



Standards for use in school external reviews with indicative success criteria

Educational Leadership and Management

Standard 1.1

The Head of School has a clear vision for the school and, in collaboration with the rest of the Senior Management Team (SMT), fosters and supports a professional learning community.

Success Criteria

- 1.1.1 The Head of School's awareness of the strengths, needs and challenges of the school inspires his/her commitment to implement meaningful change and promote a shared vision.
- 1.1.2 The Head of School nurtures distributed leadership within the SMT and beyond, supporting the staff to effectively work as a team.
- 1.1.3 Continuous evaluation and support for teaching and learning is in place, among other ways, through an established system of formal observations and a commitment towards promoting good practice and continuous professional development.
- 1.1.4 The SMT provides opportunities for parental education and empowerment and evaluates outcomes for improvement.
- 1.1.5 The school constantly seeks collaborative partnerships with the general community.

Standard 1.2

The school has effective internal evaluation processes that inform school development planning. The school development planning documentation (SDP) has appropriate structure, content and format facilitating effective implementation, monitoring and evaluation.

Success Criteria

- 1.2.1 Internal review processes and development planning follow the principles of transparency and accountability, involve all stakeholders and indicate the way forward for the school community. In particular, the teaching staff is actively involved in the writing of action plans.
- 1.2.2 The school development planning documentation (SDP) has appropriate structure, content and format.
- 1.2.3 With the support of appropriate monitoring, all staff is involved in the implementation of SMART action plans.



Standard 1.3

Appropriate structures and good human resources management ensure effective school administration and consistency in all actions.

Success Criteria

- 1.3.1 Roles and duties of the different members of staff are clearly defined and effective lines of communication with all stakeholders are ensured to enhance consistency in all actions and procedures.
- 1.3.2 The school has policies that are easily accessible and used effectively.
- 1.3.3 The school maximises the effectiveness of human resources by taking into account qualities and aptitudes while addressing needs through continuous professional development. New members of staff benefit from an effective induction process.
- 1.3.4 The school resources target to optimise set educational outcomes for all learners.

Learning and Teaching

Standard 2.1

The school's curriculum satisfies learners' entitlement as outlined in the National Curriculum Framework.

Success Criteria

- 2.1.1 The school curriculum reflects the vision of the National Curriculum Framework in alignment with national implementation, particularly with regard to the learning areas and cross-curricular themes.
- 2.1.2 The school enhances learning through the interlinking of subjects and co-curricular activities and initiatives.

Standard 2.2

Learners experience successful learning in a positive environment. Teachers plan and deliver scaffolded lessons that motivate learner involvement, respecting different needs, abilities and learning preferences.

Success Criteria

- 2.2.1 Teachers plan in a way that sustains lesson delivery. They plan for clear learning outcomes, sequencing activities and tasks to target different learning needs and abilities. Teachers share scheme of work and relevant lesson material with LSAs.
- 2.2.2 There is a positive relationship between teacher and learners based upon successful classroom management and meaningful interaction with and among learners. Teachers and LSAs work together for the benefit of all learners.



- 2.2.3 Teachers scaffold learning by adopting clear lesson structure. They employ a creative teaching approach that involves and motivates learners. Learners are exposed to different resources and are assigned tasks that engage them according to needs and abilities.
- 2.2.4 Learners make identifiable progress, participating actively in the lesson, collaborating with peers and seeking support when required.

Standard 2.3

The school’s assessment policy and practices sustain quality development at classroom and school levels through both formative and summative assessment.

Success Criteria

- 2.3.1 Teachers implement ongoing formative assessment.
- 2.3.2 The school’s assessment policy guides teachers to expose learners to a variety of assessment strategies that address different needs and abilities.
- 2.3.3 Teachers record and analyse learners’ performance to reflect on their own practices to inform development. Parents are regularly informed about their child’s achievement and attainment.
- 2.3.4 The school performs well in national benchmark/SEC examinations taking into consideration its particular context. Learners’ achievement and attainment are analysed to identify trends and inform development.

School Ethos

Standard 3.1

The school supports learners to reach their full potential.

Success Criteria

- 3.1.1 Learners show a sense of self-confidence and self-esteem that is sustained by the school ethos.
- 3.1.2 The school identifies and effectively addresses the different needs of learners (gifted and talented learners, learners with special educational needs, learners from diverse cultural and linguistic backgrounds).
- 3.1.3 The school regularly involves parents and specialist support from outside agencies for the benefit of learners as required.
- 3.1.4 Learners with a statement of needs are supported through a well formulated and regularly revised individual educational programme (IEP).

Standard 3.2

A sense of mutual respect amongst all stakeholders prevails, promoting positive behaviour and fostering a sense of belonging.

Success Criteria

- 3.2.1 Reciprocal respect is actively promoted by the school and prevails between the different members of its community.



- 3.2.2 The school has policies which commit stakeholders towards promoting positive behaviour and increase learners' well-being at school in line with the 'Respect for All' Framework and relevant legislation.
- 3.2.3 Stakeholders are happy to belong and are actively involved in school life.

Standard 3.3

Parents take an active part in the life of the school.

Success Criteria

- 3.3.1 Parents are actively engaged in their child's educational progress (for example, by attending parents' day and educational meetings set by the school, making good use of online portals, ...).
- 3.3.2 Parents show a high level of interest in school development, especially through their representatives on the School Council (or equivalent).
- 3.3.3 Parents readily cooperate with the school and participate in activities organised.