



Ministry of Education and Human Resources Development

WHOLE SCHOOL INSPECTION HANDBOOK

IMPLEMENTATION GUIDE

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Introduction and Instruction Letter to the School
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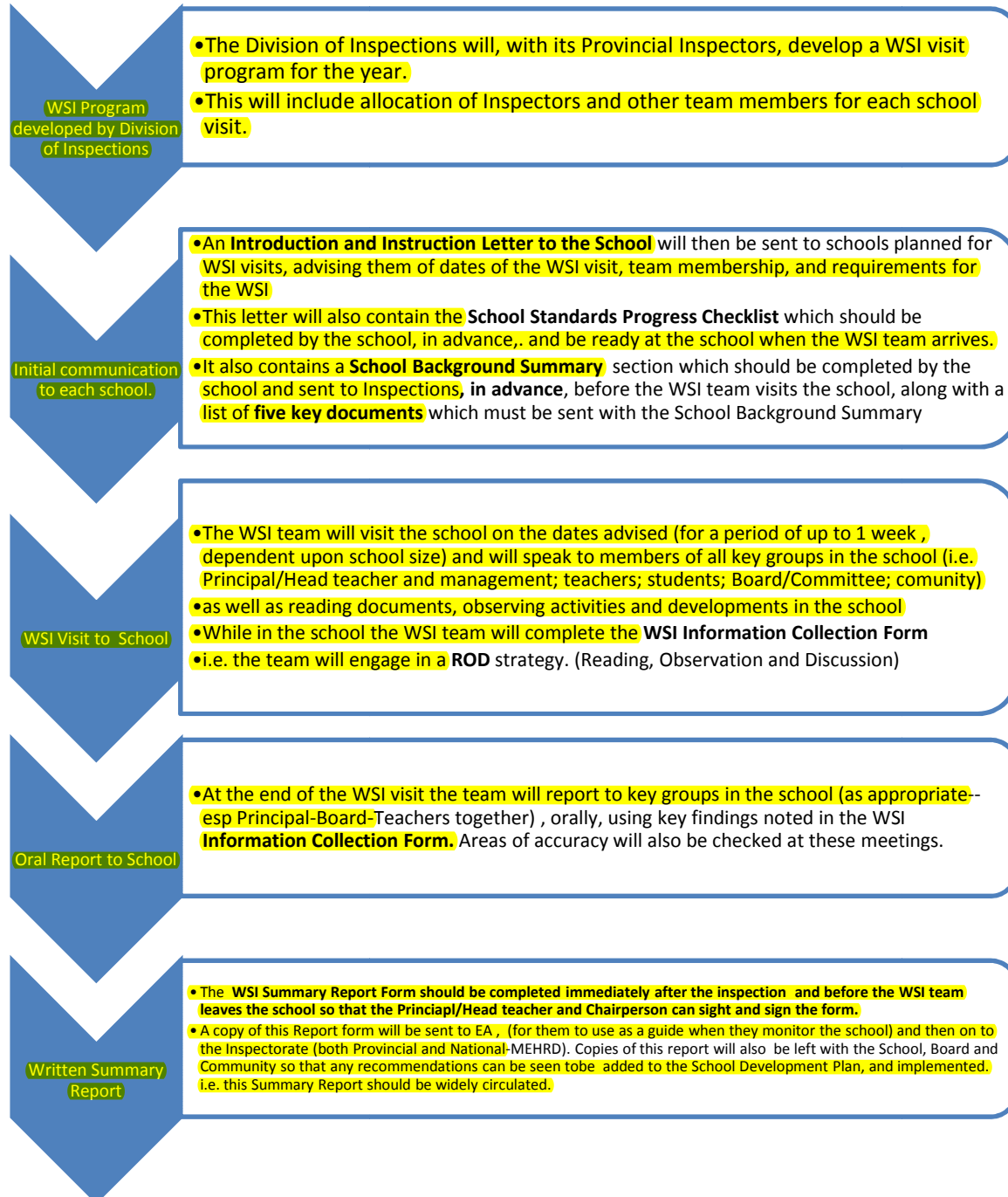
INTRODUCTION

- These notes should be read together with the [Whole School Inspection Handbook](#). These, however, provide practical, and step-by-step, implementation guidelines. Inspectors will also be provided with the [Teacher Appraisal Implementation Guide](#) as a useful resource in another aspects of the standards performance-based, rated, system.
- This is a Whole School Inspection Process and is linked to the [Whole School Development Standards](#)
- The Whole School Inspection Process uses three official national forms, called the [Introduction and Instruction Letter to The School](#), [Whole School Inspection Information Collection Form](#) (which the WSI team uses while it is in the school), and the [Whole School Summary Inspection Form](#) (which the WSI team uses to compile its summary report for the stakeholders).
- Training on how to use these forms will be provided in the Training Notes section below.

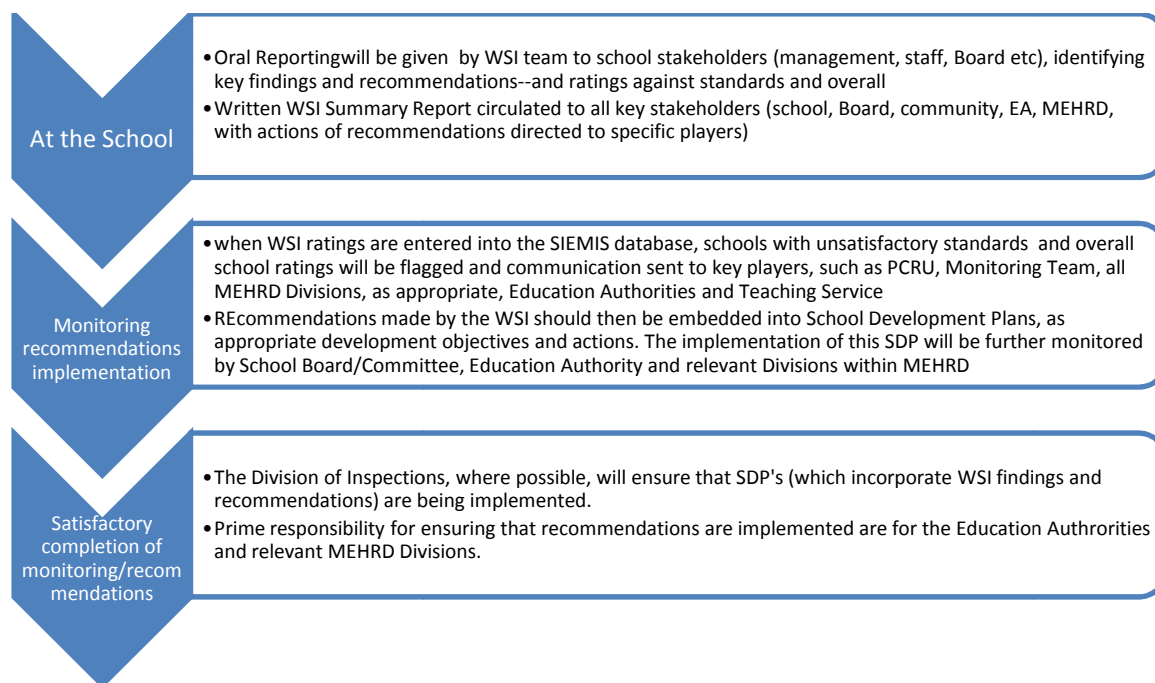
A. WHOLE SCHOOL INSPECTION PROCESS GUIDELINES

1.0 KEY STEPS IN THE WSI PROCESS

The following are the key steps to be undertaken in the WSI process:



2.0 HOW THE WSI INFORMATION (FINDINGS AND RECOMMENDATIONS) IS USED AND SHARED FOR SCHOOL DEVELOPMENT PURPOSES



3.0 WSI VISIT ISSUES

The size of WSI team membership will be related to school size and availability of trained WSI team members. Ideally a team of at least 2 members will be required for a standalone Primary School, and thereafter growing to 3, or more, as appropriate, for CHS, PSS, NSS as determined by the Director, Inspections.

At least one team member should be an Inspector (and preferably more), with others, as considered appropriate (by the Director, Inspections), and trained. e.g. Education Authority, PCRU Monitoring team members, exemplar current and retired school leaders etc


The WSI, depending upon the size of the school, and other practical considerations (transport, availability of team members etc) could be present in the school for up to 1 week. It is suggested that these days be organised as follows: (this number of days can be reduced, as appropriate, according to size of school, although a minimum of 3 days in a school will be required to carry out all of these days)

Day 1	Day 2	Day 3	Day 4	Day 5
Confirmation of ROD plans for the week; initial meetings and monitoring checklist	ROD activities by WSI team members	ROD activities by WSI team members	Completion of ROD activities; Analysis and Synthesis activities. Oral reporting to school	Complete compilation of Summary Report.

B. TRAINING NOTES

The purpose of these training notes are to help the Trainer to train you, the Inspectors in the Whole School Inspection (WSI) process and the use of the WSI documents. The language used addresses the Trainer as well as suggestions for how you will address the training participants.



In these notes where you see this symbol  it will indicate where the participants in the training, are being asked to think and give their own ideas or do a small activity. This will help with gaining more understanding of the WSI process

As trainers, you should try to use (and ask the participants to provide) as many real examples from the schools as possible to illustrate examples of the WSI work.

4.0 WHO ARE BEING TRAINED IN THE WHOLE SCHOOL INSPECTION PROCESS?

You, the Inspectors, who will need to understand the WSI process and how to use it in the different types of schools being inspected. There may be also some others who are not Inspectors who could become members of WSI teams, at the discretion of the Director, Division of Inspections.

5.0 WHY DO WE HAVE THE WSI PROCESS? (i.e. WHAT PURPOSE DOES IT SERVE?)

We can refer to the *Inspection for Improvement (WSI) Handbook*, pages 6 and 7, which say that the WSI is a process of providing feedback to the school, community and other players so that it (the school and all its stakeholders) will know what its strengths are and what it needs to do to improve. WSI, therefore, has two purposes:



- accountability (what does this mean? accountable to who—and why?)
- improvement. (who will benefit from such improvements? why is this good?)

These two areas are related to the three strategic goals in the Solomons Islands *National Education Action Plan (NEAP)* which are to:

- achieve equitable **access** to education for all
- improve the **quality** of education
- **manage** and monitor resources efficiently.

So the WSI process is built around the NEAP Goals of inspecting **access, quality and management** aspects in the school.

The Handbook also discusses the major questions (Overarching and Investigative) related to these three themes.

6.0 THE WHOLE SCHOOL INSPECTION PROCESS—WHAT DOES IT INVOLVE FOR YOU AS AN INSPECTOR?

The process is outlined at the top of these notes, in section A. It is also explained in the *Inspection for Improvement (WSI) Handbook*.

For you, as Inspectors, it involves being a member of a team of Inspectors (and other approved members) with one of you as Team Leader, and spending a number of days visiting a school in order to:

- **Collect** information (through the **ROD** strategy of: **Reading, Observing and Discussing** etc)
- **Record** that information, analyzing and synthesizing it, and
- **Report** on your findings, with some suggestions or recommendations for improvement for the school. These will become linked with the School Development Plan.

So as an Inspector (with your Team Leader) you will need to think, **ahead of time**, about what kinds of discussions and observations you will need to have, and to **prepare for these**. The school will have been sent an **Introduction and Instruction Letter** (see a sample in section C of this Implementation Guide) which lists what they need to get prepared for the WSI visit. After we have had a look at the **School Information Collection** and **Summary Report** forms, below, participants will have a better idea of what discussions and observations they will be doing (and with who). However before they look at these forms ask them what they think are the activities they will need to do and will need to prepare for the WSI?



Now ask participants to have a look at the Introduction and Instruction letter to the school so that they understand what the school is being asked to prepare for.

Now ask them to try to fill in some of the spaces below, and then after we have had a look at the **School Information and Collection Form** we can see how accurate their thinking has been: (obviously their ideas here will need to consider what type/level of school is being inspected.)



Types of discussions we will need to have in the school/ (with what people/group?)

What things will we need to observe and read while in the school?

Which other people will we need to have discussions with? (outside the school etc?)

Now let the participants look at the Whole School Inspection documents and see what information will be collected and how it will be recorded.

7.0 SCHOOL INFORMATION AND COLLECTION FORM.

Indicate to participants that they will see that this form is 23 pages long. This may seem big. However they should not worry about this. When they look at it closely they will see that it has a number of parts with spaces to be filled in, with each part serving a purpose. **This is used for the Information Collection and Recording parts of the WSI.**

Now indicate that you want them to spend 10 minutes now just looking through the Form to see what parts it has. However to help them straight away ask them to look for these different parts:

- A cover page with different information to be filled in here (page 1)
- A set of instructions telling you how to fill this form in and explaining about something called **ratings** (page 2)
- An **Introduction Phase** which has groups of questions for the particular kinds of people in the school (pages 3-4)
- A **Standards Investigation Phase** for a total of 14 standards in the three themes of access, quality and management which have been mentioned in section 2, above. This is the longest part of the Form. (pages 5-21)
- A **Classroom Observation Summary** (pages 22-23)



Now ask them to have a look through all of these pages to see whether they make sense. Ask them to try to develop some questions which they will want to ask, because after this, you will go through the parts in more detail and try to practice filling in some spaces.



Ask them now to look at the terms:

- *Standard/s*
- *Performance Description*
- *Rating*

And see what they think these mean now that they are beginning to understand what the Whole School Inspection process is for. You will discuss these, in more detail, soon.

7.1 The Different Parts of the School Information and Collection Form and How to Complete them

The WSI team and its Team Leader will need to work out what is the best way of approaching the collection of information within a school. Two different ways are as follows:

- Each member of the team could be assigned to work with a particular group of players in the school (e.g. the Principal/Head Teacher and management; or the teachers; or the students; or the Board and community etc) and undertake ROD activities in order to check all Standards

- Each member of the team could be assigned a series of Standards to undertake the ROD activities with all groups of players being engaged for each Standard

As the Participants work through this training it may become clearer for them which of these methods (or any others which may be suggested) would be the most useful. There is no right answer here.

It is also worth noting here, with the participants, that whatever method is used, the Team members will need to **meet frequently** (at least at the end of each day, and maybe more frequently) to compare findings in order to agree on findings, recommendations and ratings. This will become clearer soon, especially when we discuss the **Triangulation** process, in section 7.5, below.

7.2 THE FRONT PAGE (page 1)

You, as the Trainer, could select a mock/trial School Name, with details and have the participants complete the details.

Are there any parts on this page which you think need to be explained.?

Participants should be given the opportunity to ask questions here to clarify issues.

For the Trainer, as you complete your Training sessions, develop a set of Frequently Asked Questions, with answers which you can use in future training



Frequently Asked Questions for Cover Page 1

Question	Answer/Responses



7.3 THE INSTRUCTIONS PAGE (page 2)

This should be considered alongside some examples from Pages 5 and 6

Ask participants to look at the meanings of:

- Standards
Ask them from their thinking what do they think these are?

- Evidence/requirements Descriptor Questions
Again, what do they think these are?

- Rating

Ask the participants whether the meaning of the Ratings (from page 2) are clear and how can they use them for school standards and the evidence/requirements descriptor questions.

7.4 INTRODUCTION PHASE

This is where each of the key groups of players in the school (Principal/Head Teacher, Teachers, Students etc) will be asked a series of three introductory questions to test their feelings and perceptions about how the school is running. By comparing answers to the similar questions from the different players the WSI team members will get a feel for state of the school.

It could be that the WSI team may leave these questions until later in the visit, after some of the Standards observations have been made. This will be up to the WSI to decide.

Beside each question there is a brief space to place the key idea/s coming from each discussion. There is no need to put down all of the small ideas being raised. Just the major idea/s (and this is for the WSI team to determine) which seem to have an impact on the development of the school and which ultimately may be important as the WSI is rates aspects of the school's performance.

Below these questions are two boxes which need to be completed by the team:

- **WSI Comments and Key Findings (Analysis)**—where key findings (the real, main points) from all of these discussions are noted. It could be, for example, something concerning relationships between the key players in the school.
- **WSI Recommendations and Action Strategy (Synthesis)**—this is where, as a result of the findings from these discussions, the WSI team will make a recommendation, or two, about how to deal with issues identified, and direct the recommendation/s to a particular person or section/authority/ministry to deal with these. These recommendations will also appear, later, on the Summary Report Form (see section 8.0, below)

It should be pointed out to the participants that these two boxes appear below all of the Standards Investigation Phase (which we will now look at), except that the Standards will also require to be rated.

7.5 STANDARDS INVESTIGATION PHASE

The participants could now be asked to look at these pages in more detail, and to see that:

Standards 1 and 2 are linked to the NEAP **Access** Goal
Standards 3 to 8 are linked to the **Quality** Goal
Standards 9 to 14 are linked to the **Management** Goal

Ask participants whether these standards are clear to them, as WSI members, and whether the Evidence/requirements Descriptor Questions are clear so that they know what they are looking for (i.e. evidence of a standard being performed, at a rated level) and how these can be rated.

Indicate to participants that the WSI team will undertake ROD activities with the appropriate school players (teachers, students etc) to address the questions in each of the Standards with their components. Inspectors will tick in the appropriate boxes against each Standard component whether these areas are being displayed. WSI team members should also be noting key findings and some

possible recommendations which can be shared in the full WSI team meeting (noted in section 7.1, above) for agreement to include in the final Summary Report Form.

You, as the trainer, should try to provide some real examples in order to illustrate aspects of a Standard, with its component questions, and how these can be investigated in the school and findings, recommendations and ratings made.

Once the participants are feeling comfortable with the concept of Standards and the Evidence/requirements Descriptor Questions, they can now be reminded about the two boxes below each Standard:

- **WSI Comments and Key Findings (Analysis).** This should be dealt with in the same way as was introduced in section 7.4, above
- **WSI Recommendations and Action Strategy (Synthesis),** also as was mentioned above, but with one addition: the Need for the WSI to now provide a **Rating** for the School's performance of that standard.

As participants will already be aware, the WSI is using a 3-point rating scale. The WSI team now needs to share their findings in the particular Standards area, as a result of their ROD activities with the different, and appropriate, players. This can only happen when WSI team members meet together, share their findings and agree on a rating with any key recommendations. These team meetings are therefore critical for a successful and fair WSI of a school. Participants can be asked about why they think this is critical:



They can then be told about the principle of **Triangulation** being used here i.e. that different perspectives about the performance of each Standard are being heard from a range of players in the school in order to confirm evidence, from a variety of sources, about performance.

You, the trainer, could provide an example:

e.g. Standard 9: Teacher Performance Management—in the area of teachers being given opportunities to participate in professional Development activities

It could be that the Principal says and shows and views things differently from the teachers themselves. Hearing these different views will make the WSI deepen its investigation around this area to ensure evidence produced allows a finding (with rating) to be made.

Again, the participants will now get a further reason as to why the frequent team meetings are important in getting agreement from members about findings, recommendations and rating.

Now you could ask participants to provide other examples about where there can be differences of perceptions about standards performance and how triangulation and deeper investigation is required before findings and ratings can be made.



Try to have participants think about a situation where there are widely differing views from the different players about a Standard and its performance in the school—and how a final rating can be agreed upon? What further activities would the team have to undertake in order to ensure that its rating was fair and correct, related to evidence shown (through ROD activities)?



It is probably useful, at this point, to have the participants think about Bias or Unfairness when making a WSI rating:

Ask these questions of the participants:

- What does bias or unfairness mean when judging or rating school standards? What are reasons which cause bias to be part of a decision-making process? (*ensure that the discussion includes having participants being able to separate professional from personal feelings when making rating judgments*)
- Ask participants to give some examples of where they have seen bias or unfair decisions by Inspectors when in a school.
- Also ask them about what problems are caused when WSI decisions are biased or unfair?
- Ask them what they could do to eliminate bias? What role does the Team and triangulation aspects have in helping here?

Important Note

It is also important to note (and this is why this is written in this box) that not all Standards need to be addressed by all Players in the school.

e.g. Standard 9: Teacher Performance Management—it could be that the Students and Community do not need to be asked about this Standard and its performance. They are not directly involved in this Standard

Standard 10: Financial Management—maybe the students do not need to be asked about these? (what do your participants think?)

Have your participants think about which standards need to be addressed by what school players and to make agreement about these. This is something which each WSI team will need to address.

It is also important for participants to realize that the Evidence/requirements Descriptor Questions associated with each Standard are guiding questions. WSI members should be free to re-phrase these questions in simpler forms for the different categories players, so that they understand the meaning of what is being asked. This will be left to the team when they are at the school.

You could have your participants to practice re-phrasing some examples e.g.

How could, In Standard 3, the question, *Is teaching child-centred?* , be rephrased to make sense to a different category of player?

7.6 CLASSROOM OBSERVATION PHASE

This is a summary section in which there is space to provide average ratings for each of 16 classroom-observed standards. This is a more challenging exercise, as average ratings are gained from all of the lessons observed by the WSI team over the days of its visit to the school. Each lesson observation will use an individual lesson observation form (a sample of which is at the end of this Implementation Guide) and then WSI team members will meet to compare results and agree on an average rating for the school for each of the Classroom Standards.

This form is similar to that used in the Teacher Appraisal process. Each of the Standards, and their Performance Descriptions, have been identified, and written, by a group of Inspectors and other stakeholders. Check whether your participants have any questions on the meaning and clarity of any of these Standards and Descriptions.

The task of WSI team members agreeing on a school rating for each of the Standards is an exercise in consensus where agreement needs to be reached.

What will be the challenges in achieving this agreement?



(what about one very poor teacher whose ratings are all very poor and who may 'pull' down the more generally satisfactory results of the other teachers? The Team needs to reach an agreement around the common and average ratings—and if most teachers observed rated 1 or 2, with an occasional 3, then the agreed rating for that Standard would probably be a 2, at least. Ask participants to discuss possible issues here.)

At the end of the Classroom Observation Summary, the WSI team needs to do the same as for the rest of the Information Collection form i.e.

- Make WSI comments and identify key findings for Classroom Observation (Analysis)
- Make WSI recommendations and action strategies for Classroom Observation (Synthesis), with these actions and directed to appropriate players in the school and elsewhere.

In addition the WSI team needs, now, to calculate an overall Rating for the Classroom Observation. This can be calculated by adding up the value of each of the 16 Standards ratings and dividing this number by 16. This number can then be rounded to the nearest whole number and an overall rating given. More information can be found on this calculation method in the [Teacher Appraisal Implementation Guide](#) on page 13.

8 SUMMARY REPORT FORM

Indicate to participants that this form is 9 pages long. **This is used for the Reporting part of the WSI.** This is the form containing the **key results (findings, recommendations and ratings)** from the WSI and which are shared with all key stakeholders associated with the school.

Indicate to participants that you want them to spend 10 minutes now just looking through the Form to see what parts it has. However to help them straight away ask them to look for these different parts:



- A cover page with different information to be filled in here (page 1)
- A **School and WSI Profile Information** page, which also has basic information about the school and its teachers to be completed. (page 2)
- The rest of the Report form which contains these sections: **Introduction, Findings, The Way Forward** and **Overall Ratings and Comments**

Ask participants when they are looking through this form to think about how it links with the **Information Collection** form.

(they should be able to see that the key findings, recommendations and Standards ratings they made in the detailed WSI Information Collection form, can now be transferred to the Summary Report form.)

Ensure, in the discussion, that participants do see this link and that the Summary Report form involves the transfer of agreed findings from the Information Collection form.

Now let the participants have a look at the individual components of the Summary Report Form.

8.1 FRONT PAGE and WSI PROFILE INFORMATION

These pages contain some basic identification and school information. Are there any parts on this page which you think, as the trainer, need to be explained? Ask participants.

Participants should be given the opportunity to ask questions here to clarify any issues.

8.2 SECTION 2, on FINDINGS

The WSI team is asked here to note all of the main achievements (the positives) and the challenges (the negatives) observed while in the school. These are noted in each of the Access, Quality, Management and Classroom Observation areas, and against individual standards.

Again, ask participants whether they can see the links, now, between the **Information Collection Form** (where they have identified key findings, made recommendations and rated the school's performance against each Standard) and this section of the **Summary Report Form**, which really involves transferring those findings.



You should provide examples, and ask participants to share examples, by linking a Standard and practice findings on the Information Collection form and indicating them as positives (Achievements) or negatives (Challenges) in this section 2.

8.3 SECTION 3 on THE WAY FORWARD

This section focuses on the WSI producing recommendations for the key players associated with the school. Again, ask participants to see the link between the Information Collection Form and this Summary Report Form, and especially this section 3.

In the Information Collection Form, after each Standard and Lesson Observation Summary, the WSI will already have put recommendations which relate to findings and ratings which indicate unsatisfactory areas of school performance.

These recommendations now need to be transferred to this Summary Report Form and grouped into more specific areas of:

- Recommendations for school (management, teachers, Board, community, students etc) in the way it can make improvements
- Recommendations for the Education Authority
- And recommendations for others, such as MEHRD.

Ask participants to think about how these recommendations would differ between the different areas. They could give some examples i.e. an example of a recommendations which could be directed to school management compared with one directed to the Education Authority.

It is also important for you to stress the need for the WSI team (and, therefore, your participants at this training) to direct the recommendations to the responsible officer/s or person/s who can implement this

8.4 SECTION 4 on OVERALL RATINGS AND COMMENTS

This last section asks the WSI team to make final comments in each of the areas of Access, Quality, Management, Classroom Observations and Overall. These should be comments around the positives (achievements in school performance) as well as the negatives (areas of concern and limited achievement).

In addition for each of these areas, and overall, the WSI team will calculate a **performance rating**.

The same method as that outlined in section 9.3, pages 11-14 of the Teacher Appraisal Implementation Guide could be used.

i.e. from the Information Collection Form in the area of **Access**:

there are 2 Standards. The 2 ratings will be added and the total divided by 2 to give an average rating, rounded to the nearest whole number

from the area of **Quality**:

there are 6 Standards. The 6 ratings will be added and the total divided by 6 to give an average rating rounded to the nearest whole number

from the area of **Management**:

there are also 6 Standards. Again, these 6 ratings will be added and the total divided by 6 to give an average rating rounded to the nearest whole number.

from the area of **Classroom Observation**:

The WSI team will have already calculated an overall rating. This can be transferred to the Summary Report Form.

For the Overall Rating:

The raw (before rounding) rating for each of these 4 areas will be added and the total divided by 4 to give an average overall rating rounded to the nearest whole number.

e.g. In the case of the Quality area:

If the total for the 6 Standards ratings was 14, and then was divided by 6, the average rating for the Quality area would be : 2.3, which , when rounded to the nearest whole number ,would be 2.

However when calculating the Overall rating the WSI Team will use the unrounded figure (i.e. 2.3) for Quality.

You could provide participants with a full set of Standards ratings and have them calculate the Access, Quality, Management, Classroom Observation and, then, Overall ratings using this method.



C. WHOLE SCHOOL INSPECTION INSTRUMENTS