



Department of State
for Basic and Secondary Education
DoSBSE

School Review Handbook
September 2008

A companion to the School Management Manual
for use in
Lower Basic Schools
Upper Basic Schools
Basic Cycle Schools

Produced by the
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SQAD

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This handbook is intended for use by head teachers in the process of school improvement. The handbook is based on the whole school development (WSD) model of school improvement, which has been adopted by DoSBSE for lower basic and basic cycle schools of The Gambia.

School Name:		
Region:		
Cluster Name:		
School Type:	<input type="checkbox"/> Lower Basic	<input type="checkbox"/> Basic Cycle
Name of headteacher:		
Name of cluster monitor:		
Number of pupils: M F Total		
Number of teachers: M F Total		
School Year:		

Introduction

This book is to assist head teachers in the process of whole school development. Good schools continuously review and develop their practices, in order to improve, for the benefit of pupils. This is called **school self-evaluation**.

The six chapters of this book are the six key areas of the whole school development model. It follows the guidance in the School Management Manual, and has the same six sections.

The book is designed to be completed each academic year, in order to review and assess the progress that your school is making. You will use a new copy of this book at the start of each academic year, to start the review process once again.

The contents of these books will assist you in the process of whole school development. As you complete this book, each section will reveal the strengths of your school, and areas for development. Your annual development plan should attempt to build on these strengths, and address the areas for development.

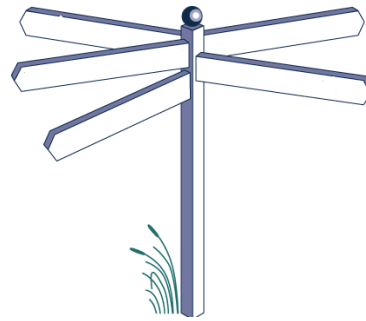
Make this book available to your cluster monitor. You can discuss the contents of this book with your cluster monitor, who is able to help when you need advice.

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1. Leadership and Management



1.1 School management

1.1.3 Staff meetings

How often are staff meetings held?	
On what day of the week, and at what time, are staff meetings held?	
Record here some of the topics discussed in staff meetings over the year.	

1.2 Strategic vision

Does the school have a vision statement? Yes / No

If **No**, use the following guideline to develop one.

Follow the guidance in the SMM (School Management Manual).

1	Identify a small team to lead the process. Write their names here:
2	Discussions with key stakeholders. List the stakeholders consulted:

3	Team identifies values shared by stakeholder groups. List those values here:
4	Team drafts vision statement.

5	Review and then agree this vision statement at a staff meeting and SMC meeting. List the meetings held and the stakeholders involved.	
	Date of meeting	Stakeholders involved

In the box below write the vision statement of this school:

When the vision statement is agreed, schools should also follow these two steps:

6	Hold meetings to give opportunities for stakeholders to discuss their role in fulfilling the vision. List the meetings held and the stakeholders involved.	
	Date of meeting	Stakeholders involved

7	<p>Make the vision statement visible. List the ways this school has done this.</p>	
8	<p>Use the vision in development planning. Review the vision.</p>	

How has this school used the vision statement in its development plan?

1.3 Whole school development

The process of whole school development is a key and essential part of school leadership. This process has the potential to help your school make significant and positive steps forward, as you seek to raise standards of teaching and learning.

Development planning is an ongoing and detailed process. Together with the SMC, plan how to approach whole school development. You should keep your whole school development plans and notes carefully filed so you can refer to them and review them regularly.

Section 1.3 of the SMM describes in detail the process of school development planning. Read these pages carefully and ask your cluster monitor to explain anything that is not clear.

You will be asked to send these plans to your regional office for their comments. Your school development planning should be thorough, as it is a central part of your work as a leader of the school.

1.4 School policies

National policies

Check that copies of these documents are available in your school.

	Policy	Confirm available
1	Gambia Government's General Orders (1994)	
2	Public Service Regulations and Code of Conduct for Civil Servants	
3	Financial Instructions	
4	School Policy Guidelines for Sexual Misconduct and Harassment (2004)	
5	Schemes of Service	
6	The Education Act (1992, revised 2007)	
7	Education Policy 2004-2015	
8	Education Sector Strategic Plan (ESSP) 2006-2015	
9	(other)	
10	(other)	

If any of these policies are missing, you should ask your cluster monitor to collect a replacement from the regional office.

School policies

Make a list of the policies that operate in this school. Also, write the dates when these policies were written and reviewed where necessary.

	Policy	Date written	Date reviewed
1	Staff Discipline Policy		
2	Pupil Attendance Policy		
3	Pupil Assessment Policy		
4	Pupil Behaviour Policy		
5	Homework Policy		

6	Health and Safe Environment Policy		
7	Dress Policy		
8	(other)		
9	(other)		
10	(other)		

1.5 Management of staff

1.5.1 Deployment of teaching staff

Here, record the staff teaching each grade of pupils.

Grade	Staff Names
1	
2	
3	
4	
5	
6	

Grade	Staff Names	Sub-Area
7		
8		
9		

Before the end of the second term, you should inform the regional office of the projected number of pupils for the following year. You should first discuss this with senior staff and the SMC. Record this information here.

--

Date of discussions with senior staff and SMC:

Projected number of pupils for next year:

(you should inform the regional office before the end of the second term)

Signed by headteacher _____ Date _____

1.5.4 Managing staff performance

Day-to-day supervision

Day-to-day tours round the school are a useful activity for the headteacher, and for other senior managers in the school. Visiting each area of the school helps the school management to be aware of current issues, pupil conduct, staff morale, and the quality of teaching and learning.

Tours like this are a good opportunity to register thoughts that will become part of your whole school development planning (see section 1.3). It is good practice to keep these notes in an exercise book.

In addition, you might keep notes on any of the following aspects of the school in this same exercise book:

Lesson planning	3.2.1	Classroom environment	3.5
Monitoring of homework	3.4	Library use	5.2
Use of text books	5.1	Pupil behaviour	6.2
Use of teachers' guides	5.1	Outside environment	6.4
Use of LATs	5.1	Furniture	6.5.2

1.5.5 Teachers' files

As headteacher you should maintain a confidential file for each teacher in your school. Open a new file for each new teacher at the beginning of the school year.

Record the date that files were opened for new teachers:

1.5.6 Managing teachers' attendance and punctuality

Reporting for work

Date of first day of school year:		
	Name	Date reported
<p>The headteacher, deputy and senior teachers should report at the school one full week before the school year begins.</p> <p>Here, write the names of these staff and write the date they reported.</p>	(Head)	
	(Deputy)	
<p>Other teaching staff should report at the school during the final week of the holiday.</p> <p>Here, write the names of these teachers and write the date they reported.</p> <p>Continue on a separate sheet if necessary.</p>		

Staff attendance and punctuality

Good attendance and punctuality of teachers is essential for the delivery of a quality education to children.

As headteacher, you should have a good knowledge of the attendance and punctuality patterns of your staff. It may be helpful to make a periodic analysis of the teacher attendance book.

Where you have concerns about the attendance or punctuality of teachers, it is good practice to support the teacher so that he or she is able to address the reasons. You can do this without condoning poor attendance or punctuality. Take action as described in the SMM.

Keep a record of actions taken in the following table:

Date	Name of teacher	Notes: What was the issue? What action was taken? Has there been an improvement?

--	--	--

1.5.7 Staff discipline

Staff code of conduct

It is good practice to agree on a code of conduct with your staff. If this was developed in a previous year, take time to discuss the code of conduct with your teachers at the beginning of the school year. An example of a code of conduct is given in Appendix 6 of the SMM.

Record the date your code of conduct was originally written:

Record the date the code of conduct was shown to new staff:

Staff discipline and grievance policies

At the same time, explain to new staff about your school policies; including the Staff Discipline Policy and the Grievance Policy (see also Appendix 7 of the SMM).

As headteacher, you should know what action to take when there are breaches of discipline by staff. Minor breaches can be dealt with at the school or community level. Serious matters must be referred to the Regional Director. Read the guidance in the SMM for detailed advice.

1.6 Financial management

Schools must operate an annual budget for each school year (September to August).

Examples of budget documents are given in Appendix 8 of the SMM.

1.6.2 Budgeting

Mobilising finances for the school

Finance for the school can come from a variety of sources

Here make a list of sources that have provided funds for the school in _____ the _____ past.

--

Here, make a list of sources that have not yet given to the school, but could be approached for funds.

--

1.6.3 Accounting and documentation

The school must use the following financial documents and books. Here, record the date that each one was first used in this school year, and write where these items are kept.

	Date first used this year	Where kept
Cash book		
Assets register		
Payment voucher system		
Receipt book(s)		

Each month (by the 7th) a bank reconciliation statement must be prepared for the previous month and filed.

Sign in the table below for each bank reconciliation statement that has _____ been _____ filed:

Month	Signed (headteacher)
September	
October	
November	
December	
January	
February	

Month	Signed (headteacher)
March	
April	
May	
June	
July	
August	

When planning your budget for September, use this checklist:

- Is the budget based on the whole school development (WSD) plan?
- Have there been proper consultations with the SMC and school management?
- Does this budget reflect likely costs (based on an analysis of current school data)?
- Are there any recent changes of education policy that will affect spending?

Keep your financial records up to date so that management of the school's finances and assets can be inspected and audited at any time.

This checklist will help you ensure that the budgeting and finances of the school are accountable and transparent:

- Is the school cash book up-to-date and analysed?
- Is the school assets register up-to-date?
- When the school receives cash, are these always recorded in a proper receipt book, and in the cash book?
- When the school receives non-cash donations, are these also recorded in the same receipt book?

- If the school employs a bursar, does he or she update the headteacher on the state of the school finances on a regular basis?

1.6.4 Reporting

The following reports should be presented to the SMC and PTA.

	Signed and date (headteacher)	Signed and date (SMC Chair)
Quarterly reports		
Statement of receipts and		
Statement of receipts and		
Statement of receipts and		
Statement of receipts and		
Assets register 1		
Assets register 2		
Assets register 3		
Assets register 4		
Annual reports		
Statement of receipts and		
List of assets and liability payments		
Assets register		

1.7 Handing over

Each school should keep a comprehensive and up-to-date list of the school's human and material resources.

This report will be used when 'handing-over' the school to a new headteacher. The report must have these sections:

School accounts	Materials
Human resources (i.e. staffing)	Equipment
Information about pupils	Premises
	Records from PTA and mothers' club

The headteacher is not required to write the whole report. Different sections can be written by the SMC sub-committees, and then countersigned by the headteacher and the SMC chair.

A framework for the handing over report is in Appendix 9 of the SMM.

It is good practice to update this report each term. Record your progress here:

	Date updated	Signed (headteacher)
First term		
Second term		
Third term		

This is the end of **the Leadership and Management** section of this handbook.

On this final page, summarise your findings about leadership and management in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Leadership and Management	Section 1 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

2. Community Participation



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

The PTA (Parent Teacher Association)

The full PTA should meet at least once per term. Record the dates of these meetings here:

	Date(s) of PTA meeting
First term	
Second term	
Third term	

The SMC (School Management Committee) and sub-committees

Here, write the name of the chairperson of the SMC and the chair of each of the six SMC sub-committees.

Committee	Name of chairperson
Full SMC	
Leadership and Management	
Community Participation	
Curriculum Management	
Teachers' Professional Development	
Teaching and Learning Resources	

Learner Welfare and School Environment	
--	--

2.2 Elections

Members of the SMC must be elected every four years. The maximum term any one person can serve without a break is two periods of four years.

Date _____ of _____ last _____ SMC elections: _____

Date _____ next _____ SMC elections are due: _____

Ideally, 50% (half) of your SMC members should be women. Initially, at least 33% (one third) of SMC members must be women.

Here, calculate the percentage of women on the SMC:

Number of women members =	Total number of SMC members =
Percentage of women =	

2.3 Communications and information

SMC Meetings should be held every month. Record the dates of those meetings here.

	Meeting Date
September	
October	
November	
December	
January	
February	

	Meeting Date
March	
April	
May	
June	
July	
August	

The SMC sub-committees should also meet every month.

Minutes of all these meetings must be recorded in a book of minutes and kept safely. Minutes should be made available for any member of the PTA to read.

2.4 Open days

Here, record the dates of open days this year.

	Date	Purpose
Open Day 1		
Open Day 2		
Open Day 3		

2.5 Mothers' clubs

Establishment

Is there a mothers' club for this school? Yes / No

It is for women in the community to decide whether there should be a mothers' club.

Here is a checklist for establishing a mothers' club:

1	Two to three female post-holders on the Leadership and Management Sub-committee organise an initial meeting with women in the community. Date of initial meeting:	
2	Provided there is sufficient interest, an official mothers' club meeting can be called. Date of first official mothers' club meeting:	

The headteacher and cluster monitor should support the establishment of the mothers' club and offer assistance as required, for example, provide a place to meet, or help organise or publicise the meeting.

Mandate

The mothers' club should meet at least once per term. The aims include promoting girls' access to school, promoting good performance, and prevent them dropping out.

The mothers' club should keep their minutes in an exercise book.

Mother's club representation on the SMC and sub-committees

Here, record the names of mothers' club members on the SMC. (There should be at least one).

--

Here, record the names of mothers' club members on the SMC sub-committees. (There should be at least one on each sub-committee).

Sub-committee	Names of mothers' club member(s) on that sub-committee
Leadership and Management	
Community Participation	
Curriculum Management	
Teachers' Professional Development	
Teaching and Learning Resources	
Learner Welfare and School Environment	

Elections

The president, vice-president, treasurer and secretary of the mother’s club should be elected once every four years.

Date of last mothers’ club elections:

Date of next mothers’ club elections:

Here, record the names of those elected to these positions in the mother’s club.

	Name of post-holder
President	
Vice-president	
Treasurer	
Secretary	

This is the end of the **Community Participation** section of this handbook.

On this final page, summarise your findings about community participation in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Community Participation	Section 2 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

3. Curriculum Management



3.1 Organisation of teaching time

3.1.1 Instruction hours

The statutory minimum number of instructional hours is 880 per year. It is the duty of headteachers and SMCs to ensure that teaching time does not fall below this minimum.

There are approximately 36 weeks in the school year. Therefore, to reach 880 hours of instruction in the year, pupils need 25 hours of instruction per week.

In this table, calculate the total teaching time per week for your school.

	Hours taught in morning school	Hours taught in afternoon school (only if double- shifting)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Add the hours per day to calculate the total hours		

instruction per week		
-----------------------------	--	--

The headteacher should try to ensure that pupils receive as much teaching as possible, and avoid too many occasions where instructional time is lost.

3.1.2 The composite timetable

Does the school have a composite school timetable? Yes / No

If you need help, consult a neighbouring headteacher, your cluster monitor or the Regional Directorate.

List the names of staff involved in preparing the composite timetable:	Give the date the composite timetable was completed:
Give the date when the composite timetable was discussed with the rest of the staff and class timetables extracted:	Indicate when the timetable was shared with the SMC:

Signed _____ SMC Chair Date

Here, record the weekly number of periods (or hours) given to core subjects.

Grade Subject	1	2	3	4	5	6	7	8	9
English									
Mathematics									
Int Studies									
Science									

SES									
------------	--	--	--	--	--	--	--	--	--

And here, record the weekly number of periods (or hours) given to elective subjects.

Your cluster monitor should verify that sufficient hours are given to core subjects (see table on previous page).

Signed _____ Cluster monitor Date _____

The headteacher and/or senior teachers should check that the full curriculum is represented in the timetable. This is an important part of monitoring curriculum coverage.

Monitoring curriculum coverage includes checks on:

- teachers' records (schemes of work and lesson plans)
- pupils' test and other assessment results
- pupils' work (academic and practical)
- overall time allocated to core subjects
- the quality of teaching and learning (scrutiny of pupils' work, teachers' notes and lesson plans)
- reasons for gaps in curriculum. Are they as a result of teachers' lack of subject knowledge, inexperience in time management and classroom organisation, or other reasons?

3.1.3 Classroom utilisation

There are many factors that determine if a school should be on a double shift. If you are double shifting, which of these factors are applicable? (Tick where applicable)

- Classroom shortage
- Lack of teachers
- Lack of furniture
- Others (specify)

Record here the classes taught in the afternoon if you are double-shifting

Teacher	Class / Grade

Teacher	Class / Grade

Number of classes taught in morning session.

Number of classes taught in afternoon session.

Here, record the steps you are taking to reduce the number of classes requiring afternoon lessons.

--

3.2 Ensuring and improving the quality of lessons

A syllabus for all grades and subjects is prepared by the DOSBSE and supplied to all schools. In order to teach the syllabus, teachers break it down to schemes and lessons. Learning Achievement Targets (LATs) for the core subjects are also supplied for Grades 1-4.

3.2.1 Lesson planning

Are your teachers expected to prepare lesson plans? Yes / No

Carry out spot-checks to ensure that lessons are planned. Record your findings in your 'day-to-day supervision' exercise book (see SRH p13). For example, you could use a chart like this:

Date	Class / teacher	Findings of lesson planning spot-check

Where teachers need help with lesson planning, there is advice in the SMM, and a sample lesson plan in Appendix 10.

You should give assistance to teachers who need help, or it may be appropriate to arrange a training session for the whole teaching staff. Ask your cluster monitor to help to arrange this if appropriate, or request help from a CTT member.

3.2.2 Monitoring of teaching

All teachers should be observed teaching a lesson at least once per month. Plan a schedule for these observations and display it on the wall of the headteacher's office.

Was a monitoring schedule developed and shared with the staff?
Yes / No

Has the purpose of monitoring of teaching been shared with all teachers?

If **yes** indicate date: _____

Notes from each observation should be kept in the teachers' files (see section 1.5.5 SMM).

3.3 Pupil achievement

Each time there are examinations or tests, the headteacher (or a delegated senior teacher) should analyse the results and feedback to the class teacher, the school senior management, and the SMC. Appendix 3 of the SMM has questions you might ask when looking at your results.

Record the date and findings of such reports in an exercise book for 'Results Analysis'.

For example, you could make notes about performance in internal tests and examinations in a table like this:

Date	Class / teacher	Internal tests Name of test and main findings of analysis

You could also make notes about performance in external examinations in a table like this:

Date	Class / teacher	External examinations Name of examination and main findings of analysis

Often, analysis of results in tests and examinations will reveal areas for development that the school should tackle. Record these in the your 'Results Analysis' exercise book. For example, you could use a table like this:

Date	Class / teacher	Area for development.

3.4 Homework

Make checks that pupils are being set homework to do, and that they are completing it.

Record these checks in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / teacher	Homework Findings of spot-checks and action required

Does the school have a homework policy? Yes / No

Does this school run a homework club? Yes / No

3.5 Improving the classroom environment

Make checks on how tidy and well-organised teachers' classrooms are, and their displays.

Record these checks in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / teacher	Classroom organisation/environment Findings of spot-checks and action required

3.6 Extra-curricular activities

Make a list of extra-curricular activities held in school.

Activity	Teacher/volunteer	When held	Average no of pupils attending

Make sure that attendance records are kept. Each term, analyse the numbers of girls and boys attending.

Do approximately the same number of girls and boys attend extra-curricular activities? Yes / No

Which activities are more popular with girls?

Which activities are more popular with boys?

This is the end of the **Curriculum Management** section of this handbook.

On this final page, summarise your findings about curriculum management in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Curriculum Management	Section 3 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

4. Teachers' Professional Development



4.1 Promoting CPD in your school

Professional development record

Keep an exercise book for 'Professional Development' as a record of teachers' professional development. In the book, list the professional development meetings and workshops attended by teachers from this school.

You could set out the pages of the book like this:

Date	Title of meeting / workshop	Main content	Learning points

Also, keep a register of attendance for all these meetings and workshops.

When one teacher attends a workshop or training, ask them to run a session in the school to feed back to other colleagues what they have learned. Also, speak to the teacher one month later, and ask about their training, and how much difference it made to their teaching.

When you tour the school (*Day-to-day supervision*, SMM 1.5.4) look out for teachers using new techniques they have learned during their training.

Other CPD activities

In the same 'Professional Development' exercise book, plan other professional development activities for your teachers, including these.

- Establish grade teams or subject teams

- Establish committees for subjects or other issues
- Establish working parties for subjects or other issues
- Develop an induction programme for new staff
- Develop a staff handbook
- Arrange for teachers to observe each other and give feedback
- Arrange for teachers to visit other schools to make observations
- Arrange for teachers to participate in cluster-based workshops

Aim to run at least two training sessions or activities within the school each term.

4.2 Supporting teacher trainees (TTs)

4.2.1 Headteacher support for TTs

In addition to meetings between TTs and their mentor, the headteacher should meet with each mentor once per month to discuss the progress of TTs and to offer support and advice to the mentor.

Record the dates, attendance and content of these meetings in an exercise book.

You should brief your senior staff and teachers so that they also regard the TTs as full members of staff.

Date of briefing: _____

You should ensure that TTs are provided with syllabuses, text books, timetables and other relevant materials.

Date these materials were provided: _____

4.2.2 Mentoring

In liaison with the regional office, the headteacher should appoint a mentor for each mentee. (The mentee is the TT or any other teacher given the support of a mentor).

Mentoring is discussed in the SMM, and also in The Mentoring Guide, produced by Gambia College.

Here, list the mentor assigned to each mentee.

Name of mentee	Name of mentor

The mentor should meet regularly with the mentee and give supportive feedback and guidance. The mentor should emphasise the mentee's strengths as well as areas for development.

The mentor should make a record of these meetings in an exercise book for 'Mentoring'. For example, tables like the one below can be drawn in the book. The mentor should show all these notes to the mentee, and discuss important points with the mentee. The book should also be made available to the headteacher on request.

Name of mentee	
Grade taught	
Name of mentor	
Date of meeting	
Professional advice given	



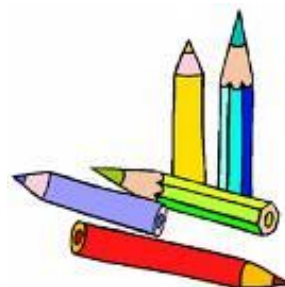
This is the end of the **Teachers' Professional Development** section of this handbook.

On this final page, summarise your findings about teachers' professional development in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Teachers' Professional Development	Section 4 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

5. Teaching and Learning Resources



5.1 Text books, teachers' guides and LATs

Text books

The Education Policy (2004-2015) states that textbooks should be provided to pupils on a 1:1 basis. Complete this table to check whether this ratio exists in this school.

		Number of complete sets of text books			
Grade	Number of pupils	English	Maths	Integrated Studies	
1					
2					
3					
4					
Grade	Number of pupils	English	Maths	Science	SES
5					
6					
7					
8					
9					

If there are insufficient textbooks, what action will you take? Make notes here.

--

Are pupils permitted to take books home? Yes / No

Where and how are textbooks stored in the school? Make brief notes here.

--

The Teaching and Learning Resources Sub-committee can develop a set of rules and regulations for the handling of textbooks, including how they are stored, whether they may be taken home and how they should be handled in the classroom.

Has this sub-committee developed rules for the handling of text books? Yes / No

Have pupils been informed about these rules? ? Yes / No

Have these rules been displayed in classrooms? ? Yes / No

Find out whether your teachers make textbooks available for use by pupils during lessons. Carry out spot-checks and record your findings in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / grade	Findings of textbook spot-check

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Teachers' Guides

There should be a complete set of Teachers' Guides for each teacher of that grade. Complete this table to check whether sufficient Teachers' Guides are available.

		Number of complete sets of Teachers' Guides			
Grade	Number of teachers	English	Maths	Integrated Studies	
1					
2					
3					
4					
Grade	Number of teachers	English	Maths	Science	SES
5					
6					
7					
8					
9					

If there are insufficient Teachers' Guides, what action will you take? Make notes here.

--



These materials are school property and **not** the property of individual teachers. Teachers should sign for these materials and they should hand them back at the end of each academic year. Senior managers should ensure that this is done. The list should be stored in the headteacher's office.

Find out whether Teachers' Guides are used effectively in lesson preparation and lesson delivery. Carry out spot-checks and record your findings in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / teacher	Findings of Teachers' Guide spot-check

Learning Achievement Targets (LATs)

Note: Copies of the LATs have been provided to schools, one copy per class.

Check the number of LAT documents in this school. Record findings here:

	Number of LAT booklets available			
Grade	English	Maths	Integrated Studies	
1				
2				
3				
4				
	English	Maths	Science	SES
5				
6				

If there are insufficient copies of LAT materials in this school, what steps will you take? Make notes here.

Find out whether LATs are used effectively in lesson preparation. Carry out spot-checks and record your findings in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / teacher	Findings of LATs spot-check

Where teachers are not using the LATs in lesson preparation, what action will you take? The action required might include training for teachers. Where training cannot be provided within the school, you can discuss with your cluster monitor how to seek training from external sources, such as the CTT.

Make notes here about action you take.

5.2 Libraries

Does the school have a library? Yes / No

If it does, write the name of the person responsible here:

Has the library been organised, so that books and other materials are easy to find? Yes / No

Are library sessions planned into the composite timetable? Yes / No

Find out whether the library is used regularly, and if lessons there are purposeful. Carry out spot-checks and record your findings in your 'Day-to-day Supervision' exercise book (see SRH p13). For example you could use a chart like this:

Date	Class / teacher	Library use Findings of spot-checks and action required

If there is no library, make notes here about action you take to find funding to establish one.

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This is the end of the **Teaching and Learning Resources** section of this handbook.

On this final page, summarise your findings about teaching and learning resources in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Teaching and Learning Resources	Section 5 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

6. Learner Welfare and the School Environment



6.1 Enrolment, attendance, retention and punctuality

6.1.1 Enrolment

Here, record the number of pupils in the school. Give the final number after pupils have finished registering in September.

Grade	Number of boys	Number of girls	Total
1			
2			
3			
4			
5			
6			
Totals			

Make a copy of this table and display it on the wall of the headteacher's office.

Predicted enrolment

Use this table to predict the number of pupils for next year. Use information from PTA members who have been sensitising parents about enrolment.

Grade	Number of boys	Number of girls	Total
1			
2			
3			
4			
5			
6			
Totals			

By the end of the second term, pass this information to the regional office for use in determining staffing levels for the coming year.

How to ensure full enrolment

What strategies do you use to ensure full enrolment?
Here, describe strategies used this year to promote full enrolment.

6.1.2 Attendance, punctuality and preventing drop-out

Accurate attendance registers must be kept for every class.

Each month, collect the registers from all classes. Look for the following:

- Check that the register has been completed twice each day for that class
- Check there are no gaps or missing information
- Check that the register has been totalled at the end of each week. Record these totals and include them in the attendance report at the end of the term.

Here, record your findings from these monthly checks. Take action as necessary.

Each term, write a report on the total attendance for that term.

Record here the date each of these reports is completed:

	Date completed
First term attendance report	
Second term attendance report	
Third term attendance report	

What action has been taken to prevent pupils dropping out?
Here, record strategies that have been used.

What action has been taken to reward good attendance and
punctuality?
Here, record strategies that have been used.

6.2 Pupil behaviour and discipline

6.2.1 Behaviour and discipline

Does the school have a pupil behaviour and discipline policy?

If yes, write where this policy is displayed:

If No, then follow the following process to develop a pupil behaviour and discipline policy.

1	Select a small team to lead the process. Write here the names of the team members:
2	Team members identify stakeholders to be consulted. Write here the stakeholders to be consulted:
3	The small team should summarise the outcome of these consultations. Then they should draft the pupil behaviour and discipline policy.
4	Team members meet entire staff to review, finalise and adopt policy. Date of meeting Attendance
5	Organise general meeting for staff, PTA and other stakeholders to outline the adopted policy on pupil behaviour and discipline.

	<p>Date of General Meeting</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>ATTENDANCE</p> <p>Staff</p> <p>PTA</p> <p>Other stakeholders</p> <p>.....</p>
6	<p>Inform pupils of the pupil behaviour and discipline policy. Display the policy.</p>	
7	<p>Act according to the policy. Each term, remind staff of the main points of the policy.</p>	

6.2.2 School dress

In what ways does this school support families who cannot afford to buy school uniform?

Here, write strategies used to provide uniform for these pupils.

6.3 Student councils

Note here the names of the following:

Head girl:	Deputy head girl:
Head boy:	Deputy head boy:

Write the names of pupils who represent the council at the SMC:

Write the names of pupils who represent the council at the Learner Welfare and School Environment Sub-committee:

6.4 School health issues

6.4.1 Ensuring a clean and safe environment

Developing a set of school rules for hygiene

Does the school have a set of good health rules which gives pupils the opportunity to learn and practice good health habits, good hygiene habits and good safety code?

If yes, write where these rules are displayed:

If **No**, then follow this process

1	Identify a task force of a few teachers to work on the formulation of school health rules. (If possible include some school student councillors). Here, write names of the members of the task force:
2	Task force members discuss and identify stakeholders to be consulted on the formulation school health rules. <u>Names of stake holders to be consulted</u> <u>Date</u> <u>consulted</u>

3	The task force should meet and discuss the outcome of the consultation. Then they should draft of a set of school health rules.
4	Call a general staff meeting to review, finalise and adopt the health rules. Date of meeting:
5	Display the adopted good school health rules. Sensitise the pupils about adherence to school health rules. Here, describe the sensitisation strategy: Date:
7	Invite PTA and other stakeholders to a general meeting to discuss the rules. Date: <u>Attendance</u> Staff PTA Other stakeholders
8	Act according to the policy. Each term, remind staff of the main points.

Student health clubs or committees

Give the student health club an exercise book in which to record their discussions and recommendations.

Arrange for representatives of the student health committee to report their recommendations to the Learner Welfare and Environment Sub-committee.

6.4.2 Ensuring the best possible nutrition

Managing a school nutrition programme

Has the school established a set of basic rules for food management, food storage, safe food handling and kitchen management?

Has it established the correct food rations for each child thus verifying the daily attendance of children?

Write where these rules and amounts are displayed:

--

If **No**, then follow this process

1	<p>Establish a task force comprising of members of the Learner Welfare and Environment Sub-committee to formulate a set of basic rules for food management, food storage etc.</p> <p>Possibly co-opt garden master, a cook and two student councillors.</p> <p>Write here the names of the task force members and co-opted members.</p>
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2	<p>Task force member identify stakeholders to be consulted about the formulation of the basic rules for food management etc.</p> <p><u>Names of stake holders to be consulted</u> <u>Date</u></p> <p><u>consulted</u></p> <p>The following may be consulted as relevant stakeholders: GAFNA, HEALTH, AGRIC, cluster monitor</p>
3	<p>Task force members should discuss the outcome of the consultation and draft a set of basic rules for food management etc.</p>
4	<p>Call a general staff meeting to review, ratify and adopt the rules.</p> <p>Date of meeting:</p>
5	<p>Display here the adopted rules for food management.</p>

6.4.3 School gardens

Here, write how the school garden is used in the curriculum:

Here, write how staff and pupils who contribute co-operatively and energetically to the garden are rewarded:

6.4.4 Providing guidance and counselling

Establishing guidance and counselling systems

Here, write the names of all staff willing to act as counsellors to pupils who need it:

The headteacher should ensure that any pupils who need advice or counselling are referred to an appropriate member of staff, such as one of those named above.

6.5 Infrastructure

6.5.1 Maintenance

The Learner Welfare and Environment Sub-committee should keep a record of all maintenance work done during the year. For example, they could use a table like this:

Maintenance required	Contactors	Date work started	Date work finished

These details should be presented at each meeting of this sub-committee, so they can discuss any ongoing work.

These details should also be presented periodically at full SMC meetings.

6.5.2 Furniture

Use the following checklist to ensure that each class has the following furniture.

You could copy this chart into your 'Day-to-day Supervision' exercise book (see SRH p13).

Conduct two checks per term for every classroom.

Furniture Available													
Enough benches and desks to seat pupils two to a bench													
A teacher's desk and chair													
A lockable cupboard or trunk (for materials)													
A lockable door													
A usable blackboard													
A cement floor													
A notice board													
A dustbin													
A container for drinking water e.g. bucket													

Where items are missing the school development plan should include strategies to ensure that each class obtains these items and keeps them in good repair.

This is the end of the **Learner Welfare and School Environment** section of this handbook.

On this final page, summarise your findings about learner welfare and the school environment in this school. Write about the strengths of the school and the areas for development.

Your notes on this page can be taken forward into the process of whole school development, as you and the community seek to develop the school, improve quality, and plan effectively for the future.

School Review Handbook Learner Welfare and the School Environment	Section 6 summary
Strengths	
Areas for development	
Use these notes in the process of whole school development.	

