children may be at risk.

Aspect to be monitored	How to monitor	How to support the school
<p>Does a staff code of conduct operate in this school?</p> <p>See also Appendix 6 of SMM.</p>	<p>Ask to see the code of conduct. Check that all key aspects of conduct are covered.</p> <p>Ask a sample of teachers if they know what is in the code of conduct.</p> <p>Look for evidence of compliance</p>	<p>If there is none, encourage the head teacher to develop a code of conduct with his or her staff. Guidance can be found in the SMM and a sample in Appendix 6 of the SMM. The code of conduct should be displayed.</p>
<p>Does a staff discipline and a grievance procedures operate in this school?</p> <p>See also Appendix 7 of SMM and draft Human Resources Department Policy.</p>	<p>Ask if there are policies for staff discipline and grievance, and look at the policies if they exist.</p>	<p>Make sure the head teacher understands the importance of having clear procedures for dealing with staff discipline and grievance.</p> <p>If there are no discipline or grievance policies, encourage the head teacher to develop these with his or her staff. Sample policies can be found in Appendix 7 of the SMM. The school's policies should be available for all staff to consult.</p>

1.6 Financial management

All schools must have a proper accounting system to manage their finances. Larger schools have bursars who perform this task, but in smaller schools it is done by the head teacher, supported by the Leadership and Management Sub-committee.

Schools control a small amount of money from school funds. In addition schools may receive money (or other gifts) from parents, or from donors in the community or overseas.

The head teacher and SMC must at all times be honest with the finances that are entrusted to them, and must maintain accounts records that are transparent (easily understood) and free from corruption or dishonest practices.

Aspect to be monitored	How to monitor	How to support the school
<p>Are the financial operations of the school transparent and free from dishonest practices?</p> <p>See also Appendix 8 of SMM.</p>	<p>The SMM (p28) gives advice for good financial management. The cluster monitor should discuss this topic with the head teacher and members of the Leadership and Management Sub-committee in order to be satisfied that correct procedures are followed.</p>	<p>Discuss with the head teacher and sub-committee good ways of keeping financial records. Make sure that they understand the importance of transparency and accuracy, especially in seeking recurrent funds.</p>
	<p>Ask the head teacher and SMC what the school funds are being spent on, and ask to see records. Discuss with the head teacher whether these projects are likely to improve quality of teaching and learning, and raised pupil achievement.</p>	<p>Explain the examples in SMM Appendix 8, and help the head teacher and subcommittee to develop financial record-keeping for the school.</p>
	<p>Where you are aware of a donation of funds to the school, check the records to ensure that the donation has been included properly in the accounts. Money from donors, including NGOs, is often given for a specific purpose; check that these gifts have been effectively and appropriately spent. Ask whether the school has sent a letter of receipt (stating the amount) to the donor and kept a copy in the school files.</p>	<p>Where you find evidence of corruption or misuse of funds, you must inform the head teacher and report this to the Regional Office immediately.</p>

1.7 Handing over

Handing over reports are essential. These reports aid continuity from one head teacher and the other. They help ensure that the school's resources are well managed and are not misplaced.

Aspect to be monitored	How to monitor	How to support the school
<p>If the head teacher will soon be transferred, has he or she written handing-over notes for the next head teacher?</p> <p>See also Appendix 9 of SMM.</p>	<p>The handing over report should be updated every term. Just before the end of each term, ask to see the most recent version and check that it is up-to-date and fully completed.</p>	<p>As cluster monitor, it is in your interest (and the interest of all pupils) to ensure that the incoming head teacher receives as much help as possible on arrival. Therefore you should treat this matter seriously and urge the head teacher to keep this report up-to-date and accurate.</p> <p>If something changes during the year, use this as an opportunity to remind the head teacher to update the report.</p>

2. Community Participation

2.1 The role of the PTA, SMC and its sub-committees

Aspect to be monitored	How to monitor	How to support the school
<p>Has the school established committees as set out in the PTA constitution?</p>	<p>Ask the head teacher and SMC chairperson if there is one. Ask to see minutes of meetings.</p>	<p>If not, advise the school on the importance of establishing these committees as soon as possible. Report the matter to the regional office, so that support can be arranged for the PTA if necessary.</p>

2.2 SMC elections

Aspect to be monitored	How to monitor	How to support the school
<p>Are elections to the SMC being carried out as stated in the PTA constitution?</p>	<p>Ask to see evidence of the election results, for example ballot papers or minutes of meetings.</p>	<p>If no elections have been held, advise the school of the importance of holding fair elections. Report the matter to the regional office, so that support can be arranged for the PTA if necessary.</p>
	<p>Find out the date of the last election, and ask when the next is planned.</p>	<p>Advise the school to set dates for the next round of elections.</p>

Is the SMC following the rules on women's participation?	Ask to see a list of members of the SMC.	If the committee is not composed of at least one third women, advise the SMC to take steps to remedy the situation. Seek advice from the Regional Director on how they might do this.
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2.3 Communications and information

Aspect to be monitored	How to monitor	How to support the school
Are PTA meetings being held at least once per term? (>50% and above members in attendance)	Ask to see minutes and attendance sheets.	Advise the school on the importance of organising PTA meetings and keeping records of minutes.
Does the SMC have effective systems for informing PTA members about decisions they have taken?	Discuss this with the SMC chairperson, and ask to see minutes of meetings.	If meetings are not arranged and information not shared in response to your advice, report the matter to the regional office, so that support can be arranged for the PTA if necessary.

2.4 Open days

Open days are intended to increase the awareness of parents and other stakeholders on the work of the school. There are a number of ways of doing this, such as displaying pupils' work from lessons or clubs and organising other school events such as sports days. Parents can be invited to all of these events. In addition, the school should make sure that there is at least one opportunity during each school year for parents to discuss their children's progress with their teacher or teachers.

Aspect to be monitored	How to monitor	How to support the school
Has the school planned and held three open days per year?	<p>Ask the head teacher, staff and SMC about their plans for open days.</p> <p>Find out about the quality of the open days. Ask staff, pupils, parents and community members what they think of the open days.</p> <p>Attend an open day at the school and discuss what you have seen with the head teacher.</p>	<p>Discuss with the head teacher the importance of open days. Give the head teacher ideas for activities and funding.</p> <p>Provide feedback on your findings to the head teacher. Discuss with the head teacher how to plan for future open days.</p> <p>When you identify good practice in a school, share it with other schools in the cluster.</p>

2.5 Wider participation

Aspect to be monitored	How to monitor	How to support the school
Is there a mothers' club for this school?	Ask the head teacher.	If there is no mothers' club, advise the head teacher on setting one up.
Does the mothers' club raise the community's awareness on the importance of girls' education?	Ask to see the minutes of meetings from the mothers' club. Read the minutes to see if they are promoting girls' access to school, preventing them dropping out, and promoting good school performance by girls.	Meet with the mothers' club. Help them to understand that school attendance and school work must be a priority. Explain that domestic work at the wrong times of day can be an obstruction to good progress at school. Encourage a female teacher to attend meetings of the mothers' club, both to write minutes and to promote such discussions. This teacher should also provide feed back to staff on the activities of the mothers' club, to make sure they are aware of what the club is doing.
Is the school also encouraging fathers' participation?	Find out from the head teacher what attempts are being made to involve fathers in school development activities.	Help the school to find ways of encouraging fathers to be active in school and demonstrate the importance of school to their children. For example, both mothers and fathers might help to run extra-curricular activities, help with maintenance or even support teachers with some practical subjects.

3. Curriculum management

3.1 Organisation of teaching time

Aspect to be monitored	How to monitor	How to support the school
<p>In the school year, will pupils receive a minimum of 880 hours of instruction?</p>	<p>As cluster monitor, make sure you have a copy of the flexible calendar from the regional office. Check that all schools in your cluster use the regional calendar to develop a school calendar and adhere to it. Check that all shifts of double shift schools receive minimum of 880 hours of instruction.</p> <p>With the head teacher, calculate how many hours of instruction the school delivers per year. (Calculate hours per day, hours per week, and the number of weeks in each term of the year. Deduct loss of teaching time through teacher absence.) To deliver 880 hours per year there must be 25 hours of lessons per week.</p>	<p>Discuss with the head teacher ways of increasing the number of hours of instruction given. These might include starting teaching on the first day of term, restricting exams to the final week of term and avoiding non-teaching days such as cleaning days or lengthy preparation for sports day.</p> <p>Urge head teachers to ensure that teaching begins on the first day of each term. Explain that each day lost at the start and end of term is depriving pupils of education that they need.</p>
<p>Does the school have a composite timetable including all grades and classes?</p>	<p>Check that a composite timetable is displayed in the head teacher's office. Check that it is up-to-date (i.e. it should be correct for this year, not last year).</p> <p>Check that the timetable includes:</p> <ul style="list-style-type: none"> • all subjects • sufficient hours for core subjects • a break-down of English language into its components, such as phonics, spelling, comprehension etc 	<p>If needed, arrange support for the head teacher or senior staff in preparing a composite timetable .</p> <p>The timetable should meet various criteria; see SMM for guidance.</p> <p>Where pupils have afternoon lessons, discuss with the head teacher which are the most suitable grades and classes to be taught in the morning or afternoon sessions</p>
<p>Do teachers adhere to the timetable?</p>	<p>Visit classes and check lessons and compare the subject taught with the subject on the timetable. Where there are discrepancies, discuss this with the class teacher and the head teacher.</p>	<p>Advise the head teacher to make checks on lessons to ensure that teachers stick to the composite timetable and that class timetables are visibly displayed.</p>

3.2 Ensuring and improving the quality of lessons

Aspect to be monitored	How to monitor	How to support the school
<p>Do teachers prepare and use lesson plans?</p> <p>See also Appendix 10 of SMM.</p>	<p>Visit classes and ask to see lesson plans for the lessons that day.</p> <p>Look at the quality of lesson plans.</p> <ul style="list-style-type: none"> • Is there a plan for each subject? • Do the lesson plans have realistic objectives? • Are teachers using learner-centred methods? 	<p>Discuss lesson plans with the head teacher. Remind the head teacher of the importance of lesson plans. Ask him or her to check regularly that teachers prepare and use lesson plans as planned,</p> <p>Discuss your findings with the head teacher. Together, discuss improvements that could be made, and how to achieve them.</p> <p>If necessary, help the head teacher to plan and provide training for teachers on lesson planning based on learner centred approach</p>
<p>Does the head teacher (or senior teachers) regularly check lesson plans and keep a written record?</p>	<p>Ask to see a record of spot-checks on lesson plans and schemes of work, recorded in the SRH and observation record books.</p>	<p>Explain the importance of checking lesson plans and keeping a record of findings. Give senior staff ideas on how to monitor the quality of lessons. Use the advice in the SMM.</p>
<p>Does the head teacher have a written schedule for lesson observations?</p> <p>See also Appendix 11 of SMM, and Appendix 2 of this manual.</p>	<p>Look at the schedule. Check that the schedule includes the following information:</p> <ul style="list-style-type: none"> • Name of teacher to be observed • Date and time of observation • Name of observer • Date and time of feedback discussion <p>Ask and verify if the head teacher is adhering to the schedule.</p> <p>Ask teachers when they were last observed, and check whether this matches information in the timetable.</p>	<p>Help the head teacher to understand the importance of observing lessons and providing feedback. If necessary, assist the head teacher to plan a timetable.</p> <p>Help the head teacher to adjust the timetable so that it includes the missing information. Your role is not to carry out these observations, but to equip and enable the senior staff to do so. There may be occasions for training purposes that you observe a member of staff alongside a senior member of staff of the school.</p> <p>Assist the head teacher to adjust the timetable if necessary.</p> <p>If the head teacher teaches a class, then he or she should have time to do observations whilst his or her class has Arabic/Islamic lessons.</p> <p>In some schools, other senior teachers may do some of these observations.</p>
<p>Do teachers receive helpful feedback on</p>	<p>After checking that the timetable includes arrangements for feedback discussions, ask a</p>	<p>If feedback discussions have not taken place after observations, remind the head teacher that this is an important part of</p>

<p>their lesson observations?</p> <p>Are records kept?</p>	<p>sample of teachers about their feedback.</p> <ul style="list-style-type: none"> • Did feedback take place soon after the observation? • Were strengths noted? • Were the areas for improvement clear? • Was support offered where necessary? • Were the teacher's own views about the lesson listened to? <p>Ask to see a sample of observation records, and ask teachers if they receive copies.</p>	<p>the process.</p> <p>You may need to help to adjust the timetable to include feedback sessions.</p> <p>If discussions are taking place, but have not been found helpful by teachers, refer the head teacher to the SMM, and help him or her to understand the importance of purposeful and supportive feedback. You may need to arrange for further training for head teachers and senior staff on this aspect.</p> <p>Remind the head teacher that these records are part of the performance management system, and should be placed in teachers' files and a copy given to the teacher.</p>
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3.3 Pupil achievement

Aspect to be monitored	How to monitor	How to support the school
<p>Does the school monitor pupil achievement?</p> <p>See also Appendix 3 of SMM.</p>	<p>Ask to see end-of-term test and examination papers for different subjects. Ask to see pupil scores from these assessments. Have teachers made any analysis of these scores, to establish which pupils are making good progress, and which pupils need help?</p>	<p>Encourage head teachers to think about pupil progress – do the results indicate that pupils have learned or not been poor?</p> <p>Help the school put in place a timetable for tests and examinations.</p> <p>Assist teachers (or head teachers) how to record scores from tests and examinations in a mark book, and analyse the scores. Advise how to analyse these scores to identify those pupils who are doing well, and those who need further help. This book can be passed on to the next teacher when the pupils move to the next grade.</p>
<p>Does the school inform parents about pupil progress?</p> <p>See also Section 2.4 of the SMM.</p>	<p>Ask to see reports that have been written by teachers. Check that these reports include information from tests and/or examinations as well as helpful comments particular to each pupil.</p>	<p>Help head teachers develop a system for informing parents about pupil progress. Emphasise that teachers must make positive comments about pupils as they develop.</p> <p>It is recommended that schools provide and keep a progress report book for each pupil and shared with parents.</p> <p>Offer to assist in sensitisation of parents about pupil progress.</p>
<p>Does the school</p>	<p>Check whether the school</p>	<p>Help head teachers to understand how</p>

<p>use analysis of tests and examination results in development planning? (See also Section 1.3 in these charts).</p>	<p>development plan includes priorities based on pupils' progress in tests and examination results.</p>	<p>analysis of results can be used in development planning. (See example in Section B.2 of this manual.)</p> <p>If not, work with the SMC to revise the plan before submitting it for evaluation.</p>
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3.4 Homework

Aspect to be monitored	How to monitor	How to support the school
<p>Do teachers set an appropriate amount of homework?</p> <p>See also Appendix 13 of SMM.</p>	<p>Ask teachers about homework they have set in a given week. Ask to see their lesson plans with the homework included in the plan. Ask to see some of the homework completed by pupils, and the scores recorded by the teacher in a mark book.</p>	<p>Advise the head teacher on writing a homework policy for the school (see SMM Appendix 13). Advise the head teacher on how to monitor homework. The head teacher or a senior teacher should monitor that appropriate tasks are set, how often homework is set, that homework is marked and feedback given to pupils, and that scores are recorded in a mark book.</p>
<p>Does the school run a homework club?</p>	<p>Ask the head teacher who is responsible for the homework club. Speak to this person about the club. Ask how often the club runs, and how many pupils attend.</p>	<p>Make sure that the head teacher and sub-committee understand the advantages of a homework club. Advise them about setting one up. Where there is already a homework club, listen to the person responsible for running the club and give them any appropriate advice. Share good practice between schools.</p>

3.5 Improving the classroom environment

Aspect to be monitored	How to monitor	How to support the school
<p>Are classrooms well-organised, and kept neat and tidy?</p> <p>Are there visual aids, displays of pupils' work, and materials for pupils to carry out practical activities?</p>	<p>Ask the head teacher what he or she is doing to promote learner-centred classroom organisation. Visit some classrooms with the head teacher or a senior staff.</p>	<p>Give feedback to the head teacher about the visits to the classrooms. Advise him or her to identify good practice in the school and have other teachers visit that class. If there is no example of good practice, a member of the CTT may be able to run a workshop, or there may be good practice in another school which teachers might visit.</p> <p>The head teacher or a senior teacher should monitor that classrooms are being kept tidy and purposeful, as part of formal observations or during informal visits to classrooms, and give feedback to teachers.</p>

3.6 Extra-curricular activities

Aspect to be monitored	How to monitor	How to support the school
Does the school have a range of extra-curricular activities?	Ask if these are listed and scheduled and visit the school at a time when you can directly observe them.	Discuss with the head teacher the range of activities, and make suggestions if necessary.
Are attendance records kept?	Ask to see the attendance records. Are they being accurately kept?	Advise the head teacher of the importance of keeping records, and of being aware of gender issues.
Are the activities attractive to both girls and boys?	Do they show equal participation of boys and girls? (Not all activities may be attractive to both, but there should be a wide enough range to appeal to both girls and boys.).	If there are not enough activities to appeal to both girls and boys, help the school to think of others. Share good practice among schools.
Are members of the wider community involved?	Ask the head teacher which adults are involved in clubs etc.	If members of the wider community are not involved, suggest to the head teacher seeking volunteers, perhaps at a PTA meeting. PTA members may even have ideas of their own about clubs to which they could contribute. Share good practice between schools.

4. Teachers' professional development

4.1 Promoting CPD in the school

Workers in all disciplines are most effective when they continually develop their skills and learn new ones. Teachers, too, need to be given the opportunity to learn, develop and grow. Cluster monitors have a role to encourage teachers to practice their new skills, to support them as they try new techniques, and to provide advice to help them improve further.

Aspect to be monitored	How to monitor	How to support the school
Are good opportunities for CPD provided for teachers at this school? See also Appendices 11 and 12 of SMM.	Discuss the CPD needs of teachers with senior staff. Find out if they have a sound knowledge of the strengths and areas for improvement of teaching in the school? On what evidence are they basing their judgement? Ask if the school has a CPD Plan. Is this plan likely to address the development needs of the teachers? Have teachers been involved in making these	Encourage the head teacher to become acquainted with the strengths of the teachers, and with their development needs. Sources of this information are through lesson observations, sampling work in pupils' books and judging teachers' enthusiasm and aptitude. If necessary, discuss with the head teacher how to organise classroom observations and other strategies for understanding teachers' strengths and areas for development. Detailed guidance for lesson observations can be found in

	<p>plans, and in making decisions about their development needs? Are the priorities from the whole school development plan covered in the CPD plan?</p> <p>Read the professional development record in the SRH. Find out which teachers have attended workshops and meetings. Ask what impact these workshops have had – has there been a change in the teaching methods or an improvement in standards?</p>	<p>Appendix 11, and for scrutinising pupils' work in Appendix 12 of the SMM.</p> <p>Help the head teacher to write a CPD plan for the school. If there is already a plan, check that it is appropriate, and if not, help the school to revise the plan. For this plan to be effective, the head teacher should know which areas of teacher performance need improving.</p> <p>Encourage head teachers to send the most appropriate teachers to workshops and other trainings, not only the most senior. Those who have been to workshops could make a short presentation to other teachers when they return. Monitor whether the training has had an impact could be the focus of classroom observations for a short time afterwards.</p>
<p>Do teachers have opportunities to learn from each other in the school and within the cluster?</p>	<p>Ask what kinds of development opportunities have been available for those who have not gone out for workshops or meetings. Discuss with the head teacher the strategies in the SMM. Do colleagues have the opportunity to team-teach? Do they ever plan together or ask each other for help?</p>	<p>Encourage the head teacher to organise regular professional development meetings within the school to help all teachers share ideas, techniques and knowledge. Use the ideas in the relevant section of the SMM.</p> <p>When a school becomes truly supportive to teachers' development, teachers will be confident about sharing their difficulties as well as their successes, and asking for help where necessary. Cluster monitors should do all they can to promote this supportive atmosphere within the school.</p> <p>Using your knowledge of the cluster, you could help organise meetings where teachers from a number of schools can share ideas, techniques and knowledge, or pass on these needs to members of the CTT.</p>

4.2 Supporting teacher trainees (TTs)

Training as a teacher is a difficult and stressful time. Teacher trainees need the full support of the education community, including head teachers and cluster monitors. Other teachers may also need support. These include recently qualified teachers, untrained teachers, those new to the school and others undergoing training. It is good practice to mentor these teachers; it will lead to improved teaching and learning.

Aspect to be monitored	How to monitor	How to support the school
Do TTs and other less	Check that TTs are receiving the required support. There	Talk to the head teacher about the ways they can support their mentors, teacher

<p>experienced staff in this school have good support?</p> <p>Is the mentoring system working effectively?</p> <p>See also The Mentors' Guide (Gambia College)</p>	<p>should be a record kept for each TT.</p> <p>Check that a trained mentor has been appointed for each TT, and if possible, for other less experienced or unqualified staff. Ask to see the records of meetings for mentors and TTs, also recorded in the SRH. Speak to one or more mentor of the TTs. Ask about the progress of each TT.</p> <p>Speak to TTs. Ask about their strengths and their areas for development. Ask about the support they are given by their mentor.</p>	<p>trainees (TTs) and other less experienced staff. Remind the head teacher that the TTs in particular will require lots of support, and that it is their professional duty to offer as much help as possible.</p> <p>The names of mentors should be recorded in the SRH. If the mentor has not had training, find out when the next training for mentors will take place, and try to book a place for the mentor. If not, contact the CTT member for mentoring, who may be able to assist. If the mentoring system still does not work well after supporting the mentor, discuss the possibility of changing one or more mentors who are not working well.</p> <p>Encourage the mentors to plan their support to their mentees, so that they will be as effective as possible.</p> <p>Discuss ways to support the TTs. Make sure the mentors understand that TTs and other staff will need lots of positive support and assistance, and that negative criticism will not help. You could help to organise cluster mentoring meetings where mentors could share ideas and good practice.</p>
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5. Teaching and learning resources

5.1 Text books, teachers' guides, LATs, CASS manuals and syllabi

These books are a valuable resource, of great benefit to students if they are used well. Schools must care for their books well, and teachers must consider how best to use text books in lessons.

Aspect to be monitored	How to monitor	How to support the school
<p>Are text books and other T/L resources available for all subjects?</p>	<p>Check the Assets register to see if there are enough books and other teaching and learning resources for the students in the school.</p> <p>Discuss with the head teacher whether appropriate care is taken of resources, particularly books, and whether consumable resources are being used sparingly in order to make the best possible use of them. Where the cluster monitor has questions, he/she may make spot checks on equipment.</p>	<p>Work with the head teacher to ensure that any missing books are replaced. If any school in the cluster has surplus stock, the cluster monitor can arrange for transfer to the school in need.</p> <p>Discuss with the head teacher the importance of caring properly for textbooks. Ask to see where materials are stored. Check that they</p>

		are looked-after well, and that they are available for teachers to use for lessons. Help the head teacher or other teaching staff develop labelled storage areas for materials in each classroom (in a lockable cupboard) and in the head teacher's office.
Are text books used well in lessons?	Discuss this with the head teacher. <ul style="list-style-type: none"> • What resources are available at different levels to support teaching and learning? • Has the head teacher taken appropriate steps to acquire any textbooks or teachers' guides that have not been supplied on time? • Are resources being used efficiently and with care? 	Discuss with the head teacher how to organise the storage of text books so that they are accessible to all teachers. The use of resources might be a focus for day-to-day supervision tours in the school. (See Section 1.5.4.)

5.2 School libraries

A library does not have to be large to be a valuable resource for learning. However many books, pamphlets and other resources are in the library or subject corners. The school should make good use of the library and subject corners and keep them in good order.

Aspect to be monitored	How to monitor	How to support the school
Does the school have a library?	Visit the library to verify.	Help the head teacher to understand the importance of having a library in school and assist in establishing one.
Is the library well organised, with a variety of books?	On your visit to the library, check that it is attractive and well organised, with a range of reading materials.	Discuss your findings with the head teacher, or the person in charge of the library. Ask them to follow the advice in the SMM. Advise the head teacher and persons responsible on the importance of book classification, and having a wide range of books that interest pupils and are relevant.

<p>Does the composite timetable include a library session for each class?</p>	<p>Look at the timetable to see if every class has a session in the library.</p>	<p>Advise the head teacher on the importance of including library sessions on the composite timetable, and the importance of pupils learning how to use a library well. Discuss with the head teacher whether this timetable is adhered to, and whether lessons in the library are purposeful. Encourage the head teacher and senior staff to visit the library to see how well teachers and pupils are making use of the provision, for example, whether library skills are being taught to appropriate grade levels.</p>
<p>Is the library used well to support learning?</p>	<p>Ask teachers whether they are taking their classes to the library as stated on the timetable. Check pupils' books to verify.</p>	<p>Advise the head teacher and senior staff to check pupils' books and teachers' plans to see if good use is made of library facilities.</p> <p>Suggest that the member of staff in charge of the library could ask pupils what they read. This will help him or her to know what books pupils are interested in.</p>

6. Learner welfare and school environment

6.1 Enrolment, attendance, retention and punctuality

6.1.1 Enrolment

All pupils of school age should be enrolled in school. They should attend regularly, punctually and should not drop out.

Aspect to be monitored	How to monitor	How to support the school
<p>Are all the school-aged pupils enrolled in this school?</p>	<p>Discuss with the head teacher what the school has done to ensure maximum enrolment.</p>	<p>At the end of term two, the head teacher should calculate the predicted number of pupils in each grade for the following year. Remind the head teacher to do this during term two (assist if necessary) and submit this information to the regional education office. Offer help as set out in the SMM.</p>
<p>Does the school have accurate records of pupils' enrolment?</p>	<p>Check that the head teacher keeps accurate records of pupils on the school roll.</p> <p>Carry out a spot-check: count the students attending in one particular grade to check that the number on roll is accurate.</p>	<p>Discuss this with the head teacher if you think the roll is inaccurate.</p>

6.1.2 Attendance, punctuality and preventing drop-out

Pupils achieve best when they attend school regularly and punctually and when they do not miss lessons. Once a pupil falls behind, his or her motivation for learning often reduces, so it is important to take action promptly to address issues of absence and low punctuality.

Aspect to be monitored	How to monitor	How to support the school
Does the school have measures in place to encourage good attendance and punctuality of students?	Discuss this issue with the head teacher. Ask if the head teacher knows the reasons why these students have problems with attendance and punctuality.	Help the head teacher to check through the school registers to find out which students have problems with low attendance and punctuality. You might spot patterns in the attendance of some pupils. For example, some pupils might always be late on Mondays, or others might frequently be absent on Fridays.
	Speak to class teachers – are they able to tell you which pupils have problems with low attendance and punctuality?	He or she should also encourage teachers to do this for their own classes, and report any problems. Encourage the head teacher to take action to address these issues.
	Ask what is done to support those pupils who have problems with attendance and punctuality.	The head teacher (or a representative from the SMC) might visit the parents concerned to find out the causes and offer help or advice if appropriate. Encourage the involvement of the mothers' club to address the attendance and punctuality of children in school and identify any barriers.
	Ask what is done to reward students who attend regularly and punctually.	Discuss with the head teacher strategies to reward and celebrate good attendance and punctuality e.g. term certificates or small prizes.
What does the school do to help students at risk of dropping out?	Discuss this with the head teacher. Is he or she aware of pupils at risk of dropping out?	Advise the head teacher to follow the guidance in the SMM.

6.2 Pupil behaviour and discipline

Aspect to be monitored	How to monitor	How to support the school
Does the school have a pupil behaviour and discipline policy? Is the policy appropriate and	Ask to see the pupil behaviour and discipline policy. If there is already a behaviour policy, check that teachers and pupils are familiar with the policy and what it states about the school's expectations regarding behaviour.	If the school does not have pupil behaviour and discipline policy, or the current one is inappropriate, encourage them to develop one, using the guidance in the SMM. Discuss with the head teacher how you can support the school in developing strategies for promoting good behaviour and in assessing the impact of these strategies.

<p>written clearly?</p>	<p>Check that rules are worded positively where possible. (See examples in SMM.) Do these rules make it clear that all members of the school community should treat each other with respect, and that bullying and discrimination will not be tolerated?</p> <p>Ask whether the policy results in good behaviour which can be observed in classes and around the school.</p> <p>Check whether the school has a guidance and counselling body.</p> <p>Check that the policy sets out a system of rewards and sanctions, so that teachers can apply a consistent approach to behaviour management, and pupils know the consequences of breaking the rules.</p>	<p>Encourage the head teacher and other staff to be good role models to promote positive attitudes among pupils, so that they treat each other with respect.</p> <p>Discuss with the head teacher whether there is any bullying or discrimination in the school. Pupils, parents and the SMC should be involved in devising strategies to deal with these issues. As cluster monitor, you may be able to facilitate these discussions, or share the experience of other schools which have already developed strategies.</p> <p>Give guidance on how to harness positive outcomes if the body exists, if not show how to put such in place and explain its importance.</p> <p>Good behaviour should be recognised, praised and rewarded – teachers should try to focus on good behaviour in the classroom and try to avoid ‘rewarding’ poor behaviour by giving it too much attention.</p>
<p>Do members of staff at the school adhere to the pupil behaviour and discipline policy?</p>	<p>Talk to teachers about the policy, and ask how they deal with discipline issues in their classrooms and around the school. For the policy to be effective, teachers of all classes must apply the policy consistently and fairly.</p> <p>Talk to senior staff about the role they play in supporting teachers in discipline matters.</p>	<p>Discuss with teachers examples of discipline issues they have faced recently. <i>Find out</i> whether they were happy with the way they handled the issue, or whether they could learn to deal with issues differently. Help them understand the school discipline and behaviour policy.</p> <p>Check that behaviour and the good application of the behaviour policy is monitored by the head teacher and senior staff. When there is poor behaviour, records should be kept and used to measure change and to plan interventions where necessary. Remind senior staff of the need to support teachers in disciplinary matters, and in praising pupils when they behave well.</p>

Do pupils understand the policy?	Has the policy been explained to pupils? Have they been involved, for example through the student council, in establishing the rules? Ask pupils what they know about how they should (and should not) behave at school.	Where pupils do not know or understand the policy, encourage teachers and senior staff to give clear expectations about pupils' behaviour. For example, the main points of the policy could be displayed in each classroom, and the teacher could explain them to pupils.
Does corporal punishment take place in this school?	Discuss with the head teacher whether pupils are free from the fear of corporal punishment or other inappropriate forms of discipline.	If corporal punishment has been used by the head teacher check that the correct procedures have been followed. Help the head teacher, with the staff, to eradicate corporal punishment and develop alternative strategies of managing behaviour. Refer to "Alternative Discipline" manual , Gender Unit

6.3 Student councils

Aspect to be monitored	How to monitor	How to support the school
Is there a student council in place that is representative of the student population?	Ask to see the list of student councillors. Meet them and ask what they see as their role. Check that all grades and both genders are represented.	If no student council is in place, advise the head teacher on how this can be done. Discuss the importance of ensuring that the council represents all students. Advise the head teacher to follow the SMM guidance on selection of students.
Are there opportunities for the student council to contribute to school decision making?	Ask to see minutes of the last meeting. Discuss with pupils (councillors and non councillors) whether their ideas are listened to and acted on.	Help the head teacher to understand the value of including pupils in school decision making.

6.4 School health issues

Good health is important for our schools and for our nation. Good health contributes to a happy childhood. Pupils will study better and will attend school more regularly when they are healthy.

6.4.1 *Ensuring a clean and safe environment*

Aspect to be monitored	How to monitor	How to support the school
Has the school developed rules for hygiene?	Ask the head teacher, and if yes, ask to see them. Are they displayed around the school?	If not, encourage the head teacher and the Learner Welfare and School Environment Sub-Committee to develop a set of school rules for hygiene. See the SMM for ideas about what to address.
Has the school established a student health committee?	Ask the head teacher how pupils are involved and informed of rules for hygiene.	Discuss with the head teacher how he or she can involve pupils in school health initiatives. The school might consider setting up a student health committee.
Are water supplies adequate and kept clean and hygienic?	With the head teacher, check the quality of toilets for staff and pupils, including the provision for washing hands. Are there sufficient separate toilets for girls, boys and staff? Are they clean? Also look at access to water facilities (for example, the maintenance of the school pump or well) and the provision of clean drinking water.	Discuss with the head teacher how to organise the work of the caretaker(s) so that the school site is clean and safe. Discuss with the head teacher how to make improvements where necessary, including approaching the Regional Office and other stakeholders for assistance.

6.4.2 *Ensuring the best possible nutrition*

Aspect to be monitored	How to monitor	How to support the school
Is the school feeding programme well managed?	Ask the head teacher how the school feeding programme is managed in the school. Check that the food management committee and Environment Sub-Committee are involved and that the views of pupils are taken into account.	Help the head teacher and food management committee to establish a system for keeping records of food in the school so that rice and other food do not go missing.

6.4.3 *School gardens*

Aspect to be monitored	How to monitor	How to support the school
Is there a well managed school garden?	Discuss the use of the garden with the head teacher.	Advise the head teacher to follow the SMM guidance on school gardens.
Is gardening part of the curriculum?	Ask how the garden is used to support learning in the curriculum.	Suggest to the head teacher that use of the garden is put on the timetable, and that it is used as a teaching resource across the curriculum. For example, pupils might draw and write about the plants, birds and insects in the garden, or they might measure the growth of plants on a regular basis as part of a mathematics lesson.
Is food grown used to supplement the feeding programme? Are any funds from sale of food grown in the garden properly recorded?	Ask the head teacher. Speak to the mothers' club.	Suggest that they ensure that produce from the school garden is used in school meals for the benefit of pupils, and not misused. If there is a surplus, any funds raised from its sale should be properly accounted for according to the principles in Section 1.6 of the SMM.

6.4.4 *Providing guidance and counselling*

Aspect to be monitored	How to monitor	How to support the school
Has the school identified staff who can provide guidance and counselling? Are they trained?	All who work in schools should be aware that, beyond teaching, they have further responsibilities for pupils. Check SRH to ensure that the head teacher has nominated at least two volunteer counsellors for pupils to talk with.	Ensure that the head teacher is aware of the benefits of guidance and counselling. Help the head teacher establish a system for keeping records of issues raised by pupils and how they were resolved.

6.5 **Infrastructure**

6.5.1 *Maintenance*

Pupils will learn better if the school premises are clean, safe and well maintained.

Aspect to be monitored	How to monitor	How to support the school
Is the school site clean and safe?	Ask the head teacher what systems operate to keep the	Check whether that the school has a list of maintenance required, and that it is being

<p>Is routine maintenance carried out?</p>	<p>school site clean. Walk around the school site with the head teacher, and discuss any issues of maintenance, safety or cleanliness. Consider these points:</p> <ul style="list-style-type: none"> • Are the school buildings safe and in reasonable condition? • Are the school grounds and buildings clean, well-kept and free from litter, inside and out? 	<p>carried out. If necessary, help the head teacher to make an action plan so that this work can all be done. Divide the plan into short term (urgent) and long term aims. Urgent items should be addressed as soon as possible and long term items can be included in the whole school development plan.</p> <p>Cleaning and maintenance may involve members of the community and pupils (but not during lesson time). Care should be taken to avoid gender stereotyping, so boys and girls should be involved equally in this kind of task.</p>
<p>Are there issues of maintenance that are beyond the school's capacity to address?</p>	<p>Check that dustbins are provided, as these encourage pupils to adopt a responsible attitude to keeping the environment free from litter.</p>	<p>Suggest to the head teacher that there could be positive initiatives to encourage clean and tidy classrooms. Discuss whether there can be a reward for the best-kept classroom each week or term.</p>
	<p>Discuss with the head teacher whether the school and facilities are accessible and friendly to people with special needs.</p>	<p>There may be a need for wheelchair ramps in places – encourage the head teacher to include these alterations in the school development plan.</p>
	<p>From your discussions and site visit, note any major building works needed.</p>	<p>Advise the head teacher to include these in the whole school development plan, so that the information can be submitted to the relevant authorities.</p>

6.5.2 Furniture

Aspect to be monitored	How to monitor	How to support the school
<p>Does the school have enough furniture?</p> <p>Is furniture being repaired when necessary?</p>	<p>Ask the head teacher when he or she last checked the furniture of the school against the inventory (there should be two checks per term).</p>	<p>If the school does not have enough furniture, this can be included in the school development plan. If checks have not been carried out or there is no inventory, advise the head teacher to use the SMM as a guide to compiling an inventory, and then use it to carry out the checks. This can be delegated to a member of the sub-committee, who should then report to the head teacher and the entire sub-committee.</p> <p>When completing the inventory, a note of furniture requiring repair should be made. This can either be added to the maintenance list or form a list of its own. The sub-committee should take responsibility for arranging simple repair of furniture.</p>

D. Cluster level activities

Since they work directly in schools, cluster monitors will also have the responsibility of co-ordinating certain activities across the whole cluster, and, at times, liaising with other cluster monitors and the Regional Office staff to develop good practice and address needs in the region as a whole.

D.1 Identifying needs within the cluster

The needs of the cluster will derive directly from the needs of individual schools. As the cluster monitors get to know their schools, they will develop awareness of these needs and be able to help schools to share good practice. They can do this by:

- cluster training teams in the development of training plans.
- Working advising schools about ideas and strategies which have worked in other schools in the cluster
- putting schools with common issues in touch so that they can find solutions, for example by organising training
- letting head teachers know where good practice exists, so that they can visit to observe
- passing information about training needs in individual or groups of schools to the cluster training team
- making sure that they inform the Regional Office of common issues through their regular reports.

D.2 Helping with stakeholders

The cluster monitor should develop positive relationships with other stakeholders within the cluster and region, including Regional Directorate staff, NGOs and donor representatives among others. The purpose of this liaison is to promote partnerships in improving the quality of education. Cluster monitors are important points of contact with all stakeholders across their clusters, so that they are well placed to facilitate support of various kinds in the cluster schools.

D.3 Staff development

As they work in their schools, cluster monitors will have a general idea of staff development and training needs. One of their responsibilities is to facilitate support for staff development across the cluster where needed and to liaise with other cluster monitors to share good practice across the region as a whole. There are several aspects to this work:

D.3.1 Forming cluster training teams

From their work with head teachers and senior staff in schools, cluster monitors will discover good practices which should be shared with teachers in other schools within the cluster. The cluster monitor will, on an annual basis, compile a list of effective teachers and submit it to the Regional Director. The Regional Directors will decide on who will be included in the cluster training team, and ensure that the cluster training team is kept informed of areas of good practice.

D.3.2 Identifying training and development needs

Once classroom observation and other monitoring systems are in place in schools, schools should have an idea of staff development needs. In addition, the whole school development plan should identify training needs arising from its priorities. Deciding on training and development priorities should involve staff in the schools, particularly teachers. The role of the cluster monitor is to help schools to focus on addressing issues which will have a direct impact on the quality of teaching and learning and improving pupils' achievement, giving priority to core subjects where necessary.

D.3.3 Responding to training and development needs

The cluster monitor should discuss with the head teacher whether the staff development needs can be met from within the school. Not all training and development needs require large scale activities such as workshops. Section 3.2.2 and Appendix 11 of the SMM describe how to carry out classroom observations and feedback, and Section 4.1 sets out ideas for other professional development activities. These include:

- encouraging the establishment of regular staff meetings where teachers within the school can discuss their practice
- arranging for an effective teacher to provide support to those who need help in lesson planning
- ensuring the school identifies one or more experienced teachers to act as mentors for trainee, unqualified or new teachers so that they can share difficulties and discuss solutions
- Making arrangements in the school for a good teacher to give demonstration lessons to colleagues or to plan and teach a lesson together with another teacher.

When needs cannot be met in an individual school, arrangements between or among schools within the cluster could be made to share good practice. Schools within the cluster may wish to set up meetings where particular groups of teachers can come together to discuss their particular interests or concerns, for example, teachers of specific grade levels, or those with an interest in a particular subject. This requires some organisation on the part of the cluster monitor and co-operation between or among head teachers, but it is good practice for cluster monitors to facilitate this collaborative way of working.

This approach might also include pairing up head teachers who can share elements of good practice with each other. Where there is a new and inexperienced head teacher, the cluster monitor is the first source of support, but there may also be value in forging links between or among the head teacher and another more experienced head teacher who can offer further guidance and support. The cluster management trainer also has a role to play in supporting new or inexperienced head teachers. The cluster monitor should facilitate this kind of arrangement where it is deemed appropriate.

Other training needs should be passed on to the appropriate member of the cluster training team via the Regional Office.

D.4 Report writing and submission

After conducting their monitoring exercises and before leaving the school premises, cluster monitors are required to fill in the School Report the findings on the observed areas. They should also keep another copy of the School Report not only for it to facilitate the writing of their Cluster Report but to serve for verification purpose. It also enables them keep track of progress and activities of the schools. Both the Cluster monitors and the heads should read it and append their signature.

It is therefore expected that at the end of the quarter, all components or areas of focus stated in the individual quarterly plans are addressed by the Cluster monitors and follow-ups are made if possible.

Also, at the end of each month, based on school reports, cluster monitors should write their Cluster Report which should be submitted to the Regional directorate and then to SQAD for analysis, planning and implementation.

The report should be submitted to the Regional Directorate on the first working week of the following month and by the 7th of the month SQAD should receive the reports.

The cluster monitor coordinator or supervisor will read all reports and prepare his/her Regional Report from all cluster monitors' reports in the region make notes of important points for action

The components or monitoring areas are divided into permanent activities and quarterly activities. For every of the three quarters: quarter 1, quarter 2 and quarter 4, cluster monitors example, monitoring areas will be in:

Quarter 1 plan: Permanent activities + quarter 1 activities

Quarter 2 plan: Permanent activities + quarter 2 activities

Quarter 4 plan: Permanent activities + quarter 4 activities

The monthly activities which are to be drawn from the quarterly plans will be determined by the regional directorates.

The School, Cluster and Regional Report formats are available under the "Appendices section".

D.5 Use of the motor bike

Motor bikes have been provided as transport for cluster monitors with sufficient fuel allowance to enable them carry out their work which is mainly to monitor and provide pedagogical support to schools in the cluster. On some occasions, it may be necessary to visit locations outside the cluster, for example to liaise with other cluster monitors or visit the Regional Office. The motor bike and fuel should not be used for other purposes or private travel, and never outside the region. The mileage record should be filled in regularly, and submitted to the Regional Office on a monthly basis when collecting the fuel for the following month.

Day to day maintenance and keeping the motor bike clean are the responsibility of the cluster monitor. Any maintenance problem which cannot be dealt with by the cluster monitor should be brought to the attention of the relevant officer in the Regional Office.

At the end of each term on a date to be set by the Regional Director, the motor bike must be returned to the Regional Office and the keys submitted to the Regional Director for safe keeping until the start of the next term.

E. APPENDIX SECTION

1. CODE OF CONDUCT FOR CLUSTER MONITORS

The Gambia Government's Code of Conduct for Civil Servants applies to all workers in the education sector. However, the following is a specific code of conduct which all cluster monitors are expected to agree to in addition.

As a cluster monitor, I will:

- carry out my work with professionalism and integrity
- act always in the best interest of learners
- treat all stakeholders with respect, courtesy and sensitivity
- adopt a consistent approach to all schools in the cluster, regardless of personal connections and interests
- respect the confidentiality of personal and school information received during the monitoring process
- be a role model for school staff in behaviour, dress and punctuality
- decline any offers of bribes or persuasion to act dishonestly.

Cluster monitors must also adhere to the Policy Guidelines and Regulations on Sexual Misconduct and Harassment in Gambian Educational Institutions.

I undertake to uphold this code of conduct in my work as a cluster monitor.

Signature

Region

Date

2. GUIDANCE FOR LESSON OBSERVATIONS

The following is a simple form which can be ruled into a notebook, possibly an A4 size paper for each teacher to be used in classroom observations. Beside the form, there are suggestions about the kind of things to write in each section.

Classroom observation outline

The observer can use the list “What is the observer looking for?” on the next page to complete the sections of this outline during the observation.

<p>Name of teacher:</p> <p>Grade: Subject:</p> <p>Date: Duration:</p>	
<p>Main focus of observation:</p>	<p>Here, write a focus for the observation. Choose from the list “What is the observer looking for?” For example, an observation might focus on the areas <u>Teaching aids</u> and <u>Pupils’ exercise books</u>.</p>
<p>What went well in this lesson?</p>	<p>Here, write about elements of the lesson that worked well and were successful. Try to be specific rather than giving vague points. Concentrate on the focus of the lesson (above) but you can comment on other positive things too.</p>
<p>Areas for improvement:</p>	<p>Here, write about elements of the lesson that did not go well and could be improved. Concentrate on the focus of the lesson (above) but you can comment on other</p>

<p>Follow-up actions:</p>	<p>Here, write two or three actions to help the teacher address an area for improvement (listed above). These actions may be things the teacher can work on alone, or s/he may need help from others.</p>
<p>Comments by teacher:</p>	<p>Here, the teacher can comment on the lesson. He or She may wish to write something he/she is satisfied with or something to improve on. ensure that a copy is given to the teacher observed</p>
<p>Signed by teacher:</p> <p>Name and Signature of observer:</p> <p>Date:</p>	

areas too.

Here, write two or three actions to help the teacher address an area for improvement (listed above). These actions may be things the teacher can work on alone, or s/he may need help from others.

Here, the teacher can comment on the lesson. He or She may wish to write something he/she is satisfied with or something to improve on. ensure that a copy is given to the teacher observed

3. CLASSROOM OBSERVATION

What is the observer looking for?

The guidance below gives some suggestions on what to look for when carrying out a classroom observation. Not all will be observed during the same lesson. The focus will be decided by the observer according to the specific circumstances, and should always include follow up any areas for improvement from the last observation.

Planning and organisation

1. Lesson plan	<ul style="list-style-type: none"> • Has the teacher prepared a lesson plan? • Does the lesson plan include clear objectives? (i.e. is it clear what the teacher intends pupils to learn during the lesson?) • Is the lesson plan clear and easy to follow? • Does the teacher follow the plan? • Does the plan take account of the needs and abilities of different pupils? (i.e. support for slower learners and extension work for quick learners) • Has the teacher made the topic relevant to pupils' lives? • Is the lesson plan format in line with the format in the SMM
2. Classroom space	<ul style="list-style-type: none"> • Are the desks well arranged so that all pupils can see and work comfortably? • Is the seating arrangement in line with learner centred method • Is the classroom clean and tidy? • Are there displays in the classroom? Do these include examples of pupils' work?
3. Materials	<ul style="list-style-type: none"> • Does the teacher have adequate materials for the lesson? • Is the teacher using the appropriate Teacher's Guide and LATs for the lesson? • Do all pupils have exercise books, pencils or pens? • Are there sufficient textbooks for the pupils?

Delivery of lesson

1. lesson objectives	<ul style="list-style-type: none"> • Does the teacher explain the lesson objectives to the pupils? • Are the objectives SMART • Does the teacher check that pupils understand the objectives? (e.g. by asking one to explain what the lesson will be about)
2. Lesson structure	<ul style="list-style-type: none"> • Does the lesson have 3 clear stages; the introduction, the development and the conclusion? • During the introduction, does the teacher review prior learning? • During the conclusion, does the teacher recap the main lesson points?

3. Teaching aids	<ul style="list-style-type: none"> • Does the teacher provide textbooks where necessary and use them appropriately? • Does the teacher use additional teaching aids, such as pictures and real objects?
4. Pace of lesson	<ul style="list-style-type: none"> • Do some pupils finish the work very quickly? Does the teacher give them extension work? • Do some pupils struggle to finish the work? How does the teacher support them? • Does the teacher make good use of time or is time wasted? • Are the pupils given adequate time to complete work?
5. Activities	<ul style="list-style-type: none"> • Does the lesson consist of more than just watching and listening to the teacher? • Is there a varied range of activities? (e.g. reading, writing and practical) • Are pupils developing skills by working in different ways? (e.g. individually, in pairs or in groups) • Do these activities keep the pupils actively involved throughout the lesson? • Do the pupils show interest and concentrate on their work throughout the whole lesson?
6. Presentation	<ul style="list-style-type: none"> • Does the teacher speak audibly? • Does the teacher vary the tone of his or her voice to maintain pupils' interest? • Does the teacher explain activities clearly? Do the pupils understand or are they confused? • Does the teacher explain how written work should be presented in pupils' exercise books? • Is the teacher actively involved in teaching and helping pupils throughout the lesson?
7. Subject knowledge	<ul style="list-style-type: none"> • Does the teacher understand what he or she is teaching? • Does he or she make mistakes? (e.g. spelling words incorrectly on the chalkboard)
8. Behaviour management	<ul style="list-style-type: none"> • Do the pupils behave well towards the teacher and each other? • Does the teacher reward good behaviour? • Does the teacher attempt to manage poor behaviour? • Are positive behaviour management strategies used? • Does the teacher avoid using corporal punishment and other forms of humiliating treatment?
9. Teacher's	<ul style="list-style-type: none"> • Does the teacher ask questions?

questions	<ul style="list-style-type: none"> • Does the teacher ask the kind of questions which promote thinking and elicit information from pupils? (Open questions – those which do not necessarily have a right or a wrong answer). • Does the teacher allow adequate time for pupils to think about an answer, rather than getting impatient and supplying the answer him or her self? • Are questions evenly distributed among learners
10. Pupils' questions	<ul style="list-style-type: none"> • Are pupils encouraged to ask questions? • How does the teacher respond to these questions?

Assessment

1. Pupils' needs	<ul style="list-style-type: none"> • Does the teacher move around the classroom, looking at pupils' work, listening to them and giving support? • Does the teacher cater for pupils with different abilities • Does the teacher adapt the lesson as appropriate when it is clear that pupils do not understand?
2. Pupils' exercise books	<ul style="list-style-type: none"> • Is all written work titled and dated? • Do pupils take pride in the appearance of their exercise books? • Has the teacher marked and written helpful comments on previous written work?
3. Homework	<ul style="list-style-type: none"> • Does the teacher give homework? • Is the homework purposeful and meaningful? • Has previous homework been corrected and comments (rather than just a mark out of five or ten) been given?

Conducting joint lesson observations

Where the senior staff is inexperienced or lack confidence in conducting classroom observations, the cluster monitor should support and build their capacity by carrying out joint observations.

- Joint lesson observations with senior members of the school's staff enable monitors to promote effective classroom observations. They allow school staff to be involved in discussions about what constitutes quality teaching and learning, and about the process of effective monitoring and feedback.
- Joint observations might be offered to the school, but never insisted upon.
- The senior member of staff participating in the observation should be provided with the guidance for observing teaching, and allowed time to become familiar with the criteria.
- The cluster monitor and the member of staff may agree to focus on a reduced number of criteria, to make the task more manageable.
- It is helpful for the cluster monitor to guide the head teacher on which lessons to select, preferably where the quality of teaching is not likely to be very good or very poor, and always where the teacher is confident enough for a joint observation to

occur. Cluster monitors should check with the teacher that s/he consents to the joint observation. It is usually helpful if the teacher has been observed before within the school.

- The lesson is usually observed in the normal way with both the cluster monitor and the observer taking notes about the quality of the agreed criteria.
- After the observation and before feedback to the teacher, the cluster monitor and the observer should discuss the lesson. The cluster monitor should be careful not to dominate the discussion, but allow the observer to identify strengths and what would have made it better. The written records can be compared. Any differences of judgement should be explored, and any feedback about the process given to the observer.
- Feedback to the teacher following a joint observation should be given by the observer. If the teacher agrees, the cluster monitor may observe this process, and give feedback to the observer on the manner adopted.

4. MINIMUM STANDARDS FOR BASIC SCHOOLS

Section	Curriculum Management (220 points)
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Component	Organisation of Teaching Time	(Maximum points = 30)	
Standard	Indicators	Weight	Total

Regional Calendar (5) Low Cost	Calendar available in school	20%	1
	Displayed in head teacher's office	20%	1
	Indicates opening and closing dates for each term as well as school holidays	20%	1
	Aligned to regional - religious, cultural, social and agricultural events	20%	1
	Evidence that SMC and PTA have been informed about the contents of the regional calendar	20%	1
The School Calendar (5) No cost	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	20%	1
	The calendar developed in a way that ensures the achievement of a minimum of 880 hours instruction time	20%	1
	Indicates school based activities such as training days, sport events, extra curricula activities	20%	1
	Aligned to community context-religious, cultural, social and agricultural events ("Lumo days", social ceremonies).	20%	1
	Availability of records showing Teachers, SMCs involvement in the development of the calendar and verification by the Cluster Monitor.	20%	1
Composite Time Table (10) Low cost	Composite timetable available	25%	2.5
	Displayed in Head Teacher's office and staff room and shared with stakeholders.	20%	2
	All core and non-core subjects receive the prescribed number of periods (as per the Curriculum Framework)	25%	2.5
	Library sessions are clearly specified	15%	1.5
	Minimum allocation of 30 min per period for all subjects	15%	1.5
Class Time Table (10) Low cost	Extracted from the composite time table	20%	2
	Displayed in all classrooms	20%	2
	Written in a format that allows $\geq 80\%$ of students to read and identify subjects time allocation on it	20%	2
	Attainment of minimum instructional hours per week (on average 25 hours per week)	20%	2
	$\geq 90\%$ adherence to the class timetable	20%	2

Component	Work Planning and Lesson Preparation (Maximum points = 35)		
Standard	Indicators	Weight	Total
Scheme of Work (10)	Each teacher has an approved scheme of work	30%	3
	Syllabus, LATs and teachers' guides are referenced in the development of the scheme	20%	2

No cost	The scheme is structured as prescribed in the QAF	10%	1
	Scheme is always available during lesson delivery	20%	2
	Documented monitoring of scheme by HT, DHT and CM	20%	2
Lesson Plans (10) No cost	Lesson plans prepared for all lessons	30%	3
	Lesson plans are consistent with the approved schemes of work	20%	2
	Each Lesson plan includes all elements prescribed in the SMM	15%	1.5
	Lesson plans are available during lesson delivery	15%	1.5
	Documented internal monitoring of lessons	20%	2
Teaching and Learning Aids (10) Low cost	T & L aids available in accordance with lesson plans	25%	2.5
	T & L aids are relevant to the subject taught	25%	2.5
	>5% of the school budget allocated for acquisition of teaching and learning materials	15%	1.5
	Writing on flash cards and vanguards are legible from the furthest corners of the classroom	15%	1.5
	>25% of T & L materials are made from local resources/materials	20%	2
Extra Curricular Activities (5) Low cost	Extra curricular activities are based on the approved scheme of work	40%	2
	All extra-curricular activities are covered by lesson plans and should contain the following : - issues relevant to curricular areas such as talks on HIV & Aids, Tuberculosis, Malaria and environmental issues - description of activities - duration and time - remarks and general comments - management of risk and hazards	30%	1.5
	Extra curricula activities include at least one study visit annually	10%	0.5
	Assembly File Available	10%	0.5
	Assembly content are documented in the assembly file (mention of topics discussed)	10%	0.5
Component	Lesson Delivery (Maximum points = 50)		
Standard	Indicators	Weight	Total
Classroom organisation (10) Medium cost	Teacher student ratio is <1:45	20%	2
	Student classroom ratio is < 53:1	20%	2
	There is adequate light for the lesson	20%	2
	Furniture availability and placement allows easy	20%	2

	movement and class activities		
	Classes are clean, tidy and secure	20%	2
Method of Delivery (10) No cost	Method of delivery is in line with lesson plan	20%	2
	The method of delivery is suitable to subject taught	20%	2
	The method is child centred	20%	2
	100% feedback given all the time	20%	2
	The method of delivery used will allow all planned activities to be carried out according to time prescribed in the lesson plan	20%	2
Presentation (10) Medium cost	Teacher explains the lesson objectives and expected learning outcomes at the start of the lesson	10%	1
	BB work : all text is visible and legible from the furthest corners of the classroom	20%	2
	Clarity of voice/voice projection : clearly audible from the furthest corners of the classroom	20%	2
	Competent and correct use of medium of instruction (English, French and local languages)	20%	2
	Facts, concepts, and processes employed are correct	30%	3
Use of Teaching and Learning Resources (10) Medium cost	Text books ratio is 1:1 and available in the classroom	30%	3
	Use of the prescribed textbooks, teacher's guide and Learning Achievement Targets (LATs)	30%	3
	Availability of supplementary readers e.g. library books	10%	1
	Students have exercise books and pen/pencils	15%	1.5
	The relevant teaching aids are displayed in classrooms	15%	1.5
Behaviour Management (10) No cost	Class rules and code of conduct developed and displayed in the classroom	20%	2
	Fair system of rewards and sanctions applied	20%	2
	100% compliance with legislation, rules and guidelines on disciplinary actions	20%	2
	All disciplinary violations and actions logged	20%	2
	Availability of Guidance and counselling measures for students with learning and behavioural difficulties	20%	2
Component	Assessment (Maximum points = 40)		
Standard	Indicators	Weight	Total
Homework (5) No cost	Adherence to the school's homework policy	20%	1
	Home work provided at least twice a week	20%	1
	Marking and feedback provided for any given home work	20%	1
	Establishment of home work clubs	20%	1

	Evidence of internal monitoring of students home work	20%	1
Continuous Assessment (10) No cost	Assessment policy and guidelines available	15%	1.5
	100% of test and assignments marked with written feedback provided	40%	4
	Test schedule as prescribed in the school calendar	15%	1.5
	100% tests questions vetted	15%	1.5
	Records of individual students' performances available and accessible by students and parents	15%	1.5
Internal Exams (10) No cost	All exams are benchmarked against WAEC's formatting and standards	20%	2
	All marking of exams is completed and feedback given to students by the end of term.	30%	3
	100% of marks submitted to senior teachers for verification	15%	1.5
	Exams results are analysed and shared with relevant stake holders.	20%	2
	100% data/records of individual students performance are preserved, available and accessible by all interest groups	15%	1.5
External Exams (10) Low cost	All results analyzed	30%	3
	All analyzed results are presented in graphs and /or other pictorial form and compared with previous year(s)	15%	1.5
	All analyzed results displayed in head's office, classrooms and staff room	15%	1.5
	20% of school population attain mastery level (80%) in all core subjects and 80% of children attain minimum competency level (40%)	20%	2
	Annual Action Plan available for the attainment of national targets	20%	2
Feedback on performance (5) Low cost	Individual student report cards maintained and distributed to parents/guardians	20%	1
	Student test and exam performances are continuously analysed with regard to level, std. distribution and trends	20%	1
	Analyzed results discussed with pupils and parents	20%	1
	Analysis is used to set strategies for improvements for both students and teachers	20%	1
	Strategies disseminated to and discussed with SMC and Parents/guardians	20%	1
Component	Teaching and Learning Resources	(Maximum points = 35)	
Standard	Indicators	Weight	Total

Core Text Books (10) Low cost	Core text books are available for all grades	30%	3
	School policy available on use of text books and disseminate to all parents/guardians	20%	2
	Core text books available in classes	20%	2
	Maintenance and replacement plan developed and implemented	15%	1.5
	Effective monitoring system for storage, use and maintenance of core text books in place	15%	1.5
Supplementary Text Books (5) Medium cost	Supplementary books are available	30%	1.5
	All students have access to supplementary books	20%	1
	Supplementary books are registered and covered	15%	0.75
	Teacher and students use supplementary books in class and homework activities	20%	1
	All students are allowed to take books home when needed	15%	0.75
Teaching Equipment (10) Medium cost	<u>Garden tools:</u> <ul style="list-style-type: none"> • simple hand tools (at least 1 rake, 3 cutlasses, 1 wheel barrow) ... are available • at least 1 rope /1 tape measure, • at least 1 scale 	20%	2
	<u>PE equipments:</u> <ul style="list-style-type: none"> • At least 1 first aid box • sporting gears for all students (at least school T-shirt, long or short trousers) • at least 2 footballs, tennis balls, 1 rope, 1 timer, 1 tapeline, ... are available 	20%	2
	<u>Home economics:</u> <ul style="list-style-type: none"> • at least 1 set of basic cooking utensils, • basic sewing equipment/materials (pieces of cloth, thread, needles, scissors,...) 	20%	2
	<u>SES</u> : at least 1 compass, 1 world map / Atlas / globe ... are available	20%	2
	<u>Sciences and mathematics :</u> <ul style="list-style-type: none"> • science kits • at least 1 microscope, at least 1 mathematical blackboard set (1 ruler, 1 protractor, 1 compass, divider, set squares)	20%	2
Use of local material and environment (10) Low cost	A Committee on resource development and maintenance established. (consider TLR sub-committee)	20%	2
	Cluster monitor involved in the development of	15%	1.5

	locally made teaching/learning resources		
	A bank of locally made teaching and learning resources is established	20%	2
	Students involved in the mobilization and production of locally made teaching and learning resources	30%	3
	Documented evidence of support by RED in the preservation, storage, acquisition of resources	15%	1.5
Component	Library	(Maximum points = 30)	
Standard	Indicators	Weight	Total
Library (10) Medium cost	Library structure /cupboard / book corner available.	20%	2
	Situated within school premises	20%	2
	Students have regular access	20%	2
	Students allowed to borrow books and read at home	20%	2
	Availability of a trained staff to manage the library	20%	2
Use of Library Facilities (5) No cost	Library time is in line with library period in class time table	20%	1
	Lending rules and regulations are available	20%	1
	Lending rules and regulations are enforced	20%	1
	A lending register to record books that are borrowed and returned is available and up-to-date	20%	1
	Library hours are both during and outside school hours	20%	1
Condition of Library Facilities (if separate from class rooms) (5) Low cost	Clean, well lit and ventilated	20%	1
	Library rules and regulations clearly displayed on the library wall	20%	1
	Maintenance plan available	20%	1
	Study seats and tables are arranged in a way that allows ease of movement and use of the library facilities	20%	1
	Evidence of external monitoring of library facilities	20%	1
Availability and suitability of books (5) Medium cost	The core books and prescribed supplementary materials are available	20%	1
	All the library books are within the curriculum scope	20%	1
	All the library books relevant to students' level	20%	1
	Consultation of teachers in stocking and acquiring library books is documented	20%	1
	At least 1 monthly documented visit to the library facilities by the cluster monitor	20%	1
Management and Organisation (5) Low costs	Library committee established	20%	1
	At least one student is designated to help in the management of the library	20%	1

	Books are properly classified and catalogued and all shelves are labelled and referenced	20%	1
	An inventory of the books in stock is available and up to date	20%	1
	The person in charge has a certificate from the GNLA or equivalent	20%	1

Section	Leadership and Management (191 points)
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Component	Strategic and Operational Planning (maximum points = 20)		
Standard (points)	Indicators	Weight	Total
School Vision (5) Low cost	Address national policy priorities and objectives	20%	1
	Has clear objectives (SMART)	20%	1
	Clear and understandable by stakeholders	20%	1
	Visibility; Displayed in HT's office, school notice board; wall or fence	10%	0.5
	Developed in a participatory manner	30%	1.5
School Mission (5) Low cost	Address community education priorities and issues	30%	1.5
	Has clearly stated objectives (SMART)	20%	1
	Is written in a clear and understandable language	10%	0.5
	Has been developed in a participatory manner	30%	1.5

	Is displayed in HT's office, school notice board, wall or fence	10%	0.5
School Development Plan (10) Low cost	Has measurable objectives and targets	25%	2.5
	Clear identification of resource requirements	20%	2
	Demonstrated Feasibility (Technical and financial)	20%	2
	Demonstrated Sustainability	20%	2
	Approved by SMC and Regional Directorate	15%	1.5
Component	Financial Management	(maximum points = 45)	
Standard	Indicators	Weight	Total
Budgeting (5) No cost	Revenue projections	20%	1
	Specification of income budget items	20%	1
	Expenditure projections	20%	1
	Specification of expenditure budget items	20%	1
	Surplus or deficit projection	20%	1
Financing plan (5) No cost	Funding gaps identified	25%	1.25
	Prioritisation of activities	15%	0.75
	Fund raising committee established	15%	0.75
	Fund raising strategies developed	25%	1.25
	Fund raising strategies implemented	20%	1
Banking (5) Low cost	A savings account opened	20%	1
	Guidelines for signatories followed	20%	1
	Passbook kept under lock at the school premises but accessible to members of the SMC	20%	1
	Bank reconciliations carried out and documented	20%	1
	Bank reconciliations presented to the SMC	20%	1
Cashbook (5) Low cost	Cashbook available	20%	1
	Prescribed format (analysis double entry) used	10%	0.5
	All financial transactions (regardless of source) recorded	30%	1.5
	The cashbook is up-to-date	20%	1
	Accuracy (correct recordings; no corrections)	20%	1
Vouchers and receipts (10) Low cost	Authenticity (original, dated, signed and stamped)	40%	4
	Security (Location, storage, retrievability, filing)	10%	1
	Use of prescribed formats	10%	1
	Accurate (supporting documentation)	20%	2
	Accessibility to stakeholders	20%	2
Financial control systems (5) No cost	Authorisation system in place for expenditures	25%	1.25
	Verification system in place for revenue	25%	1.25
	Financial files intact, up-to-date and accessible	20%	1

	Quarterly financial reports are prepared and presented to the SMC	20%	1
	Leadership and Management Committee ensures that the financial situation is reported to the PTA	10%	0.5
Audit (5) (Optional) Medium cost	Where feasible an external auditor should be appointed		
	The auditor is independent (non staff/SMC)		
	The auditor has verified all transactions		
	Annual audit report is presented to the SMC/PTA		
	All audit reports and comments are filed and kept under lock in the HT's office but accessible to stake holders		
Component	School Policies (maximum points = 20)		
Availability of policies (10) No cost	Students and Staff Discipline	20%	2
	Sexual Harassment Policy	20%	2
	Homework Policy	20%	2
	Maintenance Policy	20%	2
	Other policies	20%	2
Policy contents (10) No cost	The policies are in line with national policies	30%	3
	Clear objectives (SMART)	10%	1
	Policies developed using participatory methods	20%	2
	Visibility (HT's office, classrooms, notice boards)	20%	2
	Effective monitoring of implementation	20%	2
Component	Assets management (maximum points = 25)		
Availability of Inventory or Assets Register (10) Low cost	Identification, description and numbering of assets done	20%	2
	Quantity of each asset recorded	15%	1.5
	All assets valued	10%	1
	Acquisition and disposal dates and methods recorded	15%	1.5
	Existence of an up-to-date assets register/inventory	40%	4
Maintenance register (5) Low cost	Adherence to maintenance policy	15%	0.75
	Availability of maintenance rota	15%	0.75
	Budgets for maintenance	20%	1
	Documentation of all maintenance activities	30%	1.5
	Monitoring and quality assurance of maintenance in place	20%	1
Status/handling over report (10) Low cost	Complete status report prepared by end of each academic year and signed by HT, CM and SMC Chair.	30%	3
	Status report signed by incoming HT	15%	1.5

	Status report includes all assets and school accounts	25%	2.5
	Status report includes all admin files and records	15%	1.5
	Status report includes all PTA/SMC files and records	15%	1.5
Component	Staff Management (Maximum points = 46)		
Standard	Indicators	Weight	Total
Number and qualification of staff (6) No cost to school	All substantial positions filled	25%	1.5
	>75% of teaching staff have the relevant qualifications	25%	1.5
	>40% of teaching staff are female	25%	1.5
	Availability of mentors	25%	1.5
Attendance and punctuality (10) No cost	Up-to-date attendance/time book available	25%	2.5
	Systems in place to monitor and analyse attendance data	15%	1.5
	>95% attendance and punctuality achieved	30%	3
	Analysed attendance and punctuality data displayed in graphical form in HT's office and in staff room	20%	2
	Attendance information shared with SMC	10%	1
Performance management (10) Low cost	Clear job descriptions available	10%	1
	Staff competence assessed and PDPs developed	20%	2
	Performance agreements agreed and signed	20%	2
	Quarterly reviews done, documented and signed	30%	3
	Annual performance appraisals done and documented	20%	2
Staff Development (10) Medium cost	School training team established	20%	2
	School training plan developed	20%	2
	Induction program for new teachers, TTs and UQTs	20%	2
	Mentoring program established	20%	2
	Monitoring and evaluation of training	20%	2
Classroom observations (10) No cost	Plan and schedule for classroom observation available	20%	2
	Format used follows guidelines in SMM	20%	2
	Procedure in line with guidelines in SMM	20%	2
	Written and verbal feed-back provided	20%	2
	Documentation on all classroom observations available	20%	2
Component	School Data (maximum points =35)		
Standard	Indicators	Weight	Total

Enrolment, transition and completion data (10) No cost	Admission, class and transfer registers kept up-to-date	30%	3
	Data analysed and segregated	20%	2
	Analysed data displayed in HT's office	15%	1.5
	Data accuracy	20%	2
	Data shared with stakeholders	15%	1.5
Instructional hours (10) No cost	Data on daily hours of instruction collected per class/subject	20%	2
	Weekly hours of instruction analysed	20%	2
	Analysed data displayed in graphical form	15%	1.5
	Evidence of use of analysed data for decisions	30%	3
	Documentation	15%	1.5
Student performance data (10) No cost	Student performance data for all assessments, tests and exams collected and filed	20%	2
	Performance data analysed by gender, mean, grade, pass and mastery	20%	2
	Analysed data displayed in graphical form in HT's office and in the relevant class rooms	15%	1.5
	Performance data used to inform curriculum management decisions	30%	3
	Performance data shared with SMC and parents	15%	1.5
Personnel data (5) Low cost	Personnel files established for all staff with all relevant bio data and employment history	20%	1
	Personnel files updated with relevant information, including training activities and certification	20%	1
	Staff data base established and maintained	20%	1
	Number of instructional hours per teaching staff member segregated on subjects and grades	20%	1
	Student performance per staff (not clear)	20%	1

Section	School Environment (120 (140) Points)
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Component	Community Participation (Maximum points = 40)		
Standard	Indicators	Weight	Total
Adoption of the PTA Constitution (10) No costs	Copies of constitution available at the school	15%	1.5
	Records on sensitization of stakeholders available	15%	1.5
	Elections carried out in accordance with the constitution	20%	2
	The constitution adopted by SMC (signed by chair)	25%	2.5
	SMC Committees established	25%	2.5
Active PTA/SMC (10) Low cost	A list of active PTA/SMC members available	15%	1.5
	Records of SMC sub-committees activities available	20%	2
	SMC participation in formulation of SDP documented	20%	2
	Minutes of SMC meetings available and signed by chair	20%	2
	Evidence of resource mobilisation by SMC	25%	2.5
Participatory Performance Monitoring (PPM)	Monitoring framework developed and agreed on	20%	1
	Sensitisation on PPM carried out	15%	0.75
	Records on monitoring of teaching and learning by	25%	1.25

(5) Low cost	SMC		
	Records on PPM review meetings	15%	0.75
	Records on impact of PPM on student performance	25%	1.25
Capacity (5) Medium cost	Members of SMC trained in WSD	20%	1
	Relevant competences on PPM built	20%	1
	SMC members trained in supervision of SFP	20%	1
	SMC members trained in classroom observations	20%	1
	SMC members trained in financial control	20%	1
Wider community participation (10) Low cost	Establishment and operation of Mothers' Club	30%	3
	Evidence of community involvement in maintenance of school facilities	30%	3
	Minutes available on community meetings	10%	1
	Evidence of community involvement in enrolment drive	30%	3
Component	Physical Environment (Maximum points = 60 (70 with kitchen))		
Standard	Indicators	Weight	Total
Classrooms (10) High cost	Adequate number of classrooms available	25%	2.5
	Building is of required quality and safe	20%	2
	Size of classrooms adequate to house 45 children	20%	2
	All classrooms are ventilated and floors level	20%	2
	The classroom is kept clean and tidy	15%	1.5
Classroom furniture (10) High cost	All classrooms are adequately furnished	25%	2.5
	Seat to child ratio = 1:1	20%	2
	The furniture is suitable for the purpose (grade/subject)	20%	2
	The standard and quality of the furniture is acceptable	20%	2
	Rules and guidelines for use and handling of furniture available	15%	1.5
Offices (5) Medium cost	Suitable office space available	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The offices are adequately furnished	20%	1
	The offices have sufficient light for office work	20%	1
	The offices are kept clean and tidy	15%	0.75
Staff rooms (5) High cost	Suitable space available for use as staff room	25%	1.25
	Doors are fitted with suitable locks and fittings	20%	1
	The staff rooms are adequately furnished	20%	1
	The staff rooms have sufficient light for meetings and lesson preparations	20%	1
	The staff rooms are kept clean and tidy	15%	0.75

Kitchen (5) High cost	A temporary or permanent structure is available for cooking of food for school feeding programs	20%	1
	The floor is level and walls plastered	20%	1
	A set of basic cooking utensils are available	20%	1
	Cooking facilities (stove/fireplace) are safe	20%	1
	Kitchen environment is kept clean and tidy (Hygiene)	20%	1
Food Store (5) High cost	A food store is available	20%	1
	The floor is level and walls plastered	20%	1
	The store is suitable, free of pests and water leaks etc.	20%	1
	The store is kept clean and tidy	20%	1
	The store is secure (Lockable)	20%	1
Toilet facilities (10) High cost	Pupils/toilet ratio <25:1	20%	2
	Toilets are located at a safe distance from other structures	20%	2
	Separation of male and female toilets	20%	2
	Toilets are protected to ensure privacy	20%	2
	Safe construction and maintenance	20%	2
Water and hygiene (10) High cost	Availability of water at the school premises	25%	2.5
	The water is safe for drinking	30%	3
	Guidelines available for use of water	10%	1
	Guidelines for maintenance of hygienic standards available	10%	1
	Monitoring of hygiene and use of water	25%	2.5
School yard (5) High cost	The school yard is fenced if necessary with temporary materials	20%	1
	Suitable vegetation and trees are planted	15%	0.75
	Playground, assembly area and garden areas demarcated	10%	0.5
	The school yard is kept clean, tidy and free from harmful subjects and animals	30%	1.5
	The school yard is monitored effectively	25%	1.25
School Garden (5) Medium cost	A school garden is available within the school premises	20%	1
	The garden is fenced	20%	1
	The garden is used as a teaching and learning resource across the curriculum	20%	1
	The produce or proceeds from sales of the produce are used for supplementing the school feeding program (Where relevant)	20%	1

	Up-to-date records of sales or use of garden produce available	20%	1
Component	Student Welfare	(Maximum points = 20 (30 with SFP))	
Standard	Indicators	Weight	Total
School Feeding (10) High cost	Adequate food supplies available	25%	2.5
	Clear rules and guidelines for access to and distribution of school meals available	20%	2
	Up-to-date records of supplies and consumption available	20%	2
	Up-to-date records of income and expenditure for the feeding program available	20%	2
	No exclusion of “poor” children	15%	1.5
Extra Curricular Activities (10) Low cost	The time table for extra-curricular activities is available	20%	2
	There is proof that the extra-curricular activities are integrated in or derived from the relevant curriculum	20%	2
	Proof of integration of local culture and/or cultural events in the extra-curricular activities	20%	2
	Proof of gender balance/integration/equality in extra-curricular activities	20%	2
	Proof of inclusion of relevant health and environmental issues in the extra-curricular activities	20%	2
Safety and security (10) No cost	Zero tolerance towards bullying	25%	2.5
	Zero tolerance towards teacher’s use of corporal punishment	25%	2.5
	Zero tolerance towards sexual harassment	25%	2.5
	Monitoring of school yard and play ground	10%	1
	Adequate protection against intrusion by animals and thugs	15%	1.5

Section	Monitoring and Quality Assurance (62 points)
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Component	External Monitoring (Maximum points = 35)		
Standard	Indicators	Weight	Total
Cluster monitoring (10) Medium cost	Monitoring visits planned in accordance with the year plan	15%	1.5
	Minimum 3 monitoring/support visits per month	25%	2.5
	Duration of each visit >4 hours	25%	2.5
	Feed-back provided and documented	25%	2.5
	Copies of feedback and reports provided to HT	10%	1
Standard	Indicators	Weight	Total
Monitoring by Regional Education Directorate Officers (10) Medium cost	School visited minimum once every month	25%	2.5
	Duration of each visit >2 hours	20%	2
	Purpose of visit is monitoring and/or provision of management/administration/pedagogical support	25%	2.5
	Feedback provided and documented	25%	2.5
	Visitor's book signed and purpose of visit specified	5%	.5
Standard	Indicators	Weight	Total
Monitoring by Head Office Directorates (5) Medium cost	Purpose of visit clearly specified as monitoring of program implementation	15%	0.75
	Duration of visit > 2 hours	25%	1.25
	Feedback provided and documented prior to departure	25%	1.25
	Visitor's book signed	10%	0.5
	Copy of monitoring reports submitted to HT	15%	0.75
Standard	Indicators	Weight	Total
Monitoring by the	Community monitoring plan drawn up and approved	20%	2

community (10) Low cost	by SMC		
	Frequency: minimum once per term	20%	2
	Duration > 2 hours per visit	20%	2
	Observations and findings documented	20%	2
	Feedback provided and shared	20%	2

Component	Internal Monitoring (Maximum point = 27)		
Standard	Indicators	Weight	Total
Internal Monitoring system (6) Low cost	An internal monitoring system developed and documented	25%	1.5
	Participatory processes used for the development	25%	1.5
	System approved by the SMT	25%	1.5
	All teachers sensitized	25%	1.5
Standard	Indicators	Weight	Total
Monitoring by HT, DHT and/or STs (6) No cost	Termly monitoring schedule available	25%	1.5
	Standard formats and processes employed	25%	1.5
	Verbal and written feedback provided	25%	1.5
	Documentation available	25%	1.5
Standard	Indicators	Weight	Total
Classroom Observations (10) No cost	A schedule for classroom observations available	15%	1.5
	Duration of the observation = a whole lesson	20%	2
	Observations and recommendations documented	20%	2
	Verbal and written feedback provided to teacher	30%	3
	Evidence of impact from COs available	15%	1.5
Standard	Indicators	Weight	Total
Quality Analysis (5) No cost	Analysis of classroom observations available	20%	1
	Evidence available that general findings and trends have been discussed with the teaching staff	25%	1.25
	Evidence available that findings from classroom observation analysis has been used to improve quality of teaching across grades	25%	1.25
	Evidence of impact on quality of learning	20%	1
	Documentation on QA available	10%	0.5

5. CLUSTER MONITORS' PLANS

PERMANENT (RECURRENT) ACTIVITIES

Component	Standard	Indicators	Weight	Score	
Staff Management	Attendance and punctuality (10) No cost	Up-to-date attendance/time book available	25%	2.5	
		Systems in place to monitor and analyse attendance data	15%	1.5	
		>95% attendance and punctuality achieved	30%	3	
		Analysed attendance and punctuality data displayed in graphical form in HT's office and in staff room	20%	2	
		Attendance information shared with SMC	10%	1	
School data	Instructional hours (10) No cost	Data on daily hours of instruction collected per class/subject	20%	2	
		Weekly hours of instruction analysed	20%	2	
		Analysed data displayed in graphical form	15%	1.5	
		Evidence of use of analysed data for decisions	30%	3	
		Documentation	15%	1.5	
	Student performance data (10) No cost	Student performance data for all assessments, tests and exams collected and filed	20%	2	
		Performance data analysed by gender, mean, grade, pass and mastery	20%	2	
		Analysed data displayed in graphical form in HT's office and in the relevant class rooms	15%	1.5	
		Performance data used to inform curriculum management decisions	30%	3	
		Performance data shared with SMC and parents	15%	1.5	
	Work Planning and Lesson Preparation	Scheme of Work (10) No cost	Each teacher has an approved scheme of work	30%	3
			Syllabus, LATs and teachers' guides are referenced in the development of the scheme	20%	2
			The scheme is structured as prescribed	10%	1

		in the QAF		
		Scheme is always available during lesson delivery	20%	2
		Documented monitoring of scheme by HT, DHT and CM	20%	2
	Lesson Plans (10)	Lesson plans prepared for all lessons	30%	3
	No cost	Lesson plans are consistent with the approved schemes of work	20%	2
		Each Lesson plan includes all elements prescribed in the SMM	15%	1.5
		Lesson plans are available during lesson delivery	15%	1.5
		Documented internal monitoring of lessons	20%	2
	Teaching and Learning Aids (10)	T & L aids available in accordance with lesson plans	25%	2.5
	Low cost	T & L aids are relevant to the subject taught	25%	2.5
		>5% of the school budget allocated for acquisition of teaching and learning materials	15%	1.5
		Writing on flash cards and vanguards are legible from the furthest corners of the classroom	15%	1.5
		>25% of T & L materials are made from local resources/materials	20%	2
	Extra Curricular Activities (5)	Extra- curricular activities are based on the approved scheme of work	40%	2
	Low cost	All extra-curricular activities are covered by lesson plans and should contain the following : <ul style="list-style-type: none"> - issues relevant to curricular areas such as talks on HIV & Aids, Tuberculosis, Malaria and environmental issues - description of activities - duration and time - remarks and general comments - management of risk and hazards 	30%	1.5

		Extra curricula activities include at least one study visit annually	10%	0.5
		Assembly File Available	10%	0.5
		Assembly content are documented in the assembly file (mention of topics discussed)	10%	0.5
	Method of Delivery (10) No cost	Method of delivery is in line with lesson plan	20%	2
		The method of delivery is suitable to subject taught	20%	2
		The method is child centred	20%	2
		100% feedback given all the time	20%	2
		The method of delivery used will allow all planned activities to be carried out according to time prescribed in the lesson plan	20%	2
	Presentation (10) No Cost	Teacher explains the lesson objectives and expected learning outcomes at the start of the lesson	10%	1
		BB work : all text is visible and legible from the furthest corners of the classroom	20%	2
		Clarity of voice/voice projection : clearly audible from the furthest corners of the classroom	20%	2
		Competent and correct use of medium of instruction (English, French and local languages)	20%	2
		Facts, concepts, and processes employed are correct	30%	3
	Behaviour Management (10) No cost	Class rules and code of conduct developed and displayed in the classroom	20%	2
		Fair system of rewards and sanctions applied	20%	2
		100% compliance with legislation, rules and guidelines on disciplinary actions	20%	2
		All disciplinary violations and actions logged	20%	2

		Availability of Guidance and counselling measures for students with learning and behavioural difficulties	20%	2
Assessment	Homework (5) No cost	Adherence to the school's homework policy	20%	1
		Home work provided at least twice a week	20%	1
		Marking and feedback provided for any given home work	20%	1
		Establishment of home work clubs	20%	1
		Evidence of internal monitoring of students home work	20%	1
	Continuous Assessment (10) No cost	Assessment policy and guidelines available	15%	1.5
		100% of test and assignments marked with written feedback provided	40%	4
		Test schedule as prescribed in the school calendar	15%	1.5
		100% tests questions vetted	15%	1.5
		Records of individual students' performances available and accessible by students and parents	15%	1.5
	Internal Exams (10) Low cost	All exams are benchmarked against WAEC's formatting and standards	20%	2
		All marking of exams is completed and feedback given to students by the end of term.	30%	3
		100% of marks submitted to senior teachers for verification	15%	1.5
		Exams results are analysed and shared with relevant stake holders.	20%	2
		100% data/records of individual students performance are preserved, available and accessible by all interest groups	15%	1.5
	Feedback on performance (5) Low cost	Individual student report cards maintained and distributed to parents/guardians	20%	1
		Student test and exam performances are continuously analysed with regard to	20%	1

		level, std. distribution and trends		
		Analyzed results discussed with pupils and parents	20%	1
		Analysis is used to set strategies for improvements for both students and teachers	20%	1
		Strategies disseminated to and discussed with SMC and Parents/guardians	20%	1
Teaching and Learning Resources	Use of local materials and environment (10)	A Committee on resource development and maintenance established. (consider TLR sub-committee)	20%	2
	Low cost	Cluster monitor involved in the development of locally made teaching/learning resources	15%	1.5
		A bank of locally made teaching and learning resources is established	20%	2
		Students involved in the mobilization and production of locally made teaching and learning resources	30%	3
		Documented evidence of support by RED in the preservation, storage, acquisition of resources	15%	1.5
		Use of Library Facilities (5)	Library time is in line with library period in class time table	20%
	No cost	Lending rules and regulations are available	20%	1
		Lending rules and regulations are enforced	20%	1
		A lending register to record books that are borrowed and returned is available and up-to-date	20%	1
		Library hours are both during and outside school hours	20%	1
		Condition of Library Facilities (if separate from class rooms) (5) Low cost	Clean, well lit and ventilated	20%
	Library rules and regulations clearly displayed on the library wall		20%	1
	Maintenance plan available		20%	1
	Study seats and tables are arranged in a way that allows ease of movement and		20%	1

		use of the library facilities		
		Evidence of external monitoring of library facilities	20%	1
External Monitoring	Monitoring by the community (10)	Community monitoring plan drawn up and approved by SMC	20%	2
	Low cost	Frequency: minimum once per term	20%	2
		Duration > 2 hours per visit	20%	2
		Observations and findings documented	20%	2
		Feedback provided and shared	20%	2
Community Participation	Wider community participation (10)	Establishment and operation of Mothers' Club	30%	3
	Low cost	Evidence of community involvement in maintenance of school facilities	30%	3
		Minutes available on community meetings	10%	1
		Evidence of community involvement in enrolment drive	30%	3
Student Welfare	Extra Curricular Activities (10)	The time table for extra-curricular activities is available	20%	2
	Low cost	There is proof that the extra-curricular activities are integrated in or derived from the relevant curriculum	20%	2
		Proof of integration of local culture and/or cultural events in the extra-curricular activities	20%	2
		Proof of gender balance/integration/equality in extra-curricular activities	20%	2
		Proof of inclusion of relevant health and environmental issues in the extra-curricular activities	20%	2
		Safety and security (10)	Zero tolerance towards bullying	25%
	No cost	Zero tolerance towards teacher's use of corporal punishment	25%	2.5
		Zero tolerance towards sexual harassment	25%	2.5

		Monitoring of school yard and play ground	10%	1
		Adequate protection against intrusion by animals and thugs	15%	1.5
Internal Monitoring	Internal Monitoring system (6) Low cost	An internal monitoring system developed and documented	25%	1.5
		Participatory processes used for the development	25%	1.5
		System approved by the SMT	25%	1.5
		All teachers sensitized	25%	1.5
	Monitoring by HT, DHT and/or STs (6) No cost	Termly monitoring schedule available	25%	1.5
		Standard formats and processes employed	25%	1.5
		Verbal and written feedback provided	25%	1.5
		Documentation available	25%	1.5
	Classroom Observations (10) No cost	A schedule for classroom observations available	15%	1.5
		Duration of the observation = a whole lesson	20%	2
		Observations and recommendations documented	20%	2
		Verbal and written feedback provided to teacher	30%	3
		Evidence of impact from COs available	15%	1.5
	Quality Analysis (5) No cost	Analysis of classroom observations available	20%	1
		Evidence available that general findings and trends have been discussed with the teaching staff	25%	1.25
		Evidence available that findings from classroom observation analysis has been used to improve quality of teaching across grades	25%	1.25
		Evidence of impact on quality of learning	20%	1
		Documentation on QA available	10%	0.5

ACTIVITIES FOR QUARTER 1
(January, February and March/April)

Component	Standards	Indicators	Weight	Score
Strategic and operational Planning	School Vision (5) Low cost	Address national policy priorities and objectives	20%	1
		Has clear objectives (SMART)	20%	1
		Clear and understandable by stakeholders	20%	1
		Visibility; Displayed in HT's office, school notice board; wall or fence	10%	0.5
		Developed in a participatory manner	30%	1.5

	School Mission (5) Low cost	Address community education priorities and issues	30%	1.5
		Has clearly stated objectives (SMART)	20%	1
		Is written in a clear and understandable language	10%	0.5
		Has been developed in a participatory manner	30%	1.5
		Is displayed in HT's office, school notice board, wall or fence	10%	0.5
	School Development Plan (10) Low cost	Has measurable objectives and targets	25%	2.5
		Clear identification of resource requirements	20%	2
		Demonstrated Feasibility (Technical and financial)	20%	2
		Demonstrated Sustainability	20%	2
		Approved by SMC and Regional Directorate	15%	1.5
Financial Management	Budgeting (5) No cost	Revenue projections	20%	1
		Specification of income budget items	20%	1
		Expenditure projections	20%	1
		Specification of expenditure budget items	20%	1
		Surplus or deficit projection	20%	1
School Policies	Availability of policies (10) No cost	Students and Staff Discipline	20%	2
		Sexual Harassment Policy	20%	2
		Homework Policy	20%	2
		Maintenance Policy	20%	2
		Other policies	20%	2
	Policy contents (10) No cost	The policies are in line with national policies	30%	3
		Clear objectives (SMART)	10%	1
		Policies developed using participatory methods	20%	2
		Visibility (HT's office, classrooms, notice boards)	20%	2
		Effective monitoring of implementation	20%	2

Staff Management	Number and qualification of staff (6) No cost	All substantial positions filled	25%	1.5	
		>75% of teaching staff have the relevant qualifications	25%	1.5	
		>40% of teaching staff are female	25%	1.5	
		Availability of mentors	25%	1.5	
Organisation of Teaching Time	Regional Calendar (5) Low Cost	Calendar available in school	20%	1	
		Displayed in head teacher's office	20%	1	
		Indicates opening and closing dates for each term as well as school holidays	20%	1	
		Aligned to regional - religious, cultural, social and agricultural events	20%	1	
		Evidence that SMC and PTA have been informed about the contents of the regional calendar	20%	1	
	The School Calendar (5) No cost	Adapted from the regional calendar, accessible and displayed in head teachers office and staff room	20%	1	
		The calendar developed in a way that ensures the achievement of a minimum of 880 hours instruction time	20%	1	
		Indicates school based activities such as training days, sport events, extra curricula activities	20%	1	
		Aligned to community context-religious, cultural, social and agricultural events ("Lumo days", social ceremonies,).	20%	1	
		Availability of records showing Teachers, SMCs involvement in the development of the calendar and verification by the Cluster Monitor.	20%	1	
		Composite Time Table (10) Low cost	Composite timetable available	25%	2.5
			Displayed in Head Teacher's office and staff room and shared with stakeholders.	20%	2
			All core and non-core subjects receive the prescribed number of periods (as per the Curriculum Framework)	25%	2.5

		Library sessions are clearly specified	15%	1.5
		Minimum allocation of 30 min per period for all subjects	15%	1.5
	Class Time Table (10)	Extracted from the composite time table	20%	2
	Low cost	Displayed in all classrooms	20%	2
		Written in a format that allows $\geq 80\%$ of students to read and identify subjects time allocation on it	20%	2
		Attainment of minimum instructional hours per week (on average 25 hours per week)	20%	2
		$\geq 90\%$ adherence to the class timetable	20%	2
	Core Text Books (10)	Core text books are available for all grades	30%	3
	Low cost	School policy available on use of text books and disseminate to all parents/guardians	20%	2
		Core text books available in classes	20%	2
		Maintenance and replacement plan developed and implemented	15%	1.5
		Effective monitoring system for storage, use and maintenance of core text books in place	15%	1.5
	Management and Organisation (5)	Library committee established	20%	1
	Low costs	At least one student is designated to help in the management of the library	20%	1
		Books are properly classified and catalogued and all shelves are labelled and referenced	20%	1
		An inventory of the books in stock is available and up to date	20%	1
		The person in charge has a certificate from the GNLA or equivalent	20%	1
Community Participation	Adoption of the PTA Constitution (10)	Copies of constitution available at the school	15%	1.5
	No costs	Records on sensitization of stakeholders available	15%	1.5
		Elections carried out in accordance with the constitution	20%	2
		The constitution adopted by SMC	25%	2.5

		(signed by chair)		
		SMC Committees established	25%	2.5
	Active PTA/SMC (10) Low cost	A list of active PTA/SMC members available	15%	1.5
		Records of SMC sub-committees activities available	20%	2
		SMC participation in formulation of SDP documented	20%	2
		Minutes of SMC meetings available and signed by chair	20%	2
		Evidence of resource mobilisation by SMC	25%	2.5

ACTIVITIES FOR QUARTER 2

(April, May, June & July)

Financial Management	Financing plan (5) No cost	Funding gaps identified	25%	1.25
		Prioritisation of activities	15%	0.75
		Fund raising committee established	15%	0.75
		Fund raising strategies developed	25%	1.25
		Fund raising strategies implemented	20%	1
	Banking (5) Low cost	A savings account opened	20%	1
		Guidelines for signatories followed	20%	1
		Passbook kept under lock at the school premises but accessible to members of the SMC	20%	1
		Bank reconciliations carried out and documented	20%	1

		Bank reconciliations presented to the SMC	20%	1
	Cashbook (5)	Cashbook available	20%	1
	Low cost	Prescribed format (analysis double entry) used	10%	0.5
		All financial transactions (regardless of source) recorded	30%	1.5
		The cashbook is up-to-date	20%	1
		Accuracy (correct recordings; no corrections)	20%	1
		Vouchers and receipts (10)	Authenticity (original, dated, signed and stamped)	40%
	Low cost	Security (Location, storage, retrievability, filing)	10%	1
		Use of prescribed formats	10%	1
		Accurate (supporting documentation)	20%	2
		Accessibility to stakeholders	20%	2
		Financial control systems (5)	Authorisation system in place for expenditures	25%
	No cost	Verification system in place for revenue	25%	1.25
		Financial files intact, up-to-date and accessible	20%	1
		Quarterly financial reports are prepared and presented to the SMC	20%	1
		Leadership and Management Committee ensures that the financial situation is reported to the PTA	10%	0.5
Assets Management	Maintenance register (5) Low cost	Adherence to maintenance policy	15%	0.75
		Availability of maintenance rota	15%	0.75
		Budgets for maintenance	20%	1
		Documentation of all maintenance activities	30%	1.5
		Monitoring and quality assurance of maintenance in place	20%	1
School Data	Personnel data (5)	Personnel files established for all staff with all relevant bio data and employment history	20%	1

	Low cost	Personnel files updated with relevant information, including training activities and certification	20%	1
		Staff data base established and maintained	20%	1
		Number of instructional hours per teaching staff member segregated on subjects and grades	20%	1
		Student performance per staff (not clear)	20%	1

ACTIVITIES FOR QUARTER 4
(September/October, November and December)

School Data				
	Enrolment, transition and completion data (10) No cost	Admission, class and transfer registers kept up-to-date	30%	3
		Data analysed and segregated	20%	2
		Analysed data displayed in HT's office	15%	1.5
		Data accuracy	20%	2
		Data shared with stakeholders	15%	1.5
Assets Management	Status/handling over report (10) Low cost	Complete status report prepared by end of each academic year and signed by HT, CM and SMC Chair.	30%	3
		Status report signed by incoming HT	15%	1.5
		Status report includes all assets and school accounts	25%	2.5
		Status report includes all admin files	15%	1.5

		and records		
		Status report includes all PTA/SMC files and records	15%	1.5

6. CLUSTER MONITORS' REPORTING FORMATS

MINISTRY OF BASIC AND SECONDARY EDUCATION

SCHOOL REPORT

Region: Date:

Cluster Name:

Cluster Monitor's Name:

School Name:

Head teacher/Principal Name:

Component	Standards	Score	Comments (Reasons for low and high performance)
	Total component score	/ =	

	%	
	Total component score	/ =%	
	Total component score /%	
GRAND TOTAL	/%	

The number of rows of the template is just an example. The right number depends on what you are to monitor. Therefore draw the template in your computer and get the right number of columns in accordance to the areas of focus.

Headteacher/Principal's signature:..... Cluster Monitor's signature:.....

MINISTRY OF BASIC AND SECONDARY EDUCATION
FIRST QUARTER CLUSTER REPORT

Region:	Date:
Cluster's name:	Cluster Monitor's name:
Schools visited	
1. 2. 3. 4. 5. 6. 7. 8.	9. 10. 11. 12. 13. 14. 15. 16.

NB: in the above table, for identification purpose, schools should be given permanent numbers and if possible their initials be put in brackets.

Components	Standards	Schools' scores in %															Σ in %	Comments (Reasons for low and high performance)	
		1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.			
Staff Management (16)	Attendance and punctuality (10)																		
	Number and qualification of staff (6)																		
	Subtotal score																		
School data (20)	Instructional hours (10)																		
	Student performance data (10)																		
	Subtotal score																		
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																		
	Lesson Plans (10)																		
	Teaching and Learning Aids (10)																		
	Extra Curricular Activities (5)																		
	Method of Delivery (10)																		
	Presentation (10)																		
	Behaviour Management (10)																		
Subtotal score																			

Assessment (30)	Homework (5)																		
	Continuous Assessment (10)																		
	Internal Exams (10)																		
	Feedback on performance (5)																		
	Subtotal score																		
Teaching and Learning Resources (20)	Use of local materials and environment (10)																		
	Use of Library Facilities (5)																		
	Condition of Library Facilities (if separate from class rooms) (5)																		
	Subtotal score																		
Community Participation (30)	Wider community participation (10)																		
	Adoption of the PTA Constitution (10)																		
	Active PTA/SMC (10)																		
	Subtotal score																		
Student Welfare (20)	Extra Curricular Activities (10)																		
	Safety and security (10)																		
	Subtotal score																		

Strategic and operational Planning (20)	School Vision (5)																	
	School Mission (5)																	
	School Development Plan (10)																	
	Subtotal score																	
Financial Management	Budgeting (5)																	
School Policies (20)	Availability of policies (10)																	
	Policy contents (10)																	
	Subtotal score																	
Organisation of Teaching Time (45)	Regional Calendar (5)																	
	The School Calendar (5)																	
	Composite Time Table (10)																	
	Class Time Table (10)																	
	Core Text Books (10)																	
	Management and Organisation (5)																	
	Subtotal score																	
External Monitoring (10)	Monitoring by the community (10)																	
Internal Monitoring (27)	Internal Monitoring system (6)																	
	Monitoring by HT,																	

	DHT and/or STs (6)																	
	Classroom Observations (10)																	
	Quality Analysis (5)																	
	Subtotal score																	
GRAND TOTAL SCORE																		
<u>Other observations and/or Comments</u>										<u>Recommendations/Way forward</u>								

Cluster Monitor's signature:.....

Supervisor's signature:.....

SECOND QUARTER CLUSTER REPORT

Region:	Date:
Cluster's name:	Cluster Monitor's name & tel :
Schools visited	
<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 7. 8. 	<ol style="list-style-type: none"> 9. 10. 11. 12. 13. 14. 15. 16.

NB: in the above table, for identification purpose, schools should be given permanent numbers and if possible their initials be put in brackets.

Compo-	Standards	Schools' scores in %	Σ	Comments
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nents		2.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	in %	(Reasons for low and high performance)
Staff Management (10)	Attendance and punctuality (10)																	
Financial Management (35)	Financing plan (5)																	
	Banking (5)																	
	Cashbook (10)																	
	Vouchers and receipts (10)																	
	Financial control systems (5)																	
Assets Management (5)	Maintenance register (5)																	
Financial Management (20)	Financing plan (5)																	
	Banking (5)																	
	Cashbook (10)																	
	Subtotal score																	
School data (25)	Instructional hours (10)																	
	Student performance data																	

	(10)																	
	Personnel data (5)																	
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																	
	Lesson Plans (10)																	
	Teaching and Learning Aids (10)																	
	Extra Curricular Activities (5)																	
	Method of Delivery (10)																	
	Presentation (10)																	
	Behaviour Management (10)																	
	Subtotal score																	
Assessment (30)	Homework (5)																	
	Continuous Assessment (10)																	
	Internal Exams (10)																	
	Feedback on performance (5)																	
	Subtotal score																	
Teaching and Learning	Use of local materials and																	

Resources (20)	environment (10)																	
	Use of Library Facilities (5)																	
	Condition of Library Facilities (if separate from class rooms) (5)																	
	Subtotal score																	
Community Participation (10)	Wider community participation (10)																	
Student Welfare (20)	Extra Curricular Activities (10)																	
	Safety and security (10)																	
	Subtotal score																	
External Monitoring (10)	Monitoring by the community (10)																	
Internal Monitoring	Internal Monitoring system (6)																	
	Monitoring by HT, DHT and/or STs (6)																	
	Classroom Observations (10)																	

	Quality Analysis (5)																
	Subtotal score																
GRAND TOTAL SCORE																	
<u>Other observations and/or Comments</u>										<u>Recommendations/Way forward</u>							

Cluster Monitor's signature:.....

Supervisor's signature:.....

MINISTRY OF BASIC AND SECONDARY EDUCATION
 FOURTH QUARTER CLUSTER REPORT

Region:	Date:
Cluster's name:	Cluster Monitor Name & tel:
Schools visited	
1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

NB: in the above table, for identification purpose, schools should be given permanent numbers and if possible their initials be put in brackets.

Compo- nents	Standards	Schools' scores in %															Σ in %	Comments (Reasons on low and high performance)
		3.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.		

Staff Management (10)	Attendance and punctuality (10)																		
School data (30)	Instructional hours (10)																		
	Enrolment, transition and completion data (10)																		
	Student performance data (10)																		
	Subtotal score																		
Assets Management (10)	Status/handling over report (10)																		
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																		
	Lesson Plans (10)																		
	Teaching and Learning Aids (10)																		
	Extra Curricular Activities (5)																		
	Method of Delivery (10)																		
	Presentation (10)																		

	Behaviour Management (10)																	
	Subtotal score																	
Assessment (30)	Homework (5)																	
	Continuous Assessment (10)																	
	Internal Exams (10)																	
	Feedback on performance (5)																	
	Subtotal score																	
Teaching and Learning Resources (20)	Use of local materials and environment (10)																	
	Use of Library Facilities (5)																	
	Condition of Library Facilities (if separate from class rooms) (5)																	
	Subtotal score																	
Community Participation	Wider community participation (10)																	
Student Welfare	Extra Curricular Activities (10)																	
	Safety and security (10)																	
	Subtotal score																	

External Monitoring (10)	Monitoring by the community (10)																	
Internal Monitoring (27)	Internal Monitoring system (6)																	
	Monitoring by HT, DHT and/or STs (6)																	
	Classroom Observations (10)																	
	Quality Analysis (5)																	
	Subtotal score																	
GRAND TOTAL SCORE																		
<u>Other observations and/or Comments</u>										<u>Recommendations/Way forward</u>								

Cluster Monitor's signature:.....

Supervisor's signature:.....

MINISTRY OF BASIC AND SECONDARY EDUCATION
 FIRST QUARTER REGIONAL REPORT

Region:	Date:
Supervisor's name:	Supervisor's tel:
Clusters visited	
1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.

NB: in the above table, for identification purpose, clusters should be given permanent numbers and if possible their initials be put in brackets.

Compo-	Standards	Clusters' scores in %	Σ	Comments
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nents		4.	2.	3.	4.	5.	6.	7.	8.	9.	10	11	12	13	14	15	in %	(Reasons for low and high performance)
												
Staff Management (16)	Attendance and punctuality (10)																	
	Number and qualification of staff (6)																	
	Subtotal score																	
School data (20)	Instructional hours (10)																	
	Student performance data (10)																	
	Subtotal score																	
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																	
	Lesson Plans (10)																	
	Teaching and Learning Aids (10)																	
	Extra Curricular Activities (5)																	
	Method of Delivery (10)																	
	Presentation (10)																	
	Behaviour Management (10)																	
	Subtotal score																	
Assessment	Homework (5)																	

(30)	Continuous Assessment (10)																		
	Internal Exams (10)																		
	Feedback on performance (5)																		
	Subtotal score																		
Teaching and Learning Resources (20)	Use of local materials and environment (10)																		
	Use of Library Facilities (5)																		
	Condition of Library Facilities (if separate from class rooms) (5)																		
	Subtotal score																		
Community Participation (30)	Wider community participation (10)																		
	Adoption of the PTA Constitution (10)																		
	Active PTA/SMC (10)																		
	Subtotal score																		
Student Welfare (20)	Extra Curricular Activities (10)																		
	Safety and security (10)																		
	Subtotal score																		
Strategic and operational	School Vision (5)																		
	School Mission (5)																		

Planning (20)	School Development Plan (10)																		
	Subtotal score																		
Financial Management	Budgeting (5)																		
School Policies (20)	Availability of policies (10)																		
	Policy contents (10)																		
	Subtotal score																		
Organisation of Teaching Time (45)	Regional Calendar (5)																		
	The School Calendar (5)																		
	Composite Time Table (10)																		
	Class Time Table (10)																		
	Core Text Books (10)																		
	Management and Organisation (5)																		
	Subtotal score																		
External Monitoring (10)	Monitoring by the community (10)																		
Internal Monitoring (27)	Internal Monitoring system (6)																		
	Monitoring by HT, DHT and/or STs (6)																		
	Classroom Observations (10)																		

	Quality Analysis (5)																	
	Subtotal score																	
GRAND TOTAL SCORE																		
<u>Other observations and/or Comments</u>										<u>Recommendations/Way forward</u>								

Supervisor's signature:.....

Director's signature:.....

MINISTRY OF BASIC AND SECONDARY EDUCATION
 SECOND QUARTER REGIONAL REPORT

Region:	Date:
Supervisor' name:	Supervisor's tel:
Clusters visited	
1. 2. 3. 4. 5. 6. 7. 8.	9. 10. 11. 12. 13. 14. 15. 16.

NB: in the above table, for identification purpose, clusters should be given permanent numbers and if possible their initials be put in brackets.

Compo- nents	Standards	Clusters' scores in %															Σ in %	Comments (Reasons for low and high performance)
		5.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.		

Staff Management (10)	Attendance and punctuality (10)																		
Financial Management (35)	Financing plan (5)																		
	Banking (5)																		
	Cashbook (10)																		
	Vouchers and receipts (10)																		
	Financial control systems (5)																		
Assets Management (5)	Maintenance register (5)																		
Financial Management (20)	Financing plan (5)																		
	Banking (5)																		
	Cashbook (10)																		
	Subtotal score																		
School data (25)	Instructional hours (10)																		
	Student performance data (10)																		
	Personnel data (5)																		

	Subtotal score																		
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																		
	Lesson Plans (10)																		
	Teaching and Learning Aids (10)																		
	Extra Curricular Activities (5)																		
	Method of Delivery (10)																		
	Presentation (10)																		
	Behaviour Management (10)																		
	Subtotal score																		
Assessment (30)	Homework (5)																		
	Continuous Assessment (10)																		
	Internal Exams (10)																		
	Feedback on performance (5)																		
	Subtotal score																		
Teaching and Learning Resources (20)	Use of local materials and environment (10)																		
	Use of Library Facilities (5)																		

	Condition of Library Facilities (if separate from class rooms) (5)																		
	Subtotal score																		
Community Participation (10)	Wider community participation (10)																		
Student Welfare (20)	Extra Curricular Activities (10)																		
	Safety and security (10)																		
	Subtotal score																		
External Monitoring (10)	Monitoring by the community (10)																		
Internal Monitoring	Internal Monitoring system (6)																		
	Monitoring by HT, DHT and/or STs (6)																		
	Classroom Observations (10)																		
	Quality Analysis (5)																		
	Subtotal score																		

GRAND TOTAL SCORE																																				
<u>Other observations and/or Comments</u>											<u>Recommendations/Way forward</u>																									

Supervisor's signature:.....

Director's signature:.....

MINISTRY OF BASIC AND SECONDARY EDUCATION
 FOURTH QUARTER REGIONAL REPORT

Region:	Date:
Supervisor' Name:	Supervisor's tel :
Clusters visited	
1. 2. 3. 4. 5. 6. 7. 8.	9. 10. 11. 12. 13. 14. 15. 16.

NB: in the above table, for identification purpose, clusters should be given permanent numbers and if possible their initials be put in brackets.

Compo- nents	Standards	Clusters' scores in %															Σ in %	Comments (Reasons for low and high performance)
		6.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.		

Staff Management (10)	Attendance and punctuality (10)																		
School data (30)	Instructional hours (10)																		
	Enrolment, transition and completion data (10)																		
	Student performance data (10)																		
	Subtotal score																		
Assets Management (10)	Status/handling over report (10)																		
Work Planning and Lesson Preparation (65)	Scheme of Work (10)																		
	Lesson Plans (10)																		
	Teaching and Learning Aids (10)																		
	Extra Curricular Activities (5)																		
	Method of Delivery (10)																		
	Presentation (10)																		

	Behaviour Management (10)																	
	Subtotal score																	
Assessment (30)	Homework (5)																	
	Continuous Assessment (10)																	
	Internal Exams (10)																	
	Feedback on performance (5)																	
	Subtotal score																	
Teaching and Learning Resources (20)	Use of local materials and environment (10)																	
	Use of Library Facilities (5)																	
	Condition of Library Facilities (if separate from class rooms) (5)																	
	Subtotal score																	
Community Participation	Wider community participation (10)																	
Student Welfare	Extra Curricular Activities (10)																	
	Safety and security (10)																	
	Subtotal score																	

External Monitoring (10)	Monitoring by the community (10)																	
Internal Monitoring (27)	Internal Monitoring system (6)																	
	Monitoring by HT, DHT and/or STs (6)																	
	Classroom Observations (10)																	
	Quality Analysis (5)																	
	Subtotal score																	
GRAND TOTAL SCORE																		
<u>Other observations and/or Comments</u>										<u>Recommendations/Way forward</u>								

Supervisor's signature:..... Director's signature:.....