Inspection for Improvement

Whole School Inspection Handbook

for

School Inspectors in Solomon Islands.

August 2012
Foreword

In 2009, the *Framework for Inspection* that proposed changes to the role of the School Inspectorate in the Solomon Islands, was endorsed and accepted by the Ministry of Education and Human Resource Development (MEHRD) as the base document for reforming the operation of the Inspectorate.

The *Framework for Inspection* recognises that principals/head teachers of Solomon Islands schools are professional leaders through giving them responsibility for the appraisal of all teachers in their schools. They are also to be responsible for assessing and recommending that the Inspectorate confirm probationary teachers, teachers on trial promotion and overseas teachers. Currently all confirmations are undertaken by inspectors visiting classrooms in the schools where unconfirmed teachers are working.

The *Handbook for the Appraisal of Teachers* was completed in May 2010.

The *Framework for Inspection* gives the Inspectorate a national role in maintaining and improving national standards of teaching and learning through a programme of *Whole School Inspections*.

This *Handbook for Whole School Inspection* and the accompanying Inspection Worksheets provide guidelines to Inspectors for the consistent implementation of Whole School Inspection in all Solomon Islands schools.

Fred Isom Rohorua  
Permanent Secretary  
Ministry of Education & Human Resources Development

Acknowledgements

Our gratitude to the outgoing PS at that time, Mrs Mylyn Kuve for approving the Initiative to develop such an important document. This Handbook was developed by the Inspectorate Division (MEHRD), Directors of Divisions within MEHRD, officials from the Solomon Islands Education Authorities, staff from the Solomon Islands College of Higher Education (SICHE), and selected Principals and Head Teachers of Solomon Islands schools.

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Technical Advisor  
NZ Government
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Abbreviations

DI       Director Inspectorate
EA       Education Authority
MEHRD    Ministry of Education and Human Resource Development
SI       Solomon Islands
SIEMIS   Solomon Islands Education Information Management System
WSI      Whole School Inspection

Glossary

**Evaluation** in a school is a general term about understanding and judging the worth of the education provided by the school and providing information for decision makers.

**Inspection** is a type of evaluation that involves observing a school in action, making judgements about the quality of education provided and providing feedback about aspects of the school that are going well and those areas that can be developed further.

**Appraisal** is providing feedback about the performance of a teacher to identify strengths and areas for development.

**Assessment** is making judgements about the performance of a teacher or a student/pupil against a standard.

**Internal evaluation** in a school is self-review activities undertaken by staff within a school to find out how well aspects of a school are working.

**External evaluation** in a school is activities undertaken by people outside the school to find out how well aspects of a school are working.
Chapter 1  Introduction

Whole School Inspection

Every country wants to improve the education offered to its young people by finding ways in which to raise the achievement of its students and pupils. Schools too want to improve the way in which they provide education for the young people enrolled. Whole School Inspection (WSI) is an important way in which individual schools and hence the quality of education nationally can be helped to improve.

WSI is an external evaluation of all aspects of a school’s performance. It involves a group of inspectors (evaluators) observing a school in action and making judgements about the quality of the education the school provides for its students/pupils.

Schools are complicated places and there are many stakeholders involved – such as the principal/head teacher, teachers, support staff, the school board/committee, parents and members of the community. However, the most important person in a school is the student/pupil. All the different people involved in a school are there for the benefit of the child or young person enrolled in that school.

Therefore WSI focuses on the quality of education being provided for each child and is about improving the quality of education each child receives.

The Purposes of WSI

WSI is the process of observing a school in action and giving informed feedback about the aspects of the school that are going well and those areas that can be developed further. It has two purposes – accountability and improvement.

Accountability

Schools are accountable for the quality of education they provide for their students/pupils to a wide range of stakeholders – the students/pupils themselves, their parents or guardians, the community in which the school is located, the Education Authority and the Ministry of Education and Human Resource Development. Whole School Inspection provides all these stakeholders with information about the quality of education provided by the school.

Improvement

At the same time Whole School Inspection is an avenue for improvement. It helps the principal/head teacher, the teachers, and the school board/committee to know about the strengths of the school and the aspects that can be improved. Just as all schools have some things that they do well, all schools can improve in some areas. Inspection helps identify these areas so the school can plan for and implement improvement strategies.
**WSI in the Solomon Islands**

The Solomon Islands *National Education Action Plan* (NEAP) has three strategic goals:

- to achieve equitable access to education for all people in the Solomon Islands
- to improve the quality of education in the Solomon Islands
- to manage and monitor resources efficiently.

In relation to these strategic goals WSI focuses on gathering information about *access*, *quality* and *management* in each SI school.
Chapter 2 The Whole School Inspection Planning Process

The aim of WSI is to provide reliable evaluative information about a school to those who are in the position to use the information to improve the school.

The WSI process involves the following actions.

i Gathering information
ii Recording information
iii Analysing information
iv Synthesising information
v Reporting information.

i Gathering Information

Inspectors begin WSI by asking the following overarching question:

What is the quality of education provided for the students/pupils at this school?

Inspectors then ask a set of investigative questions based on the following aspects of a school:

Access   Quality   Management

Inspectors then seek evidence to answer the investigative questions by reading, observing, and discussing (ROD).

Information from only one source is not sufficiently reliable. Therefore all evidence is triangulated – that is, it is checked with three sources. For example, if something is read in a document, it is checked through discussion with more than one person and observed, if possible.
ii Recording Information

Inspectors record on the inspection worksheets a summary of the evidence and its source, identifying whether they found this out through reading, observing or discussion. They use the following abbreviations:

R = Reading  O = Observation  D = Discussion.

iii Analysing Information

When the inspectors have enough information to answer the investigative questions, they meet and analyse the information – that is, they decide what it all means and what deductions can be drawn from it.

iv Synthesising Information

After analysis the inspectors synthesise the information – that is, they decide what the answers to the investigative questions are and what conclusions can be drawn. At this stage recommendations can be drawn up.

v Reporting Information

The WSI report is a record of the findings of the inspection team from reading, observing and discussing before, during, and after the visit to the school.

Inspectors report in brief orally before they leave the school and follow this up with a written report after they leave the school.

The aim of the oral and written reports is to improve the quality of the education provided by the school.
WSI Process

What is the quality of education provided for students/pupils in this school?

- Asking Investigative Questions
- Seeking Evidence
- Triangulating Evidence
- Recording Evidence
- Analysing Evidence
- Synthesising Evidence
- Reporting Findings

What is the quality of education provided for students/pupils in this school?
Chapter 3  The Whole School Inspection Procedure

The WSI Procedure begins some months before the inspection visit to the school and is completed some months after it.

The following are the stages in the WSI procedure.

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<th>Timing</th>
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<td>12 months after WSI</td>
<td>Team Leader</td>
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</table>
Detail of the Stages

1. The Director Inspectorate (DI), with input from local inspectors and Education Authorities, identifies schools that need WSI in the following year, in time for the costs of WSI to be included in the annual budget.

2. The DI draws up an annual national plan for WSI involving all inspectors and schedules each WSI so that national plans for inspectors’ travel and accommodation can be made.

3. The DI selects the team leader and the team members for all WSI on the annual national plan. To reduce bias there are always two or more inspectors – a team leader and at least one other team member.

4. The team leader, using a standard letter, writes to the school and notifies the school of the dates of the inspection, the documents that the school is to send to the team leader, and the documents that the team needs to read at the school.

5. At least two weeks before the WSI visit, the team leader plans the inspection by reading the documents sent from the school, noting any issues to do with the investigative questions, and allocating inspection tasks to team members.

6. The team inspects the school in action for 3-5 days

7. At the end of the school inspection visit the team reports orally.

8. The team leader writes the draft report, using notes from other team members, and sends the draft to the school one month after the end of the WSI visit.

9. One month after receiving the draft report the school sends any comments to the team leader. The DI (or her nominee) then finalises the report and circulates the final report to the principal/head teacher, the school board/committee and the local Education Authority.

10. One month after receiving the final written report the school sends the Improvement Action Plan to the DI.

11. The DI decides which schools should be given recognition for their improvement and which need to be monitored in implementing their action plan over the next 12 months. The DI schedules inspectors to carry out the monitoring.
WSI Stages

- Selecting schools for WSI
- Scheduling WSI visits to schools
- Selecting team and team leader
- Notifying school Requesting documents
- Planning WSI visit Reading documents Allocating tasks
- Inspecting the school
- Reporting orally
- Writing draft report
- Finalising and circulating report
- Receiving action plan
- Monitoring progress
Chapter 4. The Whole School Inspection Process

Notifying Letter to School
In the notifying letter to the school, two months before the WSI, the team leader explains the purpose and procedure of the WSI and specifies the two documents that need to be specially prepared, those that need to be sent to the team leader, and those that the inspection team will need to read at the school.

The form for the Notifying Letter (A 1) is included in Annex A.

Requesting Documents

The school has only two special documents to prepare for WSI:

1. School Background Summary
This one/two page summary provides a context for the inspectors in carrying out WSI. It provides current school statistics, gives detail of the recent history of the school – any changes to the school roll, the community, the school buildings, etc. It identifies school strengths, from the school’s point of view, and describes any developments that the school is carrying out. If there are any matters currently impacting on the operation of the school, they are included in this document. The principal/head teacher and/or the school board/committee chairperson prepare the School Background Summary.

The form for the School Background Summary (A 2) is included in Annex A.

2. Checklist for Principal/Head teacher
To save time when the inspection team come to the school, inspectors ask the principal/head teacher to give them some basic information for WSI. This Checklist for Principal/Head teacher serves as a reminder to principals/head teachers of what they are required to do and what is good practice to do when running a school.

Principals/Head teachers respond to the questions in the checklist with “Yes”, “No” or, where applicable, “In Progress”. There is room for explanations for any “No” or “In Progress” answers. The answers to the questions in the checklist provide the basis for the first discussions between the inspectors and principal/Head teacher when the inspectors arrive at the school.
There are **two other** sets of documents that the school will already have that are needed for WSI.

1. **Documents to be sent to the Team Leader**
   To plan the WSI visit the team leader asks for some information to be sent to the inspectorate so that the inspectors can read this before they come to the school. The school sends this to the team leader to reach the inspector’s office at least two weeks before the inspection visit. All the documents requested are ones that the school should currently have on file.

2. **Documents to be available at the School**
   Some of the documents for the inspection are too large and detailed to be sent to the team leaders before the inspection visit. In this case the principal/head teacher gets these documents together before the inspectors arrive at the school and makes them available in a room where the inspectors can read them easily during their visit.

**Planning the Inspection Visit**

When the team leader has received the documents sent from the school, he/she reads them and then uses them to plan the inspection visit. Of particular interest is the Checklist for Principal/Head teacher as it shows whether or not basic school documents have been prepared. The inspector highlights where there are “No” or “In Progress” answers as these provide the basis of initial questions about what development there has been to date in these areas.

The team leader then allocates the various WSI interviews and discussions to the team members. As well as their specific allocations, all team members also contribute to the Quality aspect of the WSI by observing teaching in classrooms.

If possible, the team leader meets with the other members of the team to tell them about the main facts about the school that have emerged from reading the documents. If the team cannot meet in person, the team leader writes a short briefing note about the school and sends it to the other team members.
Inspecting the School

Investigative questions
The inspectors spend their time at the school seeking evidence to answer the overarching evaluative question:

*What is the quality of the education provided for the students/pupils in this school?*

and the investigative questions that contribute to the evaluative question:

- *To what extent do the students/pupils who should be enrolled at this school have access to and are attending the school?*
- *To what extent do students/pupils experience good quality teaching and learning at this school?*
- *To what extent does the management of the school’s resources benefit the students/pupils at this school?*

WSI Initial Meeting
As soon as the inspectors arrive at the school they hold an initial meeting with the principal/head teacher, senior staff (if the school is large), and the board/committee chairperson, or his/her nominee. At this meeting the inspectors discuss the documents sent to the team leader, including the Checklist for Principal/Head teacher, ask the principal/head teacher and others present questions about access, quality and management including what other documents the team should read, who else they should talk to, and what they could observe.

The Initial Meeting Form (B1) is included in Annex B.

Inspection activities
Inspectors seek evidence to answer their investigative questions by reading, observation and discussion (ROD) that includes:

- reading school documents
- talking with the principal/head teacher
- talking with the teachers
- talking with the students
- talking with board/committee members
- talking with community members
- observing in classrooms
- observing the school in action
Forms for meetings with teachers (B2), students (B3), board/committee members (B4), and community members (B5) and for classroom observations (B6) are included in Annex B.

**Analysing evidence**
Half way through the inspection visit the team meets together to compare notes from their interviews, reading and observations and to sort their findings under the headings of access, quality and management. This meeting gives the inspectors the opportunity to find out where the gaps in their evidence are and whether more triangulation is needed to confirm findings.

The Analysing Evidence Form (B 7) is included in Annex B.

**Synthesising evidence**
On the last day, when the team has collected sufficient evidence under the three headings of access, quality and management they meet to synthesise the evidence, decide what the answers to the investigative questions are, and decide what commendations and recommendations they will make.

The Synthesising Evidence Form (B 8) is included in Annex B.

**Oral Reporting**

At the end of the last day at the school, the inspection team gives an oral summary of the findings to the principal/head teacher, the teachers and as many members of the board/committee as are available. In some schools a school assembly will also be held for the inspection team to present to the students.

The oral reporting takes less than one hour and focuses on the major areas of the school that are benefiting students and the major areas where further development is needed. The team leader aims to get agreement about the areas for development so that these can be written up later as actions or recommendations.

The Oral Report Form (C 1) is included in Annex C.

**Writing the Draft Report**

The written report confirms those issues raised in the oral reporting. It aims to provide the principal, teachers and board/committee members and the community with clear evidence of the aspects of the school that are going well and benefiting students and those that should be further developed.
The written report is made up of the following sections:

1. **Introduction**
   - This section explains what Whole School Inspection is and gives the date of the school inspection visit.

2. **School Profile**
   - This section provides statistical details about the school at the time of the WSI, such as its name, location, type, Education Authority, the number of students, the number of teachers, and any special aspects, such as boarding facilities. The data for this section has previously been provided to the inspection team leader by the principal/head teacher in the School Background Summary.

3. **Whole School Inspection Summary**
   - This section is a one-page summary of the WSI findings. It is written so that, along with the Introduction and the School Profile sections, it can stand alone and can be easily provided for parents and members of the school community to read.
   - It answers the question:
     
     *What is the quality of education provided for students/pupils in this school?*

4. **Whole School Inspection Findings**
   - This section answers the three investigative questions about access, quality, and management in the school. Under each of these headings, the major findings from the WSI are divided into two sections:
     
     **Achievements** – areas of the school that benefit students
     
     **Challenges** – areas of the school that need further development to benefit students

   - This section of the report provides detail for the principal/head teacher and teachers. It can include some professional vocabulary to do with teaching and learning so that it is useful to the professional staff.
5 The Way Forward

5.1 Actions Required for Accountability
There are some aspects of a school that are written into law, regulation and government policy and schools must comply with these. If a school is not doing something that is required, this section records the action that must be taken if the school is to behave lawfully and a timeframe for this to happen.

5.2 Recommendations for Improvement
In this section the inspectors make some recommendations about the areas for development identified in the Challenges section. These recommendations have been flagged at the time of the oral reporting and form the basis of the Improvement Action Plan that the school draws up after receiving the final report.

5.3 Recommendations to the Education Authority
There are some aspects of a school, especially in terms of its infrastructure, that the school by itself is unable to improve. In these cases recommendations are made to the Education Authority for their action.

The Written Report Form (C 2) is included in Annex C.

Accuracy Comment Form

The Accuracy Comment Form is included with the draft report when it is sent to the school. This form gives the school (principal/head teacher and board/committee chairperson) the opportunity to comment on any parts of the report that they do not think are accurate. They state the reasons why, in their view, the inspectors’ statements do not seem to be accurate and include written evidence to back up their reasons.

The Accuracy Comment Form (C 3) is included in Annex C.

Finalising the Report

When the team leader receives the Accuracy Comment Form from the school, the evidence is considered and amendments are made to the draft report if appropriate.

The amended report goes through a quality assurance process after which it is signed out on behalf of the Director Inspectors, dated and sent to the principal/head teacher and the chairperson of the board/committee with a request for an Improvement Action Plan. It is also copied to the Education Authority.
The Form for the **Improvement Action Plan (C 4)** is included in **Annex C**.

**Monitoring the Improvement Action Plan**

After the school receives the final report the principal/head teacher and the chairperson of the school committee/board respond to the Inspectorate with a plan for the improvement activities they expect to carry out over the next 12 months.

After receiving the **Improvement Action Plan** the DI (or her nominee) decides:

- which schools are to receive a letter of commendation on their WSI
- which schools are to report in writing after 2 months about the action they have taken in terms of the *Actions Required* section of the WSI report
- which schools are to report in writing on their progress with the **Improvement Action Plan** after 12 months
- Which schools are to have a follow-up monitoring visit by the team leader after 12 months.

The **Monitoring Recommendation Form (D 1)** is attached in **Annex D**.
Chapter 3  Conclusions

Whole School Inspection is a way of providing an external evaluation of the operation of a school so that the principal/head teacher, teachers, board/committee members, parents/caregivers and community members know the strengths of the school and the areas where the school can improve.

All schools have things that they do well and these are acknowledged by the inspectors and included in the WSI report. All schools can improve and all WSI reports include recommendations from the inspectors about areas whether current practice can be improved.

Education legislation and policy make certain requirements of a school and the inspection team identifies whether all these requirements have been met. If they are not, the WSI report includes a list of the actions that the school has to take so that it functions lawfully.

WSI is always carried out by two or more inspectors to reduce bias and so that perceptions can be shared and evidence corroborated. Inspectors spend time before they go to the school reading documents and planning the inspection visit. While they are at the school they spend time reading documents, observing the school in action, both in classrooms and in the school grounds, and discussing what they have read and seen with the principal/head teacher, board/committee members, teachers, students/pupils and members of the community. Inspectors record the evidence of what they have read, seen and heard and draw conclusions from their evidence about the quality of the education that the children or young people at a school are receiving. Inspectors spend time while they are at the school asking and listening rather than talking and telling. After they leave the school, inspectors spend time writing the draft report and later approving the final report.

The WSI report is intended to provide reliable external information that can be used by those in a position to improve the operation of the school. This includes the principal/head teacher, the teachers at the school, the members of the school board/committee, the school community, and the Education Authority.

Education research has shown that the quality of teaching accounts for about 30% of the variance in students’ progress and achievement at school. For this reason most of the recommendations in a WSI report will be about improvements in teaching and learning that can be made by the principal/head teacher and teachers.

The Education Authority has responsibility for the operation of some aspects of the school and, if improvement is needed in these areas, recommendations in the WSI report are made to the EA.
The Whole School Inspection report provides clear direction to the school and Education Authority about actions the school **must** take to meet the requirements of the law, and recommended actions that the school (and the EA) **should** take to improve the quality of education that the children and young people in the school receive.

After the inspection visit, schools attend immediately to the actions required for accountability that are stated in the report. They then consider the recommendations for improvement in the report and draw up a plan so that they can work on improvements in a timely and organised way. Many schools, once they know what to do, can carry out the improvements themselves. Other schools may find that they need help from outside to complete their improvement plan. Education Authorities attend to the recommendations that are their responsibility to carry out.

Through its careful evaluation and its evidentially-based recommendations Whole School Inspection can help improve the performance of individual schools as well as improve education across the whole country.
Annex Inspection Worksheets

A 1 Notifying Letter

Date

The Principal/Head teacher and Board/Committee Chairperson

School Name
School Address

Whole School Inspection

Dear [Names]

Your school has been scheduled for a Whole School Inspection (WSI) this year. The aim of WSI is to improve education in individual schools and nationally by providing an external evaluation of the quality of education provided at your school for your students/pupils.

The inspection findings will answer the over-arching question:

*What is the quality of the education provided for the students/pupils in this school?*

To do this the inspectors will seek evidence to answer these investigative questions:

- *To what extent do the students/pupils who should be enrolled at this school have access to and are attending the school?*
- *To what extent do students/pupils experience good quality teaching and learning at this school?*
- *To what extent does the management of the school’s resources benefit the students/pupils at this school?*

The inspection team made up of [number] inspectors expects to visit your school from [date of first day] to [date of last day] [year].

Included with this letter are four forms:

- School Background Summary
- Checklist for the Principal/Head teacher
- List of documents to be sent to the Team Leader
- List of documents to be available at the school for the inspectors to read.
There are only two documents that need to be specially prepared for the inspection visit – the *School Background Summary* and the *Checklist for the Principal/Head teacher*. The documents to be sent to the team leader and the documents to be available at the school for the inspectors to read are ones that your school will already have on file.

**Please send the**
- *School Background Summary*
- *Checklist for the Principal/Head teacher*
- *Documents for the Team Leader*

**to [name and address of team leader] by [date two weeks before inspection begins].**

**When the inspection team arrives at your school** we want to meet for the first two hours with the principal/head teacher and the board-committee chairperson (or his/her nominee). If your school is large you can also invite the senior staff to this meeting. At this meeting we will go through your *Checklist for the Principal/Head teacher* and ask questions about access, quality and management in your school.

**During the inspection visit** we will want to meet and talk with teachers, board-committee members, students/pupils and the community. We will want to observe teaching in classrooms as well as observe the school in action. We will want to read the documents that you have assembled according to the *List of documents to be available at the school for the inspectors to read*.

**At the end of the visit** we would like to meet with the principal/head teacher, as many board-committee members as are available, and the teachers, to give an oral summary of our findings. If you are able to arrange a school assembly we can also talk briefly with the students.

**About a month after we leave the school** we will send you both a copy of the *Draft Inspection Report*. You will have the opportunity to comment on any errors of fact that you perceive in this report and provide any other written evidence about findings in the report. After this the report will be finalised and sent to you to share with the community. A copy will also be sent to your Education Authority.

If you have any questions about your school’s WSI please contact me directly.

We look forward to our visit to your school.

Yours sincerely

[Name of Team Leader]
[Address]
[Telephone]
[Fax]
A 2 School Background Summary

School Background Summary

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<th>School</th>
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<tbody>
<tr>
<td>Education Authority</td>
<td>.........................................................................................................</td>
</tr>
<tr>
<td>Principal/Head teacher</td>
<td>.........................................................................................................</td>
</tr>
<tr>
<td>Board/Committee Chair</td>
<td>.........................................................................................................</td>
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<tr>
<td>Date</td>
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Statistics [as at time of WSI]

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<td>Women</td>
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<tr>
<td>Support Staff</td>
<td>Total</td>
<td>Men</td>
<td>Women</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Day School/Boarding School

Background

[Comment on: any special features; the school’s recent history; any changes to the school roll, the community, the school buildings; current school achievements, school developments, challenges.]
A 3   Principal/Head teacher WSI Checklist

Principal/Head teacher WSI Checklist

School ............................................................................................................

Education Authority ......................................................................................

Principal/Head teacher ..................................................................................

Answer the questions below by checking in the appropriate box.
If you are in the process of developing a plan or policy but have not completed it you may write “In Progress” in the “No” column.
Use the space at the end of the checklist to make any comments about “No” and “In Progress” answers

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The school has written a <strong>Whole School Development Plan (WSDP)</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The <strong>school board/committee meets quarterly</strong> and keeps accurate minutes of its meetings</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The school has an approved <strong>Budget</strong></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The school monitors spending against the <strong>Budget</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The school has completed the most recent <strong>bi-annual and annual financial reports</strong> as required for retirement of funds</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The school has completed the <strong>SIEMIS</strong> return for the current year</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The school has written its <strong>Annual Report</strong> for the previous year</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The school has a policy on <strong>access</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The school checks and updates <strong>attendance records of students/pupils</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The school teaches the <strong>National Curriculum</strong> (100%)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>The school assesses its students/pupils in accordance with its <strong>Learner Assessment Policy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school records and analyses students’ examination and assessment results</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The school gives its students/pupils opportunities to participate in a range of extra-curricular activities</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>The school’s teaching and learning resources are sufficient and available to students/pupils</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The school checks and updates attendance records of teachers</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>The school’s teachers have approved yearly Course Programmes</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The school’s teachers maintain detailed Day Books/Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The school’s teachers are appraised annually and teacher improvement plans are carried out</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The school has an annual Professional Development (PD) plan for its teachers and is implementing it</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The school has a policy on health and safety</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>The school provides a clean and safe environment for students/pupils and teachers in accordance with minimum standards</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The school’s facilities are suitable and well-maintained</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The school has clean drinking water and sanitation facilities</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The school has a copy of the Teaching Services Handbook</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The school has copies of current MEHRD policies, the Basic Education Policy, the ECE Policy, and the Senior Secondary Policy (if applicable)</td>
<td></td>
</tr>
</tbody>
</table>
Principal/Head teacher Checklist

If you have answered “No” or “In Progress” to any questions in the checklist write any comments here.
A 4  Documents to be sent to the Team Leader

1  Whole School Development Plan

2  Annual Work Programme

4  School Timetable

5  School Calendar or List of Major Events of the School Year

6  Staff List

   Names (First and Last)
   Position
   Responsibilities
   Qualifications
   Gender
   Status [confirmed/unconfirmed trained/untrained paid/unpaid]
A 5 Documents to be available at the School

1 The Board/Committee Constitution
2 Minutes of School Board/Committee meetings for the last 12 months
3 Current approved Budget
4 Annual and bi-annual reports for the last 12 months
5 The Admission Register and Attendance Registers
6 Schools Rules
7 Any analysis of students’ assessments and external examination results for previous two years
8 Evidence that SBA and IA has been sent to SBBA
   [Schools with Forms 5 and 6 only]
9 Minutes of recent staff meetings
10 Minutes of recent meetings of heads of departments or senior staff
11 School Information Handbook
12 Personnel Profiles
13 Inventory
14 Any written policies, procedures and plans for the following aspects of the school operation:

   Access
   Quality
   Management
15 School Map
B 1 Initial Meeting with Principal and Board/Committee

Initial Meeting with Principal/Head teacher and Board/Committee

School .................................................................
Team Leader ..........................................................
Meeting Participants ............................................... 
Date .................................................................
Time .................................................................

1 Greetings and Introductions
[Inspection team members and school and board/committee personnel]

2 Summary of Aim and Procedure for WSI
[Go over the notification letter to clarify details]

3 Background Question
Thank you for sending information about the school before the inspection visit. We have read this with interest. Just to confirm the statistics from your School Background Summary, you have (……) students/pupils and (……) teachers. Perhaps you could tell us a bit more about…… (Choose a topic from the School Background Summary)

[Room for notes of discussion]

4 School Achievements
In your opinion/s what are the important achievements of this school?
For example: teaching staff, resources, student achievement, teaching and learning programmes, sporting successes.

[Room for notes of discussion]

5 School Challenges
In your opinion/s what are the challenges facing this school?
How are you going about meeting these challenges?

[Room for notes of discussion]

6 Principal/Head teacher Checklist
It is good to see that you have checked [many/some] “Yes” answers. You have also made some comments about the areas where you have answered “No” or “In Progress”. Let’s go through these items now and talk about when you expect to be up-to-date with these.

[Room for notes of discussion]
7 Access
During the inspection we will be looking at your school’s access policy, procedures and practice.

- In your opinion how well are your access policies, procedures and practice working?
- What written documents do you have about access?
- Where can we find these?
- Who else should we talk to about access?

[Room for notes of discussion]

8 Quality
During the inspection we will be looking at the quality of teaching and learning in your school.

- In your opinion what is the quality of teaching and learning in your school?
- What written documents do you have about teaching and learning?
- Where can we find these?
- Who else should we talk to about teaching and learning?

[Room for notes of discussion]

9 Management
During the inspection we will be looking at how well resources in your school are managed for the benefit of children/young people.

- In your opinion how well are resources managed in your school?
- What written documents do you have about management?
- Where can we find these?
- Who else should we talk to about management?

[Room for notes of discussion]

10 Questions and Comments
Are there any other comments you would like to make?
Have you any questions about the inspection process?

[Room for notes of discussion]

Time for Oral Reporting
When would be a suitable time on (last day of inspection) for us to give an oral summary of our inspection findings?

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
</table>

Handbook for Whole School Inspection
August 2012
B 2 Meeting with Teachers

Meeting with Teachers
The Whole School Inspection that we are carrying out aims to help individual schools and all schools nationally to improve the education that they provide for Solomon Islands children and young people. The inspection identifies those aspects of this school that are going well and benefit the students/pupils and those areas that can be improved. We are interested in your ideas about this school.

1 Performance Management
Have you had the opportunity to participate in professional development activities over the past 12 months?
Has the principal appraised each of you over the last 12 months?
Have you each got an Improvement Activities Action Plan?
Does the school record your attendance?

2 Teaching Support
Does the school provide support for your teaching such as photocopier, money for resources, paper, pens, charts, and computers?
Do you have access to curriculum materials?
Do you have sufficient and suitable teaching and learning resources?
Do you have regular staff and/or department meetings?

3 Lesson Planning and Delivery
Are you expected to:
- have approved yearly Course Programmes, Day Books /daily Lesson Plans?
- teach the National Curriculum (100%)?
- assess student progress and achievement according to the school’s Learner Assessment Policy?
- record and analyse external examination results?

4 Health, Safety and Welfare
Does the school:
- have a Health and Safety Policy?
- provide a clean and safe environment for you to work in?
- have suitable and well-maintained teaching facilities?
- provide clean drinking water and sanitation facilities?

5 Extra-Curricular Activities
What extra-curricular activities does the school provide for students/pupils?
How do you contribute to managing these activities?

6 Achievements and Challenges
What are some of the good things about this school and some of the things that could be improved?
B 3 Meeting with Students/Pupils

Meeting with Students/Pupils

The Whole School Inspection that we are carrying out helps to find out the parts of this school that are going well and benefit you as the learners, and also to find out those things that can be improved. We are interested in your ideas about your school.

1 Buildings and Facilities
Are the school buildings, classrooms and other school facilities clean, safe and well looked after?

2 Teaching and Learning Resources
Do you have enough suitable textbooks, backboards, charts, etc that you and teachers can use to help you learn?

3 Classrooms
Is it easy to concentrate and get on with your learning in the classroom?

4 Teachers
Do your teachers:
- come to school regularly and arrive on time for class?
- tell you about what will be covered in each lesson?
- give you a variety of activities to do in the classroom?
- mark your work and help you to do better?

5 Progress and Achievement
How do you know how well you are doing at school?

6 Extra-Curricular Activities
What activities are there outside the classroom that you can take part in such as sport, music, drama?

7 Safety
Do you feel safe at school?
Who can you talk to if you feel unsafe?

8 Health
Do you have clean drinking water and sanitation facilities at school?

9 Achievements
What are some of the good things about this school?

10 Improvements
Are there any things about the school that you would like to be improved?
**B 4 Meeting with Board/Committee Members**

**Meeting with Board/Committee Members**

The **Whole School Inspection** that we are carrying out aims to help individual schools and all schools nationally to improve the education that they provide for Solomon Islands children and young people. The inspection identifies those aspects that are going well and benefit the students/pupils and those areas that can be improved. We are interested in your ideas about your school.

1 **Operation**
   How often have you held board/committee meetings over the last 12 months?
   Have you kept minutes of these meetings?

2 **Financial Management**
   Are you currently working with an approved Budget?
   Do you monitor school spending against this Budget?
   Have you completed annual and bi-annual financial returns over the past 12 months?

3 **Student/Pupil Access**
   Are you satisfied that all the students/pupils who should be enrolled at this school have access to and are attending the school?

4 **Teacher Performance Management**
   Have you made a budgetary allocation for the professional development of the teachers in your school?
   Are you satisfied that teacher attendance is recorded and monitored?
   Has the principal/head teacher appraised each teacher over the last 12 months?
   Does each teacher have an *Improvement Activities Action Plan*?

5 **Curriculum**
   Are you satisfied that the **National Curriculum** is taught for 100% of the time in the school?

6 **Teaching and Learning Resources**
   Are you satisfied that there are sufficient, suitable teaching and learning resources for the students/pupils and teachers at the school?

7 **Buildings and Facilities**
   Are you satisfied that the buildings, classrooms and other school facilities are clean and well maintained?

8 **Health and Safety**
   Are you satisfied that the school is safe and provides a healthy environment with clean water and sanitation for students/pupils, teachers and support staff?
B 5 Meeting with the Community

Community Meeting

The Whole School Inspection that we are carrying out aims to help individual schools and all schools nationally to improve the education that they provide for Solomon Islands children and young people. The inspection identifies those aspects that are going well and benefit the students/pupils and those areas that can be improved. We are interested in your ideas about this school.

1 Ownership
Who owns this school?

2 Access
Can all the children in the community attend this school? Do they all attend?

3 Quality of Education
Are you satisfied with the education for your children at this school?

4 Involvement
What activities in the school have you been involved in?
In what other ways would you like to participate and contribute?

5 School Achievements
What are some of the good things about this school?

6 Challenges
What are some of the things about the school that could be improved?

7 School Leadership and Management
What do you think makes a good school leader and manager?

8 Support at Home
In what ways can you contribute to your child’s learning at home?

9 Parent Meetings
Does the school have meetings for parents? What happens at these meetings?

10 Information
What more do you want to know about the school?

11 The Future
What is your vision for the future of this school?
**B 6 Classroom Observations**

**Classroom Observation**

**Room**

In the column at the side insert
+ for mainly positive  – for mainly negative  = for not observed

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher is present</td>
</tr>
<tr>
<td>Teacher is punctual</td>
</tr>
<tr>
<td>Teacher checks student/pupil attendance</td>
</tr>
<tr>
<td>Long term planning is available</td>
</tr>
<tr>
<td>Daily lesson planning is available</td>
</tr>
<tr>
<td>Classroom is clean and tidy</td>
</tr>
<tr>
<td>Classroom is conducive to learning</td>
</tr>
<tr>
<td>Lesson follows the <em>National Curriculum</em></td>
</tr>
<tr>
<td>Teacher speaks and explains clearly</td>
</tr>
<tr>
<td>Teacher praises and encourages students/pupils</td>
</tr>
<tr>
<td>Teaching aids and learning resources are used</td>
</tr>
<tr>
<td>Teaching aids and learning resources are sufficient</td>
</tr>
<tr>
<td>Teaching aids and learning resources are suitable</td>
</tr>
<tr>
<td>Students/pupils are on task</td>
</tr>
<tr>
<td>Students/pupils have a variety of activities to do</td>
</tr>
<tr>
<td>Activities are suitable for different abilities of students/pupils</td>
</tr>
<tr>
<td>Students/pupils relate well to teacher</td>
</tr>
<tr>
<td>Recent student/pupil work has been assessed</td>
</tr>
</tbody>
</table>
B 7 Analysing Evidence

When analysing evidence look at all the aspects of the topic that have been read, discussed and observed to see if there is consistency between what is written, what is reported by the principal/head teacher, the board/committee, teachers, students/pupils and community, and what is observed. If there is any discrepancy this would indicate a possible recommendation.

(i) Access

To what extent do the students/pupils who should be enrolled at this school have access to and are attending the school?

Number of students/pupils approved for this school?

<table>
<thead>
<tr>
<th>Number of students/pupils at the school?</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number at each class level?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is the Access Policy comprehensive and realistic?

- Documents read ..........................................................
- People talked with.....................................................
- Observations made....................................................

Is the Access Policy implemented correctly?

- Documents read ..........................................................
- People talked with.....................................................
- Observations made....................................................

Are Attendance Procedures comprehensive, clear and followed?

- Documents read ..........................................................
- People talked with.....................................................
- Observations made....................................................

Are Attendance Records for students/pupils accurate and monitored?

- Documents read ..........................................................
- People talked with.....................................................
- Observations made....................................................

Are any eligible students/pupils excluded from enrolment at this school?

- Documents read ..........................................................
- People talked with.....................................................
- Observations made....................................................

Comment
(ii) Quality

**To what extent do students/pupils experience good quality teaching and learning at this school?**

Are the teachers trained, registered, and confirmed in their positions?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Are the teachers appraised annually and do they have Improvement Activities Action Plans and Professional Development?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Do the teachers plan both long-term and daily lessons according to the National Curriculum?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Do teachers deliver their lessons in well-managed classrooms using suitable teaching aids and learning resources?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Do teachers provide a variety of activities for students/pupils in the classroom?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Do teachers monitor student/pupil progress and assess their achievement?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Are students/pupils achieving as expected according to assessments and examination results?
- Documents read .................................................................
- People talked with ..............................................................
- Observations made ............................................................

Comment
(ii) Management

To what extent does the management of the school’s resources benefit the students/pupils at this school?

Are there School Rules that cover student/pupil behaviour, attendance, discipline, health care and care of property and how well do they work?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

Are there Policies and Procedures for the management of teachers, teaching and learning resources, finance and safety and how well do they work?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

Are School Records completed and up-to-date as required?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

How suitable, sufficient and well-maintained are the teaching and learning resources?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

How well are staff and board/committee meetings attended, recorded and decisions carried out?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

Are the school buildings and facilities clean, safe, well-maintained and suitable?
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

Are there some aspects of the school’s infrastructure that are the responsibility of the Education Authority and should be improved
  o Documents read .................................................................
  o People talked with............................................................
  o Observations made............................................................

Comment
B 8 Synthesising Evidence

(i) Access

**To what extent do the students/pupils who should be enrolled at this school have access to and are attending the school?**

**Indicators**

The Access Policy is written and followed

The correct number of students/pupils attend the school

All eligible students/pupils attend the school

Student/pupil attendance is recorded, up-to-date and monitored

**Achievements**


**Challenges**

(ii) Quality

**To what extent do students/pupils experience good quality teaching and learning at this school?**

**Indicators**

There are sufficient teachers

Teachers are trained, qualified, confirmed in their positions

Teachers attend school regularly and are punctual to class

Teachers are appraised annually, take part in Professional Development and have *improvement Activities Action Plans*
Teachers plan their lessons long-term and daily
Teachers teach the National Curriculum
Teachers have well-organised classrooms
Teachers explain clearly the aim of the lessons
Teachers provide lessons with a variety of activities for students/pupils
Teachers provide lessons suitable for a range of student abilities
Teachers have available and use suitable teaching aids and resources
Teachers use praise and encouragement to students/pupils
Students/pupils have access to and use suitable learning resources
Students/pupils relate well to their teachers
Students/pupils are on-task in the classrooms
Students understand what they have to do in lessons
Students/pupils know how well they are learning
Teachers assess and record student progress and achievement
Teachers record and analyse assessments and external examination results
The school's academic results are good/satisfactory/unsatisfactory
Students/pupils have opportunities for/are involved in extra-curricular activities

Achievements

Challenges
(iii) Management

To what extent does the management of the school’s resources benefit the students/pupils at this school?

Indicators

The School Rules are written, comprehensive and followed

The SEIMIS return for the current year has been completed

The school has an approved Budget and monitors spending against it

The school has completed bi-annual and annual financial returns for the past 12 months

The school has completed the WSDP and Annual Work Programme

The school has completed an Annual Report within the last 12 months

Teachers’ personnel records are up-to-date

Teachers are provided with suitable and sufficient teaching aids

Learning resources are sufficient, suitable and accessible to students/pupils

There are regular meetings for teachers as a whole and/or in departments

The board/committee meets quarterly and keeps accurate minutes

The Health and Safety Policy is written and followed

The school environment is clean and safe

The school buildings and facilities are suitable, sufficient and well maintained

The school has clean drinking water and sanitation facilities
Achievements

Challenges

Proposed Actions Required
[Where the school has to carry out these actions in order to behave lawfully]

Proposed Recommendations for Improvement
[Where the school should carry out these actions in order to improve current practice]

Proposed Recommendations to Education Authority
[Where the Education Authority should take action as improvement is outside the scope of the school]
C 1   Oral Report Form

Oral Report: School Name

Present at Oral Report: Names

Introduction
These are the mains points of the findings of the inspection team over the past few days inspecting your school using the topics of access, quality, and management. Under each topic we have reported the achievements and challenges. For each topic we will report for up to 15 minutes and then allocate 5 minutes for you to ask questions or offer further evidence.

Access
Achievements

Challenges

Quality
Achievements

Challenges

Management
Achievements

Challenges

[Room for notes of discussion]

Conclusion
Thank you for your comments. We will take them into account when writing the draft report. We expect to send you this report in about a month and you will have the chance to comment on it again before it is finalised.
Whole School Inspection Report

1 Introduction
This is the report of the Whole School Inspection of (name of school) carried out by MEHRD Inspectors during (month/year). The report answers the question:

What is the quality of the education provided for the students/pupils of this school?

2 School Profile

School Name
School Type
Education Authority
Address
Postal Address
Telephone
Fax
Email
School Roll (at time of WSI)
Number of Teachers (at time of WSI)
Special Features (such a boarding hostel)

3 Whole School Inspection Summary

This is a summary of the findings of the team of inspectors that inspected the school. Sections 1, 2 and 3 are designed to stand alone and can be printed separately and distributed to parents, community members, and those with an interest in the school.

4 Whole School Inspection Findings

These are the main findings of the inspection team presented under the headings of Access, Quality and Management.

4.1 Access
To what extent do the students/pupils who should be enrolled at this school have access to and attend the school

- Achievements
- Challenges
4.2 Quality
To what extent do students/pupils experience good quality teaching and learning at this school?

- Achievements
- Challenges

4.3 Management
To what extent does the management of the school’s resources benefit the students/pupils at this school?

- Achievements
- Challenges

5 The Way Forward

5.1 Actions Required
In order to comply with education legislation and policy the school must carry out the following actions so that it is conducting its business lawfully:
1
2 etc

[If no actions required write:
At the time of the inspection there were no actions required of this school.]

5.2 Recommendations for Improvement
In order to improve current practice the school should:
1
2 etc

5.3 Recommendations to the Education Authority
In order to improve the school infrastructure for the benefit of the students/pupils the Education Authority should:
1
2 etc

Signature

Date
C 3 Accuracy Comment Form

Accuracy Comment Form

To

[Name of Inspection Team Leader]
[Address]

From

[Name of School]
[Education Authority]

Either
We have received the draft report of the WSI of our school carried out in [month/year] and we have no comments to make about the accuracy before the report is finalised.

Or
We have enclosed a copy of the draft report of the WSI of our school carried out in [month/year] where we have highlighted and numbered the sections where we have commented on the accuracy. We have attached numbered comments and evidence for consideration before the report is finalised.

Attachments

1
2
3
Etc

Principal/Head teacher  .................................................................

Committee/Board Chairperson  ...................................................

Date .........................
## C 4 Improvement Action Plan

### Improvement Action Plan

**To**  
[Name of Inspection Team Leader]  
[Address]

**From**  
[Name of School]  
[Education Authority]

We have received the final report of the recent Whole School Inspection of our school and we undertake to carry out the following for accountability and improvement purposes.

### Actions Required [Delete if no actions needed]

[List the actions required from Section 4 of the WSI report and under each state what action has been taken so that the school is now acting lawfully in accordance with education legislation and policy]

### Recommendations

1. [Copy Recommendation 1 from WSI report]
   - Strategy for improvement  
   - Completion Date

2. [Copy Recommendation 2 from WSI report]
   - Strategy for Improvement  
   - Completion Date

3. [Copy Recommendation 3 from WSI report]
   - Strategy for Improvement  
   - Completion Date

---

Principal/Head teacher  
-----------------------------------

Committee/Board Chairperson  
-----------------------------------

Date  
-----------------------------------
Monitoring Recommendation Form

School Name

School Address

Education Authority

As a result of the WSI carried out at this school and finalised on [date of final report] the following decision has been made about follow-up action.

1. A letter of commendation will be written to the school stating that the school is providing a good quality of education for the students/pupils and that the Director Inspectorate is satisfied that the school will carry out the recommendations in the WSI report.

2. A letter will be written to the school asking for a report to the Inspectorate within two months stating the action taken in terms of the Actions Required section of the WSI report.

3. A letter will be written to the school asking for a report to the Inspectorate after 12 months on their progress to date with their Improvement Action Plan.

4. A letter will be written to the school stating that a follow-up visit will be made within 12 months to monitor progress with the Improvement Action plan.

[Cross out those actions that do not apply]

Team Leader .................................................................

Director Inspectorate ......................................................

Date .........................

Letter Written

Date Sent