KOSOVAN PEER LED QUALITY ASSURANCE MODEL

EXEMPLAR A
MUNICIPALITY QUALITY ASSURANCE REPORT

"Support to basic and upper secondary education" Project

School requires some improvement

School Name:	
Date of visit:	1 – 5 October 2022
Municipality:	

1. MANAGEMENT AND GOVERNANCE

1.1. Governing bodies work effectively to represent interests of the school community

School performance indicators with examples
The views of parents, school staff and students taken into account in the school's decison making process.
Comments with evidence
Conversations with staff, students, and parents and evidence from questionnaires indicate that the school council contributes to many school decisions. All members of the school community regularly receive questionnaires which are analysed by the school management. However, as the questionnaires are all on paper, they take time to analyse. The student council initiated a campaign to keep the school tidy, which was supported by the school management. However, conversations with staff and students indicated that staff were not aware of students views about the quality of teaching and learning at the school.
Commendations
The student council for raising awareness of environmental issues through its 'keep the school tidy' campaign.
Recommendations
• The use of online surveys would make information gathering more efficient. • The school management should investigate ways to give students more opportunity to discuss the quality of teaching they receive and share these opinions with teachers.

1.2. Student assessment data is analysed by the school management and informs decison making

School performance indicators with examples
Student attainment is measured effectively, analyzed and informs school planning.
Comments with evidence
The school management and staff meet to analyse assessment evidence. However, the assessment data is based more on teachers opinions than on clear evidence. Assessment data is not compared with other forms of data such as student surveys. The visiting team saw little use of rubrics by teachers to set clear goals for students and enable students to set goals for themselves.
Commendations
None
Recommendations
- Teachers should try to use rubrics more to better evidence their assessment.   - Assessment data should also be compared with student surveys about their attitude to learning.

1.3. School management effectively implements the curriculum using proven pedagogical practices

School performance indicators with examples
School middle management ensures plannning is effective and driven by proven pedagogical practices.
Comments with evidence
Most lesson plans indicate the use of evidence based practices such as diagnostic assessments and effective collaborative learning such as projects that relate to 'real life' situations. The school management regularly reviews planning and a supportive 'open door' observation culture means that the execution of lesson plans is observed on a regular basis.
Commendations
The school management for creating a supportive observation culture.
Recommendations
The use of a standardised planning format such as a scheme of work format could save teachers time and ensure more consistency than daily lesson plans.

1.4. School development prioritises student needs

School performance indicators with examples
The school carries out effective school self-evaluations that lead to the improvement of student outcomes.
Comments with evidence
The school has just started to use self evaluation more effectively. It has a supportive open door lesson observation culture that ensures teachers' work is observed on a daily basis. The school uses questionnaires but they are not digital and are time consuming to analyse. Conversations with staff indicate that lesson plans are analysed regularly.
Commendations
The school management for developing a supportive 'open door' lesson observation culture.
Recommendations
The school use online surveys to gather data more regularly and efficiently.

1.5. School development priorities are monitored and analysed effectively

School performance indicators with examples
The successful implementation of the school development plan is monitored and analyzed by school management and the school council.
Comments with evidence
The school management write a school development plan annually. Conversations indicate that in previous years pedagogical development was not identified. However, the introduction of an open door policy of lesson observation and the use of an updated teacher needs analysis mechanism has helped management more accurately identify training needs. Conversations with the student council indicate that students do not have the opportunity to discuss pedagogy with staff.
Commendations
The school management for the introduction of a supportive open door policy of lesson observation.
Recommendations
Develop age appropriate mechanisms for students to talk about their learning that are shared with teaching staff.

2. CULTURE AND SCHOOL ENVIRONMENT

2.1. The facility and other school spaces are accessible, safe, healthy and friendly

School performance indicators with examples
- The physical environment of the school is safe and conducive to the development of children. * Only certified school inspectors and safety officials can make this judgment officially.   - Hygiene in all school spaces is at a high level. * Only certified school inspectors and safety officials can make this judgment officially.   - The school is supportive, and friendly.   - All students, parents and school staff are treated with dignity and respect.
Comments with evidence
The school is friendly and staff have created a nurturing and safe atmosphere for students to learn. No clear physical hazards were observed. However, female students complained that the girls' toilet was not hygienic.
Commendations
Staff for creating a safe and nurturing atmosphere.
Recommendations
Use the student council to think of workable solutions that address student concerns about toilet hygiene.

2.2. The school is inclusive and takes account of students' individual needs.

School performance indicators with examples

- The school enables all students with specific learning needs to gain access to the curriculum, including gifted and talented students and to have the opportunities for success in their learning, relative to their abilities.
- The school works effectively with external agencies to ensure all children have equal access to a high-quality education.

Comments with evidence

Evidence from lesson observations shows that the individual needs of students with special educational needs are partly addressed. Many lessons are individualised through differentiation of content and process that help students access the curriculum. However, observations from lessons and conversations with staff highlighted that the identification of students with special educational needs is challenging.

Commendations

Teachers for trying to individualise learning through the use of a range of strategies.

Recommendations

Create protocols that help teachers informally identify students who require extra support.

2.3. The range and appropriacy of resources for effective teaching and learning

School performance indicators with examples
The resources are sufficient to meet core curricula requirements.
Comments with evidence
The school possesses a range of resources including a well equipped ICT room, gymnasium, small library. Resources are sufficient to meet core curricula requirements. However, the school does not have a well equipped science laboratory. It is also clear that text books in some subjects do not meet the requirements of the curriculum. Teaching staff use a variety of strategies to individualise learning to help overcome the poor quality of the text books. One Science teacher uses google classroom to share high quality online content with students such as websites or scanned copies of high quality texts.
Commendations
None
Recommendations
- The school management arrange School Based Training days for teachers to collect and analyze online learning materials that can be used to fulfil curriculum requirements.   - The school management use School Based Teacher Training days to share good practice of its staff.

2.4. School community involvement in the maintenance of the physical environment

School performance indicators with examples
Parents, students and staff are involved in improving and maintaining the school's environment.
Comments with evidence
Conversations with the school council indicate that they actively participate in maintaining the school encvironment. The student council launched a campaign to keep the school tidy and parents raised money to buy the school a new projector.
Commendations
Parents for raising money to help improve school resources.
Recommendations
None

2.5. The school provides a safe and enabling environment for effective learning

School performance indicators with examples
The school has mechanisms to assess risk and deal with accidents and emergencies. *Only certified school inspectors and safety officials can make this judgment officially.
Comments with evidence
Documentation and conversations with staff evidence that the school provides a safe environment for effective learning. All trips and large school trips are risk assessed by staff.
Commendations
None
Recommendations
None

3. TEACHING, LEARNING AND ASSESSMENT

3.1. Teaching and assessment strategies

School performance indicators with examples
• Teachers use a range of pedagogically proven teaching and learning strategies. • Teachers use a range of pedagogically proven assessment strategies and adapt learning to meet individual student needs.
Comments with evidence
Some lessons observed contained examples of hinge questioning and the teacher adapted the lesson according to the answers received. Many lessons were individualised through the use of tiered content. Science teachers enabled collaborative practical experiments without the use of a well resourced science laboratory. Lesson planning documentation contained examples of individualising learning. However, some lessons observed were one paced and showed little evidence of individualising learning. Conversations with students and evidence from books indicate that teachers give grades without meaningful feedback.
Commendations
None
Recommendations
The management staff prioritise training in effective feedback and marking.

3.2. Individualisation of learning to meet student needs.

School performance indicators with examples
- Teaching is individualised to support learners needs.   - Teachers use assessment strategies to adapt learning to meet individual student needs.
Comments with evidence
Some lessons observed contained examples of hinge questioning and the teacher adapted the lesson according to the answers received. Many lessons were individualised through the use of tiered content. The visiting team observed the use of collaborative and active learning techniques in a range of science lessons. Lesson planning documentation contained examples of individualising learning. However, some lessons observed were one paced and showed little evidence of individualised learning. Conversations with students and evidence from books indicate that teachers give grades without feedback.
Commendations
Teachers for using a range of strategies to individualise learning.
Recommendations
The management staff prioritise training in effective feedback and marking.

3.3. Involvement of students in the learning process

School performance indicators with examples
- Students are taught to develop independent learning skills through systemic self-assessment and target setting.   - Students are self motivated and demonstrate the ability to think for themselves.
Comments with evidence
- Conversations with students and staff showed that students have opportunities for meaningful problem solving activities outside of class in the student council and in some extra curricula activities.   - Conversations with students, analysis of planning documentation and student work showed very little evidence of student self assessment. Teachers rarely use rubrics.
Commendations
None
Recommendations
Staff receive training in effective feedback practices.

3.4. Feedback and Marking

School performance indicators with examples
Effective targeted written and oral feedback helps meet students' individual needs.
Comments with evidence
Review of student work and conversations with students indicate that most feedback is delivered in the form of grades. Many students talked about their learning in general terms. For example, "I need to listen more. I need to work hard". Few students could give specific examples of how they could work at a higher level. Many students who regularly received a grade 5 were not able to say how they could improve further but also felt that the work they were given was quite easy.
Commendations
None
Recommendations
• Teaching staff receive training in effective feedback strategies.   • Incorporate challenge into lesson planning documentation.

3.5. The school is constantly committed to improving teaching and learning practices

School performance indicators with examples
- Formal and informal quality assurance practices are embedded into the school culture.   - Staff regularly review and adapt professional practice based on the schools' internal quality assurance mechanisms.   - The school uses an effective mechanism to identify the individual training needs of teachers.
Comments with evidence
The school does not have regular School Based Teacher Training inset days at present but is planning to have 5 days this year. Conversations with staff and observations by the visiting team indicate that the school has a supportive lesson observation culture.
Commendations
None
Recommendations
Use the informal observations to target future School Based Teacher Professional Development.

3.6. The school uses an effective mechanism to identify the individual training needs of teachers

School performance indicators with examples
The school uses an effective mechanism to identify the individual training needs of teachers.
Comments with evidence
The school has a supportive observation culture. It is planning to use a teacher needs analysis mechanism to further identify training needs.
Commendations
None
Recommendations
None

4. School Based Teacher Professional Development

4.1. Provision of professional development

School performance indicators with examples
The school provides sustained and targeted professional development to teachers.
Comments with evidence
Teachers have received a great deal of training from NGOs in the last two years but the training was not specifically identified by the school as a priority. Conversations with teaching staff and the director indicated that many teachers saw this training as a "tick box exercise". Conversations with the director and staff indicate that the school is planning to organise School Based Teacher Professional Development workshops after it has carried out a teacher needs analysis.
Commendations
None
Recommendations
None

4.2. Monitoring of Professional development

School performance indicators with examples
The school uses effective mechanisms to monitor the effectiveness of professional development.
Comments with evidence
The school has a supportive open door lesson observation culture as described by staff. School management monitor professional practice. However, conversations with students and parents indicate that students are not asked about pedagogical practice regularly.
Commendations
The school management for establishing a supportive lesson observation culture.
Recommendations
Use the student council more proactively to identify teacher training needs.

5. Student performance

5.1. Students exercise their social and civic responsibilities in the classroom, at school and in the community

School performance indicators with examples
- Students feel safe, respected, fulfilled, involved in school life and responsible for contributing to the positive climate at school.   - Students are active and vigilant in identifying problems in the classroom, school and community and contribute to decision making.   - Students' initiatives are highlighted and valued.
Comments with evidence
The school has a a warm and nurturing atmosphere throughout. Most lessons are characterised by a calm purposeful atmosphere. Classroom displays evidence that students are actively involved in contributing to the community. The student council has an active role in decion making within the school.
Commendations
The staff for creating a warm and nurturing environment.
Recommendations
None

5.2. Student achievement is monitored and analysed

School performance indicators with examples
- Assessment outcomes are monitored and evaluated with clear feedback into teaching and learning strategies.   - Student progress is tracked systematically, using a range of achievement data in order to support the students in maximizing their potential'.
Comments with evidence
Student data is analysed regularly. However, students are not given attitude to learning surveys that could be compared with assessment data to better identify student needs.
Commendations
None
Recommendations
The school management compare the data from student surveys with assessment data to help identify individual training needs.

5.3. Students are engaged in extra-curricular activities

School performance indicators with examples
Learning is enhanced through involvement in intra and extra-curricular activities.
Comments with evidence
Some teachers offer students extra-curricular activities such as coding club and knitting club. There are no student led extra-curricular activities in the school. Although students participate in student led projects they do not involve the community outside the local community. Students are given opportunities to visit places of natural beauty.
Commendations
None
Recommendations
• The school investigate the use of student led extra-curricular activities. • The school encourages student led projects that benefit the local community.

5.4. Students are engaged in managing their own progress

School performance indicators with examples
Students reflect upon their progress systemically and can identify their next steps in learning.
Comments with evidence
Evidence from conversations with staff and students and analysis of books shows that student reflection and self assessment is not embedded into the culture of the school.
Commendations
None
Recommendations
Teachers receive professional development in the use of effective feedback practices.