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KOSOVAN PEER LED QUALITY ASSURANCE MODEL

EXEMPLAR B

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 decision making process.
Comments with evidence
There is a school council. However, conversations with staff, students, parents and evidence from questionnaires, indicate that the school council does not have a significant role in the school's decision making process. Staff and students indicated that there was no mechanism for students to express views and influence the quality of teaching and learning at the school.
Commendations
None
Recommendations
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 decision making

School performance indicators with examples
Student attainment is measured effectively, analyzed and informs school planning.
Comments with evidence
The school management and teaching 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 no use of rubrics by teachers to set clear goals for students. When asked students were not clear their next steps in learning were. They received grades from teacher (1,2,3,4,5) but did not always know why they received the grade.
Commendations
None
Recommendations
<ul style="list-style-type: none">• Teachers should try to use rubrics more to better evidence their assessment and enable students to set clear goals.• 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 planning is effective and driven by proven pedagogical practices.
Comments with evidence
<p>Although all teachers produce daily and weekly lesson plans they contained little evidence of proven pedagogical practices. There was no evidence of responsive teaching strategies (in-lesson diagnostic/formative assessment), no evidence of self regulated learning in planning (Students did not self assess work and set goals for themselves). There was no evidence of effective feedback practices in planning documentation. There was no evidence that learning was individualised to meet the needs of all students.</p> <p>The management of the school were unaware of the quality of pedagogical practice because few lesson observations had been carried out. The director of the school was the only member of staff to observe lessons. Most teachers interviewed said that they did not usually receive constructive feedback to improve their professional practice.</p>
Commendations
None
Recommendations
<ul style="list-style-type: none">• The management establish a supportive open door policy of lesson observation so that more staff can observe lessons and give supportive feedback.• The school uses School Based Teacher Development days to focus on pedagogical improvement that individualise learning for students.

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 school self evaluation more effectively. A self evaluation team followed guidelines and observed as many lessons as they could to produce an accurate school self evaluation. The school uses questionnaires but they are not digital and are time consuming to analyse.
Commendations
The school self evaluation team for carrying out a clear and accurate self evaluation.
Recommendations
The school use online surveys to gather data more regularly and efficiently.

15. School development priorities are monitored and analysed effectively

School performance indicators with examples
The successful implementation of the school development plan is monitored and analysed 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. Conversations with the student council indicate that students do not have the opportunity to discuss pedagogy with staff.
Commendations
None
Recommendations
Develop confidential age appropriate mechanisms for students to talk about their teaching and learning and share these views with teaching staff. (For example: regular meetings with students to discuss the quality of teaching and learning in every subject.)

2. CULTURE AND SCHOOL ENVIRONMENT

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

School performance indicators with examples
<ul style="list-style-type: none">• 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
No clear physical hazards were observed by the visiting team. The students were friendly and respectful but conversations with students and staff indicated that students were not often asked about their learning experiences at school.
Commendations
None
Recommendations
Develop mechanisms for students to talk about their school experience, including teaching and learning. Ensure confidential student views are shared with teaching staff.

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

School performance indicators with examples
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• Evidence from lesson observations shows that the individual needs of students with special educational needs are not addressed. Most lessons observed were one paced. Teacher led lectures were followed by all students doing the same task at the same time and the same pace. There was no evidence of in-lesson diagnostic assessments to assess whether students would understand the task.• Most teachers make no effort to adapt text books to meet individual student needs. There was little evidence of gifted students being given challenges in lessons. It was also clear from conversations with students and lesson observations that many students with special educational needs were often unable to access the curriculum.
Commendations
None
Recommendations
<ul style="list-style-type: none">• School Based Teacher Development days are used to train staff in responsive teaching strategies, self regulated learning strategies, effective feedback strategies, and individualising learning to meet individual student needs.• The management of the school introduce a supportive open door culture of lesson observation so that staff are observed frequently and coached how to individualise learning effectively.

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
<ul style="list-style-type: none">• 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.• Teachers do not use the ICT laboratory because they have not received training. Although the textbooks do not meet curriculum requirements, most teachers make no effort to adapt the textbooks to better meet curriculum requirements and meet individual student needs. Students said they were not given supplementary material often and were rarely directed to online resources to enhance the curriculum.
Commendations
None
Recommendations
The school management arrange School Based Training days for teachers to collect and analyse online learning materials that can be used to fulfil curriculum requirements.

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 are not usually involved in improving the school environment. It is not possible for parents to make extra financial contributions to the school. The student council were interested in improving the school environment but not sure how they could do this.
Commendations
None
Recommendations
Give the student council more freedom to improve the school environment.

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.
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

The visiting team observed few examples of proven pedagogical practices such as responsive teaching strategies (in-lesson diagnostic assessment) and self regulated learning. There was little evidence in planning documentation and observed lessons that learning was individualised to meet the needs of all students.

Most lessons observed were one paced. Usually the teacher would lecture students before giving the whole class the same task from the textbook. There was no evidence of in lesson diagnostic assessments to assess whether students would understand the task. Teachers usually asked 'closed questions' which the same students would answer. Most teachers made no effort to adapt text books to meet individual student needs. There was little evidence of gifted students being given challenges in lessons. As a result, the level of student engagement in most lessons was extremely low.

The visiting team observed a minority of teachers who used a wider range of strategies to individualise learning and engage students but these lessons were in the minority.

Commendations

None

Recommendations

- The management establish a supportive open door policy of lesson observation so that more staff can observe lessons and give supportive feedback.
- The school uses School Based Teacher Development days to focus on pedagogical improvement that individualises learning for students.
- Teachers receive training in effective feedback strategies.

3.2. Individualisation of learning to meet student needs

School performance indicators with examples
<ul style="list-style-type: none">• Teaching is individualised to support learners needs.• Teachers use assessment strategies to adapt learning to meet individual student needs.
Comments with evidence
<p>The visiting team saw little evidence that learning in most classes was individualised effectively to meet the needs of all students. Most lessons observed were one paced. Usually the teacher would lecture students before giving the whole class the same task from the textbook. There was no evidence of in-lesson diagnostic assessments to assess whether students would understand the task. Teachers usually asked 'closed questions' which the the same students would answer. Most teachers made no effort to adapt text books to meet individual student needs. There was little evidence of gifted students being given challenges in lessons. As a result, the level of student engagement in most lessons was extremely low.</p>
Commendations
None
Recommendations
<ul style="list-style-type: none">• The management establish a supportive open door policy of lesson observation so that more staff can observe lessons and give supportive feedback.• The school uses School Based Teacher Development days to focus on pedagogical improvement that individualises learning for students. (particularly related to adapting textbooks)

3.3. Involvement of students in the learning process

School performance indicators with examples
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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. Students interviewed were able to share the grades they received but did not know how to improve them except through general strategies such as 'I need to work harder or I need to listen more in lessons'. Some students who regularly received grade 5 found the work easy but were not given more challenging work to do. Lesson observations also evidence the lack of challenge in lessons for higher performing students.
Commendations
None
Recommendations
<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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 confirmed that there was no teacher coaching culture in the school so teachers rarely received supportive but constructive feedback about the quality of their teaching.
Commendations
None
Recommendations
The school management establish a supportive open door culture to lesson observation so that more staff can give constructive support to colleagues on how to improve the quality of teaching and learning.

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
Evidence from conversations with staff, students, evidence from planning documentation and lesson observation indicate that the school does not have an effective mechanism to identify the individual training needs of teachers.
Commendations
None
Recommendations
The school management establish a supportive open door culture to lesson observation to better identify training needs.

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
<ul style="list-style-type: none">• 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 school 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 in the future
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
Conversations with students and parents indicate that students are not asked about pedagogical practice regularly. The only member of the school staff who observes lessons is the school director.
Commendations
None
Recommendations
<ul style="list-style-type: none">• Use the student council more proactively to identify teacher training needs.• The school management establish a supportive open door culture to lesson observation to better identify 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
<ul style="list-style-type: none">• 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
Students were polite and respectful. Structures exist to contribute to decision making in the school but students interviewed did not believe they had a meaningful role in decision making.
Commendations
None
Recommendations
Strengthen the role of the student council so that it has more impact on the school environment and the quality of teaching and learning at the school.

5.2. Student achievement is monitored and analysed

School performance indicators with examples
<ul style="list-style-type: none">• 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
The student data available is analysed. 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. Students rarely participate in student led projects and they do not involve the local community. Students are given opportunities to visit places of natural beauty.
Commendations
None
Recommendations
<ul style="list-style-type: none">• 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 a significant part of the culture of the school. Students believe that their grade is a reflection of how well they listen in class and how hard they work but many students interviewed did not remember any targeted advice on how to improve their grade. Teachers do not use rubrics to help students self assess their performance.
Commendations
None
Recommendations
<ul style="list-style-type: none">• Teachers receive professional development in the use of effective feedback practices and self regulated learning.• The school establishes a self evaluation team for carrying out a clear and accurate school self evaluation.• The management establish a supportive open door policy of lesson observation so that more staff can observe lessons and give supportive feedback.• The school uses School Based Teacher Development days to focus on pedagogical improvement in a wide range of areas that help to individualise learning for students.• Develop confidential age appropriate mechanisms for students to talk about their teaching and learning and share these views with teaching staff.• Teachers receive professional development in the use of effective feedback practices and self regulated learning strategies.



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