Post-Primary Proforma

Overall Effectiveness	**O / VG / G / S / I / U**
Q1. Leadership and Management	**O / VG / G / S / I / U**
Q1a. How effective are leadership and management in raising achievement and supporting learners?	**O / VG / G / S / I / U**
Q1a.1. ICT: How effective are leadership and management in developing the use of ICT throughout the school?	**O / VG / G / S / I / U**
Q1a.2. Strategic Leadership: How effective are the senior management team /leadership including the governing body/ management committee in providing strategic leadership and clear direction in achieving high quality education and/or training?	**O / VG / G / S / I / U**
i. Strategic Leadership of the Principal	O / VG / G / S / I / U
ii. Strategic Leadership of the senior management team	O / VG / G / S / I / U
iii. Strategic Leadership of the middle management	O / VG / G / S / I / U
iv. Strategic Leadership of the governors	O / VG / G / S / I / U

Evaluate the extent to which the leadership:

• *provides clear and realistic direction based on a knowledge of, and vision for, the school;*
• *inspires confidence and respect among the staff and pupils and promote in them a sense of their own worth and a respect for others;*
• *establishes clear and open channels of communication between staff, pupils, parents and governors;*
• *works together appropriately to ensure effective governance and management of the school;*
• *encourages learner involvement in discussions and decisions on aspects of school life that directly affect them, ensuring the student voice is represented; and*
• *sets high standards and expectations underpinned by professional knowledge and understanding of the curriculum.*

Q1a.2.v. Confidence Level for Governance	**Not Applicable / High Degree of Confidence / Confident / Limited Confidence / No Confidence**
Q1a.3. Action to Promote Improvement: How effective are the leaders and managers, at all levels in the use of self-evaluation leading to improvement in the quality of provision?	**O / VG / G / S / I / U**
i. How effective is the School Development Plan?	O / VG / G / S / I / U

Evaluate the extent to which the leadership:

• *ensures that self-evaluation is rigorous, effective and leads to improvement and is underpinned by effective analysis and interpretation of relevant qualitative and quantitative data;*
• *sets, shares and reviews realistic objectives and targets through an effective school development planning process which is underpinned by rigorous self-evaluation;*
• *has in place a school development plan which has been agreed and contributed to at all levels and is supported by an appropriate action planning process; and*
• *promotes effective and innovative strategies to raise standards and improve the quality of teaching and learning.*

Q1a.4. Staffing: How effective are the leaders and managers in recruiting, deploying, supporting and developing staff, at all levels, to provide high quality education / training?	**O / VG / G / S / I / U**

Evaluate the extent to which the leadership at all levels:

• *defines clear roles, responsibilities and functions, to support the achievement of key strategic objectives agreed in*

the school development plan to meet the needs of the pupils;
• ensures staff are appropriately qualified, trained and experienced, have the necessary expertise and are kept up to date with developing trends to meet curricular and pastoral needs and management responsibilities;
• deploys all staff in ways which meet the needs of the pupils, utilises their expertise, interests and specialist knowledge;
• ensure appropriate arrangements for those teachers needing support to carry out their established or newly acquired duties;
• provides all staff with appropriate opportunities to undertake continuing professional development, evaluates its influence on learning and teaching and shares best practice;
• uses effectively the Performance Review: Staff Development (PRSD) cycle to identify and meet individual staff development needs;
• provides a range of opportunities for staff to develop leadership and management skills and capabilities, in order to build capacity within the organisation to meet present and future needs;
• deploys effectively classroom assistants/support staff/technicians; and
• monitors and evaluates the impact of staff development on learning and teaching.

Q1a.5. Accommodation and Physical Resources: How effective are leaders and managers in the deployment of all resources to provide high quality education / training?   O / VG / G / S / I / U

Evaluate the extent to which:

• the available accommodation, including the school grounds, is used effectively and efficiently to meet the curricular, pastoral and social needs of the pupils;
• the impact of resources to support learning and teaching is monitored and evaluated;
• the accommodation and facilities provide a safe and stimulating environment well-suited to supporting the curricular activities of pupils, the work of staff and social and leisure activities where applicable;
• the premises are secure and safe; and
• access is suitable to the needs of all users.

Q1a.6. Links and Partnerships: How effective are the links and partnerships with parents other providers (incl. schools), other agencies and employers and the wider community, to identify and to meet the current and future needs of learners?   O / VG / G / S / I / U

Evaluate the extent to which:

• parents are encouraged to become involved in promoting their child's learning - their views are sought and acted upon;
• parents receive clear and accessible information about policies, the curriculum programme and the operation of the school;
• relevant information is exchanged between professionals to ensure continuity and progression in the pupils' learning and pastoral care, particularly at key transition stages;
• the school makes regular contacts with local people and organisations to help foster positive attitudes and values among the learners;
• the school makes use of and provides services to the community and nearby schools by utilising its resources, particularly outside normal school hours;
• the school maintains effective links with statutory organisations, including educational support services, Health and Social Care and other agencies including CASS (ESA); and
• the school makes best use of links and partnerships with employers and external bodies to inform pupils about economic awareness, environmental sustainability, and their employability needs at both local and regional levels.

Q1a.7. Equality of opportunity, diversity and good relations: How effectively do leaders and managers plan strategically to ensure equality of access, to foster good relations and to meet the diverse needs of learners and staff in the pursuit of good provision for learning?   O / VG / G / S / I / U

Evaluate the extent to which leadership at all levels:

• respects diversity and encourages understanding and greater cohesion across communities through well-developed curricular and pastoral links with other schools and relevant educational establishments;

• meets statutory requirements in relation to equality and diversity;
• has in place appropriate policies and procedures that meet legislative requirements and actively promote equality of opportunity and good relations for the organisation's learners and staff;
• ensures that the provision is open and accessible to all learners, regardless of identity and background and in a manner that takes account of their abilities; and
• provides targeted staff development opportunities to promote diversity, equality of opportunity and good relations.

Q1a.8. Public Value To what extent is the organisation one which is operationally feasible, provides value for money, meets the expectations of its all its stakeholders, fulfils government's expectations and is effective?   O / VG / G / S / I / U

Evaluate the extent to which the leaders at all levels:

• make effective and efficient use of resources to support the delivery of the curriculum;
• manage finances effectively to ensure that the provision is both high quality and cost effective, and avoids unnecessary duplication; and
• monitor, evaluate and review the provision regularly to ensure it benefits the community and local and global economies.

Q2. Quality of Provision   O / VG / G / S / I / U

Q2a. How effective are teaching, training, learning and assessment?   O / VG / G / S / I / U

Q2a.1. Planning: how effective is planning to support and promote successful learning?   O / VG / G / S / I / U

Evaluate the extent to which:

• the overall curriculum planning reflects the aims of the school and the priorities outlined in the School Development Plan;
• the school has clear, coherent planning for all areas of the curriculum which guides effectively the work of individual teachers and the staff as a whole;
• the long-term planning [schemes of work] ensures that the programme of learning for each pupil is broad and balanced, and promotes continuity and progression in the pupils' learning;
• the short/medium-term teachers' planning is effective and identifies the intended learning, differentiation, and evaluation;
• there is an evaluation of pupils' learning which is used to inform future planning; and
• there are opportunities for the pupils to contribute to the planning process.

Q2a.2. Teaching and learning: how effective is teaching and/or training in promoting successful learning?   O / VG / G / S / I / U

Evaluate the extent to which teachers:

• create a supportive environment which is conducive to learning;
• convey and set realistically high expectations which challenge and inspire the pupils;
• use and build upon the pupils' ideas, interests and prior learning;
• develop the pupils' independence, creativity and managing risks for their learning;
• use an appropriate range of teaching and learning strategies which motivate the pupils and engage them purposefully in their work both collaboratively and independently;
• ensure that learning supports the development of the pupils' cross-curricular skills and the thinking skills and personal capabilities (TSPC); and
• consolidate the learning effectively.

Q2a.3. Assessment: How effective is assessment in promoting learning?   O / VG / G / S / I / U

Evaluate the extent to which:

• the school's assessment policy reflects statutory requirements and provides clear guidance about the purposes of assessment, the methods to be used, the range and types of evidence to be retained, and the uses to be made of assessment information;
• teachers use an appropriately wide range of assessment for learning strategies, including, self and peer-assessment, to inform future learning and teaching;

- *pupils' work is marked frequently and consistently in ways which highlight the strengths and give feedback on what the pupil needs to do in order to improve;*
- *pupils identify personal learning targets;*
- *appropriate and realistic targets are set, monitored and tracked for individual pupils for learning, and attainment in end of key stage assessments and public examinations; and*
- *the school communicates to parents the pupils' progress and achievement.*

Q2b. Quality of Provision: How well do the learning experiences, programmes and activities meet the needs of the learners and the wider community?	O / VG / G / S / I / U

Q2b.1. Curriculum Provision: How does the curriculum offer a coherent and broadly balanced programme of learning which provides learners with clear progression opportunities?	O / VG / G / S / I / U

Evaluate the extent to which the school:

- *provides a sufficiently broad, balanced and flexible curriculum which is tailored to meet the needs of individual pupils and ensures appropriate progression opportunities;*
- *reflects the statutory curricular requirements and provides the pupils with access to a range of academic and vocational options which meet their needs;*
- *promotes a socially inclusive curriculum which ensures participation in education for all pupils;*
- *provides an appropriately wide range of non-formal and extra-curricular enrichment activities to meet the curricular and pastoral needs of all pupils*
- *ensures that development of the pupils' thinking skills andpersonal capabilities; and*
- *reviews regularly the curriculum in line with statutory educational requirements.*

Q2b.2. Learning Experiences: How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?	O / VG / G / S / I / U

Evaluate the extent to which:

- *the learning experiences are of high quality and are matched to the individual needs, interests and aspirations of the learners; and*
- *the learning experiences contribute to the pupils' fulfilment, personal development and education.*

Q2b.3. Curriculum Provision (11-16): How does the curriculum offer a coherent and broadly balanced programme of learning which provides learners with clear progression opportunities?	O / VG / G / S / I / U
Q2b.4. Learning Experiences (11-16): How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?	O / VG / G / S / I / U
Q2b.5. Curriculum Provision (16+): How does the curriculum offer a coherent and broadly balanced programme of learning which provides learners with clear progression opportunities?	O / VG / G / S / I / U
Q2b.6. Learning Experiences (16+): How well do the learning programmes and activities match the needs and aspirations of all the learners and enable them to fulfil their potential?	O / VG / G / S / I / U
Q2c. Quality of Provision: How well are learners cared for, guided and supported?	O / VG / G / S / I / U
Q2c.1. Pastoral Care: How effectively do the care, advice and guidance and other support processes provided for learners promote their welfare, personal development and ensure achievement?	O / VG / G / S / I / U

Evaluate the extent to which:

- *the school has a caring ethos and shows a strong commitment to the welfare of the pupils and the staff;*
- *the pastoral care supports the pupils' learning;*
- *the school has comprehensive policies in line with DE guidance and implements them fully;*
- *the school has an ongoing whole-school programme to consult with stakeholders and addresses issues such as bullying, sectarianism, racism and good relations, that is integrated and consistent with the curriculum, reflected in*

day-to-day teaching and learning, part of the SDP and linked to pupil-support arrangements;
* *there is an appropriate induction process for pupils and staff;*
* *the pastoral support is responsive to the needs of individual pupils addressing local and contemporary issues which effect their lives; and*
* *access is given to an appropriate range of personal and social services.*

Q2c.2. Safeguarding (protecting children and vulnerable adults) Are the arrangements to safeguard and protect learners satisfactory or better?	Not Applicable / Comprehensive / Satisfactory / Unsatisfactory

Evaluate the extent to which:

* *the pupils feel secure and free from emotional and physical harm; they understand that their concerns will be listened to sympathetically and appropriate action taken;*
* *the school implements fully a child protection policy which is in line with the requirements of the relevant DE Circulars;*
* *the school informs pupils and parents and all relevant parties of policies and procedures relating to the protection of children, young people and vulnerable adults;*
* *the school monitors the children's awareness of the school's procedures for child protection; and*
* *the school manages effectively the records relating to Child Protection/Safeguarding issues and the Understanding the Needs of Children In Northern Ireland (UNOCINI) Guidance.*

Q2c.3. Additional Learning Support: How effective is the organisation in providing additional learning support for those who have cognitive, physical, emotional or linguistic barriers to learning?	O / VG / G / S / I / U

Evaluate the extent to which:

* *the school implements the current DE guidance;*
* *the member of staff with responsibility for SEN has a clearly defined role, and receives appropriate time, training and resources;*
* *the school identifies, and determines accurately, the special educational needs of individual pupils and maintains effective links with parents, other professionals and support agencies.*
* *there are clear and realistic Education Plans compiled through appropriate consultation which are reviewed regularly;*
* *the learning support staff have received appropriate training and contribute effectively to the support and review of the pupils' learning programmes; and*
* *the school makes appropriate use of the finances allocated for special needs.*

Q2c.4. Careers Education Information Advice and Guidance (CEIAG): How effective is the programme of CEIAG in meeting the needs, potential and interests of the learners?	O / VG / G / S / I / U

Evaluate the extent to which:

* *the school has a well-planned and coherent careers education programme, including the opportunity to engage in personal career planning;*
* *the pupils access impartial careers advice and guidance, including a broad range of up-to-date careers information to inform them of the educational and employment opportunities available to them;*
* *the pupils have appropriate opportunities for work-related learning and skills development and to develop their employability skills; and*
* *the pupils have opportunities to explore careers in science, technology, engineering and mathematics (STEM) areas.*

Q2d. ICT: How effective are teaching, learning and assessment in ICT?	O / VG / G / S / I / U
Q3. Achievements and Standards	O / VG / G / S / I / U
Q3a. How well do learners develop and achieve?	O / VG / G / S / I / U
Q3a.1. How far do learners achieve the highest possible standards of work and learning?	O / VG / G / S / I / U

Evaluate the extent to which the pupils:

• *make good progress in line with their prior attainment and achieve their full potential;*
• *achieve in line with relevant benchmarking data;*
• *are well-motivated, enthusiastic and set high expectations for themselves;*
• *demonstrate good communication, ICT and numeracy skills within and across the curriculum; and*
• *apply their learning in a range of contexts.*

Q3a.2. How far do learners acquire and develop the dispositions, skills and capabilities for life-long learning , and contribute to (or lay the foundations for their eventual contribution to) the community and the economy?	O / VG / G / S / I / U

Evaluate the extent to which the pupils:

• *work independently and with others;*
• *demonstrate effective personal and social skills;*
• *think both critically and creatively, and show resilience in their learning; and*
• *understand how their learning can be applied to help them participate effectively in society and as contributors to the local and global economy.*

Q3a.3. How far do learners demonstrate progression within the organisation, building on their prior achievements, and preparing appropriately for the next phase of their learning?	O / VG / G / S / I / U

Evaluate the extent to which the pupils:

• *plan, review and evaluate their work;*
• *identify appropriate actions to progress their learning;*
• *make consistent progress commensurate with their abilities, in particular, at key transition stages;*
• *achieve the highest possible standards building on their prior learning and maximise their potential; and*
• *acquire, develop and transfer their knowledge, skills and understanding across their learning.*

Q3a.4. How well do individual learners, at low levels of ability, surmount the barriers they may have to learning and achieve their full potential?	O / VG / G / S / I / U

Evaluate the extent to which the pupils:

• *manage their own emotions, regulate their learning and interact effectively with others; and*
• *meet their full potential, regardless of gender, social, ethnic, linguistic and educational background.*

Q3a.5. How well do individual learners, at average levels of ability, surmount the barriers they may have to learning and achieve their full potential?	O / VG / G / S / I / U
Q3a.6. How well do individual learners, at high levels of ability, surmount the barriers they may have to learning and achieve their full potential?	O / VG / G / S / I / U
Q3a.7. ICT: How well do individual learners achieve and attain in the use of ICT?	O / VG / G / S / I / U
Q0a.1. Have there been any complaints raised by the organisation during the inspection?	N/A / No concern(s) raised / Concern(s) raised and resolved / Formal complaints procedure initiated