

**Education Department
Policy Document**

**VALIDATED SELF-EVALUATION
FRAMEWORK FOR SCHOOLS/COLLEGE OF
FURTHER EDUCATION IN GUERNSEY AND
ALDERNEY**

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EDUCATION

A STATES OF GUERNSEY GOVERNMENT DEPARTMENT

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1.0 Context of the Guernsey and Alderney Validation Service

Guernsey and Alderney have a strong history of validated school/College self-evaluation over a period of 20 years. The current process is based upon Education Scotland's 'How Good Is Our School?' (HGIOS) and the adapted, 'How Good is Our College?' (HGIOC), (HMIe 2007).

The set of quality indicators within HGIOS and HGIOC provides the core tool for self-evaluation and forms the cornerstone of the validated self-evaluation (VSE) process.

The indicators within HGIOS and HGIOC reflect the developing context within which schools and the College operate. They focus specifically on the impact of schools and the College in improving the educational experience and lives of children and young people through learning and their successes and achievements, including broad outcomes for learners.

This emphasis on impact and outcomes reinforces the principle that self-evaluation is not an end in itself. It is worthwhile only if it leads to improvements in the educational experiences and outcomes for children and young people, and to the maintenance of the highest standards where these already exist. HGIOS and HGIOC is about achieving just that. It builds on good practice in classrooms and is designed to help staff evaluate their current performance and to identify priorities for action.

Schools and the College are part of a wider partnership of professionals, all of whom deliver a range of services to children and young people. HGIOS and HGIOC have evolved by adopting a framework for self-evaluation common to all public services and structured around six questions which are integral to any service.

This document also emphasises a 'collegiate culture' in which staff engage in professional discussion and reflection based on a shared understanding of quality and a shared vision of their aims for young people. All staff should therefore be involved in the self-evaluation process.

Individual teachers/lecturers and groups of teachers/lecturers evaluating their work together, as well as teachers/lecturers reflecting on the work of their peers and on how well the school/College is led and managed are just as important in self-evaluation as the observations of lessons and learning experiences by staff. Self-evaluation should be a reflective professional process which helps schools/College to identify their agenda for improvement and promote well-considered innovation.

The quality indicators included within HGIOS and HGIOC are a guide to that process, not a set of recipes for success. The quality indicators must sit alongside professional expertise and other sources of guidance, for example on the curriculum, learning, the craft of teaching and on the leadership of change, to contribute to a common search for quality and the factors involved in achieving it.

2.0 Principles and procedures of the Validated Self-Evaluation (VSE)

1. The main purpose of validated self-evaluation is to support improvement, through celebrating what schools and the College do well and identifying those aspects that need improving
2. The VSE process should be sensitive to the islands' context taking into account, for example, the islands' own curriculum. At the same time, it encompasses the key outcomes of the Guernsey and Alderney Children and Young People's Plan (Healthy and Nurtured; Safe; Achieving and Active; Respected and Responsible; Included) and The Children (Guernsey and Alderney) Law, 2008
3. The basis of the revised approach is the annual school/College self-evaluation, which encourages schools and the College to continuously review their work. This is the starting points for external validations
4. Validations are to be conducted at least every five years by teams of HM Inspectors of Education (Scotland), whose objectivity can be guaranteed.
5. The deployment of validation teams is proportional to the size and nature of the school and the College. Teams will normally be in each institution for three to four days
6. Schools and the College and inspectors use a common evaluation framework, How Good Is Our School? (HGIOS) or How Good is Our College? (HGIOC), across all phases of education. Schools and the College are evaluated against this framework and as a result may be provided with additional support from Education Department Services on the basis of their effectiveness
7. Individual subjects are not fully validated, although account is taken of how well they perform in relation to each other. In some cases there may be a particular focus on certain core subjects or programme areas
8. The process of validation is one in which all school or college staff are full partners in gathering evidence and helping teams to reach evaluations about their school/College through engagement in professional dialogue
9. Schools or the College and inspectors, through surveys and interviews, involve children and young people, parents and other stakeholders in the validation process
10. Schools and the College receive feedback from inspectors through ongoing dialogue during validations and reports that are published promptly
11. Following validation the school/College integrates the areas agreed for improvement into its improvement planning process, which is then monitored through follow-up visits by the Standards and Learning Effectiveness Team and other key partners to further aid continual improvement and, in certain circumstances, by a further validation visit by inspectors
12. Self-evaluation and external validation are conducted to the highest professional standards and with due regard for the efficient use of resources to achieve value for money. In

accordance with The Education (Guernsey) Law 1970, in a voluntary aided (Catholic) school arrangements for inspection of religious education will be made by the committee of management of the school and the Bishop of the Diocese of Portsmouth has the right to inspect the religious education syllabus in Catholic schools

3.0 Purposes of Validated Self-Evaluation

Schools and the College are constantly seeking to improve and are in a continuous cycle of review and planning. Independent external validation provides an opportunity for schools/College to check that their own assessments are accurate and that they are on the right track. Validation is an occasion to recognise and celebrate what schools and the College do well. Equally, validation helps to confirm and perhaps discovers, the main ways in which establishments need to improve.

The published report that follows validation provides information to parents, learners and other stakeholders about how well the school/College is performing in different aspects of its work. This provides a measure of accountability of the school and the College to the community it serves. It also assists the Education Department to identify which schools need extra support, and how this may be provided.

An advantage of involving HM Inspectors of Education (Scotland) will be to extend the schools', the College's and Education Department's perspective of educational issues. It is also possible for senior managers and officers to join validation teams by agreement. Through this, and through the ongoing dialogue between inspectors and schools/College, validation is a valuable source of professional development; it helps school and college leaders build their capacity for high-quality self-evaluation and sustained school/College improvement.

4.0 School/College Self-Evaluation

School/College self-evaluation is the basis of the VSE process. Schools and the College should have arrangements in place through which they regularly monitor their work.

The evidence to be gathered during school/College self-evaluation includes:

- results from moderated teacher assessment and external examinations and any analysis of them
- internal records of learners' progress through the year together with any summative assessments
- other statistical data such as that on attendance and exclusion rates as appropriate
- first-hand evidence such as classroom observations and work scrutinies, discussions with staff and learners, planning documents and surveys of the views of learners, parents and other stakeholders

The gathering, interpretation and recording of evidence is an ongoing process. It is helpful for schools and the College to tie this into their annual planning cycle so that, for example, the evidence is collated in a focused way once a year, with occasional revisions as new findings arise.

Under the revised VSE arrangements, schools and the College will use a Self-Evaluation Report (SER) to record the findings of their self-evaluation and their improvement plan. This is aligned to the HGIOS and HGIOC frameworks for evaluating school/College performance.

Schools and the College normally make one major revision to the SER each year, to be completed by mid-September/October, the specific date to be confirmed by the Education Department. They may wish to update it at other points that fit into their evaluation cycle. Inspectors will use the latest version of the SER. Schools and the College about to be validated may prefer to provide inspectors with a brief summary sheet of significant changes since the SER was last revised, rather than undertake an updating.

The final section of the evaluation part of the SER should contain the Development Plan which indicates the main priorities for the school's/College's improvement.

Validation visits are a rigorous 'health check' on the school/College, which focus on overall performance and how well it has identified and acted upon the main issues that need attention if the school/College is to improve. The inspectors pursue validation trails that make use of evidence provided by the school/College and, as part of the validation process, form a clear view on the accuracy of the SER. Schools and the College must be able to justify their evaluations by producing robust and relevant evidence. Wherever inspectors' evaluations differ from the school's/College's own evaluations, the reasons are discussed during the validation visit and then articulated within the validation report.

Schools and the College are also encouraged to conduct regular self-evaluations of individual subjects and courses. This evidence should feed into the overall self-evaluation and inform the improvement planning process.

5.0 Frequency and scope of school/College validations

Each school and the College will receive a validation visit at least every five years on a schedule devised by the Education Department. Each validation normally lasts for three to four days and includes an introductory meeting to scope the validation activities as well as oral feedback to the school at the conclusion of the visit.

The size of the validation team varies according to the size of the school. As a broad guide, distinguishing between primary/special and secondary schools and the College of Further Education, the team sizes will normally be:

- College of Further Education - Managing Inspector (MI) and four team members
- Secondary schools - Managing Inspector and three/four team members
- Large primary/special schools - Managing Inspector and three team members
- Smaller primary schools - Managing Inspector and two team members

Where schools are very small or very large, decisions on team size will be made individually in consultation with the Education Department.

6.0 Notice of validation

The Education Department will:

- schedule the terms and years in which schools/College will be validated, taking into account which institutions would benefit from earlier visits with reference to the Improvement Strategy and the central calendar of school/College events. All Headteachers and the College Principal are encouraged to notify the Department of dates when residential visits are planned and populate the shared calendar on ConnectED by notifying the Director of Strategy, Policy & Quality Assurance
- negotiate with Education Scotland the size of each validation team and
- detail whether there are features of particular schools and the College that require certain types of expertise within the validation teams

The notice provided by Education Scotland to schools and the College for their validation (and any follow-up visits) is three weeks. Education Scotland will contact the Education Department and then directly notify the school or the College prior to validation.

The process of notification is as follows

The three weeks does not include weeks falling in the main holiday periods but does include half-terms

1. Education Scotland informs the Education Department and the school/College by telephone on the Monday three weeks in advance of the validation week. Where the three weeks notification date falls in a holiday period, schools or the College will be contacted on the previous Thursday
2. The validation is confirmed by email on the same day, with the confirmation copied to relevant personnel in Education Scotland and the Education Department
3. On the same Monday, the school/College will be asked to issue Education Scotland questionnaires to staff and learners. A questionnaire will also be sent to parents/carers as appropriate to the age group of the learners. Education Scotland will not take anonymous replies into account. All questionnaires will be treated in confidence and are returned to Education Scotland for collation and analysis. The findings will be reported in aggregate form only and no comments would ever be attributed to individuals or organisations. During the validation, the managing inspector will share a brief summary of responses with the Headteacher/Principal. Education Scotland will provide the Education Department with a summary of questionnaire findings
4. The MI will contact the school/College on the same day they are notified of inspection to discuss the validation visit, including agreeing a schedule of meetings and discuss the necessary documentation which is required to be sent to Education Scotland in advance (the required documentation is listed below). The MI and inspection administrator will make additional phone calls to the school/College as necessary in the weeks prior to the visit

7.0 Expertise and training of validators and school/College staff

HM Inspectors of Education Scotland are all highly qualified with credible track records in education and very experienced in carrying out school and college inspections. All inspectors will be trained to work within the validation system and also receive training that informs them of Guernsey and Alderney's unique educational context. The team will, whenever possible, always be drawn from this central pool of inspectors and led by the same MI across each phase for consistency.

School and college leaders will receive support in the use of the Guernsey and Alderney SER as an aid to self-evaluation and planning.

The Education Department liaises with schools/College on the most effective means of supporting staff to evaluate their own work effectively and contribute to the formulation of the self-evaluation processes. The aim is to continue to develop a culture of self-evaluation that is robust, non-threatening and focused on outcomes for learners.

8.0 The validation process

The spirit of the validation is that it is carried out co-operatively, 'with' rather than 'to' schools/College. Senior school and college staff not only prepare the SER, but have frequent opportunities to engage with inspectors during the validation visit. They are invited, where appropriate, to join inspectors in activities such as lesson observations and looking at any work samples that are requested. Normally, senior staff do not accompany inspectors when they have discussions with learners and stakeholders, as this might inhibit contributions.

Schools and the College are given every chance to provide evidence to support the evaluations they have made in the SER. Where inspectors disagree with the schools or with the College's own evaluations, they may ask staff to provide additional relevant evidence to support their view. Where disagreement remains, inspectors have the duty to make their own objective assessment.

8.1 Note on the evaluation criteria

The evaluation criteria is detailed in the documents HGIOS and HGIOC.

A summary of the Quality Indicators is included in Appendix 1 and 1b.

8.2 Making evaluations

Evaluations against each QI and the overarching questions are made using the illustrations included within HGIOS and HGIOC and the 6 point scale in Appendix 2.

8.3 Before the validation visit

The MI makes telephone contact with the school/College three weeks before the visit, following notification by Education Scotland. The purpose is to discuss with the Headteacher/Principal the procedures for the validation. The MI ensures the Headteacher/Principal has all necessary details about the visit and the team, and asks them to arrange a base on site for the team. Subsequent telephone calls may be made and MIs will avoid placing extra burdens on schools/College by asking substantive questions about the institution in

advance. Briefing notes for the Headteacher/Principal, staff, parents and other appropriate stakeholders are made available to the school/College.

The Headteacher/Principal is asked to provide in advance a small number of documents by email to assist with the validation. These documents would include, for example, the SER, improvement plan, staff list and class timetables. Headteachers and the Principal should try to avoid interrupting the normal flow of the school's or the College's work by creating additional documentation especially for the validation.

The advance documents will include

- the latest version of the SER
- the report of the previous validation visit (if not provided by the Education Department) and any recent internal or external reports on the school/College
- the current and previous year's improvement plan
- times of the school/College day
- a staff list, with responsibilities indicated (if not included within the contextual information)
- class/lesson timetables

The documents required during the validation are likely to include

- attainment and tracking data, to see how well the school/College monitors learners' progress and how good that progress is
- a sample of the school's/College policies and procedures, including those relating to safeguarding
- any other documents the school or college staff use to plan learning
- evidence relating to the school's/College's approaches to self-evaluation, for example samples of records of lesson observations, analysis of any surveys that have been carried out and any evaluation done of the effectiveness of professional development for staff
- a sample of individual education plans (IEPs) to evaluate how well the school/College plans for learners with special educational needs.
- up to date internal and external visit and support reports etc.

Inspectors do their best not to place extra, short-notice demands upon staff, but it is important that schools and the college respond flexibly to reasonable demands for extra information that will enable inspectors to come to fair and well-informed evaluations based on robust evidence.

Schools and the College should not be asked for any extra documents to be created especially for the validation visit, nor feel that they have to create them. The MI will not ask the Headteacher/Principal for, nor accept, a list of teachers with suggested performance grades.

8.4 During the validation visit

The validation team will meet briefly with all staff at the start of the visit, ideally on the first day of the validation.

The MI and team will lead a scoping meeting with the Headteacher/Principal and SLT. This is to ensure that all inspectors are fully clear about the context of the school or the College, what the school/College believes is working well and areas that have been identified for further improvement, and to identify the evidence trails that inspectors will follow. Following this, the managing inspector will call a short team meeting to confirm the likely programme of the validation.

Following this meeting, the validation team will formulate a schedule for their observations. This may include observing support services working across the school/College.

Senior leaders have an important role within their organisation to manage the validation process, particularly through ensuring that staff have clear expectations, in advance, of the nature of the process. This helps to allay anxiety and enables staff to see validation as a process that put learners at the centre, as an opportunity for professional development and to build capacity for improvement.

The College will identify a College nominee who manages the validation process within the College in liaison with the MI.

For the duration of their time in school/College, inspectors collect record and evaluate evidence. They meet regularly with the Headteacher/Principal. At the end of each day the Headteacher or the College nominee is invited to attend the validators' team meetings to share findings. The meeting at the end of each day may also be attended by senior leaders, if appropriate. The Headteacher/Principal also attends the last team meeting when the team reaches its conclusions.

The evidence gathering will usually include

- classroom/lesson visits
- joint observations of lessons with senior leaders where appropriate
- discussion with senior managers to agree the interpretation of the performance data
- discussions with groups of learners, as requested by inspectors, to link validation trails with samples of their work (without members of staff present)
- discussion with a sample of teachers/lecturers
- discussion with a range of middle managers
- survey of parents (as appropriate to the age group of the learners), and a meeting with a sample

group, as requested by the MI to link with the validation trails (without staff present)

- scrutiny of relevant documentation, including surveys of stakeholders' views
- discussion with the supporting Education Development Officer

Note

- teachers/lecturers on capability procedures may be observed
- evidence gained from validations should not be used as part of capability, disciplinary or performance management procedures
- inspectors do not see the performance management records of staff
- where there is off-site provision, this is not normally observed, although inspectors may talk to the relevant staff and students about it, and explore the procedures in place to ensure its safety and quality

There is no prescribed volume or balance of first-hand evidence, and this is likely to vary between institutions. Whatever the profile of the evidence base, it must be fit for purpose and provide a secure and robust evaluation of the school's or the College's work.

Classroom/learning visits are likely to involve a mix of longer and shorter observations, the balance depending upon the evidence trails the inspectors are pursuing. There is no minimum or maximum number – the volume of such observations is at the professional discretion of the validation team.

Inspectors will provide brief, verbal feedback to teachers/lecturers, focusing on the experience of learners, following observation of their lessons. The provision of such feedback is a key feature of the validation process and is much valued by staff.

Procedures for feedback to teachers/lecturers

- Normally, lesson visits will last around 30 minutes. Teachers/lecturers can expect to engage in professional dialogue with the inspector that focuses on the learners and learning taking place. This may be at the end of the observation or, if not convenient, the teacher may meet the inspector at, for example, break time, after school or College. Such feedback is likely to be brief, indicating strengths and any areas for development, if appropriate, unless there are issues that merit a more prolonged discussion
- Inspectors do not provide a lesson grade to either teachers/lecturers or senior staff, but concentrate on outcomes for learners, what goes well and what needs improving
- Feedback will be offered to teachers/lecturers if the observation is more than 20 minutes but is not compulsory; feedback on shorter observations will have a narrower focus
- Following joint observations conducted with school/college staff, inspectors normally ask

managers for their view of the lesson as a way of evaluating the accuracy of the school's/College's monitoring process. Inspectors retain the responsibility for feeding back to teachers or lecturers

- While inspectors must accurately report their observations, it is very important that feedback takes the form of professional dialogue, and is a developmental process rather than a punitive one

8.5 Feedback at the end of the visit

On Friday morning, the team will provide formal, oral feedback on their findings to the Headteacher/Principal, the SLT, Education Development Officer and a member of the Senior Management Team from the Education Department. The Chairman of the College Board of Governors will also be invited to this meeting at the end of the College Validation.

Guidance for final feedback meeting

1. The findings should not come as a surprise as the emerging findings will have been heard by the Headteacher/Principal during the validation process.
2. The feedback meeting is an opportunity for a professional dialogue between the school/College and validation team, which will support staff in their improvement planning. In particular, the validation team should ensure that the school or college leaders have a firm understanding of its strengths and the areas for improvement, and why they have been identified.
3. The feedback is led by the MI with contributions from other team members as necessary. It is very important to be as positive as possible, while remaining true to the evidence. The formal feedback is normally structured as follows:
 - introductory remarks, including thanks to the school/College and the importance of confidentiality until the report is adopted by the Education Board
 - a statement of the evidence base
 - outline and agreement of the main strengths of the school/College
 - outline and agreement of the areas where the school/College needs to improve, with recommendations as appropriate
 - summary of which of the school's or the College's main judgements were/were not validated
 - concluding remarks

In school validations, this should be completed in time to allow the inspection team to provide very brief, high level feedback to the staff team before they leave (e.g. at lunchtime).

9.0 The validation report

The validation report is an evaluation of the whole school/College; there are no subject sections. The written report will have two parts. The first is a summary in the form of a letter for parents (where appropriate for the age of the learners). The second is a more extensive report on the validation findings for the school or the College and the Education Department. Each part will indicate how well the school/College performs under the six overarching quality indicators and will also comment on the following specific areas:

- 1.1 Improvements in performance (1.2; 2.3)
- 2.1 Learners' experiences (5.1; 5.2; 5.4; 5.5)
- 5.2 Teaching for effective learning (5.3; 5.4)
- 5.3 Meeting learning needs (2.2; 5.1; 5.5; 8.1)
- 5.9 Improvement through self-evaluation (5.6; 9.4)
- 9.4 Leadership of improvement and change (9.1; 9.2; 9.3; 9.4)

Quality indicators for the College of Further Education are in brackets.

The report may also include commentary that refers to any additional areas (previously agreed with the MI) identified by the school/College.

The full report will

- Indicate how accurately the school/College evaluated its own performance
- Include comment on the views of learners, staff, stakeholders and parents and carers (where appropriate for the age of the learners)
- Outline the strengths and fundamental issues that are central to the school's or to the College's improvement
- Include a separate section on Early Years (Reception), where applicable
- The Grammar School and Sixth Form Centre will receive a report, with separate sections for the sixth form and the main school

The text of each report indicates what is done well and what needs improving, providing evidence and examples to support this. The report should reflect the findings explained at the final meeting with staff.

The report should reach the school/College and the Education Department within one week of the end of the validation. The Education Development Officer liaises with the school/College in order to provide a factual check. The Deputy Director of Education returns the report to the MI, after any necessary corrections. The report should be sent in its final form to the school/College and the Education Department within three weeks of the validation.

The report remains confidential until adopted by the Education Board, which will occur within 30 working days of the validation. After adoption, the school/College should circulate a hard copy of the summary letter to parents and carers (if appropriate for the age of the learners), and place this summary and a copy of the full report on the school or the college website. The full report will be placed on the Education Department's website

10.0 School/College improvement planning

The areas identified for improvement may well reflect the issues in the SER, and so will already be embedded in the schools' or in the College's planning. Where the validation identifies new issues, the school/College will build them into its improvement plan.

11.0 Role of the school's/College's Education Development Officer (EDO) in the validation process

The school's EDO plays a key role in the VSE process. Before the validation, as part of the support provided to schools, the EDO assists the school/College in preparing its SER.

As the validation process begins

- the school/College sends the MI any reports written by the EDO on its performance
- the EDO liaises with the school/College over issues raised by the briefing discussions between the Headteacher/College nominee or Principal and MI
- the EDO participates, as requested by the Headteacher/Principal, in a staff meeting to explain the validation process

During the validation, the EDO

- attends the scoping meeting and the team meetings throughout the week as appropriate
- has an in-depth discussion with the MI
- attends the final feedback meeting
- is the line of communication to the Education Department regarding the validation, and will help with any issues that arise that require an urgent response
- otherwise, does not participate in the validation*

*EDOs may undertake individual or shared lesson observations during VSE in schools/College where they are not the lead officer for the purpose of professional development.

Following the validation, the EDO

- assists the school/College in drawing up its post-validation action plan
- as appropriate, supports, monitors and challenges the school/College's progress towards the goals in the action plan

12.0 Quality assurance

The validation provider, Education Scotland, is responsible for ensuring that validations are of the highest possible quality. This is achieved partly through the selection and bespoke training of experienced and capable HM Inspectors (Scotland). In addition, the project leader from Education Scotland, who is accountable for the analysis and delivery of validation in all Bailiwick Schools, is present on all validation events to ensure consistency of approach.

13.0 Code of conduct

As part of the quality assurance of all validation visits, team members are expected to uphold the highest professional standards in their work. It is their duty to ensure that school/College staff are treated fairly and have the opportunity to benefit from the validation process.

Education Scotland HM Inspectors adhere to the following code of conduct:

Purpose

Being clear about the overall purpose of the inspection/review and retaining this throughout. Creating a shared agenda with staff in the establishment and amongst members of the inspection/review team.

Relationships

Building and maintaining constructive relationships throughout the process as the basis of a high quality inspection/review.

Awareness

Maintaining a high level of awareness of the context in which staff are operating, of their feelings and reactions to the process and of the inspector's own approach and its impact.

Information gathering

Careful inquiry to gather and analyse evidence. Retaining an objective stance, testing assumptions and assimilating data before evaluating.

Sharing information

Communication thoroughly throughout the process to prepare and inform staff. Encouraging staff to be open in providing their perspective and sharing findings as the inspection/review progresses.

Enabling

Treating people with respect, engaging them in professional dialogue, recognising their efforts and sharing findings in a constructive way to encourage ownership and learning to take place.

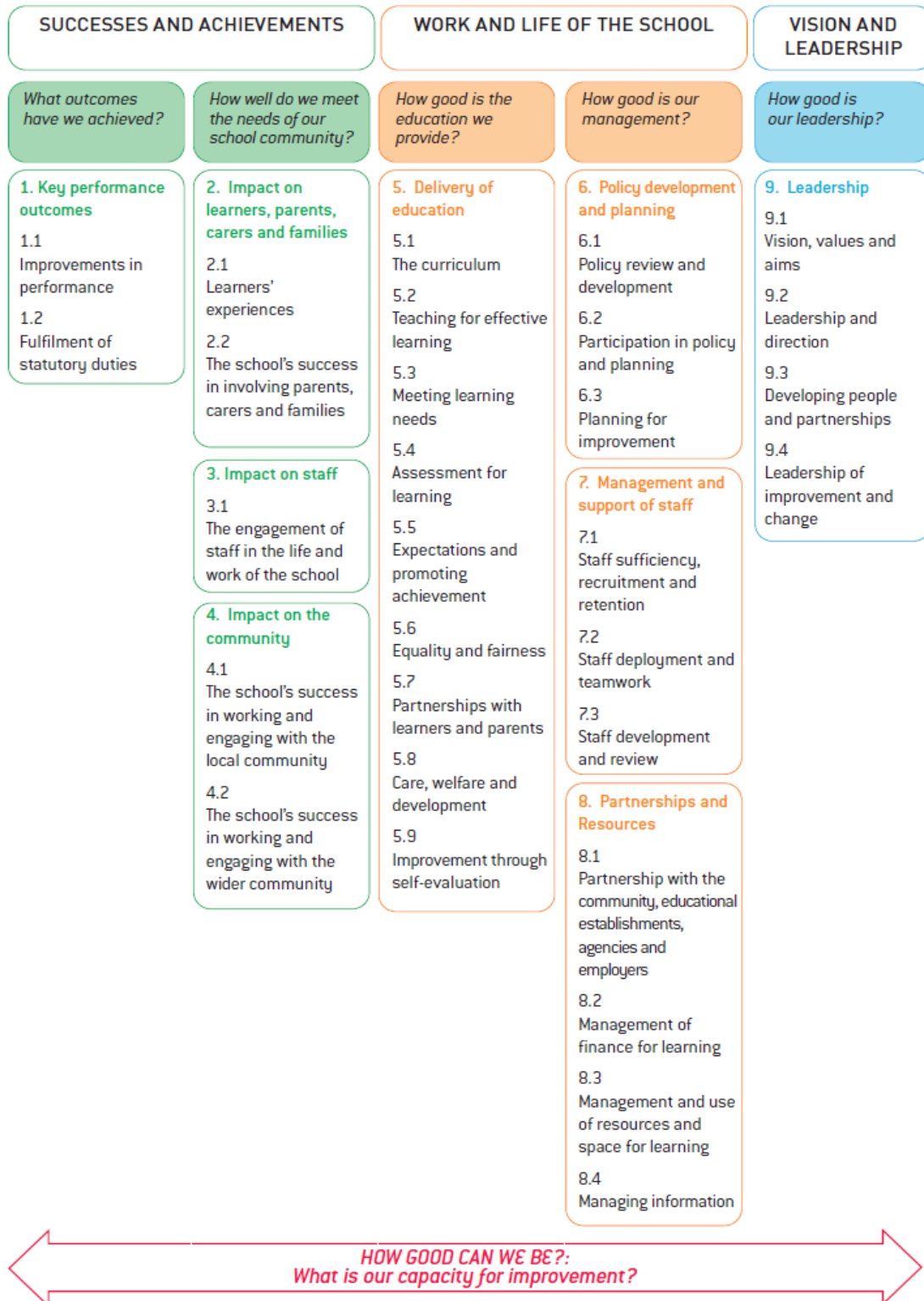
14.0 Complaints about validations

Inspectors should do all they can to ensure the validation runs smoothly and that the code of conduct is observed. If the school/College does have any areas for concern, in the first instance this should be brought to the attention of the Managing Inspector, who will try to resolve the matter on site. If the concern is not satisfactorily settled in this way, the Education Development Officer should serve as an intermediary to try to reach an agreement.

In cases where matters cannot be resolved at the school or the College, they should be referred to the Deputy Director of Education. The Deputy Director of Education would then pass the complaint on to Education Scotland. Any written communication to Education Scotland should also be copied to the Deputy Director of Education. Education Scotland would then implement its complaints procedure, which ensures that any matters raised by the school or the College receive a full and fair investigation and result in a prompt written response. The Education Department would be involved in this process.

Appendix 1a (For Schools)

The quality framework



VALIDATED SELF-EVALUATION FRAMEWORK FOR SCHOOLS AND THE COLLEGE OF FURTHER EDUCATION IN GUERNSEY AND ALDERNEY

No.	Quality Indicator	Themes							
Key performance outcomes									
1.1	Improvements in performance	<ul style="list-style-type: none"> ✦ Standards of attainment over time ✦ Overall quality of learners' achievement ✦ Impact of the school improvement plan 							
1.2	Fulfilment of statutory duties	<ul style="list-style-type: none"> ✦ Financial performance ✦ Compliance with legislation, and responsiveness to guidance and codes of practice 							
Impact on learners									
2.1	Learners' experiences	<ul style="list-style-type: none"> ✦ The extent to which learners are motivated and actively involved in their own learning and development 							
2.2	The school's success in involving parents, carers and families	<ul style="list-style-type: none"> ✦ The extent to which parents, carers and families are committed to, and actively involved in, the life of the school. 							
Impact on staff									
3.1	The engagement of staff in the life and work of the school	<ul style="list-style-type: none"> ✦ The extent to which staff are committed to, and actively involved in, the life of the school 							
Impact on the community									
4.1	The school's success in working with and engaging with the local community	<ul style="list-style-type: none"> ✦ The extent to which the school engages with the local community. 							
4.2	The school's success in working with and engaging with the wider community	<ul style="list-style-type: none"> ✦ The extent to which the school: encourages and supports creativity and innovation and learns from, and adopts, leading-edge practice; influences wider policy or practice; anticipates and responds rapidly and flexibly to change; and engages in global issues 							
Delivery of education									
5.1	The curriculum	<ul style="list-style-type: none"> ✦ The rationale and design of the curriculum ✦ The development of the curriculum ✦ Programmes and courses ✦ Transitions 							
5.2	Teaching for effective learning	<ul style="list-style-type: none"> ✦ The learning climate and teaching approaches ✦ Teacher-pupil interaction including learners' engagement ✦ Clarity and purposefulness of dialogue ✦ Judgements made in the course of teaching 							
5.3	Meeting learning needs	<ul style="list-style-type: none"> ✦ Tasks, activities and resources ✦ Identification of learning needs ✦ The roles of teachers and specialist staff ✦ Meeting and implementing the requirements of legislation 							
5.4	Assessment for learning	<ul style="list-style-type: none"> ✦ Assessment approaches ✦ Planning learning experiences and activities ✦ Use of assessment information to identify and plan future learning ✦ Arrangements for recording and reporting 							
5.5	Expectations and promoting achievement	<ul style="list-style-type: none"> ✦ Staff expectations and use of praise ✦ Learner expectations and sense of achievement ✦ Promoting and sustaining an ethos of achievement ✦ Staff-learner relationships 							
5.6	Equality and fairness	<ul style="list-style-type: none"> ✦ Approaches to inclusion ✦ Promoting equality and fairness ✦ Ensuring equality and fairness 							
5.7	Partnerships with learners and parents	<ul style="list-style-type: none"> ✦ Engaging parents in their children's learning and the life of the school ✦ Consulting and communicating with learners and parents ✦ Dialogue with learners and parents about the work of the school 							

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No	Quality Indicator	Themes							
5.8	Care, welfare and development	<ul style="list-style-type: none"> ✦ Arrangements for ensuring care, welfare and child protection ✦ Approaches to and provision for meeting the emotional, physical and social needs of children and young people ✦ Curricular and vocational guidance 							
5.9	Improvement through self-evaluation	<ul style="list-style-type: none"> ✦ Commitment to self-evaluation ✦ Management of self-evaluation ✦ School improvement 							
Policy development and planning									
6.1	Policy review and development	<ul style="list-style-type: none"> ✦ Range, clarity and appropriateness of aims and policies ✦ Coherence of policies ✦ Managing, evaluating and updating policies 							
6.2	Participation in policy and planning	<ul style="list-style-type: none"> ✦ Active participation in policy and planning ✦ Communication and consultation 							
6.3	Planning for improvement	<ul style="list-style-type: none"> ✦ Developing, implementing and evaluating improvement plans ✦ Structure and content of improvement plans ✦ Use of management information ✦ Joint improvement planning with partner organisations and services ✦ Planning for sustainability 							
Management and support of staff									
7.1	Staff sufficiency, recruitment and retention	<ul style="list-style-type: none"> ✦ Provision of staff ✦ Recruitment, appointment and induction of staff ✦ Care and welfare of staff ✦ Recognition of achievement 							
7.2	Staff deployment and teamwork	<ul style="list-style-type: none"> ✦ Appropriateness and clarity of remits ✦ Deployment of staff, including partner agencies ✦ Effectiveness of teamwork ✦ Communication 							
7.3	Staff development and review	<ul style="list-style-type: none"> ✦ Processes for staff review and support ✦ Training and development ✦ Joint training with staff from partner agencies 							
Partnerships and resources									
8.1	Partnerships with the community, educational establishments, agencies and employers	<ul style="list-style-type: none"> ✦ Clarity of purposes and aims ✦ Working across agencies and disciplines ✦ Staff roles in partnerships 							
8.2	Management of finance for learning	<ul style="list-style-type: none"> ✦ Sufficiency of available finance and setting budgets ✦ Financial procedures and controls ✦ Management of budgets, including links with the education authority/ Board of Managers ✦ Best value use of finance to support school improvement 							
8.3	Management and use of resources and space for learning	<ul style="list-style-type: none"> ✦ Accommodation, display and presentation ✦ Provision of resources and equipment ✦ Organisation and use of resources ✦ Arrangements to ensure health and safety, including security 							
8.4	Managing information	<ul style="list-style-type: none"> ✦ Data collection, storage and retrieval ✦ Sharing information ✦ Analysing, evaluating and using information 							
Leadership									
9.1	Vision, values and aims	<ul style="list-style-type: none"> ✦ Appropriateness and coherence with corporate and community vision, values and aims ✦ Sharing and sustaining the vision ✦ Promotion of positive attitudes to social and cultural diversity 							
9.2	Leadership and direction	<ul style="list-style-type: none"> ✦ Strategic planning and communication ✦ Strategic deployment of resources 							
9.3	Developing people and partnerships	<ul style="list-style-type: none"> ✦ Development of leadership capacity ✦ Building and sustaining relationships ✦ Teamwork and partnerships 							
9.4	Leadership of improvement and change	<ul style="list-style-type: none"> ✦ Support and challenge ✦ Creativity, innovation and step change ✦ Continuous improvement 							
Capacity for improvement									

Appendix 1b (For the College of Further Education)

The quality framework

No.	Quality Indicator	Themes	1	2	3	4	5	6
Key performance outcomes								
1.1	How well does the College perform against its educational aims, objectives and targets?	<ul style="list-style-type: none"> Progress on key aims and objectives Achievement of targets and key performance indicators 						
1.2	How effective is the College at achieving and maintaining high levels of retention, attainment and progression?	<ul style="list-style-type: none"> Retention and attainment over a three-year period Progression to further learning or employment over a three-year period 						
1.3	How well does the College adhere to its statutory principles and duties?	<ul style="list-style-type: none"> Relevant legislation Relevant directives and regulations Requirements of statutory bodies 						
Impact on learners and other users of College services								
2.1	How accessible, flexible and inclusive are College programmes and services?	<ul style="list-style-type: none"> Identifying and responding to needs Arrangements to support learners and learning Range and flexibility of delivery and assessment modes Promoting and targeting learning opportunities 						
2.2	How well do programmes and services meet learner needs?	<ul style="list-style-type: none"> Range and levels of programmes Extent to which entry and exit points assist transition Learner engagement Preparation for employment and further learning Embedding of ethos of equality and diversity Embedding of sustainability Learner satisfaction 						
2.3	How well do learners make progress, attain qualifications and achieve more widely?	<ul style="list-style-type: none"> Progress from prior learning and attainment Attainment of qualifications Success in award schemes and competitions Achievement of essential skills including core, personal, learning, employability, citizenship Learner satisfaction 						
Impact on staff								
3.1	How well does the College motivate staff and secure their engagement in setting and achieving College targets?	<ul style="list-style-type: none"> Staff knowledge of and action to achieve College aims and objectives Communication arrangements Staff involvement in planning 						
3.2	How well do staff reflect on, and participate in, professional discussion to enhance learning, teaching and other services?	<ul style="list-style-type: none"> Evaluation of learning and teaching and other services Identifying good practice Sharing and adopting good practice 						
3.3	How well do staff work together in their own teams and more widely in the College?	<ul style="list-style-type: none"> Staffing arrangements within cross-College teams Information sharing within and among teams Collaborative working 						

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Impact on employers and the community							
4.1	How well does the College serve local and national employers?	<ul style="list-style-type: none"> • Links and partnerships with employers and industry bodies • Use of labour market information and environmental demographics • Employer participation and influence in the design and evaluation of programmes and services • Arrangements to meet specific needs of employers • Employer satisfaction with College programmes and services 					
4.2	How well does the College serve its communities and other learning providers?	<ul style="list-style-type: none"> • Links and partnerships with community and voluntary organisations • Participation and influence of community organisations in the design and evaluation of programmes and services • Arrangements to meet specific needs in communities, including equality duties • Community satisfaction with College programmes and services 					
Education, training and lifelong learning							
5.1	How well does the College design and deliver programmes and services to meet the needs of learners from all backgrounds and circumstances?	<ul style="list-style-type: none"> • Promotion of equality and diversity • Curriculum content and resources • Arrangements to meet needs of specific groups 					
5.2	How well do learners learn?	<ul style="list-style-type: none"> • Learner motivation and active participation • Use of resources by learners • Development of independence in learning • Learner progress 					
5.3	How well do planning, teaching and the use of resources, ensure effective learning?	<ul style="list-style-type: none"> • Application of professional and subject knowledge • Appropriateness and range of teaching approaches • Use of resources by staff • Promotion of achievement and standards • Planning of learning activities • Learner involvement in planning • Learning environment and climate for learning 					
5.4	How well is assessment used to promote effective learning?	<ul style="list-style-type: none"> • Planning and scheduling of assessment • Methods of providing feedback and encouraging reflection on progress • Arrangements for learners with additional support needs 					
5.5	How well are potential and current learners provided with information, advice and support?	<ul style="list-style-type: none"> • Information to potential learners • Arrangements for learners to set goals and reflect on learning • Curricular and vocational guidance • Access to and use of services to support learning 					
5.6	How well does the College sustain Continuous enhancement of learning and teaching through self-evaluation and internal review activities?	<ul style="list-style-type: none"> • Involvement of learners, staff and external Stakeholders • Analysis and evaluation of programmes and services • Planning for improvement and enhancement • Effectiveness of action taken 					

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Policy, development and planning							
6.1	How effective are College planning processes?	<ul style="list-style-type: none"> Strategic planning Operational planning Team planning 					
6.2	How effective is action to achieve aims, objectives and targets of plans?	<ul style="list-style-type: none"> Communication of plans and associated action and targets Identification and agreement of standards for achievement of actions Management of the implementation of actions 					
6.3	How well does the College recognise and respond to changes in its environments?	<ul style="list-style-type: none"> Review and development of policies and procedures across College functions Review and development of portfolio of programmes Response to changing operating conditions, legislation, duties and directives Managing risk 					
6.4	How well does the College plan for and manage change?	<ul style="list-style-type: none"> Approach to innovation Communication with learners, staff and other stakeholders Monitoring and reviewing progress and effectiveness of new developments 					
Management and support of staff							
7.1	How relevant and current are staff qualifications, skills and experience?	<ul style="list-style-type: none"> Relevance and currency of staff qualifications, skills and experience Staff links with current practice in subject areas 					
7.2	How productive are the working relationships among staff, learners and external stakeholders?	<ul style="list-style-type: none"> Among staff Between staff and learners With external stakeholders 					
7.3	How effective is the College in recruiting, selecting and retaining staff?	<ul style="list-style-type: none"> Internal and external recruitment and selection Sufficiency of staff Clarity and relevance of staff remits Arrangements to avoid discrimination and promote equality Occupational health arrangements 					
7.4	How effective is workforce planning?	<ul style="list-style-type: none"> Identification of current and future skills requirements Deployment of individuals and teams to meet business needs Balance of skills, styles and behaviours within teams 					
7.5	How effective is the College in developing its staff?	<ul style="list-style-type: none"> Professional development of staff to meet business needs Professional review of staff to meet business needs Professional development of new staff and those undertaking new roles Arrangements to avoid discrimination and promote equality 					
Partnership and resources							
8.1	How extensive and effective are College partnerships with communities, other learning providers, employers and other agencies?	<ul style="list-style-type: none"> Strategic links Collaborative arrangements to promote access and inclusion Responsiveness to requirements of other agencies and equality duties Involvement of external agencies 					
8.2	How well does the College manage and use its finances, resources and learning environments?	<ul style="list-style-type: none"> Planning, deployment and monitoring of resources Use of management information 					

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		<ul style="list-style-type: none"> • Sufficiency, adequacy and accessibility of accommodation and facilities • Sufficiency, adequacy and accessibility of ICT resources • Sufficiency, adequacy and accessibility of learning equipment and materials • Arrangements for learners with additional support needs • Arrangements to promote sustainability of resources 							
Leadership and Governance									
9.1	How appropriate and influential are the College aims, objectives and targets?	<ul style="list-style-type: none"> • Clarity and comprehensiveness • Responsiveness to legislation, national policies and local issues including equalities and environmental sustainability • Staff understanding and commitment • Match between strategic aims and objectives, and operational planning 							
9.2	How effective is the leadership for learning and teaching?	<ul style="list-style-type: none"> • Vision and direction of the curriculum • Strategies for improving learning and teaching, retention, achievement and attainment • Team leadership • Staff development strategies • Involvement and motivation of staff 							
9.3	How effective is the leadership for services to support learners?	<ul style="list-style-type: none"> • Vision and direction • Responsiveness to legislation and national guidance • Planning and coordination of services • Links to external agencies providing resources, services and information 							
9.4	How effective is the governance and leadership for enhancing and maintaining a quality culture?	<ul style="list-style-type: none"> • Learner engagement in College internal review and self-evaluation arrangements • Staff engagement in College internal review and self-evaluation arrangements • Quality criteria and procedures • Internal review and self-evaluation policy and arrangements • Roles and responsibilities for quality enhancement • Implementation of quality procedures • Identification of areas for improvement and enhancement • Action plans • Improvement and enhancement trends • Demonstration of good Governance 							

Appendix 2

<p>Excellent</p> <p>6</p>	<p>Outstanding or sector leading</p> <p>An evaluation of excellent applies to provision which is sector leading. Learners' experiences and achievements are of a very high quality. An evaluation of excellent represents an outstanding standard of provision which exemplifies very best practice and is worth disseminating beyond the school/College. It implies that very high levels of performance are sustainable and will be maintained.</p>
<p>Very Good</p> <p>5</p>	<p>Major strengths</p> <p>An evaluation of very good applies to provision characterised by major strengths. There are very few areas for improvement and any that do exist do not significantly diminish learners' experiences. Whilst an evaluation of very good represents a high standard of provision, it is a standard that should be achievable by all. It implies that it is fully appropriate to continue to make provision without significant adjustment. However, there is an expectation that the school/College will take opportunities to improve and strive to raise performance to excellent.</p>
<p>Good</p> <p>4</p>	<p>Important strengths with areas for improvement</p> <p>An evaluation of good applies to provision characterised by important strengths which, taken together, clearly outweigh any areas for improvement. An evaluation of good represents a standard of provision in which the strengths have a significantly positive impact. However, the quality of learners' experiences is diminished in some way by aspects in which improvement is required. It implies that the school/College should seek to improve further the areas of important strength, but take action to address the areas for improvement.</p>
<p>Satisfactory</p> <p>3</p>	<p>Strengths just outweigh weaknesses</p> <p>An evaluation of satisfactory applies to provision characterised by strengths which just outweigh weaknesses. An evaluation of adequate indicates that learners have access to a basic level of provision. It represents a standard where the strengths have a positive impact on learners' experiences. However, while the weaknesses are not important enough to have a substantially adverse impact, they do constrain the overall quality of learners' experiences. It implies that the school/College should take action to address areas of weakness by building on its strengths.</p>
<p>Weak</p> <p>2</p>	<p>Important weaknesses</p> <p>An evaluation of weak applies to provision which has some strengths, but where there are important weaknesses. In general, an evaluation of weak may be arrived at in a number of circumstances. While there may be some strength, important weaknesses will, either individually or collectively, be sufficient to diminish learners' experiences in substantial ways. It implies the need for prompt, structured and planned action on the part of the school/College.</p>
<p>Unsatisfactory</p> <p>1</p>	<p>An evaluation of unsatisfactory applies when there are major weaknesses in provision requiring immediate remedial action. Learners' experiences are at risk in significant respects. In almost all cases, staff responsible for provision evaluated as unsatisfactory will require support from senior managers in planning and carrying out the necessary actions to effect improvement. This may involve working alongside other staff or agencies in or beyond the school/College.</p>