



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
MALAWI

NATIONAL EDUCATION STANDARDS

Primary and Secondary Education

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Directorate of Inspection and Advisory services

Ministry of Education Science and Technology
Private Bag 328
Lilongwe 3
Malawi



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FOREWORD

The Ministry of Education Science and Technology has a mandate under the Education Act 2013 (Section 4) to set and maintain national education standards. This publication presents for the first time an agreed set of National Education Standards for Malawi. These Standards specify expected outcomes for students which should be delivered by all education providers in public and private institutions. They also identify the leadership, management and teaching processes which are essential to the achievement of the outcomes.

The Standards articulate clearly the educational experiences and achievements which key stakeholders, in particular students and their parents and carers, should expect their own schools to deliver. Finally, the publication demonstrates how the success of schools in achieving these outcomes for their students should be measured.

My Ministry is sharing these Standards with the education sector and its key stakeholders in a spirit of openness and transparency and to support the processes of school improvement. The Standards are presented in the form of minimum requirements for educational provision and practice. All schools should implement these requirements in order to promote equality of educational opportunity and remove barriers to achievement. In this way, the overall quality of education will improve and the knowledge and skills of the general population increase across the country. Young people will be better prepared for their roles as industrious citizens, parents and workers and make more effective contributions to national development.

To this end, the standards are aligned to the Malawi Growth and Development Strategy II (MGDS II) and the National Education Sector Plan 2008 - 2017. They take into account the goals and objectives of education in Malawi and the guiding principles of access and equity, quality and relevance and governance and management in all education subsectors.

In addition to stipulating minimum requirements expected of all schools, the Standards specify targets for effective practice which are both challenging and achievable. These targets should inform the development of school improvement plans. They should also be points of reference for the work of policy makers, development partners and education agencies as they drive forward educational change and reform across the country. It is the responsibility of education administrators and advisory services in divisions and districts to explain, interpret and exemplify the Standards to education practitioners and civil society within their individual contexts, across all sectors and at all levels in the system.

The specification of Standards enables more accurate and comprehensive reporting on the quality of education than has been possible in the past. The Directorate of Inspection and Advisory Services has a duty under the Act to measure compliance with the Standards. It will report to the Ministry on the extent to which the Standards are being implemented and on the overall quality of education. The Ministry and all its Directorates are committed to supporting the implementation of the National Education Standards, to ensuring openness and transparency in reporting and to contributing to improvements in the quality of education provision across the country.

I sincerely wish to thank all stakeholders who, through several consultations, have contributed to the development of the National Education Standards.



Emmanuel Fabiano, PhD
Minister of Education Science and Technology

PREFACE

The National Education Standards have been developed to support the work of all those who are striving to improve the educational achievement of students in Malawi. The Education Act 2013 summarises the knowledge, skills and competences which young people must acquire in order to lead productive, fulfilling and successful lives as they continue their education, enter the workforce and assume their civil responsibilities. All students in Malawi have the right to an education which at least meets minimum standards and which enables them to achieve the outcomes they need to build on their skills and provide for their families. These outcomes are expressed in Sections 4 and 5 of the Act as twelve educational goals. These goals inform both the content and the spirit of the Standards.

The aim of the Standards is to specify both minimum requirements and what constitutes effective practice in educational provision and practice, for use in evaluation at a number of levels and in a range of contexts. For example:

- inspectors will use the Standards in their planned evaluation and reporting on school quality across the country;
- advisory services will use the standards to monitor the production and implementation of school improvement plans, to supervise the work of education practitioners and to provide the necessary support;
- schools shall use the Standards to identify areas where improvement is needed and build the necessary action into their improvement plans; and
- national agencies, development partners and civil society organisations are advised to use the Standards to contextualise and plan their support for education within the context of national, district and school improvement plans.

In summary, the purpose of the Standards is to:

- aid policy makers at national, divisional and district level in the evaluation of the effectiveness of education in their area and across the country as a whole; and
- guide individual institutions and practitioners in reviewing and improving their practice.

Over recent years, the focus of educational reform has increasingly shifted from analysis of school inputs such as grants allocated, curriculum documentation produced, pupil-teacher ratios, and teacher qualifications, to evaluation of educational outcomes, such as the quality of learning and the extent of student achievement, including graduation rates, and drop- out rates.

This set of Standards has been produced by the Ministry of Education Science and Technology through rationalising and harmonising existing approaches, bringing them in line with current approaches to educational evaluation and consulting with practitioners in the field through a process of validation.

In their final form, use of the Standards will focus on the achievement of three strategic outcomes: improved performance of students at primary, secondary and teacher education levels; improved teaching at primary, secondary and teacher education levels and improved leadership and management at primary, secondary and teacher education levels.

These strategic outcomes provide a framework which both guides school improvement in accordance with stakeholders' needs and fulfils the MOEST's mandate to promote education standards of the highest quality.

This set of National Education Standards relates to the work of schools and educational settings which are directly responsible for students' learning. In due course, two further sets of standards will be produced:



- for colleges of teacher education; and
- for national and district support services.

The three sets of standards will complement each other and make a significant contribution to raising standards of teaching and learning across the country.

Lastly I wish to request the support and continued commitment from MOEST directorates, Malawi Institute of Education (MIE), Malawi National Examinations Board (MANEB), Malawi National Library Services (MNLS), our Development Partners, and all other stakeholders in effective implementation of the Standards. DIAS, in particular, should intensify its commitment to evaluating and maintaining standards in our education institutions.



Lonely V. Magreta (Mrs)
Secretary for Education Science and Technology

ACKNOWLEDGEMENTS

The development of the National Education Standards has been the result of collaboration by MOEST and its key stakeholders. The MOEST therefore wishes to thank senior policy makers for providing strategic direction and the Directorate of Inspection and Advisory Services (DIAS) for playing a key role in the development and production of the standards. The Ministry of Education, Science and Technology (MOEST) would like to express its profound gratitude to all development partners, in particular GIZ, the Scottish Government, UNICEF and Link Community Development for the technical and financial support towards the development of these standards. Special gratitude goes to Education Division Managers, District Education Managers, Headteachers and teachers for providing constructive contributions towards the development of these standards. The process of developing National Education Standards also benefitted a lot from the contributions made through the Standards, Research and Development Technical Working Group.

INTRODUCTION

The aim of this set of National Education Standards is to set down expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for students.

In particular, the National Education Standards identify minimum requirements which all schools in Malawi should aim to achieve. Schools should focus on those areas of weakness identified through use of the Standards and improve them through the school improvement planning process. Where schools already meet the minimum requirements set down, they should aim to improve their provision and practice by building on their strengths and taking further action for improvement with the aim of becoming a fully effective school.

The Standards derive from work carried out by the Directorate of Inspection and Advisory Services (DIAS) over some time and take into account good practice in evaluation within other organisations and contexts.

Legal and policy context

The Standards have been set in accordance with The Constitution of the Republic of Malawi Section 25 which stipulates that every person is entitled to education and that the schools or institutions offering education should be maintained according to official standards.

The Education Act Section 4(c) stipulates that it shall be the duty of the Minister to set and maintain national education standards.

Target audience

The Standards are for use by the following groups of people.

- Headteachers and school staff in primary and secondary schools;
- Members of governing bodies, school management committees, parent/teacher associations and parents and community members more generally;
- Local government officials;
- Advisers and Inspectors from DIAS;
- Ministry officials working in other Directorates;
- Education specialists working in partner organisations and in international and non-governmental organisations; and
- Members of associations for headteachers and other education professionals.

The Standard may be used to

- identify areas of focus for supervision and the provision of advisory support, school self-evaluation, school performance review and inspection;
- provide topics for discussion at meetings with students, parents and staff;
- select priorities for improvement to include in school or district improvement plans;
- inform the training of education professionals at all levels within the system;
- provide advice about educational priorities for a range of audiences;

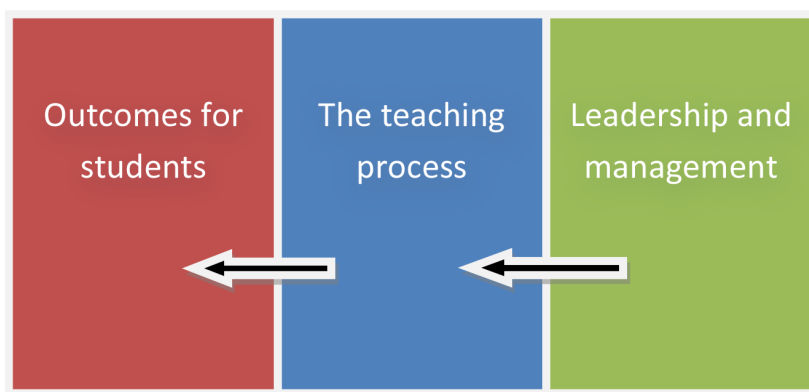
- evaluate, monitor and report on the quality of education in individual schools, within local areas and across the country as a whole;
- encourage consistent, valid and reliable approaches to evaluation among education professionals working at all levels, locally and nationally; and
- foster partnerships among education stakeholders.

How the National Education Standards are organised

There are three groups of standards, those relating to:

- the **outcomes** which all students should achieve as a result of being educated in school;
- the key aspects of the **teaching process** which lead to students achieving these outcomes; and
- the **leadership and management processes** which need to function effectively for good teaching and learning to take place.

In other words, the three-part structure within which the Standards are organised is dynamic and causal. The structure also relates to the responsibilities members of the school community have for school quality.



School leaders are responsible for ensuring that the teaching staff do a good job. Teachers are responsible for ensuring that students achieve the outcomes they should. Outcomes for students

The outcomes which we expect students to achieve as a result of attending school focus on different aspects of their school experience.

Here are the six outcomes which have been identified as important indicators of success.

AREA	NO	EDUCATION STANDARD
Outcomes for students	1	Learning in lessons
	2	Students' outcomes in the curriculum
	3	Attainment across the school
	4	Students' participation in education
	5	Students' behaviour and involvement in school life
	6	Students' safety and protection

Learning in lessons

This Standard relates to students' active engagement in the learning process while they are in class. With good teaching, even children who may not do well enough to pass examinations can still improve their skills, particularly literacy, numeracy and social skills. Such skills are important for parenthood and employability. Teachers are responsible for helping all children in their class to learn, not just the most able. This Standard looks at the quality of children's learning and the extent to which they are acquiring the kinds of skills they need to carry on learning in later life.

Students' outcomes in the curriculum

This Standard relates to students' achievements as measured by their mastery of the learning outcomes set down in the national curriculum. It measures the extent to which students are achieving at the expected level for their stage, using quantitative measures relating to their achievement of the specified learning outcomes.

Attainment across the school

This Standard measures the effectiveness of the school in achieving positive outcomes for all its students. It uses statistical measures such as examination results. These measures should be analysed in the context of the success of the school in ensuring that its students complete the education on which they have embarked (see below).

Students' participation in education

This Standard measures the school's effectiveness in ensuring that its students gain as much from their school experiences as possible by attending for the full number of years. It uses statistical measures such as the proportion of students who repeat classes or complete their education.

Students' behaviour and involvement in school life

This Standard measures the extent to which students have developed important social skills as a result of their school education. Good behaviour is not passive. In fact, the Standard measures the extent to which all students are developing into self-disciplined responsible young people, who are benefiting from opportunities to express their views and take responsibility for aspects of their current and future lives.

Students' safety and protection

This Standard measures the school's effectiveness in keeping its students safe from abuse and harm of different kinds, for example, physical, sexual or emotional abuse. It deals with the success or otherwise of the school's actions to ensure that all learners are included in the experiences it offers.

This group of Standards is the most important of the suite of twenty six as outcome indicators are the ultimate measures of the success of the school. Schools exist in order for young people to learn and achieve. This set of six Standards aims to measure the extent to which students are actually benefiting from being at school.

The teaching process

These Standards identify the key factors which contribute to effective teaching. Effective teaching brings about effective learning and the achievements which are described in the previous section.

The teaching process	7	A curriculum which is appropriate and relevant
	8	High expectations
	9	Teachers with good professional, subject and curriculum knowledge
	10	Well-planned lessons
	11	Teaching for effective learning
	12	Accurate and constructive use of assessment
	13	Teaching which meets the needs of all students
	14	Effective management of behaviour

These eight Standards reflect the key skills involved in teaching. The Standards are not designed to be used to judge the work of an individual teacher. That is the role of the Performance Appraisal system. Nor are they to be used to evaluate the delivery of an individual lesson. The Standards instead look at teaching across the school as it is delivered by the body of teachers who comprise the school staff. The Standards specify expectations of key activities such as lesson planning, lesson delivery and assessment. The Standards also include reference to the effectiveness of teachers’ management of behaviour. If students do not behave well, they are unlikely to learn effectively. However, if the teaching is poor and does not interest and engage the students, then they are unlikely to behave well. The behaviour of students may relate more to the quality of teaching and the care teachers show for students than to the application of formal controls like school rules. Effective teaching and good relationships result in positive outcomes for students.

Leadership and management

This group of twelve Standards is subdivided into two groups: Leadership and Management.

Leadership	15	Vision, goals and values
	16	School self-evaluation and improvement
	17	School governance
	18	School leadership

The Leadership Standards focus on the roles of the School Management Committee, Board of Governors, proprietors of private schools, headteacher and senior staff in ensuring that students benefit from good teaching and are safe and well cared for in school. These standards also look at the extent to which the school community has a clear sense of direction and shares a common set of values. Often the school vision is simply a piece of paper on the wall of the headteacher’s office. However, a vision that reflects important priorities which have been chosen and shaped by the school community should be a powerful force for improving the quality of education provided.

Management	19	Partnership with parents and the community
	20	Staff supervision and development
	21	Staff deployment and management
	22	Care and welfare of students
	23	Access, equity and inclusion
	24	Management of buildings and facilities
	25	Management of material resources
	26	Financial management

The Management Standards focus on the practical action the school takes to ensure that all students have a positive school experience, that they are safe, happy and learning well. This action includes working with parents and the community as well as managing and supporting staff. Efficient and effective use of the resources available is essential for the school to operate equitably and in the interests of all the young people it serves.

Using the Education Standards

School practitioners and managers are NOT expected to work through all the Standards at once. Rather they should select a small group of specific Standards which focus on key aspects of students’ outcomes, the teaching process and leadership and management. They should use these standards to identify areas for improvement to include in their school improvement plans.

Inspectors and advisers will also select an appropriate number of Standards to shape and inform their work in inspecting, monitoring, evaluating and reporting on quality and in providing support and challenge to schools and districts.

Standard 16 *School self-evaluation and improvement*, in particular, will be at the heart of the work of Primary and Secondary Education Advisers and inform the support and monitoring they provide to schools at different stages of the school improvement cycle: following up inspections, identifying improvement targets, monitoring the school’s progress in taking the necessary action and evaluating whether the school has achieved what it set out to do.

The Education Standards are presented at four **Levels of Achievement**.

Level 4: Effective Practice	The requirements at Level 4 are intended to be both aspirational and achievable. They should provide manageable targets for schools to aim for as well as clear expectations for the quality of education which it is hoped that all schools in Malawi will eventually achieve. Schools which achieve Level 4 may be used as models of good practice for other schools to emulate.
Level 3: Exceeds Minimum Standards	Level 3 identifies some of the key processes and activities typical of practice which is better than the minimum standard. Schools which have achieved the basic requirements of Level 2 may refer to the requirements within Level 3 in order to identify targets for their school improvement plan.
Level 2: Meets Minimum Standards	Level 2 presents the basic requirements expected of all schools in Malawi in each of the twenty-six Standards.
Level 1: Below Minimum Standards	Level 1 relates to those schools which fail to achieve the requirements of an adequate education for their students in one or more respects. Such schools should make immediate plans for improvement so that the experiences and achievements of young people are not further damaged. It is likely that schools which demonstrate practice at Level 1 in one or more Standard will need the support and guidance of a Primary or Secondary Education Adviser to help them plan for improvement. The Adviser can further help the school by monitoring progress on the plan and giving professional advice as necessary.

Making judgements against the Education Standards

When using the Standards in evaluation, it is recommended that evaluators look first at **Level 2**, in order to judge whether the school is **meeting the minimum standards** expected of all schools in Malawi. Schools which do not meet all the basic requirements of Level 2 would be rated at Level 1, Below Minimum Standards in the specific aspects selected. Schools evaluated at Level 1 should work towards improving the areas of weakness through the school improvement planning process.

Those schools which meet **all the minimum requirements** of Level 2 should be judged also against the requirements for Level 3. If these schools meet all the requirements for Level 3 as well as those for Level 2, they can be judged as being at **Level 3, Exceeds Minimum Standards**.

Where schools demonstrate performance which encompasses **all** the requirements identified as **Effective Practice**, as well as the requirements for Levels 2 and 3, they should be evaluated as being at **Level 4** in that Standard.

The requirements for three of the Outcome Standards (Standard 2: *Students' outcomes in the curriculum*, Standard 3: Attainment across the school and Standard 4: Participation in education) are expressed in quantitative language (i.e. statistically) rather than in the more qualitative terminology used for the rest of the Standards. This is because the nature of the judgements in these three Standards is different from those made in the other twenty-three Standards. The difference comes about because the judgements are made against national criteria: achievement of learning outcomes in national curriculum guidelines, averages and targets for performance in national examinations and completion and repetition. These Standards can be used to measure progress against the specific quantifiable targets of the Education Sector Implementation Plan (ESIP).

The overall approach to evaluation outlined above is designed to be used for individual Standards. It is NOT designed to be used to average evaluations across more than one Standard.

Using the Standards to improve the quality of school education

All education agencies, partners and providers are charged with providing education of the highest quality possible, or with contributing to that process through improvement activities in individual schools or across the country as a whole. Through the complementary work of its inspectors and advisers, the Directorate of Inspection and Advisory Services is responsible for evaluating the extent to which schools in individual districts and across the country meet the required standards.

Schools which fall below minimum standards are damaging the futures of the children they are set up to serve. Immediate improvements are needed in these circumstances and the targets and timescales of school improvements plans should be adjusted accordingly. Advisory services will provide support for development and monitor the progress of schools in improving their provision and practice, for the

benefit of their students. Through follow-up inspections and reviews, advisers and inspectors will also judge the extent to which school improvement targets have been met and students' learning and care have got better.

In those school where little improvement has been achieved, action will be taken at district, divisional or, if necessary, at national level to ensure that the damage to children's education is halted and addressed. The Directorate of Inspection and Advisory Services will report to the Minister of Education Science and Technology and work with partner Directorates to ensure that the necessary action is taken and that immediate improvements to children's learning and care are made and their impact observed.

The National Education Standards

AREA	NO	EDUCATION STANDARD
Outcomes for students	1	Learning in lessons
	2	Students' outcomes in the curriculum
	3	Attainment across the school
	4	Students' participation in education
	5	Students' behaviour and involvement in school life
	6	Students' safety and protection
The teaching process	7	A curriculum which is appropriate and relevant
	8	High expectations
	9	Teachers with good professional, subject and curriculum knowledge
	10	Well-planned lessons
	11	Teaching for effective learning
	12	Accurate and constructive use of assessment
	13	Teaching which meets the needs of all students
	14	Effective management of behaviour
Leadership	15	School vision, goals and values
	16	School self-evaluation and improvement
	17	School governance
	18	School leadership
Management	19	Partnership with parents and the community
	20	Staff supervision and development
	21	Staff deployment and management
	22	Care and welfare of students
	23	Access, equity and inclusion
	24	Management of buildings and facilities
	25	Management of material resources
	26	Financial management

Education Standard 1: Learning in lessons

Level of Achievement	Requirements Most students appropriate to their stage, (75%):	√x
4. Effective Practice	1.1 are able to solve problems working in small groups and on their own; 1.2 are enthusiastic; 1.3 enjoy being given challenging tasks; 1.4 ask relevant questions; 1.5 understand how well they are doing and what they need to do to improve;	
3. Exceeds minimum standards	1.6 are clear about the skills and knowledge which they are learning during lessons; 1.7 are interested and want to learn; 1.8 are gaining a body of knowledge and developing new skills; 1.9 ask for help if they do not understand;	
2.Meets minimum standards	1.10 can explain what they have learnt during the lesson; 1.11 are on task and respond actively in lessons; 1.12 are showing improvement in their work; 1.13 follow instructions.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	
Sources of evidence: <ul style="list-style-type: none"> • Students’ written and oral work • Lesson observation • Discussions with students, teachers and senior staff 		
Links with other Education Standards: <ul style="list-style-type: none"> • Education Standard 2: Students’ outcomes in the curriculum • Education Standard 8: High expectations • Education Standard 10: Well-planned lessons • Education Standard 11: Teaching for effective learning • Education Standard 12: Accurate and constructive use of assessment • Education Standard 13: Teaching which meets the needs of all students • Education Standard 14: Effective management of behaviour • Education Standard 20: Staff supervision and development 		

Education Standard 2. Students’ outcomes in the curriculum

Level of Achievement	Requirements	√x
4. Effective Practice	2.1 Most students (75% or more) achieve the learning outcomes set down in national curriculum guidelines and in the syllabus for their stage in learning. 2.2 The outcomes of girls and boys are broadly similar.	
3. Exceeds minimum standards	2.3 Between 60% and 75% of students achieve the learning outcomes set down in national curriculum guidelines and in the syllabus for their stage in learning.	
2. Meets minimum standards	2.4 The majority of students (50% or more) achieve the learning outcomes set down in national curriculum guidelines and in the syllabus for their stage in learning.	
1. Below minimum standards	2.5 Less than 50% of students achieve all the learning outcomes set down in national curriculum guidelines and in the syllabus for their stage in learning.	
Sources of evidence <ul style="list-style-type: none"> Teachers’ assessment records noting students’ outcomes against national curriculum expectations Students’ written and oral work Discussions with students, teachers and senior staff 		
Links with other Education Standards <ul style="list-style-type: none"> Education Standard 1: Learning in lessons Education Standards 7 - 14: The teaching process Education Standard 18: School leadership Education Standard 20 : Staff supervision and development Education Standard 21: Staff deployment and management Education Standard 24: Management of building and facilities Education Standard 25: Management of material resources 		

NB This standard may be applied separately in relation to individual subject/ curriculum areas. The progress of students with special educational needs should be judged on an individual basis. Similarly, in Complementary Basic Education, take into account the progress students have made since taking up their placement.

Education Standard 3: Attainment across the school

Level of Achievement	Requirements	√x
4. Effective Practice	3.1 Students' performance in school assessments is well above the minimum levels expected for their stage. 3.2 Performance in national examinations is well above national averages. 3.3 The school performs very well compared with other schools in the local area. 3.4 The performance of the school is notably improving or remains at a high level. 3.5 Girls and boys attain equally well. 3.6 Students with special educational needs are making very good progress against their previous attainment.	
3. Exceeds minimum standards	3.7 Students' performance in school assessments is above the levels expected for their stage. 3.8 Performance in national examinations is above national averages. 3.9 Students with special educational needs are making good progress against their previous attainment.	
2. Meets minimum standards	3.10 Students' performance in school assessments is in line with the levels expected for their stage. 3.11 Performance in national examinations is in line with national averages. 3.12 Students' with special educational needs are making progress in line with their previous attainment.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence

- Teachers' records of school assessments at different stages across the school, including the performance of any students with special educational needs or other barriers to learning.
- School records of examination results, retention and completion, overall and by gender.
- Analysis of data indicating % pass rates, grades and trends over time (i.e. improvement, decline or lack of movement): national examinations as appropriate to stage.
- Data as available from Monitoring Learning Achievement, Early Grade Reading Assessment and other such relevant national assessment programmes.
- Curriculum coverage as indicated in lesson plans.
- Discussions of data with teachers and senior staff.

Links with other Education Standards

- Education Standard 1: Learning in lessons
- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 4: Students' participation in education
- Education Standards 7 - 14: The teaching process
- Education Standard 18: School leadership
- Education Standard 20: Staff supervision and development

NB. Data analysis should relate to the following, as appropriate to stage: % pass rate; % grades attained; improving/declining trends; comparisons with other schools serving a similar age group, a similar social/geographical intake and with the same formal status; % selection for the next stage; % retention Standard 1-8 and Form 1-4, % Std 8 achieving Std 4 literacy/numeracy.

% repetition, % completion, % retention, % drop out and performance by gender should be taken into account when judging achievement of this standard

Education Standard 4. Students' participation in education

Level of Achievement	Requirements	√x
4. Effective Practice	4.1 Completion and retention rates have notably improved. 4.2 Drop out rates have fallen significantly. 4.3 Very few students repeat.	
3. Exceeds minimum standards	4.4 Completion and retention rates have improved beyond the national target. 4.5 Drop out rates have fallen below the national target. 4.6 Repetition rates have improved beyond the national target.	
2. Meets minimum standards	4.7 Completion and retention rates are increasing in line with national targets 4.8 Drop out rates are falling in line with national targets 4.9 Repetition rates meet the national targets	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	
Sources of evidence <ul style="list-style-type: none"> Records of school drop out, completion, retention and repetition by gender, including data on orphans and vulnerable children and those with special educational needs or disabilities Analyses of data indicating trends over time (i.e. improvement, decline or stability), and progress towards relevant ESIP targets 		
Links with other Education Standards: <ul style="list-style-type: none"> Education Standard 3: Attainment across the school Education Standard 6: Students' safety and protection Education Standard 13: Teaching which meets the needs of all students Education Standard 22: Care and welfare of students Education Standard 23: Access, equity and inclusion 		

NB National rates of, and targets for, completion, drop out and other relevant measures can be found in the current ESIP.

Education Standard 5. Students' behaviour and involvement in school life

Level of Achievement	Requirements	√x
4. Effective Practice	5.1 show respect for the rights of other people; 5.2 understand the standards of behaviour expected within the wider community; 5.3 are making very good progress towards developing the social skills and attitudes which they will need as good citizens, parents and workers. 5.4 know how to keep themselves and others safe and healthy in their communities and in the wider environment, particularly in relation to common diseases;	
3. Exceeds minimum standards	5.5 have a good understanding of the standards of behaviour appropriate for everyday life; 5.6 know how to keep themselves and others safe and healthy at school; 5.7 have responsibilities for aspects of school life; 5.8 take part in discussions and decision making at class and school level;	
2. Meets minimum standards	5.9 accept responsibility for their own actions and are well behaved; 5.10 are interested in lessons and pay attention; 5.11 are aware of, and respect school rules; 5.12 attend school regularly; 5.13 arrive in school and for lessons on time.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School and class records of students' attendance and punctuality
- Implementation of positive approaches to managing behaviour, safety, access, equity and inclusion, including child-friendly, anti-bullying, child protection and gender policies, also national and international policies on human rights, particularly those rights specific to children.
- Observation of students' behaviour towards those who are different from them socially, culturally, ethnically, by gender, by nature of special educational needs or disability as relevant.
- Rates of involvement in co-curricular activities
- Observation of students' behaviour in lessons and elsewhere.
- Discussions with students, staff, parents and members of the community.

Links with other Education Standards:

- Education Standard 6: Students' safety and protection
- Education Standard 7: A curriculum which is appropriate and relevant
- Education Standard 14: Effective management of behaviour
- Education Standard 15: School vision, goals and values
- Education Standard 18: School leadership
- Education Standard 19: Partnership with parents and the community
- Education Standard 22: Care and welfare of students
- Education Standard 23: Access, equity and inclusion

Education Standard 6. Students' safety and protection

Level of Achievement	Requirements As appropriate to their stage, students:	√×
4. Effective Practice	6.1 are confident that the school can help them with problems within their communities and families, particularly those relating to child protection and their rights to education. 6.2 have received training in providing peer support to other students or have access to such support. 6.3 have increased in safety and confidence as a result of attendance at girls' clubs or similar support groups.	
3. Exceeds minimum standards	6.4 understand how their bodies change as they grow up and affect their emotions, and the importance of respecting each other and avoiding sexually-transmitted diseases. 6.5 feel safe, well cared for, valued and respected at school. 6.6 help other students in their school and class feel safe, valued and respected.	
2. Meets minimum standards	6.7 are safe in all areas of the school, regardless of gender, ethnicity, age or any special needs or disabilities. 6.8 know whom to go to for help and advice or if they have been sexually, physically or emotionally abused and are confident that they will be listened to and supported. 6.9 are treated fairly and sensitively with regard to gender, family circumstances, disability and learning needs.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School and class records of students' attendance, punctuality and drop out
- Records of the action taken in relation to incidents of child protection and abuse both in school and in the community, including child marriage, pregnancy, corporal punishment, emotional and physical bullying by staff or other students
- Discussions with students, staff, parents and members of the community.
- Observations of accommodation with respect to safe water supply, sanitation, hostels and equipment and facilities in science laboratories.

Links with other Education Standards:

- Education Standard 7: A curriculum which is appropriate and relevant
- Education Standard 14: Effective management of behaviour
- Education Standard 15: School vision, goals and values
- Education Standard 18: School leadership
- Education Standard 19: Partnership with parents and the community
- Education Standard 22: Care and welfare of students
- Education Standard 23: Access, equity and inclusion

Education Standard 7: A curriculum which is appropriate and relevant

Level of Achievement	Requirements As appropriate to their stage, students:	√x
4. Effective Practice	<p>The curriculum, including co-curricular activities:</p> <p>7.1 reflects the national priorities outlined in the Education Act 2013 and takes account of cultural context and students' educational needs;</p> <p>7.2 develops the skills, values and attitudes for students' future lives as responsible citizens, workers and parents;</p> <p>7.3 prepares students for the world of work and encourages them to be creative, entrepreneurial and enterprising;</p> <p>7.4 develops active participation by all students and encourages them to think for themselves;</p> <p>7.5 provides the knowledge necessary for healthy lifestyles;</p> <p>7.6 makes connections between subjects and curriculum areas and takes account of cross-cutting and contemporary issues.</p>	
3. Exceeds minimum standards	<p>7.7 The schemes of work and timetable support progression within curriculum areas and subjects.</p> <p>7.8 The school organises co-curricular activities to broaden students' experiences, support their learning and provide opportunities to achieve within a range of contexts.</p> <p>7.9 The school displays a master timetable for the current academic year, with period allocation for each class and co-curricular activities, for parents, students and staff to refer to.</p>	
2. Meets minimum standards	<p>7.10 Teachers follow the national curriculum and the school timetable.</p> <p>7.11 Timetabling enables the syllabus for each stage to be delivered within the school year.</p> <p>7.12 Schemes of work cover appropriate topics, in particular literacy and numeracy at primary school level.</p> <p>7.13 Teachers base their planning on learning outcomes matched to the stage of their students.'</p>	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Lesson observation
- Students' written and oral work
- Teachers' schemes, plans and timetables
- Records of participation in co-curricular activities and clubs, including those which support girls' education and that of orphans and vulnerable children
- School policies and guidelines, checking they are in line with Section 76 (1), (2) and (3) of the Education Act 2013 and national curriculum guidance
- Discussions with students, teachers and parents

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 10: Well-planned lessons
- Education Standard 13: Teaching which meets the needs of all learners
- Education Standard 20: Staff supervision and development
- Education Standard 23: Access, equity and inclusion

Education Standard 8: High expectations

Level of Achievement	Requirements	√x
4. Effective Practice	8.1 Teachers set goals that motivate, stretch and challenge students of all backgrounds, abilities and interests. 8.2 Teachers and parents expect boys and girls to do equally well. 8.3 Teachers guide students on their future careers and aspirations. 8.4 Students have high aspirations, as appropriate to their age, stage, talents and abilities.	
3. Exceeds minimum standards	8.5 Students and staff respect each other. 8.6 Teachers help students to reflect on their progress and discuss what they need to do to improve. 8.7 Teachers match their teaching approaches to students' individual learning needs and expectations. 8.8 Teachers use genuine praise to motivate students, raise their personal aspirations and build their confidence.	
2. Meets minimum standards	8.9 Teachers cultivate a positive climate for learning and make each classroom and the school as whole safe and stimulating places for children to learn. 8.10 Teachers model the attitudes, values and behaviour which are expected of students. 8.11 Students are clear about what is expected of them. 8.12 Teachers, parents, the PTA and SMC/governing body provide practical support to encourage all students to stay in school.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School policies and teaching guidelines, checking that they set high expectations
- Lesson observation
- Students' written and oral work
- Activities carried out by Mothers' Groups and other community support groups
- Discussions with students, teachers, parents and members of the community

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 3: Attainment across the school
- Education Standard 5: Students' behaviour and involvement in school life
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 14: Effective management of behaviour
- Education Standard 15: School vision, goals and values

Education Standard 9: Teachers with good professional, subject and curriculum knowledge

Level of Achievement	Requirements Most teachers (75%):	√x
4. Effective Practice	8.9.1 are aware of developments in their subject and curriculum areas; 9.2 are interested in learning, continue to develop their own knowledge, understanding and skills and encourage their students to value learning; 9.3 reflect on and, in staff meetings, discuss the most effective ways of helping children to learn;	
3. Exceeds minimum standards	9.4 understand how children develop and learn, and use this knowledge in their planning and teaching; 9.5 encourage students to be interested in the subject or curriculum area; 9.6 are aware of current best practice in teaching and learning, and apply it in their lessons;	
2. Meets minimum standards	9.7 know their subject areas well; 9.8 help students when they find things difficult or do not understand; 9.9 demonstrate high standards of literacy and oral communication and use Standard English correctly across all subject areas.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Records of teachers’ appraisals and training and staff meetings
- Teachers’ practice showing implementation or otherwise of Teaching Service Regulations and Teachers’ Code of Conduct.
- Teachers’ practice showing implementation or otherwise of school policies and guidelines
- Lesson plans and schemes of work.
- Lesson observation.
- Discussions with teachers and senior staff

Links with other Education Standards:

- Education Standard 7: A curriculum which is appropriate and relevant
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 20: Staff supervision and development
- Education Standard 21: Staff deployment and management

Education Standard 10: Well-planned lessons

Level of Achievement	Requirements	√x
4. Effective Practice	10.1 Teachers provide an interesting curriculum within individual subject areas and overall. 10.2 Teachers plan for a range of teaching methods as appropriate to the topic, the focus of individual lessons, the classroom environment and students' needs. 10.3 Teachers can explain why they have selected specific teaching methods.	
3. Exceeds minimum standards	10.4 Lessons are part of a logical sequence, and are clearly linked. 10.5 Assessment methods and homework are built into planning. 10.6 Plans clearly indicate the teaching approaches to be adopted and teachers' evaluations of how well lessons have gone. 10.7 Plans include differentiated activities for students with individual learning needs.	
2. Meets minimum standards	10.8 Schemes of work and lesson plans are available and up to date. 10.9 Links between schemes of work, lesson plans and national curriculum requirements are clear. 10.10 Resources are planned, selected and prepared before the lesson.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Teachers' practice showing implementation or otherwise of school policies, guidelines for lesson planning and curriculum requirements
- Records of staff training
- Schemes of work, lesson plans and records of work, including comments by senior staff which provide clear practical guidance for teachers.
- Discussions with students, teachers and senior staff
- Lesson observation

Links with other Education Standards:

- Education Standard 1: Learning in lessons
- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 11: Teaching for effective learning
- Education Standard 12: Accurate and constructive use of assessment
- Education Standard 13: Teaching which meets the needs of all learners
- Education Standard 20: Staff supervision and development
- Education Standard 21: Staff deployment and management
- Education Standard 23: Access, equity and inclusion

Education Standard 11: Teaching for effective learning

Level of Achievement	Requirements Most teachers (75%):	√x
4. Effective Practice	11.1 adjust their teaching methods to class size, facilities available, what students need to learn and how well they understand; 11.2 encourage students to think for themselves; 11.3 work together actively to support children’s learning when two or more of them are present in the classroom at the same time; 11.4 explain to students what they are going to learn, and its links with what they already know;	
3. Exceeds minimum standards	11.5 reflect on how well lessons have gone and make changes to their teaching methods as necessary; 11.6 present lessons clearly, and ensure their instructions and explanations are easy to understand; 11.7 set homework and other out-of-class activities to consolidate and extend students’ knowledge and understanding; 11.8 use questioning appropriately to check students’ understanding;	
2. Meets minimum standards	11.9 apply their lesson plans in practice; 11.10 use appropriate teaching methods for the topic; 11.11 use lesson time effectively to help children to learn; 11.12 make effective use of teaching and learning resources, including resources made out of local materials where appropriate; 11.13 involve as many students as they can in learning activities.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Teaching practice showing implementation or otherwise of school policies, guidelines for lesson planning and classroom practice
- Records of work, records of training
- Textbooks, learning materials, classroom space, environment and organisation
- Students’ oral and written work
- Lesson observation
- Discussions with students, teachers and senior staff

Links with other Education Standards:

- Education Standards 1-6: Students’ outcomes
- Education Standard 8: High expectations
- Education Standard 10: Well-planned lessons
- Education Standard 12: Accurate and constructive use of assessment
- Education Standard 13: Teaching which meets the needs of all learners
- Education Standard 20: Staff supervision and development
- Education Standard 21: Staff deployment and management

Education Standard 12: Accurate and constructive use of assessment

Level of Achievement	Requirements Most teachers (75%):	√×
4. Effective Practice	12.1 make use of ongoing formative assessment to monitor how well pupils are learning and to help them to improve their work; 12.2 make use of periodic summative assessment to measure students' progress and achievement; 12.3 set targets for the class and for individual students; 12.4 recognise and celebrate students' progress and achievements;	
3. Exceeds minimum standards	12.5 are aware of statutory assessment requirements; 12.6 give students constructive oral and written feedback and help them to use it to improve their work; 12.7 use the information from assessment to evaluate how well lessons have gone, to make any necessary changes and to plan for students' next steps in learning;	
2. Meets minimum standards	12.8 understand how to assess individual subject and curriculum areas; 12.9 build oral and written assessment into their lessons and schemes; 12.10 assess students' work accurately and regularly; 12.11 keep up-to-date and accurate records of assessment.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Observation of teaching, learning and assessment
- Teachers' records of students' assessments, both formative and summative
- Students' written and oral work
- Discussions with students, teachers and senior staff

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 8: High expectations
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 13: Teaching which meets the needs of all students
- Education Standard 20: Staff supervision and development

Education Standard 13: Teaching which meets the needs of all students

Level of Achievement	Requirements Most teachers (75%):	√x
4. Effective Practice	13.1 know about specific less common barriers to learning and the support which individual students may need; 13.2 review and adapt their teaching approaches to engage, support and challenge students who learn more quickly than the rest or who have special education needs; 13.3 know when and how to differentiate learning appropriately for particular groups of students;	
3. Exceeds minimum standards	13.4 are aware that different students develop at different rates physically, socially and intellectually, and take this into account in their planning and teaching; 13.5 record pupils' specific barriers to learning, the steps taken to support them and the progress made; 13.6 take steps to meet the needs of those whose learning needs are caused by poverty and family circumstances; 13.7 take steps to meet the learning needs of those who learn more quickly than the rest of the class;	
2. Meets minimum standards	13.8 know which students in their class have special educational needs, which are attaining well and which are having difficulties in their learning; 13.9 use appropriate methods to support students with poor sight or hearing or with physical disabilities 13.10 adapt teaching and learning approaches and/or provide support to meet the needs of students who work more slowly than others.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School records of the learning needs and barriers to learning of individual students.
- Lesson observation, including whether it indicates that national and school policies and guidelines on special educational needs are being implemented.
- Learning materials, including those made of local materials and those adapted to meet the needs of particular students.
- Discussions with students, teachers and senior staff

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 7: A curriculum which is appropriate and relevant
- Education Standard 8: High expectations
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 12: Accurate and constructive use of assessment
- Education Standard 15: School vision, goals and values
- Education Standard 20: Staff supervision and development
- Education Standard 23: Access, equity and inclusion

NB Barriers to learning may relate to: any mismatch between learning environment and the needs of particular students; special educational needs; gender; health or disability; family circumstances (including poverty, disruption through family breakdown or bereavement, displacement and parental alcohol or substance abuse).

Education Standard 14: Effective management of behaviour

Level of Achievement	Requirements Most teachers (75%):	√x
4. Effective Practice	14.1 have high expectations of students' behaviour; 14.2 act authoritatively and decisively when necessary; 14.3 use a range of strategies, including praise, sanctions and rewards, to motivate and manage students; 14.4 use positive approaches to managing behaviour and treat students with respect;	
3. Exceeds minimum standards	14.5 nurture good relationships with students; 14.6 deal effectively with any bullying, teasing or sexual harassment; 14.7 ensure that the school provides a safe and positive environment for all students, including girls and those with special educational needs;	
2. Meets minimum standards	14.8 manage classes effectively, using approaches which are appropriate to students' learning needs, interests and stages of development; 14.9 establish clear rules and expectations for behaviour; 14.10 treat all students fairly and never humiliate them; 14.11 never use corporal punishment.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Teachers' practice demonstrates implementation or otherwise of national and school policies and guidelines on managing behaviour
- Records of relevant training and professional development
- Observation of lessons and out-of-class activities
- Discussions with students, teachers and senior staff
- Records of disciplinary action

Links with other Education Standards:

- Education Standard 4: Students' participation in education
- Education Standard 6: Students' safety and protection
- Education Standard 8: High expectations
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 20: Staff supervision and development
- Education Standard 22: Care and welfare of students

Education Standard 15: School vision, goals and values

Level of Achievement	Requirements	√x
4. Effective Practice	15.1 Vision and goals focus on students becoming self-reliant, acquiring the knowledge and skills to succeed in an ever-changing world, and contributing to national development. 15.2 The SMC/governing body, headteacher and staff take practical action within the improvement planning process to achieve school goals and measure their progress. 15.3 Students are encouraged to develop moral values and appreciate and respect their own and others' cultures	
3. Exceeds minimum standards	15.4 The school has involved SMC/governing body, parents, the community, staff and students in developing its vision, goals and values. 15.5 Senior managers check how well the school is achieving its vision by measuring and analysing data on retention, completion and outcomes for students. 15.6 The school places equality of educational opportunity and child safety and protection at the heart of its vision.	
2. Meets minimum standards	15.7 The school has a clearly stated and realistic educational vision which reflects the national purpose for education expressed in the Education Act 2013. 15.8 The vision is appropriate to its context and the needs of its students. 15.9 The school has taken steps to make stakeholders aware of, and understand its vision and goals. 15.10 Senior managers and SMC/governing body can explain what the school is doing to achieve its vision.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	
<p>Sources of evidence:</p> <ul style="list-style-type: none"> • Statements of vision and goals as displayed and in school improvement plans • School improvement plan showing the extent to which improvement priorities reflect the vision, values and goals of the school. • Action points recorded in minutes of SMC/governing meetings, together with action taken. • Records of membership of, and responsibilities for school committees. • Discussions with students, teachers and parents. 		
<p>Links with other Education Standards:</p> <ul style="list-style-type: none"> • Education Standards 1-6: Outcomes for students • Education Standard 7: A curriculum which is appropriate and relevant • Education Standard 8: High expectations • Education Standard 10: Teaching for effective learning • Education Standard 23: Access, equity and inclusion 		

Education Standard 16: School self-evaluation and improvement

Level of Achievement	Requirements	√x
4. Effective Practice	16.1 Senior staff can explain how the improvement plan helps the school to achieve its vision and goals. 16.2 Improvements made to students' education, safety and care over the previous year and against its previous improvement plan can be clearly observed. 16.3 Students have opportunities to suggest possible improvements to the school during meetings and are informed about any action taken in response and the reasons. 16.4 The senior team analyses retention, completion, repetition and drop out, tracks improvements or decline and has taken appropriate action.	
3. Exceeds minimum standards	16.1 SMC/governing body meetings are well attended, regular, purposeful and well documented. 16.2 The SMC/governing body plays an active role in budgeting for all school funds and ensures that all financial expenditure is properly accounted for and communicated to stakeholders. 16.3 The SMC/governing body encourages parents and the community to be involved in the school, by organising activities and reporting on school events and achievements. 16.4 The SMC/governing body plays an active role in school improvement planning.	
2. Meets minimum standards	16.9 The school has an improvement plan for the current year which is in line with the National Education Sector Plan and Education Sector Implementation Plan. 16.10 The school can demonstrate the action it has taken to implement its improvement plan. 16.11 The school displays data on students' attendance and attainment in national examinations. 16.12 Staff attendance and punctuality are monitored and follow-up action taken as necessary	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Discussions with headteacher and senior managers, students, parents and staff
- School improvement plan for current and previous year with any progress reports
- Minutes of meetings of school committees, SMC/governing body, PTA, Mothers' Group
- Records of school inspections, supervision or other forms of performance review and action taken in response to Recommendations.
- Analyses of students' attendance, retention, completion, repetition and attainment in school assessments and national examinations
- Progress towards ESIP targets

Links with other Education Standards:

- Education Standards 1-6: Outcomes for students
- Education Standard 15: School vision, goals and values
- Education Standard 17: School governance
- Education Standard 18: School leadership

Education Standard 17: School governance

Level of Achievement	Requirements	√x
4. Effective Practice	17.1 Members of the SMC/governing body/PTA and/or proprietor are knowledgeable about national educational policies and take practical steps to implement them, in partnership with school leaders and the local community. 17.2 The SMC/governing body is actively involved in raising funds for the school. 17.3 The SMC/governing body has received training and members have a good understanding of their responsibilities.	
3. Exceeds minimum standards	17.4 SMC/governing body meetings are well attended, regular, purposeful and well documented. 17.5 The SMC/governing body plays an active role in budgeting for all school funds and ensures that all financial expenditure is properly accounted for and communicated to stakeholders. 17.6 The SMC/governing body encourages parents and the community to be involved in the school, by organising activities and reporting on school events and achievements. 17.7 The SMC/governing body plays an active role in school improvement planning.	
2. Meets minimum standards	17.8 The school has a School Management Committee (SMC), Board of Governor or similar authority which has oversight of its policies and activities. 17.9 The structure of the SMC/governing body conforms to statutory requirements. 17.10 Members of the SMC/governing body are aware of their responsibilities. 17.11 The school has functional committees, for example School Improvement Plan Committee and Internal Procurement Committee (secondary).	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School improvement plan, including statements of vision and goals
- School policies and handbooks
- Minutes of SMC/governing body meetings
- School budget and accounts
- Discussions with chair of SMC/governing body, headteacher and parents

Links with other Education Standards

- Education Standards 1-6: Students’ outcomes
- Education Standards 7-14: The teaching process
- Education Standards 15-26: Leadership and Management

Education Standard 18: School leadership

Level of Achievement	Requirements	√x
4. Effective Practice	<p>18.1 The headteacher and senior staff demonstrate through their actions that they are accountable to the District, SMC/governing body, parents, community and students for the quality of education in the school.</p> <p>18.2 The headteacher and senior staff work effectively with teachers and parents to improve the quality of the school.</p> <p>18.3 The headteacher and senior staff prioritise students' education, safety and care and ensure that these are as good as possible.</p> <p>18.4 The headteacher has put in place key policies on assuring the quality of education, care and protection, and checks that staff are implementing them.</p>	
3. Exceeds minimum standards	<p>18.5 The headteacher and senior staff have a clear understanding of what the school needs to do to improve.</p> <p>18.6 The headteacher has good working relationships with teachers and delegates effectively.</p> <p>18.7 The headteacher meets, communicates and consults with staff regularly and has gained their support in making changes.</p> <p>18.8 Senior staff regularly monitor teachers' assessments to ensure that they use a range of methods, are accurate and that feedback to students is constructive</p>	
2. Meets minimum standards	<p>18.9 The headteacher is on the school premises for most of the working week.</p> <p>18.10 The headteacher and senior staff are respected by students, teachers, parents and the community.</p> <p>18.11 All records are kept on the premises during teaching hours and are accessible and up to date.</p> <p>18.12 Senior staff regularly monitor teachers' planning and curriculum coverage and provide oral and written advice as appropriate.</p> <p>18.13 Senior staff monitor staff attendance and punctuality and take action as necessary.</p>	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School log book, visitors' book, policies and handbooks
- Minutes of school oversight committees
- Minutes of meetings with parents, staff, students and the community
- Discussions with headteacher, senior staff, teachers, students and parents

Links with other Education Standards:

- Education Standards 1-6: Outcomes for students
- Education Standards 7-14: The teaching process
- Education Standards 15-26: Leadership and Management

Education Standard 19: Partnership with parents and the community

Level of Achievement	Requirements	√x
4. Effective Practice	19.1 Parents and community members are aware of the strengths of the school and its priorities for improvement, and help to implement school plans. 19.2 The school communicates regularly with parents and the community about its activities, challenges and achievements. 19.3 The school is actively involved in community life and the community makes use of its facilities. 19.4 The community makes a significant contribution to fundraising.	
3. Exceeds minimum standards	19.5 The PTA is constituted according to statutory requirements, its members are aware of their roles and responsibilities and they attend meetings regularly. 19.6 The Mothers' Group is aware of its roles and responsibilities and visits the school regularly to support girls in their learning. 19.7 Parents show a high level of interest in their children's education, safety and care. 19.8 The SMC/governing body and PTA receive information about how well students are doing overall	
2. Meets minimum standards	19.9 Parents and community members visit the school regularly and are made welcome. 19.10 Parents receive feedback on their children's progress and practical advice on how they can support their learning and keep them in school. 19.11 The school communicates its expectations of students' achievement, attendance, completion and behaviour to parents. 19.12 The school displays the roles and responsibilities of staff, students and governing body.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Minutes of meetings and records of community activities, showing implementation or otherwise of by-laws for SMC and PTA, priorities in the school improvement plan and specific projects planned by SMC/PTA .
- Records of attendance, retention and completion
- Discussions with parents, members of the community and senior staff

Links with other Education Standards:

- Education Standard 2: Students outcomes in the curriculum
- Education Standard 4: Students' participation in education
- Education Standard 5: Students' behaviour and involvement in school life
- Education Standard 6: Students' safety and protection
- Education Standard 15: School vision, goals and values
- Education Standard 16: School self-evaluation and improvement
- Education Standard 22: Care and welfare of students
- Education Standard 23: Access, equity and inclusion

Education Standard 20: Staff supervision and development

Level of Achievement	Requirements	√x
4. Effective Practice	20.1 Senior staff use the outcomes of staff appraisal and supervision when planning school-based in-service. 20.2 Feedback from lesson observations is used to check that advice given during supervision is implemented. 20.3 The headteacher and senior staff regularly analyse how well classes are doing. 20.4 The headteacher and senior staff have received training relevant to their management responsibilities.	
3. Exceeds minimum standards	20.5 Professional training has resulted in improvements to teaching, learning and management. 20.6 The headteacher knows the strengths and support needs of individual teachers and can give an account of any help given to them to improve their practice. 20.7 The headteacher and senior staff recognise effective teachers and share best practice across the school. 20.8 New staff undergo induction into their roles and responsibilities.	
2. Meets minimum standards	20.9 The headteacher and senior staff regularly observe lessons, record their findings and provide oral and written feedback to teachers. 20.10 All staff undergo regular documented appraisals of their work which focus on strengths, areas for improvement and action to improve their skills. 20.11 Staff have engaged in training relevant to the needs of their students and school improvement priorities.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence :

- Records of lesson observations and feedback
- Minutes of meetings
- Master timetable
- Displays of information for parents and the community

Links with other Education Standards:

- Education Standard 8: High expectations
- Education Standard 11: Teaching for effective learning
- Education Standard 16: School self-evaluation and improvement
- Education Standard 18: School leadership

Education Standard 21: Staff deployment and management

Level of Achievement	Requirements	√x
4. Effective Practice	21.1 Staff are deployed within the school in line with their training, experience and skills. 21.2 Senior managers work very effectively with staff at all levels to improve the quality of students' educational experiences.	
3. Exceeds minimum standards	21.3 Staff are deployed in line with classroom availability and class size at each stage. 21.4 Staff carry out their delegated responsibilities diligently.	
2. Meets minimum standards	21.5 The school has sufficient qualified staff to teach classes and carry out management tasks. 21.6 Teachers are on time for school and classes and are rarely absent. 21.7 Where teachers work together to support classes, they both take active roles in helping students to learn.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Records of staff experience, qualifications, appraisal and training
- Observation of extent of implementation of Teaching Service Regulations, school policies, and Code of Conduct (or similar) for staff
- Records of staff attendance and punctuality
- Discussions with teachers, headteacher, senior staff, students and parents

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 16: School self-evaluation and improvement
- Education Standard 18: School leadership
- Education Standard 20: Staff supervision and development
- Education Standard 24: Management of buildings and facilities

Education Standard 22: Care and welfare of students

Level of Achievement	Requirements	√x
4. Effective Practice	22.1 Students have a trusted member of staff to whom they can go with problems and receive advice. 22.2 The school has strong links with religious and community leaders, police, social workers and local NGOs and works with them to protect students, in and out of school and when carrying out domestic tasks. 22.3 The school records all incidents of bullying, violence and racial and sexual harassment, the action it has taken to deal with them and the eventual outcomes.	
3. Exceeds minimum standards	22.4 The school has a child protection policy and reporting system which all staff understand and follow. 22.5 The school implements all the key features expected of an inclusive and child-friendly school. 22.6 Girls and boys are taught properly about how their bodies and emotions change during adolescence, and the importance of respecting each other and avoiding pregnancy and sexually transmitted diseases. 22.7 Community leaders, parents, teachers and students fulfil their responsibilities for respecting the right of all students to be safe from physical, emotional and sexual abuse, and to receive an education.	
2. Meets minimum standards	22.8 Students' safety is regularly monitored, with particular attention to those who are most at risk. 22.9 Students and staff know what to do in the event of fire, flood or other emergency. 22.10 Teachers who abuse children physically, emotionally or sexually are reported to appropriate authorities. 22.11 The school has clear systems for dealing with issues of child safety and abuse in the school and community	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Records of action following incidents of racism, bullying, violence or sexual abuse.
- Records of action to protect and support girls, vulnerable students and those at risk of sexual exploitation or child labour
- Policies, particularly those relating to students' health issues, administration of medication, child protection, gender, anti-bullying and positive behaviour management
- Records of attendance and punctuality showing action taken to follow up specific students.
- Observation of school accommodation, water, sanitation and health
- Discussions with teachers, headteacher, senior staff, students, support groups and parents

Links with other Education Standards:

- Education Standard 5: Students' behaviour and involvement in school life
- Education Standard 6: Students' safety and protection
- Education Standard 18: School leadership
- Education Standard 23: Access, equity and inclusion
- Education Standard 24: Management of buildings and facilities

'Vulnerable' children include: those with special needs or mental/physical health conditions; orphans and those whose families are affected by poverty, disruption, bereavement or substance/alcohol abuse or which have suffered displacement or breakdown in relationships.

Education Standard 23: Access, equity and inclusion

Level of Achievement	Requirements	√x
4. Effective Practice	<p>23.1 Both girls and boys have appropriate role models within the immediate community and can demonstrate the impact on their achievements.</p> <p>23.2 The school identifies students affected by early pregnancy, HIV/AIDS and other conditions, orphans, those living in child-headed households and those with special needs, and supports their learning and care.</p> <p>23.3 The school involves all students in educational and co-curricular activities, wherever possible.</p>	
3. Exceeds minimum standards	<p>23.4 The school promotes girls' education in the community and explains the negative impact of illegal practices such as child labour, early marriage and sexual abuse and exploitation.</p> <p>23.5 The school analyses and uses records of admissions, attendance and punctuality to provide support to students who are at risk of dropping out.</p> <p>23.6 Guidance staff and community groups such as Mothers' Groups, support students who do not attend school regularly, and engage positively with their families</p>	
2. Meets minimum standards	<p>23.7 The school has comprehensive records of students' admissions (including birth dates), attendance and punctuality.</p> <p>23.8 The school sets a high priority on regular attendance and follows up unauthorised absences and drop out.</p> <p>23.9 The school treats all students fairly with regard to gender, family circumstances, disability and learning needs.</p> <p>23.10 The school has taken steps to make its accommodation and facilities accessible to all learners.</p>	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Observation of the extent to which toilets and teaching accommodation are made accessible through the construction of ramps and adaptations to increase access for the physically disabled and blind
- Any whole-school adaptations of the curriculum to address students' individual learning needs
- School and district policies and records relating to the support of students with sensory impairments and disabilities and those affected by HIV or other health issues
- Records of students' attendance and punctuality
- Minutes of meetings with parents and the community
- Discussions with students, parents and school staff
- Lesson observation

Links with other Education Standards:

- Education Standard 4: Students' participation in education
- Education Standard 6: Students' safety and protection
- Education Standard 16: School self-evaluation and improvement
- Education Standard 18: School leadership
- Education Standard 19: Partnership with parents and the community
- Education Standard 24: Management of buildings and facilities
- Education Standard 25: Management of material resources

Education Standard 24: Management of buildings and facilities

Level of Achievement	Requirements	√x
4. Effective Practice	24.1 The school has implemented a water conservation policy and its environment minimises run off, wind erosion and deforestation. 24.2 The buildings and grounds are secure from intruders, and are well cared for and maintained. 24.3 The headteacher’s office, staffroom and library are well organised and used for their intended purposes. 24.4 Science laboratories meet national safety requirements and provide safe storage for chemicals and equipment. 24.5 The school has a garden which provides a context for developing farming skills and supplies produce which is used to raise funds and/or improve students’ nutrition.	
3. Exceeds minimum standards	24.6 All boarding hostels meet at least minimum requirements as set out in legislation and regulations, including disability policies. 24.7 Classrooms have sufficient benches and desks for all students and a desk and chair for the teacher. 24.8 All rooms provide a clear passage for exit in case of emergency. 24.9 The school has sufficient suitable good quality accommodation for teachers.	
2. Meets minimum standards	24.10 The school meets minimum requirements as set out in building legislation. 24.11 Classrooms are of an adequate size for the number of students and are clean, safe, well ventilated and well lit. 24.12 Students and staff have access to an adequate and clean supply of water at all times. 24.13 Latrines are sufficient in number, ensure privacy, are clean and hygienic and have hand-washing facilities. 24.14 Girls have access to a washroom.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- School Management Handbook
- Observation to check that buildings meet National Sanitation Standards and school building specification guidelines
- Discussions with students, staff and parents

Links with other Education Standards:

- Education Standard 6: Students’ safety and protection
- Education Standard 17: School governance
- Education Standard 18: School leadership
- Education Standard 22: Care and welfare of students
- Education Standard 23: Access, equity and inclusion
- Education Standard 25: Management of material resources
- Education Standard 26: Financial management

Education Standard 25: Management of material resources

Level of Achievement	Requirements	√x
4. Effective Practice	25.1 Students with special educational needs and disabilities have access to resources specifically made or adapted for them as necessary. 25.2 Library and information resources are made available to students for individual reading and study. 25.3 Named members of staff are responsible for managing and maintaining learning resources.	
3. Exceeds minimum standards	25.4 Students have easy access to textbooks during lesson times and controlled access at other times. 25.5 Teachers have supplemented learning resources with locally made or collected materials. 25.6 Library books and information resources are appropriate for students' ages, stage, cultural context and curriculum.	
2. Meets minimum standards	25.7 Learning materials are well organised, stimulating, properly displayed and visible to all. 25.8 Learning resources are kept securely and are easily accessible during lessons. 25.9 Chalkboards are in good condition and clearly visible to all students. 25.10 Textbooks are well cared for and stock books are up to date.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence:

- Textbooks, supplementary readers and other learning resources
- Teachers' guides, policies and handbooks
- Curriculum guidelines and syllabuses
- Resources for science and technology
- Resources made from locally available materials
- Guidelines on the care of textbooks

Links with other Education Standards:

- Education Standard 2: Students' outcomes in the curriculum
- Education Standard 6: Students' safety and protection
- Education Standard 10: Well-planned lessons
- Education Standard 11: Teaching for effective learning
- Education Standard 17: School governance
- Education Standard 18: School leadership
- Education Standard 22: Care and welfare of students
- Education Standard 24: Management of buildings and facilities
- Education Standard 26: Financial management

Education Standard 26: Financial management

Level of Achievement	Requirements	√x
4. Effective Practice	26.1 The school has a history of financial stability and audits have not found any problems. 26.2 The community accounts for the funds it manages. 26.3 Schools with bank accounts meet all relevant financial regulations and have effective systems for monitoring and accounting for funds	
3. Exceeds minimum standards	26.4 The local community trusts the financial management of the school. 26.5 The school promotes accountability and transparency through public display of income and expenditure and by making available records of transactions as required.	
2. Meets minimum standards	26.6 Budgeting is realistic and is matched to current needs and plans for development, including the school improvement plan. 26.7 The SMC/governing body/PTA has participated in budget preparation and they fully understand and approve it. 26.8 The SMC/governing body plays an active role in monitoring expenditure. 26.9 Expenditure records and cashbooks are well kept, up to date, comprehensive, systematic and accurate.	
1. Below minimum standards	The school does not meet all the requirements relating to Minimum Standards (Level 2).	

Sources of evidence

- Cash books, bank accounts, budgets, expenditure records and all relevant documentation relating to financial management
- Interviews with community members
- Records showing extent of implementation of Guidelines for Financial Management, Procurement and the Textbook Revolving Fund

Links with other Education Standards:

- Education Standard 17: School governance
- Education Standard 18: School leadership
- Education Standard 24: Management of buildings and facilities
- Education Standard 25: Management of material resources for learning



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